

以下の内容は、2009年7月20～23日、カナダのモントリオールで開催された第22回国際初年次教育学会（22nd International Conference on the First Year Experience）でのポスターセッションにおいて発表したものである。国際初年次教育学会には、基盤教育院から、2008年は院長の畑山浩昭教授が基盤教育院の理念と組織編成について発表している。2009年は井下と松久保が、基盤教育院におけるアカデミックキャリアガイダンス科目「大学での学びと経験」の開発理念から実施、評価までを発表した。

Establishing an Academic Cornerstone through Self-Exploration: An Attempt at Academic and Career Advising

Chiiko Inoshita, Akiko Matsukubo

Introduction

This poster session outlines, and reports on, the course design of the First Year Experience program developed by the Academic and Career Advising Division of the compulsory foundation college, the College of Cornerstone Education (CCE) in J.F Oberlin University.

Purposes and Concept Model

The purposes of the course are (1) to help first year students to engage with the university's Learning Community and (2) to allow them to have experiences that help them establish an academic cornerstone through self-exploration. This course is designed on the basis of cognitive psychology. "Metacognition" includes the concept of self-exploration, which is an ability to integrate one's learning. The process of monitoring and reflection promotes self-regulation. Furthermore, giving expression is effective to promote metacognitive awareness. Also in order to help students recognize themselves as members of the Learning Community as a whole, chances are given for the students to communicate with senior students and administrative staff as well as for some activities outside of class.

Specifically, four elementary skills the students are expected to learn are set for this course: (1) understanding learning community, (2) self-exploration (metacognition) ;

exploring their own concerns and desires by communicating with others, (3) giving expression; learning how to express their thoughts logically to fellow students, and (4) critical thinking; helping students recognize how different ideas expressed through communication should connect to the development of their own self-exploration and analytical and critical thinking skills.

Structure of the Cornerstone

The CCE provides the core program for the first and second year students and the Academic and Career Advising division provides an Academic Advising program.

Course Design

The course consists of a 15-class semester and eight themes.

- (1) Introducing yourself and others,
- (2) Making names cards and sharing them with classmates,
- (3) Messages from senior students,
- (4) Messages from administrative staff,
- (5) Photo and interviews for the college posters,
- (6) Introduction to critical thinking, academic writing, library information
- (7) A primer for career advising ,
- (8) Writing a paper reflecting on themselves through the course content.

Assessment

The qualitative analysis of the students' final papers shows that students do actively try to spend a successful college life.

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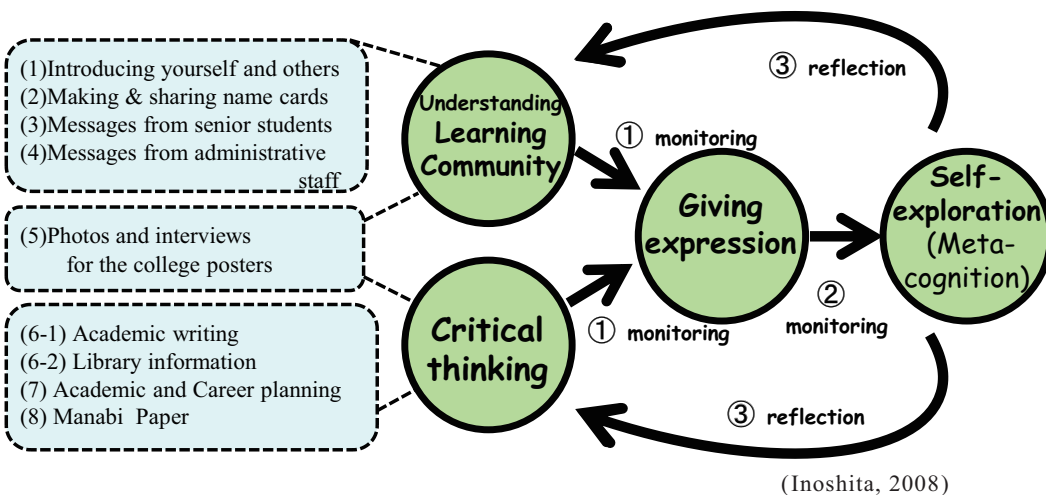
1. Introduction

This poster reports on the course design of the FYE program developed by the Academic and Career Advising Division of the compulsory foundation college.

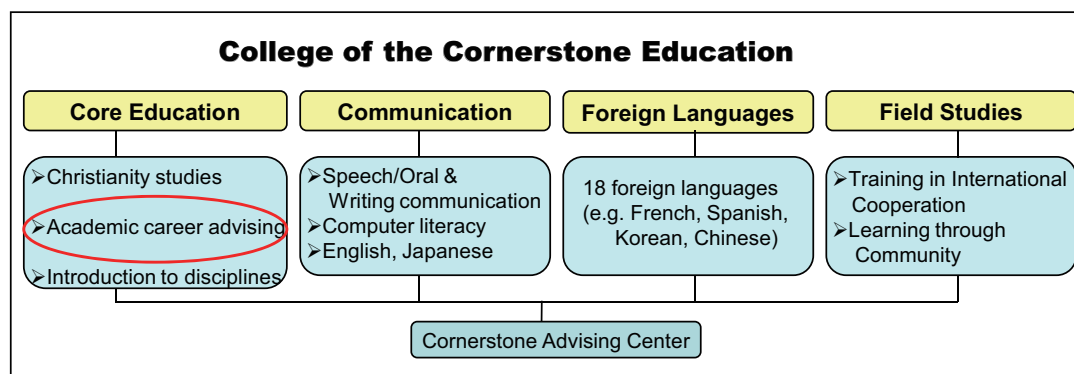
2. Purposes and Concept Model

- (1) To help students acquire knowledge and skills to engage with the university's Learning Community
- (2) To allow them to have experiences that help them realize themselves through communicating with others

"Metacognition Model" to establish an Academic Cornerstone



3. Structure of the Cornerstone Education



4. Course Design

- (1) Introducing yourself and others
- (5) Photos and interviews for the college posters



- (2) Making & sharing names cards with classmates
- (6) Introduction to critical thinking (6-1) Academic writing (6-2) Library information



- (3) Messages from senior students
- (7) A primer for career advising

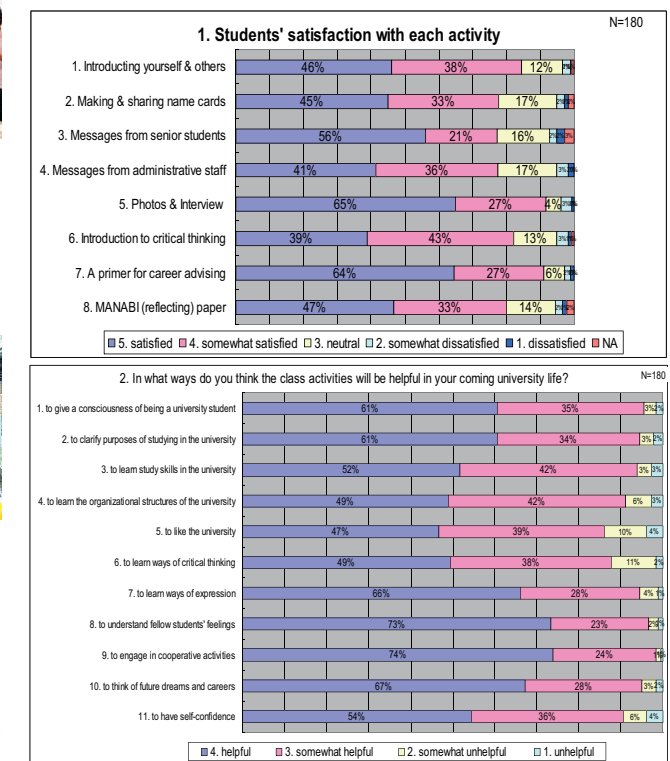


- (4) Messages from the administrative staff
- (8) Writing a paper reflecting on themselves through the course content



5. Assessment

The qualitative analysis of students' final papers has found students self-monitoring, and reflecting on course content areas in their efforts to spend an active and successful college.



Titles of "Manabi paper" given by students

"Discovering myself"
"Self exploration"
"A first step for self-realization"
"Declaration of thinking positively"

The papers showed that the students explored their university life and their futures by themselves.