順天堂大学大学院スポーツ健康科学研究科 和文抄録
2024年度修士論文

知的障害特別支援学校における自然体験活動の指導に関する質的研究－教師の指導観に着目したインタビュー調査から－

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【目的】
体験活動の中でも自然体験活動は、学習意欲や道徳観を高め，積極性や協調性等の育成に効果が高い。支援を必要とする知的障害のある生徒の自然体験活動の取り組みの効果には、教師の指導観が大きく影響し、そのアプローチは非常に重要となる。そこで本研究は、知的障害特別支援学校における校内で実施するカリキュラムに位置付けた自然体験活動が教師の指導観に与える影響を明らかにすることを目的とする。

【方法】
特別支援学校中学部2学年の自然体験活動の授業を担当する教師を対象に、教師の指導観に関する半構造化インタビューを実施する。インタビューデータから逐語録を作成し、修正版グラウンデッド・セオリー・アプローチ（M－GTA）を用いて分析を行い、概念とカテゴリーを生成した。

【結果】
単元開始前の【自然体験活動に対する意識】、単元期間中の【自然体験活動を通じた生徒の主体性と成長の認識】【生徒の様子からみた自然体験活動の特徴の理解】【単元中の指導観の変化と学びを促進する循環プロセス】、単元後の【新たに得た指導観の単元後の活用】【教育課程上の位置付けの課題】の6つのカテゴリー、27の概念が生成された。自然体験活動に取り組む生徒の主体性や成長の認識を契機に、教師は従来の指導方法を振り返り、新たな手立ての検討と実施を繰り返し、生徒主体の授業を図ろうとする指導観の変化が起こることが明らかになった。

【結論】
自然体験活動における生徒の主体的な行動や成長の認識は、教師は指導法を再考し、新たな手立てを試みるなど、学びを深める循環プロセスを生み出す要因であることが示された。自然体験活動の指導経験は教師の指導観に影響を与え、生徒主体の学びを促進する指導支援の在り方を見直す契機となることが示唆された。

Juntendo University, Graduate School of Health and Sports Science 英文抄録（Abstract）
2024 Master's Thesis

Qualitative Research on the Instruction for Nature Experience Activities in Special Needs Schools for Intellectual Disabilities: An Interview Survey Focusing on Teachers' Views on Instruction

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[Purpose]

Experiential activities, particularly nature-based ones, have been shown to effectively enhance learning motivation, moral values, proactiveness, and teamwork skills. For students with intellectual disabilities who require support, the impact of nature-based activities largely depends on teachers' instructional perspectives, making their approach critically important. Therefore, this study aims to clarify the influence of nature-based activities implemented as part of the curriculum in special education schools for students with intellectual disabilities on teachers' instructional perspectives.

[Methods]

Semi-structured interviews were conducted with teachers responsible for nature-experience activities in the second year of the junior high division at special needs schools to explore the teachers' instructional perspectives. Verbatim transcripts were created from the interview data, and an analysis was performed using the modified grounded theory approach to generate concepts and categories.

[Results]

Six categories and 27 concepts were identified: "awareness of nature experience activities before the unit," "recognition of students' proactiveness and growth through nature experience activities during the unit," "understanding the characteristics of nature experience activities based on students' behaviour," "changes in instructional perspectives and the cyclical process of promoting learning during the unit," "application of newly acquired instructional perspectives after the unit," and "challenges in positioning within the educational curriculum." The findings revealed that recognising students' proactiveness and growth during nature-experience activities serves as a trigger for teachers to reflect on traditional teaching methods, explore and implement new approaches, and foster student-centred learning, leading to shifts in their instructional perspectives.

[Conclusion]

It was shown that teachers' recognition of students' proactive behaviour and growth during nature-experience activities serves as a factor in creating a cyclical process that deepens learning, prompting them to reconsider teaching methods and try new approaches. Furthermore, it was suggested that teaching experiences in nature activities influence teachers' instructional perspectives, providing an opportunity to reassess approaches to support student-centred learning.