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# **Abstract**

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This paper attempts, first of all, to summarize the development of academic evaluation reforms in　Japan since the 1990s. Secondly, reform issues for improving well structures and processes of Japanese academic evaluation on the basis of academic self-monitoring and self-evaluation are discussed.

# **Key words**

○○○○,○○○○, 8 items or less

# **１ Introduction**

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This paper attempts, first of all, to summarize the development of academic evaluation reforms1） in Japan since the 1990s.

## 1.1 Background

Table 1 Title

Table

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Figure

Figure 1 Title　 Source:Jones, E.A.（2001）

# **Notes**

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1) This means…

# **References**

Jones, E.A. “Working in Partnership with Faculty to Transform Undergraduate Curricula.” New Directions for Institutional Research, No.110, Summer 2001, pp.15–27.

立命館大学高等教育研究論文タイトル

－論文副タイトル－

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要旨

2013年8月に公表された中央教育審議会答申「新たな未来を築くための大学教育の質的転換に向けて～生涯学び続け、主体的に考える力を育成する大学～」では、基本的な視点として学校教育制度全体（各学校段階）をプログラム中心、具体的な学修成果（答申ならびに法令では「学習」を「学修」と表現しているため、それらに関わる部分についてはその表記を踏襲する）中心に見直すことが提言され、とりわけ学士課程教育では、アクティブ・ラーニングを積極的に導入することや、大学卒業生が具体的に何を身につけ、何ができるようになったかを最重要課題として教職員が認識を共有し、それを明示化する手段としての主体的な学修時間の実質的増加や確保することが求められた。

キーワード

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