

アジェンダを使用した授業構成の工夫

実践の事例

- Web 授業・対面授業に関わらず、受講生を能動的に授業に参加させることに難しさを感じている教員は多いでしょう。90 分の授業時間を「Activity Time」と「Zoom Time」に分けて構成することで、学生の能動的授業参加において集中力を維持することができます。
- 授業の前週に「本日のアジェンダ」(右記)を作成し、学生に当日の授業がどのように進んでいくのかを明示します。
- 授業前半は「Activity Time」から開始します。「Activity Time」では、議長(Chair)役の学生を中心に、ディスカッションやリサーチを行います。例えば、教員が当日の授業に関連する短い動画やディスカッション・トピックを提示し、その内容を学生間で manaba+R の「掲示板」や Slack のチャット内でディスカッションしてもらいます。学生がトピックを提示することもあります。
- 授業後半の「Zoom Time」では、「Activity Time」の活動を元に、議長役の学生によるレビューや教員による講義を行い、学生の知識の定着・理解度の向上を促します。

Session 11 (Dec. 9), AGENDA			
Roles		Members	
Chair: XXX, Timekeeper: XXX		XXX, XXX, XXX, XXX, XXX, XXX, XXX, XXX, XXX, XXX	
Goal			
Review "leadership" in the previous class. Work on the message in your presentation.			
Time Table			
Time (min.)	Tasks	Directions	Notes
16:20	Preparation	Come to Slack on time. Say hello to the class. Read through the agenda.	
16:25	Activity time	To all: • Start on time. • Start a conversation on Slack. • Discuss on a topic introduced by the Chair.	Activity Time
16:40	Warm-up (15)	To Chair: • Provide a topic or question to talk about. • Facilitate communication. • Tell everyone when to finish warm-up.	English only
16:40	Activity time	To Time keeper • Manage the time.	
16:40	Activity time	Yukie will post several questions about a "Message".	
17:05	Theme and Message (25)		
17:05	Zoom time	To Chair: • Start on time. • Look back on the discussion in the warm-up. • Review the previous class. • Review what we learned. • Pick up some interesting/important points in your classmates' portfolio, "In-class activity".	Zoom Time
17:20	Review (15)	To Time keeper • Manage the time.	English only
17:20	Zoom time	Handover to Yukie when you have finished the review 1. Yukie will deliver a lecture about "Message".	
17:20	Message (20)		
17:40	Closing	To Chair: • Wrap-up today's class. • Decide on next week's roles. • Finish the Zoom session. If you finish early, work on your portfolio until 17:50.	English only
17:50	(10)		

活用のヒント

- アジェンダ内には「時間」、「タスク」、「具体的な指示」と「メモ」欄を作成し、学生がいつ・どのようなタスクを行わなければならないのか、その時の注意点も含めて一目で分かるように明記します。
- 「Activity Time」と「Zoom Time」の内容を連動させることで、学生にとってより意味のある知識の習得を促すことができます。
- アジェンダの「時間」は細かく設定することで、学生の集中力を保ち、90 分間の授業内にリズムを生み出すことができます。

背後の原理

- 研修デザインの技法に「90/20/8 の法則」があります。これは、大人が理解しながら話を聞けるのは 90 分まで、記憶しながら話を聞けるのは 20 分まで、集中して話を聞けるのは 8 分までという考え方から作られています。
- 授業でも 1 つの活動(講義やグループ議論)を 20 分までとし、その中で 8 分ごとに何らかの振り返り(講義内容を確認する質問やグループ議論の進行状況の確認)の機会を作るようにします。
- 時間は目安です。「90/20/8 の法則」を参考に、90 分の授業をいくつかの塊に分け、複数の学習活動から構成することで、学生は集中力を維持して学習に参加できます。

- ・本事例は、近藤雪絵先生(薬学部)から提供いただいたものです。
- ・過去の「1 分間 FD」の記事は、教育開発推進機構 HP>FD>3、学内 FD・説明会アーカイブ>実践事例アーカイブに掲載しています。
- ・「1 分間 FD」への事例を募集しております。自薦・他薦を問いません。

How to structure learning with multiple activities

Example Practice

of

- Many instructors find it difficult to get students to actively participate in a class, whether it is a web-based class or a face-to-face class. In order to keep students focused and actively participating in the class, 90-minutes of class time can be divided into "Activity Time" and "Zoom Time".
- Create a "Today's Agenda" (see right) a week before the class to give students a clear idea of how the day's class will proceed.
- The first half of the class begins with "Activity Time". In "Activity Time", students engage in discussion and research, which is led by a student who has the role of the Chair. For example, the teacher will present a short video or discussion topic related to the day's class, and the students will discuss the content on the manaba+R "Forum" or in the Slack chat. Students may also present their own topics.
- In the "Zoom Time" on the second half of the class, students acting as Chair will review the activities and teachers will give lectures based on the activities done in "Activity Time" in order to promote students' knowledge retention and understanding.

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Tips for Use

- In "Today's Agenda", create a column for "Time," "Task," "Specific Instructions," and "Notes," so that students can see at a glance what tasks they need to do and when, as well as what they need to pay attention to.
- By linking the content of "Activity Time" and "Zoom Time", we can encourage students to acquire knowledge in a more meaningful way.
- The time setting of "Today's Agenda" can be set in detail to keep students focused and create a rhythm within the 90-minute class.

Theoretical Background

- There is a training design technique called the "90/20/8 rule". This is based on the idea that you can only listen to a talk for 90 minutes while understanding it, 20 minutes while memorizing it, and 8 minutes while concentrating on it.
- Even in class, each activity (lecture or group discussion) should be limited to 20 minutes, with some opportunity for reflection every 8 minutes (questions to confirm the content of the lecture, or to check the progress of the group discussion).
- The above times are approximate. By using the "90/20/8 rule" as a guide, divide a 90-minute class into several chunks and structure them with multiple learning activities so it will allow students to stay focused and engaged during the class time.

- This case study was provided by Yukie Kondo (College of Pharmaceutical Sciences).
- Past articles of "1 Minute FD" can be found on the Institute for Teaching and Learning HP>FD>3. Archive of internal FD and briefing sessions.
- We are looking for case studies for "1 Minute FD". Self-recommendations and other recommendations are welcome.