

# オンライン教育から見えてきたものと 認証評価の改革方向

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# VIEW FROM ONLINE EDUCATION AND WAY TO INNOVATE CERTIFIED EVALUATION AND ACCREDITATION

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# 認証評価における新型コロナウイルス感染症への対応

## ■評価項目（追加）

- 「基準 1 理念・目的」を除くすべての基準において、「COVID-19 への対応・対策としてどのような措置を講じたか」を問いかけた。
- 2020年度：実地調査で口頭で確認
- 2021年度：自己点検・評価報告書に記載

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## How we handled COVID-19 infection in certified evaluation and accreditation

### ■Evaluated items (added)

- Under all standards except "Standard 1: Mission and Purpose," we asked universities and colleges "What measures you took to respond and handle COVID-19 impacts?"
- In 2020, these measures were checked during the site-visit.
- In 2021, colleges and universities were required to describe these measures in self-study reports.

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# 認証評価における新型コロナウイルス感染症への対応

大学基準	点検・評価報告書（申請大学）	評価（大学基準協会）
基準 2 内部質保証	内部質保証システムを機能させる観点から、内部質保証に関する手続や全学及び学部等を単位とした PDCA サイクルの運営などに関し、内部質保証推進組織等において、COVID-19への対応・対策の措置を講じたかを記述。【必須】	内部質保証推進組織等が行ったCOVID-19への対応・対策は、教育を中心とした大学の質の維持・向上の観点から適切であるか。
基準 3 教育研究組織	附置機関等において、全学的なCOVID-19への対応・対策の措置を講じたかを記述。【任意】	附置機関等における全学的な COVID-19への対応・対策は、教育・研究を中心とした諸活動の質を維持し、円滑に行う上で適切であるか。
基準 4 教育課程・学習成果	教育内容、教育方法、成績評価等の一連の教育活動において、COVID-19への対応・対策の措置を講じたか、またその効果を記述。【必須】	各学部・研究科等の教育活動に係る COVID-19への対応・対策は、教育の質の維持・向上の観点から適切かつ有効であるか。
基準 5 学生の受け入れ	入試において、COVID-19への対応・対策の措置を講じたかを記述。【必須】	入試において大学が講じた COVID-19への対応・対策は、入試の公平性・公正性の観点から適切であるか。
基準 6 教員・教員組織	教員組織の編制や F D 等において、COVID-19への対応・対策の措置を講じたかを記述。【任意】	教員組織の編制や F D 等において講じたCOVID-19への対応・対策は、教員組織の充実や教員の資質向上の観点から適切であるか。

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## How we handled COVID-19 infection in certified evaluation and accreditation

University Standards	Self-Study Reports (Applicant)	Evaluation (Japan University Accreditation Association)
Standard 2: Internal Quality Assurance	Report if the internal quality assurance entity and others took measures to respond and handle COVID-19 in regard to procedures of internal quality assurance and operation of PDCA cycle in whole university or department unit from a standpoint to promote the internal quality assurance system [mandatory].	Are the measures took by the internal quality assurance entity and others appropriate from a standpoint to maintain and improve quality of the university focusing on education?
Standard 3: Education and Research Organizations	Report if an affiliated organization or others took measures to respond and handle COVID-19 as a whole university [optional].	Are the measures as a whole university appropriate to maintain and facilitate quality of activities centering on education and research?
Standard 4: Educational Program and Learning Outcomes	Report if the university took measures to respond and handle COVID-19 in a series of educational activities such as educational contents, method, and grade calculation and what was the effect [mandatory].	Are the measures related to educational activities of each department and research course appropriate and effective from a standpoint to maintain and improve educational quality?
Standard 5: Student Enrollment	Report if the university took measures to respond and handle COVID-19 in the entrance exam [mandatory].	Are the measures by the university in the entrance exam appropriate from a standpoint of fairness and equity of the entrance exam?
Standard 6: Faculty and Faculty Organization	Report if the university took measures to respond and handle COVID-19 in formation of the faculty organization or Faculty Development (FD), etc. [optional].	Are the measures in formation of the faculty organization or FD, etc. appropriate from a standpoint to enrich the faculty organization or improve quality of faculties?

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# 認証評価における新型コロナウイルス感染症への対応

大学基準	点検・評価報告書（申請大学）	評価（大学基準協会）
基準 7 学生支援	学生支援（修学支援、生活支援、進路支援等）において、COVID-19 への対応・対策の措置を講じたかを記述。【必須】	学生支援（学習支援、経済支援、就職支援等）における COVID-19への対応・対策は、学生の安定した学生生活の確保の観点から適切であるか。
基準 8 教育研究等環境	学生の学習環境や教員の教育研究環境の整備において、COVID-19 への対応・対策の措置を講じたかを記述。【必須】	教育研究等環境整備におけるCOVID-19 への対応・対策は、学生の学習及び教員の教育研究活動の円滑な実施の観点から適切であるか。
基準 9 社会連携・社会貢献	社会連携・社会貢献において、COVID-19 への対応・対策の措置を講じたかを記述。【任意】	社会連携・社会貢献において講じた COVID-19 への対応・対策は、知識・技術等の還元の観点から適切であるか。
基準 10 大学運営・財務	大学運営、SD等において、COVID-19 への対応・対策の措置を講じたかを記述。【任意】	大学運営、SD等において講じたCOVID-19 への対応・対策は、教職員の大学運営に関する資質向上の観点から適切であるか。

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## How we handled COVID-19 infection in certified evaluation and accreditation

University Standards	Self-Study Reports (Applicant)	Evaluation (Japan University Accreditation Association)
Standard 7: Student Support	Report if the university took measures to respond and handle COVID-19 in supporting students (study, life, and career support, etc.) [mandatory].	Are the measures in supporting students (study, financial, and career support, etc.) appropriate from a standpoint to ensure stable campus lives of students?
Standard 8: Education and Research Environment	Report if the university took measures to respond and handle COVID-19 in maintaining learning environment for students and educational and research environment for faculties [mandatory].	Are the measures in maintaining educational and research environment appropriate from a standpoint to facilitate learning of students and educational research activities of faculties?
Standard 9: Social Cooperation and Contribution	Report if the university took measures to respond and handle COVID-19 in social cooperation and contribution [mandatory].	Are the measures in social cooperation and contribution appropriate from a standpoint to return profits of its knowledge and technology to society?
Standard 10: University Management and Finance	Report if the university took measures to respond and handle COVID-19 in its university management and Staff Development (SD) [mandatory].	Are the measures in its university management and SD appropriate from a standpoint to improve quality of faculties in operating the university?

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## オンライン教育に対する評価 －2020年度の認証評価より－

- オンライン教育そのものに対する否定的意見は多くない
- オンライン授業の水準維持・向上に向けたFDの活発化
- これからの大学教育に積極的に採り入れることも模索 など

- 主体的学修を促すための措置・工夫、学修状況の管理の必要性
- 成績評価の公平性の確保
- 通信環境整備の充実 など

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## Evaluation of online education －Certified evaluation and accreditation 2020－

- There were not many negative opinions against online education itself
- Promotion of FD to maintain and improve the quality of online classes
- Expectation of active introduction of online education into future university education, etc.
- Measures/plans to promote self-directed learning and learning management systems are needed
- Assurance of integrity of assessment/grading is needed
- Enhancement of internet-access is needed, etc.

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## オンライン教育から見えてきた、評価システムの改善

- クローズアップされた学生の学修のあり方
  - 学生に何を学修させるのか、学生は何をすればよいのか
  - 学修成果測定に至るまでの学修に関する指導、主体的学修を促進させる措置・工夫、学修の進捗管理、学修プロセス、学修状況の把握など
- 「学修」に焦点をあてた評価の充実の必要性
- 「学修者本位の教育」の実現をいかに図るか

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## Improvement of evaluation system revealed from online education

- Close focus on how students learn
  - What we expect students to learn / what they should do?
  - Guiding students to establish learning outcomes to be assessed; measures and plans to promote self-directed learning; management of learning process; and monitoring student attainments, etc.
- Needs to enhance evaluation focusing on "learning"
- How to translate "student-centered learning" into reality

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## 第4期認証評価の改革方向（1）

### ■学修成果に基軸を置く内部質保証の実質化

- 内部質保証の目的の明確化
  - 「教育、学修の充実」、「学修成果の向上」
- 「学修成果に基軸を置く」という意味
  - 明確にした学修成果を修得させるための教育・学修をいかに実質化させるか
  - 学修成果（目標）の設定→学修成果を修得させるための教育・学修の実践→教育内容・方法、学修プロセス及び学修成果の評価→評価結果の活用

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## Way to innovate the 4th-cycle certified evaluation and accreditation (1)

### ■Attain internal quality assurance based on learning outcome

- Clarify objectives of internal quality assurance
  - “Enhancement of teaching and learning” and “improvement of learning outcomes”
- “Learning outcomes” as the key concept
  - How to make teaching and learning substantial to guide students towards the stated learning outcomes
  - Stating learning outcomes (goals)→Implement teaching and learning to make students obtain learning outcomes→Evaluating course contents and methods, learning process, and learning outcomes →Utilization of evaluation outcomes

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## 第4期認証評価の改革方向（2）

### ■大学の特色ある取組の進展に寄与する評価を強化

- 評価を通じて各大学の優れた事例（GP）を発掘
- 大学の質的向上を支援する観点から、各大学でGPを共有し、議論する機会を設けることが必要。

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## Way to innovate the 4th certified evaluation and accreditation (2)

### ■Enhancement of evaluation contributing the development of university's characteristic approach

- Identifying good practices (GPs) of each university through evaluation
- GPs need to be shared among universities and discussion should be promoted to support quality improvement

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## 第4期認証評価の改革方向（3）

### ■評価にかかる負担の軽減

- 評価の効率化
  - 評価対象の焦点化、評価資料の精選化、など
- 評価者の選任・育成
  - 優れた評価者の選任、大学の自己点検・評価に従事する人材育成、など

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## Way to innovate the 4th certified evaluation and accreditation (3)

### ■Reducing burden of evaluation

- Promoting efficiency of evaluation
  - Prioritization of evaluation targets; optimizing paper-works, etc.
- Appointment and training of evaluators
  - Selection of good evaluators; development of human resources for institutional self-study and third-party evaluation, etc.

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