

ティーチングアシスタントの視点から捉える リフレクションに関するエスノグラフィー

Ethnography on Reflections from the Perspective of Teaching Assistant as Reflective Practitioner

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1. Background and Purpose of Study

In everyday life, we learn and evaluate new expressions and thoughts put out by other people and take them into our own knowledge construct. Studies on reflection in learning have been focusing mainly on a practical evaluation to improve teaching or a method to maximize learning effect. In addition, reflection seems to be defined differently in various fields.

The present study intends to investigate reflective activities in a practical and domain-specific “Media Production Studies” class by applying an ethnographical method. The main purposes of this study, therefore, are twofold.

- 1) To clarify the actual reflective behaviors and transaction in a college class through the TA (Teaching Assistant)’s active participant observation.
- 2) To structure of reflection by scrutinizing the lesson practice by using the ethnographic analysis in a class of media production.

2. Method

Qualitative data analysis (thick description and triangulation) was conducted in this study. Multiple kinds of data from the perspective of a reflective practitioner was analyzed.

Data was collected by:

- a) Participant observation in class
- b) Field notes described by the TA
- c) Semi-structured interview with the teacher

2.1 Field overview / Participants

Participants in this study are 25 students (15 males and 11 females) registered for the class of Media Production Studies, offered in School of Human Sciences, Waseda University in 2016.

The present researcher, the active participant observer, has been working as a class TA since 2013.

2.2 Data collection

Period: September 2016 to January 2017

Location: Room505 at building 100 on Tokorozawa Campus, Waseda University, Japan.

Analysis: June 2017 to January 2018

2.3 Research Framework

The aim of this research is to clarify the actual condition of reflection and to structure the reflection in media production class. In order to re-capture the reflection in the class as a sort of new event, field notes and ethnographic analysis were employed.

2.4 Procedures

Phase 1: Participation observation

Phase 2: Data organization, reflection

Phase 3: Writing of ethnography based on accumulated field notes

Phase 4: Re-examination from ethnography

3. Results and Discussion

1) Ownership of reflection

Data analysis of the TA’s field notes extracted three cores, “class content”, “self” and “student learner”. These three are found basically independent and inter-related.

2) Key concept

A key concept, ownership of reflection, was revealed through the data analysis of the conceptual relationship to construe the diagram.

3) Domain specificity

Reflections in media production classes are roughly divided into (1) changes to own ideas and thoughts, (2) improvisational change in visual production, and (3) transformative learning in perspectives from the media consumer to the visual creator / film maker.

The investigation of reflection on learning and collaboration should consider the complexity with various aspects. To further work on the on-going field research from the perspective of a TA, an active participant observer, would cultivate new findings of reflection studies.

The future research should investigate reflection in learning and collaborative group activities to clarify sophisticated learning phenomena.