

2012 Entrance Exam for Graduate School
平成24年度 大学院博士(前期)課程入学者選抜学力試験

English 英語
100点

Notices 注意事項

1. Do not open this exam until you are given instructions to begin. 試験開始の合図があるまで、この問題冊子を開かないでください。
2. Answer sheets are separated from the question sheets (Questions are on pages 1-4). Please submit only the answer sheets. 問題冊子(問題は1~4ページにあります)と解答用紙(2枚)は別々になっています。解答冊子のみを提出してください。
3. Do not forget to write your name and your applicant number on all of your answer sheets and cover sheet. 解答冊子の表紙と解答用紙のすべてに忘れずに氏名と受験番号をはっきりと記入してください。
4. The questions are written in English and/or Japanese. Please read the instructions carefully. 問題文は英語か日本語で書かれています。指示を注意深く読んでください。
5. If you find some incomplete printing or collating, please let the supervisor know by raising your hand silently. 問題冊子の印刷不明瞭やページの落丁・乱丁あるいは解答用紙の汚れ等に気がついた場合は、静かに手を上げて監督員に知らせてください。
6. Please take the question sheets with you after finishing the exam. 試験終了後、問題冊子は持ち帰ってください。
7. Scores are indicated for each of the questions. 設問ごとに配点が記されています。
8. You have 90 minutes. 試験時間は90分です。

PART 1: Reading Comprehension (40 points)

Read the article below and answer the following questions.

After a 10-year longitudinal research project of technology integration in classrooms at senior high schools in the USA, the Apple Classrooms of Tomorrow (ACOT) research report observed that students became experts, task managers, collaborators, evaluators and independent explorers. In other words, they were not simply passive recipients of information delivered by a teacher. Cooperation, collaboration, peer interaction and teamwork developed as students began to share task responsibilities during school classes and later in after-school meetings. The ACOT researchers also highlighted higher academic achievements in end-of-course tests, and observed an increase in students' self-esteem and motivation. ① It took a while but students' beliefs about 'being a student' also changed, as the ACOT researchers Sandholtz, Ringstaff and Dwyer (1997) explain:

著作権保護のため、この部分の引用は省略してあります
(Sandholz, Ringstaff and Dwyer (1997), p.80)

Why is this research significant for universities? First, information in the 21st century is being converted to digital formats. Examples include educational DVDs and CD-ROMs, online learning systems such as Moodle, databases of electronic journals and books, entertainment accessible on the World Wide Web, university courses at iTunes U, and much more. The information is not static like a book but interactive. Links to animated examples or movies provide a more multimodal perspective of information. Secondly, consider the impact of digital resources on learners in higher education. Students will become empowered to decide where, when, what and how they wish to study. Consequently, university teaching will need to shift away from the traditional, teacher dependent 'just in case' learning (i.e. just in case it's in the exam!) to the development of learners who can analyze, authenticate and apply information that they can turn into useful personal 'knowledge'. Thirdly, students will need to develop communication skills for personal, face-to-face interaction and also digital synchronous and asynchronous communication such as video-conferencing and e-mail, respectively. Finally, it will become essential for students to know how to filter, organize and present information; be self-learners, self-motivators, and self-assessors; and develop goal setting,

time management and teamwork skills as documented in another ACOT report:

著作権保護のため、この部分の引用は省略してあります
(Technology's Impact on Learning (2002))

If education is changing worldwide, then so must ways of supporting students in becoming 21st century learners. In the 21st century, reading, writing and math skills will remain central to learning as the volume of textual and numerical digital information grows. However, companies will want employees who can interpret and make use of this information, and convert it into 'knowledge'. Therefore, there are high expectations of students to adapt to the 21st century workplace and that they become equipped with the skills to be 'knowledge' workers. This is known as a country's 'human capital'. Such capital is not developed through traditional teaching, as confirmed by the ACOT research and numerous other research worldwide, but requires an inter-disciplinary, collaborative, communicative and multimodal approach (Field, Vallance & Yamamoto, 2008). These are the requirements of all 21st century learners.

References

- Field, M., Vallance, M., & Yamamoto, T. (2008). Crossing the discipline divide: building learning contexts. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 84-89). Chesapeake, VA: AACE.
- Sandholtz, J. M., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press.
- Technology's Impact on Learning (2002). *Education Leadership Toolkit: Change and technology in America's schools*. Retrieved June 20, 2010, from <http://www.nsba.org/sbot/toolkit/tiol.html>

Reading Comprehension Questions

記事に書かれている内容にもとづいて、以下の各問いに答えなさい。

Based on the information provided in the above article, answer the following questions.

1. Answer True (O) or False (x): [10 points]

- a. Technology integration in school classrooms resulted in higher test scores.
- b. Human capital is the monetary value of studying.
- c. Employees who convert information into knowledge will become less valued.
- d. 21st century students need to have strong teamwork skills.
- e. Supporting students to become 21st century learners is unnecessary

2. ①It took a while but students' beliefs about 'being a student' also changed.
According to the article, what does this statement indicate? Choose the best answer from the following. [10 points]

- a. Students now prefer traditional instruction.
- b. Students now prefer lectures.
- c. Students now prefer active involvement.
- d. Students now prefer passive involvement.

3. With reference to this article, suggest an appropriate title **and** justify your choice. Write your answer in English. [20 points]

PART 2: Academic Skills**(60 points)**

In your own words, explain why the author believes students and teachers must adapt for the 21st century workplace. Write an essay of approximately 150 to 200 words in English.

[60 points]