

平成25年度 大学院博士（前期）課程入学者選抜学力試験  
二次募集 英語

注意事項

1. 本試験は100点満点で、実施時間は90分です。
2. 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。
3. 問題冊子(問題は1~5ページにあります)と解答冊子(解答用紙3枚、下書き用紙2枚)は別々になっています。
4. 解答冊子の表紙の所定欄に氏名と受験番号を、各解答用紙の所定欄に受験番号を、はっきりと記入してください。
5. 問題冊子や解答冊子に印刷上の問題などがあれば、静かに手を挙げて監督員に知らせてください。
6. 試験終了後、問題冊子、および下書き用紙は持ち帰ってください。
7. 問題ごとに配点が記されています。





<b>Part 1 Reading Comprehension (40 points)</b>
---

Read the article below and answer the following questions.

Einstein once said that education is what remains after one has forgotten everything learned in school. Educational institutions have a tendency to reduce learning into regulated requirements for assessments and evaluations. Portfolios in education often fall into the same predicament as they end up as additional assessments or requirements which students must complete in their journey through school.

The word ‘portfolio’ conjures up many meanings depending upon the context within which it is applied. To an economist or a banker it is often used as a financial term to refer to a collection of investments, such as a hedge fund. To a civil servant it may denote a case or folder for carrying a collection of documents. For a politician it could refer to the ministerial department for which she is responsible. For a student, an artist, an architect, a web designer or a teacher, a portfolio may be a collection of work or samples of work produced that represent a person’s abilities.

Portfolios enable students to present more of themselves to potential investors, such as an employer, than a short interview discussion or a standardised resume. Portfolios can form part of a resume; even more so for the graduating student who is keen to show that she or he is a better choice for an employer than other job candidates. Although these kinds of portfolios are necessary, they are far from sufficient for the future of students or employers.

Portfolios, especially with the availability of Web 2.0 tools, can now readily facilitate an additional vital component that is either overlooked or poorly executed: critical reflection. John Dewey (1933) believed that reflection was an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds supporting it and future conclusions, to which it tends. Put simply, this means both reflection ‘of’ an action and reflecting ‘in’ an action. The latter is when one evaluates what is being done as it is being done, then making the necessary changes as the action happens. The former occurs before and after the action and is called self-reflection. This enables one to consider practice, behaviour, beliefs, process and outcomes. It is a ‘feedback loop’ which is the instinctive pattern that evolution has built into us to stop us, for example, from burning ourselves on a hot stove.

Unfortunately, emerging research suggests that although reflective use of portfolios

promotes reflective writing, it has not generally fostered deeper thinking ‘of’ an action or ‘in’ an action. The tendency has been for students to adopt a repertoire that reinforces habitual actions or practices to retell theoretical understanding of an action through a focus on the ‘self’ or a technical change. Little evidence has been forthcoming to show that students critically reflect on their learning or change their professional and personal practices and beliefs over time.

This is disconcerting. Future scientific discoveries, creative ideas or technological applications will only come about by those who are able to adopt reflective practices that move beyond the superficial patterns. Portfolios can be valuable for developing a collection of work but they are also powerful tools for reflective practices – feedback loops – that will help new ideas be created and our futures fostered. To return to Einstein: Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning.

#### References.

Albert Einstein Quotes. Accessed 18 January, 2013 at URL <http://www.alberteinstein.com/quotes/einsteinquotes.html>

Dewey J. (1933). *How we think: A restatement of the relations of reflective thinking in the education process*, Boston, Mass: D.C. Heath.

Answer the following questions.

(1) Based on the text, mark either TRUE( $\bigcirc$ ) or FALSE( $\times$ ) for the following statements. (25 points)

- (a) Einstein believes he forgot everything he learned at school.
- (b) Portfolios are curriculum vitae.
- (c) Portfolios show prospective employers your skills.
- (d) John Dewey promoted Web 2.0 reflective portfolios.
- (e) Reflective portfolios are learning feedback loops.

(2) What aspect of a portfolio is this essay primarily addressing? (5 points)

- (a) Activities
- (b) Investment
- (c) Research
- (d) Reflection
- (e) Documents

(3) Based on the text, which ONE of the following statements is correct? (5 points)

- (a) Portfolios are not used for assessment.
- (b) Portfolios are freeing learners from their usual practices.
- (c) Portfolios have enabled students to critically reflect on their learning.
- (d) Portfolios have enabled students to change their personal and professional practices.
- (e) None of the above.

(4)

Based on the text, complete the following sentence with the most appropriate response:

Reflective portfolios help students to (5 points)

- (a) evaluate an activity, task or work before starting and after completion.
- (b) evaluate an activity, task or work before starting, during the action and after completion.
- (c) evaluate an activity, task or work during the action and after completion.
- (d) evaluate an activity, task or work for feedback to the teacher.
- (e) evaluate an activity, task or work to show they understand the class.

## Part 2 Academic Skills

(60 points)

Based on the essay in Part 1 and on the data provided in the table below, identify which student (from A to D) has effectively used a portfolio. Explain the reasons for your choice.

Then explain, in your opinion, why reflective practice is important for researchers. Write around 200 words in English.

**Table 1. A modified Kember's Scale - Levels of Reflective Engagement (Ward and McCotter, 2004)**

Scores range from exceptional (10) to poor (1) for each reflective level of the action.

Levels of Reflective Engagement	Students' scores / 10			
	Student A	Student B	Student C	Student D
<b>Habitual Action:</b> little thought given to the actions	8	6	6	9
<b>Routine Reflection:</b> self-centered concerns	7	5	6	8
<b>Technical Reflection:</b> responds to actions without changing belief or practice	9	7	7	9
<b>Transformative Reflection:</b> responds to change in professional practice over time	5	7	6	5
<b>Critical Reflection:</b> shift in personal beliefs over time	5	8	6	4

Reference.

Ward, J. & McCotter, S. (2004). Reflection as a visible outcome for pre-service teachers. *Teaching & Teacher Education: An International Journal of Research and Studies*, 20/3, 243-2579.