教師学習者間および教師間の対話による実践評価
―協働で学びの場をつくるために―

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　教師が行う実践研究は自己評価的な要素が強く，担当教師以外の評価を授業改善に反映させようとする観点が弱い。本研究は，実践関係者が協働で学びの場をつくるために，教師と学習者の対話および教師間の対話による実践評価が授業改善に与える影響を質的に分析した。学習者は授業の目的と意義を理解したうえで具体的な授業改善案を述べた。それは，学習者それぞれの学習観・評価観に基づいており，教室参加者が互いにその重なりやずれを認識し，合意を形成することで，授業の枠組みを柔軟につくりかえていくことが可能となる。一方，教師間の対話による評価は，そうした実践内部者の評価を外部者の視点から問い直し，教師に内省を促すことで授業の改善を理念的に支えるものとして機能していた。

【キーワード】　実践研究，教師の内省，書くプロセス，学習としての評価

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Practical Evaluation through Teacher-Learner and Teacher-Teacher Dialogue:
Toward Creating a Place of Learning by Collaboration

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　Practical research conducted by teachers has a strong element of self-evaluation, and evaluation by individuals other than the teachers in charge is not readily reflected in class improvement. In this study, I qualitatively analyzed the impact of practical evaluation through teacher-learner dialogue and teacher-teacher dialogue on class improvement. After understanding the purpose and significance of the class, the learners presented specific class improvement plans. Those plans are based on the learners' views on learning and evaluation, and by allowing classroom participants to recognize the overlaps and gaps between them, and to form a consensus, it becomes possible to flexibly transform the class framework. On the other hand, evaluation through dialogue between teachers functioned as a conceptual support for the improvement of classes by questioning the evaluation of such classroom participants from the perspective of outsiders and encouraging the teacher in charge to reflect on their own teaching practices.

【Keywords】practical research, teachers' self-reflection, writing process, assessment as learning

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