

論文審査の要旨
(Summary of Dissertation Evaluation)

博士の専攻分野の名称 (Major Field of Ph.D.)	博士 (教育学)	氏名 (Candidate Name)	WANG YE
学位授与の要件	学位規則第4条第1・2項該当		
論文題目 (Title of Dissertation) The Effects of Short Online Reflection Training on the Self-efficacy and Pedagogical Beliefs of Preservice Teachers			
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〔論文審査の要旨〕 (Summary of the Dissertation Evaluation)			
<p>This study aimed to examine the effects of a short online reflection training related to reflective teaching and classroom observation on the self-efficacy and pedagogical beliefs of preservice teachers using a quasi-experimental research design with mixed research methods.</p> <p>The paper is organized as follows.</p> <p>Chapter 1 presents an extensive literature review and clarifies the key concepts in this study, including self-efficacy, pedagogical beliefs, reflective teaching, and classroom observation. It highlights the importance of short online trainings for teachers during the COVID-19 pandemic era. Based on the findings, an original theoretical framework to foster self-efficacy and pedagogical beliefs of preservice teachers by encouraging them to engage in deep reflection through online reflection trainings is proposed.</p> <p>Chapter 2 (Study 1) presents the questionnaire survey conducted among preservice teachers who had completed teaching practicums in Japan. A quantitative analysis confirms the factor structure and internal consistency of the two questionnaires used in this study. Additionally, the author examines the characteristics of changes in self-efficacy and pedagogical beliefs after completing teaching practicums and clarifies the usefulness of improving these aspects during the teacher training stage.</p> <p>In Chapter 3 (Study 2), the effects of a self-access, short online training on reflective teaching and classroom observation to enhance self-efficacy, pedagogical beliefs, and reflection of preservice teachers in China are explored. Quantitative and qualitative analyses suggest that the levels of self-efficacy and pedagogical beliefs of preservice teachers increased after the training, indicating its positive effects. Analyses reveal that concepts for reflective teaching are lacking.</p>			

Chapter 4 (Studies 3 and 4) proposes a self-access, short online training with improved and enriched reflective teaching and classroom observation and examines its effects on self-efficacy, pedagogical beliefs, teaching knowledge, and depth of reflection of preservice teachers. Quantitative analysis shows that the levels of self-efficacy, pedagogical beliefs, and depth of reflection of preservice teachers did not significantly change. Meanwhile, the qualitative analysis suggests that the acquisition of reflection skills and teaching knowledge through the online training may have beneficial effects on self-efficacy and pedagogical beliefs of teachers. Results further imply that the choice of reflection tasks and sequence of training are important. In Study 4, as a supplemental analysis based on data from nine preservice teachers who engaged in higher levels of reflection in Study 3, the author demonstrates the effect of deep reflection on the growth of preservice teachers in emergent teacher leadership.

In Chapter 5 (Study 5), a short online training in an interactive workshop is proposed to explore more concrete benefits of online trainings for preservice teachers in Japan. Quantitative and qualitative analyses reveal that developing deep reflection skills through short online workshops enhances teachers' self-efficacy and pedagogical beliefs.

Chapter 6 discusses the theoretical and practical implications of this research based on the results of the five studies conducted. In addition, the author proposes an original theoretical framework and ideal form of short online reflection training to foster self-efficacy and pedagogical beliefs of preservice teachers by encouraging them to engage in deep reflection.

This paper can be highly evaluated on the following three points.

1. Given the spread of COVID-19, this paper focuses on the importance of short online trainings in teacher training to encourage teachers to focus on deep reflection.
2. It reveals that promoting deep reflection through online reflection trainings improves teachers' self-efficacy and pedagogical beliefs.
3. An original theoretical framework and ideal form of a short online reflection training to foster self-efficacy and pedagogical beliefs of preservice teachers are suggested.

Based on the above examination, the author of this thesis is considered to be fully qualified to be awarded the Doctoral degree (Doctor of Philosophy in Education).

3. July. 2023.

備考 要旨は、1,500字以内とする。

(Note: The summary of the Dissertation should not exceed 500 words.)