

Possibility of Dialogical Assessment Activities in Academic Writing

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Summary

In this research, learning goals based on Sato (1995) and DeSeCo (2006) were created in the academic writings of five educational organizations, and dialogical assessment activities embedded in the learning process were carried out. Dialogical assessment activities are the combination of collaborative elaboration activities and descriptive reflection activities using rubrics. In order to explore the possibility of dialogical assessment activities, as a result of analyzing the change in the recognition of the learners, through habituating these activities, the learners' recognition can be sequentially understood as “know”, “understand”, “can be executed” and “realization of learning” that will head toward deepening. However, in order to move from “understand” to “can be executed”, it is considered necessary to activate “self-internal dialogue”. Furthermore, it was suggested that dialogical assessment activities have the property of “assessment as learning” (Ishii 2015), led to nurturing autonomous learning attitudes, and increased critical thinking by activating “self-internal dialogue” to cycle and integrate dialogue with text/others/self.

Key words : dialogical assessment activities, collaborative elaboration activities, rubric, descriptive reflection activities, academic writing