

Which Class Design can Accommodate both Process and Independent Evaluation?

The Value and Significance of Evaluation for Learner and Teacher

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Abstract

This report investigates and analyzes how learners and teachers participate in mutual self-evaluation and the attendant implications that this process has for class design. From the analysis come the following points: first, participants created criterion by discussing the purpose of the mutual self-evaluation; secondly, they found meaning in being able to collectively adjust their comprehension of, and attitudes toward, the process of self-evaluation; and finally, I stress the importance of a class design which acknowledges various interpretations and allows participants to freely discuss their values regarding process and independent evaluation practices.

Keywords

Process evaluation; Independent evaluation; Mutual self-evaluation; Criterion; Jissen-kenkyuu (pedagogy and research harmony)

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