

授与機関名 順天堂大学

学位記番号 甲第 109 号

武道授業の武道必修化前後における学習成果の変化

(Changes in learning outcomes before and after the adoption of mandatory martial arts classes)

関 伸夫 (せき のぶお)

博士 (スポーツ健康科学)

Abstract

We first clarified the changes in learning outcomes and class conditions before and after the introduction of compulsory martial arts classes, and second, verified the effects of class conditions on learning outcomes in the classes in which students learned martial arts by gender. Subjects were those who took judo or kendo in junior high school health and physical education classes during the pre-compulsory and post-compulsory periods. The online survey method was used to obtain answers on personal attributes, learning outcomes, and class conditions. A total of 1,220 students (608 before and 612 after the change to compulsory physical education) were included in the analysis. We compared the learning outcomes and class conditions before and after the mandatory course was made. The results showed that those who took the course after the mandatory course showed better learning outcomes. A higher percentage of students reported that the class atmosphere was more cheerful, that the teaching method was more creative in incorporating game elements, and that they had more time for physical exercise. Next, we examined the class conditions affecting learning outcomes. Results showed that classes with a cheerful atmosphere and classes incorporating game elements influenced learning outcomes. Because of these changes in learning outcomes and class conditions were confirmed by making martial arts compulsory. Those who took the class after it became compulsory showed higher learning outcomes. After the introduction of compulsory martial arts, the atmosphere of the classes was brighter, and the teaching methods were more creative in incorporating game elements and ensuring more time for physical exercise. While the teaching phase focused on the acquisition of basic skills and did not include simple games. In addition, it was shown that the creation of classes with a cheerful atmosphere and game elements may lead to higher learning outcomes, and that there were differences between men and women in the perception of learning outcomes and the main teaching conditions that affect learning outcomes.