Title	グループワークのための適切な役割分担支援手法に関する研究
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Abstract

This paper describes a simple and appropriate method to support group work role assignment.

In 2012, the Central Council for Education proposed a qualitative change in university education. It is required to foster human resources who can develop academic research and technology, and it is necessary for each student to develop independent thinking and conceptual abilities, and to acquire education, knowledge, and experience that will serve as the basis of judgment to deal with unexpected difficulties. However, it is difficult to develop the ability to think independently through passive learning alone, and the need to introduce active and cooperative learning has been pointed out, and many universities have adopted this approach. Active learning is recommended as a means of active learning to improve individual cognitive, ethical, and social abilities through interactive learning and practical skills, and it has been reported that classes with active learning have an advantage in acquiring and applying knowledge and writing essays compared to classes without active learning. In particular, group work, one form of Active Learning, has been introduced and implemented in many lectures as a very effective method. However, there have been cases in which learning effectiveness has not been improved. One of the reasons for this is that the learning effect is suppressed by the existence of people who do not cooperate because their roles are not designated or not allocated appropriately. Previous studies have shown that group work in which appropriate roles are assigned increases the satisfaction and effectiveness of group work, and that the leader, facilitator, and scribe are particularly important. Therefore, this study aims to improve group work satisfaction by finding and designating roles in

group work in a simplified manner.The roles are leader, facilitator, and secretary. As a specific method, the participants were asked to cause trouble during an ice-breaking event, which is often held as a social gathering before group work, in order to reveal individual behavioral characteristics and provide material for determining roles. The reason for this is that many of the behaviors that occur unconsciously during meals are likely to catch the attention of others.

A preliminary experiment was conducted to investigate the effects of causing trouble and to gain insight into how to improve the situation. The results indicated that there were no negative effects, and that the behavior of coping with trouble was supportive of role decision making. However, since some participants said that they did not notice the trouble, we decided to make the trouble easier to understand.

In this experiment, a comparison experiment was conducted between an experimental group of three groups of six people who caused trouble and a comparison group of three groups of six people who did not cause trouble, in order to investigate the effectiveness of the proposed method. As a result, although there was no significant difference, the majority of the participants answered that the proposed method supported the division of roles by causing troubles. This suggests that the proposed method can support role-sharing. In particular, it was suggested that the behavior of dealing with troubles unconsciously becomes a material for making decisions on leadership.