確認問題
347

ことわざ・教養・背景知識 CHECK TEST

背景知識チートシート：教育・学び・テクノロジー 確認問題集

教育・学び・テクノロジーの確認問題25問。テスト効果と学習スタイルの英文で、常識の修正と重要語を確かめる。

元のチートシートへ

月　日　名前　／ 25問

表で解いて、裏で答え合わせ。まちがえた所は元のシートへ。

◆ Ⅰ 次の英文を読み、設問に答えよ

[1] Most students prepare for tests by reading their notes again and again. This feels productive: the more often we read a page, the more familiar it becomes. Familiarity, however, is not the same as memory. Recognizing information when we see it is far easier than recalling it when the book is closed. [2] In a well-known study published in 2006, students read a short passage and then either read it again or tried to write down as much of it as they could remember. Five minutes later, the students who had reread the passage did slightly better. One week later, however, the result was (1): the students who had practiced recalling the information remembered considerably more. [3] This finding, often called the testing effect, suggests that tests are not only a way of measuring learning but also a way of strengthening it(ア). It also explains why so many students suffer from an illusion of competence(イ). Rereading makes them feel ready, even when they are not.

1 Choose the best word for (1).

a reversed　b unknown　c delayed　d the same

2 According to paragraph [1], why does rereading feel productive?

a Because it always improves test scores.

b Because teachers usually recommend it.

c Because the material becomes more familiar each time.

d Because it is harder than recalling information.

3 The underlined pronoun (ア) refers to ＿＿＿.

a a test　b the finding　c learning　d a way

4 下線部(イ) an illusion of competence の意味として最も適切なものを選べ。

a 実際には身についていないのに、わかったと感じてしまうこと

b 暗記が得意だと他人に見せかけること

c 自分の能力が低いと思い込み、挑戦しないこと

d テストの点数が、実力以上に高く出てしまうこと

5 According to the passage, which of the following is true?

a One week later, the students who had practiced recalling remembered more than those who had reread.

b Rereading led to better results both five minutes and one week later.

c Recognizing information is harder than recalling it.

d The study showed that tests are useful only for measuring learning.

6 Which study method would the author most likely recommend?

a Highlighting every important sentence in the textbook

b Avoiding practice tests before the real exam

c Reading your notes as many times as possible

d Closing the book and trying to recall what you have studied

◆ Ⅱ 次の英文を読み、設問に答えよ

Many people believe that each of us has a preferred learning style: some are "visual learners," others are "auditory learners," and so on. According to this view, students learn best when lessons are matched to their style. (A) The idea is appealing, and it is widely accepted among teachers and parents. (B) When researchers reviewed the evidence in 2008, however, they found little support for it. (C) In the few studies designed to test the idea properly, matching lessons to students' preferred styles did not clearly improve learning. (D) A map, for example, is best learned by looking at it, and a piece of music by listening to it, whatever a learner's preferred style may be.

7 次の英文を入れるのに最も適切な位置を、本文の (A)〜(D) から選べ。Instead, the best method usually depends on what is being learned.

a (A)　b (B)　c (C)　d (D)

8 According to the passage, which of the following is true?

a A review of research found little evidence that matching lessons to learning styles improves learning.

b Visual learners learn everything better by looking.

c Researchers proved that people have no learning preferences at all.

d Few teachers and parents believe in learning styles.

9 What is the main purpose of the passage?

a To explain how to find out your learning style

b To argue that music should be taught visually

c To praise teachers who use learning styles

d To question a popular belief about learning

◆ Ⅲ 空所に入る最も適切な語句を選べ

10 Reviewing material at intervals rather than all at once leads to longer-lasting memory. This is known as the ＿＿＿ effect.

a halo　b placebo　c spacing　d testing

11 Mixing different types of problems in a single practice session is called ＿＿＿.
a rote learning　b cramming　c rereading　d interleaving

12 The ability to monitor and control your own understanding is called ＿＿＿.
a metacognition　b memorization　c meritocracy　d motivation

13 Studying a subject simply because you find it interesting reflects ＿＿＿ motivation.
a physical　b intrinsic　c extrinsic　d financial

14 In a ＿＿＿ classroom, students watch lecture videos at home and do exercises and take part in discussions in class.
a traditional　b silent　c flipped　d crowded

15 Combining online lessons with face-to-face teaching is called ＿＿＿ learning.
a distance　b blended　c rote　d lifelong

16 Learning something by repeating it until you have memorized it, without really understanding it, is ＿＿＿ learning.
a rote　b active　c blended　d deep

17 Ebbinghaus showed that we forget quickly at first and then more slowly. The graph of this pattern is called the forgetting ＿＿＿.
a point　b test　c gap　d curve

18 Tasks that require effort but are not impossible create a desirable ＿＿＿, which helps long-term learning.
a reward　b difficulty　c failure　d habit

19 The difference in average test scores between students from rich and poor families is an example of an achievement ＿＿＿.
a test　b level　c goal　d gap

◆ Ⅳ 下線部の意味に最も近いものを選べ

20 Online learning cannot completely <u>replace</u> face-to-face interaction.
a improve　b include　c take the place of　d prepare for

21 Learning lasts longer when it is <u>spread out</u> over time.
a done all at once　b written down carefully
c divided into several sessions　d finished as quickly as possible

22 Without basic knowledge, students cannot <u>evaluate</u> what they find online.
a search for　b forget　c judge the quality of　d download

23 A child's future should not <u>depend on</u> their parents' income.
a be shared with　b be hidden from　c be compared with
d be determined by

◆ Ⅴ 設問に答えよ

24 次の英文を和訳せよ。Trying to recall what you have learned is more effective than simply rereading it.

25 次の日本文を英訳せよ。技術は教師を支えるべきで、取って代わるべきではない。

1 **a reversed**
5分後は読み直し群が上→1週間後は思い出す群が上＝結果が逆転した。however とコロンの後の具体的な説明が根拠。Roediger & Karpicke（2006）の研究。

2 **c Because the material becomes more familiar each time.**
コロンの後 the more often we read a page, the more familiar it becomes が理由。読み直しは思い出すより「楽」なので harder は逆。「必ず点が上がる」は本文の主張と反対。

3 **c learning**
not only a way of measuring learning but also a way of strengthening it の it は、同じ形で並ぶ learning。not only A but also B の並列を見ると指示語の中身が決まる。

4 **a 実際には身についていないのに、わかったと感じてしまうこと**
illusion＝錯覚、competence＝能力。直後の feel ready, even when they are not が言いかえ。見覚え（familiarity）を記憶と取り違える「わかったつもり」。

5 **a One week later, the students who had practiced recalling remembered more than those who had reread.**
第2段落の言いかえ。5分後と1週間後で結果が逆、が最大のポイント。recognizing は far easier なので3つ目は逆、only for measuring は not only … but also と矛盾。

6 **d Closing the book and trying to recall what you have studied**
テスト効果＝思い出す練習そのものが記憶を強める。retrieval practice（想起練習）の具体的なやり方。何度も読む・線を引くは「わかったつもり」を生みやすい。

7 **d (D)**
「スタイルに合わせても効果ははっきりしない」→Instead（そうではなく）学ぶ内容で方法が決まる→for example（地図は見て、音楽は聴いて）と、一般論→具体例の順になる。for example の前には一般論が要る。

8 **a A review of research found little evidence that matching lessons to learning styles improves learning.**
found little support の言いかえ（Pashler ら 2008）。「好みがない」とは言っていない（preferred style はあるとして話している）。widely accepted なので Few … believe は逆。

9 **d To question a popular belief about learning**
Many people believe →however, little support の『常識をくつがえす』型。教育の長文はこの「感覚と実際のずれ」が軸になることが多い。

10 **c spacing**
the spacing effect＝分散効果。space＝間をあける。at intervals rather than all at once が言いかえ。testing effect は「思い出すこと」が記憶を強める方。

11 **d interleaving**
interleaving＝交互練習。inter（間に）＋leaf（紙）を挟む。cramming は試験前の詰め込み。同じ型の問題を続けて解くより、混ぜる方が見分ける力がつく。

12 **a metacognition**
metacognition＝メタ認知。meta（一段上から）＋cognition（認知）。「わかったつもり」に気づく力。meritocracy は能力主義。

13 **b intrinsic**
intrinsic motivation＝内発的動機づけ（好奇心・楽しさ）。⇔ extrinsic（ごほうび・罰による外発的）。simply because you find it interesting が手がかり。

14 **c flipped**
flipped classroom＝反転授業。flip＝ひっくり返す。講義（教室）と演習（家）の役割を逆にする。traditional は従来の形で逆。

15 **b blended**
blended learning＝ブレンド型学習（オンライン＋対面）。オンライン学習の賛否の長文で、結論の定番。distance learning は離れた場所から学ぶ遠隔学習。

16 **a rote**
rote learning＝丸暗記。by rote＝機械的に。without really understanding it が決め手。active learning（話し合い・発表など）は逆の発想。

17 **d curve**
the forgetting curve＝忘却曲線（Ebbinghaus 1885）。急に下がり、その後ゆるやかになる曲線。分散学習が効く理由の説明に使われる。

18 **b difficulty**
desirable difficulty＝望ましい困難。適度に苦労する方が身につく。require effort but are not impossible が「適度な難しさ」の言いかえ。

19 **d gap**
achievement gap＝学力格差（集団間の成績の差）。The difference … between A and B が言いかえ。家庭の社会経済的地位（socioeconomic status）の話とセット。

20 **c take the place of**
replace＝～に取って代わる＝take the place of。cannot completely（完全には～できない）は部分否定で、「役に立たない」とまでは言っていない。

21 **c divided into several sessions**
spread out＝（時間的に）分散させる。分散効果の説明文。done all at once（一度にまとめて）は逆の意味。

22 **c judge the quality of**
evaluate＝評価する・良し悪しを判断する。value（価値）を含む語。「調べればわかるから知識は不要」への反論でよく使われる。

23 **d be determined by**
depend on～＝～次第で決まる＝be determined by。教育格差の論点。their は単数の性別を問わない用法。

24 **学んだことを思い出そうとする方が、単に読み直すよりも効果的だ。**
採点ポイント：動名詞の主語 Trying to recall～／what you have learned（学んだこと）／simply（単に）。テスト効果を説明する一文。

25 **Technology should support teachers, not replace them.**
採点ポイント：A, not B の型／replace（取って代わる）／them＝teachers。別解：Technology should support teachers rather than replace them.