2024年度　共立女子大学大学院 試験問題

選抜制度	日 程	研究科	領 域	科 目
一般	Ⅱ期	文芸学研究科	文芸学領域（メディア学）	専門科目

受験番号	氏　　名	採点

Ⅰ 以下１.～10.の用語の中から<u>３つ</u>を選択し、１項目につき４～５行以内で、日本語で簡潔に解説しなさい。なお、解答欄の冒頭に選択した数字を記すこと。

1．Cultural Capital

2．AR（Augmented Reality）

3．Masculism

4．Multivariate Analysis

5．Ethnicity

6．xR（Extended Reality, Cross Reality）

7．Gender Studies

8．Edutainment

9．Discourse Analysis

10．3D（Three Dimensional）Modeling

Ⅱ 以下、⑴・⑵のどちらかを選択し、解答欄の冒頭に選択した数字を記し、問いに答えなさい。

⑴ 以下の文章を参考に、AR を活用した教育に関する研究をあなたならどのように進めるか、以下の文章の内容を引用しつつ日本語で具体的に論じなさい。

　The use of AR interventions shows promise for improving educational outcomes. However, to maximize its practical application, several aspects require further scrutiny. Drawing from an analysis of qualitative and quantitative data on educational AR applications, several recommendations for future research and implementation can be proposed. Firstly, there is a need to explore the impact of AR in special education, considering specific age groups, subject areas, and educational contexts. Additionally, studying the effectiveness of different methodologies and study designs in AR education is crucial. It is important to identify areas where AR can have the greatest impact and design targeted applications accordingly. Investigating the long term effects of AR in education is essential, including how it influences learning outcomes, knowledge retention, and student engagement over an extended period. Understanding how AR can support students with diverse learning needs and disabilities and developing tailored AR applications for special education settings is also vital. Researchers should adopt appropriate methodologies for

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studying the impact of AR in education. This includes conducting comparative studies to evaluate the effectiveness of AR applications compared to traditional teaching methods or other educational technologies. Longitudinal studies should be conducted to examine the sustained impact of AR on learning outcomes and engagement by following students over an extended period. Mixed-methods research combining qualitative and quantitative approaches should be employed to gain a deeper understanding of the experiences and perceptions of students and educators using AR in educational settings, using interviews, observations, surveys, and performance assessments to gather comprehensive data. Integration strategies for incorporating AR into existing educational frameworks should be investigated to ensure seamless implementation. This involves exploring strategies for integrating AR into existing curriculum frameworks and enhancing traditional teaching methods and learning activities across various subjects. Providing teacher training and professional development programs to support educators in effectively integrating AR into their teaching practices is important. Additionally, exploring pedagogical approaches that leverage the unique affordances of AR can facilitate active learning, problem-solving, collaboration, and critical thinking skills development. The lack of specialized journals or conferences dedicated to educational AR suggests the need for a platform specifically focused on this area. The diverse range of AR applications in education, such as visualizing concepts, gamification, virtual field trips, and simulations, should be further explored and expanded. With the projected growth of the AR market in education, more research is expected in the coming years.

Koumpouros Yiannis, "Revealing the true potential and prospects of augmented reality in education,"
Smart Learning Environments, volume 11, Article number 2 (2024)
https://doi.org/10.1186/s40561-023-00288-0

⑵　以下の文章を参考に、マンガとジェンダーに関する研究をあなたならどのように進めるか、以下の文章の内容を引用しつつ日本語で具体的に論じなさい。

We would like to suggest three future tasks in which comic researchers in Japanese gender studies can engage.

First, the visual rhetoric of comics should receive greater focus when conducting in-depth

analysis of a certain work. Comics research in terms of gender studies tends to look at stories, because the interest is in how men and women interact rather than in the depiction of these interactions. However, because comics are a multimodal form of expression, meaning is generated through the combination of words and pictures, not through the verbal aspects of the storyline alone. Fostering interaction with research that theorises [sic]*1 comics as a visual art, such as Carrier (2000), would provide a multidimensional perspective for comics research in gender studies.

Second, other comic art forms have not yet been considered. As mentioned earlier, comics studies within gender studies has developed at least partly in response to the huge market size of women's comics. The popularity of women's comics may thus exclude other comics, such as editorial cartoons, from being employed as research materials. This task could be accomplished through reference to relevant discussions in other fields. For instance, while gender studies journals do not include much literature on political cartoons, the journals in sociology, political science, and media studies are quite active regarding the topic. Comics studies in gender studies could develop through interactions with these fields. Moreover, these interactions would benefit comics research in other academic fields, such as sociology, in return.

Finally, many of the articles investigated were written from the perspective of discourse analysis, audience studies, or media effects research. However, most fail to clarify their research methods, which may present an obstacle to cross referencing. It may therefore be necessary to determine the methodologies of these articles so as to link them to other studies, not only those focusing on comics but also those focusing on media such as TV dramas, films, or magazines.

All these tasks imply cross-disciplinary collaboration. Furthermore, as gender studies adopt a critical attitude to academia, this kind of collaboration might be realised [sic] by deconstructing existing methodologies. This would also promote the creation of comics studies as a transdisciplinary field of research.

＊1　[sic]…「原文ママ」の意。

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一般	Ⅱ期	文芸学研究科	文芸学領域（メディア学）	専門科目

受験番号	氏　　名	採点	

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受験番号	氏　名	採点

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一般	**Ⅱ期**	**文芸学研究科**	**文芸学領域（メディア学）**	**小論文**

受験番号	氏　名	採点

　　これまでの学びを通じて得られた成果を、共立女子大学文芸学研究科文芸学領域での研究において、どのように発展・展開させようとするのか、日本語で具体的に述べなさい。