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Author(s)	張, 永涵
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Description	Supervisor: 池田 満, 先端科学技術研究科, 修士(知識科学)

A Survey Research on the Effect of Rubrics on Learning Motivation

ZHANG YONGHAN

School of Knowledge Science,

Japan Advanced Institute of Science and Technology

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Keyword: rubric, learning motivation, cognition, emotion, desire, environment

This study starts with the issue of "lack of motivation to learn" in recent education and investigates the effect of education using rubrics for learning motivation. This study aims to focus on the four factors that influence motivation: cognition, emotion, desire, and environment, and to investigate how the rubric affects learning motivation through its influence on these factors.

As a research method, I reviewed and summarized articles of Educational Research, Educational Psychology and Educational Technology on studies of rubrics in practice in educational settings. The findings suggest that rubrics are effective in motivating learners through four factors, as follows. Rubrics promote motivation by influencing cognitive factors such as deepening learners' understanding of learning content, promoting specific goal setting and self-evaluation, and eliciting intrinsic value. Rubrics influence affective factors such as increased interest in learning and reduced anxiety during learning, thus promoting motivation for approach behavior and reducing avoidance behavior. Satisfying psychological needs such as autonomy, competence, and desire for relationships through the rubric makes motivation autonomous, promotes it, and leads to the desire to learn next time. Rubrics influenced Environmental factors such as learning groups and peer evaluation, that deepens dialogic learning, enhance relationships, and foster motivation through the acknowledgment of others.

This study suggests that rubrics are powerful tool to enhance motivation as an educational effect and provides insight into the broader application of rubrics in education. For educational practitioners who wish to utilize rubrics, this study will provide suggestions for considering how to devise ways to motivate learners to learn. Future work includes investigating cognitive such as learning plan and career expectation and the perspective that the four factors interact with each other.