

何をもって教育研究・教育実践のエビデンスとするか？

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この「エビデンスに基づく教育実践と教育政策」特別号で目指したのは、エビデンス（科学的根拠）に基づいた教育研究と政策の策定に再び目が向けられることです。教育分野を広く反映して、教育心理学、教育方法論、言語教育、言語学、英語教育、看護教育の分野から8本もの論文が寄せられたことを非常に嬉しく思います。また、研究手法も幅広く、量的手法、定性的手法、それらの混合手法（Siraj-Blatcher, Sammons, Taggart, Sylva, & Melhuish, 2006）がとられていることは特筆すべきでしょう。

世界の多様性と移動性が増し、人々はその置かれた状況の中で最高の教育機会を得ようとする世の中にあって、実効性のある教育実践や教育政策こそが求められています（Wandersman, Alia, Cook, Hsu, & Ramaswamy, 2016）。ここ10年ほどのグローバル化や社会政治的風潮によって、社会や文化の状況は絶えず変化してきました（Trickett, 2009）。エビデンスに基づく教育実践と教育政策も、社会や政府が“今”何を重視するかを反映しています。それは、教育研究の客観主義の伝統（例えばCampbell, & Stanley, 1966など）、無作為対照化試験（RCT）、直感よりも科学的根拠を重視する姿勢（Bridges, Meyers, & Smith, 2009）です。しかし教育関連の文献を精査すると、地方レベル、国家レベルの教育実践や教育政策が、科学的な研究成果に十分基づいているとは言えないことがわかります（例えばTseng, 2016など）。そこで、「そもそも“エビデンス”とは何か?」、「エビデンスに基づく教育で重要なエビデンスとは何か?」、「エビデンスに基づく政策・実践は各分野でどのように理解され実施されているのか?」、「エビデンスに基づく実践で得た知見は教育研究でどのように生かされるのか?」といった問題に取り組む必要があります。また、教育研究は多く諸外国の研究を参照しますが、教育実践や教育政策に与える社会文化的影響というものを今後さらに明らかにする必要があるでしょう。本特別号の最後には、法政大学の安田節之先生による研究全体の解説と、今後の教育社会プログラムの発展的な枠組みを紹介しています。

教育は、ニーズのグローバル化や多様化に応じて応用政策に力点を移しながら、21世紀の現在も重要な役割を果たしています。しかし、編集者としてRobert Donmoyer（1996）が20年前に描いた教育研究の未来、すなわち「パラダイム拡散という分野の特徴が、研究とはどういうものか、研究報告はどうあるべきかというコンセンサスのない分野を生む」（p. 19）という言葉、今こそ思い出す必要があるでしょう。この特別号が、最前の疑問に答えを出すヒントとなり、エビデンスに基づく教育実践と教育政策の未来を見通す助けとなることを願っています。（和訳：土居香央理）

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What Counts as Evidence in Evidence-Based Research and Practice in Education?

Toshi Sasao, Special Issue Editor

ICU Institute for Educational Research and Service

In this special issue on “Evidence-based Educational Practice and Policy,” our intent was to respond to the resurgence of interest in evidence-based policy making in education. We are very pleased to include eight (8) studies on diverse topics that broadly reflect the field of education including educational psychology, methods, language education, linguistics, English language teaching, and nursing education. In addition, it should be noted that the research methods or approaches here extend from quantitative methods to qualitative and mixed methods (Siraj-Blatcher, Sammons, Taggart, Sylva, & Melhuish, 2006).

In the increasingly diverse and mobile world young people and families struggle to find themselves optimal educational opportunities in schools, homes, and communities, academic researchers and practitioners have been hard-pressed to offer “evidence-based practice and policy” for accountability and efficacy of educational outcomes (Wandersman, Alia, Cook, Hsu, & Ramaswamy, 2016). In addition, the cultural landscape of our society has been constantly changing because of globalization and socio-political climates in the past decade or so (Trickett, 2009). Much of the impetus for evidence-based practice and policy reflects our societal or governmental pressures, as well as the long tradition of objectivism in educational research (cf. Campbell, & Stanley, 1966) or the randomized controlled trials (RCT), or evidence over intuition or the Divine truth (Bridges, Meyers, & Smith, 2009). As we scan much of the literature in education, however, the quality of educational practice or policy does not seem to be based on either strong evidence or findings convincing enough to influence policies at local and governed levels (cf. Tseng, 2016). As such, we wanted to address the following questions and more. For example, what does “evidence” refer to? What evidence counts in evidence-based teaching? How is evidence-based practice and policy understood and implemented across differing contexts? How will our education research be informed by evidence-based practices? One issue or question needing further clarification in these studies may be the socio-cultural influences on educational practice and policy although many of the authors made references to research studies done in other countries. At the end of the collection, Professor Tomoyuki Yasuda (Hosei University) provides a cogent commentary for all the studies included in his efforts to provide a more realistic framework for better practice and desirable outcomes in the future.

With an applied policy emphasis, the field of education continues to play an important role in the 21st century as the needs become more global and diverse. Here we need to be reminded of what Robert

Donmoyer (1996) noted in his editorial comments about education two decades earlier. He shares his editor's dilemmas in charting the future of directions for educational research, because education is a "field characterized by paradigm proliferation and, consequently, the sort of field in which there is little consensus about what research and scholarship are and what research reporting and scholarly discourse should look like (p. 19)." Our hope is that you all peruse all these articles, try to answer some of the questions above, and provide your assessment of the future of evidence-based educational practice and policy.

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