

思考力・構成力・表現力をきたえる ロジカルシンキング

10/14/2013

大庭コテイさち子

I. 自己紹介・出版の背景

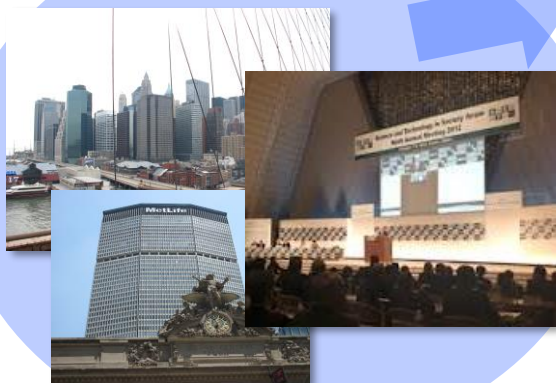


教育法研究



大学院での体験

企業訪問



インターン指導



II-1a. まとめの三角：はじめて知ったエッセイ形式

大学で



日常話で



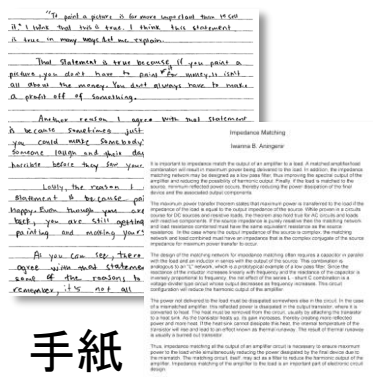
- ❑ 最後まで話を聞いてもらえない。
- ❑ 何を言いたいのかわかってもらえない。
- ❑ 言いたいことが何だったのか印象が薄い。
- ❑ あなたの小論文にはティーススがない。
- ❑ 最後になって論旨が変わる。
- ❑ よくわかっているのに成績が上がらない。

英語力とはまた別の問題がある

落第の危機→チューターとの出会い

II-1b. まとめの三角：すべての文書・プレゼンで

すべての「まとまった話」はエッセイ形式で書かれ、話されている

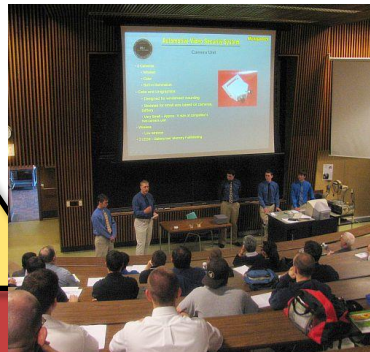


手紙

ビジネス文書



プレゼンテーション



講義



論説



Show and tell



演説



ディベート

II-1c. まとめの三角: 意見文から論文まで



"うさぎ"

あかね (11歳) 福岡県

トピックセンテンス

"イースター"

アマンダ (9歳) テネシー州 USA

こんにちは。わたしはカーメル。ウサギです。
今日は、どうしてわたしがイースターを大
すきなのか、みんなにお話しようと思います
。

最初の理由は、たまご探しが大すきだから。たま
ご探しはとっても面白いの。なぜって？それはね、
見つけたたまごをもらえるの。たまごをかくして、見
つけるのは、とっても楽しいからなの。

二番目の理由は、おばあちゃんのお家に行って、ランチを
ゼーんぶ食べるから。たいていはフライドキャロットとオリ
ーブとおいも、それからレタスカキャベツ。どれも本当にお
いしいの！毎日がイースターだったらいいのに！

最後の理由は、家族で集まるから。家族みんなでとても
良い時間を過ごす、これが一番、大切なこと。わたしは心か
らそう信じています。

おわりに、ひとつだけ質問があります。
みんなはどうしてイースターが楽しいの？

"To paint a picture is far more important than to sell it." I think that this is true. I think this statement is true in many ways. Let me explain.

This statement is true because if you paint a picture, you don't have to paint for money. It isn't all about the money. You don't always have to make a profit off of something.

Another reason I agree with that statement is because sometimes just with your painting, you could make somebody's day. You could make someone laugh and their day could have been going horrible before they saw your picture.

Lastly, the reason I agree with that statement is because painting makes you happy. Even though you aren't getting anything back, you are still getting some joy out of painting and making yourself feel good.

As you can see, there are many reasons to agree with that statement and I only named some of the reasons to agree with it. Just remember, it's not all about the money.

II-1c. まとめの三角：フルブライト奨学金が授与されたエッセイ

高校の夏休み、両親が買ってくれたのは、「外交」という昔ながらのゲーム。

自分がいかに外交政策・異文化理解に情熱があるか

外交政策、国際問題に興味を持ったきっかけ

国際交流課外活動歴

ボランティア経験

夢と情熱

現実の「外交ゲーム」のプレイヤーになりたい

On one hot late-summer day when I was in high school, my parents came back from a shopping trip with a surprise present for me: the legendary board game, Diplomacy. At first I scoffed at such an old-fashioned game. Who would want to waste glorious sunny days moving armies around a map of pre-World War I Europe, pretending to be Bismarck or Disraeli? But after playing the game once, I became absolutely riveted by the nuances of statecraft, and soon began losing sleep as I tried to craft clever diplomatic gambits, hatch devious schemes, and better understand the game's ever-changing dynamics. As my friends and I spent the second half of the summer absorbed by the game, my parents grinned knowingly. How could I resist being fascinated with Diplomacy, they asked me, when I incessantly read about international affairs, and liked nothing more than debating politics over dinner? How could I resist being fascinated, when I had spent most of my summers in Greece (and, much more briefly, France and England), witnessing first-hand the ways in which countries differ socially, culturally, and politically?

Though my passion for foreign policy and international affairs undoubtedly dates back to high school, I never had the chance to fully develop this interest before college. Once I arrived at Harvard, however, I discovered that I could learn about international relations through both my academics and my extracurricular activities. Academically, I decided to concentrate in Government, and, within Government, to take classes that elucidated the forces underlying the relations of states on the world stage. Some of the most memorable of these classes included Human Rights, in which we discussed what role humanitarian concerns ought to play in international relations; Politics of Western Europe, in which I learned about the social, economic, and political development of five major European countries; and Causes and Prevention of War, which focused on unearthing the roots of conflict and finding out how bloodshed could have been avoided. Currently, for my senior thesis, I am investigating the strange pattern of American human rights-based intervention in the post-Cold War era, and trying to determine which explanatory variables are best able to account for it.

Interestingly, I think that I have learned at least as much about international relations through my extracurriculars in college as I have through my classes. For the past three years, for instance, I have helped run Harvard's three Model United Nations conferences. As a committee director at these conferences, I researched topics of global importance (e.g. the violent disintegration of states, weapons of mass destruction in the Middle East), wrote detailed study guides discussing these subjects, and then moderated hundreds of students as they debated the topics and strove to resolve them. Even more enriching for me than directing these committees was taking part in them myself. As a delegate at other schools' conferences, I would be assigned to represent a particular country on a particular UN committee (e.g. France on the Security Council). I would then need to research my country's position on the topics to be discussed, articulate my view in front of others in my committee, and convince my fellow delegates to support my position. Trying to peg down a country's elusive 'national interest,' clashing over thorny practical and philosophical issues, making and breaking alliances — - Model UN was basically a simulation of how diplomacy really works.

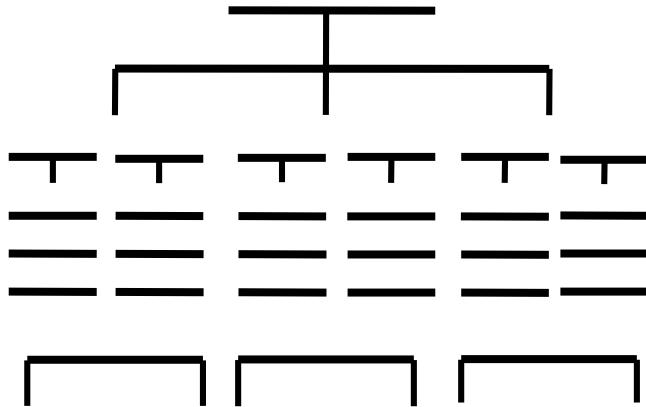
Thankfully, I have also found time over the past few years to cultivate interests and skills unrelated to Model UN and foreign policy. One of the most important of these has been community service. As a volunteer for Evening With Champions, an annual ice-skating exhibition held to raise money for children with cancer, and as a teacher of a weekly high school class on current events and international affairs, I have, whenever possible, used my time and talents to benefit my community. Another more recent interest of mine is the fascinating realm of business. Two years ago, my father's Christmas present to me was a challenge rather than a gift: he gave me \$500, but told me that I could keep it only if I invested it in the stock market — - and earned a higher rate of return than he did with another \$500. Since then, I have avidly followed the stock market, and become very interested in how businesses interact and respond to strategic threats (perhaps because of the similarities between business competition and the equally cutthroat world of diplomatic realpolitik). A final passion of mine is writing. As the writer of a biweekly column in the Independent, one of Harvard's student newspapers, I find very little as satisfying as filling a blank page with words — creating from nothing an elegant opinion piece that illuminates some quirk of college life, or induces my readers to consider an issue or position that they had ignored until then.

Because of my wide range of interests, I have not yet decided what career path to follow into the future. In the short run, I hope to study abroad for a year, in the process immersing myself in another culture, and deepening my personal and academic understanding of international affairs. After studying abroad, my options would include working for a nonprofit organization, entering the corporate world, and attending law school. In the long run, I envision for myself a career straddling the highest levels of international relations, politics, and business. I could achieve this admittedly ambitious goal by advancing within a nonprofit group, think tank, or major international company. Perhaps most appealingly, I could also achieve this goal by entering public service and obtaining some degree of influence over actual foreign policy decisions — that is, becoming a player myself in the real-life game of Diplomacy.

II-2a. 思考の図式化： グラフィックオーガナイザー

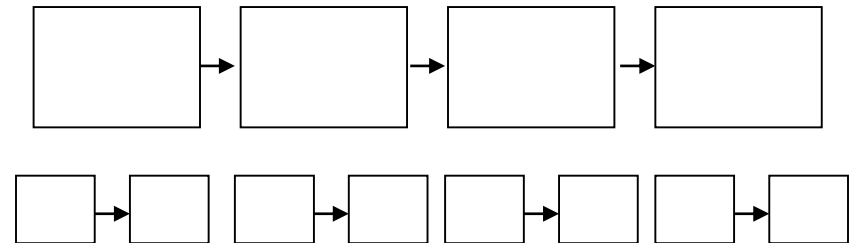
6

ツリーマップ(樹系図)

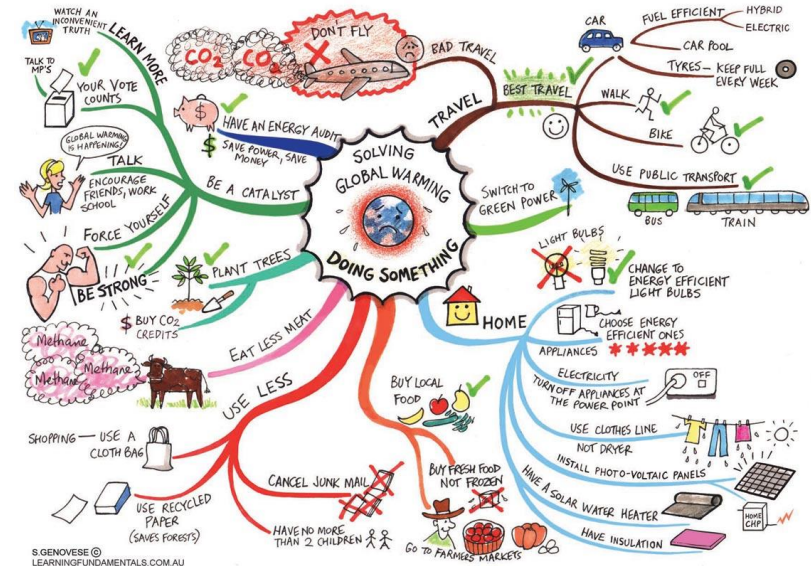


		Characteristics			
		walk	talk	swim	read
Items To Be Compared	person	X	X	X	X
	dog	X		X	
	cat	X		X	
	fish			X	

比較マトリックス



フローマップ/フローチャート

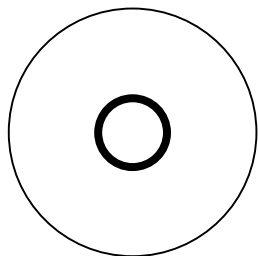


マインドマップ (コンセプトマップ)

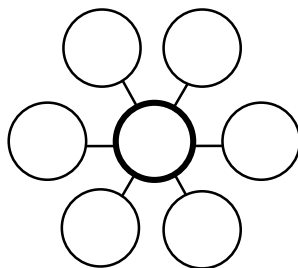
II-2a. 思考の図式化: シンキング・マップ

Thinking Maps®
By Dr. David Hyerle

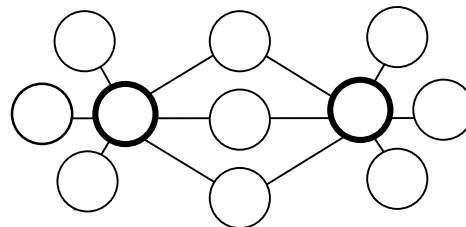
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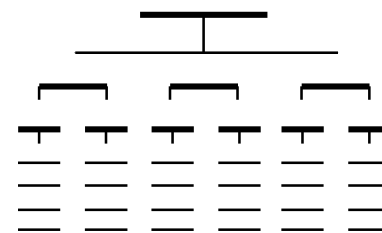
サークルマップ
関連と定義 Defining in Context



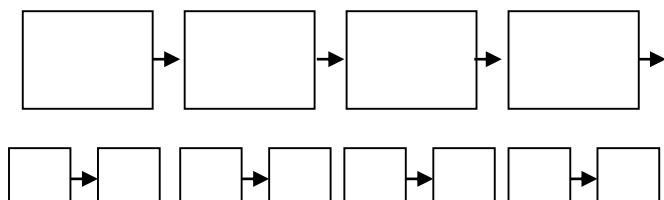
バブルマップ
クオリティ描写 Describing Qualities



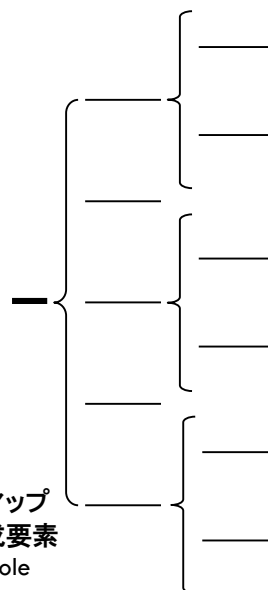
ダブルバブルマップ
比較対象 Comparing and Contrasting



ツリーマップ
分類 Classifying



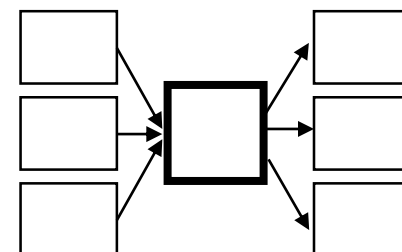
フローマップ
連続・順序・つながり Sequencing



ブレイスマップ
全体と構成要素
Part-Whole



ブリッジマップ
類似・相似比較 Seeing Analogies



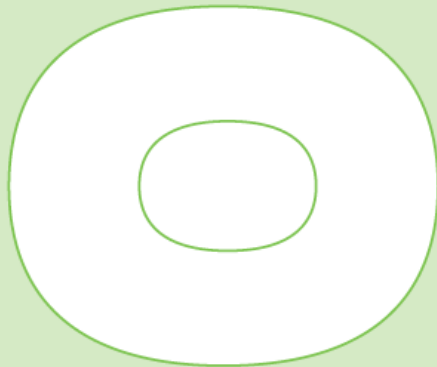
マルチフローマップ
原因と結果・効果 Cause and Effect

Cognitive Neuroscience and Education
認知神経科学と教育

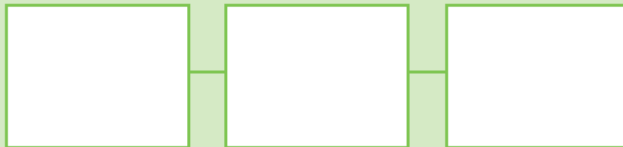
Visual thinking
視覚化思考法

II-2b. 4つの考える図

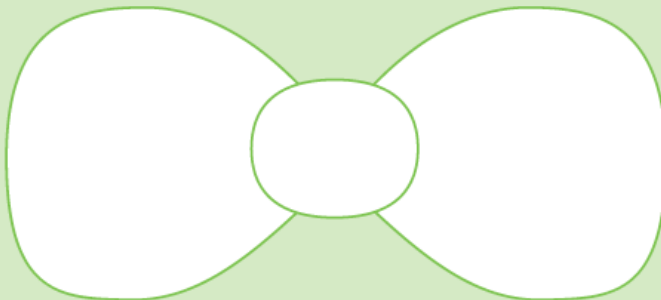
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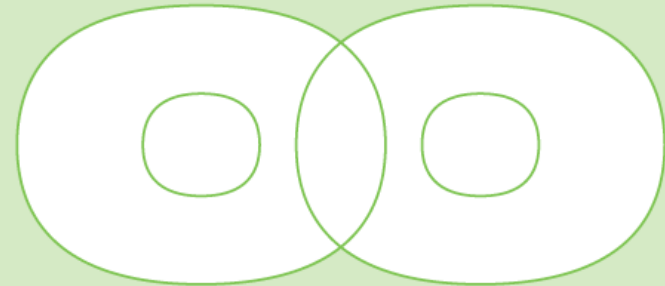
アイデアをだす〈発想の図〉



ものをならべて整理する〈順番の図〉



どうしてそうなるか、その後どうなるかを考える〈原因と結果の図〉

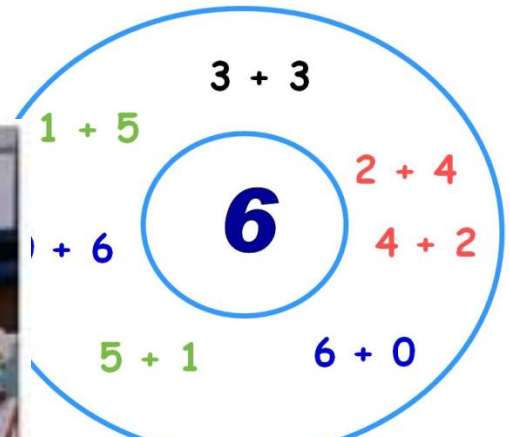


2つのものをくらべる〈比較の図〉



II-2b. 4つの考える図：発想の図

9



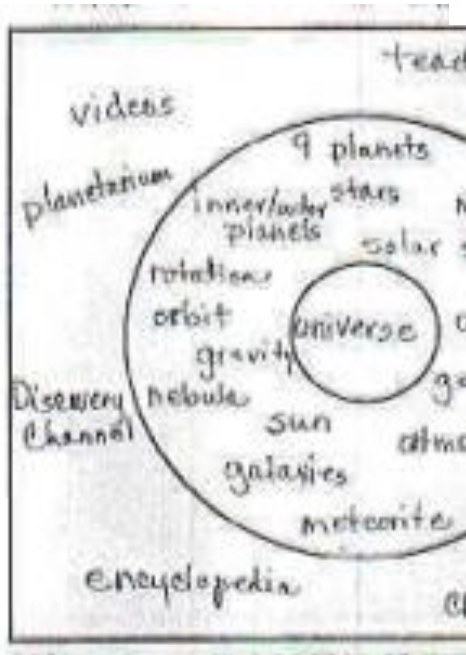
followed in
the
footsteps of
his
grandfather
and father

wrote 5
books
and
numerous
articles

was
arrested
and had
his
home
bombed

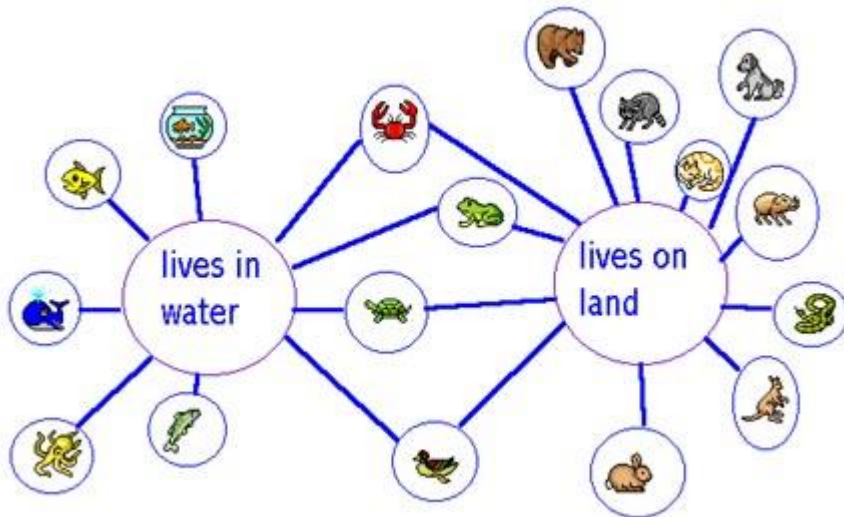
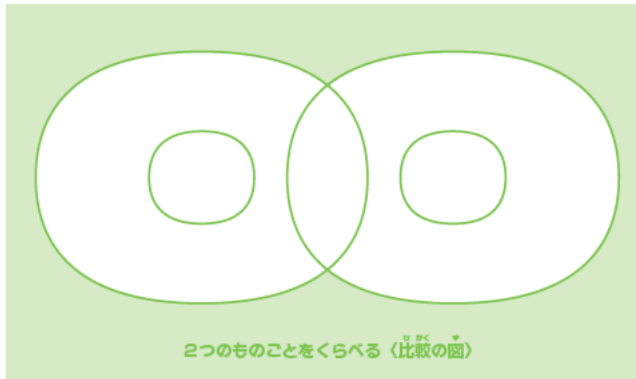


was the
youngest
person to
ever be
awarded
the Nobel
Peace
Prize

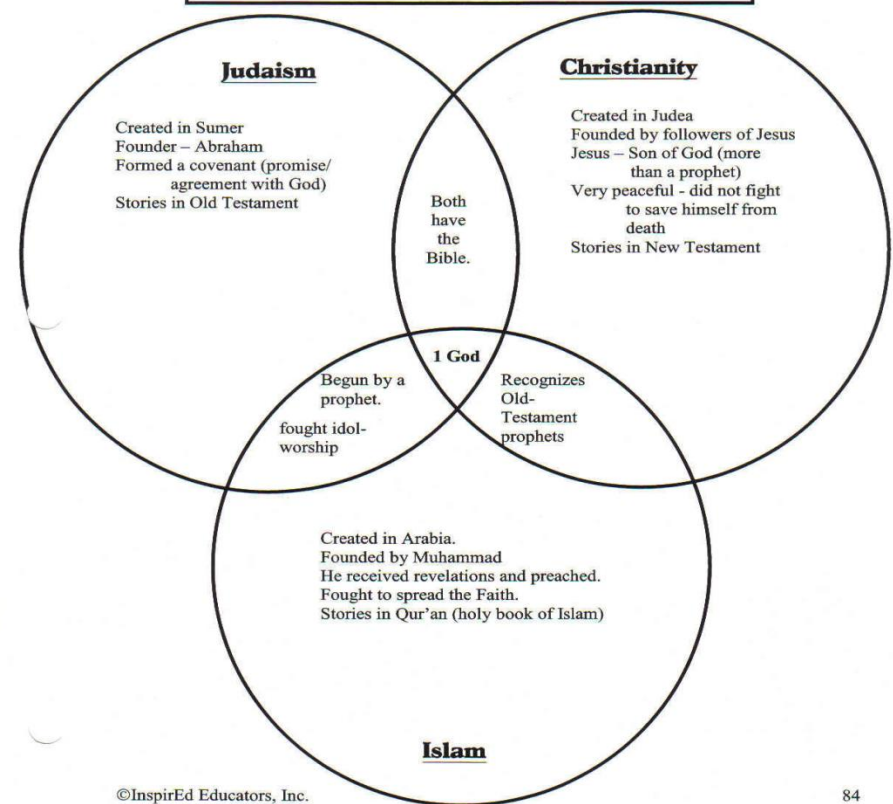


II-2b. 4つの考える図：比較の図

10

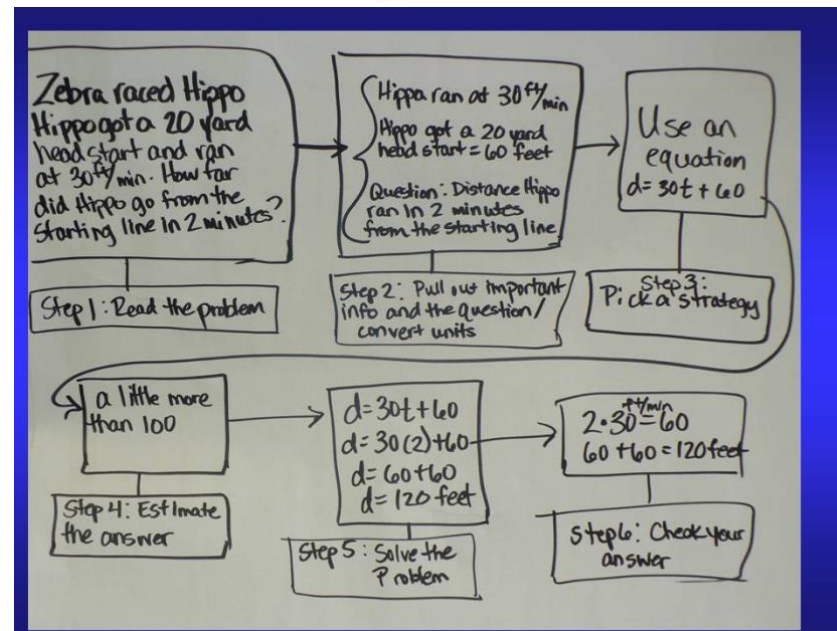
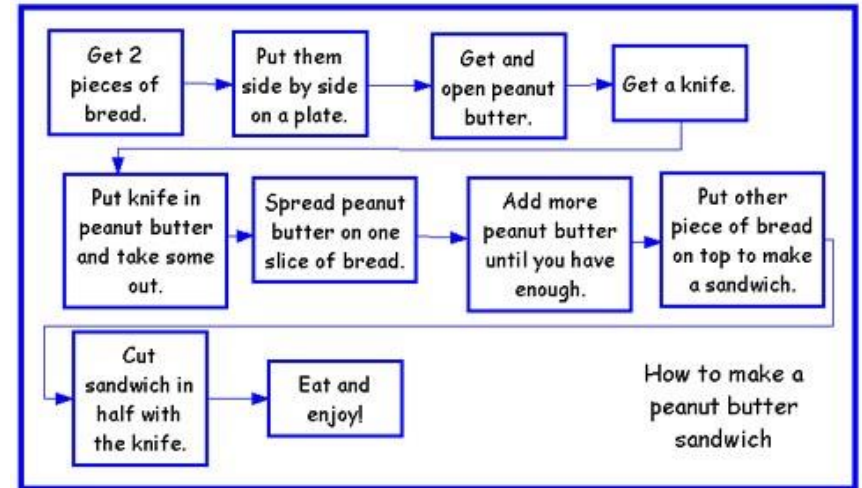
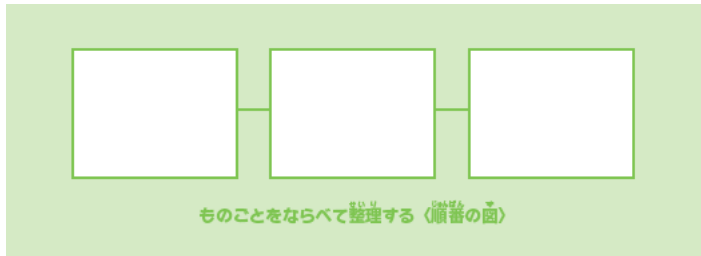


Venn Diagram – Suggestions for Answers



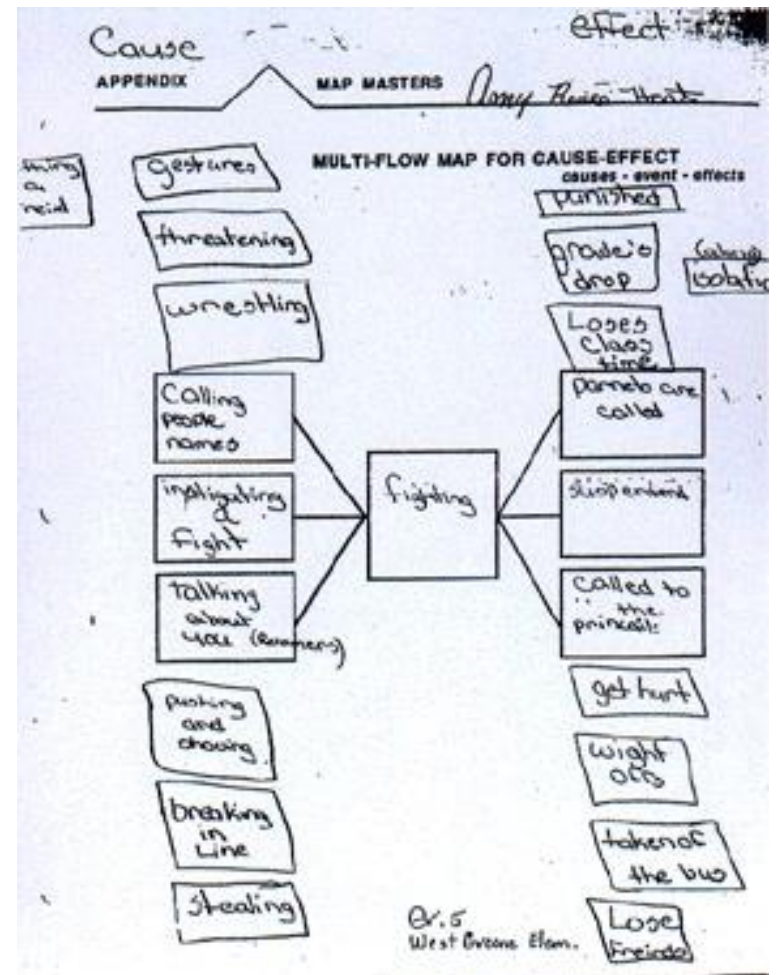
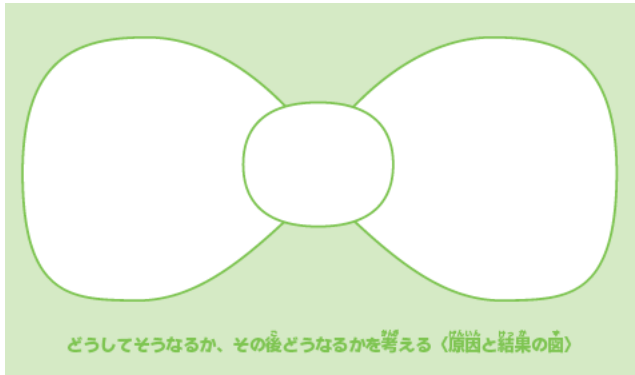
II-2b. 4つの考える図：順番の図

11



II-2b. 4つの考える図：原因と結果の図

12



II-2c. 思考の図式化： 誤解しがちな言葉の意味を考える

13

1. リーダーシップ教育はリーダーのための教育？
2. 考え方は無限にある？
3. クリエイティブ・シンキングとは無から有を生むもの？



よく考えなさい。自由に考えなさい。想像力を使いなさい。

さまざまな角度から考えたか
さまざまな可能性を考慮したか
本当に新しいのか＝前例は？

ロジカルシンキング

- 論理的
- 証明できる
- 法則に従う

クリエイティブ・シンキング

- あっと驚くような
- 自由な
- 新しい



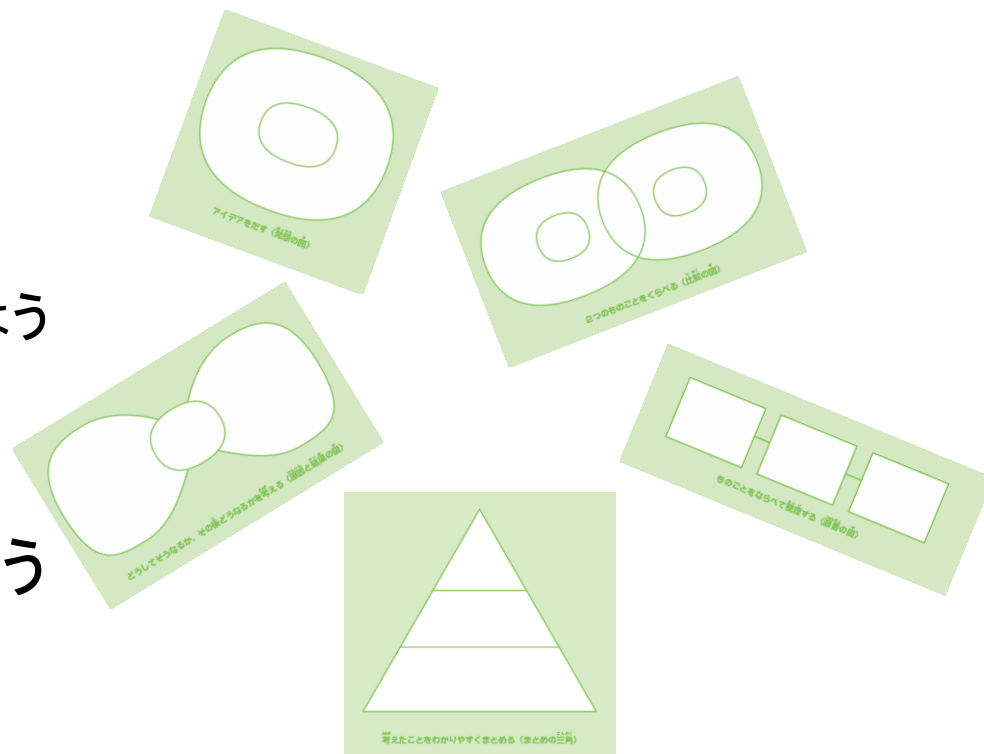
II-3. 考えよう：2020オリンピックのために学校でできることは？

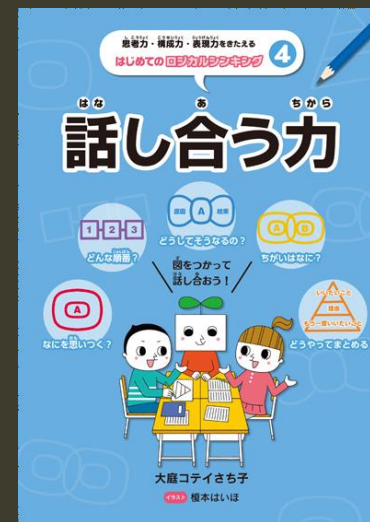
14



- グループで考えよう
 - アイディアを出そう
 - どちらが良いか比べよう
 - 予想される結果を検討しよう
 - 計画を作ろう

- まとめの三角で発表しよう





思考力・構成力・表現力をきたえる ロジカルシンキング

10/14/2013

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