

# 教育活動の評価を研究するには？

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## evaluation

- Evaluation is an essential part of an educational process
- The focus of evaluation is on local quality improvement

Morrison, J. BMJ 2003;326:385-387

# 研究

# research

## 研究とは・・・

- ある特定の物事について、人間の知識を集めて考察し、実験、観察、調査などを通して調べて、その物事についての事実を深く追求する一連の過程のことである。

ウィキペディア フリー百科事典

## research

- can be defined to be search for knowledge or any systematic investigation to establish facts

WIKIPEDIA The Free Encyclopedia

## research

- the systematic study of materials and sources in order to establish facts and reach new conclusions

Compact Oxford English Dictionary

## research

- studious inquiry or examination, especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical applications of such new or revised theories or laws

Merriam Webster Online Dictionary

## research

- is usually aimed at producing generalizable results that can be published in peer reviewed literature, and it requires ethical and other safeguards.

Morrison J. Evaluation BMJ 2003

## 教育活動の評価を研究にするには

- リサーチ・クエスチョンを明確にする



- 先行研究の文献を読む

## 研究デザイン

- 研究デザインをどのようにして決めるか
- 何が研究デザインを決定するか
- 最適な研究デザインは何か



- リサーチ・クエスチョン

Sackett DL, Wennberg JE Choosing the best research design for each question. BMJ. 1997 Dec 20-27;315(7123):1636.

## Developing research questions in medical education: the science and the art

- “In science, it is more important to understand the question than to find the answer”
- “The first step in any research enquiry is to precisely define the research question or questions – too broad or too vague a question will result in a final report lacking direction or impact”

Jill Morrison Med Educ 2002

## Developing research questions in medical education: the science and the art

- “There is an art to developing a good research question and it is well worth spending time and effort at the beginning of a research project getting it right”
- “What is clearly understood and precisely expressed is more likely to produce a useful answer”

Jill Morrison Med Educ 2002

## 先行研究

- 科学の分野でそれなりの研究を行おうとする場合、まず先行研究を調べることが重要である
- やってみようと思うことが、既に行われたことで、内容に何ら変わりのないものであれば、研究自体に意味がない場合もある

ウィキペディア フリー百科事典

## 先行研究

**•しかし、それ以上に重要なことは・・・**

ウィキペディア フリー百科事典

## 先行研究

- 自分の行おうとする研究が、科学の流れにおいてどのような位置にあるのかを知ることである

ウィキペディア フリー百科事典

## Overview

- What is already known on this subject
- What this study adds
- Suggestions for further research

*Medical Education*



## What's next?

- “What follow-up research questions or projects might this study proposal lead me towards?”
- “Why is the current study proposal a good place to start?”
- “What will I do with the study once completed (other than placing it on my CV)?”
- “What will the community learn from the study?”
- “What might someone else do differently (in research or education) as a consequence of my work?”

Eva KW, Lingard L. What's Next? A guiding question for educators engaged in educational research Med Educ 2008;42:752-754

## Suggested structure for discussion of scientific papers

- Statement of principal findings
- Strengths and weaknesses of the study
- Strengths and weaknesses in relation to other studies, discussing particularly any differences in results
- Meaning of the study: possible mechanisms and implications for clinicians or policymakers
- Unanswered questions and future research

Docherty M. Smith R. BMJ 1999

## **‘programs of research’**

- In fact, Lakatos, the Hungarian philosopher of science, argued that it is the maintenance of programs of research that ultimately defines the quality of scientific progress

Eva KW, Lingard L. What's Next? A guiding question for educators engaged in educational research Med Educ 2008;42:752-754

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- **リサーチ・クエスチョンを明確にする**



- **先行研究の文献を読む**