

# 令和 2 年度入学試験問題

## 地域経営学部

### 編入学試験

# 小 論 文

#### (注意事項)

1. この問題冊子は試験開始の合図があるまで開いてはならない。
2. 問題は全部で4ページある。落丁・乱丁，印刷不鮮明の箇所などがあつた場合は申し出ること。
3. 別に解答用紙が2枚及び下書き用紙が2枚ある。
4. 解答はすべて解答用紙の指定された箇所に横書きで記入すること。
5. 受験番号は解答用紙の指定された箇所に必ず記入すること。
6. 解答時間は90分である。
7. 問題冊子及び下書き用紙は持ち帰ること。

**問題 1** 次の英文の要約を 200 字以内の日本語で書きなさい。

New elementary school textbooks to be introduced in April 2020 will give parents some ideas about how things have changed since their own school days.

Ninety percent of the education ministry-approved textbooks for public elementary schools contain QR codes and other technological features to help students with their studies.

When these QR codes are scanned by smartphones and other devices, the Web pages of the textbook publishers pop up on the screens to show prepared videos and other visual materials to help students learn about the topics. They are useful not just for classroom learning but also for studying at home.

New technology has greatly expanded the scope of what school textbooks can offer.

The visual learning aids allow students to understand, at a glance, how to carry out specific experiments or use specific tools, for example. When students start learning English, which will formally become a subject to be taught to fifth- and sixth-graders in fiscal 2020, they can check the correct pronunciations of words again and again.

Video materials make it easier for students to learn about certain natural phenomena, such as the moon's waxing and waning phases, than charts and other still graphics.

Such learning aids will also serve as powerful supportive tools for students with visual or hearing disabilities.

The technology will also help compensate for a shortage of opportunities for students to benefit from cultural and natural resources.

Students of needy families, for instance, tend to have fewer opportunities to visit museums or go on outings. Textbooks with these technological features can give them virtual experiences of such activities to help expand their knowledge.

There are, however, legitimate concerns about children who do not have access to the necessary devices. Steps should be taken to prevent these students from being put at a disadvantage.

All important visual materials should be shown during classes, while necessary devices should be made available at schools and public libraries for free access.

Schools and boards of education need to take these and other steps to ensure equal opportunities for all students.

Under the education ministry's new guidelines for school curricula, to be introduced in April 2020, computer programming should be taught at elementary school, mainly to the higher grades.

Programming classes will be more focused on helping students develop the ability to think than on acquiring skills.

One textbook for the subject asks students what they should do to program a robot to draw a square with one side 4 centimeters in length.

After showing the need to program the robot to repeat the process of moving in a 4-cm straight line and then making a 90-degree left turn, the textbook gives another programming task for students.

This problem-solving challenge is designed to make students aware of the importance of the ability to think logically and communicate the process accurately for computer programming.

Technology will eventually become obsolete. But the ability to think logically remains useful through a person's entire life.

The subject should be taught with the recognition that it can also contribute to the development of the ability to understand the explanations of things in Japanese texts.

In response to criticism about the curricula for “yutori,” or pressure-free education, which were blamed for declining academic performances among Japanese students, school textbooks have become steadily thicker over the cycles of revisions to the curriculum guidelines in recent years.

This time is no exception, with new approved textbooks containing 10 percent more pages on average than those authorized under the previous teaching guidelines.

Another factor behind the increase in the volume of textbook content is a richer collection of advice and suggestions for teaching to meet the needs of the growing ranks of young teachers. These tips and proposals are intended to support teachers without much teaching experience.

Excessive aid and support, however, could serve as a disincentive for students to think on their own.

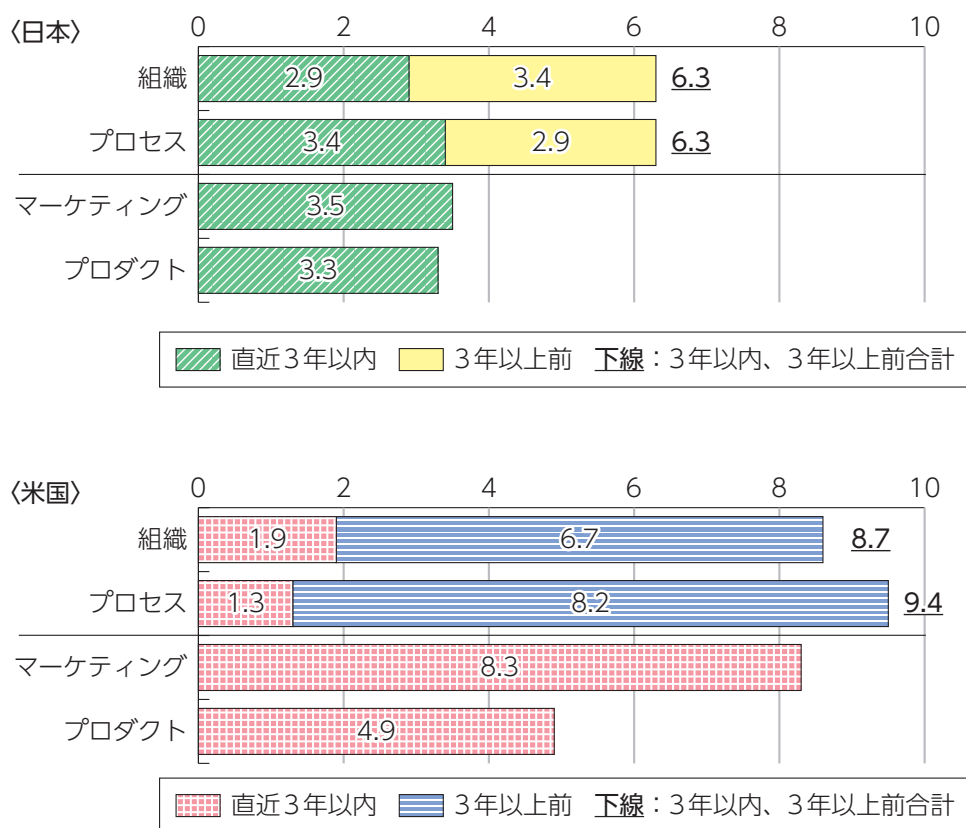
Teachers, for their part, could end up only scratching the surface if they try to cover all the content of textbooks during classes. That would run counter to the principal goal of the new teaching guidelines, which is to help students become capable of “independent and deep” learning.

There is a limit to pursuing both quality and quantity.

As they try to measure the potential of the new textbooks, teachers and policymakers will also need to evaluate the appropriateness of the amount of learning required under the new guidelines and make necessary adjustments.

(出典 : EDITORIAL : New high-tech textbooks will reboot traditional school education, The Asahi Shimbun, March 28, 2019, 原文のまま)

**問題2** 次の二つの図は『平成30年版情報通信白書』からの引用である。これらの図に基づいて、以下の設問に答えなさい。



(出典) 総務省「我が国のICTの現状に関する調査研究」(平成30年)

**図1 日米企業のイノベーションの実現度**

(注) 以下の説明は『平成30年版情報通信白書』からの引用(一部改変)である。

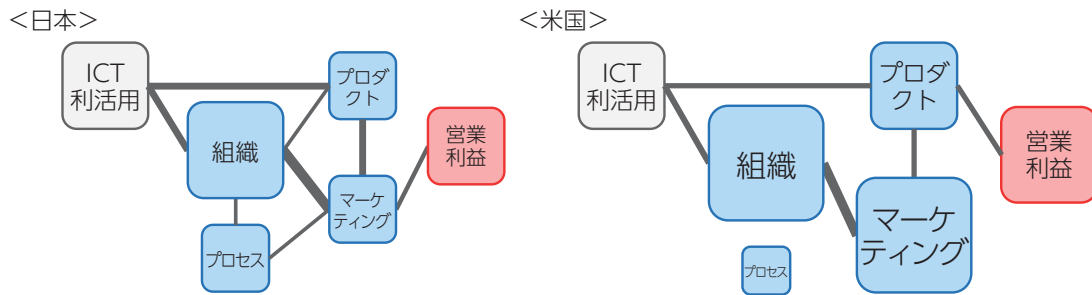
組織イノベーションとは、業務慣行(ナレッジ・マネジメントを含む)、職場組織の編成、他社や他の機関等の社外との関係に関して、自社がこれまでに利用してこなかった新しい組織管理の方法を導入すること。

プロセス・イノベーションとは、自社における生産工程・配送方法・それらを支援する活動(プロセス)について、新しいものまたは既存のものを大幅に改善したものを導入すること(技法、装置、ソフトウェア等の変更を含む)。

マーケティング・イノベーションとは、自社の既存のマーケティング手法とは大幅に異なり、かつこれまでに利用したことのない新しいマーケティング・コンセプトやマーケティング戦略を導入すること。

プロダクト・イノベーションとは、自社にとって新しい製品・サービスを市場へ導入すること。

図1に示されているイノベーションの実現度は、アンケートにおいて4種類のイノベーションの実現度を尋ね、それぞれ10点満点に換算した数値である。



(出典) 総務省「我が国の ICT の現状に関する調査研究」(平成 30 年)

## 図2 グラフィカルモデリング分析結果の日米比較 (ICT (情報通信技術) 利活用)

(注) 以下の説明は『平成 30 年版情報通信白書』からの引用 (一部改変) である。

グラフィカルモデリング分析とは、被説明変数 (営業利益の増加) に説明変数 (ICT の導入や利活用, イノベーション) がどの程度影響しているのかを分析するのではなく、変数間の相互の関係を分析するものである。グラフィカルモデリング分析では変数間の相関係数ではなく、偏相関係数を考えて、他の諸変数の影響を取り除いた変数間の直接的な関係を明らかにしている。

図2は、ICTの利活用が4種類のイノベーションのどれを通じて営業利益の増加と結びついているのかについて、変数の関係性を線の有無や太さで示すことにより視覚的に明らかにしている。線がつながっている変数間には直接的な関係があることを意味し、線の太さは各変数間の関係性の強弱を表し、四角の大きさは実現数または増加割合の日米の違いを表している。

### 設問

問1 図1の説明を120字以内で書きなさい。

問2 図2の説明を120字以内で書きなさい。

問3 図1と図2を踏まえて、日米企業の違いについて考えられることを140字以内で書きなさい。