



Defining the Learning Objectives and  
Measuring the Learning Outcomes in  
Philosophy Education

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## 0. Flow

1. Research Background
2. Objectives of Research
3. Defining the Learning Objectives of Philosophy Education
4. Measuring the Learning Outcomes of Philosophy Education
5. Prospective

## 1. Research Background

### **(2008) “The Report for building Undergraduate Education”**

“Competences for Graduation”  
which are “abilities for self-regulated employees”  
and are cultivated interdisciplinarily.

### **(2010) “On the Quality Assurance of Each Discipline”**

which requires the Subject Benchmark Statements of each discipline.

### **(2016) “Subject Benchmark Statements of Philosophy”**

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## 2. Objectives of Research

- Severe Situation for Humanities
- Uncertain Career Options and Prospects for Philosophy Students
- Lack of Understanding of Philosophy Education

**These situations require us to redefine the significance of Philosophy Education and convey them efficiently**

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### 3. Defining the Learning Objectives of Philosophy Education

- For those who are not specialized in philosophy, the Learning Outcomes of Philosophy Education are often “enigmatic.”
- This is because some philosophy teachers think that the outcomes of philosophy education appear in long-term and to describe them in a word leads to devalue philosophy education. (“Statement”, American Philosophical Association (1995) )
- However, this attitude does not persuade stakeholders who have already doubted the values of philosophy teaching.

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### 3. Defining the Learning Objectives of Philosophy Education

#### Interviews with Stakeholders

- From beginning, I interviewed with some stakeholders (philosophy teachers, students, their parents, alumnae/alumni, and employers)

#### Survey

- Subject Benchmark Statements of Philosophy
- Learning Objectives of Philosophy Departments in Universities

33 items about the learning Objectives of philosophy are acquired from the interviews and the survey.

→Development of Learning Outcomes of Philosophy Education

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## 4. Measuring the Learning Outcomes of Philosophy Education

### Tentative Questionnaire Research

- We did tentatively a questionnaire research about the learning outcomes of philosophy (3 universities, 6 classes, 144students).
- We asked students to answer to the questions which comes from the 33 items on November 2016.
- We also asked them about critical thinking abilities and communication skills with “Critical-Thinking Attitudes Scale (Hirayama&Kusumi, 2004)” and “ENDCORE Scale, Fujimoto & Daibo” to see the relevance between philosophical and those abilities.
- We could reduce the 33 items to 16 items and find 3 common factors (“Philosophical Inquiry Skills”, “Philosophical Attitudes”, and “Philosophical Knowledge”). We tentatively call these items “Philosophical Competence Scale”.

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## 5. Prospective

Macro Level: Improvement of “Philosophical Competence Scale”

1. Expanding the Inter-University Research
2. Interviewing with More Stakeholders

Micro Level: Improvement of Degree Program(s)

3. Improvement of Philosophy Curriculum at each Universities based on “Philosophical Competence Scale” →Model Case?
4. To Relate “Philosophical Competence Scale” with Actual Assessments of Classes.

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