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発表者 (※学会発表の場合のみ記載、共同発表者の氏名も記載すること)	Nozomi Fujikawa, Sanii Mizuno, Shintaro Uchiyama, Yusuke Morita
発表題目 (※学会発表の場合のみ記載)	A Case Study on the Effect of TAs' Awareness of Pre-class Report Submissions on Scaffolding in Small-group Discussions
<p>発表の概要と成果 (抄録を公開している URL がある場合、「概要・成果」を記載した上で、URL を末尾に記してください。また、抄録 PDF は別途ご提出ください。なお、抄録 PDF は Web 上には公開されません。)</p> <p>In recent years, Teaching Assistants (TAs) have been expected to play a key role in facilitating small-group discussions. However, prior studies have shown that TAs often struggle to provide appropriate interventions, frequently offering task-related explanations without first diagnosing students' understanding. This study examined whether awareness of students' pre-class report submissions supported TAs' diagnostic scaffolding during small-group discussions. A 100-minute class session was video-recorded, and all TA utterances were transcribed and analyzed based on the framework of the Model of Contingent Teaching (MCT), focusing on the diagnostic and intervention phases. The results suggest that although both TAs were aware of students' pre-class report submissions, only one TA engaged in diagnostic questioning to assess students' understanding before intervening, whereas the other tended to respond with empathic support without diagnosis. This study extends the MCT to TA-supported learning environments by emphasizing the importance of recognizing pre-class reports and highlighting the interpretive processes that mediate between information awareness and adaptive intervention.</p> <p>https://2026.isls.org/proceedings/</p>	