

國立臺東大學

高教深耕計畫課程類

執行成果報告書

執行單位：語文發展中心

執行期間：110 1月 1日~ 12月 31日

國立臺東大學高教深耕計畫 課程類執行成果報告書

注意事項：因教育部跨專案計畫辦理項目不得重複編列經費，請勿將同樣成果報告重複繳交至不同計畫

開課學期	109 學年第 2 學期	開課系所(中心)	語文發展中心
開課時間	110/3/15-5/3	開課地點	H202-3
課程類別	<input type="checkbox"/> 跨領域課程、 <input type="checkbox"/> 產學合作課程、 <input type="checkbox"/> 創新實驗性課程、 <input type="checkbox"/> 統整性課程 <input type="checkbox"/> 實習課程、 <input checked="" type="checkbox"/> 全英文授課課程、 <input type="checkbox"/> TEK 課程、 <input type="checkbox"/> 其他_____		
課程名稱	時事英文		
開課教師姓名	游明哲		
業師協同教學	<input type="checkbox"/> 有（勾選有者，請填下列訊息） 業師名稱： 業師協同教學內容及方式： 業師師資授課時數： <input checked="" type="checkbox"/> 無業師協同教學		
學分數		修課人數	42 人次
成果摘要	包含質量化成果，例如(以下僅供參考，請依實際成果撰寫) <input type="checkbox"/> 連結_____位學生至企業實習，畢業後無縫接軌職場。 <input type="checkbox"/> 辦理__場公開成果發表會，請說明時間、地點等 <input type="checkbox"/> __位、__隊學生通過專業證照報通過數 <input type="checkbox"/> __位、__隊學生參加校外競賽，並請說明參加競賽名稱、競賽時間、地點、參加隊數等 <input type="checkbox"/> 其他：		
課程成果量化成效			
說明:請依照課程規劃填報，若無規劃之項目請填入 N/A			
項目	達成值	標項目	達成值
1. 課程產出教材、教案、評量數		2. 專案報告數	
3. 競賽參賽數/或獎數		4. 大專生科技部計畫申請數/通過數	
5. 學生參與展演活動人數		6. 學生期刊論文投稿數/發表數	
7. 產學合作共創案件數		8. 學生研討會論文投稿數/發表數	
9. 專業證照報考人次/通過數		10. 課程結合在地需求教案、活動數	
11. 學生赴產業實習率		12. 課程學生成績平均分數	
13. 簽訂實習場域數		14. 其他_____	

執行重點及具體作法

*請詳細撰寫課程執行過程與具體教學設計做法。

This course is designed to familiarize students with the major events happening around the world. Due to the limit of time, the course can but draw a vague contour of the fast-changing world while simultaneously awakening the students' awareness as an engaging citizen on the planet. By doing so, it is expected that the course can be capable of enabling students to acquire individual critical thinking ability against the contemporary global world.

Course Plan

Week/Date	Main Issue	Class Reading Material
Week 1	<p>Media Literacy and Reader Responsibility</p> <p>Two pieces of reading materials for the beginning of the lecture. First, I adopted and rewrote Henrik Ibsen's Ghosts in the form of news release. After guiding the students to read through the "news," I informed the students that I had deliberately missed out the "reporter's name" and instructed them to find the news source for me. Convinced that the reading was indeed a piece of news, the students tried with effort, yet fruitlessly, to search for the incident with keywords such as "charity house on fire" or "BBC unknown fire." Surprisingly, none of the students tried the combination of the names mentioned in the article. Afterwards, I took the lead to show them that, with correct combination of keywords, they will find out it is actually nothing "new." By doing so in the first lecture, I aimed to emphasize that they should never passively accept any news or knowledge which "seem" to be authentic. They should always have doubts and actively verify the authenticity of the piece of knowledge.</p>	
Week 2	<p>Guard dog:</p> <p>In each piece of news, there are often a number of details being described, and sometimes not in a chronicle order. Hence, people who are unfamiliar with the narrative logic often fail to understand the whole story even if they check all the words from the news. This week, the focus is on realizing the correct sequence in the event. Hence, I picked a piece of interesting news that, on the surface, even seems like a short story. The students are required to write down the main ideas of the news in two sentences. For the result, see picture 1.</p>	

	<p>Also, from this week on, each student was requested to share a piece of news that I asked them to prepare as homework.</p> <p>For the news they shared, see picture 2.</p>		
Week 3	<p>News on Human Rights and Gender Equality: Reading is definitely not the only way to learn news. This week, I showed the students an advertisement about a father carefully outing his son with unconditional love. The video was made by the potato chip enterprise Doritos and reported by major news companies. For the students' feedback, see picture 3.</p> <p>Students are required to take a vocabulary quiz on the Internet. For their answers, see picture 4.</p>		
Week 4	<p>This week, I tried to help students experience how to learn English through different senses.</p> <p>I divided the students into two groups and had each group read a piece of news. Neither group has any clue of what the other group is reading.</p> <p>First, I had the students read the text alone before going on a discussion about the piece of news with their group members. During the discussion, I made sure they understand the news fully and provide guidance when they are faced with vocabulary that have multiple meanings in the dictionary.</p> <p>After both groups finish their discussion and have an agreed version of their own "news release," each of the members have to pair up with members from another group.</p> <p>Afterwards, they are asked to take turns to interpret their news in English (I encouraged them not to use any Mandarin unless is absolutely necessary)</p> <p>When they finished sharing news with each other, I instructed them to return to their own group and discuss the news they had just heard. By piecing the story together, they realized that, even though with the same text, the story they heard may vary with some detail. Consequently, they could only make the story complete by providing the detail they had each heard and with fact checking with their group members. Again, they are requested to write down an agreed version of the news.</p>		

	Towards the end of the lecture, I had each group share the news they had heard from the other group. The other group would then tell them how much of it is correct.		
Week 5	<p>This week, I took a similar teaching method and went one step further.</p> <p>In the previous week, the students were asked to paraphrase the text in their own language, which means they basically rewrote the story in their own words freely. I instructed each of the groups to choose some words from the original text and find their meaning with an English-English dictionary. They were to ensure these words get included when they shared the story with the other group.</p> <p>Certainly, they are not allowed to translate the selected words into Mandarin for the target listener. By doing so, I aimed to force the students to be able to explain the meaning of the words in English.</p> <p>They were not allowed to show any written text to the listener, either (I did not strictly forbid this in the previous week).</p>		
Week 6	<p>Since this is the final lecture, I'd love to make the students able to interpret the news individually. Consequently, the students take turns sharing their piece of news with the whole class. After that, they are required to ask at least one question concerning what they have just heard.</p> <p>To sum up the class, I chose a piece of news about Taiwanese fishing industry being blacklisted by the USA due to labor abuse, unreasonable salary and even torture to foreign workers. By doing so, I expected to inform the students that, although we have been sharing some news about people's kindness, and we are all convinced that Taiwan is a civilized country, evil still exists in our daily life and might be perpetrated by the so-called "civilized people."</p> <p>I expected to make them more aware of the things that we take for granted. After all, I have been emphasizing the importance of "critical thinking" to the students for the past five weeks.</p>		

學生學習成效評估方式

*依據學生核心能力規劃合適的課程，並訂定學習成效標準與認知(能力)層次，結合多元的評量方式，檢核學生的能力表現(評估方式請點選簡報連結說明)

Course Plan

Slido#075816

執行成果

*請授課教師依導入教學創新後，學生學習狀況、學生學習滿意度、質量化成果等進行說明，內容字數無限制，教師可自由發揮(可提供畫面或影片補助說明)。

*敬請提供質、量化資料佐證學習成效。

滿意度調查表請參照附件一

執行成效評估

成果自評與建議：

Over the past six sessions, I had tried to lead students to “read” the society in a diversified, albeit not comprehensive, perspective. In the sessions, I constantly urge students to “guess” the meaning of the words they do not understand instead of looking them up immediately. Indeed, it is true that students often find it hard to “imagine” the words’ connection with other words in the context without guidance in the very beginning. However, in the course of the guessing, some students did begin to feel confident (if not comfortable) reading the material without being interrupted by the unfamiliar words. Certainly, I told them it is equally important to find the meaning of the vocabulary afterwards.

重大突破-計畫重大發展，請依計畫特質補充。

透過不同於以往的課程模式，以課前預習，課中討論的方式。讓同學以自主學習的方式，自發性收集資料，階段式引導同學討論及閱讀時事英文文章。本次課程使用 Slido 與同學線上互動，詳細資料請見後方附件二補充資料

學生問卷回饋情形：

一、回收問卷共 4 份，有效問卷共 4 份，數據資料整理如下：

二、問卷分析結果(以統計人數填寫)：

題號	題目 (下方粗體文字可依課程類型自行修正)	非常不同意 ←→ 非常同意				
		1	2	3	4	5
1.	對本次課程主題的滿意程度				2	2
2.	對本次課程內容的滿意程度				2	2
3.	授課教師專業知識程度				2	2
4.	授課教師專業知識度				1	3
5.	本課程能提升學生英語學習的主動參與度			1	2	1
6.	本課程能提升學生使用英語交談的信心			1	3	

7.	建立學生自然使用英語的習慣			1	2	1
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三、學生其它回饋：

課程心得：

老師上課認真且活潑，對於不敢開口說英文的學生也很有耐心，藉由新聞時事來學英文，讓原本無趣的英文變得有趣很多，是很好的課程！

在課程中講英文的次數變多了，對於整篇的新聞也能簡單描述出來發生了什麼事，也知道辨別真假新聞！

參加時事英文的課程讓我主動去閱讀英文的新聞或是文章，我覺得我的閱讀能力有稍微增加，很高興可以參加時事英文的課程！

其實學習英文並沒有那麼困難，都是被自己限制住了

希望語文發展中心未來能開設的課程：

無
法文
英文文法課程
繼續維持！

課程照片



課堂上課情形



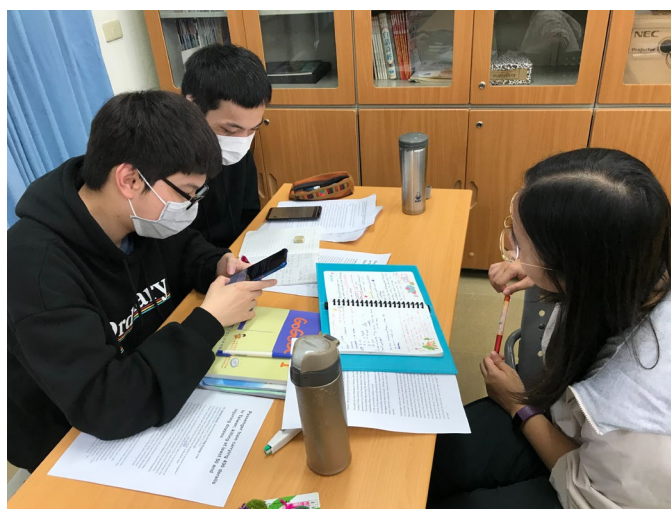
課堂上課情形



課堂上課情形



課堂上課情形



課堂上課情形



課堂上課情形

★其他佐證資料(請課程規劃繳交，例如：課程教材影片網址、學生證照掃描、新聞報導網址…等)

附件一

10902 國立臺東大學高教深耕計畫－[A-2-2-3]:「時事英文」

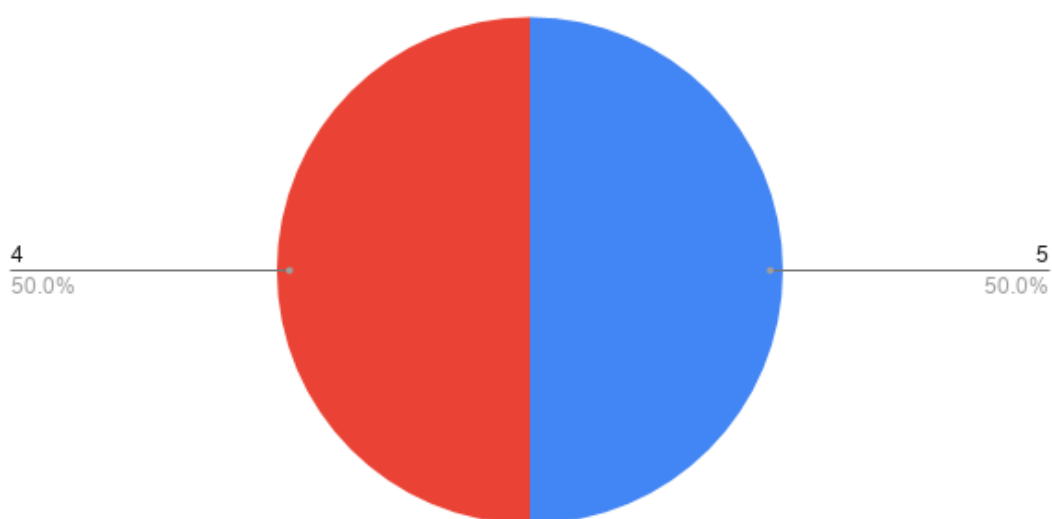
主辦單位: 語文發展中心

教師: 游明哲

時間: 110年3月15日~110年5月3日

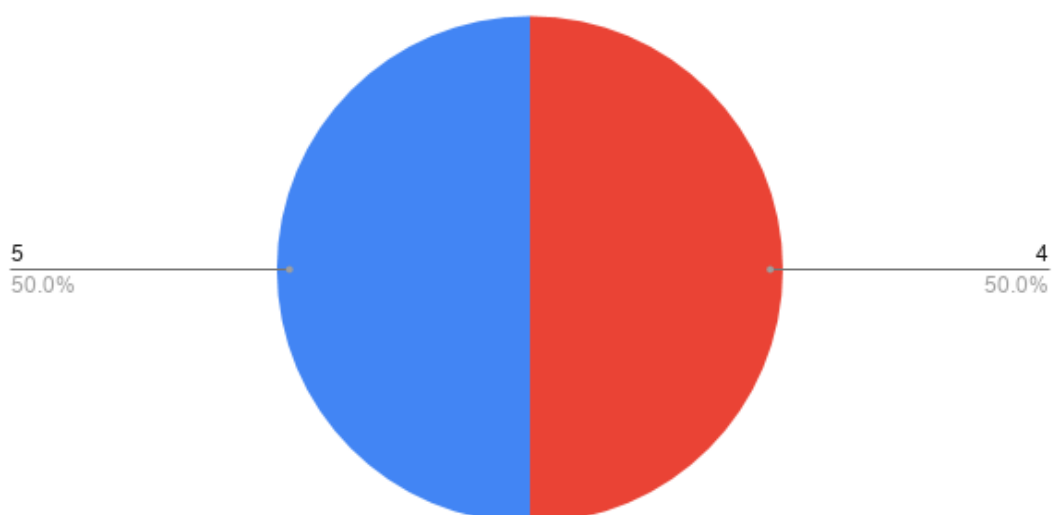
對本次活動課程的滿意程度

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



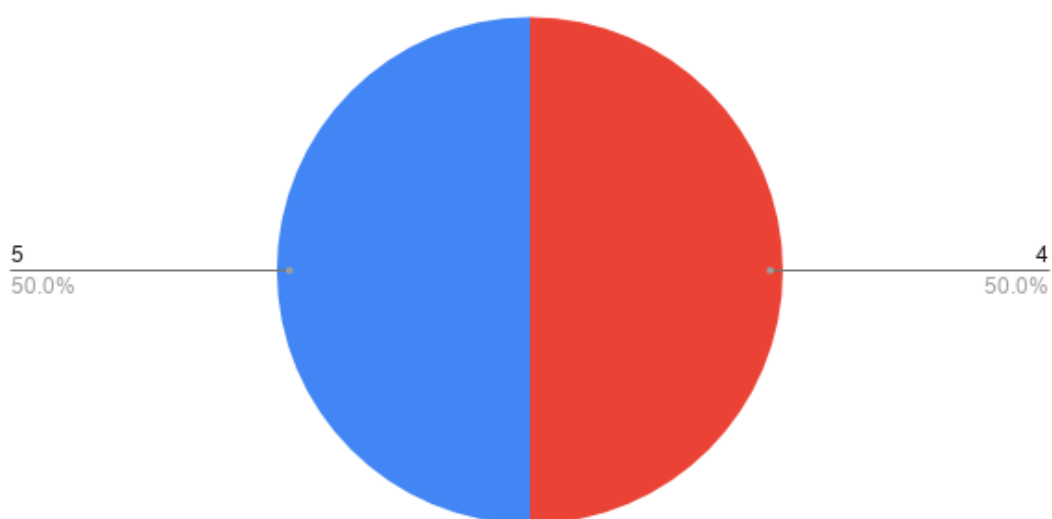
對本次活動課程內容的滿意程度

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



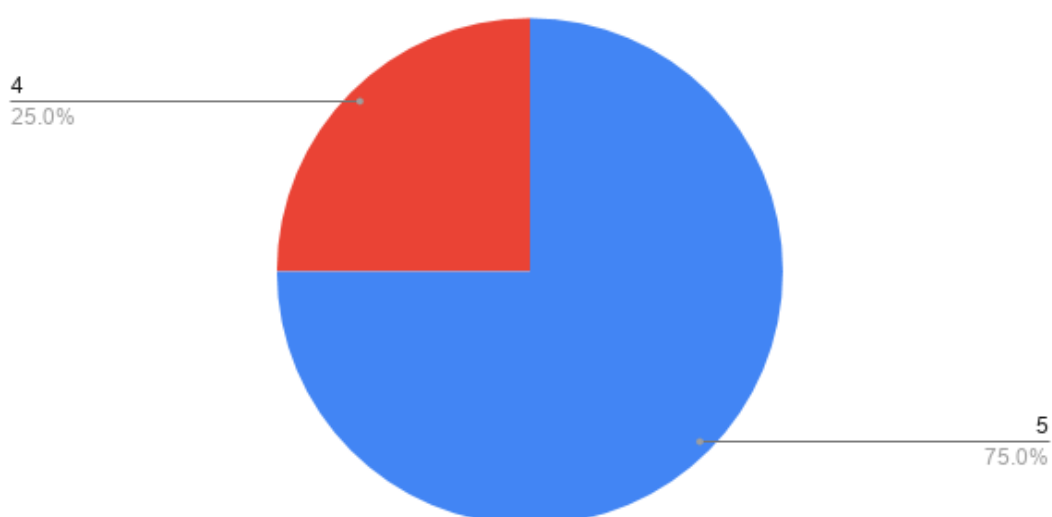
對本次課程進行方式的滿意程度

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



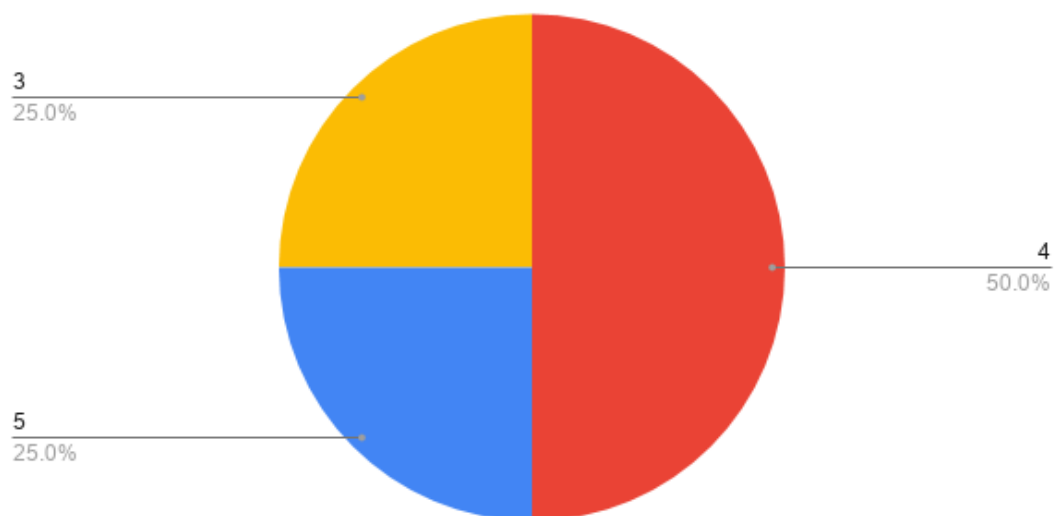
授課教師專業知識度

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



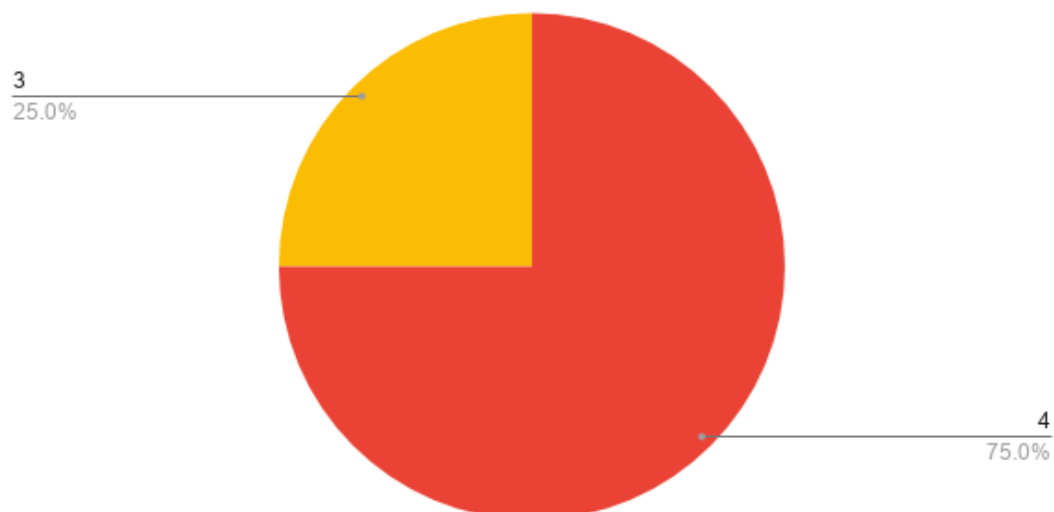
本課程能提升學生英語學習的主動參與度

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



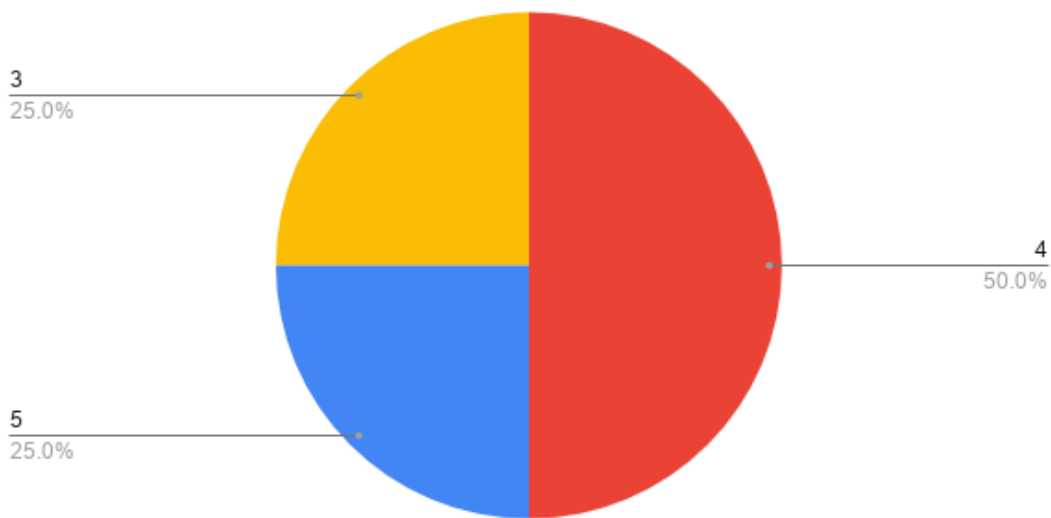
本課程能提升學生使用英語交談的信心

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意



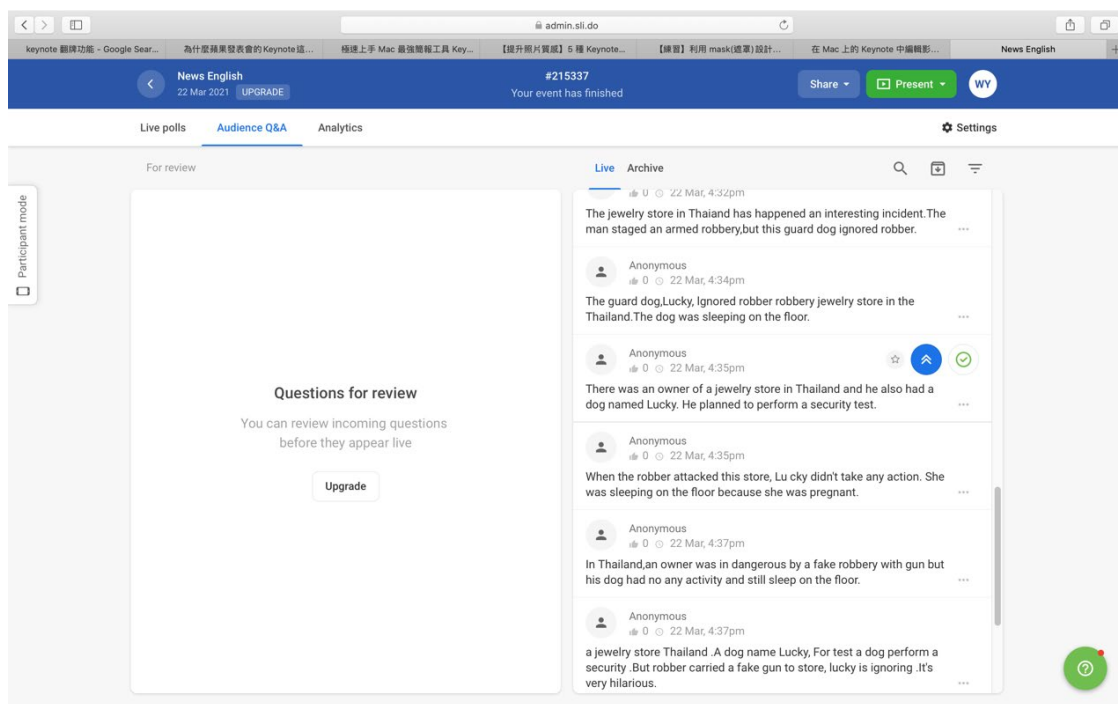
建立學生自然使用英語的習慣

1=非常不滿意, 2=不滿意, 3=普通, 4=滿意, 5=非常滿意

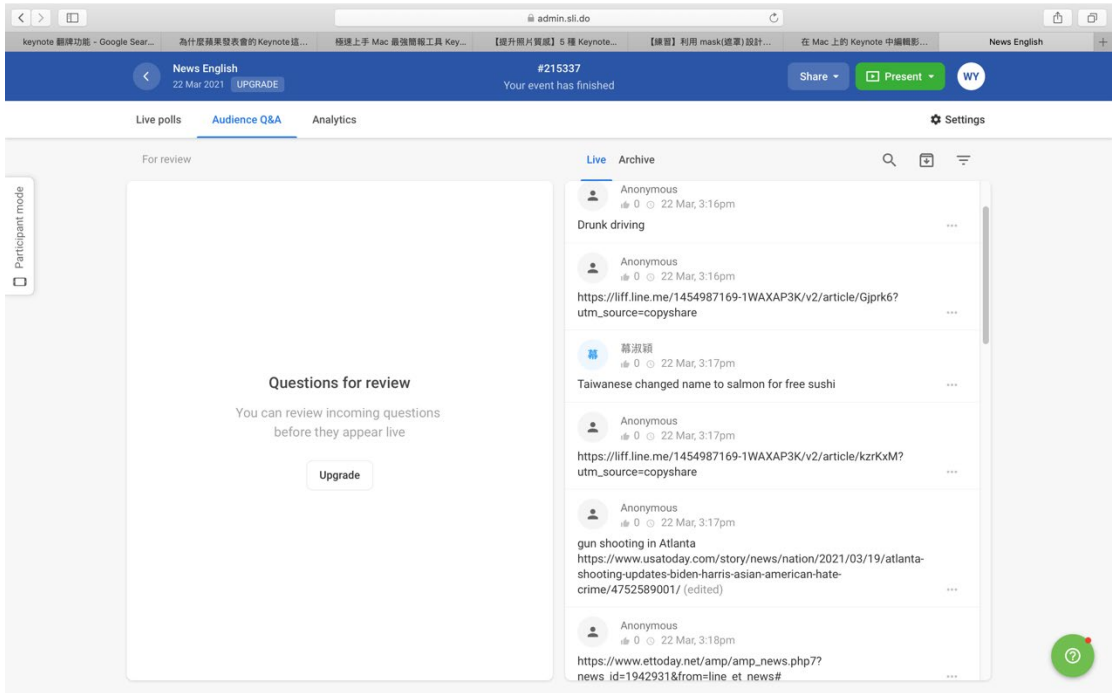


附件二補充資料

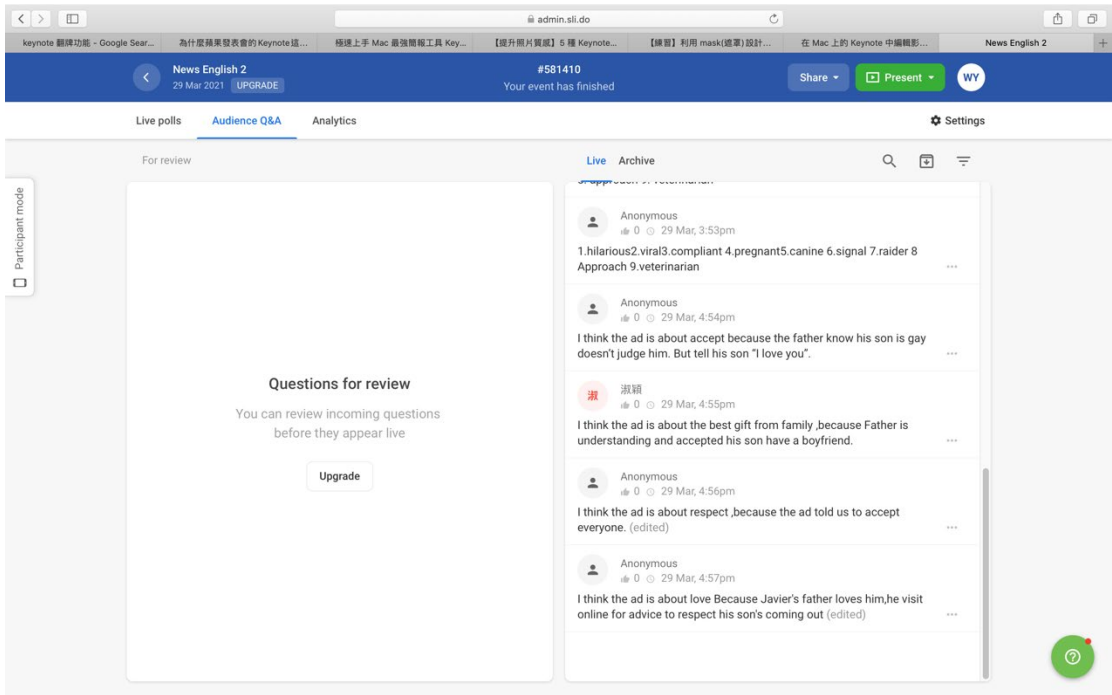
Picture 1.



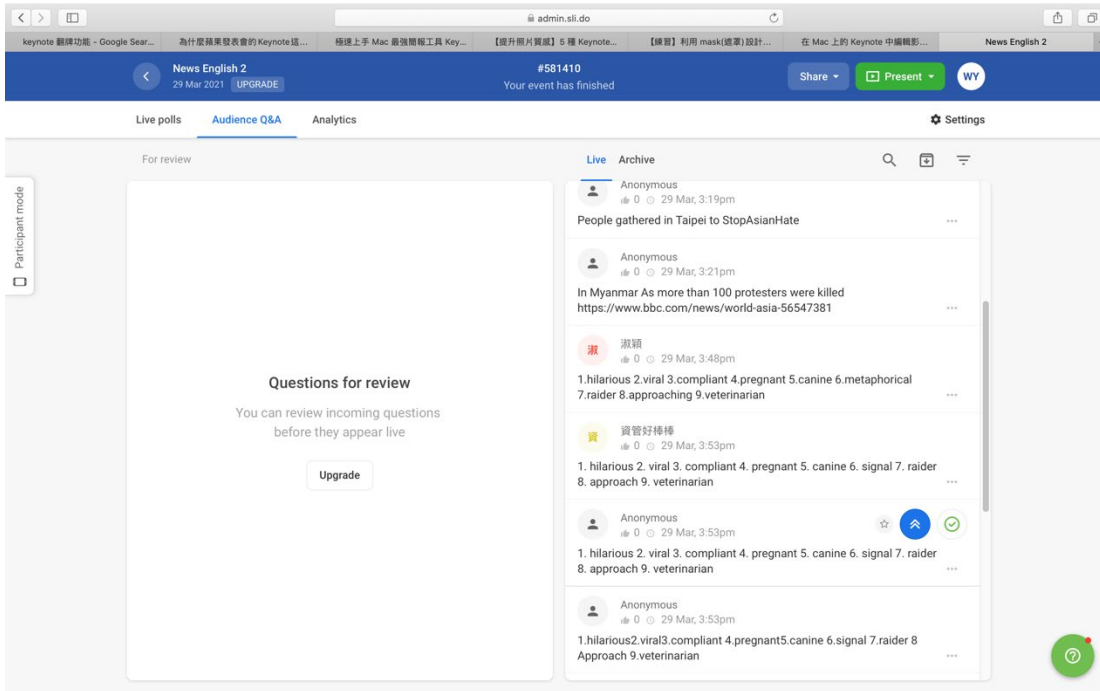
Picture 2.



Picture 3.



Picture 4.

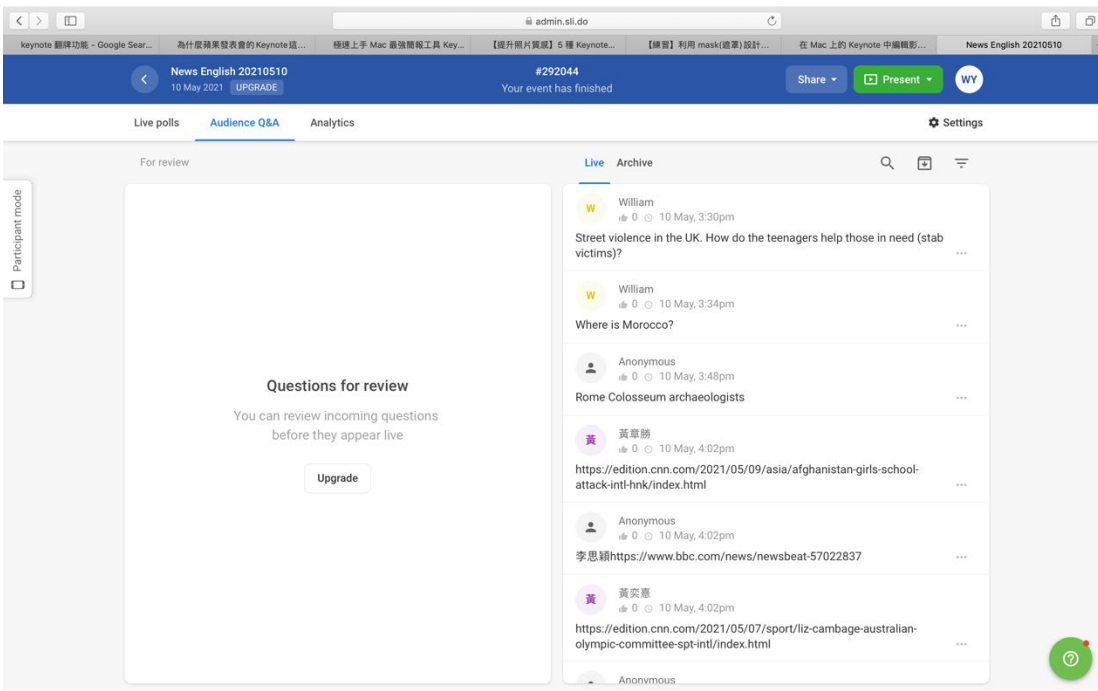
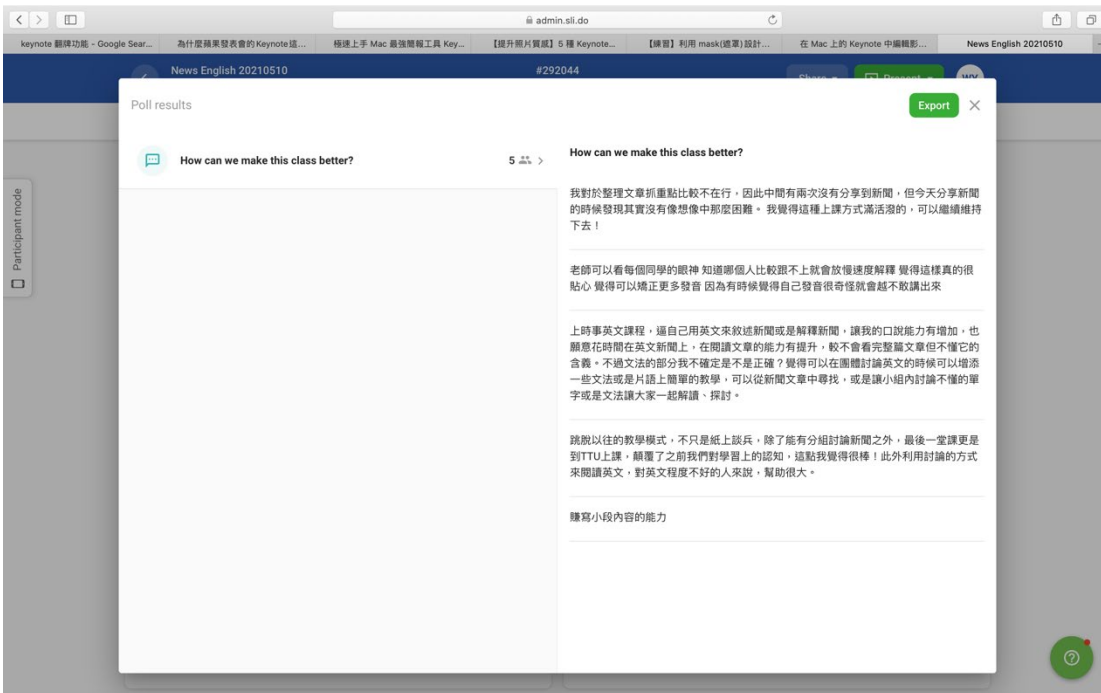


Student Feedback:

How can we make this class better?

- 我對於整理文章抓重點比較不在行，因此中間有兩次沒有分享到新聞，但今天分享新聞的時候發現其實沒有像想像中那麼困難。我覺得這種上課方式滿活潑的，可以繼續維持下去！
- 老師可以看每個同學的眼神，知道哪個人比較跟不上就會放慢速度解釋，覺得這樣真的很貼心，覺得可以矯正更多發音，因為有時候覺得自己發音很奇怪就會越不敢講出來。
- 上時事英文課程，逼自己用英文來敘述新聞或是解釋新聞，讓我的口說能力有增加，也願意花時間在英文新聞上，在閱讀文章的能力有提升，較不會看完整篇文章但不懂它的含義。不過文法的部分我不確定是不是正確？覺得可以在團體討論英文的時候可以增添一些文法或是片語上簡單的教學，可以從新聞文章中尋找，或是讓小組內討論不懂的單字或是文法讓大家一起解讀、探討。
- 跳脫以往的教學模式，不只是紙上談兵，除了能有分組討論新聞之外，最後一堂課更是到 TTU 上課，顛覆了之前我們對學習上的認知，這點我覺得很棒！此外利用討論的方式來閱讀英文，對英文程度不好的人來說，幫助很大。
- 賺寫小段內容的能力

- I think this class ,read about recently news is help improve my English better than before. Teacher puts students speak English .This is good teaching method.



keynote 翻譯功能 - Google Sear... 為什麼蘋果發表會的 Keynote 這... 極速上手 Mac 最強簡報工具 Key... 【提升照片質感】5 種 Keynote... 【練習】利用 mask(遮罩)設計... 在 Mac 上的 Keynote 中編輯影... News English 20210510

News English 20210510 10 May 2021 UPGRADE #292044 Your event has finished Share Present WY

Live polls Audience Q&A Analytics Settings

Participant mode

For review

Questions for review
You can review incoming questions before they appear live
Upgrade

Live Archive

- Anonymous 10 May, 4:02pm
<https://www.taiwannews.com.tw/en/news/4199143> by 張瑞真
- 陳宛凝 10 May, 4:02pm
<https://bbc.in/2POBCpa>
- 蘇淑穎 10 May, 4:03pm
<https://www.bbc.com/news/world-africa-57007741>
- Anonymous 10 May, 4:04pm
李鈺婷 <https://www.taiwannews.com.tw/en/news/4199420>
- William 10 May, 4:49pm
<https://www.taiwannews.com.tw/en/news/4093552>
- 蘇淑穎 10 May, 5:00pm
I think this class read about recently news is help improve my English better than before. Teacher puts students speak English .This is good teaching method.