

中國科技大學補助教師研習結案報告

研 習 心 得

研習名稱：2023「21世紀大學通識教育的創新與未來：新通識教育×SDGs×EMI×教學實踐研究」國際學術研討會（2023“Innovation and Future of College General Education in the 21st Century: New General Education×SDGs×EMI×Teaching Practice Research” International Conference）

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會議地點：大葉大學

主辦單位：大葉大學

共同主辦單位：中國醫大、台南應用科大、亞東科大、東海大學、長庚科大、南華大學、高雄醫大、虎尾科大、屏東大學、雲林科大、嘉義大學、彰化師大、暨南大學、臺南護專、臺灣海洋大學、臺灣藝大、慈濟大學、實踐大學

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發表論文題目：通識教育的創新探討--以中國科技大學國文課為例

論文摘要：

中國古代文學作品是一種精鍊的語言，從共時角度來看，學生會覺得跟現在的語言相去甚遠，因此「如何教」比「教什麼」更重要。本文以「SCORM數位教材」的創新教學為例，分享關於國文課的「程序型知識」。

在教材特色方面，本課程具有「5W1H教學、由淺而深（文字、文本、文化）、即學即測（內藏測驗題）、引導思考、整體提問、混成教學（搭配魚骨圖作業練習）」等優點。本教材的特點之一就是有整體感知的提問，在教室授課時延伸題解中所提到的「暗示」，用魚骨圖的方式講解示範之後，給予學生適當練習的機會，學生自己另外找一位作者的詩詞作品，用魚骨圖寫出作業並上傳到moodle學習平臺。

對比傳統授課的評量方式，教完教材之後發下考卷作紙筆測驗，多數學生訂正之後，並沒有真正理解和吸收。改進的方式就是：以學生學習為中心，以教學品質為主體，配合「活

動、互動、行動教學」之觀念，引導學生自主學習和精熟學習。SCORM 教材中間有 PRESENTER 或 CAMTASIA 的 QUIZ 模式的即時測驗，達到立刻複習的效果。學生不能任意拉動播放鍵。教材會在某個邏輯段落之後立刻施測，讓學生的注意力再度回到教材上。

本文另一個創新之處就是「自主學習」應用於三個不同的學習階段，在第三階段加入了費曼學習法。除了原有的現代詩課文教材之外，由學生自行挑選現代詩早期詩派詩人的作品加以賞析；再通過「意象關鍵詞」自己找一首古典詩，嘗試教導學伴理解詩句的內容與含意。除了對學生有益之外，這樣的創新教學模式在檢驗學習評量和活動成果時，也可以幫助教師以最省力的方式有效達到既定的指標。

關鍵字：SCORM 數位教材，程序型知識，整體感知，即時測驗，自主學習

Innovative Discussion on General Education--Taking the Chinese Literature Course at China University of Technology as an Example

Chen, Guey-lin

Abstract

Chinese ancient literature is a refined language. From a synchronic perspective, students may feel that it is very different from the current language. Therefore, “how to teach” is more important than “what to teach”. This article takes the innovative teaching of “SCORM digital materials” as an example and shares the “procedural knowledge” of Chinese lessons.

In terms of the characteristics of the teaching materials, it has the advantages of “5W1H teaching, from shallow to deep (word, text, culture), immediate learning and testing (embedded test questions), guiding thinking, overall questioning, blended teaching (with fishbone diagram homework exercises)” and so on. One of the features of this teaching material is that it has a question of overall perception. When teaching in the classroom, it extends the “hint” mentioned in the solution of the extension question. After explaining and demonstrating with the fishbone diagram, it gives students appropriate opportunities for practice. Students find another author’s poetry work by themselves, use the fishbone diagram to write homework and upload it to the Moodle learning platform.

Compared with the traditional teaching evaluation method, after teaching the material and issuing a test paper for a paper-and-pencil test, most students did not really understand and absorb after correction. The improved method is to take student learning as the center, teaching quality as the main body, and cooperate with the concept of “active, interactive, and action teaching”, guide students to self-learning and proficient learning. There are instant tests in QUIZ mode of PRESENTER or CAMTASIA in SCORM materials, which achieve the effect of immediate review. Students cannot drag the play button arbitrarily. The material will be tested immediately after a certain logical paragraph, so that the students’ attention will return to the material again.

Another innovation of this paper is the application of “Self-regulated learning” to three different learning stages, with the Feynman learning method added in the third stage. In addition to the original modern poetry textbook, students can choose their own works of early modern poetry schools to appreciate; then, through “image keywords”, they can find a classical poem and try to teach their peers to understand the content and meaning of the verses. Besides being beneficial to students, such an innovative teaching model can also help teachers achieve the established indicators in the most efficient way when examining learning assessments and activity outcomes.

Keywords: SCORM digital textbook, procedural knowledge, overall perception, real-time test, Self-regulated learning (SRL)

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