

學習者中心的課程設計工作坊

Workshop of Learner-Centered Course Design

此工作坊由兩位美國知名的教學發展專家帶領，以課程設計如何能激發學生深化學習、強化批判思考與創意地解決問題之能力養成為主要軸心，並透過不同領域之分組實作及分享交流提供教師與講者們面對面激盪想法之難得機會。

傳統課堂中知識傳播之方向皆以教師為中心，學生總是扮演著被動學習的角色。現今學生的知識來源不再侷限於課堂的教授內容，網路上許多課程平台與資料庫亦成為學生獲取知識的多元管道之一，因應學習模式之改變趨勢，老師之教學模式亦需與時俱進。本次工作坊主要目的在於提供教師以「學習者中心」的另一個向度來檢視與思考現有課程之設計，藉由教學目標、評量與活動設計之改變來達成激發學生學習興趣、深化學習歷程、增進批判思考及以創意思維解決問題之重要能力。

工作坊有兩場專題演講，第一場講者為美國麻薩諸塞大學安姆赫斯特分校教學卓越與教師發展學院 (Institute for Teaching Excellence & Faculty Development) 副主任史美瑤博士，講授主題為—「深化學習：學生學習為中心的教與學」。此場演講內容為學生內化學習之重要性，使教學者能夠了解以學生學習成效為中心的課程理念，並成功帶領學生了解個人學習目標，自省學習策略，發展學習知識以外的學習技能。第二場講者為美國伊利諾大學香檳分校創新教學與學習中心(Center for Innovation in Teaching & Learning)資深教育專家 Cheelan Bo-Linn，演講主題為—「讓學生具備批判思考與創意解決問題的能力」。本場演講核心訊息為促進教師能以探究取向之教學模式 (inquiry-based instructional model) 使學生能夠確實解決學習中之實際問題，並藉由此教學模式讓教師反思自身課程設計與評量方式是否可以成功引導學生成為主動積極且具創意之解決問題的角色。

工作坊下午時段為分組實作討論和同儕分享活動，研習者將依不同專業領域分成人文社科管理、理工電資與生農醫學三小組。小組活動期待教師們從自身的課程大綱內容檢視和反思為起點，進而改良現有課程教學活動和評量設計或是嘗試創新教學的課程/教案設計，藉以激發學生深入學習、進而提升批判思考與解決問題之能力養成。分組實作後進行小組分享與綜合討論，報告各小組代表課程的課程創新或改良設計之內容與收穫，並有機會再與兩位講者和其他組別同儕們進行延伸討論。

Workshop of Learner-Centered Course Design

The traditional education models are teacher-centered so students usually play a passive role in learning. With the advance of educational technology, student learning is not limited to traditional lectures in classrooms only. Online courses and databases become popularly alternative resources for students to acquire their knowledge. Instructors applying traditionally teacher-centered approach have encountered teaching challenges of students with low motivation and high passiveness in their learning. Nowadays, educators need to rethink and adjust their teaching practices. The workshop aims to offer educators another educational approach to reflect their own teaching goals, activity planning and assignment design so as to deepen student learning, cultivate students' ability to think critically and problem solve creatively.

There are two morning talks. The first speaker Mei-Yau Shih is currently the Associate Director in Institute for Teaching Excellence & Faculty Development at the University of Massachusetts Amherst. The topic of the first talk is "Deepen Student Learning: Design Student-Centered Teaching and Learning", emphasizing on importance of deepen learning for students so educators could guide their students to accomplish their study goal, reflect study strategies and develop other skills besides for study. The second speaker Cheelan Bo-Linn is currently the Senior Educational Specialist in the Center for Innovation in Teaching & Learning and the lecturer in Department of Education Policy at the University of Illinois at Urbana-Champaign. The topic of second talk is "Enabling Students to Think Critically and to Problem-Solve Creatively", focusing on the application of inquiry-based instructional model to ensure the students' skill of problem-solving. Also, via application of this model, the educators could reflect their success of leading students to achieve active-learning and creativity of solving the problems.

The afternoon workshop concentrates on the practical aspect, including group hand-on discussions and result sharing presentations. The participants will be divided into several disciplinary groups to re-examine and reflect their own teaching practices by the exchange of ideas and experiences in each subgroup. In addition, participants are encouraged to improve or create course syllabi with the learner-centered approach inspired from morning talks. In order to provide participants with more insights and feedbacks from the speakers, the final session will begin with presentations about the reformed or newly course designs from the discussion results of sub-groups. After the presentation, the time will be open to questions, idea sharing, and further discussions among the two speakers and participants.

專題演講一：講者簡介

史美瑤 Mei-Yau Shih



史美瑤博士現任美國麻州大學安姆赫斯特分校「教學卓越與教師發展學院」副主任、教育與課程研究所兼任副教授。長期從事課程設計、大學教學法、學生學習、教學評量等研究；主講以學生為中心的教學、學習成果導向評量與教學、評估表格設計與運用、創新教學推廣、設計活潑學習教學法、翻轉學習活動設計、課程大綱設計等課程。近年來多次應邀到美國、台灣，中國大陸等各大學擔任主講、開設工作坊。

史美瑤博士在 2010 與 2015 年分別獲得美國國務院「富萊博爾資深專家」(Fulbright Senior Specialist) 榮譽，在台灣大學與復旦大學短期訪問；同時受邀在中國大陸與台灣多所高校做相關學術演講。史博士曾發表多篇中英文教師發展，教學設計評量，創新教學等相關研究報告。她翻譯並出版教師發展沿革一書：「開創教師發展新紀元：學習過去，瞭解當下」(“Creating the Future of Faculty Development: Learning from the Past, Understanding the Present”)。

專題演講一：演講內容簡介

深化學習：學生學習為中心的教學

Deepen Student Learning: Design Student-Centered Teaching and Learning

我們習慣的教學方式是上課老師講，學生聽；老師出考題，學生答卷子。這種以「老師教學為中心」的教學與學習模式只會更強化學生不想（不會）去思考的被動學習的習性。真正深化學習是學生能時時反省自己的學習成效——我是不是真的懂了，我哪裡還不清楚，我能不能運用我學到的知識。不經過這種「內化」的過程（亦即以「學生學習為中心」）的學習，學生最終也只記得老師教給他們「老師的知識」。他們需要機會去了解、體會、連結、整理、運用，建構出屬於他們自己的新知識。這個講題將探討如何幫助學生學習，以學生的學習成效為中心帶領學生了解個人學習目標，自省學習策略，發展學習知識以外的學習技能。

專題演講二：講者簡介

Cheelan Bo-Linn



Cheelan Bo-Linn is the Senior Educational Specialist in the Center for Innovation in Teaching & Learning and lecturer in Department of Education Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. She is responsible for the promotion of teaching excellence and faculty development in her individual consultations, and in addition to her close partnership with all the academic units across campus. She leads and coordinates the campus faculty development programs, such as the annual Faculty Retreat, the Junior Faculty Seminar Series, and the college Teaching Academies. Cheelan serves on journal review boards and she has been the educational consultant and teaching mentor on several NSF,

USAID, and international Fulbright grants, such as this summer for the Fulbright Visiting Scholar Program for Lebanon for faculty development, teaching and research methods, and cultural exchange. Her most recent workshop topics are on effective student teams, inquiry learning, problem-based learning, and teaching philosophy and portfolios. Cheelan was the campus coordinator for the University participation in the Carnegie Foundation's Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning (RUCASTL) and again when Illinois was selected by the Carnegie Foundation for the Scholarship of Teaching and Learning (CASTL) as a Leadership Institution with the focus on undergraduate research.

讓學生具備批判思考與創意解決問題的能力

Enabling Students to Think Critically and to Problem-Solve Creatively

As the world becomes more global and information grows exponentially, our students are facing increasingly more complex problems whose solutions cannot be readily found in textbooks. Our responsibility is then to enable our students to approach issues through an inquiry-based instructional model in tackling authentic real-world problems. Problem-based learning (PBL) utilizes a guided learning by discovery approach. However, this model requires us to reconsider our role as instructors, to reexamine the content; (e.g., what and how much); and to rethink how we will evaluate our students as we support them in their development from a novice to an expert. Participants in this highly interactive workshop will a handout packet with resources, strategies, and sample assignments.