

**【附件三】教育部教學實踐研究計畫成果報告格式(系統端上傳 PDF 檔)**

教育部教學實踐研究計畫成果報告(封面)

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導入翻轉課堂機制和直播如何提高自主學習中的跨文化溝通？以英文簡報技巧教學場域為例 / Decoding cross-culture communications: analyzing learner self-learning in FB Live stream & open courses

英文簡報技巧 / English presentation skills

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# 導入翻轉課堂機制和直播如何提高自主學習中的跨文化溝通？以英文簡報技巧教學場域為例 / Decoding cross-culture communications: analyzing learner self-learning in FB Live stream & open courses

## 一. 報告內文(Content)(至少 3 頁)

### 1. 研究動機與目的(Research Motive and Purpose)

#### (1) 教學實踐研究計畫動機

在教學現場所遇到的學生抱怨和我自身面臨的困境，以下簡述。我連續近四年來都有開簡報英文，遇到很多研究生和我抱怨『老師我們要出國發表論文好痛苦，好怕被問又要用英文回答，每次只希望快點把簡報投影片念完，就可以結束這恐怖的一切。』也在擔任簡報比賽評審或是簡報演講時遇到學生問我『為何別人做一分可以講成好像做十分，我會做實驗/設計，可是不會講怎麼辦？』為了能回答學生這些問題，我買了全台灣關於教授簡報技巧的七十多本中英文相關書籍。我興奮地將理論彙集整理，卻面臨最大的難題---一禮拜才兩個小時的課程，我講解完理論或示範操作後，學生親自上台簡報練習的機會真的不多；為了解決此問題，我請學生錄製簡報影片，但我變成兩個禮拜要看近百支影片和寫評論。另一方面，學生英文程度不一，對簡報的背景知識也大相徑庭，每次兩個小時課程結束，我都要問自己『怎樣教得更有效？更充分運用這兩小時呢？』簡報是一種很需要培養個人特質魅力和因應不同觀眾去設計表達邏輯的藝術，我究竟如何可以更面面俱到的幫助到每一位學生呢？

#### (2) 教學實踐研究計畫主題及研究目的

為了讓我的課程知識傳授的更有效率，用差異化教學法來照顧到多一點的學生，也希望讓每位同學皆能有客製化的教學路徑和評量方式，我在 106 年開始嘗試了類翻轉教學，應用在我的簡報英文課程裡，課程中納入線上開放式課程(Coursera)，這部分的自主學習佔課程學期總成績 25% (自主學習說明單，請參見附件 2)。我在 Coursera 中挑選了三十門和口語表達相關的課程，讓學生自主學習，這樣一來提高學生在每週上課前對口語簡報的相關知識，我在課堂裡就可以花比較多的時間讓學生實際演練。我個人的教學理念是希望能帶給學生不只是短時間的知識傳授，而是未來來持續性的啟發影響力；簡而言之，我期待我的學生不是只有被動學習，還能發展其批判思考能力並改變其學習型態。每週在上課前，每位同學平均皆要觀看 2-3 小時的影片，為了要確同學真正理解影片內容，同學來到我的課堂第一件事就是“理論三分鐘速報”，也讓他們彼此討論互補協同學習。對我而言，能影響學生一輩子的還是他們自己，所以在我的教學裡我很著重啟發他們自主學習。

在創新教法方面，我導入了直播並運用其即時回饋和較符合學生大眾文化的口語表達方式。一直以來我就喜歡應用不同的科技來輔助教學，在課堂中引入手機學習應用程式 (APP)，如 Quizlet、Daily Quote、Kahoo，甚至到這學期的第二人生 (Second Life)。鑒於 3C 產品對於一般大學生的普及性，我除了思考如何讓現代科技應用在娛樂之餘也能發揮多元教育功效，語言學習不同於專業領域的知識，應該是無痛的輕鬆學習，並結合到日常生活中，讓學生深深體會語言的實用性及必須性。

在學習評量的部分，我著重目的性及任務導向型的實作。我把每個學生皆視為成熟的專案實踐者，給具體的教學示範和評量基準，讓學生彈性的自己規劃如何解決方案。與其由我

單方面讚美學生，倒不如讓學生透過成果展現了解自己學習能力的提升，並從中獲得成就感。所以透過每一場簡報的FB直播，學生獲得的評論回饋不在只是來自教師單一的指標(Rubric)，而是所有同學的即時留言，學生也可以在簡報結束後，立刻察看並回溯自己每一分秒的表現。直播教材設計方面，我著重學習與真實世界的連結，學生藉由語言的學習增加對全世界多元文化的批判性理解，所以我通常選用時下新聞媒體、大眾流行文化(電影、戲劇、音樂)或當代社會的熱門議題來加強學生的學習動機，並讓學生理解簡報的多元層面和其可應用領域之廣泛。

## 2. 文獻探討(Literature Review)

說明：請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。

有鑒於想多理解學生如何自主學習，和怎樣的差異化教學可以造福每一個學生，我從兩大脈絡切入：社會化過程與成人教育(Socialization and Adult Education)以及多元文化與差異化教學(Culture diversity and differentiated instruction)。

### (1) 社會化過程與成人教育(Socialization and Adult Education)

社會化過程在成人教育扮演重要角色。為了瞭解學校場域的社會化過程，已有許多學者整理不同的理論框架來討論，例如功能主義(functionalism), 衝突理論(conflict theory), 批判理論(critical theory), 微觀政治主義(micropolitical theory), 象徵互動論(symbolic interactionism) 和詮釋理論(interpretive theory) (Chin & Benne, 1969; Feinberg & Soltis, 1992; Richardson & Placier, 2001; Wentworth, 1980; Zeichner & Gore, 1990)。

在以上的理論中，本人粗略歸納出三大種類型學習：1)傳統功能型:學習主要在於能夠達到且再製出既定的標準化學習成效目標，2)批判改革型:學習在於能跳脫框架與創新，促進社會改變與進步，和3)自主建構型:相對於傳統功能型，學習並沒有一個通用的成果導向，學習發生於不同人所體驗到的知識竅門(know-how)，學習著重在專門領域和具有地域性及持續改變的文化，這部分也符合先前我在教學現場所觀察到的學生學習動機。

#### a) 影響學習的大學職場文化 (Workplace literacy)

任教於普通型大學、技職型大學和現任的醫學型大學，讓我開始研究學生的語言學習動機，而不同的未來職場英語需求，皆影響了學生修課動機和語言學習成效。大學生的職場學習大部分都是發生在學校，藉由轉化自身的知識信仰和行為來適應真實的課堂(Retallick, 1993)。因此了解學生在進入真實教學現場後，如何並為何轉變自身的在以上的理論中，本人粗略歸納出三大種類型學習：1)傳統功能型:學習主要在於能夠達到且再製出既定的標準化學習成效目標，2)批判改革型:學習在於能跳脫框架與創新，促進社會改變與進步，和3)自主建構型:相對於傳統功能型，學習並沒有一個通用的成果導向，學習發生於不同人所體驗到的知識竅門(know-how)，學習著重在專門領域和具有地域性及持續改變的文化。學習行為，這件事有助於統整並建立更完整的語言課程。採用職場學習行為理論(Marsick&Watkins,1990)，職場學習行為分為以下三種:教授型學習、溝通型學習和自我反思型。因此，在語言教學的課程內容規劃上，應該結合未來就業需求和在地文化的差異性;在語言教學的課程評量規劃上，應該包含教授範圍內容的結果評

量、同儕互助任務學習評量和自我改變與成長的反思評量。

#### b) 社會化過程的變數 (Factors in socialization) 渲染

影響學生社會化學習的變數，區分為兩大類：背景(context) 和媒介(agents)，這些應該也納入課程規劃的考量中。背景主要包含 1) 教室特色(classroom characteristics)和學校特色 (school characteristics);小從教室硬體配置、上課時程、學習資源，大至學校課程學習地圖規劃、課程給分的嚴謹度和英文課通識化。此外，媒介的部分探討互動對學習的影響，不同的教師（中外籍教師）、修課同儕、學長姐傳授、甚至醫學大學的「共筆」制度，皆對學生的社會化學習產生影響。因此，研究以上不同變數對學生的影響，可供教師備課參考，學校課程地圖規劃考量，抑或研發出創新且最適切北醫學生的在地化英語教學。

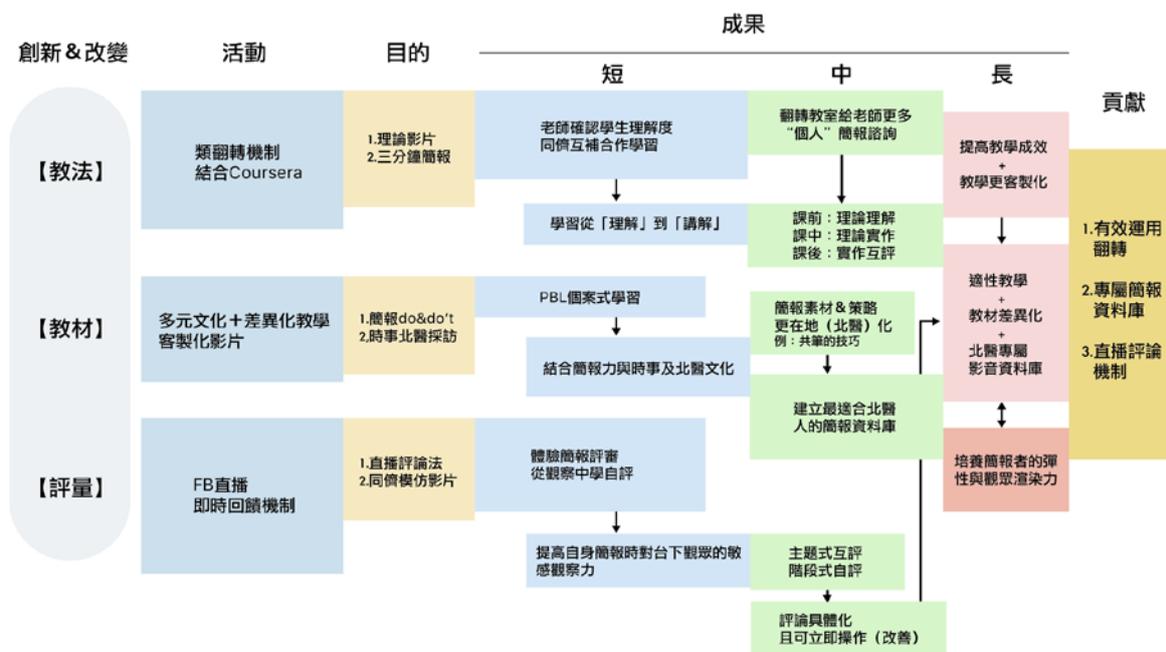
### (2) 多元文化與差異化教學(Culture diversity and differentiated instruction)

#### a) 翻轉教室的新學習生態文化

近年來翻轉教室風行，各大專學院也推崇學生自主線上學習。但是，本人在 106 學期的試驗研究(pilot study)中發現，文化差異(culture diversity)在自主學習中扮演了相當的角色。基於學者們對文化差異的眾多定義與詮釋，本研究採用 Brown (2004)改良的模型，調整把文化差異定義為“人類處於持續改變自身信念的過程中，而這改變來自於內化外在的知識，體察且重視他人對社會的貢獻，參與跨文化的溝通並因此互惠自身及他人”(Ladson-Billings, 1999; Noordhoff & Kleinfeld, 1993; Zeichner & Hoelt, 1996)。在此框架下來看，文化差異出現在學習型態，有別於傳統台灣的課堂講授文化，線上開放式課程影片時間較有彈性及長度不一，但是不會硬性要求學生於規定時間觀看，或有教授即時的問答講解反饋，學生需有較高的學習動機、自律、時間管理和主動尋求解答和批判反思能力，方能擁有較高的學習成效。另一方面，文化差異出現在合作學習對象（影片授課教師或是線上同儕討論），多來自各國的學生，如何跨文化溝通不產生誤會，也是學生應加強的區塊。因此在納入線上開放式課程的同時，應研擬相關的配討措施，結合本校原先有的實體課程，先經由類翻轉課程的形式，讓學生逐漸適應自主學習的文化，搭配語言上的跨文化溝通輔助（工作坊或是對話模擬練習），方能提供學生更大的幫助。

#### b) 量身定做的教學與實踐 (Pedagogies and Practices: “Precision Instruction”)

此外，本人在此 106 學期的試驗研究中也發現，有鑒於網路上的開放式課程五花八門，造成學生選擇上的困難，應由課程領域專家分析課程難易度，再建立相關建議自學課程表，讓學生適性而學 不是囫圇吞棗，有修就好的概念。在未來，線上課程學習的文化型態應朝向一種“精準教學”（本人概念初且翻譯）的層面，不論語言教學抑或線上自學課程，除了注重課程發展和後續學習評鑑與成效的區塊;在修習課程前的準備工作，專業教師應投入分析線上課程對於不同程度的適切性，提供給學生更分級分層的修課建議量表，如此應可在有限的時間內，讓學生選擇到最適應他們本身程度、興趣與未來求學就業相關的課程，發揮更大的學習成效。這部分的課程評鑑資料和學生修課成果也應留存建立雲端資料庫，結合跨領域專家，進行大數據分析，因應未來的教育型態。



### 3. 研究方法(Research Methodology)

#### (1) 研究設計說明

我的研究架構如下圖，包含教法、教材、評量三方面做的創新與改變。實際的活動與其目的，因導入這些活動的短中長期預期成果，和最後我期望達到的貢獻。

教學目標的部分，本課程旨在訓練學生在英語簡報中所需的溝通與表達的技巧，本課程讓學生在課堂上透過實地演練，針對特定的對象與情境，訓練學生有效地達資訊之方法與策略。為能明確達到具體目標與說服性，訓練包含演練前蒐集資料到撰寫口說的英文稿，進而運用專業語言技巧之溝通方法，以提升學生未來在職場之英語溝通表達能力。(整體的研究架構請參見下圖)

教學方法的部分，此門課將從學生的英文語用開始微調，從剛開始的簡報講稿，我們著重在語言的邏輯組織、聲音腔調的影響、身體語言的配合、視覺輔佐工具的使用和增加演說記憶點的小技巧。在強化學生的個人簡報實力及風格後，教師將帶入一場成功簡報的決勝點---成功建立連結(Connection)。上台前如何評估觀眾的背景與需求，上台時如何觀察觀眾的理解情況，下台後如何審視自我的表現及精進的機會。成績考核方式為以下：

- [25%] Coursera 自主學習
- [35%] 期末簡報發表
- [10%] 課堂三分鐘快報
- [10%] 影片評論檢視單
- [10%] 同儕模仿影片
- [10%] FB 直播影片

18週所包含課程進度和主題為以下：

1. 課程簡介與自主學習導入 Syllabus and Coursera
2. 簡報開場與結尾 Opener and conclusion
3. (兩週)簡報本文與邏輯 Content design and logic
4. (兩週)簡報資訊傳達技巧 Delivery and language
5. 姿勢與目光注視 Posture and eye contact

6. 手勢之運用 Gestures
7. (兩週)聲調之運用 Voice inflection
8. 觀眾 Audience
9. (兩週)視覺輔助工具簡介 Effective visuals
10. (兩週)如何運用視覺工具 Explaining visuals
11. 故事的張力 Storytelling
12. (兩週)簡報評論重點 Presentation observations and analysis

學習成效評量工具分以下兩層面：

#### 個人學習評估重點

- ✓ 從學生的英文語用開始微調，從剛開始的簡報講稿，我們著重在語言的邏輯組織、聲音腔調的影響、身體語言的配合、視覺輔佐工具的使用和增加演說記憶點的小技巧。
- ✓ 視覺與語言配音：帶領學生技巧性地檢視各種視頻（脫口秀、TED 和新聞報導），並給學生重新詮釋影片的練習。
- ✓ 簡報 Do & Don't：學生在課堂前預習課本的簡報理論，課堂中教師會播放實例影片或親身示範，讓同學扮演評審的角色，來填寫評論並提供有效改善建議。

#### 協同學習評估重點

- ✓ 在強化學生的個人簡報實力及風格後，教師將帶入一場成功簡報的決勝點---成功建立連結(Connection)。上台前如何評估觀眾的背景與需求，上台時如何觀察觀眾的理解情況，下台後如何審視自我的表現及精進的機會。
- ✓ 同儕模仿練習：同學以組為單位，觀賞別組的簡報影片後，依據老師的要求重新錄製同一主題的影片，教師在課堂上播放和全班一起討論和給予有效回饋。
- ✓ 特殊場域簡報：以同學課堂上已經討論過的學習內容為主，由教師設定不同的觀眾類別和簡報場地背景的分配，再讓同學們進行連續結構式簡報，以增加學生對於簡報的靈活度。

#### 評量工具的使用

例如製作英文專題作品或發表展演)

- ✓ 影片檢視單：學生依據檢視單上的三大主軸（語言、聲音和協調度），來完成觀察報告，這部分主要在練習學生的模仿力和溝通敏銳度。
- ✓ 同儕模仿影片和評論紀錄表：影片的評分重點在於內容重現度、肢體流暢度和改善精進度為主，此部分影片亦會要求其他相關的口說專家或業師們給予回饋。
- ✓ 期末場域簡報 Rubric(請參見附件 3)：期末簡報採現場方式，融入社團成發的概念，讓學生有公開的機會展現整學期所學，預定舉辦公開發表會，並邀請各領域專家前來支援並給分（例：現任醫師、書商業務、他校教授和別班簡報英文學生）。
- ✓ TOEFL iBT Test 指標(rubric)：用來評量學生口語能力進步(請參見附件 4)。

## (2) 研究步驟說明

學生對於自主學習和線上開放式課程的社會化過程

從詮釋理論出發，採用職場學習行為理論(Marsick&Watkins,1990)，本研究探討文化差異對學生自主學習的社會化影響。由於經驗在社會化過程中扮演持續建構和解構自身信念的重要角色，不同學習文化形態的經驗（自主學習和跨文化溝通），如何影響並改變學生信念和後續

的學習成效，將是本研究的目的，也產生下列三個研究問題：

1. What relationship exists between students' self-learning (in terms of open courses) and their awareness of cross-culture communication?
2. What perceptions and expectations of cross-culture communication related to open courses do college students hold?
3. How do university teachers perceive the relationship between cross-culture communication and students' self-learning through open courses? How can culture diversity awareness possibly support or hinder students' self-learning?

1. 學生自主學習（在開放式課程方面）與他們對跨文化溝通的認知之間存在著什麼樣的關係？
2. 學生對於開放式課程的跨文化溝通有什麼看法和期望？
3. 大學教師如何看待通過開放式課程所帶來的跨文化溝通與學生自學之間的關係？跨文化溝通如何有可能幫助或妨礙學生的自主學習呢？

#### A. 研究範圍

##### ✓ 類翻轉機制之線上開放課程資源之有效應用

為讓課程兩小時獲得最大應用，教師因應每學期修課學生屬性不同，挑選適合之線上開放資源置入課程，並讓學生課前理解理論，課程中間實作和課後互評，提高教學成效並讓教師有更多時間給予學生逐一指導。

##### ✓ 差異化教學之強化

有別於傳統使用現成教材，教師親自拍攝適合北醫學生的教學影片，也同時讓學生主導拍攝和時事相關或北醫場域相關的簡報影片，讓教材更在地化也更符合北醫學子需求。每一個修此門課的學長姐建立的北醫人簡報都是下一屆的個案式學習教材(PBL learning)，讓學習更在地化，也更有可能建立專屬北醫的簡報影音資料庫，進而大數據分析。

##### ✓ FB 直播和即時回饋機制之建立

目前建制的 FB 直播，帶給同學真實感和社交群組共學協同機制。直播的即時回饋讓學生不僅知道他的簡報台下觀眾的真實反應與想法，也讓回饋來源包含更多重對象（來自教師與同學甚至課外觀眾），評論的體驗也讓同學更懂的如何有建設性的批評他人和同時從觀察中學著自評與改進。

#### B. 研究對象

研究對象為台北市醫學大學，三個『簡報英文』班級的學生（小班制，一班上限為 30 人，以維持教學品質）。由於該課程是全英語授課，並建議多益 650 分以上修習，會選修本堂課的學生通常具有中高英語程度和高學習動機，因此，雖然多數學生在學習評量上提及此堂課的工作量(loading)大，卻因收穫極大還是給予好評，並在網路上建議其他學弟妹修此課。

### C. 研究方法及工具

研究方法及工具以針對如何回答下列研究問題，一一列舉：

- 1) 學生自主學習（在開放式課程方面）與他們對跨文化溝通的認知之間存在著什麼樣的關係？

針對此問題，設計開放式問卷（約需三十分鐘填答），來理解學生對跨文化溝通的相關背景知識和對開放式課程學習的自學經驗。

- 2) 學生對於開放式課程的跨文化溝通有什麼看法和期望？

針對此問題，設計半結構式訪談，來理解學生對跨文化溝通的相關體驗。

- 3) 大學教師如何看待通過開放式課程所帶來的跨文化溝通與學生自學之間的關係？跨文化溝通如何有可能幫助或妨礙學生的自主學習呢？

針對此問題，透過分析學習者簡報視頻、FB 直播影片內容和留言者的回應來交叉比對學生在半結構式訪談中自評的論述相關度。

### D. 資料處理與分析

資料收集包含：

- ✓ 跨文化溝通+自學背景問卷前後測
- ✓ 托福口說前後測成績
- ✓ 學生自評和互評學習單
- ✓ 學生和助教面試訪談
- ✓ FB 直播影片分析
- ✓ 模仿影片分析
- ✓ Cousera 自主學習回饋單

本課程於 1081 學期共收 36 位修課學生、於 1082 學期共收 27 位學生。

- a. 跨文化溝通+自學背景前後測：經由跨文化溝通與自學背景之問卷調查，大多數的學生在修本課程之前雖然對於自學課程有一定的認知，且有嘗試過開放式課程，學生們認為自己可以善用時間管理並清楚自己的學習方向，但學習的結果並未為自己帶來太大的成效。學生們對於跨文化溝通的適應度以及接受度相當大，但遇到最大的瓶頸仍然是對自己的英文程度較沒自信，雖然具有一定的英語能力，但並非所有學生認為自己能夠以流利的英語向不同文化的人進行溝通以及演講。
- b. 自評與互評：本課程計畫將自評與互評機制歸類為以下兩者：1.主題式互評，每位學生針對同儕不同的溝通表達方法進行互評並給予意見，提供同儕可以聚焦技巧並改進自身能力的評論。 2.同理心理解，在審視同儕給自己的回饋時，學生試著去理解為何自己表達的無法讓他人成功理解。
- c. 學生與助教面試訪談：學生們與助教們訪談面試呈現，學生最能受到助教的幫助就是

在自主學習的部分，例如如何選擇課程、自主學習過程當中，付費機制的疑問、線上課程當中的修課步驟，因此本計畫由助教負責提供自主學習相關輔導機制。

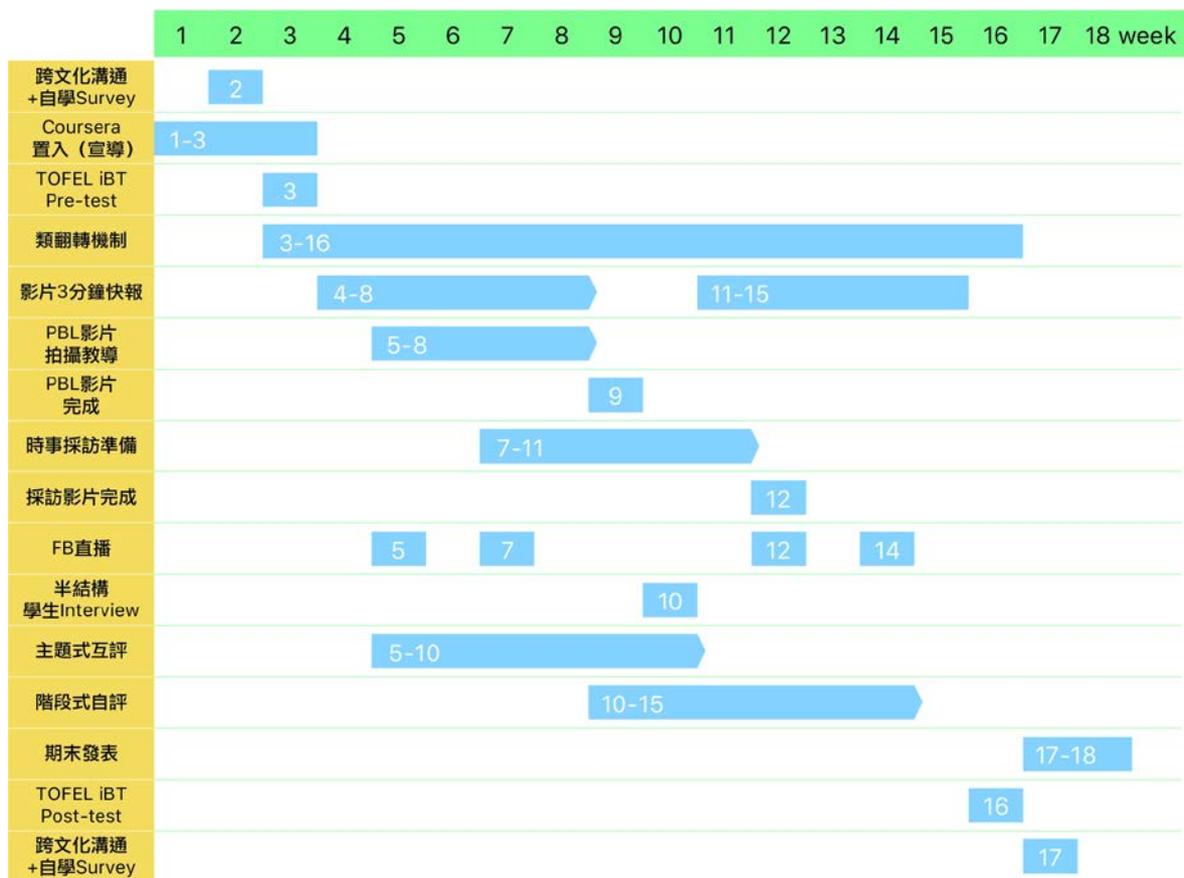
- d. FB 直播影片分析：一般在英文簡報課程當中最困擾的是教師無法在學期間的有限時間內提供學生真實的簡報情境，但因為直播影片無法重複編輯，因此學生必須一次到位，藉由簡報溝通出他們想表達的內容，所以直播影片讓學生有一次性上台之臨場感練習機會，可以在課程中模擬簡報演講的臨場感。
- e. 模仿影片分析：主題式 intonation (聲調)，透過模仿 TED 影片，學生著重在與原影片完全一模一樣的呈現，並強調聲調的學習與促進，因此在模仿的過程之中，他們會改變自己的服裝、造型、妝髮，甚至式講話情緒、聲調、口音，但目前來說學生獲得最大的學習效果就是腔調。
- f. coursera 自主學習回饋單：透過回饋單得知，學生在進入大學制度之前有些微接觸自主學習，但並未深入了解，然而，在本課程所計畫的線上學習中，學生認為透過線上自主學習可以幫助自身時間管理，對於課程進行彈性的規畫以及安排，使學習變得更加有趣。

資料處理的部份：

跨文化溝通+自學背景問卷會先跑背景統計，在用 Levene's test 確認獨立變數的單向性，接著用 two-way ANOVA 來確認自主學習經驗值和跨文化溝通變數之間是否有任何影響效度。之後也會再跑 chi-square 來確認自主學習經驗值和跨文化溝通變數之間的關聯性，這部分的資料也會酌量採用，做為下一步的學生和助教面試訪談題目，來確認學生自評和課程行為表現是否一致，這部分結果也會在學期末同學的 Coursera 自主學習回饋單做交叉分析比對。同時為確認學生的口說學習成效，學期前後皆會採用 TOEFL iBT Test 的指標 (rubric)，來確認學生的口語表達進步成效。影音部分，研究期間所取得所有課堂錄影與線上平台影片檔，皆會進行逐字稿來質性分析(coding)，以比較學生各項目標能力的學習歷程差異。

#### E. 實施程序

該課程簡報英文為一學期（兩學分），教學實踐研究的操作如以下甘特圖：



#### 4. 教學暨研究成果(Teaching and Research Outcomes)

##### (1) 教學過程與成果

學生能藉由線上自主學習提高對多元文化的認識，來改變自己的簡報溝通技巧。也因為此門課所置入的自主學習，讓同學在全球開放式課程中和他國同儕協同學習，也對協同或是合作學習有新的認知，學生也回饋較為敏感的觀察他人主觀意見和自身意見產生衝突時，文化因素介入的可能與相關的因應之道，並針對特定的主題與情境，學生能使用知識拼圖學習法來擷取新知。在導入直播和共同協同 PBL 教育後，學生的表現能在多元文化素養能力問卷前後測中，看出顯著的差異。簡報多元文化資源共享平台的專屬簡報技巧建議量表，可在有限的時間內，讓學生選擇到最適應他們本身程度、興趣與未來求學就業相關的策略，讓學習發揮更大的成效。

在這學期和未來的展望裡，我期許此兩學期多以建立的多元文化資料庫和課程所有相關影音資料和學生修課相關成果（包含前後測驗），也應再進行語料分析並整合學生們所回饋的線上課程 Coursera 修課經驗，留存並建立線上課程學習經驗分享之雲端資料庫，結合跨領域專家，進行大數據分析，因應未來的全球開放式教育型態，找出適合台灣學生的線上課程學習模組或是機制，讓自學的學生不是從零開始自學，或是在茫茫大海中自身尋找屬於自己的線上課程自學，尤其在目前大多數的開放式

課程皆為英語授課，英語能力背景對學生自學的相關程度影響應該也被列為重要考量之一，讓語言成為學習新知的助力而非阻力。

## (2) 教師教學反思

在這兩個學期下來，目前也正在教此課程的第三學期，一路走來算是跌跌撞撞，雖然艱辛但也初步看到以下學生學習成效和改變。

最後，針對本校醫學大學的背景，本門課所有簡報工作坊講者，或產學合作相關的醫院人員和產業界講者或學生所製作的課程相關影音，也可納入北醫專屬的多元文化影音資料庫，作為後續發展專業英文課程的先備資料（如醫學年會簡報英文或衛教知識用三張圖英文說給你聽）。教學相長，持續期許自己努力著。

## (3) 學生學習回饋

這次的計畫主要是鼓勵學生在課堂後，從多方面獲取知識，同時創造不同的學習機會，讓學生從不同的層面自學這些專業知識。鼓勵學生接受他們在自主學習上的責任，幫助學生了解他們是為何而學，讓學生針對自己的學習過程、學習成效有反思的機會，如此也可幫助學生將知識內化。以下是兩點在學生回饋中最顯著的：

### 改變學習，培養學生獨立學習能力

學生在修這堂課程的同時，也需要完成線上 Coursera 課程。因此，除了在教室的時間之外，學生還可以享有線上和他國學生互動交流的機會，並且讓不同學習風格的學生都有機會接觸多國的教學內容文化，引發他們求知的好奇心，藉此發展學生獨立學習的能力。另外，讓學生從同儕的互動中學習如何反思，了解自己不足之處，也可以訓練學生適當表達不同的觀點，並學習接納異於自己的見解。同時也加強他們了解所學與其相關課業，或是與所處社會之間的關聯性。

### 多元評量，落實評量就是一種學習

這門課在評量上也採取很多創新的方式，就是改變學生學習成效的計分方式。這項改變包含的作法如：教師使用不同的評量機會和方式，以給予學生學習上的回饋，超越傳統只在學生的學習表現上打分數而已。舉例來說，不想傳統記憶性的測試，而使用實境（TED Talk 模仿影片）作為個案分析，提供學生融會整理所學的機會，並從中發掘、探討原本未學到的新領域，同時也給學生自評及互評的機會。

以上不僅有助於訓練學生的表達能力，皆可深化他們學習的成效。

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### 三. 附件(Appendix)

附件一：學生成效整理

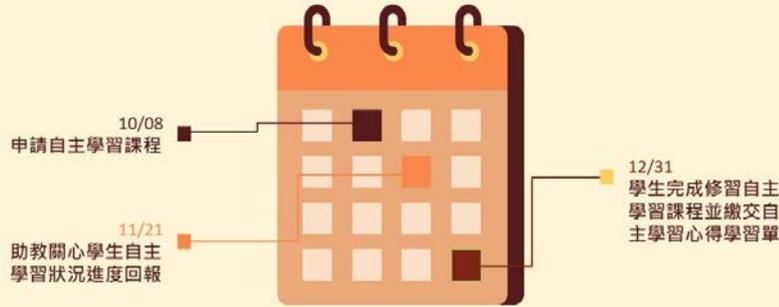
以下列出藍底投影片為 **1072** 學期成果；黃底為 **1081** 學期成果

- 教學創新與歷程

1. 翻轉機制結合自主學習 Coursera



## 翻轉機制結合自主學習Cousera： 自主學習報名申請程序



## 翻轉機制結合自主學習Cousera： COURSERA 修習人數/課程/時程

學號	姓名	學系	課程名稱	開課學校	課程時程
N0110057	林文	醫學系(300)	Improving Communication Skills	University of Pennsylvania	4 weeks
N0110060	許亦勳	醫學系(300)	Introduction to UI Design	University of Minnesota	4 weeks
N0201049	蕭亦奇	牙醫學系(302)	Build Your Professional ePortfolio in English	Georgia Institute of Technology	1-2 hours/week 4 weeks
N0201024	何智誠	牙醫學系(302)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
N0201077	謝樂廷	牙醫學系(302)	Developing Persuasive and Credible Communication	Medical University of Singapore	1-2 hours/week 3 weeks
N0201046	呂於杰	牙醫學系(302)	Take Your English Communication Skills to the Next Level	Georgia Institute of Technology	2-4 hours/week 4 weeks
N1110064	張冠傑	醫學系(醫學組)(300)	Business English: Planning and Negotiation	University of Washington	2-4 hours/week 4 weeks
N1110066	陳宇宏	醫學系(醫學組)(300)	Graphic Design	University of Colorado Boulder	4 weeks
N1110018	賴廷賢	醫學系(醫學組)(300)	Developing Persuasive and Credible Communication	Medical University of Singapore	1-2 hours/week 3 weeks
N1110023	王裕平	醫學系(醫學組)(300)	Persuasive Speaking to Real People Listen	University of California, Irvine	2-4 hours/week 4 weeks
N1110035	王瑞卿	醫學系(醫學組)(300)	Developing Persuasive and Credible Communication	Medical University of Singapore	1-2 hours/week 3 weeks
N1110039	吳學洋	醫學系(醫學組)(300)	Persuasive Speaking to Real People Listen	University of California, Irvine	2-4 hours/week 4 weeks
N1110111	吳煥華	醫學系(醫學組)(300)	Introduction to UI Design	University of Minnesota	4 weeks
N0610412	鍾國冠	牙醫學系(304)	Persuasive Skills: Public Speaking Project	Medical Research Council South Africa University	6 weeks
N61410201	鄭存由	醫學系(醫學系)生物醫學學系(305)	Business English: Making Presentations	University of Washington	4 weeks
N61410203	黃竹雲	醫學系(醫學系)生物醫學學系(305)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
N61210200	吳道理	牙醫學系(305)	Improving Communication Skills	University of Pennsylvania	4 weeks
N0010796	何敏娟	醫學系(醫學系)(307)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
N0010799	黃作傑	醫學系(醫學系)(307)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
N0010792	鄧立威	牙醫學系(305)	Data Visualization and Communication with Tables	Duke University	6-8 hours/week 5 weeks
N0010803	曹源熾	牙醫學系(305)	Working with the web	University of Florida	6 weeks
N0010804	胡耀光	牙醫學系(305)	Persuasive Presentation	University of Colorado Boulder	4 weeks
N0010804	鄧國輝	牙醫學系(305)	Persuasive Speaking to Real People Listen	University of California, Irvine	2-4 hours/week 4 weeks
N0110045	賴國英	食品系(306)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
N0110019	呂佳恩	食品系(306)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
H1100704	杜智宏	醫學系(醫學系)護理士(307)	Effective Business Presentations with Powerpoint	Pew	2-4hours/week 4 weeks
G2010003	林士凱	牙醫學系(醫學士)(300)	Introduction to Public Speaking	University of Washington	2 hours/week 5 weeks
G0100101	陳怡勳	醫學系(醫學系)護理士(307)	Effective Business Presentations with Powerpoint	Pew	2-4hours/week 4 weeks
G0110003	Shih-Wei YOUNG	醫學系(醫學系)護理士(307)	Persuasive Presentation	University of Colorado Boulder	4 weeks
H1100000	吳大智	醫學系(醫學系)護理士(307)	Business English: Planning and Negotiation	University of Washington	3-4 hours/week 4 weeks
H1100102	郭正明	醫學系(醫學系)護理士(307)	Effective Business Presentations with Powerpoint	Pew	2-4hours/week 4 weeks
H1100000	YUAN THE OAHN	醫學系(醫學系)護理士(307)	Persuasive Skills: Organizing Persuasive Slides	Medical Research Council South Africa University	2 weeks
H1100000	黃維語	牙醫學系(醫學士)(300)	Introduction to Public Speaking	University of Washington	2 hours/week 5 weeks
H1110000	吳善弘	醫學系(醫學系)護理士(307)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks
H0100102	Ashik Oki Muhammad	牙醫學系(醫學士)(300)	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week 4 weeks

## 翻轉機制結合自主學習Cousera： 自主學習狀態問卷

### Coursera Self-study Status Survey

Help us improve  
In the middle of semester, we'd like to know about your Coursera self-study status. Please answer the questions below and any questions about your learning contact us for the form.  
Thank you!

姓名

姓名 \*

Student ID \*

課程 \*

Language \*

Level \*

The self-learning course \*

I have finished my self-learning course. \*

I haven't started yet.

Already half done.

I have finished the course.

I have finished the course and got the certificate.

The grade measurement method of your self-learning course. \*

Online exam: multiple choice question

Online exam: essay question

Submit a report

No exam

其他:

How much do you pay for coursera self-learning in total? \*

Any question? (Something you want to tell optional) \*

# 翻轉機制結合自主學習Coursera： Coursera 課程回饋

Coursera self-learning feedback - English presentation skills, 2022  
 20 mins by Coursera or English, it's your call! [Go to get help](#) [View all Coursera courses](#) [View all Coursera courses](#) [View all Coursera courses](#)

1. How much did you devote to your self-learning?  
 (e.g. Time, what have you done weekly? Try to tell me all details like when you begin time or the time you worked on class from introduction)

2. Please share the evidence and related screenshot including your class completion certificate

3. I wanted to choose myself to self-learning after my residents hope I can finish it fast, however I work really hard in a completely open at least 2 hour finish it. I still usually spent one to two hours a week to finish the homework of my homework was difficult for course, reading or more I would spend more time.



4. How did my last assignment did not receive a grade? Ophelia, I have to tell you my score and certificate that they told me that they can do nothing but being writing some review my assignment, so I can not check my certificate, so we sorry about that.

5. How did the course grade your during the whole learning process? Try to tell me all concrete details and attach the evidence or related screenshots.





4. Please share your own reflection on (1) your self-learning and (2) acquired content/professional knowledge from that Coursera course (100-600 words).

The above pictures were my grade and my last assignment did not have a grade right now.

At first, I was embarrassed because the course I wanted to choose did not show on our TMU school website. Hence, I started trying to search for a new course I am interested in, and it seemed like a bit of time, but I was still happy to take this course, because I learned a lot from it.

Start learning on the website was a great experiment for me! I did not do self-learning online before, so I felt so excited. I can not wait to start learning new experiment, however I was stupid enough to pay my mom's credit card on 12.12, everyone was shopping online using credit card, so my progress evolved into this course was difficult.

At the beginning of the course, I was so surprised that I learned the same course on our class, the self-learning course I chose, shared the same information with our class, hence, being a hardworking student, I finished the first week course really, also enhanced my basic knowledge about giving a presentation.

The self-learning progress is interesting and amazing, I have to learn lots of things, and I have to arrange my time well to finish my course before deadline, but so sorry that I didn't get my certificate and get my grade before Ophelia's deadline, but it also taught me a lesson that I need to start doing something as early as possible, and I need to keep this lesson in my mind to help me do everything well.

The teacher is awesome, it divided into several parts help me improve my presentation skills, step by step from basic skills to advanced skills, they used some simple ideas to teach me how to attract my audience and how to be a good presenter, they also taught me that a good presentation need to have a good opening, an interesting body and an excellent ending, which help me a lot when I was preparing my final presentation. The course also taught me how to make a delicate powerpoint to catch audience's eyes also share some tips with me. The course used lots of video to teach me some theory about presentation, my assignment is to try my best to put theory into practice, it's hard for me, but I did my best on it. The hardest part for me was that I need to write a script in English and record a video, it's pretty hard for me to write a script last for 4 minutes, the hardest thing for me is writing, so maybe Ophelia will find lots of grammar mistakes, I am so sorry about that, I will improve my English writing skills to become a good presenter.

The knowledge I acquired is that I need to be confident enough when giving a presentation, because if I am not confident enough, I will make lots of mistakes, such as shaking my body or feeling scared looking in my audience, thanks to self-learning, I learned lots of things, and the best thing was that I can use these knowledge to finish my final presentation, just but not the best, thanks to Ophelia, you teach me lots of things.

# 翻轉機制結合自主學習Coursera： Coursera 課程回饋



3. How did the course grade you during the whole learning process? Try to tell me all concrete details and attach the evidence or related screenshots.

This course graded me based on 4 exams, each of which contained a different topic. There were 10-20 questions per exam, some had a single choice, others had multiple answers. A score was given for each exam.



4. Please share your own reflection on (1) your self-learning and (2) acquired content/professional knowledge from that Coursera course (100-600 words).

I found the process of self-learning not only enjoyable but also especially helpful as it allowed me to learn about a topic that I was interested in. This type of online self-learning, in which I watched videos that were short and to the point, allowed me to learn at my own pace and hours, which took the stress off of time as I did not have to attend to and from a particular location to take lessons. In addition, I learned a lot of knowledge from someone who is specialized in the area of communication, which I found extremely persuasive and insightful.

In some of the knowledge and professional content, I found the information provided not only easy to understand but also applicable to everyday life. Finally, when choosing the course, I thought the knowledge could only pertain to presentations. It was only during the class that I realize that this information could be used in daily interactions. In addition, for each of points provided, specific examples, whether potential, societal, or historical, were given to emphasize their points.

One of the most memorable class videos was that of cooperation and building trust. The videos delivered information regarding the factors that facilitate cooperation, which include the following: 1. A desire of the peer, which build relationships; 2. Shared identity (to value my identity as part of the group); 3. Beliefs of the future (will we succeed in the future?); 4. Clear communication, expectations, and accountability; and 5. Trust. I found this information interesting as these principles could be applied to the 互惠原理 that we have in our class. As

students, we did not have "desires of the peer" and we hardly knew each other. At that time, I remember 互惠 being extremely disorganized and people lacking the desire to cooperate. Over time, as expectations and justice, our 互惠 have only become better as we have not only built relationships with each other, we have also interacted with TMU students 10K. In addition, we will most likely interact with each other in the future as the majority of us will come into the medical profession. Furthermore, our guidelines, the expectations and what will happen when we hand in three more year the deadline, have become clearer. Lastly, we have seen that build us together. Overall, these principles can help to explain how to facilitate cooperation.

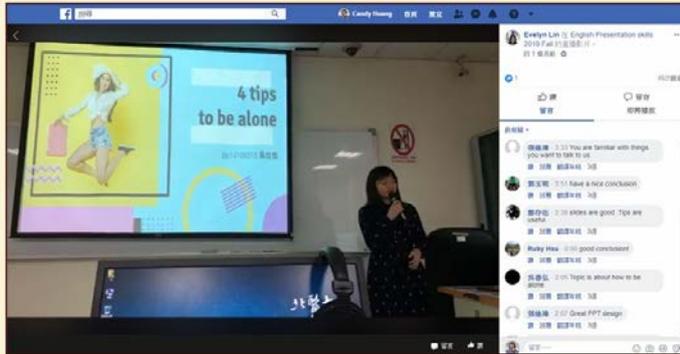
Another knowledge that I found interesting was that building trust, as seen in the videos mentioned that expressing vulnerability can build trust. Dr. Schacter mentioned that people can build trust as when high performers yell out, these mistakes can make them seem warmer and more approachable. However, it is important that these mistakes be followed with competence. An example that was given was that of getting into a psychiatric nurse the same behavior by a surgeon, splitting gears for a presentation may help him or her seem more approachable. In fact, a surgeon, the same behavior may seem unprofessional, and therefore should be avoided.

Overall, I found the videos interesting, informative, and applicable. The content and course were very good practice and helped me know what I did's best (perhaps). If given the opportunity, I will definitely try our another course!

## 2. FB 直播即時回饋機制



## FB直播即時回饋機制： 主題式報告



## FB直播即時回饋機制： 簡報結合時事討論-北醫街訪



## FB直播即時回饋機制： 簡報結合時事討論-北醫街訪

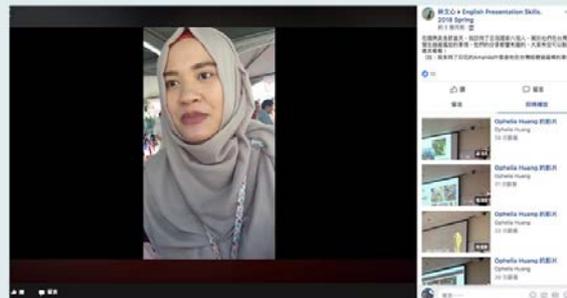


### 3. 多元文化教材

#### 多元文化教材： 國際美食節訪問



#### 多元文化教材： 國際美食節訪問



#### 多元文化教材： 簡報工作坊



## 多元文化教材： 簡報工作坊回饋

**孫培基 20190304 許鳳華**  
今天上課聽了有關多元文化的簡報人彭聯仙讓感觸頗多。她指出，我們應該以以下三點去理解多元文化：1. 多元文化不是一個抽象的理論，而是一個具體的實踐。2. 多元文化不是一個靜態的現象，而是一個動態的過程。3. 多元文化不是一個單一的文化，而是一個多元的文化。她指出，我們應該以一個開放的心態去面對多元文化，並從中學習和成長。她還提到，我們應該以一個批判的眼光去看待多元文化，並從中發現問題和機會。她最後說，我們應該以一個積極的態度去面對多元文化，並為建立一個和諧的社會而努力。

**譚 198**

**陳少傑 20190304 羅中傑**  
中文課室是多元文化的，因為我們來自不同的地方，有不同的文化背景。我們應該以一個開放的心態去面對多元文化，並從中學習和成長。我們應該以一個批判的眼光去看待多元文化，並從中發現問題和機會。我們應該以一個積極的態度去面對多元文化，並為建立一個和諧的社會而努力。

**譚 198**

**劉偉安 20190304 劉偉安**  
在多元文化的環境中，我們應該以一個開放的心態去面對多元文化，並從中學習和成長。我們應該以一個批判的眼光去看待多元文化，並從中發現問題和機會。我們應該以一個積極的態度去面對多元文化，並為建立一個和諧的社會而努力。

**譚 198**

**黃國權 20190304 黃國權**  
在多元文化的環境中，我們應該以一個開放的心態去面對多元文化，並從中學習和成長。我們應該以一個批判的眼光去看待多元文化，並從中發現問題和機會。我們應該以一個積極的態度去面對多元文化，並為建立一個和諧的社會而努力。

**譚 198**

## 多元文化教材： 直播工作坊-品酒會



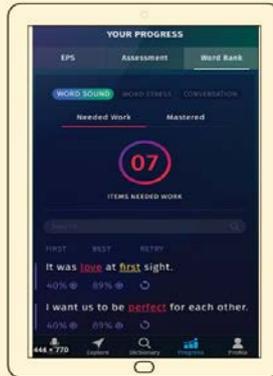
## 多元文化教材： 直播工作坊-品酒會



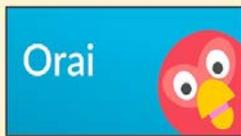
多元文化教材：  
自學 APP



“ELSA Speak”



多元文化教材：  
自學 APP



■ “Orai”  
■ - AI Communication Coach



多元文化教材：  
自學 APP



“Like So”

● 學生回饋與成效

1. 翻轉機制課前準備

課前翻轉機制準備：  
課前影片觀看



- VIDEOS:
1. Hooks Lecture
  2. Presentation Introductions Lecture
  3. Presentation Structures Lecture
  4. Types of Presentation Lecture

課前翻轉機制準備：  
影片三分鐘快報



1. Hooks Lecture
2. Presentation Introductions Lecture
3. Presentation Structures Lecture
4. Types of Presentation Lecture

課前翻轉機制準備：  
課前文章閱讀

1

Gesture in Spatial Cognition: Expressing, Communicating, and Thinking About Spatial Information

2

Gesture, meaning-making, and embodiment: Second language learning in an elementary classroom

課前翻轉機制準備：  
文章三分鐘快報



1. Gesture in Spatial Cognition: Expressing, Communicating, and Thinking About Spatial Information
2. Gesture, meaning-making, and embodiment: Second language learning in an elementary classroom

## 2. 課中 PBL 實務即時演練

### 課中PBL實務即時演練： 說服力-產品行銷



### 課中PBL實務即時演練： 說服力-產品行銷



### 課中PBL實務即時演練： 敘述力-挑戰名畫



課中PBL實務即時演練：  
敘述力-挑戰名畫



課中PBL實務即時演練：  
肢體表達能力



課中PBL實務即時演練：  
聲調語速搭配-TED TALK講者模仿



課中PBL實務即時演練：  
聲調語速搭配-TED TALK講者模仿



課中PBL實務即時演練：  
聲調語速搭配-TED TALK講者模仿



<https://www.youtube.com/watch?v=buRLc2eWGPQ&feature=youtu.b>

課中PBL實務即時演練：  
英文簡報技巧之理論

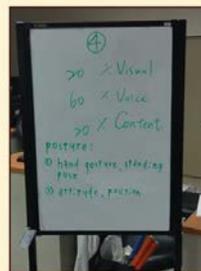
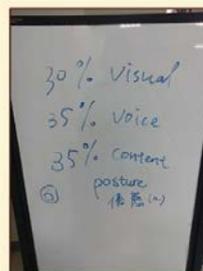
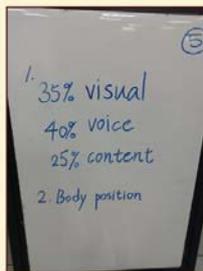


課中PBL實務即時演練：  
Informative Logic, Opener/closer  
And Content Delivery



課中PBL實務即時演練：  
Visual / Voice / Content ?

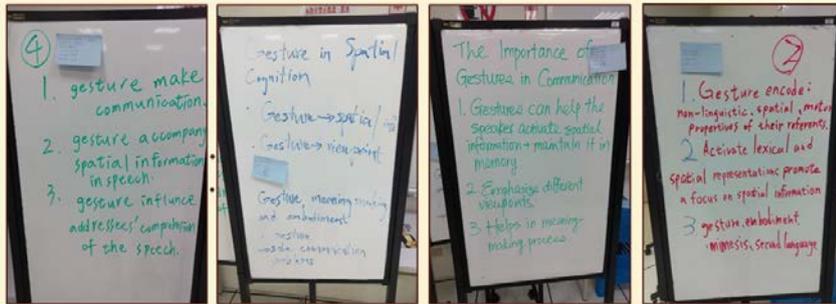
Student answers:



課中PBL實務即時演練：  
Visual / Voice / Content ?

Visual 55%  
Voice 38%  
Content 7%

課中PBL實務即時演練：  
About Gesture...



課中PBL實務即時演練：  
肢體表達能力



"Call me"



"It's OK"



"Why?"

課中PBL實務即時演練：  
說服力-產品行銷



group discussion



In&Motion公司產品Ski Airbag

課中PBL實務即時演練：  
說服力-產品行銷



Good Parents公司產品Kiddo



Cosmo Connected

課中PBL實務即時演練：  
聲調語速搭配-TED TALK講者模仿



課中PBL實務即時演練：  
聲調語速搭配-TED TALK講者模仿



### 3. 課後反饋與成效檢核

## 課後反饋與成效檢核： 朗讀段落並錄製影片

**So, how do you sum up a car like this? I could tell you that it was the making of Jaguar, that it was the first car to be mathematically designed and that even Enzo Ferrari said that it was the one car in the world that he wished he'd made. But that would be to sell it short. It was, is and always will be a poem in steel and agonisingly pretty. The E-Type is quite simply the most beautiful car in the world.**

*Quentin Willson, TV presenter*

■ Give comments to each other

羅世昕 BA05108034 羅世昕

1. I learned about to have a good opening which can attract the audience, follow the ABCD rules can be a proper choice. Attention, benefit, credibility, direction.  
2. also, time control is an important part of a good presentation. The opening and close shouldn't be too long.



陳嘉弘 MS13107001 陳嘉弘

In the class, I learned that how an opener works in the presentation. I also got the ABCD rules, which makes the opener more systematic.  
Moreover, I learned different types of presentation and their tips. According to the purpose, all the types will have their specific orders and structures. With the labels and files provided in the class, I can know them much better.



Cinny Shih Below are some suggestions and compliments for you:

Advantages: good pronunciation, appropriate pause, conveying the message clearly.

Improvements:

- (1) It would be better to have eye contact.
- (2) In the video, you speak every word fluently. However, if you could use falling intonation at some sentences, you would be more attractive.
- (3) Some gestures would help audience understand the presentation better.



■ Give comments to each other

陳嘉弘 MS13107001 陳嘉弘

In the class, I learned that how an opener works in the presentation. I also got the ABCD rules, which makes the opener more systematic.  
Moreover, I learned different types of presentation and their tips. According to the purpose, all the types will have their specific orders and structures. With the labels and files provided in the class, I can know them much better.



#1 He can speak clearly, each word is pronounced and tried his best to finish.  
#2 He can clear presentation of the statement, good eye contact and good pronunciation.  
Improvements  
#1 I suggest that he can speak just a little louder, vocal variety. Also use of eye-contact was effective throughout the presentation.  
#2 I believe that he can more facial expression and use gestures.

陳世賢 2012105006陳世賢

1. After the class, I learn that how to make a good opening, and I know that it's enough to six words to catch the attention of the audience.  
2. After I learn the ABCD rule, I also learn that it's really important to keep your audience curious about your topic.



■ Give comments to each other

**Advantages**

1. She speaks fluently.
2. There are pauses to make the audience know where's the paragraph.
3. Appropriate rate to understand.

**Improvements**

1. It would be better to have an eye contact.
2. Maybe you can arrange which part of the speech should have a higher tone.
3. You can speak slower to let the audience have time to think.

鍾雨昕 BA05108034 鍾雨昕

1. I learned about to have a good opening which can attract the audience, follow the ABCD rules can be a proper choice. Attention, benefit, credibility, direction.

2. also, time control is an important part of a good presentation. The opening and close shouldn't be too long.



CHI-RU YU 5210103077 謝栢廷

1. I realize the importance of "connecting with the audience", following ABCD rules, we can make a good opener.

2. Time control also affect our presentation, so we can divide our speech to some part, opener and closer are valuable part.



2. After I heard the ABCD rule, I also found that it's really important to keep your audience curious about your topic.



簡曼滢 BA15108015

1. Comments for partner

**Advantages**

Have a smiley face at the beginning.  
Friendly and relax, not very serious.  
The voice is beautiful.  
Proper speed rate.

**Improvements**

Pause at strange points sometimes.  
Need to speak more fluently.  
Add more tone

鍾雨昕 BA05108034 鍾雨昕

The opening and close shouldn't be too long.



鍾栢廷 BA15103077 謝栢廷

Following ABCD rules, we can make a good opener. In the class, I learned that how an opener works in the presentation, I also got the ABCD rules, which makes the opener more valuable.

2. Time control also affect our presentation, so we can divide our speech to some part, opener and closer are valuable part.



鍾栢廷 5210103077 謝栢廷

1. After the class, I learnt that how to make a good opening, and I knew that it's enough for six words to catch the attention of the audience.

2. After I heard the ABCD rule, I also found that it's really important to keep your audience curious about your topic.



## 課後反饋與成效檢核： 外部講者工作坊



課後反饋與成效檢核：  
外部講者工作坊



課後反饋與成效檢核：  
外部講者工作坊



附件二：自主學習說明單

**Coursera 置入課程方式-學生自主學習 Student Self Learning**

學生自主學習 Student Self Learning (A)

教師翻轉教室 Teacher Flip Class (B)

1. 課程比重：自主學習佔學期總成績 25%
2. 申請期限：3/13 - 4/17
3. 實施方式：
  - A. 請準備好欲修習課程（名稱）、開課學校、課程時數、預計完成日向助教申請。
  - B. 申請完成後即可開始線上學習。
  - C. 於學期末最後一週（6/19）繳交自主學習回饋單（中英不拘）
4. 自主學習回饋單：
5. 回饋單內容應包括課程簡介、線上學習心得及作業和考試的截圖（照片）
6. 課程選擇：於學期前挑選與課程相關的 30 門線上課程，並整理出開課學校、課程時數、收費標準，並將此清單於學期初提供給學生。
7. 課程清單：

	課程名稱	開課學校	課程時數	收費標準
1	Effective Communication in the Globalised Workplace- the Capstone	National University of Singapore	6 weeks	US\$49/month
2	Business English: Making Presentations	University of Washington	4 weeks	US\$49/month
3	Successful Presentation	University of Colorado Boulder	4 weeks	US\$49/month
4	Presentation Skills: Public Speaking Project	National Research Tomsk State University	6 weeks	US\$49/month
5	Introduction to Public Speaking	University of Washington	5 weeks	US\$49/month

6	Presentation Skills: Speechwriting and Storytelling	National Research Tomsk State University	6 weeks	US\$49/month
7	Presentation Skills: Designing Presentation Slides	National Research Tomsk State University	4 weeks	US\$49/month
8	Presentation Skills: Effective Presentation Delivery	National Research Tomsk State University	4 weeks	US\$49/month
9	Improving Communication Skills	University of Pennsylvania	4 weeks	US\$49/month
10	Graphic Design	University of Colorado Boulder	4 weeks	US\$49/month

	課程名稱	開課學校	課程時數	收費標準
11	Effective Communication Capstone Project	University of Colorado Boulder	5 weeks	US\$49/month
12	Academic Listening and Note-Taking	University of California, Irvine	4-5 hours/week for 4 weeks	US\$49/month
13	Business English: Planning and Negotiation	University of Washington	4 weeks	US\$49/month
14	Build Your Professional ePortfolio in English	Georgia Institute of Technology	4 weeks	US\$49/month
15	Getting Started with Essay Writing	University of California, Irvine	4 weeks	US\$49/month
16	Advanced Writing	University of California, Irvine	4 weeks	US\$49/month

17	Communication in 21st Century Workplace	University of California, Irvine	4 weeks	US\$49/month
18	Business Writing	University of Colorado Boulder	4 weeks	US\$49/month
19	Speak English Professionally: In Person, Online, & on the Phone	Georgia Institute of Technology	5 weeks	US\$49/month
20	Take Your English Communication Skills to the Next Level	Georgia Institute of Technology	4 weeks	US\$49/month

	課程名稱	開課學校	課程時數	收費標準
21	Write Professional Email in English	Georgia Institute of Technology	5 weeks	US\$49/month
22	Engaging Persuasive and Credible Communication	National University of Singapore	3 weeks	US\$49/month
23	Presentations: Speaking so that People Listen	University of California, Irvine	4 weeks	US\$49/month
24	Data Visualization and Communication with Tableau	Duke University	5 weeks	US\$49/month
25	Effective Business Presentations with PPT	Pwc	4 weeks	US\$49/month
26	Academic Discussions in English	University of California, Irvine	4 weeks	US\$49/month
27	Advanced Speaking and Listening Project	University of California, Irvine	6 weeks	US\$49/month
28	Model Thinking	University of Michigan	12 weeks	US\$49/month

29	Scholarly Communication	Moscow Institute of Physics and Technology	4 weeks	US\$49/month
30	Grant Proposal	Moscow Institute of Physics and Technology	4 weeks	US\$49/month

附件三：簡報 Rubric

**Rubric for Formal Oral Communication**

2 of 2

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA

<i>Use of Language</i>			
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
<i>Responsiveness to Audience</i>			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.

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	comprehension. • Details are minimized so that main points stand out.	• Some material is not supported by visual aids.	• Details or some unimportant information is highlighted, and may confuse the audience.
<i>Content</i> Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.

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TOEFL iBT® Test

# Independent SPEAKING Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

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