

Motivating Students

引起學生的學習動機



1. ATTENDING CLASS 課堂的出席
2. COMPLETING READING ASSIGNMENTS AND HOMEWORK 完成指定的閱讀以及回家作業
3. TEACHING FOR SUCCESS: HOW TO HELP STUDENTS :GET THE MOST OUT OF BEING IN CLASS

Motivating students is a complex issue. Here are three topics within it to consider:

- Attending Class
- Completing Reading Assignments and Homework
- Teaching for Success: How to Help Students Get the Most Out of Being in Class



如何引起學生的學習動機是個很複雜的課題，包含了以下三個主題：

- 課堂的出席
- 完成指定的閱讀以及家庭作業
- 教導學生成功的學習：如何幫助學生在課堂之外學到更多)

1. ATTENDING CLASS / 課堂的出席

A study conducted by the Center for Teaching Excellence in Fall 1999, titled "Why Students Do and Do Not Attend Classes," examined the relationship between course characteristics, student characteristics, and the rationale of students for either attending class or not attending class on a daily basis. The study sought to answer the following four questions:



(一個在1999年秋天接受教學卓越中心指導的學生，寫了一篇名為「為何學生出席／不出席課堂」的文章，檢視了課程特性和學生特質之間的關係，以及學生每天出席／不出席課堂的基本因素，這份研究大致能回答下列四個問題：)

1. How do characteristics of the students relate to their attendance behavior?
2. How do characteristics of the courses in which students are enrolled relate to their attendance behavior?
3. What reasons do students give for their day-to-day attendance decisions?
4. How do these reasons relate to the number of their absences?



- (1. 學生的特質如何與他們的出席行為產生關聯？)
- (2. 學生所參與的課程特性如何他們的出席行為產生關聯？)
- (3. 學生決定每天出席課堂與否的原因是什麼？)
- (4. 這些原因和他們的缺席次數有何關聯？)

Variables assessed included gender, class standing, age, grade point average, employment, residence (either on campus or off), cost of tuition and who was paying it, and the number of credit hours the student was enrolled in. A total of 333 students participated in this study, and they had an average of 3.17 absences per class, with a range from 0 to 12.25 absences. Some of the reasons provided by students for why they attended classes included personal values, obtaining course content, fulfilling grade requirements, factors related to the teacher, and peer influence. Reasons not to attend class included being sick, participating in other school or non-school-related activities, participating in leisure activities, avoiding teacher- or class-related experiences, and having no incentive to attend. Results indicate that students who had higher GPAs had fewer absences than those students who had lower grades. Other student characteristics, such as gender, age, class, residence, method of funding

education, or number of credits enrolled in, did not correlate with number of absences.



(這份研究評估了各種變因，包含性別、階級身分、年齡、成績的平均點、工作、以及居所（無論是在校內或校外）、學費、學費的負擔者，以及課堂所需的時間。總共有三百三十三位學生參與了這個研究，在範圍從0到12.25的缺席率中，他們每堂課平均有3.17的缺席率。他們的出席因素包含了個人的價值觀、想學到課程內容、想達到成績標準的要求，以及一些和老師與同儕影響相關因素；而他們的缺席理由則包含了身體不適、去參與了其他與學校相關／無關的活動，以及缺乏出席課程的動機。結果顯示了成績較好的學生比起較差的學生有較高的出席率；同時，結果也顯示出學生的各項特質和他們的缺席次數無關，如性別、年齡、階級、居所、得到教育資金的方式，以及課堂所需的時間。)

Students were more likely to attend classes that were taught by a GTA as opposed to those taught by a professor. The main reason cited for attending GTA-taught classes was that “absences above the minimum affect my grade,” and one of the main reasons cited for not attending professor-taught classes was that “attendance is not taken or does not affect my grade.” Therefore, it appears that whether or not attendance is required significantly predicts whether students attend class or not. Students also said that they were more likely to attend class if the class size was small due to the teacher noticing if they were present, if their presence affected their course grade, and if they had the opportunity to participate in class discussion.



(比起由教授來上課的課程，學生比較會願意出席由助教上的課，這主要是因為在助教教學的課程中，缺席與否是影響成績最大的因素。而之所以使學生傾向於缺席教授的課，其中一個主要的原因是『出席與否並不會影響我的成績』。顯然，事先告知課程對於出席與否的要求，會影響到學生的出席意願。也有學生指出，他們通常比較會出席人數較少的課程，因為這會使得他們的出席受到老師的注意。此外，若出席率會對學期成績造成影響、或者在課堂上有機會參與討論，都會提高他們的出席意願。)

Overall, a combination of teacher and student influences affect class attendance, with a large factor being whether or not a penalty exists for missing class. The study concludes, “If students believe they should attend

class, are not sick, not tired from having fun the night before, and like the subject matter, and if teachers notice when students are there, take their attendance into account for the course grade, and provide information students must be in class to get, attendance will be optimal.”



(總之，老師與學生都會對課堂的出席造成影響；尤其，是否處罰缺席更是個重要的因素。做這個研究的學生得到的結論是：『如果那些認為他們應該要去上課的學生沒有身體不適、沒有因為前一晚的玩樂而感到疲累、又喜歡課程的主題，再加上如果老師會注意到他們的出席，並將之計算到學期成績裡面的話，那麼他們一定會出現在課堂上，因為此時出席是最理想的選擇。』)

2. COMPLETING READING ASSIGNMENTS AND HOMEWORK

(完成指定的閱讀以及回家作業)

Many students believe that they already have a firm grasp on how to read when they get to college. Why then, are students often discouraged by their attempts to read college texts? Ann Cudd (2003) of the Philosophy department at KU proposes that much of this frustration stems from the fact that they do not understand that the type of reading approach used should vary based on the type of text that is being read. “You don’t read a novel the same way you read a philosophical essay or a mathematical proof or a poem. Students have to be helped to realize this and then to develop the new eyes they need to see the kinds of texts you assign them,” she states.



(很多學生在上大學時都相信自己對於如何閱讀已經有很明確的了解。但為什麼許多學生在嘗試要閱讀大學的文本時常常會感到洩氣呢？某大學的哲學系教授Ann Cudd指出，許多的挫折都來自於學生不明白——閱讀的方式必須要根據文本的類型做改變。她說：『你不能用讀小說的方式閱讀去哲學文章、數學證明或是詩詞。學生需要協助才能了解到這點，並發展出新的眼界去面對你所指定閱讀的文本。』)

Robert Magnan (1990) believes that it is best to help students achieve critical thinking skills *before* they read in order to aid their analysis and evaluation of texts. He suggests:

- Use a review as a preview: Review facts your students already know that relate to the reading. By connecting new information with already-learned concepts, students will be in a better position to understand and remember what they read.
- Give them a bird's eye view: Discuss the topic covered in the reading in general terms, but avoid specifics. Students will think the reading is essential, not repetitive.
- Work with the words: Explain essential vocabulary used in the readings.
- Put questions in their heads: Ask them a mix of general and specific questions that require students to find the facts as well as analyze and interpret. Avoid putting questions in the order of the text, or students may just skim for words instead of read for meaning.
- Put questions in their hands: Give them a guide to follow as they read.



(Robert Magnan認為，為了增加學生分析和評估文本的能力，在學生開始閱讀之前，最好能幫助他們培養出批判思考的技能，他建議：

- 將複習當作是預習：復習你的學生們已經知道的、與文本相關內容。藉著連結新的訊息與已知的概念，使學生處在一個較好的立足點上，去了解並記得他們所讀到的東西。
- 給他們較概略的觀點：用一般的詞彙去討論文本所包含的主題，避免專有名詞。如以一來學生便會認為文本所談是重點與精華，而不會太瑣碎。
- 利用詞彙來進行：解釋在文本中重要的詞彙。
- 把問題放在他們腦中：問他們一些混合了普遍與專業概念的問題，讓他們在尋找答案的同時，也需要一面分析與理解。避免問那種在文本中可以直接找到答案的問題，否則學生們可能只會略過書中的語句，而沒有去閱讀語句中的意義。
- 把問題放在他們手中：在他們閱讀的同時，給他們的一個指引。)

John C. Bean, in his book *Engaging Ideas*, addresses several problems that students encounter when trying to read college textbooks and provides suggestions for how teachers can help students develop their reading skills. If students have difficulty with the reading process, demonstrate your own reading processes and provide materials to help students practice reading. If students have difficulty reconstructing arguments, create writing assignments that ask students to summarize the readings, have students make outlines or flowcharts, or work through an example text, providing summarizing statements.



(John C. Bean在他*Engaging Ideas*(迷人的方法)一書中，提到了幾個學生在閱讀大學文本時常遇到的問題，同時也提出了一些建議，告訴老師該如何幫助學生發展閱讀能力。如果學生在閱讀的過程中遇到了困難，老師可以示範自己的閱讀步驟，並提供一些幫助學生練習閱讀的資源。如果學生對於重組文章的論點感到有困難，可以指派一些寫作的作業，讓學生將讀到的東西做摘要，並要求他們寫大綱或流程圖，或者是藉著範例，提供摘要說明。)

If students are having difficulty processing unfamiliar, uncomfortable, or disorienting views, draw students' attention to these instances, ask them to provide examples of times they had to assimilate unfamiliar material in the past, and contrast various ways of looking at the class material. If the problem is student understanding of rhetorical context, create guides for the readings, explain the connections between the lectures and the reading assignments, and ask questions that require students to explain the context of the writing. Bean also addresses how to increase reading skills in individuals who have trouble with complex syntax. He recommends asking students to rephrase dense passages in their own words and to rewrite complex sentences into several shorter ones.



(如果學生對於處理不熟悉或沒有方向的觀點感到有困難，可以將學生的注意力轉移到實際的例子，請他們提出過去他們在面對不熟悉的文本時，是如何解決的，藉此來比較各種面對課堂文本的方式。如果學生對於文本的修辭理解有問題，那麼就解釋口說與文本閱讀之間的關係，並且

要求學生試著解釋寫作的文章脈絡。Bean也提供了一些關於如何幫助對於理解複雜句法有障礙的人，以提高其閱讀技巧的方式。他建議讓學生用自己的話練習換句話說，也可試著將複雜的句子重組成幾個簡單的短句。

3. TEACHING FOR SUCCESS: HOW TO HELP STUDENTS GET THE MOST OUT OF BEING IN CLASS

教導學生成功的學習：如何幫助學生在課堂之外學到更多

Successful teaching requires helping students understand the best methods to use to get the most out of being in class. One way to help students is to direct their note taking so that it is more effective. In the November 2003 issue of *The Teaching Professor*, Maryellen Weimer shares some dos and don'ts for students' note taking, based on the work of M.H. Dembo.



成功的教學必須要能幫助學生理解在課堂之外如何學到更多。其中一個方法是指導他們如何做筆記，使得閱讀更有效率。在2003年的十一月，Maryellen Weimer在一篇名為 *The Teaching Professor* 的文章中，根據M.H. Dembo的研究，分享了一些關於學生筆記的規則。

Should I recopy notes after class?

No, because recopying requires little or no thinking. A better use of time would be writing questions and answers about the material in your notes.



我應該在課後重騰筆記嗎？

答案是不需要。因為重寫或複製這個動作幾乎不需要思考。較好的時間利用方式應該是根據你的筆記，思考一些問題與答案。

What should I do if the instructor talks so fast that I can't get

everything written down?

Don't try to write down everything word for word. Instead, paraphrase, listen for the most important things the instructor says, and leave blank spaces to show you've missed some material you thought was important. Check with classmates to see if they got the material down.



當老師講得太快使我來不及把所有東西都記下來時，該怎麼辦？

別試著一個字一個字的寫下所有東西，而是要試著釋義。專心聽老師的講課中最關鍵的部份，並在你遺漏了重要訊息的地方先留下空白。之後再與同學們確認他們是否有寫到你所漏掉的部份。

Should I listen and not write when the instructor is discussing something I don't understand?

No, the best thing to do is to keep taking notes, but indicate in your notes that you don't really understand what the material means. If you don't ask about this in class, after you review your notes, see if another student, a TA, or the instructor can explain it to you again.



當老師正在講解我不懂的東西時，我是否應該先用聽的而不是用寫的？

不對，最好的狀況是繼續做筆記，但記得要標出你不懂的部份。如果你沒有在課堂上提出問題，那麼在你之後複習筆記時，可以找其他同學、助教，或老師再幫你解釋一次。

How do I deal with an instructor who often wanders off topic?

If the instructor isn't well organized, see if your textbook helps to provide a logical structure for the material instead. Working with other students can really help in situations like this, too. Form a small study group and together organize notes from class.

For information on encouraging students' inductive thinking and understanding, see [Inductive Teaching](#).



針對課堂主題，若老師沒有清楚的組織，該怎麼辦？

如果老師的講課並沒有組織得很清楚，可以看看你的教科書中是否提供了較有邏輯的結構。也可以和其他知道如何處理這種狀況的學生一起討論。成立一個小讀書會，一起組織課堂上的筆記。

For more information on how to reach students, see information regarding non-participants and difficult students under [Classroom Interactions](#). See information regarding helping students read under [Completing Reading Assignments and Homework](#).



(若需要更多與學生相關的資訊，請看[Classroom Interactions](#)(教室的互動)；若要找與幫助學生閱讀的相關資訊，請看[Completing Reading Assignments and Homework](#)(完成指定閱讀與家庭作業)。