

# 5-1 Getting Started

## 開始啟動

1. Forming a Lesson Plan 編排課程計畫
2. What to Do on the First Day 第一天該做什麼
3. Icebreakers 打破僵局



### 1. Forming a Lesson Plan / 編排課程計畫

**Some of the classes you have taken during your scholastic endeavors have probably seemed chaotic, while others seemed to flow smoothly. The difference is most likely in the preparation and planning of the course. The following points will guide you as you try to structure your class.**



再為了當學者而努力時，有些課你修過，但卻對內容有所迷糊，有些甚至是漸漸的遺忘了。但大部分的差別是在於準備和規劃課程。下列有些方法來幫助你規劃你的課程。

List the objectives that you want the lesson to fulfill and formulate the lesson plan according to the objectives.

Write out a structured lesson plan. The steps are as follows:



列出哪些事物是你想教授的，來滿足教學規劃。寫下教學規劃架構。以下是步驟流程:

#### 1. Warm-up/Review

2. Introduction to the New Lesson
3. Presentation
4. Practice
5. Evaluation
6. Application
7. Connections



1. 暖身/複習
2. 介紹新課程
3. 課程呈現
4. 演練
5. 評估
6. 應用
7. 連結

◆命題文章

C(3): 在此段文章中, **Icebreakers** 是何種意思? 1. 冷靜思考 2. 靜靜休息 3. 打破僵局 4. 甜蜜邂逅

C(3): 在此段文章中, **Forming a Lesson Plan** 是何種意思? 1. 正式課程計畫 2. 先前的課程計畫 3. 編排課程計畫 4. 以上皆非

C(4): 在此段文章中, **chaotic** 是何種意思? 1. 統計的 2. 選擇性的 3. 良好的 4. 混亂的

A(1): 在此篇文章中, 如何改善課程不熟練感? 1. 準備和規劃 2. 助教分擔課程 3. 從學生發問而學習改善 4. 規劃熟悉的課程

C(3): 在此段文章中, **Evaluation** 是何種意思? 1. 規劃 2. 進化 3. 評估 4. 改善

**(1)Warm-up/Review** 暖身/複習

This opener helps you to tie previous material into the present lesson and it helps the students to focus on the topic at hand. Here are some ideas for reviewing and warming up:

-Review

- Conduct a brief question and answer period.

- Give a small pop quiz.
- Have the students write a 2-minute summary of the things they learned during the last class and then call on a couple of students to share their summaries.

#### -Warm-up

- Tell a joke that is related to the material.
- Show a picture that links to the lesson.
- Conduct a short activity that will lead into the subject matter.



開場將可幫助你和先前的課程和目前的教材緊密的聯結，也可讓學生專注於手邊的資料。以下是複習和暖身的方法：

#### 複習

- 建立簡單的問題和回覆時間
- 給個簡單而通俗的小考內容
- 給學生 2 分鐘總結在之前課程所學的，並讓學生在課堂上開始說明分享內容

#### 暖身

- 講個對於此教材的小笑話
- 圖示此課程的關連性
- 建立此議題的小活動

#### ◆命題文章

B (23)：在此段文章中，開場是何種意義？**1. 讓你自己復習課程 2. 新舊課程的銜接 3. 讓學生更加專注 4. 自我介紹**

B (12)：在此段文章中，哪些方法可幫助學生復習課程？**1.簡單的課程測驗考試 2. 學生自我思考和分享學習心得 3.隨意說個笑話舒緩氣氛 4. 以上皆是**

B (2)：在此段文章中，哪些方法可幫助學生為課程暖身？1. 隨意說個笑話舒緩氣氛 2. 圖片相關連結學習法 3. 學生自我討論會 4. 以上皆是

## **(2) Introduction/ 介紹**

The introduction is basically a simple explanation of the topic. It can be a short sentence stating the topic, or it can be the subject and definition. For example, "Today we're going to talk about...".



簡單介紹該主題的意義。簡短的字句開啟主題，或述諸於定義。舉例來說，'今天我們要談關於...'。

## **(3) Presentation 課程呈現**

New material and information are given during the presentation period. Presentation can be fulfilled in traditional ways or with a creative approach. The following methods can be used:

- Lecture
- Discussion
- Collaborative activities: Jigsaw activity
- Reading and note-taking
- Video or audio tape
- Internet
- Library research



在課堂教學時給予新的教材及資訊。教學方法可用傳統式也可用創新方法來呈現。可使用以下的方式：

--授課

--討論

--協力合作:拼圖活動

--閱讀和筆記

--影像和音效

--網路

--圖書館資源

#### ◆命題文章

A (1): 在此段文章中，課堂呈現是何種意義？1. 簡述主題意義 2. 練習教學技巧 3. 和學生溝通 4. 自我介紹

B (2): 在此段文章中，**Jigsaw activity** 是何種活動？1.討論活動 2. 協力合作的活動 3.發言練習的活動 4. 同樂會

#### **(4) Practice 演練**

The practice section comprises a crucial period in which the students can internalize the information that they have received and the instructor can verify that the students understand. Unfortunately, it is often skipped in traditional instruction. Sometimes it takes a certain amount of creativity, but it creates an environment where the students can engage in their learning and you will find it an important aspect of your teaching. Possible ways to have the students practice the information are listed here. Please also refer to [Collaborative Activities](#) for an explanation of these and other activities.



演練是重要的過程，來讓學生更加清楚地了解課堂上的知識，而老師也可藉此了解學生的理解程度。不幸的是，這些大都被傳統教學法所忽略。有時它需花相當程度上的精神創作，但學生可以在此環境中學習的更有效率，你也可在此發現到教學的重要層面。這裡有列出可讓學生演練的資訊方法。也請參照協力合作的解釋說明和其它活動。

- Problem-based group work
- Case-based group work
- Role play
- Debates
- Hands-on activities
- Written essays or summaries



- 針對問題的團隊工作
- 針對事件的團隊工作
- 角色扮演
- 辯論
- 實際上的活動
- 論文或結論撰寫

During the practice period, it is helpful if the instructor walks around to check on students' work and to answer students' questions. Let the students know that you plan on wandering around the classroom for this purpose. This will give you a unique opportunity to see if the students really "got it" or not.



在演練的期間中，老師在旁走動並確認學生的工作，或回答學生的問題是相當有幫助的。讓學生知道到你隨意走動是為此目的。這將讓你有得天獨厚的機會了解學生是否真的了解到了。

#### ◆命題文章

A (24): 在此段文章中，演練是何作用？**1. 學生成績評比 2. 幫助了解課堂知識 3. 公佈作業 4. 讓老師了解學生的理解力**

B (12): 在此段文章中，如何讓學生學的更有效率？**1. 練習 2. 協力合作 3. 不斷**

地抄筆記 4. 以上皆是

C (2)：在此段文章中，**Debates** 是何活動？1. 努力練習 2. 辯論 3. 同學間的協力合作 4. 以上皆非

B (124)：在此段文章中，演練時，老師在旁隨意走動的意義為何？1 督導學生工作 2. 回答學生問題 3. 和學生更親近 4. 了解學生的理解能力

### **(5) Evaluation 評估**

When the students have finished their practice session, the instructor can evaluate how the class did by going over the work they've done. This can be an extensive session where the class looks at each aspect of what they've done, or it can be a short period in which the teacher asks certain members of the class to share some of their insights.



當學生完成演練後，老師藉由他們完成的進度，來評估課程的可行性。這將提供推展到另一個階段的活動，或利用此段時間來詢問特定幾個學生，來分享他對課程的觀感。

#### ◆命題文章

B (2)：在此段文章中，**evaluation** 是何作用？1. 學生成績評比 2. 了解課程的可行性 3. 刺激學生創造力 4. 以上皆是

### **(6) Application 應用**

The application is usually constructed as a homework assignment. After answering any remaining questions, the instructor can assign a task that will help the students to use the information they learned again in a new way. It is most constructive if the students can do an activity that relates to their lives.



作業是相當有用於應用層面的建立。在回答殘留性的問題後，老師可指派些任務或作業來讓學生

運用知識和所學來解決。如果學生可將此活動關連到日常生活上，那就更加有建設性了。

## **(7) Connections 連結**

This simply means that you can tie the present lesson into the next lesson. It is often done by explaining what will take place during the next class and how it relates to today's lesson.



這意指著可將目前的課程連銜接到下個課程。在下堂課時，它經常藉由解釋接下來會發生什麼事，和它關係到目前的哪些課程。

1. When your lesson is complete, make sure to write down the materials you will need to bring to class. This will help you if you have to scurry to class and you don't remember what you need to bring.



當你授課結束後，確保寫下需要帶來的教材。這可避免你因匆忙而忘記所需帶的物品。

2. Prepare lesson plans for two weeks and always try to stay ahead. This will help you to have a logical sequence and cohesion for the class.



2.準備 2 週的教學計畫並總是領先此進度。這可讓你對於課程更有邏輯思考性和凝聚力



◆命題文章

B (34): 在此段文章中，connections 是何作用？1. 學以致用 2. 師生關係的改善 3. 求知欲的啟發 4. 銜接課程

B (3): 在此段文章中，如何讓你的課程更有連貫性？1. 師生互相討論課程 2. 學生分組討論 3. 提前準備課程內容 4. 帶上課程所需要的教材

## 2. What do to on the First Day / 第一天該做什麼

Here are some suggestions on how to conduct your first day of class (after, of course, doing some yoga breathing to ease your own tension):



這裡有些方法建議你如何安排第一堂課程(後續當然，可以做些瑜珈呼吸來緩和你的緊張)

--Prepare, prepare, prepare.

--準備，準備，再準備

--Make sure you have all the handouts you need (including the syllabus and tentative schedule). To obtain the number of students who have registered for your class, go to the [Student Enrollment](#) website and click on the proper semester under "class schedule", then find your specific department and class number and click on them. This will give you the approximate number of copies to make. Make extra copies to be safe.



--確認所有你需要的講義(包含教學大綱和時程表)。為了讓更多學生可加你的課程，在課程時間表內，到學生登記網站登入適合的學生。這將可讓你更清楚大約需要影印多少文件。多準備幾份比較妥當。

--Clarify any department policies for the class, including attendance, grades and major projects. Also, decide on your own policies for the class and commit to them so that you don't find yourself breaking your own rules regarding late work, coursework, and grades.



--說明清楚任何課堂上的規範，包含出席率，評分和重要計畫作業。也須說明你自己的課堂要求方式再要求他們，如此可讓你不會打破自己的原則，如延遲工作，遲交作業和評分標準。

--Realize that first impressions are important. How you dress, what you say, what you do and other personal characteristics will influence your students' perceptions of you and of the course. --Plan appropriately. It is often a good idea to practice your introduction before facing your class for the first time.



--了解第一印象是非常重要的。你的穿著、談吐、行為舉止和其它的人格特質，將會影響學生對你的觀點和課程的印象。--適當的規劃。一般來說，在第一次深入課程之前先介紹背景大綱是很不錯的方式。

--Arrive 5 to 10 minutes early. Use this time to personally greet students as they enter the room, learn a few names and develop a positive classroom atmosphere.



--提前 5~10 分鐘到達。利用這段時間去問候進教室的學生，認識幾的名字和發展正面的教室氣氛。

--First day "musts": Introduce yourself with the name by which you want to be called, distribute the syllabus, bring clear attention to the add/drop and withdrawal policies, and let students ask questions about the course and about you.



--第一天” 必須” :介紹你自己名字和你想要的稱呼方式，描述教學大綱，清楚說明加退選和棄選的政策，並讓學生發問關於課程和你的問題。

--Describe how the class will be conducted, whether it's a discussion or a lecture course, and what your teaching style is. Read the section of your syllabus on classroom rights and responsibilities. You should also include a brief introduction to the type and amount of coursework the students can plan on and what the policies are on late work and grades.



--描述班上將如何運作，是以討論方式還是授課為主，還有你的教學方式。說明課程大綱中的班級權力和責任。也需簡略說明作業的多寡和型式，讓學生知道延遲工作和評分的規範

--Have the students fill out index cards with pertinent information (name, number, email address, something memorable about them) so that you can remember their names and contact them, if necessary.



--讓學生藉由適當的資訊來填寫索引卡(名字、學號、電子信箱、或他們的自傳類的)，如果需要時，可以讓你記住他們的名字和聯絡到他們。

--Construct an "icebreaker" activity in order to help the students feel more comfortable with each other. If you can link the "icebreaker" to the course material, you'll have a head start.



--舉行” 打破僵局” 的活動，來讓學生可以和彼此親近認識。如果你能聯結此方法到你的教學資料中，那你將取得有利的開端

◆命題文章

A (3): 在此段文章中，講義的份數該如何準備？1. 依學生人數而準備 2. 學生自行影印 3. 依學生人數而多預留準備 4. 多人 1 份即可，以方便討論

B(3): 在此段文章中，如何可讓你統一教學原則？1. 讓學生自我討論規範 2. 老師自訂規範 3. 師生共同討論決定 4. 依照教學大綱上所規定

A (4): 在此段文章中，如何可讓學生有良好的印象？1. 適當的談吐 2. 端莊的穿著 3. 親切關心 4. 以上皆是

A (4): 在此段文章中，如何可讓老師對學生更加認識？1. 提前到課堂 2. 自我介紹 3. 填寫索引卡 4. 以上皆是

A (1234): 在此段文章中，開課第一天老師應做到哪些？1. 課程棄選的處理方式 2. 課程規範 3. 教學風格 4. 作業多寡和難易程度

A (12): 在此段文章中，icebreaker 的作用為何？1. 讓學生更認識彼此 2. 讓師生關係更加親切 3. 讓學生討論教學方式 4. 討論作業多寡的分配

### 3. Icebreaker: I Expect / 打破僵局:我期望

1. After distributing paper and pencils to all of the group members, the trainer asks each participant to write down the following statements: "From the leader of this session, I expect \_\_\_\_\_," "From the other participants in this session, I expect \_\_\_\_\_."



1. 在分發紙筆給各組成員後，訓練員開始要求參與者寫下以下的敘述字句：從領導的部份，我希望\_\_\_\_\_，從其他的參與者部分，我希望\_\_\_\_\_。

2. The group members are then given five minutes in which to complete the statements.



2. 每組成員將可 5 分鐘來完成此敘述。

3. When the allotted time has elapsed, the leader collects the papers. Then, without revealing the participants' identities, the group leader reads all of the completed statements out loud (or a sampling if it is a large class).



3. 當時間到時，領導者收集所有的紙張。匿名方式讓組長大聲朗讀出所有的紙張描述(如果是大教室，則隨意取樣)。

4. The trainer may then initiate a brief discussion of the participants' expectations and how these expectations are to be met during their time together



4. 訓練員開始簡短的介绍參與者的期望，以及在他們的相處時間內，這些期望如何實現。