

# Teaching Tip

## What Makes a Good Teacher



### 是什麼造就了一個好老師

Teaching Tips is written by Dan Madigan (The Center for Teaching, Learning and Technology). If you have a teaching tip to share or if you would like to comment on any of the teaching tips, please write to Dan Madigan at [dmadiga@bgsu.edu](mailto:dmadiga@bgsu.edu)  
Note: If you hit reply to this email message it will not go to Dan Madigan.



#### Translation

《教學妙計》是由丹•麥迪根(Dan Madigan) (教學和科技中心)所撰寫，如果你有任何教學妙計或是你對文章中任何方法有意見，請寫信給丹•麥迪根：[dmadiga@bgsu.edu](mailto:dmadiga@bgsu.edu)

Hello Everyone. Although “what makes a good teacher” is often a debatable topic among educators and the typical citizen, it is always refreshing to hear from an experienced person about this topic. As such, I’m sharing with you a teacher’s perspective about what makes a good teacher. The posting below looks at some qualities that make a good teacher. It is from a list of ten such qualities appearing in Chapter 1:What Makes a Good Teacher?, by Peter C. Beidler in Inspiring Teaching, Carnegie Professors of the **Year Speak**, John K. Roth General Editor. Anker Publishing Company, Inc., Bolton, MA. Copyright ) 1997 by Anker Publishing Company, Inc.

This is not a theoretical piece or even a well-researched piece. It is just one person’s view who just happens to make some good points and who celebrates qualities of good teaching.



#### Translation

哈囉大家好，雖然「是什麼造就了一個好老師」在教育工作者和某些市民中一直是個具有爭議性的主題，不過不同的經驗談總是讓人耳目一新。就其本身而言，我是從教師的觀點告訴你什麼造就

了一個好老師，下面的文章著眼於一些造就好老師的特質，這份有著十項特質的清單是出自於第一章節：是什麼造就了一個好老師？（出自Peter C. Beidler所寫的《激勵人心的教學》，由年度演講者卡內基教授John K. Roth主編，位於博爾頓(Bolton), MA的Anker出版股份有限公司於1997年發行）

這並不是一篇理論性的文章，甚至也沒有經過完整的調查，這只不過是一個讚頌良好的教學素質，又剛好可以提出一些不錯見解的個人觀點。

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## WHAT MAKES A GOOD TEACHER?

### 是什麼造就了一個好老師？

In this essay I want to talk about ten of the qualities that make a good teacher. My method is absolutely unscientific. Readers who want to know what experts say about good teaching should stop reading right now and open to a different page of Inspiring Teaching. Readers who want to know what Pete has noticed about good teaching are welcome to read on. My evidence is personal, memorial, observational, and narrow. I have known teachers in Indiana, Pennsylvania, Arizona, Texas, England, and China. Like Henry David Thoreau, I refuse to apologize for writing so much about myself. There is, simply, no one else I know as well. My hope is that my readers will be inspired to think far less about what I have noticed makes a good teacher than about what they themselves have noticed.

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**NOTE: Abbreviated list chosen by Rick Reis. If you would like an electronic copy of all ten qualities described by Beidler just send an email to [reis@stanford.edu](mailto:reis@stanford.edu)]**



### Translation

在這篇文章中我想要談論十個成就好老師的特質，我的根據是完全沒有科學性的，想要看到專家說法的讀者們呢，請現在就停止閱讀然後翻開《激勵人心的教學》的其他頁，至於其他那些想要知道Pete觀察到了什麼良好教學現象的讀者們，非常歡迎你們繼續讀下去。我的觀點是很狹隘的，充滿個人的記憶和觀察，而在印地安納州、賓夕法尼亞州、德州、英國和中國我都有認識的老師。就像Henry David Thoreau，我是不會為談論太多關於我自己的事情而道歉的，簡單說來，也沒有其他我更了解的人了。我希望我能啟發我的讀者們去思考他們注意到了什麼造就好老師的關鍵勝過於我觀察

到的東西。

附註：簡略的清單是由Ricky Reis所挑選，如果你想要一份Beidler所著關於十項特質的完整電子檔，請寄電子郵件至 [reis@stanford.edu](mailto:reis@stanford.edu)。

## (1) Good Teachers Really Want to Be Good Teachers

### 好老師真的想要當好老師

Good teachers try and try and try, and let students know they try. Just as we respect students who really try, even if they do not succeed in everything they do, so they will respect us, even if we are not as good as we want to be. And just as we will do almost anything to help a student who really wants to succeed, so they will help us to be good teachers if they sense that we are sincere in our efforts to succeed at teaching. Some things teachers can fake. Some things teachers must fake. We have, for example, to act our way into letting our students know that we can't think of any place we would rather be at 8:10 on a Friday morning than in a class with them talking about the difference between a comma splice and a run-on sentence. An acting course is a good preparation for a life in the classroom because it shows us how to pretend. Our students probably know on some level that we would rather be across the street sipping a cup of Starbucks coffee than caged up with 24 **paste-faced** first years who count on our joyous enthusiasm and enlivening wit to be the cup of Starbucks that will get them ready for their 9:10 class. But they will forgive our chicanery, even if they suspect that we are faking our joy. They will know it by the second day, however, if we don't really want to be good teachers, and they will have trouble forgiving us for that. Wanting-really, truly, honestly wanting-to be a good teacher is being **already more than halfway home**.



### Translation

好的老師總是不斷嘗試，並且也讓學生知道他們的努力，就像我們會尊重那些並不是每件事情都成功但總是真心努力的學生們一樣，這也是為什麼即使我們沒有做到預期的那麼好，他們也依然會尊重我們。同理可證，如同我們會盡全力幫助那些真的想要達成目標的學生們，只要他們察覺到我們是真心想要在教學上有所成就，他們也會幫助我們成為一個好老師。不過還是有些事情老師是可以假裝的，有些事情老師必須要假裝。舉例來說，我們必須表現出除了在教室裡面跟他們討論逗號併接句跟連續句之間的不同外，我們實在想不到在星期五的早上八點十分有什麼更好的地方可以去。戲劇課程對課前準備是非常有用的，因為這教導了我們如何偽裝，學生們可能還是多少知道我

們寧願在對街享用星巴克勝過跟24個面無表情的一年級生囚禁在一起，一邊期待我們的熱情活力和機智風趣成讓他們做好上下一堂課的備的助力，即使察覺到我們假裝出來的喜悅，他們還是會原諒我們的欺瞞；但是要是我們不是真心要當一個好老師，他們第二天就會知道並且為原諒我們而感到苦惱。衷心、確實、真誠地想要成為一個好老師是不能半途而廢的。

## (2) Good Teachers Take Risks 好老師願意冒險

They set themselves impossible goals, and then scramble to achieve them. If what they want to do is not quite the way it is usually done, they will risk doing it anyhow. Students like it when we take risks. One of my own favorite courses was a first-year writing course in which I ordered no writing textbook for the course. On the first day I announced, instead, that my students and I were going to spend a semester writing a short textbook on writing. It was, I said, to be an entirely upside-down course in which the students would write lots of essays, decide as a group which ones were best, and then try to determine in discussion what qualities the good ones had in common. Whenever we hit upon a principle that the good essays seemed to embody and that the weak papers did not, we would write it down. Then we eventually worked our discovered principles into a little textbook that the students could take home with them. It was a risky course. It was built on a crazy notion that first-year college students in a required writing course could, first of all, tell good writing from less-good writing, and, second, that they could articulate the principles that made the good essays better. My students knew I was taking a risk in setting the course up that way, but because they knew that my risk was based on my own faith and trust in them, they wanted me—they wanted us—to succeed.



### Translation

他們為自己設立非常艱難的目標並且極力去完成，如果他們想要做的是普遍說來沒有人採用的方法，他們還是會冒一切風險去執行，而學生們喜歡冒險。我最個人喜歡的一堂課是一年級的寫作課程，在這堂課我沒有指定教材，相反的，學生們和我將花整個學期的時間寫出一小本關於寫作的教科書，這完全是一個次序顛倒的課程，學生們將要寫很多的作文，經由小組討論決定哪一些是最好的，並且找出優質作文中共同擁有的特質。我們總是將那些出現在優質文章中但是在架構鬆散的文章中不具備的原則記錄下來，最後編訂成一本學生們可以帶回家的小書。這是一堂非常冒險的課程，這在大一的必修寫作課中完全是一次瘋狂的嘗試，首先，用糟糕的寫作談論何為好的寫作，然

後接下來他們將更可以清楚地表達那些可以使文章更進步的原則。我的學生們都知道建立這樣的課程完全是在冒險，但是由於他們知道我這麼做是基於我對自己的信心和對他們的信任，他們希望我——他們希望我們——一起成功。

We teachers have something called academic freedom. Too many of us interpret that to mean the freedom from firing. I suggest that we should interpret it rather as the freedom to take chances in the classroom. I love taking risks. It keeps some excitement in what is, after all, a pretty placid profession. I like to try things that can fail. If there is no chance of failure, then success is meaningless. It is usually easy enough to get permission to take risks, because administrators usually like it when teachers organize interesting and unusual activities. **For some risky activities it may be best not to ask permission, partly because the risks that good teachers take are not really all that risky,** and partly because it is, after all, easier to get forgiveness than to get permission. Teachers who regularly take risks usually succeed, and the more they succeed the more they are permitted—even expected—to take risks the next time. Taking risks gives teachers a high that is healthy for them and their students. It makes good teaching, good learning.



### Translation

我們老師有一種東西叫做「學術自由」，不過太多人將它解讀為當人的自由，至於我呢，則是覺得應該將它解讀為在課堂上冒險一搏的自由。我愛冒險，畢竟對一個如此平靜溫和的職業來說，冒險保留了大部分的樂趣，我喜歡嘗試任何可能會失敗的事，畢竟如果沒有失敗的機會，那麼成功也就還無意義可言，通常得到冒險的允許是很容易的，因為行政人員通常也喜歡老師們安排有趣又特別的活動，不過有時候有些具風險性的活動最好還是不要請求許可，部分原因是因為這些好老師承擔的風險並不是那麼的危險，另外一部份則是因為畢竟倒頭來，得到原諒比得到許可來的簡單的多。經常冒險的老師也比較常成功，越多的成功就越容易得到下次冒險的許可——甚至是期待。老師從冒險中得到喜悅，這對老師和他的學生們都是有益健康的，也造就了良好的教學互動。

### (3) Good Teachers Have a Positive Attitude

#### 好老師有著正面的態度

I don't much like being around people who are cynical about their work, who complain about students or student writing or student-athletes or fellow teachers or administrators or trustees or teaching loads or salaries. I occasionally succumb to

cynicism myself, but I find that I don't much like myself when I am waxing cynical, and I try to unwax myself. I like humor, but not when it is directed against others. I distrust whiners who put themselves into the role of victims. "How can we do anything with the students the admissions office is sending us these days?" "My goodness, I've never had such a hopeless set of students." "Don't the high schools teach them anything anymore?" "How do they expect us to teach these kids at 8 a.m.? All they do is sleep after partying all night." "This profession surely isn't what it used to be. Why, I remember" Casting ourselves in victims' roles gets us off the hook, but we teachers ought to enjoy being on the hook. We ought to enjoy, not eternally complain about, the challenges students give us. Why do we think we deserve smart, self-motivated, hard-working, wide-awake students-students who do not really need to be taught? Why do we think we deserve not to be challenged? I do not always succeed in being positive about my students or my job, but when I feel the need to scratch my cynical itch, I remind myself that the teachers I admire the more are sometimes frustrated, usually underpaid, always overworked, but rarely cynical or negative, and then almost never about students.



### Translation

我並不是很喜歡跟那些總是對他們的工作發牢騷的人相處，抱怨學生或他們的寫作或學運動員或同事或行政人員或董事會教學的負荷量或薪水，有時候我會屈從的嘲諷我自己，但是我很快就發現我不是很喜歡自己說話變的冷嘲熱諷，而且我試圖擺脫這個習慣。我喜歡幽默，但不是在針對別人的情況下，我不相信那些總是將自己當成受害者的悲觀主義者，「我們能拿這些日子以來招生處許可入學的學生怎麼辦？」「天啊！我從來沒有帶過這麼沒希望的學生」「難道高中只教了他們這麼一丁點東西嗎？」「他們怎麼能夠期待我們在早上八點開課？他們會做的也就不過是在徹夜狂歡後倒頭大睡罷了。」「（學生）這個職業絕對不是它從前那個樣子，怎麼說呢？我”之後的動詞怎麼會加s！」擔任受害者的角色是逃避困境的好方法，但是老師應該要做的是樂在其中，我們應該要享受這些學生給我們的挑戰而不是一味的抱怨，我們憑什麼覺得我們值得擁有那些聰明、自動自發、孜孜不倦、頭腦清醒，資優到其實根本不需要被教導的學生？為什麼我們自認不該受到挑戰？我並不是一直都成功的對我的學生和工作保持樂觀，但是當我又開始想要發牢騷的時候，我就會提醒我自己那些我很景仰的老師們有時候也會失意、薪水通常都過低而且總是超量工作，但是他們很少表現的憤世嫉俗或是消極，即使有，也幾乎不會跟他們的學生有關。

#### **(4) Good Teachers Never Have Enough Time**

好老師從來沒有足夠的時間

Just about all of the good teachers I have known are eternally busy. They work

80-100 hour weeks, including both Saturdays and Sundays. Their spouses and families complain, with good reason, that they rarely see them. The reward for all this busy-ness is more busy-ness. The good teachers draw the most students, get the most requests for letters of recommendation, work most diligently at grading papers, give the most office hours and are most frequently visited during those office hours, are most in demand for committee work, work hardest at class preparations, work hardest at learning their students' names, take the time to give students counsel in areas that have nothing to do with specific courses, are most involved in professional activities off campus.



### Translation

所有我認識的好老師永遠都很忙，他們一週工作80到100個小時，其中也包括假日。合情合理地，他們的伴侶和家庭抱怨幾乎見不到他們，而這些忙碌所帶來的回報只有更多的忙碌：好老師們擁有最多的學生，得到最多撰寫推薦信的請求，最辛勤地為作業評分，提供最多的辦公時間而且在這段時間之內有最頻繁的拜訪率，在委員會的運作中最被需要，花最多的心思在課前準備上，最努力的記起所有學生的名字，花時間給學生跟具體課程完全沒有關係的建議，而且最常參與學校事務。

For good teachers the day is never done. While it does not follow that any teacher who keeps busy is a good teacher, the good teachers I know rarely have time to relax. The good teachers I know find that they are as busy teaching two courses as teaching three. They know that they do a much better job with the two courses than the three because they give more time to the individual students, but they also know that for a responsible teacher the work of good teaching expands to fill every moment they can give to it. They might well complain about how busy they are, but they rarely complain, partly because they don't want to take the time to, partly because they don't like whining. Actually, they seem rather to like being busy. To put it more accurately, they like helping students singular and plural-and have not found many workable shortcuts to doing so.



### Translation

對好老師來說事務從來沒有做完的時候，雖然並不是說任何忙碌的老師都是好老師，但是我認識的好老師們幾乎沒有可以放鬆的時間。我所知道的好老師們教兩種課程和教三種一樣忙碌，他們知道自己只教兩種課程時可以做的更好，因為他們可以為每一個學生付出更多時間，同時他們也知道，作為一個負責任的老師，良好教學的工作是會填滿所有他們可付出的時間的，他們大可抱怨他們有多麼忙碌，但是他們幾乎不這麼做，一部分是因為他們不想要把時間花在抱怨上面，而另一部分是因為他們不喜歡發牢騷，事實上，他們看起來寧願喜歡忙碌，更精確一點來說，他們喜歡幫助學生，

而到目前為止還沒有發現任何可以完成這件事的捷徑。

## (5) Good Teachers Think of Teaching as a Form of Parenting

### 好的老師把教育視為父母對孩子的養育

No one likes to think of college teaching as in loco parentis, but the best teachers I know seem to find that their best teaching feels a lot like parenting. By that they do not mean that as teachers they set curfews or lock the dorms up at 11 p.m. or take away television privileges for students who get below a C or confiscate X-rated videos or Jack Daniels. It does not mean that they offer sex education (though they will, if a student trusts them enough to ask), and it does not mean that they offer spiritual instruction (unless a student asks them to). But good teachers seem to find that the caring that goes into their teaching feels a lot like the caring that goes into parenting. It means knowing when to stand firm on a deadline or a standard of excellence, and when to bend or apologize. It means knowing when to give students someone to talk with, when to be the rock that students can test themselves by trying to move out of the way, when to protect students from the ugly evils of the world, and when to let them face those evils in all of their ugliness. It means knowing the difference between soft caring and tough caring. It means recognizing that students are adults, sort of, but children, sort of.



### Translation

沒有人希望大學教育成為代理父母的一種形式，但是我所認識最好的老師們發現似乎最好的教學方法跟父母的養育非常相像，他們的意思並不是說設立宵禁、在晚上十一點將宿舍上鎖、剝奪不及格學生看電視的權利、沒收限制級或Jack Daniel的錄影帶，這不表示他們會提供性教育（雖然如果學生相信老師們有資格可以問，他們還是會教），也不表示他們會提供心靈指導（除非學生要求），好老師們發現似乎附帶在教學中的管教跟父母的管教有很大的相同點，這代表了解什麼時候應該要對最後期限或是優秀的標準採取堅定的立場，什麼時候又應該要放低身段或道歉；什麼時候該讓學生有個人可以傾訴，什麼時候又要成為路上的一顆巨石來考驗他們；什麼時候要保護學生遠離世界上的醜陋邪惡，什麼時候又該讓他們面對所有罪惡的醜陋面；這也代表知悉柔性管教和嚴厲管教之間的差別，了解學生們可以說是大人了，不過一方面來說也是小孩。

Looking back, I know that as a student I found several father and mother figures among my teachers. And now, at a time in my life when all four of my own children are in graduate school, I know that they are finding replacement parents out there, teachers who are continuing and in some ways correcting the job my wife and I did as



parents. But mostly I know that I feel especially comfortable with college students these days. Having just come away from years of parenting young people very much like the ones I see in my classrooms, I feel that I know them, their insecurities, their problems, their capacities. I feel that I have a reasonably sure instinct about when to stand firm and when to bend, when to be someone to talk with and when to say "Well, see you in class tomorrow" and when to say "Got time for a coffee?" Actually, it feels a lot like love.



### Translation

回想以前，我發現在學生時期的老師中有不少含有父親和母親的形象，而現在，我的四個孩子都進入研究所了，我知道他們在尋找替代的父母，那些執行著我和我太太身為父母的責任，在某種程度上不斷糾正他們的老師，不過這些日子以來我發現對於跟大學生相處我感到更加的自在，剛結束照料這些跟我班上的學生很像的年輕人，我感覺我了解他們，他們的不安全感、他們的問題、他們的能力，我感覺到我有一種合理而且肯定的直覺可以辨認出什麼時候該嚴格，什麼時候又該低姿態；什麼時候當一個傾訴的對象，什麼時候該說「我們明天課堂上見」又什麼時候該說「一起喝杯咖啡談談吧」，說真的，感覺上真像在談戀愛。

## (6) Good Teachers Try to Give Students Confidence

好老師會努力為學生建造信心

I have come to the conclusion that **the specific subject matter I teach is less important for itself than for what students learn by learning it.** My Chaucer students can for the most part get along in life just fine without knowing much about Chaucer's language or the Canterbury Tales or why the low-class Miller feels free enough to tell a raunchy tale in reply to the tale of the high-class Knight. My Chaucer students cannot get along, however, without the confidence they gain by mastering a new language, learning to understand what social classes were in Chaucer's time, and why a miller would, in the carnival atmosphere of pilgrimage, feel enough courage to joust verbally with a knight. When students write papers, it is far less important that they say something worth reading about the Wife of Bath's fifth husband than that they develop the confidence to know that, when they really do have something important to say, they will be able to say it clearly, forcefully, and with a proper marshaling of evidence.



### Translation

我得到一個結論：重點不是內容本身，而是學生從其中學到了什麼；我那些研讀喬叟(Chaucer)的學生們其實不需要了解太多喬叟的語言，或坎特伯雷故事集(the Canterbury Tales)，或是為什麼低階級的磨坊

工人對於用下流故事回應高階級的騎士感到很自在，在生活中的大部分他們依然可以過的很不錯，然而在沒有比如說因為精通一個新的語言，了解在喬叟的時代何謂社會階級，或是為什麼一個磨坊工人在充滿狂歡氣氛的朝聖之旅中有如此的勇氣和騎士公開辯論而得到的自信心的情況下這些無法達成。當學生寫作的時候，重點不是他們對Bath的第五任老公能夠寫出什麼值得讀的東西，而是增強他們對於認知的自信，這樣當他們真的有什麼重點要提出的時候，就可以經由適當編排清楚並且有說服力的傳達他們的訊息。

已註解 [g1]: 出自喬叟的 *The Wife of Bath's Tale*

Allen, one of my best students in 1995, did well on tests and papers, but refused to speak in class. In a conference I asked him why, since he was doing so well, he would not contribute to the classroom discussion. "I guess it kind of scares me," he replied, "with all of those really smart students in there saying intelligent things. I learn more if I just listen." I understood, of course, because I gave similar excuses when I was an undergraduate. Like Allen, I counted on hard work and good test and paper grades to pull me through, but I never talked in class. I told Allen he was as smart and as articulate as anyone in the class, and I hoped he would feel comfortable sharing his ideas with the rest of us. I told him that the most of those other students looked and sounded smart in part because I tried always to find something in what they said to praise, because I had tried to develop a knack for creatively rephrasing what they said so they sounded smart, and that if necessary I would do the same for his comments. Shortly after that, he did, once, offer a comment in class, and I said something encouraging about it. But then he clammed up again for the rest of the semester.



### Translation

Allen是我1995年時最好的學生之一，他在測驗和研究報告上都做的非常好，但是卻拒絕在課堂上演講，我在一個研討會上問他為什麼即使他表現的這麼好，他也不願意在課堂討論上發表意見，「我想這有點嚇到我了」他說，「跟這些聰明的學生一起談論高程度的事情，我想靜靜聆聽能讓我學的更多。」當然我很了解他的想法，因為在我還是個大學生時也是用相似的藉口，跟Allen一樣，我仰賴努力和測驗跟報告的好成績來讓我渡過難關，但是我在課堂上從來不講話。我告訴Allen他和班上所有其他人一樣的聰明和善於表達，並且希望他能夠自在的跟其他人分享他的想法，我也告訴他，那些學生之所以感覺起來很聰明部分是因為我總是在他們的言論中找出可以讚美的部分，而我正在嘗試一個的訣竅就是具創造性的抽換辭面，這讓他們聽起來很聰明，而且如果有需要的話，我也可以對他的評論做相同的回覆。不久後，他嘗試過提供評論一次，而我也說了些鼓勵他的話，不過在接在下來整個學期他還是依然保持沉默。

About a week after the last class, Allen came in and asked if I would write letters of recommendation for him for his applications to law school. I said I would, of course, but when I found out about his desire to be a lawyer, I knew I should have pressed him even harder to be more aggressive in class. How much of a future is there, after

all, for a smart lawyer who does well on tests but is afraid to speak his mind in front of others? Allen will do all right, of course, and he will gain the confidence he needs to succeed in his profession, but I wish I had pushed him harder while I had the chance to force him to feel the confidence he has every right to feel. I think I should have tried harder to knock him off balance.



大約是最後一堂課的一個星期後，Allen來問我是否可以為他申請法律學校寫一封推薦信，我欣然同意——不過只在我發現他有想要成為律師的強烈渴望的情況下。我知道我應該要給他更多壓力讓他在班上更具侵略性，畢竟對一個考試成績非常好但是卻不敢在其他人面前提出意見的律師來說，根本沒有未來可言。毫無疑問地Allen會做的很好，他在這行業中所需要的自信也會逐漸增加，不過我真希望當初可以多鞭策他一些，在我還有機會的時候試著打亂他的平衡強迫他去體會他完全有權利體會的自信。

## (7) Good Teachers Try to Keep Students-And Themselves-Off Balance

好老師試著讓他們和學生保持在不平衡狀態

I have learned that when I am comfortable, complacent, and sure of myself I am not learning anything. The only time I learn something is when my comfort, my complacency, and my self-assurance are threatened. Part of my own strategy for getting through life, then, has been to keep myself, as much as possible, off balance. I loved being a student, but being a student meant walking into jungles where I was not sure my compass worked and didn't know where the trails might lead or where the tigers lurked. I grew to like that temporary danger. I try to inject some danger into my own courses, if only to keep myself off balance. When I feel comfortable with a course and can predict how it will come out, I get bored; and when I get bored, I am boring. I try, then, to do all I can to keep myself learning more. I do that in part by putting myself in threatening situations.



我發現在安逸、滿足並且充滿自信的狀況下，我什麼都學不到，只有在以上情況受到威脅的時候，我才會學到一些東西，一部份原因是因為我對我人生的規劃是盡可能的保持在不平衡的狀態。我很喜歡當學生，但是當學生的意思就像是你在不確定羅盤是否運作正常的情況下就走進叢林，然後無法判斷哪條路徑會通往哪裡或是有老虎潛伏，我其實還滿喜歡這種短暫的危險，而且如果我只是想要讓自己失去平衡，我就會添加一些風險到我的課程中，當我對一個課程很放心到可以預測結果會是什麼樣子，我就開

始覺得很無趣，而當我覺得無趣時，就會開始也使別人感到乏味，所以後來我就開始嘗試任何可以讓我持續學習的方法，而其中一部份就是讓我自己處在充滿威脅的環境裡。

A couple of decades ago, I developed a new teaching area-an area I had never had a course in when I was a student: Native American literature. It would have been more comfortable for me to continue with the old stuff I knew, but part of what I knew is that I detest stagnation. I rashly offered the department's curriculum committee a new course. When they rashly accepted it, I was off balance, challenged by a new task in a new area. I now teach and publish in Native American literature regularly.



幾十年前我發展出了一個在我學生時代完全沒有的教學領域：本土美國文學。繼續使用原本的資料是會讓我過的很輕鬆沒錯，但是我所知道的一部分是：我厭惡停滯。我倉促的向系上的課程委員會提出新的課程，當他們也倉促的接受了這個提案，我就完全陷入了不平衡的狀態—挑戰全新領域的全新任務，而現在我則是規律地教導和出版本土美國文學相關的範疇。

In 1988 I began to feel that I was growing complacent teaching the privileged students I have always taught at Lehigh University-mostly the children of upper middle class white families. It was getting too comfortable, too predictable. I applied for a Fulbright grant to teach for a year in the People's Republic of China. When the appointment came through, I was scared, but I signed the papers and not long after went with my wife and four teenaged children to Chengdu in Sichuan Province to take up the teaching of writing and American literature to Chinese graduate students. I have never felt so unbalanced in my life-teaching students who could just barely understand me, even when I was not talking "too fast." It was a challenge to teach such students to read the literature of a nation most of them had been taught to hate and to write papers in a language that was alien to them. And that was only part of the unbalance. The rest was riding my bicycle through streets the names of which I could not read, eating with chopsticks food that was almost always unrecognizable and often **untranslatable** because nothing quite like it grew in my native land. Never have I felt so unbalanced for so long a time, but never have I learned so much in so short a time.



1998年起我開始感到自滿，因為我在理海(Lehigh)大學所帶的那些特權學生幾乎都是生活中上階層的家庭，一切變的太過於輕鬆簡單，後來我申請富爾布萊特獎助金去大陸教一年書，當任命下來的時候，雖然有點害怕，我還是簽字同意，並且不久之後就帶著我的妻子和四個小孩到四川省的成都準備教當地

的研究生寫作和美國文學，我在教學生涯中從來沒有這麼失衡過，即使我沒有講的太快，他們能理解的依然不多，教導這些被教育厭惡文學的學生們閱讀文學和要求他們用陌生的語言撰寫報告對我來說實在是一大挑戰，而這些只是失衡其中的一小部分，剩下的是騎著腳踏車穿梭在我無法讀出名字的大街小巷，用筷子吃飯而且幾乎無法辨認或轉移任何東西因為實在是跟我生長的环境太不同了，我從來不曾失衡這麼長一段時間，卻也不曾在這麼短的時間中學到這麼多東西。

I have noticed that good teachers try to keep their students off balance, forcing them to step into challenges that they are not at all sure they can handle. Good teachers push and challenge their students, jerking them into places where they feel uncomfortable, where they don't know enough, where they cannot slide by on past knowledge or techniques. Good teachers, as soon as their students have mastered something, push their best students well past the edge of their comfort zone, striving to make them uncomfortable, to challenge their confidence so they can earn a new confidence.



### Translation

我開始發現好的老師們會試著讓他們學生保持在不平衡的狀態，強迫他們接受不是完全有把握自己可以處理好的挑戰，好的老師會鼓勵和挑戰他們的學生，讓他們陷入他們認知不足並且不能只靠過去的經驗和技巧來解決問題的環境裡；好的老師會在他們的學生終於精通某樣東西時立刻又讓他們越過安全範圍的邊界，盡一切努力讓他們不輕鬆安逸，挑戰他們的自信以讓他們獲得新的自信。

## 8. Good Teachers Try to Motivate Students by Working Within Their Incentive System

Most undergraduate students of my generation—at least the ones at Earlham College, where I took my bachelor's degree—were eager to serve their fellow humans. Most of the undergraduates I encounter these days, on the other hand, are eager to make a lot of money. Some humanities teachers complain about the crassness of these students. Others try to figure out ways to use their students' desire for financial security to motivate them. They point out that many business executives were liberal arts majors in college, and that while a good liberal arts background does not always help college graduates get their first jobs in business and industry, once they have that first job they tend to advance more rapidly than graduates with more narrowly

technical degrees. They point out that liberal arts graduates know how to **synthesize things**, how to explain things to others, how to persuade others to their point of view, how to understand the **people who many any business work**. In English departments, I sometimes point out, we teach students all sorts of money-making skills, like reading and analysis, speaking and writing, picking up ideas quickly, critical thinking, psychology, pedagogy, pattern-finding, drawing conclusions from evidence, persuasion, and so on. We also encourage students to think about why they are on earth, about **where they are going**, about what some of the greatest thinkers and most creative writers in the past have said about the meaning of human existence, about what is most worth doing in life, and about how wealthy people might best spend their hard-earned money. Good teachers do not complain about how crass the students are these days. They try to understand **what makes students tick these days, and then they build on that knowledge to make them tick**.



### Translation

在我這一代大部分的學生—至少那一些在我得到學士學位的厄勒姆學院(Earham college)的學生們—都很渴望對他們的同儕做出貢獻，不過我現今所遇到的大學生呢，大部分都只是渴望賺很多很多錢，有些人文學科的老師們跟我抱怨這些學生的庸俗，其他老師則是試著讓他們對金錢保障的渴望成為學習動機，他們指出很多公司的領導階層在大學時都是鑽研文科系，雖然文組的背景對得到第一份工商業界的工作不是很有利，但是一旦得到工作，他們通常進步的比那些只有狹隘思想的理學院學生要快的多，文組的學生們知道如何合併想法，如何向他人解釋東西，如何就自己的觀點說服別人，還有如何了解商務工作的人；在英語系中，有時候我會指出，我們其實交給了學生所有賺錢的技巧，比方說閱讀和分析、談話和寫作、迅速找出概念、批判性思考、心理學、教育學、辨認模式、從證據中得到結論、說服的技巧等等，我們也鼓勵學生思考他們存在於地球上的意義，關於他們的目的地，關於那些過去的偉大思想家和創造力豐富的作家們曾提出的人類生存的意義，以及那些富豪是如何將他們努力掙來的每一分錢做最好的使用。好的老師不會抱怨他們的學生有多庸俗，而是試著了解是什麼讓他們充滿動力，然後再為他們建立起前進的知識力。

## (9) Good Teachers Do Not Trust Student Evaluations

### 好老師不信任學生對他們的評價

Neither do bad teachers. But there is a difference in their reasons for distrusting them. I have noticed that good teachers, when they get really good evaluations, don't quite believe them. They focus instead on the one or two erratic evaluations that say

something bad about them. They good teachers tend to trust only the negative evaluations: "I wonder what I did wrong. I suppose I went too fast, or perhaps I should have scheduled in another required conference after that second test. I wish I could apologize to them, or at least find out more about what I did wrong." The not-so-good teachers also do not trust student evaluations, but they distrust them for difference reasons. They tend to trust the positive evaluations but not the negative ones: "Those good evaluations are proof that I succeeded, that my methods and pace were just about right for these students. The others just fell behind because they were lazy, because they never bothered to read the book or study for the exams. Naturally they did not like my course because they put nothing into it. Besides, how can students judge good teaching, and anyhow, what do they know? Anyone can get good student evaluations by lowering their standards, being popular, and by pandering to the masses." Good teachers tend to discount the positive evaluations, however numerous they may be; less-good teachers tend to discount the negative evaluations, however numerous they may be.



### Translation

就算是比較差的老師也不會這麼做，不過他們不相信學生的原因是不一樣的，我注意到當好老師得到很好的評價的時候，並不會完全相信，反而比較關注並且相信那一兩個不尋常的負面評價，「我很好奇是哪裡出了問題，我想我可能教的太快了，或是在第二次測驗後我應該排定一個討論會。我希望我可以向他們道歉，或是至少找出做錯的地方。」品質沒有這麼好的老師也一樣不相信學生的評價，但是他們不信任的原因是不同的一他們傾向於相信那些正面評價而不是負面評價，「那些好的評價證明了我是成功的，我的方法和步調很符合那些學生的需求，其他跟不上的人只是因為他們很懶惰，他們從來不花精力在閱讀或是準備考試上面，當然他們會不喜歡我的課因為他們從來沒有為這堂課努力過，另外，學生怎麼可能可以判斷教學的品質，他們懂什麼？任何人都可以藉由降低標準、增加人氣或是迎合大眾而得到很好的學生評價。」不論正面評價有多多，好的老師傾向於不完全採信它們；而較差的老師則是傾向於低估負面評價—不論它們的數量有多龐大。

## (10) Good Teachers Listen to Their Students

### 好老師會

Shortly after I read Professor Levi's statement that no one has ever defined what makes am good teacher, I asked the students in my undergraduate Chaucer course at Baylor University (where I was a visiting professor during 1995-96), to write a

sentence or two about what, in their own experience, makes a good teacher. The responses ranged widely, but I sorted through the pieces of paper on which they wrote them and put them in different piles. Then I combined the piles into ones that seemed to be generically related. Then I combined the piles into ones that seemed to be generically related. Three quarters of their responses fell into two piles. The first of those I call the "A" pile, the second I call the "E" pile.

In the "A" pile I found words like "accessible," "available," and "approachable." Here are some of the sentences they wrote in response to my question, "What makes a good teacher?" I have edited them slightly, mostly to put them into more parallel constructions:



李維(Levi)教授認為到目前為止還沒有人定義出來是什麼造就了一個好老師，在我讀完這篇文章後不久，我便請我在貝勒大學(Baylor University)(我於1995-96年在此任教)中選修喬叟課程的學生們依他們的經驗寫一兩句關於造就好老師的原因，答覆的範圍很廣，不過我稍微分類了一下，然後再把一些看起來有關聯性的放在一起，結果是全部回覆中四分之三最後變成兩堆，第一堆我稱為A落，而第二堆則是E落。

在A落中我找到一些像是「親近的」、「找得到的」或是「可接近的」這類的辭彙，以下是一些學生們對於我的問題：「是什麼造就了一個好老師」所做出的回覆，我有稍微的整理了一下，大部分都是將它們放入相應的結構中：

Good teachers:

- ∞ are available to assist students with questions on the subject, and they show concern.
- ∞ do not have a lofty, standoffish attitude.
- ∞ can interact with a student on an individual basis.
- ∞ want to know each individual student.
- give time, effort, and attention to their students.
- ∞ are personable, on your side.
- ∞ are willing to be a friend to students.
- ∞ are actually interested in the students.
- ∞ are actively involved with their students.
- ∞ are first friends, then educators. The friend encourages, supports, and understands;  
the educator teaches, challenges, and spurs the student on.





好老師：

- 願意協助學生對於該學科的問題，並且表示出關心
- 沒有傲慢冷漠的態度
- 願意以個人角度與學生互動
- 想要認識每一個學生
- 對他們學生付出時間、努力和關心
- 在你看來，品貌兼優
- 樂意當學生的朋友
- 真正的關心學生
- 真正的對學生投入
- 先成為朋友，然後才是老師：朋友會鼓勵、支持並且理解你；老師會教導、挑戰並且加速學生的進步。

In the "E" pile I found words like "enthusiastic," "energetic," "excited":

Good teachers:

- ∞ love what they teach and convey that love to the class.
- have both an enthusiasm for and an encyclopedic knowledge of the subject.
- ∞ have such an obvious enthusiasm for what they do that it is contagious and Their students pick up on it.
- ∞ have a desire to learn, and for others to learn, all of the exciting things they have learned.
- ∞ are obviously excited about teaching. When a teacher enjoys teaching, it is usually obvious, and that enjoyment is passed on to the students. The classes I've had with teachers who loved the subject they were teaching are the ones I've enjoyed the most, and the ones I've been the most eager to learn in. A teacher who isn't enthusiastic can ruin even the most fascinating of subjects.



而在E落中找到一些用詞像是「滿腔熱忱的」、「有活力的」和「興奮的」

- 愛他們所教並且將這份愛傳達給全班
- 對於該學科有熱忱和淵博的知識

- 對於他們所做的事有顯而易見的熱忱，這很具有傳染力而且他們的學生將會注意到這點
- 有學習的渴望，並且也希望將他們學過的那些令人興奮的事教給其他人。
- 很明顯地對教學有很大的興趣，當一個老師享受教學的時候，通常這是很顯而易見的，而這份樂趣也會傳遞到學生身上；我最喜歡的那一堂課正是那個老師熱愛他教的科目，而那也是有史以來我最渴望學習的一堂課，沒有熱忱的老師即使教的是極吸引人的題材也會毀了它。

These students are English majors at a Christian university in Texas. Their answers might well not ring as true for computer science majors at MIT in Massachusetts. The point is not that all good teachers must be available to their students and enthusiastic about what they teach-though that is surely not bad advice for anyone aspiring to be a good teacher. The point is that good teachers listen to what their students try to tell them about what makes a good teacher.



### Translation

這些學生在德州的基督教學校(Christian University)是主修英語，他們的答案可能感覺不如在麻薩諸塞州(Massachusetts)麻省理工學院(MIT)的學生來的真實，雖然這些對想要成為好老師的人來說的確不是什麼不好的建議，但重點並不是所有的好老師都必須為他們的學生保留有空的時間或是對他們所教的東西具有熱誠，而是應該要願意聆聽學生們試著告訴如何他們成為好老師的關鍵。

Hey, I've done it! Good teachers are those who want to be good teachers, who take risks, who have a positive attitude, who never have enough time, who think of teaching as a form of parenting, who try to give students confidence at the same time that they push them off balance, who motivate by working within the students' incentive systems, who do not trust student evaluations, and who listen to students. Who says no one has ever defined what makes a good teacher?



### Translation

嘿，我完成了！好老師是那些真心想要成為好老師、願意冒險、有正面的態度、永遠沒有足夠時間、將教育視為養育、試著建立學生的信心又同時促使他們保持在不平衡的狀態、試著用學生學習的動機來激勵他們、不相信學生的評價，還有傾聽學生的那些人，是誰說從來沒有人為好老師下定義？

But wait. The trouble with good teachers is that, finally, they won't be contained in a corral labeled "good teachers." The trouble with exciting teachers is that they are

almost always mavericks, **trotting blithely off into some distant sunset where no one can brand them**. The trouble with inspiring teachers is that they won't stay put long enough to be measured, perhaps because they know that if they did they would be expiring teachers.

Damn."



### Translation

等等，好老師的問題是：他們身上不會有著「好老師」的標籤，那些激發熱忱的老師通常都比較特立獨行，一溜煙的跑到了沒有人可以醜化他們的遙遠國度；而那些激勵人心的老師不會待到你有機會去評價它，或許是因為他們知道如果他們這麼做，就會馬上變成任教期滿的老師。

該死。

Teaching Tips is written by Dan Madigan (The Center for Teaching, Learning and Technology). If you have a teaching tip to share or if you would like to comment on any of the teaching tips, please write to Dan Madigan at [dmadiga@bgsu.edu](mailto:dmadiga@bgsu.edu)



### Translation

《教學妙計》是由丹·麥迪根(Dan Madigan) (教學和科技中心)所撰寫，如果你有任何教學妙計或是你對文章中任何方法有意見，請寫信給丹·麥迪根；[dmadiga@bgsu.edu](mailto:dmadiga@bgsu.edu)