

PREPARING TO TEACH



教學準備

Lecturing and Presenting / 改善授課

William E. Cashin, in his Idea Paper titled, "Improving Lectures," provides several suggestions for effective lecturing and presenting of material. First, the appropriateness of the lecture format is dependent on the goals of the course, and the instructor should evaluate the course aims before determining whether a lecture-style course will most effectively achieve the course goals. The strengths of the lecture are that it "can communicate the intrinsic interest of the subject matter, and it can present the newest developments" (Walker & McKeachie, 1967).



(威廉 E·坎辛(William E. Cashin)在他標題為「改善授課」的 idea paper 中，提供了一些對於教課材料有效率的授課和演講方式的建議；首先，適當的授課形式是依據課程目標而訂，講師也應該在決定哪一種授課風格對達成課程目標最有效用之前，先審慎評估課程目標，授課的強度在於可以「跟目標本身的利益溝通，並且可以展現出最新的發展」(沃克和麥克凱契(Walker & McKeachie),1967))

Other strengths of lecture formats include their ability to restructure information into a unique manner, relevant to the course directions. Lectures are also useful in that they provide a large amount of material to many students at the same time. Finally, they can also be used as examples for how professionals approach an intellectual question.



(其他關於授課形式的強度包含他們對於將外來資訊重組成與課程方向緊密關聯之獨特形式的的能力，在同時向許多學生提供大量素材也是授課時一個有用的方法，最後，他們也可以成為學生對於專業人士如何著手於一個腦力激盪問題的範例。)

The negative aspects of lecturing include the lack of feedback that students receive, the presumption that all students are learning the material at the same pace, and the problem that lectures are not well suited for higher levels of thinking, such as what is involved in synthesis and application. To overcome these hurdles, Cashin offers several recommendations for increasing the effectiveness of lectures:



(關於授課的負面情況包含以下幾點：缺乏給予學生回饋、推定所有學生學習受素材的腳步都一樣快，以及授課並沒有適當的讓學生們可以對課程做更進一步的思考這種問題，就像合成和應用所有的內容一樣。為了跨越這些難關，坎辛 (Cashin) 提供了一些可以提升授課效率的建議。)

- Fit your lecture to your audience, by gathering information about your audience beforehand.
- (為了使你的授課內容適合你的聽眾，在事前先蒐集關於你聽眾的資訊。)
- Prepare an organized outline with 5–9 major points, and decide which minor points you will include. Present this outline at the beginning of class.
- (準備一個有組織性的大綱，上面有五到九個大點，再決定哪些小點是你要加在裡面的。在課堂正式開始之前展示出這個大綱。)
- Present multiple sides to an issue, to make your audience aware of the various viewpoints, or to help strengthen an argument you are making.

- (展現同一個議題的不同面向，以讓你的聽眾注意到這些多元性的觀點，或者是幫助強化你的論點。)
- Repeat the points you are making in two or three different ways, and stress the points you deem most important.
- (用兩到三種不同的方式重複你的重點，並且特別強調哪些你覺得最重要的地方。)
- Look at your audience, include discussions, and solicit questions.
- (不論在討論或是詢問答案時，永遠都要看著你的聽眾。)

Another way to enhance your lectures is with effective blackboard or overhead use. Students' notes are often an exact copy of what appeared on the chalkboard or overhead, with very few additional points or connections. Effective board work highlights and emphasizes the organization required in problem-solving or the evolution of an argument. Remember that even the best students will occasionally lose the thread of a lesson or forget the original objective of a discussion. The chalkboard is their major, and often their only, resource for reentering the lesson. Therefore, be organized, use headings, write clearly, and when solving problems on the board, show each step in a logical sequence. If at the end of a lecture, you can stand back, look at the board, and reconstruct the lecture using what is written, then you are developing good board skills.



(另外一個增強授課效率的方式就是使用黑板或是幻燈片，學生的筆記通常都是一份跟黑板或是幻燈片上完全一模一樣的複製品，鮮少有其他附加的論點或連結，有效用的板書可以突出和強調出解決問題或是論點演變所需要的組織能力，要記得，就算是最好的學生也偶爾會失去方向或忘記某個討論的目標，黑板是他們的總管，而且通常這些筆記只是幫助他們再重新回到課堂上面的的資源，所以，組織完善、使用大標題、書寫清楚，並且在使用黑板解決問題時，要顯現出每一步之間的邏輯性；如果在授課結束時，你可以往後一站，看著黑板，然後用寫在上面的筆記來重新整理整堂課講過的東西，那就表示你的黑板使用技巧(board)正在進步)

Lectures can also serve as a mechanism for encouraging higher levels of thinking in your students. In his book *What's the Use of Lectures?*, Donald A. Bligh addresses how to promote thought using lecture. He recommends the following: Make sure the your lectures encourage application and discovery of the material (see also [Teaching Inductively](#)) as opposed to only serving as a platform for the presentation of material. In this way, students learn how to use the information provided to analyze novel situations. Second, ask questions throughout the lecture, focusing on questions that promote critical thought, not rote memorization (see also [Leading Discussions](#)). In order to assist student thought, provide a visual display of the presented material, include handouts so that students can focus on thought rather than note taking, recommend that students pre-read the material so that lecture is not their first exposure to it, and watch the speed of your lecture. Bligh (2000) found that students performed best with thought-provoking questions when the lecture material was presented at a slow speed, as compared to when the lecture was presented at a faster pace, because a slower pace allows students time to think about the material itself. For more information related to the promotion of critical thinking, see [Active Learning](#).



(授課演講也可以視為一種用來鼓勵你的學生更深層思考的一種方法，在他的書《什麼是授課演講的功用?》中，唐納 A·比利(Donald A. Bligh)提出如何藉由授課演講提升思維，他推薦的方式如下：確定你的授課演講可以促進素材的發現和應用(請同時參閱(連結)教學誘導)，而不只是一個展示素材的平台，以這種方法，學生會學習到如何將現有的資訊用來分析全新的情況；第二，在整個授課演講中詢問問題，專注在那些會提升批判性思維，而不只是死記硬背的問題上(請同時參閱(連結)主導談論)。為了去幫助學生思考，為課成素材提供視覺展示，包括講義，讓學生可以專注在想法而不是抄筆記上面，建議學生做課前閱讀，這樣來上課就不是他們第一次接觸這些素材的時候，並且也可以控制上課的節奏，比利(Bligh)(2000)發現以慢的步調上課的時候，學生們在激發思維的題目上表現得比在快的步調中更為突出，因為較慢的節奏讓學生有時間來思考素材本身的問題，要獲得更多提升批判性思考的資訊，請參閱(連結)活躍學習網站)