【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)

Project Report for MOE Teaching Practice Research Program (Cover Page)

計畫編號/Project Number：PHA1090450

學門專案分類/Division：人文藝術

執行期間/Funding Period：2020/08/01~ 2021/07/31

(計畫名稱/Title of the Project)

CDIO 說故事的能力：整合對話與表達在基礎核心文學課堂的實施與反思

(配合課程名稱/Course Name)

109/1	FLL 2000	英國文學:古典與復興		
109/2	FLL 1860	英國文學：浪漫與現代		

計畫主持人(Principal Investigator)：李麗秋

共同主持人(Co-Principal Investigator)：N/A

執行機構及系所(Institution/Department/Program)：逢甲大學外文系

成果報告公開日期：

□立即公開 ●延後公開(統一於 2023 年 9 月 30 日公開)

繳交報告日期(Report Submission Date)：2021 年 9 月 16 日

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(計畫名稱/Title of the Project)

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一. 報告內文(Content)(至少 3 頁)

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

Storytelling has been proved to be one of many strategies to help English as a foreign language (EFL) learners in a class when students would get up and speak without notes or scripts because they are telling the class a story they already know.　The power of stories has been recognized by teachers and scholars from many different disciplines. The power of stories is that it has an ability to connect with people on an emotional level. Stories also serve as the catalyst for different purposes in everyday life and for readers of every age. For example, David M. Armstrong's *Managing by Storying Around: A New Method of Leadership* (Armstrong, 1992), offers his inspiring stories for readers in the field of management. Even though the teaching of literature in the universities in Taiwan seems to have become much less significant, works of literature provide a kind of blueprint of human society. (Lombardi, 2019) From the epics of Homer to the plays of William Shakespeare, from Jane Austen to Markus Zusak (author of *The Book Thief,* 2007), works of literature give insight and context to all walks of societies in the world. For EFL college learners, it would be a win-win situation if we educators to promote literature courses as chemical agents for storytelling in literature circle to improve students' lack of the abilities in independent thinking, problem solving, and social interactions during their English language learning. Accordingly, the purpose of this study is to examine how college EFL students in Taiwan could be awakened by the "storytelling in CDIO" project, to the joy of reading, searching for personal meaning through group discussions, and eventually telling the stories with confidence.

2. 文獻探討(Literature Review)

Scripted Cooperation

A particular peer learning technique, scripted cooperation (O'Donnell, 1999; Zuber, 1992), will be implemented in the literature discussion. Scripted cooperation, which reflects a cognitive-elaboration perspective is a highly structured peer learning technique. The scripted guides are presented and guided by the course instructor based on the topics and themes from the textbooks or reading materials, The rationale for such a highly structured approach to peer interaction implemented in college EFL literature courses stems in part from the "potential pitfalls inherent in unstructured groups", as O'Donnell (1999, p.179) pinpointed the drawbacks of small group discussions.

Literary Identity to Promote Students' Empathy

Identity is the qualities and attitudes a person or group of people has which will make them different from other people and will identify who they are. Ryan & Anstey (2003) suggested that all readers have an identity which is derived from their life experiences and which provides them with resources as a reader. The readers may draw on different domains of their identity to make meaning (p.11). Cope and Kalantzis (2000) identify these different domains or

identities collectively as Discourse Worlds, and suggest that students draw on two in particular to make meaning, their Life World and their School-Based World. Figure 1 indicates that these worlds overlap and inform one another.
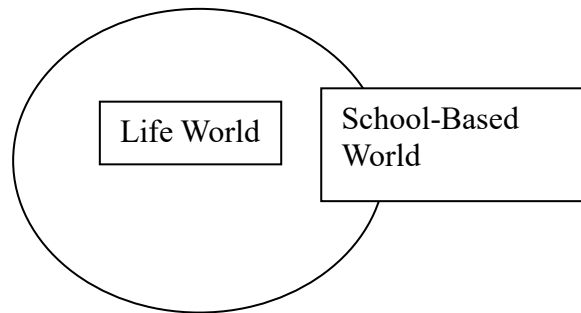

Figure 1. Discourse Worlds in a reader's identity

CDIO is an innovative framework for engineering education. In this study, it is an approach to continuously strengthen knowledge and professional skills required by English major graduates. This approach provides a platform for active and dynamic learning for EFL students.
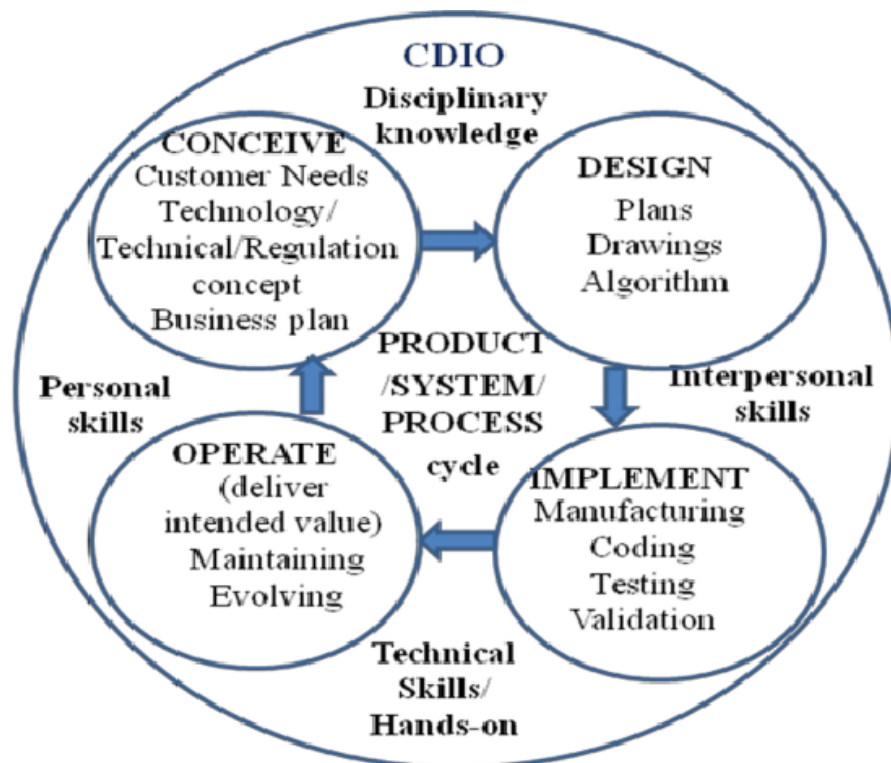

Figure 2. CDIO – Conceive, Design, Implement, Operate
CDIO process Cycle in learning Environment
(Nor Hayati S., 2013)
(source: researchgate.net) knowledge, skills, and attitudes

3. 研究問題(Research Question)

The following two research questions are addressed:

1. How do college students reflect to the storytelling in CDIO from a reader's perspectives?

2. What pedagogical implications does this study have?

4. 研究設計與方法(Research Methodology)

The phenomenological study draws on different qualitative data to explore the pedagogical integration of dialogues and communication into students' storytelling performance with CDIO framework in one core literature course: the teacher/researcher's field notes and observation of students' group discussions, students' notes/writing logs, and one-on-one interviews. This qualitative phenomenological study contains rich and vivid description to elaborate students' experiences.

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

(1) 教學過程與成果

There are five major stages to implement dialogues and communication strategies for EFL learners in this study – text comprehension, inspiration from MOOCs, note-taking strategies, meaningful dialogues, and storytelling in CDIO presentation competition.

The flowchart in Fig. 3 would help us map the CDIO steps that occurred in the activity.

Meeting Agenda

Each group is asked to record their meeting details, including their work distribution and brainstorming process during their discussion, so that their process of C (Conceive) is shown.

Working Distribution

Each group is asked to record their distribution of work so as to make sure that each member is responsible for a part in the project.

Mind Map

Getting information in and out of team members' brains, with a creative and logical means of note-making that literally "maps out" different ideas.

Script and Storyboard

In this project, the students not only need to simply design as their adaptation from what they have learned, they need to provide their own scripts. and take different possibilities into consideration so that each product is unique.

Poster

The poster serves as an tool to make the whole project a more complete production. The students need to also think how to attract the audiences with a poster, and to show the main theme/tone of their work through their poster.

SWOT Analysis

Since this is a group work that requires cooperation, the students are asked to think of not only their strength shown during the project, but also weakness, opportunity and threat they faced in this project.

Group Assessment

The group assessment is required so as everyone can rate and express their opinions toward their members according to everyone's contribution. There is a rule to limit the distribution of rating to prevent unfair point scheme.

Product (E-Book, Board Game, Film, Comics, Teaching Plan)

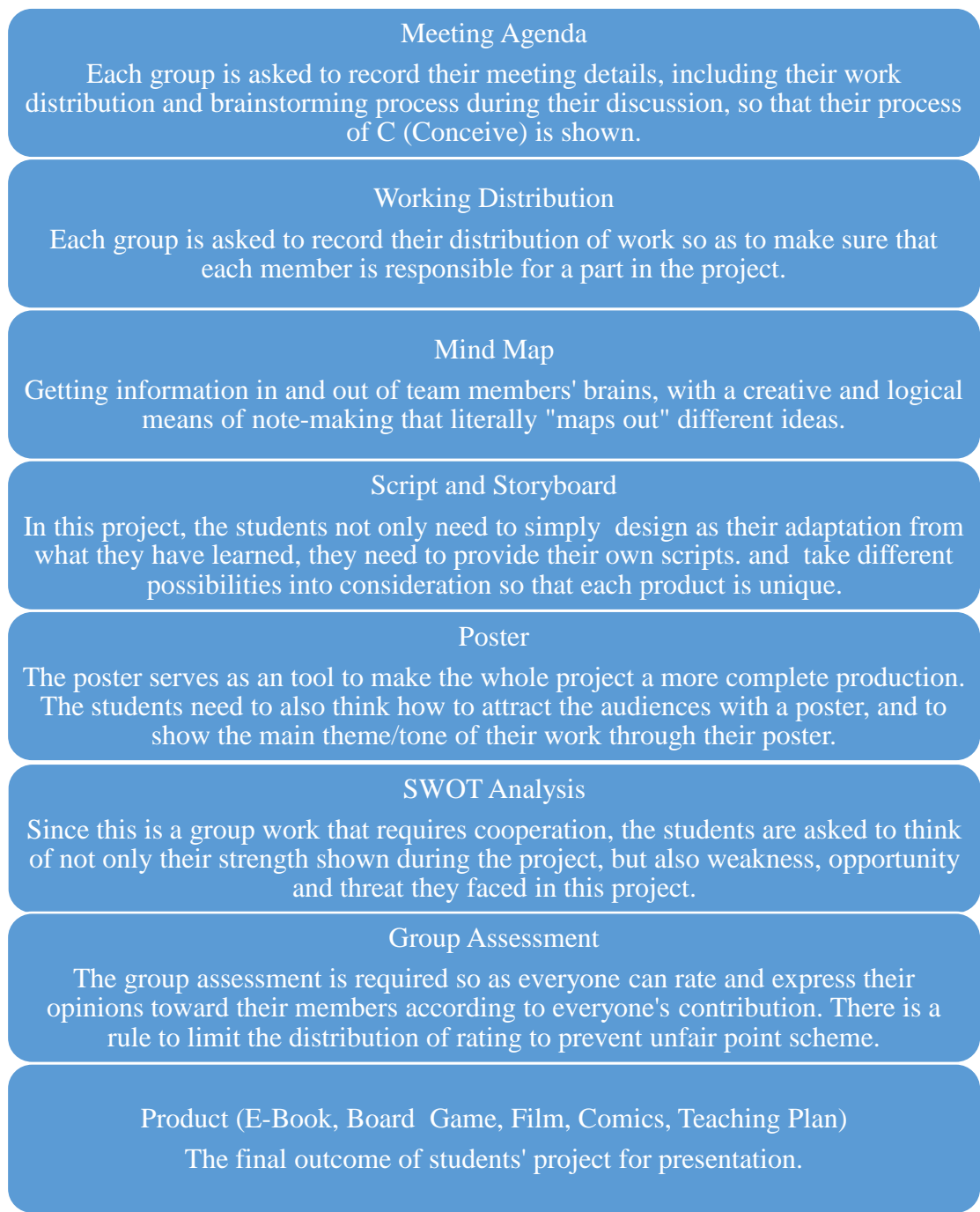The final outcome of students' project for presentation.

Fig. 3. Flowchart Summarizing the CDIO Activity

Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. This storytelling in CDIO project helped students in the following learning modes:
1. Increase students' willingness to communicate thoughts and feelings;
2. Encourage active participation;
3. Increase verbal proficiency in both English and Mandarin;
4. Use CDIO story frames to help students remember the key events;
5. Encourage cooperation between students;
6. Tell the story in his/her own words;
7. Enable students to empathize with unfamiliar people/places/situations;
8. Always remember to regain his/her style as a narrator.

Data Collection

- For a data source triangulation (Stake, 1995), various data would be gathered during the entire research process --
- the researcher's observation and field notes;
- the teaching assistant would keep a weekly teaching journal entries for interactions and conversations among students themselves or among students and instructor, and collect students' notes/writing logs;
- to ensure sufficient experience with different literary works, credibility of the participants' responses to the interview questions, and honesty and trust between participants and the researcher, the researcher would conduct the one-on-one interviews from the 14th week to the 16th week in the fall and spring semesters.

Data Analysis

- The researcher would make good use of Nvivo 7.0, a software designed to help researchers organize, analyze and find insights in unstructured or qualitative data for the data analysis process.
- From the researcher's previous experience, Nvivo can help researchers make sense of the data, and can be used to ease the process of organizing, storing, retrieving , and analyzing qualitative data in the research project.
  For example, through coding, unstructured data can be coded at multiple "nodes", and we may move free nodes into "trees" where appropriate. And then organize trees based on the conceptual relationships in order to find themes through thematic coding．

(2) 教師教學反思

　　The following are several core reflective notions after conducting the project. The researcher was amazed to see the students' outstanding performance in the youtube platform even under the threat of COVID-19.

◎ Creativity -- With creative ideas among student participants, the researcher was amazed to see that students' YouTube presentations are highly beneficially integrated tool in improving students' communication skills in literature class;
◎ Positive Attitudes -- towards YouTube presentations;
◎ Relieving students' learning anxiety -- allow them to foster their ideas freely, retain attention for a long time and motivate the students to modify the contents in literature learning;
◎ Interactions among peers -- asking students to comment on peers' video or to give details, discuss, pose questions and give answers with productive interactions among peers.
◎ Gamification -- ability to combine text literacy, transform them into unique, multi-interactive, gamified, and graphical oral expression skills.

(3) 學生學習回饋

　　In general, with the Microsoft Teams on-line learning and under the threat of COVID-19, these step-by-step and real-life discussions inspire students to pay close attention to the literary works, develop new vocabulary, enhance their communication skills, appreciate other's points of view, and think critically. All participants in this study

enjoy significant benefits. Most importantly, almost every student mentioned friendship as the theme of their EFL learning here at FCU.

Jack Sun, one of the local students, mentioned that his experience in reading the literary works seems to "reflect the turning point in my life." These literary works in this course reminds him of the times when he faced hard decisions and pondered what to do next. "During my adolescent years, I had to get used to grow-ups world and make important decisions", said Jack. Jack also expressed his confusion regarding the English classic cultural events. He said, "What confuses me most is how one man could create a hatred for a nation, and yet a nation would do anything to save people from that hatred." The teacher/researcher asked one of the students to respond Jack's confusion.

"No, we will never have chance to know the real reason. Maybe he is crazy." Lilian Yeh said.

"Lilian, do you mean that the author is asking we readers to judge the characters in the story?" Jack asked.

"No, I think the author tries to show us the brighter side of humanity and encourages us to try our best to do what we have to."

Jack smiled and said: "Yes, we can always see the stars clearly in the darkness."

One of the students from China, Jennifer Wang, asked: "When our friends are in need no matter in trouble or more severe situation, can we act to help others unconditionally and whole-heartedly?" What Jennifer mentioned is about her experience while working with her team members in the final YouTube project. They did have conflicts and disagreements in the beginning of conceiving their ideas, no matter in the aspects of literary works they aimed at or the product they'd reach a consensus on a special board game as the representative to express their ideology. And sometimes compromise is necessary especially "working with people sometimes was meant to help ourselves." Jennifer continued to explain. "I wish I could do that too." Jennifer concluded her discussions with a relief.

Much of the work students do in this project depends on having a positive working relationship with one another. Yes, having a good rapport with partners is important. Being able to communicate effectively with team members helps students express the story-telling successfully by answering questions, sharing information, and offering feedbacks. Not to mention that effective communication can bring fun and energy to the learning environment.

6. 建議與省思(Recommendations and Reflections)

Although it is time-consuming to follow students' discussions, writing logs and conducting one-on-one interviews, the results in this study were inspiring for both instructor and learners. The following are several key points and challenges that the researcher has to face in everyday classroom:

Challenges and Discussion on on-line learning under the threat of COVIO-19:

● the stability of internet connection at students' homes, the familiarity of software;

● communication styles in on-line learning;

● belief in on-line peer assessment;

● the learners' needs for individual evaluation comments from the researcher.

二. 參考文獻(References)

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三. 附件(Appendix) (請勿超過 10 頁)

　　與本研究計畫相關之研究成果資料，可補充於附件，如學生評量工具、訪談問題等等。

附件(一):參訪故事館資料與照片

逢甲大學 USR-HUB 109 年參與大學社會責任課程/活動結案表

申請人姓名	李麗秋	單　　位	外國語文學系
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課程/活動名稱	國際在地化：接地氣的文學表達	實際人數	79
對應的聯合國永續發展目標(SDGS)指標	☐01消除貧窮　☐02消除飢餓　☐03健康與福祉　☐04教育品質 ☐05性別平等 ☐06淨水與衛生☐07可負擔能源●08就業與經濟成長☐09工業、創新基礎建設 ●10減少不平等☐11永續城市　☐12責任消費與生產☐13氣候行動 ☐14海洋生態　☐15陸地生態　●16和平與正義制度☐17全球夥伴 可複選(至多3項)，請選擇解決問題的方式所對應的SDGs		
具體活動錄	(含時間、地點、活動內容、合作夥伴/老師、嘗試解決的問題、預期效益、未來可能發展) 一．時間：109年11月23日星期一早上9點至中午12點 二．地點：小大繪本館（台中市西區五權西四街55號5樓） 三．活動內容： 本次活動旨在帶領外文系大二至大四修習「英國文學:古典與復興」之同學至國美館附近「小大繪本館」參訪，館裡的書大致分為台灣繪本、日本繪本、歐美繪本，原住民繪本等，另外還有主題作家專區，期望成功整合英美主流經典轉化為國際在地化的核心能量，深化接台灣地氣的文學表達。 國美館附近「審計新村」由政府再規劃，成功轉型為青年創業基地，透過青年活力與創造力，激盪出令人目不暇給的空間韻味與獨特氛圍。 四．嘗試解決的問題： 誠如同學在外文系基礎核心文學課程的反思中坦誠說：「學會讀懂文學故事背後的涵義，我想到企業或商貿公司工作，有機會的話甚至希望能創業。但卻不懂得如何開始…」（Ming C.，大三學生）文學加上創意蹦出了青年創業新事物 -- 不僅可訓練學生理解東/西方文化與思維的差異性，更有助於外文系同學從人文出發與社會接軌，加值世界能量朝多種相關產業邁進。 五．預期效益： 面對千變萬化、充滿挑戰的社會，提升學生的表達能力學習模式與訓練是堅持不懈去了解事物的精神及習慣，努力去理解與解決問題，並嘗試用不同的策略直至找到最合適的方案，學生足以具備學、思、達的能力，不只是學習，更需強調用一顆同理心去思考和表達。本計畫將提升學生語言與跨文化溝通能力，並可以應用於其他教學領域。 六．未來可能發展： 1. 協助外文系同學們結合文學與創意發想整合學習資源走入社會。 2. 協助外文系同學們投入文創相關產業。 3. 協助外文系同學們積極參與國際在地化活動。

＊ 心得報告另紙繳交

逢甲大學 USR-HUB 109 年參與大學社會責任課程/活動心得報告

撰文者：

一、 活動大綱(摘要)

本次活動旨在帶領外文系大二至大四修習「英國文學:古典與復興」之同學至國美館附近「小大繪本館」參訪，館裡的書大致分為台灣繪本、日本繪本、歐美繪本，原住民繪本等，另外還有主題作家專區，期望成功整合英美主流經典轉化為國際在地化的核心能量，深化接台灣地氣的文學表達。

國美館附近「審計新村」由政府再規劃，成功轉型為青年創業基地，透過青年活力與創造力，激盪出令人目不暇給的空間韻味與獨特氛圍。

二、 心得內容[SDGs 的出發與考量；解決了什麼問題；參與者感受；未來可能發展]
檢附至少 8 張照片並說明其中內容與意義

館員進行導覽以及分享館內繪本。	小大繪本館提供富有深度的繪本資訊，館藏的書亦有台灣原住民繪本，期望同學能夠整合在課堂上所學之英美文學經典，結合國際在地化的核心條件，進而與社會接軌，並且更積極的參與國際在地化的活動。

此次參訪中，同學們亦閱讀了各式館內繪本。透過主動閱讀，更可以使外文系學生從人文的角度出發，結合繪本閱讀、教學，以拓展學生的視野與未來興趣發展。

同學們可以透過挑選欲閱讀之書籍，發掘自己與繪本故事的連結之處。同時，參訪後，同學們也需把自己在繪本中發現、學習到、與自身興趣符合的議題，同時需了解作品的歷史背景，結合在地文化以及在『英國文學：古典與復興』課堂上所學的相關知識，進而完成一部微電影與一本電子書。

在小大繪本館，從館長到館員都是志工。現今已有 60 幾位志工在此服務。小大繪本館也時常舉辦各種不同主題的繪本展。此外，這裡的志工也會到學校，原住民區等地為孩子說故事。

自 2000 年 6 月 25 日成立迄今，小大繪本館創立了一個舒適的閱讀空間，開放給喜歡繪本的大人與小孩，以推廣繪本的閱讀為宗旨。小大繪本館亦用心在於選書籍，除了推廣不同語言的原文繪本閱讀，對於國內外最新出版的知名作品，館內也以最快的速度上架。

館員皆為志工。用心整理分類不同繪本。	藉由閱讀培養同學們的批判性思考能力,以及反思每個故事中詞句欲探討之議題。藉由閱讀的分享,可使同學成為更好的溝通者。