PREPARING TO TEACH
Preparing a Course

1. Course Design 課程設計

2. Building a Syllabus 建立課程大綱

3. First Day of Class 第一堂課

Check the links below for information on these three facets of preparing a course:

(查看下列連結以取得關於以下三個準備課程方面的資訊)

- [Course Design](#) (課程設計)

- [Building a Syllabus](#) (建立課程大綱)

- [First Day of Class](#) (第一堂課)

1.COURSE DESIGN /課程設計

Course design involves the planning of curriculum, assessments, and opportunities for learning which attempt to meet the goals of the course and evaluate whether those goals are indeed being met. The designing of a course can be adeptly performed through the use of backwards design, which is based on the principle of working first from the material and concepts you want students to master, in order to plan how you will assess whether this learning has occurred, and this information thus guides which resources and

methods of teaching are employed in order to enact learning of this material.

Translation

課程設計包含了對於整體學校課綱的計畫、核定，了解哪些設計是企圖符合課程目標的機會，並且評估哪些目標有真正的被達成。 課程設計的熟練執行可以經由後向設計(backward design)的方式來達成，後向設計是基於先從素材和你想要學生精通的概念為原則，此設計是為了規畫你會如何評估此學習是否有發生，而且這些資訊會引導你可以使用哪些教學的資源和方法用來實行此種素材的學習。

Four questions from Wiggins & McTighe (1998) are suggested as a guide for condensing the course's material into a few key topics:

Translation

建議以以下四個出自於維京和麥克泰(Wiggins & McTighe) (1998)的問題來做為濃縮整體課程素材至幾個關鍵主題的引導

1. To what extent does the idea, topic, or process represent a "big idea" having enduring value beyond the classroom?

2. To what extent does the idea, topic, or process reside at the heart of the discipline?

3. To what extent does the idea, topic, or process require uncoverage?

4. To what extent does the idea, topic, or process offer potential for engaging students?

Translation

(1. 這個想法、主題，或是流程可以體現這個「大主意」超出教室課程外的持久價值到何種程度?)

(2. 這個想法、主題，或是流程可以呈現此原則的核心到何種程度?)

(3. 這個想法、主題，或是流程需要覆蓋（uncoverage）到何種程度?)

(4. 這個想法、主題，或是流程可以為那些迷人的(engaging)學生提供潛力到何種程度?)

Also consider the goals and characteristics of your future students. Some reasons that students may be taking your course include: to develop a philosophy of life, to learn to interpret numerical data, to understand scientific principles or concepts, to learn to effectively communicate, to learn to organize ideas, or to understand how researchers gain knowledge.   As the instructor, you can use this information, along with your own goals for the course, to guide your course structure and teaching pace.

Translation

(也要考慮到你未來學生的目標和特質，有一些學生可能會選你的課的原因包括：發展出一套人生哲學、學習解釋數值數據、理解科學上原理的觀念、學習有效率的溝通、學習組織想法，或是理解研究如何獲得知識。身為一個大學講師，你可以將這些資訊和你自己對於課程的目標做結合，來引導你的課程結構和教學腳步。)

After having determined which material will guide the course design, the next step in backwards design is to establish the criteria you will employ to evidence student learning. Instead of using a lone cumulative exam to assess learning, however, backwards design is guided by the concept that understanding increases across time, as students process, reassess, and connect information. Therefore, assessments to measure this increasing level of understanding should be conducted throughout the semester, using a variety of methodologies such as discussions, tests and quizzes, projects, and assessments in which students analyze their own level of understanding.   Once key concepts and assessment criteria have been decided upon, you can then focus on which teaching methodologies and activities you will use to help students reach these course goals.   In this manner, teaching is driven by the concepts that are crucial to the course, rather than the course being driven by the teaching methodology itself.

Translation

（在決定哪一種素材要引導你的課程設計後，在後向設計的下一步是建立你要用來證明學生學習成效的評判準則，在此設計中，並不是用日積月累的測驗來評估學習成效，而是藉由「知識隨著時間增長）的觀念來引導，就像學生審核、再評估，然後將資訊連結起來。所以，這些經由測量理解增加程度的評估應該實施一整個學期，用多元化的方法例如討論、測試、

檢驗、方案,和評估學生對於他們自身理解程度的分析。一旦建立起關鍵概念和評判準則,你就可以專注在那些你將要用來幫助學生達到各程目標的教學方法和活動,而不是讓教學方案自己推動課程。)

If you're interested in learning more about effective course design, look into CTE's [Best Practices Institute](#).

Translation

(如果你對學習這種很有效用的課程設計有興趣,請點閱師資培育中心(ＣＴＥ)的(連結)最佳案例研究中心(best practice institute))

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2. BUILDING A SYLLABUS /建立課程大綱

Start with the basic information of the course, including the year and semester of the course, the course title and number, number of credits, and the meeting time/place. Provide your name, office address (and a map if it's hard to find), and your contact information. Indicate whether students need to make appointments or may just stop in. If you list a home number, be specific about any restrictions for its use. Next, clarify what prerequisites, knowledge, skills, or experience you expect students to have or courses they should have completed. Suggest ways they might refresh skills if they're uncertain about their readiness.

Translation

從課程的基本資訊開始,包括學年和學期、課程名稱和編號、學分數,以及時間和地點,提供你的名字、辦公室地點(如果不容易找到請附上地圖),以及連絡資訊,告知學生是否需要預約或是在任何時候踏進辦公室都可以;如果你給學生的是家裡的電話,記得明確的告知使用限制;再者,闡明你希望學生擁有什麼樣的先決條件、知識、技巧、或經驗,或是你希望他們先修過什麼樣的課程,如果學生們不確定們是否準備就緒,提供他們可以確認他們能力的建議。

When discussing the course, outline the course purpose(s); what is the course about and why would students want to learn the material? Outline the three to five general goals or objectives for the course (see [Course Design](#) for more information), and explain why you've arranged topics in a given order and the logic of themes or concepts you've selected. When discussing the course format and activities, tell

students whether the class involves fieldwork, research projects, lectures, and/or discussion, and indicate which activities are optional, if any.

Translation

討論課程的時候，概述課程目標；這個課程的面向，還有為什麼學生會想要學習這樣的東西？提出三到五個大致的課程方向或目標（詳情請參閱（連結）課程設計網站），並且解釋你為什麼會這樣排列主題以及題目的邏輯性和你所選擇的概念。當討論課程形式和活動時，告訴學生這個課程是否包含實地考察、專題研究、演講、以及／或討論，並且指出哪些屬於選修的活動，如果有任何…

In regard to the textbooks and readings, include information about why the readings were selected. Show the relationship between the readings and the course objectives. Let students know whether they are required to read before class meetings. Also detail any additional materials or equipment that will be needed.

Translation

（關於教科書和閱讀材料，告知學生選擇此閱讀材料原因的相關資訊，顯示閱讀材料和課程目標的關連性，讓學生知道他們是否必須要做課前閱讀。任何其他附加的素材或是具幫助性的器材都要詳細說明。）

Specify the nature and format of the assignments, and their deadlines. Give the exam dates and indicate the nature of the tests (essay, short–answer, take–home, other). Explain how the assignments relate to the course objectives. Describe the grading procedures, including the components of the final grade and weights for each component. Explain whether you will grade on a curve or use an absolute scale, if you accept extra credit work, and if any of the grades can be dropped. Also explain any other course requirements, such as study groups or office hour attendance. Clearly state your policies regarding class attendance, late work, missing homework, tests or exams, makeups, extra credit, requesting extensions, reporting illnesses, cheating and plagiarism. You might also list acceptable and unacceptable classroom behavior. Let students know that if they need an accommodation for any type of disability, they should meet with you to discuss what modifications are necessary.

（明確指出作業的類型、格式以及繳交期限，告知考試日期和測驗的形式（短文、簡答題、回家做業（take–home）或是其他）解釋作業跟課程目標的相關性，描述評分方數，包括最終學期成績的組成結構以及每一部份的比重，說明你打成績是基於曲線轉換法（grade on a curve[i]）或是使用絕對量表（absolute scale），是否接受額外的加分作業(credit work) ，或是是否有任何平時成績可以不被列入總成績的計算，同時也要說明任何其他的課程要求，比如說像是分組討論(study group)或是與教授面談的出席狀況，清楚表示你對於課程出席率、遲交或未交作業、小考或大考、補救辦法、額外加分、要求放寬期限、請病假、作弊和抄襲等等這些狀況的作業方針。你也可以條列出在課堂上可接受和不可接受的行為，讓學生們了解如果他們需要調解一下任何不方便作業的狀況，他們可以來找你討論什麼是可行的替代方案。）

Include a course calendar with the sequence of course topics, readings, and assignments. Exam dates should be firmly fixed, while dates for topics and activities may be tentative. Also list on the course calendar the last day students can withdraw without penalty. Give students a sense of how much preparation and work the course will take.

包含一份有著關於課程主題、閱讀材料和作業的課程時間表，課程主題和活動的日期可以有調整的空間，但是考試的時間應該要固定不變。在課程表上也要列出哪一天學生可以不屋席也不會受到懲罰，讓學生們對他們需要為這堂課付出的準備和心力有一點概念。

Finally, a syllabus is a written contract between you and your students. End with a caveat to protect yourself if changes must be made once the course begins; e.g., "The schedule and procedures in this course are subject to change in the event of extenuating circumstances."]

最後，課程大綱就是一份你和你的學生之間的契約書，最後要寫上可以確保你在課程開始之後做任何必要改變的警語　，例如:「這個課程裡的行事曆和程序在減輕條件的情況下可以被更動

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3. FIRST DAY OF CLASS /第一堂課

We all have experienced some anxiety about the first meeting of class. Some faculty avoid "first day anxiety" by handing out a syllabus, giving an assignment, and dismissing the class. This only postpones the inevitable. It also gives students the sense that class time is not too important. Most of all, it fails to take advantage of the opportunity to use the heightened excitement and anticipation that students bring to the first day, the chance to direct that excitement toward enthusiasm for the class.

Translation

我們都經歷過對於上第一堂課的的焦慮，有些教職員避免「首日焦慮）（first day anxiety）的方法就是發下課程大綱，交代作業，然後就下課，這只是延後了幣定會發生的問題，也讓學生覺得這並不是一堂那麼重要的課，最重要的是，完全沒有善加利用到學生對於第一堂課高漲的情緒和期待這樣的優勢，這本來是可以將興奮導向對於這堂課的熱情的大好機會。

On the first day, make sure that you arrive at the classroom early, to ensure that the equipment is working properly and to engage in small talk with students. Greet students at the door as they enter the class. When students enter your classroom, they have any number of things on their mind. To help them focus, many teachers use a hook, or a three- to five-minute activity to engage students at the beginning of class. (Some instructors use hooks at the start of every class throughout the semester.) Ideas for hooks include playing music and asking students to think about how the lyrics relate to a class topic, presenting a question to the class to begin discussion, giving a brief demonstration of a principle you will be discussing that day, or projecting a photograph, cartoon, drawing, or chart related to the day's topic.

Translation

在第一天，注意要早一點到達教室，以確認所有的設備都正常運作，並且可以跟學生小聊一下，在學生進門的時候向他們稍微問後一下，當學生踏進你的教室時，他們的心中可是想著各式各樣的事情，為了幫助他們專注在課程上，許多老師在課程開始時會用一個誘餌，或是三到五分鐘的活動來吸引學生的興趣。（有些講師在整個學期的的每堂課都用一個誘餌做為課程的開始）誘餌的設計包括播放音樂並問學生思考這段音樂跟課堂主題的關連性，簡短的講述一個你今天要討論的觀念，或是投影照片、卡通、畫作，或是跟當日主題有關的圖表。

Some other recommendations for the first meetings of a course include making sure you start class on time and take attendance. Make note of any absences, and follow up with these students after class by contacting them through phone or e-mail.

Translation

其他關於第一天上課的建議包含確定你準時開始上課和點名，記錄任何的缺席狀況，並且在課後用電話或電子郵件確定這些學生的狀況。

In addition, start to learn students' names. To this end, there are several methods you can use to help learn the names of your students quickly:

Translation

除此之外，開始記熟學生的名字，為此，以下有幾個可以幫助你快速幾起學生姓名的方法：）

- Have students give their name before they speak in class.

- （要求學生在課堂上發言時先說出他們的名字）

- Try to memorize a row of students every class period.

- （試著在每一堂課記住一排學生的名字）

- Have students make name plates with 5" x 8" index cards. Ask students to fold the cards in half and write their names on them in large print. You can collect these name plates and hand them out at the start of every class, which will also serve as a means of taking attendance without using extra class time.

- （請學生用１２公分＊２０公分大小的索引卡製作名牌，將卡片對折並且以大的字體寫上他們的名字，你可以收集這些名牌，並在每堂課開始的時候發還給他們，這也可以成為不用花額外時間點名的好方法。）

- Use students' names as often as possible.

- （盡可能的使用學生的名字）

- If you're teaching a large class, divide the entire group into smaller working groups. Give each group a short project, and learn the names of everyone in a particular group. Do this several times throughout the semester to learn each student's name.

- （如果你教的班級很大，把所有學生分成幾個小的工作團隊，給每一組一個簡短的方案，並且記住每一個特定組別的成員名單，在學期裡多實施這個方法幾次來記熟所有學生的名字）

- Ask the students to provide index cards with their name, a photo, and an interesting fact about themselves. You can use these to study their names in between class meetings.

- （要求學生提供一張有上面有姓名、照片，和他們發生過的趣事的索引卡，在課和課之間的時間你可以用這些來記住他們的名字。）

- Be honest with the students and patient with yourself. Your students have to remember the names of only four or five teachers every semester, while you have many more names of students to learn. Even if you call a student by the wrong name, the class will appreciate your efforts to acknowledge them on a personal level.

- （對學生誠實，對自己有耐心，你的學生每學期只需要記得四或五個老師的名字，但是你要記住的學生名字遠遠超過這個數量，就算你叫錯學生的名字，他們也會感激你為了解他們個人層面的東西所做出的努力。）

Other ideas for the early meeting of a course include asking students to write out their expectations for the course, as well as what they hope to learn this semester. Assess the students' previous knowledge by distributing a pre-test over the material you plan on covering that semester, and provide feedback on their responses as soon as possible. Each day, provide the structure for the day's material using an outline on the chalkboard, overhead, or PowerPoint slide. This will help students see where the lecture is going, as well as aid the organization of their notes. Use multiple types of media for the presentation of the material, including overheads, films, audiotape, and models or demonstrations.

 Translation

其他關於前幾堂課的構想包括請學生寫下他們對這堂課的期待，以及他們在這學期中想要學得什麼，藉由關於這個學期所使用之素材的課前測驗（pre-test）來評估學生之前習得的知識，並且對他們的回饋近快的提出回應，每一堂在黑板、幻燈片，或投影片上簡短提供當天的課程結構，這會幫助學生了解這堂課的走向，也會幫助組織他們的筆記，使用多元性的媒體來展現課程素材，包括幻燈片、影片、錄音帶、模型或展示物。

To aid student participation early in the semester, have students write questions on index cards to be collected and answered during the next class period. Finally, gather student feedback regarding the beginning of the course. Ask the students to provide suggestions regarding ways to improve your teaching and their learning.〕

Translation

為幫助學生在學期初的參與，讓學生在索引卡上寫下問題，蒐集並在下一堂課解答，最後，蒐集學生對於課程開始的回饋，並請學生提供可以改善你的教學和他們學習方式的建議。

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i Resources from: http://140.122.100.145/ntnuj/j51/j511-4.pdf