

## 中國文化大學教師教學創新暨教材研發獎勵期末成果報告書(1071)

### 壹、計畫名稱：

從數位活動中學習西洋文學

### 貳、實施課程：

英文系1年B班 文學作品讀法

### 授課教師姓名：

英文系張禮文

### 參、前言

對於在二十一世紀成長的學生們來說，手機、網路、以及社群媒體已經是生活當中不可或缺的重要部分。在此前提下，學校的教學若要吸引學生的注意，勢必需要經歷一番進化的過程，適時地結合數位科技與傳統教學。在數位時代中，唯有營造學生熟悉的情境，方能有效提升學習的興趣。本教學計畫旨在探討如何透過教學活動的設計，在學生難以抵抗聲光媒體誘惑的實際情況下，藉由數位活動學習，引導學生在擅長且喜愛的科技使用平台，於發揮想像力和創造力的同時，達到文學課的學習目標。

「文學作品讀法」為英文系一年級的學年必修課，上下學期各兩學分。本課為文學基礎課程，其一目的在幫助學生學習並熟稔西方文學重要名詞與基本文學批評技巧。其二在提供學生合適場域與機會閱讀重要外國文學經典作品。由於學生在大學之前，並沒有太多機會接觸西洋文學，直接閱讀文本的機會也低，因此文學素養和英文閱讀能力都有待加強。往往學生會因為文學作品的艱澀而對文學課產生排拒感。為有效縮短外國文學和本國學生之間的距離，同時強調文學和生活的緊密性，本計畫嘗試將學生熟悉的科技生活，融入校園中的文學課程，進而提升學習效果。

### 肆、計畫特色及具體內容

#### A) 計畫特色

文學課程一般皆以老師講授(lecture)為主，通常強調的是 input 的過程與方式，本計畫嘗試結合數位活動與傳統教學，利用學生熟悉科技媒體使用的特點，透過媒體製作和網路互動的過程，培養學生創造力，並提升學生對於學習文學課程的興趣。教室場域中講到的 output learning，通常是指 speaking and writing，本計畫更進一步地加入影像與影片的製作(photo and video editing)，學生所進行的訓練，並

非侷限於教室中的文學賞析，更跨越到其他影音藝術領域，亦可謂之為跨域學習。

基本上，本計畫以 project-based learning (PjBL)為基礎，不同於傳統 problem-based learning (PBL)聚焦於解決問題，PjBL 是以個人或小組進行較長一段時間的活動，且聚焦於發展新產物。學生在執行計畫的過程中，需要提升自我批判能力，嘗試以不同的方式將對於文學作品的了解，以「實品」呈現。本計畫以英詩為學習目標，學生之學習成果(實品)則以書寫、口說、圖像、音樂等不同面向呈現。

## B) 具體內容

本計畫試圖在教學中的 input learning 及 output learning 中尋求平衡點，並強調 output learning 的方法、效能、與實際執行面，協助學生從「實作」當中(learning by doing)，提升結合文學和科技的「產能」。

1)循序漸進學習：雖然本計畫於 1072 施行，但在 1071 即開始為活動暖身。

作業(Projects)	1071 (暖身)	1072 (計畫執行)
1. 電影心得(影像敘述)	簡報 (2D:文字+影像)→	簡報 (3D:文字+影像+音樂)
2. 故事創作	個人故事創作	→ 分組故事創作
3. 影片製作	微電影(戲劇呈現)	→ 教學影片(報告呈現)

## 2)教師端

a) 教學活動進行前：

- 1)技術面：為協助學生完成挑戰，老師預先準備各項樣本，包括微電影的範例與教學影片的範例
- 2)執行面：寒假前完成組別分配，並於課輔系統教材區上傳影片製作指引方針，鼓勵學生於寒假開始進行活動。
- 3)資訊面：由教師端提供簡報教學網站連結，藉此協助學生獨立學習製作簡報檔。
- 4)知識面：介紹詩學基本名詞與寫作技巧；示範並解析英詩閱讀方法；將電影中女性的議題與帶有女性主義色彩的英詩結合。

b) 教學活動活動進行中：

- 1) 簡報：老師於課堂示範如何善用簡報 PPT 的功能，以文字、影像、和音樂詮釋電影心得。並於課輔系統上傳樣本供同學參考。
- 2) 故事創作：隨時留意故事走向，若有問題則透過電子郵件或於課堂中講解。
- 3) 透過電子郵件與課外分組授課的方式，各別幫助所有組別完成教學影片中所需呈現的教學簡報。

### 3) 學生端

- a) 電影心得：配合本學期女性主義文學(feminism)，於3月8日與3月15日(12:10-13:00) 欣賞電影「女生向前走」(Girl, Interrupted)。作業(個人的電影心得，以簡報呈現)截止日期為3月31日。
- b) 故事創作：小組作業。老師提供故事最前面，之後由學生合力完成創作。為配合本學期成長文學的主題(passage to adulthood)，選擇《麥田捕手》(*The Catcher in the Rye* by J. D. Salinger)的第一段為本班故事的開頭。作業截止日期為4月30日。
- c) 教學影片：共8組，每組約8人。報告時間為3-4月，所有報告內容列入期中考考題範圍。為配合本學期詩的主題，各組的報告題目分別為：
  1. William Blake: “Chimney Sweeper” (from *Songs of Innocence*)
  2. William Blake: “Tyger” (from *Songs of Experience*)
  3. Robert Browning: “My Last Duchess”
  4. William Shakespeare "Shall I compare thee to a summer's day"
  5. Robert Frost: “The Road Not Taken”
  6. Robert Frost: “Stopping by Woods on a Snowing Evening”
  7. Emily Dickinson: "A Narrow Fellow in the Grass”
  8. Emily Dickinson: “Because I could not stop for death”

### 伍、實施成效及影響（量化及質化）

1. 量的評量：
  - A) 學生出席紀錄：90%
  - B) 電影心得完成度：86%
  - C) 故事創作的參與度：80%
  - D) 問卷完成度：93%

#### 2. 質的評量：

##### A) 影像評論是否呈現對文學作品的了解：

整體來說，同學在此項目有非常傑出的表現。文字部分除了將電影(女生向前走)所探討 normality and madness 之間的關係以及 the regime of social censorship 做分析，並針對電影角色做性格分析，亦從反思中將電影議題連結到自身經驗。同時，同學所選擇的影像與音樂巧妙地與文字內容做了結合。較常見的缺點是音樂的長度沒有配合影片的長度，或者換頁速度無法配合觀者的閱讀速度。

##### B) 故事創作是否運用到文學寫作技巧：

六組雖有一樣的故事開頭，但故事走向各組完全不同，明顯可見的是大家想像力豐富，透過 flashback 的技巧，回朔《麥田捕手》主角針對 last Christmas 的記憶。雖故事創作中可看出很多文學技巧元素，例如 suspense, foreshadowing, mystery,

metaphor, simile 等等，但可惜的是，沒有同學將故事結局寫出，因此各組故事都是呈現「未完成-待續」的狀態。

C) 教學影片是否確實呈現文學作品寓意：

所有進行教學的影片所使用的 ppt 都是老師和各小組來回校對多次的成品，因此不論是版面或是內容，都能將作品的寓意與重點清楚呈現。

D) 問卷分析學生對各活動的反應：

問卷共分兩大部分：close questions and open questions。前者包含 3 大項目，針對本學期三個活動(電影心得 6 題，故事創作 6 題，教學影片 8 題，共 20 題)，詢問同學的意見，每一題以 0-4 給分。修課人數 56 人，問卷填答 52 人。

All			Did Assignments		
Total	Filled Out	Average	Total	Filled Out	Average
981	312	3.14	873	276	3.16
951	312	3.05	832	270	3.08
1,309	414	3.16	1,309	414	3.16
3,241	1,038	3.12	3,014	960	3.14

左邊表格呈現所有問卷結果：

- 1) 電影心得平均分數為 3.14
- 2) 故事創作平均分數為 3.05
- 3) 教學影片平均分數為 3.16
- 4) 所有總平均分數為 3.12

部份同學並沒有完成所有作業，但問卷卻仍回答有關執行該作業的問題。將這部份數據剔除之後，結果呈現在右邊的表格，但結果與左圖差異相當微小：

- 1) 電影心得平均分數為 3.16
- 2) 故事創作平均分數為 3.08
- 3) 教學影片平均分數為 3.16
- 4) 所有總平均分數為 3.14

問卷結果顯示，學生對於三項活動皆抱持高度肯定的態度。比較值得留意的部分是，20 個題目當中，最高與最低平均分數都落在「故事創作」：分數最高 3.87 (小組故事創作比起一般傳統的作業來得有趣、更能刺激我的興趣、發揮想像力)。分數最低 2.44 (我喜歡網路上和同學一起完成故事創作的學習經驗)。學生認為該活動可以刺激想像力，但卻不喜歡和他人一起完成。該結果與 open questions 學生對於團隊合作的回答相呼應。同學基本上對於 teamwork 最大的顧慮在於小組成員的配合度不夠，但在沒有制約力的情況下，易發生負責任的同學被迫肩擔大部分的工作，而少部分不負責任的同學卻可坐享其成。此結果可提供日後課程安排一個重要的關鍵，針對小組活動可增加「小組契約」的設計。

第二部分的 open questions，粗略總結如下：

- 1) 電影心得：有趣。學習簡報製作技巧與文字/影像/音樂的運用，完成後有成就感。
- 2) 故事創作：有趣。可以激發想像力和創作能力，同時可以欣賞同學的寫作。
- 3) 教學影片：培養團隊意識、學習和他人溝通技巧、並加深對作品的了解。

## 陸、結論

### A) 老師端：

相較於傳統備課與講課，老師需要花費更多的時間和精力課前準備資料以及幫助學生完成挑戰。在學生進行教學錄影帶製作時，老師透過郵件和分組授課協助學生製作教學時所需使用的簡報。老師協助的第一步驟是透過電子郵件檢視學生完成的教學簡報，老師透過郵件一一清楚列出需要修改與更正的地方，來回需要若干次方能定稿。然，部分組別製作的簡報問題太多，明顯需要更多的協助，則由老師另外找時間幫全組同學課外教學，講解該組負責報告的文學作品，並親自示範教學簡報的製作技巧與資料的呈現。平均來說，一組需要老師提供協助的時間約為 2-3 小時。而簡報修正版本則大約需要 3-6 校，方能完成最終定稿。雖然工程浩大，但是看到同學的成品，身為指導教師也很有成就感。

### B) 學生端：

由於本科作業與傳統作業差異性較大，少數學生較難配合。另外，由於本科為學年課程、活動採漸進式方式進行，上學期沒有選修的同學，較難進入狀況。一來，此類學生沒有先有暖身的機會，直接接觸三項「非傳統」的活動/作業，或許會跟不上軌道。期初原有 63 人選修，但棄修時間過後，班級人數減至 56 人。棄修的 7 名同學中，有 2 位是下學期才選修。再者，由於上學期末已經將本學期的分組完成，也規定學生於寒假開始進行前置作業，本學期才加入的同學在一開學就進度落後其他同學了，而往往此類學生並非同年級學生，在聯繫組員方面較有困難。基本上在 ppt 與故事接龍部分，同學較無困難，且喜歡以嶄新的方式展現自己學會的東西。而小組教學錄影帶最常見的問題是，小組成員彼此的討論時間難配合，亦有搭便車的情況發生。

### C) 成果：

本學期透過三項 PjBL 活動進行 output learning，在教師的指引之下，由學生策劃、執行及完成個人與團體之專題研究。從學生完成的作品看來，此教學方式成果頗豐，亦可清楚呈現學生對於電腦網路等現代科技的掌控股度極高。小組報告的準備過程雖然有些曲折(主要源自溝通問題與時間配合)，但每一組產品(對文學作品的解析)和包裝(簡報檔與錄影檔)的最後成果呈現，都是可圈可點的佳作。從學生的問卷當中也可清楚看出大多數的人都認為作業很有挑戰，但同時也很有趣，完成後對自我學習的過程給予高度肯定。

# 柒、執行計畫活動照片

## 課輔系統討論區：故事接龍

2019-03-29 18:07:01  
by 潘聖軒

Rec Story: G-6  
[No! It's a NO-NO for us. We do't do that, remember?] My mother responded. [But Brian's family does it, Antoine's family does it, and Joanne's family are even preparing a heaving meal with...] [Enough!] My mother interrupted me. [Let me remind you again. We, us, do not celebrate Christmas. It's not our family tradition. Do you hear me?] [But...] [The conversation is over! Get something to eat in the kitchen. I'm busy. Stop boring me, please.] My mother shut me up. Oh, by the way, I forgot to mention. Our family is far different from others. We never celebrate Christmas. And I don't know why. What's worse, my parents never explain it to me either.

2019-03-29 16:55:21  
by 潘聖軒

Rec Story: G-6  
Hours later, my father came back too. [Hi, dad.] I said to him. [Where did you go this morning?] [Nothing.] My father responded the same way as my mother did. [Ok, fine.] I disappointingly said. Even though I knew it's impossible to achieve, I was still eager to celebrate Christmas this year. Only this year. Just once please. So I plucked up my courage and asked father. [Are we going to celebrate Christmas this year? Today?] Originally thinking my father would blame me for asking such obnoxious question, I astonishingly heard that he answered the question without annoying reaction. [What do you want to celebrate today?] He responded. [You're not mad about it?] I asked him. [No. I'm usually mad when you ask me about it every year. But this year I want to make a change to our family tradition. So how about going out to have dinner? We can eat in a fancy restaurant tonight.] [Really? Are you sure, dad?] I asked him. At the same time, I was screaming in my mind, saying [What a shocker! My dream come true!] [Yes, I'm pretty sure.] My father said. [Tell your mom that she will not need to prepare dinner because we're going to eat out tonight!] [Ok!] I gladly said. I told mother about father's "change" and she accepted it immediately and unhesitatingly, which surprised me as well.

2019-03-29 19:38:58  
by 潘聖軒

Rec Story: G-6  
Two hours later, we arrived our destination. "Wait a moment, here was my uncle's house, wasn't it?" I asked. "Absolutely yes, your uncle was a such a wonderful chef that I promised you would enjoy your meal." my father said. Walked through the dining room, I saw insects in various ways which were caged in boxes on uncle's shelves. I could not help but start to think "Are we going to have a meal with those insects?" I suspected in my mind. Got into the dining room, I saw bountiful dishes which really eased my mind. I was so surprised that my uncle was a good cook. I was so happy that I could eventually celebrate Christmas with my parents just like most of my classmates did. Finished a bountiful feast, I was curious about uncle's insects and I walked forward to uncle's shelves. "What are you doing?" my uncle suddenly showed up and asked. "I was observing a box of ants which belonged to you." I answered. "Take it easy! I will not bite you, if you would like to have a box of ants, here you are!" my uncle said joyfully. "Thanks! I will keep them carefully." I answered. "Do not get into the last room without permission! My uncle said strictly to me and walked away. "Was there anything special in the last room?" I suspected in my mind. Got back to the dining room, I found my father drunk and fell asleep. Unfortunately, neither my mom nor I could drive the car, we could not help but stay overnight at uncle's house. Helped cleaning the dining table, I smelled terrible and I took the bath. During the bath time, I heard a weird voice spreading from the next door. "Wait! Was it the room which forbidden by uncle?" I was shocked and suspected in my mind. I decided to get into the forbidden room secretly.....

2019-03-29 20:03:56  
by 潘聖軒

Rec Story: G-6  
So I became curious to open the door that was forbidden to enter. When I open the door, a glare suddenly came to my face. With an unstable center of gravity, I am sitting on the ground. [Is everything okay?] Suddenly a voice rang in my ear. She held out a hand and seemed to want to help me sit up. [I think I am fine, thank you.] I answer. I reached out and asked him to pull me up. [Strange, How can there be someone else in this room?] I am thinking in my heart. When I look up, in front of my eyes is a butterfly whose can even talking. I was very surprised and can't say anything. [Please don't be afraid.] [I am not a strange person.] She said so. [Okay, I got it.] I replied  
It's not right!!!! The point now is not whether it is a strange person or a normal person, the point is she is obviously a butterfly!!!! Why can she speak???? I looked at her with a shock. Seeing my surprise reaction, she smiled and said to me [Your uncle is an crazy insect collector. We were forced to leave our home and forced to bring this lab.] [Look around behind you.] When I look back, what's in sight was a lot of genetically modified organism. I was shocked to see this phenomenon.  
Then she said sadly. [We have been caught her for many years. I don't know how many friends and family members have lost during the period. I hope that you can help us get back to normal and escape from this place.] [How can I do? I mean, I came to this place for the first time and I am just a child. I do not know how can I help you.] I'm upset to say.

2019-03-30 21:40:55  
by 潘聖軒

Rec Story: G-6  
"I'm sorry to scare you, my name is Lily. That's what your uncle called me since the moment I was born." said the butterfly. "Hi Lily, my name is Thomane Brownway, you can call me Tommy. I'm happy to see you in the room.", I replied. In fact, I said so because I really wanted to be friends with him, I was a guy who had no really good friends in my schools, in addition, I didn't want to be hurt by an inexplicable thing at that time, so I took the initiative to show the good with this disgusting butterfly.  
"What? Brownway?? What a terrible last name!", cried the butterfly. "I don't understand...". I was interrupted by that disgusting insect. "Let me guess... Richardbeach Brownway... is your father... right?" cried the butterfly with a pair of angry eyes. "I don't get it...". Before I could finish, the disgusting monster spat on me with its corrosive saliva and tried to sprinkle the paralytic poison powder from its wings on me. "Fog that shed!" I screamed out loudly. My martial arts basic skills were good, so I easily flashed the attack of this disgusting insect, even though I was just twelve years old then.

## 課後小組討論

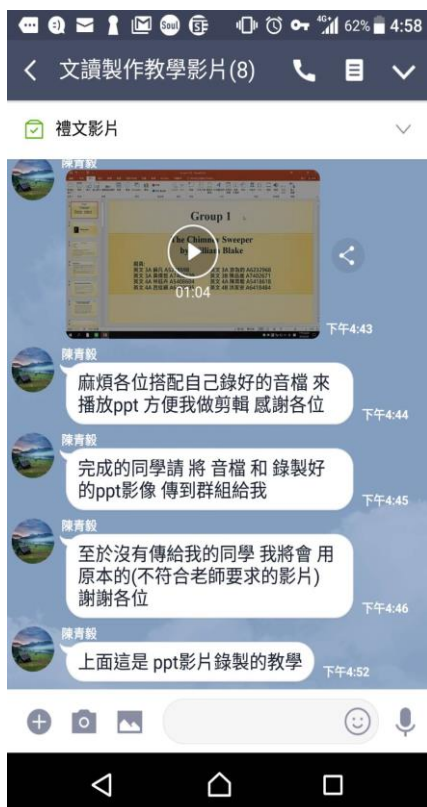




## 課堂小組討論



## Line 群組討論



Group 7


Shall I compare thee to a summer's day?  
by William Shakespeare

組員:

A7206103 許庭瑜	A7240077 林俐蓁
A7232937 李雯婷	A7215013 黃雅慧
A7240131 朱雨萱	A7239656 王立鈞
A7215064 潘怡蓁	A7240093 何昱賢

王立鈞

William Shakespeare



王立鈞

## William Shakespeare

- In April 26, 1564 baptized(受洗)
- Stratford-Upon-Avon, Warwickshire, England
- In April 23, 1916 pass away
- Playwrite, Poet, Actor

王立鈞

## English Renaissance

- *English Renaissance* (文藝復興): a cultural and artistic movement in English.
- *Origin*: Pan-European Renaissance (usually regarded as beginning in Italy in the 14th century)
- *dominant art forms*:
  - a) literature
  - b) music
- *different from the Italian Renaissance*:
  - a) **Visual arts**: were much less significant in the English Renaissance

黃雅慧

### 1<sup>st</sup> Stanza (Quatrain)

1. Shall I compare thee to a summer's day? — A
2. Thou art more lovely and more temperate. — B
3. Rough winds do shake the darling buds of May. — A
4. And summer's lease hath all too short a date. — B

• This quatrain (四行詩) follows **ABAB** rhyme scheme, which is **alternate rhyme**.

➤ **poetical archaic words**: 古詩詞語

潘怡蓁

### Simile

■ A figure of speech that expresses a resemblance(相似) between things of different kinds of different kinds (usually formed with "like" or "as")

1. Shall I compare thee to a summer's day? [ 1<sup>st</sup> Stanza - line 1 ]  
— Asking "thee" means his beloved (the beautiful women) about whether he shall compare her as a summer day .

Q: Why the author compare his beloved as "summer" ?  
A: Because the women whom the author had written is correspond with the feature of summer. (**energetic** and **beauty**)

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