

輔仁大學 110 年度高教深耕計畫 外語學院子計畫：人文數位跨界實作增能

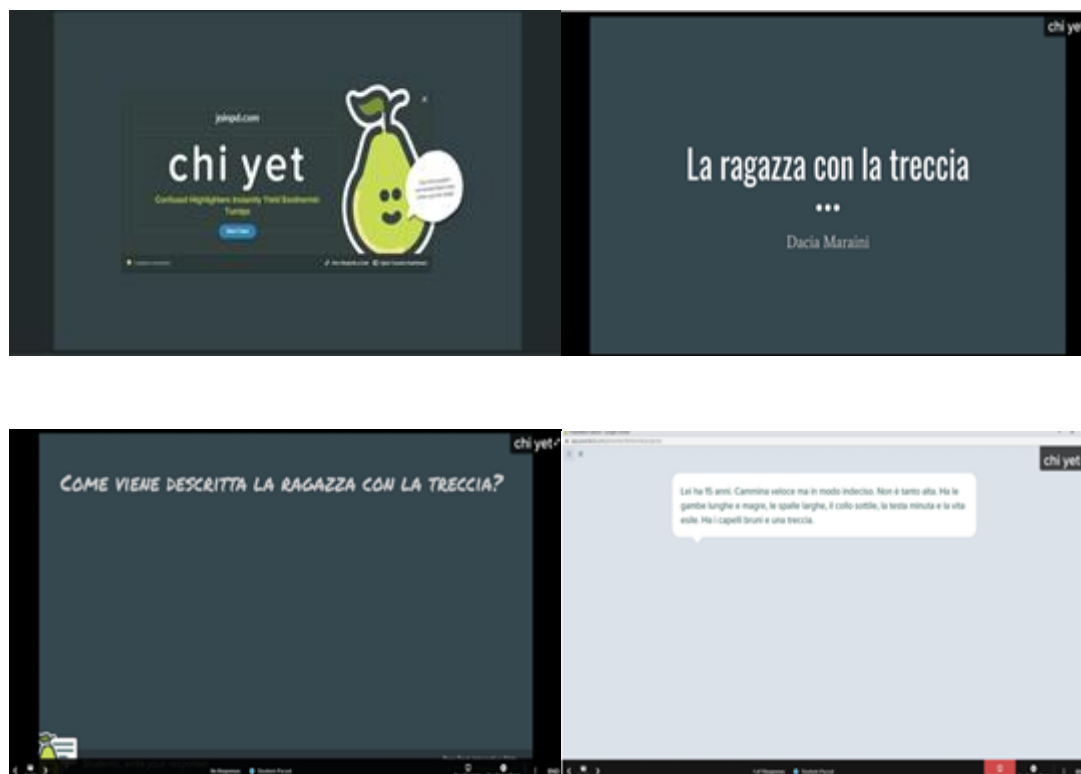
教師活用行動載具於課堂或課外

本社群集結眾多教師之力，在外語學院開設許多結合 iPad 課堂協作的課程，在教學、學習及課程面皆頗有成效。課程領域涵納語言、文學文化與跨文化溝通，亦結合商務、時尚、電影與音樂等多元子題，彰顯輔大外語學院時時體察社會脈動、關注世代發展的特質，共同形塑學院在傳承語言、文學文化素養時求新求變、與時俱進的教學理念與特色。

課程成果豐富，以下只列舉部分教案或教學活動設計：

❖ 義文系施喬佳老師

Peardeck 課堂應用：



學生學習成果（配合 iPad 修正寫作）：

- Nota dei funghi in un'aiuola.
1. I funghi sono pochi adatto alla vita di città
 2. Ha paura che i bambini vanno a cercarli e mangiarli. ^{uno è} ^{la pioggia} ^{che} ^{crescono} ^{li mangiano} ^{e tutte le cose naturali}
 3. Perché lo spazzino può cancellare i funghi.
 4. Perché piove può aiutare la crescita dei funghi.
 5. Con un cesto pieno di funghi sotto il braccio. ^{e negli ombrelli}
 6. Le persone che avevano raccolto i funghi si rivedono la stessa sera, nella stessa corsia di ospedale.
 7. Perché si odiano.

1. Non adatto alla vita di città
2. A Gruppi di monelli mangeranno i funghi
3. Perché cancella a colpi di scopa i fiori e le altre cose naturali che crescono
4. Perché gli piace
5. Sotto il braccio
6. Il tram?
7. ???????

* ha paura che

1. I funghi sono nota nell'aiuola
2. Perché i gruppi di monelli mangeranno i funghi
3. Perché cancella a colpi di scopa i fiori e le altre cose naturali che crescono
4. Perché i funghi sono cresciuti subito ~~da oggi~~ ^{de oggi} ^{basta} dopo la notte di pioggia
5. Nel cesto sotto il braccio ^{e negli ombrelli}
6. ~~Nel tram~~ ^{Si rivedono} ^{nello} ^{ospedale}
7. Perché si odiano

- NO:
- DATE:
1. Marcovaldo nota i funghi nell'aiuola.
 2. Poiché i gruppi di monelli mangeranno i funghi.
 3. Lo spazzino Amaligi cancella a colpi di scopa ^{le cose naturali}
 4. Siccome i funghi ci sono belli e altri sotto...
 5. Mettano i funghi nel cesto e negli ombrelli.
 6. Si rivedono le persone nella stessa corsia di ospedale.
 7. Avendo i letti vicini ^{si guardano in angoscia} ^è ^è
2. Poiché ha paura che i funghi li mangino gli altri.
4. Grazie alla pioggia i funghi sono cresciuti.
7. perché si odiano.

1 Perché Marcello guarda ~~noti~~ ^{si preoccupa} dei funghi ^{vanno a cercare funghi} Silvia Ilenia
 2 Perché Marcello ^{che} preoccuparsi i figlioli ^{che} con gruppi di monelli.
 3 Perché Amadi cancella a colpi di scopa tutte le tracce ^{naturali} ^{stende}
 Forse a causa di quegli occhiali che cercavano sempre su tutto le
 Perché i funghi sono cresciuti grazie alla pioggia.
 4 Perché i funghi ci sono belli e alti e la sera ancora piena d'acqua.
 5 Nel cesto ^{negli ombrelli} ^{risultati}
 6 Le persone che avevano raccolto? ^{si rivedono la stessa sera, nella stessa casa di ospedale.}
 7 Perché si odiano

1. Ha notato i funghi.
 2. Perché ha paura che i monelli mangino i funghi
 3. Perché scopa a colpi di cancella tutte le tracce della che ha piovuto natura.
 4. Perché ci sono più molti funghi dopo aver provato.
 5. Mettono i funghi nel cesto e negli ombrelli.
 6. Si rivedono nell'ospedale.
 7. Loro avevano i letti vicini e si guardavano in cagnesco.
 Perché si odiano.

❖ 日文系施列庭老師

整合 Google Classroom，在教室由學生使用平板電腦或是手機等智慧載具進行混合式授課。

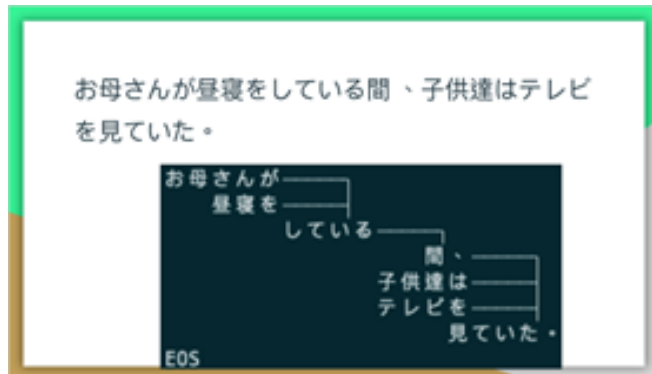
圖一 翻譯內容相關的文法重點之提示

間(に)

【～間に】 表連在一瞬間「發生了～」 後續一個「短暫」的動作
 【～間】 後續一個「持續」的動作 表示在「期間」由誰「一直」

お母さんがお風呂をしている間、子供達はテレビを見ていた。
 私が旅行で留守の間、家の犬の世話をお願いできないでしょう。
 お母さんがお風呂をしている間に、子供達は遊びに出かけた。
 私が旅行で留守の間に、庭に草がたくさん生えてしまった。

圖二 例句結構之分析



圖為 iPad 搭配【多國語言搭配詞系統】的日文搭配詞檢索結果

できないでしょうか	できないでしょうか	Carrier 12:56 PM	Carrier 12:55 PM
不知道能不能麻煩你...	能不能...?	編號 【を重ねる】 前... 同類 累積次數	編號 搭配詞組 出現頻率
可不可以呢?	可以.....嗎?	27 年 名詞 15	1 勉強会を重ねる 41200
可不可以麻煩你...?	可以請你幫我.....嗎?	20 回 名詞 11	2 年を重ねる 38200
可以.....嗎?	可不可以麻煩你...?	31 年齢 名詞 10	3 回を重ねる 30200
可以.....嗎?	能請你...嗎?	44 歳 名詞 10	4 、回を重ねる 30000
可以...嗎?	能請你幫我...嗎?	16 努力 名詞 7	5 年齢を重ねる 28800
可以...嗎?	可以...嗎?	21 回数 名詞 7	6 歳を重ねる 25700
可以...嗎?	可以幫我...嗎?	17 両回 名詞 4	7 、年を重ねる 21500
可以拜託你...嗎?	可以幫我...嗎?	52 経験 名詞 4	8 、年齢を重ねる 20700
可以嗎?	可以嗎?	53 練習 名詞 4	9 にマウスを重ねる 14400
可以嗎?	可以.....嗎?	1 カースル 名詞 3	10 、歳を重ねる 11800
可以嗎?	可以幫我嗎	7 マウス 名詞 3	
可以嗎?	能不能請你...?	12 会 名詞 3	
可以請你幫我	能...嗎?	26 巻 名詞 3	
可以請你幫我.....嗎?	可以嗎?	30 年月 名詞 3	
可以請你幫我~嗎?	可以嗎?	58 試合 名詞 3	
可以請您幫我~?	可以...嗎	2 シリーズ 名詞 2	
可以幫我...嗎	不知道能不能麻煩你...	4 デート 名詞 2	
可以幫我...嗎?	能不能?	8 ライブ 名詞 2	
可以幫我嗎	能否?	13 作品 名詞 2	
能.....嗎?	能請你~嗎?		
能...嗎?	可以請你幫我~嗎?		
能~嗎?	能~嗎?		

❖ 英文系曾明怡老師

學生學習成果展現：



Composers: Alyssa, Kevin, Thomas, Yackun & Theresa, Wainale

Original painting: Embedded in a white field

Introduction to the painting:

- 1. I don't know where the painting is from.
- 2. I don't know where the painting is from.
- 3. I don't know where the painting is from.

My creative inspiration:

- 1. I don't know where the painting is from.
- 2. I don't know where the painting is from.
- 3. I don't know where the painting is from.

Presentation Time: 10:16-10:22
 Questions & Responses: 10:22-10:25

G7 CITY OF SQUARE

Composers: Terry, Martin, Jack
Audio: <https://reurl.cc/AkynZj>

Peer Reviewers:
 G5-Tom, Josh, Roy

You never win with violence. You only win when you maintain your dignity. Dignity always prevails.

- ### Meme Activity
1. Do you notice what kind of issues have or how you feel in the pictures? (racial issue, stereotype)
 2. Please show your creation and imagination to think about different dialogues.
 3. Example
 4. Each group needs to select at least 2. (4 mins discussion)

Example

If you want me, it's a buck and a quarter a week.

(racial issue)
Tony did not respect both African Americans and Asians.

Or go hire that little Chink just pranced out of here.

C2: If you do not hire me, you will lose a good worker.

C2: Come on! Look at my muscle. You won't regret it.

Do you foresee any issues in working for black man?

Not Not Not!

G3

Racial issue and job division

Amit (butler) thought that Tony should take Dr. Shirley's luggage. Tony thought Amit should do it.

When mom told you and your sister to do the dishes

"you and sister be like:

I can't believe that you're doing this.

Because we are black. That's what we are forced to do.

I have finally seen how serious the racial issue is.

G4: Racial issues

G4: We saw how the different situations that black people were facing. Maybe the musician was having a wealthy life, but not for other normal black people

❖ 英文系魏亦淳老師

課程描述：

Course: Freshman English

Word search puzzle is used as the warm-up activity. Since there are usually some students coming late, those who arrive early could work on the word search puzzle.

“What did you do during the lockdown?” is also a warm-up activity. Students wrote down one thing they did during this period of time.

The reflection page is for students to keep notes and also share their reflection on the talk. Originally, we’re going to hold a tour to the local DaDaoCheng area, but due to the level 3 alert, it was turned into an online virtual tour.

課程活動展現（搭配 Jamboard）：

What did you do during the lockdown?

Please go through this Word Search Puzzle and find names of the shops we will visit later.

Dadaocheng

Word List: FULLMOUNTAIN, FLAVOUR, YONGLE, XIAHAI, HEBB, DIFU STREET, ARITYARD, FABRIC, HANGA CITY, DANGLUOCHENG, WILDCORN, PARKET, YAOGE, GOU.

Reflection

After the virtual tour, what do you notice about Dadaocheng? What questions do you have? Write it on a sticky note as your final reflection. You could choose one of the following sentence starters to share your afterthoughts.

I notice ...

I remember ...

This makes me think...

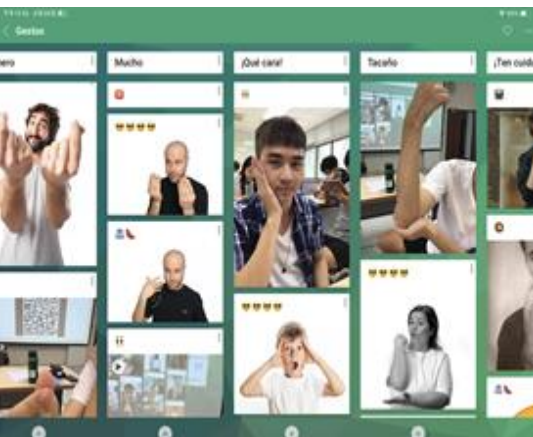
Take a Gratitude Photo Challenge

Take a fresh look at the people, places and things in your life. Now snap a photo. It could be a building you haven't noticed before, a tree in your yard, children playing in your yard. Please post your photo on this Jamboard to share your pictures!

❖ 西文系杜東瑞老師

以 iPad 配合 AnswerGarden、Padlet 教學：

同儕互評、票選、想法表述、心智圖、資訊搜集以具象化抽象語言概念



❖ 英文系周德嫌老師

課程目標：

- Basic introduction of machine learning.
- Create a VR project for the 2021 Xmas exhibition.

課程規劃：

iPad APP 應用: Classkick (2 次)

- 第一周(遠距課)-自我介紹。
- 第二周小組討論

iPad APP 應用: Padlet (4 次)

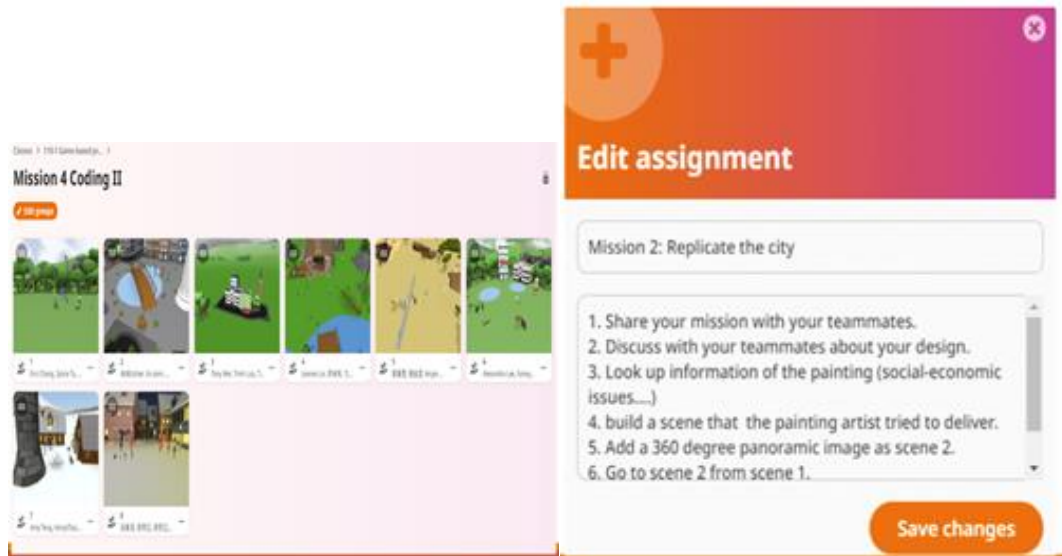
- 專題製作歷程發想

iPad APP 應用: CoSpaces Edu. (4 次)

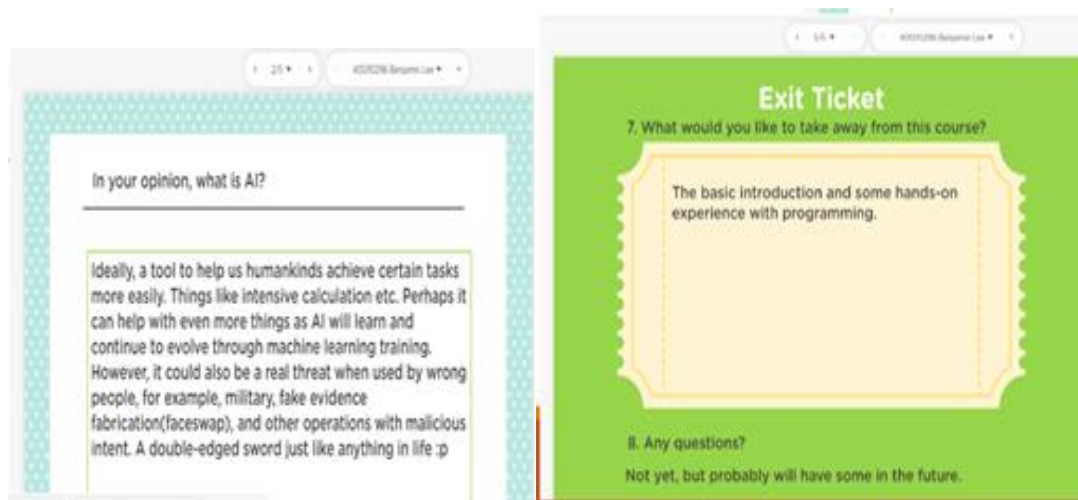
- VR 設計與檢視

iPad APP 應用 – Classkick

成果展現：



The image shows a screenshot of a virtual world editor interface. On the left, there is a mission list titled "Mission 4 Coding II" with a "4/10 done" indicator. Below the title are several small thumbnail images representing different scenes or missions. On the right, there is an "Edit assignment" panel with a red header and a close button. The panel contains a text box with the mission name "Mission 2: Replicate the city" and a list of six numbered steps: 1. Share your mission with your teammates. 2. Discuss with your teammates about your design. 3. Look up information of the painting (social-economic issues....) 4. build a scene that the painting artist tried to deliver. 5. Add a 360 degree panoramic image as scene 2. 6. Go to scene 2 from scene 1. At the bottom right of the panel is a "Save changes" button.



The image shows a screenshot of a presentation slide titled "Exit Ticket". The slide has a green background and a yellow-bordered text box. The question is "7. What would you like to take away from this course?". The answer is "The basic introduction and some hands-on experience with programming." Below the text box, there is a question "8. Any questions?" and the answer "Not yet, but probably will have some in the future." The slide is part of a presentation, as indicated by the navigation arrows and the slide number "25" in the top left corner.



➤ 計畫成員在活動時善用 iPad 學習、增能：

