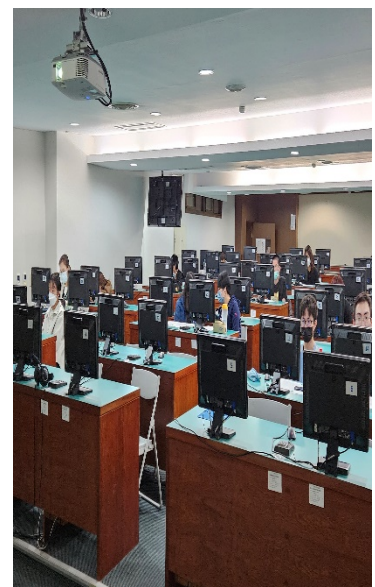


數位教學應用模式之教學教案

課程實施成果			
學前準備	教師	學生	
	方柏婷 Grace Fang	33 人	
教學策略	Week11: Guiding how to conduct the online learning and giving lecture for storyboarding, teaching Photoshop graphic design skill (face-to-face) for 3 hours. Week 12: Online asynchronous courses-watching for 2 hours, plus online synchronous discussion for 1 hour. Week 13: Online asynchronous courses-watching for 2 hours, plus online synchronous discussion for 1 hour.		
第 11 週 (教學時間 150 分鐘) (3 class periods)			
課前學習活動	Watching teaching material (MP4) on Moodle and submitting the homework in digital format to Moodle Assignment Section.		
實施方式	☐ 線上同步 ☐ 線上非同步 ☒ 面授		
教學目標	【認知】 ：Students are able to apply Photoshop skill, such as lightness design, hue remaking, adding noise, so as to create their own Author Page into a film poster style, with innovative ideas. 【應用 Application】 【情意】 ：Students can make the design for their digital production: picture-book for language teaching purpose. 【回應 Responding】 【技能】 ：Based on the skill taught during the class, students make their own work and submit it to Moodle Assignment Section. 【引導回覆 Guided Response】		
教學法與教學內容	【講述法】 Instructor taught the ideas of storyboarding and how to apply it to the digital picture-book making. 【示範教學法】 Instructor gave the lectures and guidelines for the related skills. Two MP4 films were made and uploaded to Moodle. 【發表教學法】 Students finished the design and uploaded the work onto Moodle and gave a short oral presentation about their design.		
評量方式	Class discussion and oral presentation		
教學步驟	教學活動/內容	時間	教學資源/平台應用
引起動機	Instructor showed the skill via the real examples published before.	20 minutes	Moodle
課程教學	Instructor taught the skill. Students practiced step-by-step.	50 minutes	Moodle
教學活動	1. Students read the handout about storyboarding and practiced by hand-drawing 2. Instructor introduced the 15+3 course design and its related digital courses on-line.	30 minutes 30 minutes	線上課程 from 醫農特工聯盟

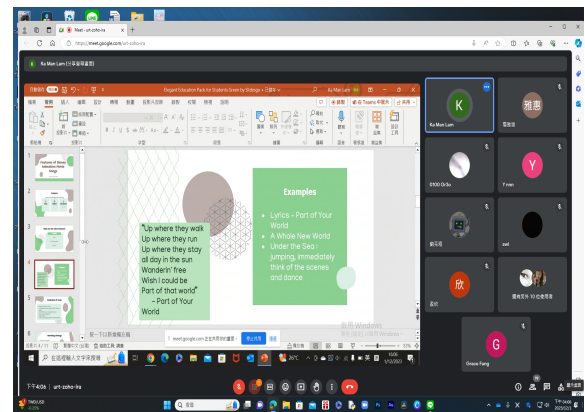
課程總結	Students had basic ideas about the storyboarding, Author Page making and principles for digital production. Instructor and students had agreement on the following two weeks for the on-line learning and discussion.	20minutes	Moodle
第 12 週 (教學時間 150 分鐘) (3 class periods)			
課前學習活動	Students watched the online course list and selected the ones which seemed to be useful for the final digital project-making.		
實施方式	☒ 線上同步 ☒ 線上非同步 ☐ 面授		
學習目標	【認知】： Students watched the online courses for the first 2 hours. 【知識 Knowledge】 【情意】： Students tried to decide the related skills or ideas that they can use in their final production: digital E-book. 【接收 Receiving】 【技能】： Students tried to practice the skills they learned from the online courses. 【模仿 Imitation】		
教學法與教學內容	【討論法】： During the last hour of online discussion, the instructor and TA facilitated students' understanding and digesting of the knowledge learned from the online courses. 【發表教學法】 During the last hour of online discussion, each student gave two minutes report orally on what they have learned and received the comments from other students and suggestions from the instructor and TA.		
評量方式	Online discussion and oral presentation		
教學步驟	教學活動/內容	時間	教學資源/平台應用
引起動機	Students would give an oral report on last hour of online discussion, they had to pay attention to the online courses content and well selected the courses they would like to watch.	10 minutes	線上課程 from 醫農特工聯盟
課程教學	Students watched the online courses that they selected carefully.	90 minutes	線上課程 from 醫農特工聯盟
教學活動	Students joined the online discussion organized by TA and the instructor.	40 minutes	Online discussion via Google Meet
課程總結	Students possessed the related skills from the online learning.	10 minutes	Online discussion via Google Meet
第 13 週 (教學時間 150 分鐘) (3 class periods)			
課前學習活動	Students watched the online course list and selected the ones which seemed to be useful for the final digital project-making.		
實施方式	☒ 線上同步 ☒ 線上非同步 ☐ 面授		

學習目標	【認知】： They tried to understand what the skills are about and how to apply them.【理解 Comprehension】 【情意】： Students tried to select the related skills or ideas that they can use in their final project and mixed them with their new innovative ideas. 【回應 Responding】 【技能】： Students tried to practice the skills they learned from the online courses and discussed them with TA and the instructor. 【操縱 Manipulation】 Instructor gave suggestions to apply the skills or knowledge learned from online courses, and students remade them into their project. 【精確 Precision】		
教學法與教學內容	【討論法】： During the last hour of online discussion, the instructor and TA facilitated students’ understanding and digesting of the knowledge learned from the online courses. 【發表教學法】 During the last hour of online discussion, each student gave two minutes report orally on what they have learned and received the comments from other students and suggestions from the instructor and TA. 【問題教學法】 The instructor gave a few questions for students to think and would discuss them during the face-to-face class next week.		
評量方式	Online discussion and oral presentation		
教學步驟	教學活動/內容	時間	教學資源/平台應用
引起動機	Students would give an oral report on last hour of online discussion, they had to pay attention to the online courses content and well selected the courses they would like to watch.	10 minutes	線上課程 from 醫農特工聯盟
課程教學	Students watched the online courses that they selected carefully.	90 minutes	線上課程 from 醫農特工聯盟
教學活動	Students joined the online discussion organized by TA and the instructor.	40 minutes	Online discussion via Google Meet
課程總結	Students got the basic ideas about how to use the skills from online discussion.	10 minutes	Online discussion via Google Meet
課程統計數據			
註冊學生數	39 人		
授予學分學生數	33 人		
使用人次	33 人		
完課率	29 人		
課程紀錄			
(說明)實體課程照片、平台學習截圖			



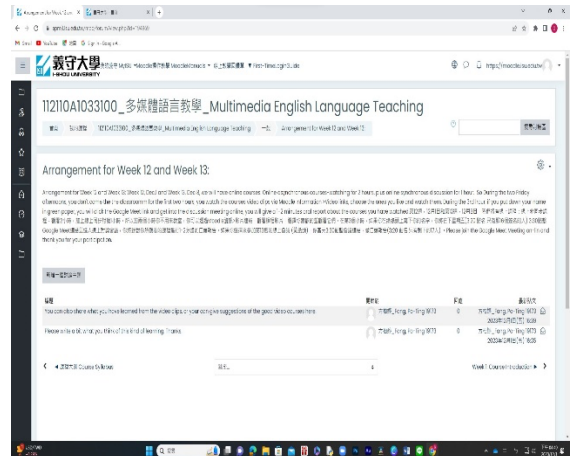
Week 11:

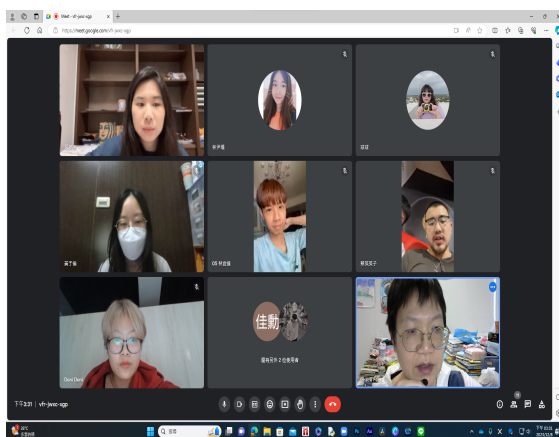
Fist photo is to teach the Author Page Skill; the second one is to show the online course video clip, and the third one is the classroom situation.



Week 12:

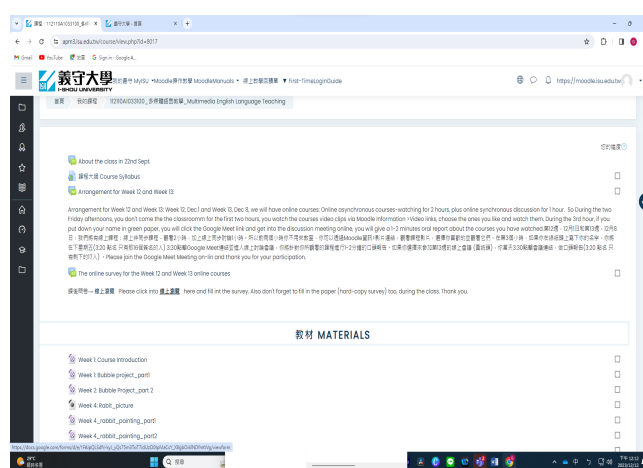
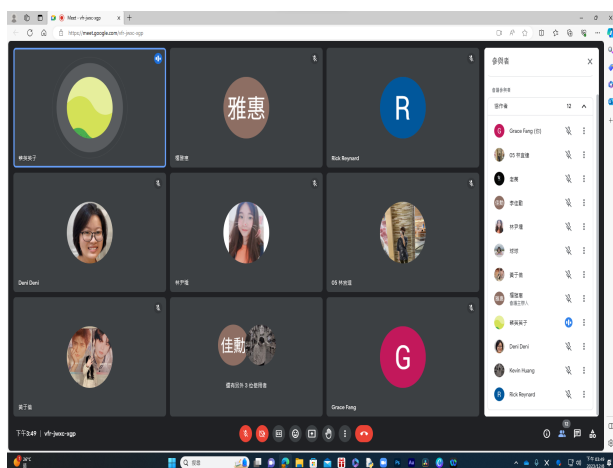
We had an on-line discussion meeting for the first group and students gave their oral reports. Each shared what they have learned from the on-line courses. We also created a chatroom in Moodle for further sharing and discussion.





Week 13:

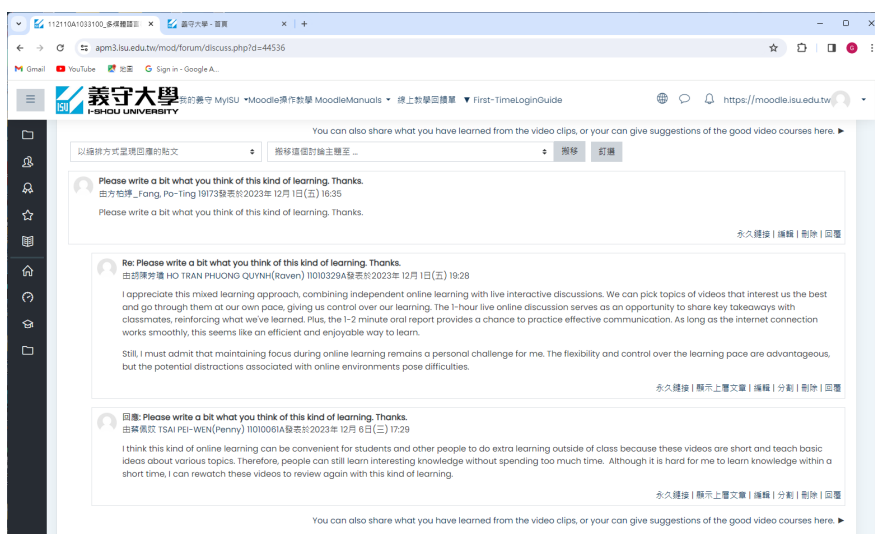
We had an on-line discussion meeting for the second group and students gave their oral reports. Each shared what they have learned from the on-line courses. The discussion was done all right. Each student gave an oral report and received the questions from classmates or me. Two students cannot speak as their network is not working well. Both the online survey and hard-copy survey were given to students.



學生學習回饋

請簡述

The following online discussions are from Moodle system:



Re: Please write a bit what you think of this kind of learning. Thanks.

由胡陳芳瓊 [HO TRAN PHUONG QUYNH\(Raven\) 11010329A](#) 發表於 2023 年 12 月 1 日(五) 19:28

I appreciate this mixed learning approach, combining independent online learning with live interactive discussions. We can pick topics of videos that interest us the best and go through them at our own pace, giving us control over our learning. The 1-hour live online discussion serves as an opportunity to share key takeaways with classmates, reinforcing what we've learned. Plus, the 1-2 minute oral report provides a chance to practice effective communication. As long as the internet connection works smoothly, this seems like an efficient and enjoyable way to learn.

Still, I must admit that maintaining focus during online learning remains a personal challenge for me. The flexibility and control over the learning pace are advantageous, but the potential distractions associated with online environments pose difficulties.

回應: Please write a bit what you think of this kind of learning. Thanks.

由蔡佩玟 [TSAI PEI-WEN\(Penny\) 11010061A](#) 發表於 2023 年 12 月 6 日(三) 17:29

I think this kind of online learning can be convenient for students and other people to do extra learning outside of class because these videos are short and teach basic ideas about various topics. Therefore, people can still learn interesting knowledge without spending too much time. Although it is hard for me to learn knowledge within a short time, I can rewatch these videos to review again with this kind of learning.

The screenshot shows a web browser window displaying a Moodle forum page. The browser's address bar shows the URL <https://moodle3.isu.edu.tw/mod/forum/discuss.php?id=44537#p74843>. The page header includes the I-Shou University logo and navigation links. The forum post is titled "Re: You can also share what you have learned from the video clips, or your can give suggestions of the good video courses here." and is posted by 由方柏婷_Fang, Po-Ting 19173 on December 21, 2023. The post content reads: "You did a good job and thank you for your contribution here." Below the post, there are several replies. The first reply is from 由潘盈欣(Selina) 11010029A on December 8, 2023, discussing the development history of Chinese-speaking world and Taiwanese pop music. The second reply is from 由方柏婷_Fang, Po-Ting 19173 on December 21, 2023, stating "I am glad that you enjoyed the online course content. Well done." The third reply is from 由呂宜勳(Julie) 11010019A on December 11, 2023, discussing the characteristics of Disney movie songs. Each reply includes a "永久鏈接" (Permanent link) and options for "顯示上層文章", "編輯", "分割", "刪除", and "回覆".

Re: You can also share what you have learned from the video clips, or your can give suggestions of the good video courses here.

由胡陳芳瓊 [HO TRAN PHUONG QUYNH\(Raven\) 11010329A](#) 發表於 2023 年 12 月 1 日(五) 19:44

I've watched the "Communication Skill at Workplace". Since this video is about film scoring and working with directors on movies, it doesn't contain direct advice for creating children's book animations as part of our final exam. However, some general principles I can take and apply are:

- ☐ Plan as a team upfront. Collaboratively decide what style and emotional impact you want for the animation
- ☐ Designate responsibilities early on based on each person's strengths
- ☐ Establish a solution for any creative disagreements that (may) arise later (perhaps by majority vote)
- ☐ Frequently communicate updates and progress
- ☐ Make an effort to understand all perspectives and what teammates are aiming for
- ☐ If major creative differences persist unresolved, seek outside guidance from the professor

回應: You can also share what you have learned from the video clips, or your can give suggestions of the good video courses here.

由潘盈欣(Selina) [11010029A](#) 發表於 2023 年 12 月 8 日(五) 00:29

I like listening to pop music, so I watched the five videos about Popular Music and Coping with Life. I learned a lot about the development history of the Chinese-speaking world and Taiwanese pop music. Also, I realized that we can use different rhythms and melodies of music to express people's emotions, such as joy, anger, sadness, and joy. Therefore, I think music is very important in life. Through music, people can convey emotions and words that cannot be directly explained. People who listen to music can also empathize with each other through lyrics. They may think that "there is someone in the world who has the same feelings or experiences as me." Besides, if possible, I want to put some music in my picture books. I hope that in addition to keeping everyone focused on the story, everyone can also feel the emotions in the story.

回應: You can also share what you have learned from the video clips, or your can give suggestions of the good video courses here.

由呂宜勳(Julie) [11010019A](#) 發表於 2023 年 12 月 11 日(一) 18:47

I learned about the characteristics of Disney movie songs lively, vivid, and educational. Because moviegoers span many age groups. A lot of the audience are children. The method of using music throughout the entire movie must be positive. For example, A Whole New World and Under the Sea are two songs representative of positive energy.

請簡述: The semester is not finished yet. Students will produce and present their final E-book during the Week 17 and Week 18.

教師自評與回饋

教師教學自評表

****請教師針對本次的數位教材混成課程實施的教學過程進行自評****

評選項目	計分標準	自評
1 對於提升教學的助益	所進行之數位教學活動對提升教學無所助益。	☐ 待加強
	所進行之數位教學活動對提升教學有助益，可使教師教學更多元，但與傳統教學差異不大	☐ 尚可
	所進行之數位教學活動對提升教學有助益，可使教師教學更多元，更容易達成教學目標	☒ 佳
	所進行之數位教學活動對提升教學有助益，可使教師教學更有創意，更多與學生互動的機會	☐ 優
2 對於提升學生學習的助益	所進行之數位教學活動對提升學習無所助益	☐ 待加強
	所進行之數位教學活動對提升學習有助益，但多僅止於提高學習興趣及動機	☐ 尚可
	所進行之數位教學活動對提升學習有助益，有助於該學科領域之加深加廣的學習	☒ 佳
	所進行之數位教學活動對提升學習有助益，特別是對學生在問題解決、創造思考能力的提升	☐ 優
3 對於數位教學之專業能力的提升	本次教學對數位教學專業能力無所提升	☐ 待加強
	本次教學對數位教學專業能力所有提升，有助於日後再運用開放式教育資源之應用與實施	☒ 尚可
	本次教學對數位教學專業能力所有提升，有助於日後進行非同步與同步教學之設計與實施	☐ 佳
	本次教學對數位教學專業能力所有提升，有助於進行遠距課程之教學設計與課程實施	☐ 優
4 對於未來投入(或持續投入)數位學習有幫助	對於未來投入(或持續投入)數位學習無所幫助	☐ 待加強
	對於未來投入(或持續投入)數位學習有幫助，可使教師教學更多元，但未來仍會以傳統教學為主	☐ 尚可
	對於未來投入(或持續投入)數位學習有幫助，可使教師教學更多元，未來有意願運用更多的開放式教育資源以豐富教學內容	☐ 佳
	對於未來投入(或持續投入)數位學習有幫助，可使教師教學更多元，也使教師教學更有創意未來有意願投入數位教材的製作與運用分享	☒ 優

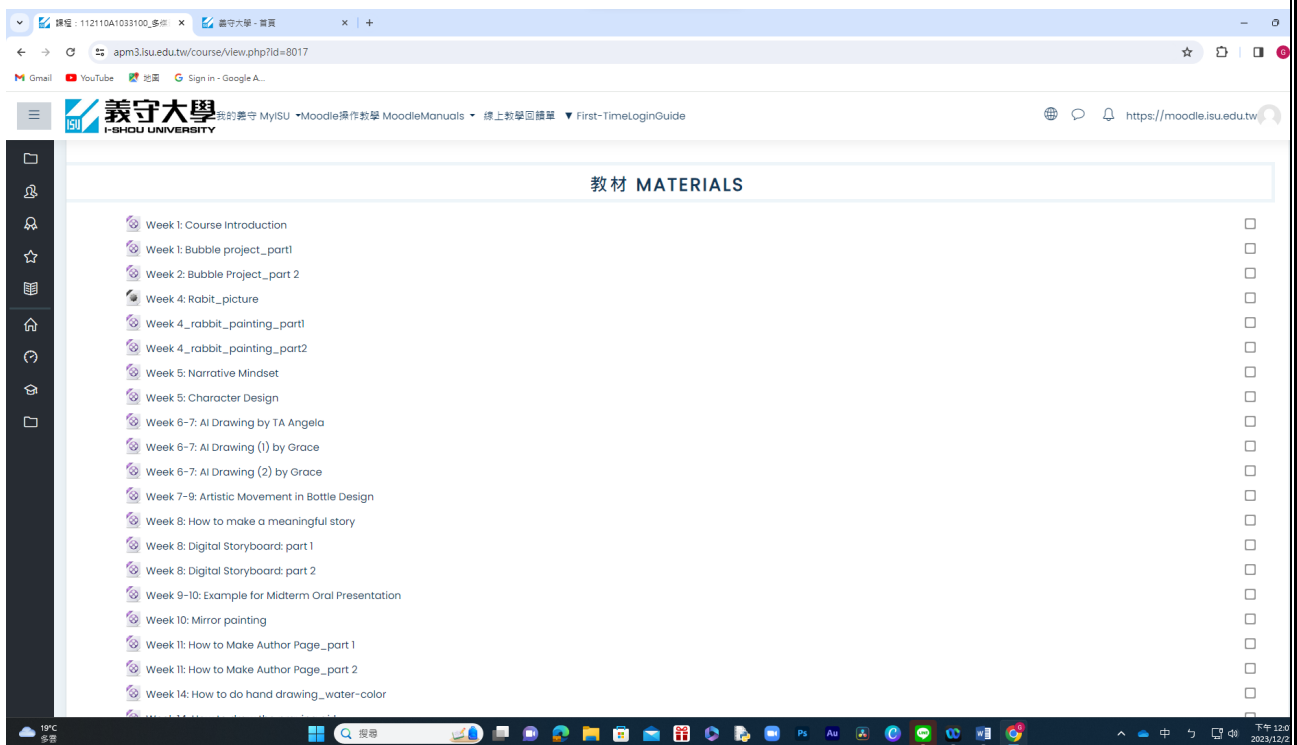
心得與回饋

(包含教學目標是否達成、授課情況、學生表現、執行困難與解決方案...等)

請簡述

The teaching goal is to train students to make an E-book for language teaching purpose. In terms of the content, I designed several parts, including character design, story structure, storyboard design, author page, picture book, exercise design, and story animation. During the classes, students felt challenging to learn the related skills, in terms of design principles, narrative methods, the framework of picture book, AI drawing, CG drawing, basic Photoshop skills, traditional painting skills, and some PowerDirector skills for making the short animation. Students tried hard to learn and made their classwork and course assignment each week. The difficulties lie on that the course time is always not enough, and some students come to the class for credits not for learning.

Without right motivation, when facing challenges, complaints would come. My solutions for that is to give online discussion, online teaching material and also to give more extra-time for one-to-one tutorial or make-up class for the slow learners. Before the classes, I always make the video-clips and upload them online into our Moodle teaching area.



So far two third of students can still follow my pace and submit the homework online onto Moodle assignment area, each week. Late-submission is also allowed. The comments to their design and homework are given during the classes. The midterm exam is to give an oral report on the best E-book students find on line. They have to explain the strength and weakness of the work and speak of what part they can apply to their own design in the future. Meanwhile, the peer evaluation was conducted to give more objective view on their English communication ability. Students also learned how to answer the questions in English properly. The final exam is to present their multimedia E-book and give a demo teaching in English. With step-by-step, guidance, students' final multimedia production should be able to show what they have learned. The oral presentation will be recorded, and the E-books will be collected during Week 17 and Week 18. The comments

for how to improve the multimedia work will be given by the instructor and the expert invited. Peer-evaluation will be given during the final presentation. The Q and A time will be provided too.

課程 : 112110A1033100_多媒 X 義守大學 - 首頁 X +

apm3.isu.edu.tw/course/view.php?id=8017

Gmail YouTube 地圖 Sign in - Google A...

義守大學 I-SHOU UNIVERSITY

我的義守 MyISU Moodle操作教學 MoodleManuals 線上教學回饋單 First-TimeLoginGuide

https://moodle.isu.edu.tw

作業 ASSIGNMENTS

- Assignment 1: Hand-drawing_face ☐
- Assignment 2: Bubble color-in ☐
- Assignment 3: Rabbit painting ☐
- The Example of AI Drawing (Week6-7) ☐
- Assignment 4: AI Drawing (1)_(Week6-7)_Classwork ☐
- The Example from AI Drawing: (week7-8) Character Design ☐
- Assignment 5: AI Drawing (2)_(Week7-8)_Homework ☐
- Assignment 6: Bottle Picture (see the examples on teaching materials) ☐
- Assignment 6: Bottle Design ☐
- Assignment 7: Mirror painting ☐
- Example for Author Page ☐
- Assignment 8: Author Page ☐
- Assignment 9: Praying girl ☐

測驗 ASSESSMENTS

- Midterm Example Oral Presentation (Individual Work) ☐
- Midterm Example Book-Picture ☐
- Midterm Example_PPT ☐
- Midterm PPT (Upload PPT and Picture Book) ☐
- Final Product Example_PPT ☐

19°C 多雲

下午 12:11 2023/12/2

具體建議

(包含需要獲得數位教學上哪方面的協助?)

I would suggest that the authority should make sure that the quality of the on-line courses can be considered as good teaching material. Some of the courses are actually not quite OK in terms of the time length, content, and sound quality, and teaching method. I am very much interested in this kind of mixed online and actual teaching, but still I hope that before the courses are uploaded, at least, one or two experts should have a quick look first and help the course teachers to improve their online course quality. Only the good teaching material can benefit students' learning. Therefore, the quality-checking is a MUST, before launching the teaching project like this.