

國立教育廣播電台 英語奇育記

教育新聞中英對照參考

● 教育新聞中文摘要：

本集新聞將探討大學課堂內的科技使用，思考科技裝置在教室中扮演的角色，究竟是有助於學習的工具還是使學生分心的誘惑。一般而言，當教室有了科技輔助，具有閱讀困難或閱讀障礙的學生，就可以享受閱讀帶來的樂趣，而因為科技裝置有時具有匿名性，學生便能誠實表達自己的想法，教師因此可以獲得真實的回饋，作為調整教學的參考。

● 教育新聞英文摘錄：

Yuka: Today, the title of our news is "Screens in the Classroom: Tool or Temptation?"

本次新聞將探討大學課堂內的科技使用，來思考科技裝置在教室中扮演的角色，究竟是有助於學習的工具還是使學生分心的誘惑。

Cathy: What does "Screen" mean here?

Yuka: Like, smartphones, tablets and laptops. It means those technological devices with screens.

Cathy: Oh, I see. So, the new is about technology use in classroom?

Yuka: Yes. You are right! It guides us to think whether technological devices are tools, or temptation.

Cathy: Sounds interesting!

Yuka: Cathy. Did you allow to use your phone in class?

Cathy: Well, it depends. Only few professors would put clear regulation on syllabus. However, typically we are not allowed to use our phone in class. 大部分的老師還是不希望我們在課堂上使用手機。

Yuka: That's right. Did you know the reason?

Cathy: Emm, I think it is because we will constantly check our social media instead of paying attention to the instructor.

Yuka: Right. Just like what mentioned in the news. Most teachers would consider those technological devices as distracters, and they often think about banning technology use in class.

Cathy: Well, I got a question. 課堂上的科技使用都只帶來負面的影響嗎?

Yuka: Good question. According to the news, we do have some benefits of using technology in class. 在課堂中融入科技使用還是有好處的！

Cathy: Really? Could you tell me more about that?

Yuka: Sure! For example, teacher could engage students with special needs.

Cathy: Special needs? Could you elaborate more about that?

Yuka: Like, students with learning disabilities(學習障礙), students with autism(自閉症) or students speak English as their second language. As what mentioned in the news, Benetech is a nonprofit educational software company that creates tools for students with dyslexia and other reading issues. With the help from technology, students with dyslexia could also enjoy reading. 有了科技輔助，具有閱讀困難或閱讀障礙的孩子，也能享受閱讀帶來的樂趣。

Cathy: Sounds great! So, students with autism could also use some tools to participate in the class. Therefore, students with different needs could be all included in one class.

Yuka: That' s right!

Cathy: What about those students speak English as their second language (非英語母語者學生)? Are there some special tools for them?

Yuka: They just go to dictionary when they have hard time catching up with the content delivered by teachers. They could check the meaning of the word they don' t understand immediately. And participate in group discussion well in a literature course.

Cathy: 原來如此！ And I think that teachers should not ban technology use in class.

Yuka: Oh. It seems like you' ve gotten some ideas in your mind.

Cathy: Yes. If teachers strictly ban technology use in class, those students may lose an opportunity to find a proper way for them to learn well.

Yuka: I agree with you. Various needs of students should be taken into consideration. Also, strategically using technology(策略性的使用) in class could provide feedback for teachers and add some fun to students' learning.

Cathy: Really? That's wonderful. How could we achieve that?

Yuka: Perry Samson, a professor in the University of Michigan's department of climate and space sciences and engineering. He developed an App for students to click on that to show their understanding about his lectures. By receiving those anonymous feedback, professor Samson could know how many students still feel confused and do some adjustment on his teaching.

Cathy: I like this way to check students' comprehension. Because teachers usually check students' comprehension by asking questions like "So far so good?" , "Any questions?"

Yuka: Yes.

Cathy: Sometimes I do feel confused or having some questions but I'm just not used to ask questions in front of other classmates.

Yuka: 我也是。 I am afraid of asking unimportant questions and taking up too much of class time.

Cathy: Some teachers would use hand gesture to check our understanding. Which is a better way than asking students questions directly. But still some students don't like that.

Yuka: emm, got it. So, you prefer the way professor Samson do to collect students' feedback through an App.

Cathy: Yes. Since it is anonymous, students could all express their opinions honestly and teacher would receive them all, then modify their teaching. 因為它具有匿名性，學生便能誠實表達自己的想法，教師也才能獲得真實的回饋，作為調整教學的參考。

Yuka: Indeed. Besides, technology could also add some fun to students' learning.

Cathy: Seriously? Can't wait to hear that!

Yuka: Christine Greenhow, an associate professor of counseling, educational psychology, and special education at Michigan State University. She creates a communication back channel with students in her class by integrating social media.

Cathy: Wait. What is "back channel" ?

Yuka: Back channel is like an informal way of communication. For instance, you text your classmate when the teacher is still teaching on the stage. Then, you and your classmate form a back channel.

比較像是個額外多出來的、非正式的溝通管道。

Cathy: emm, I see. Which social media did she use to create a back channel?

Yuka: She uses Twitter. Students would post questions for journalists and authors on Twitter and get response from them. Or, they may find things and tweet about it on Twitter back channel. 接著，老師便會從學生在推特上的那些貼文中，挑選一些有趣的，在課堂上提出來讓學生們進行討論。

Cathy: Cool! I haven' t heard that before. Nowadays, students use social media every day. They connect with friends and get information from it. So, that is really a smart way to arouse students' interest and engage them in class by integrating Twitter into her teaching.

Yuka: I agree. Due to the advantage of technology use in class discovered, some people are developing more educational software for teachers to use.

Cathy: Wow! Sounds cool! 老師們之後就能運用更多科技軟體在他們的教學過程中了。

Yuka: Indeed. Now, let' s go back to the question asked by the new title in the very beginning. Is technology a tool or a temptation? What did you think?

Cathy: Well. I think technology is more like a tool. However, it is still possible that students are distracted by technological devices in class.

Yuka: I have the same opinion with you. In addition to technology, there are still something to do with teachers and students. Like what professor Greenhow said, teachers should keep

asking themselves a question. That is “What am I doing in my teaching that is not engaging?”

Cathy: They need to reflect on their teaching. 不只將責任歸咎於學生，教師們也必須思考自己是否有在課堂內把學生帶進來！

Yuka: That’s right. As for students, they need to take control of their own learning.

Cathy: Yeah. They need to be an active learner and be responsible to their own learning.

Yuka: What a great conclusion, Cathy!

Cathy: Thanks. I guess this is the end of our news today.