

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：

本集新聞將介紹印度導入「快樂課程」，期待讓學生能夠正向、自由的思考未來。快樂課程的課綱會從首都德里起跑，有超過一千所公立學校加入快樂這門必修課，並依照年齡區分為三個階段：幼兒園到二年級、三到五年級、六到八年級。在這堂課中，沒有課本和作業、不用考試也不打分數，學生從冥想、正念、說故事和了解情緒需求的活動中學習釋放情緒壓力、處理焦慮。協助他們建立穩重感、自信心、自尊等特質。

● 教育新聞英文摘錄：

Irene: Today we are focusing on the educational news in India. Do you still remember the competitive and intense education in the movie "3 idiots" ? well, the situation is going to be changed soon. According to CNN news on July 18, 2018, Delhi government launches a program in public schools, which is a happiness course. 還記得印度電影三個傻瓜中，學歷至上導致學生壓力極大的教育環境嗎？為了改變現狀，印度德里的政府開始在公立學校實施每周一次的快樂課程。

Anny: The curriculum was introduced by the government for classes nursery to VIII. With a grand launch by Tibetan leader Dalai Lama, the curriculum has no books or evaluation, and students are taught mindfulness and lessons through stories and activities. It was implemented in 1,100 government schools.

Irene: Breaking away from more traditional math, science and language classes, the new happiness curriculum aims to impart emotional intelligence through meditation, storytelling and activities in which the focus is on students' emotional and mental needs. These skills are intended to reduce stress and anxiety and manage any depression.

Anny: Their teacher guides them as they close their eyes and listen carefully to sounds around them. They are asked to note the sounds they can hear and then to isolate one. Eventually, they pay attention to the sound of their own breathing.

Irene: The program groups children into three age categories: kindergarten to grade two, grades three to five, and six to eight, according to Rajesh Kumar, head of the state committee formed to design the curriculum. To avoid further burdening students, the class carries no grade and will have no textbooks, tests or homework.

Anny: 新課綱從首都德里起跑，超過一千所公立學校加入「快樂」這門必修課。依年齡分為三個階段，幼兒園到二年級、三到五年級、六到八年級。這堂課沒有課本和作業、不用考試、不打分數，學生從冥想、正念、說故事和了解情緒需求的活動中學習釋放情緒壓力、處理焦慮。老師會教學生閉上眼睛、專注聆聽四周的聲音，再將聲音隔開，最後就會注意到自身的呼吸聲，從心隔絕萬物紛擾。

Irene: It's really different from the intense course. But why does the government come up with this happiness course?

Anny: Because according to the World Health Organization, one in four Indian children age 13 to 15 struggles with depression. However, happy kids are more able to learn, as they tend to sleep better and may have healthier immune systems. And they learn faster, think more creatively and tend to be more resilient in the face of failures, with stronger relationships.

Irene: Indeed. And to have a better quality of teaching happiness courses, training sessions were held with an estimated 21,000 teachers, school principals and administrators in Delhi, with course leaders and instructors taking turns explaining what "happiness" is and is not, and how it can be imparted to students.

Anny: Teachers were taken through the curriculum's many components, such as mindfulness, value-based activities and self-expression. Mindfulness will enable children to spend time in the moment, making them less distracted. Stories and activities are supposed

to help in developing values, making them more centered, and self-expression will help self-esteem and confidence, giving students a voice.

Irene: 課堂內容還包含說故事、團康、正念療法(Mindfulness)等活動，目的都在探索這些學生的心理需求，並協助他們建立穩重感、自信心、自尊等特質，好幫助他們面對壓力、處理焦慮與憂鬱等情緒。

Anny: According to a clinical psychologist, Indian children face a lot of stress in terms of academics. Now, they are looking at a value-based education, where the focus is on values in general, focusing more on the process of things rather than the end result. According to WHO, 11% of India's adolescents, from 13 to 15 years old, are distracted and have a hard time staying focused on their homework and usual work most of the time.

Irene: Moreover, estimated suicide rates amongst 15- to 29-year-olds in 2012 stood at 35.5 per 100,000, a measure of suicidal behavior in the past 12 months. This was the highest rate in the WHO Southeast Asia region, above neighboring Nepal at 25.8 and Bangladesh at 8.1 per 100,000.

Anny: In doing something like the new class, the psychologist feels that teachers will start looking at different areas of a child's development, not just academic success. 臨床心理學家馬傑達(Puroitree Majumdar)認為，快樂課的出現將會在教育上帶來正面效果，讓老師除了看到學生在學業上的表現，同時也會注意到他們在其他面向的發展，而對學生來說，他們也得到了從課業壓力中釋放的機會。

Irene: 剛剛有提到，世界衛生組織指出，有超過一成年齡介於 13-15 歲的印度學童受憂鬱症所苦。世界衛生組織在 2014 年所進行的報告《預防自殺》中也寫到：「在印度南部，調查員觀察到在考試期間，那些沒考好的學生會出現比較高的自殺率。」、「如果這些學生有再考一次的機會，那自殺率就會降低。」。我們可以知道在印度，標準化的測驗成績決定了一名學生的成功與否、也決定了他能不能擠進名額有限的頂尖大學。在這種「唯有讀書高」的風氣下，瘋狂拚升學的成果如何不得而知，不過每年大學聯考放榜後都出現中學生的自殺潮。

Anny: 根據統計，2014~2017 的三年間，印度有超過 26000 名學生自殺身亡，平均每天有 26 名學生自殺，內政部長阿希爾 (Hansraj Gangaram Ahir) 坦言，其中有 1/4 和考試壓力有關。

世界衛生組織 (WHO) 也警告，印度的青少年自殺率是東南亞各國之冠；《2018 年世界幸福報告》156 個國家中，印度的幸福指數排名 133，屬於後段班。而印度德里政府也看到了這些壓力對孩童心理造成的影響，才會推行這個快樂課程。

Irene: 德里市教育部長西索迪亞表示，他相信當整個社會只著重的好成績、找到好工作的同時，他們忽略了培養人格、注重情緒發展的重要性，這也是促使德里當局推出快樂課程的契機。但也有不少老師不太買帳，直言缺乏具體課程安排，很難持續。「一堂 35 分鐘的課，根本無法兼顧一班 80 個學生」「到最後只是淪為照本宣科、敷衍了事而已。」

Anny: 不過學生們則對這堂課充滿熱情，有學生說透過專注、沉浸於當下的正念療法，讓他更有辦法專注在學校課業。另一名 12 歲的學生表示，他學到了要對自己有信心，以及只要不停止嘗試，他就不會是失敗者。所以快樂課真的有成效呢！

Irene: 雖然快樂課有其重要性，但更重要的是改變學校的教學型態，因為不同的教學方式會影響學生的學習動機。台灣的教學現場持續改變傳統填鴨式的教學法，導入更多的合作學習、跨領域等教學型態，並且積極運用差異化教學讓學習更符合學生的能力與興趣。除此之外，新課綱中高中端有個重大改變，那就是每週三堂課留白，讓學生培養自學力。

Anny: 高中生的彈性學習，就是讓高中生每週有兩到三節課的時間參與以下四類活動或課程：一、選手培訓；二、自主學習；三、充實或補強課程；四、學校特色活動。呼應新課綱中的「自發」精神，保障高中生在高中三年裡至少享有十八節課的空白，可以自主運用。雖然和快樂課相似，但是仍有評量的部分喔。

Irene: 所有高一新生都要在入學一個月內，提交自己的「自主學習計畫書」。校內將新設一種職位叫「自主學習指導老師」，審查學生的計畫書，如果無法通過，會協助重新修正，直到所有人都有一份自己專屬的計畫書。

Anny: 對於自主學習要如何安排還沒有想法、不知道上哪裡找資源的學生，建中和鄰近高中聯合提供了「微課程」讓學生選擇。微課程是一種體驗型學習，部分課程不用花到 18 週時間，可以 6 週為一期。像建中已與台大等多所大學合作，開出 10 門微課程，也和北一女、師大附中、成功高中、中山女高共 5 所鄰近高中，合開跨校選修

Irene: 親子天下 105 期中，十二年國教專案辦公室規劃委員簡菲莉表示，從學生討論中發現，如果每週只給一個小時的彈性學習，孩子可能就是拿來寫寫作業、補補進度；但當學生每週有三個小時自主學習，他們可以系統性的學程式設計，所以說時數會決定孩子探索的深度。而自主學習是一個學習過程，而非結果。所以我們可以期待，未來當學生有空白的時間，他可以決定自己要做什麼，更進一步放手，「讓孩子學會為自己的學習負責」以及「讓自主學習力長在學生的基因裡」。