

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，澳洲 Wooranna Park Primary School 透過學習討論會，致力連結學生口語表達和批判思考能力，而學習研討會的實施方法是請同學在台上發表特定主題新知，而台下觀眾同時進行網路搜索，以確認台上講者所言是否屬實。在此學習討論會中，觀眾不僅僅能確認資訊的正確性，還可以延伸討論內容，並在交叉詰問的過程，學生能再次反思蒐集資料的可信度與廣泛性，是否足以令觀眾信服，並且在話題的延伸、討論以及不同想法的激盪下增廣見聞。

● 教育新聞英文摘錄：

Yuka: Today, the title of our news is: School that works learning symposiums connecting public speaking to critical thinking. 本次新聞將深入探討一間學校，他透過學習討論會，致力連結學生口語表達和批判思考能力

Sherry: Sounds cool! Which school apply for the learning symposium?

Yuka: It' s the Wooranna Park Primary School, which is in Australia. The learning symposium is for grade 5 and 6 students.

Sherry: Oh I forgot to ask. What is learning symposium, by the way?

Yuka: If you translate it directly. It means learning discussion forum. 類似學習討論會、學習研討會

Sherry: When it comes to discussion forum, I would think of topic-based conferences and presentation. It seems too difficult for a 12-year-old student to master.

Yuka: Well, it is. But it' s also good for their learning as well. Because in the learning symposiums, students develop not only public speaking skills but learn how to question. That is, if you' re going to say something, you need to back it up.

Sherry: It's about sharing what you have discovered with a group of people who are not going to be passive in their listening. It's more interactive way than just giving a talk. That's wonderful!

Yuka: That's right! In other words, as for the learning symposium at the Wooranna Park Primary School, the art of presenting goes hand-in-hand with the art of questioning.

Sherry: No wonder you told me that it's good for the primary school students' learning. Can you tell more about the learning symposium? How does it carry on?

Yuka: The learning symposiums are held weekly across content areas for students to show what they know. And the audience verifiers fact-check information online during the presentation.

Sherry: 喔~這個學習研討會的實施方法是有同學在台上發表某一主題的新知外，台下觀眾同時進行網路搜查，以確認台上講者所言是否屬實。

Yuka: There are verifiers researching if the information accurate or not. And if it's not accurate, they can orange card it.

Sherry: Do you mean anyone can hold up an orange card to flag information that it inaccurate or unfounded?

Yuka: That's right!

Sherry: If I were the presenter, I'd feel nervous to see the orange cards flying high in the air.

Yuka: Indeed. According to a student, he says. "As a presenter, when I see an orange card, I used to think I'm going to get judged. But then now, I realize it's a way to learn."

Sherry: I agree with his words. The one who judges you is the one who encourages you to improve.

Yuka: Yeah. You make me think of another role in the learning symposium, which is called secretary. A secretary documents areas for improvement and questions for further investigation.

Sherry: Wow! That' s great. So, as for the audience, they can only clarify the information the presenter shared?

Yuka: Not really. Students can also ask questions to broaden the discussion. 在學習討論會中，觀眾不僅僅能重申訊息的正確性與否，還可以延伸討論內容

Sherry: For example, when the topic is about turtles and tortoises. If the audience is going to clarify the idea. He can say, "on your slide, it says more turtles can live up to 50 years. However, large turtles actually can live more than 150 years." On the other hand, if the audience is going to broaden the topic, he may say, "do you know anything about litter that is affecting the turtles?"

Yuka: Sherry! That' s a good example!

Sherry: Thank you~

Yuka: Jennie, one of the teacher in the school suggests that interrogation is actually a helpful tool. It' s a way of cultivating questioning processes, the ability to listen, build on people' s knowledge. And it' s a way of opening up new windows.

Sherry: Can' t agree more. How about reflection after the presentation? As for a teacher, we all know that reflecting is the key role of advancement.

Yuka: Of course! Teachers would guide their students to reflect more about their presentation. And students would have chances to present many times in a year, revising and refining their work each time.

Sherry: Through opportunities to stand in front of the group, I believe it would definitely build those primary school students' confidence to speak in public.

Yuka: Definitely. It' s good to hear that the school strive so hard to cultivate pupils' presenting skills at an early age. I think in Taiwan, we lack those trainings not only in our elementary schools but junior high and senior high schools.

Sherry: That' s right. Most students are afraid to speak in public, and not to mention to conduct a presentation in front of their peers because it requires much more techniques and bravery than just conveying information normally. I remembered I had my first

presentation when I was a senior high school student. It was awful and I almost nerved to death.

Yuka: Me too. Hope we can practice it much more earlier just like the way Wooranna Park Primary School does.

Sherry: Furthermore, I guess the learning symposium is not only about training students' presentation skill but intriguing students' interest to learn more.

Yuka: You' re right. Just like Kim, one of the 5 grade teacher says, "the learning symposium really is not about having to know everything. It' s about knowing you don' t know and you need to find out more. You can learn not just off the teacher; you can learn off each other."

Sherry: Yeah, giving orange card to verify the information is one way to learn from their peers. 在交叉詰問的過程中，學生能再次反思蒐集資料的可信度與廣泛性，是否足以信服觀眾。並且，話題的延伸、討論以及不同想法的激盪下，學生們也能得以增廣見聞。

Yuka: That is how interrogation works. By the way, may I share you the metrics of success in 2018 at Wooranna Park Primary School?

Sherry: Of course! What is it?

Yuka: All students tested performed close to or above to the average for schools with comparable populations on reading, writing, and numeracy in Australia' s national assessment program. 該校學生在閱讀、寫作及算術能力上高於平均澳洲同年齡的孩子 Also, on a student survey, 97% of students said teachers made sure all students felt included, and 95% agreed that teachers asked questions that challenged their thinking.

Sherry: 哇！95%的學生認同老師的教學助於他們深入思考 Seems only when lessons and teachers work together can the school becomes exceptional. Yuka, hope we can be teachers who students feel trusted and helpful one day.

Yuka: I believe we will. And I might entail the reading symposium into my classes from now on.

Sherry: Glad to hear that! I guess this is the end of our news today.