激發教學創新，提升教育質量──
資訊學院教學座談會聚焦多元教學經驗分享

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在資訊學院的教學座談會上，教授們齊聚一堂，深入探討了當前高等教育中面臨的諸多教學挑戰與機會。這場座談會不僅是教師們分享教學經驗的平台，更是提升教學質量、加強教師間合作的重要契機。面對新科技的融入、多元化教學工具的運用、學生參與度的提升，以及公平評分等問題，教授們分享了寶貴的見解與實踐經驗，為未來教學方式的改進提出了可行的建議。

此次座談會的目的是促進教學者之間的交流，鼓勵教師們反思和分享各自的教學方式，以共同提高整體教學水平。在座的教授們來自不同的教學背景與專業，為座談會注入了多樣化的觀點與實踐案例。透過此次討論，教師們對於如何在瞬息萬變的教育環境中持續改進教學質量，有了更深入的認識。

黃世強教授：教學獎的激勵與多樣化教學工具的應用

黃世強教授開場提到，教學獎項的設立對於教師來說不僅僅是個榮譽，更是推動教師提升教學水平的有力動力。他認為，這類獎項能夠激勵教師在教學過程中不斷創新，並努力改善課堂效果。黃教授表示，這樣的獎項既能促進教師的專業發展，也對學生的學習質量有直接影響。

他分享了自己在教學中的具體經驗，特別強調了多樣化教學工具的重要性。他指出，現代教學中，單一的教學方式已不足以滿足學生的多元需求，因此應該善用各種工具來輔助教學，特別是動畫和圖像等視覺化的輔助教具能有效增強學生對複雜概念的理解。黃教授強調，這不僅可以讓課堂內容更生動，也能幫助學生更快地掌握學習重點。

此外，黃教授還提到，在評分標準上應當保持一致和透明，並避免不必要的分數調整。他認為，公平的評分系統不僅是對學生的一種尊重，也能激勵學生更加努力，維持其學習的動力。

葉宗泰教授：平衡課程難度與豐富性，助教管理的重要性

葉宗泰教授則從課程設計的角度分享了如何平衡課程內容的豐富性與難度。他指出，雖然教授們常常希望學生能夠學到更多的知識，因此設計出非常豐富的課程內容，但過多的材料並不總是有助於學生的學習。有時候，學生會因為無法跟上課程節奏而感到挫折，甚至可能影響他們對學習的興趣。葉教授提醒教師們應當根據學生的實際情況調整課程，確保學生能夠在課程中獲得充分的學習成果，而不會因為課程過於艱深而喪失信心。

他進一步指出，助教的選擇在教學質量的提升中扮演著關鍵角色。葉教授分享了自己在助教管理上的經驗，特別強調了選擇具備責任心和教學能力的助教對課堂運作的重要性。適當的助教不僅能有效輔助教師進行教學，也能在學生需要時提供即時的協助，減少學生的挫折感，從而提升整體學習效率。

李奇育教授：英語授課的挑戰與策略

李奇育教授則聚焦於英語授課這一主題，探討了外語教學中的挑戰與應對策略。他提到，許多學生的英語水平參差不齊，這對英語授課的教師來說是一大挑戰。李教授強調，雖然全面英語授課是提高學生外語能力的有效途徑，但在現實中，完全依賴英語授課可能會影響學生對專業內容的理解。因此，他建議教師可以採取翻譯輔助、多角度講解等策略來幫助學生更好地吸收知識。

此外，李教授還強調了技術工具在教學中的應用。自疫情以來，他開始錄製教學影片，讓學生在課後能夠重複觀看課堂內容。這種方式不僅能幫助學生複習，還能彌補課堂中可能出現的理解障礙。他提到，許多學生反映這些影片對於考試前的複習非常有幫助，甚至能提高學生的學習信心。

謝續平教授：互動式教學與全球學生的挑戰

謝續平教授的分享聚焦於大班教學中如何提升學生參與度，並面對多元文化背景下的教學挑戰。他首先提到，自己通常教授的課程班級規模較大，經常超過 100 名學生，且來自不同國家與地區，包含歐洲、東南亞等地。因此，課堂上既有國際學生，也有本國學生，這對於全英文授課提出了新的挑戰。謝教授指出，部分台灣本地學生在面對全英文授課時可能會有理解上的困難，因此他偶爾會用中文解釋某些概念，但同時也必須向國際學生道歉，確保他們理解課堂內容。

他進一步強調，針對不同背景的學生，他會在學期初進行背景調查，了解學生的先修課程和學習經驗，以便更好地設計教學內容。此外，為了提高學生的專注度和參與感，謝教授採用了「隨機提問」的方式，特別是針對坐在教室後排的學生，確保他們積極參與課堂討論。他還設計了小測驗和即時反饋機制，藉此了解學生的學習狀況，並即時調整教學內容。

謝教授也提到，在教學過程中結合了最新的網路安全事件作為實例，讓學生更直觀地了解課程內容與實際應用的關聯。他認為，真實案例的引入不僅增加了課堂的趣味性，也讓學生能夠將學術理論與現實生活中的問題相連結，有效提升學習成效。

杜宏章教授：國際視野下的教學思考與互動

杜宏章教在交流時間從國際化的角度，分享了他在教學中的觀察與反思。他指出，隨著全球化的加速發展，許多來自不同國家和文化背景的學生進入課堂，這要求教師們具備更多元的教學技巧。杜教授特別提到，學生的參與度是影響教學效果的重要因素，而過度依賴投影片教學可能會降低學生的注意力與參與感。

他建議教師們在適當時候回歸到傳統的黑板教學，這種方式能讓學生更專注於課程內容。此外，他還提到錄影教學的雙刃劍效應，雖然技術讓學生能夠方便地回顧課堂，但同時也降低了學生到課的意願，這在一定程度上削弱了即時互動的效果。

杜教授也提到，國際學生在不同文化背景下的學習方式各異，這要求教師在設計課程時能夠靈活應對，確保課堂內容適應不同學生的需求。他認為，透過多樣化的教學方法與靈活的評分機制，可以最大化提高教學效果，讓學生真正受益。

持續創新，提升教學質量

此次座談會提供了一個難得的平臺，讓資訊學院的教師們能夠彼此分享教學經驗、討論教學創新。無論是如何運用多樣化教學工具、平衡課程難度，還是如何應對英語授課的挑戰，每位教授的分享都帶來了新的啟發，並為未來教學質量的提升提供了寶貴的建議。

座談會的最後，主持人再次鼓勵教師們積極參與未來的教學座談與培訓計畫，強調這類交流能夠促進教學反思，幫助教師不斷更新教學方法，應對不斷變化的教育需求。隨著教育科技的進步與學生需求的多樣化，教師們需要持續創新，以保持教學質量的卓越，並為學生提供更加有效和全面的學習體驗。

透過此次座談會的分享與討論，資訊學院的教師們展示了在教學中不斷追求卓越的決心，也為未來的教學改革與創新奠定了堅實的基礎。

Fostering Teaching Innovation and Enhancing Educational Quality: Insig hts from a CCS Seminar on Diverse Teaching Experiences

At the teaching seminar hosted by the College of Computer Science, professors came together to engage in a thorough discussion of the key challenges and opportunities shaping higher education today. The seminar served not only as a platform for teachers to exchange teaching experiences but also as a vital opportunity to improve teaching quality and foster greater collaboration among faculty. Addressing topics such as the integration of new technologies, the adoption of diverse teaching tools, enhancing student engagement, and ensuring fair grading practices, the professors shared insightful perspectives and practical solutions, offering actionable recommendations for refining future teaching methods.

The seminar aimed to promote meaningful communication among faculty, encouraging them to reflect on and exchange their teaching strategies to collectively enhance overall teaching quality. The professors in attendance, representing diverse educational backgrounds and areas of expertise, contributed diverse perspectives and real-world examples to the discussion. Through this collaborative dialogue, the professors gained valuable insights into how to adapt and continually improve teaching practices in an increasingly dynamic educational environment.

Professor Sai-Keung Wong: Incentives from Teaching Awards and the Application of Diverse Teaching Tools

Professor Sai-Keung Wong opened by emphasizing that teaching awards are not only an honor for teachers but also a powerful catalyst for advancing their teaching practices. He stressed that such awards motivate teachers to innovate continuously in their methods and work toward enhancing classroom outcomes. Professor Wong further noted that these awards not only foster professional development among teachers but also have a direct and lasting impact on the quality of student learning.

Drawing on his own teaching experiences, Professor Wong highlighted the essential role of diverse instructional tools. He noted that in today's educational landscape, relying on a single teaching method is no longer sufficient to meet the diverse needs of students. As a result, it is crucial to incorporate a range of tools to enrich teaching, with visual aids such as animations and images proving especially effective in helping students grasp complex concepts. Professor Wong emphasized that this approach not only makes lessons more engaging but also strengthens students' ability to understand and retain key learning objectives.

Additionally, Professor Wong emphasized the importance of maintaining consistent and transparent grading standards, while avoiding unnecessary grade adjustments. He believes that a fair grading system not only shows respect for students but also motivates them to put in greater effort, helping to sustain their drive to learn.

Professor Tsung-Tai Yeh: Balancing Course Content for Optimal Difficulty and Detail While Emphasizing the Importance of Teaching Assistant Management

Professor Tsung-Tai Yeh shared valuable insights on how to balance the richness and complexity of course content from a course design perspective. He emphasized that while instructors often aim to provide students with a wealth of knowledge through comprehensive materials, too much content can hinder learning outcomes. Students may become frustrated if they struggle to keep up with the pace of a course, leading to reduced engagement and enthusiasm for learning. Professor Yeh encouraged teachers to tailor their courses to meet the actual needs and abilities of their students, ensuring they can achieve meaningful learning outcomes without feeling overwhelmed or losing confidence due to excessive difficulty.

He further highlighted that selecting teaching assistants is crucial for enhancing teaching quality. Professor Yeh shared his insights on managing teaching assistants, stressing the importance of choosing individuals who are both responsible and capable of teaching. Such teaching assistants are essential for ensuring a smoothly running classroom. The right assistant can offer valuable support to the instructor and provide immediate help to students when needed, alleviating frustration and significantly boosting overall learning efficiency.

Professor Chi-Yu Li: The Challenges and Strategies of Teaching in English

Professor Li focused on the challenges and strategies associated with teaching in English, particularly the use of a foreign language to teach academic subjects. He pointed out that the diverse range of English proficiency levels among students presents a major challenge for instructors delivering lessons in English. While Professor Li acknowledged that full English immersion is an effective method for enhancing students' language skills, he cautioned that relying exclusively on English may impede students' comprehension of subject-specific content. To address this, he recommended that instructors employ strategies such as providing translation support and offering explanations from multiple perspectives

to facilitate better understanding and knowledge retention.

Additionally, Professor Li highlighted the importance of integrating technology into teaching. Since the onset of the COVID-19 pandemic, he has begun recording instructional videos, enabling students to revisit the class material at their own pace after class. This approach not only aids in revision but also helps overcome any comprehension challenges that might arise during the class. He shared that many students have found these videos particularly useful for exam preparation, with some even reporting that the videos have significantly boosted their confidence in learning.

Professor Shiuhpyng Shieh: Interactive Teaching and the challenges of a multicultural classroom

Professor Shiuhpyng Hsieh's presentation focused on strategies for enhancing student engagement in large classrooms and addressing the challenges of teaching in a multicultural environment. He began by noting that the classes he typically teaches are quite large, often consisting of over 100 students from various regions, including Europe and Southeast Asia. As a result, the classroom comprises both international and local students, creating new challenges for teaching in English. Professor Hsieh pointed out that some local students may struggle to fully grasp lessons taught in English. To tackle this challenge, he occasionally switches to Mandarin to clarify certain concepts. He ensures that he apologizes to the international students during these moments, making sure they also fully understand the material being presented.

Professor Hsieh highlighted the importance of understanding students' diverse backgrounds and conducts a background survey at the start of each semester to gather information on their prior coursework and learning experiences, enabling him to tailor the course content more effectively. In addition, to improve student concentration and participation, he employs a "random questioning" strategy, specifically engaging students in the back rows to ensure they actively contribute to class discussions. He also incorporates quizzes and real-time feedback to monitor students' progress and promptly adjust the teaching material as needed.

Professor Hsieh also noted that he integrates recent cybersecurity incidents into his lessons as real-world case studies, helping students grasp the practical relevance of the course material. He believes that incorporating such real-life examples not only makes the class more engaging but also enables students to connect academic theories with real-world challenges, thereby significantly improving their learning outcomes.

Professor David Hung-Chang Du: Teaching Reflections and Interaction from an International Perspective

During the discussion session, Professor Du shared his insights and reflections on teaching through

an international perspective. He observed that, as globalization accelerates, classrooms are becoming increasingly diverse, with students from various countries and cultural backgrounds. This shift, he emphasized, requires teachers to adopt a broad array of teaching strategies. Professor Du specifically highlighted the importance of student engagement as a key factor in effective teaching. He also warned that an overreliance on PowerPoint presentations could undermine students' attention and diminish their sense of participation in the class.

He recommended that teachers occasionally revert to traditional blackboard teaching, as this method helps students focus more on the course material. He also discussed the double-edged nature of recorded lessons. While technology allows students to easily revisit course content, it can reduce their motivation to attend class in person, thus diminishing the effectiveness of live interaction.

Professor Du also highlighted that international students bring diverse learning styles shaped by their cultural backgrounds, which requires teachers to be flexible in course design to ensure that the content meets the needs of all students. He believes that by incorporating a range of teaching methods and adaptable assessment strategies, teachers can enhance the overall effectiveness of their instruction, thereby enabling students to gain the most from the learning experience.

Driving Continuous Innovation to Enhance Teaching Quality

This seminar offered a unique platform for the faculty of the College of Computer Science to exchange teaching experiences and explore innovative approaches to education. From leveraging diverse teaching tools and balancing course difficulty to tackling the challenges of English-medium instruction, each professor's contribution provided fresh perspectives and valuable recommendations for improving teaching quality in the future.

As the seminar concluded, the host urged faculty members to actively engage in future teaching seminars and professional development programs. He emphasized that these opportunities promote teaching reflection and enable teachers to continually refine their methods to adapt to the evolving demands of education. With rapid advancements in educational technology and the increasing diversity of student needs, teachers must embrace ongoing innovation to sustain high-quality teaching and deliver more effective, engaging, and well-rounded learning experiences for their students.

Through the insightful discussions and exchanges during this seminar, the faculty members of the College of Computer Science showcased their steadfast commitment to achieving excellence in teaching and they laid a strong foundation for future teaching reforms and innovations.