思維設計: 台灣高等教育裡創新藝術導向電腦美學英文教材的形成性評估

Thinking Design: Formative Evaluation of Innovative Arts-led Computer Aesthetics Tasks in Taiwan higher education

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摘要

　　電腦科技的潛在優勢從許多文獻探討中，可以用「美感」二字來呈現。為提升大學英文學習者的美感教育及英文學習，他們分成每二人一組一起合作，藉由台灣數位藝術家的網站，創造學習者自己的美感多媒體英文作品。本研究採取「任務型英文教學法」將任務分成四個階段：第一階段是首先 28 位參與者探索「上海，我能跟你跳支舞嗎？」網頁，當成是暖身活動。第二階段是參與者探索「故事巢」數位藝術網站，從中獲得藝術背景知識、沉浸在美的感動當中及培養創意，有利於參與者在第三階段的英文討論活動。 第三階段是參與者針對在數位藝術網站的內容，各組選定自己最有興趣的主題，在臉書進行線上即時的，英文討論聊天活動。 第四階段是將臉書的英文討論內容，回饋給一半的學生自行改正英文錯誤，然後全部學生再重覆一次臉書英文討論的活動。這個藝術導向的創新課程，藉由形成性評估的實證研究結果顯示，的確可以提升學習者的美感、創意及英語成效。

關鍵字： 藝術導向課程、美感、形成性評估、電腦美學、任務型英文教學法

ABSTRACT

Potential advantages of computer technologies for curriculum can be summarised from lots of literature (such as Chapelle, 2001; Grabe & Grabe, 2004; Liao, 2014) and abbreviated here as "**AESTHETICS**" which means powerful computation, **a**utomatic execution of pre-established

instructions, handling a variety of materials data, and **e**ngages people in a situation where **s**ynchronous communication occurs real-time with Skype or **T**witter; asynchronous communication occurs anytime with E-mail or Facebook on the World Wide Web. To **h**elp learners to **e**nhance aesthetics sense, they worked work **t**ogether to create their own artworks and **i**mproved language performance to become competent English learners through **s**ocial network designed by Taiwan digital artists (Tsau & Huang, 2011). For task-based language learning and teaching (TBLT), a task cycle consisted of four stages, namely warm-up-task, pre-task, during-task, and post-task (Liao, 2013). "Shall we dance, Shanghai?[1]" website was explored by participants as a warm-up-task. "Story-nest"[2] website was programmed in the pre-task of the computer mediated communication (CMC) task to provide the context for later discussion in the during-task. Facebook online chat was thus used in the during-task to support essential communication and negotiation between learners in groups. The language outcomes were automatically archived by Facebook and fed back to participants for discussion at post-task stage. Yuan and Ellis (2003) indicated that pre-task planning may improve complexity of language performances while online planning (during-task planning) allows EFL speakers' careful production and monitoring of their speech leading to enhance both complexity and accuracy. This study manipulated post-task activity and task rehearsal to improve language outcomes. The results of this study showed that post-task stage enhanced the performance of learners regarding lexical complexity and task rehearsal improved syntactic variety. Thus, this task design was workable and effective for EFL learners.

Keywords: arts-led curriculum, computer aesthetics, CMC, formative evaluation, TBLT

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[1] " Shall we dance, Shanghai" website is available at http://www.storynest.com/pix/_4proj/i_shanghai/p0.php?lang=en

[2] "Story-nest" website is available at http://www.storynest.com/1_news.php?lang=en