

銘傳大學 102 學年度教師教學獎勵獲獎教師心得感言

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教學年資	3 年
生活照片	

教學心得與獲獎感言：（Teaching ideologies and features.）

My philosophy of education clusters around a few central themes: pragmatic orientation, critical thinking, authoritative teaching style, and reciprocal relation between teacher and students. Disciplines are most compelling and accessible to students when they are portrayed as ongoing efforts to address pressing questions that are highly applicable in everyday life. Issues such as the concepts of health and wellness in the modern society, social support and reciprocity evolving from family relations and friendships, and stress and coping in everyday situations are strongly connected to college students' interests of learning and are emerging concerns to well fit into the medical field. Studying around the above central themes, students need to see each discipline as providing but one perspective to a given problem, and need to learn how to think across disciplines appropriately. To achieve the above goals, I encourage inquiry-based learning which gives students opportunities to express their opinions and to adapt to the Western style of academic learning, which bases much on critical thinking. This approach teaches students how to creatively assess whether a given line of inquiry asks the right questions, utilizes appropriate methods, and offers satisfying if provisional answers.

Pedagogically, I believe these goals can be achieved by approaching courses through a guided empirical literature review and guided in-class discussions. Because in their learning experiences before college students in Taiwan rely very much on memorization and exam preparations, well-designed guidance provided by instructors is crucial in order to prepare them for independent thinking and ability to develop research projects. These skills are essential to advance the educational environment in Taiwan in the direction of becoming competitive internationally. Finally, as a cultural psychologist, my conception of teaching is to approach each class group as a spontaneously composed cultural environment. Within this environment, I view the instructor as flexibly assuming multiple roles, including those of an advisor, an observer, a coordinator, and a group leader as well as a group member. The instructor must be sensitive to multiple features of the students and of the classroom context. These include students' personalities and emotional reactions, their background knowledge in the subject matter, the expectations and goals that they bring to the course, the teaching philosophy of the college, the class size and the general class atmosphere, in terms of the dynamics that exist between the instructor and the students and the dynamics among the students themselves. As a result, an instructor learns about her/his students from different perspectives and is able to establish a relationship based on mutual respect.