【附件三】成果報告(系統端上傳 PDF 檔)

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教育部教學實踐研究計畫成果報告
Project Report for MOE Teaching Practice Research Program

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(計畫名稱/Title of the Project)

CDIO 的情意智慧:文學課堂情意學習與口語表達的實踐與反思

Affective Intelligence in CDIO: A Study of Integrating Affective Learning and Oral Communication in English Literature Class

(配合課程名稱/Course Name)
英國文學:古典與復興
英國文學:浪漫與現代

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本文與附件 Content & Appendix

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一. 本文 Content

1. 研究動機與目的 Motivation and Rationale

Studies have found significant links between positive peer relationship and students' academic performance. Peer-assisted learning, a form of cooperative learning, has an affirmative impact on both tutors and tutees. Research in the cognitive aspects of peer-assisted learning is a mature territory with extensive research reports (Cockerill, Craig, and Thurston, 2018, p.14). However, under the teaching framework of CDIO (conceive-design-implement-operate), the benefits or drawbacks on students' affective learning aspects of peer-assisted learning in the literature class are less well examined in the research.

The strategies the commercial advertisers usually do when they want customers to remember their products and messages are inviting customers to do something delicate in return: asking, imagining, and laughing. Why? Because they know that evoking a response is the best way to turn on customers' emotions and win their hearts. Based on the works of Fredrickson (2005), positive emotions facilities the building of resources since positive emotion tends to broaden a person's perspectives, opening the individuals to absorb the language, and enhance learning outcomes. Setting classroom norms and feelings of trust and safety for students would promote students' deeper thinking and engagement. (Sparks, 2019) Positive learning and teaching approaches will boost students' confidence, increase the class's cohesiveness, resolve interpersonal conflicts, establish leader-follow rapport, and illustrate concern and consideration for group members (Forsyth, 1999).

The importance of developing critical thinking skills and critical thinking disposition for college students has been set as a primary goal in higher education for decades, as shown in the 2nd and 3rd year projects. Recently it has become more urgent in implementing this goal to enhance students' employability in the fast-changing workplaces. We educators emphasize the importance of critical thinking in students' learning process and encourage students to be more critical and ask questions to clarify all their doubts. However, what the researcher observed in the literature classroom exactly echoed with Roth's statements. Roth (2010) pinpointed that "In a humanities culture in which being smart often means being a critical unmasker, our students may become too good at showing how thing don't make sense. That very skill may diminish their capacity to find or create meaning and direction in the books they read and the world in which they live". (p.533) It is time for we educators to reconsider: what are other elements which boost young college students to be critical only and block the merits of critical thinking training? At the same time, Roth also suggested that "as humanities teachers, however, we must find ways for our students to open themselves to the emotional and cognitive power of history and literature that might initially rub them the wrong way, or just seem foreign. Critical thinking is sterile without the capacity for empathy and comprehension that stretches the self." (2010, p. 534) The integration of critical thinking and affective learning strategies in the literature classroom could be one of the solutions to reverse the scenario.

2. 文獻探討 Literature Review

Affective Learning

Affective learning has been an important outcome variable for instructional communication researchers for over four decades. Krathwohl, Bloom, and Masia (1964) define the affective domain of learning as "the objectives which emphasize a feeling or tone, an emotion or degree of acceptance or rejection" (p.7). Affect in the educational environment is concerned with students' attitudes, beliefs, and values that relate to the knowledge and psychomotor skills they have

acquired. (McCroskey, 1994)   There are many reasons why educators may be interested in measuring affective learning. The focus could be – to ensure that students learn what we, as educators, intend them to learn; to determine the impacts of interventions on students' values, attitudes, dispositions and behaviors (Buissink-Smith, Mann, & Shephard, 2011, p.102). Table 1 presents the original work of Bloom and others who identifies affective learning in a hierarchy sequence (Krathwohl et al. 1964). The hierarchy includes five stages – an ability to listen (*to receive*); *to respond* in interactions with others; to consider attitudes or values appropriate to particular situations (*to value*); *to organize* values so as to demonstrate balance and consideration; at the highest level, to display a commitment to principled practice on a day-to-day basis (*to internalize or characterize*). (Buissink-Smith, Mann, & Shepherd, 2011, p. 103)

Table 1. Framework of affective attribute measurement

Affective Attribute	Characteristics of the Attribute	Approaches to Measure the Attribute
Receive	Learners are open to new experience and willing to listen. Verbs that describe their abilities include: to ask, to listen, to take part, to discuss and to acknowledge.	Assessment and evaluation of learner's willingness and ability to listen.
Respond	Learners react and participate actively. Verbs that describe their abilities include: to interpret, to clarify and to question.	Assessment and evaluation of learners' ability to respond.
Value	Learners attach values and express personal opinions. Verbs that describe their abilities include: to debate, to critically evaluate, to refute and to justify.	Assessment and evaluation of learners' values and attitudes.
Organize	Learners begin to develop a values system. Verbs that describe their abilities include: to formulate, to defend, to relate, to prioritize, to contrast and to compare.	Assessment and evaluation of learners' reflective abilities.
Internalize or Characterize	Learners adopt a belief system and behave consistently with it. Verbs that describe their abilities include: to act, to behave and to influence.	Observations and predictions of learners' behaviors and actions.

Traditionally classroom teaching relies on cognitive learning strategies, and the affective domain would include critical components in learners' personal values, attitudes, ethics, and self-awareness (Bisman, 2004). Allen & Friedman (2010) further explain that affective learning "cuts across all learning domains, incorporating cognitive and behavioral learning in addition to exploring values and feelings." Affective learning would help graduates become professionals who work interdependently and collaboratively and recognize and display visionary leadership with moral and ethical integrity (Iowa State University, 2007). Affective learning would also help students hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities. (University of Sydney, 2008). However, Gary Roger,

Amary Mey, and Pit Cheng Chan from Griffith University, Australia stated clearly that assessment of affective learning is difficult. (2017, p. 1250) Barry Boyd, Kim Dooley and Summer Felton from Texas A & M University pointed out many studies "have examined the relationship between instruction and student performance in the cognitive domain. However, in today's atmosphere of large classrooms and multiple choice exams, it can be difficult to assess learning in the affective domain". (2006, p. 24) Interestingly, what other challenges we educators face could be, as Belzile and Oberg (2012) point out: (in focus group design) where and when do people reveal their "true" thoughts to researchers? Arguably this question lies at the heart of most methodological debates in the social sciences. (p.460) In this study, two critical approaches –with (a) essay questions in teacher-created mid-term and final exams and (b) conducting one-on-one interviews would answer the above two questions and cope with the doubts and concerns from other studies.

Social Interdependence Theory and Caring

According to Johnson, Johnson (2005), social interdependence theory identifies motivation, achievement and positive attitudes for successful functioning. The core elements in social. The core elements in social interdependence theory focus on positive interactions between persons. Effective cooperation in the classroom is based on skilled teamwork as well as on project work, With regard to social interdependence teaching, certain structures are required:
● Goal structure – with clear instruction;
● Positive interdependence – clear sample patterns provided for tutor and tutee;
● Individual accountability – responsibilities reflect on their performance;
● Interaction patterns – process stimulates and enhance social skills/social growth. (Cockerill, Craig, & Thurston, 2018, p. 15)

Students gradually will experience and learn interpersonal skills necessary for small group discussions and are motivated to use them, for example, getting to know and trust one another, communicating accurately, accepting and supporting each other,   and resolving conflicts constructively.

Under peer-assisted learning strategies in this study, the theme of caring would help student participants become better learners and the theme of caring would also be a critical factor that really stirred the students' inner selves. Caring is also a strategy to relieve students' sense of anxiety in the English as a Foreign Language classroom. That is, caring evolved from working together to get the job done. It is from being part of a joint effort to accomplish something meaningful that teammates evolve. The efforts of others must contribute to the individual student's success, and an individual student's efforts must benefit others as well as himself/herself. Nel Noddings (1995) stated thus about the theme of caring. She said:

> I should emphasize that caring is not just a warm, fuzzy feeling that makes people kind and likable. Caring implies a continuous search for competence. When we care, we want to do our very best for the objects of our care. To have as our educational goal the production of caring, competent, loving, and lovable people is not anti-intellectual. Rather, it demonstrates respect for the full range of human talents. Not all human beings are good at or interested in mathematics, science, or British literature. But all humans can be helped to lead lives of deep concern for others, for the natural world and its creatures, and for the preservation of the human-made world. They can be led to develop the skills and knowledge necessary to make positive contributions, regardless of the occupation they may choose. (p. 676)

Caring is an important and powerful element in expanding students' potentiality and in inspiring students' further studies.

3. 研究問題 Research Questions

The following two research questions would be addressed:
1. What are the impacts of affective learning on EFL learners' oral communication performance in English literature class?
2. What pedagogical implications does this study have?

4. 研究設計與方法 Methodology

In a qualitative study, Gilgun (2005) makes the point that qualitative researcher seeks to hear all voices and perspectives. The researcher's writings are co-constructions, representations of interactive processes between researcher and the researched (Gilgun, 2005). In this study, a phenomenological design, the researcher seeks to uncover the essence, interpret, and describe the meaning of students' affective learning in the English literature class at Feng Chia University. The phenomenological study mainly draws on different data to explore the pedagogical integration of affective learning strategies and oral communication with CDIO framework in one core literature course: pre-course survey toward affective learning, the teacher/researcher's field notes and observation of students' group discussions, students' notes/writing portfolio, one-on-one interviews and post-course survey on affective learning. This qualitative phenomenological study contains rich and vivid description to elaborate students' experiences. Table 2 presents the ideology of van Manen's Method of Phenomenology

Concurrent Procedures	Steps
Turning to the Nature of the Lived Experience	1. Orienting to the phenomenon 2. Formulating the question 3. Exploring assumptions and preunderstandings
The Existential Investigation	4. Exploring the phenomenon: generating data using personal experience, tracing etymological sources and idiomatic phrases, experiential descriptions from participants, literature, arts, etc. 5. Consulting phenomenological literature
Phenomenological Reflection	6. Conducting thematic analysis — uncovering themes, isolating statements, composing linguistic transformations, gleaning description from artistic sources 7. Determining essential themes 8. Attending to spoken language 9. Varying examples
Phenomenological Writing	10. Writing 11. Rewriting, etc.

Table 2: van Manen's Method of Phenomenology
(source: https://www.researchgate.net/figure/van-Manens-method-of-phenomenology_tbl1_35411153)

Participants and Setting

The courses discussed in this study were offered in the Department of Foreign Languages and Literature (DFLL) at FCU. They are two survey courses -- "English Literature: Classics and

Revival" in the first semester, and "English Literature: Romantics and Moderns" in the second semester, three hours each week during the 2021 - 2022 academic year. As for the student participants' performance level, those who admitted to the DFLL at FCU are students being categorized in the "Intermediate" level in the General Scholastic Ability Test in Taiwan. Most participants in this study would have taken a considerable number of English language courses for one to three years, and their proficiency in English is estimated to have reached intermediate or high-intermediate level. In the fall semester in 2021, there are 67 students enrolled in this course, including English major students: 60 sophomores, 4 juniors, and 3 seniors. Among the participants, there are 9 international students from Thailand, Hong Kong, Malaysia, Indonesia, Korea, and Japan.

Most student participants are so used to taking tests with multiple choices questions only. The scenario explains why our students are generally quiet and waiting to be fed with the "correct" answers in their learning process. In the project, the teacher/researcher would have to make changes and encourage her students to express their own ideas either verbally or through answering question on Zuvio during the classes, and writing individual reflection journals after the classes.

.   From the first class, the instructor would explain the peer-assisted learning strategies applied in the in-class teaching and learning environment. The researcher would welcome students' feedback regarding reading and communication as well as how the class should be conducted. For the one-on-one interview, the teacher/researcher would follow Institute Review Board (IRB) guidelines through the research process and explain the consent forms to the participants who were willing to join the study.   Basically students were divided into 10-12 groups, on their own choice. In the first stage, all group students would be invited to take the affective learning measure (Mottet and Richmond, 1998) as the pre-course survey; and in the second stage, after the post-course survey conducted in the end of two semesters, the researcher/teacher would purposefully invite two student participants in each group -- one with the lowest score and one with the highest score of affective learning surveys to be interviewed. It is also noted that the teacher / researcher would provide a full explanation of the study to the participants in order to ensure and build up a mutually trustful relationship with one another.

Activity Procedures

There are eight major stages in this study, with some repetitions from the previous projects. Please see the figure one -- the flowchart summarizing the procedures of the study.

Stage One: Self-report affective learning survey (pre-course survey in the 1st semester)
Gary Roger, Amary Mey, and Pit Cheng Chan from Griffith University, Australia stated clearly that assessment of affective learning is difficult but important. (2017, p. 1250) Barry Boyd, Kim Dooley and Summer Felton from Texas A & M University pointed out many studies "have examined the relationship between instruction and student performance in the cognitive domain. However, in today's atmosphere of large classrooms and multiple choice exams, it can be difficult to assess learning in the affective domain". (2006, p. 24) Furthermore, educators from New Zealand also pinpoint that educators in higher education who attempt to research, monitor, assess or evaluate learning of affective attributes can face a bewildering array of methodologies and approaches (Buissink-Smith, Mann, & Shephard, 2011) Even though affective learning has traditionally been regarded as extremely difficult to measure, this study attempts to combine social interdependence theory to explore what student participants' attitudes and perceptions toward English literature learning. Based on the Krathwohl et al. (1964), the revised instrument assesses six affect constructs, each including four, seven-step bipolar scales.

The researcher would use an affective learning scale to assess students before and after instruction on teaching and learning objectives specified for English literature course. Take John

Donne's poem "The Flea" as an example. It could be a remarkable communication approach through analogy that students would love to take part in and express his/her ideas which might show the richness of connections between the learners and literary works. After the initial affective learning survey, students gradually would start bit by bit with ideas, quotations and questions on their writing journals, and begin piecing them together on the individual portfolio.

Stages Two: Text Comprehension and Teaching of Empathy Listening Skills
             (in both the 1st and 2nd semesters)

Based on Anderson and Krathwohl (2001), the student's willingness or sensitivity and awareness to the concept of affective domain is an important. It is also a crucial element in this study. In this study, the teaching of empathy listening skills involves cognitive and behavioral dimensions. When teaching empathy, the researcher would explain the concept, through authors and characters in the literary works, which demonstrates compassion, sensitivity, and/or other appropriate expressions of affect, identifies professional behaviors that are consequently expected. Allen and Friedman (2010) provide the affective learning assignment grading rubric in the following table:

Table 3. Affective Learning Assignment Grading Rubric

Domain	Minimally meets expectations	Meets expectations	Exceeds expectations
Quality of cognitive component			
Course of action, behaviors identified			
Articulation of feelings, values, ethics and/or moral obligations			
Congruency with professional ethics and values			

Stage Three: Inspiration from MOOCS – *Shakespeare on the page and in Performance* from
             one American university (same as previous project) (in the 1st semester)

Stage Four: Read Aloud Activity (in both the 1st and 2nd semesters)

Read aloud activity will be implemented in both the 1st and 2nd semesters as a combination with traditional mid-term and final written exams. Read aloud activities would enhance students' reading comprehension, listening skills, and oral performance. The researcher would ask students to pay close attention to the literary texts discussed during the class and edit out any troublesome words or phrases that students repeatedly trip over during practices.

Stage Five: The implementation of ZUVIO (in both the 1st and 2nd semesters)

From previous project, the researcher found that many students complained about the silence among group members during the small group discussions. Some students talked to the researcher and expressed their personal concerns that they did not have any ideas to say during the small group discussion. The purpose of Zuvio activity is to enhance and motivate students with different ideas while they read many viewpoints from peers on Zuvio and would engage themselves in group discussions bit by bit, week by week.

Stage Six: Portfolio of individual journal writing (in both the 1ˢᵗ and 2ⁿᵈ semesters)

As for students' portfolios, Burke (2003) explains the benefits of taking portfolios as a showcase for the student's growth, as evidence of self-assessment and self-adjustment, as evidence enabling professional assessment of student performance, and as a complete collection of student work for documentation and archiving (p.282). Portfolios can primarily serve as part of instruction or assessment. The contents and formats of portfolios can be defined by students themselves. Portfolios can be seen as a record of representative works of students' overall performance, no matter good or bad. In this study, students will be asked to write down individual records of 8 to 10 reflections on what they have learned in both semesters.

Stage Seven: Affective Intelligence in CDIO – Creative Short Play Performance Competition (upload on YouTube, in the 2nd semester)

This CDIO creative short play performance competition would be conducted in the 16ᵗʰ week of the second semester, 2022. This project would be considered as a team work combined with peer-assisted learning and affective learning. Through the standardized requirements of the project, each group is asked to have an organized and planned project in which students need to provide meeting agenda, working distribution, mind map, scrip writing and storyboard, poster, group assessment, and rehearsed video. One important element is every member in the group is asked to participate in the discussion of the script writing which pinpoints the key issue(s) they care the most from the selected literary works students learned from both the first and second semesters. With self-assessment, peer assessment, teacher assessment, and expert assessment, the short play performance competition will serve as the learning outcomes both in affective learning and oral communication abilities. Finally each group was asked to upload the video of the short play to the video-sharing website YouTube.

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Stage Eight: Instructional Affective Learning Survey – post-course survey in the end of the first and the second semester.

Assessment:
1. Participation and group discussion (20%)
2. Mid-term exam (20%)
3. Final exam (20%) –
4. Portfolio: including the writing journals / reflections (15%)
5. Final short play contest will include – (25%)
    (a) Self-assessment
    (b) Peer assessment
    (c) Teacher assessment
    (d) Expert assessment
    (e) Upload videos on YouTube (in the second semester)

5. 教學暨研究成果 Teaching and Research Outcomes
   (1) 教學過程與成果
   (2) 教師教學反思
   (3) 學生學習回饋

The study of the affective intelligence in CDIO is a unique way for students in the literature classes to develop an irreplaceable soft skill in understanding, respect and appreciation for others, and would promote a positive attitude to people from different lands, races and religions: enhancing students' willingness to communicate thoughts and feelings; encouraging active participation; increasing verbal proficiency in both English and

Mandarin; making good use of CDIO learning frames to help students remember the key events; encouraging cooperation between students; helping students present short plays in his/her own words and expressions they choose/adapt from the literary works with confidence; inspiring students to empathize with unfamiliar people/places/situations. And students would see the values of literature with an open mind and world views which are either implicitly or explicitly expressed in their short plays. Meanwhile, from practical perspectives, student participants would pass the departmental graduation threshold and improve their scores, at least 20% more, in standardized English proficiency tests, specifically for example, in the speaking sections in GEPT (General English Proficiency Test), TOEIC (Test of English for International Communication), IELTS (International English Language Testing System), or TOEFL iBT (Internet-Based Test of English as a Foreign Language).

Theme A: Regarding peer assessment toward the final group presentations, comments from students show their involvement, vivid participation and candid expressions. Examples:

Clear voice and gesture, interesting content combined with some references. He is very confident and not shy at all. His poem is impressive.

I am amazed that he rewrote a poem from what we were taught in class, and his pronunciation and body movements are also good.

I think he is well prepared. First, he speaks with a smooth tone. Second, the text of his project is clear. Third, I think he speaks loudly which is pretty important while presenting.

He combines novels and poems, and creating a new poem by himself is a very creative display in CDIO, and his poem has also conveyed full of emotion. Presentation contains interesting story line.

I think he's a good presenter. At first, he introduced the reason why he would like to present that piece and the way he will present. I think his presentation is quite good, and he's confident. But, I think if he could present this poem with more people by playing, it will be more interesting.

It's a good adaptation of poetry. The content contains many literary works, and they are interspersed in poetry. When reading aloud, he is full of emotion, and the tone fluctuates well and clearly. But I think he used too much Chinese when reporting.

They are confident and nice story line, pronunciation from the narrator is clear and loud, but some of the characters didn't have much emotion while acting. Overall, it's good. They are funny. I can tell that they are very happy doing this project with friends.

Theme B: English Literature Book Club on Monday evening:

Reading group focused on books from the English Literature syllabuses at DFLL at Feng Chia University. It is a friendly space to encourage discussion of literary works and wider reading. We're all in this together to create a welcoming environment. Definitely, disagreement is part of healthy debate, but let's do it with respect.

Theme C: **A New Ability to Understand Literature** and **Ability of Theatrical Interpretation**

As the course progresses, students are able to develop the focused role-plays and dialogues with stories, plots and characters from different English literary texts and contexts. Although students' interpretation and mastery of the text might need more training and polishing works, the teacher cheerfully observed that the students would love to present their subjective experience and the ability to interpret different literary works. This ability is called "theatrical interpretation ability" in the classroom. From role-playing, role-exchange, including anthropomorphic literary concepts, consciousness, communication and other roles, students would cultivate different perspectives of these roles and the rationale for these roles through affective learning. We cultivate "English Literature Empathy" in the Reader's Theater, and the empathy includes the inner understanding and

emotion of professional knowledge, as well as the broader interpersonal and intrapersonal communication skills. (Please see the Appendix I for the summary of students' YouTube works)

Theme D: **Affective Learning with a Global Mind**

The internalized abilities in the affective learning could be externalized to the interpretation ability of personal stage playwriting and life experience. More importantly, the development of students' theatrical interpretation ability would activate their inner playwright and begin to reflect on their own different life stages, scripts, roles and actions. And this is one of the great gifts students could take away from the English literature class.

Learning English literature has never been a simple abstract understanding of the phenomenon of literary works. Learning English literature contains strong practices and ideals to change the status quo in the daily lives, the society, and the world.

6. 建議與省思 **Recommendations and Reflections:**

Compared with the scenarios with heavy the strike of COVID-19 in 2021, students are more comfortable with on-line learning, with Microsoft Teams particularly at FCU, with the stability of internet connection at homes, the familiarity of software, communication styles in on-line learning, and mutual trust in on-line peer assessment.

Thanks for the assistance of a competent and responsible TA, small group discussions are much easier to conduct and students accept online learning and fall in love with online learning now. With course videos, students are encouraged to review the lessons after class. And students would love to repeat practice again and again for reader theater (RT) project before uploading their videos to YouTube. Students also express their opinions toward peer evaluation -- clear, transparent, open and fair. The researcher would continue to encourage students to deepen their confidence and wisdom in affective learning.

"Think like a wise man but communicate in the language of the people."
~ William Butler Yeats ~

"Fight for the things that you care about, but do it in a way that will lead others to join you."
~ Ruth Bader Ginsburg (1933- 2020)　"為你關心的事情而戰，但要以一種能引導其他人加入你的方式去做。" 露絲·巴德·金斯伯格

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三. 附件 Appendix (請勿超過 10 頁)

Appendix I: Summary of Students' YouTube Works

110-2 英國文學「 CDIO 讀者劇場」期末得獎組別線上報告

<u>YouTube 得獎組別總結報告</u>

授課老師：李麗秋教授

Ranking	Group & group members	Title & Video Link	Summary
1st place	1. 李** 尤** 李** 賴** 王** 郭** 陳**	*A Decade After* Araby https://www.youtube.com/watch?v=955VUF2n5Xk	本劇為 **James Joyce** 的 *Araby* 的改寫劇本，演出十年後二十歲左右的男主角到英國倫敦後發展的愛情故事。

2nd place	4. 陳** 　許** 　洪** 　王** 　方** 　洪** 　陳**	*The Girl Junkies* (Hostess : Rico; Guests : Kristen, Winni, Jen, Haley, Laura, and Henry;) https://youtu.be/GJ2Edw-4ZWo	以 *Araby* 為發想，在名為 **The Girl Junkies** 的 **Talk Show** 中女主持人和六個來賓一同討論關於愛情的主題。話題圍繞在短暫的迷戀 **(crush)** 之上。
3rd place	5. 黃** 　黃** 　吳**	*Obsession and Realization*	此劇為 *Pride and Prejudice* 的改寫，以迷戀 **(obsession)** 和覺醒 **(realization)** 為主軸來探討愛情。劇

	曾** 門** 田中** 游**	https://www.youtube.com/watch?v=YgnpIRX2AKQ	本設定是比較天馬行空，除了原小說的一些主要角色 (Lizzy, Kitty, Wickham)還有三個女巫和一個盲人，並由一人擔任敘事者來帶領觀眾進入故事。
Honorable mention (佳作)	3. 解** 萩田** 林** 陳** 劉** 張**	https://youtu.be/CcI6WkfrT4E	六個學生在文學課下課後的時間討論 *The Rocking Horse Winner* 和 *Araby*，各自分享自己對愛 (親情之愛和愛情)的觀點。在討論中，他們將兩個故事結合在一起，又加上個人的愛情故事，改寫成一個屬於他們自己版本的、在討論中生成的、關於愛的故事。

林芷亘
解恩綺
陳霈姍
劉得証
張育誠
籾田明日香