

## 臺北市 104 學年度中等學校多元教學法工作坊實施計畫

一、依據：105 年度臺北市課程與教學工作圈年度計畫

二、指導單位：臺北市政府教育局

主辦單位：臺北市高中課程與教學工作圈

承辦單位：臺北市立百齡高級中學

三、研習主題：本研習聚焦於「問題導向學習法」，課程大綱如附件

Problem-Based Learning (PBL) as a Pedagogy to Engage Students in Active Learning: From Understanding Principles to Addressing Challenges

四、研習講座

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Faculty of Medicine, University of British Columbia, Vancouver, Canada

五、活動日期：民國 105 年 5 月 24 日(二) 09:00~12:30

六、研習地點：臺北市立百齡高級中學

七、參與對象：因應資源共享，本活動開放本市公立中等學校校長、主任或有興趣參與的教師參與，最多 100 人。(本活動安排即席翻譯服務，並提供至多 50 台翻譯機。)

八、報名方式

(一) 請有意參加者於 105 年 5 月 20 日(星期五)下午 4 時前逕行至臺北市教師在職研習網 (<http://insc.tp.edu.tw>) 報名，並列印報名表經學校行政程序核准後，再由學校研習承辦人進入系統辦理薦派報名，為簡化作業程序無須再傳回報名表。

(二) 本研習於報名截止後 3 日內公布錄取名單，以各研習員於台北市教師在職研習網中登錄之電子郵件信箱通知錄取之研習員及其所屬學校，並請自行列印研習通知及準時至研習地點參加研習。

九、遴選方式及注意事項

(一) 依報名順序錄取(學校需在報名截止日前完成薦派報名作業)。

(二) 為珍惜資源加強環境保育，請攜帶環保杯。

(三) 研習地點因停車位有限，請各位研習員踴躍搭乘專車或大眾運輸工具。

(四) 全程參與核發研習時數 3 小時。

#### 十、經費來源：臺北市高中課程與教學工作圈

附件：

#### **"Problem-Based Learning (PBL) as a Pedagogy to Engage Students in Active Learning: From Understanding Principles to Addressing Challenges"**

*Pawel M. Kindler, Ph.D.*

*Visiting Associate Research Fellow, National Taiwan Normal University*

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Problem based-learning (PBL) is a student-centered, small group-based pedagogy designed to help students become effective self-regulated learners. Since its original implementation in the late 1960's, PBL has evolved into many formats, all guided by several key principles that are fundamental to PBL philosophy. In the first half of this workshop I will briefly review these principles, including the role of problems in triggering learning, the importance of small groups in supporting collaboration among students and the role of a tutor in facilitating the learning process.

Although good group dynamics are essential for student success in PBL, the highly interactive environment can be a source of frequent, and sometimes significant challenges. Many learners and educators find such challenges difficult to deal with and often fail in their attempts to successfully resolve them. I will, therefore, briefly describe the most common sources and manifestations of difficulties in PBL. I will also highlight the role of cultural contexts in influencing their nature as well as strategies that tutors and students can use to address them.

The second half of the workshop will focus on interactive small group activities in which participants will have the opportunity to recognize specific types of difficulties described in short scenarios, collaboratively consider effective interventions to address them and share their strategies and experiences with colleagues. The examples that will be explored are not unique to PBL contexts; they frequently surface in other small group teaching and learning situations. Consequently, the strategies learned through the workshop can also be applied to other instructional contexts that call on student collaboration and active engagement.