

資訊學院教學座談會

讓學生不只是跑一趟馬拉松，而是成為跑步的人

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本院每學期都會舉辦教師教學分享座談會，邀請在教學表現傑出的教授分享教學經驗，讓學習不止於成為教學者，而是互相勉勵切磋，將各自經驗集大成，克服在未來教學上的障礙，並向知識的傳播學問之海更進一步。

今年資訊學院邀請到榮獲 110 學年度優良教學獎以及 110 學年度院英語教學獎的謝秉均教授、110 學年度優良教學獎得主游逸平教授以及獲得 110 學年度院教學獎的林奕成教授來開講，分享他們如何在教學上精益求精，從而促成學生自主學習與思考之能力。

在本次教學座談會上，謝秉均教授分享了自己在教學上最想達成的教學目標是「喚起學生的研究魂」。謝教授的教學目標是讓學生從「知識的消費者」轉變為「知識的生產者」。他認為機率、強化學習原理和最佳化演算法是三門最能實踐這目標的課程。在這個基礎上，謝秉均教授提出了改變行為最好的方法是「改變身份認同」，讓學生的目標不只是跑一趟馬拉松，而是成為跑步的人。所以他提倡以啟發、訓練學生討論與定義問題並參與研究社群發展，讓學生自然地習慣思考與研究的模式，並將此習慣帶到其他的課程中實踐。

緊接著，林奕成教授分享了如何讓學生在課

程中提升正向回饋的機率並獲得成就感。林教授提出教授自帶的氛圍會影響學生上課的意願，如果教授在教學中也能樂在其中，並輔以他自己覺得有趣的問題引起學生的興趣。例如他提出的

「如何在魔鬼終結者中製造出特定效果」需要什麼樣的演算法，就以貼近生活的趣味例子來使學生更有參與感。

最後由游逸平教授分享他如何讓學生喜歡上課的教學策略。游教授設計概論的課程，讓學生上傳他們的作業到 Github 上，這鼓勵學生使用有版本控制的系統去做好實驗，作業繳交在這個平台的使用反應非常良好。由於教學上的成功，游教授也提出了自己的想法。他建議可以用資訊學院自有的 GitLab 整合作業，並加上助教的協助來輔助學生作業，讓教學資源獲得極大化的利用。

透過三位在教學不遺餘力的教授分享，我們能夠看見本院優良的教學傳統能夠被延續，並與創新的方式融合出最適合現代學生的方法。學習不止、教學不止。隨著時代的演進，本院教授們也創造出屬於自己的訣竅，讓自身與學生之間的隔閡不會隨著年齡而擴大，而是留下歲月淬鍊而成的幹練與永不熄滅的教學熱情，為莘莘學子澆灌熱血。



CCS Teaching and Learning Symposium Let Students Become Runners, not Just Complete a Single Marathon

At our college, we organize a Teaching and Learning Symposium each semester, where we invite outstanding professors to share their teaching experiences. This initiative serves as a catalyst not only for our continuous growth as educators but also as a forum for mutual inspiration and the exchange of ideas. Our goal is to aggregate our collective experiences, overcome upcoming teaching challenges, and advance toward the expansive realm of knowledge dissemination.

This year, the College of Computer Science has invited Professor Ping-Chun Hsieh, who received both the 2021 Outstanding Teaching Award and the 2021 Award for Teaching in English, to join us for this event. We are also honored to welcome Professor Yi-Ping You, who was recognized with the 2021 Outstanding Teaching Award, and Professor I-Chen Lin, the recipient of the 2021 CCS Teaching Award. They will deliver speeches and share their perspectives on their commitment to achieving teaching excellence, with the aim of nurturing students' abilities for independent learning and critical thinking.

During the symposium, Professor Ping-Chun Hsieh shared his primary teaching aspiration, which centers on igniting students' passion for research. His educational goal is to transform students from passive "knowledge consumers" to active "knowledge producers." He thinks that courses in probability, reinforcement learning principles, and optimization algorithms represent the most effective means to achieve this objective. Expanding on this premise, Professor Hsieh suggested that the most effective method of behavior change is to "reshape one's identity," encouraging students not merely to complete a marathon but to become dedicated runners. Hence, he advocates for inspiring and instructing students in the practice of discussing and defining problems, as well as participating in the development of research communities. This approach enables students to naturally integrate thinking and research patterns into their other coursework.

Following that, Professor I-Chen Lin discussed strategies for enhancing the likelihood of positive feedback and academic success among students in the class. He emphasized that the ambiance established by an instructor can significantly influence students' motivation to participate in classes.

When instructors derive enjoyment from teaching and incorporate interesting questions that engage students, this enthusiasm can stimulate their curiosity. As an illustration, Professor Lin introduced the concept of "Generating Specific Effects in Terminator" and delved into the algorithms required to achieve such effects. He illustrated these concepts using relatable and enjoyable real-life examples to foster a greater sense of involvement among students.

Finally, Professor Yi-Ping You shared his instructional strategies for fostering students' enthusiasm in the classroom. In his course of Introduction to Compiler Design, he asked students to upload their assignments to GitHub, thereby motivating them to employ a version control system for their assignments. The adoption of this platform for submitting assignments received exceptionally favorable responses. Given the pedagogical triumph, Professor You also introduced his innovative ideas; he recommended integrating the submission of homework with the college's GitLab and proposed engaging teaching assistants to provide support to students with their assignments, thereby optimizing the efficient use of educational resources.

Thanks to the unwavering commitment of three professors who put their utmost effort into teaching, we can observe how our college's outstanding teaching heritage can sustain and seamlessly merge with innovative approaches tailored to the needs of modern students. The pursuit of knowledge is eternal, as is the act of teaching. As society advances, our faculty members have developed their unique techniques to ensure that the gap between them and their students doesn't widen with time. Instead, they cultivate lasting refinement and nurture an enduring passion for teaching throughout the years, which continues to ignite and inspire students' aspirations.

