

文藻外語大學獎補助教學創新課程成果報告

Project Report of Teaching Innovation Course

提交日期 Date： 113 年 02 月 26 日

壹、基本資料

I. Basic Information

申請教師 Name	潘偉琪	職稱 Title	專案講師
課程名稱 Course Title (中、英文) (In English and Chinese)	中文 Chinese：英文六 英文 English：English 6		
計畫名稱 Project Title (含中、英文) (In English and Chinese)	中文 Chinese：借助 AI 輔助寫作軟體賦能大一學生的學術寫作能力 英文 English：Leveraging AI Writing Software to Empower Academic Writing Skills of First-year Students		
實際修課人數 Actual Number of Students	31		
棄修人數 Number of Withdrawal Students	_____ 4 _____ 人，棄修比例：_____ 11.11 _____ % _____ students, and the ratio of withdrawal is _____ %		
經費執行情形	核定預算數： <u>28,356</u> 實際執行數： <u>28,356</u> 經費執行率： <u>100</u> %		
學生成績差異 Differences in Student Achievement	<p>一、根據 AI 寫作軟體 My Access 的 IntelliMetric® 評分系統（六分制），分析學生在 AI 介入後，在不同階段寫作中的成績變化，以判斷 AI 反饋對學生英文寫作能力的影響。本分析比較學生在兩種文體「敘述文」和「比較文」中的成績，將第一稿與最終稿的差異進行分析，以確認各個寫作層面的進步情況。另外，為了檢測 AI 反饋對學生寫作能力的長期影響，本課程將期中考與期末考中的寫作部分視為 delayed test (延遲測驗)，用以判斷學生在無 AI 即時評估輔助下，是否能夠自主應用先前學習成果。</p> <p>二、數據分析：提供下表顯示學生在不同階段中的成績變化及圖以呈現學生在不同測試階段的得分變化趨勢。</p>		

評分面向	敘述文 第一稿	敘述文 最終稿	敘述文 期中考	比較文 第一稿	比較文 最終稿	比較文 期末考	總平均
整體得分	3.1	4.0	3.3	3.5	4.0	3.1	3.5
主題與目的	3.0	3.9	3.3	3.4	3.8	3.1	3.4
內容與發展	2.8	3.6	3.0	3.1	3.5	2.9	3.1
組織結構	2.7	3.4	3.0	3.0	3.4	2.8	3.0
語言使用與風格	3.2	4.1	3.3	3.6	4.2	3.1	3.6
語法與書寫規範	3.1	4.0	3.2	3.5	3.9	3.0	3.5

1. 整體進步幅度比較

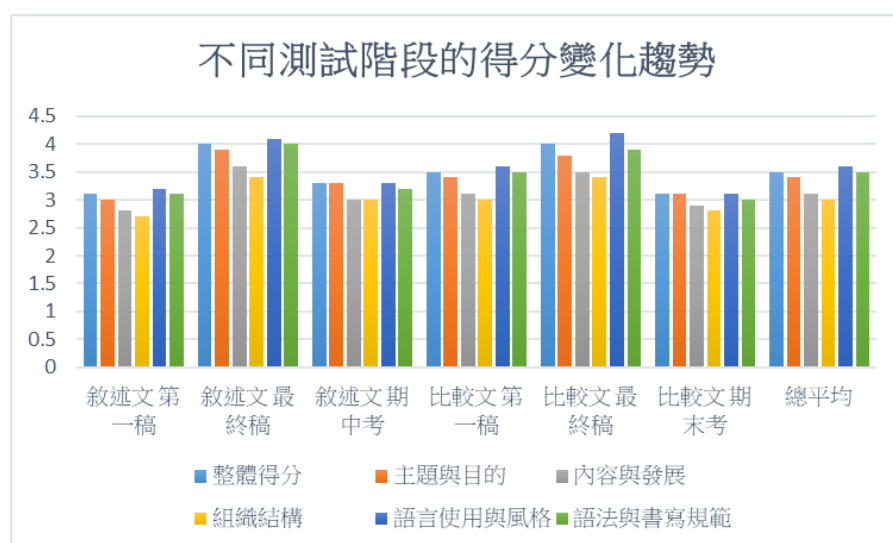
- 數據顯示，學生在敘述文的進步幅度較大，而在比較文的進步幅度相對較小。
- 在 AI 介入後，敘述文整體得分從 3.1 提升至 4.0 (+0.9)，而比較文則從 3.5 提升至 4.0 (+0.5)。
- 這顯示出學生在相對自由且內容發展比較直覺的敘述文中，能夠較容易接受 AI 反饋進行修正，而在需要更嚴謹組織的比較文中，進步幅度相對有限。


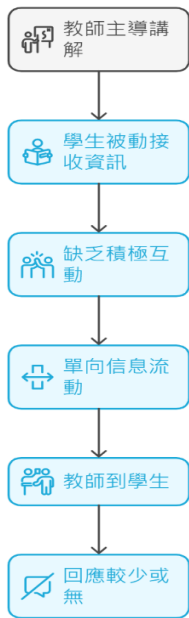
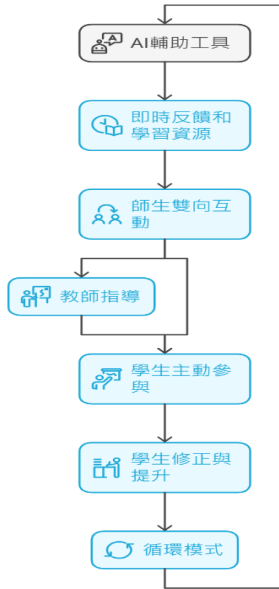
2. 主要評分面向的變化

- 語言層面進步最為顯著，敘述文的語言使用與風格從 3.2 提升至 4.1，語法與書寫規範則從 3.1 提升至 4.0。比較文的語言使用與風格從 3.6 提升至 4.2，語法與書寫規範則從 3.5 提升至 3.9。
- 內容與組織層面進步相對較小，顯示學生在論點發展、文章邏輯平衡上仍有進步空間。

3. 此外，期中考與期末考作為 delayed test，其成績相較於 AI 介入後的最終稿有所下降，顯示學生在無 AI 即時反饋的情境下，仍需進一步鞏固課堂所學之寫作知識，以確保長期應用能力的提升。

下圖呈現學生在不同測試階段的得分變化趨勢：



	<p>整體而言，數據反映學生在「教師指導 + AI 評估 + 學生自我修訂」的混成學習模式下，逐步提升寫作表現，但在深化內容與加強組織邏輯方面仍需持續努力，以進一步鞏固寫作能力，然而，根據大一第一堂課的需求分析結果，對於剛入學的大一學生而言，能夠在不擅長或未曾嘗試的寫作類型中取得如此進步，實屬不易。</p>		
<p>師生互動差異 Differences in Teacher-Student Interaction</p>	<p>● 請參考創新課程問卷的第四題:本堂課之創新教學設計有助於提高我的學習興趣及動機，全班平均達 4.06 分。</p>  <p>● 文字說明:</p>		
	互動情況	導入前	導入後
	互動模式	<p>傳統講授為主，學生回應被動(線性模式)</p> <p>傳統講授模式流程圖</p> 	<p>AI 輔助，師生雙向互動，學生主動參與(循環模式)</p> <p>AI輔助學習循環模式</p> 
	互動頻率	課堂內為主，課堂外互動較少	課堂內外頻繁互動，多稿提交與即時反饋
	互動深度	以問題討論為主，內容較單向	教師基於 AI 數據提供針對性指導，學生理解更深
	學生參與度	學生參與度有限，多依賴教師批改結果	學生願意參與，透過 AI 工具進行自主學習
<p>學生競賽獲獎 Student Contest Rewards</p>	無		

其他執行成效 Other Implementation Results	<ol style="list-style-type: none"> 1. 提升學生寫作能力: 透過教師指導與 AI 技術的支持，學生在多次寫作練習中顯示了穩定的進步，特別是在語法準確性、句型多樣性和文章結構的掌握上。寫作信心顯著增強，能夠靈活應用所學的語言技巧，並將其運用於不同類型的寫作任務中，展現出創造力和寫作品質。在構建清晰的主題、發展內容和組織結構方面也持續進步。 2. 強化師生互動與教學透明度: AI 生成的學習報告促進了師生間的溝通，教師能針對數據反映的薄弱點進行即時指導。學生也通過報告清楚了解自身的學習進度及改進方向，提升了學習的自主性與參與度。 3. 增進教學效率: AI 工具協助教師快速評估學生表現，縮短了傳統批改與反饋的時間。教師因此能投入更多高效教學設計及課堂互動中，教學效率得以顯著提高。
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簽核欄 Sign-off Field			
申請教師 Teacher's Name	教師所屬單位主任/ 所長 Director	教師所屬單位院長 Dean of the college	教務處綜合業務組 承辦人 Case officer at Special Programs Section, Office of Academic Affairs
對應推動項目檢核單位 Inspection Unit of Corresponding Project Promotion (由教務處分辦) (Handled Respectively in the Office of Academic Affairs)		教務處綜合業務組 組長 Leader of Special Programs Section, Office of Academic Affairs	教務長 Dean of Academic Affairs

貳、成果報告內容

II. Project Report Contents

一、 成果與討論 Results and Discussion

(一) 學生參與狀況說明（提供質量化說明及佐證，如照片）

Description of student participation (provide qualitative and quantitative description and supporting evidence, such as photos)

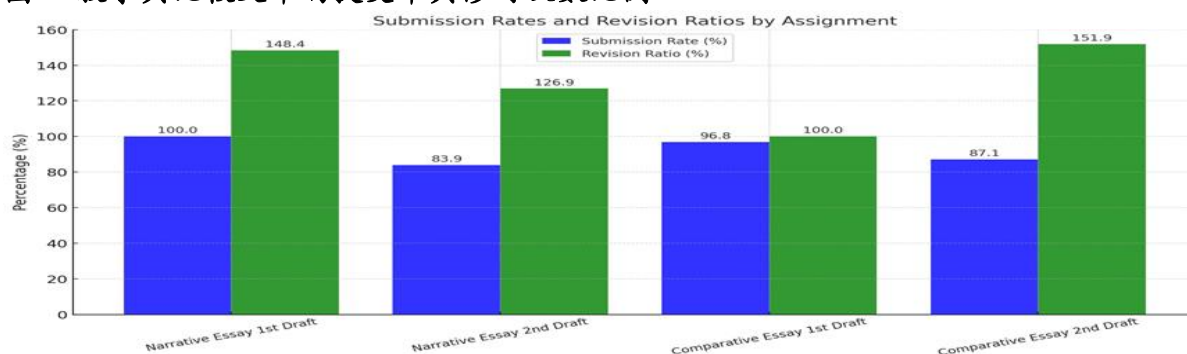
1. 量化參與情況

- 提交率與嘗試次數統計分析：本課程共有 31 位學生，需完成敘述文(Narrative Essay)和比較文(Comparative Essay)的第一稿與第二稿，每位學生共需提交 4 篇作業。其中，所有第一稿均於課堂內手寫完成，下次上課時則會進行繕打作文至 My Access 平台。詳細統計資料見表 1，並輔以圖 1 作為補充說明。

表 1 學生參與以及修訂次數

Assignment 作業類型	Expected Submissions 應提交數	Actual Submissions (Valid) 實際提交數	Submission Rate 提交率 (%)	Total Revision Attempts 總修訂 次數	Average Attempts per Submission 平均每篇 嘗試次數
Narrative Essay 1st Draft 敘事文章第一稿	31	31	100	46	$46 \div 31 = 1.48$
Narrative Essay 2nd Draft 敘事文章第二稿	31	26	83.9	33	$33 \div 26 = 1.27$
Comparative Essay 1st Draft 比較文章第一稿	31	30	96.8	30	$30 \div 30 = 1.00$
Comparative Essay 2nd Draft 比較文章第二稿	31	27	87.1	41	$41 \div 27 = 1.52$

圖 1 敘事與比較文章的提交率與修訂次數比例



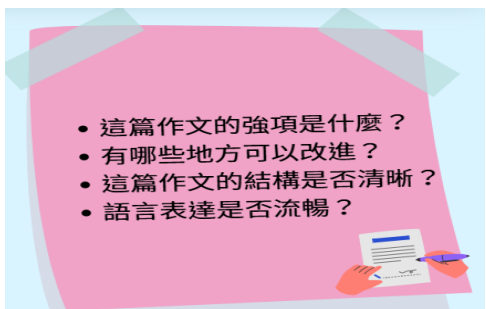

- 整體亮點與成果
 - 高度參與率:第一稿提交率達 100% 和 96.8%，顯示課堂內的支持與引導能有效激發學生的參與度。
 - 積極修訂:第二稿的嘗試次數顯著提升，說明學生在修訂過程中願意投入時間和精力，進一步提升作品品質。
 - 自主學習能力:雖然第二稿多數需要課外完成，但超過 80% 的提交率顯示學生具備良好的時間管理和責任感。

2. 質化參與描述

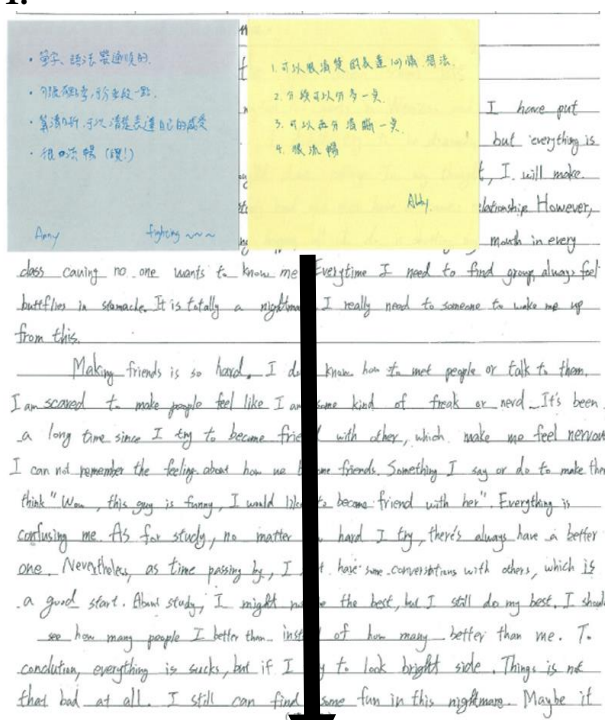
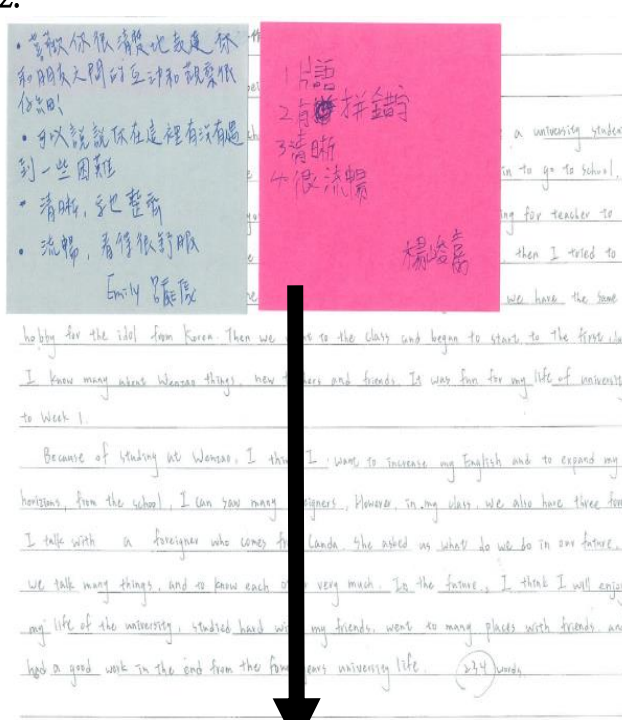
- 課堂互動與協作:第一稿由學生在課堂上手寫完成，教師批改，而第一稿原稿(不具名)會影印作為課堂活動材料。在下次課堂中，學生參與以下活動：
 - A. 盲抽(樂趣)與 Post-it 評語互評(任務挑戰):學生隨機抽取同學第一稿的文章(影印檔)並閱讀，學生閱讀他人文章時，應根據內容結構、語法運用和文章邏輯等具體方面，提供具建設性的評語。老師指導學生如何在給予評語時，注意表達具體、清晰且具建設性的建議。這些評語寫在發給同學的 Post-it 便利貼上，並貼在文章旁，讓原作者能夠參考並改進。
 示例評語如下：
 - a. 「喜歡你很清楚地表達你和朋友之間的互動和觀察很仔細，可以說說你在這裡有沒有遇到一些困難，結構很清晰，字也很整齊流暢，看得很舒服。」(給予評語的學生能夠正確反映寫作中表達清晰和觀察細節的重要性，並且鼓勵反思學習中的困難。)
 - b. 「可以很清楚的表達心情及想法，可以分段分多一點。」(給予評語的學生對內容深度與結構的建議，強調應更清晰地表達心情與想法，並增加分段來提高邏輯性。)
 - B. 盲抽(樂趣)與繕打活動(任務挑戰):學生隨機抽取同學第一稿的文章(影印檔)並閱讀，接著互動找到原作者，並在原作者的電腦座位上使用原作者的 My Access 帳號上完成繕打。過程中培養學生的責任感和協作意識，同時提升了對寫作細節的敏感度。
 學生回饋如下：
 - a. 「幫忙打字時注意到了一些有趣的表達方式，對自己的寫作很有啟發。」
 - b. 「尋找主人很好玩，也讓我更認真看待別人的作品。」
 - C. 學習氣氛:這種評語互評活動不僅激發了大一新生的批判性思維，還增強了他們對寫作結構和細節的敏感度。學生反映，通過評閱同儕作品，他們發現閱讀別人的作品是最有效的學習方式。這不僅使他們能夠客觀識別自己寫作中的不足，還幫助他們在修訂過程中進行更有針對性的改進。此外，這樣的互評過程也促進了學生之間的互動和彼此的熟悉度，建立了更強的學習社群，幫助他們適應寫作課程的要求。

● 佐證資料


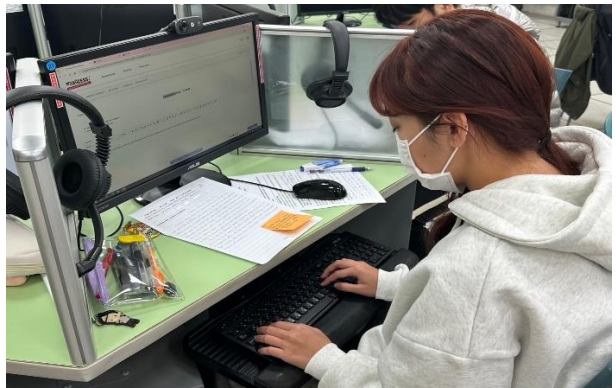
■ 學生在課堂活動中參與 Post-it 評語互評的場景

<p>1.</p>  <p>用於引導學生進行評語互評的 Post-it 問題卡片，幫助學生聚焦於文章的優勢、改進方向、結構清晰度與語言表達流暢性。</p>	<p>2.</p>  <p>學生閱讀同儕的文章，根據引導問題撰寫具體建議並張貼 Post-it 評語。</p>
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■ 學生的 Post-it 評語

<p>1.</p>  <p>• 字詞、語法要通順的。 • 句法要多樣化一點。 • 寫清楚，可以清楚表達自己的感受。 • 很流暢 (讚!)</p> <p>1. 可以很清楚表達自己的看法。 2. 句法可以再多一點。 3. 可以再清楚一點。 4. 很流暢</p> <p>Emily 張麗儀</p>	<p>2.</p>  <p>• 喜歡你很清楚表達你 和朋友之間的互動和觀察很 仔細! • 可以說說你在這裡有沒有遇 到一些困難 • 清晰, 字也整齊 • 流暢, 看得很舒服</p> <p>Emily 張麗儀</p> <p>1. 字詞 2. 有錯拼錯 3. 清晰 4. 很流暢</p> <p>楊峻豪</p>
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■ 學生參與盲抽活動並在 My Access 平台上進行繕打

<p>1.</p> 	<p>2.</p> 
<p>學生在盲抽活動中隨機抽取同儕文章後，進行互動並尋找原作者的情景。此過程促進了學生之間的溝通與合作，培養責任意識，並為後續的繕打活動奠定基礎。</p>	<p>學生閱讀內容並找到原作者，隨後在原作者的電腦座位上已事先開啟的 My Access 帳號中完成文章繕打。強化學生的協作能力，並提升對文字細節的敏感度。</p>

(二) 學生學習成效評量與探討 (含成效評量實施狀況)

Student Learning Effectiveness Assessment and Discussion (Including the implementation condition of effectiveness assessment)

1. 寫作課程循環流程

AI輔助混成模式：回饋循環寫作流程



2. 成效評量實施狀況

● 學習成效評量概述:

此課程作文的學習成效評量主要採用形成性評量（Formative Assessment）與總結性評量（Summative Assessment）相結合的方式，透過學生在不同寫作階段的表現來評估其寫作能力的進展與發展。評量範圍涵蓋：

- 敘述文（Narrative Essay）：第一稿與最終稿的比較，以評估學生對於寫作主題的掌握及內容發展能力。
- 比較文（Comparative Essay）：從第一稿到最終稿的改進，以評估學生的比較分析能力與論述技巧。
- 期中與期末考試：作為總結性評量，檢測學生在時間壓力挑戰下的寫作能力。



● 學習成效評量詳述:

本共英課程四小時中，利用兩小時作多層次寫作訓練為核心，整合教師指導、AI 反饋及同儕互動，提升學生的英語寫作能力。學習評量的實施涵蓋以下階段：

A. 第一稿：課堂限時寫作

學生需在教師提供的指導後與寫作提示下，於課堂內時間內完成初稿。該活動著重培養學生對寫作主題的基本掌握能力，並訓練其在時限內的組織與表達能力。教師批改後提供具體回饋，針對文章的「主題與目的」(Focus & Purpose)、「內容與發展」(Content & Development) 以及「組織結構」(Organization) 進行改進建議。

B. 最終稿：基於反饋的修訂與完善

學生根據以下三方面進行修訂並完成最終稿：①教師與同儕的意見，②My Access 平台的 AI 評估建議，找出弱項③根據課堂規定與 ChatGPT 的協作輔助。此階段旨在促進學生的自我修正能力，並強化其在「語言使用與風格」(Language Use) 及「語法與書寫規範」(Grammar & Mechanics) 方面的準確性。學生在完成修訂後，將最終稿輸入至 My Access 平台，進行自動評估並獲取反饋。

C. 期中與期末考：綜合寫作能力評估

在學校的共英課程中，期中考與期末考均為 100 分鐘的綜合測驗，涵蓋聽、讀、寫三大技能，旨在全面評估學生的寫作進步與應試能力。寫作部分包括期中考的 Narrative Essay 及期末考的 Comparative Essay，兩者均需在完成聽力及閱讀測驗之後，緊接著完成寫作，學生在無外部輔助的情境下，需要有效應用所學技巧，獨立完成完整文章。此階段不僅檢驗學生在時間壓力下的寫作應用能力與表現穩定性，亦有助於培養其應試策略與自我調整能力。

考試結束後，學生考試完隔週會收到老師批改後的考卷，學生隨機抽取同學第一稿的文章(影印檔)並閱讀，接著需互動找到原作者，並在原作者的電腦座位上使用原作者的 My Access 帳號上完成繕打，透過 AI 反饋及此項活動可以觀摩別人也反觀自己的寫作表現。教師則可根據 AI 反饋的學生表現結果，適時調整教學策略，以優化每周只有 2 小時的寫作課程設計，提升學生的學習成效。

3. 學習成效數據分析

學生在不同階段寫作表現的數據總結如表 2：

表 2 學生在不同階段寫作表現

評分面向	敘述文 第一稿	敘述文 最終稿	敘述文 期中考	比較文 第一稿	比較文 最終稿	比較文 期末考	總平均
整體得分	3.1	4.0	3.3	3.5	4.0	3.1	3.5
主題與目的	3.0	3.9	3.3	3.4	3.8	3.1	3.4
內容與發展	2.8	3.6	3.0	3.1	3.5	2.9	3.1
組織結構	2.7	3.4	3.0	3.0	3.4	2.8	3.0
語言使用與 風格	3.2	4.1	3.3	3.6	4.2	3.1	3.6
語法與書寫 規範	3.1	4.0	3.2	3.5	3.9	3.0	3.5

3. 成效評量結果探討

- 學生整體表現趨勢：由數據可見，學生在第一稿與最終稿之間的寫作表現有顯著提升，特別是在敘述文中，整體得分由 3.1 提升至 4.0，顯示學生在教師指導、AI 反饋以及同儕互評的支持下，能有效改進寫作技巧。然而，在期中考與期末考中，由於題目不同且無外部協助，學生的表現相較最終稿有所下降，這反映出學生在應試情境下的挑戰。

■ 在形成性評量上的進步亮點：

- A. 整體得分的顯著提升：在敘述文和比較文的第一稿與最終稿之間，整體得分分別提升了 0.9 分（3.1→4.0）和 0.5 分（3.5→4.0），顯示學生在教師提醒加上 AI 回饋的反覆修改下，能夠有效提升寫作表現。
- B. 顯著進步：
 - a. 「語言使用與風格」的分數在敘述文（3.2→4.1）和比較文（3.6→4.2）最終稿中達到最高分，說明學生在詞彙選擇、句型多樣性及表達精準度方面有顯著進步。
 - b. 「語法與書寫規範」的分數在敘述文在「語法與書寫規範」方面從 3.1 提升至 4.0；比較文從 3.5 提升至 3.9，說明學生對語法結構、標點符號和拼寫的掌握能力有所提升，錯誤減少，準確性提高。
- C. 穩步提升：
 - a. 「主題與目的」的分數在敘述文修訂後提升明顯（3.0 至 3.9）和比較文（3.4→3.8），代表學生在多次修訂過程中，能夠更清楚地表達文章的核心主題與寫作目的，並逐步提升內容的連貫性與明確性。此外，這也顯示學生在經過 AI 反饋後，能夠有效調整寫作策略。
 - b. 「內容與發展」的進步：在「內容與發展」方面，敘述文從第一稿的 2.8 提升至最終稿的 3.6；比較文從 3.1 提升至 3.5，顯示學生在文章的細節支持、論點展開和例證運用方面逐步加強。
- D. 多次修改的效果顯著：在敘述文和比較文的最終稿階段，分數相較於第一稿都有明顯提升，顯示學生能夠透過教師與 AI 反饋進行有效的自我修訂，學習成效明顯。

■ 在總結性評量上的主要挑戰：

- 在 AI 介入及多輪修改後，反映在期中考的敘述文得分（3.3）低於最終稿（4.0），期末考的比較文得分（3.1）低於最終稿（4.0）更明顯下降，顯示學生在應試環境

下仍存在時間管理與內容組織方面的困難。

- 在比較文方面，由於文體要求較高，學生在主題與目的（Focus & Purpose）以及組織結構（Organization）方面的表現需進一步加強。

● 各評分面向進步與挑戰

A. 整體得分（Holistic Score）：

- 修訂後的敘述文整體得分提升明顯（4.0），但期中考得分下降至 3.3，反映出不同題目對學生表現的影響。
- 比較文在第一稿到期末考中的出現分數下滑（3.5 至 3.1），顯示學生在比較文寫作的邏輯連貫性與組織能力方面仍需進一步提升。

B. 主題與目的（Focus & Purpose）：

- 敘述文修訂後提升明顯（3.0 至 3.9），但期中考因題目不同，分數下降至 3.3，顯示學生在適應新題目時仍需更多訓練。
- 比較文的主題清晰度在期末考中的表現下降（3.8 至 3.1），反映學生在論點的選擇與比較點的組織方面存在困難。

C. 內容與發展（Content & Development）：

- 敘述文在修訂後得分由 2.8 提升至 3.6，顯示學生能根據反饋補充細節與強化邏輯。
- 期末考的比較文得分為 2.9，表明學生在時間受限的情況下難以充分展開內容。

D. 組織結構（Organization）：

- 敘述文得分從 2.7 提升至 3.4，表明在段落銜接與文章整體邏輯方面有明顯進步。
- 比較文最終稿下降（3.0 至 2.8），需進一步加強論點之間的邏輯連貫性。

E. 語言使用與風格（Language Use）：

- 在敘述文的修訂過程中，語言運用得分從 3.2 提升至 4.1，顯示 AI 反饋有助於提升語言的準確性與表達流暢度。
- 比較文在期末考中表現下降（3.1），顯示學生在應試環境下難以維持穩定的語言表達。

F. 語法與書寫規範（Grammar & Mechanics）：

- 敘述文在修訂後得分由 3.1 提升至 4.0，表明學生在 AI 反饋的協助下逐步掌握語法規範。
- 比較文期末考分數（3.0）顯示學生在較複雜的寫作環境中仍需加強語法準確性。

● 成效探討與改進建議

- A. 寫作修訂的成效：AI 反饋和對敘述文的影響較為顯著，學生在內容擴展、組織結構及語言使用與風格方面均有明顯進步。
- B. 應試能力的挑戰：期中與期末考因題目不同，學生需在有限時間內快速組織文章，整體得分低於修訂後的最終稿，顯示需加強應試技巧訓練。
- C. 文體適應性差異：比較文的整體表現較敘述文低，表明學生在處理較複雜的論述時，仍需更多針對性指導。

（三）學生進步狀況說明或具體教材產出

Statement of student progress or specific teaching material output

根據各階段寫作評分結果，學生在不同面向上的進步狀況：

1. 寫作技能提升

■ 整體寫作表現進步

- 學生從敘述文第一稿（3.1）到最終稿（4.0），顯示在回饋和反覆修訂下，寫作品質有所提升。
- 比較文最終稿（4.0）顯示學生對比較分析的掌握度提升，能夠更有條理地進行論述。
- 期末考試分數（3.1）相對較低，顯示在無法依賴修改與反覆調整的情況下，部分學生在應對壓力與即時組織文章內容方面仍需提升。

- 各寫作面向的進步情況
 - 為了全面評估學生的長期學習成效，透過計算六個寫作階段的平均分數，並與敘述文第一稿進行比較，以量化學生的整體進步幅度(如表 3)，透過綜合考量學生在不同時期的表現，減少單一評量的偏誤，進而呈現學生在長期學習過程中的成長趨勢。
 - 進步幅度分析：根據計算結果，學生在各項寫作能力上呈現穩定的進步趨勢：
 - 「整體得分」、「主題與目的」、「語言使用與風格」與「語法與書寫規範」：+0.4
 - 學生在這些方面表現相對穩定，顯示在詞彙運用、句型結構及表達清晰度上有明顯提升。這反映出學生在持續的寫作練習與 AI 回饋下，能夠有效地吸收並應用所學知識，進一步提高寫作的流暢度和準確性。
 - 「內容與發展」與「組織結構」：+0.3
 - 在這兩個方面，學生的表現呈現穩定的漸進式成長，說明他們對文章主題的掌握、段落結構的安排，以及內容的深度和連貫性有逐步提升。這顯示學生能夠在多次修訂中逐步強化論述邏輯，並更有效地組織文章內容。

表 3 學生在不同階段寫作表現以及進步幅度

評分面向	敘述文 第一稿	敘述文 最終稿	敘述文 期中考	比較文 第一稿	比較文 最終稿	比較文 期末考	總平均	短期進 步幅度
整體得分	3.1	4	3.3	3.5	4	3.1	3.5	+ 0.4
主題與目的	3	3.9	3.3	3.4	3.8	3.1	3.4	+ 0.4
內容與發展	2.8	3.6	3	3.1	3.5	2.9	3.1	+ 0.3
組織結構	2.7	3.4	3	3	3.4	2.8	3	+ 0.3
語言使用與 風格	3.2	4.1	3.3	3.6	4.2	3.1	3.6	+ 0.4
語法與書寫 規範	3.1	4	3.2	3.5	3.9	3	3.5	+ 0.4

2. 學生的自我修正能力

- 透過 My Access 平台的 AI 反饋，學生能夠識別自身錯誤。
- 課堂中引導學生進行同儕互評，透過 Post-it 方式記錄寫作優勢與改進建議，促進學生對自身與同儕作品的反思與進步。

3. 長期進步趨勢：

- 整體而言，學生在各項指標上的分數均有不同程度的提升，顯示長期學習的正向成效。這種穩定進步反映出學生透過反覆修改、教師回饋和同儕評閱等學習策略，逐步增強其寫作能力。

4. 進步幅度的穩定性：

- 雖然進步幅度數值不大，但持續穩定的提升代表學生在學習過程中已養成良好的寫作習慣，能夠更有條理地進行寫作，並在長期學習中保持一定的水準。

(四) 計畫實施後問題改善狀況

Improvement of the problem after the implementation of the project

1. 學生英語寫作挑戰與需求問卷：

- 深入了解學生在英語寫作方面的挑戰、學習經驗以及對課程的期待。問卷分為六個部分，涵蓋學生的背景資訊、過去的英語學習經歷、寫作挑戰、自我評估與態度、課程期望，以及其他特定需求。問卷採用李克特量表來衡量學生對自身寫作能力與學習動機的信心，同時包含開放式問題，以獲取更具體的學生意見與需求。本次調查共收集了 40 份有效

回應，由於學期初學生程度尚在調整，且部分學生進行加退選，導致問卷人數與最終確定的班級人數（31 人）存在差異。此數據仍可作為課程規劃的參考依據，以便更精確地滿足學生需求。

計畫實施前的問卷調查	因應問卷的改善狀況																																							
提升英文寫作能力覺察																																								
<p>學生在英語寫作方面普遍面臨多重挑戰，且對自身能力缺乏信心。調查顯示(如圖 2)，學生自認的英語程度以「基礎 (Elementary)」為主，占比達 52.5% (21 人)，其次是「中級 (Intermediate)」占 27.5% (11 人)，而「初學者 (Beginner)」則占 10% (4 人)，無學生認為自己達到高級 (Advanced)。</p>	<p>學生對於 My Access 寫作軟體在提升英文寫作能力的有效性評價呈現多樣化的意見。數據顯示(如圖 3)，51.6% 的學生給予 4 或 5 分，表示該軟體對於增強寫作技巧有一定的幫助，能夠提供有效的回饋與支持。然而，22.6% 的學生給予 3 分，顯示部分學生認為軟體的幫助有限，可能在內容深化或個人化學習方面仍需改進。同時，僅有 3.2% 的學生給予 2 分，反映出少部分學生認為該工具未能滿足其學習需求。另一方面，22.6% 的學生給予 6 或 7 分的較高評價，顯示部分學生對於該軟體的寫作提升效果持高度肯定態度。整體而言，多數學生認為 My Access 在英文寫作學習中具有實質幫助，但仍需進一步優化其功能與應用方式，以滿足不同學生的需求並提升整體學習成效。</p>																																							
<p>圖 2</p> <p>9. How would you rate your overall English proficiency?</p> <p>40 responses</p>  <table><thead><tr><th>Level</th><th>Percentage</th><th>Count</th></tr></thead><tbody><tr><td>Beginner 初學者</td><td>17.5%</td><td>7</td></tr><tr><td>Elementary 基礎</td><td>52.5%</td><td>21</td></tr><tr><td>Intermediate 中級</td><td>27.5%</td><td>11</td></tr><tr><td>Advanced 高級</td><td>0%</td><td>0</td></tr></tbody></table>	Level	Percentage	Count	Beginner 初學者	17.5%	7	Elementary 基礎	52.5%	21	Intermediate 中級	27.5%	11	Advanced 高級	0%	0	<p>圖 3</p> <p>7. 您覺得My Access寫作軟體對於提升英文寫作能力的程度如何？ / How effective do you think My Access is in improving English writing skills?</p> <p>31 responses</p>  <table><thead><tr><th>Rating</th><th>Percentage</th><th>Count</th></tr></thead><tbody><tr><td>1</td><td>0%</td><td>0</td></tr><tr><td>2</td><td>3.2%</td><td>1</td></tr><tr><td>3</td><td>22.6%</td><td>7</td></tr><tr><td>4</td><td>29%</td><td>9</td></tr><tr><td>5</td><td>22.6%</td><td>7</td></tr><tr><td>6</td><td>12.9%</td><td>4</td></tr><tr><td>7</td><td>9.7%</td><td>3</td></tr></tbody></table>	Rating	Percentage	Count	1	0%	0	2	3.2%	1	3	22.6%	7	4	29%	9	5	22.6%	7	6	12.9%	4	7	9.7%	3
Level	Percentage	Count																																						
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4	29%	9																																						
5	22.6%	7																																						
6	12.9%	4																																						
7	9.7%	3																																						
提升英文寫作自信心																																								
<ul style="list-style-type: none">在英語寫作信心方面，如圖 4 顯示學生普遍缺乏自信。根據 6 分量表評估，55% 的學生選擇了評分 1 或 2 (非常不同意或不同意)，表示他們對自身英語寫作能力的信心極低，而僅 20% 的學生選擇評分 4，顯示部分學生對自己的能力略有信心，無學生選擇評分 5 或 6。	<ul style="list-style-type: none">根據調查結果(如圖 5)，大多數學生 (80.65%)認為使用 My Access 寫作軟體後，他們的英文寫作自信度有所提升，這表明該軟體在提供即時回饋與指導方面具有正向影響。然而，仍有 19.35% 的學生認為自信程度未提升，可能與以下因素相關：軟體提供的回饋未完全滿足個別學習需求，導致部分學生難以針對自身問題進行有效改進；其次，學生在使用軟體時對建議的理解與應用有限，未能充分發揮軟體的輔助作用；此外，學生可能需要進一步的指導來幫助他們																																							

有效利用軟體功能，以便更好地提升英文寫作能力。

圖 4

10. How confident are you in your English writing skills? (From 1 to 6 respectively indicate: 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree).

40 responses

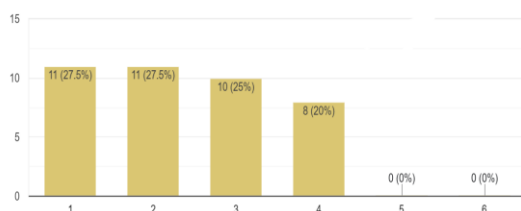
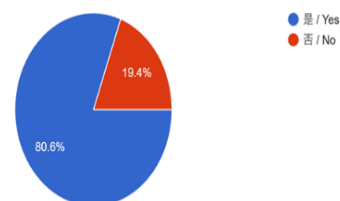


圖 5

6. 使用My Access寫作軟體後，您在英文寫作方面的自信程度是否有所提升？ / Has your confidence in English writing improved after using My Access?

31 responses



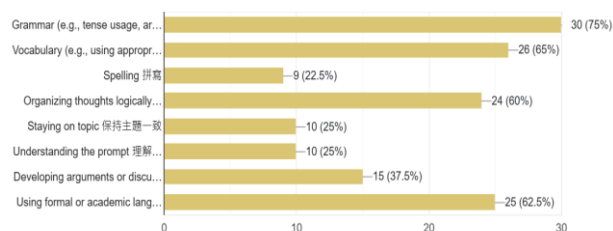
英文寫作挑戰

- 在寫作挑戰方面，如圖 6 所示，75%的學生表示「文法問題」(如時態、冠詞、介詞等)是他們面臨的最大困難，其次是65%的學生認為「詞彙使用」(適當用詞、缺乏同義詞)是一大挑戰。此外，60%的學生認為「邏輯組織能力」是他們在寫作中經常遇到的問題，而62.5%的學生則在「使用正式或學術語言」方面感到困難。

圖 6

11. What do you find most challenging about writing in English? (Check all that apply)

40 responses



- 根據學生在 My Access 寫作系統中的表現數據，如圖 7 所示，課程實施後，在各個寫作面向上皆有顯著的進步。
- 各評分面向進步狀況：
 - 最大進步幅度(+0.4)：「整體得分」、「主題與目的」、「語言使用與風格」與「語法與書寫規範」方面取得了最顯著的提升，顯示在反覆練習與 AI 反饋的幫助下，能夠提升表達的準確性與流暢度。
 - 穩定成長(+0.3)：在「內容與發展」及「組織結構」方面的進步幅度較為穩定，反映學生在文章架構與邏輯發展上有持續提升，但仍需進一步強化內容深度與邏輯連貫性。

圖 7



● 學生的質性回饋:

Q: 是否願意繼續使用此套學習系統來學習？為什麼？	Q: 老師運用此套學習系統搭配上課或進行教學活動規劃，你覺得對你最大的幫助是什麼？為什麼？
願意。反饋是有幫助的	糾正自己的結構錯誤
會 很好玩	因為欸哀可以讓我更明確知道
是，可以了解自己寫作在各方面是否有成長	可以協助我知道自己需要加強的部分
願意 得到回饋的時間方便又快速	文法
是 我認為可以增強我的寫作	寫作功能我認為能透過 my access 給我一點建議
是 提升寫作	寫作有進步
不願意	能學到很多
是 是個可以練習作文懂好方式而且可以得到反饋	可以一再的修正作文把它變得剛好
不太願意 操作介面有些部分不太好用	認識到不太熟悉的部分
老師教我們的 同時也可以學習	我認為有使我的能力變好
增進寫作能力	一邊認識朋友一邊加強英文
英文文法	能夠更快速的理理解不懂的英文相關問題
否，覺得有點複雜，有更便捷的方式	可以跟同學討論
是 目前不知道還有哪些其他學習系統	循序漸進的做每件事
可	不會只有單一用自己的想法來寫作，可以再 用 ai 參考
願意	可以練習寫作
是的 提升自己的英語寫作能力	透過 AI 得到反饋
是，因為系統可以幫我修正我錯誤的地方	可以增強我的文法
是，這個軟體可以讓我知道自己在寫作的哪個部分較不足，並且幫助我提升寫作	讓自己知道哪裡不足，並且加強
是，他提高我的寫作技巧	他幫助我更清楚自己哪裡需要改進
因為可以更了解自己的作文	哪個部分最弱
Ai 給的指示很明確	能收到來自人以及 ai 不同的看法
是 因為這套學習系統還是能輔助到我	有時候老師不能一位一位學生的輔導 而學習系統能幫助每位同學產出不同的回饋
願意/能夠提升自我能力	讓我更明白如何再這些方面提升技能
還好	寫作稍微提升
是，可以提供許多方面的建議	提升英文能力
可能 課堂會用到	更會寫作
是，很便利	很好理解錯誤的地方
願意	隨時能自己改作文
是 好用	架構方面

是，方便快捷有效	增進寫作能力
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(五) 創新規劃導入前後差異 (列表)

Differences before and after the introduction of innovation planning (list)

項目	創新規劃導入前	創新規劃導入後
教學實施措施	<ul style="list-style-type: none"> 以傳統講授方式為主，學生參與度有限。 缺乏即時反饋機制，學生無法即時修正錯誤。 學生習慣紙本寫作，缺乏數位工具的應用經驗。 	<ul style="list-style-type: none"> AI 寫作輔助工具 My Access: 提供即時回饋，幫助學生修正語法與組織，增強自我修正能力。 分組討論與同儕回饋: 透過小組合作與反饋，促進寫作思維發展，提升文章內容的邏輯性與連貫性。 Post-it 評語互評: 學生針對內容、語法、邏輯撰寫建議，張貼於文章旁，強化批判性思維與改寫能力。 盲抽與繕打活動: 隨機抽取文章、互動尋找原作者，並在原作者的 My Access 帳號上進行繕打，培養責任感與細節敏感度。
學習參與度	<ul style="list-style-type: none"> 學生參與度較低，缺乏主動練習 	<ul style="list-style-type: none"> 學生主動使用 My Access 進行多次修改，提高學習動機
學習態度與動機	<ul style="list-style-type: none"> 學生對英文寫作的興趣不高，部分學生缺乏主動學習意願。 	<ul style="list-style-type: none"> 創新教學設計提升學生學習興趣，學習動機評分為 4.06/5¹。 學生較願意投入寫作練習，並主動尋求教師與同儕回饋。
學生寫作自信度	<ul style="list-style-type: none"> 部分學生缺乏信心，擔心語法和組織問題 	<ul style="list-style-type: none"> 80.65% 學生表示寫作自信心有所提升
錯誤修正能力	<ul style="list-style-type: none"> 學生對語法、拼寫錯誤敏感度低 	<ul style="list-style-type: none"> 自動檢測錯誤，語法與書寫規範提升 +0.4
寫作能力	<ul style="list-style-type: none"> 學生對於組織結構、內容發展掌握度不足 	<ul style="list-style-type: none"> 組織能力提升 +0.3，內容發展能力提升 +0.3
寫作成品品質	<ul style="list-style-type: none"> 文章內容發展有限，邏輯架構不清晰 	<ul style="list-style-type: none"> 內容深度與邏輯性增強，組織結構平均分數提升 +0.3
學習成效	<ul style="list-style-type: none"> 學生對於英文寫作的長度與複雜度感到壓力，無法完成較長篇幅的文章 	<ul style="list-style-type: none"> 學生能夠逐步完成更長篇的寫作任務，並在課堂上進行討論與修改。

¹ 113-1 創新課程問卷統計

		<ul style="list-style-type: none"> 課程創新設計 (4.39/5²) 獲得學生高度肯定，顯示整體教學成效良好。
學習回饋周期	<ul style="list-style-type: none"> 需依賴教師回饋，週期較長 	<ul style="list-style-type: none"> 即時回饋機制，學生可隨時獲得回饋並進行自我修正
個人化學習進程	<ul style="list-style-type: none"> 缺乏個人化指導，難以滿足不同程度學生的需求 	<ul style="list-style-type: none"> AI 提供針對性反饋，學生可根據自身需求調整學習計畫

二、委員審查意見回應

Responses to the Committee Members' Review Opinions

審查意見 Review Opinion	委員審查意見回應
<p>1. 本計畫目的是透過導入 AI 寫作軟體 My Access，針對技職體系大學的共通英文課程，強化學生的英文寫作能力，以學生為中心，強調實用性和個人化學習，透過 AI 寫作軟體 My Access 提供即時寫作評估和反饋，幫助學生精準掌握寫作技巧。每周固定 2 小時寫作訓練，課程結合 My Access 提供寫作工具和資源，設計具挑戰性和啟發性的寫作任務。教材將精選配合時事及議題的範文，結合 AI 寫作輔助，提升學生寫作能力。My Access 可提供學生寫作重要工具，改善學生寫作結構、語法和詞彙運用。根據 My Access 評估結果，調整寫作任務和教學內容，提供使用者個人化學習。透過以上教學理念設計，打造一個優質的共同英文課程，為學生提供全面且有效的英文學習體驗，培養學生具備具體英文寫作能力。文寫作能力。</p> <p>以下為相關研究建議：</p> <p>(1) 建議補充以建議補充以 AI 工具寫作，相關的文獻，並比較此研究計畫與其他相關研究計畫之差異。</p> <p>(2) 建議可以比較使用 AI 工具與沒有使用 AI 工具，學生學習成效之差異。</p> <p>(3) 建議清楚描述寫作的學習成效如何評估。</p> <p>(4) 建議可以補充如何使用 AI 工具，例如使用那些關鍵字進行查詢等。</p>	<p>回覆委員審查意見 1- (1):</p> <p>感謝委員的寶貴建議，補充 AI 寫作工具在英語學習應用方面的相關文獻，並與其他相關研究計畫進行比較，以凸顯本課程的獨特性與創新價值。</p> <p>將參考近期研究，涵蓋 My Access、Grammarly、Write & Improve 等 AI 工具的應用案例，分析其對學生寫作成效的影響。文獻回顧將重點探討 AI 寫作工具如何提供即時回饋，幫助學生改善寫作結構、語法及詞彙使用，並分析 AI 技術如何從傳統教師回饋輔助轉變為個人化學習支持系統。</p> <p>與其他 AI 寫作研究相比，本計畫具有以下主要差異：</p> <p>1. 教學模式的整合</p> <p>採用「教師指導 + AI 評估 + 學生自我修訂」的混合學習模式，提供即時回饋與學習路徑調整。其他研究則多將 AI 工具作為輔助工具，學生較難充分利用 AI 回饋進行學習改善。</p> <p>2. 學習成效的評估方式</p> <p>透過前後測、AI 數據分析、學生學習歷程記錄與教師觀察，綜合評估學生的進步，並強調自我監控能力的培養。其他研究則主要依靠 AI 工具的評分結果，較少使用多元評估工具來驗證學生的學習成效。</p>

² 113-1 創新課程問卷統計

3. 個人化學習的落實

本計畫針對每位學生的寫作弱點，透過 My Access 的個人化回饋機制，設計差異化學習任務，以提升學習動機與參與度。相較之下，其他研究通常使用標準化教材，較少針對學生個別需求進行深度調整。

回覆委員審查意見 1- (2):

感謝委員的建議，本課程目前聚焦於學生在使用 AI 工具 (My Access) 前後的學習成效變化，尚未納入對比未使用 AI 工具的學生作為對照組。然而，認同此比較對於更全面評估 AI 工具對寫作學習的影響具有重要價值，因此會在後續研究中納入對照組，以進一步探討 AI 輔助與非 AI 輔助學習模式下的學習成效差異。

回覆委員審查意見 1- (3):

感謝委員的寶貴建議，本計畫進一步清楚說明學生英文寫作學習成效的評估方式，以確保成效評估的客觀性和可操作性。評估方式結合量化與質化的評估方法，全面衡量學生的寫作能力進步情況，具體內容如下：

1. 評估指標與方法

學生的寫作學習成效透過以下五個面向進行評估，這些面向與 My Access 評分標準一致：

「主題與目的」(Focus & Purpose)：評估學生能否清楚表達寫作主題並維持一致性。

「內容與發展」(Content & Development)：檢視論點的完整性、支持細節的充分性及例證的適切性。

「組織結構」(Organization)：評估段落邏輯、過渡句的使用，以及文章整體的流暢度。

「語言使用與風格」(Language Use & Style)：分析用詞準確性、語調、及語句多樣性。

「語法與書寫規範」(Mechanics & Conventions)：包括拼寫、標點符號及標準書寫格式的掌握。

回覆委員審查意見 1- (4):

感謝委員的建議，本計畫補充如何使用 My Access 的內建功能，並提供具體操作方式，幫助學生有效提升寫作能力。My Access 的主

	<p>要功能包括 My Editor，可針對內容、組織、語法、詞彙及書寫慣例等提供即時回饋，協助學生修訂寫作。學生可根據系統建議，逐步改進文章，並透過教師的指導進一步強化寫作技巧。</p> <p>為幫助學生充分利用 My Access，提供詳細的使用指引，指導學生如何根據系統回饋，設計適當的 Prompt 來與 ChatGPT 互動，進一步改進寫作。學生可輸入具體的指令 (prompt)，例如：「如何改善我的文章組織？」或「檢查這篇文章的語法錯誤並提供修改建議」。透過這種方式，學生能夠針對 My Access 提供的回饋進行深入學習，優化寫作內容，並強化語言應用能力。</p> <p>透過 My Access 的使用，學生獲得即時回饋，並在教師的指導下進行多次修訂，進一步提升寫作品質。此外，系統記錄的數據將幫助學生了解自身進步情況，促進自主學習，並增強對寫作的信心。透過 AI 技術與教師指導的結合，學生能在循序漸進的學習過程中不斷提升寫作能力，展現學習成效。</p>
<p>2. 寫作評分有五個面向，分別是主題、內容與發展、組織結構、文字使用及寫作風格、書寫用法及慣用語法。但是沒有附帶 My Access 是否有每一個面向的等第質性說明。</p>	<p>回覆委員審查意見 2:</p> <p>感謝委員的建議，補充 My Access 對寫作評分的詳細等第質性說明，My Access 採用六分制評分，並針對五個評分面向提供詳細的質性描述，包括「主題與目的」、「內容與發展」、「組織結構」、「文字使用及寫作風格」、「語法與書寫規範」。</p> <ul style="list-style-type: none"> • 6 分（優秀）：文章清晰且深入地傳達中心論點，顯示對寫作目的和對象的充分了解。論點發展完善，內容充實，使用恰當的細節支持觀點。文章結構緊密，邏輯清楚，語言使用與風格精確，句型多樣，且文法、標點等幾乎無錯誤。 • 5 分（良好）：文章內容有力地呈現作者的觀點，論點清楚並能完整表達。結構安排合理，轉接語使用適當，語法與用字準確，僅有少數錯誤，整體表現流暢。 • 4 分（適切）：文章能夠傳達作者的觀點，但對寫作目的和對象的掌握有限。內容表達適當但支持細節不夠充分，文章結

	<p>構基本清楚，但連貫性稍顯不足。用字適當，句型尚有變化，錯誤偶有發生但不影響理解。</p> <ul style="list-style-type: none"> · 3 分（基本）：文章部分傳達了作者的意見，內容缺乏深度，支持資訊有限。文章結構鬆散，轉接詞運用不足，語言表達較為簡單，存在較多拼寫與語法錯誤。 · 2 分（不足）：文章未能有效傳達作者的觀點，缺乏清晰的論點與細節支持。文章缺少基本的結構，語法錯誤頻繁，且嚴重影響可讀性。 · 1 分（嚴重不足）：文章無法適當表達作者的意見，缺乏中心論點，組織混亂，用詞不精確，句型簡單且錯誤頻繁，嚴重影響文章的可讀性與完整性。
<p>3. 結合 AI 寫作輔助，如何避免學生變成依賴 AI 代寫？而是可以把 AI 放在正確的使用上，老師需要提供一些準則讓學生有依可循，以便可以比較自己使用 AI 工具之前和之後的差別，以及從中學到什麼。</p>	<p>回覆委員審查意見 3:</p> <p>感謝委員的建議，本課程強調 My Access 作為核心教學策略，並要求學生在使用 ChatGPT 等輔助工具時，啟用追蹤修訂（Track Changes）功能，在附註中記錄 ChatGPT 的建議及學生的修改方式，以確保學生正確運用 AI 技術來提升寫作能力。學生需透過 Share 功能，將修訂過程分享給教師，便於監控與回饋。</p> <p>學生依照以下流程進行學習：首先，學生依據課程指導撰寫初稿並提交至 My Access，系統針對「主題與目的」、「內容與發展」、「組織結構」、「語言使用與風格」以及「語法與書寫規範」五個面向提供回饋。接著，學生根據回饋使用 ChatGPT 進行修訂，學習透過適當的指令(prompt)獲取建議，並在修改稿中啟用追蹤修訂功能標示因之修改的部分，於附註中記錄 AI 的建議與修改決定。</p> <p>學生最終需使用 ChatGPT 的 Share 功能分享修訂歷程，讓教師檢視其對話紀錄。透過此策略，學生能夠透過反覆修訂提升寫作能力，培養自主學習，並在教師的指導下達成學習成效。</p>
<p>4. 預期達到的四個成果，需要有對應的研究工具，可以提供評估對應，將來方可證實是否有達到該預期成果，例如後面的問卷題目都</p>	<p>回覆委員審查意見 4:</p> <p>感謝委員的寶貴意見，針對提升學生創造力的部分，是根據 My Access 中的「內容與</p>

<p>跟創造力沒有關聯，如何預期將來學生創造力提升？</p>	<p>發展」(Content & Development) 評量指標。具體來說，此 2 小時課程是透過以下方式來評估學生的創造力提升：</p> <p>利用 My Access 的評量指標進行創造力的量化評估：在課程設計中，根據 My Access 中的「內容與發展」指標，對學生的寫作作品進行評分。該指標的內容涵蓋了評估文章是否清楚聚焦主題，提供充實且具說服力的細節來支持論點。內容應具體且與主題高度相關，避免空泛敘述，並確保邏輯清晰、組織有條理，使段落間連貫順暢。文章應運用事實、例證或數據增強論述，展現深入的思考與獨立見解，同時符合目標讀者的需求，使用適當的語言與表達方式，這些都是評估創造力的重要指標。例如：</p> <ul style="list-style-type: none"> · 主題清晰:文章聚焦明確，無偏題或模糊表達 · 內容充實: 提供足夠且具說服力的細節支撐論點 · 細節具體: 內容具體且與主題高度相關，避免空泛敘述 · 邏輯連貫: 內容組織有條理，段落間過渡順暢 · 證據支持: 運用事實、例證或數據增強論述力度 · 表達深入: 展現獨立見解，避免僅表面陳述 · 受眾適切: 符合讀者需求，語言及內容易於理解 <p>前後測評：會在課程開始時讓學生提交一篇初步的寫作作品(敘述文)，並根據 My Access 的 Content & Development 評量標準進行評分。課程期間，學生會有多次改稿，通過多次交稿成績來量化學生在創造力上的進步，特別是創新性、內容發展和寫作結構的提升。</p> <p>結合寫作輔助工具激發創造力：在課堂中，利用 Plot Diagram 和 Venn Diagram 等寫作輔助工具，幫助學生結構化他們的創意，並激發他們的創意思維。這些工具不僅有助於學生進行內容的組織，也能促進他們在敘事</p>
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	和比較文中進行創新性思考，並能在「內容與發展」的評量標準中體現出來。
5. 分析學生的背景，具體論述學生在英文學習上遇到的問題。	<p>回覆委員審查意見 5:</p> <p>感謝委員的建議，學生在英文學習中面臨的問題多樣，包括語法錯誤、詞彙運用不足、寫作結構混亂、缺乏寫作動機與信心以及學術寫作能力不足。這些問題常源於學生對語法規則掌握不牢、詞彙量有限、對學術寫作結構的理解不足以及對寫作過程中的錯誤過度關注。為解決這些問題，通過 My Access 提供即時回饋，加強語法和詞彙訓練，並設計寫作結構訓練來幫助學生提升內容延展性和創意表達。同時，通過小組討論、同儕評估和教師指導來增強學生的寫作信心與學習動機，最終提高學術寫作能力。</p>
6. 應用 AI 寫作軟體 My Access，協助學生解決過往學習上的問題，提供個人化學習以及即時性回饋。	<p>回覆委員審查意見 6:</p> <p>感謝委員的建議，My Access 作為 AI 寫作軟體，有效協助學生解決過往在寫作學習中遇到的問題。通過其即時回饋功能，學生可以在寫作過程中獲得針對性指導，幫助他們在語法、詞彙使用、內容結構等方面進行改進。這種個人化學習模式使學生能夠根據自身需求進行調整，並針對性地加強薄弱部分，提升寫作能力。My Access 系統提供的回饋是即時的，讓學生能夠在撰寫過程中立即獲得建議，進行修訂，從而有效解決過去學習過程中的困難，促進他們在寫作上的長期進步。</p>
7. 具體說明 AI 寫作軟體 My Access 之應用，如何具體提升學生之英文寫作成效。	<p>回覆委員審查意見 7:</p> <p>感謝委員的建議，My Access 作為 AI 寫作軟體，透過其多項內建功能，有效提升學生的英文寫作成效。</p> <ul style="list-style-type: none"> · 即時回饋與錯誤修正 <p>My Access 的核心功能之一是提供即時回饋。當學生完成寫作並提交後，系統會根據五個主要寫作面向：主題、內容與發展、組織結構、文字使用及寫作風格、書寫用法及慣用語法，全面評估寫作並標註錯誤。系統會提供具體的修改建議，幫助學生修正語法錯誤、拼寫問題和段落組織不足等，學生可即時查看並進行修訂，逐步提高寫作品質。</p> <ul style="list-style-type: none"> · 個性化學習建議與進度追蹤

	<p>根據學生的寫作表現，My Access 會生成個性化學習建議，幫助學生針對薄弱環節進行改進。例如，若系統發現學生在組織結構方面有所不足，會提供如何改善段落連貫性和過渡語使用的具體建議。這些個性化反饋促使學生有針對性地提高寫作技能。同時，系統會追蹤學生的進度，並提供歷次作業的對比分析，幫助學生了解自身進步情況，促進自我反思與改進。</p> <ul style="list-style-type: none"> · 學習歷程與反思 <p>My Access 為學生提供詳細的學習歷程記錄，學生可以回顧每次提交的寫作任務及其修訂結果。這些反饋幫助學生識別寫作中的不足並進行針對性改善，通過系統化的反思過程，學生能夠在每次修訂中提升寫作能力，從而持續改進。</p>
8. 雖有一一列出學生學習成效之評量方式，建議可以更具體說明各項評量規準，例如：寫作成果評估之 Rubrics(含細項與評分)。	<p>回覆委員審查意見 8:</p> <p>感謝委員的建議，已於回覆委員審查意見 2 回應。</p>
9. 問卷之使用宜更清楚論述其適切性。例如，附件二對教師以及 AI 反饋之問卷，分為 Knowledge, Belief, Behavior, Critique 等四個子量表，宜在計畫中說明為何從知識、信念、行為、評析等四面向來評估。此外，現有教學問題中提及學生的動機不足，影響其學習，建議也採用動機問卷，來了解學生的動機是否因此創新教學課程而有所提升。	<p>回覆委員審查意見 9:</p> <p>感謝委員的建議，針對問卷使用的適切性，以下將具體說明教師反饋與 AI 反饋問卷的結構及其評估的重要性，並解釋為何選擇從知識 (Knowledge)、信念 (Belief)、行為 (Behavior) 和評析 (Critique) 這四個面向來評估學生在寫作中的反饋反應。</p> <ul style="list-style-type: none"> · 問卷結構與適切性 <p>此課程中所使用的問卷分為兩大部分：教師反饋與 AI 反饋，並涵蓋四個主要子量表：知識、信念、行為和評析，這四個面向的設計能全面評估學生在 AI 輔助學習中的態度、行為及學習成效。</p> <p>1. 知識 (Knowledge)：此子量表評估學生對教師與 AI 反饋程序及評分標準的理解，這有助於確認學生是否掌握了反饋的具體內容與應用方式。了解學生的知識掌握情況，有助於教師及時調整教學策略，使學生能夠更好地理解並有效使用反饋來改善寫作。</p>

	<p>2. 信念 (Belief)：此部分評估學生對反饋有效性的信念，包括學生對 AI 寫作評估系統能夠促進寫作發展和激勵學習動機的認可。了解學生對 AI 輔助學習工具的態度和信任度，對於制定未來的教學策略至關重要。</p> <p>3. 行為 (Behavior)：此子量表衡量學生在寫作過程中實際使用 AI 反饋的情況。學生是否積極採用 AI 系統提供的反饋，並根據反饋進行修訂，反映了學生如何將反饋轉化為學習動力，對學習成果的影響至關重要。</p> <p>4. 評析 (Critique)：該部分評估學生批判性地評價 AI 反饋效果的能力，這能幫助了解學生對反饋的認識及其對反饋的反思。學生能否正確評估反饋的有效性，對於後續學習改進和寫作發展具有深遠影響。</p> <p>· 動機問卷的應用</p> <p>在學習動機的評估上，將額外使用動機問卷來了解學生是否因為創新教學方法而提升了學習動機。動機問卷將涵蓋學生對學習過程的投入、學習態度以及 AI 寫作工具對學習積極性的影響，並幫助教師評估動機提升的情況。</p>
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三、未來精進與改善建議

Suggestions for Future Refinement and Improvement

● 提升學生的寫作應試能力

部分學生在應試環境下仍面臨較大壓力，導致無法充分發揮其寫作能力，影響文章的組織與表達效果。為了幫助學生在考試環境中發揮最佳表現，未來可從以下幾個方面進行改進：

1. 模擬考試環境：設計與正式測驗相似的模擬練習，讓學生熟悉考試流程與時間限制，幫助學生們逐步適應壓力並提高應試信心。
 - 定期進行限時寫作練習：透過模擬正式考試的時間要求，訓練學生在有限時間內快速構思並完成文章。
 - 提供個別化時間管理建議：針對學生在模擬測驗中的表現，提供時間分配策略，如如何合理分配構思、撰寫與修改的時間。
 - 營造真實考試氛圍：透過校內模擬測驗，使學生在實際考場前減少緊張感，提高臨場應對能力。
2. 重複訓練快速構思與組織技巧：針對學生在考試時的寫作困難，提供具體的文章規劃策略，幫助他們在短時間內建立清晰的文章結構，提高內容的條理性與可讀性。

- 引導使用文章大綱規劃：提醒學生運用簡單的文章架構，如「引言-主體-結論」，以確保文章邏輯清晰。
- 發展「快速構思框架」：透過關鍵詞聯想、腦力激盪等技巧，幫助學生在短時間內整理想法並展開內容。

四、政府部門補助之課程與教學計畫申請或學術論文發表規劃

Application Planning for Courses and Teaching Plans Subsidized by Government or Publish Their Academic Paper Agencies

透過本校創新課程的延伸與小小成果，預定於今年(2025)年底提出教育部教學實踐研究計畫申請，或嘗試將論文投稿英語教學相關期刊。

五、參考資料

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附件一：活動/紀錄/照片（至少十張，照片請附說明）

Appendix I: Activities/Records/Photos (at least ten, please attach a description for the photos)

1.



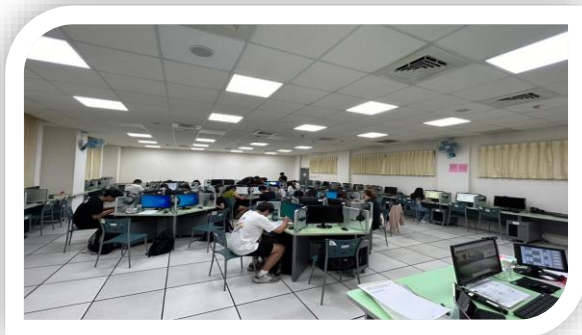
Handwriting Session: 大一學生第一次共英課程的第一次寫作：敘述文

2.



Discussion Session: 寫作活動討論

3.

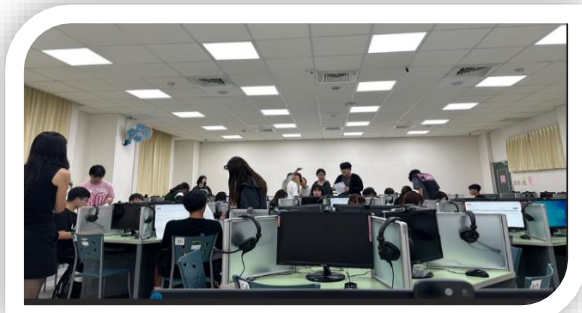


Post-it Session: 課堂上專注地閱讀同學的文章，並使用 Post-it 便利貼進行互評活動。

4.



5.

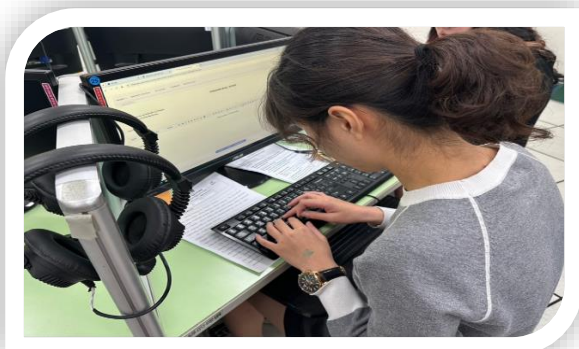


6.



盲抽活動(樂趣): 隨機抽取同學的文章，並透過閱讀內容進行互動，積極尋找原作者。

7.



8.



My Access Session: 進行 My Access 繕打活動（任務挑戰），找到文章的原作者，並在原作者的電腦座位上使用其 My Access 帳號完成繕打，藉此提升協作學習能力並熟悉系統操作流程。

9.



10.



My Access Session: 在教師指導下檢視 My Access 提供的寫作成績與回饋，透過系統的詳細評分指標，了解自身寫作優勢與改進方向，並進一步提升英文寫作能力。

1. 教材內容：

A. 教材及各項寫作指南皆提供在雲端學園

The top screenshot shows the Google Classroom interface for the '113 Y1 English 6' class. The 'Classwork' tab is selected, displaying a list of assignments. The bottom screenshot shows the 'Writing' section of the same class, displaying a list of writing activities.

Assignment/Activity	Due Date/Time
10/28 期中反思報告	Due 30 Oct 2024, 23:59
10/21 Submit the required PDF for your 3r...	Due 28 Oct 2024, 13:10
10/14 Please submit the required PDF for ...	Due 22 Oct 2024
10/13 Your Writing Score (My Access)	Due 14 Oct 2024, 12:00
10/07 Notes in Narrative Writing	Due 8 Oct 2024, 17:00
09/23 Narrative Essays: Your first draft in ...	Edited 29 Sept 2024
My Access 寫作軟體名單選擇	Edited 29 Sept 2024

Assignment/Activity	Due Date/Time
12/30 期末反思報告	Due 30 Dec 2024, 14:40
12/30 Submit the required PDF for Final P...	Due 7 Jan, 23:59
12.23 2nd Draft	Due 30 Dec 2024, 12:00
12/09 Comparative Essay: Step 3 Outline	Due 9 Dec 2024, 14:25
11/18 Unit 3.1 Writing Activity 2	Due 18 Nov 2024, 23:59
11/25 Comparative Essay: Step 1 "Shar..."	Due 25 Nov 2024, 15:30
11/25 Chapter 3 Activity 3	Due 25 Nov 2024, 14:25
11/11 Midterm: Narrative Essay	Due 11 Nov 2024, 16:00
11/11 Submit the required PDF for Midter...	Due 23 Nov 2024, 23:59

B. 各階段的作業繳交皆在 Google Classroom

The left screenshot shows the '雲端學園 Cloud e-Learning' interface for the '1131日 英文六02 U1' course. The 'My Access' section is expanded, showing links to 'What is "My Access"?' and 'How to view my assignment and score?'. The right screenshot shows the 'Narrative Essays' and 'Comparison Essays' sections, listing various writing guides and reports.

Section	Item
My Access	What is "My Access"?
	How to view my assignment and score?
	Student User Guide
	中文版使用手冊
Great Writing	Narrative Essays
	Narrative Essays (PDF)
	10/14 2nd Draft 作業指南
	10/21 3rd Draft 作業指南
	10/28 期中反思報告
Narrative Essays	Narrative Essays (PDF)
	10/14 2nd Draft 作業指南
	10/21 3rd Draft 作業指南
	10/28 期中反思報告
	12/30 期末反思報告
Comparison Essays	Comparison Essay (Steps)
	12/09 Outline 作業指南
	12/23 2nd Draft 作業指南
	12/30 期末反思報告
	12/30 期末反思報告

C. 第1-9週(敘述文) 本課程首先通過課本教授學生基本的作文元素，並進一步介紹敘述文的寫作技巧，重點放在大綱結構分析、範文解構以及連接詞的運用。課程的第一部分，學生學習如何分析比較文的基本結構，理解文章的整體框架與邏輯安排。隨後，通過範文解構，學生將感受敘述文體的寫作方式，並學會如何鋪陳敘述，使寫作更具條理性、流暢性與清晰度。

❶ 基本作文元素：

1

2

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12

② 自製補充引導寫作講義舉隅:

課程名稱: AI輔助學術寫作提升計畫
年級: 大一
授課教師: Vicky Pan
日期: 2024/09/23

NARRATIVE WRITING

Creating an Engaging Story

Activity 1

THINK

Topic: My First Two Weeks in WZU
Write at least 220 words.

Activity 2

PAIR

Let's read other people's writing and leave some comments on the Post-it.

- 這篇作文的強項是什麼?
- 有哪些地方可以改進?
- 這篇作文的結構是否清晰?
- 語言表達是否流暢?

Activity 3

SHARE

- Type it to create a digital file.
- Then, upload it onto Google Classroom.
- Get ready to share it with My Access for some suggestions and comments.

We will be learning about how to narrate, analyze, and reflect to tell an engaging, meaningful story.

NARRATIVE WRITING

Narrative writing:

- It's a type of writing that focuses on a story or recounts a series of events.
- The purpose of narrative writing can be to inform but is most often to entertain.
- Narrative writing can be short stories, novels, autobiographies, and memoirs.
- A strong narrative creates an emotional connection and a satisfying resolution.

PERSONAL NARRATIVE WRITING

- For this course, you will be asked to write a story that is real and happened to you. This is called **personal narrative** writing.
- Personal narrative writing requires the writer to narrate, analyze, and reflect to build a meaningful story.

NARRATE	ANALYZE	REFLECT
Describe what happened, a play-by-play of events	Comment on your examination of the events after the fact	Think deeply about the events to gain understanding

1 SELECTING A TOPIC

- When selecting a topic for a personal narrative, think about important events in your own life. Then, consider your interest in sharing this story, your ability to tell the story in an effective way, and your capacity to reflect on what you learned from that experience.
- There should be a clear beginning, middle, and end that can be communicated for this assignment.
- This story should be easily presented in (primarily) chronological order.

2 PROVIDING CONTEXT

- After you select your topic, it is important to determine what information is needed for the reader to understand your story.
- Consider the following elements:
 - Settings
 - Characters
 - Stakes/Circumstances
- Knowing these elements will allow your reader to fully envision and understand your story.

3 PLANNING YOUR PLOT

- Once you have selected a topic and have considered what information needs to be included, now is time to determine the plot.
- The plot is how you create a sense of progression in your story. When determining plot, decide when to start the story, when to reveal information, and how to wrap up the story.
- Making these decisions before you start to write creates a road map for you and helps you create a more cohesive story.

4 WRITING MEANINGFUL DIALOGUE

- It is great to include it because it creates interest in the reader.
- Dialogue must serve the story in some way. Do not have characters simply greeting each other. Make sure the dialogue is used to reveal useful information or to reveal something about the character who is speaking.

Me: "You don't think I can do it?"
Dad: "You'll surprise yourself."

5 CREATING IMAGERY WITH SENSORY DETAILS

As you create write your story, remember to engage the reader's five senses:

Sight	Describe the visuals using vivid details
Hearing	Incorporate important sounds
Taste	Describe flavors to immerse your reader
Smell	Explore scents relevant to the setting
Touch	Explain textures, temperatures, and sensations


6 ENDING YOUR STORY WITH REFLECTION

- After you have shared the events of your story, it is time to reflect on what you have learned from the event. The lesson needs to be able to be applied outside of your story, which is called an abstract lesson or abstract message.
- Some students try to make their lesson/message too specific to the events of their story, but try to think about it in a broader context.
- Here is an example of an abstract lesson if someone's story is about an embarrassing moment slipping on ice in front of a lot of people:

Although embarrassing moments can be painful, a person can use the situation to show self-compassion and perseverance.

D. 第 10-18 週(比較文) 使用課本來教授比較文的寫作技巧，重點放在大綱結構的分析、範文解構以及連接詞的運用。首先，學生將學習如何分析比較文的基本結構，理解文章的整體框架與邏輯安排。接著，通過解構範文，學生能夠掌握高效比較文的寫作方式，並學習如何有條理地呈現不同觀點。最後，課程將專注於連接詞的使用，幫助學生在寫作中流暢地轉換觀點，提升文章的邏輯性與可讀性。

1 課本章節

1


3 Comparison Essays

2

ELEMENTS OF GREAT WRITING

What is a Comparison Essay?

In a **comparison essay**, you can compare ideas, people, different times in history—any two items that are related in some way. You can focus on the similarities between the two items, on the differences, or on both the similarities and the differences. Your goal is to show—in a meaningful way—how these items are similar or different, what their strengths and weaknesses are, or what their advantages and disadvantages are. In a history class, your essay might compare issues of the French Revolution and the American Revolution. In an economics class, you might write about the differences between supply-side and demand-side economics. In a computer science class, you might write about the differences between cloud hosting and traditional hosting of data.

Like other essays, the comparison essay has an introductory paragraph that contains a hook and a thesis statement, two or three or more paragraphs that make up the body, and a concluding paragraph.

WRITER'S NOTE: Avoiding Common Comparisons

Good comparison essays do not state the obvious. They show similarities in things that are considered different and, conversely, focus on the differences between things that are considered to be similar.

3

Patterns of Organization

There are two basic ways to organize a comparison essay—the block method and the point-by-point method.

BLOCK METHOD	POINT-BY-POINT METHOD
Paragraph 1: Introduction Thesis. Then one item, used as the basis for data storage, such as price and cost.	Paragraph 1: Introduction Thesis. Then one item, used as the basis for data storage, such as price and cost.
Paragraph 2: First data storage cost of item, reliability	Paragraph 2: Cost cost of item, reliability
Paragraph 3: Traditional data storage cost of item, reliability	Paragraph 3: Ease of use cloud data storage, traditional data storage
Paragraph 4: Conclusion	Paragraph 4: Reliability cloud data storage, traditional data storage

No matter which method of organization you choose, the information in a comparison essay must be presented in the same order. In the block method example, notice that in Paragraph 2, all the important information about cloud data storage is presented: cost, ease of use, and reliability. The supporting information in Paragraph 3 also includes these three aspects in the same order with the focus on traditional data storage.

In the point-by-point method, the points of development are also cost, ease of use, and reliability. Each paragraph contains information about both storage systems.

4

ACTIVITY 1 | Comparing methods of organization

Review the two methods of organizing a comparison essay. Consider the advantages and disadvantages of both. Work with a partner to answer the questions.

- Which method, block or point-by-point, requires more paragraphs?
- Which is likely easier to organize and write?
- As a reader, in which method are the points of comparison easier to follow?

- The point-by-point method requires more paragraphs.
- The block method is likely easier to organize and write.
- As a reader, point-by-point is easier to follow.

5

ACTIVITY 2 | Analyzing a comparison essay

This essay compares some features of Brazil and the United States. Discuss the questions below. Then read the comparison essay and answer the questions that follow.


- How many different countries have you visited? Which of these countries felt "comfortable" to you? Which countries were very different from your own?
- What does the word *individualism* mean to you?

6

WORDS TO KNOW Essay 3.1

asset: (a) an advantage
core: (a) central, essential part
disruptive: (a) troublesome, disorderly
diversity: (a) variety
ethnic: (adj) sharing cultural characteristics

Focus on: (a) to concentrate on
massive: (adj) huge
remarkable: (adj) arousing extraordinary interest
unique: (adj) one of a kind, distinctive



7

ESSAY 3.1

Not as Different as One Would Think

1 All countries are **unique**. Obviously, countries are different from one another in location, size, language, government, climate, and lifestyle. Some countries, however, share some surprising similarities. In this case, Brazil and the United States come to mind. Some may think that these two nations have very little in common because they are in different hemispheres¹. On the contrary, the two countries share many similarities.

8

2 One important similarity between Brazil and the United States is their **massive** size. Both Brazil and the United States are extremely large countries. Brazil covers almost half of the South American continent. It has a land mass of nearly 3.3 million square miles (8.5 million square kilometers) and is home to cosmopolitan² centers such as Rio de Janeiro and São Paulo. Due to its size, few Brazilians can say that they have traveled extensively within the country's borders. Like Brazil, the United States takes up a significant portion of its continent (North America). It extends from the Atlantic Ocean to the Pacific Ocean and has a land mass of 3.1 million square miles (8 million square kilometers), not including Alaska, Hawaii, and other territories. It is home to world-famous cities such as Los Angeles and New York. As a result of its size, it is fair to say that many people in the United States have not visited much of their country.

9

3 Another similarity between Brazil and the United States is the **diversity** of the population. Brazil was colonized³ by Europeans, and its culture has been greatly influenced by this fact. However, Brazil's identity was influenced by many other cultures as well. Brazil is a "melting pot" of many **ethnic** groups that immigrated there and mixed with the indigenous⁴ people. The United States also has a diversity of ethnic groups, from the Native American population and early colonists from northern Europe to slave groups from Africa. Later immigrants from the Mediterranean, Asia, and South America added to the diversity of its citizens. The mixture of cultures and customs has worked to form ethnically rich cultures in both countries.

10

4 Finally, both countries share an important value: individualism. Brazil works hard to defend the concept of freedom of choice. Citizens believe that they have the right to do as they please and be whatever they desire as long as they do not hurt others. This attitude was introduced in the 1930s and 1940s by Brazilian President Getúlio Vargas. He was responsible for establishing an individualistic government that helped modernize and industrialize the country. Individualism is also at the **core** of the culture in the United States, dating back to the Declaration of Independence and the Bill of Rights. Both documents **focus** on individuals' many rights. Some people may believe that the desire for individual expression is **disruptive** and can make a country weak. However, the ability of people to be whatever they want is an **asset** to both countries.

¹hemispheres: half of the earth
²cosmopolitan: international
³colonized: settled
⁴indigenous: natives; original

11

5 Although Brazil and the United States have many differences, they also have **remarkable** similarities in their size, ethnic diversity, and core values. Some people believe that their culture and country are without equal. However, as with these two countries, a closer inspection shows that cultures everywhere have more in common than not.

12

- What is the main purpose of this essay? Begin with *The purpose is...*
The purpose is to show the similarities between Brazil and the United States.
- Which does things (points of development) about Brazil and the United States does this essay compare?
This essay compares the size, diversity, and core values of both countries.
- What method of organization does the writer use—point-by-point or block?
point-by-point
- What is the hook for this essay? Write it here.
All countries are unique.

4 Finally, both countries share an important value: individualism. Brazil works hard to defend the concept of freedom of choice. Citizens believe that they have the right to do and be whatever they desire as long as they do not hurt others. This attitude was introduced in the 1930s and 1940s by Brazilian President Getúlio Vargas. He was responsible for establishing an individualistic government that helped modernize and industrialize the country. Individualism is also at the core of the culture in the United States, dating back to the Declaration of Independence and the Bill of Rights. Both documents focus on individuals' many rights. Some people may believe that the desire for individual expression is disruptive and can make a country weak. However, the ability of people to be whatever they want is an asset to both countries.

5 Although Brazil and the United States have many differences, they also have remarkable similarities in their size, ethnic diversity, and core values. Some people believe that their culture and country are without equal. However, as with these two countries, a closer inspection shows that cultures everywhere have more in common than not.

hemisphere; half of the earth
homogeneous; interrelated
voluntarily settled
indigenous natives; original

1. What is the main purpose of this essay? Begin with *The purpose is...*
The purpose is to show the similarities between Brazil and the United States.

2. Which three things (points of development) about Brazil and the United States does this essay compare?
This essay compares the size, diversity, and core values of both countries.

3. What method of organization does the writer use—point-by-point or block?
point-by-point

4. What is the hook for this essay? Write it here.
All countries are unique.

5. Underline the thesis statement. Is the thesis restated in the conclusion? If yes, underline the sentence that restates the thesis.

Thesis statement: On the contrary, the two countries share many similarities. Restatement in conclusion: Although Brazil and the United States have many differences, they also have remarkable similarities in their size, ethnic diversity, and core values.

ACTIVITY 3 | Understanding the elements of a comparison essay

Below is an outline for essay 3.1. Some of the information is missing. Reread the essay and complete the outline.

Title: _____

I. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: Different location, size, language, government, climate, lifestyle

C. Thesis statement: _____

Title: Not as Different as One Would Think

I. Introduction (Paragraph 1)

A. Hook: All countries are unique.

B. Connecting information: Different location, size, language, government, climate, lifestyle

C. Thesis statement: On the contrary, the two countries share many similarities.

II. Body

A. Paragraph 2 (Similarity 1) topic sentence: _____

1. Brazil's characteristics

a. Size: _____

b. Travel: Few Brazilians have traveled extensively in their country.

2. _____

a. Size: covers most of North America, extends from Atlantic to Pacific Oceans, 3.1 million square miles (8 million square kilometers)

b. Travel: _____

A. Paragraph 2 (Similarity 1) topic sentence: One important similarity between Brazil and the United States is their massive size.

1. Brazil's characteristics

a. Size: covers almost half of South America, land mass of nearly 3.3 million square miles (8.5 million square kilometers)

b. Travel: few Brazilians have traveled extensively in their country

2. United States' characteristics

a. Size: covers most of North America, extends from Atlantic to Pacific Oceans, 3.1 million square miles (8 million square kilometers)

b. Travel: many people in the U.S. have not visited much of their country

B. Paragraph 3 (Similarity 2) topic sentence: Another similarity between Brazil and the United States is the diversity of the population.

1. Brazil

a. Colonized by Europeans

b. Other ethnic groups

c. Indigenous people

2. United States

a. Native Americans

b. Northern Europe

c. _____

d. Later immigrants from Mediterranean

e. _____

f. _____

B. Paragraph 3 (Similarity 2) topic sentence: Another similarity between Brazil and the United States is the diversity of the population.

1. Brazil

a. Colonized by Europeans

b. Other ethnic groups

c. Indigenous people

2. United States

a. Native Americans

b. Northern Europe

c. Slaves from Africa

d. Later immigrants from Mediterranean

e. Immigrants from Asia

f. Immigrants from S America

C. Paragraph 4 (Similarity 3) topic sentence: _____

1. Brazilians' belief in freedom: have the right to do and be whatever they want if don't hurt others, from President Getúlio Vargas in 1930s and 40s

2. U.S. belief in freedom: _____

C. Paragraph 4 (Similarity 3) topic sentence: Finally, both countries share an important value: individualism.

1. Brazilians' belief in freedom: have the right to do and be whatever they want if don't hurt others, from President Getúlio Vargas in 1930s and 40s

2. U.S. belief in freedom: individualism at core of culture in U.S., dating back to Declaration of Independence and Bill of Rights.

III. Conclusion (Paragraph 5)

A. Restated thesis: _____

B. Opinion: All cultures are more similar than different.

III. Conclusion (Paragraph 5)

A. Restated thesis: Although Brazil and the United States have many differences, they also have remarkable similarities in their size, ethnic diversity, and core values.

B. Opinion: All cultures are more similar than different.

Grammar: Connectors for Comparison Essays

Connectors help readers by providing logical connections between sentences, ideas, and paragraphs. Some connectors show comparison between sentences or ideas, and others show contrast or concession. Notice the use of commas with these connectors.

Connectors That Show Comparison between Sentences

COMPARISON	EXAMPLES
In addition, subject + verb.	Both Red Beauty and Midnight Dream roses are known for the size of their blooms, their color, and their fragrance. In addition , they are easy to grow.
Similarly, subject + verb.	The Midnight Dream rose won awards in local contests last year. Similarly , the Red Beauty rose was singled out for its beauty.
Likewise, subject + verb.	The blooms of Red Beauty roses last longer than those of most other roses. Likewise , the blooms of the Midnight Dream rose are long lasting.
Compared to subject, + verb.	Some roses last for a very short time. Compared to these roses, the blooms of Red Beauty and Midnight Dream roses last a long time.

2 自製補充引導寫作講義舉隅：

The 2nd Writing: Comparison Essay

Worksheet: Writing a Comparison Essay (with Group Work)

Name: _____

Date: _____

Essay Topic: _____

Step 1: Topic Selection (Group Work, Individual Work and AI Support)

Objective: Collaborate with peers to brainstorm topics, refine ideas using ChatGPT, and choose a meaningful topic.

Group Activity: Brainstorm Topics

- **Instructions:** In your group, brainstorm a list of possible comparison topics. Discuss why each topic might be meaningful and interesting.
- **Tip:** Use ChatGPT as a group to generate more ideas. Example prompt: "Suggest some comparison topics for a college-level essay."

● **Group Brainstormed Topics:**

Topic 1: _____

Topic 2: _____

Topic 3: _____

● **Group Discussion Questions:**

Are these topics relevant to our class or broader interests?

Do the subjects have clear similarities and differences?

Which topic would make the most insightful essay?

Individual Activity: Select Your Topic

- Choose one topic from the group's list or one of your own ideas.
- Use ChatGPT to refine your chosen topic. Example prompt: "Is this topic good for a comparison essay? Why or why not?"
- Write your chosen topic and why you selected it.

My Chosen Topic: _____

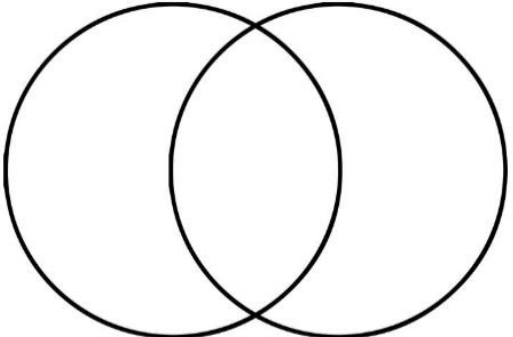
Reason for Choosing This Topic: _____

Step 2: Brainstorming and Organizing Ideas (Group Work, ChatGPT, and My Access)

Objective: Collaborate to identify similarities and differences, refine your ideas individually, and use AI for additional insights.

Group Activity: Create a Shared Venn Diagram

- **Instructions:** Work with your group to fill out a large Venn diagram for one shared topic. Use the diagram to map similarities and differences between the two subjects.
- **ChatGPT Task:** Use ChatGPT to generate similarities or differences for your group's topic. Example prompt: "What are the similarities and differences between renewable energy and fossil fuels?"
- **Shared Group Venn Diagram:**



Similarities (overlap area): _____

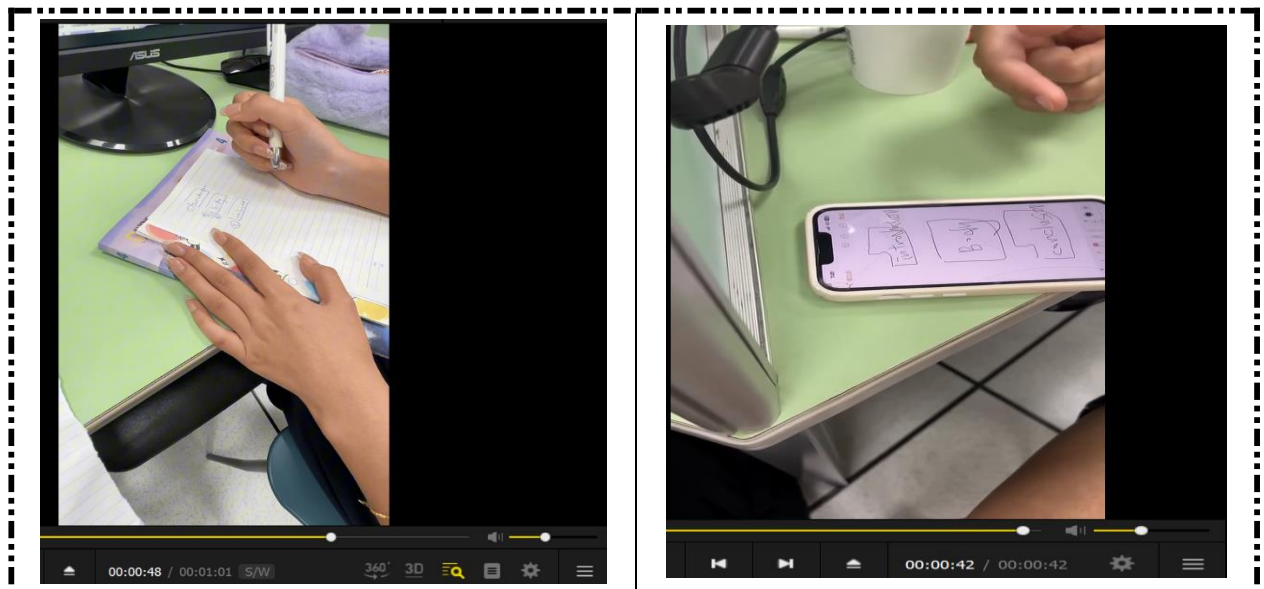
Differences for Subject A: _____

Differences for Subject B: _____

2

2. 學習成果：

A. 寫作結構理解暖身：邊說邊畫



B. 第 1-9 週(一位學生的敘述文寫作反思與修訂歷程)



封面



Handwriting

班級:US1A

學號:1113203013

姓名:曾品瑄

Name: Chloe Tseng

1

Handwriting

文藻外語大學	學年度第 學期	國中/基考試卷範本	分數
Wenzao Ursuline University of Languages	111 學年度第 1 學期	國中/基考試卷範本	Mark
考試科目: English	考試日期: Date	考生姓名: Name	學號: Student No.

*本卷範本分發後，請先填寫上列各欄內容。

About the good down school life

This is a very nice my first time in Wenzao and I have got everything into a good. I didn't try to be someone but everything is just different from my first thought about college. In my thought, I will make a lot of friends, you study hard and even have a romantic relationship. However, the answer is NO! Nothing happens all I do is studying my mind in every class, coming to me, want to know me. Everyone I meet to find group doing but nothing is really a problem, I really and to answer to me one of them like.

Making friends is so hard. I don't know how to meet people or talk to them. I'm scared to make people feel like I am some kind of trouble or not. It's been a long time since I try to become friend with others, which make me feel nervous. I can not remember the feeling when I was a child. Sometimes I say we do to make the first "I'm" the way is funny. I would like to know friend with her. Everything is confusing me. It's too slowly, so I want to know her. I try to talk along her in better one. Nevertheless, as time passing by, I start to have conversation with others, which is a good start. But slowly, I might not be the best, but I still do my best. I shall see how many people I know and instead of how many better than me. I conclude everything is nice, but if I try to look right side. There is not that bad at all. I still can find some fun in this school. Maybe it.

2

will become a good friend for you later after I wake up.

300

3

[illegible][illegible]

Performance Overview

Status

- Open: 12 (100%)
- In Progress: 5 (41.67%)
- Completed: 10 (83.33%)
- On Hold: 2 (16.67%)
- Cancelled: 1 (8.33%)

Assignment

Task Name	Assigned To	Due Date	Status
Project A	John Doe	2023-10-25	In Progress
Project B	Jane Smith	2023-11-01	On Hold
Project C	Mike Johnson	2023-10-30	Completed
Project D	Sarah Lee	2023-11-05	Open
Project E	David Kim	2023-10-28	Cancelled

Performance Overview

Category	Value
Sales	85
Marketing	75
HR	90
Finance	65
IT	80
Operations	88

[illegible][illegible][illegible][illegible][illegible]



C. 第 10-18 週(一位學生的比較文寫作反思與修訂歷程)



Comparison Essay Handout Page 1

The 2nd Writing: Comparison Essay

Worksheet: Writing a Comparison Essay (with Group Work)

Name: George on 10/10/20

Date: 11/15

Essay Topic: Backpackers and Group Travel

Step 1: Topic Selection (Group Work, Individual Work and AI Support)
Objective: Collaborate with peers to brainstorm topics, refine ideas using ChatGPT, and choose a meaningful topic.

Group Activity: Brainstorm Topics

- Instructions: In your group, brainstorm a list of possible comparison topics. Discuss why each topic might be meaningful and interesting.
- Tip: Use ChatGPT as a group to generate more ideas. Example prompt: "Suggest some comparison topics for a college-level essay"

- Group Brainstormed Topics:
 - Topic 1: Self-Discovery vs. Group Travel (personal growth, self-discovery, independence and reliance)
 - Topic 2: Adventure vs. Relaxation (adventure, outdoor, enjoyable environment)
 - Topic 3: Learning vs. Relaxation (learning, educational, intellectual engagement)

- Group Discussion Questions:
 - 1) What's the topic brought up interesting?
 - 2) What are the pros and cons of each?
 - 3) What are the similarities and differences?

Are these topics relevant to our class or broader interests?

Do the subjects have clear similarities and differences?

Which topic would make the most meaningful essay?

Individual Activity: Select Your Topic

- Choose one topic from the group's list or one of your own ideas.
- Use ChatGPT to refine your chosen topic. Example prompt: "Is this topic good for a comparison essay? Why or why not?"
- Write your chosen topic and why you selected it.

My Chosen Topic: Backpackers and Group Travel

Reason for Choosing This Topic:

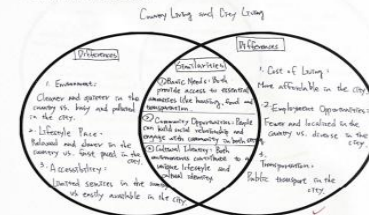
- That are really comparable in terms of planning, cost, freedom, social interaction
- Since I am a social introvert, I believe writing about this topic can make me more outgoing
- I think that one a lot of things we can learn from backpackers or group travel
- Travel is a good way to relax ourselves

Comparison Essay Handout Page 2

Step 2: Brainstorming and Organizing Ideas (Group Work, ChatGPT, and My Access)
Objective: Collaborate to identify similarities and differences, refine your ideas individually, and use AI for additional insights.

Group Activity: Create a Shared Venn Diagram

- Instructions: Work with your group to fill out a large Venn diagram for one shared topic. Use the diagram to map similarities and differences between the two subjects.
- ChatGPT Task: Use ChatGPT to generate similarities or differences for your group's topic. Example prompt: "What are the similarities and differences between renewable energy and fossil fuels?"
- Shared Group Venn Diagram:



Similarities (overlap area):

Differences for Subject A: Camping

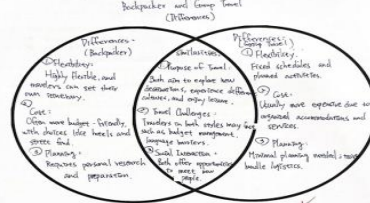
Differences for Subject B: Day Long

Comparison Essay Handout Page 3

Individual Activity: Apply the Group Work to Your Topic

- Create your own Venn diagram for your chosen topic.
- Use ChatGPT for additional ideas specific to your topic. Example prompt: "Can you suggest key points to compare X and Y?"

1. My Venn Diagram



Comparison Essay Handout Page 4

Step 3: Thesis Statement (ChatGPT and My Access Support)

Objective: Develop a strong thesis statement with AI feedback.

- Write a draft thesis statement based on your brainstorming.
 - Draft Thesis: In the country, backpackers and group travel show very different in flexibility, cost and planning.
- Use ChatGPT for feedback.
 - Example prompt: "How can I make this thesis statement more focused?"
 - ChatGPT Suggestions: How is the difference clearly and sets up the essay's structure.
- Revise your thesis based on ChatGPT's suggestions.
 - Revised Thesis: Backpackers and group travel differ in flexibility, cost and planning.

Comparison Essay Handout Page 5

Step 4: Outline Your Essay

Objective: Plan your essay structure and use AI tools for support.

Outline:

- Topic: Travel
- Title: Self-Travel and Group Travel
- Introduction: State your topic and thesis. While, Backpackers and group travel are two popular approaches each providing unique experiences and challenges.
- Body Paragraphs:
 - Point 1 (Similarity/Difference): Compare the flexibility between the backpackers and group travel.
 - Point 2 (Similarity/Difference): Compare the cost between the backpackers and group travel.
 - Point 3 (Similarity/Difference): Compare the planning between the backpackers and group travel.
- Conclusion: Summarize your main points and restate the thesis. Reiterate that backpackers and group travel differ in flexibility, cost and planning.

Outline:

- Topic: _____
- Title: _____
- Introduction: _____
- Body Paragraphs:
 - Point 1 (Similarity/Difference): _____
 - Point 2 (Similarity/Difference): _____
 - Point 3 (Similarity/Difference): _____
- Conclusion: _____

- ChatGPT Task: Review your outline for logical flow. Example prompt: "Does my outline make sense? How can I improve it?"
- Your Screenshot of the Chat: _____

Handwriting

Handwriting

文匯外語大學 學年度第 學期 期中／末考試答案紙 Wenzao Ursuline University of Languages Mid-term/Final Examination Paper					分數 Mark
考試科目 Subject	考試日期 Date	班級 Class	姓名 Name	學號 Student No.	
英語文	11/11/19	UE19	張曉晨 Joyce	11020005	

*本答案紙分發後，請先填寫上列各欄再作答。

Backpacker and Group Travel

Traveling is one of the best way to relax ourselves. However, backpacker and group travel are two popular approaches with greatly various experience and challenge. This essay compares the difference of backpacker and group travel in flexibility, cost and planning.

Both backpacker and group travel allow us to learn local culture and broaden our horizon. For example, first, we will think about the flexibility of travel when we are on our journey. However, backpacker can decide their itinerary without any restriction, and they can change the plan all the time. While group travel should arrange their itinerary by the travel agency day ahead. It will become more inconvenient because we have to learn and follow the tour, and we can't change anything we want to do. Second, when it comes to spending, I consider that the most important thing is cost. If we choose backpacker, we can based on our own decision to spend our money. However, backpacker should make reservation for flights and hotels while the group travel usually just afford the tour price and pay for some money they will not see them. Third, we have to find some information before we plan the schedule. In addition, backpacker requires researching and preparation by themselves. Although it is hard to find some information on the Internet, it is one of the necessary thing when we go to travel. While group travel people without planning anything because they have been well arranged. Although traveling mostly take us a lot of time, we can make good use of this way to experience more things in the world.

In conclusion, backpacker and group travel are different in flexibility, cost and planning. If we have enough time and money, I will try to travel to other countries to experience more things.

See words

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Handwriting

local culture.

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Handwriting with others peer review

文匯外語大學 學年度第 學期 期中／末考試答覆紙 Wenzao Ursuline University of Languages Mid-term/Final Examination Paper					分數 Mark
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See words

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My Access 1st Draft

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My Access 1st Draft – Report card (My Tutor Feedback)



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My Access 1st Draft – My Editor Feedback



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My Access 2nd Draft

15

My Access 2nd Draft – Report card (My Tutor Feedback)



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My Access 2nd Draft – My Editor Feedback



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My Access 2nd Draft – 4 Advices from ChatGPT

Backpacking and Group Travel

Traveling is one of the best ways to relax ourselves. When it comes to traveling, backpacking and group travel are two popular approaches, each providing unique experiences and challenges. Backpacking offers more freedom and flexibility, while group travel provides a sense of community and shared experiences. This essay compares backpacking and group travel to help readers decide which best suits their preferences in terms of flexibility, cost, and planning.

First, let's think about the flexibility of travel when we set our own itinerary. Backpackers can choose to spend the night at a hostel, campsite, or even a friend's house, while group travel usually involves staying in hotels or resorts. This flexibility allows backpackers to tailor their travel to their specific needs and interests, while group travel is more structured and less adaptable.

Second, when it comes to budgeting, backpacking is generally more affordable than group travel. Backpackers can save money by staying in hostels, eating at street food, and using public transportation. Group travel, on the other hand, often involves higher costs for hotels, restaurants, and private transportation. This makes backpacking a more budget-friendly option for those looking to save money while traveling.

Third, we have to find some information before we plan the schedule. Backpacking requires more research and preparation than group travel. For example, backpackers need to know the local customs, language, and currency of the destination. Group travel, on the other hand, often involves a travel agency or tour operator who handles all the logistics and provides a structured itinerary.

Finally, backpacking and group travel offer different experiences. Backpacking is a more adventurous and challenging experience, while group travel is more relaxed and comfortable. Backpacking allows travelers to explore off-the-beaten-path destinations and meet local people, while group travel provides a more structured and comfortable experience.

In conclusion, backpacking and group travel are both popular ways to travel, but they offer different experiences and challenges. Backpacking is more flexible, budget-friendly, and adventurous, while group travel is more structured, comfortable, and convenient. Travelers should consider their preferences and needs when deciding which option is best for them.

ChatGPT: This introduction is a bit generic. Consider adding more specific details about the unique experiences and challenges of backpacking and group travel. For example, mention the flexibility of backpacking and the sense of community in group travel.

ChatGPT: The paragraph structure is good, but the transitions between paragraphs are a bit weak. Consider using more varied transition words to improve the flow of the essay.

ChatGPT: The conclusion is a bit repetitive. Consider summarizing the main points more concisely and adding a final thought or recommendation.

<https://chatgpt.com/share/676968b3-7cf4-8001-997f-603dced7575b>

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Final Self- reflection Report

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Final Self-reflection Report

Course: Y1 English 6
Name: Jessie Shih
Date: 11/3/2020

Title

My Access Reflection and Review of Learning Process

Introduction

In my opinion, I think AI tools can help us a lot, and we can use it to give us some feedbacks. In My Access software, it always tell me the better answer and give some suggestions for me.

Use of My Access Software

In this course, we still used this software to carry out writing courses. Compared with the usage before the midterm exam, we have become more familiar with the use of functions in the software, and it can be easily used in the software. Giving me quick feedback and giving me some suggestions has enabled me to quickly make modifications, and the software can quickly browse where I made mistakes, allowing me to clearly remember where I made mistakes.

Goals and Challenges

In using this software, I learned how to correctly arrange text in my writing manuscript. The system will quickly detect my mistakes and start analyzing them. Then I will find out which keywords the focus of the sentence is on, and then modify it. Composition, and when I don't understand, I will use a translator or dictionary to help me understanding.

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Impact of Peer Feedback

When I completed the first draft, I received feedback and suggestions from my classmates. I think this feedback not only helped me better understand where my mistakes were, but the My Access software also gave me a lot of feedback and suggestions, which allowed me to improve again. Think about it.

Suggestions for Improvement

According to this experience, I want to learn more writing skills in writing class, and I hope My Access software can save my draft. It's always be losing when I open it second times.

Conclusion

In the end, I think learning is the most important stage when we are students. Although it may be difficult, we still need to find the right solutions to solve it, and do not be a nothing person. I also hope that I can improve my organization in writing and become more better.

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參、經費實際運用情形

III. The Actual Use of Funds

單位 Unit：新臺幣/元 NTD

經費項目 Funding Item	預算數 No. of Budget	執行數 No. of Implementation	執行率 Executive Rate	差異說明 Description of Differences
工讀生	14,640	14,640	100%	
補充保費	309	309	100%	
勞保	1,926	1,926	100%	
勞退	900	900	100%	
雜支	10,581	10,581	100%	
總計 Total	28,356	28,356	100%	