

好書推薦：《報告！這裡沒有校長室》

因十二年國教的推行，越來越多老師開始尋找新的教學方式，例如翻轉教室、學習共同體或是學思達教學法等等，試圖藉由這一波教育改革，改變原本教學現場的模樣。其實，早在 2010 年時，就已經有人試著透過一種名為 Design for Change(以下簡稱 DFC) 的教學方法讓學生能夠自主學習，並且將學習到的知識運用到生活中來解決問題，化知識為做到。而這本書就是在記錄作者在 DFC 的發起地—印度河濱學校—的所見所聞。透過 15 個故事分享，具體的呈現這套教學法的精神以及成效。

整本書的最後兩個故事從學生身上移轉到河濱學校老師跟校長的教育理念為總結。裡面提到在一次教師研習會中，主持會議的老師要所有老師穿其他人的鞋子，然後賽跑，看誰先跑到樓下教室再跑回來，比賽途中可以推人也可以打人，不要受傷就好。當所有老師穿著不屬於自己的鞋，辛苦的跑回研習會場時，主持者才說「剛剛各位經歷的就是現在的教育現場，每位孩子可能用不適合自己的教育方式（不屬於自己的鞋子）學習，用同一種考試制度競爭（賽跑），然後除了第一名外，其他人甚麼都不是。」這本

書雖然會增加備課難度，但老師們必須要進行個別化教學，讓孩子們真正能夠快樂學習並且適性發展。

(詹俊賢撰稿、郭珮貞校稿)



圖為《報告！這裡沒有校長室》封面

103 年教師資格檢定考試通過名單

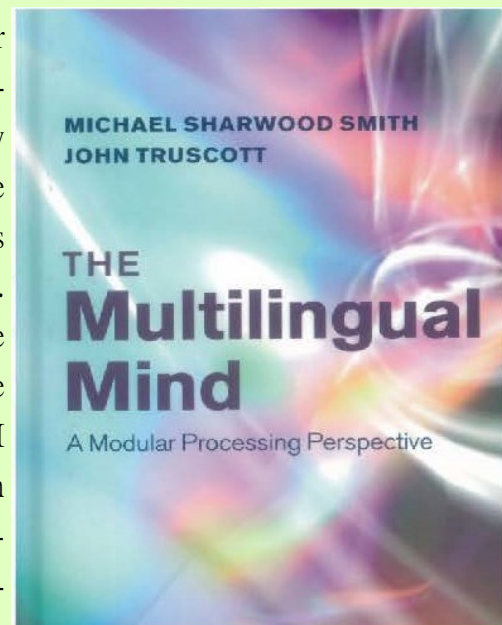
鍾沂蓁	李安婷	謝昕頻	萬劭安	魏同安	陳彥勳	林世偉	蘇怡瑄	鄭秀琪
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Introduction of A New Book :

The multilingual mind: A modular processing perspective.

The book is a general introduction goal is to bring together, in a common the mind in general. We then consider to MOGUL, or Modular Online Growth framework, theories and research find- how two or more languages can co- and Use of Language, a theoretical ings from the study of second language exist in the mind and especially how framework for explaining and studying learning and from fields that are related additional languages are learned in the second language learning. The frame- to it, including psychology, linguistics, context of a mind that already possesses work provided by MOGUL places sec- neuroscience, first language acquisition, one well-established language system. ond language learning in the context of and bilingualism. This unification This understanding of second language plausible ideas about the nature of the should provide better understanding of learning is applied to many issues in the human mind, namely ideas about (a) the subject and stimulate and guide fur- field of second language acquisition. I the various systems that make up the ther research. We first consider the na- explore one of these issues in much mind, including the language systems, ture of the language systems in the more detail in a second book, Con- (b) how processing occurs within each mind, how they are used, and how they sciousness in Second Language Learn- system, (c) the ways the various sys- develop - in other words, how chil- ing, which will be available in Novem- tems interact, and (d) how learning oc- dren learn their first language. The ide- ber. curs (how the systems change). The as developed there are then extended to



— by Dr. John Truscott —

圖為卓江老師新書封面