教案設計表格 Lesson Plan

一、整體課程簡介(請老師惠填本課程的基本資料)

I. Course Description (Please fill in the background information about your course.)

課程名稱 **Course title**	Strategic Storytelling in Management Communication	授課教師 **Instructor**	Joey Andrew Lucido Santos, National Taiwan University of Science and Technology
課程主要教材 **Main teaching material**	-Biesenbach, R. (2018). Unleash the power of storytelling: Win hearts, change minds, get results. Eastlawn Media. -Denning, S. (2011). The leader's guide to storytelling: Mastering the art and discipline of business narrative. Wiley. -Dicks, M. (2018). Storyworthy: Engage, each, persuade, and change your life through the power of storytelling. New World Library. -Goaz, O.G. (2022). Effective storytelling: Step by step.	授課班級 **Class**	-Department of Industrial Management -Department of Business Administration -Department of Engineering -Department of Electrical Engineering and Computer Science
課程學習目標 **Course objectives**	At the end of the lesson, students will be able to: • Familiarize themselves with pie charts and bar charts • Interpret important information from pie charts and bar charts • Use effective language expressions in interpreting data from pie charts and bar charts • Integrate their data interpretation into their storytelling activities		

二、融入《學術英語 Power Up》單元之教案設計

II. Lesson Plan for the selected unit from *EAP Power Up*

(請老師惠填您使用此教材於課堂教學的規劃與實施情形，表格欄位皆可擴充)

(Please specify your instructional design and activities. All columns are expandable.)

當週教學主題 **Weekly topic**	What Do You Think?	選用《學術英語 Power Up》單元 **Selected unit from *EAP Power Up***	Unit __3__
教學週次 **Week(s) in the semester**	Week __13__ to Week __13__	教學總時數 **Total lesson hours**	__2__ lesson hours, __110__ minutes in total
預期目標 **Expected objectives**	At the end of the lesson, students will be able to • Familiarize themselves with differences between pie charts and bar charts • Acquaint themselves with the structures of interpreting pie charts and bar charts • Interpret important information from pie charts and bar charts • Use appropriate language tools in discussing data from pie charts and bar charts • Construct an effective storytelling piece that integrates important information from pie charts and bar charts		

教學設計摘要：請概述您如何運用《學術英語 Power Up》單元融入教學 (約 200 字) **Abstract of teaching design: Please summarize, in approximately 200 words, how you integrated the EAP Power Up unit into the class you teach.**
The class practices a workshop-based approach. In integrating EAP Power UP, the unit *what do you think* is used as a reinforcement of the previous lessons and connects it with the construction of stories. The dedicated time for this unit is maximized by putting significance on the way students can choose important information from the data and integrate it into their stories. By saying so, the design of the class is summarized in 4Is; i.e., introduce, identify, interpret, integrate. The first *I* is responsible for acquainting students with pie and bar charts and their characteristics. The second *I* is used to tease out important elements in data interpretation such as the components (e.g., giving overview) and the language skill and use (e.g., paraphrasing and alternative expressions). The third *I* is the actual writing of the students' interpretations. This primarily satisfies the goal of the unit. The fourth *I* is the expansion of the unit and its application into the ESAP course Strategic Storytelling in Management Communication. This focuses on applying the information from pie/bar charts into the story pieces. As previously mentioned, the class focuses on actual use, hence

the adoption of a workshop-based approach. This means students immediately apply their learnings through storytelling and are given feedback right away.

教學活動內容及實施方式 **Teaching activities and procedures**		
時間 **Time**	學習重點、對應能力指標 **Learning objectives and competency indicators (or Can-do statements)**	教學活動流程 **Teaching procedures**
5 minutes	Students can differentiate pie charts and bar charts.	-The teacher starts with the presentation of pie charts and bar charts to students. The teacher projects on the screen pie charts and bar charts. -The teacher explains the different uses of each chart.
10 minutes	Students can extract the important information from pie charts and bar charts.	-The teacher asks elicitation questions. -What are your observations in the pie chart and bar chart? -What are the important pieces of information that you can see in the pie chart and bar chart? The teacher leads the students on by asking specific questions, such as: -Which has the highest occurrence/percentage? -Which has the lowest occurrence/percentage? -Which is an unexpected occurrence? -The teacher writes the input of the students on the whiteboard.
20 Minutes	Students can determine the structure of data interpretation. Students can use effective language expression in discussing important pieces of information from the pie chart and bar chart	-The teacher introduces the structure of interpreting data from pie charts and bar charts. -The teacher begins with the overview of the pie chart and bar chart. -The teacher writes on the board an example of giving an overview of the chart. -The teacher highlights the useful language expressions such as *demonstrates, illustrates, presents, indicates.* -The teacher emphasizes the importance of paraphrasing by comparing what the data is about according to the instructions given versus the actual interpretation of the chart. -The teacher proceeds with interpreting the data,

		focusing on the ranking system.
		-The teacher draws out the items from the pie chart and bar chart that have the most and least frequencies.
		-The teacher provides alternatives in interpreting the data; i.e., instead of saying the actual percentage as it appeared in the chart, the teacher uses fraction expressions such as *one-fourth of, a quarter of*.
		-The teacher continues with the writing of interpretating focusing on the integration of the information from the charts.
		-The teacher writes on the board a sample interpretation of the charts using the recommended language expressions such as "according to the respondents, the… is more preferred…."
		-The teacher asks students to interpret another chart and have them share with the class their interpretations.
		-The teacher may ask students to approach the whiteboard and have them write their interpretations.
		-The teacher provides a complete interpretation of a pie chart to the class.
		-In the sample, the teacher asks the students to identify the components in the interpretation.
		-After the teacher confirms students' familiarity, the teacher proceeds to the group activity.
20 Minutes	Students can interpret important information from the pie chart and bar chart.	-The teacher asks the students to form groups of three. -In each group, the teacher provides one chart to interpret. -The teacher gives the instructions for the task. -Here, the teacher allots 12 minutes. -The teacher asks the students to write their initial analysis in bullet form. -While the students analyze the data, the teacher observes each group to check if they can follow. **If the students cannot follow, they are given more guidance. In such, they are directed towards the graph in the slides through guiding questions: *What is happening in the graph? *What are the most predominant factors in studying online? *What are the main concerns of students?

		-After giving the guidance, the teacher leads the students in constructing their opinions through stories. -The teacher checks on each group's work. -The teacher calls select groups to share with the class their interpretations. -The teacher gives comments.

20 Minutes	Students can interpret the data from the pie chart and bar chart independently.	-The teacher assigns another round of bar charts and pie charts to the students.
		-This time, students are to work independently.
		-The teacher distributes a sheet of paper where students can write their interpretations.
		-The teacher reiterates the previous instructions to the students.
		-The teacher checks each student's work.
		**If the students cannot follow, they are given more guidance. In such, they are directed towards the graph in the slides through guiding questions:
		    *What is happening in the graph?
		    *What are the countries that are popular among US students?
		    *What are the factors that US students consider in selecting a university?
		-The teacher asks select students to share their work with the class.
		-The teacher comments and gives feedback.

30 Minutes	Students can integrate data interpretation in their story pieces.	-The teacher proceeds with the value of data in storytelling. -The teacher introduces the place of data in storytelling. -Here, the teacher demonstrates how to integrate data in the *beginning of the story, conflict of the story,* and *support for the story*. -The teacher recalls to the class the previous activities in the class on storytelling and uses a pie/bar chart to create a story. -The teacher applies the data information and delivers a story to the class. -Since the students are already familiar with the storytelling structure and tools, the teacher proceeds to project pie/bar charts on the screen.

		-The teacher asks students to create a story based on the pie/bar charts on the screen. -The teacher gives 10 minutes for the students to analyze the charts and develop a story. -After 10 minutes, the teacher calls for a volunteer to deliver his/her work. -The teacher asks the student volunteer how he/she used the data in his/her story. -The teacher gives feedback. -The teacher calls another student to deliver a story. -After the student has presented the story, the teacher inquires of the audience how the data was integrated into the narrative. -The teacher can ask: -How is the data used in the story? -How does the data contribute to the story? -Which section of the story includes the integrated data? -The teacher wraps up the discussion
5 Minutes	Class conclusion	-The teacher goes back to the structure of data interpretation. -The teacher assigns a table for students to work on at home.
參考資料 **References**		
附錄(如有補充講義、學習單、同儕互評表、自評檢核表、隨堂測驗卷等，敬請檢附於後) **Appendix (If there are any supplementary handouts, worksheets, peer review forms, self-assessment forms, or in-class quizzes, please provide them below.)**		