

令和6年度
ノールダム清心学園 清心女子高等学校
SSH科学英語研究会

公開授業 13:10-13:55

実践英語

実施日：令和6年11月19日(火)
場所：ノールダム清心学園 清心女子高等学校

1.日時：令和6年11月19日(火) 13:10-13:55

2.場所：予備室2

3.対象生徒：生命科学コース3年E組（20名）

4.科目：「実践英語」（週1回）

5.指導者：Brian Timms

6: 内容

During this term students have been considering the role of technology in our society, and our ambivalence toward technological change. We have briefly considered the role of history and of literature in shaping people's excitement toward, and fear of, technological progress. Such feelings are evident in dystopian and utopian ideas of our future, especially of a future reliant upon artificial intelligence.

In this lesson students will share to their peers their analysis to data they have collected regarding how specific variables correlate (or fail to) with attitudes towards AI.

In the two classes leading up to today's class:

- 1) briefly studied the concepts of causation and correlation
- 2) described correlations and calculated its strength using Pearson's formula
- 3) considered variables that might correlate to specific views about the influence of A.I.
- 4) developed a survey which asks for three details of personal information, and a specific question about A.I.

Third term is a busy time for third grade students who are working toward university entrance. It is difficult to expect students to devote significant out of class time toward this class, so to the best of our ability we try finish activities during class.

7. 本時の指導計画:

(7.1) 本時のねらい:

- For students to communicate the results of their survey, using simple but effective language, including the language specific to this unit on correlation
- For students to communicate in a style, speed and volume to be understood
- For students to consider correlations may exist between certain variables and toward specific thinking on A.I. (and other technologies) but that these trends have limits
- For students to consider why these beliefs exist

(7.2) 本時の展開:

Title	Time	Students	Teacher
Pre-class			Ensures students sit with their partners or groups. Ensures that all members have chromebooks, providing chromebooks to those who do not have them. Has one student from each group log-in to the Chromebooks and wait.
Warm-up phase	10 min	- Access quiz - Read questions to partner without showing the computer back and forth.	Instructs students on how to conduct the practice, identifying the kinds of questions that students will encounter
Presentation phase	20 min	- Students will make groups of 3 and present - Listeners will take note of the variables, including the question about A.I. and will note the which variables correlate strongest.	Instructs students on how to make groups and how to decide the order of presentations. In addition teacher will review how to utilize the note taking paper. When presenters have finished, students will make new groups and present for a second time. Each student will thus hear 4-6 presentations.

Title	Time	Students	Teacher
Reflection phase	15 min	<p>Students will write a brief reflection on:</p> <p>(a) what variables they thought most strongly correlated to perspectives towards A.I.</p> <p>(b) what variables we were unable to ask about, but think strongly correlate to perspectives on A.I.</p> <p>(c) why they think this correlation is so strong</p>	<p>Instructs the students on what to write about. Will elicit a few responses from students and provide feedback.</p> <p>Finally teacher will have students submit their work (slideshow on Google classroom; reflections directly to teacher).</p>

(7.3) 授業観察の視点:

- The goal of the warm up phase is to encourage students to communicate with one another and for them to review the subject material (correlation).
- Although, students have seen a few examples of presentations, they haven't written scripts for their presentations. Instead they are relying on their passive English ability and their knowledge of specific vocabulary related to the topic. The success of presentations is based on the students ability to convey their ideas.
- Students were provided with very limited time to make their slideshows. This is done on purposefully, so that speaking is emphasized over visuals. Successful slideshows support the words of the students, and do not interfere with speaking nor do they distract the concentration of the listeners.
- As calculating the Pearson correlation coefficient isn't difficult, it can be time consuming. As this is a once a week class we have spent limited time on the specifics of the calculation and have instead used a calculator website. If more time was available this would be something worth spending some class time on.