

THE TORCH

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CHRISTMAS CONCERTS



The Christmas season is the perfect time for concerts. December 1st was the beginning of Morrison's Christmas concert season and in the two weeks between December 1st and 15th, concerts were held on all campuses. Everyone from young to old participated as bands, orchestras, and choirs performed. Small children played melodicas and glockenspiels, students of all ages demonstrated their expertise on a variety of instruments including cello, bassoon, and french horn and a multitude of voices were lifted in song. Though this page can not carry the melodies to you, we treat you to a few visions of Christmas cheer.

聖 誕季節是舉辦音樂會的最佳時期，馬禮遜學校的聖誕音樂季在12月1日拉開序幕，各校區在接下來兩週（12月1日至15日）舉行了音樂會。各年齡層的學生都以樂隊、管弦樂隊和合唱團的身份參與演出，小朋友們演奏風琴和鐵琴，所有學生也都各自展現了他們的樂器專長，包括大提琴、低音管和法國號等，並在不同曲目中展現了不同旋律，雖然無法藉由這篇文章將這些音樂呈現在紙上，但是我們要與您分享幾個學校的願景，讓您也能感受聖誕的喜悅。

體驗式學習

EXPERIENTIAL LEARNING

“LEARNING THROUGH EXPERIENCE; LEARNING TH

“藉由經驗的學習；以積

Every year, Morrison students leave the classroom and take their learning on the road. These educational experiences take the form of cultural and mission trips, leadership camps, transition workshops and simple field trips. This fall, MAK held an Impact week, November 13-17 in which all secondary students 6th - 12th grade left the classroom for other learning destinations. Taichung middle school held a week without walls November 20-22 sending all 6th - 8th grade students on learning adventures outside the Morrison walls. Taichung High School will send its students off in April while Taipei secondary students experience learning trips throughout the year.

MAK Principal Joe Torgerson has this to say about Impact Week, “Having our trips all in one week has allowed us to spend intentional time in advisory in the weeks prior to each trip examining themes intentionally designed to challenge each grade’s developmental needs. Additionally, our new Impact Week schedule allowed our seniors to play a major role as student leaders in our preparatory advisory sessions and as leaders on each trip for grades 6-11. Our middle school schedule for the week included two days prior to each trip during which each grade level discussed their trip themes and also focused on the character traits needed for service and for working together. We spent a full day in middle school serving three schools in our area (Renwu Special Needs School, Jia Cheng Elementary School, and Meinong Elementary School) in effort to learn and apply the character traits needed for working together on each trip.”



ROUGH ACTIVE PARTICIPATION AND REFLECTION.”

極參與和反思進行學習。”

馬禮遜的學生每年都有機會把學習從教室移到戶外，這些教育體驗包括文化和短宣/服務之旅、領袖營、畢業生新環境銜接工作坊以及校外教學。今年秋天高雄校區在11月13-17日舉辦了「學習與影響力週」的活動，所有六到十二年級的學生都走出教室，到其他地點學習。台中校區中學部在11月20日-22日這一整週都到戶外學習，所有六到八年級的學生在馬禮遜校外學習冒險。台中校區高中部學生將於四月走出校園，而台北的國高中學生則全年都有體驗戶外學習的機會。

高雄校區校長Joe Torgerson對「學習與影響力週」有這樣的評價：「所有的戶外學習都安排在同一週，讓我們在每趟旅程的數個星期以前可以花更多時間給予學生指導與建議，也能檢視這些為了挑戰每個年級學生的發展需要而特別地設計的主題是否合適。另外，新的『學習與影響力週』行程給十二年級學生有機會在籌備會扮演學生領袖的角色，也在六到十一年級的旅行中擔任領隊。此外，中學部當週的行程包含出發的前兩天，每個年級的學生不只討論他們旅程的主題，同時也聚焦在服務與工作時所要培養的品格特質。我們利用一整天的時間服務了臨近的三所學校（仁武特教學校、嘉誠國小與美濃國小），努力學習並應用在旅程中團隊合作所需要的品格。」





VIRTUAL Learning Trips

It may be impossible to take students to Egypt, the White House, or into the cell structure of a plant, but thanks to funding from the Alex Herring Instruction Grant and the innovation of Randy Schmidt and Joshua Smith, Morrison now has a set of Virtual Reality hand held devices and glasses for use on all campuses. These VR devices allow teachers to take their classes on extravagant trips without leaving the school.

我們也許無法把學生帶到埃及、白宮、或植物的細胞結構裡一探究竟，但是由於Alex Herring教學補助經費的支持以及Randy Schmidt和Joshua Smith兩位老師的創意想法，馬禮遜學校現在擁有一套虛擬實境的手持控制器和眼鏡，供三個校區使用。這些虛擬實境設備使老師們在沒有離開學校的情況下帶著學生到世界各地上課。

“First graders took a trip to Wyoming to see the Solar Eclipse of August 21, 2017. Students were able to see the stages of the moon passing between the sun and the earth and observe the path of totality. This was a fun way to experience what we learned about solar eclipses earlier this year.”

一年級學生到懷俄明州旅行，觀賞2017年8月21日的日蝕，學生們可以看到月球在太陽和地球之中經過的階段，觀察日全蝕的過程。這是一個有趣的學習方式，讓我們體驗今年初所學到有關日蝕的知識。
- Rebecca Cablish



“A ninth grade biology class traveled inside a plant cell to observe the processes of photosynthesis. The students enjoyed seeing the 3D structures inside a chloroplast and the processes that take place there. I think the feeling of being inside the model helped them to make sense of the complex processes involved in the reactions of photosynthesis. It was as close to being on Ms. Frizzle’s Magic School Bus as we could get!”

九年級生物課帶領學生進入植物細胞並觀察光合作用的過程，學生們很高興看到葉綠體內部的3D結構和在裡面所有發生的變化。我認為身處在模型內部的感覺幫助學生理解光合作用的複雜過程，就如同我們在費老師的「魔法校車」裡一樣！
- Adrienne Ruegg



“Fourth grade took a “field trip” to Washington DC and looked at the Lincoln Memorial, Washington Monument, and the White House. Students saw the White House at Christmas time. They were very impressed by the Christmas Book Tree in the library!”

四年級生則到華盛頓特區「戶外教學」，看到了林肯紀念堂、華盛頓紀念碑、和白宮，學生們看到了聖誕節期間的白宮，他們對圖書館裡的「聖誕書樹」印象非常深刻。
- Alice Wang



“To study Ancient World History, we traveled to the pyramids, Athens, the Colosseum, England, and Jerusalem. This has been a great way to make learning come to life. After studying a historical culture, we view its location with the VR devices. Students notice cultural norms and how the ancient architecture has changed with time. They also observe how different cultures have influenced each other as they’ve discovered Greek columns in Jerusalem, Roman baths in England, and Greek mythological references in Roman temples.”

為了研究古代世界歷史，我們前往金字塔、雅典、羅馬競技場、英格蘭及耶路撒冷，這是使學習成為真實的好方法。在研究了歷史文化之後，我們用虛擬實境設備來看它所在的位置，學生們注意到文化規範（如：人們的衣著和性別隔離的地區）以及古代建築如何隨著時間產生變化。他們還觀察到不同文化如何相互影響，例如：在耶路撒冷發現希臘式圓柱建築、英格蘭的羅馬浴場、以及羅馬神廟裡所引用的希臘神話圖像。
- Kristen Montgomery

