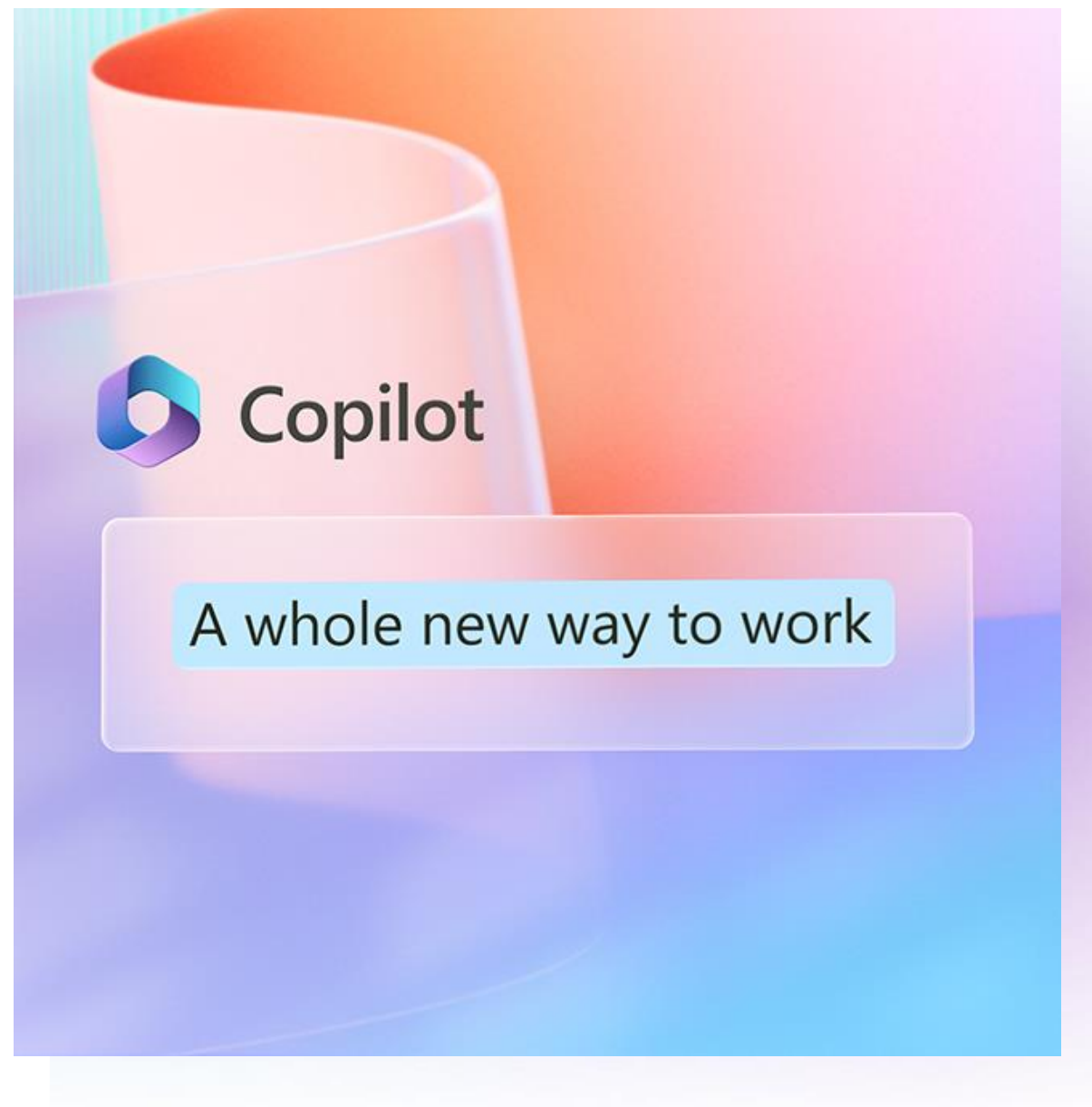




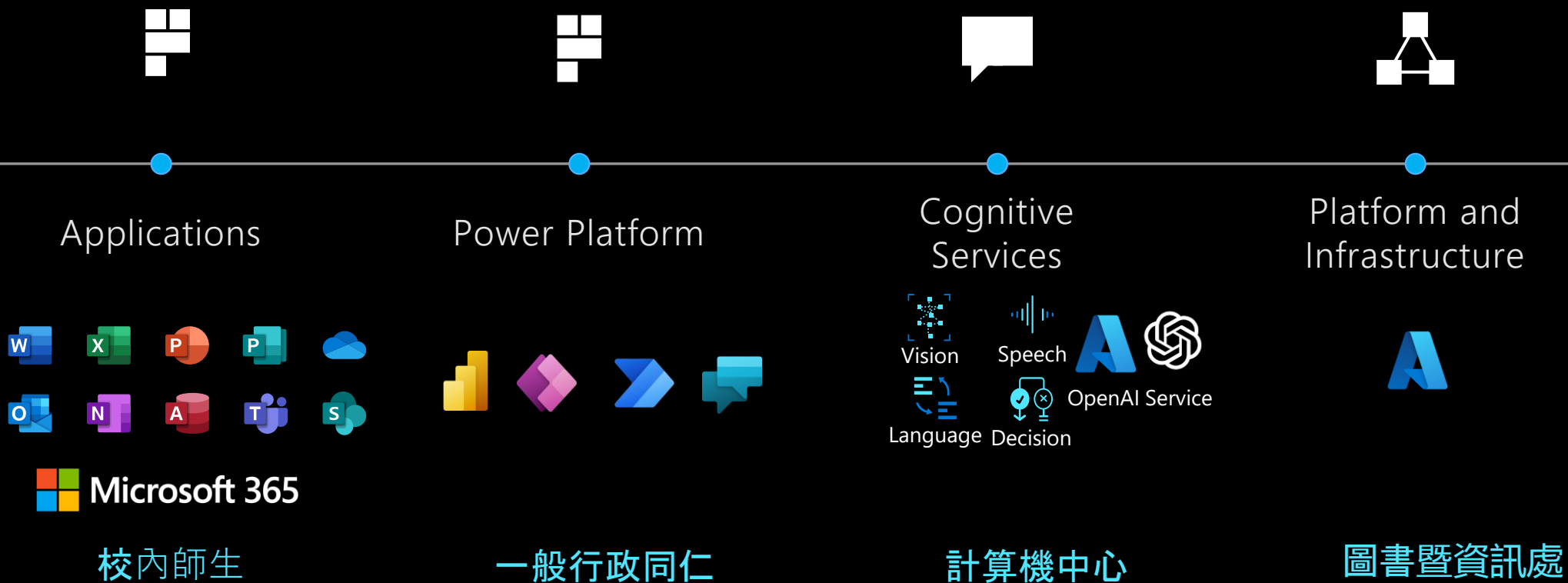
## 雲嘉區域網路中心 第一次管理會暨資安研討會

# Microsoft 365 Copilot 您的最佳AI助手與在EMI課程 的應用

台灣微軟教育團隊  
教育業務經理 王蔓甄 Mandy Wang  
[manwan@Microsoft.com](mailto:manwan@Microsoft.com)



# 微軟雄心壯志 – 使人工智慧適用於每個人和每個組織



# Microsoft Copilots

## M365 Copilot

Bing



Better Q&A and task completion

Copilots for Web

Edge



Better interaction with web content

Word



Better reading and writing assistance

Outlook



Better e-mail management

Excel



Better data analysis

PowerPoint



Better presentations

Teams



Better Meetings

Business Chat



Better knowledge management

Designer



Better digital creations

Copilot for Creativity

Windows Copilot



Better interaction with OS, apps, and files

Copilot for Everyday

Copilots for Productivity

Dynamics Copilot



Better sales and customer support

Copilots for Business

Fabric Copilot



Better data analytics and business intelligence

Copilots for Analytics

Security Copilot



Better threat detection, identification, and mitigation

Copilot for Security

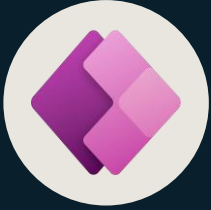
GitHub Copilot



Better code development

Copilot for Development

Power Platform Copilot



Better creation of apps, workflows, and agents

Copilot for Low/No Code Development



# Microsoft 365 Copilot

## Capabilities

### Cross-app



### In-app

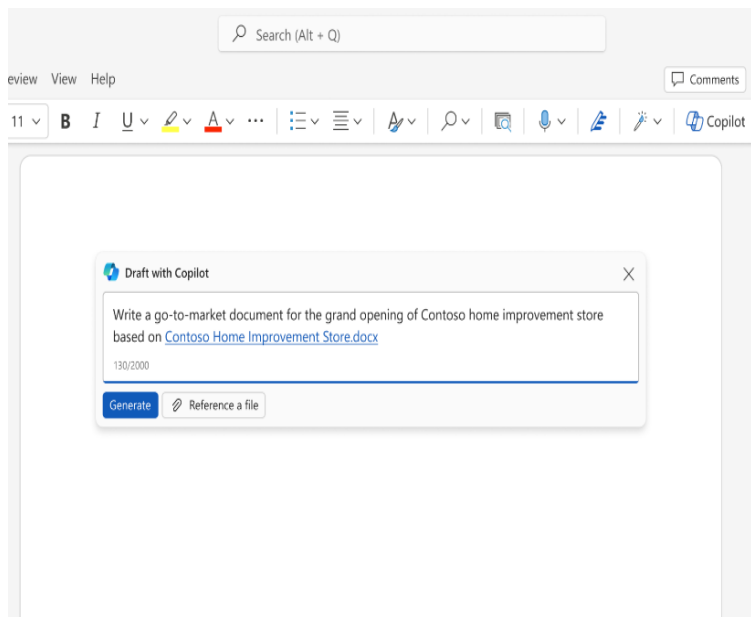






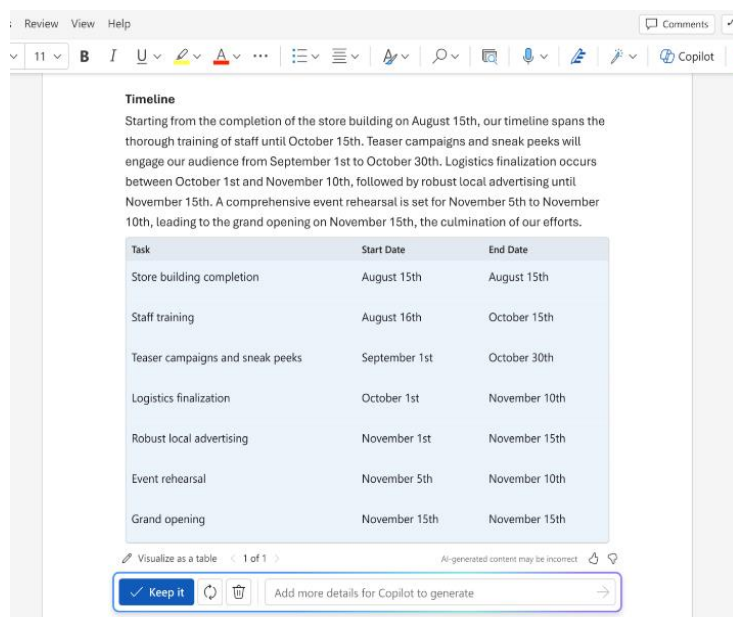


# Word 中的 Copilot



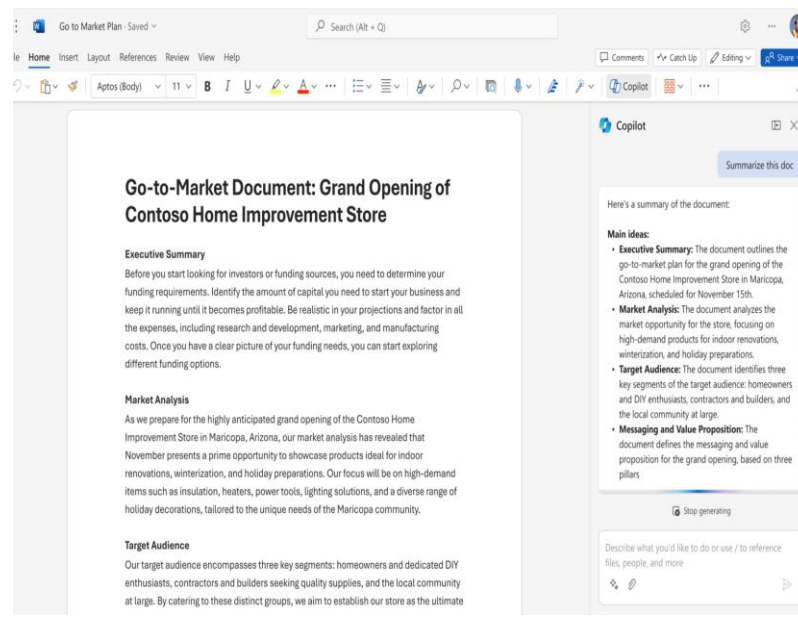
## 文件撰寫

新增/既有內容



## 內容改寫

修改內容、產生表格



## 理解與延伸

摘要、文章分析

# PowerPoint 中的 Copilot



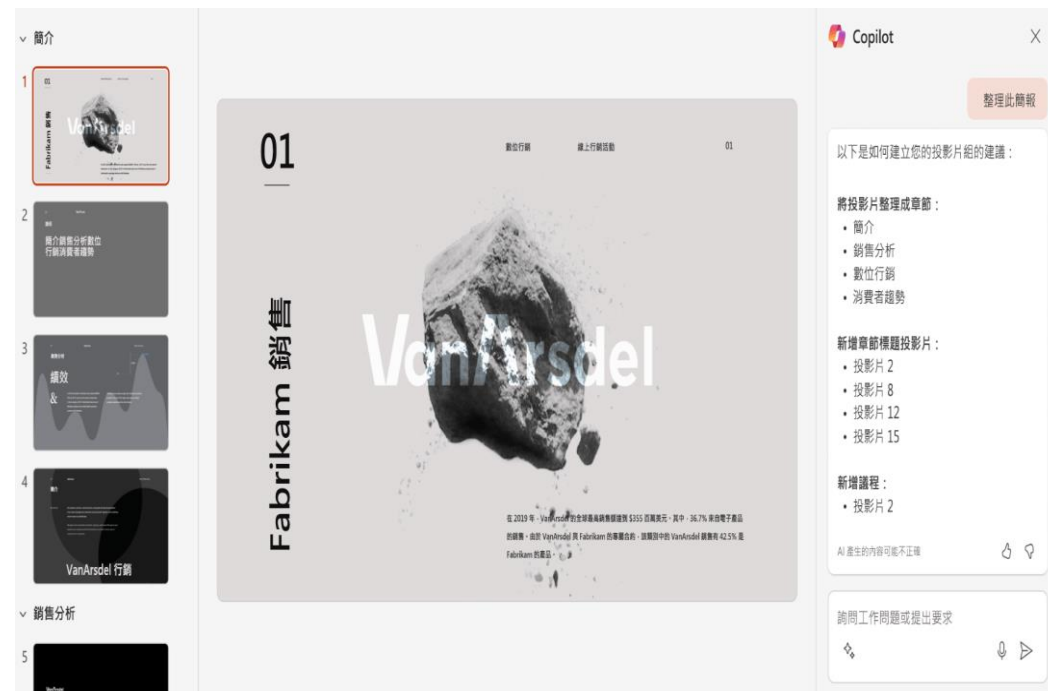
## 撰寫簡報

新增/既有內容



## 摘要理解

摘要、掌握內容



## 編排簡報

整理章節、版面編輯



# Excel 中的 Copilot

Done! Columns A to D have been successfully deleted.

AI-generated content may be incorrect

Highlight the most shipped items

Done! I made the following changes:

- I applied a #9AD29A fill color to the top 5 items in B2:B11.

Undo

AI-generated content may be incorrect

Sort 'return\_qty' from smallest to largest

## 編輯資料

標註、分類、處理

Copilot PREVIEW

Add a column to calculate total price

Here's a suggestion for you:

**total\_price**

Calculate the total price of each product by multiplying the fulfilled quantity by the cost per item. The result is formatted as currency.

$$fx = [@[fulfilled_qty]] * [@[cost_per_item]]$$

Explain formula

## 資料清洗

計算、公式建議

Copilot PREVIEW

Here's a PivotChart that shows an insight about your data.

**Sales by quarter**

| Quarter | Sales (%) |
|---------|-----------|
| Q1-22   | 8%        |
| Q3-22   | 12%       |
| Q1-23   | 6%        |
| Q3-23   | 8%        |

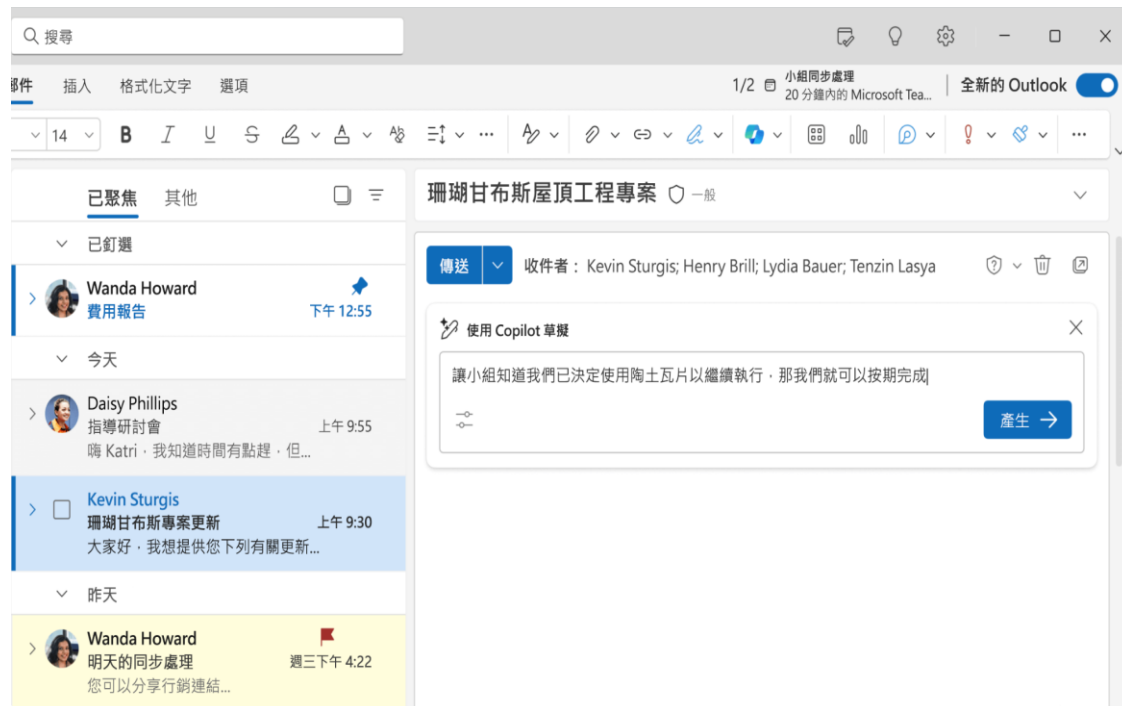
+ Add to a new sheet

## 數據洞察

圖表產生、數據分析

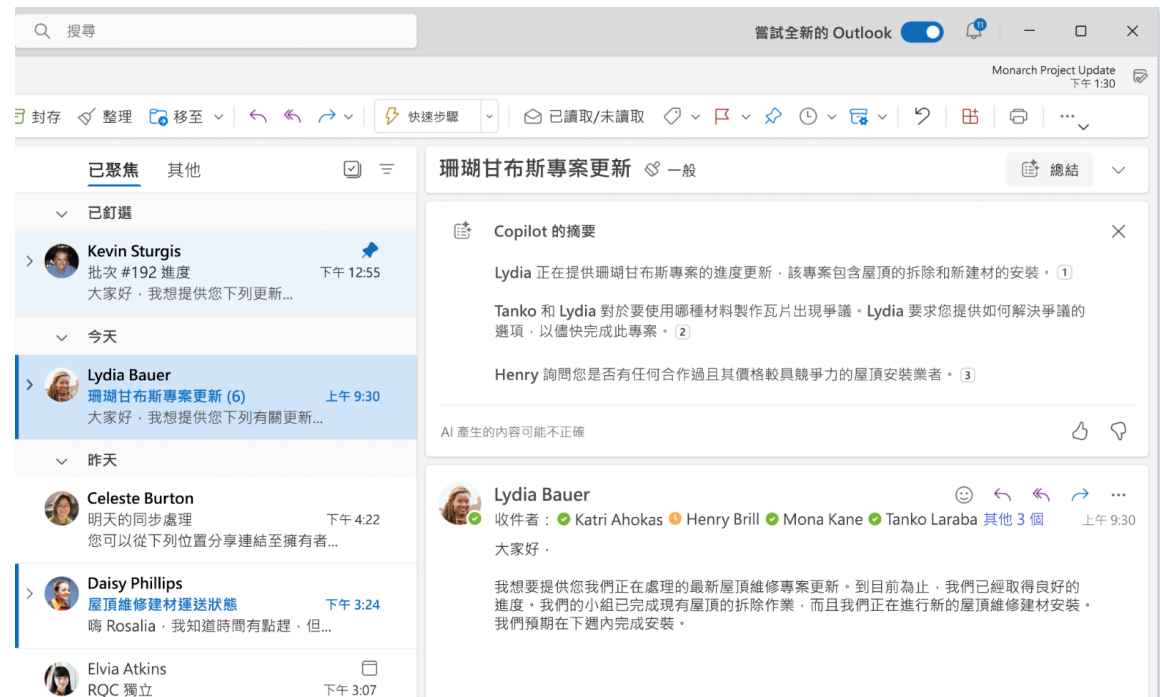


# Outlook 中的 Copilot



撰寫郵件

草擬與修改內容



理解內容

摘要冗長郵件



MICROSOFT 365

# Copilot in Teams Meetings

The screenshot displays a Microsoft Teams meeting interface. At the top, a search bar and navigation icons are visible. The meeting title is "Core accounts business review". Below the title, there are tabs for "Chat", "Details", "Files", and "Recap". The "Recap" tab is selected, showing a summary of the meeting. The meeting started on "Mar 16, 10:00 AM" and has an "Open in Stream" button. The "Shared content" section shows a "Proseware Proposal.pptx" file. A video player shows a presentation slide with a play button and a duration of "48m 42s". Below the video, there are sections for "Speakers" (8), "Topics", and a list of topics including "Proseware negotiation strategy" and "Core accounts round table". On the right side, there are tabs for "Notes", "Mentions", and "Transcript". The "Notes" tab is selected, showing a summary of the meeting titled "Quarterly results and forecasts for Core Accounts". The summary includes a list of bullet points: "\$230K revenue shortfall in this quarter", "Inventory 15% surplus (renewable products and recycled n)", "Account leads to propose discounting scenarios to lower i", and "Proseware was discussed as a leading opportunity". Below the summary, there is a "Notes" section with a list of notes: "Beth emphasized importance of Proseware negotiation st with offers - this is a must win deal" and "The team identified a new opportunity with Proseware th".

Core accounts business review Chat Details Files Recap

Mar 16, 10:00 AM Open in Stream

Shared content

Proseware Proposal.pptx

48m 42s

8 Speakers Topics

Proseware negotiation strategy

Core accounts round table

Notes Mentions Transcript

Core accounts.hwp

Quarterly results and forecasts for Core Accounts

Summary

Based on what attendees said in the meeting

- \$230K revenue shortfall in this quarter
- Inventory 15% surplus (renewable products and recycled n
- Account leads to propose discounting scenarios to lower i
- Proseware was discussed as a leading opportunity

Notes

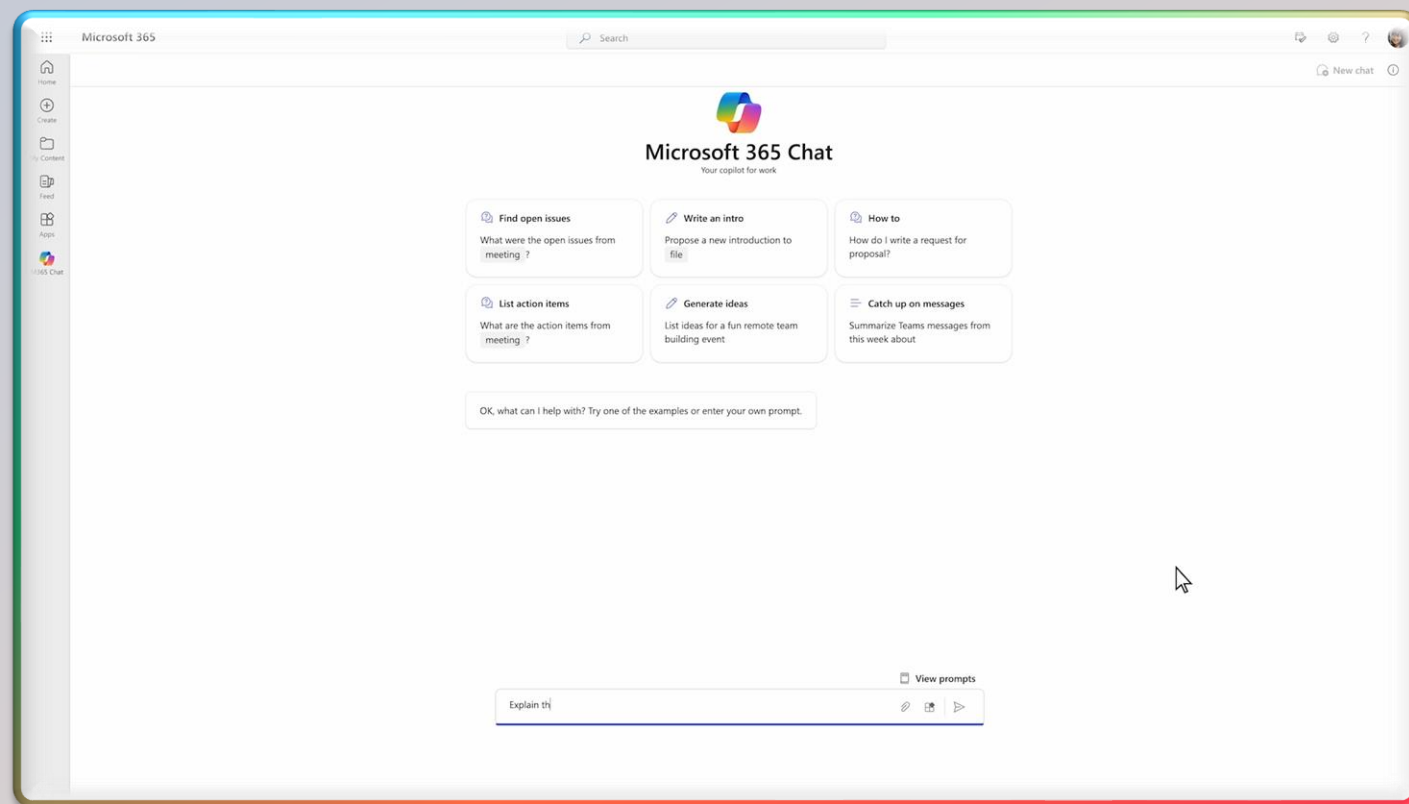
- Beth emphasized importance of Proseware negotiation st with offers - this is a must win deal
- The team identified a new opportunity with Proseware th

# Microsoft 365 Chat

遠不止簡單的問題和答案，Copilot 致力於解決複雜性，消除單調乏味，並在工作中節省時間

現在，透過Copilot，您可以

- 徹底查閱所有的工作數據，解決工作中最複雜的問題
- 在文件中找到您需要的一切（即使您忘記它們的存在），並在內容之間建立關聯



# Microsoft 365 Copilot 使教授省下寶貴時間

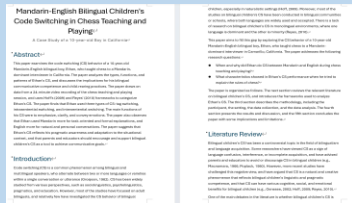


研究



## 論文草稿與 編修

論文草稿、潤飾與改寫



依據○○檔案產生論文

撰寫期刊摘要。

以五個重點總結○○。

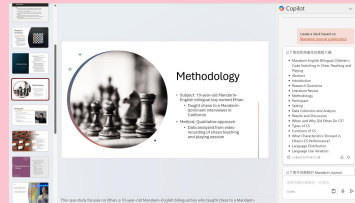
Copilot in Word

研究



## 學術研討會

投影片製作、演講準備



根據○○資料產生簡報

依據簡報產生演講稿

其他學者會問什麼問題？

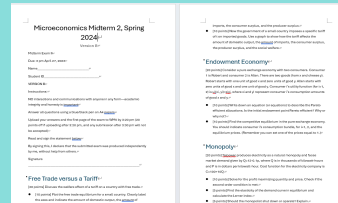
Copilot in PowerPoint

教學



## 教學資料

考試出題、課程大綱



依據○○/○○產生題目

產生○○課程大綱/FAQ

產生○○理論的說明

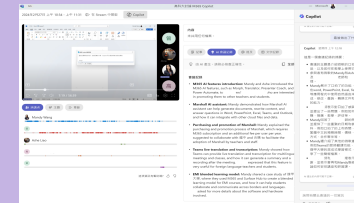
Copilot in Word

行政



## 系務會議

會議摘要、可跟進問題



依照主題回顧會議

提出建議問題

列表告訴我後續工作

Copilot in Teams

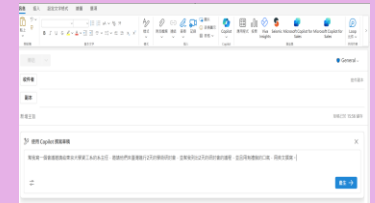


行政



## 私人助理

信件回覆、資料統整



幫我找○○主題的內容

比較這兩份文件並條列

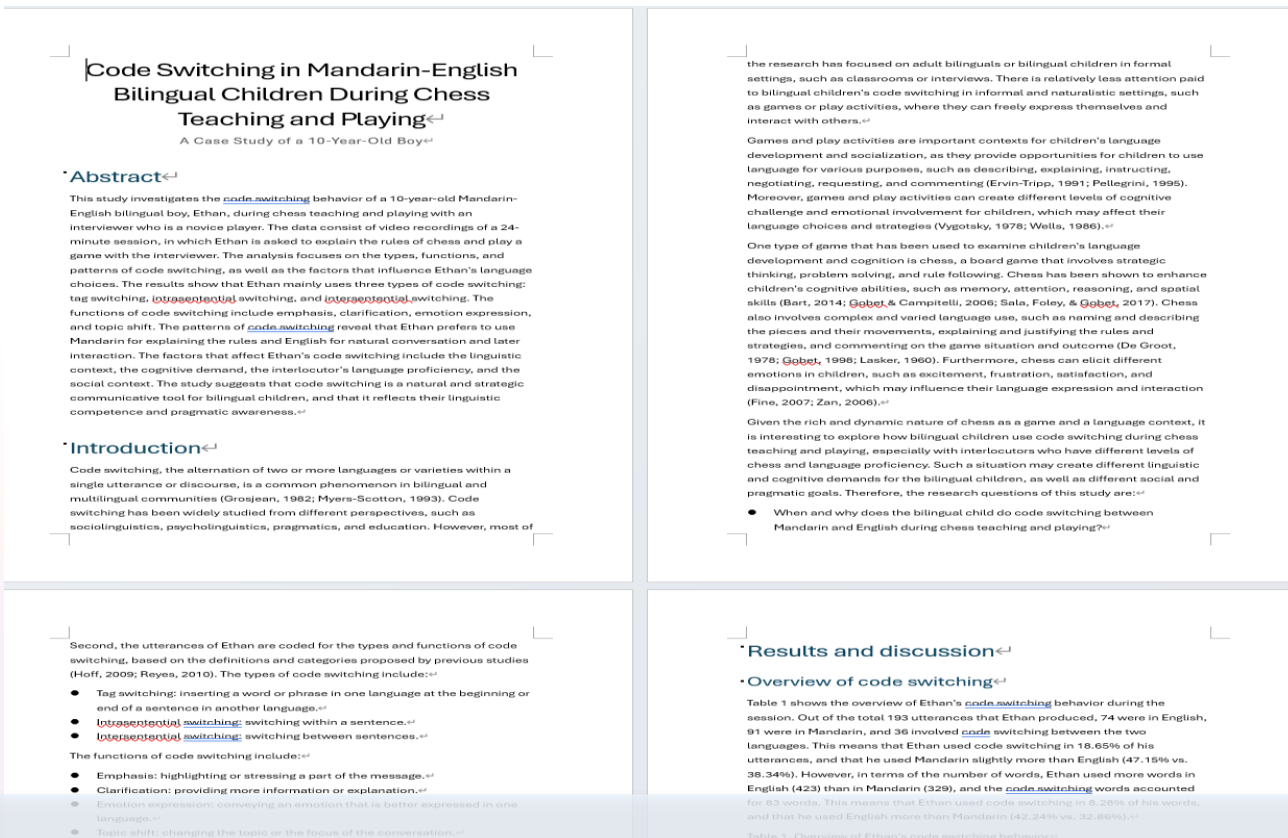
○○的會議要準備什麼？

Copilot in Outlook





# 論文草稿-將PowerPoint直接轉成學術論文草稿，並改寫與調整



Copilot in Word

根據這份資料產生journal paper。  
根據下方內容撰寫一段討論。



準備撰寫論文時

依據[PowerPoint文件]寫成期刊論文。



增添論文的段落時

將下方內容寫一段摘要。



想知道編輯的想法時

你是XX期刊的編輯，請提供我這篇文章的回饋。





# 論文草稿 – 將PowerPoint檔案轉成論文草稿

使用 Copilot 編寫草稿

Write a manuscript based on [Code Switching Poster.pptx](#). The paper should include abstract, literature review, introduction, method, result, discussion, and implication. The format should use APA academic format.

211/2000

產生

取消

參考檔案

## Code Switching in Mandarin-English Bilingual Children During Chess Teaching and Playing<sup>1,2</sup>

A Case Study of a 10-Year-Old Boy<sup>3</sup>

### Abstract<sup>4,5</sup>

This study investigates the *code switching* behavior of a 10-year-old Mandarin-English bilingual boy, Ethan, during chess teaching and playing with an interviewer who is a novice player. The data consist of video recordings of a 24-minute session, in which Ethan is asked to explain the rules of chess and play a game with the interviewer. The analysis focuses on the types, functions, and patterns of code switching, as well as the factors that influence Ethan's language choices. The results show that Ethan mainly uses three types of code switching: tag switching, *code switching*, and *code switching*. The functions of code switching include emphasis, clarification, emotion expression, and topic shift. The patterns of *code switching* reveal that Ethan prefers to use Mandarin for explaining the rules and English for natural conversation and later interaction. The factors that affect Ethan's code switching include the linguistic context, the cognitive demand, the interlocutor's language proficiency, and the social context. The study suggests that code switching is a natural and strategic communicative tool for bilingual children, and that it reflects their linguistic competence and pragmatic awareness.<sup>6,7</sup>

### Introduction<sup>8,9</sup>

Code switching, the alternation of two or more languages or varieties within a single utterance or discourse, is a common phenomenon in bilingual and multilingual communities (Grosjean, 1982; Myers-Scotton, 1993). Code switching has been widely studied from different perspectives, such as sociolinguistics, psycholinguistics, pragmatics, and education. However, most of

the research has focused on adult bilinguals or bilingual children in formal settings, such as classrooms or interviews. There is relatively less attention paid to bilingual children's code switching in informal and naturalistic settings, such as games or play activities, where they can freely express themselves and interact with others.<sup>10,11</sup>

Games and play activities are important contexts for children's language development and socialization, as they provide opportunities for children to use language for various purposes, such as describing, explaining, instructing, negotiating, requesting, and commenting (Ervin-Tripp, 1981; Pellegrini, 1995). Moreover, games and play activities can create different levels of cognitive challenge and emotional involvement for children, which may affect their language choices and strategies (Gibget, 1978; Wells, 1986).<sup>12,13</sup>

One type of game that has been used to examine children's language development and cognition is chess, a board game that involves strategic thinking, problem solving, and rule following. Chess has been shown to enhance children's cognitive abilities, such as memory, attention, reasoning, and spatial skills (Bart, 2014; Gibget & Campbell, 2006; Sela, Foley, & Gibget, 2017). Chess also involves complex and varied language use, such as naming and describing the pieces and their movements, explaining and justifying the rules and strategies, and commenting on the game situation and outcome (De Groot, 1978; Gibget, 1998; Lasker, 1960). Furthermore, chess can elicit different emotions in children, such as excitement, frustration, satisfaction, and disappointment, which may influence their language expression and interaction (Finn, 2007; Zar, 2008).<sup>14,15</sup>

Given the rich and dynamic nature of chess as a game and a language context, it is interesting to explore how bilingual children use code switching during chess teaching and playing, especially with interlocutors who have different levels of chess and language proficiency. Such a situation may create different linguistic and cognitive demands for the bilingual children, as well as different social and pragmatic goals. Therefore, the research questions of this study are:<sup>16,17</sup>

- When and why does the bilingual child do code switching between Mandarin and English during chess teaching and playing?<sup>18,19</sup>

## Results and discussion<sup>20,21</sup>

### Overview of code switching<sup>22,23</sup>

Table 1 shows the overview of Ethan's *code switching* behavior during the session. Out of the total 193 utterances that Ethan produced, 74 were in English, 91 were in Mandarin, and 28 involved code switching between the two languages. This means that Ethan used code switching in 14.6% of his utterances, and that he used Mandarin slightly more than English (47.15% vs. 38.34%). However, in terms of the number of words, Ethan used more words in English (1423) than in Mandarin (1239), and the *code switching* words accounted for 63 words. This means that Ethan used code switching in 6.28% of his words, and that he used English more than Mandarin (42.24% vs. 32.89%).<sup>24,25</sup>

Table 1. Overview of Ethan's *code switching* behavior<sup>26,27</sup>

| Language <sup>28,29</sup>       | Number of utterances <sup>30,31</sup> | Percentage of utterances <sup>32,33</sup> | Number of words <sup>34,35</sup> | Percentage of words <sup>36,37</sup> |
|---------------------------------|---------------------------------------|---|----------------------------------|--------------------------------------|
| English <sup>38,39</sup>        | 74 <sup>40,41</sup>                   | 38.34% <sup>42,43</sup>                   | 1423 <sup>44,45</sup>            | 42.24% <sup>46,47</sup>              |
| Mandarin <sup>48,49</sup>       | 91 <sup>50,51</sup>                   | 47.15% <sup>52,53</sup>                   | 1239 <sup>54,55</sup>            | 32.89% <sup>56,57</sup>              |
| Code switching <sup>58,59</sup> | 28 <sup>60,61</sup>                   | 14.60% <sup>62,63</sup>                   | 63 <sup>64,65</sup>              | 6.28% <sup>66,67</sup>               |
| Total <sup>68,69</sup>          | 193 <sup>70,71</sup>                  | 100% <sup>72,73</sup>                     | 2725 <sup>74,75</sup>            | 100% <sup>76,77</sup>                |

The overview of Ethan's *code switching* behavior indicates that he is a balanced bilingual who can use both languages fluently and strategically, depending on the situation and the purpose. It also suggests that he may have different preferences or strategies for using code switching at the utterance level and the word level. At the utterance level, he may use code switching to mark the boundaries or transitions between different topics or tasks, or to accommodate to the interlocutor's language proficiency. At the word level, he may use code switching to emphasize or clarify a specific part of the message, or to express an emotion that is better conveyed in one language.<sup>78,79</sup>

- What characteristics show in the bilingual child's code-switching performance when he tries to explain the rules and strategies of chess?<sup>80,81</sup>
- What factors influence the bilingual child's language choices and *code switching* behavior during chess teaching and playing?<sup>82,83</sup>

To address these questions, this study adopts a case study approach, focusing on the *code switching* behavior of a 10-year-old Mandarin-English bilingual boy, Ethan, during a 24-minute session of chess teaching and playing with an interviewer who is a novice player. The study analyzes the types, functions, and patterns of code switching, as well as the factors that affect Ethan's language choices, based on the video recordings and transcripts of the session. The study aims to provide a detailed and comprehensive description of Ethan's *code switching* behavior, and to explore the possible explanations and implications of his code switching in relation to his linguistic competence, cognitive development, and pragmatic awareness.<sup>84,85</sup>

### Method<sup>86,87</sup>

#### Participant<sup>88,89</sup>

The participant of this study is Ethan (pseudonym), a 10-year-old boy who is a third grader in an elementary school in Camarillo, California. Ethan was born in the United States and has lived there since birth. His parents are both native speakers of Mandarin and immigrated to the United States from Taiwan. Ethan's home language is Mandarin, as his parents speak Mandarin to him and his younger brother (Ethan, an 8-year-old boy), but he replies in English most of the time, and interacts with his brother in English. Ethan's school language is English, and he attends a regular English-medium school. Ethan has learned to play chess since he was 6 years old, and he is an avid and skilled chess player. He often plays chess with his father, his brother, and his friends, both online and offline. He also participates in chess tournaments and has won several awards.<sup>90,91</sup>

### Types of code switching<sup>92,93</sup>

Table 2 shows the types of code switching that Ethan used during the session. Out of the 36 utterances that involved code switching, 14 were tag switching, 12 were *code switching*, and 10 were *code switching*. This means that Ethan used tag switching most frequently (38.89%), followed by *code switching* (33.33%) and *code switching* (27.78%).<sup>94,95</sup>

Table 2. Types of code switching by Ethan<sup>96,97</sup>

| Type of code switching <sup>98,99</sup>  | Number of utterances <sup>100,101</sup> | Percentage of utterances <sup>102,103</sup> |
|--|---|---|
| Tag switching <sup>104,105</sup>         | 14 <sup>106,107</sup>                   | 38.89% <sup>108,109</sup>                   |
| <i>Code switching</i> <sup>110,111</sup> | 12 <sup>112,113</sup>                   | 33.33% <sup>114,115</sup>                   |
| <i>Code switching</i> <sup>116,117</sup> | 10 <sup>118,119</sup>                   | 27.78% <sup>120,121</sup>                   |
| Total <sup>122,123</sup>                 | 36 <sup>124,125</sup>                   | 100% <sup>126,127</sup>                     |

The types of code switching that Ethan used reflect his linguistic competence and pragmatic awareness in both languages. Tag switching is a simple and common type of code switching, which involves inserting a word or phrase in one language at the beginning or end of a sentence in another language. Ethan used tag switching mainly to emphasize or clarify a part of the message, or to express an emotion that is better expressed in one language. For example, he used the English word "well" at the end of a Mandarin sentence to emphasize his request for the interviewer to stop moving the piece, as in:<sup>128,129</sup>

- "CH: 等一下, wait. *Hege*. Wait a moment, wait."<sup>130,131</sup>

He also used the Mandarin phrase "你看" (you see) at the beginning of an English sentence to clarify his explanation of a chess move, as in:<sup>132,133</sup>

- "CH: 你看. If I go here, you can go here. *Hege*. You see, if I go here, you can go here."<sup>134,135</sup>

He also used the Mandarin word "嘿" (wow) at the end of an English sentence to express his surprise at the interviewer's move, as in:<sup>136,137</sup>

- "CH: You just move one step, wow. *Hege*. You just move one step, wow."<sup>138,139</sup>

*Code switching* is a more complex and sophisticated type of code

### Setting and procedure<sup>140,141</sup>

The setting of this study is a chess teaching and playing session, in which Ethan is asked to teach the interviewer, a first-time player, how to play chess. The interviewer is a female graduate student who is a native speaker of Mandarin and a fluent speaker of English. She has no prior knowledge of chess, and she pretends to be interested in learning the game from Ethan. The session takes place in Ethan's living room, where a chess board and pieces are set up on a coffee table. Ethan's mother is present in the room, but she does not intervene in the session. She only tells Ethan that the interviewer's English is not so good, so he should try to explain in Mandarin as much as possible.<sup>142,143</sup>

The session lasts for about 24 minutes, and it is divided into two parts: teaching and playing. In the teaching part, Ethan explains the names, positions, movements, and rules of the chess pieces to the interviewer, using a combination of Mandarin and English. He also demonstrates some examples and scenarios of chess moves and strategies, and asks the interviewer some questions to check her understanding. In the playing part, Ethan and the interviewer play a chess game, in which Ethan gives some hints and suggestions to the interviewer, and also comments on the game situation and outcome. The session is video recorded by a camera placed on a tripod in front of the chess board, capturing the movements and interactions of Ethan and the interviewer.<sup>144,145</sup>

### Data analysis<sup>146,147</sup>

The data analysis of this study consists of four steps: transcription, coding, quantification, and interpretation. First, the video recordings of the session are transcribed verbatim, using a simplified version of the CHAT format (Chen, 2000). The transcription includes the utterances of Ethan, the interviewer, and Ethan's mother, as well as the nonverbal behaviors, such as gestures, facial expressions, and eye gaze. The transcription also indicates the time stamps, the chess moves, and the language switches of each utterance. The transcription is checked for accuracy by another bilingual speaker of Mandarin and English.<sup>148,149</sup>

# 論文草稿與編修- AI擴寫，增加內容的頁數

enhancing lighting in lanes and alleys could be a strategic move to improve nighttime

road safety.<sup>4</sup>

使用 Copilot 編寫草稿

Add literature review of [Traffic safety.docx](#)

43/2000

產生

參考檔案

and Ost (1974) observed that dirty traffic signs at night reduce recognizability, but this effect is limited during the day or under proper lighting. Madenak et al. (2018) measured that drivers had 38.5% fewer 'fixations' on traffic signs under low-light conditions compared to well-lit conditions. These studies highlight that road use

using  $\log(Y+1)$  where coefficient interpretation can be challenging, the coefficients in a Poisson regression are interpretable as semi-elasticities. This means they represent the percentage alteration in car accidents or injuries attributable to the NTEIP. On the other hand, Wooldridge (2023) highlighted that the linear parallel trend assumption in DID can be questionable when outcomes are limited in range, and the combination of Poisson regression with DID is a more suitable approach when dealing with count data.

Our empirical results regarding the effects of the NTEIP implemented in the lanes and alleys of Taipei City from 2015 to 2019 yield several findings. The estimated effect of the NTEIP on overall traffic accidents indicates an insignificant decrease of around 3.5%. However, the effect of the NTEIP on traffic injuries is pronounced, significantly reducing traffic injuries by about 7%, primarily due to the painted green sidewalks. Furthermore, our estimates suggest that the NTEIP has no effect on nighttime accidents or injuries but significantly reduces daytime traffic accidents by about 5% and injuries by approximately 8%. This pattern highlights that the markings and signs are most effective during daylight, with their visibility enhanced by natural light. Therefore, enhancing lighting in lanes and alleys could be a strategic move to improve nighttime road safety.

The literature review of \_\_\_\_\_ can be written as follows:

Literature Review

Traffic safety is a major public health concern, especially in urban areas where pedestrians, vehicles, and motorcycles share the limited road space. Various traffic control measures have been implemented by cities around the world to prevent or reduce traffic accidents and injuries, such as speed limits, traffic signs, road humps, sidewalks, and crosswalks. However, the effectiveness of these measures may

<sup>4</sup> Under different conditions, drivers' visual cognition or recognition of road signs varies (Bullough, 2017). Zvalnen and Schnell (1999) and Zvalnen et al. (1991) both found that during the day, drivers' recognition distances for traffic signals are higher than at night (about 1.2 to 1.8 times greater). Ruman and Ost (1974) observed that dirty traffic signs at night, or in unit conditions, have decreased recognizability, but this effect is limited during the day or under proper lighting. Madenak et al. (2018) measured that drivers had 38.5% fewer 'fixations' on traffic signs under low-light conditions compared to well-lit conditions. These studies highlight that road users' feedback from traffic signs varies under different lighting conditions.

depend on various factors, such as road characteristics, traffic behavior, lighting conditions, and enforcement. Therefore, it is important to evaluate the impact of traffic control policies using rigorous empirical methods and reliable data sources.

This paper relates to two strands of literature. The first strand examines the effects of comprehensive pedestrian plans that aim to improve traffic safety in neighborhoods, especially in densely populated areas with narrow roads. These plans typically involve a combination of interventions, such as reducing speed limits, installing traffic calming devices, painting pedestrian paths, and adjusting parking arrangements. These plans are motivated by the recognition that pedestrians are among the most vulnerable road users and that conventional traffic control measures may not be sufficient or suitable for neighborhood settings.

One example of such a plan is Japan's "Zone 30" policy, which introduced 30-km/h zones in residential areas since 2011. Inada et al. (2020) estimated the effect of this policy on cyclist and pedestrian injuries using interrupted time series analysis. They found that the policy prevented 1,704 injuries by 2016, with a larger effect in urban areas than in rural areas. They also suggested that the policy reduced vehicle speeds and increased the awareness of road users. Seya et al. (2021) used propensity score matching to compare the effects of different types of 30-km/h zones on serious injuries. They found that zones with physical devices, such as speed humps and chicanes, had a larger effect than zones without them, and that zones with signs only had no significant effect.

Another example is the pedestrian plans adopted by some US municipalities, which aim to promote walking as a mode of transportation and improve pedestrian safety and comfort. These plans usually include a range of strategies, such as sidewalk improvements, traffic signal modifications, pedestrian amenities, and education and enforcement programs. Duncan (2023) used the American Community Survey to analyze the influence of pedestrian plans on walk commuting in 195 municipalities from 2005 to 2017. He found that while there was no significant change in walk commuting after the initial adoption of the plan, modest but significant increases occurred with frequent updates of the plan. He also found that the plan's effectiveness varied by region, population size, and income level.

Our paper contributes to this strand of literature by evaluating the Neighborhood Traffic Environment Improvement Program (NTEIP) in Taipei, Taiwan, which is a large-scale pedestrian plan that covers most of the lanes and alleys in the city. The NTEIP involves painting green pedestrian paths, adjusting no-parking red/yellow lines, and painting speed limit and stop/slow signs on narrow roads. We exploit the staggered implementation of the program and administrative data on traffic accidents to estimate its causal effect on traffic safety using a difference-in-differences design. We

find that the program significantly reduced daytime traffic accidents by 5% and injuries by 8%, mainly due to the painted green sidewalks. We also find that the program had no significant effect on nighttime incidents, suggesting that lighting conditions play a role in the visibility and effectiveness of the interventions.

The second strand of literature we relate to is the broader literature on the effects of traffic control policies on traffic safety. This literature covers a wide range of topics, such as the impact of speed limits, traffic signs, illegal parking, drunk driving, speeding, and phone use while driving on traffic accident risks and severities. We acknowledge that these factors are well-established determinants of traffic safety and that our paper does not aim to provide a comprehensive review of this literature. However, we briefly discuss some of the relevant studies that inform our analysis and interpretation of the NTEIP's effects.

Speed limits are one of the most common and important traffic control policies that affect traffic safety. Higher speed limits are associated with increased driving speeds and accident severities (Muscant et al., 2016; Wilmot and Khanal, 1999; Malyskina and Mannering, 2008), as well as higher fatality rates and accident frequencies (Ashenfelter and Greenstone, 2004; Van Benthem, 2015). Conversely, speed restrictions are shown to significantly reduce collision rates and injuries (Hess and Polak, 2003; Ang et al. 2020). However, the effectiveness of speed limits may depend on the enforcement level, the compliance behavior, and the road characteristics. For example, Van Benthem (2015) found that reducing the speed limit from 65 to 55 miles per hour on freeways in the US had no significant effect on fatalities or accidents, possibly due to low enforcement and high non-compliance. On the other hand, Ang et al. (2020) found that lowering the speed limit from 30 to 20 miles per hour on residential roads in London had a significant effect on reducing collisions and casualties, especially for pedestrians and cyclists.

Traffic signs are another key element of traffic control policies that affect traffic safety. Traffic signs provide information and guidance to road users, such as speed limits, directions, warnings, and regulations. Traffic signs can help reduce accidents by increasing the awareness and attention of drivers and pedestrians, as well as by influencing their decisions and actions (Hussein, 2013). Several studies have demonstrated the effectiveness of traffic signs in reducing accidents, particularly in high-risk locations, such as intersections, curves, or school zones (Ezeibe et al., 2019; Hajar et al., 2003; Van Houten et al., 1985; Van Houten, 1988). However, traffic signs may also have unintended or adverse effects on traffic safety, such as creating a "distraction effect" that diverts the attention of drivers from the road or other road users, or inducing a false sense of security or complacency that leads to riskier behavior (Lauer and McMonagle, 1955; Molino et al., 2009; Beijer et al., 2004).





# 論文草稿與編修– 將文字內容轉為表格呈現

less attention to the qualitative aspects, such as the functions and meanings of CS in specific contexts (Lanza, 1997; Reyes, 2004).<sup>42</sup>

This study aims to fill this gap by examining the patterns and functions of CS in a 10-year-old Mandarin-English bilingual boy, Ethan, who taught chess to the interviewer, a novice player, in a naturalistic setting. Chess is a strategic board game that involves complex cognitive and linguistic skills, such as planning, reasoning, problem-solving, and explaining (Gobet & Campitelli, 2006). Teaching chess to a beginner requires the ability to communicate the rules, moves, and strategies of the game effectively and clearly. Therefore, this setting provides a rich and interesting context to explore how a bilingual child uses CS to achieve his communicative goals and to express his identity and emotions.<sup>42</sup>

The research questions guiding this study are:<sup>42</sup>

- When and how did Ethan switch between Mandarin and English during chess teaching and playing?<sup>42</sup>
- What functions did Ethan's CS serve in this context?<sup>42</sup>
- What factors influenced Ethan's CS in this context?<sup>42</sup>

## Method<sup>42</sup>

This study adopted a case study approach, which is suitable for investigating a phenomenon in depth and in its natural setting, and for capturing the complexity and uniqueness of a single case (Duff, 2008; Yin, 2009).<sup>42</sup>

## Participant<sup>42</sup>

The participant of this study was Ethan (pseudonym), a 10-year-old boy who was born and raised in Camarillo, California. His parents were immigrants from Taiwan who spoke Mandarin to him and his younger brother, Enoch, an 8-year-old boy. Ethan attended a local elementary school where English was the medium of instruction. He also attended a Chinese school on weekends where he learned Mandarin literacy and culture. Ethan was fluent in both Mandarin and English, and he used both languages at home, at school, and with his friends. He

had learned to play chess from his father when he was 6 years old, and he had participated in several chess tournaments and won some awards. He was an avid and confident chess player who enjoyed teaching and playing chess with others.<sup>42</sup>



使用 Copilot 重寫

視覺化為資料表(T)

of 24 minutes of video-recorded interaction between Ethan and the interviewer, who was a doctoral student in applied linguistics and a native speaker of Mandarin. The interviewer had met Ethan and his family a few times before the data collection, and had established a friendly rapport with them. The interviewer had also obtained informed consent from Ethan's parents and assent from Ethan himself to participate in this study.<sup>42</sup>

The data collection took place at Ethan's home on a Saturday afternoon. The interviewer brought a chess set and asked Ethan to teach him how to play chess, as he had never played before. Ethan agreed and they sat down at a table in the living room, where Ethan's mother and brother were also present but did not interfere with the interaction. The video camera was set up on a tripod next to the table, and it captured the audio and visual data of the interaction. The interaction was spontaneous and natural, and Ethan and the interviewer used both Mandarin and English throughout the session. Ethan explained the rules, moves, and strategies of chess to the interviewer, and they also engaged in some casual conversation and jokes. The interaction was divided into two parts: the first 12 minutes focused on the teaching of chess, and the second 12 minutes involved a mock game between Ethan and the interviewer.<sup>42</sup>

## Data analysis<sup>42</sup>

The data analysis involved both linguistic and pragmatic aspects of CS. The linguistic analysis followed the typology of CS proposed by Poplack (1980), who distinguished three types of CS: tag-switching, intrasentential switching, and intersentential switching. Tag-switching refers to the insertion of a word or phrase from one language into an utterance of another language, such as "va,

had learned to play chess from his father when he was 6 years old, and he had participated in several chess tournaments and won some awards. He was an avid and confident chess player who enjoyed teaching and playing chess with others.<sup>42</sup>

| Participant <sup>42</sup> | Age <sup>42</sup> | Birthplace <sup>42</sup>            | Parents' Origin <sup>42</sup> | Brother <sup>42</sup>            | School <sup>42</sup>                  | Weekend School <sup>42</sup> | Languages <sup>42</sup>            | Chess Experience <sup>42</sup>   |
|---------------------------|-------------------|-------------------------------------|-------------------------------|----------------------------------|---------------------------------------|------------------------------|------------------------------------|--|
| Ethan <sup>42</sup>       | 10 <sup>42</sup>  | Camarillo, California <sup>42</sup> | Taiwan <sup>42</sup>          | Enoch, 8 years old <sup>42</sup> | Local elementary school <sup>42</sup> | Chinese school <sup>42</sup> | Mandarin and English <sup>42</sup> | Learned at age 6, participated in tournaments, won awards, avid and confident player <sup>42</sup> |

## Data collection<sup>42</sup>

The data for this study consisted of 24 minutes of video-recorded interaction between Ethan and the interviewer, who was a doctoral student in applied linguistics and a native speaker of Mandarin. The interviewer had met Ethan and his family a few times before the data collection, and had established a friendly rapport with them. The interviewer had also obtained informed consent from Ethan's parents and assent from Ethan himself to participate in this study.<sup>42</sup>

The data collection took place at Ethan's home on a Saturday afternoon. The interviewer brought a chess set and asked Ethan to teach him how to play chess, as he had never played before. Ethan agreed and they sat down at a table in the living room, where Ethan's mother and brother were also present but did not interfere with the interaction. The video camera was set up on a tripod next to the table, and it captured the audio and visual data of the interaction. The interaction was spontaneous and natural, and Ethan and the interviewer used both Mandarin and English throughout the session. Ethan explained the rules, moves, and strategies of chess to the interviewer, and they also engaged in some casual



# 論文草稿與編修－為論文撰寫摘要

使用 Copilot 編寫草稿

Write an abstract

17/2000

產生

取消

參考檔案

Narrow alleys and high-density traffic pose a challenge for urban safety and mobility in Taipei, Taiwan. The city implemented the Neighborhood Traffic Improvement Program (NTIP) to reduce traffic accidents and casualties by redesigning the alley network and introducing traffic calming measures. This paper uses a difference-in-differences approach to evaluate the impact of the NTIP on the number of traffic accidents and casualties, controlling for neighborhood and time fixed effects and other covariates. The results show that the NTIP significantly reduced the number of traffic accidents by 11.8% and the number of casualties by 13.6%. The paper also discusses the policy implications and limitations of the NTIP evaluation.<sup>1</sup>

This paper evaluates the “Neighborhood Traffic Improvement Program (NTEIP)” in Taipei, Taiwan.<sup>1</sup> Taipei’s urban landscape is marked by its narrow alleys and high density of people and vehicles, particularly motorcycles.<sup>2</sup>

We estimate the following Poisson regression to measure the effect of the NTEIP on the number of traffic accidents and casualties:<sup>3</sup>

$$\log(E(y_{it})) = \alpha_i + \mu_t + \gamma^{\text{DID}} D_{it} + \beta X_{it} \quad (1)$$

$y_{it}$  represents the number of accidents or injuries on road  $i$  in year  $t$ . The dummy variable  $D_{it}$  is set to 1 if road  $i$  has implemented at least one of the three critical improvements (green sidewalk, no-parking red or yellow lines, and speed limit or stop/slow signs) by year  $t$ , and 0 otherwise. Road fixed effects ( $\alpha_i$ ) captures time-invariant characteristics specific to each road, such as width and surrounding environment, which can influence accident or injury rates. Time fixed effects ( $\mu_t$ ) accounts for yearly variations affecting all roads, like changes in traffic behavior, pedestrian practices, or shifts in road safety awareness due to campaigns or new laws. Control variables  $X_{it}$  include population density, vehicle density, and the education level in each district of Taipei.<sup>2</sup> To account

<sup>1</sup> In Taiwan, the Ministry of Health and Welfare’s 2020 statistics showed that accidents ranked sixth among the top ten causes of death. Of these, transportation accidents accounted for 46.1% of accidental injuries, a significant proportion.

<sup>2</sup> Owing to the challenge of collecting road-level control variables, we have incorporated district-level variables from the Taipei Statistical Database query system (<https://statdb.dbas.gov.taipei/pxweb2007-tp/dialog/statfile9.asp>). Population density is calculated based on the district’s population per hectare.

for serial correlations over years at the road level, standard errors are clustered by road.<sup>4</sup>

$\gamma^{\text{DID}}$  is the coefficient of interest—it represents the change in traffic accidents post-policy implementation compared to roads that did not undergo any improvements. In line with recent developments in DID design (e.g., Goodman-Bacon, 2021; de Chaisemartin and D’Haultfoeuille, 2020; Roth, 2023), we exclude roads that were always treated from our estimation sample. On the other hand, we argue that roads never treated do not constitute an appropriate control group. As seen in Table 3, never-treated roads not only have a substantially lower accident rate but also significantly fewer traffic injuries compared to treated roads. Therefore, our estimation sample comprises Type II roads. This forms a staggered DID design that compares roads undergoing the NTEIP’s enhancement measures in different years.

Recent developments in DID design have identified complications with staggered DID designs, particularly when there is variation in treatment timing (Goodman-Bacon, 2021). Specifically, estimates from staggered DID designs can be biased if the control group includes already-treated units. To address this issue, we will apply the estimator from Callaway and Sant’Anna (2021) (CSDID), which is robust to variation in treatment timing, as a robustness check in Section 5.5.

## 4.2 Event Study<sup>5</sup>

The DID design relies on the assumption that the number of car accidents and injuries would have followed the same trend for treatment and control roads in the absence of NTEIP. To investigate this identifying assumption, we consider the following event study specification:

$$\log(E(y_{it})) = \alpha_i + \mu_t + \gamma_{-3} D_{-3,it} + \gamma_{-2} D_{-2,it} + \gamma_0 D_{0,it} + \gamma_3 D_{3,it} + \beta X_{it} \quad (2)$$

$D_{k,it}$  is equal to 1, if road  $i$  implemented at least one of the three critical improvements



# 論文草稿與編修-請Copilot扮演期刊編輯，提供修改建議、理解問題

內建的Prompt

詢問Copilot文章的摘要、請Copilot扮演期刊編輯、以及論文的内容

Copilot

我可以聊天、回復您的問題，以及協助您撰寫和摘述此文件。

以下是您可以嘗試的一些項目

摘要此文件

詢問有關此文件的問題...

摘要此文件

是否有其他問題...

詢問有關此文件的一切資訊

0/2000

Prompt 指引

複製

AI 產生的內容可能不正確。

Copilot

You are the editor from journal of language learning, based on this paper, please provide feedback on it.

As an editor from the journal of language learning, I would like to provide the following feedback on the paper:

- The paper presents a well-structured and detailed case study of code-switching behavior in a 10-year-old Mandarin-English bilingual boy during chess teaching and playing. 1 2
- The research questions are clearly stated and the methodology is well-defined, including the participant, setting, procedure, and data analysis. 3 4 5 6 7 8 9 10 11 12 13 14 15
- The results and discussion section provides a comprehensive overview of the code-switching behavior observed, including the types, functions, and patterns of code-switching, as well as the factors that affect the participant's language choices. 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63
- The paper could benefit from a more detailed literature review, including a broader range of studies on code-switching in bilingual children, particularly in informal and naturalistic settings. 64 65
- Additionally, the paper could benefit from a more in-depth discussion of the implications of the findings for language learning and bilingual education.

複製

AI 產生的內容可能不正確。

65 參照

Copilot

What is the methodology of the study?

According to the document: The methodology of the study consists of several parts: 1

**Participant:** The participant of this study is Ethan, a 10-year-old Mandarin-English bilingual boy. 2 3

**Setting and Procedure:** The study took place in a chess teaching and playing session, in which Ethan taught the interviewer, a first-time player, how to play chess. The session lasted for about 24 minutes and was divided into two parts: teaching and playing. The session was video recorded. 4 5 6

**Data Analysis:** The data analysis consisted of four steps: transcription, coding, quantification, and interpretation. The video recordings were transcribed verbatim, and Ethan's utterances were coded for the types and functions of code switching. The utterances were quantified for the frequency and percentage of code switching, and interpreted for the patterns and factors of code switching. 7 8 9 10 11

複製

AI 產生的內容可能不正確。

11 參照

Copilot

summarize this document

以下是文件摘要:

主要構想:

- The study topic and participant:** The study investigates the code switching behavior of a 10-year-old Mandarin-English bilingual boy, Ethan, during chess teaching and playing with an interviewer who is a novice player. 1 2
- The data and analysis methods:** The data consist of video recordings of a 24-minute session, in which Ethan explains the rules of chess and plays a game with the interviewer. The analysis focuses on the types, functions, and patterns of code switching, as well as the factors that influence Ethan's language choices. 3 4
- The results of the analysis:** The results show that Ethan mainly uses three types of code switching: tag switching, intrasentential switching, and intersentential switching. The functions of code switching include emphasis, clarification, emotion expression, and topic shift. The patterns of code switching reveal that Ethan prefers to use Mandarin for explaining the rules and English for natural conversation and later interaction. 5 6
- The factors of code switching:** The factors that affect Ethan's code switching include the linguistic context, the cognitive demand, the interlocutor's language proficiency, and the social context. The study suggests that code switching is a natural and strategic communicative tool for bilingual children, and that it reflects their linguistic competence and pragmatic awareness. 7 8

複製

AI 產生的內容可能不正確。

8 參照



# 計畫書撰寫協助

## 計畫書撰寫說明

A、B 類撰寫重點：請簡述學校(系所)近期發展現況、人文社科領域學系的特色、並說明人文社科領域的人才培育模式，訂出學校(系所)發展主軸及發展方向，以及如何產生有效改變。A 類亦可提出有關校內學生性向、職涯規劃、產業需求等議題的現況與分析，或從 IR 及對畢業校友的相關資料，分析針對學生就業與職涯應調整的策略。

### 學校發展現況與特色

本校是一所以人文社科為主的綜合大學，位於台北市中心，擁有多元的學系與課程，以培養創新、國際化和具服務意識的人才為目標。本校的人文社科領域學系包括文學院、法學院、教育學院、社會科學學院等，涵蓋了文學、歷史、哲學、法律、政治、社會、教育、溝通、媒體等各個方面，具有豐富的學術內涵與應用價值。本校的人文社科領域學系在教學上強調理論與實務的結合，並注重跨領域的整合與交流，以提升學生的核心素養與競爭力。

### 人才培育模式與發展方向

本校的人才培育模式是以學生為中心，尊重學生的興趣、潛力和多元性，提供適性的學習方案和活動，培養學生的批判思考、創新能力、國際視野和社會責任感。本校的發展方向是持續提升人文社科領域的學術水準和影響力，強化與產業界和社會組織的合作關係，打造符合社會需求和時代變遷的教學內容和方式，創造人文社科領域的新價值和貢獻。

### 有效改變的策略與分析

為了達成上述的目標，本校採取以下的策略和分析：

- 建立一

使用 Copilot 編寫草稿

× 跨領

回覆A類

4/2000

產生

取消

參考檔案





# 新聞稿與各單位活動訊息生成

## 【12/28 2019 邁客盃「運算思維與創意設計大賽」-主持人稿+RunDown】

- 【活動名稱】：2019 邁客盃「運算思維與創意設計大賽」
- 【活動日期】：2019/12/28 (星期六)
- 【活動時間】：09:00 ~ 09:30 (08:30 開始媒體接待)
- 【活動地點】：臺北市立陽明高級中學(台北市士林區中正路 510 號)
- 【主辦單位】：臺北市府教育局、國立故宮博物院、台灣微軟股份有限公司

### Agenda

| 時間          | 長度      | 活動流程                      | 講者                |
|-------------|---------|---------------------------|-------------------|
| 09:00-09:02 | 2 mins  | 開場及貴賓介紹                   | 主持人               |
| 09:02-09:05 | 3 mins  | 臺北市府教育局局長致詞               | 臺北市府教育局曾燦金局長      |
| 09:05-09:08 | 3 mins  | 台灣微軟公共業務事務群總經理致詞          | 台灣微軟公共業務事務群潘先國總經理 |
| 09:08-09:11 | 3 mins  | 故宮教育展資處處長致詞               | 國立故宮博物院教育展資處徐孝德處長 |
| 09:11-09:14 | 3 mins  | 臺北市府教育局與微軟啟動合作儀式、故宮見證     | 主持人               |
| 09:14-09:24 | 10 mins | 三方代表進行小組作品參觀(智慧小車組、創意設計組) | 主持人               |
| 09:24-09:30 | 6 mins  | 媒體聯訪 / QA 時間              | 主持人               |

### RunDown 及主持人稿

| 時間          | 時程      | 項目/Speaker | 工作內容 & 主持稿   | 控台     |
|-------------|---------|------------|--|--------|
| 7:00 - 8:30 | 1.5 hrs | 活動總彩       | 7:00 主持人到場<br>Mandy 協助與主持人對焦活動流程與注意事項，對焦完即可直接進行彩排 (含局長移動路線、記者會 Key message、貴賓座位安排、拍照儀式畫面等) |        |
| 8:30 - 9:00 | 30 mins | 媒體接待       | 8:20 全員 Stand by<br>8:55 場控 cue 主持人預告活動即將開始  | 控台：暖場樂 |

【主持人】各位長官貴賓及現場參賽學生 早安！今天的活動即將在 5 分鐘後開始！請各位長

## 臺北市府教育局與台灣微軟合作 推動 AI 科技教育

2019 邁客盃「運算思維與創意設計大賽」展現學生創新力

2019 年 12 月 28 日，臺北市府教育局與台灣微軟股份有限公司在國立故宮博物院的見證下，宣告展開 AI 科技教育合作，並舉辦 2019 邁客盃「運算思維與創意設計大賽」，展現臺北市學生的資訊科技實力與創意構想。

本次大賽分為智慧小車組和創意設計組，參賽學生需運用 AI 科技解決社會議題，並以「文化遺產保護」為主題，創作出有關文物保存、古物維護的相關作品。大賽吸引了臺北市陽明高中、大同高中、南港高中等多所學校的師生參與，共計有 20 組作品進入決賽。

臺北市府教育局長曾燦金表示，臺北市府教育局一直致力於推動資訊教育融入教學領域，並協助師生快速上手 AI 科技，培育具備 21 世紀素養的資訊科技人才。他也感謝台灣微軟和國立故宮博物院的支持和合作，讓臺北市的教育轉型能夠躋身國際，並期待明年能有更多臺北市的學生代表台灣參與微軟國際 AI 競賽。

台灣微軟公共業務事務群總經理潘先國則表示，微軟一直重視對客戶和合作夥伴的承諾，並長期致力於台灣教育轉型的耕耘與努力。他也宣布，台灣微軟將於明年舉辦第一屆「Imagine Cup Junior」，邀請全球 13 至 18 歲的學生參與，並以 AI 科技為主題，展現他們的創意和解決問題的能力。他期待透過這樣的平台，能夠培養更多的 AI 人才，並讓他們用 AI 科技創造社會的美好。

< 1 / 1 > 根據這份文件產生新...

AI 產生的內容可能不正確。

✓ 保留



例如，「Make it formal」







# 行政安排-計劃書撰寫、專案活動規劃

## 計畫書撰寫說明

A、B 類撰寫重點：請簡述學校(系所)近期發展現況、人文社科領域學系的特色，並說明人文社科領域的人才培育模式，訂出學校(系所)發展主軸及發展方向，以及如何產生有效改變。A 類亦可提出有關校內學生性向、生涯規劃、產業需求等議題的現況與分析，或從 IR 及對畢業校友的相關資料，分析針對學生就業與生涯應調整的策略。

財團法人外語中心是一個專門從事外語教學及推廣的非營利組織，成立於 1989 年，旨在提升台灣人民的外語能力和國際競爭力。外語中心目前共有八個分會，分別位於台北、新竹、台中、嘉義、台南、高雄、花蓮和台東，並設有英語、日語、韓語、西班牙語、德語、法語、義大利語、荷蘭語、俄語、阿拉伯語等十種語言的教學部門。外語中心每年約有三萬名學員參與各種課程，包括基礎語言班、進階語言班、商務語言班、兒童語言班、文化語言班、測驗準備班等。

外語中心的教學特色有以下幾點：

- 採用小班制教學，每班不超過十五人，以增加師生互動和學習效果。
- 採用溝通式教學法，強調聽說讀寫四項技能的均衡發展，並注重文化背景和跨文化溝通的教育。
- 採用多元化的教材，如影片、音樂、遊戲、角色扮演等，以激發學員學習興趣。
- 採用專業化的教師，定期進行為期兩週的教學觀摩和反饋，以提升教師的教學品質。

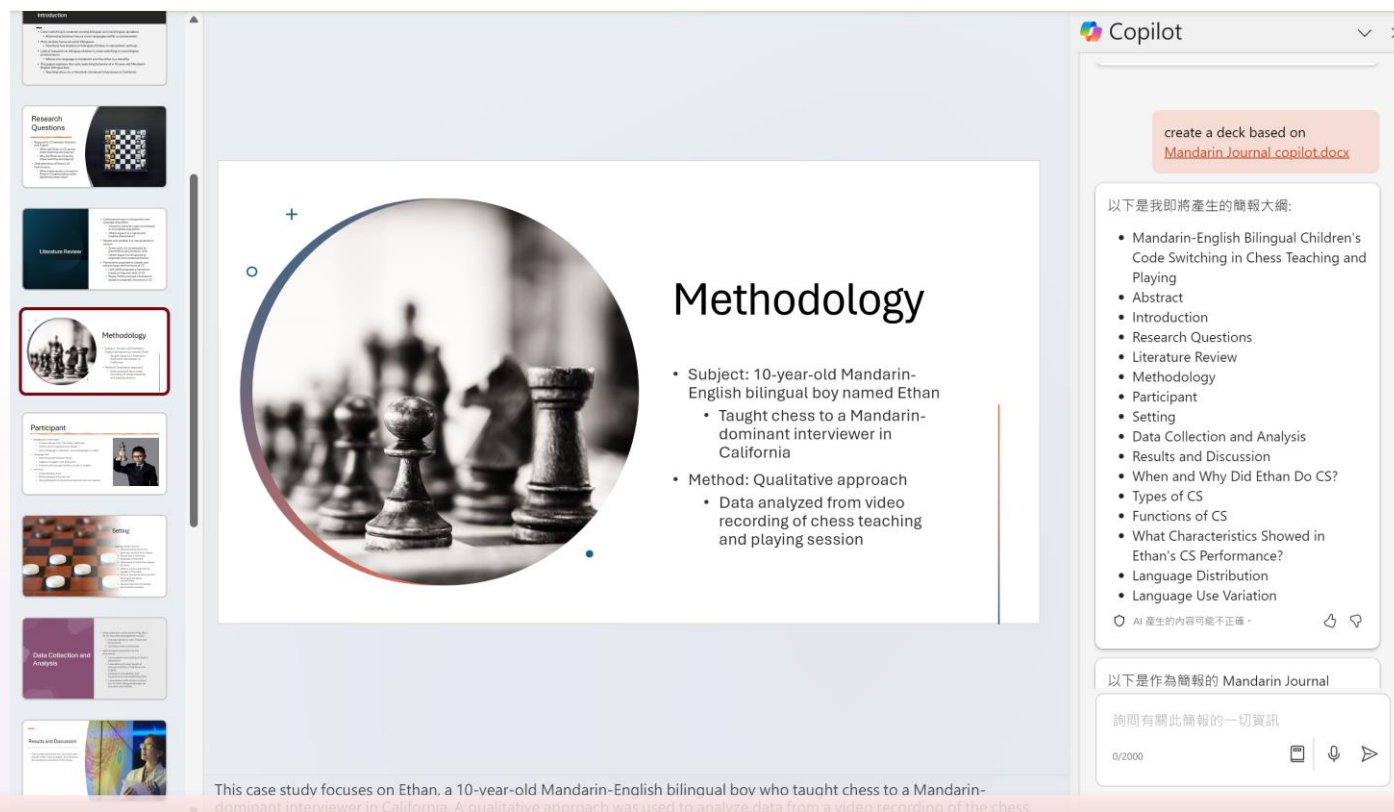
以下為可能的一天議程：

| 時間          | 活動                           | 地點         |
|-------------|------------------------------|------------|
| 8:30-9:00   | 報到、領取會議資料                    | 綜合教學館一樓大廳  |
| 9:00-9:10   | 開幕典禮：主持人致歡迎詞，並介紹來賓與主辦單位      | 綜合教學館二樓演講廳 |
| 9:10-9:40   | 教育部代表致詞：介紹雙語政策的目標、規劃與執行情況    | 綜合教學館二樓演講廳 |
| 9:40-10:30  | 主題演講一：全球化與高教英語文教育的新挑戰        | 綜合教學館二樓演講廳 |
| 10:30-11:00 | 茶敘與交流                        | 綜合教學館一樓大廳  |
| 11:00-12:00 | 特邀論文發表一：EAP/EAP 課程設計與教學之最佳實務 | 綜合教學館三樓會議室 |
| 12:00-13:30 | 午餐（自理）                       | 校內或校外餐廳    |
| 13:30-14:30 |                              | 樓會議室       |
| 14:30-15:30 |                              | 樓會議室       |

The following is a possible one-day agenda:

| Time       | Activity   | Venue   |
|------------|--|---|
| 8:30-9:00  | Registration and collection of conference materials  | Lobby, 1st floor, General Education Building      |
| 9:00-9:10  | Opening ceremony: the host delivers a welcome speech and introduces the guests and organizers                                      | Auditorium, 2nd floor, General Education Building |
| 9:10-9:40  | Speech by the representative of the Ministry of Education: introducing the goals, plans and implementation of the bilingual policy | Auditorium, 2nd floor, General Education Building |
| 9:40-10:30 |  | Auditorium, 2nd floor, General Education Building |

# 學術研討會簡報-將Word期刊論文直接轉成簡報



The screenshot shows a PowerPoint presentation slide titled "Methodology" with a circular image of chess pieces. The slide content includes:

- Subject: 10-year-old Mandarin-English bilingual boy named Ethan
  - Taught chess to a Mandarin-dominant interviewer in California
- Method: Qualitative approach
  - Data analyzed from video recording of chess teaching and playing session

Below the slide, a caption reads: "This case study focuses on Ethan, a 10-year-old Mandarin-English bilingual boy who taught chess to a Mandarin-dominant interviewer in California. A qualitative approach was used to analyze data from a video recording of the chess..."

Overlaid on the right is a Copilot chat window with the following content:

create a deck based on [Mandarin Journal copilot.docx](#)

以下是我即將產生的簡報大綱:

- Mandarin-English Bilingual Children's Code Switching in Chess Teaching and Playing
- Abstract
- Introduction
- Research Questions
- Literature Review
- Methodology
- Participant
- Setting
- Data Collection and Analysis
- Results and Discussion
- When and Why Did Ethan Do CS?
- Types of CS
- Functions of CS
- What Characteristics Showed in Ethan's CS Performance?
- Language Distribution
- Language Use Variation

AI 產生的內容可能不正確

以下是作為簡報的 Mandarin Journal

詢問有關此簡報的一切資訊

0/2000

## Copilot in PowerPoint

- 產生10頁的簡報，依據這份Word。
- 將第五頁插入一張教育與AI的圖片。

### 迅速產生簡報時

依據[Word文件]產生一份簡報

### 迅速產出演講稿時

你是這篇簡報的演講者，請產生10分鐘的演講稿。

### 快速調整簡報格式

將每一頁的標題改成New Times Roman。

# 學術研討會簡報-將Word期刊論文直接轉成簡報

## 將文件轉成簡報

Create a deck based on [Word文件]



簡報內產生的圖片為AI生成圖片，可放心使用

1

How Infants Learn About the Visual World

2

Agenda

3

Introduction

4

Abstract

5

Keywords

6

Theoretical considerations: Constructivist versus nativist

7


Constructivist theory

8

Nativist theory

# Introduction

- Author: Scott P. Johnson
  - Department of Psychology, University of California, Los Angeles
- Received 22 August 2008
- Received in revised form 30 April 2010
- Accepted 20 May 2010



Copilot

create the deck based on [Johnson\(2010\).docx](#)

以下是我即將產生的簡報大綱:

- How Infants Learn About the Visual World
- Introduction
- Abstract
- Keywords
- Theoretical considerations: Constructivism versus nativism
- Constructivist theory
- Nativist theory
- Summary
- Developmental change in infants' object perception
- Spatial completion
- Spatiotemporal completion
- 3D object completion
- To be explained
- Evidence for prenatal 'visual experience' and memory
- Modeling developmental processes
- Modeling association learning
- Modeling visual development
- Modeling vision and reaching
- How infants learn about objects
- Infants learn about objects via

詢問有關此簡報的一切資訊

0/2000

This slide is about the paper 'How Infants Learn About the Visual World' by Scott P. Johnson from the Department of



# 學術研討會簡報-投影片章節架構整理

## 組織一下簡報

Organize the deck



點選以新增備忘稿

Organize the deck

以下是如何建構您投影片組的建議:

**Grouped the slides into sections:**

- Introduction
- Constructivist theory
- Nativist theory
- Summary
- Developmental change in infants' object perception
- Evidence for prenatal 'visual experience' and memory
- Modeling developmental processes
- How infants learn about objects
- Acknowledgments and References

**Added slides:**

- Slide 6: Constructivist theory
- Slide 9: Nativist theory
- Slide 11: Summary
- Slide 13: Developmental change in infants' object perception
- Slide 19: Evidence for prenatal 'visual experience' and memory
- Slide 21: Modeling developmental processes
- Slide 26: How infants learn about objects
- Slide 34: Acknowledgments and References

AI 產生的內容可能不正確。

變更主題

詢問有關此簡報的一切資訊

0/2000





# 學術研討會-演講稿生成



## 準備研討會的演講稿

You are the presenter of this deck. Please prepare a 10-minute speech text for the academic conference of education. ➤



Copilot



You are the presenter of this deck. Please prepare a 10 minute speech text for the academic conference of education.

Good morning everyone, and thank you for joining me today. I am here to present on the topic of 'How Infants Learn About the Visual World'. This presentation is based on the work of Scott P. Johnson from the Department of Psychology at the University of California, Los Angeles.

Infants' visual world is often fragmented and unstable, consisting of surfaces that move in unpredictable ways. However, three kinds of learning contribute to infants' knowledge of the visual world: learning via association, learning via active assembly, and learning via visual-manual exploration. Infants acquire knowledge by observing objects move in and out of sight, forming associations of these different views. Infant's own self-produced behavior is also important, as oculomotor patterns and manual experience help infants discover and construct their visual world.

There are two main theories of infant object perception: the constructivist theory and the nativist theory. The constructivist theory, based on Piaget's work, suggests that object knowledge is constructed by the child through exploration. On the other hand, the nativist theory proposes that concepts of objects as coherent and continuous are innate.

Evidence for developmental change in infants' perception of objects comes from experiments assessing three kinds of perceptual completion: spatial completion, spatiotemporal completion, and 3D object completion. Models and investigations posit a central role for learning in the development of object knowledge.



Copilot



There are two main theories of infant object perception: the constructivist theory and the nativist theory. The constructivist theory, based on Piaget's work, suggests that object knowledge is constructed by the child through exploration. On the other hand, the nativist theory proposes that concepts of objects as coherent and continuous are innate.

Evidence for developmental change in infants' perception of objects comes from experiments assessing three kinds of perceptual completion: spatial completion, spatiotemporal completion, and 3D object completion. Models and investigations posit a central role for learning in the development of object knowledge.

Computational models can help us understand the developmental process of occlusion perception. These models constrain hypotheses about preexisting skill sets, necessary inputs, and learning regimens. Models of object perception development learn by association in a simple environment.

In conclusion, perceptual completion and other object perception skills may develop from passive perceptual experience, but active assembly and visual-manual exploration provide information to the infant about her own control of an event. Coordination of posture, reaching, grasping, and visual inspection seems to be critical for complex kinds of perceptual completion.

Thank you for your attention, and I would be happy to answer any questions you may have.

複製

AI 產生的內容可能不正確



變更主題

What is the difference between the constructivist and nativist theories?

How do infants learn about objects via association?



詢問有關此簡報的一切資訊

0/2000

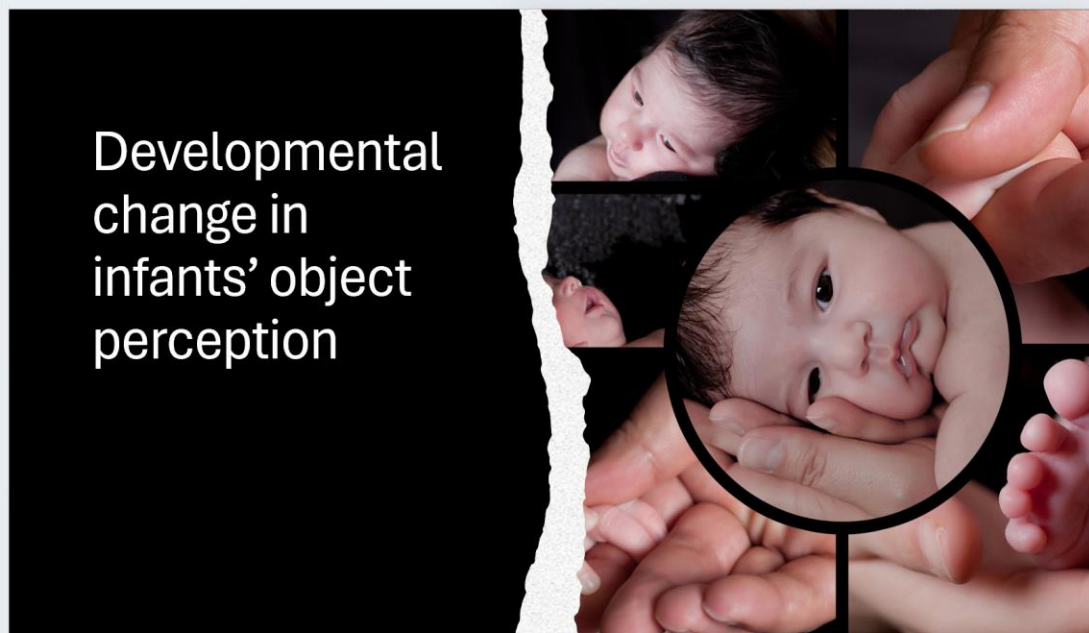




# 學術研討會-研討會問答準備

## 準備研討會問答

Based on this deck, what questions other researchers may ask?  
Please provide the answers to the questions.



點選以新增備忘稿

Copilot

based on this deck, what questions other researchers may ask? please provide the answers to the questions.

Based on the presentation, other researchers may ask the following questions:

1. What are the three kinds of learning that contribute to infants' knowledge of the visual world?
  2. What is the difference between the constructivist and nativist theories of infant object perception?
  3. What is the role of computational models in understanding the developmental process of occlusion perception?
- According to the presentation, the three kinds of learning that contribute to infants' knowledge of the visual world are learning via association, learning via active assembly, and learning via visual-manual exploration. <sup>1</sup>
  - The constructivist theory, based on Piaget's work, suggests that object knowledge is constructed by the child through exploration. On the other hand, the nativist theory proposes that concepts of objects as coherent and continuous are innate. <sup>2</sup>
  - Computational models can help us understand the developmental process of occlusion perception. These models constrain hypotheses about preexisting skill sets, necessary inputs, and learning regimens.

What are the three kinds of perceptual completion?

What is the role of self-sitting experience in infants' learning about objects?

詢問有關此簡報的一切資訊

0/2000

Copilot

- Computational models can help us understand the developmental process of occlusion perception. These models constrain hypotheses about preexisting skill sets, necessary inputs, and learning regimens. Models of object perception development learn by association in a simple environment. <sup>3</sup>
- 4. How do infants learn about objects via association?
- Infants may learn about object occlusion via association by associating objects with different visual cues and associating different views of objects with each other. Studies have investigated the contributions of visual attributes to perceptual completion. <sup>4</sup>
- 5. How does visual-manual exploration contribute to infants' learning about objects?
- Perception and action develop in tandem, with each influencing the other to the benefit of the exploratory capacity of the organism. Manipulation of objects may promote learning about object form from tactile information. Self-sitting experience and coordinated visual-manual exploration were the strongest predictors of performance on the visual habituation task. <sup>5</sup>

5 "Perception and act..."

General

此簡報

"Perception and action develop in tandem, with each influencing the other to the benefit of the exploratory capacity of the organism. 3D object complet..."



# 系上實習說明簡報-將實施要點直接轉成說明簡報

## 將文件轉成簡報

Create a deck based on [Word文件]



XX 大學教育心理與輔導學系學士班「教學實習/教育服務學習」課程實施要點

95.5.23 本系 94 學年度第 5 次系務會議討論通過  
97.1.10 本系 96 學年度第 3 次系務會議修正通過  
102.3.28 本系 101 學年度第 4 次系務會議修正通過  
102.11.28 本系 102 學年度第 2 次系務會議修正通過  
105.4.21 本系 104 學年度第 3 次課程委員會會議修正通過  
105.5.5 本系 104 學年度第 5 次系務會議報告備查  
108.6.13 本系 107 學年度第 6 次系務會議報告備查

110.4.22 本系 110 學年度第 5 次系務會議 2 次實習委員會修正通過  
110.10.21 本系 110 學年度第 1 次系務會議報告備查  
111.1.13 本系 110 學年度第 2 次實習委員會修正通過  
111.3.24 本系 110 學年度第 4 次系務會議修正通過

一、本系定於每學年期前（八月份）召開與所有實習學校的會議，或由實習學生到校與溝通。

二、實習的選派應考量雙方需求，第 1 學期期初、第 2 學期期末以本校行事曆為主，第 1 學期期末、第 2 學期期初，以實習學校行事曆為主，必要時可與實習學生再商議之。

三、實習學校須於申請時會學年度校務會議同意，指導教師每學期應至少訪視實習學校 1 次，彼此交換心得。實習學生課堂要求，包括：模擬試教、撰寫各項目標得接受系上團體督導、各種資料的整理與維護並呈現成長檔案，及辦理實習相關會議或展覽等。

四、實習學生需定期接受實習學校派任指導教師於教學、行政、諮商、小團體輔導等見實習項目指導或督導。

五、每位實習學生需完成本系要點所列之實習事項。

1. 教學實習：教學實習係指綜合活動領域或輔導相關課程（包含測驗之解釋課程）之見、實習，第 1 學期於國中實習者，以見習看課 12-15 節為主，視情形得於 11 月之後實際上台試教不超過 6 節，於高中實習者，見習看課 6-8 節，第 1 學期無相關課程，可以全園補、班級輔導或測驗解釋之觀察替代，視情形得於 11 月之後實際上台試教不超過 3 節。第 2 學期於國中實習者，實際上台試教

8-12 節課，於高中實習者，實際上台試教 6-10 節課，期中包括 1 次公開的觀摩教學，本系指導教師應到實習學校指導實習學生。

2. 行政：於國中實習者每學期均以每週 4 小時為原則；於高中實習者每學期均以每週 4-6 小時為原則。

3. 個別諮商：每學期接案 15-20 人次（需配合諮商實習課的要求）。

實習學校應考量實習生為初學者，且在實習學校時間短無法隨時處理個案，請以輔導三級預防中的第一、二層級個案為主。

4. 團體輔導：2 人一組，設計並實際帶領的 8 次之小團體輔導活動。

實施時間得配合實習學校，於上學期或下學期進行。

六、實習學校注意事項：

1. 實習學校應協助實習學生完成本要點所列之實習事項與指導、督導事宜，並考量實習學生為初學者，實習學校應給予各項實習的督導與指導。

2. 實習學校應依據各實習學校需求及實習學生修課時間（每週實習學生不盡相同），與實習學生商議到校實習的時間。

3. 實習學校應考量每位實習學生的要求以及實習學校的規模決定可接受的實習學生人數。

七、本系諮商督導實習之執行，應注意下列事項：

1. 本系學、碩、博士班各層級諮商實習應於每學年第 2 學期排課期間協調督導事宜，由該次學年修習博士班課程「諮商督導研究與實習」(一)、(二)及「進階諮商專業實習」(一)、(二)應召會同碩士班課程「諮商心理實習」(一)、(二)應召及「諮商專業實習」(一)、(二)應召、學士班課程「輔導教學實習」(一)(教)、(二)(教)應召、「生涯規劃教學實習」(教)、生涯規劃教育服務學習(教)應召及「學校諮商實習」(一)、(二)應召，召開各層級諮商實習指導教師與應召諮詢會議，協調相關事宜。

2. 受督導（接受博士班督導的學士班及碩士班學生）提供督導者（博士班學生）督導回饋意見。





# 系上實習說明簡報-準備常見問題與答案

## 幫忙準備常見問題

Provide FAQ for students in traditional Chinese.



### 實習學校會議 與週次安排

- 每學年八月份召開與所有實習學校的會議
  - 或由實習學生到校與溝通
- 實習週次應考量雙方需求
  - 第1學期期初、第2學期期末以本校行事曆為主
  - 第1學期期末、第2學期期初，以實習學校行事曆為主
  - 必要時可與實習學生再商議之

本系每學年八月份召開與所有實習學校的會議，或由實習學生到校與溝通。實習週次應考量雙方需求，必要時可與實習學生再商議之。

Copilot

provide FAQ for students in traditional Chinese.

根據演示文稿，以下是學生可能會問的一些常見問題：

1. 什麼是「教學實習/教育服務學習」課程的實施要點？<sup>[1]</sup>
2. 實習學校會議與週次安排是什麼？<sup>[2]</sup>
3. 實習學校指導與督導是什麼？<sup>[3]</sup>
4. 教學實習包括哪些內容？<sup>[4]</sup>
5. 行政實習的時間安排是什麼？<sup>[5]</sup>
6. 個別諮詢實習包括哪些內容？<sup>[6]</sup>
7. 團體輔導實習包括哪些內容？<sup>[7]</sup>
8. 實習學校需要注意哪些事項？<sup>[8]</sup>
9. 諮詢督導實習執行注意事項是什麼？<sup>[9]</sup>

複製

AI 產生的內容可能不正確。

9 參照

版面主題

實習學校會議與週次安排是什麼？

實習學校指導與督導是什麼？

詢問有關此簡報的一切資訊

0/2000

Copilot

根據演示文稿，以下是學生可能會問的一些常見問題的答案：

1. 「教學實習/教育服務學習」課程的實施要點是指本系學士班「教學實習/教育服務學習」課程的實施要點。<sup>[1]</sup>
2. 實習學校會議與週次安排是指每學年八月份召開與所有實習學校的會議，或由實習學生到校與溝通。實習週次應考量雙方需求。<sup>[2]</sup>
3. 實習學校指導與督導是指實習學校須經申請時當學年度授課教師同意，指導教師每學期應至少訪視實習學校 1 次，彼此交換心得。<sup>[3]</sup>
4. 教學實習包括綜合活動領域或輔導相關課程，包括測驗之解釋課程。<sup>[4]</sup>
5. 行政實習的時間安排是指國中實習者每學期原則為每週4小時，高中實習者每學期原則為每週4-6小時。<sup>[5]</sup>
6. 個別諮詢實習包括每學期接案 15-20 人次，需配合諮商實習課的要求。<sup>[6]</sup>
7. 團體輔導實習包括 2 人一組，設計並實際帶領約 8 次之小團體輔導活動。<sup>[7]</sup>

7 "團體輔導 2 人一組 設計並實際帶領..."

General

此簡報

"團體輔導 2 人一組 設計並實際帶領約 8 次之小團體輔導活動 實施時間 得配合實習學校 於上學期或下學期進行"



# 系上實習說明簡報-根據文件撰寫email草稿

根據做好的簡報，寫一封email通知學生，並且強調注意的重點

You are the head of the department. Based on this document, please draft an email to students to remind them to read through this counseling internship policy, and highlight some of the key requirement of the policy. Please write in Traditional Chinese.

檔案 常用 插入 繪圖 設計 轉場 動畫 投影片放映 錄製 校閱 檢視 說明

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

## 實習學校會議與週次安排

- 每學年八月份召開與所有實習學校的會議
  - 或由實習學生到校與溝通
- 實習週次應考量雙方需求
  - 第1學期期初、第2學期期末以本校行事曆為主
  - 第1學期期末、第2學期期初，以實習學校行事曆為主
  - 必要時可與實習學生再商議之

本系每學年八月份召開與所有實習學校的會議，或由實習學生到校與溝通。實習週次應考量雙方需求，必要時可與實習學生再商議之。

Copilot

根據演示文稿：親愛的學生們，

作為系主任，我想提醒您們仔細閱讀我們系部的「教學實習/教育服務學習」課程實施要點。這份政策概述了實習計劃的主要要求和指南。

該政策的一些主要要求包括：

- 實習學校會議與週次安排：實習週次應考量雙方需求。
- 實習學校指導與督導：實習學生需定期接受實習學校派任指導教師於教學、行政、諮商、小團體輔導等見實習項目指導或督導。
- 教學實習：教學實習包括綜合活動領域或輔導相關課程。
- 行政：國中實習者每學期原則為每週4小時，高中實習者每學期原則為每週4-6小時。
- 個別諮商：每學期接案15-20人次。

What are the requirements for teaching internships?

What are the requirements for administrative internships?

詢問有關此簡報的一切資訊

0/2000

Copilot

見實習項目指導或督導。

- 教學實習：教學實習包括綜合活動領域或輔導相關課程。
- 行政：國中實習者每學期原則為每週4小時，高中實習者每學期原則為每週4-6小時。
- 個別諮商：每學期接案15-20人次。
- 團體輔導：團體輔導2人一組，設計並實際帶領約8次之小團體輔導活動。
- 實習學校注意事項：協助實習學生完成實習事項，提供指導和督導。
- 諮商督導實習執行注意事項：諮商實習督導事宜應於每學年第2學期排課期間協調。

請花時間仔細閱讀政策並熟悉其內容。如果您有任何疑問或疑慮，請隨時與我聯繫。

敬上，[您的姓名] 系主任

What are the requirements for teaching internships?

What are the requirements for administrative internships?

詢問有關此簡報的一切資訊

0/2000



# 教學資料-將這兩份考古題重新出題

Microeconomics Midterm 2, Spring 2024

Version B

Midterm Exam II

Due: 3 pm April 27, 2023

Name

Student ID

VERSION B

Instructions

NO interactions and communications with anyone in any form—academic integrity and honesty is important

Answer all questions using a blue/black pen on A4 papers

Upload your answers and the first page of the exam to WM5 by 3:20 pm (20 points off if uploading after 3:20 pm, and any submission after 3:30 pm will not be accepted)

Read and sign the statement below

By signing this, I declare that the submitted exam was produced independently by me, without help from others.

Signature

Free Trade versus a Tariff

[20 points] Discuss the welfare effect of a tariff on a country with free trade.

[10 points] Plot the free trade equilibrium for a small country. Clearly label the axes and indicate the amount of domestic output, the amount of imports, the consumer surplus, and the producer surplus.

[10 points] Now the government of a small country imposes a specific tariff of  $t$  on imported goods. Use a graph to show how the tariff affects the amount of domestic output, the amount of imports, the consumer surplus, the producer surplus, and the social welfare.

Endowment Economy

[20 points] Consider a pure exchange economy with two consumers. Consumer 1 is Robert and consumer 2 is Allen. There are two goods (ham  $x$  and cheese  $y$ ). Robert starts with one unit of good  $x$  and zero units of good  $y$ . Allen starts with zero units of good  $x$  and one unit of good  $y$ . Consumer  $i$ 's utility function (for  $i=1, 2$ ) is  $u_i(x_i, y_i)=x_i^{\alpha}y_i^{1-\alpha}$ , where  $x_i$  and  $y_i$  represent consumer  $i$ 's consumption amounts of good  $x$  and  $y$ .

[10 points] Write down an equation (or equations) to describe the Pareto efficient allocations. Is the initial endowment point Pareto efficient? Why or why not?

[10 points] Find the competitive equilibrium in the pure exchange economy. You should indicate consumer  $i$ 's consumption bundle, for  $i=1, 2$ , and the equilibrium prices. (Remember you can set one of the prices equal to 1.)

Monopoly

[20 points] **Tai Power** produces electricity as a natural monopoly and faces market demand given by  $Q=12-0.1p$ , where  $Q$  is in thousands of kilowatt-hours and  $P$  is in dollars per kilowatt-hour. Cost function for the electricity company is  $C=100+10Q$ .

[10 points] Solve for the profit maximizing quantity and price. Check if the second order condition is met.

[5 points] Find the elasticity of the demand curve in equilibrium and calculate the Lerner index.

[5 points] Should the monopolist shut down or operate? Explain.

使用 Copilot 編寫草稿

Make a different exam by using [Micro2022\\_midterm\\_2\\_S2022\\_A.docx](#) and [Micro2023\\_midterm\\_2\\_S2023.docx](#)

99/2000

產生 參考檔案

## Copilot in Word

- 依據這兩份考古題，產生新的題目。
- 依據這份文件，產生課程大綱給資工系研究所的學生。

### 出題與作業

依據[Word文件]與[Word文件]，產生新的考題。

### 課程大綱撰寫與FAQ

依據[Word文件]，產生課程大綱與常見問題。

### 課程簡報

說明OO的理論，產生5頁簡報。



# 教學資料-將這兩份考古題重新出題，以及提供答案

使用 Copilot 編寫草稿

Make a different exam by using [Micro2022 midterm 2 S2022 A.docx](#) and [Micro2023 midterm 2 S2023.docx](#). Provide answers to the questions.

134/2000

產生 取消 參考檔案

Microeconomics Midterm 2, Spring 2023

Name and Student ID:

1. [20 points] (Free Trade versus a Tariff) Discuss the welfare effect of a tariff on a country with free trade.

a. [10 points] Plot the free trade equilibrium for a small country. Clearly label the axes and indicate the amount of domestic output, the amount of imports, the consumer surplus, and the producer surplus.

b. [10 points] Now the government of a small country imposes a specific tariff of  $t$  on imported goods. Use a graph to show how the tariff affects the amount of domestic output, the amount of imports, the consumer surplus, the producer surplus, and the social welfare.

2. [20 points] (Endowment Economy) Consider a pure exchange economy with two consumers. Consumer 1 is Robert and consumer 2 is Allen. There are two goods (ham  $x$  and cheese  $y$ ). Robert starts with one unit of good  $x$  and zero units of good  $y$ . Allen starts with zero units of good  $x$  and one unit of good  $y$ . Consumer  $i$ 's utility function (for  $i=1, 2$ ) is  $u_i(x_i, y_i) = x_i^{\alpha} y_i^{1-\alpha}$ , where  $x_i$  and  $y_i$  represent consumer  $i$ 's consumption amounts of good  $x$  and  $y$ .

a. [10 points] Write down an equation (or equations) to describe the Pareto efficient allocations. Is the initial endowment point Pareto efficient? Why or why not?

b. [10 points] Find the competitive equilibrium in the pure exchange economy. You should indicate consumer  $i$ 's consumption bundle, for  $i=1, 2$ , and the equilibrium prices. (Remember you can set one of the prices equal to 1.)

VERSION A

Instructions:

- NO interactions and communications with anyone in any form—academic integrity and honesty is important.
- Answer all questions using a blue/black pen on A4 papers.
- Upload your answers and the first page of the exam to WM5 by 3:20 pm (20 points off if uploading after 3:20 pm, and any submission after 3:30 pm will not be accepted).
- Read and sign the statement below.

By signing this, I declare that the submitted exam was produced independently by me, without help from others.

Signature

Microeconomics Midterm 2, Spring 2024

Version B

Midterm Exam II

Due: 3 pm April 27, 2023

Name

Student ID

VERSION B

Instructions:

NO interactions and communications with anyone in any form—academic integrity and honesty is important.

Answer all questions using a blue/black pen on A4 papers.

Upload your answers and the first page of the exam to WM5 by 3:20 pm (20 points off if uploading after 3:20 pm, and any submission after 3:30 pm will not be accepted).

Read and sign the statement below.

By signing this, I declare that the submitted exam was produced independently by me, without help from others.

Signature

Free Trade versus a Tariff

[20 points] Discuss the welfare effect of a tariff on a country with free trade.

- [10 points] Plot the free trade equilibrium for a small country. Clearly label the axes and indicate the amount of domestic output, the amount of imports, the consumer surplus, and the producer surplus.
- [5 points] Find the elasticity of the demand curve in equilibrium and calculate the Lerner index.
- [5 points] Should the monopolist shut down or operate? Explain.

Endowment Economy

[20 points] Consider a pure exchange economy with two consumers. Consumer 1 is Robert and consumer 2 is Allen. There are two goods (ham  $x$  and cheese  $y$ ). Robert starts with one unit of good  $x$  and zero units of good  $y$ . Allen starts with zero units of good  $x$  and one unit of good  $y$ . Consumer  $i$ 's utility function (for  $i=1, 2$ ) is  $u_i(x_i, y_i) = x_i^{\alpha} y_i^{1-\alpha}$ , where  $x_i$  and  $y_i$  represent consumer  $i$ 's consumption amounts of good  $x$  and  $y$ .

- [10 points] Write down an equation (or equations) to describe the Pareto efficient allocations. Is the initial endowment point Pareto efficient? Why or why not?
- [10 points] Find the competitive equilibrium in the pure exchange economy. You should indicate consumer  $i$ 's consumption bundle, for  $i=1, 2$ , and the equilibrium prices. (Remember you can set one of the prices equal to 1.)

Monopoly

[20 points] ~~Jaikover~~ produces electricity as a natural monopoly and faces market demand given by  $Q=12-0.1p$ , where  $Q$  is in thousands of kilowatt-hours and  $P$  is in dollars per kilowatt-hour. Cost function for the electricity company is  $C=100+10Q$ .

- [10 points] Solve for the profit maximizing quantity and price. Check if the second order condition is met.
- [5 points] Find the elasticity of the demand curve in equilibrium and calculate the Lerner index.
- [5 points] Should the monopolist shut down or operate? Explain.



# 教學資料-題目數字改變

使用 Copilot 編寫草稿

Make a different exam by using [Micro2022 midterm 2 S2022 A.docx](#) and [Micro2023 midterm 2 S2023.docx](#). Change equations in every question.

136/2000

產生 取消 參考檔案

6. [20 points] (Monopoly) Taipower produces electricity as a natural monopoly and faces market demand given by  $Q=12-0.1p$ , where  $Q$  is in thousands of kilowatt-hours and  $P$  is in dollars per kilowatt-hour. Cost function for the electricity company is  $C=100+10Q$ .
- a. [8 points] Solve for the profit maximizing quantity and price. Check if the second order condition is met.
- b. [7 points] Find the elasticity of the demand curve in equilibrium and calculate the Lerner index.
- c. [5 points] Should the monopolist shut down or operate? Explain.

Original

- [20 points] (Monopoly) Taipower produces electricity as a natural monopoly and faces market demand given by  $Q=10-0.2p$ , where  $Q$  is in thousands of kilowatt-hours and  $P$  is in dollars per kilowatt-hour. Cost function for the electricity company is  $C=100+5Q$ .
- [10 points] Solve for the profit maximizing quantity and price. Check if the second order condition is met.
- [5 points] Find the elasticity of the demand curve in equilibrium and calculate the Lerner index.
- [5 points] Should the monopolist shut down or operate? Explain.

New







# 教學資料-出一份線上考題

使用 Copilot 撰寫草稿

出一份發展心理學的考題給教育心理系的大學生

21 / 2000

產生

參考您的內容

1. 發展心理學主要研究哪個年齡段的心理發展？

- ☐ 老年期
- ☒ 全生命週期 ✓
- ☐ 成年期
- ☐ 嬰兒期

2. 下列哪位心理學家是發展心理學的先驅？

- ☐ 弗洛伊德
- ☐ 斯金納
- ☒ 皮亞傑 ✓
- ☐ 埃里克森

3. 依照皮亞傑的理論，兒童的思維發展分為幾個階段？

- ☐ 兩個階段
- ☐ 三個階段
- ☒ 四個階段 ✓
- ☐ 五個階段

00

## 發展心理學考題

2024年4月2日

這份考題專為教育心理系的大學生設計，用以評估對發展心理學的理解和知識。



# 教學資料-出一份線上考題 Copilot in Forms (Preview)

使用 Copilot 撰寫草稿

create an exam of microeconomics for sophomore students in economics department. The exam set should include true or false questions, multipul choices questions, and analytical questions.

188 / 2000

產生

參考您的內容

Sophomore Microeconomics Exam - 已儲存

## Sophomore Microeconomics Exam

This exam is designed to assess the microeconomic understanding of sophomore students in the economics department. It includes true/false, multiple-choice, and analytical questions.

1. A decrease in supply will cause the equilibrium price to rise and the equilibrium quantity to fall.

- ☒ True ✓  
☐ False

2. If the price elasticity of demand for a good is less than 1, then the demand for that good is considered to be:

- ☒ Inelastic ✓  
☐ Elastic  
☐ Unitary elastic  
☐ Perfectly elastic

3. Which of the following is not a determinant of demand?

- ☐ Consumer income  
☐ Price of the good  
☐ Tastes and preferences  
☒ Technology used in production ✓

Sophomore Microeconomics Exam - 已儲存

- ☐ The proportionate saving in costs gained by an increased level of production.  
☒ The cost advantages that enterprises obtain due to size, output, or scale of operation. ✓  
☐ The decrease in the unit cost of a product as the volume of its production increases.  
☐ The increase in total cost that comes from producing one additional unit of output.

6. The law of diminishing marginal utility states that:

- ☒ As a consumer consumes more units of a good, the additional satisfaction from each additional unit will eventually decrease. ✓  
☐ The marginal utility of a good increases as more of it is consumed.  
☐ The total utility of a good is maximized when its marginal utility is zero.  
☐ The first unit of a good consumed provides more utility than the second.

7. In a perfectly competitive market, individual firms are price takers because:

- ☒ There are many sellers in the market, each of whom has a relatively small market share. ✓  
☒ The products are homogeneous, meaning they are identical across suppliers. ✓  
☐ Firms have some control over the price due to brand loyalty.  
☐ There are barriers to entry that protect the market from new entrants.

8. Explain the relationship between average total cost and marginal cost and how it affects the firm's production decisions.

輸入您的答案

# 教學資料-出一份線上考題 Copilot in Forms

## 設定題目亂序排列、答題時間、自動評分

### 傳送和收集回應

☐ 任何人都可以回應

☒ 僅 Microsoft 中的人員可以回應  
需要登入才能驗證 Microsoft 內的存取權

☐ 指定 Microsoft 中的人員可以回應

☒ 記錄名稱

☒ 一人回應一次

Sophomore Microeconomics Exam



收件者可以在手機或平板電腦上掃描代碼，以便存取表單。

下載

意見反應

預覽 樣式 收集回應 簡報

### 設定

測驗的選項

練習模式

回應者可以在提交前按照自己的步調練習，並查看每個問題的正確答案。 [試用示範](#)

自動顯示結果

回應者會在提交測驗之後立即看到結果與正確答案。

誰可以填寫此表單

☐ 任何人都可以回應

☒ 僅 Microsoft 中的人員可以回應  
需要登入才能驗證 Microsoft 內的存取權

☐ 指定 Microsoft 中的人員可以回應

☒ 記錄名稱

☒ 一人回應一次

回應選項

☒ 接受回應

☐ 開始日期

☐ 結束日期

☐ 設定持續時間 ⓘ

☐ 隨機變換問題

☐ 停用回應者的問題號碼

☐ 顯示進度列 ⓘ

☒ 隱藏 提交其他回應

☐ 自訂感謝訊息

☐ 使用 Windows 10「進行測驗」App 開啟

☒ 允許回應者儲存其回應

☐ 允許回應者編輯其回應





# 教學資料-出一份線上考題 Copilot in Forms

## 學生畫面

### Sophomore Microeconomics Exam

This exam is designed to assess the microeconomic understanding of sophomore students in the economics department. It includes true/false, multiple-choice, and analytical questions.

點數: 29%

✗ 不正確

1. A decrease in supply will cause the equilibrium price to rise and the equilibrium quantity to fall.

☐ True ✓

☒ False

✗ 不正確

2. If the price elasticity of demand for a good is less than 1, then the demand for that good is considered to be:

☐ Inelastic ✓

☐ Elastic

☒ Unitary elastic

☐ Perfectly elastic

✓ 正確

3. Which of the following is not a determinant of demand?

☐ Consumer income

☐ Price of the good

5. The concept of economies of scale refers to:

☒ The proportionate saving in costs gained by an increased level of production.

☐ The cost advantages that enterprises obtain due to size, output, or scale of operation. ✓

☐ The decrease in the unit cost of a product as the volume of its production increases.

☐ The increase in total cost that comes from producing one additional unit of output.

✗ 不正確

6. The law of diminishing marginal utility states that:

☐ As a consumer consumes more units of a good, the additional satisfaction from each additional unit will eventually decrease. ✓

☐ The marginal utility of a good increases as more of it is consumed.

☐ The total utility of a good is maximized when its marginal utility is zero.

☐ The first unit of a good consumed provides more utility than the second.

✗ 不正確

7. In a perfectly competitive market, individual firms are price takers because:

☐ There are many sellers in the market, each of whom has a relatively small market share. ✓

☐ The products are homogeneous, meaning they are identical across suppliers. ✓

☒ Firms have some control over the price due to brand loyalty.

☐ There are barriers to entry that protect the market from new entrants.



# 教學資料-出一份線上考題 Copilot in Forms

## 教師畫面

Sophomore Microeconomics Exam - 已儲存

Sophomore Microeconomics Exam

1 回應00:11 平均完成時間使用中 狀態

將結果自動同步到 Excel 網頁版，並使用更多詳細資料和更彈性的方式進行分析。

在 Excel 中開啟結果

結果摘要

檢閱答案

張貼分數

...

1. A decrease in supply will cause the equilibrium price to rise and the equilibrium quantity to fall. (0 點)

0% 的回應者 (0/1) 已正確回答此問題。

[更多詳細資料](#)

True0 ✓

False1

2. If the price elasticity of demand for a good is less than 1, then the demand for that good is considered to be: (0 點)

0% 的回應者 (0/1) 已正確回答此問題。

[更多詳細資料](#)

Inelastic0 ✓

Elastic0

Unitary elastic1

Perfectly elastic0

3. Which of the following is not a determinant of demand? (0 點)

100% 的回應者 (1/1) 已正確回答此問題。

[更多詳細資料](#)

Consumer income0

Sophomore Microeconomics Exam

1 回應00:11 平均完成時間使用中 狀態

將結果自動同步到 Excel 網頁版，並使用更多詳細資料和更彈性的方式進行分析。

在 Excel 中開啟結果 預覽

結果摘要

檢閱答案

張貼分數

...



# 教學資料-寫一份新的課程設計

使用 Copilot 編寫草稿

Write a syllabus of AI and STEM Education for graduate student in education department. Week: 16 weeks.

104/2000

產生

參考檔案

## AI and STEM Education

A course for graduate students in education department

### Course Description

This course introduces the concepts and applications of artificial intelligence (AI) in STEM education. It covers the history, principles, and methods of AI, as well as the current and future trends of AI in education. The course also explores the ethical, social, and pedagogical implications of AI in STEM education, and provides opportunities for students to design and evaluate AI-enhanced learning activities and environments.

### Course Objectives

By the end of this course, students will be able to:

- Explain the basic concepts and techniques of AI and how they relate to STEM education.
- Analyze and critique the existing and emerging applications of AI in STEM education.
- Apply the principles and practices of AI to design and evaluate STEM learning activities and environments.
- Reflect on the ethical, social, and pedagogical issues and challenges of AI in STEM education.

### Course Schedule

The course consists of 16 weekly sessions, each with a topic, readings, and assignments. The tentative schedule is as follows:

| Week | Topic                  | Readings  | Assignments        |
|------|------------------------|---|--------------------|
| 1    | Introduction to AI and | Russell, S., & Norvig, P. (2016). Artificial intelligence: A modern approach (4th ed.). | Introduce yourself |

|                |  |  |  |
|----------------|--|--|--|
|                | STEM Education <sup>3</sup>                | Pearson. Chapter 1. <sup>4</sup><br>National Science Foundation. (2019). STEM + computing K-12 education.<br><a href="https://www.nsf.gov/pubs/2019/nsf19542/nsf19542.pdf">https://www.nsf.gov/pubs/2019/nsf19542/nsf19542.pdf</a> <sup>3</sup>  | and your expectations for the course. <sup>4</sup><br>Complete a pre-course survey. <sup>3</sup>   |
| 2 <sup>3</sup> | AI and Computational Thinking <sup>3</sup> | Wing, J. M. (2006). Computational thinking. Communications of the ACM, 49(3), 33-35. <sup>4</sup><br>Brennan, K., & Resnick, M. (2012). New frameworks for studying and assessing the development of computational thinking. In Proceedings of the 2012 annual meeting of the American Educational Research Association, Vancouver, Canada. <sup>3</sup> | Participate in a discussion forum on the role and importance of computational thinking in STEM education. <sup>4</sup><br>Create a concept map of computational thinking skills and concepts. <sup>3</sup> |
| 3 <sup>3</sup> | AI and Problem Solving <sup>3</sup>        | Russell, S., & Norvig, P. (2016). Artificial intelligence: A modern approach (4th ed.). Pearson. Chapter 3. <sup>4</sup><br>Jonassen, D. H. (2011). Learning to solve problems: A handbook for designing problem-solving learning environments. Routledge. Chapter 1. <sup>3</sup>   | Participate in a discussion forum on the types and characteristics of problems that can be solved by AI. <sup>4</sup>  |



# 教學資料-寫一份課程簡報

1

Understanding Fourier Transform

2

What is Fourier Transform?

3

Understanding Fourier Transform

4

What is Fourier Transform?

5

Discrete Fourier Transform

6

Fast Fourier Transform

7

Inverse Fourier Transform

8

Applications in Signal Processing

Good morning, everyone. In this presentation, we will learn about Fourier Transform, which is a powerful mathematical tool that allows us to analyze signals and extract their frequency components. We will also see some of its applications in

Copilot

11 生成 FOURIER TRANSFORM

您的要求包含我目前不支援的語言。

what is Fourier Transform

According to the presentation: Fourier Transform is a mathematical technique that decomposes a signal into its constituent frequencies. It is a way of transforming a signal from the time domain to the frequency domain. The result of the Fourier Transform is a spectrum that shows the amplitude and phase of each frequency component. 1

複製

AI 產生的內容可能不正確。

1 參照

變更主題

What is Discrete Fourier Transform?

What is Fast Fourier Transform?

詢問有關此簡報的一切資訊

0/2000

發展心理學

Copilot

我可以聊天、回復問題，並協助您草稿此簡報。

您可以嘗試下列幾項...

從檔案建立簡報...

摘要此簡報

組織此簡報

寫一份發展心理學的簡報給教育心理系一年級的學生

以下是您投影片組的草稿。

如果您想要的話，我可以協助您重寫投影片，或者您可以使用設計工具來調整版面配置。

AI 產生的內容可能不正確。

變更主題

詢問有關此簡報的一切資訊

0/2000

7

發展心理學的研究方法

8

發展心理學的研究方法

您好！歡迎參加今天的演講。今天我們將探討發展心理學的基本概念。





# 教學資料-寫一份課程簡報

自動儲存 關閉 簡報1 - PowerPoint General\* 搜尋

檔案 常用 插入 繪圖 設計 轉場 動畫 投影片放映 錄製 校閱 檢視 說明

1 Introduction and Agenda

2

3 Piaget's Theory of Cognit...

4

5

6

7

8

## Piaget and Vygotsky's Theories

- Jean Piaget developed a theory of cognitive development to explain how children construct a mental model of the world.
- Lev Vygotsky's sociocultural theory emphasizes the role of culture and social interaction in cognitive development.
- Both theories focus on the cognitive development of children.

Piaget believed that cognitive development is driven by a child's interaction with the environment, while Vygotsky believed that cognitive development is driven by social interaction. Piaget's theory emphasizes the individual's role in

Mandy Wang

錄製 在 Teams 中展示 共用

Copilot

Piaget's theory has been influential in the field of education, and many teaching strategies are based on his ideas.

複製

AI 產生的內容可能不正確。

create a presentation to explain Piaget's cognitive development theory for university student in education department

以下是您投影片組的草稿。

如果您想要的話，我可以協助您重寫投影片，或者您可以使用 **設計工具** 來調整版面配置。

AI 產生的內容可能不正確。

add 2-3 slides to compare Piaget and Vygotsky's theory.

給你。

如果您想要，**設計工具** 也會考慮其他版面配置選項。

AI 產生的內容可能不正確。

詢問有關此簡報的一切資訊

0/2000

簡報1 - PowerPoint General\* 搜尋

動畫 投影片放映 錄製 校閱 檢視 說明

Mandy Wang

錄製 在 Teams 中展示 共用

Copilot

format in table of the difference in slide 2

很抱歉，我無法執行該動作。我可以回答一般用途的問題或簡報相關問題。如需我可協助的其他事項，請選取 [檢視提示]。

add slides to support every stage of Piaget's theory

給你。

如果您想要，**設計工具** 也會考慮其他版面配置選項。

AI 產生的內容可能不正確。

add slides to explain nature and nurture in development psychology.

給你。

如果您想要，**設計工具** 也會考慮其他版面配置選項。

AI 產生的內容可能不正確。

詢問有關此簡報的一切資訊

0/2000

## Sensorimotor Stage (Birth to 2 Years)

- Infants learn through their senses and motor actions.
- Object permanence develops during this stage.
- Babies begin to understand that things continue to exist even when they can't be seen.

The sensorimotor stage is the first stage in Piaget's theory. During this stage, infants learn about the world through their senses and motor actions. They begin to understand that things continue to exist even if they can't see them. Object



# 系務/學生會議-Copilot in Teams Meeting 幫您專心開會去

MS 高科大討論 M365 Copilot

2024年2月27日 上午 10:34 - 上午 11:31 在 Stream 中開啟 Copilot

內容

未共用任何檔案。

📄 記事 🗨️ AI 會議記錄 📢 @ 提及 📄 文字記錄

💡 由 AI 產生，請務必檢查正確性。

全部

會議記錄

- **M365 AI features introduction:** Mandy and Ashe introduced the M365 AI features, such as Morph, Translator, Presenter Coach, and Power Automate, to those who are interested in promoting them to other teachers and students.
- **Marshall AI assistant:** Mandy demonstrated how Marshall AI assistant can help generate documents, rewrite content, and answer questions in Word, PowerPoint, Excel, Teams, and Outlook, and how it can integrate with other cloud files and data.
- **Purchasing and promotion of Marshall:** Mandy explained the purchasing and promotion process of Marshall, which requires M365 subscription and an additional fee per user per year, suggested to collaborate with 達中 and 合購 to facilitate the adoption of Marshall by teachers and staff.
- **Teams live translation and transcription:** Mandy showed how Teams can provide live translation and transcription for multilingual meetings and classes, and how it can generate a summary and a recording after the meeting. 達中 expressed that this feature is very useful for foreign language teachers and students.
- **EMI blended learning model:** Mandy shared a case study of 逢甲大學, where they used M365 and Surface Hub to create a blended learning model for EMI courses, and how it can help students collaborate and communicate across borders and languages. 達中 asked for more details about the software and hardware involved.

Copilot 星期四 上午 12:18

這是一個會議記錄的摘要：

- 會議的主題是介紹微軟的 Copilot 產品，以及如何在教學上使用它。
- 參與者有微軟的 Mandy 和 Ashe，以及老師和理。
- Mandy 展示了 Copilot 的功能，包括在 Word, PowerPoint, Excel, Teams 等應用程式中使用自然語言來生成、修改、查詢、轉換文件和資料的能力。
- 達中 表示對 Copilot 感到興趣，並提出了一些問題，例如如何採購、推廣、教學、評估等。
- Mandy 回答了一些問題，並提供了一些重要的日期和參考資料，例如 Copilot 的上市時間、支援繁體中文的預期時間、價格、訂閱方式、合作夥伴等。
- Mandy 還介紹了其他的微軟產品，例如 Teams 的即時翻譯功能，以及逢甲大學的混合式學習模式，並分享了一些相關檔案。
- 達中 表示感謝，並表示會再和 Mandy 聯絡，討論如何安排講座和研習課。

AI 產生的內容可能不正確。

詢問有關此會議的一切資訊

更多提示



## Copilot in Teams

總結會議中遺漏的內容。  
到目前為止討論了什麼？



### 開會遲到時

總結剛剛的會議。



### 當討論陷入停滯時

提出建議問題，以解決意見分歧並找到共同點。



### 沒有去開會時

告訴我會議過程、結論和該做的後續事項





# Copilot in Teams Meeting – Prompt範例(可用中文)

## 內建的Prompt

## 直接點選內建的Prompt-迅速產生回覆

Copilot

×

🔗 讓 AI 處理忙碌的工作

Copilot 可以產生筆記、列出工作及其他更多功能——因此您不需要自己來。

🔍 檢查事實

回應可能不正確或不完整。請分享意見反應以協助 Copilot 改善。

🗨️ 這是您的 Copilot

會議中的其他人看不到此交談。

提示建議

回顧会议

列出操作項

建议跟进问题

哪些问题未解决？

按主题列出不同的观点

列出我们讨论的主要想法

生成会议笔记

詢問有關此會議的一切資訊

Prompt 指引

更多提示

總結會議

Copilot 上午 12:13

這場會議的主要目的是介紹微軟的一個新產品，叫做口拍了，它是一個可以幫助使用者在Office 365的應用程式中，利用人工智慧來生成、改寫、分析或查詢文件的工具。會議的參與者有微軟的Mandy和Ashe，以及 的 老師和 助理。會議的內容大致如下：

- Mandy先用PowerPoint展示了口拍了的功能和優勢，並用Word和Excel做了一些示範，讓曾老師體驗一下。{id=Mandy: 那我們，呃，大家時間寶貴，我就直接先講重點了，這個口拍了呢？他是這之後會出現出現在各位，如果有採購的話，就會在大家的word PowerPoint sale這幾塊，那所以它在今今年1月1號開始，他是去年11月全世界上市，然後今年1月1號開始，全世界的學校單位都可以去採購這個所謂的Marshall三6口拍了，那你只要買了這一個。}
- 曾老師對口拍了的功能表示興趣，並提出了一些問題，例如學校的採購流程、合作模式、授權方式、語

列出操作項

Copilot 下午 11:51

操作項目：

- 推廣口拍了：找出有興趣採購口拍了的老師，並協助合購流程。(曾 {id= : 那個看是要演的方式來這個。})
- 舉辦講座：規劃要先進行哪一個部分的講座，並聯絡微軟找講師。(、)
- {id=Mandy: 那我們在別的學校模式是，如果要推廣這個，就辦個兩場的一個可能研習或活動。}
- 簡報檔：將完整的簡報檔傳出來，提供給 和 。
- (Mandy) {id=Mandy: 好，我再把簡報分享。}
- 語言資源：查看口拍了是否支援日文的口說練習，並回覆 。
- (Mandy) {id=Mandy: 哦，他有沒有日文哦，我找一下。}

列出我们讨论的主要想法

Copilot 下午 11:56

我們討論的主要構想：

推廣口拍了這個AI助理 (Mandy)

- 優點: 可以提高教學和研究的效率和品質，並且吸引老師對Office 365的興趣
- 缺點: 需要額外付費，並且目前只支援英文、簡體中文和日文

利用Teams的即時翻譯功能 (Mandy)

- 優點: 可以增加跨文化和跨校的合作和溝通，並且幫助學生學習外語
- 缺點: 需要額外付費，並且翻譯的品質和準確性可能有限

分享達甲大學的混成式學習模式 (Mandy)

- 優點: 可以讓學生接軌國際的教育，並且提升英文能力和數位素養
- 缺點: 需要投入較多的資源和設備，並且需要老師和學生適應新的教學方式

哪些问题未解决？

Copilot 上午 12:00

哪些問題無法解決？

口拍了是否支援日文的口說練習

- 上下文: Mandy介紹了PowerPoint裡面的口說練習功能，可以幫助學生練習英文報告， 問是否也可以用日文 ①
- 建議: Mandy可以查詢一下產品的語言資源，並在下次會議或line群組裡面回覆

教發中心是否可以幫忙推廣口拍了給全校老師

- 上下文: Mandy表示他們最想要推廣的是口拍了這個產品，並希望有機會跟全校老師做說明會， 表示他們社群的自由度比較高，可以自己決定要跟誰分享，但沒有明確回答是否可以透過教發中心來做全校的推廣 ②
- 建議: 可以跟教發中心的長官討論一下這個可能性，並在line群組裡面跟Mandy報告結果





# Copilot in Teams Meeting – Prompt範例(可用中文)

例如，關於討論學校要不要使用Copilot for Microsoft 365：

- [重點統整]總結會議
- [會議記錄]生成會議記錄
- [決策詢問]最後做出了什麼決定？
- [會議過程]誰說的最多？用表格告訴我
- [氣氛與情感]這個決定容易嗎？還是有人不開心？會議的氣氛如何？

## 總結會議

Copilot 上午 12:13

這場會議的主要目的是介紹微軟的一個新產品，叫做口拍了，它是一個可以幫助使用者在Office 365的應用程式中，利用人工智慧來生成、改寫、分析或查詢文件的工具。會議的參與者有微軟的Mandy和Ashe，以及 的 老師和 助理。會議的內容大致如下：

- Mandy先用PowerPoint展示了口拍了的功能和優勢，並用Word和Excel做了一些示範，讓曾老師體驗一下。{id=Mandy: 那我們，呃，大家時間寶貴，我就直接先講重點了，這個口拍了呢？他是這之後會出現出現在各位，如果有採購的話，就會在大家的word PowerPoint sale這幾塊，那所以它在今今年1月1號開始，他是去年11月全世界上市，然後今年1月1號開始，全世界的學校單位都可以去採購這個所謂的Marshall三6口拍了，那你只要買了這一個。}
- 曾老師對口拍了的功能表示興趣，並提出了一些問題，例如學校的採購流程、合作模式、授權方式、語

## 生成會議記錄

Copilot 上午 12:19

這是一個會議記錄的摘要：

- 會議的主題是介紹微軟的口拍了產品，以及如何在教學上使用它。
- 參與者有微軟的Mandy和Ashe，以及 xx大學 老師和 助理。
- Mandy展示了口拍了的功能，包括在word, PowerPoint, Excel, Teams等應用程式中使用自然語言來生成、修改、查詢、轉換文件和資料的能力。
- 老師表示對口拍了感興趣，並提出了一些問題，例如如何採購、推廣、教學、評估等。
- Mandy回答了 老師的問題，並提供了一些重要的日期和參考資料，例如口拍了的上市時間、支援繁體中文的預期時間、價格、訂閱方式、合作夥伴等。
- Mandy還介紹了其他的微軟產品，例如Teams的即時翻譯功能，以及達甲大學的混成式學習模式，並分享了一些簡報檔案。
- 老師和 助理表示感謝，並表示會再和Mandy聯絡，討

## 最後做出了什麼決定

Copilot 上午 12:24

根據會議記錄，最後做出了以下的決定：

- 老師會再想一想如何規劃口拍了的推廣和講座，並跟學校和合作夥伴討論採購的方式和細節。{id= : OK，好，那以後那這樣，我們再拉個群。}
- Mandy會把簡報檔和其他的資源分享给 老師和 助理，並提供進一步的協助和建議。{id=Mandy: 好沒關係，我們再一次就好了。}
- Ashe會再拉一個line的群組，讓大家可以方便地溝通和討論。{id=Ashe: 好，沒問題，沒問題。}

## 誰說的最多？用表格告訴我

Copilot 上午 12:46

根據會議記錄，說話最多的人是Mandy，她有38個發言，佔了總發言數的41.3%。其次是 老師，他有28個發言，佔了總發言數的30.4%。第三是Ashe，他有14個發言，佔了總發言數的15.2%。最後是 她有11個發言，佔了總發言數的11.9%。以下是一個表格，顯示每個人的發言數和百分比：

| 人名    | 發言數 | 百分比   |
|-------|-----|-------|
| Mandy | 38  | 41.3% |
|       | 28  | 30.4% |
| Ashe  | 14  | 15.2% |
|       | 11  | 11.9% |

## 這個決定容易嗎？還是有人不開心？會議的氣氛如何？

Copilot 上午 12:11

這個決定不太容易，因為曾老師提到了一些困難點和挑戰，例如學校的經費不足，老師的使用習慣和需求，以及採購和推廣的流程。{id= 老師 因為我剛剛有提到的一個時間點，一個是每個老師現在選擇。對，所以這個部分其實要花很久時間，因為這是至於要先去跟要先去看那個部分這樣子對那還有一種方式恢復。}

沒有人表現出不開心的情緒，但是也沒有人特別熱情或興奮。會議的氣氛比較像是一個資訊交流和討論的場合，而不是一個決策或行動的場合。{id= 老師 OK，那我大概了解意思，那剛剛才知道合作模式說像就跟治癒之前跟我提，那就比較佛老師個人的部分。}

AI 產生的內容可能不正確。



# Copilot in Teams Meeting –Prompt範例(可用中文)

| No. | Prompt類別 | Prompt                   | 備註                 |
|-----|----------|--------------------------|--------------------|
| 1   | 摘要       | 總結會議                     | 推薦！對於您在中途參加或錯過的會議  |
| 2   | 摘要       | 生成會議記錄                   | 推薦！在更短的時間內生成會議紀要   |
| 3   | 摘要       | 請提供本次會議的英文摘要。            |                    |
| 4   | 洞察力      | 列出討論的主要觀點                |                    |
| 5   | 洞察力      | 按主題列出不同的觀點               | 推薦！知道其他人同意什麼和不同意什麼 |
| 6   | 洞察力      | 有哪些還沒有解決的問題？             | 推薦！可以推進會議的進行       |
| 7   | 洞察力      | 列表告訴我後續action items      | 推薦！就後續工作達成共識       |
| 8   | 洞察力      | 做出了什麼決定？                 |                    |
| 9   | 洞察力      | 用表格列出做這個決定的優缺點           | 推薦！識別決策的風險         |
| 10  | 洞察力      | ○○的起因是什麼？                |                    |
| 11  | 洞察力      | 為什麼他們最終同意XX？             |                    |
| 12  | 實體參與     | 用表格列出中重要的日期。             | 推薦！與相關的人員確定時程表     |
| 13  | 實體參與     | 誰說得最多？                   |                    |
| 14  | 實體參與     | 按照發言量的順序將會議參與者表列出來       |                    |
| 15  | 實體參與     | 將會議參與者按發言數的百分比順序表列出來     |                    |
| 16  | 感情分析     | 這個決定容易嗎？還是有人不開心？會議的氣氛如何？ | 推薦！掌握錯過的會議的氛圍和背景   |
| 17  | 創意產生     | 提出後續問題                   |                    |
| 18  | 跳脫思考     | ○○中應該由誰來執行該動作？請告訴我們原因。   |                    |



# 私人助理-Copilot in M365 Chat 整合資訊，回答專屬您的問題



## Copilot

適用於 Microsoft 365

[嘗試這些提示](#) 掌握最新資訊

**最新消息**

(人員)的最新資訊為何  
按電子郵件、聊天和檔案整理？

**取得 gist**

列出 **檔案** 中的重點

**草擬常見問題集**

根據 **檔案** 內容建立常見問題

**如何**

如何撰寫提案要求？

**產生構想**

列出適用於有趣的遠端團隊組建活動的構思

**協助我撰寫**

撰寫電子郵件給小組成員，其內容有關 **檔案** 中下一季的首要優先任務



## Copilot

我明天的會議要準備什麼？  
幫我寫email給學生注意事項



### 會議的準備

我下一次跟OO的會議  
要準備什麼



### 跟OO 的來信

我最近跟OO有什麼訊息。



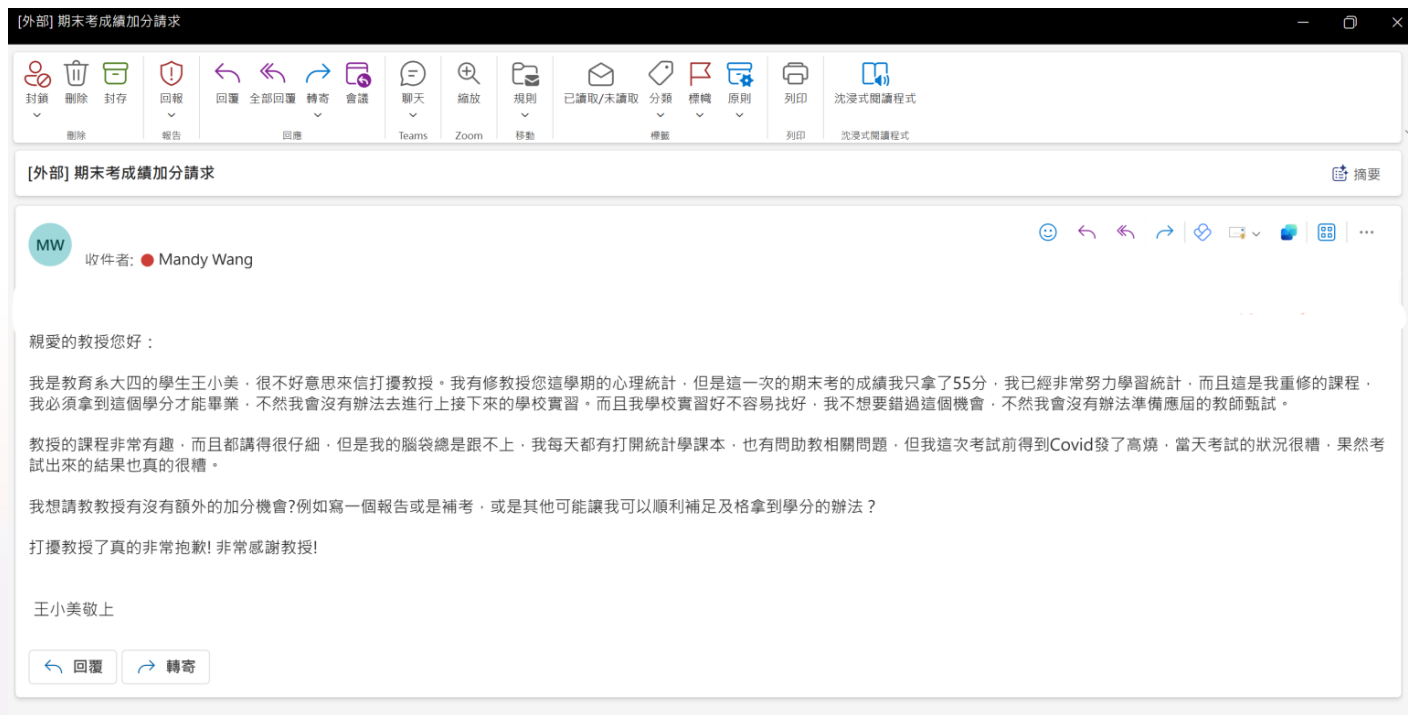
### 文件的理解

幫我比較這兩份文件並且條列





# 私人助理-Outlook Copilot 理解摘要信件，回覆信件



## Copilot in Outlook

幫我回會議細節，用英文寫摘要



### 信件的理解

摘要



### 信件的回覆

回信確認會議時間



### 撰寫信件的指導

回覆的禮貌、語氣、收件者的感受





# 私人助理-Outlook Copilot 摘要信件

[外部] 期末考成績加分請求

封鎖 刪除 封存 回報 轉寄 會議 聊天 縮放 規則 已讀取/未讀取 分類 標幟 原則 列印 沈浸式閱讀程式

刪除 報告 回應 Teams Zoom 移動 標籤 列印 沈浸式閱讀程式

[外部] 期末考成績加分請求 摘要

MW 收件者: Mandy Wang

親愛的教授您好：

我是教育系大四的學生王小美，很不好意思來信打擾教授。我有修教授您這學期的心理統計，但是這一次的期末考的成績我只拿了55分，我已經非常努力學習統計，而且這是我重修的課程，我必須拿到這個學分才能畢業，不然我會沒有辦法去進行上接下來的學校實習。而且我學校實習好不容易找好，我不想要錯過這個機會，不然我會沒有辦法準備應屆的教師甄試。

教授的課程非常有趣，而且都講得很仔細，但是我的腦袋總是跟不上，我每天都有打開統計學課本，也有問助教相關問題，但我這次考試前得到Covid發了高燒，當天考試的狀況很糟，果然考試出來的結果也真的很糟。

我想請教教授有沒有額外的加分機會?例如寫一個報告或是補考，或是其他可能讓我可以順利補足及格拿到學分的辦法？

打擾教授了真的非常抱歉! 非常感謝教授!

王小美敬上

回覆 轉寄

## [外部] 期末考成績加分請求



### Copilot 提供的摘要

您是教育系大四的學生王小美，您修了教授的心理統計課程，但期末考只拿了55分。

您已經非常努力學習統計，這是您重修的課程，必須拿到學分才能畢業。

您在考試前得到Covid發了高燒，當天考試狀況很糟。

您想請教教授有沒有額外的加分機會，例如寫一個報告或是補考。

您希望能順利補足及格拿到學分，以便能夠進行學校實習並準備應屆的教師甄試。

AI 產生的內容可能不正確。





# 私人助理-Outlook Copilot 回覆信件

回覆: [外部] 期末考成績加分請求

草稿已於 23:53 儲存

✎ 使用 Copilot 撰寫草稿

回覆學生根據學校規定沒辦法

產生 →

- 語氣
- 直接
- 中性
- 休閒
- ✓ 正式
- 使其如詩般押韻
- 長度
- 短
- ✓ 中等
- 長

寄件 andymanchenwang@gmail.com>  
寄件 23:42  
收件 ang.Man@microsoft.com>  
主旨 加分請求  
親愛 王小美，  
我是 這個學分

## ✎ 回覆學生根據學校規定沒辦法

① AI 產生的內容可能不正確。 thumbs up thumbs down

親愛的王小美同學您好：

感謝您的來信，我了解您對於心理統計的成績感到困擾，也為您在考試前感染Covid而感到遺憾。我知道您重修這門課程，並且也非常想要在畢業前拿到學分，為您的教師夢想努力。

然而，我必須要誠實地告訴您，根據學校的規定，我沒有辦法為您提供任何額外的加分機會。期末考是本課程的重要評量，而且在考試前我也已經提醒過學生們要好好準備。我不能因為您的個人狀況而讓您享有特別的待遇，這對其他同學也不公平。

我很抱歉，我無法滿足您的請求。我希望您能夠理解我的立場，也不要因為這次的失敗而放棄。我相信您有能力克服這個挑戰，並且在未來的學習與教學上都能夠有所成就。

祝您健康快樂，

有任何您想要變更的項目嗎？

✓ 保留

🗑 捨棄

🔄 重新產生



# 私人助理-Outlook Copilot 指導該回覆

小美好：

根據學校辦法，我沒有辦法讓你直接加分，很抱歉，我在課堂上都講得很清楚了，大家都是一視同仁，不能有例外的情形產生，雖然你很努力，但考量到其他同學的努力，我沒有辦法讓你有其他的管道加分，等到你出社會也是一樣的，在學校先學習了，謝謝。

教授

## 由 Copilot 指導

### Tone

語氣可以更禮貌

### 語氣可以更禮貌

語氣可以更禮貌的建議是為了讓收信者感受到你的尊重和同理心，避免產生不必要的衝突或誤解。

#### 建議

- 可以在開頭或結尾加上「您好」或「感謝您」等禮貌用語。

### Reader Sentiment

給予一些鼓勵或肯定

### 給予一些鼓勵或肯定

給予一些鼓勵或肯定的建議是為了讓收信者感受到你的關心和支持，增加信任和良好的關係。

#### 建議

- 可以在結尾說「期待你的進步」或「相信你的能力」等鼓勵用語。

### Clarity

提供一些詳細或具體的說明

### 提供一些詳細或具體的說明

提供一些詳細或具體的說明的建議是為了讓收信者理解你的決定或想法的依據，避免產生疑惑或質疑。

#### 建議

- 可以說明學校辦法的具體內容或來源，例如「學校辦法第X條規定...」或「這是學校的統一規範...」等。



AI 產生的內容可能不正確。

重新產生

# Copilot for Microsoft 365：利用 AI 自然語言轉化最強大的生產力工具

**Copilot in Word**  
透過提示指令 智慧生成內容

效率提升 30%



**Copilot in Excel**  
簡化資料分析過程 提供數據洞察

效率提升 30%



**Copilot in PowerPoint**  
基於既有資料 快速生成簡報

效率提升 30%



**Microsoft 365 Chat**  
整合資訊 提供綜合解決方案

效率提升 40%



**Copilot in Teams**  
精準回顧會議內容 掌握重點

效率提升 60%

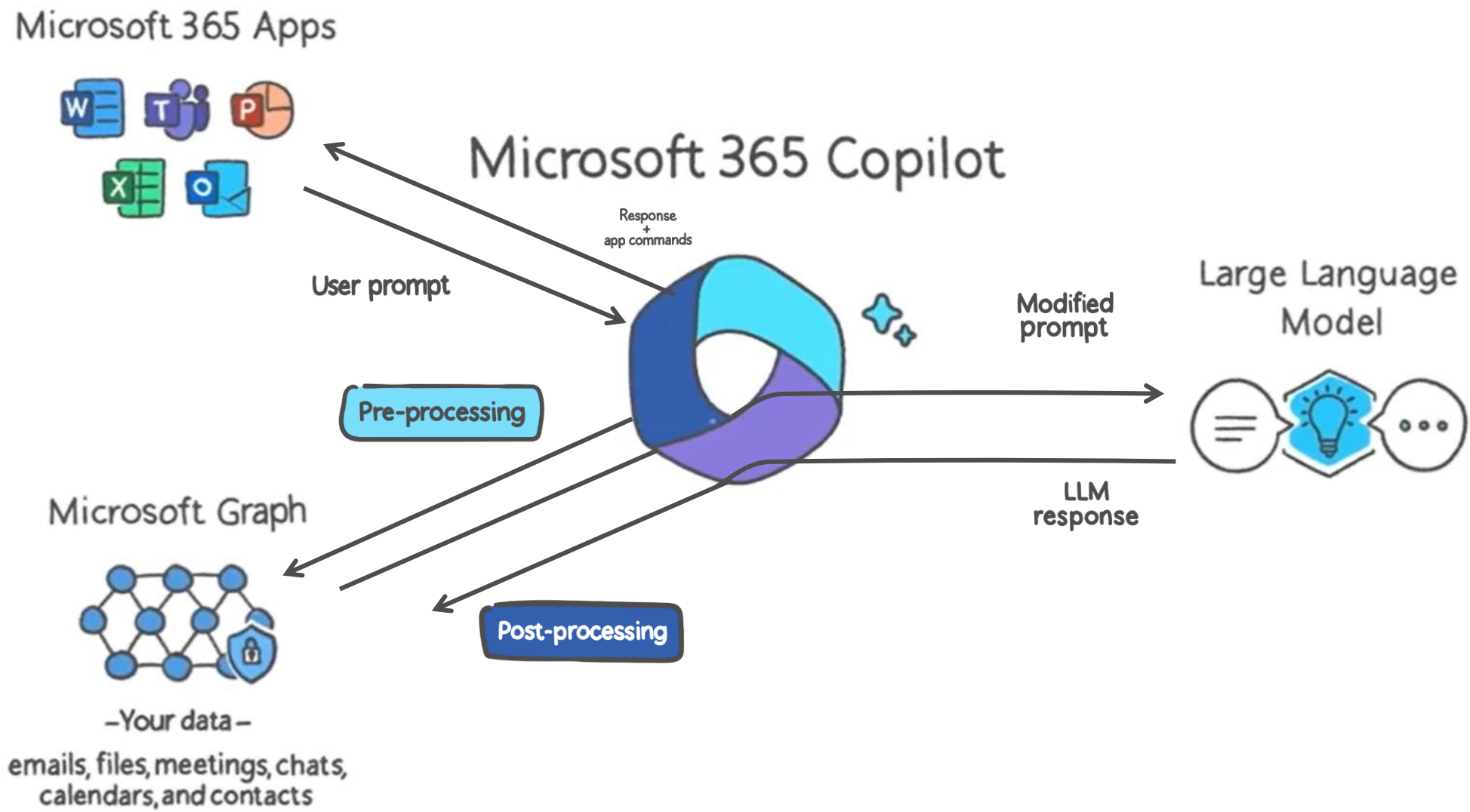


**Copilot in Outlook**  
輕鬆撰寫郵件 智慧回覆

效率提升 40%



# The Copilot System

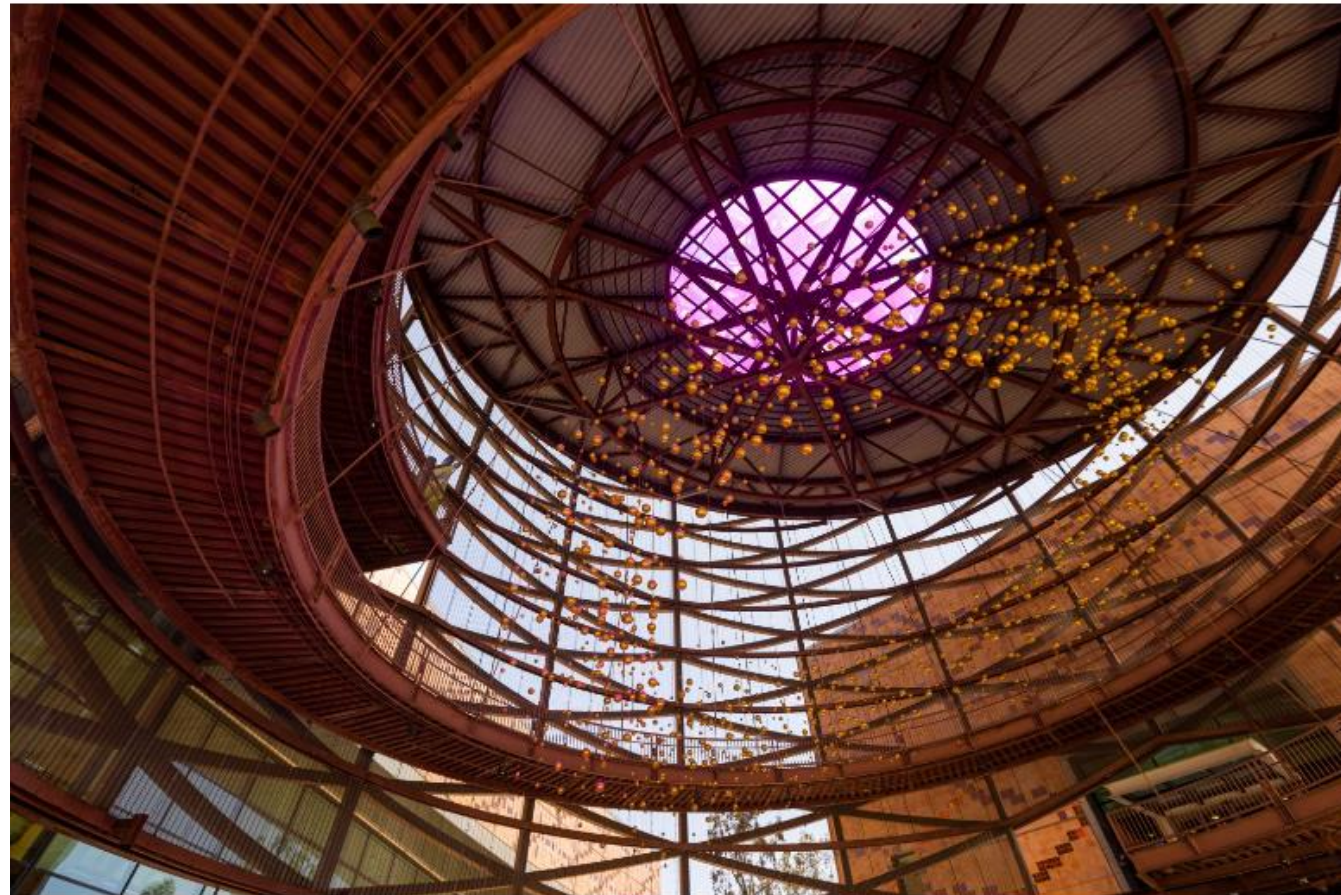




# 微軟發表新的Copilot著作權承諾

Microsoft announces new Copilot Copyright Commitment for customers

Sep 7, 2023 | Brad Smith, Vice Chair and President, Hossein Nowbar, CVP and Chief Legal Officer





# Copilot 著作權承諾

## Copilot Copyright Commitment (“CCC”)

---

- 涵蓋基於版權、專利、商標、商業秘密或形象權的第三方智慧財產權索賠，但不包括基於在貿易或商業中使用商標、誹謗、虛假報導或其他與智慧財產權無關的訴訟因由的索賠。
- 涵蓋客戶使用和分發我們的Copilot服務生成的輸出內容，但不包括客戶的輸入數據、對輸出內容的修改或客戶知道或應該知道會侵犯他人權利的輸出使用。
- 要求客戶使用產品內置的內容過濾器和其他安全系統，並且客戶不得試圖生成侵權材料，包括不向客戶無權使用的 Copilot 服務提供輸入。

Microsoft Copilot 版權承諾將於 2023 年 10 月 1 日起生效，適用於付費版本的 **Microsoft 商業 Copilot 服務和 Edge Copilot 企業版**。它不會擴展到任何免費產品、定製的 Copilot 服務或消費產品或服務，即使被確定為 Copilot。它將反映在對我們的[產品條款](#)，其中將詳細說明所有適用條件。無需更改合同或代表我們的客戶採取行動即可從此承諾中受益。根據其商業許可協定的條款和條件以及產品條款使用我們的 Copilot 服務和輸出的客戶將自動獲得此權益。

[介紹 Microsoft Copilot 版權承諾](#)

# Copilot Portfolio Placemat

|  | For Individuals        |                        | For Organizations            |
|--|------------------------|------------------------|------------------------------|
|  | Copilot<br>(Bing Chat) | Copilot Pro            | Copilot for<br>Microsoft 365 |
|  | Free                   | \$20                   | \$30                         |
| Foundational Capabilities                                | ●                      | ●                      | ●                            |
| Web Grounding  | ●                      | ●                      | ●                            |
| Commercial Data Protection                               | ●                      | ●                      | ●                            |
| Priority Model Access                                    |                        | ●                      | ●                            |
| Copilot in Outlook, Word, Excel, PowerPoint, and OneNote |                        | ●                      | ●                            |
| Copilot in Teams   |                        |                        | ●                            |
| Microsoft Graph Grounding                                |                        |                        | ●                            |
| Enterprise-Grade Data Protection                         |                        |                        | ●                            |
| Customization  |                        | Copilot GPT<br>Builder | Copilot<br>Studio            |

For Copilot Pro, a Microsoft 365 Personal or Family subscription is required to access Copilot in Word, Excel, PowerPoint, Outlook, and OneNote on PC, and soon on Mac, and iPad. Commercial Data Protection applies when users are signed into their work account using their organization's Entra ID.



# EMI課程的課前、課中、到課後的Copilot AI工具



課前

課程大綱

教材編修

考試出題



課中

口語即時  
翻譯

簡報字幕  
翻譯

協作參與



課後

課程文字  
稿

課程  
重點回顧

錄影檔  
進行搜尋



## 課程文字謄寫稿與錄影留存

個體經濟學 聊天 檔案 重點回顧 出席 錄製與文字記錄 會議白板 2 更多 + 加入 4

此聊天中的某些人是組織外部的人員。他們可能有適用於聊天的相關訊息原則。 [深入了解](#)

「Name (來賓)」已離開聊天。

昨天 下午 10:11 會議已結束: 17 分 26 秒 [檢視重點回顧](#)

文字記錄 ... 出席

昨天 下午 10:11 已停止錄製。正在儲存錄製內容...

錄製內容 Mandy Wang 17 分 10 秒

此錄製內容已設定為逾期。檢視或變更到期日 [這裡](#)。 [深入了解](#)

今天

下午 10:10 會議已開始

下午 10:10 錄製已開始

下午 10:20 會議已結束: 9 分 25 秒 [檢視重點回顧](#)

文字記錄 ... 出席

下午 10:20 已停止錄製。正在儲存錄製內容...

錄製內容 Mandy Wang 9 分 18 秒

此錄製內容已設定為逾期。檢視或變更到期日 [這裡](#)。 [深入了解](#)

## 課程文字逐字稿

Mandy Wang

In many cases, you've seen the tool as labor economics.

0:4:2.970 --> 0:4:9.340

Mandy Wang

So so I will, I will talk about some information tools that are overused by applying.

0:4:11.10 --> 0:4:22.520

Mandy Wang

The topics we focused on in this course, but the the topic and applications we focus on these courses in mainly in the field of.

0:4:27.130 --> 0:4:28.160

Mandy Wang

OK, so why?

0:4:28.210 --> 0:4:30.340

Mandy Wang

Why is the labor market?

0:4:30.350 --> 0:4:31.460

Mandy Wang

Why is it important?

0:4:31.850 --> 0:4:35.980

Mandy Wang

Because it is arguably the most important markets incoming.

0:4:36.190 --> 0:4:40.850

Mandy Wang

So for example, how should we allocate all time?

0:4:41.490 --> 0:4:43.60

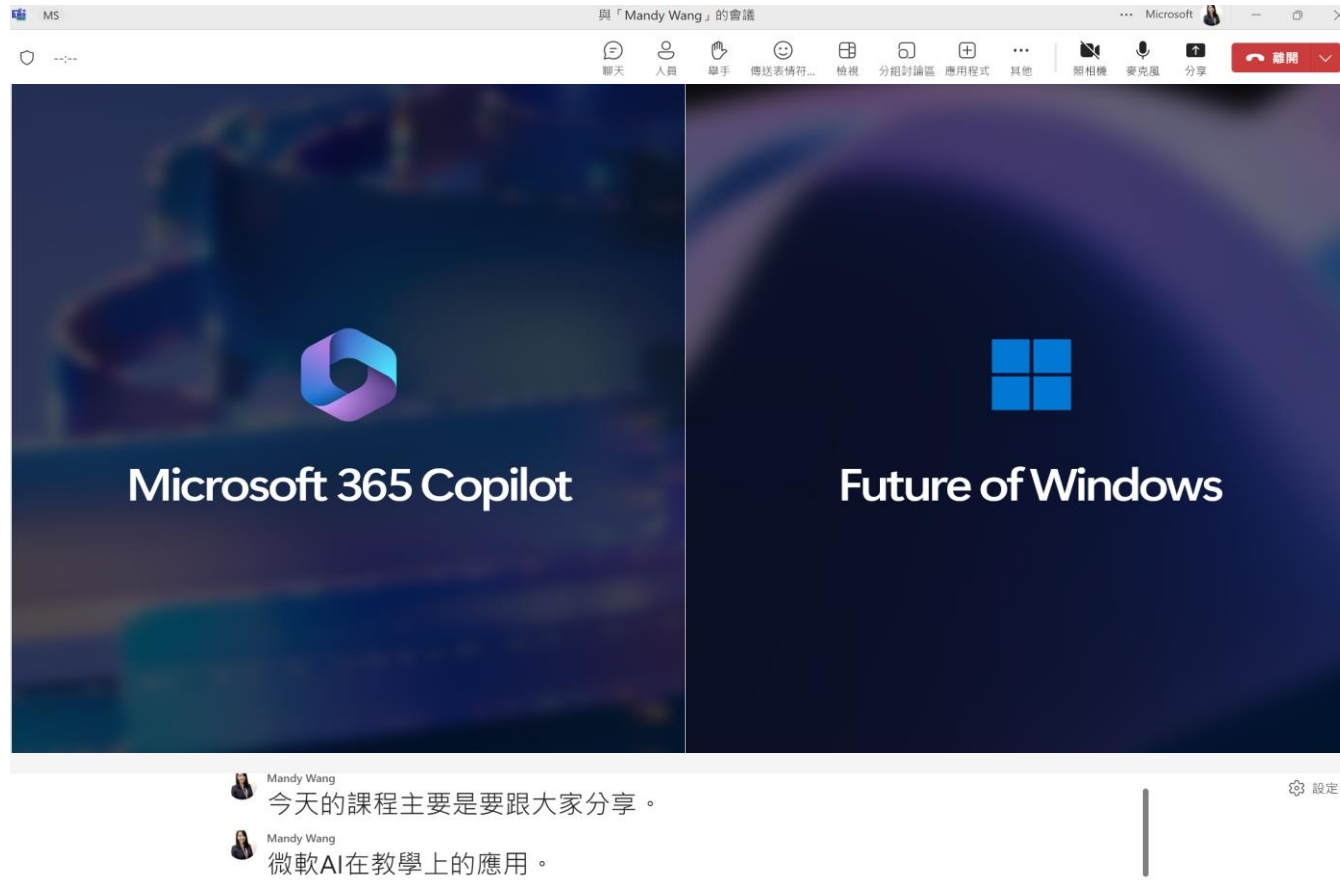
Mandy Wang

How many hours should we be worth?

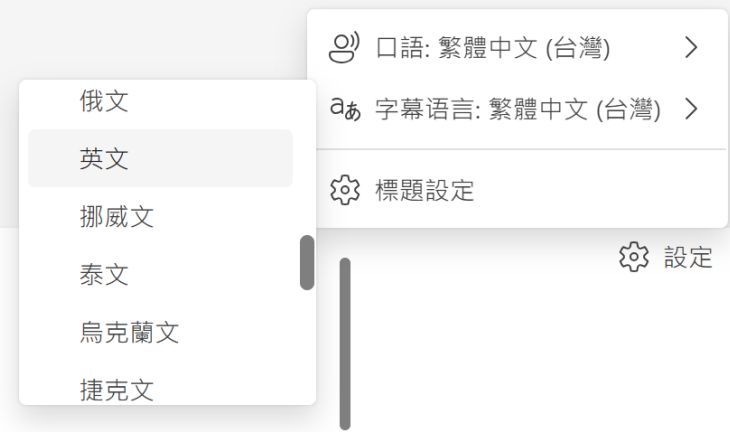
0:4:43.70 --> 0:4:46.120



# 口語即時翻譯 打造多元共融的高教環境



✨開連結的那一個人擁有Teams Premium授權  
其他加入的人都可以直接使用







## 各國學生選擇自己需要的語言翻譯，同步跟上課堂

https://teams.microsoft.com/\_#/modern-calling/

搜尋

聊天 人員 舉手 傳送表情符... 檢視

Today

- Course introduction, including two examples of empirical work
- Course requirement
- Guideline for proposal

MW Mandy Wang  
So I used to be at the tipping point, but now I'm at 104 1043.

MW Mandy Wang  
So so this is the plan for today, so.

MW Mandy Wang  
And then talk about and finally I will finish with the with the skyline

搜尋

08:34

聊天 人員 舉手 傳送表情符... 檢視 其他

Labor Economics

- Labor Economics is one of the applied fields of economics—the focus is on households, firms, unions, and government in labor markets, as opposed to macroeconomic aggregates
- Other applied fields of economics: public, development, I.O., etc.

MW Mandy Wang  
在許多情況下，您已經將該工具視為勞動經濟學。

MW Mandy Wang  
因此，我將討論一些因應用而被過度使用的資訊工具。

## 學者選擇自己需要的語言翻譯，了解研討會內容



The screenshot shows a Microsoft Teams meeting interface. The main video area displays three participants: Serena Davis (top left), Aadi Kapoor (top right), and Charlotte de Crum (bottom center). The right-hand panel shows a 'Transcript' window with the title 'Product Launch Review' and a toggle for 'Show both original and translation'. The transcript lists messages from Kadji Bell, Beth Davies, Daniela Mandera, and Babak Shammias, each with their original message in Japanese and an English translation. The bottom of the screen shows a chat window with messages from Daniela Mandera and Babak Shammias.

✨ 字幕太快過去時，  
也可以打開原文與翻譯文字逐字稿對照



口語即時翻譯

PowerPoint簡報翻譯

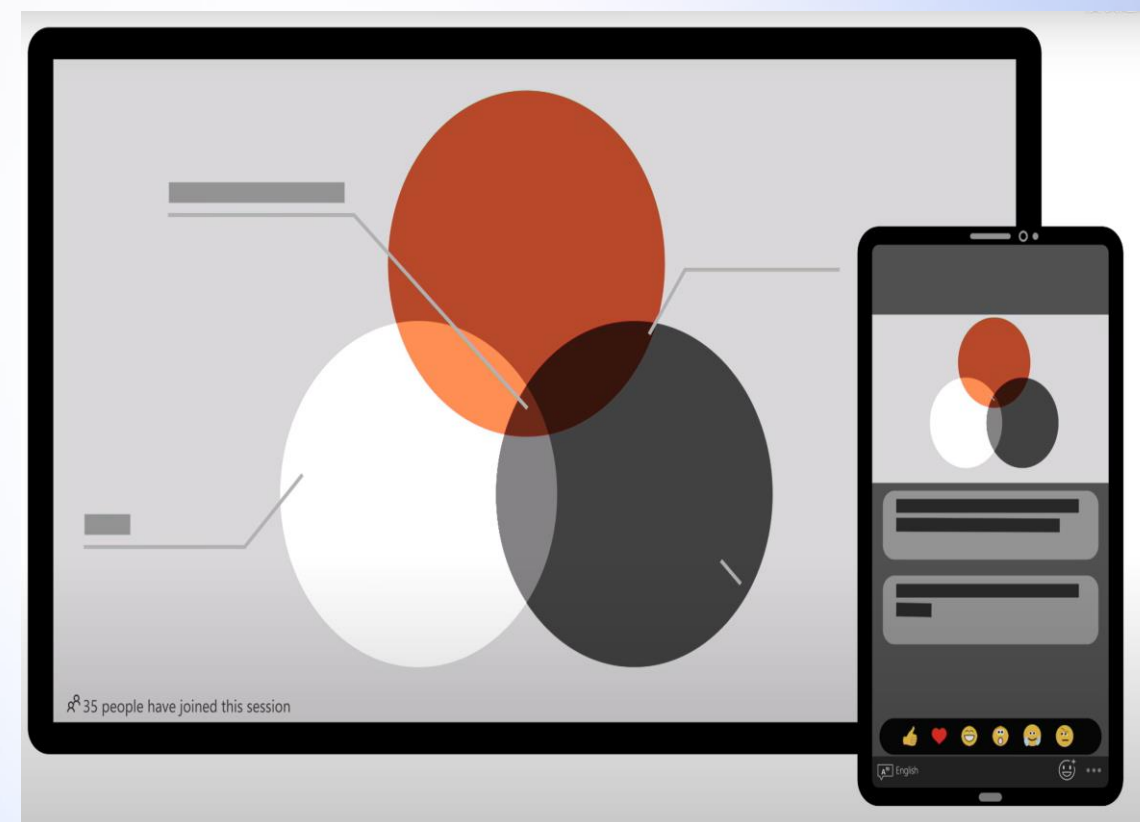
Microsoft Education

## AI與聽：字幕輔助、簡報翻譯

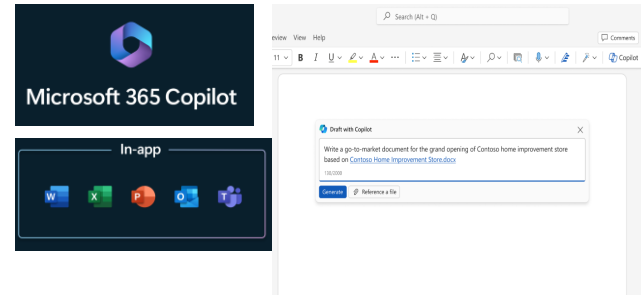


We're going to introduce the translation in PowerPoint。

## PowerPoint即時簡報翻譯

掃個QR Code-聽眾取得自訂語言翻譯以及同步簡報



# 軟體篇

| 名稱                    | 敘述   | 價位                | 圖片  |
|-----------------------|--|-------------------|---|
| Microsoft 365 Copilot | 在Word, PowerPoint, Excel, Outlook, Teams中直接使用Copilot。<br>例如：文件撰寫、簡報製作、圖表產生、會議筆記生成。   | \$30美金/一個人/一個月    |    |
| Teams Premium         | 1. Teams會議與課程直接多語翻譯。<br>2. AI課程筆記產生。<br>3. 錄影內容可文字搜尋，影片時間對照。   | \$70台幣/一個人/一個月    |    |
| Microsoft 365         | 1. 翻譯：PowerPoint字幕翻譯、PowerPoint 掃QR code即時翻譯<br>2. 協作：Whiteboard白板共同協作<br>3. AI課程資料撰寫：Edge Copilot (Bing Chat Enterprise)讀網頁、產生圖片<br>4. 課程歷程：Teams錄影與逐字稿<br>5. 口說練習：PowerPoint演講回饋<br>6. 學生課程掌握：Forms課程理解表單。 | Microsoft 365已可使用 |  |





## AI與Microsoft 365 您的EMI課程助教工作坊

時間：2小時

對象：校內教師與助教

課程準備：備好學校的Microsoft 365帳號

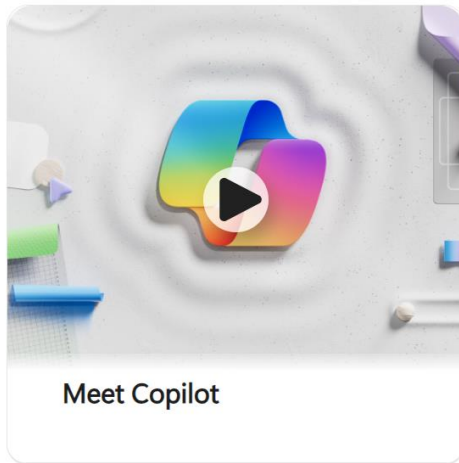
課程內容：

| 課程主題               | Microsoft 365 工具       |
|--------------------|------------------------|
| 學校的Microsoft 365服務 | Microsoft 365, Copilot |
| 翻譯字幕-課程口說字幕翻譯      | PowerPoint, Teams      |
| 課程資料產出-AI重點摘要      | Copilot                |
| 小組分組協作-課堂討論分享      | Whiteboard             |
| 掌握學生理解-互動式即時問卷     | Forms                  |
| 英語簡報練習-AI演講教練      | PowerPoint             |
| 課程留存-課程文字稿謄寫       | Teams                  |

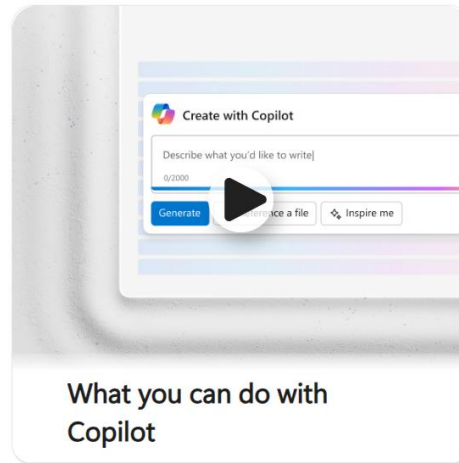
# Copilot Lab (cloud.microsoft)

## Copilot Lab

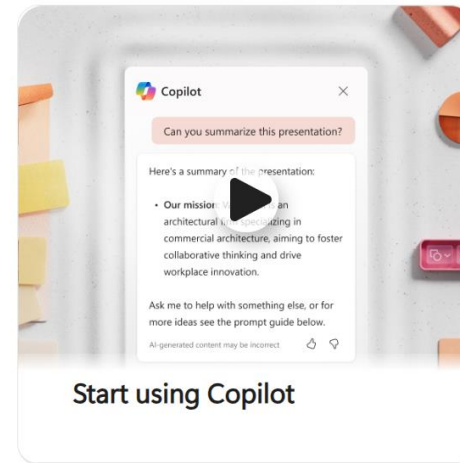
Start your Copilot journey



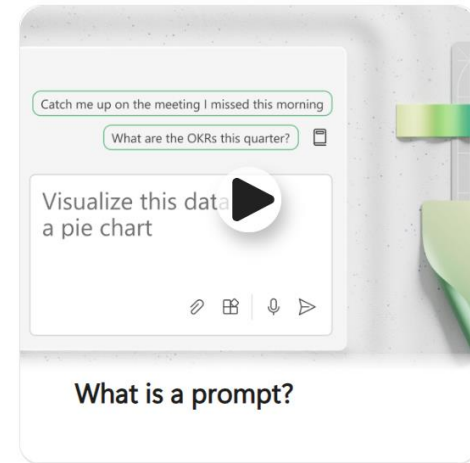
Meet Copilot



What you can do with Copilot











Start using Copilot



What is a prompt?

# Availability across apps and platforms

|                           |  |  |  |  |  |  |  |  |
|---------------------------|---|---|--|---|---|---|---|---|
|                           | Copilot   | Outlook   | Teams  | Word  | Excel   | PowerPoint  | Whiteboard  | OneNote   |
| Web                       | ✓   | ✓   | ✓  | ✓   | ✓   | ✓   | ✓   | ✗   |
| Windows 11<br>(desktop)   | ✓   | ✓   | ✓  | ✓   | ✗   | ✓   | ✓   | ✓   |
| MacOS Sonoma<br>(desktop) | ✓   | ✓<br>(New Outlook)  | ✓  | ✓   | ✓   | ✓   | ✓   | ✗   |
| Android                   | ✓   | ✓   | ✓  | ✓   | ✗   | ✗   | ✗   | ✗   |
| iPhone                    | ✓   | ✓   | ✓  | ✓   | ✗   | ✗   | ✗   | ✗   |
| <u>iPadOS</u>             | ✓   | ✓<br>(Preview)  | ✓  | ✓   | ✓   | ✓   | ✓   | ✗   |

# Microsoft 365 Copilot Teams Premium 團購活動說明

---

# 團購方式



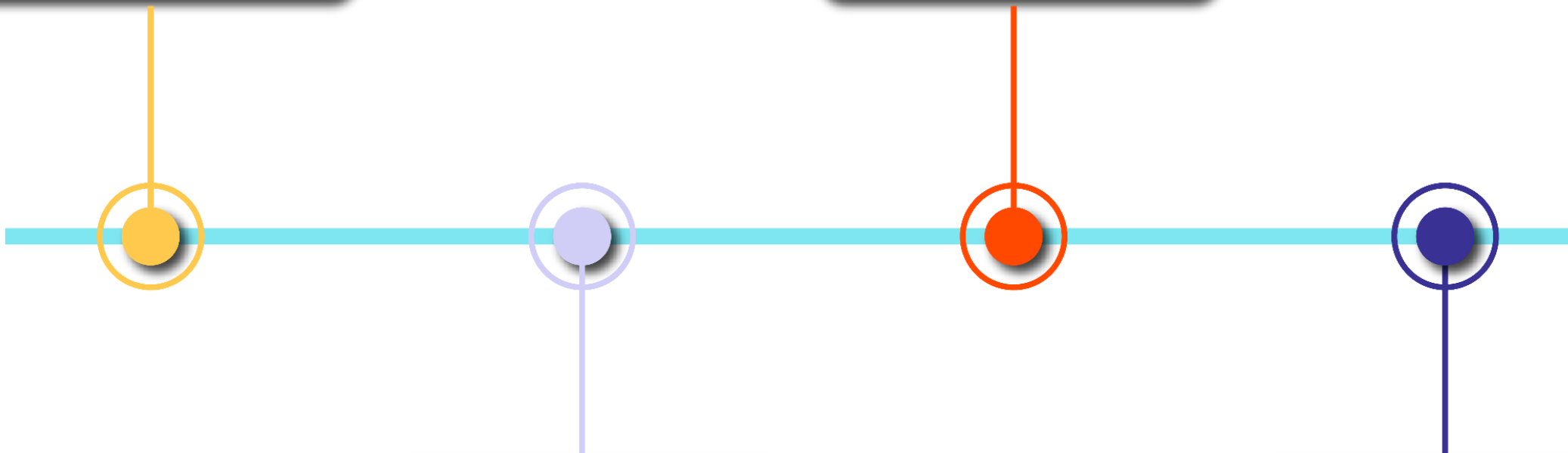
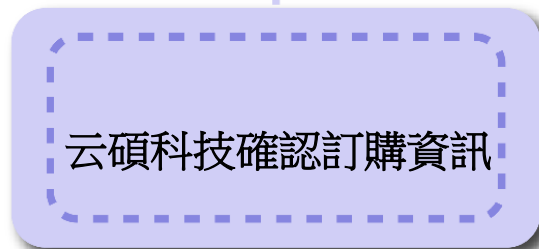
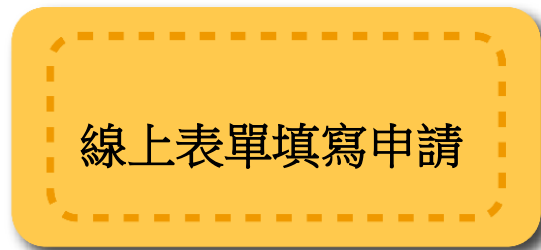
云碩科技股份有限公司

線上表單填寫申請

開立電子發票

云碩科技確認訂購資訊

授權開通





# 團購方式

云碩科技股份有限公司\_訂購表單  
Microsoft 365 Copilot  
Teams Premium(即時翻譯軟體)



- Microsoft 365 Copilot & Teams Premium 團購申請單  
網址<https://forms.office.com/r/ELNQq1aNqb>
- Microsoft 365 的 Copilot 屬增購品項，訂閱期間帳號需具有教職員M365 A3或A5主產品授權。
- Teams Premium屬增購品項，訂閱期間帳號需具備 Teams主產品授權。
- 軟體授權優惠價：請洽業務同仁
- 聯絡方式：

劉佳莉 Lily Liu

Mail : [lily\\_liu@cloudinfo.com.tw](mailto:lily_liu@cloudinfo.com.tw)

Tel : 02-25858655#501

Mobile : 0968-963569、0975-239369

姚茵茵 Wawa Yao

Mail : [wawa.y@cloudinfo.com.tw](mailto:wawa.y@cloudinfo.com.tw)

Tel : 02-25858655#501



云碩科技股份有限公司

# 謝謝您的聆聽！

Thank you for your time and attention.





# Thank You!