

# 彰化縣私立精誠高中英文領域公開觀議課教案

教學單元		B5 L2 Are you sharing fake news?	授課教師	郭乃華
教學時間		110 年 9 月 28 日	教學對象	313 班
教學研究	教學理念	Help students gain a general idea about fake news by the reading. Help students have the ability to detect key elements of fake news.		
	教學目標	1. Understand the definition of fake news. 2. Identify the elements of fake news? 3. Understand the “cause-and-effect” article.		
	教學方法	1. Grammar Translation Method 2. Direct Method 3. Cooperative Learning		
	評量方式	口語評量、學習單		
教學活動	教學流程及內容設計		時間	教學資源
	1. 引起動機:播放駐日大使蘇啟誠因燕子颱風飽受外界批評而自縊的新聞		5 mins	投影機、學習單、電腦
	2. (分組)請學生簡單討論「How does fake new kill a person?」並回答		7 mins	
	3. 課文閱讀: 帶入課本文章閱讀, 並由老師針對課文內容提問(帶入如何辨別假新聞)		25 mins	
	4. 學習單: Draw a mind-map about the reading (cause-and-effect)		13 mins	
	參考資料			

# 彰化縣私立精誠高級中學

## 「學習共同體及授業研究」公開觀課紀錄表

110 年 09 月 28 日

觀課科目：英文

授課教師：郭乃華

觀課班級：313

觀課日期：110/09/28

授課內容：B5 L2 Are you sharing fake news?

觀課教師：李宛真

觀課參考項目		紀錄內容（請以文字簡要描述）
全班學習氣氛	1. 是否有安心的學習環境？	Yes, most students can engaged in the class and they are willing to answer the questions.
	2. 是否有熱烈的學習氣氛？	
	3. 學生是否專注於學習的內容？	
學生學習歷程	1. 學生是否互相協助、討論和對話？	yes, some group leaders are good at leading the discussions.
	2. 學生是否主動回應老師的提問？	yes, some students are really active.
	3. 學生是否主動提問？	None
	4. 學生是否能專注個人或團體的練習 (如:學習單、分組活動等)？	Yes, they are engaged in the activity and group discussion.
	5. 是否發現有特殊表現的學生？ (如學習停滯、學習超前和學習具潛力的學生)	Yes, few students can't understand the instructions, but the teacher and group leaders can offer help in time.
學生學習結果	1. 學生學習是否有成效？	Yes, they can finish the worksheets and think deeply about the effects of fake news.  Students can know the elements of fake news.
	2. 學生是否有學習困難？	
	3. 學生的思考程度是否深化？	
	4. 學生是否樂於學習？	

## 議課

### 優點

### 建議

1. The teacher paid close attention to the students' learning and reactions.
2. Most students engage in the activity and they are willing to answer the questions.
3. The teacher creates a friendly environment for the students.
4. The topic is quite important for students nowadays, so it's good for the students to think deeply about the issue.

Few students are passive and too shy to answer the questions. Maybe the teacher can give them some extra points if they are willing to answer.

## 觀課的心得與學習

1. 除了英文學習外，老師能融入時事帶入假新聞的議題思考，讓上課內容與日常生活產生連結。
2. 配合學生程度，老師由簡而繁引導學生閱讀文章並適時提出問題。
3. 課程尾聲，運用 mind-map 讓學生統整文章摘要並思考其中因果關係，培養整合文章的能力。