表**4**議課後調整與教案 **(**議課時或議課後整理**)**
(從議課者提出的現象與策略, 教學者自己選用後, 整理如下表4-1)

表4-1 學生學習問題與調整方向(參考方向:教材、教法、評量、技巧)

來自議課者的想法 (何麗娟老師) 1. 暖身活動有效果, 但全英文講解較難讓學生理解, 建議將遊戲規則條列式, 或先將講解圖片化, 有助於學生加入理解, 或其他老師用於自己課堂上。 2. 課堂中, 學生都很專注, 尤其作業講解的部分。 3. 講解「手勢」的範例提供有點過多, 學生變得難以聚焦, 建議教師可以減少範例。 4. 將資訊科技融入課程中是很好的教學活動。
教學者決定與調整 針對第1點, 教師將會調整「活動講解」部分, 除了增加圖示解說外, 也會增加時間, 並與後面課程活動做銜接。 針對第3點, 教師認為範例應多樣化呈現, 且範例均為課程相關, 所以不調整範例數量。
來自議課者的想法 1. 暖身活動學生表現中間有些停頓, 建議教師給予學生思考時間, 使活動更順利。 2. 作業講解時, 學生非常投入。 3. 團體活動時, 學生投入程度高, 雖有部分學生害羞, 但整體表現很好。 4. 學生使用平板完成課堂作業時很投入, 都有聽從教師引導。 5. 課程活動時間可再調整。
教學者決定與調整 針對第1點, 教師認為受限於暖身活動以不超過5分鐘為限, 較難給予學生充分時間再思考, 但教師認為, 「讓學生思考」是很好的建議, 或許可將這個部分變成作業, 讓學生課後完成。 針對第5點, 教師認為課程內容較為豐富, 在掌控時間上必須格外精準, 這部分的確可再加強改進。

(依實際情形填寫)

再根據上述的「調整」, 教學者去修改教案

表4-2觀課後的教案(調整處用紅色字)

教材或活動名稱	Making a Group Name	學生年級班級	8th Graders/ 804
學習內容來源	The 3rd Arts textbook published by Han Lin		
上課節數	The 2nd period of five	設計者	Teacher Yang
教學目標	Ss learn how to impress their self-introduction with gestures and movements.		
教學者設計理念	T wants Ss to learn some special ways to introduce themselves. The main goal of these two classes is to make students shine themselves when they stand in front of others.		

學生特質與描述 (被觀察的學生)	Ss that are being observed in class are expected to engage themselves more than the rest of the students into the activities. They are willing to express their ideas and share with their group members.	
教學活動流程(條列式、可自行增減調整)		觀課者的註記 (觀課前說課時, 可以提示的觀察重點)

1、 Warm-up (8 min)
 	
    1. Ss play "Bamboo Bamboo" game as a warm-up. Ss close their eyes and yell out numbers from one to twenty-two without a particular turns. If two students name the same number at the same time, the game will start over again.
 	
    2. T will explain the rules ~~and set a clock~~. Ss need to work together to complete the game in 5 minutes.
 	
2、 Check the homework: (10 min)
 	
    1. T shows the Ss homework on the screen and discusses the answers with Ss.
 	
    2. T mentions some good answers and gives them prizes.
 	
3、 Lecturing: (12 min)
 	
    1. T uses the PPT to explain why gestures and movements matters a lot in a self-introduction.
 	
    2. Ss use ipads to find out some successful templates and try to mimic them in groups. Ss can stand up and walk during their practices.
 	
4、 Ss' demonstrations: …(10 min)
 	
    1. Ss in groups take turns to demonstrate and they need to take notes and give comments after the demonstrations.
 	
5、 Reflection & Assignment (5 min)
 	
    1. T asks Ss to think about what is different with the demonstration they did in the 1st class.
 	
    2. Assignment: *Can we add some melody in a self-introduction?*		

(以一頁為原則, 太少太多, 不易推廣, 請協助控制在一頁完整的量)