

雙語課程說觀議課紀錄表_A 版

Record of Pre-Class Discussion, Class Observation, and Post-Class Discussion (Version A)

授課進度 Course Content		U3-我懂你的心-第 3 節		授課教師 Instructor	詹琇煊
教案設計者 Lesson Designer		詹琇煊	觀課時間 Class Observation Time 112.12. 20(三) 8:40- 09:20	觀課教師 Observing Teacher	劉沛珊
觀課面向 Dimensions <i>respect to everyone.</i>		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol style="list-style-type: none"> 學科教學內容的選擇 Content selection 學科教學內容的呈現方式 Content presentation 教學（雙語：中、英語）語言使用之規劃 Language planning and use of Chinese and English 雙語教學內容組織 Bilingual lesson organization 		五年級綜合課程，我懂你的心，情境安排符合同學日常。雙語部分較容易。	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 學習氛圍友善支持、利於學習發生 The environment is supportive for learning. 具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive 具備和諧、友善的同儕關係 Peer interaction is friendly and amicable 		學習氛圍融洽。同學間互動關係佳，可鼓勵同學上台發表。	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 雙語教學活動流程適當及流暢度 The instruction is well timed and confidently executed. 運用教學方法以達成雙語授課的狀況 		雙語策略可用多種態度的調動。	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>3. 運用教學策略以進行雙語活動的狀況 The appropriate teaching strategies are utilized for the context.</p> <p>4. 雙語教學活動對引發學生學習動機的狀況 The bilingual teaching activities are motivating and effective for student learning.</p> <p>5. 教師對學生學習（學科與雙語部分）之關照 The teacher monitors student learning (content and bilingual development).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>單字和句型。 黑板上有海報呈現，但內容是以譯定英文為主，與本單元較無關係</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>3. 學生對雙語學習困難的解決情況（或對雙語授課的反應） Observations regarding student resilience in bilingual lessons (or student response to bilingual teaching)</p> <p>4. 學習成果與教學目標之關聯性 Observations regarding the relationship between teaching objectives and the resulting student learning</p>	<p>教師曾討論以CLIL和PBL的方法，將雙語結合綜合課程，但教學目標語言使用較少。</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>同學使用平板照詩，建議可增加目採單字的使用時機。 因為……所以</p>		