

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		Easter Day			授課教師 Instructor	高寶貴
教案設計者 Lesson Designer		高寶貴	觀課時間 Class Observation Time	13:30- 14:10	觀課教師 Observing Teacher	Julianne Meredor
觀課面向 Dimensions		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	1. 學科教學內容的選擇 Content selection 2. 學科教學內容的呈現方式 Content presentation 3. 教學（雙語：中、英語）語言 使用之規劃 Language planning and use of Chinese and English 4. 雙語教學內容組織 Bilingual lesson organization			1.Lesson was appropriate and timely since Esater is coming. 2.The flow of the plan was origined and proper.	
觀課 Class Observation	學習情境營造 Learning Environment	1. 學習氛圍友善支持、利於學習 發生 The environment is supportive for learning. 2. 具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive 3. 具備和諧、友善的同儕關係 Peer interaction is friendly and amicable			1. The environment was conductive for learning. 2. Students were very participative. 3. The teacher showed compassion and eagerness to the students for them to be involved.	
	教師教學情形 Teaching Condition	1. 雙語教學活動流程適當及流暢 度 The instruction is well timed and confidently executed. 2. 運用教學方法以達成雙語授課 的狀況			1.The presentation of the lesson was clear and direct to the point. 2.The teacher gave a clear instructions and an example before starting the activity for better understanding.	

		<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>3.The teacher used and provided concrete examples and materials.</p> <p>4.The teacher helped the students who were having a hard time doing the activity.</p> <p>5.The teacher translated in English to Chinese and vice -versa for better understanding.</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>1.The students were very active and engaged in the lesson.</p> <p>2.The students tried answering in English and express in English as well.</p> <p>3.The students were able to finish the activity and recalled the words learned.</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>		