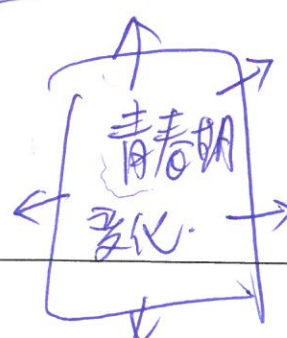


# 雙語課程說觀議課紀錄表\_A 版

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

|                            |                                |  |  |  |     |
|----------------------------|--------------------------------|--|--|--|-----|
| 授課進度<br>Course Content     |                                | 動滋懂吃好健康  |  | 授課教師<br>Instructor   | 柯燕伶 |
| 教案設計者<br>Lesson Designer   |                                | 柯燕伶  | 觀課時間<br>Class Observation Time<br>11/20<br>14:20<br>5<br>12:20 | 觀課教師<br>Observing Teacher  | 李秉豪 |
| 觀課面向<br>Dimensions         |                                | 觀察重點<br>Observation Focus  |  | 優點特色或建議<br>Strengths, Characteristics, or Suggestions  |     |
| 說課<br>Pre-Class Discussion | 課程內容<br>Content of the Lesson  | <ol style="list-style-type: none"> <li>學科教學內容的選擇<br/>Content selection</li> <li>學科教學內容的呈現方式<br/>Content presentation</li> <li>教學（雙語：中、英語）語言使用之規劃<br/>Language planning and use of Chinese and English</li> <li>雙語教學內容組織<br/>Bilingual lesson organization</li> </ol>         |  | 問題設計適切   |     |
| 觀課<br>Class Observation    | 學習情境營造<br>Learning Environment | <ol style="list-style-type: none"> <li>學習氛圍友善支持、利於學習發生<br/>The environment is supportive for learning.</li> <li>具備正向、支持性的師生關係<br/>The teacher-student relationship is positive and supportive</li> <li>具備和諧、友善的同儕關係<br/>Peer interaction is friendly and amicable</li> </ol> |  | 教室充滿信任感，<br>學生自在的享受雙語課程<br><br> |     |
|                            | 教師教學情形<br>Teaching Condition   | <ol style="list-style-type: none"> <li>雙語教學活動流程適當及流暢度<br/>The instruction is well timed and confidently executed.</li> <li>運用教學方法以達成雙語授課的狀況</li> </ol>   |  | 延伸成為<br>教學調整時<br>的具體問題   |     |

|  |   |  |  |
|--|---|--|--|
| <p>老師忘記備白板<br/>但反應很<del>快</del>的立刻<br/>設計出問題<del>新</del></p> |   | <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<br/>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<br/>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<br/>The teacher monitors student learning (content and bilingual development).</p> <p>6. 教師之應變能力<br/>The teacher is flexible and adapts the lesson appropriately.</p> | <p>善用西報將英文<br/>句子<del>放</del>入</p> <p>建議<br/>△. 學期小白板<del>可以</del></p> <p>先設框 (幾種封閉式回答)<br/>再問放 (或許可以搭<br/>一段影片)</p> |
| <p>建議可以讓學生<br/>合字用那些<br/>關鍵字搜尋:</p>                          | <p>學生歷程表現<br/><b>Student Performance</b></p>  | <p>1. 學生雙語發言或討論的狀況<br/>Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況<br/>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)<br/>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<br/>Observations regarding the relationship between teaching objectives and the resulting student learning</p>                            | <p>學生主動用英文回應</p> <p>學生主動詢問單字意思</p> <p>學生會投入猜測正確<br/>的單字</p> <p>鈣 Ca</p>  |
| <p>議課<br/>Post-Class Discussion</p>                          | <p>觀課教師的學習與收穫 <b>Observing Teacher's Learning Reflection</b></p> <p>→ I ate _____ this morning. (可帶學生設計問句)<br/>had.</p> <p>→ 早餐食物圖可以加英文單字</p> |  |  |

We finished.

不良飲食習慣造成的問題  
problems