

雙語課程說觀議課紀錄表_A 版

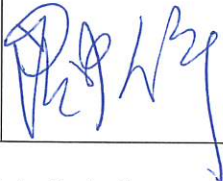
Record of Pre-Class Discussion, Class Observation, and Post-Class Discussion (Version A)

授課進度 Course Content		綜合活動領域-輔導活動 八上-第六單元-從「心」出發 第一堂-秀出情緒		授課教師 Instructor	周暉峻
教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time 11/13 9:15 ~10:00	觀課教師 Observing Teacher	陳怡寧
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	<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 		<ol style="list-style-type: none"> 教學內容明確清楚 PPT用雙語呈現, 但有些文法上的 小錯誤要注意一下。 	
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 		<ol style="list-style-type: none"> 學習氣氛良好,可再 多提供機會給學生 發言。 建議歌曲可以改五月天 的「乾杯」,MV中的內容 可讓學生看到一生命遇到的 生動死別。 	
	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 		<ol style="list-style-type: none"> 教學活動流程 順暢。 	

		<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>2. 學生有試著用英文回饋在ipad上, 可再讓學生多分享。</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. 學生發言機會太少。</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>授課教師善用多媒體素材, 可將學生的回饋即時在大屏分享, 但建議可讓學生多討論分享自身曾經發生過的事來說明自己的情緒反應。</p>		

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教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time 11/13 9:15 ~10:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		學生守秩序 教師能隨時注意 學生需求	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		可多提供學生發言 機會。	

		<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>2. 搭配親身經驗 將更能引起共鳴。</p> <p>3. 可提供影片供 學生討論人物情 緒。</p> <p>4. 如何尊重負面 情緒，教師可作 示範。</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>學生願意開口唸 單字。</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>數位媒介 增加學習興趣。</p>		

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教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time 11/13 9:15 ~10:00	觀課教師 Observing Teacher	印蘭莉
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	<ol style="list-style-type: none"> 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 		<p>▲善用音樂-圖表雙語 結合ipad.引導學生 學習「情緒」相關知 識與解決能力。 (處理情緒)</p>	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>◦利用遊戲、獎勵 制度.營造學習動機</p> <p>◦適時引導.關注學生 學習成效.營造有利 學習環境。</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>◦融入雙語情境 取材適切.有利學生 學習成果。</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 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>△ 課程內容結合雙語教學，淺顯易懂。</p> <p>△ 雙語融入課程與學生互動適切，教學氣氛良好。</p> <p>△ 教師課程補充與舉例適切，有利學習。</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>△ 學生雙語發言稍嫌不足，可利用機會引導學生發言。</p> <p>△ 適時指導學生完成課程任務。</p> <p>△ 學習成果與教學目標相符合。</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>△ 課程內容豐富，結合雙語，數位教學。</p> <p>△ 課堂中學生討論與互動稍嫌不足，可善用機會引導學生發表。</p> <p>△ 教學環境營造與教學過程流暢與完整。</p>		

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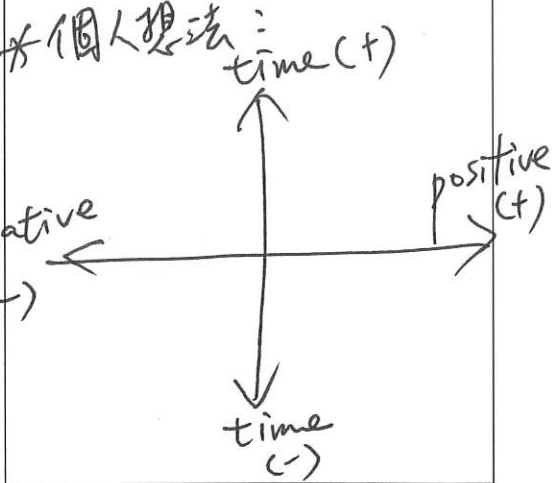
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教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time	11/13 9:15 ~10:00	觀課教師 Observing Teacher 余美勇
觀課面向 Dimensions		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol style="list-style-type: none"> 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 		雙語切換促進 語言學習。	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		師生互動可再增加。	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		學生以雙語模式 IPAD 做回應。	

		<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>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>可利用分組討論 提升雙語互動。</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection 善用多媒體教學， 課程加入小遊戲。 鼓勵學生用雙語表達。</p>		

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教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time	11/13 9:15 ~10:00	觀課教師 Observing Teacher 蕭茵如
觀課面向 Dimensions		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
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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 		* 學生平穩學習,教師 可多給予口頭上的 稱讚、鼓勵。	
	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 		* 教師英文方面,可多增 加課堂英語,如: 打開課本 / Open your book.	

		<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>* 教師使用科技軟體輔助教學。</p> <p>* 有適時引導學生如何回覆問題</p> <p>* 個人想法:</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>* 學生願意用簡單英文單字在 Pear Deck 上分享情緒。也有學生願意分享, 但拼字有錯。</p> <p>scared (x) scared execist (x) excited (o)</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>* 教學口英文可子會錯誤太多, 可和搭配英師討論或用 chat gpt 協助修改。</p> <p>* 試著讓學生在 Pear Deck 上的資訊, 提供學生練習機會</p> <p>* Please repeat after me 可改換找一位英文程度較好的學生先唸, 全班再跟唸, 會比較不像在口英文。</p> <p>* match 腦部和情緒部份, 可稍加解釋學習原因。</p> <p>* 學習表現只有一項, 貫穿3節課?</p>	<p>bad idea</p>

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教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time	11/13 9:15 ~10:00	觀課教師 Observing Teacher 李秋碧
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觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 1. Good warm-up with a lyric song. 2. PPT was well- prepared. 3. Students were well-behaved. 	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 1. Used class English, and smooth. 2. Focused on Ipad. 	

		<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 teaching processes are very systematic.</p> <p>4. The student can answer in English.</p> <p>5. The teacher has flexible proficiency.</p> <p>6. Mixed with game and story-sharing.</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. Lack discussion and interaction among students.</p> <p>2. Can cultivate the students about how to control emotion.</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>1. Teach with Ipad and technology.</p> <p>2. Establish good class climate.</p> <p>3. Choose good topic for a class observation.</p>		

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		綜合活動領域-輔導活動 八上-第六單元-從「心」出發 第一堂-秀出情緒		授課教師 Instructor	周暉峻
教案設計者 Lesson Designer		周暉峻	觀課時間 Class Observation Time 11/13 9:15 ~10:00	觀課教師 Observing Teacher	連雅琪
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	<ol style="list-style-type: none"> 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 		<ul style="list-style-type: none"> • 利用平板 Padle 呈現課程 body 可直接觀看. 回應 • 從一首歌的情緒引導到 生活中的情緒 → 處理情緒 	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<ul style="list-style-type: none"> • T 班級情境掌握良好 • 師生應答良好互動 • T 隨時關注 ss 	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<ul style="list-style-type: none"> • 中英切換流暢 • 介紹課程利用平板呈現 雙語內容 	

		<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>	<ul style="list-style-type: none"> • Ss 少數無課本 → T 提醒可共讀 • Ss 回答, 填答無目的時 → T 引導給予方向 • T 最後進行總結
	<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>	<ul style="list-style-type: none"> • Ss 願意使用英文回復 • 少數 Ss 使用平板做其他事項
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <ul style="list-style-type: none"> • T 利用平板同步教學並能即時呈現 Ss 回復 • T 呈現雙語內容適當 		