**本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐**

**Integrated Bilingual Teaching in Selected Subject Areas : Localizing Bilingual Education Models in Primary and Secondary Schools**

**雙語課程說觀議課紀錄表\_B版**

**Bilingual Course Speaking and Discussion Lesson Record Form B Version**

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| **夥伴學校Partner Schools:：**  ※學校全名 | **時間Time：**  ※年/月/日/星期/時間 |
| **主持人Host：**  ※到校主持人姓名/職稱 | **紀錄者Recorder：**  ※表單撰寫者 |
| **觀課基本資訊Basic Information About Class Observation** | |
| **授課教師Instructor：**※姓名/職稱 | **教案作者Teaching Plan Author：**  ※姓名/職稱 |
| **課程進度與主題Course Schedule and Topics：**  ※請說明本次課程為課程中的第幾週及課程主題。 | |
| **學生座位安排Student seating Arrangement：**  ※請完整描述或畫出學生座位是如何配置及師生互動型態。 | |
| **觀議課流程說明**Observation Class Process Description | |
| ※請大致說明本節課之教學活動內容與流程。 | |
| **教學與學習情況觀察**Teaching and learning observation | |
| ※請說明教案內容與教師實際教學狀況是否相符，若有落差也請描述清楚；說明學生學習情況，課程難度對於學生是否太過困難，完成紀錄後核取下方表格。 | |

**雙語課程說觀議課：檢核指標**

Bilingual Curriculum Discussion and Discussion Course: Checking Index

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| --- | --- | --- | --- | --- | --- | --- |
| **項目** | **問題** | 非常不同意🡄🢜🢜🡆非常同意  請勾選 🗸 | | | | |
| 1 | 2 | 3 | 4 | 5 |
| **學習情境營造** | 學習氛圍友善支持、利於學習發生  The learning Atmosphere is friendly and supportive, conducive to learning. |  |  |  |  |  |
| 具備正向、支持性的師生關係  Have a positive and supportive teacher-student relationship. |  |  |  |  |  |
| 具備和諧、友善的同儕關係  Have a harmonious and friendly peer relationship |  |  |  |  |  |
| **教師教學情形** | 雙語教學活動流程適當且流暢  Teaching activities is appropriate and smooth |  |  |  |  |  |
| 教師能有效運用教學策略以進行雙語活動 （例：獎勵、讓學生是否有選擇、是否有典範、空間展現、多媒體運用等）  Teachers can effectively use teaching strategies to carry out bilingual activities. (for example: reward, whether students have choices, whether there are models, space display, multimedia use, etc.) |  |  |  |  |  |
| 教師能有效運用教學方法以達成雙語授課 （例：教學法、講述法、討論法、合作法等）  teachers can effectively use teaching methods to achieve bilingual teaching (for example: instructional methods, lecture method, discussion method, cooperative method, etc.) |  |  |  |  |  |
| 雙語教學活動能引發學生學習動機  Bilingual teaching activities can stimulate students' learning motivation. |  |  |  |  |  |
| 教師能注意到學生的學習狀況  Teachers can pay attention to students' learning conditions |  |  |  |  |  |
| 教師能因應實況作出適當的調整  Teachers can make appropriate adjustments based on the actual situation. |  |  |  |  |  |
| **課程內容** | 課程內容的選擇適當  The selection of curriculum content is appropriate. |  |  |  |  |  |
| 課程內容的呈現方式適當  The presentation of curriculum content is appropriate. |  |  |  |  |  |
| 課程內容組織邏輯合理  The organization of curriculum content is logically sound. |  |  |  |  |  |
| **學生歷程表現** | 學生有發言或討論的機會  Students have opportunities to speak or engage in discussions. |  |  |  |  |  |
| 學生有使用英文的機會  Students have opportunities to use English. |  |  |  |  |  |
| 學生高度投入參與學習活動  Students are highly engaged and actively participate in learning activities. |  |  |  |  |  |
| 學生學習困難在課堂獲得解決  Students' learning difficulties are addressed and resolved in the classroom. |  |  |  |  |  |
| **主持人及學校成員議課紀錄**  The moderator and school members keep records of the course discussions. | | | | | | |
| ※請詳實記錄本次議課中，所有主持人及其他社群成員給予課程的建議，並將相同或類似的意見彙整成一個主項目，在主項目下分別說明是誰提供及給予何種意見。 | | | | | | |
| **課程修改方向**  The course direction is modified. | | | | | | |
| ※請於第二階段議課結束後，記錄所討論之未來教案或教師教學修改方向。 | | | | | | |