**運用英語進行多領域學習－本土雙語教育模式之建構與推廣**

**Applying English to Learn Multiple Subjects: Localizing Bilingual Education Models in Primary and Secondary Schools**

**雙語課程說觀議課紀錄表\_B版**

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

|  |  |
| --- | --- |
| **夥伴學校Partner School：**  ※學校全名  Full Name | **時間Time：**  ※年/月/日/星期/時間  Year/ Month/ Day/ Week/ Time |
| **主持人Host：**  ※到校主持人姓名/職稱  Name/ Position | **紀錄者Note Taker：**  ※表單撰寫者 |
| **觀課基本資訊 Basic Information on Observation** | |
| **授課教師Instructor：**  ※姓名/職稱Name/ Position | **教案作者Author(s) of the Lesson Plan：**  ※姓名/職稱Name/ Position |
| **課程進度與主題Lesson Schedule and Topic：**  ※請說明本次課程為課程中的第幾週及課程主題。  Please specify the week and topic of this lesson. | |
| **學生座位安排 Students’ 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。  Please describe or draw the seating arrangement and the teacher-student interaction. | |
| **觀議課流程說明 Observation Agenda Description (pre-class, observation, and post-class discussion)** | |
| ※請大致說明本節課之教學活動內容與流程。  Please briefly describe the content and the flow of teaching activities. | |
| **教學與學習情況觀察 Observation of the Teaching and Learning Situation** | |
| ※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。Please clearly describe the match or mismatch between the content of lesson plan and actual teaching, students’ learning condition, and evaluate whether the difficulty of lesson is appropriate. After filling out the record, please check the following form. | |

**雙語課程說觀議課：檢核指標**

**Pre-Class Discussion, Observation, and Post-Class Discussion of Bilingual Courses: Evaluation Indicators**

| **項目 Dimensions** | **問題 Items** | 非常不同意🡄🢜🢜🢜🢜🡆非常同意  Strongly Disagree Strongly Agree  請勾選 check 🗸 | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| **學習情境營造Learning Environment** | 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  The peer relationship is loving and friendly. |  |  |  |  |  |
| **教師教學情形Teaching** | 雙語教學活動流程適當且流暢  The instruction is well timed and confidently executed. |  |  |  |  |  |
| 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）  The teacher uses pedagogical strategies effectively to conduct bilingual activities (e.g., awards, students choice, examples, and opportunities to perform, and use of multimodality). |  |  |  |  |  |
| 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）  The teacher employs pedagogical approaches effectively to achieve bilingual instruction (e.g., didactic instruction, discussion method, cooperative learning). |  |  |  |  |  |
| 雙語教學活動能引發學生學習動機  The bilingual teaching activities motivate students. |  |  |  |  |  |
| 教師能注意到學生的學習狀況  The teacher monitors student learning. |  |  |  |  |  |
| 教師能因應實況作出適當的調整  The teacher makes adjustment based on the teaching condition. |  |  |  |  |  |
| **課程內容**  **Content of Lessons** | 課程內容的選擇適當  The selection of content is appropriate. |  |  |  |  |  |
| 課程內容的呈現方式適當  The presentation of content is appropriate. |  |  |  |  |  |
| 課程內容組織邏輯合理  The organization of content is logical. |  |  |  |  |  |
| **學生歷程表現Student Performance** | 學生有發言或討論的機會  Students have opportunities to speak up and discuss. |  |  |  |  |  |
| 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 fully participate in the learning activities. |  |  |  |  |  |
| 學生學習困難在課堂獲得解決  The learning challenges of students have been addressed in class. |  |  |  |  |  |
| **主持人及學校成員議課紀錄 The Discussion of Host and Other School Members** | | | | | | |
| ※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。Please record and categorize the suggestions offered by the host and other community members, and specify who makes which comments. | | | | | | |
| **課程修改方向 Future Directions of the Course** | | | | | | |
| ※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。Please record the discussion regarding future lesson plans and future directions for teachers’ instruction after the second stage. | | | | | | |