

97 學年度上學期 文藻國際服務學習團 WISLA 會議紀錄表

Topic 會議題目	英語教學		Chair 主席	劉佳怡	
Date 日期	2008 年 12 月 21 日 星期日	Location 地點	G350	Number of people 會議人數	14 人
Time 時間	19:00	To 至	20:28	Minute taker 紀錄人	洪琬婷

Agenda 會議流程

Duration 所需分鐘	Star time 開始時間	Item 項目	Description/Output needed 內容描述/須達成之討論結果
		英語教學	課程教學、課程設計、各科能用到的教學技巧
		宗輔中心支援事務討論	
		團務討論	

備註：附件為上課講義

以下團員之名以英文名子或簡稱代替。

Minute 會議紀錄

Main contents (report, opinion, discussion)

主要內容(報告、意見、討論)

Important Mark/Output

重要標記/結論

Item

項目

英語教學

小組討論:

Q1: 如何維持、評量一堂課程的品質?

1. 教學方法
2. 教學教材
3. 學生的特質
4. 活潑教學
5. 課程是否有達到學生的需求

Q2: 試寫一份 Lesson Plan

建議: 課程可以改成一到五的時間可以在圖書館5F上課，資源較多。

1. 活潑教學的呈現方式 → 老師的人格特質
2. 學生提問題的踴躍度 → 可讓學生先說書自己的答案 (學生的人格特質)
3. 基本的教材、對課程的期許、Language Level
4. **What do you want to learn in this class?**
5. 課程程度的設計 → 目標、授課方式、老師評量的方式

課程的設計

1. **Objective**
2. **Lecture**
3. **Test**

Objective, Lecture and test 必須維持一致性
學生的需求必須要設計在課程裡

寒假後大家必須要交一份Lesson Plan.

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宗輔中心支援事務討論

支援宗輔中心活動狀況十分不佳，本團為宗輔之下的社團組織，許多事情皆是由宗輔所提供；希望大家能了解這一點，並能踴躍參加宗輔所舉辦的活動。

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項目

團務討論

1. 繳交社費 \$300 (97 年度上半學年)

2. 社服費用 \$355



***Systematic Instructional Planning:
A Proven Means of Improving Your Courses***

- I. **How should we judge the quality of teaching?**
- II. **When planning instruction, be sure that:** *Objective = Lecture = Test*
All three should focus on the same learning outcome.

Start the planning process by clearly specifying your *objective*, and they should not be vague.

III. Four Basic Principles of Systematic Instructional Planning

- Specify the skills and knowledge (the **objectives**) you would like your students to attain.
- Select the **assessment methods** for determining if students have learned the desired skills and knowledge.
- Design instructional activities that will help your students learn the desired skills and knowledge.
- Revise your instructional plans based upon student learning and student attitudes.

Group 3 Lesson Plan

Date	Dec 6, 200x
Time	1:50 ~ 2:50 p.m.
Length of the lesson	20 minutes x 3 = 60 minutes
Location	007 Wen-yuan
Background of the learners	Total 21 learners at age 7 to 8, 9 boys and 12 girls. They have learned English in Wen-Zao (this course). It is all right for us teachers to teach them something advanced.
Learning Aims	To enable the students to understand the vocabulary and marker sentences about weather, and use them to ask and answer questions.
Context/Topic	“How is the weather today?” Enable Ss the talk to each other about different kinds of weather.
Marker Sentences	How is the weather today? It is a sunny day.
Language Analysis	<ol style="list-style-type: none"> How’s & It’s are the spoken forms In the question, we say, “How is the weather today?” when answering, we say “It is a sunny day.” “It” means “the weather”.
Pronunciation	<ol style="list-style-type: none"> How is = How’s /hauz/ It is = It’s /Its/
Vocabulary	Sunny, rainy, windy and cloudy
Skills	Listening (to the text), speaking (oral practice), reading / spelling and writing (copy the marker sentences)
Teaching Material / Aids	Word cards, pictures, kites, balls, books, pencils, papers, crayons, BB, desks and stickers
Assumptions	The learners have known some words, such as sunny, rainy, windy and cloudy
Anticipated Problems	<ol style="list-style-type: none"> Students’ discipline / out of control Students can’t understand our instructions while playing games
Reference	Handouts from teacher-Ellen and our own ideas.