



# 混程度教學

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請先跟隔壁的人打招呼



# About me

- 現任台北歐洲學校 小學部 中文老師
- 敦煌 Chinese Drive 平台顧問/ 專欄寫作
- 教育部合格國小教師
- 教育部對外華語認證 合格
- 英國 The Sir John Colfox School 華語老師
- 國立屏東教育大學 語言中心 兒英老師
- 國立屏東教育大學 語言中心 華語老師



今天，我對自己的期待



SEPTEMBER 26, 2005

Our Annual National Service Issue | 16-Page Report on Education

# TIME

## What Makes a School Great



It all starts with the teachers... BY AMANDA HOPEY

...and why it's so hard to find good ones BY JOHN DUBOIS

Now: Waiting for 'Superman': Can a movie change education?

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# Outline

- 教學分享
- 教學面向
- 分組教學
- Q&A





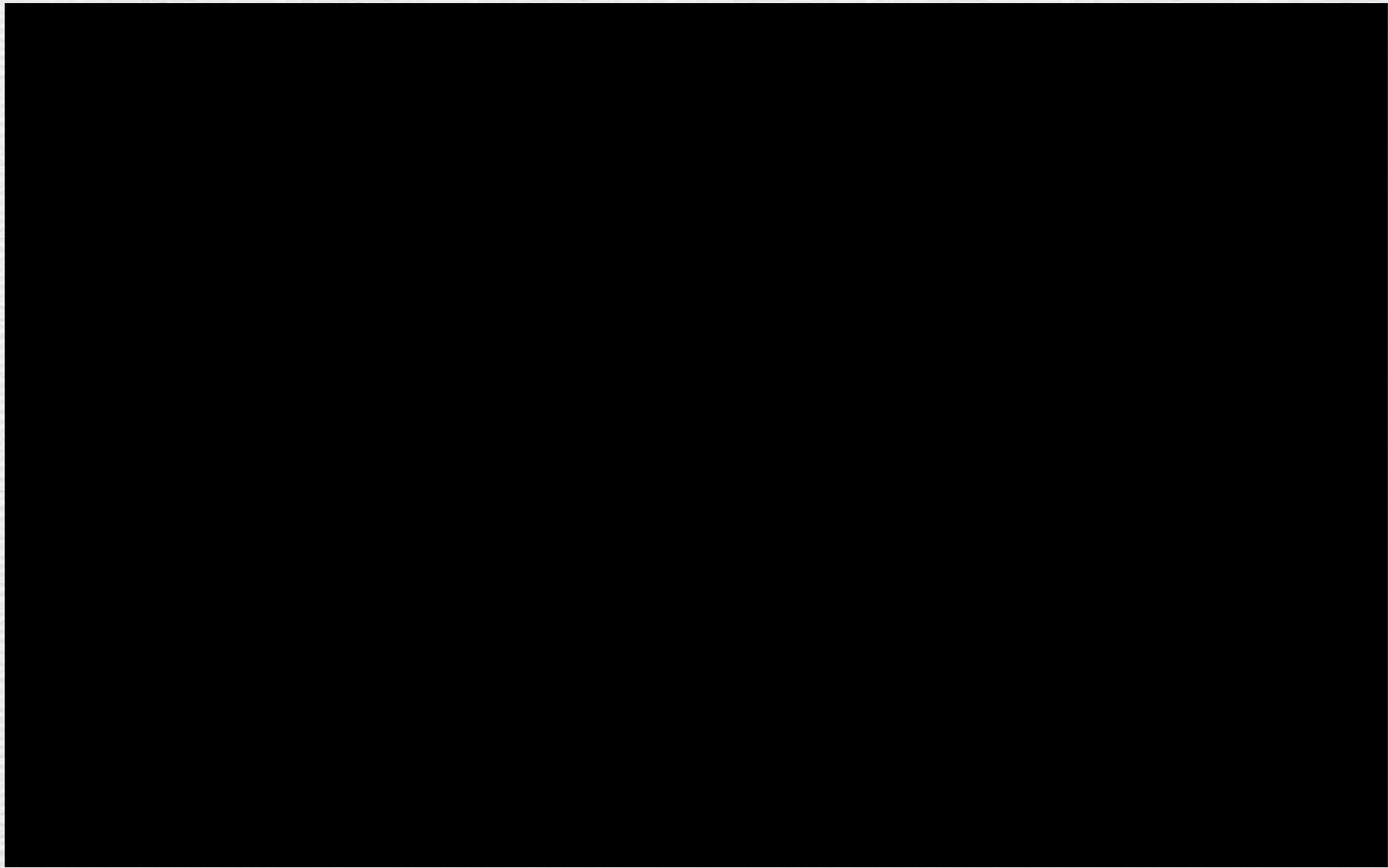
# Who?



# The Future



# Cultures of Learning







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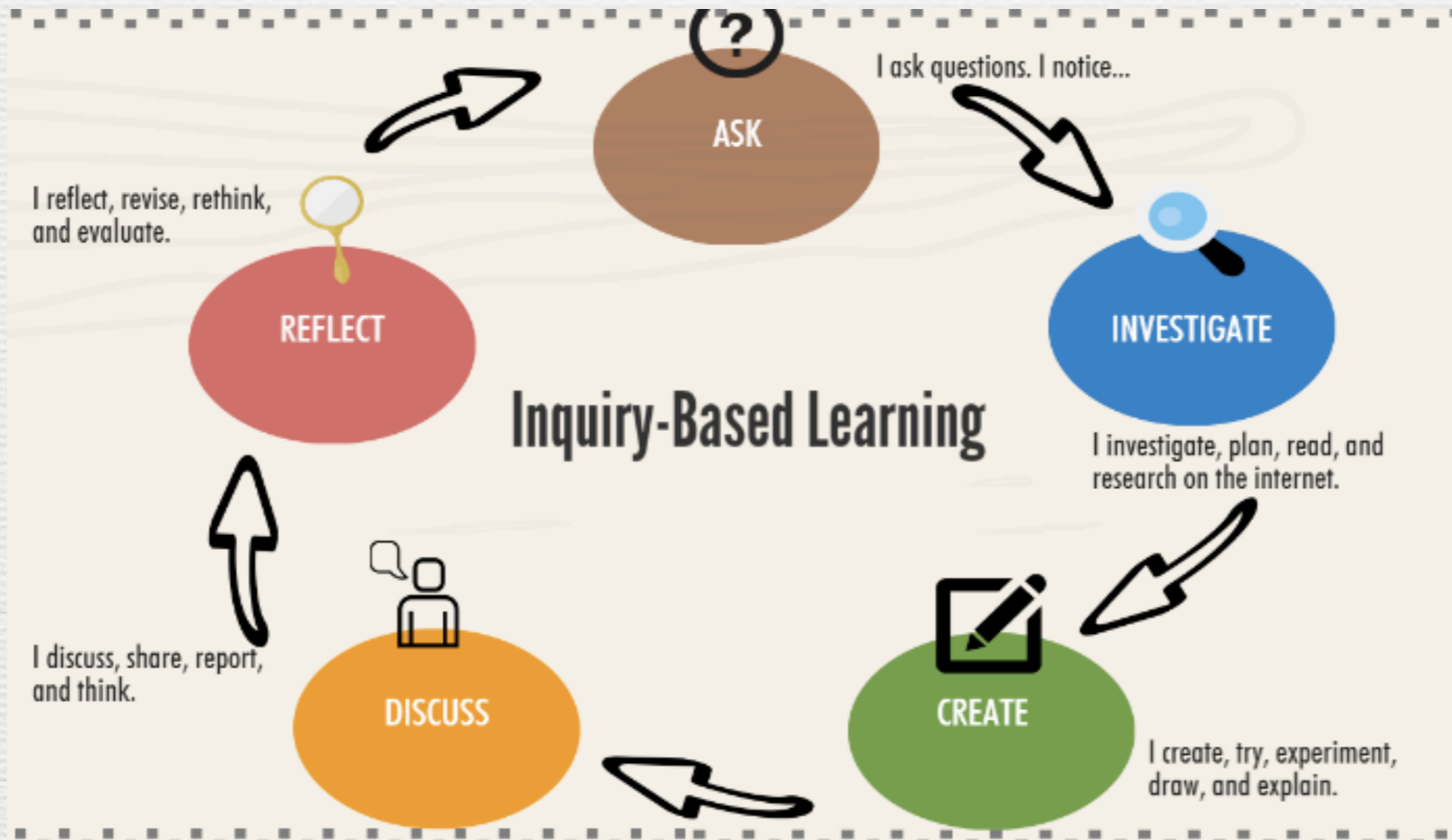


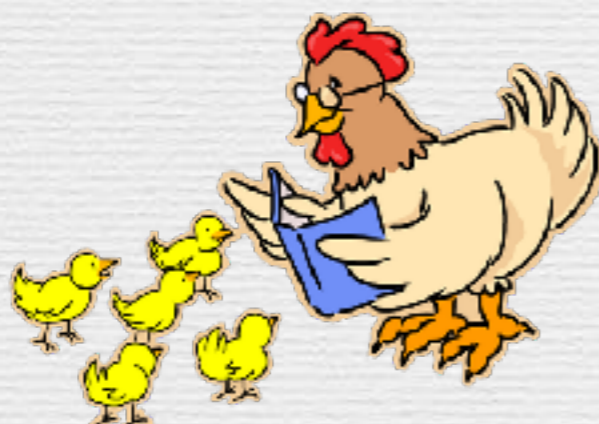
# Thinking...

- What do you know?
- What do you want to know?
- What have you learned?
- How will I find out?
- KNOW WANT LEARNED



# Inquiry-based Learning





# How can I do?



# 訂立目標

- 說什麼
- 聽什麼
- 讀什麼
- 寫什麼





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Demonstration

Audio - visual

Practise by doing

Lecture

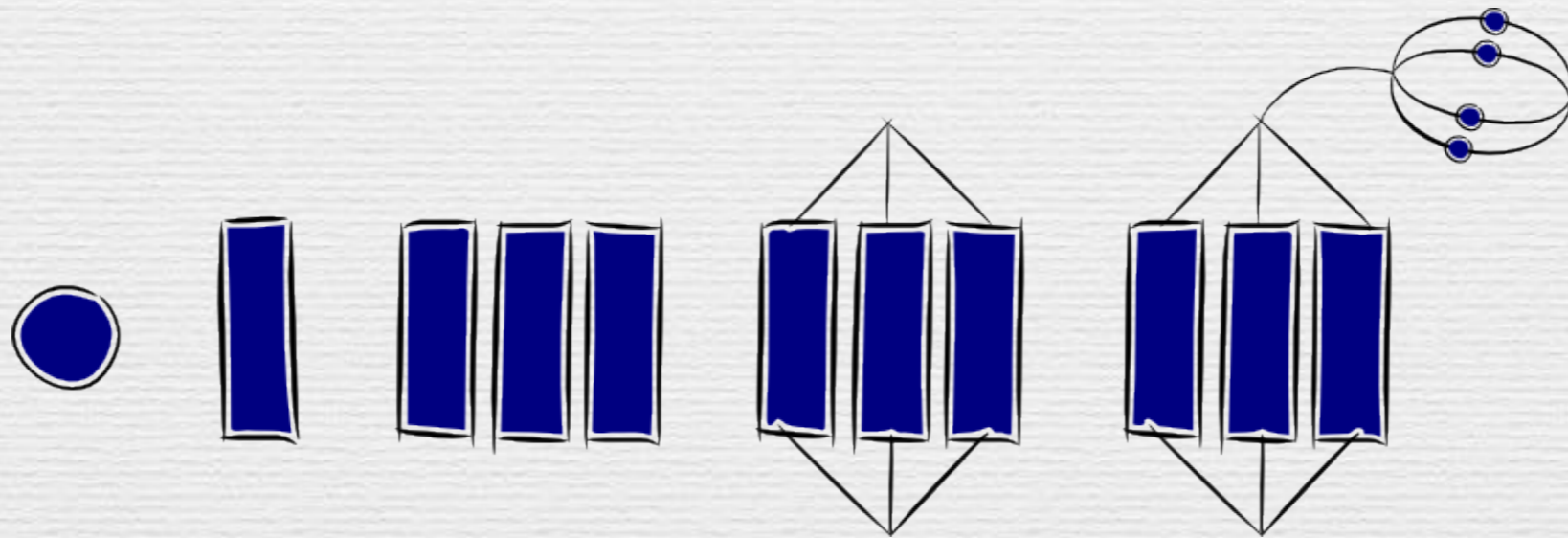
Reading

Teach others

Discussion

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# SOLO Taxonomy



# 混齡混程度教學

- Learning Stations
- Task Cards
- Share your own Strength and Weakness
- Target different Senses Within Lessons
- Group students with similar learning style


# SOLO TAXONOMY EXPLAINED

**PRE STRUCTURAL---**



CAN YOU HELP ME START?  
 I DON'T GET IT!  
 I DON'T KNOW ANYTHING ABOUT THIS

**UNI STRUCTURAL---**




I CAN DEFINE THE KEY WORDS  
 I CAN DESCRIBE MY IDEA  
 I'VE GOT ONE IDEA ABOUT THIS.  
 I CAN FOLLOW A ONE STEP PROCEDURE

**MULTI STRUCTURAL---**



LOOK AT ME! I'VE GOT LOTS OF IDEAS  
 I CAN LIST AND DESCRIBE MY IDEAS  
 BUT I DON'T KNOW HOW TO LINK THEM TOGETHER

**RELATIONAL---**



I CAN EXPLAIN WHY THINGS HAPPEN AND APPLY MY IDEAS  
 I CAN CLASSIFY AND SEQUENCE  
 I CAN LINK MY IDEAS TOGETHER  
 I CAN COMPARE AND CONTRAST DIFFERENT THINGS

**EXTENDED ABSTRACT---**



I CAN MAKE PREDICTIONS AND WRITE HYPOTHESES  
 I CAN EVALUATE AND GENERALISE USING MY IDEAS  
 I CAN APPLY MY IDEAS TO NEW CONTEXTS AND SUBJECTS  
 I CAN IMAGINE AND CREATE NEW THINGS USING MY IDEAS

Prestructural

誰是宋仲基？賣炸雞的？

Uni-  
structural

宋仲基是韓國演員

Multi-  
structural

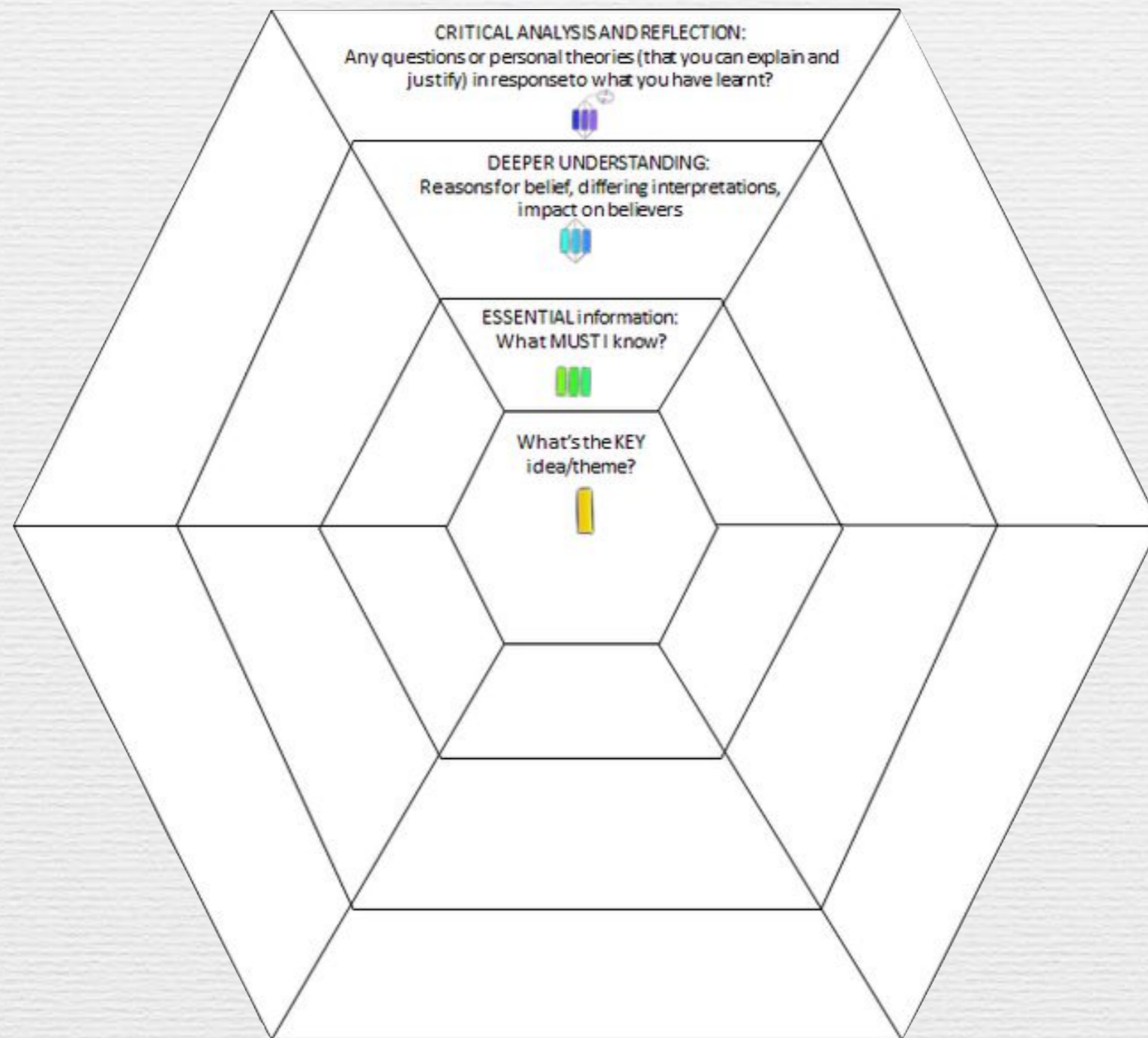
宋仲基演太陽的後裔/.....

Relational

我知道他為什麼那麼紅

Extended  
Abstract

如果我是宋仲基.....



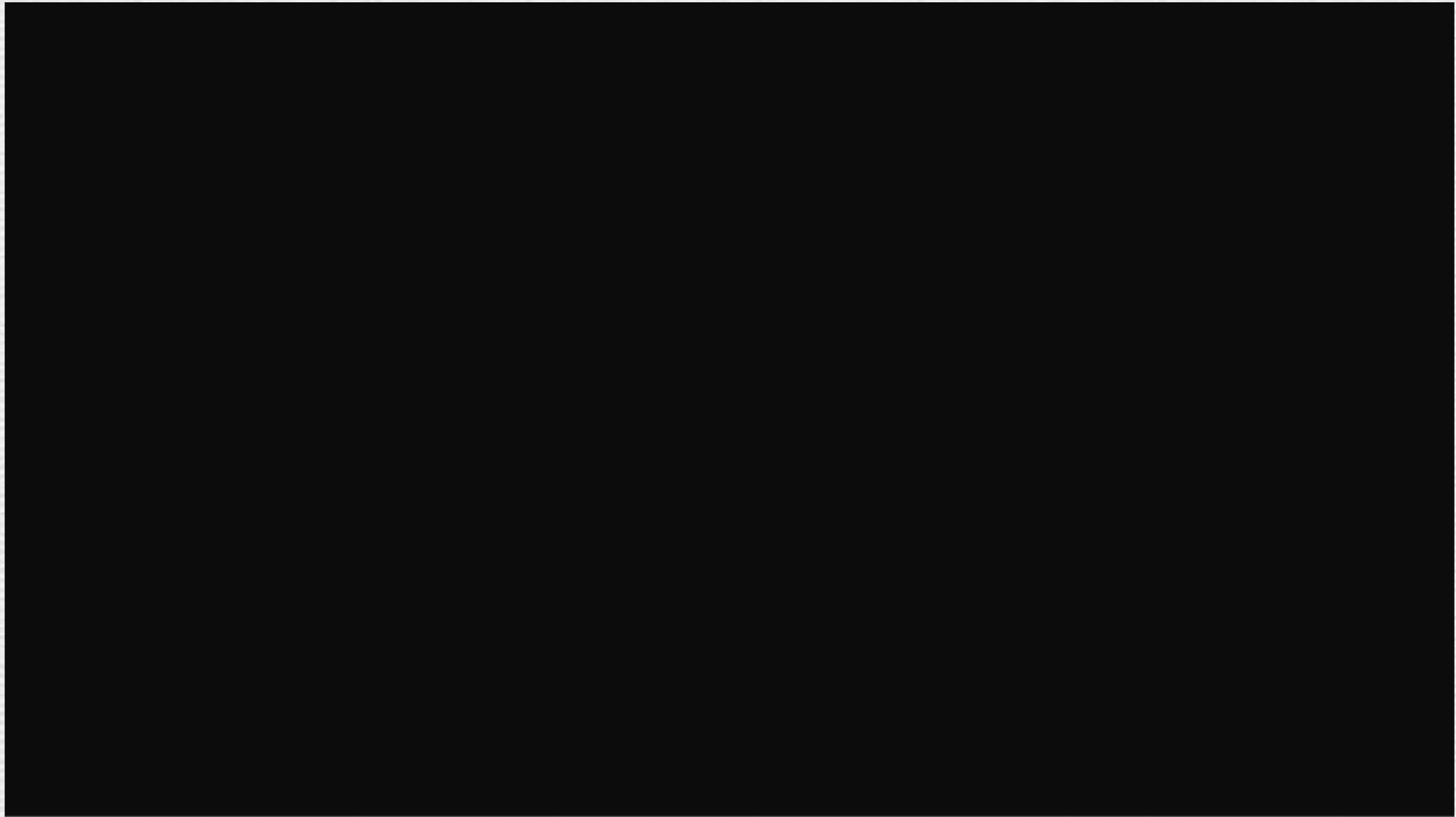


討論

# 分析教材

- 教材內容（對話、文本.....）
- 教學對象（年紀、背景.....）
- 我覺得學生喜歡什麼
- 我能補充什麼.....

# Differentiation



# 差異化教學

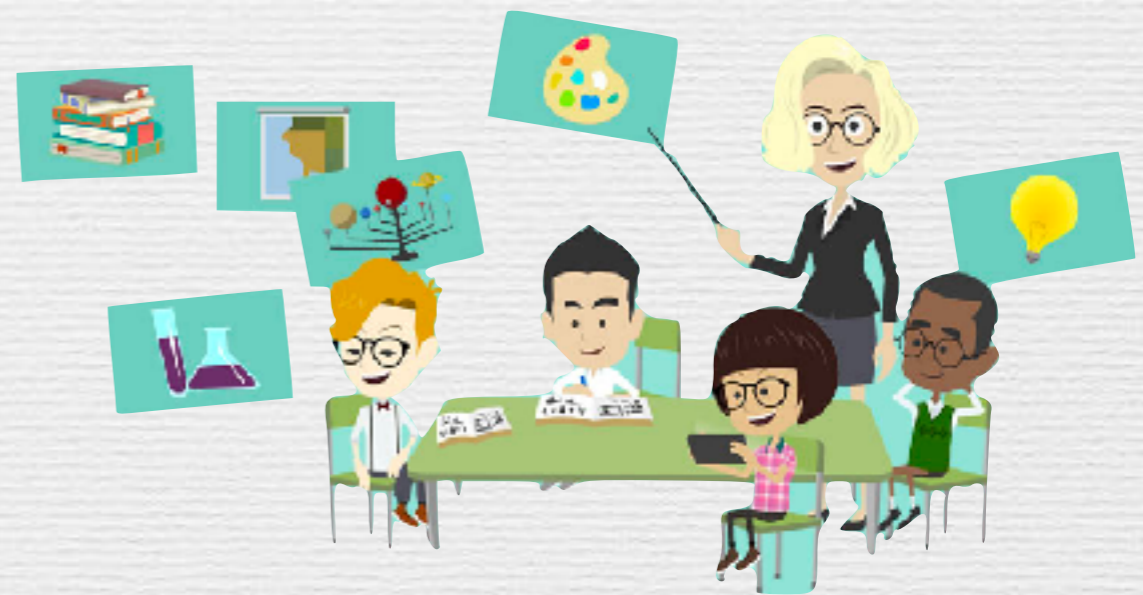
- ◆ 內容(content)的差異：內容的差異是指教學內容及如何教二個向度，也就是教材及教法。
- ◆ 過程(process)的差異：過程的差異是指的是教師透過教學活動的安排，使學生將學習內容內化的過程。

- ◆ 成果(product)的差異
- ◆ 學習氛圍(affect)的差異
- ◆ 學習環境(environment)的差異



# 上課的時，我是這樣做……

- 先幫學生訂立學習目標
- 每個活動，有不同的分組方式
- 與學生建立良好的默契
- 建立「嚴格」的教室常規
- 教學生遇到問題如何解決
- 複習 -> 上課 -> 學生分組活動 -> 複習 -> 回饋



# 電腦教學？

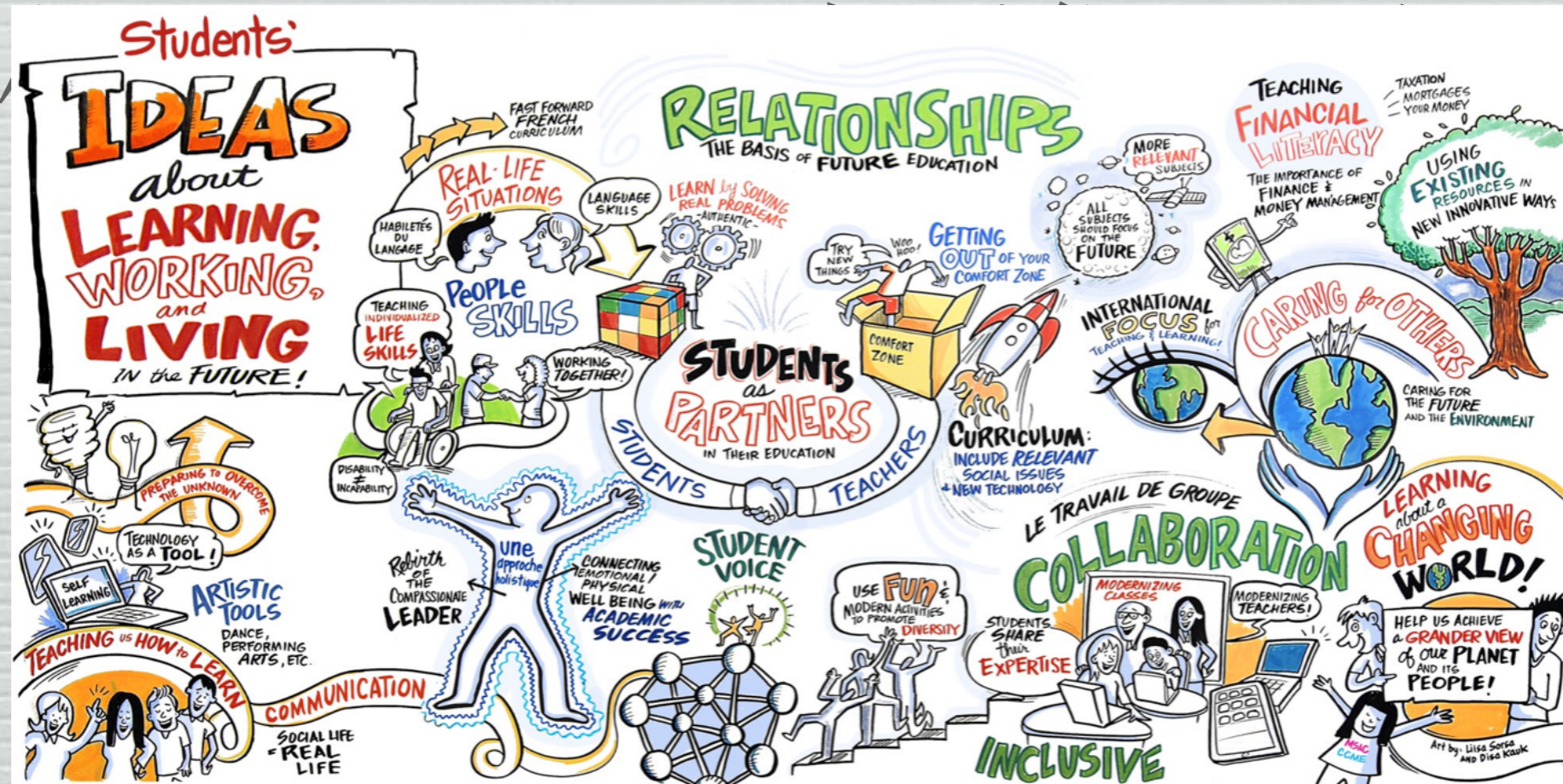


# 電腦



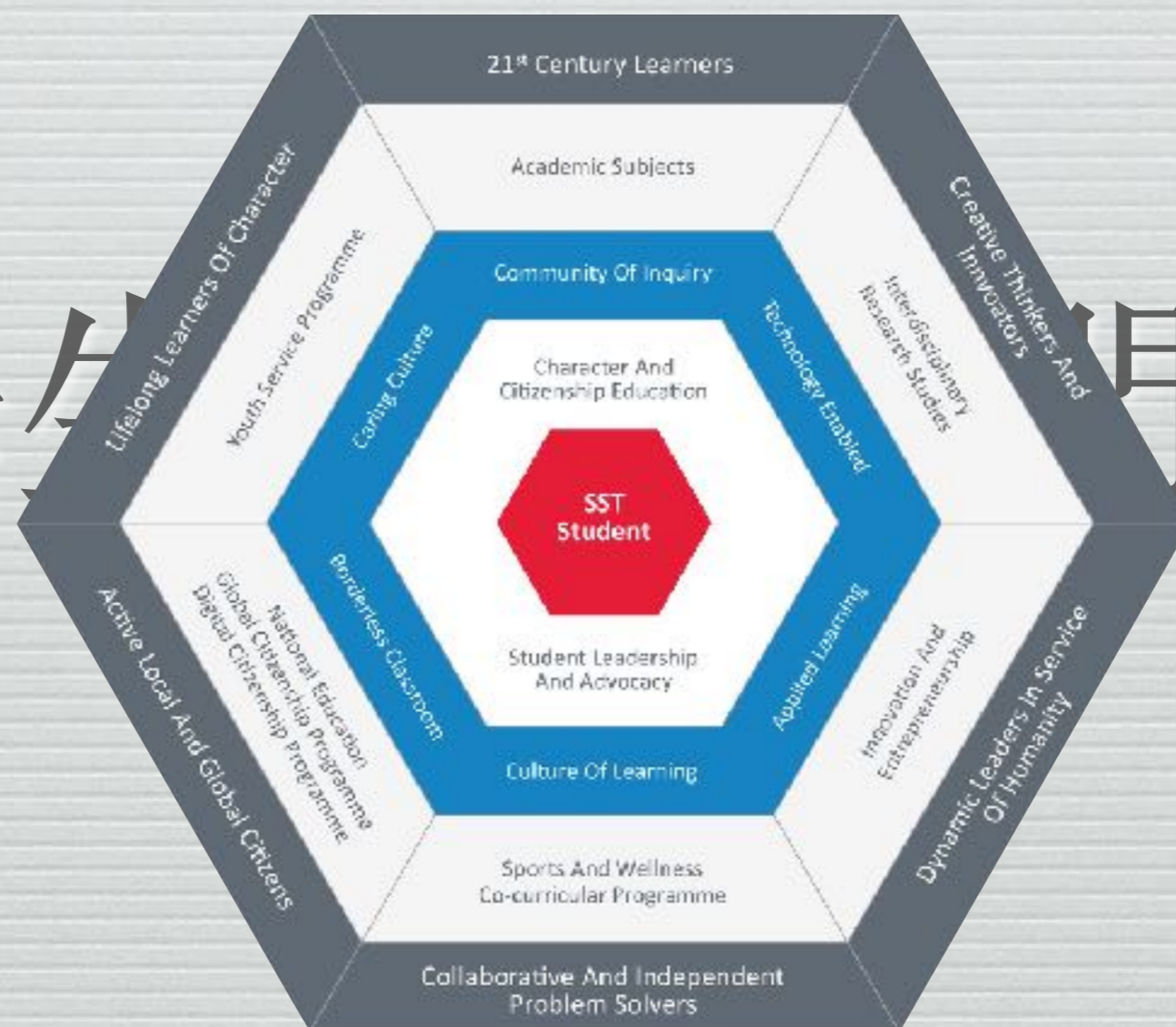
的角

我



了

當學

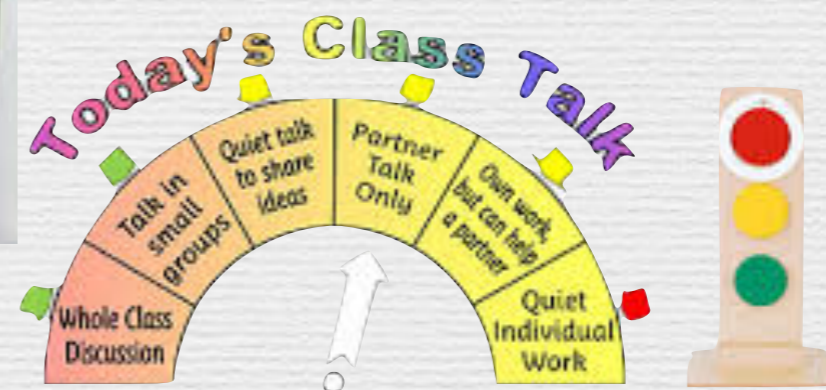


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# Classroom management

- 正向
- 鼓勵
- 原則
- 互動
- 自主



classroom management : Visualizing the process

# Classroom Routine

- 你好，小朋友！ 你好，蔡老師。
- 書、鉛筆拿出來
- 請你坐下
- 拍手注意聽
- 手放頭上



# Parents



# Summarise

- 家長期待：特效藥
- 訂定明確教學目標
- 落實分組教學（混齡混程度）
- 以學生為中心，活動多元化



- class tools
- classroom activities
- card games
- PPT game template





THANK

YOU

FOR BEING

AWESOME