

教案设计心得分享

(MY EXPERIENCE ON LESSON PLAN)

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脑力激荡

(1) 如果你可以选择的话，你最喜欢坐在教室中哪一个位子？

- A、第一排正中央
- B、教室的正中央
- C、最后一排
- D、离老师最远的角落

学习态度 v.s. 座位?

选择A：第一排正中央

你喜欢坐在第一排正中央，这种行为表示你是一个求知欲和学习意愿高的人，而且这种学习动机是你自动自发，没有人会强迫你，你也不是为了别人而学，是个很有求知心的好学生。因为，你选择的位置很靠近黑板，老师的声音也可以听得很清楚，所以你是好学的人是绝对没错的。

选择B：教室的正中央

你是一个很希望老师注意你的人，在班上你一直有想出风头的期望，至于上课的内容如何，对你来讲也就不重要了。你是一个很容易让人影响你的学习情绪的人，你的成绩好有可能多半都是为了给老师看或向同学炫耀，所以你的读书动机是很不自主的，因此很容易受影响。

选择C：最后一排

你之所以会坐在最后一排，这就表示你是个不喜欢被老师注意，也不喜欢出风头，只喜欢安安静静想自己事情的人。你的学习意愿其实也不算低，只是你很需要有自己的空间，来做自己的事。如果有你喜欢听的课程，你就会投入去听。如果老师的口音太重，听不懂也没兴趣，你就会做自己的事了。

选择D：离老师最远的角落

你是一个恨不得躲起来，看不到老师，老师也看不到你的人。你不是很讨厌老师，而是你实在是非常讨厌上课，你的学习意愿可以说是等于零。为什么会这样？只有问你自己了。你觉得上课简直就像坐牢，当然可以摸鱼就摸了，所以会坐在离老师最远的角落了，搞不好老师的眼镜度数不够，你就赚到了。

(2) 您坐对了位子吗?



主讲内容与期许

主讲内容：

- 学生特性
- 教案设计
- 活动实例

主讲期许：

- 老师们可以瞭解反向课程设计(**Backward Design**)的原则和模式
- 老师们可以运用美国21世纪外语教学标准(**5Cs**)
- 老师们可以善用网络辅助教学

讲座前预习内容



- 反向课程设计
(Backward Design/UbD)
- 课堂运用5Cs实例
- 六分钟认识“翻转教室”

学生特性

➤ 中文环境背景

- 华裔学生
- 非华裔学生



➤ 中文程度等级

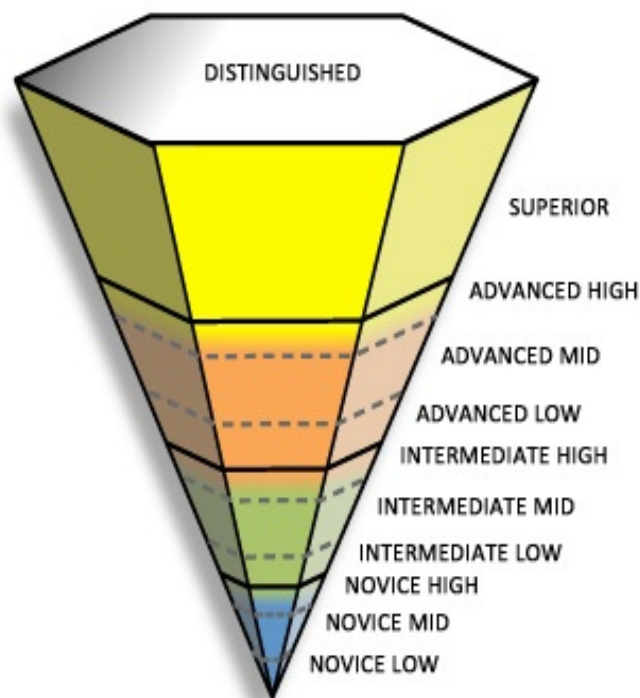
- 初级、中级、高级、优秀、优异

➤ 课后自学辅助能力

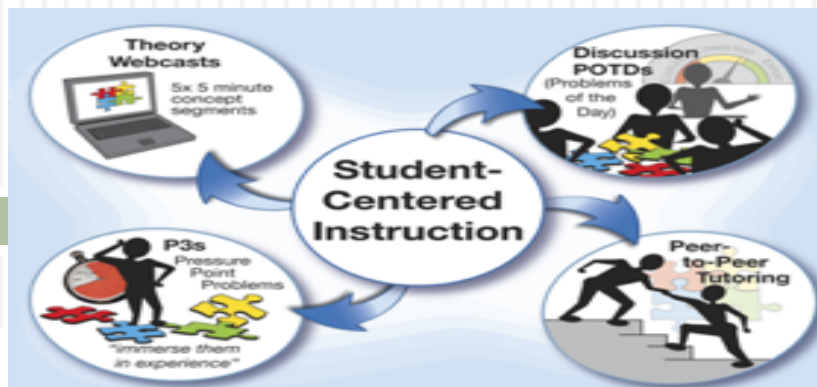
- 工具
- 家教



➤ 特殊个案（例如身心等）



教师特性



(3) 角色

- 学习辅导者
- 多重技能拥有者
- 创意思考者
- 数码(位)素养

(4) 特质

- 清晰有组织
- 综合分析取向
- 活力热忱
- 团体和个别教学互动

New roles for 21 century



(5) 星谈计划教案设计范例 (1/4)



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Date:		Theme/Topic:			
Age Range of Learners:		Targeted Performance Level:		Number of minutes	

Definition and Guiding Question

LESSON	LEARNING EPISODE
For the purpose of this STARTALK template a <i>lesson</i> is defined as a single learning experience typically lasting no more than sixty to ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.	For the purpose of this STARTALK template a <i>learning episode</i> is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.

Questions to Consider Before and During Lesson Planning

Do the activities in the lesson

- give students a reason for needing to/wanting to pay attention and be on task?
- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?

星谈计划教案设计范例 (2/4)

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets/can-do statements for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning? <i>What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?</i>
Opening Activity

星谈计划教案设计范例 (3/4)

<i>How can you capture the students' energy and commitment for today's lesson?</i>	Time:
Learning Episode	
	Time:
Learning Episode	
	Time:
Learning Episode	
	Time:
Learning Episode	
	Time:
Learning Episode	
	Time:

星谈计划教案设计范例_(4/4)

Materials needed for this lesson

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Reflection/Notes to Self

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平台建构和实例分享

尤盈方老师 Ying-Fang Jeffers

Home 主页 | MLP4 | Homework Tutoring Program 课后辅导班 | Teachers Training/Conference | STARTALK | Others | 百家论坛第20讲(26/Aug/2015)

2015 Fall website
2015 Spring website
2014 Fall website
Quizlet - Workbook listening test
MLP4 Vocabulary

! YuLaoshi's Homepage!

Subpages (3): [Homework Tutoring Program 课后辅导班](#) | [MLP4](#) | [STARTALK](#)

About me

好站连结

[Dictionary](#)
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[ArchChinese](#)
[Huaxia Chinese School Lehigh Valley Branch](#)
[汉语考试](#)
[MoveNote](#)
[PollEverywhere](#)

参考资料

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- (2) 重庆商报 (May, 2013) 教室座位“神分区” 当年你坐哪儿? from http://e.chinacqsb.com/html/2013-05/08/content_347429.htm
- (3) Zheng, T. (2005) Designing On-line Chinese Language Courses: New Roles for Educators, Journal of Information Technology Education, Vol.4, 277-281 from <http://www.jite.org/documents/Vol4/v4p275-285Zheng2.pdf>
- (4) Stanford University from web <http://ctl.stanford.edu/handbook/characteristics-of-effective-teachers.html>
- (5) STARTALK-CHELER (July 2015) Onsite Workshop of 2015 STARTALK-CHELER Chinese Leadership Program, Toledo, OH

问答时间



互动问答