

112學年度大坑國小公開觀議課 2023 Da-Keng Elementary School Open Class Translation Script

授課教師 Teachers: 外師Foreign Teacher Maudy, 中師Local Teacher Chiang, 中師Local Teacher Liu

訪視委員 Committee members: 義興國小馮立榮校長 Principal Feng of Yi-Xing Elementary School, 大坑國小林惠萍校長 Principal Lin of Da Kueng Elementary School, 雙語辦公室鄧達鈞課督Educational inspector Deng of Bilingual Education Promotion Office

開場Opening	
大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	Hello everyone, good afternoon. Thank you for coming today. This Monday, we went to Shan Feng. How do you feel about our school? It's Beautiful, right? Our bilingual program was started in 2018, the sustainable goal is our path. And I welcome every principal to be here. Thanks for your time. Welcome the principals from different schools, the candidate principal, and the foreign teacher Maudy and our local teachers.
說課 Class Introduction	
外師Foreign Teacher Maudy	外師Maudy教案翻譯: 四年一班 國際教育 課程目標:學生學會聲音的原理、能夠製造不通音調、區別高低音。 學生先備知識:先前學生已學過什麼是聲音, 熟悉高/低音。例如, 消防車喇叭聲是低音, 鳥叫是高音。 學生情形:大多數學生較害羞, 外師將鼓勵同儕和小組互相討論提升參與度。 教學材料:簡報演示、空罐子、橡皮筋、氣球、海報。 1.暖身活動:回顧先前課程、介紹今日課程、學生展示他們如何發出聲音 2.(聲音是在物體振動時產生的, 振動快聲音高, 振動慢聲音低。)請學生閉上眼, 說出播放的聲音是低音還是高音。分組每組4人, 使用材料製作能發出聲音的樂器, 並發出高/低音 3.運用容器、切開氣球裝到底部, 將大至小的橡皮筋繞在罐子上, 簡易的樂器就完成了! 4.透過任務、圖片來確認學生是否理解
中師Local Teacher Chiang	中師Ms.Chiang教案翻譯: 四年級, 課程主題: 玩轉形狀的課堂! 讓我們來做拼貼! 課程目標: 學生能夠使用不同的形狀創造自己的設計、能夠描述他們的作品。 學生先備知識:在上一堂課已經學過各形狀的名稱。 教學材料:簡報演示、海報、不同形狀的色紙、膠帶或膠水、傳單雜誌。 1.暖身活動:形狀觀察家-學生透過雙筒望遠鏡猜形狀。

	2.形狀小偵探:老師將提點學生在日常環境中尋找不同形狀 3.實踐活動:-形狀建造家:準備不同形狀的色紙,學生會說他們有的形狀,老師將演示如何使用形狀來構建一幅畫,學生試著用不同形狀建構出圖畫主題(例如交通工具、植物、動物等),從傳單和雜誌上剪下圖拼湊黏在海報上。 4.最後老師將問學生如何使圖畫看起來不同(使用更多的矩形或更少三角形),學生將向班上展示他們的藝術品並描述他們的圖畫中使用了哪些形狀。
中師Local Teacher Liu	中師劉珊珊老師教案翻譯: 五年二班, 課程目標:學生將在現實世界中找到平面填充結構,進而創造自己的設計。 學生先備知識:已知多邊形,例如三角形,正方形,長方形等。 教學材料:簡報、紙張、鉛筆、剪刀、膠帶、黑色粗筆 (平面填充結構是將相同的形狀拚在一起,創造出一種沒有空隙或重疊的藝術圖案。例:正方形和三角形可以形成平面填充結構,它們之間沒有空隙,圓形本身不能,因為它們之間總有空隙) 1.讓小朋友討論分享在現實生活中在哪裡可找到平面填充結構 2.使用8*8公分的紙張設計拼圖塊,然後複製到紙上,在色紙上畫線剪下來、用膠帶固定,用黑色記號筆畫上邊緣。 3.老師將拍攝一些學生的作品,並在HiTeach軟體上展示。老師將問他們“看起來像什麼?學生可以用單詞或句子回答。
大坑國小 林 惠萍校長 Principal Lin of Da Keng Elementary School	Thanks for the introduction. Are there any questions? So let's let the teachers go to prepare their class first. Please look at the map. Our campus is small so we don't need to go far away. Let's welcome Principal Feng of Yi-Xing.
義興國小馮 立榮校長 Principal Feng of Yi-Xing Elementary School	I would like to express my heartfelt gratitude to Principal Lin and Principal Jian-Hua for their unwavering support. The impact we create is the driving force behind our presence here today. We are not merely seeking applause; rather, we earnestly seek constructive discussions and feedback to elevate the quality of our children's learning experiences. Da-Keng may be a relatively small school, but the dedication of our entire faculty is commendable. Special applause goes to the Da-Keng principal, whose support has been instrumental in successfully organizing our open class. I invite everyone to peruse the meticulously organized documents before us. It is imperative that we reflect on the insights they provide for future considerations. Let us now turn our attention to page 4. Earlier today at Happy Elementary School, they showcased valuable information to advanced students. It is natural for

	teachers to feel a certain level of nervousness. As we navigate through today's proceedings, let us pay careful attention to the student-based ratio. Equally crucial is our approach to supporting students at low proficiency levels. May this open class unfold seamlessly, and I extend my heartfelt thanks to each one of you for being a part of this event. Lastly, I want to draw attention to the significance of open classes, exemplified by Wuquan. Their commitment to this practice underscores its importance in fostering a rich and collaborative learning environment. Thank you all for being present at our open class, and I am optimistic that everything will unfold smoothly today.
大坑國小 林惠萍校長 Principal Lin of Da Keng Elementary School	We've received helpful suggestions from past supervisors, meant to support rather than criticize. Please take a break now. Da-Keng, though small, has provided healthy snacks for your enjoyment. Take this moment to relax and recharge with these nourishing refreshments.
議課 Class Discussion	
大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	Feel free to take a break now, and I assure you that you'll be able to leave before 3:20 pm. With the class successfully concluded, let's open the floor for the teachers to share their valuable opinions.
外師 Foreign Teacher Maudy	在我的課堂中，孩子們表現出極大的興趣。儘管有些小朋友在區分高低音方面可能遇到一些困難，我給予了他們豐富的範例，期望能夠引導他們更專注於音樂的學習。
大坑中師 Local Teacher	我覺得我的課程時間不夠充裕，導致孩子們可能覺得課程有些難度。我認為應該提供更多實際範例，因為他們可能不太理解最終成品的樣子。我建議在課堂結束後，讓他們分享他們的作品，解釋他們做了些什麼，以及這些形狀代表什麼。總的來說，我認為今天的表現相當出色。
大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	Thank you, teachers, for your dedication and hard work in preparation. Our approach is centered around our students, and we've made careful considerations accordingly. Now, let's extend a warm invitation to Neli Elementary School.
內壢國小外師 FT Danielle	嗨，我是看劉珊珊老師的課。我覺得你提到應該多做示範很有趣。如果是我，可能會選擇在最後才展示成品。我真的很喜歡你的教學風格。 我認為你可以考慮多舉一些實際範例，給小朋友更多參考。雖然課程可能有點匆忙，但我從未參與過以嵌主題的課程，所以

	覺得非常特別。 如果是我在教的話，我可能會提供更多範例，並鼓勵他們聯想這些形狀代表的是什麼。同時，也許可以考慮在最後展示最終成品，讓他們有更完整的學習體驗。
義興國小外師 FT Barbara	我今天看401班級，我喜歡你們玩的遊戲，並且有需多組員，我看的是外師的課程，我很喜歡你可以隨時關注孩子有沒有聽懂，以及孩子的問題可以問得很好。
山頂外師 FT Carla	大家午安，我今天看劉珊珊的課，我恭喜你，今天表現的很好，就像Dan講的，最後一部分我很喜歡，小朋友發揮了很多想像力，很棒，謝謝。 我看得是姍姍老師的課，我要恭喜你教的很好，以及關於簡報，可以試著讓他們關注在同一頁，學生的創意力很豐富。
長庚外師 FT Maria	哈囉，我今天看Maudy的課 我喜歡你給很多學生機會製作自己的樂器並發出各種的聲音，但我覺得不同的組別中他們注意力不足，我建議你可以讓不同組分開飾演，總而言之我很喜歡。
山豐外師 FT Patricia	大家好，我來自山豐，我喜歡你讓孩子們創造出不同的聲音，分別請他們的回答得時候，他們很專心。我的建議是你可以讓小組去台前直接分別演示他們組的樂器。
文華外師 FT Meagan	大家午安，我是Meagan，我參觀的是劉老師的課。這裡是我的一些建議，簡報很棒！你讓小朋友討論這些形狀是甚麼。我覺得有一點可以更好，先示範形狀並讓他們看看更多的例子，找到例子後學生記下來，學生可以更清楚知道你下一步是什麼。最後一個部分，你說了一些簡單的形狀，用簡單的例子讓小朋友去做，會更好玩。
新路外師 FT Chris	我參觀的課是形狀的課。 這堂課可以讓學生創作不同的形狀，像是從教室中找出圓形，我很喜歡那種創作感。我感到非常驚奇、有挑戰性的是黏東西的時候，學生的注意力不在課堂上。你可以用一些輔助的東西讓學生焦點重新回到你的身上。 你可以先給一些指示或提示，然後慢慢地去提攜他們做出他們的作品。整體課堂活動做的很好，可以用一些溫柔的話去鼓勵學生。
青埔國小陳主任 Director from QinPu	I am the representative from QinPu, and I observed the class on sounds. I have one suggestion: the middle part seemed a bit chaotic, with some students not paying full attention. Consider taking away their instruments when providing instructions or speaking to maintain focus.
五權國小張老師 Local Teacher from Wu Cyuan	大家午安，我來自五權，恭喜你，你的偕同教師很棒，我覺得你用高低音，可以看的出來學生非常的興奮，例如你用動物舉的例子。
外師Foreign Teacher Maudy	因為這是他們第一次學高低音，所以我用了其他例子。

五權教師 張蔚嬾老師 Teacher Zhang Weiyan from Wu Quan	我可以問一個問題嗎? 課堂受有一位小朋友是國際學生嗎, 他英文很好。 有任何國際學生自你班上嗎? 像Andrew很厲害 你可以用麥克風去吸引他們注意, 像是課室管理英語或是一組一個樂器。或許可以讓2~3個小朋友去分享樂器。
義興推手教師 Bilingual Education Promotion Tr. Nancy from YiXing	大家午安, 我是Nancy來自義興, 我覺得3位老師都很棒, 他們都很投入去參與所有活動, 這裡有一些小建議 1. Maudy的課, 你可以隨著音調的高低去調整你的音調。 2.所有組別可以有不同的樂器, 整體可以調整每一組的音量, 並藉由節拍去創造不同的聲音。 我也去了劉老師的課, 我剛走進去的時候也對這堂課很有興趣, 3位老師都表現得很好, 這讓我們看到雙語課是如何呈現 我有幾個建議是 外師:介紹了高低音。我建議可以表現得更明顯讓學生感到明顯差異, 然後你讓學生製作樂器。 你的主題是高低音, 我建議是我會有兩個兩個一組, 然後一組用鼓, 一組用像吉他。 你可以調整明顯的指示, 像是節拍去創造不同的聲音, 你可以在製作鼓的時候去問小朋友去想像他們製作的樂器的聲音是什麼樣子。 我也去了中師的我第一次看到鑲嵌畫的課, 我覺得你可以站上台上並去問學生說為什麼鑲嵌畫不能重複。 你可以說, 只要一條線。然後學會比較清楚這個概念, 然後你說出起始點到結束點並去追問小朋友是否可以這樣做, 這樣下來小朋友就能夠清楚理解。
大坑國小 林 惠萍校長 Principal Lin of Da Kueng Elementary School	Let's extend an invitation to the principal from Chang Geng. I had the opportunity to observe the foreign teachers, and I appreciate the considerable effort they put into their work. I do have a question regarding the teacher's mention of pitch and vocabulary. How can we ascertain if the students truly comprehend these concepts? Additionally, considering that drums may not clearly demonstrate pitch, is it effective in conveying this musical element?
長庚國小校 長謝明杰 Principal of Cang Gung ES	I observed Maudy's class, and I believe she executed it well. However, I have a question. How can you ensure that the students truly comprehend the words you use? As someone not well-versed in music, I am curious about how they grasp concepts like "pitch." Can drums effectively convey the understanding of high and low pitch to them?
外師Foreign Teacher Maudy	感謝您的問題。我利用遊戲的方式, 讓孩子們透過聆聽聲音來理解高低音。儘管有些學生可能仍難以理解, 但他們似乎還是能夠分辨聲音的高低。 透過遊戲讓學生自主地聆聽範例, 然後使用舉牌的方式回答高低音的問題。在下一堂課中, 我打算進行一些調整, 特別針對樂器的部分, 因為樂器可能會較難展現高低音。如果學生握持樂器的方式不當, 可能難以有效地呈現音高差異, 期待學生在未來能更好地理解這些概念。

大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	We've explored options such as using a rubber rope or a straw, but we've considered that water might make the students overly excited. As an alternative, we experimented with various cans.
山頂國小 朱建菁校長 Principal of Shand Ding ES	Good afternoon, everyone. I want to express my gratitude for the bilingual class. I extend my appreciation to the Yi-Xing principal. I attended Maudy's class, which is centered around international education. While the class was engaging, there seemed to be a need for further relation with International Education. Maudy encouraged students to feel their sounds and vibrations, but the instruments used didn't seem directly related to vibration. Additionally, the focus on high/low pitch could benefit from a comparative approach. It wasn't entirely clear whether you were teaching about sounds being big/weak or high/low. I observed a missed opportunity to assess students' understanding, particularly regarding how well they played the instruments. Perhaps making instruments could be assigned as homework, and varying the straw lengths might enhance sound production. While the timer seemed less impactful, the use of the screen was effective. However, the key point is ensuring that children truly grasp the concepts. Let's prioritize checking if the kids have genuinely learned and retained the information.
大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	I'd like to discuss the international class. Our curriculum is based on the materials from the book, specifically tailored to international music education.
文華國小校長 葉俊泰 Principal of WenHua ES	Furthermore, I believe the focus should shift towards a more scientific approach, even if it makes the content slightly more challenging. This adjustment aligns with the different educational objectives we aim to achieve.
義興國小馮立榮校長 Principal Feng of Yi-Xing Elementary School	Having attended various classes, I want to acknowledge the evident hard work you've put in. However, I recognize that individual efforts may not be reflective of the collective contributions of all teachers. This underscores the importance of thorough preparation. Reflecting on my own experiences, I recall being a classmate of the guest and learning about the SCAFFOLDING theory, which has gained popularity recently. This theory emphasizes encouraging and pushing students to learn more as they demonstrate an ability to do so.

	In light of this theory, it's crucial for us to self-assess and determine how well we are incorporating scaffolding techniques into our teaching. How effectively are we providing the necessary support and guidance to help students reach higher levels of understanding and capability? Evaluating our adherence to this theory will contribute to a more enriching learning experience for our students.
	Approximately 40 years ago, during my time in school, the scaffolding theory was already a topic of discussion. This educational psychology concept has been a subject of discourse for many years, reflecting its enduring significance in the field.
	Teaching a partially bilingual subject poses its challenges, especially when merging content with English language proficiency. When encountering difficulties, incorporating some Chinese aids can be beneficial, allowing students to refocus on the essence of communication in English. To facilitate comprehension, consider using visuals, classroom language interactions, and encourage simple sentence aids between students and teachers. This approach helps create a supportive learning environment for language development.
	I appreciate the efforts of the two teachers who chose to observe the Art class, a task that I acknowledge can be challenging. I commend your successful execution of the class. I would like to suggest encouraging students to express their thoughts more freely and incorporating additional English language use in the classroom. This approach can foster increased student participation and verbal expression.
	Drawing inspiration from Singapore, which spent 23 years to become the bilingual country it is today, Taiwan is just beginning this journey. Embracing and enhancing bilingual education will contribute significantly to our educational goals.
	Yi-Xing utilizes the practice of three sentences for teachers each week, and I'd like to share this effective method with you. We are delighted to offer insights on improving English skills through everyday language use. We appreciate the dedication to bilingualism. Thank you for your attention, and we welcome you to the Yi-Xing open class on December 14th.
大坑國小 林惠萍校長 Principal Lin of Da Kueng Elementary School	Let's practice classroom English together. Feel free to take the snacks home, and please kindly return the evaluation boards to us. Thank you very much.

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