

Abstract

[illegible]

Keywords: teacher study group, 00000, 000, 000, 00000
00000, 00000, 0000

Introduction

Due to
 (Crowther & Cannon, 2002; Jenlink & Kinnucan-Welsch, 2001; Johnson & Golombek, 2002; Samaras & Gismondi, 1998).
 In 2001, (Hung & Yeh, 2013). However,
 (Borko, Jacobs, & Koellner, 2010). To foster
 (Zeichner & Liston

1996, p. 6).

Background of the Study

Three research questions were discussed:

1. What are the stages
2. How
3. How

Review of Literature

Teacher Professional Development

The Teacher Study Group as a Teacher Learning Community

“...” (p.36)

Methodology

Context and Participants

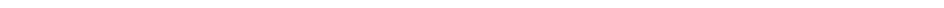
(Berg, 2004).

Table 1

Participating

Participant's	Level(s)

Ms. Yang	Female	ooo	ooo	B.A.
Ms. Xu	Female	ooo	ooo	B.A.
Ms. Wang	Female	ooo	ooo	B.A.



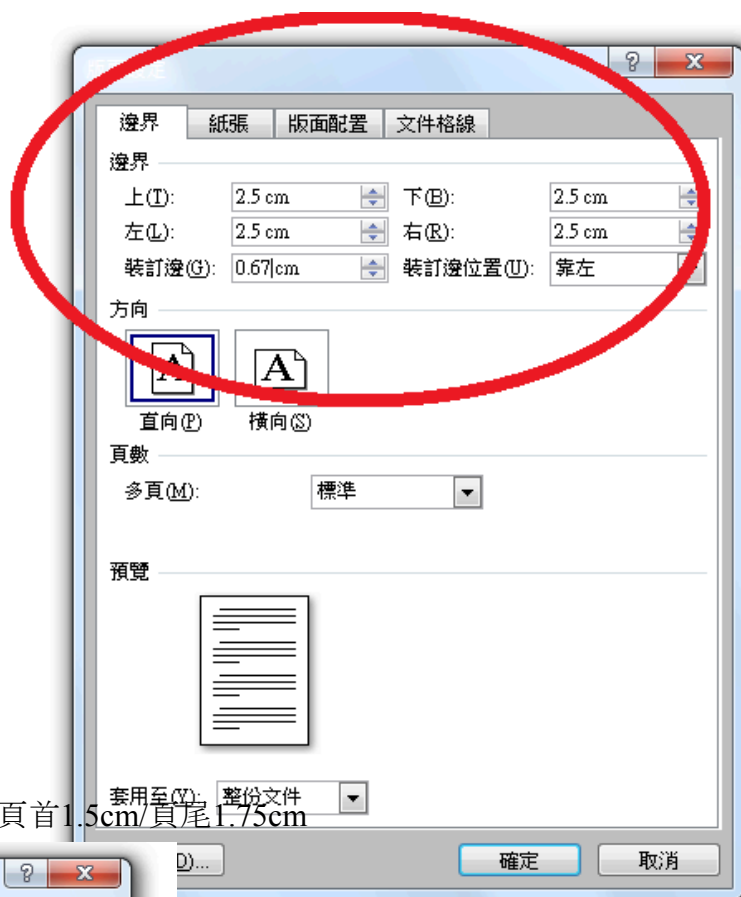
Conclusions

References

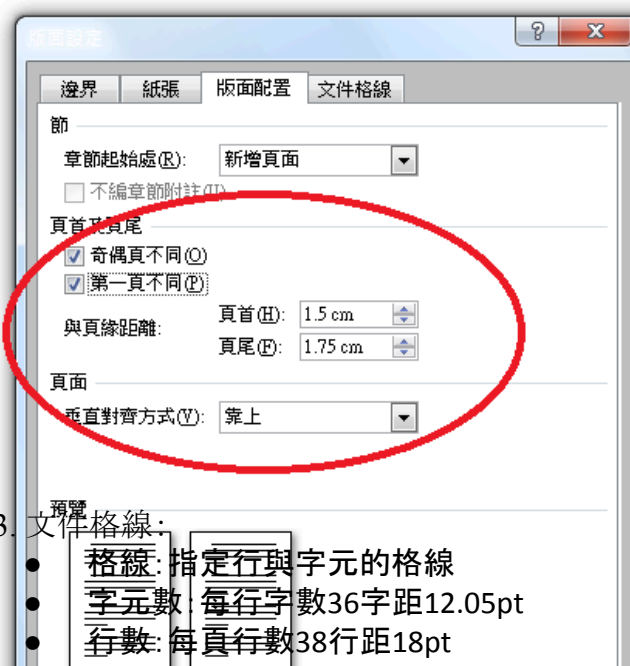
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【SPECTRUM内文格式設定】

1. 邊界：上2.5cm/下2.5cm/左2.5cm/又2.5cm/裝訂邊0.67cm

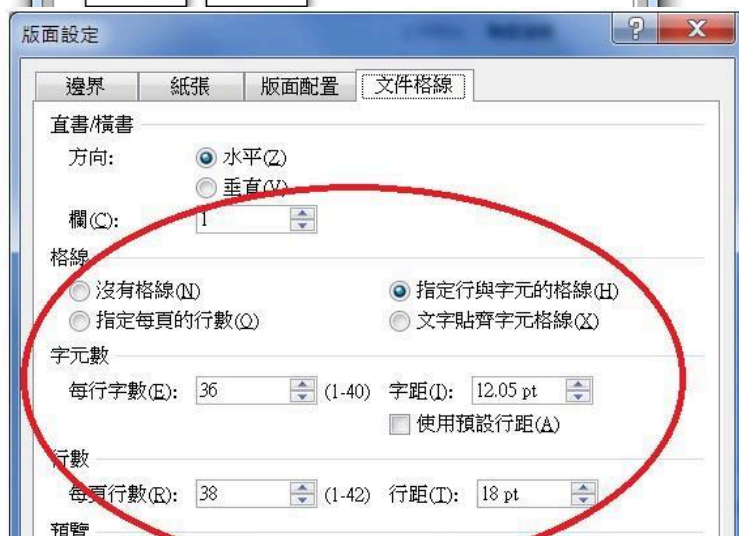


2. 版面配置: 奇偶頁不同/第一頁不同/頁首1.5cm/頁尾1.75cm



3. 文件格線:

- 格線: 指定行與字元的格線
- 字元數: 每行字數36字距12.05pt
- 行數: 每頁行數38行距18pt



4. 頁首/頁尾:字型大小10
5. 標題16號字, 姓名大寫、摘要14號字, 字元間距-行距(固定行高, 24pt), 摘要與前、後段間距0.5列。