

體育教師暑期學校2010
展示課

本課節之設計是基於以下信念

一節具效果之體育課取決於：

- 1/ 預期之學習目標能否達到，
- 2/ 課堂設計及安排能否給予學生大量具質素之學習活動，
- 3/ 學習活動能否關注本科以身體活動為媒體的特質，發展學生之全人發展。

展示課之教學依據

老師於2010年度的展示課中以「社會學習」理念 (Social Learning Theory) (Bandura, 1977) 作依據，利用各種群體互動之學習形式，例如小組合作、討論、競爭及角色扮演等進行學習，培育學生互相支援、信任、欣賞和其他層面的學習。

油蔴地天主教小學胡逸熙老師應用 Mosston 和 Ashworth (2002) 之互惠式教學法 (Reciprocal Teaching)，協助學生理解跑動以創造空間，支援隊友進攻及培育他/她們的協作和溝通能力。胡老師安排學生以二人一組方式，分別扮演觀察者及實習者的角色，以便相互練習、提點和討論，並以比賽及互評等活動，促進學生技能、認知及協作等學習。

嗇色園主辦可風中學朱加俊老師應用概念學習 (Concept Attainment) (Deborah & Bennett, 1994) 理念，以混合能力分組，並以小組技術練習、提問、討論和比賽等活動，使學生掌握籃球之傳切支援的小組進攻技術及培育群體協作的態度。

參考書籍：

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Mosston, M., & Ashworth, S. (2002). *Teaching physical education* (5th ed.). San Francisco, CA: Benjamin Cummings.

Deborah, W., & Bennett, L. (1994). *Curriculum & Instruction The Secondary School Physical Education Experience*. USA: Mosby.

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Suggested topics and questions for discussion:

展示課建議討論題目及問題

1 Planning for teaching (Lesson Planning / Aims and Objectives/ Selection of Content – Level/ appropriateness/ scope etc./ Teaching and learning strategies) 教學計劃 (課節計劃 / 目的及目標 / 內容之選擇 – 適切性 / 範疇等 / 學與教策略)	
Suggested questions 建議討論題目	Evidence 顯証
→ Was the lesson purposefully planned? 課堂是有針對地設計?	→
→ Were the objectives clear and measurable? 目標是否清晰及可量度?	→
→ How objectives were assessed in its appropriateness to the students? 評估目標對學生的適切性?	→
→ Were the teaching content and activities progressively structured with reference to students' interest and ability? 是否根據學生的興趣和能力而策劃具進度的教學內容?	→
→ Were the teaching and learning strategies purposefully selected? 是否有目的地選擇學與教的策略?	→
→ How did the teaching and learning strategies differ from our practices? 學與教的策略與我們日常的教學有何分別?	→
→ Others 其他	→

2 The teacher (Concept of teaching) 教師 (教學理念)	
Suggested questions 建議的問題	Evidence 顯証
→ What particular model was adopted to organize the learning experience? 本課節採用哪一種「模式」去組織學習經驗?	→
→ What role(s) did the teacher play? 教師扮演什麼角色?	→
→ Were there any innovative elements? 有沒有一些創新元素?	→
→ Others 其他	→

3 Management and Instruction (Instructional modes & effectiveness/ Selection & use of resources/ Structuring of learning activities / Management of learning environment/ Class routine and discipline)
 管理及教學 (教學模式及效果 / 資源選取及採用 / 學習活動之設計 / 學習環境之管理 / 課堂常規及紀律)

Suggested questions 建議討論問題	Evidence 顯証
→ How new skills / knowledge / attitudes were built on students' PREVIOUS experience? 如何將新技能 / 知識 / 態度建基於學生之已有經驗?	→
→ Did the learning experience ALSO promote other domains apart from the skill? (Other 5 strands, 9 generic skills and/or 5 values and attitude) 除技能領域外，有關的學習經驗有否促進其他領域? (如其他 5 個範疇、9 種共通能力/ 或 5 種價值觀及態度)	→
→ To what extent were the objectives achieved? 能達到目標的程度有多少?	→
→ How individual differences were treated? In particular, how “more able” and “less able” students were helped? 是否有照顧學生的個別差異? 尤其是「能力較強」及「能力較弱」的學生?	→
→ How individual students know their learning performance? 學生如何得知其學習表現?	→
→ Did the learning climate encourage learning? 學習氣氛有否鼓勵學習?	→
→ Were there adequate support for learning provided by the peers and the teacher? 同儕及老師的學習支援是否足夠?	→
→ Others 其他	→

4 Overall (Strengths/ Areas for Improvement)
 整體表現 (強項 / 可改進的地方)
