

## 國立清華大學師資培育中心課程大綱

科目中文名稱	教學實習	學分	2
科目英文名稱	Teaching Practice		
任課教師	左思謙	上課 時間	T1234
先修(擋修)科目	先修課程為「國民小學國語教材教法」及「國民小學數學教材教法」		
是否全英語授 課/英語授課比 例	<input checked="" type="checkbox"/> 是，英語授課比例:___80___% <input type="checkbox"/> 否		
融入議題  *者為法定議題	<p>12 年國教 19 項議題：</p> <p><input type="checkbox"/>*性別平等教育、<input type="checkbox"/>人權教育、<input type="checkbox"/>*環境教育、<input type="checkbox"/>海洋教育、<input type="checkbox"/>品德教育、<input checked="" type="checkbox"/>生命教育、<input type="checkbox"/>法治教育、<input type="checkbox"/>科技教育、<input type="checkbox"/>資訊教育(含數位教習)、<input type="checkbox"/>能源教育、<input type="checkbox"/>*安全教育、<input type="checkbox"/>*防災教育、<input type="checkbox"/>*家庭教育、<input type="checkbox"/>*生涯規劃教育、<input type="checkbox"/>多元文化教育、<input type="checkbox"/>閱讀素養教育、<input type="checkbox"/>戶外教育、<input checked="" type="checkbox"/>國際教育、<input type="checkbox"/>原住民族教育</p> <p>其他教育議題：</p> <p><input checked="" type="checkbox"/>藝術與美感教育、<input type="checkbox"/>勞動教育、<input type="checkbox"/>*家政教育、<input type="checkbox"/>新移民教育、<input type="checkbox"/>本土教育、<input type="checkbox"/>媒體素養教育、<input type="checkbox"/>藥物教育、<input type="checkbox"/>性教育、<input type="checkbox"/>理財教育、<input type="checkbox"/>消費者保護教育、<input type="checkbox"/>觀光休閒教育、<input type="checkbox"/>另類教育、<input type="checkbox"/>生活教育、<input type="checkbox"/>融合教育、<input type="checkbox"/>特殊教育</p> <p>新興議題：<input type="checkbox"/>媒體識讀、<input type="checkbox"/>通用設計、<input type="checkbox"/>修復式正義 <input type="checkbox"/>其他新興議題_____</p>		

專業素養	專業素養指標
<p>□1.了解教育發展的理念與實務</p>	<p>□1-1 了解有關教育目的和價值的主要理論或思想，以建構自身的教育理念與信念。</p> <p>□1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。</p> <p>□1-3 了解我國教育政策和法規與學校實務，以作為教育實踐基礎。</p>
<p>■2.了解並尊重學習者的發展與學習需求</p>	<p>■2-1 了解並尊重學生身心發展、社經及文化背景的差異，以作為教學與輔導的依據。</p> <p>■2-2 了解並運用學習原理，以符合學生個別學習需求與發展。</p> <p>■2-3 了解特殊需求學生的特質與鑑定歷程，以提供適切的教育與支持。</p>
<p>■3 規劃適切的課程、教學及多元評量</p>	<p>■3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學與評量。</p> <p>■3-2 依據課程綱要/大綱、課程理論及教學原理，以協同發展跨領域/群科/科目課程、教學與評量。</p> <p>■3-3 具備任教領域/群科/科目所需的專門知識與學科教學知能，以進行教學。</p> <p>■3-4 掌握社會變遷趨勢與議題，以融入課程與教學。</p> <p>■3-5 應用多元教學策略、教學媒材與學習科技，以促進學生有效學習。</p> <p>■3-6 根據多元評量結果調整課程與教學，以提升學生學習成效。</p>
<p>■4 建立正向學習環境並適性輔導</p>	<p>■4-1 應用正向支持原理，共創安全、友善及對話的班級與學習環境，以養成學生良好品格及有效學習。</p> <p>■4-2 應用輔導原理與技巧進行學生輔導，以促進適性發展。</p>
<p>□5 認同並實踐教師專業倫理</p>	<p>■5-1 思辨與認同教師專業倫理，以維護學生福祉。</p> <p>□5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。</p> <p>■5-3 透過教育實踐與省思，以發展溝通、團隊合作、問題解決及持續專業成長的意願與能力。</p>

一. 素養指標

<p>二、專業素養</p> <p>核心內容</p>	<p>專業素養核心內容</p>
	<p>1.了解教育發展的理念與實務</p> <ul style="list-style-type: none"> <li>■(1)教育本質、教育目的與內容</li> <li>■(2)主要教育理論與思想</li> <li>□(3)教育與社會變遷及進步</li> <li>□(4)教育與社會流動及公平</li> <li>■(5)學校與教育行政制度的理念、實務與改革</li> <li>■(6)我國主要教育政策、法規及實務</li> </ul>
	<p>2.了解並尊重學習者的發展與學習需求</p> <ul style="list-style-type: none"> <li>□(1)主要身心發展理論及其教育應用</li> <li>■(2)主要學習理論及其教育應用</li> <li>□(3)主要學習動機論及其教育應用</li> <li>■(4)學習策略</li> <li>□(5)身心、社經與文化等背景差異及其與學習、發展的關係</li> <li>■(6)學生特質與需求的辨識</li> <li>□(7)特殊教育學生的特質與鑑定歷程</li> <li>□(8)特殊教育學生個別化教育計畫/個別輔導計畫</li> </ul>
	<p>3 規劃適切的課程、教學及多元評量</p> <ul style="list-style-type: none"> <li>■(1)主要課程、教學與評量的理論</li> <li>■(2)重要議題融入課程、教學與評量</li> <li>■(3)我國課程、教學與評量的重要政策</li> <li>□(4)12年國民基本教育素養導向(單科/跨領域統整/跨科統整)課程、教學及評量的發展及實踐</li> <li>□(5) 課程、教學與評量的創新及學習科技的應用</li> <li>□(6)學生特質與需求的辨識</li> <li>□(7)領域/學科(或科目)/群科專門知識與學科教學知能</li> <li>□(8)分科/分領域(群科)教材教法 (8)探究與實作設計與實施</li> </ul>
<p>4 建立正向學習環境並適性輔導</p> <ul style="list-style-type: none"> <li>□(1)主要輔導理論</li> <li>□(2)輔導技巧與正向管教</li> <li>□(3)三級輔導與資源整合</li> <li>□(4)學生輔導倫理與主要法規</li> <li>■(5)班級經營的意義、目的、內容與方法</li> <li>□(6)學生自律與自治</li> </ul>	

	<p>□(7)親師生關係</p> <p>5 認同並實踐教師專業倫理</p> <ul style="list-style-type: none"> <li>■(1)教師專業、倫理及其承諾</li> <li>■(2)教師專業角色及其權利與義務</li> <li>■(3)教師角色與社區關係</li> <li>■(4)服務學習與實務體驗</li> <li>■(5)教師自我反思、溝通互動與解決問題</li> </ul> <p>□(6)教師專業社群與終身學習</p>
<p>三、課程概述 (約 150 字內)</p>	<p>This practicum is designed to provide undergraduate students who are taking bilingual teaching courses for pre-service teachers with supervised experience in instructional planning, management, and delivery in various content subjects in primary schools. The pre-service students will be involved in CLIL lesson preparation, field observations and discussions, as well as field teaching practice and self-reflections. The purpose of the course is to train students using the most recent bilingual theories, give students opportunities to develop their skills and apply them in real teaching environments, prepare students to take the teacher certification examination. The course will also establish the work ethic required for the teaching profession, including collaboration, coordination, and fostering a sense of accountability.</p>
<p>四、授課重點</p>	<ol style="list-style-type: none"> <li>1. Practicum</li> <li>2. Microteaching</li> <li>3. Field practice</li> <li>4. Bilingual lesson preparation, observation, and discussion</li> </ol>
<p>五、教學進度</p>	<p>Week 1 (2/14):</p> <ol style="list-style-type: none"> <li>(1) Introduction</li> <li>(2) Assign practicum tasks and assignments</li> <li>(3) CLIL, EMI and immersion teaching</li> </ol> <p>Week 2 (2/21):</p> <ol style="list-style-type: none"> <li>(1) 4C+3L</li> <li>(2) Translanguaging</li> </ol> <p>Week 3 (2/28):</p> <p>228 Memorial Day</p> <p>Week 4 (3/07):</p> <ol style="list-style-type: none"> <li>(1) Multiliteracies &amp; Multimodalities</li> <li>(2) Assignment: Educational Philosophy</li> </ol>

Week 5 (3/14):

- (1) Classroom Language & Interactional Language
- (2) Individual Presentation : Educational Philosophy

Week 6 (3/21):

Task Design in CLIL

Week 7 (3/28): (TBD)

- (1) Field practice, observation, and discussion
- (2) Assignment: Field Observation Report

Week 8 (4/04):

Children's Day

Week 9: (4/11): (TBD)

- (1) Field practice, observation, and discussion
- (2) Assignment: Field Observation Report

Week 10 (4/18): (TBD)

- (1) Field practice, observation, and discussion
- (2) Assignment: Field Observation Report

Week 11-Week13 (4/24-5/05) : (TBD)

- Field practice will be based on the host school's schedule.
- **Two videos of students' on-site teaching (at least 15 minutes in length) must be submitted.**

- (1) Field practice reflections are due
  - (2) Field practice teaching materials/aids are due
  - (3) Practicum achievement videos are due
- Assignments:

Assignments :

- Field Observation Record
- Field practicum videos recording feedback is due
- A complete CLIL lesson design is due before each teaching session

Week 14 (5/09)

Teaching Assessment (I) in CLIL

Week 15 (5/16):

Teaching Assessment (II) in CLIL

	<p>Week 16 (5/23): Speech by a CLIL teacher</p> <p>Week 17 (5/30): Teaching Capability Test (10min/person)</p>																
<p>六、指定用書  (教科書)</p>																	
<p>七、參考書籍  (參考書目)</p>	<p>Bentley, K., (2010). The TKT Course CLIL Module. Cambridge: Cambridge University Press.</p> <p>Coyle, D., Hood, P. and Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press.</p> <p>Coyle, D. and Meyer, O. (2021). Beyond CLIL: Pluriliteracies Teaching for Deeper Learning. Cambridge: Cambridge University Press.</p> <p>Dale, L. and Tanner, R. (2012). CLIL Activities. Cambridge: Cambridge University Press.</p>																
<p>八、教學方式  (教學型式)</p>	<table border="1"> <thead> <tr> <th data-bbox="411 1173 679 1227">Teaching Method</th> <th data-bbox="679 1173 1522 1227">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 1227 679 1281">Lecturing</td> <td data-bbox="679 1227 1522 1281">The lecturer will instruct one specific topic by slides.</td> </tr> <tr> <td data-bbox="411 1281 679 1384">Discussion</td> <td data-bbox="679 1281 1522 1384">The group discussion would be held frequently to activate the students' thinking ability.</td> </tr> <tr> <td data-bbox="411 1384 679 1487">Problem-Solving</td> <td data-bbox="679 1384 1522 1487">This method will train the students to excavate their inner creativity to solve the problems in practical class teaching.</td> </tr> <tr> <td data-bbox="411 1487 679 1590">Collaborative Learning</td> <td data-bbox="679 1487 1522 1590">The group will need to collaborate practically to challenges and the spirit of collaboration will be cultivated through this process.</td> </tr> <tr> <td data-bbox="411 1590 679 1693">Hands on Practice</td> <td data-bbox="679 1590 1522 1693">The students will do hands on practice of a variety of art works to build up their practical experience.</td> </tr> <tr> <td data-bbox="411 1693 679 1796">Integration of Media in teaching</td> <td data-bbox="679 1693 1522 1796">The media will be strategically integrated into teaching to enhance the effectiveness and interactivity of learning.</td> </tr> <tr> <td data-bbox="411 1796 679 1939">Professional Guest Speaker</td> <td data-bbox="679 1796 1522 1939">Some professionals with prestigious accomplishment in specialized art field ( visual art, music, performing art) will be invited to give a speech and lecturing.</td> </tr> </tbody> </table>	Teaching Method	Explanation	Lecturing	The lecturer will instruct one specific topic by slides.	Discussion	The group discussion would be held frequently to activate the students' thinking ability.	Problem-Solving	This method will train the students to excavate their inner creativity to solve the problems in practical class teaching.	Collaborative Learning	The group will need to collaborate practically to challenges and the spirit of collaboration will be cultivated through this process.	Hands on Practice	The students will do hands on practice of a variety of art works to build up their practical experience.	Integration of Media in teaching	The media will be strategically integrated into teaching to enhance the effectiveness and interactivity of learning.	Professional Guest Speaker	Some professionals with prestigious accomplishment in specialized art field ( visual art, music, performing art) will be invited to give a speech and lecturing.
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<p>九、成績考核</p>	<p>1. Field trip and intensive internship: 4 ppl as a group in one class</p> <p>(1)One teaching plan (10%)</p> <p>(2)Teaching practice (10%)</p>																

(評量方式)	<p>I. Submitting 15-min video of teaching practice by each person  (3) Teaching observation reports and review reports</p> <p>II. For both field trips and intensive internship (13 in total)</p> <p>III. Please upload the reports to eLearn on a daily basis by each person</p> <p>2. Bilingual education service :</p> <p>(1) Submitting one proposal by each group (10%)  (2) Submitting one progress review by each group (10%)</p> <p>3. Analysis of bilingual math teaching (10%)  (3) One unit by one person</p> <p>4. Practice on teacher knowledge test platform (10%)  <a href="https://elearn.nthu.edu.tw/course/view.php?id=22968">https://elearn.nthu.edu.tw/course/view.php?id=22968</a></p> <p>5. Teaching Capability Test (10%)  (1) 15 mins for each person</p> <p>6. Attendance and Participation (10%)</p> <p>7. Teaching Plan Designing Test</p>
Attendance Policy	<p>1. <b>2 points will be deducted for each class on sick leave or personal leave. Those who have more than 6 classes in total will be assessed as failing this course. No points will be deducted for</b></p>
十、教材資源	<p>Celce-Murcia, M., &amp; Olshtain, E. (2000). Discourse and context in language teaching: A guide for language teachers. UK: Cambridge University Press.</p> <p>McCarthy, M. &amp; O'Dell, F. (2002). English Vocabulary in Use. Cambridge: Cambridge University Press.</p> <p>McCarthy, M. (1990). Vocabulary. Oxford: Oxford University Press.</p> <p><a href="http://www.bbc.co.uk/skillswise">http://www.bbc.co.uk/skillswise</a> <a href="https://www.english-corpora.org/coca/">https://www.english-corpora.org/coca/</a></p>