**Guangdong-Hong Kong-Macau Universities Student Innovative Teaching Competition by the Guangdong-Hong Kong-Macao University Alliance for Teacher Education (GHMUSIT)  
Lesson Plan Template for GHMUSIT Competition**

**Document checklist 文件清單**

Lesson Plan教案

Teaching Schedule and Assessment Criteria/Rubrics教學進度表和評估標準

Attached Teaching Materials (已附上教材): Teaching PowerPoint / Worksheets / Class Handouts (if applicable)教學簡報/工作紙/課堂筆記 (自選如適用)

**Team information (maximum four members) 隊伍資料（上限四名隊員）**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name  姓名** | **Email 電郵** | **Mobile Number 電話號碼** | **Undergraduate/**  **Postgraduate 本科生／研究生** | **Faculty and Department 學院和學系** | **Programme of Study 主修** | **Expected Year of Graduation 預期畢業年份** | **Student ID 學生號碼** |
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**Lesson information 課程內容**

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| --- | --- |
| Name課程名稱 |  |
| Duration 時長 |  |
| Subject 科目 |  |

**Item 1 文件一: Lesson Plan** 教案 **(One 40-minute lesson 一節40分鐘課)***This lesson template is adapted from EdUHK Project ‘Active Classroom (AClass)’ Resource此教案模板改編自香港教育大學「活潑教室」資源*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Topic 題目: | | | | | | | | |
| Date日期: | | Time 時間: | | | Class 班別: | | Venue 地點: | |
| Lesson in Term Plan (e.g., 5th lesson of 10 of Term 1):  單元教節（例：第一學期十教節之五）: | | | | | | | | |
| Prior knowledge: Students know  已有知識：學生已懂得  1.  2.  3. | | | | | | | | |
| Learning objectives:  預期學習成果：  At the end of the lesson, students should be able to:  完成課堂後，學生能夠：  1.  2.  3. | | | | | | | | |
| Learning problems/needs identified from the previous lesson (or expected if it is a new unit):  較早前的課堂中所發現到的學習困難／需要（如新單元:可預見的學習困難／需要）：  1.  2.  3. | | | | | | | | |
| Teaching resources:  教學資源：  1.  2. | | | | | | | | |
| Teaching strategies adopted in lesson:  應用在課堂上的教學技巧：  1.  2.  3. | | | | | | | | |
| Time (in mins)  時間  （分鐘） | Purpose/Key learning points# 目的／學習重點 | | Student activities 學生活動 | Teaching steps (consider learner diversity; script some teacher talk, if needed)  教學步驟  （照顧學習差異；如有需要，可編寫教師講稿） | | Assessment^ 評估 | | Resources 資源 |
| Stage 1: Making clear the ‘gap’ for learning between what students know and what they will learn (e.g., activate prior knowledge / experience and inform students of learning objective(s))  第一階段：令學生清楚學習內容（例如：啓動學生已有知識／經驗並告知學生預期學習成果） | | | | | | | | |
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| Stage 2: Activities to support new learning (e.g., use clear logical sub-stages; explain new learning; promote active learning with interim student activities; check understanding all through)  第二阶段：学习活动以巩固新学习成果（例如：使用清晰的小步骤、清楚解释、通过阶段性学习活动促进自主学习、检视学生的理解） | | | | | | | | |
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| Stage 3: Consolidation of learning / Checking students’ learning / Summary  第三階段：鞏固學習／檢視學生學習進程／總結 | | | | | | | | |
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| Homework (if any):  作業（如有）： | | | | | | | | |

#Key learning points: When relevant, state what it is that you plan for students to learn in the step/activity that can help them achieve the learning objective(s) of the lesson. This is to ensure that your planning guides students, supporting them step-by-step towards achieving the overall learning objective(s) of the lesson.  
#學習重點：需要時，說明你的教學計劃如何透過不同的步驟／活動，以幫助學生實現課程預期學習成果。 這確保你的設計能有效啓導學生，並逐步建構他們達到課程的整體預期學習成果。

^Assessment: State how you will assess whether students are learning when it is relevant to a step (e.g., when students are doing activities). In-class assessment of students’ learning is normally formative assessment (assessment for learning) and can take informal modes such as teacher’s observation, students answering questions.  
^評估：說明你將如何評估學生於某階段能否跟隨（例如：當學生進行活動時）。 課堂上的學習評估通常是進展性評估（促進學習的評估），並且可以採用非正式的評估，例如老師的觀察、學生的回答。

Post-teaching reflection (strengths, weaknesses, ways to improve):

教學後反思（強項、弱項、改善方法）:

|  |  |  |
| --- | --- | --- |
| Issues for reflection (strengths / weaknesses)  反思問題（強項／弱項） | Reflection (evidence; causes; consequences)  反思（證據、原因、結果） | Follow up actions (ways to improve)  跟進行動（改善方法） |
| 1. Have students achieved the learning objectives? How many did, how many partially, how many not?  學生能否達到預期學習成果？有多少學生達到？有多少學生部分達到？有多少未能達到？ |  |  |
| 2. |  |  |
| 3. |  |  |

**Item 2 文件二: Teaching Schedule 教學進度表 and Assessment Criteria/Rubrics評估標準**

Lesson Topic:  
課程題目:

|  |  |
| --- | --- |
| Module:  單元： | Class: 班別: |
| Number of periods per week:  每周節數： | Venue  地點: |
| Total number of periods:  總節數： | Duration per week:  每周時間： |

Teaching Schedule  
教學進度表

|  |  |  |
| --- | --- | --- |
| Week: 周數: | Topic:  課題： | Context:  内容： |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

Assessment Criteria/Rubrics  
評估標準

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| --- | --- | --- | --- | --- |
| **Criteria/Scale** | **Exceeds expectations 超出預期** | **Meets expectations**  **符合預期** | **Needs improvement**  **需要改進** | **Inadequate**  **不合格** |
| Organization組織   * logical flow邏輯流程 * transitions轉換 | Demonstrates a well organized flow  展現出良好的組織流程 | Mainly logical flow  主要呈現邏輯流程 | Sequencing is attempted  嘗試序列化 | Little or no organization; Relies on single idea  缺乏組織；依賴單一觀點 |
| Language use語言使用   * grammar accuracy & mechanics語法準確性和機械性 * sentence structure句子結構 * punctuation標點 | Correct and accurate usage of grammar with appropriate sentence structure  語法使用正確準確，句子結構恰當 | Some grammatical error with proper sentence structure  有少量語法錯誤，但句子結構適當 | Basic sentence structure with many grammatical errors  基本句子結構，但存在許多語法錯誤 | Inaccurate usage of Grammar with inappropriate sentence structure  語法使用不準確，句子結構不當 |
| Level of understanding理解水平   * clarity of concepts概念清晰度 * accurate content內容準確性 | High level of understanding in concept and content  對概念和內容有很高的理解水平 | Adequate level of understanding in concept and content  對概念和內容有足夠的理解水平 | Limited understanding in concept and content  對概念和內容理解有限 | Fail to show understanding in concept and content  未能顯示對概念和內容的理解 |