**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 材料清单**

Lesson Plan教案

Teaching Schedule and Assessment Criteria/Rubrics教学进度表和评估标准

Attached Teaching Materials (已附上教材): Teaching PowerPoint / Worksheets / Class Handouts (if applicable)教学简报/工作纸/课堂笔记(如适用)

**Team information (maximum four members) 队伍资料（上限四名队员）**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name  姓名** | **Email 邮箱** | **Mobile Number 电话号码** | **Undergraduate/**  **Postgraduate 本科生／研究生** | **Faculty and Department 学院和学系** | **Programme of Study 所学专业** | **Expected Year of Graduation 预期毕业年份** | **Student ID学生号码** |
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**Lesson information 课程内容**

|  |  |
| --- | --- |
| Name课程名称 |  |
| Duration 时长 |  |
| Subject 科目 |  |

**Item 1 材料一: Lesson Plan** 教案 **(One 40-minute lesson 一节40分钟课)**

*This lesson template is adapted from EdUHK Project ‘Active Classroom (AClass)’ Resource此教案模板改编自香港教育大学“活泼教室”资源*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Topic 题目: | | | | | | | | |
| Date日期: | | Time 時間: | | | Class 班別: | | Venue 地点: | |
| Lesson in Term Plan (e.g., 5th lesson of 10 of Term 1):  单元教节（例：第一学期 十教节之五）: | | | | | | | | |
| Prior knowledge: Students know  已有知识：学生已懂得  1.  2.  3. | | | | | | | | |
| Learning objectives:  预期学习成果：  At the end of the lesson, students should be able to:  完成课堂后，学生能够：  1.  2.  3. | | | | | | | | |
| Learning problems/needs identified from the previous lesson (or expected if it is a new unit):  较早前的课堂中所发现到的学习困难／需要（如新单元:可预见的学习困难／需要）：  1.  2.  3. | | | | | | | | |
| Teaching resources:  教学资源：  1.  2. | | | | | | | | |
| Teaching strategies adopted in lesson:  应用在课堂上的教学技巧：  1.  2.  3. | | | | | | | | |
| Time (in mins)  时间  （分钟） | Purpose/Key learning points# 目的／学习重点 | | Student activities 学生活动 | Teaching steps (consider learner diversity; script some teacher talk, if needed)  教学步骤  （照顾学习差异；如有需要，可编写教师讲稿） | | Assessment^ 评估 | | Resources 资源 |
| 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))  第一阶段：令学生清楚学习内容（例如：启动学生已有知识／经验并告知学生预期学习成果） | | | | | | | | |
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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  第三阶段：巩固学习／检视学生学习进程／总结 | | | | | | | | |
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| Homework (if any):  作业（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.  
#学习重点：需要时，说明你的教学计划如何透过不同的步骤／活动，以帮助学生实现课程预期学习成果。 这确保你的设计能有效启导学生，并逐步建构他们达到课程的整体预期学习成果。

^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.  
^评估：说明你将如何评估学生于某阶段能否跟随（例如：当学生进行活动时）。 课堂上的学习评估通常是进展性评估（促进学习的评估），并且可以采用非正式的评估，例如老师的观察、学生的回答。

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

教学后反思（强项、弱项、改善方法）:

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| Issues for reflection (strengths / weaknesses)  反思问题（强项／弱项） | Reflection (evidence; causes; consequences)  反思（证据、原因、结果） | Follow up actions (ways to improve)  跟进行动（改善方法） |
| 1. Have students achieved the learning objectives? How many did, how many partially, how many not?  学生能否达到预期学习成果？有多少学生达到？有多少学生部分达到？有多少未能达到？ |  |  |
| 2. |  |  |
| 3. |  |  |

**Item 2 材料二: Teaching Schedule 教学进度表** **and Assessment Criteria/Rubrics评估标准**

Lesson Topic:  
课程题目:

|  |  |
| --- | --- |
| Module:  单元： | Class: 班别: |
| Number of periods per week:  每周节数： | Venue  地点: |
| Total number of periods:  总节数： | Duration per week:  每周时间： |

Teaching Schedule  
教学进度表

|  |  |  |
| --- | --- | --- |
| Week: 周数: | Topic:  课题： | Context:  内容： |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

Assessment Criteria/Rubrics  
评估标准

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria/Scale** | **Exceeds expectations 超出预期** | **Meets expectations**  **符合预期** | **Needs improvement**  **需要改进** | **Inadequate**  **不合格** |
| Organization组织   * logical flow逻辑流程 * transitions转换 | Demonstrates a well organized flow  展现出良好的组织流程 | Mainly logical flow  主要呈现逻辑流程 | Sequencing is attempted  尝试序列化 | Little or no organization; Relies on single idea  缺乏组织；依赖单一观点 |
| Language use语言使用   * grammar accuracy & mechanics语法准确性和机械性 * sentence structure句子结构 * punctuation标点 | Correct and accurate usage of grammar with appropriate sentence structure  语法使用正确准确，句子结构恰当 | Some grammatical error with proper sentence structure  有少量语法错误，但句子结构适当 | Basic sentence structure with many grammatical errors  基本句子结构，但存在许多语法错误 | Inaccurate usage of Grammar with inappropriate sentence structure  语法使用不准确，句子结构不当 |
| Level of understanding理解水平   * clarity of concepts概念清晰度 * accurate content内容准确性 | High level of understanding in concept and content  对概念和内容有很高的理解水平 | Adequate level of understanding in concept and content  对概念和内容有足够的理解水平 | Limited understanding in concept and content  对概念和内容理解有限 | Fail to show understanding in concept and content  未能显示对概念和内容的理解 |