**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**

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| --- | --- |
| 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:

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| --- | --- |
| 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

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| --- | --- | --- | --- | --- |
| **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 |