

附件 1**澎湖縣 112 學年度提升師生口說英語展能樂學計畫****「英語課採全英語教學教案徵選」報名表**

組別： ☒ 國中 ☐ 國小			
報名組別： ☒ 繪（讀）本組 ☐ 澎湖在地主題組 ☐ 一般主題組			
教案主題：Our Little Kitchen			
繪（讀）本書名：Our Little Kitchen			
參加人數：共 2 人			
報名教師（一）※主聯絡人			
姓名	陳冠宇	服務學校	澎湖縣馬公國中
職稱	教務主任	E-mail	mk3056@mail.phc.edu.tw
辦公室電話	06-9263367-201	手機	0920-559-346
報名教師（二）※次聯絡人			
姓名	李智雯	服務學校	澎湖縣馬公國中
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內容簡介： 本教案透過《Our Little Kitchen》這本繪本的引導，讓學生探討與食物相關的SDGs，如零饑餓（SDG-2）和負責任消費與生產（SDG-12）。除了提升學生對這些全球目標的認識，還能鼓勵他們思考如何在日常生活中實踐這些目標。利用分組合作學習的方式，讓學生使用批判性思考技能來分析文本內容如何與SDGs相關聯，並探討解決實際問題的方法。此外，結合利用iPad、Padlet和Canva等數位學習工具，學生可以在班上及跨校合作的環境中共享和討論他們的想法和成果。接著透過國際教育跨校交流的力量，學生與來自美國加州的學生進行討論，不僅強化了學生的跨文化溝通技能，也讓學生有機會展現和練習他們的英語口語能力，同時也能從中學習到其他文化的觀點。最後，學生需要小組製作一個影片來展示他們對於使用當地材料製作食物的理解，也能讓學生在社群媒體上推廣SDGs的概念。			

註：

1. 表格大小不敷使用，請自行增加。
2. 每一比賽團隊老師，請填寫一張報名表。

附件 2

112學年度推動國民中小學英語課採全英語教學教案徵選

馬公國中

全英語課程教案

單元/主題名稱 :Our Little Kitchen

班級	7年1班	教學者	李智雯	設計者	陳冠宇
版本	自編	授課日期	112年11月15日	時間	08:15~09:00
總綱 核心素養面向	總綱核心素養 ¹		領綱核心素養 ²		符應之主要教學活動 ³
A 自主行動	■A1 身心素質與自我精進 ■A2 系統思考與解決問題 ■A3 規劃執行與創新應變		英-J-A1具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-A2具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。 英-J-A3具備簡易規劃英語文學習時程的能力，並能檢討調整。		學生在各種討論和研究活動中，主動探索有關於食物浪費和食品銀行的全球議題，並應用於日常生活中特別是SDGs 學生討論書中的社區如何符合SDGs的目標，尤其是關於自給自足和負責任的消費與生產，並思考如何在自己的社區應用這些原則。 學生們分組製作以SDGs為主題的視頻，展示如何利用當地的可持續材料製作食物，並在視頻中解釋其與SDGs的關聯。
B 溝通互動	■B1 符號運用與溝通表達 ■B2 科技資訊與媒體素養 □B3 藝術涵養與美感素養		英-J-B1具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合適的溝通與互動。 英-J-B2具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。		學生在小組中討論如何將《Our Little Kitchen》一書中的主題與SDGs相關聯，並通過iPad上的Padlet共享他們的討論結果。 使用Padlet、iPad和Google Meet進行討論和反饋，以及使用Canva製作有關SDGs的視頻。
C 社會參與	□C1 道德實踐與公民意識 ■C2 人際關係與團隊合作 □C3 多元文化與國際理解		英-J-C2積極參與課內及課外英語文團體學習活動，培養團隊合作精神。		學生在國際討論前準備開場問題，以及在討論中與其他學校的學生合作，共同討論和解決SDGs相關問題。

設計理念	1. SDGs的教育： 教案透過《Our Little Kitchen》這本書的敘事，引導學生探討與食物相關的SDGs，如零饑餓（SDG-2）和負責任消費與生產（SDG-12）。這種設計不僅提升學生對這些全球目標的認識，還鼓勵他們思考如何在日常生活中實踐這些目標。 2. 促進批判性思考與問題解決能力： 教案設計鼓勵學生在分組討論中使用批判性思考技能來分析文本內容如何與SDGs相關聯，並探討解決實際問題的方法。這種設計旨在培養學生的分析能力和創新解決問題的方法。 3. 應用技術與合作學習： 利用iPad、Padlet和Canva等數位工具，學生可以在班上及跨校合作的環境中共享和討論他們的想法和成果。這種技術的應用不僅使學習過程更加互動，也強化了學生的數位素養。 4. 跨文化溝通與國際理解： 透過安排學生與來自美國加州的學生進行討論，本教案強化了學生的跨文化溝通技能。這樣的活動讓學生有機會展現和練習他們的英語口語能力，同時也能從中學學習到其他文化的觀點。 5. 創造性表達與反思： 學生最終需要製作一個影片來展示他們對於使用當地材料製作食物的理解。這不僅是對學生學習成果的一種展示，也是一個反思如何將學到的知識應用到現實生活中的機會。	
學習目標	1. 理解SDGs： 學生將能夠明確理解什麼是聯合國的可持續發展目標，並識別這些目標如何與他們的日常生活相關聯。 2. 分析文本與SDGs的關聯： 學生將能分析《Our Little Kitchen》一書中的主題如何與特定的SDGs（如零饑餓、負責任消費和生產、以及全球夥伴關係）相關聯。 3. 應用SDGs於實際問題： 學生將學會如何將SDGs應用於解決實際問題，特別是關於食物浪費和食品銀行的全球議題。 4. 實施國際教育交流： 學生將準備適當的開場問題，以便在國際討論中有效地與美國的同齡人交流。 5. 合作與團隊工作： 通過小組合作活動，學生將提高他們的合作與團隊工作能力，學會如何在多元化的小組設置中共同解決問題。 6. 創意表達和技術應用： 學生將使用Canva等數位工具創造一個短片，展示他們如何利用當地可持續材料製作食物，並說明這如何促進SDGs的實現。	
學習重點	學習表現	學習內容
	1-IV-4 能聽懂日常生活對話的主要內容。 2-IV-10 能以簡易的英語描述圖片。 2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。 3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。 4-IV-7 能寫簡單的賀卡、簡訊、書信、電	Aa-IV-1 連續體大小寫字母的辨識及書寫。 Ab-IV-1 句子的發音、重音及語調。 Ab-IV-2 歌謠、韻文的節奏與音韻。 Ab-IV-3 字母拼讀規則（含字母拼讀的精熟能力、字彙拼寫的輔助技巧）。 Ae-IV-4 簡易賀卡、書信、電子郵件。 Ae-IV-5 不同體裁、不同主題之簡易文章。

settings. Teachers guide the students to explore the SDGs related to the story in "Our Little Kitchen," using a smartboard for visual support. Practice (20 mins): Teachers ask each group to discuss questions from Part II of the worksheet regarding how the book's themes relate to the Sustainable Development Goals (SDGs). The discussion focuses on: 1. How does the community's approach align with the SDGs? 2. What are the two basic ways to produce sustainable and available resources align with the SDGs? 3. How does the story's depiction of reducing food waste and utilizing ingredients to their fullest potential align with the SDGs? Production (10 mins): Teachers invite some students to use iPads to share their group discussions' results via Padlet. The teacher then provides feedback, making comments or suggestions to enhance the students' understanding and application of the SDGs.	20 mins 10 mins	Worksheet	論中的互動和參與程度，評估他們的溝通與合作技能。教師根據學生討論的深度和質量提供針對性的反饋，以加深學生對可持續發展目標的實踐理解。
第三節 Presentation (10 mins): Teachers present the problems related to the SDGs on food waste on a smartboard. Teachers divide students into groups. Practice (20 mins): Teachers ask each group to discuss questions from Part III of the worksheet on how SDGs can be applied in their community and post them on Padlet via iPad. The discussion focuses on: 1. Which sentence shows the goal of ensuring sustainable consumption and production patterns? 2. Which sentence shows the importance of responsible consumption and minimizing waste? 3. Which sentence shows the cooperation of the people in the little kitchen? 4. What are themes of the book, Our Little Kitchen? Production (15 mins): Teachers invite some students to use iPads to share their group discussions' results via Padlet. The teacher then provides feedback, making comments or suggestions to enhance the students' understanding and application of the SDGs.	10 mins 20 mins 15 mins	《Our Little Kitchen》 Padlet iPad Smartboard Worksheet	學生展示：評估學生的口頭陳述，看他們是否能夠清楚並準確地表達如何將《Our Little Kitchen》中的行為轉化為自己的日常行動。 小組討論的參與與貢獻：通過觀察學生在小組討論中的積極性及使用英語的流暢度來評估。 教師觀察：教師評估學生在探討和應用SDGs的過程中展現的創意和理解程度。
第四節 Presentation (5 mins): Teachers the ice-breaking questions for the following international discussion on a smartboard. Teachers divide students into groups. Practice (40 mins): Teachers have students prepare ice-breaking questions in Part II of the worksheet for the international discussion via Padlet on iPad, such as: 1) How does a kitchen plan bring people together?	5 mins 40 mins	Padlet iPad Smartboard Worksheet	小組討論的參與與貢獻：通過觀察學生在小組討論中的積極性及使用英語的流暢度來評估。 教師觀察：教師評估學生在探討和應用SDGs的過程中展現的創意和理解

2) <i>What emotions do you see on the characters' faces? Why do you think they feel this way?</i> 3) <i>What are impacts of using food from food bank on the SDG-12 for responsible consumption and production and SDG-17 partnerships for the goals?</i> Teachers check students' questions and give them feedback before the online meeting.			程度。
第五節 Production (45 mins): - Teachers put students in their assigned breakout rooms. There are ten breakout rooms for each group on Google Meet via iPad. Students from Redwood Coast Montessori School in the States are also divided into groups and put into the breakout rooms. Students can introduce themselves briefly in turns. - Teachers guide each group to discuss the ice-breaking questions. - Students from different schools share their solutions to the discussed SDGs issues to reach their consensus by cooperating with each other. - Teachers summarize the main points discussed. - Teachers highlight the importance of understanding and applying SDGs in addressing global challenges on a smartboard. - Teachers assign students to create a group video making plan related to SDGs. Students need to make food using local sustained materials and shoot the instruction video.	45 mins	iPad Smartboard Google Meet	評量學生對於SDGs相關概念的理解及其在日常生活中的應用。 觀察學生與外國學生的互動關係與合作能力。 學生提出之方案反饋與修正。
第六節 Presentation (10 mins): Teachers use Canva on a smartboard to show the students how to use it to make a 3-minute video on using local sustainable materials to create food. Practice (15 mins): Teachers ask each group to use Canva on iPad to make a 3-minute video on how they can use local sustainable materials to create foods. The group video should include (a) the need in local foods, (b) ingredients of the local foods, (c) cooking procedure, (d) explanation on how the video promotes SDGs, and (e) thanks. Teachers provide students with some sentence patterns to use in their scripts on a smartboard, such as <i>Today, we found a problem of hunger in Kenya.</i> <i>To solve the problem of hunger in Kenya, our group wants to introduce the dish, X. The ingredients of this dish are</i> <i>You can make this dish by following these steps. First, ...</i> <i>Our group found that the dish X can promote SDG-12.</i> <i>Thanks for your participation.</i> Production (15 mins): Teachers invite some students to use their iPads to airplay their videos on the smartboard. Then he/she makes comments or suggestions for the students' results. Wrap-up (5 mins): Teachers use Canva to conclude the group video preparation, and then highlight SDG-02, SDG-12, and SDG-17 on the smartboard.	10 mins 15 mins 15 mins 5 mins	iPad Canva Smartboard	小組影片製作結果與呈現 影片在社群媒體上的宣傳效果 學生是否能夠具備製作影片的能力 能融入SDGs的精神在影片內容之中
教學提醒	(非必要項目)		

參考資料	繪本如附件
附錄	學習單如附件

附件 3

**澎湖縣112學年度提升師生口說英語展能樂學計畫
「英語課採全英語教學教案徵選」**

著作財產權讓與同意書暨著作財產權受讓人創用 CC 授權同意書

一、著作財產權之授予

本人(下稱甲方)同意參與澎湖縣 112 學年度提升師生口說英語展能樂學計畫「英語課採全英語教學教案徵選」而創作之著作，無償授予澎湖縣政府教育處(下稱乙方)重製、推廣公佈及發行之權利，並保證作品內容未侵犯任何第三人之權利，否則應就乙方因行使上述授予之著作財產權，而生之損害或損失(包括但不限於律師或訴訟費用)負賠償責任。

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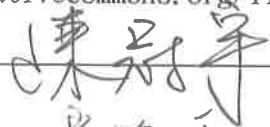
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(簽名或蓋章)

乙方：澎湖縣政府

中 華 民 國 113 年 04 月 16 日

Vegetable Soup

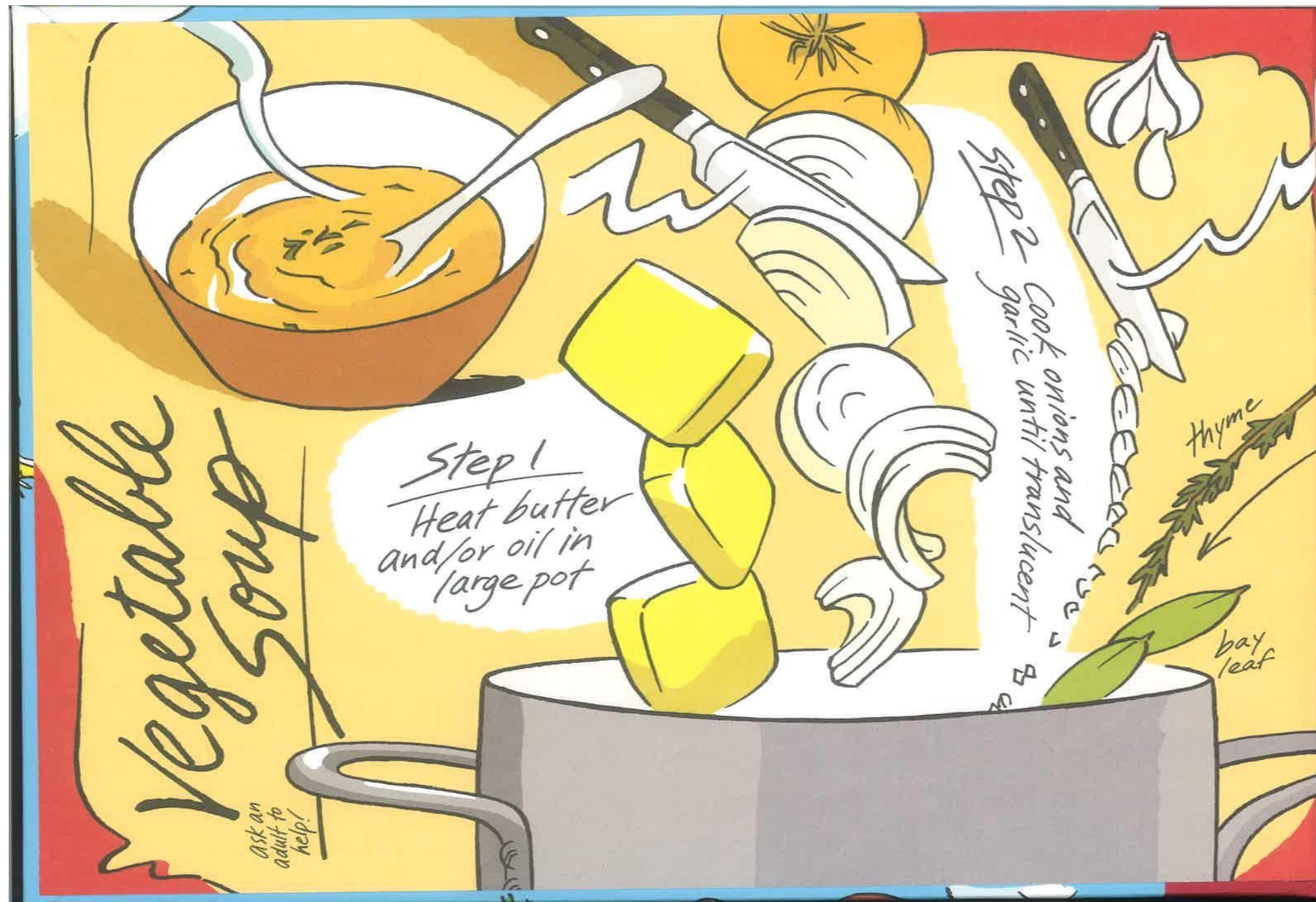
ask an adult to help!

Step 1
Heat butter and/or oil in large pot

Step 2 Cook onions and garlic until translucent

thyme

bay leaf



Step 3

Choose one, two, or three vegetables that go together

Need some ideas?



corn



squash + parsnip



leek + cauliflower

sweet potato + carrot



Step 4

chop vegetables and add to pot



Step 5

Add water or stock to cover

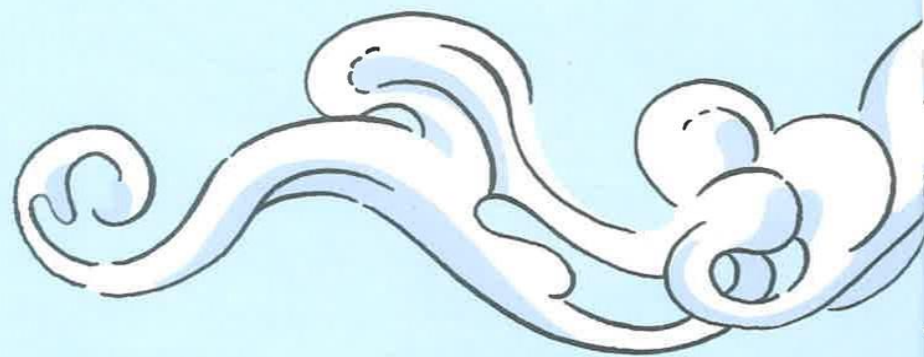
Step 6

Bring to boil, then reduce to simmer

Step 7

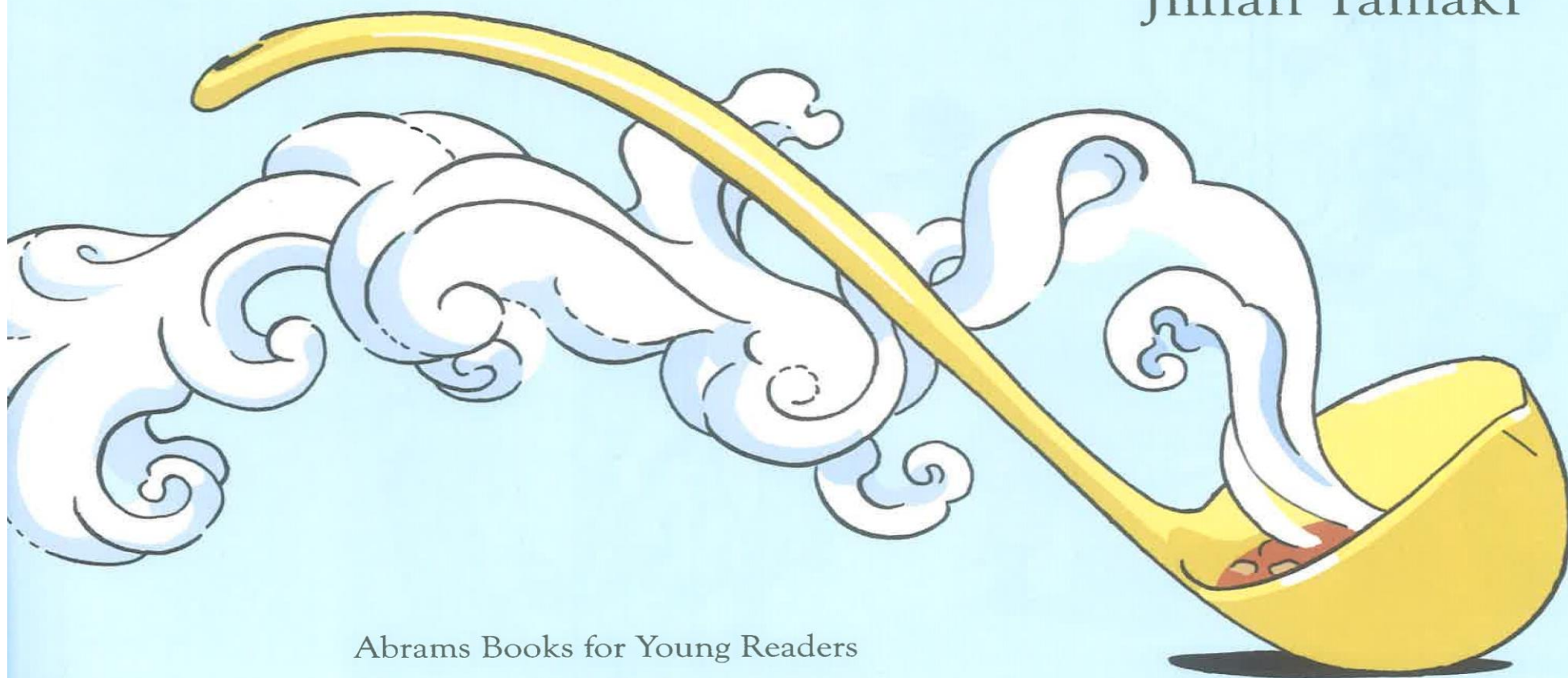
Remove bay leaf and thyme sprigs. MASH or blend. Season.





Our Little Kitchen

Jillian Tamaki



Abrams Books for Young Readers
New York





Every Wednesday,
we come together
in this little kitchen.



Hello!



Our little kitchen,
a tiny, small place,

is just big enough,
so squeeze in and make space . . .



Tie on your apron!
Roll up your sleeves!



Well,



Pans are out, oven is hot.
The kitchen's all ready,



where do we start?





let's look around and
see what we've got,
what we've grown,
what we've kept,

been given,
and bought!

All we need is
around us,

we just need
to look . . .

See how our little garden has grown?

Remember how we pushed seeds into soil,
one by one?

Tomatoes
are ripe!
I'll pick
a few!

These carrots,
though, still
so very small.

The lettuce
is holey,
bugs ate it
through...

Look at these
zukes! Let's use
them up too!







Dunno what
this is, but
it's **GOTTA**
GO!



The bakery
brought us some
day-old loaves!

A minute in
the oven,

maybe
two,



Soft and
warm, good
as new!

ahh!

The
som

Three bags of apples,
some of them bruised . . .

A few
sticks of
butter,



oats from
the cupboard,



cinnamon,
sugar,

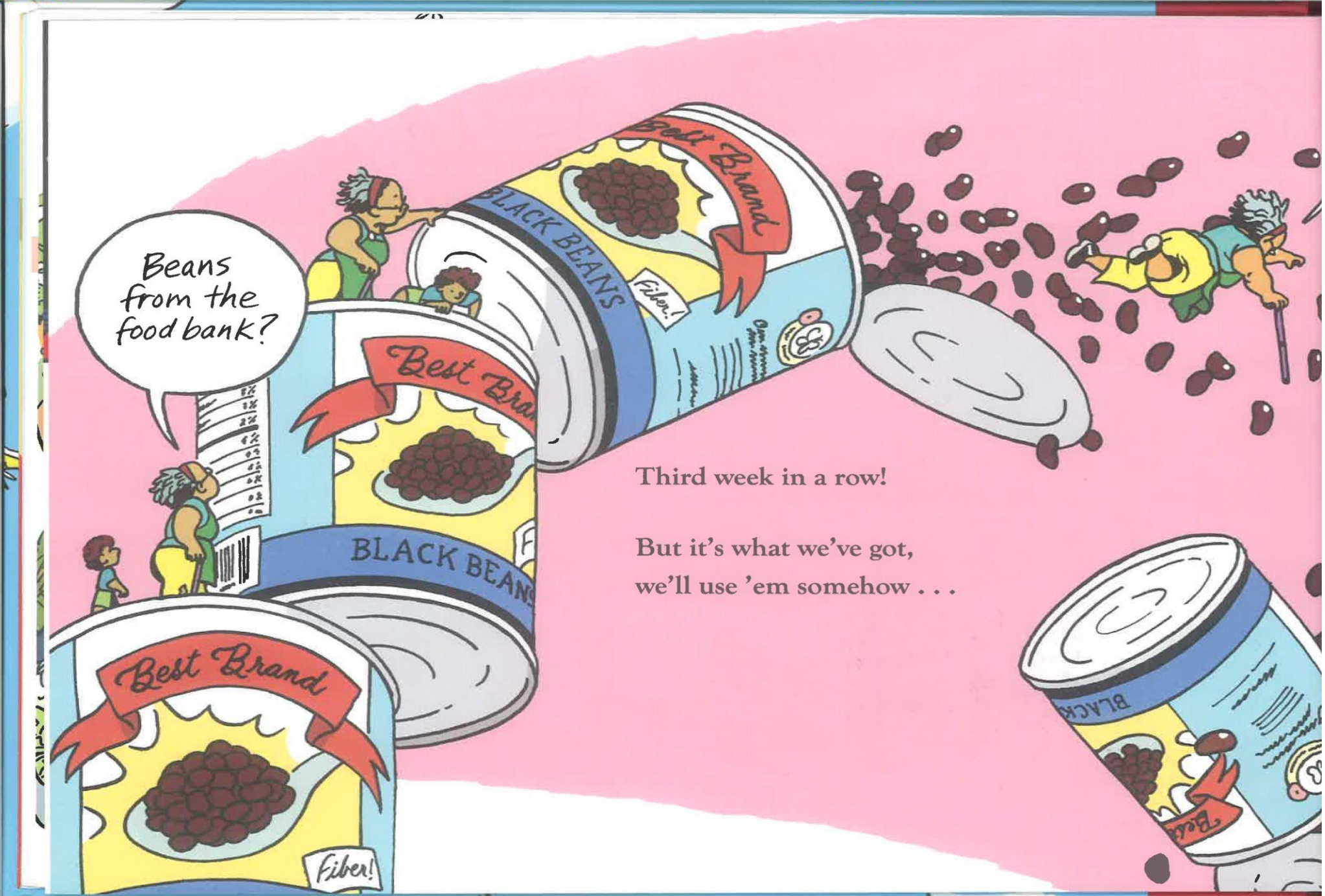


...cut off the
brown bits,
they're still
good to
use!



a sweet
APPLE
CRUMBLE
!

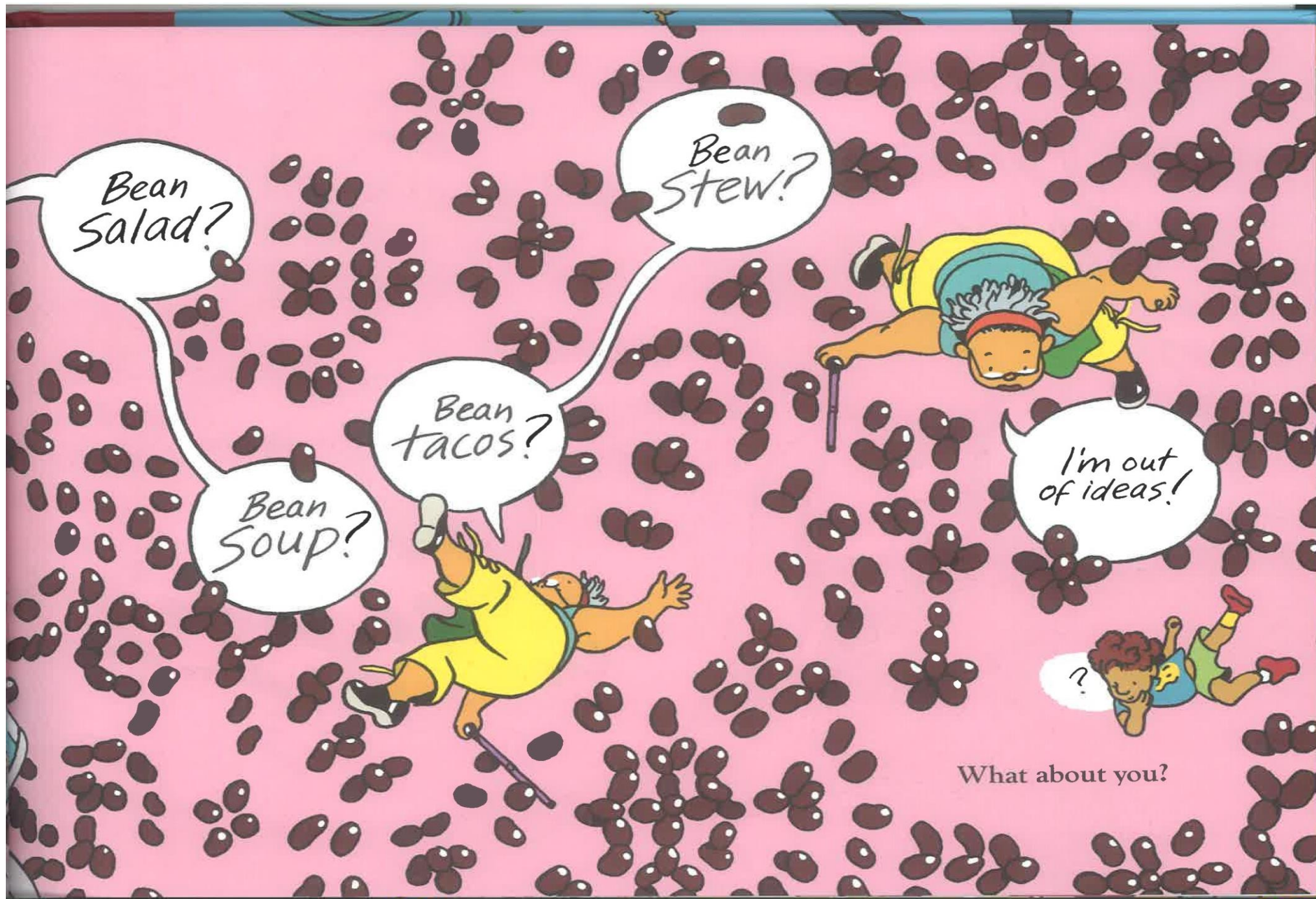




Beans
from the
food bank?

Third week in a row!

But it's what we've got,
we'll use 'em somehow . . .



Bean
Salad?

Bean
Stew?

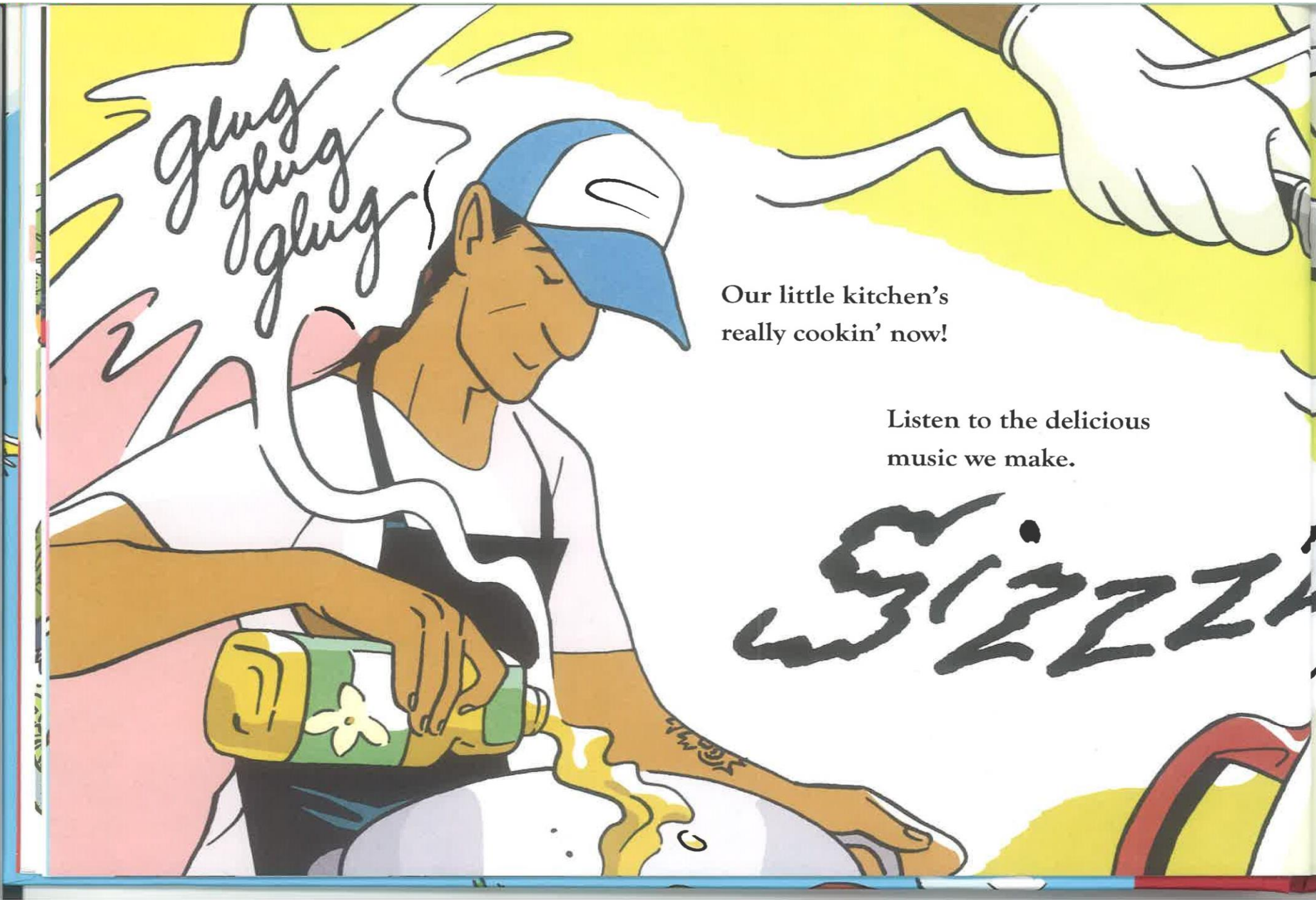
Bean
tacos?

Bean
Soup?

I'm out
of ideas!

?

What about you?



glug
glug
glug

Our little kitchen's
really cookin' now!

Listen to the delicious
music we make.

Sizz





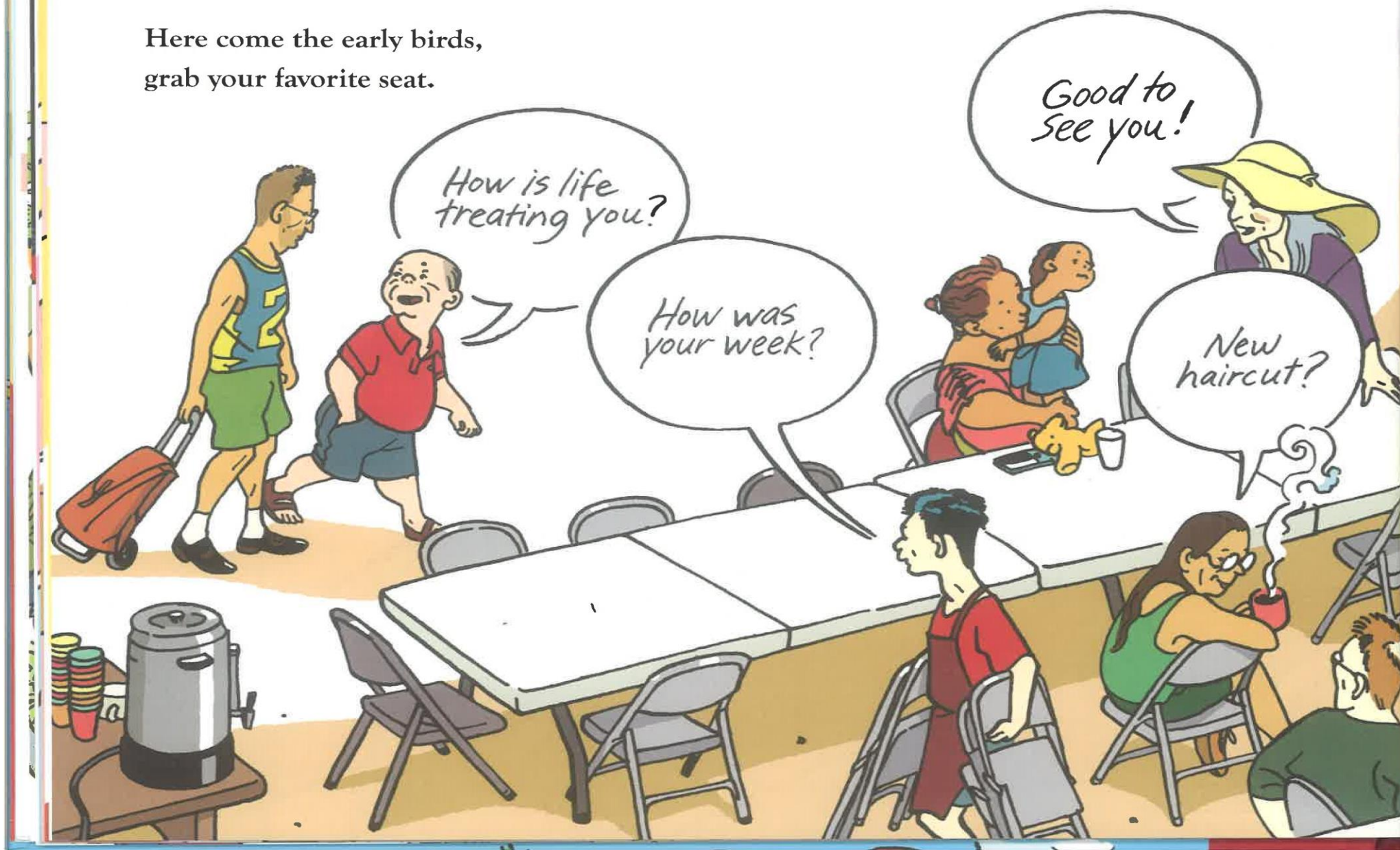






FIFTEEN
MINUTES!

Here come the early birds,
grab your favorite seat.





And still SO
MUCH to do—!

Behind you!
Watch out!

Salad
coming
through!

It looks like
we're having
chili again?

Those who don't
cook don't get to
complain!





Already?

Can't
be!

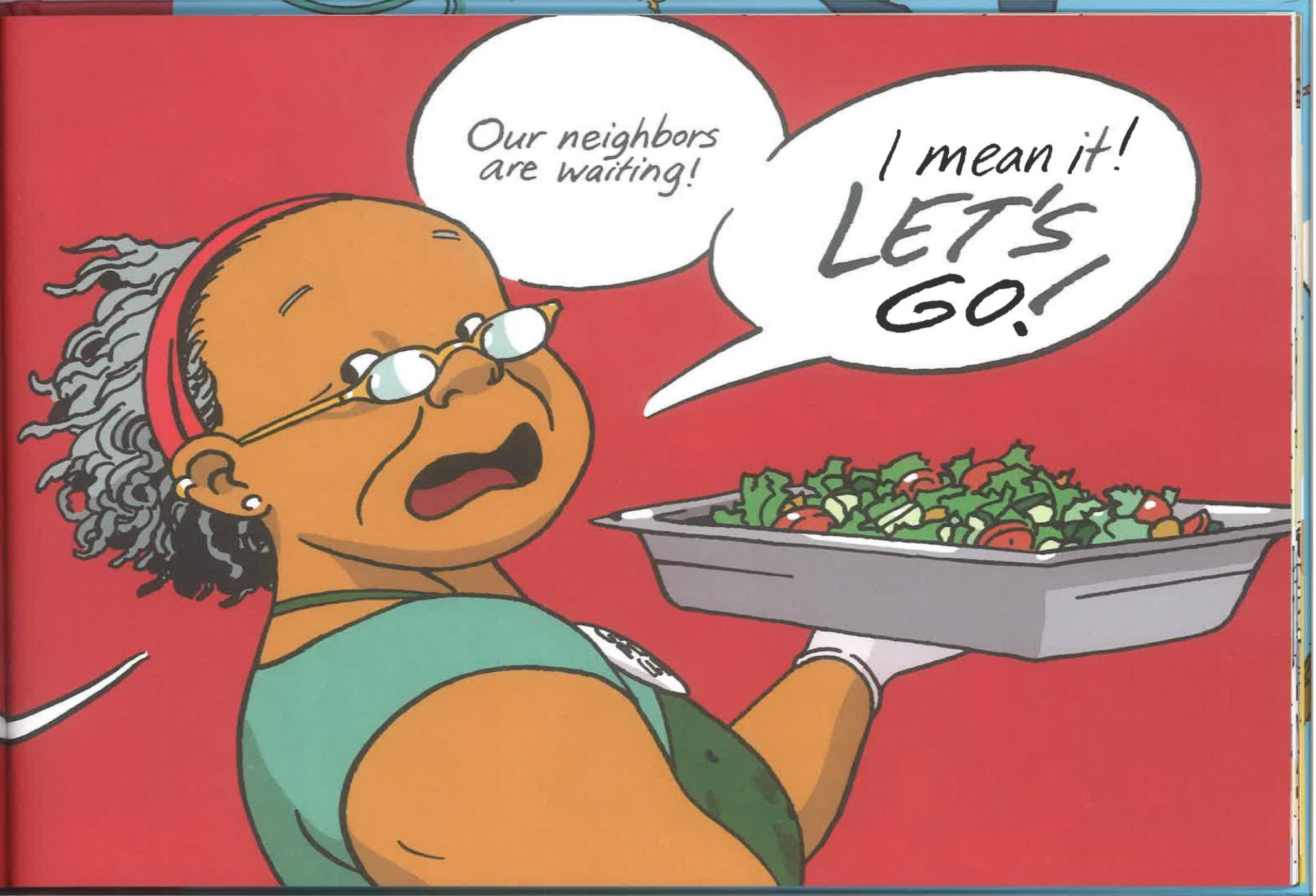
WHERE'S THE
SALT?

WHERE'S THE
CHEESE?

Give me
one
minute...

JUST
ONE MORE
SEC,
please?

No,
no, no,
NO,
NO!



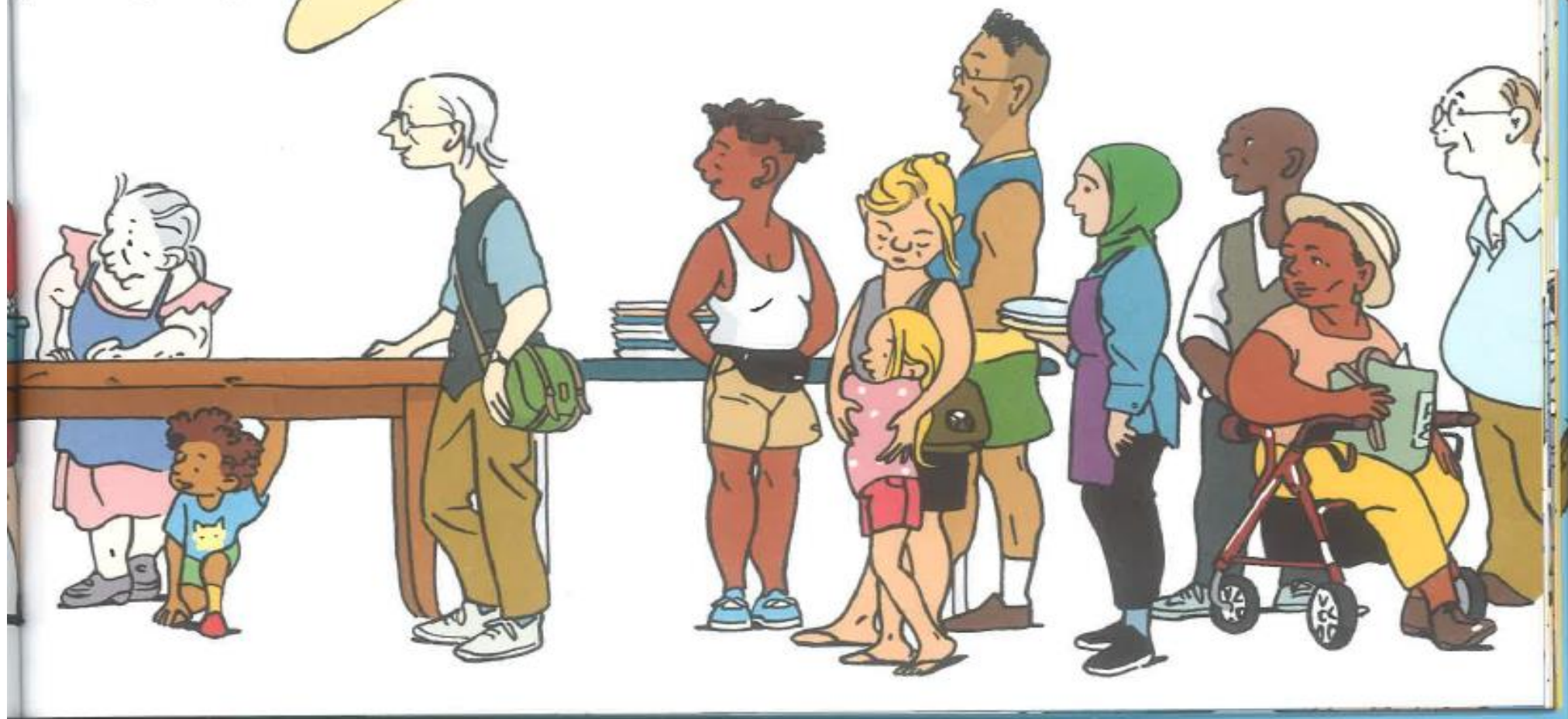
Our neighbors
are waiting!

I mean it!
**LET'S
GO!**

A h h h h



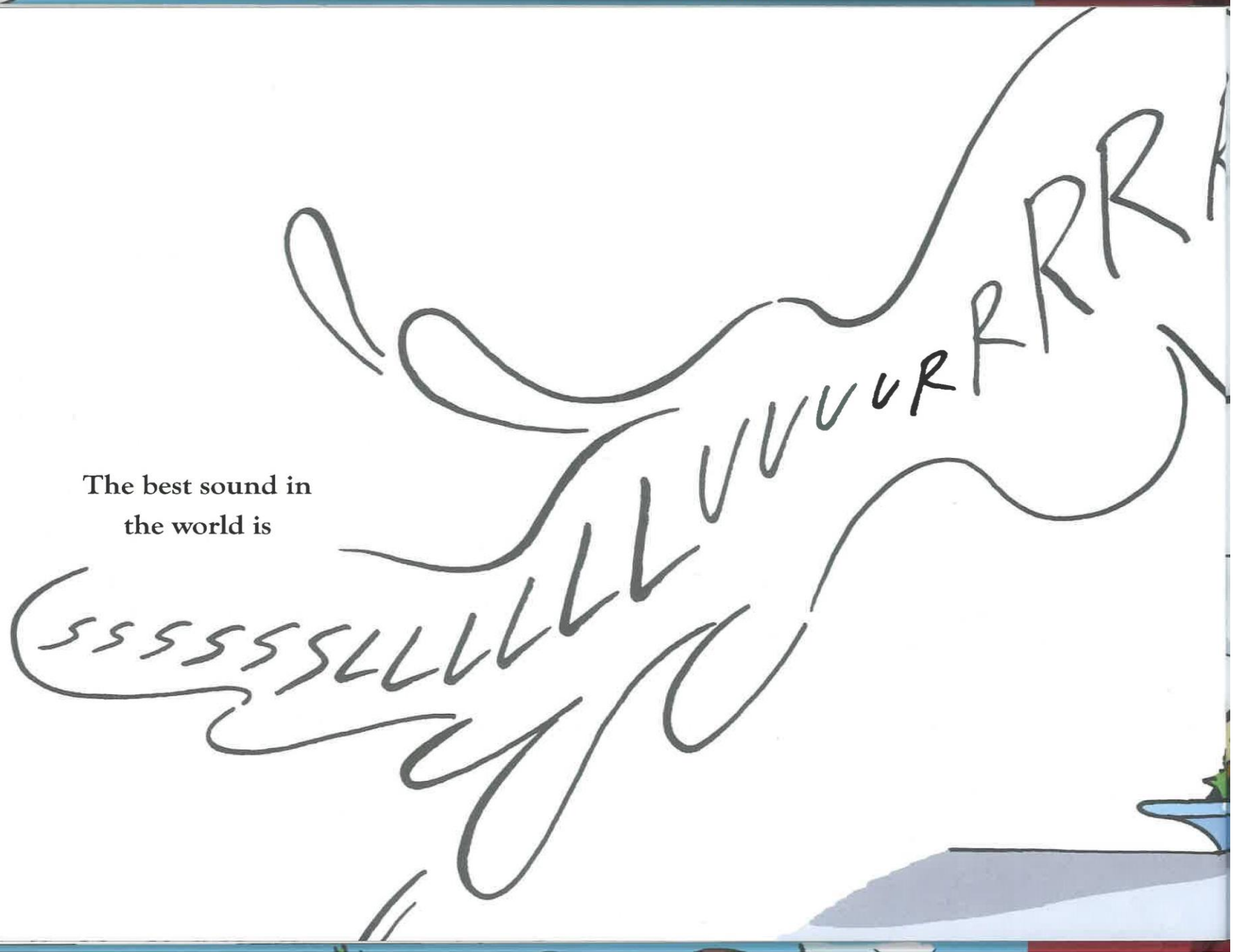
h h h h h h h!







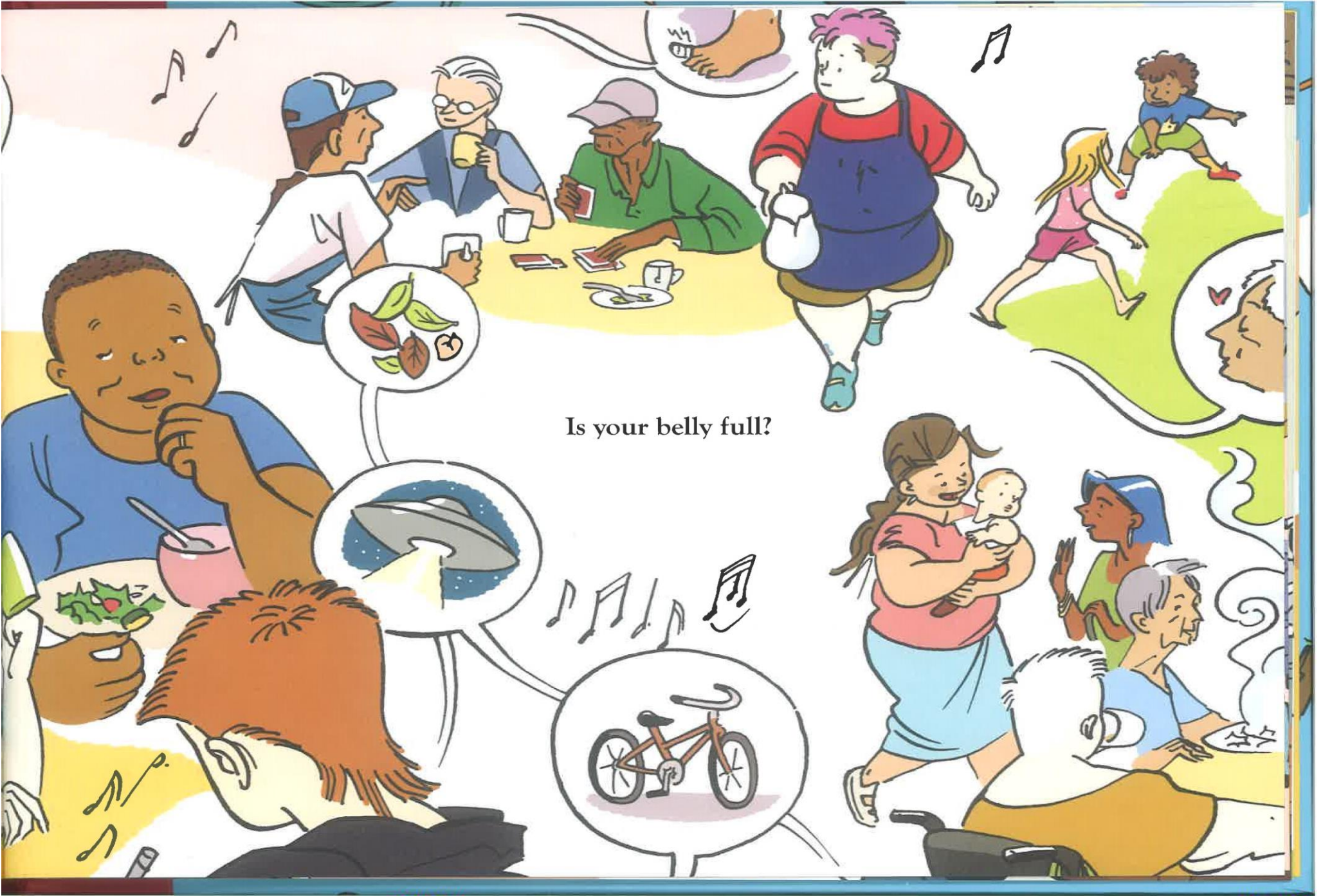
The best sound in
the world is







Is your body warm?



Is your belly full?

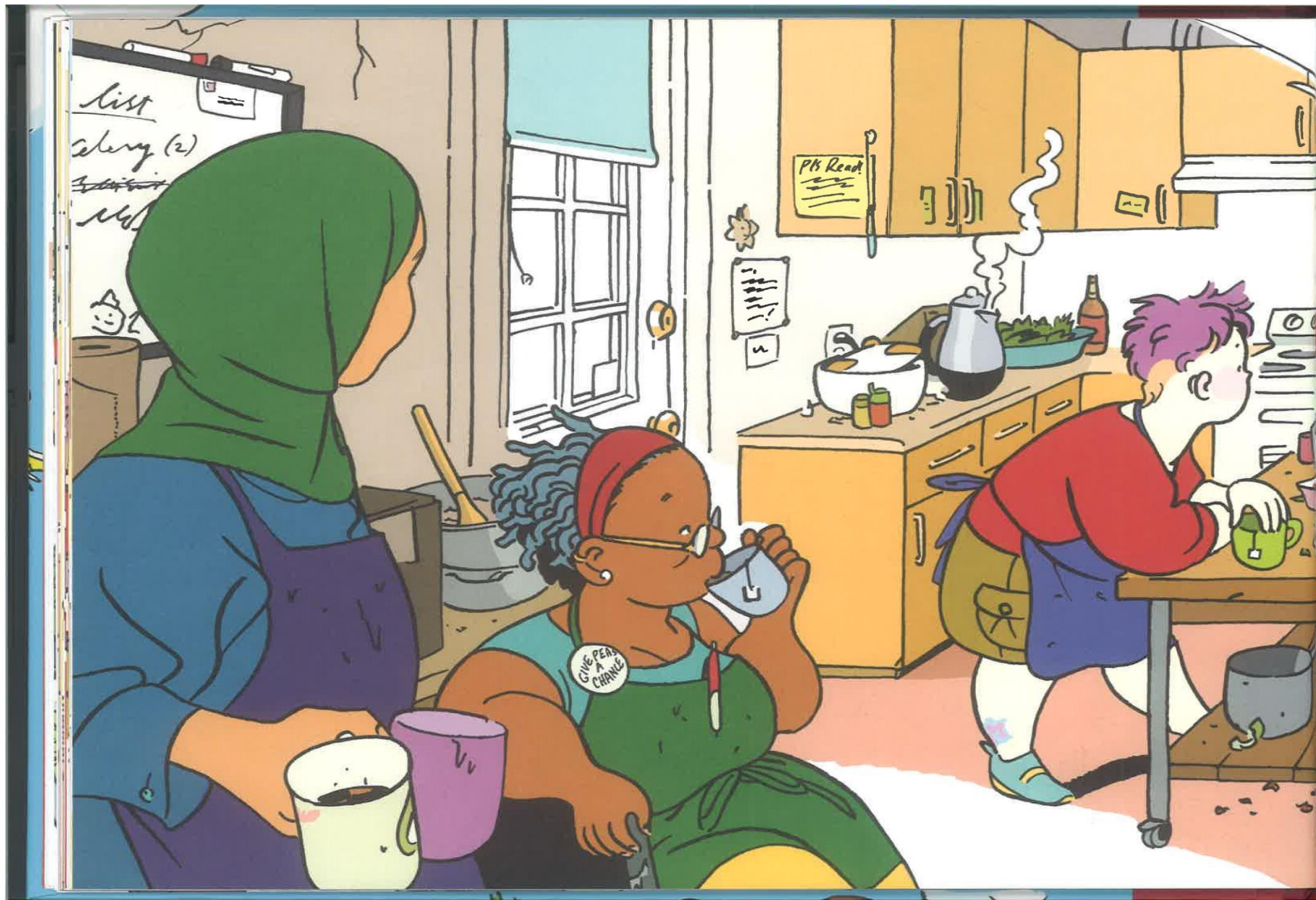
One little kitchen can't give us
all that we need, but . . .

*Would you
like seconds?*

*Delicious
as always...*



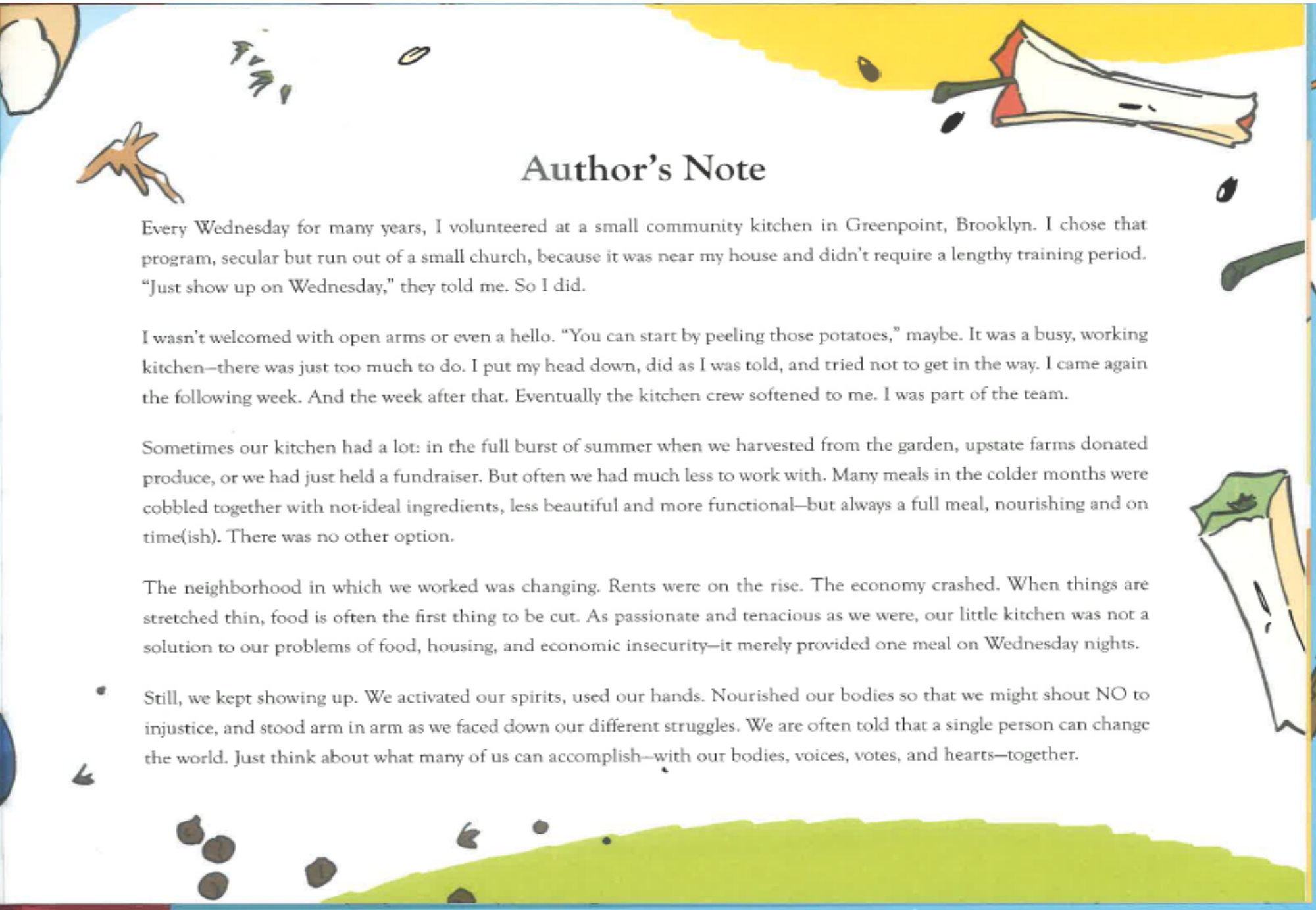




Ok, time
to clean
up!







Author's Note

Every Wednesday for many years, I volunteered at a small community kitchen in Greenpoint, Brooklyn. I chose that program, secular but run out of a small church, because it was near my house and didn't require a lengthy training period. "Just show up on Wednesday," they told me. So I did.

I wasn't welcomed with open arms or even a hello. "You can start by peeling those potatoes," maybe. It was a busy, working kitchen—there was just too much to do. I put my head down, did as I was told, and tried not to get in the way. I came again the following week. And the week after that. Eventually the kitchen crew softened to me. I was part of the team.

Sometimes our kitchen had a lot: in the full burst of summer when we harvested from the garden, upstate farms donated produce, or we had just held a fundraiser. But often we had much less to work with. Many meals in the colder months were cobbled together with not-ideal ingredients, less beautiful and more functional—but always a full meal, nourishing and on time(ish). There was no other option.

The neighborhood in which we worked was changing. Rents were on the rise. The economy crashed. When things are stretched thin, food is often the first thing to be cut. As passionate and tenacious as we were, our little kitchen was not a solution to our problems of food, housing, and economic insecurity—it merely provided one meal on Wednesday nights.

Still, we kept showing up. We activated our spirits, used our hands. Nourished our bodies so that we might shout NO to injustice, and stood arm in arm as we faced down our different struggles. We are often told that a single person can change the world. Just think about what many of us can accomplish—with our bodies, voices, votes, and hearts—together.

Thank you

Ann C, Emily, and the Greenpoint kitchen crew. Joshna, Jo,
The Stop Community Food Centre, and Parkdale Project Read.

Lis, Steven, Jael, Eleanor, Jon, Zainab, Michael, ST.

Emma, Pamela, Alison, Tamar, and the myriad people who help
bring books into the world at Abrams. Semareh and the team
at Greenwood Books.

This book is dedicated to Christine Z.

The illustrations in this book were done with a nib and ink. The colors were made on the computer.

A portion of Abrams's profits from the sale of this book will be donated to the Greenpoint Hunger Program.
For more information, visit abramsbooks.com/OurLittleKitchen.

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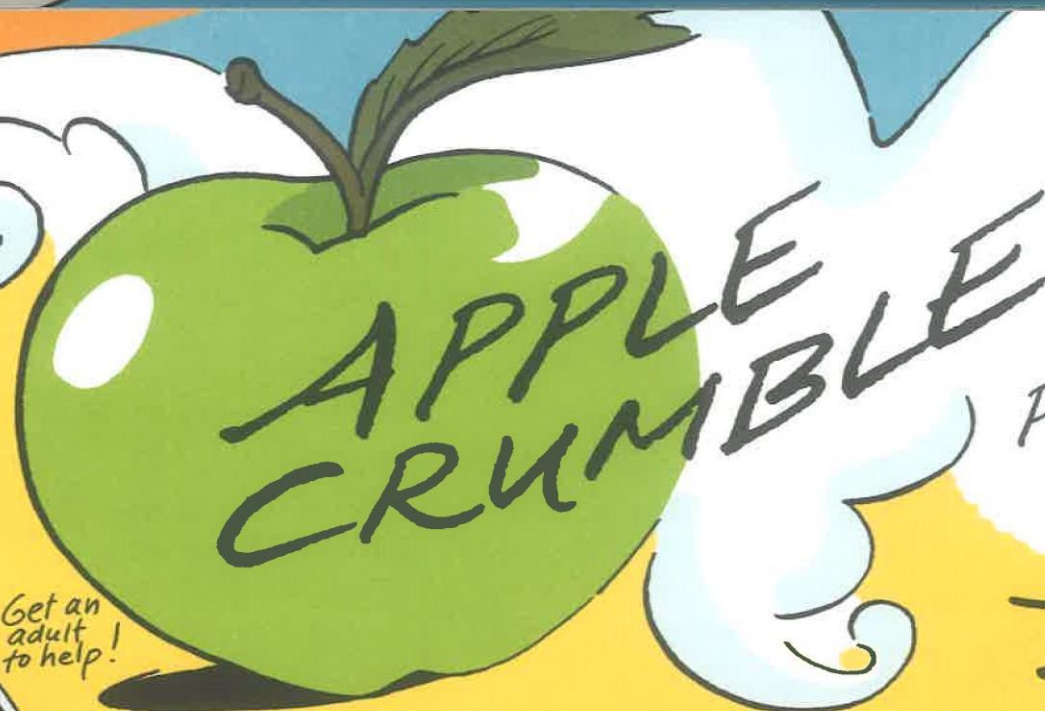


About the Author



Jillian Tamaki is an illustrator, comics artist, and teacher living in Toronto, Ontario. She is the cocreator, with her cousin Mariko Tamaki, of the graphic novels *Skim* and *This One Summer*, the latter of which won a Caldecott Honor. *Our Little Kitchen* is the second picture book she both wrote and illustrated. Her first, *They Say Blue*, an exploration of our perception and experience of the natural world, was released in 2018. She is OK at cooking, but very good at chopping and peeling. Visit her online at jilliantamaki.com.





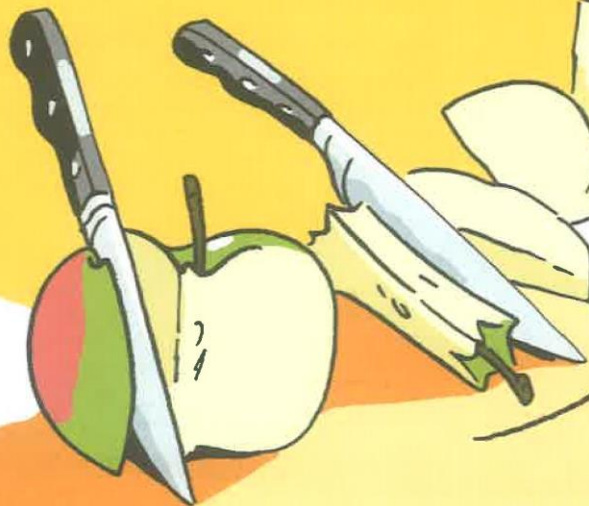
Get an
adult
to help!

Step 1
Prepare
apples

Peel



CORE

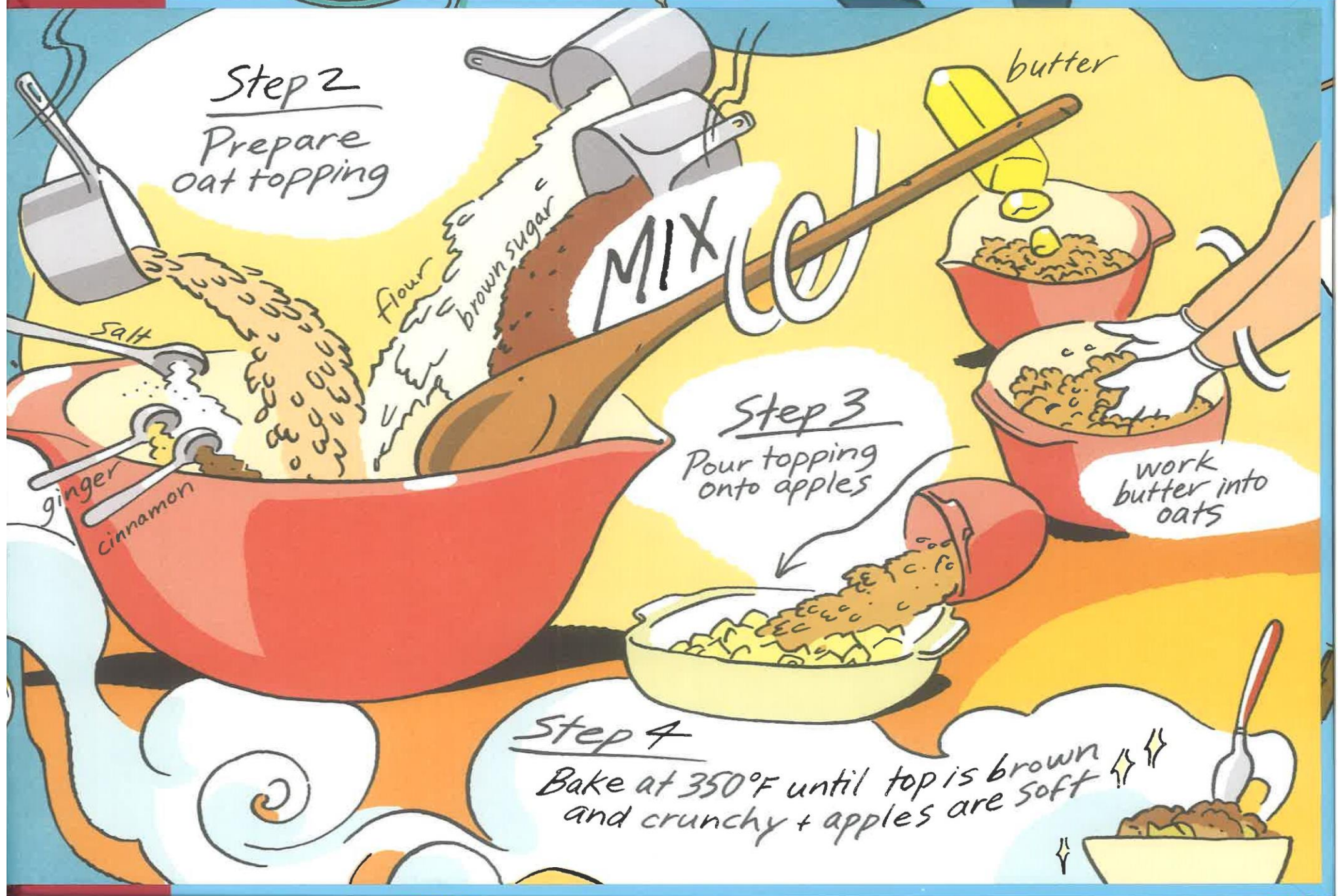


slice



squeeze

Step 2
Prepare
oat topping



Step 3
Pour topping
onto apples

work
butter into
oats

Step 4

Bake at 350°F until top is brown
and crunchy + apples are soft



Worksheet for *Our Little Kitchen*

School: _____

Name: _____

Part I. Multiple Choice

Choose the best answer(s) for each question as follows:

- _____ 1. What day of the week does the story take place?
(a) Monday. (b) Tuesday. (c) Wednesday. (d) Thursday.
- _____ 2. What food do they get from the food bank?
(a) Tomatoes. (b) Carrots. (c) Apples. (d) Beans.
- _____ 3. Which food is not mentioned in the book?
(a) Apples. (b) Bread. (c) Chocolate cake. (d) Tomatoes.
- _____ 4. How does the community's approach align with the SDGs?
(a) By promoting gender equality.
(b) Through sustainable cities and communities.
(c) By ensuring quality education for all. (d) Through clean water and sanitation.
- _____ 5. What are the two basic ways to produce sustainable and available resources align with the SDGs?
(a) Recycling and composting. (b) Solar energy and wind energy.
(c) Organic farming and water conservation.
(d) Community gardens and reducing food waste.
- _____ 6. How does the people in the story reduce food waste and utilize ingredients to their fullest potential align with the SDGs?
(a) By ensuring healthy lives and promoting well-being.
(b) Through responsible consumption and production.
(c) By taking urgent action to combat climate change.
(d) Through affordable and clean energy.
- _____ 7. Which sentence shows the goal of ensuring sustainable consumption and production patterns?
(a) "We gathered all the leftover vegetables to make a big, hearty soup."
(b) "Every morning, we water the community garden."
(c) "We share our meals with everyone in the neighborhood."
(d) "Lights off to save energy while we cook by the window."



_____ 8. Which sentence shows the importance of responsible consumption and minimizing waste?

- (a) "We use every bit of food, peels and all, for our compost."
- (b) "The kitchen is always bustling from dawn till dusk."
- (c) "Neighbors donate what they can, be it time or food."
- (d) "We clean up the park every weekend as a team."



_____ 9. Which sentence shows the cooperation of the people in the little kitchen?

- (a) "Together, we chop, stir, taste, and season."
- (b) "I read the recipe aloud while others gather ingredients."
- (c) "The oven is old but bakes the bread just right."
- (d) "We sit down to enjoy the meal we made together."



_____ 10. What are themes of the book, *Our Little Kitchen*?

- (a) Adventure and solitude. (b) Community and sustainability.
- (c) Technology and innovation. (d) History and tradition.

Part II. Short Answers

Show your group discussion results for the following questions.

11. How does a kitchen plan bring people together?

12. What emotions do you see on the characters' faces? Why do you think they feel this way?

13. What are impacts of using food from food bank on the SDG-12 for responsible consumption and production and SDG-17 partnerships for the goals?

On SDG-12: _____

On SDG-17: _____



綜合意見：

1.該教案教學結構完整，組織清晰，內容創新，應用性強：尤其以繪本

Our Little Kitchen 作為教學主軸，具有創新的內容，該題材可以延

伸到其他主題，如：

a.季節與氣候：可教導學生季節性食品、溫度、氣候、乾旱、季節、天氣

模式和土壤組成等知識。

b.該繪本作者之居住地 (Toronto, Canada))，廚房的地點 (Greenpoint,

Brooklyn, N. Y.) 以及跨校合作的學校地點 (Redwood Coast

Montessori School in California) 均可涵蓋緯度、經度、高度和氣候

等知識。

c.種植與農業：學習種植區、種植和收穫糧食的過程、害蟲的脆弱和非化

學害蟲等控制方法。

d.烹飪技巧：如何閱讀食譜、購買食材、計算成本、去皮、切碎、切片、

切丁、調味、攪拌、烘烤、油炸、蒸煮、溫度控制、食品保存方法、

識別不可食用的食物、食物中毒、衛生和廚房傷害的急救。使用繪本

教材當中有些食材及烹飪相關之字彙(如:translucent, simmer, bay

leaf, thyme sprig, holey, zukes, bruised, splash, slurp 等較難的英文

單字對於非在英語國家長大的學生而言理解會有困難，或許可以增加

中英文解釋及說明。

- 2.使用繪本教學並過國際教育跨校交流，讓學生可以與美國加州的學生進行討論，立意良好，但是否應考量時差的問題以及雙方學生是否真的能以英語溝通討論繪本所傳達的寓意
- 3.除了 worksheet 所提供的問題，無法得知任課老師是否在課室中使用英語之比例。
- 4.本教案要求學生自製短片以展示他們對於使用當地材料製作實務的理解，學校是否有廚藝教室可供學生使用?抑或增加學生在正常上課之外的回家功課?造成學生課後的負擔。

評審委員：姚慧美

113 年 6 月 11 日

綜合意見：

本教案介紹《Our Little Kitchen》，引導學生討論食物相關的 SDGs，如零饑餓（SDG-2）和負責任消費與生產（SDG-12），並藉由分組討論，提升學生批判性思考能力，分析文本內容，解決問題。此外，結合利用 iPad、Padlet 和 Canva 等工具，讓學生可進行跨校討論，強化其跨文化

溝通技能。整體而言，本教案設計用心，教案結構完整，教師亦提供學生多模態資源，輔助其英語學習與表達，評量目標明確，以下幾點僅供參考：

(一) 本教案主要羅列各教學節次的教學步驟，較缺乏具體教師英語使用比例是否符合在地學生需求之英文語句的呈現以及與活動設計之細節。

(二) 目前教案中所呈現的教師用語，主要是教師提問內容，難易可，但缺乏教師差異化教學引導之作法。

(三) 教師於最後一節課讓學生 airplay their videos on the smartboard，具創新性，立意良好，惟學生可能需要鷹架，方能完成此任務。

評審委員：陳純音教授

113 年 6 月 14 日