

Internship Reflection at ISIS

Date	2015/3/9-4/10	Intern	Evergreen(葉常青)
Class	MYP Chinese classes DP Chinese classes	Mentor Teacher	Blythe (Chinese A) Katherine (Chinese B)
Observation and Reflection			
What I Knew	What I wanted to know	What I Learned	
<p>1. IB 系統和課程的大致輪廓。 The outline of IB system and curriculum.</p> <p>2. 國際學校的教學風格和學生特色。 The teaching style and students' characteristics in an International School.</p> <p>3. 中文做為第二語言教學的基本概念和教學方法。 The basic concepts and teaching methods of teaching Chinese as a second language.</p>	<p>1. IB 課程的理念如何實踐在教學設計中。 How to practice the concept of IB courses in instructional design?</p> <p>2. ISIS 作為一所台灣本地的國際學校與其他國際學校的相異之處及特色。 What's the differences between ISIS as a local school in Taiwan and other International schools?</p> <p>3. 如何設計針對不同程度和年級的以學生為本位且有效的中文課教學活動。 How to design and teach effective and student-centered Chinese lesson to different degrees and grades?</p>	<p>1. 觀察老師們的教學活動及評量方式，都扣緊 IB 的課程規準以及考試形式來設計，例如無論是在 Chinese A 或 Chinese B 課堂中，老師們會很注重學生寫字和寫作的訓練，期中期末考試的形式也都是問答題，可以看出 IB 課程強調思考、組織與表達能力的培養。 Teachers' s teaching activities and assessment are designed closely to IB criteria; for example, whether in Chinese A or Chinese B, the teachers are very focused on students' writing training, and the midterm and final exam are mainly in the forms of free response or essay question as well, which implies that IB curriculum emphasizes critical thinking, organization, and the ability of expression.</p> <p>2. ISIS 是台灣人辦的國際學校，除了對國際學生之外，也對台灣本地的學生招生，因此校方在經營時也需要考慮台灣家庭的特色以及家長的教育期待和模式等，以符合這些學生和家庭的需求，而這多少也呈現了有別於其他國際學校的台灣在地文化特色。而大部分中文老師所受的師培訓練原本都是為了應付傳統學校或是第一語言環境下的教學需求，因此這樣的場域在在考驗教師如何調整自己習慣的教學風格，能夠一再的創新求變，以順應校方、家長和課程的要求，並幫助學生達到課程要求的目標。 ISIS is a Taiwanese-run international</p>	

		<p>school. In addition to international students, it also enrolls many local students. So the school needs to consider the characteristics of Taiwanese family as well as the parental education expectations and patterns in order to agree with the needs of students and parents, which shows the different cultures from other international schools to a certain extent. Moreover, most Chinese teachers were trained to cope with the demands of teaching in a traditional school or first language environment, so local teachers in this field face the challenge of how to adjust their teaching style and habits to comply with the requirements of the school, parents and the curriculum as well as to help students achieve the requirements and goals of course.</p> <p>3. 我發現經過 IB 課程的訓練，學生在學習新事物和閱讀文本時比較能主動地進行批判思考，並且能夠侃侃而談自己的想法。但是 ”討論”的上課形式，不是自己從小到大所接受的教育方式和習慣，因此在備課和上課時需要有自覺的跳脫已往對課室運作、教師角色和學生角色的觀念窠臼。</p> <p>I found that after being trained in a IB educational system, the students take more initiative to do critical thinking and talk about their ideas when they receive the new things and read the new text. However, “discussion in a class” is not the way of education I received from childhood, so when preparing and carrying out the lessons, I need to be conscious of avoiding doing them according to my past hobbies and stereotype.</p>
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