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全美中文學校聯合總會 2020 師資培訓課程：「課堂教學四部曲—GRR 模式的設計與應用」講座（線上）

#全美中文學校聯合總會 #師資培訓課程 #陳姮良 #GRR模式

全美中文學校聯合總會

活動時間：2020-11-14

全美中文學校聯合總會在11月14日下午舉辦線上師資培訓課程，邀請北加州的陳姮良老師以「From design to implement：課堂教學的四部曲—GRR模式的設計與應用」為主題，分享多年教學心得，全美各地區合計超過550位教師報名參加。

洛僑中心張皓鈞主任以預錄影片致詞，勉勵各地華語文教師持續參與全美總會師資培訓系列課程，因應時代潮流提升教學知能，同時表示，行銷我國海外優質華語文教育、擴大正體字華語文海外市場，均為僑委會重要政策方向，期許未來與各地華語文教師攜手合作推動。

GRR模式的全名為Gradual Release of Responsibility，課程設計是從教師做、師生一起做、學生團體合作、學生能夠自己做的過程，落實以學生為中心的課程學習目標，陳姮良老師以活潑生動的方式，分享自己的教學經驗與實例，線上教師們紛紛踴躍提問，互動熱烈！

全美中文學校聯合總會將陸續邀請臺、美兩地擁有豐富主流學校與僑校教學經驗的講座，擔任師資培訓講員，提供僑校教師學習與多元交流的機會。若有興趣了解何謂GRR學生為中心的課程設計，歡迎至全美中文學校聯合總會的網站（ncacls.net）觀看當日線上錄影。



洛僑中心張皓鈞主任以預錄影片致詞

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The screenshot shows a Zoom meeting interface with a presentation on the GRR (Gather, Respond, Reflect) mode. The presentation consists of several slides:

- Slide 1:** A poll question: "你要選(xuǎn)哪一個?" (Which one do you choose?). Options include 冰奶茶 (Ice milk tea), 牛奶 (Milk), 熱咖啡 (Hot coffee), and 果汁 (Juice).
- Slide 2:** A poll question: "投(tóu)票(piào)給(jǐ)果(guǒ)?" (Vote for which artificial food item?). A pie chart shows the results: 人造包子 (Artificial buns) at 25%, 人造土司 (Artificial toast) at 25%, 人造蛋餅 (Artificial egg pancakes) at 25%, and 人造三明治 (Artificial sandwiches) at 25%.
- Slide 3:** A slide titled "WHAT THEY EAT" showing various food items and their popularity percentages.
- Slide 4:** A cartoon of a student sleeping at a desk with the text "中學生上課日子睡眠時間" (Middle school student's sleep time during class days) and "中學生睡眠障礙小語彙" (Middle school student's sleep disorder vocabulary).

The Zoom interface includes a video feed of the presenter, a list of participants, and a control bar at the bottom with options like "Slide 37", "Q & A", "Notes", "Pointer", "Captions", "Tips", and "EXIT".

陳姮良老師分享上課實例 2

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The screenshot shows a Zoom meeting interface. At the top, it says "Recording..." and "You are viewing Henry_Talk's screen". The main content is a collage of worksheets and a video feed. The worksheets include:

- A worksheet with the text: 我(wǒ) 叫(jiào) _____, 我(wǒ) 住(zhù) 在(zài) _____, 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____. It also features a cartoon penguin and the Chinese characters "你好".
- A worksheet titled "My name is" with a table for writing names in Chinese and English.
- A worksheet with a list of 8 items for a matching exercise, including: 我(wǒ) 在(zài) 右(yòu) _____, 我(wǒ) 不(bù) 在(zài) 右(yòu) _____, 我(wǒ) 喜(xǐ) 歡(huān) 吃(chī) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) 吃(chī) _____, 我(wǒ) 喜(xǐ) 歡(huān) 喝(hē) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) 喝(hē) _____, 我(wǒ) 喜(xǐ) 歡(huān) 喝(hē) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) 喝(hē) _____.
- A worksheet with the text: 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____. It includes images of a panda, a person drinking tea, and a bowl of dumplings, with labels like 吃(chī) 子(zǐ) (吃(chī) 子(zǐ)), 喝(hē) 茶(chá) (喝(hē) 茶(chá)), and 喝(hē) 茶(chá) 喝(hē) (喝(hē) 茶(chá) 喝(hē)).
- A worksheet with a list of 8 items for a matching exercise, including: 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____, 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____, 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____, 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____.

On the right side, there is a video feed of a woman labeled "Henry_Talk". Below the worksheets, there is a Zoom meeting window showing a grid of participants and a chat window.

陳姮良老師分享上課實例 1

Recording... You are viewing Henry_Talk's screen View Options View

GRR 模式:
GRADUAL RELEASE OF RESPONSIBILITY

Overview of GRR Framework

TEACHER RESPONSIBILITY		
Focus Lesson	"I do it"	
Guided Instruction	"We do it"	
Collaborative	"You do it together"	
Independent	"You do it alone"	
STUDENT RESPONSIBILITY		

The goal of the Gradual Release of Responsibility Framework is to provide appropriate instruction, moving students towards independence.

Importantly, the GRR Framework does **not** have to be linear. Based on instructional objectives, educators may appropriately choose to begin in any part of the framework. Students may move back and forth between each of the components as they master skills, strategies, and standards.

<https://dpi.wi.gov/ela/instruction/framework>

Henry_Talk

GRR模式