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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 mode. The presentation consists of several slides:

- Slide 1:** A poll titled "你要選(xuǎn)哪一個?" (Which one do you choose?). It lists four options: 冰奶茶 (Ice milk tea), 牛奶 (Milk), 熱咖啡 (Hot coffee), and 果汁 (Fruit juice). There are images of each item.
- Slide 2:** A poll titled "投(tóu)票(piào)給(jǐ)果(guǒ)" (Vote for the fruit). It shows a pie chart with four segments representing different artificial food items: 人造包子 (Artificial buns), 人造土司 (Artificial toast), 人造蛋餅 (Artificial omelette), and 人造三明治 (Artificial sandwich). The text "Points scored" is visible above the chart.
- Slide 3:** A slide titled "WHAT THEY EAT" showing various food items and their nutritional information.
- Slide 4:** A slide titled "中學生上課日子睡眠時間" (Middle schoolers' sleep time on school days) with a cartoon of a student sleeping at a desk. It includes a table of sleep statistics and a list of reasons for sleep deprivation.
- Slide 5:** A slide titled "中學生課餘時間小語彙" (Middle schoolers' leisure time vocabulary) with a list of words and their meanings.

The Zoom interface includes a video feed of the presenter in the top right corner and a control bar at the bottom with buttons for navigation, Q & A, Notes, Pointer, Captions, Tips, and EXIT. The current slide is labeled "Slide 37".

陳姮良老師分享上課實例 2

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The screenshot shows a Zoom meeting interface. The main window displays a teacher's screen with several worksheets. The top-left worksheet has 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) _____. Below the text is a penguin and the Chinese characters '我' and '不'. The top-middle worksheet is a table with the title '我的名字' (My Name) and columns for 'Pinyin', 'English', and 'My name is'. The top-right worksheet is a list of 8 items with pinyin and English labels. The bottom-left worksheet has the text: 我(wǒ) 喜(xǐ) 歡(huān) _____, 我(wǒ) 不(bù) 喜(xǐ) 歡(huān) _____. Below the text are images of a panda, a cup of tea, and a bowl of dumplings, with labels like '吃(chī) 子(zǐ)', '喝(hē) 茶(chá)', and '喝(hē) 湯(tāng)'. The bottom-right window shows a student's screen with a video call of a woman and a worksheet with a list of items. The Zoom interface includes a recording indicator, a 'You are viewing Henry_Talk's screen' notification, and a 'View Options' menu.

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