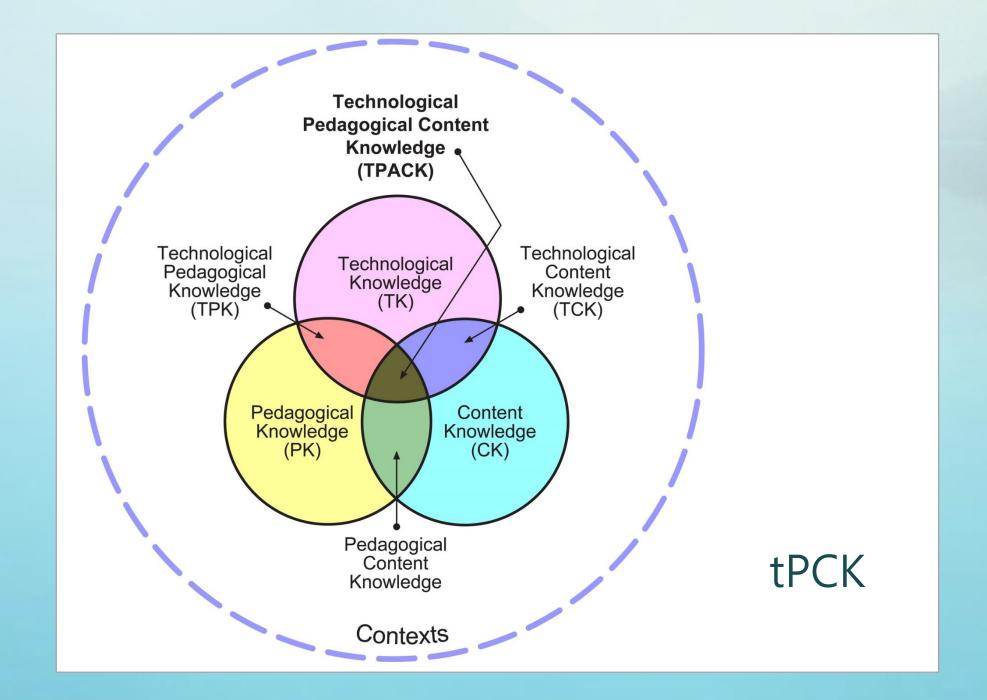


ZOOM 備課會 2020/03/16

### ZOOM 備課會

1. 教學進度、教材鋪排

- 2. 本學年的協作計劃
- 3. 線上/ZOOM教&學
- 4. e學習/自主學習/學習風格
- 5. 數學的學習/本質
- 6. 兩道數學題的討論





#### Computer doesn't meet requirements

To use virtual background without a green screen, your Mac OS version needs to be 10.13 or higher and, your processor must be an Intel Core i5 with a quad-core or better. Please follow:

1. Prepare a green screen behind you 2. Select "I have a green screen" option

網上教育是必需的大勢 但始終面對面的互動才是現實 網上教學是輔助 但不是萬能

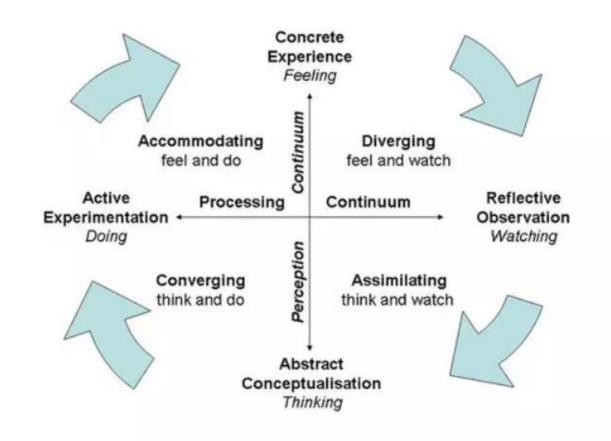
### ZOOM教&學

怎樣使用zoom進行線上教學?

# ZOOM教&學



# David Kolb(1984)的學習風格簡介



# 4MAT 學習風格簡介



#### 4MAT Learning System



## 爸媽+老師心底話及壓力分享: 網上課堂=互相折磨?





# NATURE'S GREAT BOOK IS WRITTEN IN MATHEMATICS

GALILEO GALILEI

PICTURE QUOTES . com



### THE LAWS OF NATURE ARE BUT THE MATHEMATICAL THOUGHTS OF GOD.

Euclid

PICTUREQUOTES . com



34. <u>嘉琳</u>今年 x 歲。5 年前, <u>嘉琳</u>的

(a) 小倫 5年前是多少歲? (只

<u>小倫</u>5年前是 3(x-5) 歲。

(b) 如果5年前,小倫是18歲,

程列式計算)

嘉琳今年多少歲? (須用方

須寫出答案,答案以 x 表

<u>嘉琳</u>5年前的年齡是(x-5)

歳。5年前,嘉琳的年齡是小倫的

·即小倫5年前是3(x-5)歲。

[2分]

[4分]

不用方程計算,不

給分。欠文字解

説、單位錯漏或計

算過程表達欠佳,

年齡是小倫的13。

(5上代數符號)

示)

(6下 解方程)

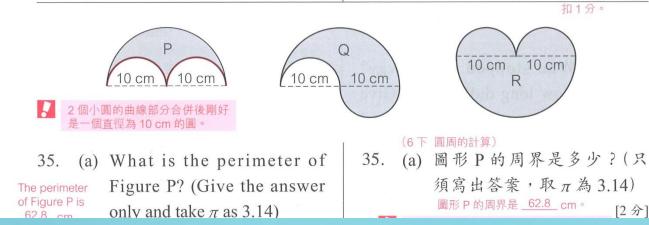
3(x-5) = 18

嘉琳今年11歲

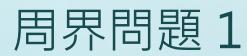
x - 5 = 6

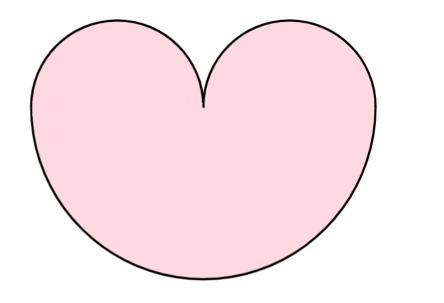
x = 11

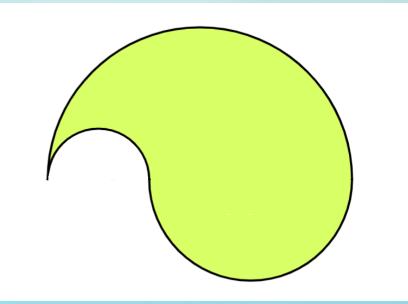
- 34. Linda is x years old now. 5 years ago, Linda's age was  $\frac{1}{3}$  of Alan's.
  - (a) How old was Alan 5 years ago? (Give the answer only and express the answer in terms of x) [2 marks]
    5 years ago, Alan was <u>3 (x 5)</u> years old.
- (b) If Alan was 18 years old 5 years ago, how old is Linda now? (Use equation to solve 3(x-5) = 18the problem and show your x-5=6x = 11 working) [4 marks] Linda is 11 years old now.



### PreS1模擬試題



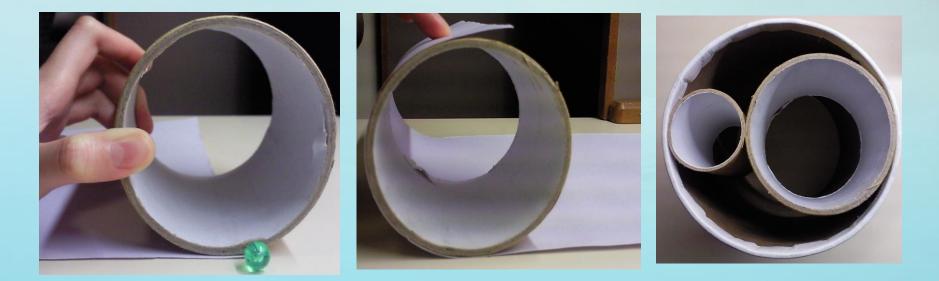




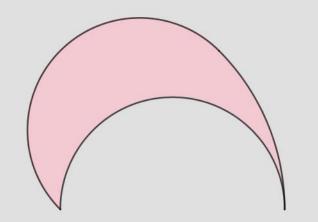






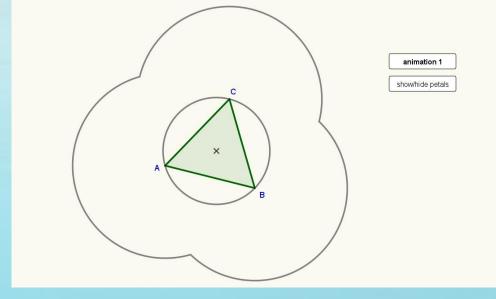


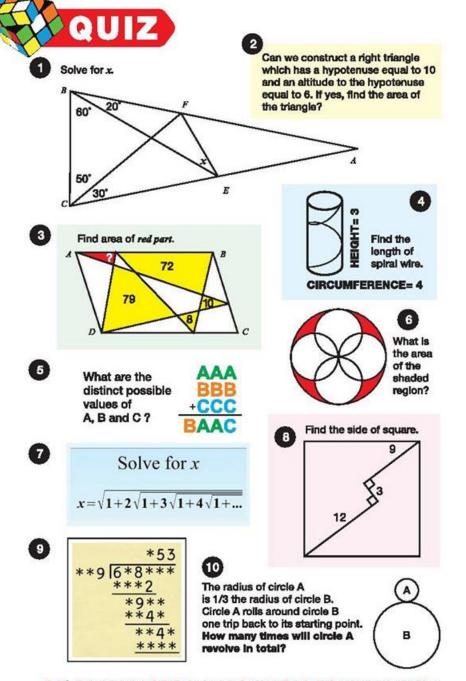




show/hide Ang	le

RESET





### 解難?難解? <sup>趣味? 枯燥?</sup>

1. 30°; 2. Cant find; 3. 9; 4. 5; 5. A9, B1, C 8; 6. 1006.8; 7. 3; 8. 15; 9. 638997, 749, 853; 10. 4

To teach effectively a teacher must develop a feeling for his subject; he cannot make his students sense its vitality if he does not sense it himself. He cannot share his enthusiasm when he has no enthusiasm to share. How he makes his point may be as important as the point he makes; he must personally feel it to be important.

George Polya — Mathematical Discovery, New York, 1981

