

Tamkang University Academic Year 2012, Spring Semester
Course Syllabus

Course Title	English for Educational Technology	Instructor	Yi-Chia Cheng	
Department/Year/Class	Course Details			
Department of Educational Technology/ Junior	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Selective	<input type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input checked="" type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits	3
Aim of Education		Core Competences		
<p>The department of educational technology aims to equip students with skills in integrating relevant pedagogical theories into e-Learning, instructional materials development, and project management.</p>		<p>Undergraduate program students will be able:</p> <ol style="list-style-type: none"> 1.To acquire the knowledge of pedagogical theories and strategies. 2.To apply knowledge and skills related to instructional design. 3.To develop the ability in analyzing educational data. 4.To acquire the knowledge of e-learning theories and strategies. 5.To cultivate the ability to develop e-learning materials. 6.To acquire the ability related to basic computer programming. 7.To design and develop e-learning materials based on the project needs. 8.To strengthen knowledge and skills related to planning, organizing, and implementation in human resource development (HRD). 9.To facilitate abilities related to team work and communication. 		
Course Introduction (50 to 100 words)	<p>The purpose of this course is to enhance students' English ability through engaging in activities designed for the field of educational technology. Students will work individually and cooperatively to practice their reading, writing, speaking, and listening skills on various educational technology topics.</p>			

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I. Objective Levels (select applicable ones) :

(I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating

(II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination

(III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Charaterizing 、 A6 Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 Students will be able to enhance their English abilities through participating in activities designed for the field of educational technology	C3	A
2 Students will be able to exercise their reading, writing, speaking, and listening skills on various educational technology topics	C3	A
3 Students will be able to use their skills in producing final projects	C6	A 、 I

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 Students will be able to enhance their English abilities through participating in activities designed for the field of educational technology	Direct teaching, cooperative learning	Attendance, midterm
2 Students will be able to exercise their reading, writing, speaking, and listening skills on various educational technology topics	Direct teaching, cooperative learning	Attendance, midterm
3 Students will be able to use their skills in producing final projects	Cooperative learning	Final project

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students		Description	
<input checked="" type="checkbox"/> global perspectives			
<input type="checkbox"/> a vision for the future			
<input type="checkbox"/> information literacy			
<input type="checkbox"/> ethical and moral principles			
<input type="checkbox"/> independent thinking			
<input type="checkbox"/> an awareness of healthy living			
<input checked="" type="checkbox"/> effective teamwork			
<input type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week	Date	Subject/Topics	Note
1	2/19	Course introduction	
2	2/26	Instructional design I	
3	3/5	Instructional design II	
4	3/12	Instructional strategies I	
5	3/19	Instructional strategies II	
6	3/26	Instructional evaluation I	
7	4/2	Off-campus study	
8	4/9	Instructional evaluation II	
9	4/16	Midterm evaluation	
10	4/23	Midterm Exam Week	
11	4/30	Educational psychology I	
12	5/7	Educational psychology II	
13	5/14	New technology in education	
14	5/21	Cooperative & collaborative learning	
15	5/28	Motivation in education	
16	6/4	Visual literacy (guest speaker)	
17	6/11	Final presentation	
18	6/18	Final Exam Week	
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Overhead Projector <input type="checkbox"/> Other (_____)		
Textbook(s)	Dictionary		
Suggested Readings	Handouts and work sheets		

<p>Grading Policy</p>	<p>1.Attendance/Participation : 30%</p> <ul style="list-style-type: none"> ●Arriving 15 minutes after course begins will be considered late attendance, and 20 minutes will be considered unexcused absence. ●You are required to follow school regulations to apply for leave of absence. Only 2 absences are allowed. You must submit your leave of absence the week following you absence. If the above are not met, your absence will be considered unexcused. ●1 point will be deducted for each late attendance, and 2 points for each absence. 3 points will be deducted for first unexcused absence, and 8 points for second unexcused absence. Third unexcused absence will result in failure in this course. ●Your instructor reserves the right to modify this policy at her own discretion. <p>2.Midterm: 40%</p> <ul style="list-style-type: none"> ●Midterm evaluation examines your understanding of the theories of instructional evaluation, instructional strategies, instructional design, and educational psychology. <p>3.Final presentation: 30%</p> <ul style="list-style-type: none"> ●You are required to work in teams to produce a 10-minute short film. Only English can be spoken in the film. In addition, you need to integrate any of the theories discussed in the course (points will be deducted if the film is less than 10 minutes).
<p>Note</p>	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp.</p> <p>※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>

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