

Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	SEMINAR ON ELEARNING	Instructor	DAVID TAWEI KU
Course Class	TDTXM2A MASTER'S PROGRAM, DEPARTMENT OF EDUCATIONAL TECHNOLOGY, 2A	Details	♦ Required ♦ One Semester ♦ 3 Credits
D e p a r t m e n t a l t e a c h i n g o b j e c t i v e s			
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.			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
A. Students will be able to implement the knowledge of pedagogical theories and strategies in instructional design. B. Students will be able to manage and evaluate digital learning project. C. Students will be able to plan, organize, and implement in human resource development (HRD). D. Students will be able to conduct an educational research and fulfill thesis writing. E. Students will be able to apply innovative technology into creative instruction.			
Course Introduction	In-depth discussing the important current issues in e-learning and applying the theories, methods and problem-solving strategies to complete the related projects.		

The Relevance among Teaching Objectives, Objective Levels and Departmental 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-Characterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Understanding and analyzing the related important issues in e-learning.	C2	ABCE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Understanding and analyzing the related important issues in e-learning.	Lecture, Discussion, Practicum, Problem solving	Report, Participation

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

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	102/09/16 ~ 102/09/22	Course Syllabus, Course introduction	
2	102/09/23 ~ 102/09/29	Ch1:What is problem solving	
3	102/09/30 ~ 102/10/06	Ch2: Designing learning environments to support problem solving	
4	102/10/07 ~ 102/10/13	Ch3: Presenting problems to learners	
5	102/10/14 ~ 102/10/20	Project idea/topic presentation	
6	102/10/21 ~ 102/10/27	Ch4: Tools for representing problems by learners	
7	102/10/28 ~ 102/11/03	Ch5: Associating solutions with problems	
8	102/11/04 ~ 102/11/10	Asynchronous Online Discussion on Moodle Ch6: Supporting Solutions	
9	102/11/11 ~ 102/11/17	Ch7: Reflecting on problem-solving processes?	
10	102/11/18 ~ 102/11/24	Guest Speaker associate chair Institute for Information Industry	
11	102/11/25 ~ 102/12/01	Ch8: Assessing problem solutions and learning 10/26 Online discussion	

12	102/12/02 ~ 102/12/08	A Pedagogical Framework for Mobile Learning: Categorizing Educational Applications of Mobile Technologies into Four Types	
13	102/12/09 ~ 102/12/15	Asynchronous Online Discussion on Moodle Personalised context-aware ubiquitous learning system for supporting effective English vocabulary learning	
14	102/12/16 ~ 102/12/22	Outdoor Natural Science Learning with an RFID-Supported Immersive Ubiquitous Learning Environment	
15	102/12/23 ~ 102/12/29	The 'digital natives' debate: A critical review of the	
16	102/12/30 ~ 103/01/05	Group project discussion	
17	103/01/06 ~ 103/01/12	Final presentation	
18	103/01/13 ~ 103/01/19	Final presentation	
Requirement			
Teaching Facility		Computer	
Textbook(s)		Jonassen, D. H. (2004). Learning to solve problems: An instructional design guide. San Francisco, CA: Jossey-Bass/Pfeiffer.	
Reference(s)			
Number of Assignment(s)		(Filled in by assignment instructor only)	
Grading Policy		◆ Attendance : 15.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ Other <participation> : 15.0 %	
Note		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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.	