

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	SEMINAR ON GLOBAL CURRICULUM AND INSTRUCTION	Instructor	CHUN-YI LIN
Course Class	TDIXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF CURRICULUM AND INSTRUCTION, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
Preparing curriculum and instruction researchers and practitioners with global perspectives and local commitments.			
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			
<p>A. Ability to do research with global perspectives and local commitments.</p> <p>B. Ability to design and develop curricula with global perspectives and local commitments.</p> <p>C. Ability to do instructional design and implementation with global perspectives and local commitments.</p> <p>D. Ability to do curricular and instructional evaluations with global perspectives and local commitments.</p> <p>E. Ability to do curricular and instructional leadership with global perspectives and local commitments.</p>			
Course Introduction	<p>Since technology has pushed our society to a globalized world with impact on several major aspects, it is important for educators to develop an understanding of such phenomena and the course values of global education as well as competencies in design and analyze relevant curricula. This course will provide opportunities for learners to study and investigate several important issues in global education through authentic learning including readings, discussions, interviews, and lesson design.</p>		

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

I. Objective Levels (select applicable ones) :

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|-------------------------|--|--|
| (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	Understand the core concepts and theories in global education	C2	A
2	Explore the global practice of GE. Be able to describe how GE is perceived and implemented globally	C4	ABCD
3	Design and analyze the GE curricula. Be able to evaluate and design lessons according to the core competencies of GE.	A6	BD
4	Investigate important issues in GE. Be able to understand and describe the important issues regarding globalization.	C4	BC
5	Be able to contribute ideas for class activities and develop leadership in collaborative learning.	P6	E

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Understand the core concepts and theories in global education	Lecture, Discussion, Reading	Participation
2	Explore the global practice of GE. Be able to describe how GE is perceived and implemented globally	Lecture, Discussion, Reading	Participation
3	Design and analyze the GE curricula. Be able to evaluate and design lessons according to the core competencies of GE.	Problem solving	Report

4	Investigate important issues in GE. Be able to understand and describe the important issues regarding globalization.	Lecture, Discussion, Interview	Participation
5	Be able to contribute ideas for class activities and develop leadership in collaborative learning.	Discussion	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	103/09/15 ~ 103/09/21	Introduction to global education (GE)	
2	103/09/22 ~ 103/09/28	Globalization and Education: Can we meet the challenge? (How computerized work and globalization shape human skill demands)	
3	103/09/29 ~ 103/10/05	Context of GE	
4	103/10/06 ~ 103/10/12	GE competencies	
5	103/10/13 ~ 103/10/19	The action approach to GE	
6	103/10/20 ~ 103/10/26	GE and technologies	
7	103/10/27 ~ 103/11/02	Recent research in GE	

8	103/11/03 ~ 103/11/09	Self-selected journal article in GE research: student presentation	
9	103/11/10 ~ 103/11/16	Self-selected journal article in GE research: student presentation	
10	103/11/17 ~ 103/11/23	The mid-term exam week	
11	103/11/24 ~ 103/11/30	Field trip (tentative)	
12	103/12/01 ~ 103/12/07	Critiques of GE curriculum -- Sustainability, human rights	
13	103/12/08 ~ 103/12/14	Critiques of GE curriculum -- Cultures, communication	
14	103/12/15 ~ 103/12/21	Interview (tentative)	
15	103/12/22 ~ 103/12/28	Globalization and education: Upgrading curriculum for the new era	
16	103/12/29 ~ 104/01/04	GE curriculum development: Student presentation and feedback	Assignment due
17	104/01/05 ~ 104/01/11	GE curriculum development: Student presentation and feedback	
18	104/01/12 ~ 104/01/18	The final exam week	
Requirement	<ol style="list-style-type: none"> 1. Please attend classes on time. If you are going to miss a class, please inform the instructor ahead of time and make up the progress with your classmates. 2. Before each class, please complete readings and assigned tasks (such as the summary of a world news article) to participate in class discussions. 3. Mid-term assignment: analyze a GE research article and present in class. Details will be discussed in the first class. 4. Final assignment: Individually or in groups of two, students will design a GE curriculum and present in class. Details will be discussed in the first class. 5. An online platform will be used to encourage information sharing and exploring potential discussion topics between classes. 		
Teaching Facility	Computer, Projector		
Textbook(s)	Will be announced in class		

Reference(s)	<p>1. Learning in the Global Era: International Perspectives on Globalization and Education. By Marcelo Suarez-Orozco (2007). 2. Curriculum 21: Essential Education for a Changing World. By Heidi Hayes Jacobs (2010) 3. Catching up or leading the way: American education in the age of globalization. By Yong Zhao (2009) 4. Global education in Taiwan competencies and examples http://www.ietw.moe.gov.tw/GoWeb/include/index.php?Page=1-3 5. Global perspectives: A framework for global education in Australian schools http://www.asiaeducation.edu.au/verve/_resources/global_perspectives_statement.pdf 6. Global competence unit plans from Edutopia http://www.edutopia.org/stw-global-competence-resources#graph4 7. Global competence from Asia Society.org http://asiasociety.org/education/partnership-global-learning/making-case/global-competence-prepare-youth-engage-world__</p>
Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 25.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 35.0 % ◆ Other () : %</p>
Note	<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/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>