

## Tamkang University Academic Year 104, 1st Semester Course Syllabus

Course Title	INQUIRY ON CLASSROOM TEACHING AND LEARNING	Instructor	CHANG, YUEH-HSIA
Course Class	TDIXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF CURRICULUM AND INSTRUCTION, 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 Credits</li> </ul>
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>The Inquiry on Classroom Teaching and Learning course provides a comprehensive and balanced view on classroom instruction by exploring the meaning of effective teaching, the theoretical foundations behind teaching and learning, and the social dynamics of classroom learning environment. Students will be guided to reflect on different aspects of teaching action and behaviors including the leadership aspects of teaching, the interactive aspects of teaching, and the organizational aspects of teaching.</p>		

## 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	1. Student will understand the theoretical foundations behind teaching and learning.	C2	A
2	2. Students will understand the dynamics of teaching within and without the classroom context.	C2	AC
3	3. Students will develop an awareness and appreciation of the knowledge base that supports current practices in teaching.	A3	CE
4	4. Students will develop understanding and skills for assessing and evaluating student learning.	P3	BD

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1. Student will understand the theoretical foundations behind teaching and learning.	Lecture, Discussion	Participation
2	2. Students will understand the dynamics of teaching within and without the classroom context.	Lecture, Discussion, Appreciation	Participation
3	3. Students will develop an awareness and appreciation of the knowledge base that supports current practices in teaching.	Lecture, Discussion, Appreciation	Participation

4	4. Students will develop understanding and skills for assessing and evaluating student learning.	Lecture, Discussion, Appreciation, Group work	Participation, PeerReview
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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	104/09/14 ~ 104/09/20	Course introduction Lenses for Observing Borich, 2015, Ch02	
2	104/09/21 ~ 104/09/27	Classroom Study and Teacher Learning (Keynote speech)	Attend Keynote Speech at Taipei campus D222
3	104/09/28 ~ 104/10/04	Examining Engagement in the Learning Process Borich, 2015, Ch10	
4	104/10/05 ~ 104/10/11	Measuring Student Success Borich, 2015, Ch11	
5	104/10/12 ~ 104/10/18	(No Class) (field trip in Japan) Considering the Learning Climate Borich, 2015, Ch05	
6	104/10/19 ~ 104/10/25	(No Class) (field trip in Japan) Focusing on Classroom Management Borich, 2015, Ch06	
7	104/10/26 ~ 104/11/01	(No Class) (field trip in Japan) Looking for Lesson Clarity Borich, 2015, Ch07	

8	104/11/02 ~ 104/11/08	(No Class) (field trip in Japan) Verifying Instructional Variety Borich, 2015, Ch08	
9	104/11/09 ~ 104/11/15	(No Class) (Field trip in Japan) Observing Task Orientation Borich, 2015, Ch09	
10	104/11/16 ~ 104/11/22	(Midterm Exam Week) Field Trip in Japan (Five days of Japanese classroom observation and lesson study activities, from 2015/11/17 to 2015/11/21)	
11	104/11/23 ~ 104/11/29	Course Review Class Presentation based on the field trip in Japan	
12	104/11/30 ~ 104/12/06	(No Class) (Field trip in Japan) Looking for Higher Thought Processes and Performance Outcomes Borich, 2015, Ch12	
13	104/12/07 ~ 104/12/13	(No Class) (Field trip in Japan) Differentiation Atonetti & Garver, 2015, Ch08	
14	104/12/14 ~ 104/12/20	(No Class) (Field trip in Japan) Learning Pathways Atonetti & Garver, 2015, Ch09	
15	104/12/21 ~ 104/12/27	(No Class) (Field trip in Japan) Closure Atonetti & Garver, 2015, Ch10	
16	104/12/28 ~ 105/01/03	(No Class) (Field trip in Japan) Reflection Atonetti & Garver, 2015, Ch11	
17	105/01/04 ~ 105/01/10	(No Class) (Field trip in Japan) Putting It All Together Atonetti & Garver, 2015, Ch12	
18	105/01/11 ~ 105/01/17	(Final Exam Week) (No Class) (Field trip in Japan) Final Thoughts Atonetti & Garver, 2015, Ch13	
Requirement	Course requirements and grading policy will be announced and discussed with students in class.		
Teaching Facility	Computer, Other (MOODLE PLATFORM)		
Textbook(s)	Borich, G. D. (2015). Observation skills for effective teaching: Research-based practice (7th ed.). Boulder, CO: Paradigm Publishers.		

Reference(s)	<p>Antonetti, J. V., &amp; Garver, J. R. (2015). 17,000 classrooms can't be wrong: Strategies that engage students, promote active learning, and boost achievement. Alexandria, VA: ASCD.</p> <p>Borich, G. D. (2014). Effective teaching methods: Research-based practice (8th ed.). New York, NY: Merrill.</p> <p>Burden, P. R. &amp; Byrd, D. M. (2010). Methods for effective teaching: Meeting the needs of all students (5th ed.). Boston: Allyn Bacon.</p> <p>Hargreaves, A. (2003). Teaching in the knowledge society: Education in the age of insecurity. New York, NY: Teachers College Press.</p> <p>Kubiszyn, T., &amp; Borich, G. D. (2013). Educational testing and measurement: Classroom application and practice (10th ed.). Hoboken, NJ: Illustrations.</p> <p>Tileston, D. W. (2004). What every teacher should know about effective teaching strategies. Thousand Oaks, CA: Corwin Press.</p> <p>Van Manen, M. (1992). The tact of teaching: Meaning of pedagogical thoughtfulness. Albany: State University of New York Press.</p>
Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 60.0 %    ◆ Midterm Exam : %</p> <p>◆ Final Exam : 15.0 %</p> <p>◆ Other (Class Presentation) : 15.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>