Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO E-LEARNING	Instructor	HUANG I-FANG
Course Class	TDTXB2B DEPARTMENT OF EDUCATIONAL TECHNOLOGY, 2B	Details	◆ Required ◆ One Semester ◆ 3 Credits

Departmental Aim of Education

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.

Departmental core competences

A. Students will be able to apply knowledge and skills related to instructional design.

B. Students will be able to analyze educational data.

C. Students will be able to develop multiple types of digital materials.

D. Students will be able to acquire the ability related to basic computer programming.

E. Students will be able to strengthen knowledge and skills related to planning, organizing, and implementation in human resource development (HRD).

F. Students will be able to evaluate each type of digital materials.

Course Introduction	This course introduces students basic trends and issues about E-learning. Topics includes development of computer and media technologies and its applications in education, types of CAI, different views of learning theories behind CAI, and the emerging new trend of educational technology and e-learning.

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-Charaterizing,   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	Relevance Departmental core competences
1	This course enables students to apply English in different issues, theories and technologies used in E-learning.	C2	AF
2	Understand the current development and future trends of e-learning.	C2	AF
3	Understand what and how digital technologies are utilized in the e-learning domains and instructional applications.	C2	AF
4	Understand the basic concepts about instructional design and instructional principles.	C2	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course enables students to apply English in different issues, theories and technologies used in E-learning.	Lecture, Discussion	Written test, Report, Participation
2	Understand the current development and future trends of e-learning.	Lecture, Discussion	Written test, Participation
3	Understand what and how digital technologies are utilized in the e-learning domains and instructional applications.	Discussion	Participation

4	Understand the basic concepts about instructional design and instructional principles.	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	105/09/12～105/09/18	Orientation and Introduction to Syllabus	
2	105/09/19～105/09/25	What is E-Learning?	Group 1
3	105/09/26～105/10/02	The ASSURE Model	Group 2
4	105/10/03～105/10/09	Ubiquitous learning, ubiquitous learner	Group 3
5	105/10/10～105/10/16	Public Holiday	
6	105/10/17～105/10/23	Designing and planning technology enhanced instruction	Group 4
7	105/10/24～105/10/30	Teaching and learning with technology	Group 5
8	105/10/31～105/11/06	Presentation I	Group 6-10
9	105/11/07～105/11/13	Presentation II	Group 1-5
10	105/11/14～105/11/20	Midterm Exam Week	

11	105/11/21~105/11/27	Blended Learning	Group 6
12	105/11/28~105/12/04	E-Learning Theory: Communal Constructivism	Group 7
13	105/12/05~105/12/11	Audiovisual Technologies	Group 8
14	105/12/12~105/12/18	Adoption of web 2.0	Group 9
15	105/12/19~105/12/25	Multimedia- About Myself	Individual
16	105/12/26~106/01/01	Public Holiday	
17	106/01/02~106/01/08	What We're Learning from Online Education? / Revision	Group 10
18	106/01/09~106/01/15	Final Exam Week	

Requirement	1.Attendance : 10% 2.Midterm: 35% 3.Final Exam: 35% 4.Mark of Usual 20% Details will be announced during orientation.
Teaching Facility	Computer, Projector
Textbook(s)	Handouts and worksheets. Suggested readings will be announced during classes.
Reference(s)	1. Teaching and Learning with Technology (4th edition).Lever-Duffy and B. McDonald (2011). Pearson Education, Inc. 2. Increasing Student Engagement and Retention in e-Learning Environments: Web 2.0 and Blended Learning Technologies (1st edition). Emerald Group Publishing (2013). 3. Instructional Media and Technologies for Learning (7th edition). Heinich, Molenda, Russell and Smaldino(2002). Pearson Education, Inc., Upper s Paddle River, New Jersey. 4. Copyright and e-learning: a guide for practitioners. Jane Secker (2010). Facet Publishing. 5. E-learning Theory & Practice. Caroline Haythornthwaite, Richard Andrews(2011). Sage Publications LTD. 6. E-learning concepts and practice. Bryn Holmes and John Gardner(2006). Sage Publications LTD.
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 10.0 % ◆ Mark of Usual：20.0 % ◆ Midterm Exam： 35.0 % ◆ Final Exam： 35.0 % ◆ Other〈 〉： %
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.**