

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	SOCIETY CHANGES AND SOCIAL EDUCATION	Instructor	LAN YU-HUA
Course Class	TNUWB0A SOCIAL ANALYSIS, 0A	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<p>I. To guide students to practice the methods and concepts learned from the courses of social science to their social life.</p> <p>II. To Enhance students' ability of self-understanding, psychological adaptation, and interpersonal communication.</p> <p>III. To promote students' ability of analyzing social phenomena and penetrating social problems through the design of courses; thus, motivating students to be more concerned about others and assume the corresponding social responsibilities.</p>			
Schoolwide essential virtues			
<p>A. A global perspective.</p> <p>B. Information literacy.</p> <p>C. A vision for the future.</p> <p>D. Moral integrity.</p> <p>E. Independent thinking.</p> <p>F. A cheerful attitude and healthy lifestyle.</p> <p>G. A spirit of teamwork and dedication.</p> <p>H. A sense of aesthetic appreciation.</p>			
Course Introduction	<p>In decades, rapid changes of social structure and diversification trends make climate in Taiwan. Traditional culture and individual consciousness subjects to be impacted strongly, and positively expanded educational reforms as well. In the end, is the social changes affected education? Or, education leads to changes both in social structures and values? To enable learners from getting lost, the discussion and reflection between social changes and educational interdependence adapts to the changing social environment at treacherous moment.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

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 Schoolwide essential virtues :

- (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 Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	Guiding students to understand the facts and the motivations for social changes (eg: chaos at universities, etc.)	C2	CDEG
2	Integrating the viewpoints from industry, government, academia parties on corporal punishment, educational reforms, etc.	C3	CDEG
3	Perceiving global insights and future trends;	C4	CDEG
4	Analyzing the insights of social changes and the important issues on education reforms with macro perspectives. The reform of the important issues.	C6	CDEG

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Guiding students to understand the facts and the motivations for social changes (eg: chaos at universities, etc.)	Lecture, Discussion, Problem solving	Report, Participation, discussion
2	Integrating the viewpoints from industry, government, academia parties on corporal punishment, educational reforms, etc.	Lecture, Discussion, Appreciation, Problem solving	Report, Participation, discussion
3	Perceiving global insights and future trends;	Lecture, Discussion, Problem solving	Report, Participation, discussion

4	Analyzing the insights of social changes and the important issues on education reforms with macro perspectives. The reform of the important issues.	Lecture, Discussion, Problem solving	Report, Participation, discussion
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Course Schedule

Week	Date	Subject/Topics	Note
1	105/09/12 ~ 105/09/18	Introduction	
2	105/09/19 ~ 105/09/25	Historical issues of the development of education in Taiwan	
3	105/09/26 ~ 105/10/02	Global trends and issues in digital content development & practice - MOOCs & Flipped Classroom	
4	105/10/03 ~ 105/10/09	"Education reform" - a wolf with sheep's clothing	
5	105/10/10 ~ 105/10/16	How could we do for universities in Taiwan? (A)	
6	105/10/17 ~ 105/10/23	How could we do for universities in Taiwan? (B)	
7	105/10/24 ~ 105/10/30	When education meets technologies (A) - the impacts from N generation	
8	105/10/31 ~ 105/11/06	Teaching Administration Observation Days	
9	105/11/07 ~ 105/11/13	When education meets technologies (B) - the mobile learning	
10	105/11/14 ~ 105/11/20	Midterm Exam Week	
11	105/11/21 ~ 105/11/27	Trembling lamb (A) - the "crime" & "punishment" in classroom - corporal punishment	
12	105/11/28 ~ 105/12/04	Trembling lamb (B) - the "crime" & "punishment" in classroom - bullying	
13	105/12/05 ~ 105/12/11	Creative the mobile classroom	
14	105/12/12 ~ 105/12/18	Making accessible apps: for special needs	
15	105/12/19 ~ 105/12/25	Balancing power: data uses, privacy and digital citizenship	
16	105/12/26 ~ 106/01/01	Final Paper Due and Presentation	
17	106/01/02 ~ 106/01/08	6/09 (Thurs) Dragon Boat Festival (National Holiday); 6/10 (Fri) Extra Day Off (Adjustment Holiday)	
18	106/01/09 ~ 106/01/15	Final Exam Week	

Requirement	A. Completing and turning in the assignments and papers on time, or no point will be gained. B. Neither midterm nor final examinations.
Teaching Facility	Computer, Projector
Textbook(s)	Customized materials, the Moodle and Facebook will be use for teaching support platform as an extension of the classroom.
Reference(s)	The New Media Consortium (2015). The NMC Horizon Report: 2015 Higher Education Edition. Available from: http://moodle.learning.tku.edu.tw/file.php/3958/2015-nmc-horizon-report-HE-EN.pdf
Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ 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.