

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	SEMINAR ON TECHNOLOGY APPLICATION IN LEARNING	Instructor	SHENG-SHIANG TSENG
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. To develop the competences below with the global perspectives and with the domestic care : I. Competence in curriculum development: Focusing on the global perspectives with the domestic care and cultivating the abilities of curriculum, inclusive of the theories, designing, developing, implementing and evaluating.</p> <p>B. II. Competence in teaching : Focusing on the global perspectives with the domestic care and cultivating the abilities of teaching, including the theories, designing, evaluating, giving learning diagnosis, and utilizing learning methods and strategies.</p> <p>C. III. Competence in leadership : Focusing on the global perspectives with the domestic care and cultivating the abilities of curriculum management, pedagogical leadership and teacher professional development.</p> <p>D. IV. Competence in researching : Focusing on the global perspectives with the domestic care and cultivating the abilities of researching the topics spanning curriculum, instruction, learning, classes, and issues.</p> <p>E. V. Competence in innovation : Focusing on the global perspectives with the domestic care and cultivating the abilities not only to innovate the curriculum and teaching methods but to inaugurate new ones.</p> <p>F. VI. Competence in practicing : Focusing on the global perspectives with the domestic care and cultivating the abilities of practicing through the professional practice of curriculum and instruction, the service-learning of professional competence and thematic discussion of the practice.</p>			

Course Introduction	<p>This course provides an introduction to educational design and research and how technology can be used as an important resource in teaching and learning through design-based research. Students will be provided opportunities to review, interpret, and discuss the trends and issues in the field of instructional design and technology, such as gaming, social media, virtual reality, and augmented reality. Students will engage in online learning experiences through the tools such as concept mapping tools and VoiceTread</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-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	Departmental core competences
1	Recognize essential themes and trends in instruction design and technology	C2	CDE
2	Recall the framework of technology application in learning	C2	BCF
3	Analyze successful technology application practices in learning	C4	BDE
4	Evaluate technology for professional development in instructional technology design	C5	BDEF
5	Design technology integration practices in learning	P6	BEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	Recognize essential themes and trends in instruction design and technology	Lecture	Participation
2	Recall the framework of technology application in learning	Lecture	Report, Participation
3	Analyze successful technology application practices in learning	Lecture, Discussion, Problem solving	Report, Participation
4	Evaluate technology for professional development in instructional technology design	Lecture, Discussion	Report, Participation
5	Design technology integration practices in learning	Lecture, Discussion	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	108/02/18 ~ 108/02/24	Course Introduction	
2	108/02/25 ~ 108/03/03	An introduction to instructional technology	
3	108/03/04 ~ 108/03/10	Learning theories	
4	108/03/11 ~ 108/03/17	Online learning vs. flipped classroom vs. Blended learning	Slido/Quizlet

5	108/03/18 ~ 108/03/24	Concept mapping	Popplet/Mindomo
6	108/03/25 ~ 108/03/31	Virtual Reality vs. Augmented reality	Cospace
7	108/04/01 ~ 108/04/07	TKU class observation	no class
8	108/04/08 ~ 108/04/14	Create your WebQuests (I)	iClass
9	108/04/15 ~ 108/04/21	Create your WebQuests (II)	iClass
10	108/04/22 ~ 108/04/28	The mid-term exam week	no class
11	108/04/29 ~ 108/05/05	Online reading	Diigo/A.nnotate
12	108/05/06 ~ 108/05/12	Gaming (Do you believe?)	iClass
13	108/05/13 ~ 108/05/19	Computer-supported collaborative learning	iClass
14	108/05/20 ~ 108/05/26	Learning community/Peer feedback (written vs. video feedback)	
15	108/05/27 ~ 108/06/02	Transfer individual learning into collaborative learning (A.nnotate/Concept maps)	
16	108/06/03 ~ 108/06/09	Invited speech	
17	108/06/10 ~ 108/06/16	Final project presentation	
18	108/06/17 ~ 108/06/23	Final exam week	No class
Requirement	<p>There will be four online course in weeks 8, 9, 12, and 13. So no class on those weeks. But go to iClass and follow instruction to finish the required learning activities.</p> <p>Final project: CSCL tool review You will review online CSCL tools for a particular subject that is of interest to you and present your review in the midterm week. The purpose of the tool review is to help you explore the CSCL tools and examine the affordances of these tools for teaching and learning in different subjects. Cast your audience as educated and academic, but uninformed. Your review should demonstrate that you spent enough time browsing and trying the online tools you selected. Your review should include the following components in a minimum of 5 double-spaced pages:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tool overview: A hyperlink to the tool, your own description of the tool' s features, images of the tool' s features, the price of the tool, and the availability of the tool <input type="checkbox"/> Review: Pros and cons of the tool, a comparison of the tool to other similar tools <input type="checkbox"/> Application: An application of the tool in the real classroom. 		
Teaching Facility	Computer, Projector		
Textbook(s)	Will be announced in class		
Reference(s)			

Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ 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>