

Tamkang University Academic Year 109, 1st Semester Course Syllabus

Course Title	SEMINAR ON GLOBAL CURRICULUM AND INSTRUCTION	Instructor	SHENG-SHIANG TSENG
Course Class	TDIXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF CURRICULUM AND INSTRUCTION, 1A	Details	<ul style="list-style-type: none"> ◆ Distance Learning Course ◆ Selective ◆ One Semester ◆ 3 Credits
Departmental Aim of Education			
Preparing curriculum and instruction researchers and practitioners with global perspectives and local commitments.			
Subject Departmental core competences			
<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.(ratio:20.00)</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.(ratio:20.00)</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.(ratio:10.00)</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.(ratio:10.00)</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.(ratio:20.00)</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.(ratio:20.00)</p>			
Subject Schoolwide essential virtues			
<ol style="list-style-type: none"> 1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:10.00) 			

5. Independent thinking. (ratio:20.00)
6. A cheerful attitude and healthy lifestyle. (ratio:10.00)
7. A spirit of teamwork and dedication. (ratio:10.00)
8. A sense of aesthetic appreciation. (ratio:10.00)

Course
Introduction

This course aims to engage students in critical thinking of global education and curriculum design. Students will be provided opportunities to review, interpret, and discuss the trends and issues in the field of global education, such as global citizenship, cultural diversity, and technology. Students will also learn about the framework of global education to develop a curriculum or a research proposal.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Describe the core concepts of global education	Cognitive
2	Analyze the issues and problems of global education	Cognitive
3	Design the global education curricula/research proposals	Psychomotor
4	Evaluate the effectiveness of current global education curricula and teaching activities	Cognitive
5	Criticizing and questioning global education	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment

1	ABDE	135	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
2	ABDE	1348	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
3	ABEF	156	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written)
4	ABCF	15678	Lecture, Discussion, Practicum	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
5	ABE	12	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation

Course Schedule

Note for Distance Learning Course : Please clearly indicate synchronous and asynchronous courses.

Week	Date	Course Contents	Note
1	109/09/14 ~ 109/09/20	Course introduction	Onsite
2	109/09/21 ~ 109/09/27	Global trends in education	Onsite
3	109/09/28 ~ 109/10/04	GE competencies and definition	Asynchronous meeting
4	109/10/05 ~ 109/10/11	Topic seminar: Climate change & Green energy	Asynchronous meeting
5	109/10/12 ~ 109/10/18	Topic seminar: Environmental issues other than climate change and green energy	Asynchronous meeting
6	109/10/19 ~ 109/10/25	Topic seminar: Aging & Low birth rate	Asynchronous meeting
7	109/10/26 ~ 109/11/01	Topic seminar: Food issues (Food safety & Food waste)	Asynchronous meeting
8	109/11/02 ~ 109/11/08	Topic seminar: Child labor	Asynchronous meeting

9	109/11/09 ~ 109/11/15	Presentation	Asynchronous meeting
10	109/11/16 ~ 109/11/22	Midterm	Asynchronous meeting
11	109/11/23 ~ 109/11/29	Personal sharing of learning experience in Moodle	Onsite
12	109/11/30 ~ 109/12/06	Topical Seminar: Media literacy/Fake news	Asynchronous meeting
13	109/12/07 ~ 109/12/13	Topical Seminar: Technology (e.g., AI, online education, Digital citizenship)	Asynchronous meeting
14	109/12/14 ~ 109/12/20	Topical Seminar: Poverty and the education gap, Gaps between poor and rich,	Asynchronous meeting
15	109/12/21 ~ 109/12/27	Successful story of global education: Finland	Asynchronous meeting
16	109/12/28 ~ 110/01/03	Sharing of cultures or educational systems of other nations	Asynchronous meeting
17	110/01/04 ~ 110/01/10	Final presentation	Asynchronous meeting
18	110/01/11 ~ 110/01/17	Final exam	Asynchronous meeting
Requirement	This is an online course. Students who will take this course must come to the first class or email me to request a leave at u9241346@gmail.com. Otherwise, you will not get the attendance scores (20 points) for your final grades.		
Teaching Facility	Computer		
Textbooks and Teaching Materials	Assigned by the instructor		
References	<ol style="list-style-type: none"> 1. Chou, P. I., & Ting, H. J. (2016). How closely related are the national curriculum and the global dimension? A content analysis of the global dimension in elementary school textbooks in Taiwan. <i>Asia Pacific Education Review</i>, 17(3), 533-543 2. Chou, P. I., Cheng, M. C., Lin, Y. L., & Wang, Y. T. (2015). Establishing the core concepts and competence indicators of global/international education for Taiwan' s grade 1–9 curriculum guidelines. <i>The Asia-Pacific Education Researcher</i>, 24(4), 669-678 3. Global Education. (2008). <i>Global perspectives: A framework for global education in Australian Schools</i>. Retrieved from http://www.globaleducation.edna.edu.au/globaled/go/pid/122 4. Jacobs, H. H. (Ed.). (2010). <i>Curriculum 21: Essential education for a changing world</i>. ASCD 5. Meihui, L. (2000). Civics education in Taiwan: Values promoted in the civics curriculum. <i>Asia Pacific Journal of Education</i>, 20(1), 73-81. 6. Ng, P. T. (2013). The global war for talent: Responses and challenges in the Singapore higher education system. <i>Journal of Higher Education Policy and Management</i>, 35(3), 280-292. 		

Number of Assignment(s)	(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	<ol style="list-style-type: none"> 1. This syllabus may be uploaded at the website of the Course Syllabus Management System at https://info.ais.tku.edu.tw/csp or through the link of the Course Syllabus Upload posted on the home page of the TKU Office of Academic Affairs http://www.acad.tku.edu.tw/CS/main.php 2. According to the Implementation regulations of distance education for junior college and above are prescribed pursuant to Article 2, "The distance learning course referred to in these Measures refers to more than one-half of the teaching hours in each subject." 3. According to the regulations of Tamkang University Enforcement Rules for digital teaching, Paragraph 2 and Article 3, the distance learning course of our school must be "The course of digital teaching with distance learning platform or synchronous video system in our school. Teaching Hours include course lectures, teacher-student interaction discussions, quizzes and other learning activities." 4. If there are any temporary course changes (including time changes and classroom changes of distance learning courses, blended courses), please make out an application according to regulations to the Office of Academic Affairs. <p style="color: red; text-align: center;">※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>