

## Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	INSTRUCTIONAL AND LEARNING PSYCHOLOGY	Instructor	TSU-NAN LEE
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> </ul>
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG16 Peace, justice and strong institutions		
<b>Departmental Aim of Education</b>			
I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching. III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. IV. Strategies <ol style="list-style-type: none"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol>			
<b>Subject Departmental core competences</b>			
A. Nurture the ability to do research in literary studies, language teaching and linguistics. (ratio:35.00) B. Strengthen qualitative and quantitative research methods and abilities in critical thinking. (ratio:35.00) C. Cultivate professional ethics and social responsibility.(ratio:30.00)			
<b>Subject Schoolwide essential virtues</b>			
1. A global perspective. (ratio:10.00)			

2. Information literacy. (ratio:30.00)
3. A vision for the future. (ratio:10.00)
4. Moral integrity. (ratio:30.00)
5. Independent thinking. (ratio:5.00)
6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
7. A spirit of teamwork and dedication. (ratio:5.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

**Course Introduction**

The course aims at understanding the fundamental theories for teaching instruction and students' learning at postdoctoral level. In this course, students are able to understand relevant theories to develop their research framework in their research projects.

**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	Understanding theories in teaching instructions and students' learning	Cognitive
2	Developing their own research projects	Cognitive
3	Enjoying discussions in classroom settings	Affective

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	A	12378	Lecture, Discussion	Discussion(including classroom and online)

2	BC	234578	Discussion	Discussion(including classroom and online), Report(including oral and written), Activity Participation
3	C	67	Discussion	Activity Participation

### Course Schedule

Week	Date	Course Contents	Note
1	112/09/11 ~ 112/09/17	Introduce the course	
2	112/09/18 ~ 112/09/24	Cognition & Learning	
3	112/09/25 ~ 112/10/01	Cognition & Learning	
4	112/10/02 ~ 112/10/08	Theories and Principles of Motivation	
5	112/10/09 ~ 112/10/15	Theories and Principles of Motivation	
6	112/10/16 ~ 112/10/22	Motivation and Instruction	
7	112/10/23 ~ 112/10/29	Motivation and Instruction	
8	112/10/30 ~ 112/11/05	Presentation	
9	112/11/06 ~ 112/11/12	Critical Thinking & Reflection	
10	112/11/13 ~ 112/11/19	Bilingualism and Second Language Learning	
11	112/11/20 ~ 112/11/26	Bilingualism and Second Language Learning	
12	112/11/27 ~ 112/12/03	Teaching and Learning in a Classroom Context	
13	112/12/04 ~ 112/12/10	Teaching and Learning in a Classroom Context	
14	112/12/11 ~ 112/12/17	Looking at Technology in Context	
15	112/12/18 ~ 112/12/24	Looking at Technology in Context	
16	112/12/25 ~ 112/12/31	AI & VR	
17	113/01/01 ~ 113/01/07	Presentation	
18	113/01/08 ~ 113/01/14	Critical Thinking & Reflection	

Key capabilities	self-directed learning Information Technology Social Participation Problem solving Interdisciplinary

Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching
Distinctive teaching	USR curriculum Project implementation course Collaborative teaching (multiple teachers and business teachers in the school) course Learning technologies (such as AR/VR,etc.) incorporated to physical courses
Course Content	Logical Thinking
Requirement	Each students have to present two articles which relate to specific topics, and analyse both two articles from theoretical frameworks/methods or conclusions. (Presentation: 40%; Reflection paper: 50%)
Textbooks and Teaching Materials	Self-made teaching materials:Handouts Using teaching materials from other writers:Chapter articles Name of teaching materials: Berliner, D. C. & Calfee, R. C. (2004). Handbook of Educational Psychology. Routledge. <a href="https://doi.org/10.4324/9780203053874">https://doi.org/10.4324/9780203053874</a>
References	Berliner, D. C. & Calfee, R. C. (2004). Handbook of Educational Psychology. Routledge. <a href="https://doi.org/10.4324/9780203053874">https://doi.org/10.4324/9780203053874</a> Relevant empirical research articles
Grading Policy	◆ Attendance : 10.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam :        % ◆ Final Exam :                    % ◆ Other (presentation) : 90.0 %
Note	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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>