

Tamkang University Academic Year 112, 2nd Semester Course Syllabus

Course Title	PERFORMANCE TECHNOLOGY	Instructor	HO, LI-AN
Course Class	TDTXM2A MASTER'S PROGRAM, DEPARTMENT OF EDUCATIONAL TECHNOLOGY, 2A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG4 Quality education		
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.			
Subject Departmental core competences			
<ul style="list-style-type: none"> A. Students will be able to implement the knowledge of pedagogical theories and strategies in instructional design.(ratio:5.00) B. Students will be able to manage and evaluate digital learning project.(ratio:5.00) C. Students will be able to plan, organize, and implement in human resource development (HRD).(ratio:80.00) D. Students will be able to conduct an educational research and fulfill thesis writing.(ratio:5.00) E. Students will be able to apply innovative technology into creative instruction.(ratio:5.00) 			
Subject Schoolwide essential virtues			
<ul style="list-style-type: none"> 1. A global perspective. (ratio:15.00) 2. Information literacy. (ratio:5.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:30.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:30.00) 8. A sense of aesthetic appreciation. (ratio:5.00) 			

Course Introduction	<p>本課程以中文授課·輔以英文教材·旨在幫助學生針對成人學習與績效問題·培養分析、設計實施與評鑑各類績效問題解決方案的能力。本課程著重理論與實務的結合·透過課程的演進·同學將理解並應用各種績效分析理論與工具·建構績效提升的機制。</p> <p>This course is taught in Chinese, with an English supplement. This course encompasses the theory and practice of analyzing, designing, implementing, and evaluating instructional and non-instructional solutions for all levels of human learning and performance problems.</p>
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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	學生能充分瞭解績效科技模式 Students can understand various performance technology (PT) models	Cognitive
2	學生能選擇適當的績效科技模式並據此分析組織績效問題 Students can select the most appropriate PT model and be able to use it to analyze performance problems	Cognitive
3	學生能理解績效科技介入措施的方法與工具 Students can comprehend the methods and tools for performance improvement interventions.	Cognitive
4	學生能應用績效科技的概念及技巧進行真實案例的分析與介入 Students can analyze authentic cases based on PT concepts and techniques.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture	Discussion(including classroom and online)
2	ABCDE	12345678	Lecture	Discussion(including classroom and online)
3	ABCDE	12345678	Lecture	Discussion(including classroom and online), Activity Participation

4	ABCDE	12345678	Discussion	Study Assignments
Course Schedule				
Week	Date	Course Contents	Note	
1	113/02/19~ 113/02/25	課程介紹及上課內涵說明 Course introduction		
2	113/02/26~ 113/03/03	績效科技領域發展趨勢 PT trends		
3	113/03/04~ 113/03/10	績效科技模式—領域概述及ISPI標準模式 Field intro & PT models		
4	113/03/11~ 113/03/17	情況分析 Situational analysis		
5	113/03/18~ 113/03/24	組織分析 Organizational analysis		
6	113/03/25~ 113/03/31	環境分析、差距分析 Environment and gap analysis		
7	113/04/01~ 113/04/07	兒童節放假Children's Day holiday		
8	113/04/08~ 113/04/14	組織成員影響因素分析 Influences on employee behavior		
9	113/04/15~ 113/04/21	期中考繳交報告 Mid-term report due		
10	113/04/22~ 113/04/28	成因分析Cause analysis		
11	113/04/29~ 113/05/05	介入措施的意涵、教學型介入措施 introduction to interventions & instructional interventions		
12	113/05/06~ 113/05/12	非教學型介入措施—個人發展 personal development		
13	113/05/13~ 113/05/19	非教學型介入措施—組織溝通 organizational communication		
14	113/05/20~ 113/05/26	非教學型介入措施—績效評估 performance appraisal		
15	113/05/27~ 113/06/02	非教學型介入措施—組織變革與發展 organizational change and development		
16	113/06/03~ 113/06/09	期末專題諮詢 Final project (in progress, Q and A)		
17	113/06/10~ 113/06/16	期末專題分享 Final project presentation		
18	113/06/17~ 113/06/23	期末反思 Course reflection		
Key capabilities				

Interdisciplinary	
Distinctive teaching	
Course Content	Performance Improvem
Requirement	<p>本課程沒有出席成績，但所有選課學生必須參加課堂學習活動。缺席需要請假，本學期請假超過3次者扣考。</p> <p>All enrolled students are required to participate in class activities. All absences need to be excused. More than three absences result in course failure.</p> <p>期中成績=組織分析報告分析</p> <p>The midterm grade is the organizational analysis report score.</p>
Textbooks and Teaching Materials	<p>Self-made teaching materials:Handouts</p> <p>Using teaching materials from other writers:Textbooks</p>
References	
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 50.0 % ◆ Midterm Exam : 10.0 %</p> <p>◆ Final Exam : %</p> <p>◆ Other 〈期末報告〉 : 40.0 %</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>