Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	EXPLORING SUSTAINABILITY	Instructor	NAIDA PARSAZADEH
Course Class	TLMXB1A DEPARTMENT OF INFORMATION MANAGEMENT, 1A	Details	General CourseRequiredOne Semester1 Credits
Relevance to SDGs	SDG3 Good health and well-being for people SDG6 Clean water and sanitation SDG7 Affordable and clean energy SDG9 Industry, Innovation, and Infrastructure		

Departmental Aim of Education

- ${\tt I. \ Building\ an\ Knowledge\ Map\ for\ Exploring\ Sustainability}.$
- II. Guiding a Learning Process of Social Awareness, Social Participation, and Social Innovation.
- III. Learning the Methods of Exploring Sustainability Step by Step.
- IV. Become an Explorer of Sustainable Action.

Subject Schoolwide essential virtues

- 1. A global perspective. (ratio:20.00)
- 2. Information literacy. (ratio:5.00)
- 3. A vision for the future. (ratio:20.00)
- 4. Moral integrity. (ratio:5.00)
- 5. Independent thinking. (ratio:20.00)
- 6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
- 7. A spirit of teamwork and dedication. (ratio:20.00)
- 8. A sense of aesthetic appreciation. (ratio:5.00)

Ir	Course ntroduction	sustain field tri	nability and its applications, group discussions, a	rse is to introduce students to the conce ns in the life. Through a combination of I nd projects, students will explore the uni- tions related to sustainability.	ectures,			
I.	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 m		objective methods				
1	sustainabilit	aims to introduce students to the concept of ty and its significance in addressing challenges towards a e and livable climate for future generations.			Cognitive			
	The	correspond	lences of teaching objectives	: core competences, essential virtues, teaching me	thods, and assessment			
No.	Core Compe	etences	Essential Virtues	Teaching Methods	Assessment			
1			12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)			
	Course Schedule							
Wee	k Date		Cour	rse Contents	Note			
1	113/09/09 ~ 113/09/15							
2	113/09/16 ~ 113/09/22							
3	113/09/23 ~ 113/09/29							
4	113/09/30 ~ 113/10/06							

5 13/3/00/3 6 113/3/03/4 7 13/3/02/2 8 13/3/02/3 9 13/3/02/3 10 13/3/12/4 11 13/3/12/4 12 13/3/12/4 13 13/3/12/4 13 13/3/12/4 14 11/3/12/8 13/3/3/20/3 13/3/20/3 13 13/3/20/3 13 13/3/20/3 14 11/3/20/3 13/3/22/3 Sustainable Agriculture and Food Security 13/3/2/23/3 Sustainable Agriculture and Food Security 13/3/2/23/3 Sustainable Agriculture and Food Security 13/3/2/23/3 Future Trends and Challenges in Sustainability 14 11/3/2/2/3 13/3/2/23/3 Sustainable Agriculture and Food Security 13/3/2/29/3 Future Trends and Challenges in Sustainability 18 11/3/2/2/3 13/3/2/29/3 Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) Course Conten				
131/30/24	5			
113/10/21	6	113/10/14 ~		
8 113/10/28 113/10/40 113/11/10	7	113/10/21 ~		
9 1337/04 10 1337/17 11 1337/17 11 1337/17 11 1337/17 11 1337/24 12 1337/25 13 1337/26 13 1337/26 13 1337/26 13 1337/26 14 1337/26 15 1337/26 16 1337/26 17 1337/26 18 1337/26 19 1337/26 19 1337/26 19 1337/26 19 1337/26 19 1337/26 19 1337/26 10 1337/26 10 1337/26 11 137/27 11	Q			
9 133/11/10 10 133/11/11 11 133/11/12 11 133/11/12 11 133/11/12 12 133/11/20 13 133/12/20 13 133/12/20 13 133/209 14 133/209 15 133/209 15 133/209 16 133/209 17 133/209 18 131/209 19 Sustainable Agriculture and Food Security 17 131/209 18 131/209 19 Future Trends and Challenges in Sustainability 18 134/200 18 134/200 Presentations Problem solving Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) Course Content Gender Equality Education Logical Thinking Green Energy	-			
13 131/1/15 131/17 131	9			
11 113/11/24 Introduction to sustainability 113/11/25 113/11/25 Task introduction and team up	10		Midterm Exam week	
13/12/02 13/12/02 Topic discussion	11	I Introduction to sustainability		
13	12		Task introduction and team up	
15	13		Topic discussion	
113/12/26 Waste Management 113/12/23 Sustainable Agriculture and Food Security 113/12/29 Future Trends and Challenges in Sustainability 114/01/05 Future Trends and Challenges in Sustainability 114/01/05 Presentations Rey capabilities Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) Distinctive teaching Course Content Gender Equality Education Logical Thinking Green Energy	14	113/12/09 ~	Green Technology and Innovation	
13/12/29 Sustainable Agriculture and Food Security	15		Waste Management	
13/12/30 - 114/01/05 Future Trends and Challenges in Sustainability	16		Sustainable Agriculture and Food Security	
18	17	113/12/30 ~	Future Trends and Challenges in Sustainability	
Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) Distinctive teaching	18		Presentations	
Interdisciplinary issues STEEP (Society, Technology, Economy, Environment, and Politics) Distinctive teaching Gender Equality Education Logical Thinking Green Energy			Problem solving	
teaching Gender Equality Education Logical Thinking Green Energy	Interdisciplinary			r global
Course Content Logical Thinking Green Energy				
Requirement	Course Content		Logical Thinking	
	Requirement			

Textbooks and	Self-made teaching materials:Textbooks, Presentations		
Teaching Materials			
References			
	◆ Attendance: 10.0 % ◆ Mark of Usual: 20.0 % ◆ Midterm Exam: %		
Grading Policy	◆ Final Exam: 50.0 %◆ Other ⟨presentation⟩: 20.0 %		
Nata	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		
Note	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.		

TLMXB1T3174 0A Page:4/4 2024/10/23 20:50:32