

Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	TEAM DEVELOPMENT	Instructor	JUI-MIN TSAI
Course Class	TGPNB3A ELECTIVES COURSES BY CENTER FOR HOLISTIC EDUCATION, 3A	Details	◆ General Course ◆ Required ◆ One Semester ◆ 1 Credits
Relevance to SDGs	SDG3 Good health and well-being for people		
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			
By practicing EMI learning scheme, junior aboard scheme, and residential vollge scheme to promote liberal art education and holistic education.			
Subject Departmental core competences			
A. Constructing international view with multicultural perspectives.(ratio:25.00) B. Constructing the ability of critical thinking.(ratio:25.00) C. Strengthening the students' ability and encouraging them to step out their comfort zones. (ratio:40.00) D. Developing a high level of proficiency in verbal and written English required for communication purposes.(ratio:10.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:10.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:15.00) 5. Independent thinking. (ratio:10.00) 6. A cheerful attitude and healthy lifestyle. (ratio:15.00) 7. A spirit of teamwork and dedication. (ratio:30.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			

Course Introduction	<p>The "Team Development" course is divided into three parts: "Introductory Course" instruction, "Activity Participation," and "Activity Execution" certification. Through the "Introductory Course," students are guided to establish a foundational understanding of team operations and collaboration, project planning and presentation, as well as event preparation and execution. AI team development learning is also integrated, aligning holistic education with contemporary advancements. This enables students to cultivate independence, confidence, global competitiveness, and international mobility.</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	Establish a fundamental understanding of team operations and collaboration, project conceptualization and presentation, as well as event planning and execution, while integrating AI-driven team development learning.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCD	12345678	Lecture, Experience	Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	114/02/17 ~ 114/02/23	Course Orientation	
2	114/02/24 ~ 114/03/02	Introductory Course : AI and Team Development Learning	指導教師：資工系 陳世興
3	114/03/03 ~ 114/03/09	Introductory Course : Team Operation Models, Collaboration, and Communication	指導教師：賈惠雲

4	114/03/10 ~ 114/03/16	Introductory Course : Team Operation Models, Collaboration, and Communication	指導教師：賈惠雲
5	114/03/17 ~ 114/03/23	Introductory Course : Event Planning and Execution	指導教師：賈惠雲
6	114/03/24 ~ 114/03/30	Introductory Course : Event Planning and Execution	指導教師：賈惠雲
7	114/03/31 ~ 114/04/06	Activity Participation	
8	114/04/07 ~ 114/04/13	Activity Participation	
9	114/04/14 ~ 114/04/20	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/04/21 ~ 114/04/27	Activity Execution	
11	114/04/28 ~ 114/05/04	Activity Execution	
12	114/05/05 ~ 114/05/11	Activity Execution	
13	114/05/12 ~ 114/05/18	Activity Execution	
14	114/05/19 ~ 114/05/25	Activity Execution	
15	114/05/26 ~ 114/06/01	Activity Execution	
16	114/06/02 ~ 114/06/08	Activity Execution	
17	114/06/09 ~ 114/06/15	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/06/16 ~ 114/06/22	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities		self-directed learning Social Participation Problem solving Interdisciplinary	
Interdisciplinary		STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) 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		Project implementation course Special/Problem-Based(PBL) Courses	

Course Content	Logical Thinking
Requirement	
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks, Presentations
References	
Grading Policy	<p>◆ Attendance : 25.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other 〈Assignments〉 : 25.0 %</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>