Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	CURRICULUM DEVELOPMENT AND EVALUATION	Instructor	YI-LUNG LIN
Course Class	TDTXB4B DEPARTMENT OF EDUCATIONAL TECHNOLOGY, 4B	Details	◆ Blended Course ◆ Required ◆ One Semester ◆ 3 Credits
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

A. Students will be able to apply knowledge and skills related to instructional design. (ratio:30.00)

B. Students will be able to analyze educational data.(ratio:20.00)

C. Students will be able to develop multiple types of digital materials.(ratio:5.00)

D. Students will be able to acquire the ability related to basic computer programming. (ratio:5.00)

E. Students will be able to strengthen knowledge and skills related to planning, organizing, and implementation in human resource development (HRD).(ratio:20.00)

F. Students will be able to evaluate each type of digital materials.(ratio:20.00)

Subject Schoolwide essential virtues

1. A global perspective. (ratio:5.00)
2. Information literacy. (ratio:25.00)
3. A vision for the future. (ratio:5.00)
4. Moral integrity. (ratio:5.00)
5. Independent thinking. (ratio:25.00)
6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
7. A spirit of teamwork and dedication. (ratio:25.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

Course Introduction	This course uses USR as the content to design citizen scientist courses, including course concepts, course objectives, course design, course levels and models, course implementation and evaluation, and other important theories and methods related to course development, and focuses on course design and development. Practical ability, the ultimate goal is to cultivate students' ability to think critically about curriculum development and become curriculum design planners.

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	Be able to know the direction of curriculum development and evaluation methods	Cognitive
2	Able to understand the implementation methods of the development and evaluation of the integrated curriculum of emerging new technologies	Cognitive
3	Able to set up online platform courses to perform course tasks	Psychomotor
4	Curriculum can enhance interest in the implementation of curriculum development	Affective

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDEF	12345678	Discussion, Publication, Practicum	Study Assignments, Discussion(including classroom and online), Practicum
2	ABCDEF	12345678	Lecture, Discussion, Publication	Study Assignments, Discussion(including classroom and online)
3	ABCDEF	12345678	Lecture, Discussion, Publication, Practicum	Study Assignments, Practicum

4	ABCDEF	12345678	Lecture, Discussion, Practicum, Experience	Study Assignments, Discussion(including classroom and online), Practicum

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Course Introduction	
2	114/09/22 ~ 114/09/28	AI-Assisted Curriculum Development and Evaluation Design	
3	114/09/29 ~ 114/10/05	Blended/Online Curriculum Design (Part I)	Online Asynchronous Instruction
4	114/10/06 ~ 114/10/12	Blended/Online Curriculum Design (Part II)	Online Asynchronous Instruction
5	114/10/13 ~ 114/10/19	Curriculum Development Theory (Part I)	
6	114/10/20 ~ 114/10/26	Curriculum Development Theory (Part II)	
7	114/10/27 ~ 114/11/02	Curriculum Evaluation Theory	
8	114/11/03 ~ 114/11/09	Case Study on Curriculum Design (Paper Study, Part I)	以實整虛Online Asynchronous Instruction
9	114/11/10 ~ 114/11/16	Case Study on Curriculum Design (Paper Study, Part II)	以實整虛Online Asynchronous Instruction
10	114/11/17 ~ 114/11/23	Midterm Report: Satoumi Ecological Environment and Community-Based Creation Curriculum Design	
11	114/11/24 ~ 114/11/30	Satoyama Field Exploration Curriculum Design	校外教學Outdoor Teaching
12	114/12/01 ~ 114/12/07	Satoumi Field Exploration Curriculum Design	校外教學Outdoor Teaching
13	114/12/08 ~ 114/12/14	Planning and Design of Satoyama–Satoumi Community-Based Creation for Sustainable Environmental Issues	
14	114/12/15 ~ 114/12/21	Production and Development of Satoyama–Satoumi Community-Based Creation for Sustainable Environmental Issues	
15	114/12/22 ~ 114/12/28	On-Campus Presentation: Satoyama–Satoumi Community-Based Creation for Sustainable Environmental Issues	
16	114/12/29 ~ 115/01/04	Final Week of Diverse Assessments	Outdoor Teaching

17	115/01/05～115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	Asynchronous Course
18	115/01/12～115/01/18	Flexible Teaching Week for Teachers	Asynchronous Course

Key capabilities	Information Technology 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	USR curriculum Special/Problem-Based(PBL) Courses Learning technologies (such as AR/VR,etc.) incorporated to physical courses
Course Content	AI application Sustainability issue
Requirement	12/1期中成績上傳 1.必修、選修、加簽、退選，相關規定務必清楚！可參閱教務處網站。 2.曠課與遲到以老師點名為準。全班點名後，唱名缺席者有出席時視為遲到。無故遲到2次視為曠課。唱名缺席者未出席時視為曠課。 3.學生曠課請假須依學生請假規則辦理請假手續，於2天內需以學校正式假條任何方式知會。若未依規定辦理，視為曠課。細節說明：婚假、喪假、公假需有證明。生理假需有合理的請假次數，必要時需要提供證明或友人提證。病假原則上不超過四次(需提供醫療證明、藥單等等)，自行判斷病情無依據，原則上不准假。事假原則上不超過二次，特殊狀況可准假。因請假因素變動性高，請注意公告說明。 4.曠課第一次扣總分10分，期中考前超過(含)2次為扣考，期末考前超過(含)3次為扣考。扣考該科目之學期成績以零分計算。 5.期中考試/報告與期末考試/報告與所有考試應考相關規定請參照校方說明。 6.老師基於學習情況保留變更作業項目與數量、作業內容及作業評分比例的權力。 7.遵守學生基本禮儀，勿直呼教師姓名與注意穿著儀容等相關事項。 8.平時作業請勿逾期繳交。 9.作業內容勿抄襲，圖文請尊重智產權。 10.課室與線上互動討論，注意用詞言語，勿謾罵與人身攻擊。
Textbooks and Teaching Materials	Self-made teaching materials:Presentations
References	Refer to https://drive.google.com/drive/folders/1vmy6ZE6PX_Gi1iGK-GG09uJ5PoeWTB0c?usp=sharing
Grading Policy	◆ Attendance： 10.0 % ◆ Mark of Usual：40.0 % ◆ Midterm Exam： 25.0 % ◆ Final Exam： 25.0 % ◆ Other〈 〉： %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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. ※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.