

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	TEAM DEVELOPMENT	Instructor	YANG, PO-HUNG
Course Class	TGPNB4A ELECTIVES COURSES BY CENTER FOR HOLISTIC EDUCATION, 4A	Details	◆ General Course ◆ Required ◆ One Semester ◆ 1 Credits
Relevance to SDGs	SDG4 Quality education SDG17 Partnerships for the goals		
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	The course contains 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. Other parts enable students to cultivate independence, confidence, global competitiveness, and international mobility.
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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
2	Through active participation and execution of events, develop problem-solving and communication skills, practice creativity and diverse abilities, and achieve the goal of "adaptive development."	Affective

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
2	ABCD	12345678	Lecture, Experience	Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Course Orientation	
2	114/09/22 ~ 114/09/28	Introductory Course : AI and Team Development Learning	

3	114/09/29 ~ 114/10/05	Introductory Course : Team Operation Models, Collaboration, and Communication	
4	114/10/06 ~ 114/10/12	Introductory Course : Team Operation Models, Collaboration, and Communication	
5	114/10/13 ~ 114/10/19	Introductory Course : Event Planning and Execution	
6	114/10/20 ~ 114/10/26	Introductory Course : Event Planning and Execution	
7	114/10/27 ~ 114/11/02	Activity Participation	
8	114/11/03 ~ 114/11/09	Activity Participation	
9	114/11/10 ~ 114/11/16	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/11/17 ~ 114/11/23	Activity Participation	
11	114/11/24 ~ 114/11/30	Activity Participation	
12	114/12/01 ~ 114/12/07	Activity Execution	
13	114/12/08 ~ 114/12/14	Activity Execution	
14	114/12/15 ~ 114/12/21	Activity Execution	
15	114/12/22 ~ 114/12/28	Activity Execution	
16	114/12/29 ~ 115/01/04	Final Week of Diverse Assessments	
17	115/01/05 ~ 115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12 ~ 115/01/18	Flexible Teaching Week for Teachers	
Key capabilities		self-directed learning 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		Project implementation course Special/Problem-Based(PBL) Courses	

Course Content	Logical Thinking Learning in Clubs
Requirement	
Textbooks and Teaching Materials	Self-made teaching materials:reading materials
References	
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 45.0 % ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other () : %</p>
Note	<p>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.</p> <p>※"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.</p>