

國立屏東大學 110學年度第2學期 教學課程綱要

※為保護智慧財產權，請勿非法影印教科書。

班別：教育學系碩士班一年級(BS110)

課程學分數：3.00(3.00小時)

授課老師：陳奕璇(301024)

必選修：選

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| 開課序號 | 1013 |
| 科目名稱 | 當代教學議題研究(ELI2304) |
| 科目英文名稱 | Issues on Contemporary Instruction |
| 授課語言 | 英語/國語/全外語授課 |
| 主要教學型態 | 課堂教學&小組討論 |
| 教學目標 | <ol style="list-style-type: none"> 1. Students are able to recognize the current instructional and educational issues. 2. Students are able to use the appropriate research approach to explore potential problems in teaching practice. 3. Students are able to use educational profession to analyze and evaluate instructional issues and educational events. |
| 每週課程內容及教學方法 | <p>Week01 Introduction of the course</p> <p>Week02 (1) Students research area (e.g., key issues, research approaches, research subject); (2) Competence-based teaching, learning and assessment</p> <p>Week03 Competence-based teaching, learning and assessment</p> <p>Week04 ICT for teaching and learning purposes based on learning psychology [Reading resources: CTML, CL]</p> <p>Week05 ICT for teaching and learning purposes based on learning psychology</p> <p>Week06 ICT for teaching and learning purposes: change management, TAM, usability [Reading resources: Technology acceptance, TPB]</p> <p>Week07 ASSURE used for teaching materials and creative teaching [Reading resources: ASSURE, ADDIE]</p> <p>Week08 ASSURE used for teaching materials and creative teaching</p> <p>Week09 Mid-term report and presentation: key questions, research motivation and topic of the research concerning instructional issues and educational events [Online course via GoogleMee]</p> <p>Week10 Expert Lecture and Talk: SDGs and ICT integrated into teaching and learning [Reading resources: SDGs]</p> <p>Week11 Expert Lecture and Talk: EMI [Reading resources: EMI, CLIL]</p> <p>Week12 SDGs integrated into teaching and learning</p> <p>Week13 Expert Lecture and Talk: design and studies regarding multimedia learning materials [online/GoogleMeet]</p> <p>Week14 EMI</p> <p>Week15 PJBL and PBL [Reading resources will be given before the lesson]</p> <p>Week16 Experimental education [Reading resources will be given before the lesson]</p> |

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| | <p>Week17 Final report and presentation [online/GoogleMeet]</p> <p>Week18 (1) STEAM (2) Recap and feed back [online/GoogleMeet]</p> |
| 核心能力 | |
| 預期學習成果 | <p>1. Students are able to raised the instructional issues worth investigation.</p> <p>2. Studnets are able to analyze the important instructional issues.</p> <p>3. Studnets are able to evaluate instructional events based on the related studeis.</p> |
| 與預期學習成果搭配的多元評量 | <p>The assessment of the course includes three parts as follows:</p> <p>1. General grades (40%) include: participation and discussion</p> <p>2. Mid-term report and presentation (30%)</p> <p>3. Final term report and presentation (30%)</p> |
| 主要讀本 | <p>Mayer, R.E. (2014). Computer Games for Learning: An Evidence-Based Approach. London: Mit Press.</p> <p>Gagne, E.D., Yekovich, C.W., & Yekovich, F.R. (1997). The cognitive psychology of school learning. New York, NY: Addison Wesley Longman Inc.</p> <p>Open Access online Journal: Sustainability. Retrieved from: https://www.mdpi.com/journal/sustainability</p> <p>Open Access online Journal: Educational Technology & Society. Retrieved from: https://www.j-ets.net/collection/published-issues</p> <p>National Academy for Educational Research. Curriculum Guidelines of 12-year Basic Education. Retrieved from: https://www.naer.edu.tw/eng/PageSyllabus?fid=148</p> |
| 參考書目 | <p>Bodily, R., Leary, H. & West, R.E. (2018). Research trends in instructional design and technology journals. British Journal of Educational Technology, 50(1), 64-79.</p> <p>Mayer, R.E. (2014). Incorporating motivation into multimedia learning. Learning and Instruction, 29, 171 - 173.</p> <p>Moreno, R. & Mayer, R. (2000). A Learner-Centered Approach to Multimedia Explanations: Deriving Instructional Design Principles from Cognitive Theory. Interactive Multimedia Electronic Journal of Computer-Enhanced Learning, 2 (2). Retrieved from: http://imej.wfu.edu/articles/2000/2/05/index.asp#4</p> <p>Peterson, C. (2003). Bringing ADDIE to Life: Instructional Design at Its Best. Journal of Educational Multimedia and Hypermedia, 12(3). 227-241.</p> <p>Sweller, J., van Merriënboer, J.J.G. & Paas, F. (2019). Cognitive Architecture and Instructional Design: 20 Years Later. Educational Psychology Review, 31. 261-292. Retrieved from: https://link.springer.com/article/10.1007/s10648-019-09465-5</p> <p>Uzunboylyu, H. & Koşucu, E. (2017). Comparison and Evaluation of Seels & Glasgow and ADDIE Instructional Design Model. International Journal of Sciences and Research, 73(6), 98-112.</p> |

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| 其他事項 | <p>(1) The online classes will be delivered via GoogleMeet (the link: https://meet.google.com/jzn-fbvh-bvc) in the following weeks: Week 09, 13, 17 and 18.</p> <p>(2) Click the link below to join the LINE Group of this class: https://line.me/R/ti/g/9V6dK-YTIw</p> |
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