國立屏東大學　110學年度第1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。

課程學分數：3.00(3.00小時)

授課老師：陳奕璇(301024)　　　　　　　　　　　　　　　　必選修：選

開課序號	2840
科目名稱	教學設計理論與實務研究(ELI1313)
科目英文名稱	Theories of Instructional Design and Practice
授課語言	英語/全外語授課
主要教學型態	課堂教學&遠距輔助教學
教學目標	1. Students are able to understand learning theory related instructional design 2. Students are able to integrate learning theory into instructional design 3. Students are able to apply ADDIE to designing instruction
每週課程內容及教學方法	(1) Due to the pandemic of covid-19, this class will be delivered online via Googlemeet during the following period: from the 13th of Sep. to the 8th of Oct. 2021, and from the 3rd to 14th Jan. 2022. The remaining weeks will be face-to-face teaching. (2) Please refer to "the other" box below to check the GoogleMeet code of our online class and the link to the LINE OPENCHAT of this class. Week 01 (15.09.2021) Distance learning: introduction of the course Week 02 (22.09.2021) Distance learning: learning theory and instructional design Week 03 (29.09.2021) Distance learning: learning theory and instructional design Week 04 (06.10.2021) Distance learning: learning theory and instructional design Week 05 (13.10.2021) Face-to-face teaching: instructional design for e-learning Week 06 (20.10.2021) Face-to-face teaching: instructional design for e-learning Week 07 (27.10.2021) Face-to-face teaching: instructional design for e-learning Week 08 (03.11.2021) Face-to-face teaching: cognitive load theory and instructional design Week 09 (10.11.2021) Face-to-face teaching: Mid-term report and presentation Week 10 (17.11.2021) Face-to-face teaching: cognitive load theory and instructional design Week 11 (24.11.2021) Face-to-face teaching: CTML for e-learning Week 12 (01.12.2021) Face-to-face teaching: CTML for e-learning Week 13 (08.12.2021) Face-to-face teaching: ADDIE Week 14 (15.12.2021) Face-to-face teaching: ADDIE

	Week 15 (22.12.2021) Face-to-face teaching: ADDIE Week 16 (29.12.2021) Face-to-face teaching: Final term report and presentation Week 17 (05.01.2022) Distance learning: recap and feed back Week 18 (12.01.2022) Distance learning: recap and feed back
核心能力	
預期學習成果	Students are able to design instruction based on learning theory and ADDIE model
與預期學習成果搭配的多元評量	The assessment of the course includes three parts as follows: 1. General grades (40%) include: participation and discussion 2. Mid-term report and presentation(30%) 3. Final term report and presentation(30%)
主要讀本	Branch, R.M. (2009). Instructional Design: The ADDIE Approach. New York, NY: Springer.
參考書目	Adri, M., Wahyuni, T.S., Zakir, S. & Jama, J. (2020). Using ADDIE Instructional Model to Design Blended Project-Based Learning based on Production Approach. International Journal of Advanced Science and Technology, 29(6), 1899-1909. Alzahrani, S. (2017). Linking Multimedia Vocabulary CALL Research to SLA Cognitive Theories. American Journal of Educational Research, 5(7), 821-827. http://pubs.sciepub.com/education/5/7/19/index.html Chen, Y.H. (2021). Development of the Animal Conservation Digital Learning Aids and Assessments through the Industry-University Collaborative Course. Sustainability, 13(14), 7524-7543. Mayer, R. & Moreno, R. (2002). Aids to computer-based multimedia learning. Learning and Instruction, 12(1), 107-119. Mayer, R.(2003).The promise of multimedia learning: using the same instructional design methods across different media. Learning and Instruction, 13(2). 125-139. Mayer, R.E. (2014). Incorporating motivation into multimedia learning. Learning and Instruction, 29, 171–173. 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 Peterson, C. (2003). Bringing ADDIE to Life: Instructional Design at Its Best. Journal of Educational Multimedia and Hypermedia, 12(3). 227-241. Sorden, S.D. (2003). A Cognitive Approach to Instructional Design for Multimedia Learning. Informing Science Journal, 8, 263-279. Retrieved from

http://frimoth.com/EDAD536-Sum2011/halliday/avoiding%20unproductive%20multimedia%20instructional%20practices.pdf

Sweller, J. (2002). Visualisation and instructional design. Proceedings of the International Workshop on Dynamic Visualizations and Learning, 1501-1510. Retrieved from https://nielsolson.us/STLHE020409/SwellerVisualizationAndInstructionalDesign.pdf

Uzunboylu, 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.

其他事項	(1) Due to the pandemic of covid-19, this class will be delivered online via Googlemeet during the following period: from the 13th of Sep. to the 8th of Oct. 2021, and from the 3rd to 14th Jan. 2022. The remaining weeks will be face-to-face teaching. (2) GoogleMeet code：meet.google.com/pdv-jkfr-njp (3) Click the link below to join the LINE OPENCHAT of this class: https://line.me/ti/g2/92BfSckMbF2uOH6eDeUMQA?utm_source=invitation&utm_medium=link_copy&utm_campaign=default