

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：湯維玲(311000)

必選修：必

開課序號	2517
科目名稱	教學原理(ELI3304)
科目英文名稱	Principles of Instruction
授課語言	英語/全外語授課
主要教學型態	課堂教學&小組討論
教學目標	<p>1.Through individually reading the theory of instruction, learners can understand and comprehend the definition and concepts of differentiated instructional design in education.</p> <p>2.Participating in cooperative learning, group discussion and observing, learners can practice the differentiated instructional methods or strategies in class.</p>
每週課程內容及教學方法	<p>synchronous online class  <a href="https://meet.google.com/jmr-rfsa-kck">https://meet.google.com/jmr-rfsa-kck</a></p> <p>Week 1.                      Discuss and adapt the teaching syllabus. Sharing the learning experience in a multicultural environment. ( asynchronous online class/ lecture/discussion)</p> <p>Week 2.                      The definition and concepts of instruction in education(asynchronous online class/ lecture/discussion)</p> <p>Week 3.                      Chapter 1: Developing a Multicultural Environment (synchronous online class/lecture/group discussion).</p> <p>Week 4.                      Teaching video films: Cooperative learning: STAD, TGT, Jigsaw II, (synchronous online class/lecture/group discussion).</p> <p>Week 5.                      Off class</p> <p>Week 6.                      Chapter 2: Applying Different Learning Styles to a Multicultural Environment(lecture/group discussion)</p> <p>Week 7.                      Chapter 3: Presenting a Differentiated Approach to Curriculum Development(lecture/group discussion)</p> <p>Week 8.                      Teaching video films: Flipped classroom (discussion and simulation /practice).</p>

	<p>Week 9. Midterm presentation : A 20 mins teaching film.</p> <p>Week 10. Chapter 4:Considering Multiple Intelligence for Collaborative Cognitive Learning. ( lecture/group discussion)</p> <p>Week 11. Teaching video films: Multiple Intelligences(discussion and simulation /practice).</p> <p>Week 12. Chapter 5: Develop a Teaching Model Plan for a Differentiated Learning Approach. ( lecture/group discussion)</p> <p>Week 13. Teaching video films: Differentiated instruction (I). (discussion and simulation /practice).</p> <p>Week 14. Chapter 6: Assess and Monitor Progress Using Learning Analytics. ( lecture/group discussion).</p> <p>Week 15. Teaching video films: Differentiated instruction (II). (discussion and simulation /practice).</p> <p>Week 16. Field Trip. Observing teachers teaching in class. (Reflection and discussion).</p> <p>Week 17. Draft final paper. (synchronous online class, group discussion/advising individually).</p> <p>Week 18. Final paper presentation and discussion. (synchronous online class, oral presentation, /peer reviews).</p>
<p><b>核心能力</b></p>	
<p><b>預期學習成果</b></p>	<ol style="list-style-type: none"> <li>1. Learners will understand the definition and concepts of differentiated instruction in education.</li> <li>2. Learners will interpret the differentiated instruction by group discussion.</li> <li>3. Learners will learn the differentiated instructional methods/strategies by simulating.</li> <li>4. Learners will learn from and appreciate the peer group or elementary teachers’ teaching in class.</li> </ol>
<p><b>與預期學習成果 搭配的多元評量</b></p>	<ol style="list-style-type: none"> <li>1. Formative assessment (50%) <ol style="list-style-type: none"> <li>1).Attainment and attitude of participating in class (10%)</li> <li>2).Reading and discussion (20%)</li> <li>3).Simulation/ Practice (20%)</li> </ol> </li> <li>2. Summative assessment (50%) <ol style="list-style-type: none"> <li>1).Midterm performance(a 20-minute instructional video) (20%)</li> <li>2).Final presentation and report (30%)</li> </ol> </li> </ol>

<p><b>主要讀本</b></p>	<p>Stottlemeyer, D. (2018). Differentiated instructional design for multicultural environments: Emerging research and opportunities. Hershey, PA : Information Science Reference.</p>
<p><b>參考書目</b></p>	<p>Anderson, W. &amp; Krathwohl, D. R. (eds. ). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom' s educational objectives. New York: Longman.</p> <p>Perren, J., Kelch, K., Byun, J-S., Cervantes, S., &amp; Safavi, S. (eds.) (2018). Applications of CALL theory in ESL and EFL environments. Hershey, PA : Information Science Reference.</p> <p>Sein-Echaluze, M. L., Fidalgo-Blanco, A., &amp; Garcia-Penalvo, F. J. (eds.) (2019). Innovative trends in flipped teaching and adaptive learning. Hershey, PA : Information Science Reference.</p> <p>Snart, J. (2010). Hybrid learning: The perils and promise of blending online and face-to-face instruction in higher education. Retrieved from <a href="http://publisher.abc-clio.com.ezproxy.nptu.edu.tw/A2587E">http://publisher.abc-clio.com.ezproxy.nptu.edu.tw/A2587E</a></p>
<p><b>其他事項</b></p>	