

National Taiwan Normal University Online Course Teaching Plan

Instructions: According to **Article 6 of the Implementation Regulations Regarding Distance Learning by Universities**, Departments/Programs offering distance learning courses, shall present a course plan and submit it for approval by the university-level academic affairs committee. The course plan referred to in the preceding paragraph shall set forth learning objectives, the target student group, a course outline, teaching methods, interactive student-teacher discussion, grading and course requirements. The course plan shall be posted on the Internet.

1. **Chinese Course Name:** 東南亞文化與歷史專題
2. **English Course Name:** Topics in Southeast Asian Culture and History
3. **Course start date:** Spring semester of 2024
4. **Course review submission record** (■ if applicable):
 - (1) It is a new online course or an existing face-to-face course switching to online course in this semester
 - (2) It is an existing online course; the latest University's Course Committee approval was in the Fall semester of 2022 (academic year)
 - (2.1) The 5-year validity period has expired; a new application is required.
 - (2.2) In case of a major change in the original approved course or if the revision ratio exceeds 30%, reapplication is required.

5. Basic Course Information (■ if applicable)

(1)	Instructor Name & Title	Hongming Liaw Executive Secretary of the Office of Bilingual Education Adjunct Assistant Professor of the Center for General Education
(2)	Instructor Sources	<input type="checkbox"/> Appointed by Departments <input checked="" type="checkbox"/> Appointed by General Education Center <input type="checkbox"/> Both of Above <input type="checkbox"/> Others:
(3)	College/Department/Center	Center for General Education
(4)	School System	<input checked="" type="checkbox"/> Undergraduate Program <input type="checkbox"/> Master's Program <input type="checkbox"/> BA/MA Joint Course <input type="checkbox"/> MA/PhD Joint Course <input type="checkbox"/> PhD Program <input type="checkbox"/> Continuing Education Master's Program
(5)	Program Type	<input checked="" type="checkbox"/> Full-time Program <input type="checkbox"/> Part-time Program <input type="checkbox"/> Others:
(6)	Course Type	<input type="checkbox"/> Common Courses <input checked="" type="checkbox"/> General Courses <input type="checkbox"/> School Required Courses <input type="checkbox"/> Professional Courses <input type="checkbox"/> Educational Courses <input type="checkbox"/> Other:
(7)	Required Courses	<input checked="" type="checkbox"/> University-required <input type="checkbox"/> College-required <input type="checkbox"/> Graduate Institute-required <input type="checkbox"/> Department-required <input checked="" type="checkbox"/> Others:
(8)	Course Duration	<input checked="" type="checkbox"/> One Semester (half year) <input type="checkbox"/> Two Semesters (one year) <input type="checkbox"/> Others:
(9)	Required/Elective Course	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Others:

(10)	Course Credits	2
(11)	Average of Face-to-Face Teaching Hours Per Week	0.5 hour(s)/week (Divide the total "face-to-face teaching" hours, including the hours of face-to-face teaching and synchronous teaching, by the total number of course weeks.)
(12)	Number of Classes	1
(13)	Estimated Total Number of Students	50
(14)	EMI Courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(15)	Type of Cooperation with Domestic/Foreign Universities (omit if inapplicable)	Cooperative University: _____; Department/Institute: _____ <input type="checkbox"/> Partner University <input type="checkbox"/> Dual-Degree Program <input type="checkbox"/> Overseas Special Program <input type="checkbox"/> Others: _____
(16)	Course Platform Website (asynchronous teaching is required)	NTNU online learning platform: https://moodle.ntnu.edu.tw/
(17)	Syllabus Website	http://courseap.itc.ntnu.edu.tw/acadmOpenCourse/index.jsp

6. Course Teaching Design and Implementation Method

(1)	Course Goals	To study selected topics of Southeast Asian history in more depth. To appreciate the complexity and richness of specific historical events in Southeast Asia. To learn the basics of academic research. To work with others and be exposed to varied viewpoints. To think critically about social and historical events.																						
(2)	Target Student Group	Undergraduate students																						
(3)	Prerequisite(s)	University level English proficiency																						
(4)	Course Content Outline: The followings take 16 weeks per semester for example:																							
	Face-to-Face Teaching		Distance learning																					
			Synchronous		Asynchronous																			
	at least 2 weeks		at least 3 weeks		at least 8 weeks																			
Note: If the online course is offered with cooperative universities, it is not subject to the above teaching hours allocation.																								
<table border="1"> <thead> <tr> <th rowspan="3">Week</th> <th rowspan="3">Topics</th> <th rowspan="3">Learning Objectives (From the perspective of students)</th> <th rowspan="3">Teaching Interactive Design (Multiple choices allowed)</th> <th rowspan="3">Testing/Evaluation Activities (Multiple choices allowed. Choose "None" if not designed for the week.)</th> <th colspan="2">Teaching Method and Hours (fill-in the number of hours, omit if none)</th> </tr> <tr> <th rowspan="2">Face-to-Face Teaching</th> <th colspan="2">Distance learning</th> </tr> <tr> <th>Synchr nous</th> <th>Asynchr onous</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						Week	Topics	Learning Objectives (From the perspective of students)	Teaching Interactive Design (Multiple choices allowed)	Testing/Evaluation Activities (Multiple choices allowed. Choose "None" if not designed for the week.)	Teaching Method and Hours (fill-in the number of hours, omit if none)		Face-to-Face Teaching	Distance learning		Synchr nous	Asynchr onous							
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					Face-to-Face Teaching						Distance learning													
						Synchr nous	Asynchr onous																	

1	Introduction	Students will learn about the requirements and expectations of the course	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input checked="" type="checkbox"/> None	2		
2	US Colonization of the Philippines (1)	Students will gain a basic understanding of the topic	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Assignment based on lecture and reading <input type="checkbox"/> None	2		
3	US Colonization of the Philippines (2)	Students will get a deeper understanding of the historical context of the event.	<input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Discussion chat record based on assigned questions <input type="checkbox"/> None			2
4	US Colonization of the Philippines (3)	Students will gain research and collaboration experience	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input checked="" type="checkbox"/> None			2
5	US Colonization of the Philippines (4)	Students will gain experiences in presentation and expression	<input type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Group Presentation <input type="checkbox"/> None		2	
6	US Colonization of the Philippines (5)	Students will reflect on their learning and the content they have	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam			2

		learned. They will gain a better sense of history and its complexity.	<input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input checked="" type="checkbox"/> None			
7	National Holiday	Reading Week	<input type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input checked="" type="checkbox"/> Others: Reading Week _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Assigned Readings_ <input type="checkbox"/> None			2
8	Malaysia Singapore Divorce (1)	Students will gain a basic understanding of the topic	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Assignment based on lecture and reading <input type="checkbox"/> None			2
9	Malaysia Singapore Divorce (2)	Students will get a deeper understanding of the historical context of the event.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Discussion chat record based on assigned questions <input type="checkbox"/> None	2		
10	Malaysia Singapore Divorce (3)	Students will gain research and collaboration experience	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input checked="" type="checkbox"/> None			2
11	Malaysia Singapore Divorce (4)	Students will gain experiences in presentation and expression	<input type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Group		2	

					Presentation <input type="checkbox"/> None			
12	Malaysia Singapore Divorce (5)	Students will reflect on their learning and the content they have learned. They will gain a better sense of history and its complexity.	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others:_____			2	
13	Timor-Leste Referendum (1)	Students will gain a basic understanding of the topic	<input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Assignment based on lecture and reading <input type="checkbox"/> None	2			
14	Timor-Leste Referendum (2)	Students will get a deeper understanding of the historical context of the event.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Discussion chat record based on assigned questions <input type="checkbox"/> None	2			
15	Timor-Leste Referendum (3)	Students will gain research and collaboration experience	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others:_____			2	
16	Timor-Leste Referendum (4)	Students will gain experiences in presentation and expression	<input type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: Group Presentation <input type="checkbox"/> None		2		

(5)	Teaching Methods	<p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Provide primary and supplementary materials for online courses <input checked="" type="checkbox"/> 2. Provide face-to-face teaching, number: <u> 5 </u> time(s), total hour(s): <u> 10 </u> hour(s) <input checked="" type="checkbox"/> 3. Provide synchronous teaching, number: <u> 3 </u> time(s), total hour(s): <u> 6 </u> hour(s) <input checked="" type="checkbox"/> 4. Provide asynchronous teaching, number: <u> 8 </u> time(s), total hour(s): <u> 16 </u> hour(s) <input checked="" type="checkbox"/> 5. Provide topic discussion activities <input checked="" type="checkbox"/> 6. Provide cooperative learning activities between students <input checked="" type="checkbox"/> 7. Mutual learning through students' works <input type="checkbox"/> 8. Others: (please specify)
(6)	Learning Management System (moodle)	<p>Which moodle functions are used in this course? (<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Personal data <input checked="" type="checkbox"/> 2. Course information <input checked="" type="checkbox"/> 3. Latest News release & browse <input checked="" type="checkbox"/> 4. Course materials viewing & download <input type="checkbox"/> 5. Grade system management & inquiry (omit if inapplicable) <input type="checkbox"/> 6. Perform online testing (omit if inapplicable) <input checked="" type="checkbox"/> 7. Learning information <input checked="" type="checkbox"/> 8. Interactive learning design (chat room or discussion area) <input type="checkbox"/> 9. Other related functions: (please specify)
(7)	Public Information about Interactive Teaching	<p>Instructor Profile and Published Works (webpage link instructions can be attached): Hongming Liaw Ph.D., Curriculum & Instruction, University of Texas at Austin, USA A.M., East Asian Studies, Washington University in St. Louis, USA Executive Secretary of the Office of Bilingual Education Adjunct Assistant Professor of the Center for General Education</p> <hr/> <p>Instructor E-mail: hmliaw@ntnu.edu.tw</p> <hr/> <p>Online Office Hours (at least 1 hour per week): Friday 1:30 pm – 2:30 pm</p> <hr/> <p>Teaching Assistant's Name/E-mail (omit if inapplicable):</p> <hr/> <p>Others (omit if inapplicable):</p>

(8)	Course Material Production	<input type="checkbox"/> if included; multiple choices allowed <input checked="" type="checkbox"/> 1. Provide appropriate reminders of key points <input checked="" type="checkbox"/> 2. Provide teaching-related examples <input checked="" type="checkbox"/> 3. Provide teaching-related exercises and reflective activities <input checked="" type="checkbox"/> 4. Provide supplementary teaching materials or online resources <input checked="" type="checkbox"/> 5. Provide instructions for self-directed learning <input checked="" type="checkbox"/> 6. Learning objectives are consistent with course goals <input type="checkbox"/> 7. Others:
(9)	Assignment Submission Method	<input checked="" type="checkbox"/> if included; multiple choices allowed <input checked="" type="checkbox"/> 1. Provide online assignment content description <input checked="" type="checkbox"/> 2. Assignment file upload and download <input checked="" type="checkbox"/> 3. Others: Final Research Paper
(10)	Assessment	※ To comply with the spirit of online course design, please understand and agree to the contents of the following 3 items, and provide detailed description: <input checked="" type="checkbox"/> 1. The course can provide evaluation results and feedback for each learning evaluation <input checked="" type="checkbox"/> 2. The evaluation has taken the students online learning history and participation level into account <input checked="" type="checkbox"/> 3. The percentage of each score is explained in detail below: (Evaluation methods, and their total score percentage) (1) Attendance and Participation: 10% (2) Group Research & Presentation (including Assignment): 66% (22% each) (3) Final Research Paper (Individual): 24% Total: 100%
(11)	Precautions for Class:	Students need to attend all class sessions. Assigned readings must be read before class. Student groups should utilize Moodle’s online chatrooms to as evidence for participation in group work. (Alternative medium such as LINE may be used as long as the instructor is also in the chatroom). Students must be on time for all class sessions. Instructor’s approval is required for any student leaves.
(12)	<u>Observe intellectual property rights in the creation of course content.</u> ※ Pay attention to any infringement of copyright or other rights in the creation of relevant teaching content. ※ If the copyright for any part of the teaching content is owned by others and authorization has been obtained from the rights holder, please indicate the source of the material.	