

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:** IB 哲學與實作

2. **English Course Name:** IB Philosophy and Practices

3. **Course start date:** Fall (Fall, Spring, or Summer) semester of 2025 (yyyy)

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 2020 (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	Ya-Chu Fan / Full-Time Teacher
(2)	Instructor Sources	<input type="checkbox"/> Appointed by Departments <input type="checkbox"/> Appointed by General Education Center <input type="checkbox"/> Both of Above <input checked="" type="checkbox"/> Others:
(3)	College/Department/Center	College of International Studies and Social Sciences / Department of Chinese as a Second Language
(4)	School System	<input 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 checked="" type="checkbox"/> Continuing Education Master's Program
(5)	Program Type	<input type="checkbox"/> Full-time Program <input checked="" type="checkbox"/> Part-time Program <input type="checkbox"/> Others:
(6)	Course Type	<input type="checkbox"/> Common Courses <input type="checkbox"/> General Courses <input type="checkbox"/> School Required Courses <input checked="" type="checkbox"/> Professional Courses <input type="checkbox"/> Educational Courses <input type="checkbox"/> Other:
(7)	Required Courses	<input type="checkbox"/> University-required <input type="checkbox"/> College-required <input type="checkbox"/> Graduate Institute-required <input checked="" type="checkbox"/> Department-required <input 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	3

(11)	Average of Face-to-Face Teaching Hours Per Week	<u>0.56</u> 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	30
(14)	EMI Courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(15)	Type of Cooperation with Domestic/Foreign Universities (omit if inapplicable)	1. Cooperative University: _____; Department/Institute: _____ Instructor Name: _____; Course Name: _____; Number of Students: _____ 2. <input type="checkbox"/> Partner University <input type="checkbox"/> Dual-Degree Program <input type="checkbox"/> Global Virtual Classroom Course <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	<p>IB Philosophy and Practices Online is an online course designed to introduce you to the theory and practice of teaching in the education system. This course will help you develop your teaching and curriculum planning in the IB schools. Materials include engaging videos, practical readings, and opportunities for collaboration within the course. You will identify challenges that faculty and students encounter in the IB classes, and develop strategies for successfully helping students learn course content. In addition, you will gain confidence in teaching in the IB while you also become more comfortable using pedagogies that are interactive and focus on student learning. Topics include IB mission statement, learner profile, International-mindedness, theory of knowledge, creativity action and service, and extended essay. When you complete the course, you will have a portfolio of materials you can use in your own courses.</p> <p>Learning Objectives and Learner Outcomes By the end of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. explain the goals, key concepts, challenges, benefits, and current methods in teaching and assessing disciplinary/interdisciplinary content. 2. assess your own readiness and comfort with teaching your disciplinary content, leading to the creation of your own professional goals. 3. identify student needs as they learn disciplinary content. 4. use effective approaches and techniques appropriate for students in the IB courses. 5. design lessons that support students' development of display alongside their learning of course content.
-----	--------------	---

		<div>6. develop or revise a syllabus and assessments for teaching your disciplinary content.</div> <div>7. develop yourself professionally in the field of the IB education</div> <table><tr><td>No.</td><td>Objectives</td><td>Related Program Learning Objectives (PLO)</td></tr><tr><td>1</td><td>1-2. Understand the curriculum guidelines for the intended subject at the MYP / DP levels.</td><td>Know IB program models, standards, and curriculum coherence.</td></tr><tr><td>2</td><td>2-1. Propose adequate instructional plans with a student-centered emphasis.</td><td>Demonstrate competence in designing learning activities that are embedded with IB philosophy.</td></tr><tr><td>3</td><td>4-1. Be good at communicating and collaborating with others, even during cross-disciplinary tasks.</td><td>Be able to communicate and collaborate with peers within different teacher communities.</td></tr><tr><td>4</td><td>4-2. Reflect on personal instruction and pursue a higher level of educational value.</td><td>Appreciate how teaching and learning are done in IB schools and reflect on their instruction.</td></tr><tr><td>5</td><td>5-3. Design project-based learning engagements that improve students’ ability to engage in independent inquiry.</td><td>Construct several unit plans which allow students to inquire knowledge independently.</td></tr></table>	No.	Objectives	Related Program Learning Objectives (PLO)	1	1-2. Understand the curriculum guidelines for the intended subject at the MYP / DP levels.	Know IB program models, standards, and curriculum coherence.	2	2-1. Propose adequate instructional plans with a student-centered emphasis.	Demonstrate competence in designing learning activities that are embedded with IB philosophy.	3	4-1. Be good at communicating and collaborating with others, even during cross-disciplinary tasks.	Be able to communicate and collaborate with peers within different teacher communities.	4	4-2. Reflect on personal instruction and pursue a higher level of educational value.	Appreciate how teaching and learning are done in IB schools and reflect on their instruction.	5	5-3. Design project-based learning engagements that improve students’ ability to engage in independent inquiry.	Construct several unit plans which allow students to inquire knowledge independently.
No.	Objectives	Related Program Learning Objectives (PLO)																		
1	1-2. Understand the curriculum guidelines for the intended subject at the MYP / DP levels.	Know IB program models, standards, and curriculum coherence.																		
2	2-1. Propose adequate instructional plans with a student-centered emphasis.	Demonstrate competence in designing learning activities that are embedded with IB philosophy.																		
3	4-1. Be good at communicating and collaborating with others, even during cross-disciplinary tasks.	Be able to communicate and collaborate with peers within different teacher communities.																		
4	4-2. Reflect on personal instruction and pursue a higher level of educational value.	Appreciate how teaching and learning are done in IB schools and reflect on their instruction.																		
5	5-3. Design project-based learning engagements that improve students’ ability to engage in independent inquiry.	Construct several unit plans which allow students to inquire knowledge independently.																		
(2)	Target Student Group	Students from Online Continuing Education Master’s Program of Teaching Chinese as a Foreign Language																		
(3)	Prerequisite(s)	Students are expected to have at least level B2 of CEFR.																		
(4)	Course Content Outline:																			
	Week	Topics (If there are multiple instructors, please specify instructor names in each week)	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													
							Synchro nous	Asynchr onous												
	E.g.	Typhoons and their precautions	1. Students will realize the reason why typhoons occur. 2. Students will learn about the significant typhoon events. 3. Students can explain the precautions against typhoons.	<div><div>Topic discussion</div><div>Group discussion</div><div>Peer review</div><div>Instructor feedback</div><div>Others: _____</div></div>	<div><div>Tests</div><div>Assignments</div><div>_____ exam</div><div>Individual report</div><div>Others: _____</div><div>None</div></div>			3												
1	Orientation and	1. Familiarize	<div><div>Topic discussion</div></div>	<div><div>Tests</div></div>			3													

		Course Overview - Part 1	themselves with online success strategies.	<input type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion Board Participation</u> <input type="checkbox"/> None			
	2	Orientation and Course Overview - Part 2	1. Familiarize themselves with online success strategies.	<input checked="" 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 checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion Board Participation</u> <input type="checkbox"/> None			3
	3	Concepts Across the IB Programs	1. Learn more about the IB's teaching and learning practices, across all four IB programmes.	<input checked="" 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 checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion Board Participation</u> <input type="checkbox"/> None			3
	4	Seminar (I)	1. Reflect on the following driving questions: <ul style="list-style-type: none"> ● What do you think some of the challenges would be to cascading new knowledge in your context? ● What features of the IB's teaching and learning practices across all 	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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 checked="" type="checkbox"/> <u>Individual</u> report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None		3	

			<p>four IB programmes are different from your current teaching context?</p> <ul style="list-style-type: none"> ● Which IB Learner Profile Best Suits You? 						
5	Investigating Inquiry	<ul style="list-style-type: none"> ● Lesson 1: Investigating inquiry in a learning environment 	<p>1. Students' own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.</p> <p>2. Explore the powerful role of inquiry, action and reflection to structure both synchronous and non-synchronous learning, and teaching strategies that place student agency at the center.</p>	<input checked="" 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 checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	
6	Investigating Inquiry	<ul style="list-style-type: none"> ● Lesson 2: Experiences with inquiry-based Teaching 	<p>1. Students' own curiosity provides the most effective provocation for learning that is engaging, relevant,</p>	<input checked="" 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 checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	

		<ul style="list-style-type: none"> Lesson 3: Taking Inquiry into Your Learning Environment 	<p>challenging and significant.</p> <p>2. Explore the powerful role of inquiry, action and reflection to structure both synchronous and non-synchronous learning, and teaching strategies that place student agency at the center.</p>						
	7	<p>Investigating Inquiry</p> <ul style="list-style-type: none"> Lesson 4: Webinar - Investigating inquiry 	<p>1. Students' own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.</p> <p>2. Explore the powerful role of inquiry, action and reflection to structure both synchronous and non-synchronous learning, and teaching strategies that place student agency at the center.</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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: <u>Discussion Board Participation</u> <input type="checkbox"/> None				3
	8	<p>Living and Learning Globally</p> <ul style="list-style-type: none"> Lesson 1: 	<p>1. Explore that global engagement represents a commitment to</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback	<input checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report				3

		Living and learning Globally Concept	<p>address humanity's greatest challenges in the classroom and beyond.</p> <p>2. Learn about international-mindedness is a key part of the mission of an IB Education.</p> <p>3. Engage with diverse beliefs, values and experiences within and across cultures from the IB.</p> <p>4. Examine the focus of an IB education is on active learning and providing opportunities for global engagement and meaningful action with a diverse range of communities.</p>	<input type="checkbox"/> Others: _____	<input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None				
	9	Living and Learning Globally ● Lesson 2: Ten Perspectives on International-mindedness	<p>1. Explore that global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond.</p> <p>2. Learn about international-</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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 checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	

			<p>mindfulness is a key part of the mission of an IB Education.</p> <p>3. Engage with diverse beliefs, values and experiences within and across cultures from the IB.</p> <p>4. Examine the focus of an IB education is on active learning and providing opportunities for global engagement and meaningful action with a diverse range of communities.</p>						
	10	<p>Living and Learning Globally</p> <ul style="list-style-type: none"> ● Lesson 3: Webinar - Living and learning Globally 	<p>1. Explore that global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond.</p> <p>2. Learn about international-mindedness is a key part of the mission of an IB Education.</p> <p>3. Engage with diverse beliefs, values and experiences within and</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None				3

			<p>across cultures from the IB.</p> <p>4. Examine the focus of an IB education is on active learning and providing opportunities for global engagement and meaningful action with a diverse range of communities.</p>						
	11	Seminar (II)	<p>1. Reflect on the following driving questions:</p> <ul style="list-style-type: none"> ● How can we support students' inquiry? ● What does an inquiry-based learning environment look, sound and feel like? ● How does an inquiry-based learning environment differ from your current teaching context? ● How international-minded are you? 	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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 checked="" type="checkbox"/> Group report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None		3		

		12	Beyond the Disciplines ● Lesson 1: Looking Across the Programmes	1. Learn beyond the disciplines that highlights the interrelatedness of knowledge 2. Construct, internalize and transfer meaning and understanding.	<input checked="" 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 checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	
		13	Beyond the Disciplines ● Lesson 2: Three Approaches to Going Beyond the Disciplines	1. Learn beyond the disciplines that highlights the interrelatedness of knowledge 2. Construct, internalize and transfer meaning and understanding.	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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 checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	
		14	Approaches to learning ● Lesson 1: Approaches to Learning	1. All IB programmes develop the approaches to learning (ATL) skill categories of communication, social, self-management, research and thinking program models and IB standards and practices.	<input checked="" 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 checked="" type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u> <input type="checkbox"/> None			3	
		15	Approaches to learning ● Lesson 2: Using Approaches to Learning	1. All IB programmes develop the approaches to learning (ATL) skill categories of communication, social, self-management,	<input checked="" type="checkbox"/> Topic discussion <input checked="" 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 checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input checked="" type="checkbox"/> Others: <u>Discussion</u> <u>Board Participation</u>			3	

		in a learning environment	research and thinking program models and IB standards and practices.		<input type="checkbox"/> None			
	16	Seminar (III)	1. Reflect on the following driving questions: <ul style="list-style-type: none"> ● What is the difference between three discipline integrations? ● What are ATL skills most needed in your discipline? ● When was the last time you explicitly taught a skill? How well do you think your students understood how to use the skill? 	<input checked="" 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 checked="" type="checkbox"/> Group report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None		3	
(5)	Teaching Methods	(<input checked="" type="checkbox"/> if included; multiple choices allowed) <input checked="" type="checkbox"/> 1. Provide primary and supplementary materials for online courses <input type="checkbox"/> 2. Provide face-to-face teaching, number: _____ time(s), total hour(s): _____ hour(s) <input checked="" type="checkbox"/> 3. Provide synchronous teaching, number: <u>3</u> time(s), total hour(s): <u>9</u> hour(s) <input checked="" type="checkbox"/> 4. Provide asynchronous teaching, number: <u>13</u> time(s), total hour(s): <u>39</u> hour(s) <input checked="" type="checkbox"/> 5. Provide topic discussion activities <input checked="" type="checkbox"/> 6. Provide cooperative learning activities between students <input type="checkbox"/> 7. Mutual learning through students' works <input type="checkbox"/> 8. Others: (please specify)						
(6)	Learning Management	Which moodle functions are used in this course? (<input checked="" type="checkbox"/> if included; multiple choices allowed)						

	System (moodle)	<p>Note: For teachers and students from domestic or foreign universities who are participating in joint programs that require access to Moodle, please have the course instructor contact the platform manager at extensions 5673 or 5579. E-mail: ellearn@ntnu.edu.tw</p> <p> <input checked="" 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 checked="" 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) </p>
(7)	Public Information about Interactive Teaching	Instructor Profile and Published Works (webpage link instructions can be attached): https://tcs1.co.ntnu.edu.tw/?page_id=2210
		Instructor E-mail: sonya.fan@ntnu.edu.tw
		Online Office Hours (at least 1 hour per week):
		Teaching Assistant's Name/E-mail (omit if inapplicable):
		Others(omit if inapplicable):
(8)	Course Material Production	<p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <p> <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: </p>
(9)	Assignment Submission Method	<p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <p> <input checked="" type="checkbox"/> 1. Provide online assignment content description <input checked="" type="checkbox"/> 2. Assignment file upload and download <input type="checkbox"/> 3. Others: </p>

(10)	Assessment	<p>※ 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:</p> <ul style="list-style-type: none"> ■ 1. The course can provide evaluation results and feedback for each learning evaluation ■ 2. The evaluation has taken the students online learning history and participation level into account ■ 3. The percentage of each score is explained in detail below: (Evaluation methods, and their total score percentage) (1) Course Orientation and Readiness (12%) (2) Discussion Board Participation (24%) (3) Check for Understanding Quizzes (25%) (4) Group Shares (16%) (5) Reflection (18%) (6) Seminar Attendance (5%)
(11)	Precautions for Class:	<p>In the virtual classroom, learning is generated from active participation in discussion forums and free exchange of ideas and experiences. Therefore, when communicating on the discussion board it is important to adhere to a set of core principles which will help us increase the quality of online discussions, achieve group cohesion and maintain the community of practice, the key components of teacher professional growth:</p> <p>1.Try to be clear and direct Make sure that your content title reflects the content of your post and that your post is succinct and direct.</p> <p>2.Make it easier for colleagues to read your comments</p> <ul style="list-style-type: none"> • Put a blank space at the beginning of a message and between paragraphs. • Be lean of expression. Remember, it takes considerable time and effort to read long messages. <p>3.Be constructive Respond to colleagues' postings or comments in an encouraging and supportive tone. Think before you write or respond. Any criticism should be constructive—if in doubt, think about how you would feel reading a posting.</p> <p>4.Be open to differences in opinion Be open to other people's opinions and try not to get emotional if someone disagrees with you. Make your learning experience a constructive and positive one by avoiding 'flaming'. For example, capitals can be interpreted as shouting. Think before you push the 'send' button. Words are powerful and can hurt; avoid anything which could be misinterpreted in any way.</p> <p>5.Accept others Accept your peers' differences, e.g., cultural and language differences. You are part of a community which means caring about your own progress and that of your colleagues'.</p> <p>6.Cite other people's work If you use a quote or reference in your post; make sure that you cite it or provide a link to it.</p> <p>7.No spamming</p>

		Please don't send advertisements to your peers or use your peers' emails in any way other than how they intend it to be used.
(12)	<p><u>Observe intellectual property rights in the creation of course content.</u></p> <ul style="list-style-type: none"> ※ 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. 	