

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: 國際時事議題英文

2. English Course Name: Global News and International Affairs in English

3. Course start date: Spring (Fall, Spring, or Summer) semester of 2026 (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

(University's Course Committee approval in the Fall semester of 2025)

□(2) It is an existing online course; the latest University's Course Committee approval was in the ____ semester of ____ (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	Yun Yue 岳芸/副教授
(2)	Instructor Sources	<input checked="" type="checkbox"/> Appointed by Departments <input type="checkbox"/> Appointed by General Education Center <input type="checkbox"/> Both of Above <input type="checkbox"/> Others:
(3)	College/Department/Center	Transdisciplinary Program in College of 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 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 checked="" type="checkbox"/> Required <input type="checkbox"/> Elective <input type="checkbox"/> Others:
(10)	Course Credits	3

(11)	Average of Face-to-Face Teaching Hours Per Week	<u>1.31</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)	<p>1. Cooperative University: _____; Department/Institute: _____ Instructor Name: _____; Course Name: _____; Number of Students: _____</p> <p>2. <input type="checkbox"/> Partner University <input type="checkbox"/> Dual-Degree Program <input type="checkbox"/> Global Virtual Classroom Course <input type="checkbox"/> Others: _____</p>
(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	<ul style="list-style-type: none"> Develop critical thinking and media literacy Students will learn to evaluate news sources, detect bias, distinguish fact from opinion, and form evidence-based viewpoints on international events and educational issues. Build global awareness and cross-cultural understanding Students will explore key international affairs—such as migration, health, technology, and environmental change—with a particular focus on their implications for education, fostering a deeper understanding of global citizenship. Connect global news to educational theory and practice Students will critically engage with news stories from an educational perspective, reflecting on how global events influence policy, curriculum, and classroom practice across different national contexts. 						
(2)	Target Student Group	This course is designed for undergraduate students from all faculties who are interested in global news, international affairs, and enhancing their academic English skills. It is particularly relevant for students in journalism, communication, education, and related disciplines, as well as those aspiring to work in international organizations or media.						
(3)	Prerequisite(s)	Students are required to have at least an intermediate level of English proficiency (equivalent to CEFR B1 or above). A basic understanding of current affairs and international issues is also preferred.						
(4)	Course Content Outline: <table border="1"> <thead> <tr> <th>Week</th> <th>Topics (If there are multiple instructors, please</th> <th>Learning Objectives (From the perspective of students)</th> <th>Teaching Interactive Design</th> <th>Testing/Evaluation Activities</th> <th>Teaching Method and Hours (fill-in the number of hours, omit if none)</th> </tr> </thead> </table>		Week	Topics (If there are multiple instructors, please	Learning Objectives (From the perspective of students)	Teaching Interactive Design	Testing/Evaluation Activities	Teaching Method and Hours (fill-in the number of hours, omit if none)
Week	Topics (If there are multiple instructors, please	Learning Objectives (From the perspective of students)	Teaching Interactive Design	Testing/Evaluation Activities	Teaching Method and Hours (fill-in the number of hours, omit if none)			

		specify instructor names in each week)		(Multiple choices allowed)	(Multiple choices allowed. Choose "None" if not designed for the week.)	Face-to-Face Teaching	Distance learning	
							Synchronous	Asynchronous
1	Course Introduction & Global Citizenship & New Literacy	1. Understand course goals; 2. Define global citizenship; 3. Identify news types; 4. Evaluate credibility & bias 5. Use key terms related to global citizenship and news literacy in short discussions. 6. Summarise a short news article using 2–3 linking expressions		<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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 type="checkbox"/> Others: _____ <input checked="" type="checkbox"/> None	3		
2	Global Education Trends and UNESCO Goals	1. Explore UNESCO's education goals; 2. Link global trends to local context 3. Interpret and explain education-related vocabulary from authentic news sources 4. Use cause-and-effect connectors to explain the pandemic's impact on education.		<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum</u> <u>Discussion 1</u> <input type="checkbox"/> None	3		
3	Global Health and Post-Pandemic Schooling	1. Analyze the impact of pandemics on education systems; 2. Interpret health data and discuss school safety policies; 3. Use cause-and-effect connectors to explain the pandemic's impact on education.		<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Reflection</u> <u>Journal 1</u> <input type="checkbox"/> None			3
4	Technology and	1. Describe challenges for migrants/refugees;		<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion	<input type="checkbox"/> Tests <input type="checkbox"/> Assignments			3

		the Future of Education	<p>2. Discuss conflict impacts;</p> <p>3. Use comparative language (“more/less... than”, “whereas...”) to compare educational technologies in different countries.</p>	<input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____	<input type="checkbox"/> exam <input type="checkbox"/> report <input checked="" type="checkbox"/> Others: <u>Forum Discussion 2</u> <input type="checkbox"/> None			
	5	Migration, Conflict, and Educational Access	<p>1. Describe challenges in educational access for migrants and refugees;</p> <p>2. Students will explain causes and effects in conflict-affected education.</p> <p>3. Use problem–solution sentence structures to describe challenges in education</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 3</u> <input type="checkbox"/> None			3
	6	Education and Social Media in a Global Context	<p>1. Examine social media’s role in education;</p> <p>2. Analyse opportunities and risks;</p> <p>3. Use topic-specific vocabulary related to social media platforms and education.</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Reflection Journal 2</u> <input type="checkbox"/> None			3
	7	Climate Change and Environmental Education	<p>1. Investigate climate education practices worldwide;</p> <p>2. Students will analyze visuals and write explanatory summaries;</p> <p>3. Use descriptive language to explain environmental issues in education contexts.</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 4</u> <input type="checkbox"/> None			3
	8	Gender, Equity and Girls Education	<p>1. Understand gender disparities; use data for arguments;</p> <p>2. Use data for arguments</p>	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Case Study 1</u>			3

				<input type="checkbox"/> None				
	9	Youth, Identity and Global Narratives in Education	3. Examine how global education shapes youth identity; 4. Express personal and cultural perspectives in writing; 5. Use narrative tenses to share a personal or cultural story related to education.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 5</u> <input type="checkbox"/> None			3
	10	Understanding PISA and Global Educational Assessment	1. Explain the purpose and methodology of PISA, including the domains assessed; 2. Interpret PISA data and ranking tables to identify international trends; 3. Discuss the policy debates and implications of global assessment comparisons.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 6</u> <input type="checkbox"/> None			3
	11	International Students and Global Mobility	1. Describe current trends and patterns in international student flows using data; 2. Analyse push–pull factors that influence mobility decisions; 3. Evaluate the policy implications of student mobility for host and sending countries.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Case Study 2</u> <input type="checkbox"/> None			3
	12	Comparative Education Systems	1. Compare education systems across different countries in terms of structure and outcomes; 2. Identify strengths and challenges within selected systems; 3. Practise structured	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 7</u> <input type="checkbox"/> None			3

			comparison in both written and oral forms.					
13	University Rankings and Global Higher Education	1. Understand major ranking systems and their criteria; 2. Analyse the advantages and limitations of ranking methodologies; 3. Debate the impact of rankings on universities, students, and national education policies.	<input checked="" type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input 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>Forum Discussion 8</u> <input type="checkbox"/> None			3	
14	Newsroom Simulation I – Oral Presentation	1. Present research-based global affairs/education project; 2. Demonstrate effective oral presentation skills, including organisation, clarity, and use of visuals; 3. Provide peer constructive feedback to classmate's presentations.	<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>Oral Presentation</u> <input type="checkbox"/> None		3		
15	Newsroom Simulation II – Oral Presentation	1. Continue delivering formal project presentations with improved delivery and content; 2. Apply instructor and peer feedback to refine presentation skills; 3. Respond effectively to audience questions using clarifying and supporting language	<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>Oral Presentation</u> <input type="checkbox"/> None		3		
16	Course Reflection	1. Summarize key takeaways from the course, linking them to personal growth.; 2. Evaluate personal progress in global	<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>Reflection Journal 3</u>		3		

			awareness, critical thinking, and English communication		<input type="checkbox"/> None					
(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 checked="" type="checkbox"/> 2. Provide face-to-face teaching, number: <u>2</u> time(s), total hour(s): <u>6</u> hour(s) <input checked="" type="checkbox"/> 3. Provide synchronous teaching, number: <u>5</u> time(s), total hour(s): <u>15</u> hour(s) <input checked="" type="checkbox"/> 4. Provide asynchronous teaching, number: <u>9</u> time(s), total hour(s): <u>27</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)	Which moodle functions are used in this course? (<input checked="" type="checkbox"/> if included; multiple choices allowed) 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: elearn@ntnu.edu.tw			<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 checked="" 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	Instructor Profile and Published Works (webpage link instructions can be attached): Dr. Yun Yue earned her PhD from the University of Tasmania, Australia and completed a postdoctoral fellowship at Peking University, China. Her research focuses on international student mobility, higher education internationalization, and knowledge dissemination in transnational contexts, with publications in <i>Higher Education</i> , <i>British Journal of Educational Technology</i> , <i>Higher Education Research & Development</i> , and <i>Asia Pacific Education Review</i> . She has led and contributed to multiple nationally funded projects and received recognition for both research excellence and teaching innovation. Dr. Yue also serves as an Associate Editor and peer reviewer for leading international journals.								

		<p>Instructor E-mail: yueyun123321@gmail.com</p> <p>Online Office Hours (at least 1 hour per week): 2:30-3:30pm every Friday</p> <p>Teaching Assistant's Name/E-mail (omit if inapplicable):</p> <p>Others(omit if inapplicable):</p>									
(8)	Course Material Production	<p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <ul style="list-style-type: none"> <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	<p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <ul style="list-style-type: none"> <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: 									
(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"> <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: <p>(Evaluation methods, and their total score percentage)</p> <table border="1"> <thead> <tr> <th>Evaluation Item</th> <th>Description</th> <th>Weight (%)</th> </tr> </thead> <tbody> <tr> <td>Forum Discussion (8 entries)</td> <td>Students must provide at least one response to the discussion questions in the online forum and give at least one piece of feedback on a peer's response (Week 2, 4, 5, 7, 9, 10, 12 and 13)</td> <td>10%</td> </tr> <tr> <td>Reflection Journals (3 entries)</td> <td>Students submit three reflective journal entries (Weeks 3, 6, 16) responding to course topics and real-world news. Journals must integrate course vocabulary and demonstrate critical thinking about global issues. Each entry: 150–200 words.</td> <td>30%</td> </tr> </tbody> </table>	Evaluation Item	Description	Weight (%)	Forum Discussion (8 entries)	Students must provide at least one response to the discussion questions in the online forum and give at least one piece of feedback on a peer's response (Week 2, 4, 5, 7, 9, 10, 12 and 13)	10%	Reflection Journals (3 entries)	Students submit three reflective journal entries (Weeks 3, 6, 16) responding to course topics and real-world news. Journals must integrate course vocabulary and demonstrate critical thinking about global issues. Each entry: 150–200 words.	30%
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			Case Studies (2 tasks)	Students analyse two assigned international education case studies (Week 8 & Week 11). Each task includes reading authentic news, identifying key issues, and writing a short analysis (200–250 words) using evidence and relevant terminology.	30%	
			Newsroom Simulation – Oral Presentation	Students deliver a formal, research-based presentation (Weeks 14 & 15) on a chosen topic related to global news and international affairs in education. Must include visual aids, data interpretation, and clear signposting language. Peer and instructor feedback provided.	30%	
			Precautions for Class:			
			<ol style="list-style-type: none"> Attendance: Students are expected to attend at least 80% scheduled classes (face-to-face or online). If you must miss a class due to illness or emergency, please inform the instructor in advance. Punctuality: Please be on time for each class session. Late arrivals may affect your participation score. Academic Integrity: All assignments must be completed individually unless otherwise specified. Plagiarism or the use of AI-generated text without proper citation is strictly prohibited. Respectful Communication: Be respectful in all class discussions. Diverse opinions are welcome, and a supportive learning environment should be maintained. Timely Submission: All assignments should be submitted on time. Late submissions may incur a grade penalty unless prior arrangements are made with the instructor. Use of Technology: Laptops and mobile devices should be used for learning purposes only during class time. Please silence phones to avoid disruptions. 			
			<p><u>Observe intellectual property rights in the creation of course content.</u></p> <p>※ Pay attention to any infringement of copyright or other rights in the creation of relevant teaching content.</p> <p>※ 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.</p>			
(11)						
(12)						