

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:** MYP 的教與學(IB)
2. **English Course Name:** Teaching and Learning in the MYP(IB)
3. **Course start date:** Summer semester of 2026
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 2021 (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	Katherine Elisabeth, Khan
(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: IB schools
(3)	College/Department/Center	School of Teacher Education
(4)	School System	<input checked="" type="checkbox"/> Undergraduate Program <input type="checkbox"/> Master's Program <input type="checkbox"/> Undergraduate-master Program Joint Course <input type="checkbox"/> Undergraduate-postgraduate 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 type="checkbox"/> Professional Courses <input checked="" 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 type="checkbox"/> Department-required <input checked="" type="checkbox"/> Others: Program-required
(8)	Course Duration	<input type="checkbox"/> One Semester (half year) <input type="checkbox"/> Two Semesters (one year) <input checked="" type="checkbox"/> Other(one semester concentrated into one month)
(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	_5.25_ 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	40
(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>This course aims to cultivate preservice teachers' (PTs) pedagogical knowledge in IB education with an emphasis on the IB Middle Years Programme (MYP) curriculum framework and IB standards for schools. As learning is "a social event [that] requires interaction with multiple individuals, including peers" (Dawley, 2007), through case study and interactive and direct instruction PTs will explore the conditions for cultivating student inquiry using concept-based teaching and learning models of instruction. In the process, PTs will:</p> <ol style="list-style-type: none"> construct meaningful inquiries using key and related concepts that combine with global contexts (facts, skills, conceptual understanding) to form a statement of inquiry and address subject group objectives; plan appropriate formative and summative assessments that take up factual, conceptual, and debatable inquiry questions; and apply engaging approaches to learning (ATL) in the classroom as part of role playing and simulations. <p>Strategies to advise and supervise MYP students to participate in service and action and complete a personal (or community) project are also discussed in class. Over the course of the 14 topics of study delivered in an online learning environment and interactions, PTs are required to examine IB publications, collaborate with peers, consider multiple perspectives, and demonstrate their understanding of the MYP principles and practice through group presentations and individual written and audio/video reflections.</p>
(2)	Target Student Group	Undergraduate students
(3)	Prerequisite(s)	IB Education and Philosophy, Curriculum Development and Design, Learning Assessment, Professional Teacher

		Development						
Course Content Outline: NOTE: 1. Summer semester of 2025 course was adjusted to a synchronous teaching method due to the global epidemic. 2. If the instructor is unable to enter Taiwan due to the global epidemic, face-to-face teaching method will be replaced by synchronous teaching method.								
Week	Topics	Learning Objectives (Brief Description)	Teaching Interactive Design (topic discussion, peer review, etc.)	Testing/Evaluation Activities (omit 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	
(4)		Introduction to the IB and the MYP framework	Explore what matters in education as it relates to the IB Mission and MYP philosophy	Each group will need to unpack one standard in section C and discuss how that standard is critical to the programme and course development.				3
	1	International Mindedness and the Learner Profile	Discuss how the IB learner profiles are as an inspirational tool in the school curriculum and culture; explore how international mindedness should be embedded in teaching and learning	Brainstorm related topics and activities within the subject.			3	
		MYP curriculum framework and	Raise awareness of the requirements and	Approach the curriculum planning from			3	

		learning environments Constructivism and Conceptual Learning	expectations for the MYP programme	concept-based, contextual, and constructivist practices				
		Inquiry-based teaching and learning in the MYP	Recognize how inquiry-based teaching can optimize student learning; make connections how inquiry-based teaching with differentiation	Guided to investigate if there are core elements shared by the three inquiry learning activities and then think if these shared features can be extended to different topics.	Analyze and reflect on inquiry-based teaching and learning		3	
2	Conceptual Understanding in the MYP	Explore how concept-based curriculum can be structured through different and varied content	Generate at least 3 conceptual understandings of the selected topic. [group work]				3	
	Global Context & Statement of Inquiry	Design Statement of Inquiry by combining key concept, related concepts, and global context.	Construct a Statement of Inquiry and propose a unit draft [group work]				3	
	Inquiry questions	Generate different types of inquiry questions to promote learning	Articulate how these inquiry questions guide students' learning of the topic [group work]					3
	Development of Unit Plans	Develop an understanding that						3

	3	Presentation and Feedback	subject groups are connected through global contexts and key concepts	Use the unit planner to organize curriculum ideas	Design a 10-week long-period unit with sample lesson plans, instructional activities and teaching materials			3
		Service Learning and Experiential Education Framework	Define the meaning of 'action'; examine how international-mindedness can be foster through service learning	Reflect what have learned and what need to learn from personal experiences in service learning courses or activities.				3
		IDU and the IB extended framework	Inquire into purposes of discipline integration to build new and meaningful interdisciplinary understanding	Use the interdisciplinary unit planner to organize curriculum ideas				3
		Office Hours - By appointment	Address students' questions	Address students' questions				3
	4	Formative / Summative Assessment (DP / MYP framework examination)	Use formative assessment to differentiate classroom instructions and provide opportunities for feedback	Elaborate the unit plan with formative assessments designed for helping students learn the topic and skills better.	Personal plan for Service as Action and effective supervision strategy			3
		Office Hours - By appointment	Address students' questions	Address students' questions				3
		Experiential Learning and the CAS framework – Student leadership and reflection	Exploring the supportive frameworks presented in the guide which play a critical role in the development of the CAS programme	Sharing practices to show how CAS has an impact on the wider school community			3	

		Capstone Projects - Personal Project / Community Project	Investigate how approaches to learning skills are essential to the projects	Discuss how the MYP projects enable students to engage in practical explorations through a cycle of inquiry, action, and action	Self-reflective Journals		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 checked="" type="checkbox"/> 2. Provide face-to-face teaching, number: <u> 0 </u> time(s), total hour(s): <u> 0 </u> hour(s) <input checked="" type="checkbox"/> 3. Provide synchronous teaching, number: <u> 7 </u> time(s), total hour(s): <u> 21 </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 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): 2015-2017 Edubridge International School/IBDP coordinator and secondary teacher 2017-present Osaka YMCA International School/Principal and founding director 2017- present International Baccalaureate Organization/ Workshop leader and site visitor
		Instructor E-mail: Marc.mesich@gmail.com
		Online Office Hours (at least 1 hour per week): Wednesday (13:20-15:20) ; appointments at other time are also accepted.
		Teaching Assistant's Name/E-mail (omit if inapplicable):
		Others(omit if inapplicable):
(8)	Course Material Production	<input checked="" 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 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 type="checkbox"/> 3. Others:
(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)

		<table border="1"> <thead> <tr> <th>Task</th> <th>Mode</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td> Ongoing Professional Practice and Reflection Students are expected to develop an online reflective portfolio documenting their development as an MYP teacher </td> <td>Individual - Online</td> <td>20%</td> </tr> <tr> <td> Development of a Unit Plan: - Front Page of the unit - Conceptual Frame Work - Assessment Task - ATL / ATT Skills - Feedback and Modification </td> <td>Individual / Small Group as decided</td> <td>50%</td> </tr> <tr> <td> Service Learning / Experiential Learning Exploration Personal plan for Service as Action and effective supervision strategy based on personal experiences (1000 words). </td> <td>Individual - Paper</td> <td>30%</td> </tr> </tbody> </table>	Task	Mode	Weight	Ongoing Professional Practice and Reflection Students are expected to develop an online reflective portfolio documenting their development as an MYP teacher	Individual - Online	20%	Development of a Unit Plan: - Front Page of the unit - Conceptual Frame Work - Assessment Task - ATL / ATT Skills - Feedback and Modification	Individual / Small Group as decided	50%	Service Learning / Experiential Learning Exploration Personal plan for Service as Action and effective supervision strategy based on personal experiences (1000 words).	Individual - Paper	30%
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(11)	Precautions for Class:	Students are expected to attend face-to-face classes on time, as well as participate in online synchronous discussions.												
(12)	<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>													