

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 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

☒ (2) It is an existing online course; the latest University's Course Committee approval was in the Spring semester of 2026 (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 范雅筑專任教師
(2)	Instructor Sources	☐ Appointed by Departments ☐ Appointed by General Education Center ☐ Both of Above ☒ Others: Center for Academic Literacy
(3)	College/Department/Center	College of International Studies and Social Sciences / Department of Chinese as a Second Language
(4)	School System	☐ Undergraduate Program ☐ Master's Program ☐ BA/MA Joint Course ☐ MA/PhD Joint Course ☐ PhD Program ☒ Continuing Education Master's Program
(5)	Program Type	☐ Full-time Program ☒ Part-time Program ☐ Others:
(6)	Course Type	☐ Common Courses ☐ General Courses ☐ School Required Courses ☒ Professional Courses ☐ Educational Courses ☐ Other:
(7)	Required Courses	☐ University-required ☐ College-required ☐ Graduate Institute-required ☒ Department-required ☐ Others:
(8)	Course Duration	☒ One Semester (half year) ☐ Two Semesters (one year) ☐ Others:
(9)	Required/Elective Course	☐ Required ☒ Elective ☐ 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	☒ Yes ☐ 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. ☐ Partner University ☐ Dual-Degree Program ☐ Global Virtual Classroom Course ☐ 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	IB Philosophy and Practices Online is a professional learning course designed to introduce educators to the principles, philosophy, and practical applications of teaching within the International Baccalaureate (IB) framework. The course supports the development of effective IB teaching practices and curriculum planning for IB schools through engaging videos, practical readings, and structured opportunities for collaboration. Throughout the course, participants will examine the challenges and opportunities faced by teachers and students in IB classrooms and develop strategies to support meaningful, student-centered learning. The course emphasizes interactive pedagogies, reflective practice, and alignment with IB principles to build confidence in teaching and assessing disciplinary and interdisciplinary content. Key topics include the IB mission statement and learner profile, international-mindedness, theory of knowledge, Creativity, Activity, and Service (CAS), and the Extended Essay. By the end of the course, participants will have developed a portfolio of practical materials that can be applied directly to their own IB teaching contexts. Learning Objectives and Learner Outcomes By the end of this course, participants will be able to: 1. Explain the goals, key concepts, challenges, benefits, and current approaches to teaching and assessing disciplinary and interdisciplinary content within the IB framework.
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		2. Evaluate their own readiness and confidence in teaching IB disciplinary content and use this reflection to establish professional learning goals. 3. Identify student needs and learning challenges as students engage with disciplinary and interdisciplinary content in IB courses. 4. Apply effective, student-centered teaching approaches and instructional techniques appropriate for learners in IB programs. 5. Design lessons that support the development of IB learner attributes and approaches to learning alongside mastery of course content. 6. Develop or revise a syllabus and assessments that align with IB philosophy, curriculum standards, and assessment practices. 7. Engage in ongoing professional growth by reflecting on and strengthening their practice as IB educators. <table><tr><th>No.</th><th>Objectives</th><th>Related Program Learning Objectives (PLO)</th></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.
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(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: 備註：因海外華語師資數位碩士在職專班招收對象為海外在職人士，本專班所有數位課程皆以全遠距方式授課，採同步與非同步教學並行，故未安排面授課程。 <table><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 (Multiple choices</th><th>Testing/Evaluation Activities (Multiple choices</th><th>Teaching Method and Hours (fill-in the number of hours, omit if none)</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						Week	Topics (If there are multiple instructors, please	Learning Objectives (From the perspective of students)	Teaching Interactive Design (Multiple choices	Testing/Evaluation Activities (Multiple choices	Teaching Method and Hours (fill-in the number of hours, omit if none)								
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		specify instructor names in each week)		allowed)	allowed. Choose “None” if not designed for the week.)	Face-to-Face Teaching	Distance learning	
							Synchron-ous	Asynchro-nous
	1	Orientation and Course Overview - Part 1	1. Identify key strategies for successful participation in an online IB professional learning course. 2. Use digital tools and course resources effectively to support learning and engagement. 3. Establish personal goals for professional growth within the context of IB teaching and curriculum development.	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others: _____	☒ Tests ☐ Assignments ☐ _____ exam ☐ _____ report ☒ Others: <u>Discussion Board Participation</u> ☐ None			3
	2	Orientation and Course Overview - Part 2	1. Engage in collaborative learning activities that support professional dialogue within IB teaching communities. 2. Explore interactive pedagogical practices that reflect IB philosophy and student-centered learning. 3. Reflect on how inquiry and collaboration contribute to effective teaching approaches in IB classrooms.	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others: _____	☒ Tests ☐ Assignments ☐ _____ exam ☐ _____ report ☒ Others: <u>Discussion Board Participation</u> ☐ None			3
	3	Seminar (I)	Reflect on the following driving questions: 1. What prior experiences or beliefs about teaching and learning do you bring into this course, and how do they connect with the core	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others: _____	☐ Tests ☐ Assignments ☐ _____ exam ☒ Individual report ☒ Others: <u>Seminar Attendance</u> ☐ None		3	

			values of the IB philosophy? 2. How do the IB mission statement and learner profile shape your understanding of what it means to be an effective educator in an IB learning environment? 3. What goals do you hope to achieve through this course, and how might developing your teaching practice within the IB framework support your professional growth?					
	4	Concepts Across the IB Programs	Explain the role of concepts in promoting deep understanding and transfer of learning across subject areas within the IB continuum.	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others:_____	☒ Tests ☐ Assignments ☐ _____ exam ☐ _____ report ☒ Others: <u>Discussion</u> <u>Board Participation</u> ☐ None			3
	5	Investigating Inquiry Lesson 1: Investigating inquiry in a learning environment	1. Explain the principles and purpose of inquiry-based learning within the IB educational framework. 2. Identify key characteristics of an inquiry-driven learning environment that supports student agency and engagement.	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others:_____	☒ Tests ☐ Assignments ☐ _____ exam ☐ _____ report ☒ Others: <u>Discussion</u> <u>Board Participation</u> ☐ None			3
	6	Investigating Inquiry ✧ Lesson 2: Experiences with inquiry-based Teaching ✧ Lesson 3: Taking Inquiry into	1. Analyze how inquiry promotes deeper conceptual understanding and meaningful learning across IB programs.	☒ Topic discussion ☒ Group discussion ☒ Peer review ☒ Instructor feedback ☐ Others:_____	☐ Tests ☒ Assignments ☐ _____ exam ☐ _____ report ☒ Others: <u>Discussion</u> <u>Board Participation</u> ☐ None			3

		Your Learning Environment	2. Apply inquiry-based strategies to design learning experiences that encourage questioning, exploration, and reflection.					
7	Investigating Inquiry ✧ Lesson 4: Webinar - Investigating inquiry	Reflect on their own teaching practice and evaluate how inquiry can strengthen student-centered learning in IB classrooms.	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others:_____	□ Tests □ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion Board Participation</u> □ None				3
8	Living and Learning Globally ✧ Lesson 1: Living and learning Globally Concept	1. Explain the concept of international-mindedness and its significance within the IB philosophy. 2. Analyze how global perspectives and cultural contexts enhance teaching and learning across IB programs. 3. Apply strategies that promote global awareness and multiple perspectives in IB curriculum and lesson design.	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others:_____	■ Tests □ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion Board Participation</u> □ None				3
9	Living and Learning Globally ✧ Lesson 2: Ten Perspectives on International-mindedness	1. Describe the ten perspectives on international-mindedness and how they shape the IB approach to global education. 2. Analyze how these perspectives support students' cultural understanding, empathy, and global engagement. 3. Integrate the ten perspectives into teaching practices and learning experiences	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others:_____	□ Tests ■ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion Board Participation</u> □ None				3

				that foster international-mindedness in IB classrooms.					
	10	Living and Learning Globally ✧ Lesson 3: Webinar - Living and learning Globally	1. Explore that global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. 2. Learn about international-mindedness is a key part of the mission of an IB Education. 3. Engage with diverse beliefs, values and experiences within and across cultures from the IB. 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.	■Topic discussion ■Group discussion ■Peer review ■Instructor feedback □Others:_____	□Tests □Assignments □_____ exam □_____ report ■Others: <u>Discussion Board Participation</u> □None			3	
	11	Seminar (II)	1. Reflect on the following driving questions: 1. How does inquiry-based learning influence the roles of teachers and students in IB classrooms, and what shifts in practice does this require from educators? 2. In what ways do international-mindedness and	■Topic discussion ■Group discussion ■Peer review ■Instructor feedback □Others:_____	□Tests □Assignments □_____ exam ■Group report ■Others: <u>Seminar Attendance</u> □None			3	

			global perspectives enhance student learning, and how can these ideas be meaningfully embedded in everyday teaching practice? 3. How can looking across IB programmes help you design learning experiences that move beyond disciplinary boundaries and support coherent student learning?							
	12	Beyond the Disciplines ✧ Lesson 1: Looking Across the Programmes	Explain how the IB continuum (PYP, MYP, DP) promotes coherence and progression in student learning. Analyze connections across IB programmes that support interdisciplinary understanding and curriculum alignment. Apply cross-programme perspectives to design learning experiences that extend beyond disciplinary boundaries.	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others: _____	■ Tests □ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion</u> <u>Board Participation</u> □ None				3	
	13	Beyond the Disciplines ✧ Lesson 2: Three Approaches to Going Beyond the Disciplines	1. Describe the three approaches to going beyond disciplinary teaching within the IB framework. 2. Analyze how each approach supports interdisciplinary learning, conceptual understanding, and student engagement. 3. Select and apply appropriate approaches to design learning experiences that	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others: _____	□ Tests ■ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion</u> <u>Board Participation</u> □ None				3	

			connect knowledge across disciplines in IB classrooms.					
14	Approaches to learning ✧ Lesson 1: Approaches to Learning	1. Explain the purpose and role of Approaches to Learning (ATL) skills within the IB framework. 2. Identify the key ATL skill categories and how they support student learning across IB programmes. 3. Apply ATL-focused strategies to design learning experiences that strengthen student agency, self-management, and deeper understanding.	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others: _____	■ Tests □ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion Board Participation</u> □ None			3	
15	Approaches to learning ✧ Lesson 2: Using Approaches to Learning in a learning environment	1. Analyze how ATL skills can be embedded into daily teaching practices to support student-centered learning. 2. Design classroom strategies and learning activities that intentionally develop students' ATL skills across subject areas. 3. Evaluate how the use of ATL skills promotes learner independence, collaboration, and long-term academic success in IB contexts.	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others: _____	□ Tests ■ Assignments □ _____ exam □ _____ report ■ Others: <u>Discussion Board Participation</u> □ None			3	
16	Seminar (III)	Reflect on the following driving questions: 1. How has your understanding of IB philosophy	■ Topic discussion ■ Group discussion ■ Peer review ■ Instructor feedback □ Others: _____	□ Tests □ Assignments □ _____ exam ■ <u>Group</u> report ■ Others: Seminar		3		

			(including inquiry, international-mindedness, and approaches to learning) influenced the way you design and facilitate learning experiences? 2. In what ways have you integrated IB principles into your teaching practice, and what challenges or successes have you experienced while doing so? 3. How will you continue to develop as an IB educator in order to better support student-centered, inquiry-driven learning across IB programmes?		<u>Attendance</u> ☐ None				
(5)	Teaching Methods	(■ if included; multiple choices allowed) ☒ 1. Provide primary and supplementary materials for online courses ☐ 2. Provide face-to-face teaching, number: ____ time(s), total hour(s): ____ hour(s) ☒ 3. Provide synchronous teaching, number: __3__ time(s), total hour(s): __9__ hour(s) ☒ 4. Provide asynchronous teaching, number: __13__ time(s), total hour(s): __39__ hour(s) ☒ 5. Provide topic discussion activities ☒ 6. Provide cooperative learning activities between students ☒ 7. Mutual learning through students' works ☐ 8. Others: (please specify)							
(6)	Learning Management System (moodle)	Which moodle functions are used in this course? (■ 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 ☒ 1. Personal data ☒ 2. Course information ☒ 3. Latest News release & browse ☒ 4. Course materials viewing & download							

		☐ 5. Grade system management & inquiry (omit if inapplicable) ☒ 6. Perform online testing (omit if inapplicable) ☒ 7. Learning information ☒ 8. Interactive learning design (chat room or discussion area) ☐ 9. Other related functions: (please specify)
(7)	Public Information about Interactive Teaching	Instructor Profile and Published Works (webpage link instructions can be attached): https://tcsi.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	☒ if included; multiple choices allowed ☒ 1. Provide appropriate reminders of key points ☒ 2. Provide teaching-related examples ☒ 3. Provide teaching-related exercises and reflective activities ☒ 4. Provide supplementary teaching materials or online resources ☒ 5. Provide instructions for self-directed learning ☒ 6. Learning objectives are consistent with course goals ☐ 7. Others:
(9)	Assignment Submission Method	☒ if included; multiple choices allowed ☒ 1. Provide online assignment content description ☒ 2. Assignment file upload and download ☐ 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: ☒ 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%): test, topic discussion

		(2) Discussion Board Participation (24%): topic discussion, group discussion, peer review (3) Check for Understanding Quizzes (25%): test (4) Group Shares (16%): group discussion (5) Reflection (18%): Reflection, individual report, assignment (6) Seminar Attendance (5%): topic discussion, group discussion, peer review
(11)	Precautions for Class:	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: 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. 2.Make it easier for colleagues to read your comments · 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. 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. 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. 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'. 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. 7.No spamming 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)	<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.	