



## 教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	休閒遊憩方案企劃與評量		學年/學期 Academic Year/Semester	112/1	
課程名稱(英文) Course Name in English	Leisure and Recreation Program Development and Evaluation				
科目代碼 Course Code	TRLS51960	系級 Department & Year	碩士	開課單位 Course-Offering Department	觀光暨休閒遊憩學系
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0		
授課教師 Instructor	/賴來新				
先修課程 Prerequisite					
課程描述 Course Description					
The centrality of leisure programming to the mission of any leisure service organization cannot be disputed. Meeting the needs of customers through effective recreation program is imperative for leisure service organizations to survive and prosper in the 21st century. This class provides a philosophical and theoretical foundation, yet at the same time engages professional practice founded in the planning, organization, implementation, and evaluation of leisure programs and services.					
課程目標 Course Objectives					
本課程的立意是幫助同學瞭解活動策劃之過程(program planning process)及如何為不同個體或團體設計與施行遊憩與休閒活動和服務(recreation and leisure programs and services)。因此，這門課將強調規劃理論與實務之結合。同學在修習此課程後應至少可對下列休閒活動規劃的概念及應用有所瞭解與體驗： 一、規劃理論與哲學。二、活動規劃之準備與過程。三、規劃施行之考量與評估。					
系專業能力 Basic Learning Outcomes					課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備觀光、休閒、遊憩之理論的進階知識To Have advanced knowledge on tourism、recreation and leisure.				●
B	具備多元邏輯思考、問題分析與解決的能力Students will be able to identify, analyze and solve business problems with logical thinking.				●
C	具備跨文化領導、溝通協調與團隊合作的能力Students will be able to demonstrate effective leadership, communication, coordination and teamwork skills.				●
D	具備國際視野以及外語溝通的能力Students will be able to communicate in foreign languages and have an awareness of the global and cultural diversity issues.				○
E	善用資訊科技進行資訊搜尋、分析與統整To Use of technology for information gathering, analysis and integration.				○
F	熟悉「深度遊憩體驗」之經營與規劃的觀光休憩知識To Develop "deep recreation experience" of tourism and recreation management and planning knowledge.				●
G	熟悉「關懷社群健康」之經營與規劃的觀光休憩知識To Develop "Caring for the Community Health" of tourism and recreation management and planning knowledge				●
H	熟悉「強調資源永續」之經營與規劃的觀光休憩知識To Develop "emphasis on sustainable resource" of tourism and recreation management and planning knowledge.				○
圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated					
授課進度表 Teaching Schedule & Content					
週次 Week	內容 Subject/Topics				備註 Remarks

1	<p>THE COURSE WILL BE OFFERED IN CHINESE.          註：基於修課權益及課程規劃執行考量，欲修課的博碩士生及初選名單中，第一次上課未到課或未完成分組的同學一律退選本課程。          Note that those who are interested in this course have to attend the first session (i.e., introduction to course) of the class; otherwise you' re not supposed to take this course. Auditing and sitting in the course are not allowed. Access is restricted when the class is in session.</p> <p>Course introduction &amp; Group forming</p>	
2	<p>Basic concepts          Program philosophy</p>	<p>Ch. 1          Ch. 4</p>
3	Service and quality in programming	Ch. 2
4	活動企劃書撰寫(Tips on how to write a program proposal)	
5	雙十節	
6	Programming theories and models	Ch. 3
7	Asset mapping and needs assessments: The first step	Ch. 5
8	Programming for people	<p>Ch. 6          Individual Participant Observation Paper Due</p>
9	Program design	Ch. 7
10	<p>Creativity and innovation          Group presentations: Service/Program innovation</p>	<p>Ch. 8          Group Service/Program Innovation Sharing Day</p>
11	Program promotion	Ch. 9
12	Pricing program services	Ch. 10
13	Facilitating the program experience	Ch. 11
14	The essence of program evaluation	Ch. 12
15	Evaluation tools, techniques, and data analysis	Ch. 13
16	Group presentations: Your program	<p>Group Final Project Due</p>
17	教師彈性補充教學週	
18	期末考試週 Final Exam	

教學策略 Teaching Strategies

- 課堂講授 Lecture       分組討論 Group Discussion       參觀實習 Field Trip  
 其他 Miscellaneous: Workshop, Participant Observation, Major Project

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)       團體合作學習 (TBL)       解決導向學習 (SBL)  
 翻轉教室 Flipped Classroom       磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice       產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching       跨院系教學 Inter-collegiate Teaching  
 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

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學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	30%			✓					Class discussion and participation
期中考成績 Midterm Exam									
期末考成績 Final Exam	40%		✓	✓					Program Planning Project (written & oral)
作業成績 Homework and/or Assignments	20%		✓						Participant Observation Paper (written)
其他 Miscellaneous (_____)	10%			✓					Service/Program Innovation Sharing (oral)

評量方式補充說明

Grading & Assessments Supplemental instructions

- All papers are to be well-written (coherent, logical, academic), typed, proofread, and free of errors. All citations and references MUST follow APA 7th ed. Style.
- No assignment can be e-mailed in. E-mailed assignments will not be recognized or printed. All assignments are due at the beginning of the designated class. All excuses are equal - if it's late for any reason, it's late. Work turned in after class, but on the due date, will be docked 20%. Work turned in after the due date will be docked 50%. Work submitted later than two (2) days after the assignment will receive no credit (0%).
- Any evidence of academic dishonesty or plagiarism will result in (a) immediate failure of the assignment in question, and possibly (b) removal from the course.

教科書與參考書目 (書名、作者、書局、代理商、說明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

教科書

Jordan, D. J., DeGraaf, D. G., & DeGraaf, K. H. (2005). Programming for parks, recreation, and leisure services: A servant leadership approach (2nd ed.). State College, PA: Venture.  
supplemented by DeGraaf, Jordan, & DeGraaf (2010, 3rd ed ).  
已有Jordan & DeGraaf (2019, 4th ed). Champaign, IL: Sagamore-Venture.

參考書目

Edginton, C. R., Hudson, S. D., Dieser, R. B., & Edginton, S. R. (2004). Leisure programming: A service-centered and benefits approach (4th ed.). Boston: McGraw-Hill.  
Rossman, J. R., & Schlatter, B. E. (2011). Recreation programming: Designing and staging leisure experiences (6th ed.). Urbana, IL: Sagamore.  
已有Recreation Programming: Designing, Staging, and Managing the Delivery of Leisure Experience (2019, 8th ed.).  
Henderson, K. A., & Bialeschki, M. D. (2010). Evaluating leisure services: Making enlightened decisions (3rd ed.). State College, PA: Venture.  
已有Henderson, Bialeschki, & Browne (2019). Evaluating recreation services: Making enlightened decisions (4th ed.). Champaign, IL: Sagamore-Venture.

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)

Teaching Aids & Teacher's Website(Including online teaching information.  
Personal website can be listed here.)

其他補充說明 (Supplemental instructions)

1. Classroom Etiquette: When you are in the classroom, your attention is to be given to the person speaking, so keep personal chat to a minimum. Please do not do other projects while in class, answer cell phones, play with cell phones and/or other electronic devices, and sleep.
2. The overall objective of this class is to get you intensely familiar with the program planning process. While I am the instructor in the class, I don't consider myself the ultimate "knowledge keeper." This course will "work" only when you take a personal interest in the class and a proactive role in the discussions. If we don't come to class prepared (having done the readings, completed the weekly group tasks, and ready to participate), then none of us will go home with anything meaningful. Your thoughts and ideas contribute to your classmates' learning and growth - thus each of us has a responsibility to each other and for each other's education.