



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	休閒活動企劃		學年/學期 Academic Year/Semester	112/2	
課程名稱(英文) Course Name in English	Leisure and Recreation Programming				
科目代碼 Course Code	TRLS20060	系級 Department & Year	學二	開課單位 Course-Offering Department	觀光暨休閒遊憩學系
修別 Type	學程 Program	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					
<p>本課程的立意是幫助同學瞭解活動方案策劃發展之過程(program planning & development process)及如何為不同個體或團體設計與施行休閒遊憩方案和服務(recreation & leisure programs and services)，以營造正面的休閒體驗；因此，這門課將強調企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方案企劃的概念及應用有所瞭解與體驗：</p> <p style="margin-left: 20px;">企劃理論與哲學 活動方案企劃之準備與過程 方案施行之考量與評量</p>					
課程目標 Course Objectives					
<p>一、具備休閒活動方案企劃有關的知識 二、從實做中學習休閒活動方案企劃</p>					
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	對觀光休閒遊憩產業有基本的認識To Have a basic knowledge on tourism、recreation and leisure industries.				●
B	具備邏輯思考、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	培養國際視野以及外語專業的能力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蒐集、分析與統整To Use of technology for information gathering, analysis and integration.				●
F	能了解觀光休憩相關政策與策略所需之專業能力To Have professional abilities to appreciate tourism and leisure-related strategies and policies.				
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>考量選課公平性及修課權益，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，加簽僅限原開課系級大二同學並以教室容納量為上限。</p> <p>(註：進度內容為中譯本的章節名，若因教學需要而有變動進度，不另行通知！)</p> <p>課程介紹和分組(Course introduction & Group forming) 當代社會的休閒觀(Leisure in contemporary society)</p>	Ch. 1
2	和平紀念日(放假)	
3	<p>休閒趨勢和專業議題(Future trends and professional issues) 活動企劃書撰寫和範例介紹</p>	Ch. 15
4	<p>繳交組活動企劃案主題初步構想 活動企劃書撰寫和範例介紹</p>	
5	休閒服務規劃者(The leisure service programmer)	Ch. 3
6	<p>確定並繳交組活動企劃案主題(同3/13者，免繳交) 休閒規劃的概念(Programming concepts)</p>	Ch. 2
7	<p>顧客行為(Understanding customer behavior) 影片教學(視授課進度而定！)</p>	Ch. 4
8	需求評估(Needs identification and assessment)	Ch. 5
9	<p>期中考 Midterm Exam 考完繼續上課 目標訂定(Establishing direction: Developing goals and objectives)</p>	Ch. 6
10	活動規劃(Program development)	Ch. 7
11	<p>活動類型(Program areas)/方案設計類型(Program formats) 4/30中午12:00前於系統送出資料(300字+1張照片或繪畫)，完成「線上報名」(※3/1起開放)，其中必須參賽「主題組：快樂獨老先修班」</p> <p>----- ----- Google 2024集點子大賽 點選 徵稿活動辦法 集點子大賽 【點擊下載】2024【共好計畫】集點子大賽活動辦法(含報名表)final.pdf</p>	Ch. 8/9
12	活動促銷(Program promotion)	Ch. 10
13	<p>繳交紙本2024集點子大賽稿件(含參賽提案編號) 預算與資源(Program budgeting and resource attainment)</p>	Ch. 11
14	活動傳遞(Delivering leisure programs)	Ch. 12
15	活動評鑑(Evaluation and quality assurance)	Ch. 13
16	繳交並簡報(每組15分鐘)組活動企劃案	
17	期末考 Final Exam	
18	教師彈性補充教學週	

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: 影片教學(film teaching視授課進度而定!)、企畫案實作(hands-on experience)

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:

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							其他
		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	
平時成績 General Performance	20%	✓		✓					學習態度(即課堂表現)10%、平時測驗10%
期中考成績 Midterm Exam	20%	✓							
期末考成績 Final Exam	20%	✓							
作業成績 Homework and/or Assignments	30%		✓	✓					組活動企劃案
其他 Miscellaneous (集點子大賽作業)	10%				✓				

評量方式補充說明

Grading & Assessments Supplemental instructions

- 考量選課公平性及修課權益，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，加簽僅限原開課系級大二同學並以教室容納量為上限。
- 老師期望學生能準時出席上課，積極參與課堂活動，為任何這門課所交代之事(例如：預(複)習、指定作業等)負責。請切記「老師每次上課前10分鐘開始點名，凡上課遲到逾10分鐘或無故早退者一律以缺曠計。」另外，出席(present)是意謂「人在課堂(physically in the classroom)、心在課堂(intellectually in the classroom)」。
- 請假需提出正式的書面證明，公/事假一概事先告知。
- 凡無故缺曠者，第一次扣學習態度1%，第二次3%(累計4%)，第三次6%(合計10%)，第四次即以死當("E")處理；而公/事假合計至多得請二次，超過者以無故缺曠計。無故缺曠與公/事假總計不得超過三次，第四次亦以死當處理。
- 尊重師生上課之權益與禮儀：「上課中，請配合不吃東西，將手機和會發出聲音的3C產品調為靜音狀態或關機，降低同學對話的音量至最小，不要做其他作業、接聽手機、玩手机/電子裝置、與睡覺。」
- 所有書面報告或作業一律以A4大小紙張之電腦列印稿，字型大小12，單行間距，雙面橫式編排，文獻引用方式參考APA手冊(第七版)或戶外遊憩研究期刊，並於上課開始前交齊。遲交作業不予計分。
- 考試遲到者不給予延長時間；補考需事先取得授課老師的核准，否則以零分計算。
- 遵守學術誠信原則。任何形式的不誠實(例如：考試作弊、抄襲他人(組)作業、抄襲網路刊載內容等等)，一律依校規議處。

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:

Edginton, C. R., Hanson, C. J., Edginton, S. R., & Hudson, S. D. (1998). *Leisure programming: A service-centered and benefits approach* (3rd ed.). Boston: McGraw-Hill. (顏妙桂審譯(2002). *休閒活動規劃與管理*. 台北市: 桂魯.) 英文本已有Edginton, C. R., Hudson, S. D., Dieser, R. B., & Edginton, S. R. (2004). (4th ed.).

隨堂講義.

參考書目:

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. 英文本已有 Jordan, D. J., & DeGraaf, D. G. (2019). (4th ed.). Urbana, IL: Sagamore-Venture.

Rossmann, J. R., & Schlatter, B. E. (2000). *Recreation programming: Designing leisure experiences* (3rd ed.). Champaign, IL: Sagamore. (陳惠美、鄭佳昆、沈立譯(2003). *休閒活動企劃(上)企劃原理與構想發展. 及休閒活動企劃(下)執行策略與效益評估*. 台北市: 品度.) 英文本已有Rossmann, J. R., & Schlatter, B. E. (2019). *Recreation programming: Designing, staging, and managing the delivery of leisure experiences* (8th ed.). Urbana, IL: Sagamore-Venture.

張彥清(2006). *辦營隊第一次就上手*. 台北市: 眾文.

蔡欣佑(2021). *休閒活動企劃與管理: 渡假飯店、休閒農場 理論與實務* (2版). 台北市: 五南.

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)

國際商管認證說明：學院使命、教育目標、學習指標

在AACSB國際商管認證的諸多環節中，學習成效確保 (Assurance of Learning, AOL) 可謂其重中之重的一部分。AOL可概述為設計或檢討出一套有效的學習成效評價體系，透過全院師生的共同努力，試圖將學生的教育成效提升至與學院的教育使命 (Mission) 和各學制與系所的教學目標 (Learning Goals) 和目的 (Learning Objectives) 一致。其中，學院的教育使命與各學制與系所的教學目標和目的環環相扣、緊密連結，並以精心選出的種子課程評測同學的學習成效是否達到所對應的目標與目的。

以下為國立東華大學之學院使命以及本課程所對應之學習目標與目的

AACSB information: College Mission, Learning Goals, and Learning Objectives College Mission The College of Management (COM) emphasizes internationalization, education, and localization, which shapes its mission to cultivate outstanding management and academic talents who are aware of the impact of globalization and ethical issues and can integrate a diversity of knowledge and possess the analytical decision-making and execution abilities to build a brighter future. Students can achieve the five learning goals derived from the school mission, including LG1-integration of a diversity of business and management knowledge, LG2-analytical decision-making ability, LG3- execution, LG4-global vision, and LG5-ethics.

This course covers essential topics of recreation and leisure programming to help undergraduate students achieve LG3, which is measured by the LO 3.1 and LO 3.2.

Learning Goal (LG3): Execution

Learning Objectives (LOs): 3.1 Equipped with the ability of communication; 3.2 Be able to implement projects by team-working

Measurement: The evaluation of the learning effectiveness of the course includes two parts. The oral presentation of the group project is mainly for LO 3.1, and the written proposal of the group project is for LO 3.2.

The following rubrics will be used to evaluate the students by the group project for the intended learning objectives of AOL.

LO 3.1-Equipped with the ability of communication

Needs Improvement: Fail to establish the ability to make arguments on specific topic with thoughts/ideas repeated

Satisfactory: Establish the ability to make arguments on specific topic with thoughts/ideas listed

Exemplary: Establish the ability to make clear arguments on specific topic with thoughts/ideas developed or extended.

LO 3.2-Be able to implement projects by team-working

Needs Improvement: Implement and complete the project without quality teamwork, including poor information sharing, ineffective communication, less prepared in advance of meetings and not participating in discussion.

Satisfactory: Collaboratively implement and complete the project with moderate teamwork, including some information sharing, some communication, prepared in advance of meetings and participates in discussion

Exemplary: Collaboratively implement and complete the project with outstanding teamwork, including adequate information sharing, effective communication, well prepared in advance of meetings and actively participates in discussion