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②图玄東華大學

教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	雙語教學探究與實作				學年/學期 Academic Year/Se	113/2		
課程名稱(英文) Course Name in English	Inquiry and Practice in Bilingual Teaching							
科目代碼 Course Code	CBTH00050	条級 Department 師培 & Year		開課單位 Course-Offering Department	雙語教學師資培育課程			
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)			2.0/2.0			
授課教師 Instructor	/嚴愛群							
先修課程 Prerequisite	/*雙語課程設計與教學/*雙語教材教法							

課程描述 Course Description

This course provides a comprehensive exploration of the psychological, pedagogical, practical, and policy-related foundations of bilingual education in an increasingly globalized world. It offers an in-depth overview of various bilingual education programs, along with the principles that underpin effective bilingual education, drawing on both theoretical frameworks and research, as well as practical strategies. Through this course, students will gain a deep understanding of the key elements involved in bilingual education and its application in diverse contexts.

Upon successful completion of the course, students will be able to:

- 1. Demonstrate a thorough understanding of the theoretical foundations of bilingual education and effectively apply this knowledge to practical scenarios.
- 2. Focus on the application of learning theories, taking into account individual differences, implementing hands-on instructional practices, and developing an understanding of Taiwan's 12-Year Basic Education Curriculum Guidelines.
- 3. Assess and evaluate the various bilingual education models adopted across different subjects and contexts, and explore their effectiveness.

課程目標 Course Objectives

本課程將實踐雙語教材教法的學科知識,以市售[1] 自然科學;[2] 健康與體育,[3]藝術教材與國名小學領綱連結,將真實性的領域教材,轉化成符合12年國教課堂的教案及活動設計,以微型教學的方式說議課,以符合現場概況與運作。

	院基本素養與核心能力 College Basic Learning Outcomes	課程目標與院基本素 養與核心能力 Correlation between Course Objectives and Basic Learning Outcomes
A	具備關懷與熱忱教育理念與實務應用的素養Students embrace concepts of caring and enthusiastic educational which they can apply in practice.	•
В	具備發展學習者需求課程及多元適性評量的素養Students can develop curricula and multiple adaptive assessment types to meet learners' needs.	•
С	具備建立正向學習與適性輔導的素養Students are able to establish positive learning and engage in adaptive counseling.	•
D	具備並認同實踐教師專業倫理的素養Students can both recognize and practice teacher professional ethics.	•
Е	具備科技創新、跨域視野、社會責任、終身學習的素養Students engage in technological innovation, interdisciplinarity, social responsibility, and lifelong learning.	•

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	Differences between Trans-Languaging and EMI					
2	Translanguaging in the classroom, Content English & Classroom English Practice (I)					
3	Content English 1 (Curriculum Guidelines of 12-Year Basic Education) Core Concepts in Teaching Materials (1)					
4	Content English 2 (Curriculum Guidelines of 12-Year Basic Education) Action Verbs in Teaching Materials (1)					
5	Content English 3 (Curriculum Guidelines of 12-Year Basic Education) Micro-Teaching of Selected Subjects (1)					
6	期中考試週 Midterm Exam					
7	Content English 4 (Curriculum Guidelines of 12-Year Basic Education) Core Concepts in Teaching Materials (2)					
8	Content English 5 (Curriculum Guidelines of 12-Year Basic Education) Action Verbs in Teaching Materials (2)					
9	Content English 6 (Curriculum Guidelines of 12-Year Basic Education) Micro-Teaching of Selected Subjects (3)					
10	Content English 7 (Curriculum Guidelines of 12-Year Basic Education) Core Concepts in Teaching Materials (3)					
11	Content English 8 (Curriculum Guidelines of 12-Year Basic Education) Core Concepts in Teaching Materials (3)					
12	Content English 9 (Curriculum Guidelines of 12-Year Basic Education) Micro-Teaching of Selected Subjects (3)					
13	Bilingual in Practice 1 (說課及議課: Selected Subjects)					
14	Bilingual in Practice 2 (說課及議課: Selected Subjects)					
15	Bilingual in Practice 3 (說課及議課: Selected Subjects)					
16	期末考試週 Final Exam					
17	期末報告繳交					
18	自學週					
	I .					

教學策略 Teaching Strategies
✓ 課堂講授 Lecture ✓ 分組討論Group Discussion 參觀實習 Field Trip
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 Industy-Academia Cooperation
跨域合作(Transdisciplinary Projects)
──跨界教學Transdisciplinary 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	多元評量方式 Assessments								
Items	配分比例 Percentage	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(含出鉄席) General Performance (Attendance Record)	40%		~	~					
期中考成績 Midterm Exam	10%		~	~	~				
期末考成績 Final Exam	10%		~	~	~				
作業成績 Homework and/or Assignments	25%		~	~					
其他 Miscellaneous (課堂紀錄)	15%		~	~					

評量方式補充說明

Grading & Assessments Supplemental instructions

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.)

自編

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)