



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	雙語教學實踐		學年/學期 Academic Year/Semester	113/2
課程名稱(英文) Course Name in English	Practices in Bilingual Education			
科目代碼 Course Code	MEMA60020	系級 Department & Year	碩士	開課單位 Course-Offering Department 多元文化教育碩士班
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/謝穎音			
先修課程 Prerequisite				
課程描述 Course Description				
<p>"Practices for Bilingual Education: A Translanguaging Seminar" invites graduate students to immerse themselves in the dynamic and complex world of bilingual learning, using the pioneering concept of translanguaging as a foundation. Drawing from Ofelia Garcia's transformative work, this course bridges theory and practice, allowing students to critically examine bilingual education within Taiwan's rich linguistic and cultural context while incorporating global perspectives. Through interactive discussions, case studies, and collaborative projects, participants will explore how translanguaging can foster inclusive, empowering, and innovative bilingual education practices.</p>				
課程目標 Course Objectives				
<p>本課程期許學生不僅將深刻理解跨語言及其潛力，還將掌握豐富的國際視角和策略，以豐富各種背景下的雙語教育，具體目標包括：</p> <ol style="list-style-type: none"> 1. 學生將與國際視角接觸，以了解雙語教育的多種方法和挑戰。 2. 學生將掌握跨語言的核心原則及其在雙語課堂中的變革潛力。 3. 學生將識別和實施動態的課堂實踐，利用雙語學習者的語言優勢。 4. 學生將探索影響台灣和全球雙語教育的社會文化細微差異。 5. 學生將合作進行方案，共同設計課程計劃，分享全球經驗，並倡導教育中的語言多樣性。 				
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	具備理解台灣多元族群文化、性別與社會階級差異之觀點。Gaining perspectives to understand the diversity of ethnicity, gender and class in Taiwan			○
B	具備理解不同類型的社會不平等現象、透視霸權運作模式的能力。Acquiring ability to comprehend social inequalities and fathom the operation of hegemon			○
C	具備統整台灣社會現象與世界重要文化事件的素養。Acquiring ability to integrate social phenomena in Taiwan with critical cultural events worldwide			○
D	具備從多元廣泛探索中尋找貫串與連結的素養。Acquiring ability to connect while exploring a wide variety of seemingly unrelated social issues			●
E	具備與跨領域專業社群共同合作、參與社會與教育改革之行動能力。Acquiring ability to collaborate with cross-disciplinary professional communities, and engage in social and educational reform			●
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	Orientation			

2	National Holiday: Memorial Day	
3	Garcia Ch1 Language, Linguaging and Bilingualism Garcia Ch2 The Translanguaging Turn and Its Impact	
4	Dr. Debra Price' s Speech from Sam Houston State University	
5	Garcia Ch3: Language, Bilingualism and Education Garcia Ch4: Translanguaigng and Education Garcia Ch5: Translanguaging to Learn	
6	Garcia Ch6: Translanguaing to Teach Garcia Ch7: Translanguaing in Education: Principles, Implications,	
7	Spring Break	
8	Field Activity (5/25 or TBA)	
9	Fu Intro+Ch1:	
10	Fu Ch2: Meeting Academic Challenges Fu Ch3: Meeting Social Challenges	
11	Field Activity (5/25 or TBA)	
12	Fu Ch4: Meeting School Challenges Fu Ch5: Translanguaing in Action	
13	Global English Ch3+10 (online Discussion with Puget Sound)	
14	Meeting with the University of Puget Sound	
15	Dragon Boat Festival	
16	Celebration and Presentation	
17	Reflection and Evaluation	
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:

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							
		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	65%		✓	✓	✓		✓		
期中考成績 Midterm Exam									
期末考成績 Final Exam	20%			✓	✓				
作業成績 Homework and/or Assignments	15%		✓				✓		
其他 Miscellaneous (_____)									

評量方式補充說明

Grading & Assessments Supplemental instructions

1. Group Work (65%)

A. Reading Summary + Leading Discussion (15%): Each group will prepare an interactive presentation to share key insights and useful information from the assigned reading. Responsibilities include summarizing the reading and creating discussion questions or activities to engage the class in meaningful discussion.

B. Global Exchange Report (20%): This component includes two interactions with students from Puget Sound:

1) Online Discussion (10%): Participate in an online exchange and submit a group summary of the discussion.

2) Classroom Interaction (10%): Engage in cross-cultural dialogue during a designated session and provide a group report reflecting on the interaction.

C. Guest Speech Question and Discussion Report (10%): Your group will summarize the key points of the guest speech and compile a report outlining the questions posed and the discussions that followed.

D. Field Practice and Reflection (20%): Participate in one Field Activity (e.g., a bilingual camp or another designated event). Submit a group preparation report or practice reflection based on the session.

2. Individual Work (35%)

A. Final Project - Conference Abstract (15%): Each student will draft and submit one conference abstract suitable for an international conference. Present the abstract to the class for peer feedback and discussion.

B. Self-Evaluation and Reflective Report (20%): By the end of the semester, submit a reflective report evaluating your learning journey, effort, and performance throughout the semester.

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.)

Required Reading:

Ofelia Garcia and Li Wei (2014). *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.

Fu, D., Hadjioannou, X., & Zhou, X. (2019). *Translanguaging for Emergent Bilinguals: Inclusive Teaching in the Linguistically Diverse Classroom*

Nicola Galloway and Heath Rose (2015). *Introducing Global Englishes*. New York: Routledge.

Recommended Readings:

Ofelia Garcia, O., Johnson, S. I., & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. 1st Ed.

Kwon, Jungmin. (2022). *Understanding the Transnational Lives & Literacies of Immigrant Children*. New York: Teacher College Press.

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)