



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	觀光規劃概論		學年/學期 Academic Year/Semester	114/2
課程名稱(英文) Course Name in English	Tourism Planning			
科目代碼 Course Code	TRLS20160	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	/李易儒			
先修課程 Prerequisite				
課程描述 Course Description				
<p>觀光事業的發展是一個國家國際化與現代化的指標，開發中國家仰賴他賺取需要的外匯，創造就業機會，現代化先進國家以觀光產業為主流，帶動其他產業發展，美化提升國家形象。自然與人文環境資源透過完善的規劃、研擬與計劃實施，可發展成具當地特色的觀光資源及景點。本課程目的在介紹觀光產業開發的基本知識，包括如何創造具魅力的觀光產品，發掘觀光先導型產業及優先開發。此外，闡述觀光市場分析與預測、觀光資源調查評價、產品開發、觀光空間結構、目的地品牌建設、景區規劃及評估管理之重要性，包括特殊活動之創意研發、地區性綜合發展、地區性產業整合及旅行業與其他產業之異業結合。本課程透過實務規劃步驟的介紹與個案討論，使學生具體觀光規劃之基礎能力。</p> <p>AACSB國際商管認證：Learning Goal (LG2): Analytical decision-making ability: 2.1 Equipped with the ability of logical thinking; 2.2 Equipped with the ability to collect, analyze, and summarize data using information technology.</p>				
課程目標 Course Objectives				
<p>本課程引領學生探索觀光發展與規劃的關係，課程關注於觀光規劃的目的、重要性、內容、課題、過程，以及觀光規劃相關的法規、流程與爭議。透過觀光規劃理論與實際案例的研討，讓學生學習觀光規劃的基礎與原則。</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	課程介紹	同學分組
2	觀光與觀光研究 觀光規劃的多學科支持	
3	觀光規劃的類型及案例 觀光規劃的技術要求	
4	觀光市場資料蒐集與分析 觀光需求預測理論與技術	
5	觀光資源調查與創新 觀光資源利用價值評價	
6	觀光資源定價 資源-產品轉化適宜性評估	
7	觀光產品與產品樹 基於資源的觀光益智旅遊產品	
8	基於休閒、娛樂和生活品質目的的度假觀光 基於利益發展的商務旅行與相關觀光產品	
9	期中考試週	筆試
10	空間結構的基本理論 區域觀光空間結構與區域觀光合作	
11	目的地行銷概述 目的地品牌建設	
12	觀光接待與服務規劃 資訊服務與解說規劃	
13	旅遊區總體規劃 觀光規劃影響評估與管理	
14	專題演講	
15	學期分組報告與討論	
16	學期分組報告與討論	
17	期末考試週	筆試
18	課程總結	

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(含出缺席) General Performance (Attendance Record)	20%	✓	✓						出席率、課堂活動 參與及發言、學期 報告、學習單
期中考成績 Midterm Exam	30%			✓					
期末考成績 Final Exam	15%						✓		
作業成績 Homework and/or Assignments	5%		✓						
其他 Miscellaneous (學期分組報告)	30%			✓					
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.)									
吳必虎、尹駿(2012)。觀光規劃原理。臺北市:華泰文化。									
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. 本課程重視同學的互動及學習參與，授課進度依實際狀況些許調整。
2. 請每九位同學為一組，每週課堂皆有小組討論。學期結束前每組需進行口頭實作專案報告，相關細節待課程中詳細介紹。
3. 課程進行中，除討論時段外，請維持教室內秩序，以尊重發言者的發言權。
4. 因應流感防疫措施，若有咳嗽、發燒及感冒相關病症，請盡速就醫或請假在家休養，並配合防疫口罩。
5. 請多加利用email與老師連絡。使用email請注意禮貌，首先在主旨部份請告訴我你是誰—「[觀光規劃概論]班級+姓名」，接著再寫內文。

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 research methods in the field of international business to help students achieve LG2, which is measured by the LO 2.1 and LO 2.2.

Learning Goal (LG2): Analytical decision-making ability

Learning Objectives (LOs): 2.1 Equipped with the ability of logical thinking; 2.2 Equipped with the ability to collect, analyze, and summarize data using information technology

Measurement: The evaluation of the learning effectiveness of the course includes two parts. The individual paper commentary report and the final exam are mainly for LO 2.1, and the practices of the statistical software are for LO 2.2.

The following rubrics will be used to evaluate the students by the individual paper commentary report, final exams and the statistical software practices for the intended learning objectives of AOL.

LO 2.1-Equipped with the ability of logical thinking

Needs Improvement: Little evidence of cohesive thinking and ideas seem scrambled or disconnected

Satisfactory: Ideas organized with some clarity for barely logical argument

Exemplary: Ideas are well-organized to formulate a logical argument

LO 2.2-Equipped with the ability to collect, analyze, and summarize data using information technology

Needs Improvement: Data processing was not complete and presented

Satisfactory: Most data were well processed and presented

Exemplary: Correctly process data and present data