

國立臺北教育大學教育學院
110 學年度第 2 學期第 1 次校課程會議提案

案 由	學習與教學國際碩士學位學程修訂 111 學年度部分課程名稱，提請討論。																														
說 明	一、本學程為提供更符合學生實際需求之課程結構，自 111 學年度起，擬增加三門選修課程，刪減一門選修課程，以利學生多元化學習，培養實務能力與未來工作場域接軌。 <table><tr><th>課程增減</th><th>科目中文名稱</th><th>修別</th><th>學分</th><th>時數</th><th>開課年級</th></tr><tr><td>新增</td><td>多元文化教育 Multicultural Education</td><td>選</td><td>3</td><td>3</td><td>1 下</td></tr><tr><td>新增</td><td>教室言談研究 Study of Classroom Discourse</td><td>選</td><td>3</td><td>3</td><td>1 上</td></tr><tr><td>新增</td><td>圖像與學習 Image and Learning</td><td>選</td><td>3</td><td>3</td><td>2 上</td></tr><tr><td>刪減</td><td>社會發展與情緒 Social Development and Emotions</td><td>選</td><td>3</td><td>3</td><td>2 上</td></tr></table> 二、新增課程大綱如附件 1(P.167)、附件 2(P.173)及附件 3(P.177)，課程結構與教學科目表修改如附件 4(P.181)。 三、本案業經（111.03.01）學習與教學國際碩士學位學程 110 學年度第 2 學期第 1 次課程委員會會議決議通過（會議記錄請見附件 5，P.182）。	課程增減	科目中文名稱	修別	學分	時數	開課年級	新增	多元文化教育 Multicultural Education	選	3	3	1 下	新增	教室言談研究 Study of Classroom Discourse	選	3	3	1 上	新增	圖像與學習 Image and Learning	選	3	3	2 上	刪減	社會發展與情緒 Social Development and Emotions	選	3	3	2 上
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辦 法	經校課程委員會通過後，提教務會議審議。																														
決 議																															

提案單位：學習與教學國際碩士學位學程

International Master's Program of Learning and Instruction
National Taipei University of Education (NTUE)
Multicultural Education
Course Syllabus 2023 2nd semester (111 學年 第 2 學期)

Instructor: Dr. Po-Han Lin, 林柏翰

Meeting place: D203

E-mail: pohan.lin@mail.ntue.edu.tw

Class Time: Monday, 13:30~15:20 P. M.

Office Hours: Thursday, 3:30~5:20 P. M. or by appointment

Course Title: Multicultural Education

Required/Elective: Elective

Course Description: This course focuses on introducing diverse fields of intercultural education with a **focus on understanding intercultural competency from an international perspective to the students. This includes international understanding and cultural adaptation/ assimilation.** The course contains two parts. The first part aims at helping students **to understand the key concepts and to explore various perspectives in intercultural education/ competence studies.** For example, we will examine the theoretical concepts or models behind some of the most commonly used intercultural instruments such as the IDI (Intercultural Development Inventory) and DMIS (Developmental Model of Intercultural Sensitivity) and how we can apply the instruments in both qualitative and quantitative research. We will also examine how the "intercultural competencies of a global citizen", which was put forward by the international organizations such as the OECD differed from the original mainstream "multiculturalism". The second part aims to guide the students in relating the themes of "literacy-oriented" multicultural or intercultural competence theme to curriculum development. We will also be relating the Curriculum Guidelines of 12-Year Basic Education of Taiwan to multicultural issues teaching. Students are expected **to write a teaching plan that aims at cultivating learners' personal intercultural literacy.** In sum, this course will focus on developing students' academic research skills in related topics as well as in professional skills in curriculum teaching.

Course Objectives: After successfully completing this course you will be able to:

1. Understand the meaning and related theories on multiculturalism/interculturalism
2. Understand the global citizenship and literacy of different ethnic groups, genders, and classes
3. Develop and conduct related educational research and teaching practice on multicultural issues

Textbooks:

- Georgescu, M., Nestian Sandu, O., Lyamouri-Bajja, N., Surian, A., Titley, G., & Gomes, R. (2018). *T-KIT 4 Intercultural learning*.
- Banks, J. A., & Banks, C. A. M. G. (2016). *Multicultural education: Issues and perspective* (5th ed.). Hoboken, N.J: Wiley.
- Banks, J. A. (2014). *An introduction to multicultural education* (5th ed.). Boston: Pearson/Allyn and Bacon.
- Other assigned weekly readings

Instructional Activities: The primary format of this course will be:

1. Mini lecture: Student's presentations
2. In-class discussion: Sharing thoughts according to each reading
3. Lecture: Instructor's feedback and teachings
4. Three projects: Lesson plan compositions (Introducing your own culture [1st part]; Better adjustment plans; Introducing your own culture [2nd part])
5. Reflection and homework: Students will be given homework to complete almost every week. Students are also required to write up reflections.

Grades:

Homework Assignments (30 pts): The total point for the homework is 30 points. We will be doing a few mini projects this semester. This included projects such as: (1) writing sentences, (2) citation and quotation, (3) logical mistake recognition, (4) proofreading and re-writing and (5) paragraph writing, and etc. There will be 6 to 8 homework assignments given in this semester.

In-Class Participation and Presentation (40 pts): The total point for in-class participation (20 pts) and presentation (20 pts) is 40 points. In-class participation will be based on your attendance (10 pts) and your actual participation in the discussion (10 pts). Students are responsible to present an article selected by the instructor. The presentation will last about 30 minutes follow by a 15-minute discussion. Each of you will present two articles (10 pts each).

Three Project (30 pts): There will be three lesson plan compositions and presentations. (Introducing your own culture [1st part]; Better adjustment plans; Introducing your own culture [2nd part]). The total point for all three projects is 30 points.

Attendance Policy: The University attendance policy states that if a student misses too many classes of a course, he or she will receive a 0 for that particular course. The University Administration determines the amount of class considered “too much.” (over 1/2 of the expected attendance weeks, approximately 9 unexcused absented weeks). I am very strict about attendance. Please do not ask me to remove an absence from your record; I will not. Arrival in class for more than fifteen minutes will be considered as an absence. If you need to miss class for any reasons, please remember to submit the electronic notification to the administration office so your absence will be excused.

Academic Honesty: The University has deemed instructors with the responsibility of handling cases of dishonesty (i.e., cheating in any forms) or plagiarism (i.e., copying someone’s written work). My policy is that on the first occurrence of academic dishonesty, a student will receive 0% on that particular assignment. A student will fail the course after the second occurrence of dishonesty. Cheating is not tolerated. Academic dishonesty will be referred to the department or program chair.

Grading Procedures: Course grades will be calculated in the following manner:

Homework (30 @ 10 pts. each)	30 pts.
In-class participation (attendance and discussion) and Presentation	40 pts.
Final Exam	30 pts.
Total: 100 pts.	

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 & Below

Complaints:

Program Director: Professor Lin Yi-Ching Program Assistant: David Kao
Email: ylin11@tea.ntue.edu.tw Office Time: 9:00~17:00

Week	Date	Unit/theme	Homework
Week 1	2022/09/06	Explain syllabus and assignments. Introducing concept and goal of multicultural education • Getting to know you (activity) • What is multicultural education? • Why do I need a course in multicultural education?	Homework Assignment 1: Cultural Shock Experience in Taiwan (TW) • Please write one event/conflict/activity that shocks you when you first arrived in TW (culturally difference between your culture and culture of TW). • How do you feel? • How do you solve the conflict or interpret the event?
Week 2	2022/09/13	Culture, Diversity, Prejudice • What is culture? • What is diversity? • What is prejudice? Discussion: Cultural Experience Sharing • Cultural differences in Taiwan? • Conflict, feeling, and resolution?	
		COME TO CLASS HAVING READ: • T-KIT 4 Intercultural learning Chapter 2, p. 15-25 • Banks, J. A., & Banks, C. A. M. G. (2016). <i>Multicultural education: Issues and perspective</i> (5th ed.). Hoboken, N.J: Wiley. Chapter 1, p. 2-7. • Halford, J.M. (1999). A different mirror: A conversation with Ronald Takaki. <i>Educational Leadership</i>, 56(7), 8-13.	
Week 3	2022/09/20	Identity, Acculturation & Assimilation • What is identity? • Equality and Fairness in Assimilation and Acculturation? • How does assimilation and adjustment relate to me (international students)?	Homework Assignment 2: • Related back to W1 assignment (identity related: To be announced later)
		COME TO CLASS HAVING READ: • Pho, H. (2018). A brief critical review of theories and models of cultural identity and adaptation in cross-cultural transition. <i>Annual Review of Education, Communication & Language Sciences</i>, 15, 97-112. • Tatum, B. D. (2000). The complexity of identity: "Who am I?." In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), <i>Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism, and ableism</i> (pp. 9-14). New York: Routledge. Older version can be found at: http://endinjustice.gmu.edu/wp-content/blogs.dir/1600/files/2015/05/05-The-Complexity-of-Identity-Beverly-Tatum.pdf • Berry, T. R., & Candis, M. R. (2013). Cultural identity and education: a critical race perspective. <i>Educational Foundations</i>, 27(3-4), 43-64. • Lakey, P. (2003). Acculturation: A Review of the Literature. <i>Intercultural Communication Studies</i>. 12, 103-118.	
Week 4	2022/09/27	Acculturation, Assimilation, & Adjustment • How does assimilation and acculturation relate to me (international students)? • Pro- and negative factors in relating to international students' adjustment when studying aboard	

		COME TO CLASS HAVING READ: - Berry, J. W. (1997). Immigration, acculturation, and adaptation. <i>Applied Psychology: An International Review</i>, 46, 5–68. - Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Relations</i>, 29, 697–712. - Fang, L., & Huang, Y.-T. (2020). “I’m in Between”: Cultural Identities of Chinese Youth in Canada. <i>Families in Society: Journal of Contemporary Social Services</i>, 101(2), 205-218. Optional Readings: - Iwamoto, D. K., & Liu, W. M. (2010). The Impact of Racial Identity, Ethnic Identity, Asian Values, and Race-Related Stress on Asian Americans and Asian International College Students’ Psychological Well-Being. <i>Journal of Counseling Psychology</i>, 57(1), 79–91 - The Importance of “Community” in the Process of Immigrant Assimilation. https://pressbooks.ulib.csuohio.edu/ethnicity/chapter/the-importance-of-community-in-the-process-of-immigrant-assimilation/	
Week 5	2022/10/04	Definition and Theories of Multicultural Education - Definition of Multicultural Education - Theories or models in multicultural education - What are the differences between multicultural education and intercultural competence?	
		COME TO CLASS HAVING READ: - T-KIT 4 Intercultural learning Chapter 1, p. 7-13 - Banks, J. A. (2014). An introduction to multicultural education (5th ed.). Boston: Pearson/Allyn and Bacon. Chapter 1, p. 1-15. - Sleeter, C. E. & Grant, C. A. (2007). Making Choices for Multicultural Education: Five Approaches to Race, Class and Gender (6th ed.). Englewood Cliffs, NJ: Prentice Hall. Chapter 5 - Bradley, C. C., Levinson, B. A., González, N. (2016). Culture, Teaching, and Learning. In Banks, J. A., & Banks, C. A. M. G. (5th ed.). <i>Multicultural education: Issues and perspective</i> (p. 24-38). Hoboken, NJ: Wiley. Chapter 2, p. 32-37.	
Week 6	2022/10/11	Multicultural Education, Intercultural Competence, & Global Competence - What are the relationships between multicultural education, intercultural competence, & global competence? - How do this change my teaching goal? - Future trends in multicultural education?	
		United Nations Educational, Scientific and Cultural Organization (2013). Guidelines on Intercultural Education. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000147878 OECD. (2016). Global competency for an inclusive world. Retrieved from: http://globalcitizen.nctu.edu.tw/wp-content/uploads/2016/12/2.-Global-competency-for-an-inclusive-world.pdf OECD. (2018). PISA: Preparing our youth for an inclusive and sustainable world- The OECD PISA global competence framework. Retrieved from https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf	
Week 7	2022/10/18	Cultural Experience Field Trip 1 - Experience the traditional cultures of TW - Keep track of the similarity and difference	Project 1: Think about a cultural artifacts, items, activities, or events that

		- between your culture and culture of TW - Can we take an advantage of the similarity and difference and turn it into a lesson?	can best represent to your culture Bring the above item that go along with your “habitus” to the next class
Week 8 & Week 9	2022/10/25 & 2022/11/01	Simple taste of teaching your culture: Introducing and sharing Your Culture - Sharing your artifacts, items, or activities that best represent your culture - What culture item what you saw on the trip that makes you want to introduce back to your own country’ s audience	
Week 10	2022/11/08	Models and theories of intercultural learning 1: Interactive acculturation model - Revisiting the acculturation model - What is my goal in my teaching plan? - What are the elements of cultural factor that affect international students’ adjustment?	
		COME TO CLASS HAVING READ: - T-KIT 4 Intercultural learning Chapter 2, p. 26-30 - Bourhis, R. Y., Moïse, L. C., Perreault, S., Senécal, S. (1997). Towards an interactive acculturation model: A social psychological approach. <i>International Journal of Psychology</i>, 32, 369-386. Optional Reading - Nieto, S. (2000). <i>Affirming diversity: The sociopolitical context of multicultural education</i> (3rd ed.). New York: Longman.	
Week 11	2022/11/15	Models and theories of intercultural learning 2: Developmental model of intercultural sensitivity - What stage am I? - How am I adapting or adjusting to the culture of TW?	Homework Assignment 3: - Do I encounter programs in my education? - Is there anything I can do to help me better adapting to Taiwan?
		COME TO CLASS HAVING READ: - Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: the intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 27 (4), 421-443. - Bennett, J. M. (2008). On becoming a global soul: a path to enlightenment during study abroad. In V. Savicki (ed.), <i>Developing intercultural competence and transformation: theory, research, and application in international education</i> (pp. 16-21). Sterling, VA: Stylus Pub.	
Week 12	2022/11/22	Models and theories of intercultural learning 3: Intercultural Maturity Model - How can I help the other international students? - What intercultural competence is important for surviving in education of TW?	Project 2: Based on the difficulties that the international students encountered, select three problems, and come up with a 10 to 15 training lesson?
		COME TO CLASS HAVING READ: King, P. & Magolda, M. (2005). A Developmental Model of Intercultural Maturity. <i>Journal of College Student Development</i>, 46, 571-592.	

		Perez, R.J., Shim, W., King, P.M., & Baxter Magolda, M.B. (2015). Refining King and Baxter Magolda's Model of Intercultural Maturity. <i>Journal of College Student Development</i>, 56(8), 759-776. doi:10.1353/csd.2015.0085.	
Week 13	2022/11/29	Models and theories of intercultural learning 4: Process Model of Intercultural Competence - Processing development - Are there learning that must be done in sequence?	Project 3: - Using the Project 1 lesson, elevate the multicultural education goal from simple cultural introduction to a deeper/higher understanding of cultural exchange? - Additional goal? - What learning activities can you included in your lesson plan?
		COME TO CLASS HAVING READ: - Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. <i>Journal of Studies in International Education</i>, 10 (3), 241 266. - Fantini, A. (2009). <i>Assessing Intercultural Competence: Issues and Tools</i>. In D. K. Deardorff (ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 456-476). Thousand Oaks, CA: Sage.	
Week 14	2022/12/06	Cultural Experience Field Trip 2 - Going to make two school observation - Cultural difference on the classroom climate	Homework Assignment 4: - Class climate, please make observations on: (1) teaching format; (2) student and teacher interaction (relationship); (3) classroom manner; (4) classroom management; (5) or anything you notice. - For the elements mentioned above, are there similarity or difference between your cultural and culture of TW?
Week 15	2022/12/13	Final Project Preparation and Finalization of Presentation Date	Confirmation on the presentation Date
Week 16	2022/12/20	Actual Presentation at an Elementary School 1/ Project Demonstration at NTUE 1	Student Teaching
Week 17	2022/12/27	Actual Presentation at an Elementary School 2/ Project Demonstration at NTUE 2	Student Teaching
Week 18	2023/01/03	Sharing how this class affect your intercultural competence and adjustment: In both positive and negative ways	Reflection

****Topics are subjected to change depending on the actual classroom progress****

Study of classroom discourse
Course Policies and Syllabus**Instructor:** Dr. Yun-Ping Ge, 蓋允萍

Meeting place:

E-mail: yunpingge@mail.ntue.edu.tw

Class Time:

Office Hours: Tuesday 9:00 A.M. ~12:00 P.M. Wednesday 4:00 P.M. ~6:00 P.M., or by appointment

Course Title: Study of classroom discourse

Course Description: This course intends to help learners realize the complexity of social interactions in classrooms through the lens of discourse analysis. The social interactions are composed of teacher-student interaction, student-student interaction, and power relations in between. We will track the studies before 1990s and then more focus on the studies after that. Understanding effects of variant classroom interactions will help learners to manage their own instruction in return. Classroom observation in natural setting is demanded and the following analysis is the content of term report.

Course Objectives: Students in this course will be able to

1. Understand the characteristics of classroom discourse
2. Realize the development of classroom discourse approaches
3. Learn to analyze classroom discourse by doing a project
4. Apply the acquired knowledge in educational studies

Textbooks

- Candela, A. (1998). Students' power in classroom discourse. *Linguistics and Education*, 10 (2), 139-163.
- Cazden, C. B. (1995). New Ideas for Research on Classroom Discourse. *TESOL Quarterly*, 29(2), 384-387.
<https://doi.org/10.2307/3587631>
- Driver, R., Asoko, H., Leach, J., Scott, P., & Mortimer, E. (1994). Constructing Scientific Knowledge in the Classroom. *Educational Researcher*, 23(7), 5-12.
- Gee, J. P., & Green, J. L. (1998). Chapter 4: Discourse analysis, learning, and social practice: A methodological study. *Review of research in education*, 23(1), 119-169.
- Gibbons, P. (2012). Mediating language learning: Teacher interactions with ESL Students in a content-based classroom. *TESOL Quarterly*, 37(2), 247-273.
- Lazaraton, A. (2012). Incidental Displays of Cultural Knowledge in the Nonnative-English-Speaking Teacher's Classroom. *TESOL Quarterly*, 37 (2), 213-245.
- Lemke, J. L. (1990). *Talking science: Language, learning and values*. Stanford: Ablesc/JAI Publishing Corporation.
- Llanares, A., & Evnitskaya, N. (2020). Classroom Interaction in CLIL Programs: Offering Opportunities or Fostering Inequalities? *TESOL Quarterly*, 55 (2), 366-397.
- Monlinari, L. & Mameli, C. (2013). Process quality of classroom discourse: Pupil participation and learning opportunities. *International Journal of Educational Research*, 62, 249-258.
- O'Connor, C., & Snow, C. (2018). Classroom discourse: What do we need to know for research and for practice? In M. F. Schober, D. N. Rapp, & M. A. Britt (Eds.), *The Routledge handbook of discourse processes* (pp. 315-342). Routledge/Taylor & Francis Group. (圖書館有紙本)
- Oliveira, A. W. (2010). Developing elementary teachers' understandings of hedges and personal pronouns in inquiry-based science classroom discourse. *Journal of Science Teacher Education*, 21(1), 103-126.
- Sato, Masatoshi & Ballinger, Susan & Dobao, Ana & Fujii, Akiko & Ziegler, Nicole & Mackey, Alison & Viveros, Paula & Choi, Hyunsik & Iwashita, Noriko & Young, Amy & Tedick, Diane & Loewen, Shawn & Wolff, Dominik & McDonough, Kim & Crawford, William & De Vleeschauwer, Jindarat & Baralt, Melissa & Gurzynski-Weiss, Laura & Kim, YouJin & Philp, Jenefer. (2016). *Peer Interaction and Second Language Learning: Pedagogical potential and research agenda*. Philadelphia: John

Benjamins.

Scott, P. H., Mortimer, E. F., & Aguiar, O. G. (2006). The tension between authoritative and dialogic discourse: A fundamental characteristic of meaning making interactions in high school science lessons. *Science Education*, 90, 605- 631.

Verplaetse, L. S. (2014). Using big questions to apprentice students into language-rich classroom practices. *TESOL Quarterly*, 48(3), 632-641.

Required/Elective: Elective

Content Outline:

- relevant studies before 1990s
- relevant studies after 1990s
 - teacher-student interaction
 - student-student interaction
 - strategies in studying classroom interactions
 - power relationship in classroom
 - classroom observation

Instructional Activities: The primary format of this course consists of mini-lecture, student presentation, discussion, group/pair work, and if possible, classroom observation. Students have to review the reading articles before the class and provide some relevant critiques/comments. An analysis of a clip of classroom interaction will be the topic of term paper.

Grades:

General Performance 30 %

In-Class Participation and Presentation 30 %

Final Project 40%

Attendance Policy: Attendance and participation would be the basic requirement. If there is any need to be absent, asking for leave is mandatory. Classroom engagement is highly encouraged.

National Taipei University of Education							
COURSE DESCRIPTION							
Course Code	Course Title (Chinese)			Course Title (English)			
	教室言談研究			Study of classroom discourse			
Department	M. ED. in Learning and Instruction			Required/Elective		Elective	
Target Students	Postgraduates	Course Duration	Semester	Credit(s)	3	Weekly Hours	3
Prerequisite Course	None						

Core Competency Training		Corresponding Program Mission	
1.	Ability to approach classroom studies	1.	Capable of linking the theory to instructional implementation
2.	Ability to think critically and logically	2.	Obtaining the visions and professional competency of teaching
3.	Ability for criticizing and analyzing classroom interactions	3.	Understanding the characteristics of diversified learners in multicultural teaching situations
4.	Develop skills of discourse analysis	4.	Possess great potentials in professional development

Course Outline (The schedule may be subject to change depending on our progress)

Week	Date	Unit/theme	Reading material
Week 1	2022 fall	What is classroom discourse?	Gee & Green (1998)
Week 2	2022 fall	The development of classroom discourse approaches and findings- before 1990 -part 1	Carlsen (1991)
Week 3	2022 fall	The development of classroom discourse approaches and findings- before 1990 – part 2	Green (1983) -Research on teaching as a linguistic process
Week 4	2022 fall	New Ideas for Research on Classroom Discourse	Cazden (1995)
Week 5	2022 fall	Variations of class structure	Cazden (1988)
Week 6	2022 fall	Written and unwritten rules in classroom	Lemke (1990)
Week 7	2022 fall	Ethnographic study of classroom interaction	Kelly & Crawford (1997)
Week 8	2022 fall	Constructivism and classroom talks	Driver, Asoko, Leach, Mortimer, & Scott (1994)
Week 9	2022 fall	Focus on linguistic skills- Hedges and personal pronouns	Oliveira (2010)
Week 10	2022 fall	Classroom Interaction in CLIL Programs	Llinares & Evnitskaya (2020)
Week 11	2022 fall	Incidental Displays of Cultural Knowledge in the Nonnative-English-Speaking Teacher's Classroom	Lazaraton (2012)
Week 12	2022 fall	Classroom observation	Field trip
Week 13	2022 fall	Students' power in classroom discourse	Candela (1998)
Week 14	2022 fall	Peer interaction and second language learning	Mayo & Azkarai (2016)
Week 15	2022 fall	Process quality of classroom discourse: Pupil participation and learning opportunities	Monlinari & Mameli (2013)
Week 16	2022 fall	Using big questions to apprentice students into language-rich classroom practices	Verplaetse (2014)
Week 17	2022 fall	Mediating language learning: Teacher interactions with ESL Students in a content-based classroom.	Gobbons (2012)
Week 18	2022 fall	Final Project Demonstration	Final term

Image and Learning
Course Policies and Syllabus**Instructor:** Dr. Yun-Ping Ge, 蓋允萍

Meeting place:

E-mail: yunpingge@mail.ntue.edu.tw

Class Time:

Office Hours: Tuesday 9:00 A.M. ~12:00 P.M. Wednesday 4:00 P.M. ~6:00 P.M., or by appointment

Course Title: Image and Learning

Course Description: The aims of this course are two-fold: First, to realize the meaning of images, including picture, diagrams, and visual arts, from the perspective of social semiotics and the impacts of socio-cultural influence on image design. Second, when realizing the meaning depends on the sign-maker's interest, as an instructor, how to make use of variant image design to facilitate teaching and learning will be very important. Learners are expected to acquire the skill of analyzing images and make good use of images in communication as well.

Course Objectives: Students in this course will be able to

1. Understand the social functions of images
2. Be able to analyze images based on semiotic theory
3. Realize the impacts of socio-cultural influence on image design
4. Have competence to apply the semiotic theory in facilitating teaching and learning

Textbooks

- Danish, J. A., & Enyedy, N. (2007). Negotiated representational mediators: How young children decide what to include in their science representations. *Science Education*, 91, 1 - 35.
- diSessa, A. A., & Sherin, B. L. (2000). Meta-representation: An introduction. *The Journal of Mathematical Behavior*, 19(4), 385-398.
- Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed). New York: Routledge.
- Kress, G., & van Leeuwen, T. (2021). *Reading images: The grammar of visual design* (3rd ed). New York: Routledge.
- Novak, J. D., & Gowin, D. B. (1984). Concept mapping for meaningful learning. In J. D. Novak & D. B. Gowin (Eds.), *Learning How to Learn* (pp.15-54). New York: Cambridge University Press.
- Ge, Y.-P., Unsworth, L., & Wang, K.-H. (2017). The effect of explicit visual cues in reading biological diagrams. *International Journal of Science Education*, 39, p.605-626. (SSCI)
- Ge, Y.-P., Unsworth, L., Wang, K.-H., & Chang, H.-P. (2017). What images reveal: A comparative study of science images between Australian and Taiwanese junior high school textbooks. *Research In Science Education*, 48(6), 1409-1431.
- Prain, V., & Tytler, R. (2012). Learning through constructing representations in science: A framework of representational construction affordances *International Journal of Science Education*, 34(17), 2751-2773.
- Unsworth, L. (2015). Persuasive narratives: Evaluative images in picture books and animated movies. *Visual Communication*, 14(1), 73-96.

Required/Elective: Elective**Content Outline:**

- Introduction of social semiotics
- 3 metafunctions of grammar of visual design

- Ideational metafunction
- Interpersonal metafunction
- Textual metafunction
- Image and text relations
- Images in learning context
 - Concept map
 - Student generated images
 - Visual representation
 - Design and reading comprehension

Instructional Activities: The primary format of this course consists of mini-lecture, student presentation, discussion, and group/pair work. Based on the categories defined by the grammar of visual design, students have to select or design some images as the assignments.

Grades:

General Performance 20 %

In-Class Participation and Presentation 20 %

Assignment: 40%

Final Project 20%

Attendance Policy: Attendance and participation would be the basic requirement. If there is any need to be absent, asking for leave is mandatory. Classroom engagement is highly encouraged.

National Taipei University of Education							
COURSE DESCRIPTION							
Course Code	Course Title (Chinese)			Course Title (English)			
	圖像與學習			Image and learning			
Department	M. ED. in Learning and Instruction			Required/Elective		Elective	
Target Students	Postgraduates	Course Duration	Semester	Credit(s)	3	Weekly Hours	3
Prerequisite Course	None						

Core Competency Training		Corresponding Program Mission	
1.	Ability to design visual learning materials	1.	Capable of linking the theory to instructional application
2.	Ability to approach social semiotics	2.	Obtaining the visions and professional competency of teaching
3.	Ability for criticizing and analyzing images	3.	Understanding the characteristics of diversified learning materials in sociocultural contexts
4.	Develop skills of image analysis	4.	Possess great potentials in professional development

Course Outline (The schedule may be subject to change depending on our progress)

Week	Date	Unit/theme	Assignment
Week 1	2023 spring	Introduction of visual grammar	
Week 2	2023 spring	Language and visual communication	
Week 3	2023 spring	Three dimensions of visual meanings Ideational meaning (1)- Narrative representation	
Week 4	2023 spring	Ideational meaning (2)- Conceptual representation	Select/design an image which is narrative representation and another one is conceptual representation
Week 5	2023 spring	Interpersonal meaning (1)- position of the viewers	Select/design an image with close interpersonal relationships with the viewers
Week 6	2023 spring	Interpersonal meaning (2)- Modality	
Week 7	2023 spring	Compositional meaning (1) – information value	
Week 8	2023 spring	Compositional meaning (2) – salience and framing	Design a poster by application of textual metafunction
Week 9	2023 spring	Materiality and meaning	
Week 10	2023 spring	The third dimension	
Week 11	2023 spring	Image and text relations – picture books	
Week 12	2023 spring	A comparison of visual designs across different cultures	
Week 13	2023 spring	Language and visual communication	
Week 14	2023 spring	Images as tools in classrooms (1) – concept map	
Week 15	2023 spring	Images as tools in classrooms (2) – student generated images	
Week 16	2023 spring	Images as tools in classrooms (3) – construction of visual representation	
Week 17	2023 spring	Image design and image comprehension	
Week 18	2023 spring	Term report	Find two similar images from two different cultures and analyze their meanings

學習與教學國際碩士學位學程 課程結構與教學科目表 111 學年度

科目中文名稱	科目英文名稱	修別	學分	時數	開課年級	備註
一、研究方法課程(必修 3 學分)						
社會科學研究方法	Research Methodology in Social Sciences	必	3	3	1 上	本門課程為全英語授課
高等教育統計	Advanced Educational Statistics	選	3	3	1 下	
質性研究	Qualitative Research	選	3	3	1 下	
二、核心課程(必修 9 學分)						
學習理論與策略	Learning Theories and Strategies	必	3	3	1 上	本門課程為全英語授課
教學設計與發展	Instructional Design and Development	必	3	3	1 下	
多元學習評量	Multiple Assessments for Learning	必	3	3	2 上	本門課程為全英語授課，可採計「雙語師資生教育學程」2 學分
三、專門課程(必修 5 學分)						
教室言談研究（新增）	Study of Classroom Discourse	選	3	3	1 上	本門課程為全英語授課
教育期刊導讀	Literature Review in Education	選	3	3	1 上	
多元文化教育（新增）	Multicultural Education	選	3	3	1 下	
學術論文寫作	Academic Paper Writing	必	2	2	1 下	
行動研究	Action Research	選	3	3	1 下	
圖像與學習（新增）	Image and Learning	選	3	3	2 上	
語言習得與發展	Language Acquisition and Development	選	3	3	2 上	
社會發展與情緒（刪除）	Social Development and Emotions	選	3	3	2 上	本門課程為全英語授課，可採計「雙語師資生教育學程」2 學分
閱讀教學	Reading Instruction	選	3	3	1 下	
創新教學趨勢	Seminar of Innovative Instruction	必	3	3	2 上	
適性教學	Adaptive Instruction	選	3	3	2 上	
學習科技與教學	Technology and Learning	選	3	3	2 下	
四、學習與教學實務實習						
專業實習	Practicum	選	2	2	2 上	本門課程為全英語授課
五、碩士論文	Thesis	必	0	0	2 下	論文需以英文撰寫
跨學程、系所、院校修課	Cross-program	選	6	至多 6 學分，需為全英語課程，且選課前經學程主任同意方可計入畢業學分。		

國立臺北教育大學
學習與教學國際碩士學位學程
110 學年度第 2 學期第 1 次學程課程委員會會議議程

會議時間：民國 111 年 3 月 1 日(二) 10:30-12:10

會議地點：芳蘭樓 2 樓 D203 會議室

主席：林宜靜主任

出席、列席人員：如簽到表

紀錄：高珩

壹、主席致詞

貳、報告事項

參、提案討論

案由一：增訂本學程「教師排課原則」草案，提請討論。

說明：

- 一、本學程依教育部「專科以上學校總量發展規模與資源條件標準」及本校「專任教師基本授課時數及超支鐘點費計算要點」訂定「教師排課原則」草案，並經由 110 學年度第 2 學期第 1 次事務委員會議決議後通過（如附件一）。
- 二、本學程必修課程原則上由本學程專任教師開設，但如有需要可借重外系老師專業挹注授課，以滿足學位學程師資質量基準。

決議：

1. 修訂將第二條第 8 點「每學年於學程開課的最低學分數合計為 11 學分」併入第二條第 1 點，合併述明為「每學年於學程開課的最低學分數為 11 學分，每學期至少於學程開設一門必修課程、一門選修課程」。
2. 學程開課應盡量考量教師的專業及穩定，刪除第二條第 6 點「具有類似專長之教師欲開設同一課程時，得輪流開課」。
3. 擬修項目四之開課流程之第二步驟「預計開設課程、授課教師及開設時段設定後，經學程事務會議討論後擬定。」為「預計開設課程、授課教師及開設時段設定後，公告後並收集學生意見回饋，如有需要可於送交課務組公告前，於學程事務會議討論擬定。」
4. 「教師排課原則」草案經本案由決議 1-3 項修改討論後通過。

案由二：本學程開課課目將依照課程結構與教學科目表規劃為原則。

說明：

1. 為了有助於教師授課上的課程規劃，並讓學生能對修課計畫有清楚的進程概念，各學期開課課目將以課架規劃為原則。
2. 為滿足學位學程師資質量基準之需要，邀請外系老師開課的規劃將先行於事務會議討論，以進行適當調整。
3. 課程結構與教學科目表修改如附件二及附件三(依開課年級)。

決議：

1. 碩一及碩二必修課程由該年級專任導師優先選擇開課，其他開課課目再由其他老師對應安排。
2. 選修課程以教師專長優先安排，另可借重外系老師專業挹注，以滿足學位學程師資職量基準。

3. 新增之「多元文化教育」課程由原本提案開設時段之碩二上，改為碩一下。
4. 檢視碩士論文指導暨審查作業要點之指導人數及遴聘資格，以維護論文指導教授之分配與研究生之互動關係。
5. 課程結構與教學科目表依案由決議之 1-3 項修改後通過。

案由三：本學程 111 學年度擬增訂專選修課程，提請討論。

說明：

- 一、本學程自 111 學年度起規劃增加更多課程，以提供更符合學生實際需求之課程結構。
- 二、依 110 學年度第 2 學期第 1 次事務委員會議決議，擬增加三門 3 學分選修課程，以利學生多元化學習，培養實務能力，依據其研究與未來工作場域接軌，規劃有助於他們成長發展的實務型課程。

開課教師	科目中文名稱	修別	學分	時數	開課年級
林柏翰	多元文化教育	選	3	3	2 上
蓋允萍	教室言談研究	選	3	3	1 上
蓋允萍	圖像與學習	選	3	3	2 上

- 三、「多元文化教育」一門專業課程由林柏翰教師開課，課程大綱如附件四。
- 四、「教室言談研究」及「圖像與學習」二門專業課程由蓋允萍教師開課，課程大綱如附件五及附件六。

決議：

1. 「多元文化教育」開課年級由 2 上改為 1 下。
2. 刪減「社會發展與情緒」課程。
3. 提案之「多元文化教育」、「教室言談研究」及「圖像與學習」三門新課程照案通過。

肆、臨時動議

伍、散 會

國立臺北教育大學學習與教學國際碩士學位學程

110 學年度第 2 學期第 1 次學程課程委員會議簽到表

開會時間：111 年 3 月 1 日(二)10:30 - 12:10

開會地點：芳蘭樓 2 樓 D203 會議室

姓 名	所 屬 單 位 及 職 級	簽 到
林宜靜主任 (當然委員)	本校學習與教學國際碩士學位學程	林宜靜
吳麗君院長	本校教育學院	吳麗君
王俊斌所長	本校課程與教學傳播科技研所	王俊斌
林柏翰助理教授	本校學習與教學國際碩士學位學程	林柏翰
蓋允萍助理教授	本校學習與教學國際碩士學位學程	蓋允萍
祝勤捷校長 (業界代表)	國立臺北教育大學附設實驗國民小學	祝勤捷
楊文金教授 (校外專家)	國立臺灣師範大學科學教育研究所	楊文金
高雅眉 (學生代表)	本校學習與教學國際碩士學位學程	高雅眉
	工 作 人 員	
高珩行政專員	學習與教學國際碩士學位學程	高珩
高琪工讀生	學習與教學國際碩士學位學程	高琪

林宜靜