

提案編號：12

國立臺北教育大學	
105 學年度第 2 學期第 1 次校課程委員會議	
案由	擬請討論學習與教學國際碩士學位學程 106 學年度新生課程計畫表。
說明	一、本學程 105 年 8 月經教育部核定通過，核定表如附件 1，P. 2。 二、本學程簡介及課程架構請參考附件 2，P. 3。 三、本學程課程大綱請參考附件 3，P. 5。
辦法	經校課程委員會通過後，送教務會議審議。
決議	

提案單位：研究發展處國際事務組

附件 1

106 學年度大學校院招生名額核定表

國立臺北教育大學				
一、核定招生名額				
日間學制			進修學制	
學士班		768	進修學士班	0
碩士班		428	二年制在職專班	0
博士班		26	碩士在職專班	389
日間學制小計		1222	進修學制小計	389
合計		1611		
二、增設調整院系所學位學程核定情形				
審查結果	申請類別	班別	核定結果及院系所學程名稱	說明
同意	學院、學位學程新增	碩士班	東南亞區域管理碩士學位學程	1.新設碩士班第1年招生名額以15名為限，由既有招生名額自行調整，不另核給名額。 2.支援系所：文化創意產業經營學系，社會與區域發展學系，教育經營與管理學系，教育學系，語文與創作學系。 3.本案招生對象為外籍學生，其名額含在外籍學生招生總量內（國內碩班招生總量之10%），第一年度預計招收8人。
同意	學院、學位學程新增	碩士班	學習與教學國際碩士學位學程	1.新設碩士班第1年招生名額以15名為限，由既有招生名額自行調整，不另核給名額。 2.支援系所：社會與區域發展學系，教育經營與管理學系，教育學系，語文與創作學系，課程與教學傳播科技研究所。 3.本案招生對象為外籍學生，其名額含在外籍學生招生總量內（國內碩班招生總量之10%），第一年度預計招收8人。
同意	停招	碩士在職專班	兒童英語教育學系英語教學碩士學位班(夜間班)	1.「兒童英語教育學系英語教學碩士學位班(夜間班)」，106學年度起停招。 2.提醒：系所停招涉及學生重大權益，停招視為裁撤之過渡期，不應任意停招後復招。
同意	停招	碩士在職專班	教育經營與管理學系學校行政碩士學位班	1.「教育經營與管理學系學校行政碩士學位班」，106學年度起停招。 2.提醒：系所停招涉及學生重大權益，停招視為裁撤之過渡期，不應任意停招後復招。
同意	班次更名	碩士在職專班	教育經營與管理學系教育領導與管理碩士在職專班	原「教育經營與管理學系教育領導與管理碩士學位班在職進修專班(週末假日班)(澎湖班)」更名為「教育經營與管理學系教育領導與管理碩士在職專班」。
同意	班次更名	碩士在職專班	教育學系生命教育碩士在職專班	原「教育學系生命教育碩士學位班在職進修專班(夜間班)」更名為「教育學系生命教育碩士在職專班」。
同意	停招	碩士在職專班	語文與創作學系語文教學碩士學位班(暑期班)	1.「語文與創作學系語文教學碩士學位班(暑期班)」，106學年度起停招。 2.提醒：系所停招涉及學生重大權益，停招視為裁撤之過渡期，不應任意停招後復招。
同意	班別新增	碩士在職專班	語文與創作學系語文教學碩士在職專班	新設碩士在職專班第1年招生名額以30名為限，應由既有招生名額調整，不另核給招生名額。
同意	停招	碩士在職專班	課程與教學傳播科技研究所教學碩士學位班(夜間班)	1.「課程與教學傳播科技研究所教學碩士學位班(夜間班)」，106學年度起停招。 2.提醒：系所停招涉及學生重大權益，停招視為裁撤之過渡期，不應任意停招後復招。
同意	班別新增	碩士在職專班	課程與教學傳播科技研究所課程與教學碩士在職專班	新設碩士在職專班第1年招生名額以30名為限，應由既有招生名額調整，不另核給招生名額。

學習與教學國際碩士學位學程

International Master's Program of Learning and Instruction

壹、簡介與發展特色

本學習與教學國際學位學程的設計目的，是要以本校向來卓著的學習與教學領域之研究，吸引國外優秀學生就讀，提高本校學術上的國際影響力。學習本身本就是教育的核心，目前國際上的教育方向，已移向以學生為中心的教學，也就是重視學生的學習，教師以各種教學方法促進學習。本學位學程招收外籍生，以國際授課方式教授該學程各個科目，尤其注重學習理論與教學設計的核心課程，兼重研究方法的訓練，更注重以國際學者協同教學之教學創新專題，來促進國際氛圍的建立。2 學分的實習課程可於臺灣進行亦可於學生母國進行，使研究所的學習與未來服務的產業更貼近。除實習之外，學生於畢業前應完成技術報告之撰寫，代替學術碩士論文。

貳、課程願景/教學目標

本學位學程的願景在培養以學生學習為中心的教學者，透過研究方法、核心、專門、實務實習等課程及專業實務技術報告/實務導向論文培養研究生具備從事學習中心的教學與相關研究的能力。

參、學生核心能力

本學位學程學生的核心能力如下

- (1) 對教學、學習與評量從事量化、質性或行動研究
- (2) 有效運用教學、學習與評量的理論與策略評論教學
- (3) 有效運用教學、學習與評量的理論與策略創新教學

肆、課程結構與選課要求

- 一、必修課程：17 學分；包括專業實習(一門，2 學分)、社會科學研究方法(一門，3 學分)，核心課程(三門，9 學分)，教學創新專題(為國際學者協同教學，一門，3 學分)。
- 二、選修課程：15 學分。
- 三、畢業最低學分數 32 學分，另須根據有興趣的研究方向以及實習經驗，撰寫專業實務技術報告來代替畢業論文(一門，0 學分)。

伍、教學科目

科目 代碼	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	必	3	3	1上	
	高等教育統計	Advanced Educational Statistics	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	
	教學設計與發展	Instructional Design and Development	必	3	3	1下	
	學習評量	Learning Assessment	必	3	3	2上	
三、專門課程(必修3學分)							
	教學創新專題	Seminar	必	3	3	2上	
	合作學習	Cooperative Learning	選	3	3	1上	
	數位學習設計研究	Technology and the Science of Learning	選	3	3	2下	
	閱讀理論與實務	Reading Theories and Practice	選	3	3	1下	
	語言習得與發展	Language Acquisition and Development	選	3	3	2上	
	教育英文期刊導讀	Making Sense of Academic Journals/Publications in Teaching and Learning	選	3	3	1上	
	學習者中心的教學設計	Design for Learning	選	3	3	2上	
	質性研究	Qualitative Research	選	3	3	1下	
	行動研究	Action Research	選	3	3	1下	
四、學習與教學實務實習		Practicum	必	2	2	2上	
五、專業實務技術報告/實務導向論文		Professional Technical Report/ Practice-oriented thesis	必	0	0	2下	
跨學程、系所、院校修課		Cross-program	選	3	至多3學分，且選課前經學程主任同意方可計入畢業學分。		

Research Methodology

Chih-Chiang Yang, Ph. D.

cyang@tea.ntue.edu.tw

<http://tea.ntue.edu.tw/~cyang>

Credits: Required, 3 Credits

Course Objectives:

The primary objective of this course is to develop a research orientation among the scholars and to acquaint them with fundamentals of research methods in social sciences context. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are:

1. To develop understanding of the basic framework of research process.
2. To develop an understanding of various research designs and techniques.
3. To identify various sources of information for literature review and data collection.
4. To develop an understanding of the ethical dimensions of conducting applied research.
5. Appreciate the components of scholarly writing and evaluate its quality.

Proposed Topics*:

1. Formatting a Research Topic and Research Questions
2. Introduction to Structure of Thesis
3. APA 6
4. Language of Research
5. Philosophy of Research
6. Ethics in Research/IRB
7. Quantitative Research vs Qualitative Research
8. Survey Research
9. Observational Research
10. Design of Questionnaire
11. Content Analysis vs Meta Analysis
12. Introduction to Statistics
13. Critiquing and Evaluating a Thesis
14. Planning a Research Proposal

* Please download the handouts and worksheets from my website: <http://tea.ntue.edu.tw/~cyang>

Grading:

1. Participation (40%)
Participation is based upon attendance and involvement in class activities.
2. Homework (30%)
The homework will be assigned weekly to be due the next week at the end of class.
3. Project (30%)
A research project will be given in the final week.

Required Textbooks:

1. APA (2010). *Publication manual of the American psychological association*, 6th ed. Washington, DC: American Psychological Association.
2. Gall, M. D., Borg, W. R. & Gall, J. P. (2006). *Educational research: An introduction*, 8th ed. White Plains, NY: Longman Inc.

References:

1. Babbie, R. E. (1995). *The Practice of social research*, 7th ed. Belmont, Calif: Wadsworth

Publishing Company.

2. Crowl, T. K. (1993). *Fundamentals of educational research*. Dubuque: Brown & Benchmark.
3. Fraenkel, J. R. & Wallen, N. E. (1993). *How to design and evaluate research in education*, 2nd ed. New York: McGraw-Hill, Inc.
4. Ray, J. W. (2003). *Methods toward a science of behavior and experience*, 7th ed. Scarborough: Nelson/Thomson Learning.
5. Simon, J., & Paul B. (1985). *Basic research methods in social sciences*, 3rd ed. New York: Random House.

Useful Web Links:

1. <http://ndltd.ncl.edu.tw/>
2. <http://www.ceps.com.tw/>
3. <http://readopac.ncl.edu.tw/>
4. <http://www.most.gov.tw/>
5. <http://www.grb.gov.tw/>
6. <http://www.lib.umi.com/dissertations/>
7. <http://www.il.proquest.com/proquest/>
8. <http://search.epnet.com>

Learning theories and strategies

Yuwen Chang, Ph. D.
yuwenc@tea.ntue.edu.tw

Credits: Required, 3 Credits

Course Objectives:

At the completion of the course, the student will be able to:

1. Describe principles associated with learning theories and strategies.
2. Design teaching and learning activities that utilize, model, and apply teaching and learning theory.
3. Evaluate and expand the research literature in teaching and learning in light of existing teaching and learning theories.
4. Reflect on how learning theories impact on every aspect of our lives.
5. Develop research questions and conduct relevant research that focuses on teaching and learning theory.

Proposed Topics:

1. Introduction
2. Brain Based Learning and related learning strategies
3. Behavioral Theories and related learning strategies
4. Social Cognitive Theory and related learning strategies Matthew H. Olson, B.R. Hergenhahn (2009). *An introduction to theories of learning*. Upper Saddle River, N. J.: Pearson/Prentice Hall.
5. Cognitive Learning Theory and related learning strategies
6. Constructivist Learning Theory
7. Experiential Learning
8. Interest, Affect, and Motivation
9. Self-Regulation and Development and related learning strategies

Grading:

1. Active Participation (30%)
Participation is based upon attendance and involvement in class activities.
2. Unit reading and Discussion (30%)
Students will be expected to share their thoughts and ideas through discussions on FB.
3. Application/Modeling of Theory (40%)
You will design an application activity to engage learners in the theory. The activity should also accurately model the principles of the theory.

Required Textbook:

Schunk, D. H. (2012). *Learning theories: An educational perspective*. (6th Edition). Boston, MA. Person Education Inc. ISBN-10: 0-13-707195-7

References:

1. Jensen E P. (2008). *Brain-Based Learning: The New Paradigm of Teaching*.
2. Skinner's Utopia: Panacea, or Path to Hell, *Time Magazine*, (1971).
3. Skinner, B. F. (1948). *Walden Two*. New York: Macmillan.
4. Bushman, B. J., & Anderson, C. A. (2001). Media violence and the American public: Scientific facts versus media misinformation. *American Psychologist*, 56(6/7), 477-489.
5. Shunk & Zimmerman (2003) Self-regulation and Learning. In *Handbook of Psychology*. Vol 7. Hoboken, NJ: John Wiley & Sons.

6. Pintrich (2003) Motivation and Classroom learning. In Handbook of Psychology. Vol 7. Hoboken, NJ: John Wiley & Sons.
7. Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. Review of Educational Research, 70(2), 151-179.
8. Matthew H. Olson (2012). An introduction to theories of learning. Psychology Press.

Instructional Design & Development

Maigo, Chia-Jung Lin, Ed. D.

Maigolin@tea.ntue.edu.tw

<http://tea.ntue.edu.tw/~maigolin>

Credits: Required, 3 Credits

Course goals:

This course will provide teachers, media specialists, and adult educators with those skills needed to design instruction they are responsible for conducting and enable them to consult with others who are responsible for instruction. This course focuses on the application of instructional design principles to the development of instruction. Topics include contemporary issues and trends in instructional design, foundations in learning research, requirements for instruction, task and needs analysis, learning situations and instructional models, learner characteristics, e-learning innovations, assessing instructional outcomes, and factors affecting utilization.

Course Aims:

1. Students are able to comprehend a variety of instructional design models, with emphasis on recent contributions from cognitive science and related fields.
2. Students are able to analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies.

Proposed Topics:

1. Introduction to instructional design; Needs assessment and goal analysis
2. Instructional design model (The ADDIE model, Dick Carey Systems approach model, Assure Model, Rapid ISD model, The Four-Door (4D) eLearning Model)
3. Learning theories, Learning styles, Motivation
4. Ten steps for designing effective instruction
5. Learner analysis, task analysis
6. Learning objectives, Learning events of instruction
7. Instructional sequencing; developing instructional strategies
8. Designing the instructional message
9. Developing instructional materials for Interactive elements in the eLearning course
10. Formative and summative evaluation of instruction

Grading:

1. Participation (20%)
Students need to participate in the class activities and online learning communities.
2. Instructional design literature report (30%)
3. Instructional Design Plan (20%)
4. Developing instructional multimedia project (40%)

References:

1. Reiser, R. A. & Dempsey, J. V. (2011). *Trends and Issues in Instructional design and technology 3rd*. Boston, MA: Pearson publisher.
2. Piskurich, G. M. (2006). *Rapid instructional design: learning ID fast and right 2nd*. SF, CA: John Wiley & Sons.
3. Kemp, J., Morris, G.R. (2004) *Designing effective Instructional 4th*. SF, CA: John Wiley & Sons.

4. Dick., W., Carey, L. (1996). *The systematic design of instruction. Fourth edition.* New York: Harper Collins College Publishers.
5. Duffy, T. & Jonassen, D. (Eds.). (1992). *Constructivism and the Technology of Instruction.* Hillsdale, NJ: Erlbaum.
6. Merrill, M.D. & Twitchell, D.G. (Eds.). (1994). *Instructional design theory.* Englewood Cliffs, NJ: Educational Technology Publications.

Learning Assessment

Shin-Ping Tsai, Ph. D.

sptsai@tea.ntue.edu.tw

Credits: Required, 3 Credits

Course Objectives:

At the completion of the course, the students will be able to:

1. Understand principles and theories of tests and assessments.
2. Understand methods of data gathering and analysis for student learning.
3. Make thoughtful, ethical, and reasonable decisions about assessments and assessment practices.

Proposed Topics:

1. Assessment of, for, as learning
2. Test construction and item analysis
3. Classical test theory
4. Reliability and generalizability theory
5. Validity
6. Item response theory
7. Formative assessments and feedback
8. Performance-based assessments
9. Portfolio assessments
10. Curriculum-based measurement
11. Assessing affective traits
12. Assessment accommodations
13. Grading and reporting
14. Other issues in assessment

Grading:

1. Class participation (30%)
Students are expected to attend class and are actively involved in class activities.
2. Student-led discussion (30%)
Each student will lead class discussion on the assigned reading.
3. Individual class project (40%)
An individual project on test and assessment issues will be developed and implemented throughout the semester.

Required Textbooks:

Linn, R. L., & Miller, M. D. (2012). *Measurement and Assessment in Teaching*. Upper Saddle River, NJ: Prentice Hall.

References:

1. AERA, APA, & NCME. (2014). *Standards for educational and psychological testing*. Washington DC: American Educational Research Association.
2. Allen, M. J., & Yen, W. M. (2002). *Introduction to measurement theory*. Prospect Heights, IL: Waveland Press.
3. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. Upper Saddle River, NJ: Prentice Hall.
4. Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Phi Delta Kappan, 80(2), 139-148.
5. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Berkshire, England: Open University Press.
6. Brennan, R. (2009). *Elements of generalizability*. Iowa City, IA: ACT publications.
7. Cronbach (1971). Test validation. In R. L. Linn (Ed.), *Educational measurement*. Washington, DC: American Council on Education.
8. Deno, S. L. (2003). *Developments in curriculum-based measurement*. Journal of Special Education, 37(3), 184-192.
9. Earl, L. M. (2012). *Assessment as learning: Using classroom assessment to maximize student learning*. Newbury Park, CA: Sage.
10. Embretson, S. E., & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum Associates.
11. Gregory, R. J. (2013). *Psychological testing: History, principles, and applications*. Needham Heights, MA: Allyn & Bacon.
12. Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). *Fundamentals of item response theory*. Newbury Park, CA: Sage.
13. Linn, R. L. (1993). *Educational measurement*. Phoenix, AZ: The Oryx Press.
14. McMillan, J. H. (2013). *Classroom assessment: Principles and practice for effective instruction*. Needham Heights, MA: Allyn and Bacon.
15. Messick (1989). Validity. In R. L. Linn (Ed.), *Educational measurement*. New York: Macmillan.
16. Pellegrino, J. W., Chudowsky, N., & Glaser, R. (Eds.), (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academic Press.
17. Tindall, G., & Haladyna, T. (2002). *Large scale assessment programs for all students*. Monterey, Mahwah, NJ: Lawrence Erlbaum Associates.

Cooperative Learning

Nay-Ching Nancy Tyan, Ph. D.
ntyan@tea.ntue.edu.tw

Credits: Elective, 3 Credits

Course Description:

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively toward academic goals. The teacher's role changes from giving information to facilitating students' learning. In this course, five cooperative learning strategies will be introduced, which are paired learning, STAD, Learning Together, Jigsaw & Jigsaw II as well as Group Investigation. The 4-year Taiwan Ministry of Education Cooperative learning project will also be presented to share the implementation process and effort.

Course Objectives:

Upon the completion of this course, students will be able to

1. Describe the benefits and limitations of cooperative learning.
2. Describe the five essential elements for the successful incorporation of cooperative learning in the classroom.
3. Developing and conducting a plan to teach students social skills.
4. Creating a classroom teaching plan using paired learning.
5. Creating a classroom teaching plan using STAD.
6. Creating a classroom teaching plan using Learning Together.
7. Creating a classroom teaching plan using Jigsaw & Jigsaw II.
8. Creating a classroom teaching plan using Group Investigation.

Proposed Topics:

1. Rationale for conducting cooperative learning in classrooms
2. The five essential elements for the successful incorporation of cooperative learning in the classroom Observational Research
3. The five cooperative learning strategies: paired learning, STAD, Learning Together, Jigsaw & Jigsaw II as well as Group Investigation Design of Questionnaire
4. The 4-year Taiwan Ministry of Education Cooperative learning project
5. Success For All Foundation
6. IASCE, International Association for the Study of Cooperation in Education

Grading:

1. Participation (40%)
Participation is based upon attendance and involvement in class activities.
2. Homework (30%)
The homework will be assigned weekly to be due the next week at the end of class.
3. Project (30%)
A research project will be given in the final week.

Required Textbooks:

Mertler, C. A. (2016). Action Research: Improving Schools and Empowering Educators (5th Edition). Sage.

References:

Educational Master theses on cooperative learning.

Useful Web Links:

<http://www.iasce.net/>

IASCE, International Association for the Study of Cooperation in Education

<http://www.successforall.org/>

Success for All Foundation

<http://www.kaganonline.com/>

Publishing and Professional Development

Technology and the Science of Learning

Shih-Kuan Hsu, Ph. D.

skhsu@ntu.edu.tw

https://www.researchgate.net/profile/Shihkuan_Hsu

Credits: Elective, 3 Credits

Course Aims:

This course examines current theoretical and empirical work on how people learn, particularly with the implications for instruction and the design of learning environments in formal and informal educational settings. The learners and learning will be discussed from sociocultural, cognitive, and design-based research perspectives, including the development of understandings, abilities, beliefs, roles and identities, and as individual, shared, and cultural processes. In the design of learning environments, we will explore relationships among what is learned, how it is learned, and how learning is demonstrated. We will also look at how technology was used to expand our understanding of the learners and learning, as well as the possible roles that technology play in supporting instruction, learning, and assessment.

Proposed Topics:

1. Cognitive development and brain research
2. Sociocultural perspectives in learning
3. Design-based research
4. Designing activities and assessments
5. Mathematics, history, and language learning
6. Informal learning and museum
7. Analytical methods for understanding cognitive process
8. Analytical methods for assessing interaction
9. Technology to support interaction and collaboration

Grading:

1. Reflective Notes (30%)
Students would be required to make reflect notes before and after the course, both based on the questions raised by the instructor and based on the reading. .
2. Learning Analysis (45%)
Students should use one of the methods of analysis discussed in class and write a report on the problem and apply technology to design analytical process to assess learning.
3. Participation (25%)
Students are expected to participate and contribute to the class discussion.

Required Textbook:

Sawyer, R. K. (Ed.). (2014). *The Cambridge handbook of the learning sciences*. Cambridge University Press.

References:

1. Bransford, J.D., Brown, A. L., & Cocking, R.R. (Eds). (2002). *How people learn: Brain, mind, experience, and school*. Washington., D. C.: National Academy Press.
2. Edelson, D. C. (2002). Design research: What we learn when we engage in design. *The Journal of the Learning sciences*, 11(1), 105-121.
3. Chi, M. T. H. (1997). Quantifying qualitative analyses of verbal data: A practical guide. *The Journal of the Learning Sciences*, 63(2), 271-315.
4. Howley, I., Mayfield, E. & Rosé, C. P. (2013). Linguistic Analysis Methods for Studying Small Groups, in Cindy Hmelo-Silver, Angela O'Donnell, Carol Chan, & Clark Chin (Eds.) *International Handbook of Collaborative Learning*, Taylor and Francis

5. Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking* (5th Ed). New York, NY: Psychology Press
6. Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.
7. Zhu, X. & Simon, H. A. (1987). Learning mathematics from examples and by doing. *Cognition and Instruction*, 4(3), 137-166.

Reading Theories and Practice

Wen-Yun Lin, Ph. D.
wenyun@tea.ntue.edu.tw

Credits: Elective, 3 Credits

Course Aims:

1. To gain knowledge of reading process, the reading curriculum and reading strategies.
2. To become knowledgeable about the various programs and materials that are available for reading instruction.
3. To build knowledge of a range of instructional strategies that support students reading and thinking across different content areas.
4. To be able to apply these understanding to critique, design, assess and select appropriate instructional practices for students from different linguistic, cultural and economic backgrounds.

Proposed Topics:

1. Historical perspective of reading instruction
2. Reading theories and their relations to reading instruction
3. Reading theories and research
4. Reading process
5. Reading strategies
6. Reading curriculum and instruction
7. Reading in the content area
8. Reading assessment

Grading:

1. Participation (30%)
Participation is based upon attendance and engagement in class.
2. Reading reflection (40%)
Reading reflection is required for every week.
3. Project (30%)
Final project will be decided based on student's personal goal and need.

Required Textbook:

1. Samuels, S. Jay & Farstrup, Alan E. (2011). *What Research Has to Say About Reading Instruction (4th Edition)*. International Literacy Association. Newark, DE.
2. Weaver, Constance (2002). *Reading Process and Practice (Edition 3)*. Portsmouth, NH: Heinemann.

References:

Book:

1. Buehl, D. (2011). *Developing Readers in Academic Disciplines*. Newark, DE: International Literacy Association.
2. Daniels, Zemelman & Steineke (2007). *Content-Area Writing: every Teachers' Guide*: Portsmouth, NH: Heinemann.
3. Diamond Linda and Thorsnes. B. J. (2008) *Assessing Reading Multiple Measures, 2nd Edition (2nd Edition)*.
4. Harvey, S. & Houfbid, A. (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers: Portland, ME.

5. Honing Bill and Diamond Linda (2012). *Teaching Reading Sourcebook Updated (2nd Edition)*.
6. Kamil, M. L., Pearson, P. D., Elizabeth Birr Moje, E. B., & Afflerbach, P (editors). (2010). *Handbook of Reading Research, Volume IV (4th ed. Edition)*. Taylor & Francis publisher.
7. Robinson Richard D. (2004). *Readings in Reading Instruction: Its History, Theory, and Development*. Pearson publisher

Journal:

1. Reading Research Quarterly. International Literacy Association. Newark, DE.
2. The Reading Teacher. International Literacy Association Newark, DE.

Language Acquisition and Development

Dora Hsin-Yi Lu, Ph. D.
doralu@tea.ntue.edu.tw

Credits: Elective, 3 Credits

Course Aims:

This course is an introductory course that covers various topics in child language development and second language acquisition. Students will be able to know how child learn languages, the processes of language development, learn theories of first and second language acquisition, and be able to apply these knowledge to propose research projects on related topics and integrate these knowledge in writing lesson plans for language teaching.

Proposed Topics:

1. Introduction to language development
2. Biological bases of language learning
3. Phonological & lexical development
4. Syntax, cognition development
5. Literacy, reading and writing development
6. Language learning and teaching
7. Introduction to SLA
8. Age
9. Crosslinguistic influences
10. The linguistic environment
11. Cognition
12. Development of learner language
13. Foreign language aptitude
14. Motivation
15. Affect and other individual differences
16. Social dimensions of L2 learning

Grading:

1. Attendance & Participation (20%)
Attendance is required for this course. Students are expected to complete weekly readings *before* each class, and be fully prepared for class discussion (with questions and contributions). Participation will be evaluated from class discussions and involvement in class activities.
2. Course Written Assignments (30%)
Written Assignment will be assigned based on topics. Assignments may include reflections, lesson plans, questions and comments on readings, essay questions or small projects. All written assignments should be turned in on time. Due dates will be specified clearly when assignments are distributed. Late assignment suffers a 10% deduction in grades.
3. Oral presentations & discussions (20%)
Each enrolled student will be responsible for leading discussions on required readings once during the semester. The presentation and discussion should include not only key points of the readings, but also your comments, questions or reflections of the texts.
4. Final Project (30%)
Registered students are required to turn in a research proposal at the end of the semester. The proposal should be related to language development, acquisition or language teaching.

Selected chapters from Required Textbooks:

1. Gleason, J. B. (2012). *The development of language*, 8th ed, Boston, MA: Allyn & Bacon.
2. Ortega, L. (2009). *Understanding Second Language Acquisition (USLA)*. London: Hodder. ISBN: 978 0 340 90559 3
3. Brown, Douglas H. (2014). *Principles of Language Learning and Teaching: a course in second language acquisition* 6th ed. NY: Pearson Education.

References & Recommended Readings:

1. Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd Edition). New York: Routledge.
2. Hadley, Alice Omaggio. (2001). *Teaching language in context*. (Third Edition). Boston: Heinle & Heinle.
3. Hoff, E. (2013). *Language Development*, 5th Edition. Wadsworth.
4. Owen, R. (2011). *Language Development: An Introduction*. 8th ed., Boston, MA: Allyn & Bacon.
5. De Bot, K., W. Lowie, & M. Verspoor. (2005). *Second language acquisition. An advanced resource book*. London: Routledge.
6. Doughty, C.J., & M.H. Long. (2003). *The handbook of second language acquisition*. Oxford: Blackwell Publishing.
7. Lightbown, P.M., & N. Spada. (2006). *How languages are learned*. Oxford: Oxford University Press.
8. VanPatten. B. (2003). *From input to output. A teacher's guide to second language acquisition*. Boston.
9. Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition*, 30, 481–509.
10. Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. *Language Learning*, 44, 243-282.
11. Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. *Studies in Second Language Acquisition*, 30, 225–251.
12. Clément, R., Z. Dörnyei and K. A. Noels. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning* 44: 417-448.
13. Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics*, 29, 72-89
14. Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42, 55-77.
15. Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching*, 42, 109-130.

16. Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 91, 800-819.
17. Ioup, G., Boustagoui, E., Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition*, 16, 73-98.
18. Jia, G. and A. Fuse. (2007). Acquisition of English grammatical morphology by native Mandarin speaking children and adolescents: age-related differences. *Journal of Speech, Language and Hearing Research* 50: 1280-1299.
19. Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics*, 29, 578-596.
20. Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 137-174). Rowley, MA: Newbury House.
21. Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning*, 58, 151–183.

Making Sense of Academic Journals /Publications in Teaching and Learning

Yi-Hwa Liou,
yhliou@tea.ntue.edu.tw
<https://ntue.academia.edu/YiHwaLiou>

Credits: Elective, 3 Credits

Course Description:

This course is designed for students to prepare for the demands of reading, writing, presenting and speaking at the university level but also provides students the opportunity to think about their research interests and writing beyond the classroom and in a variety of contexts. Reading and analyzing journal articles is both an act of inquiry and communication. This course offers students the opportunity to identify, develop, and express concepts, to engage in conversations with others and self, and to critique and construct arguments through original research. In addition, reading and analyzing journal articles is also a process. This course emphasizes searching, exploring, drafting, revising, and editing as critical practice in developing effective understanding, scholarly conversations, and arguments to become engaged learners.

Course Objectives:

The overall course objectives are threefold:

1. To practice the four modes of comprehensive literacy: reading, writing, listening, and presenting and speaking.
2. To develop critical thinking.
3. To develop information-seeking skills and strategies in reading and planning writing within the contexts of the university.

Course Requirements:

This class will be organized with a set of different activities blending individual, small group, and whole group activities using multiple techniques of class discussion, role play, and communication. Students' course performance will be determined by the attendance, participation, writing assignments, and assigned weekly discussion.

Each student's course performance will be evaluated by:

1. Class Attendance and Participation (20%)
2. Weekly Writing Assignments (20%)
3. Assigned Student-Led Discussion (20%)
4. Literature Review and Presentation (40%); OR Annotated Bibliography (40%)

Texts & Recommended Readings:

1. American Psychological Association (2013). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
2. Barron, B., Gomez, K., Pinkard, N., Martin, C. K. (2014). *The digital youth network: Cultivating digital media citizenship in urban communities*. Cambridge, MA: MIT Press.
3. Conyers, M. & Wilson, D. (2015). *Smarter teacher leadership: Neuroscience and the power of purposeful collaboration*. New York, NY: Teachers College Press.
4. Finson, K. D., & Pedersen, J. E. (Eds.) (2015). *Applications of visual data in k-16 science classrooms*. New York, NY: Teachers College Press.

5. Garrett, T. (2014). *Effective classroom management: The essentials*. New York, NY: Teachers College Press.
6. Hord, S. M. (2003). *Learning together, leading together: Changing schools through professional learning communities*. New York, NY: Teachers College Press.
7. Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
8. Kolbert, J. B., & Crothers, L. M. (Eds.) (2013). *Understanding and managing behaviors of children with psychological disorders: A reference for classroom teachers*. New York, NY: Teachers College Press.
9. Lambert, L., Zimmerman, D. P., & Gardner, M. E. (2016). *Liberating leadership capacity: Pathways to educational wisdom*. New York, NY: Teachers College Press.
10. Mangin, M. M., & Stoelinga, S. R. (2007). *Effective teacher leadership: Using research to inform and reform*. New York, NY: Teachers College Press.
11. McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York, NY: Teachers College Press.
12. Shirley, D., & MacDonald, E. A. (2016). *The mindful teacher* (2nd Ed.). New York, NY: Teachers College Press.
13. Stillman, J., & Anderson, L. (2016). *Teaching for equity in complex times: Negotiating national standards in a high-performing bilingual school*. New York, NY: Teachers College Press.
14. Wilson, M. B. (2012). *Interactive Modeling: A Powerful Technique for Teaching Children*. Northeast Foundation for Children.
15. Other journal readings are assigned for each week.

Schedule of Topics:

Wk#	Topics
1	Introduction to the themes, goals, and expectations of this course
2	Understanding Scholarly Peer-Reviewed Journals and Publications in Teacher Education
3	Key Concepts in Teacher Education
4	Library Fieldtrip
5	Evolving Framework: Teacher, Teaching, and Learning for 21 st Century
6	Learner-Centered Learning Environment
7	Designing Instruction for 21 st Century Learners
8	Virtual Fieldtrip: Reflection on Professional Talk around Teaching and Learning
9	Midterm Week
10	The Mindful Teacher
11	Virtual Fieldtrip: Reflection on Research Talk around Teacher Leadership
12	Teacher Leadership
13	Teacher Education for Social Justice
14	Assessing Teacher and Teaching Quality
15	Group Literature Review Checkpoint and Preparation
16	Literature Review Presentation I
17	Literature Review Presentation II & Culminating Session
18	Final Week

Design for Learning

Yi-Hwa Liou,
yhliou@tea.ntue.edu.tw
<https://ntue.academia.edu/YiHwaLiou>

Credits: Elective, 3 Credits

Course Objectives:

Students are expected to be able to:

1. Learn the fundamental theory and knowledge of learner-/user-centered course design.
2. Learn to use Pinterest as a useful learning technology tool that helps users to gather, organize and share online resources.
3. Develop an understanding of the ways in which Pinterest serves as an important proxy to the development of networked collaborative communities.
4. Utilize Pinterest to create and perform learner-/user-centered course projects.

Course Activities:

1. Individual learning tasks
2. Small group tasks and discussion
3. Whole class tasks and discussion
4. Engage in virtual learning community
5. Role play

Course Requirements:

Throughout the course, students are required to:

1. Complete all the required course readings and tasks and be prepared to contribute to conversations and activities.
2. Attend all classes and participate actively in class discussion and activities.
3. Notify the instructor if you are unable to attend class prior to the class meeting and complete assignments and hand them in on time.
4. Follow appropriate use of copyright material (e.g., full citation of published materials) and provide new and original work.

Each student's course performance will be evaluated by:

1. Class attendance and participation (20%)
2. Self-Reflection on Visual Literacy (10%)
3. Self-Review and Reflection on the Use of Pinterest (10%)
4. (Individual Midterm Project) Review and Reflection on 10+ Pinterest Boards (20%)
5. (Individual Project) Create your own set of Pinterest Boards in support of your course design activity (20%)
6. (Team Project) Create a full lesson plan (F-1) and perform teaching to the class (F-2) using resources gathered from your team's sets of Pinterest Boards (20%)

Course Reading:

1. Gordon, D., Meyer, A., & Rose, D. H. (2016). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.
2. Hayden, B. (2012). *Pinfluence: The complete guide to marketing your business with Pinterest*. Hoboken, NJ: John Wiley & Sons, Inc.
3. Miles, J. G., & Lacey, K. (2013). *Pinterest power: Market your business, sell your product, and build your brand on the world's hottest social network*. Columbus, OH: McGraw-Hill Education.
4. Schiro, M. (2013). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, CA: Sage Publications, Inc.
5. Walter Foster Creative Team, Nye, J. (2014). *Pinterest perfect!: Creative prompts & pin-worthy projects inspired by the artistic community of Pinterest*. Irvine, CA: Walter Foster Publishing.
6. Wiles, J. W., & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (8th Ed.). Boston, MA: Pearson.

7. Other readings are assigned for each week.

Supporting Readings:

1. Bresmer, A., Hynes-Musnisky, E., Newlin-Wagner, S., & Sikinger-Golde, K. (2015). Introduction Social Media as a Component of Reading Courses. *Research & Teaching In Developmental Education*, 32(1), 56-63.
2. Gavin, R. (2014). Let's get visual. *Australian Giftguide*, 18-20.
3. Holtz, S. (2012). Picture perfect. *Communication World*, 29(6), 8-10.
4. Leland, K. (2015). Top ways to gain support using Pinterest. *Nonprofit World*, 33(2), 8-9.
5. Morgan, C. (2014). Using Pinterest and Secret Pinboards for Media Pitching. *Public Relations Tactics*, 21(3), 14.
6. Phillips, B. J., Miller, J., & McQuarrie, E. F. (2013). Dreaming in pictures: Pinterest and the visual imagination. *American Academy Of Advertising Conference Proceedings*, 126.
7. Pinterest deserves your interest. (2013). *Senior Market Advisor*, 14(8), 11.
8. Price, K. B. (2013). Using Pinterest as a training and development tool. *T+D*, 67(11), 76-77.
9. Robinson, R., & sahu, U. (2012). Pinning with Pinterest. *Global Cosmetic Industry*, 180(7), 22-24.
10. Silbermann, B., Sharp, E. (2013). Pinterest. *Fast Company*, (179), 110.
11. Taylor, C. (2014). Use visual search to stimulate potential. *Communication: Journalism Education Today*, 48(2), 2-9.

Schedule of Topics:

Wk#	Topics	Assignment / Note
1	Introduction and Course Expectations	
2	21 st Century Course Design: Concepts, Components, and Community	
3	Visual Literacy: Concepts and Application	
4	Self-Reflection on Visual Literacy	Assignment "B"
5	Pinterest-ing Community: How Pinteresting!	
6	Pinterest: Hands-On Design	Meet in a computer lab
7	Self-Review and Reflection on the Use of Pinterest	Assignment "C"
8	(Individual Midterm Project) Review and Reflection on 10+ Pinterest Boards	Assignment "D"
9	Pinterest-ing Community: Your Review of Pinterest Boards	(Midterm Week) Meet in a computer lab
10	Course Design Activity and Other Supporting Tools: (lesson) Plan, Elements, and Demonstration	
11	(Individual Project) Create your own set of Pinterest Boards in support of your course design activity	Assignment "E"
12	Pinterest-ing Community: Checkpoint (Team Project) Create a full lesson plan and perform teaching to the class using resources gathered from your team's sets of Pinterest Boards	Assignment "F-1" Meet in a computer lab
13	Perform Team Teaching and Evaluation Part 1	Assignment "F-2"
14	Perform Team Teaching and Evaluation Part 2	Assignment "F-2"
15	Perform Team Teaching and Evaluation Part 3	Assignment "F-2"
16	Perform Team Teaching and Evaluation Part 4	Assignment "F-2"
17	Perform Team Teaching and Evaluation Part 5 & Concluding Thoughts	Assignment "F-2"
18	Final Week	

Advanced Educational Statistics

Chih-Chiang Yang, Ph. D.
cyang@tea.ntue.edu.tw
<http://tea.ntue.edu.tw/~cyang>

Credits: Elective, 3 Credits

Course Aims:

1. Application: Students will know the purpose of quantitative research, they will know to choose quantitative research procedures that are appropriate for specific practical problems.
2. Interpretation: Students will understand the underlying logic of quantitative research methods; they will be proficient in interpretation, generalization, and critique of the results of quantitative research procedures.
3. Operation: Students will acquire skills in using computer software (SPSS/AMOS) for solving quantitative research problems in various areas of application.

Proposed Topics*:

1. Introduction to Basic Statistics
2. Sampling Techniques
3. Overview for Statistical Methods
4. T Test, ANOVA & ANCOVA
5. MANOVA & MANCOVA
6. Correlation Analysis and Regression Analysis
7. Logistic Regression
8. Path Analysis
9. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA)
10. Structural Equation Modeling (SEM)

* Please download the handouts and worksheets from my website: <http://tea.ntue.edu.tw/~cyang>

Grading:

1. Participation (40%)
Participation is based upon attendance and involvement in class activities.
2. Homework (30%)
The homework will be assigned weekly to be due the next week at the end of class.
3. Project (30%)
The real data sets will be given in the final week. You have to use the appropriate statistics procedures and rational interpretations in the project.

Required Textbook:

Hair, J. F., Anderson, R. F., Tatham, R. L. & Black, W. C. (2009). *Multivariate data analysis 7th ed.* New Jersey: Prentice Hall Inc.

References:

1. Glass, G. V. & Hopkins, K. D. (1984). *Statistical methods in education and psychology*. New Jersey: Prentice Hall Inc.
2. Hoyle, R. H. (1995). *Structural equation modeling*. New Delhi, India: SAGE Publications, Inc.
3. Johnson, R. A. & Wichern, D. W. (1992). *Applied multivariate statistical analysis 3rd ed.* New Jersey: Prentice Hall Inc.
4. Montgomery, D. C. (1991). *Design and analysis of experiments 3rd ed.* New York: John Wiley & Sons.
5. Montgomery, D. C. & Peck, E. A. (1992). *Introduction to linear regression analysis 2nd ed.* New York: John Wiley & Sons.

6. Raykov, T. & Marcoulides, G. A. (2000). *A first course in structural equation modeling*. NJ: Lawrence Erlbaum Associates, Inc., Publishers.
7. Scheaffer, R. L., Mendenhall, W. & Ott, L. (1990). *Elementary survey sampling*, 4th ed. Boston: PWS-KENT.
8. Stevens, J. (1996). *Applied multivariate statistics for the social sciences*. NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Qualitative Research

Professor Li-Juing Wu,

lijuing.wu@gmail.com

Credits: Elective, 3 Credits

Course Aims:

This course seeks to help students:

1. Gain understanding in the following main qualitative research approaches, case study, ethnography, grounded theory and narrative inquiry.
2. Gain skills with techniques associated with qualitative methods, in particular with interviewing, observation, and document analysis.
3. Gain expertise in critiquing and assessing the quality of articles that use these methods in educational research.

The objectives for the course are for all students to:

1. Understand the most important characteristics of qualitative research and the key ways in which this approach differs from other research strategies.
2. Develop an appreciation and understanding of the foundations of qualitative research and their implications for research.
3. Get acquainted with the most important methods of data collection and analytical strategies used in qualitative research and to use these in a small-scale study with a qualitative component.
4. Build observational and interviewing skills and develop your capacity for useful reflection on research.
5. Be able to use knowledge of qualitative research methods to evaluate published articles that use this research method.
6. Raise awareness of ethical issues in qualitative research and the impact of the research process on participants.

Proposed Topics:

1. Introduction to qualitative research
2. Ethnography 1
3. Ethnography 2 (observation)
4. Grounded theory 1
5. Grounded theory 2 (data analysis)
6. Case study 1
7. Case study 2 (Interviewing)
8. Narrative inquiry 1
9. Narrative inquiry 2 (ethical issue)
10. Overview and examination

A. This course will provide you with the basic knowledge and skills you will need to pursue a

qualitative study, but the course is not a substitute for extensive reading and thinking about specific methods and their use. You will require additional learning of specific methods through courses and supervised research experiences.

B. Please download the handouts and worksheets from University website.

Grading:

1. Participation (40%)
Participation is based upon attendance and involvement in class activities.
2. Homework (40%)
The homework will be assigned at the beginning of the semester and you have to upload your homework to the University website on time.
3. Final examination (20%)

Textbooks and other readings:

1. Denzin, N. K. & Lincoln, Y. S. (Eds.) (1994). *Handbook of qualitative research* (2nd ed.). London: SAGE Publications.
2. Denzin, N. K. & Lincoln, Y. S. (Eds.) (2005). *Handbook of qualitative research* (3rd ed.). London: SAGE Publications.
3. Eisner, E. W. & Peshkin, A. (1990). *Qualitative inquiry in education: the continuing debate*. New York: Teachers College Press.
4. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.
5. Hitchcock, G. & David, H. (1989). *Research and the teacher: A qualitative introduction to school-based research*. London: Routledge.
6. Josselson, R. & Lieblich, A. (Eds.) (1993). *The narrative study of lives*. London: Sage.
7. Kvale, S. (1996). *An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
8. McCracken, G. (1988). *The long interview*. London: SAGE Publications.
9. Mason, J. (2005). *Qualitative researching*. London: Sage.
10. Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3d ed.). Thousand Oaks, CA: Sage.
11. Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
12. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
13. Schwandt, T. A. (1997). *Qualitative inquiry: A dictionary of terms*. London: SAGE Publications.
14. Steier, F. (1991). *Research and reflexivity*. London: SAGE Publications.
15. Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interview studies*. New York: The Free Press.
16. Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. London: SAGE Publication.
17. Wolcott, H.F. (1995). *The art of fieldwork*. Walnut Creek: Altamira Press.

21. Woods, P. (1996). *Researching the art of teaching*. London: routledge.

Relevant websites:

<http://qrj.sagepub.com/reports/most-read>

<http://qualitativeresearch.ratcliffs.net/15methods.pdf>

<http://www.scu.edu.au/schools/gcm/ar/whyar.html>

http://en.wikipedia.org/wiki/Action_research

<http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>

http://en.wikipedia.org/wiki/Narrative_inquiry

<http://www.narrativeinquiry.ca/>

<http://www.qsrinternational.com/what-is-qualitative-research.aspx>

http://en.wikipedia.org/wiki/Qualitative_research

<http://www.edu.plymouth.ac.uk/resined/qualitative%20methods%202/qualrshm.htm>

Action Research

Nay-Ching Nancy Tyan, Ph. D.
ntyan@tea.ntue.edu.tw

Credits: Elective, 3 Credits

Course Description:

Action research is a research approach suitable for educators who wish to solve problems they face in the workplace. This course aims to assist educators to identify the problem needs to and can be solved, develop solution from literature review, develop research tools and apply them to solve problems and evaluate the effectiveness of the solution. Finally, students will have to write up the research report and present it to the class.

Course Objectives:

After completing this course, students will be able to:

1. Critique action research reports.
2. Develop an action research plan.
3. Write an action research report.

Proposed Topics:

1. Action research in everyday life
2. Action research in education workplace
3. Review and critique several action research reports
4. Identify a problem which needs to be solved
5. Formatting research topic, research purposes and research questions
6. Drawing a research structure chart
7. literature review and solution formation
8. Depicting research participants and the setting using SWOT
9. Constructing research tools
10. Data collection and analysis
11. Professional contemplation
12. Writing research report
13. Making report presentation
14. Action research community

Grading:

1. Participation (40%)
Participation is based upon attendance and involvement in class activities.
2. Homework (30%)
The homework will be assigned weekly to be due the next week at the end of class.
3. Report (30%)
A research report will be presented in the final week.

Required Textbooks:

1. APA (2010). *Publication manual of the American psychological association*, 6th ed. Washington, DC: American Psychological Association.
2. Mertler, C. A. (2016). *Action Research: Improving Schools and Empowering Educators* (5th Edition). Sage.

References:

Educational Master theses using action research as approach.

Useful Web Links:

<http://www.arnaconnect.org/conferences/2016-arna-conference>

(Action Research Network of the Americas, ARNA)

<http://www.esri.mmu.ac.uk/carnnew/>

(Collaborative Action Research Network, CARN)