

國立清華大學 學習科學與科技研究所

學期	111 學年度第 2 學期
系所	國立清華大學學習科學與科技研究所
課名	跨領域學習設計研究 The Study of Cross-disciplinary Learning Design
授課教師	林秋斌(LIN, CHIU-PIN) 林倍伊(Lin, Pei-Yi)
試行週數	<input checked="" type="checkbox"/> 16 週 <input type="checkbox"/> 17 週
課程簡述	
<p>The purpose of this course is to explore issues related to Cross-Interdisciplinary courses design. A number of topics have fallen into this category in recent years, including Project-based learning, Phenomenon-based learning, Design thinking, STEAM and Maker education. The integration of curriculum is part of curriculum organization, and it aims to make the curriculum horizontal. In order for students to achieve the best learning effect, specific course content will be integrated with another course. Learning ability, methodologies, creativity thinking and practical literacy are required for cultivating interdisciplinary talents. In this course, students will learn about the meaning, types, methods and evaluation methods of interdisciplinary curriculum design procedures. And students will learn the integrated method of interdisciplinary curriculum design, which consists of knowledge content from textbooks, learning process, interaction design, learning evaluation and correction stages, guide students through the research development process and practice of interdisciplinary curriculum design. Students will finish their final report by self-learning at the last two weeks (week17 & 18) and record their oral presentation on the google drive space. By using online presentation and peer evaluation through the course website.</p>	
課程內容大綱	
週次	課程內容
1	Introduction of the course
2	Introduction of Cross-disciplinary Learning Design
3	Cross-disciplinary knowledge and design procedures I: Phenomenon based learning
4	Cross-disciplinary knowledge and design procedures II: Design Thinking
5	Cross-disciplinary knowledge and design procedures III: STEAM & Maker education
6	Cross-disciplinary knowledge and design procedures IV: Project based learning
7	Overview of design thinking and discover SDGs (Knowledge Forum)
8	Define curriculum framework (Knowledge Forum)

9	Applied Creativity (Knowledge Forum)
10	Prototyping: Develop a microteaching plan (Knowledge Forum)
11	Presentations and peer feedback (Knowledge Forum)
12	Iterative design and design reflections (Knowledge Forum)
13	Final project plan and discussion
14	Case study 1: PBL projects in the world
15	Case study 2: PBL projects in Taiwan
16	Case study 3: PBL projects in Taiwan
17	(self-learning)
18	
成績 考核	Class performance 30% Class assignments 40% Final self-learning project report 30% (online video with peer evaluation)