

簽 於 師範學院教育學系(所)

日期：110/05/20

主旨：檢陳教育學系、教政所、數理所109學年度第2學期第1次  
課程規劃會議記錄乙份(如附件)，敬請鑒核。

說明：本次會議以電子郵件方式召開。

擬辦：如奉核，依規定辦理相關後續作業。

會辦單位：師範學院教育行政與政策發展研究所、師範學院數理教育研究所

決行層級：第二層決行

——批核軌跡及意見——

1.師範學院 教育學系 契僱組員 黃貞瑜 110/05/20 09:33:34(承辦):

2.師範學院 教育學系 系主任 張淑媚 110/05/21 10:26:57(核示):

3.師範學院 教育行政與政策發展研究所 專案組員 廖敏秀 110/05/21 11:59:50(會辦):

4.師範學院 教育行政與政策發展研究所 召集人 陳珊華 110/05/24 12:51:53(會辦):

5.師範學院 數理教育研究所 助教 侯惠蘭 110/05/24 16:01:12(會辦):

6.師範學院 數理教育研究所 召集人 林志鴻 110/05/26 12:01:08(會辦):

7.師範學院 院長 黃月純 110/05/26 16:33:57(決行):

可(代為決行)

## 109 學年度第 2 學期第 1 次課程規劃委員會會議記錄

時間：110 年 5 月 19 日(星期三)中午 12 時

地點：以電子郵件方式召開

主持人：張淑媚主任、陳珊華召集人、林志鴻召集人

紀錄：黃貞瑜

### 壹、主席報告

感謝各位委員，本次會議主要審議 110 學年度第 1 學期申請全英語授課，請委員協助。

### 貳、上次提案與執行情形【109 年 12 月 23 日中午 12 時 10 分，初教館 B309 會議室】

- 1、通過教育學系 109 學年度第 1 學期及 2 學期開課學期別調整案。
- 2、通過 109 學年度第 2 學期教育學系三門課程及教政所兩門課程申請全英文授課案。
- 3、通過教育學系 109 學年度第 2 學期高等教育深耕計畫「雙師授課與實務接軌」，聘請業師協同教學案。
- 4、通過教育學系各學制「110 學年度必選修科目表」、「畢業生就業途徑」、「升學領域」，以及課程架構圖、修課流程圖與職涯進路地圖。

### 參、提案討論

#### 一、提案單位：教育學系

##### \*提案一

案由：教育學系 110 學年度第 1 學期課程「教育哲學專題研究」、「教育理論與實務辯證專題研究」、「雙語教學理論與實務專題研究」擬申請以全英文授課案，提請討論。

##### 說明：

- 1、姜得勝老師提碩博合開「教育哲學專題研究」(選修、3 學分、3 小時)以全英語授課，英語授課每門課為 4.5 鐘點，檢附申請表如附件 P.1~8。
- 2、洪如玉老師提碩博合開「教育理論與實務辯證專題研究」(選修、3 學分、3 小時)以全英語授課，英語授課每門課為 4.5 鐘點，申請表如附件 P.9~14。
- 3、陳美瑩老師提碩博合開「雙語教學理論與實務專題研究」(選修、3 學

分、3 小時) 以全英語授課，英語授課每門課為 4.5 鐘點，申請表如附件 P.15~19。

4、依據「國立嘉義大學教師授課鐘點核計作業要點」第六點第二項規定辦理，如附件 P.20~23。

**決議：**依據教育學系課程規畫委員會設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件)，超過二分之一，照案通過。

## 二、提案單位：教政所

### \*提案一

**案由：**教政所 110 學年度第 1 學期課程「國際化與教育政策研究」、「高等教育行政與政策研究」擬以全英文上課案，提請討論。

### 說明：

1、何宣甫老師提 110 學年度第 1 學期全英語授課之課程為碩一「國際化與教育政策研究」(選修、3 學分、3 小時)，英語授課每門課為 4.5 鐘點，檢附申請表如附件 P.24~26。

2、楊正誠老師提 110 學年度第 1 學期全英語授課之課程碩一「高等教育行政與政策研究」(選修、3 學分、3 小時)，英語授課每門課為 4.5 鐘點，申請表如附件 P.27~30。

3、依據「國立嘉義大學教師授課鐘點核計作業要點」規定辦理。

**決議：**依據教育學系課程規畫委員會設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件)，超過二分之一，照案通過。

## 肆、臨時動議(無)

## 國立嘉義大學 110 學年度第 1 學期

## 教師全英語授課申請表

一、開課教師基本資料				
系所名稱	教育學系	職級	教授	薪資代碼 A0213
姓名	姜得勝	連絡電話	05-2263411 轉 2401	
電子郵件	winnerchiang@mail.ncyu.edu.tw			
二、開課課程相關資料				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
一年級	教育哲學專題研究 (Seminar in Philosophy of Education)	3 學分	選修	不分年級 碩士班、博 士班皆可 修

申請教師簽章： 姜得勝

系所主管核章： \_\_\_\_\_ (業經\_\_\_\_年\_\_\_\_月\_\_\_\_日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

- 申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後,使用[英預覽]下載),於次學期開課前,向系(所)提出申請,經系(所)課程委員會審查通過,系所主管及院長核章後,連同系所課程委員會會議紀錄,擲送教務處註冊與課務組或民雄教務組備查。
- 申請核准後,由開課系所逕行開課,並於開課作業系統中點選「授課語言」及「非母語授課」,以利學生選課時參考。
- 依據「本校教師授課鐘點核計作業要點」規定,本校教師以英語全程開授之課程,經系所課程委員會審查通過後,每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## National Chiayi University Course Syllabus, Fall Semester, Academic Year 2021

Course code	10911610002	Course level	M.Ed. & Ph.D.
Course title	Seminar in Philosophy of Education	Instructor	Chiang, Ter-Sheng
Credits(Course Hours)	3.0	Class	Grade 1 Class A , Department of Education
Prerequisite Courses	No	Required/ Elective	Elective
Class location	Room B03-208, Education Building	Class Language	English
Availability of certificate	1.National Civil Service Examinations 2.National Examinations of Primary and High School Teacher's Qualification	Office Hour	Time: Class 5 ~ 8 on Tue., Office: Room B407, Elementary Education Building
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=10911610002">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=10911610002</a>		
Remark	<p>Note:</p> <p>1.Illegal duplications of teaching materials with intellectual property in any form are prohibited.</p> <p>2.Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.</p>		
Is the topic,content or activity of this course is relevant to issues of sex equality? Yes	Are materials or books used in this course original?		No

<b>&gt;&gt; Goals at the Department or Institute level</b>	
1.具備廣博與專精之教育學術知識。 2.深化獨立與純熟之教育研究素養。 3.發展省思與批判之教育研究精神。 4.統整理論與實務之教育實踐能力。	
<b>&gt;&gt; Core abilities</b>	<b>Relationship</b>
1.Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".	Highly related
2.Outstanding educational professional research knowledge and cultivation.	Highly related
3.Excellent "educational theory" and its professional competence and cultivation.	Highly related
4.Professional competence and cultivation of excellent "Curriculum and	Highly related

Teaching" theory and practice.			
5.	Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	Highly related	
6.	The ability and cultivation of teamwork skills,introspection, dedication, communication, leadership.	Highly related	
7.	The ability and cultivation of rational thinking, respect for multiculturalism and humane care.	Highly related	
<b>&gt;&gt; Course objectives</b>			
Course objectives			
This doctoral subject provides an in-depth training in the field of education which aims to help students:			
1.become familiar with the philosophy of education about Chinese and Western views;			
2.develop the critical knowledge and abilities of reflecting the differences and similarities among different philosophical and educational thoughts;			
3.gain an insight into the advantages and disadvantages in current educational theory and practice.			
<b>&gt;&gt; Course schedule</b>			
Week	Theme or topic	Content	Teaching method
01 09/09	1.The summary of this subject 2.To adjust and integrate this schedule.	1.To understand the outline of this subject 2.The others concerned	Lecture, Discussion.
02 09/16	1.Symbol and Social Phenomena 2.Semiology, Symbols and School Education (e.g. the primary school)	1.To learn the relationships between symbols and society: Chapter 2 (Chiang, 2012) 2.To investigate the relationships between symbols and school education: e.g. the Primary schools in Chiayi City, Taiwan (see Chapter3~ Chapter5) (Chiang, 2012)	Oral presentation, Lecture, Discussion.
03 09/23	1.Semiology, Symbols and School Education (e.g. the high school) 2. Oriental Philosophy : The Contemporary Significance of Confucianism(I) P.S. To choose 1st or 2nd topic	1.To explore the relationships between symbols and school education: e.g. the high school in Chiayi City(see teacher's files)  2. The Contemporary Significance of Confucianism(I) (1). Why Addressing the Topic “The Contemporary Significance of Confucianism” ? (2). Various Points of View About the “Learning of the Chinese Classics,”	Oral presentation, Lecture, Discussion.

	according to the students' interests	Especially Confucianism, in Academic and Cultural Circles (3). What are the Main Issues in Contemporary Human Society? (Tang, 2015)	
04 09/30	1.Symbols and School Education (e.g. the university )  2. Oriental Philosophy : The Contemporary Significance of Confucianism(II)  P.S. To choose 1st or 2nd topic according to the students' interests	1.To explore the relationships between symbols and school education: e.g. the Universities in Chiayi City; the University of Cambridge in U.K.; Peking University in Mainland China (see teacher' s files)  2.The Contemporary Significance of Confucianism(II) (4). The Relationship Between Man and Nature (5). The Relationship Between Man and Man (6). The Relationship Between Body and Mind (Tang, 2015)	Oral presentation, Lecture, Discussion.
05 10/07	Oriental Philosophy : The Origin and Characteristics of Daoism	1. General Background of Daoism 2. The Development of Daoism 3. Characteristics of Daoism (Tang, 2015)	Oral presentation, Lecture, Discussion.
06 10/14	1. Relationships Between Traditional and Imported Thought and Culture in China: The Importation of Buddhism  2. Constructing "Chinese Philosophy" in Sino-European Cultural Exchange  P.S. To choose 1st or 2nd topic according to the students' interests	1. Relationships Between Traditional and Imported Thought and Culture in China: The Importation of Buddhism (Tang, 2015)  2. (1). Western Philosophy and Chinese Philosophy as an Independent Discipline (2). Paradigms and Frameworks of Western Philosophy and Potential Problems in Chinese Philosophy (3). Future Developments in Chinese Philosophy (Tang, 2015)	Oral presentation, Lecture, Discussion.
07 10/21	Philosophy of Education before the Twentieth	Philosophy of education: 1.Socrates and Plato	Oral presentation, Lecture, Discussion.

	Century: The Western View	2.Aristotle 3.Rousseau 4.Pestalozzi, Herbart, Froebel (see Noddings, 2012 )	
08 10/28	The Philosophical and Educational Thought of John Dewey	1.Dewey' s philosophical orientation 2.The meaning and aims of education 3.The others concerned (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
09 11/04	Midterm Exam.	To write a midterm essay	Assignment/Exercise, PBL, To write a midterm essay.
10 11/11	Analytic Philosophy	1.Philosophical analysis in education 2.The analysis of teaching 3.The others concerned (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
11 11/18	Continental Philosophy(歐洲大陸的哲學)  (Occidental Philosophy: 西方的、歐美的、西方人的、西方文化的哲學)	1.Existentialism 2.Phenomenology (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
12 11/25	Continental Philosophy(歐洲大陸的哲學)  (Occidental Philosophy: 西方的、歐美的、西方人的、西方文化的哲學)	1.Critical theory 2.Hermeneutics 3.Postmodernism (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
13 12/02	Epistemology and Education	1.Justified True Belief 2.Foundationalism 3.Truth 4.Nonfoundational Theories of Knowledge 5.Epistemology and Education 6.Constructivism (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
14 12/09	Ethics and Moral Education	1.Pre-enlightenment ethics 2.Enlightenment ethics 3.Utilitarianism 4.The others concerned (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
15	Social and Political	1. The Current Debate	Oral presentation,



12/16	Philosophy	2. Justice and Equality in Education (see Noddings, 2012 )	Lecture, Discussion.
16 12/23	Problems of School Reform	1.Equality 2.Accountability 3.Standards 4.The others concerned (see Noddings, 2012; 楊國賜, 2017)	Oral presentatioin, Lecture, Discussion.
17 12/30	Multiculturalism and Cosmopolitanism	1.Multiculturalism 2.Cosmopolitanism 3.The Educator's Dilemma (see Noddings, 2012; 楊國賜, 2017)	Oral presentatioin, Lecture, Discussion.
18 01/06	Final Exam.	To write a final essay	Assignment/Exercise, To write a final essay.

### >> Course requirements

Course requirements:

- 1.Do not eat.
- 2.Do not be late.
- 3.Do not use cell phone.
- 4.To focus on the topics to discuss.
- 5.To submit final essay on time.

### >> Grading policy

Participation in discussion 30% : Participation in discussion 30% : include the performance of one's duty  
Midterm exam 30% : Midterm exam 30% : midterm essay: submit an oral report more than 20 slides of PowerPoint file  
Final exam 40% : Final exam 40% : final essay: submit a written report (more than 3,000 words)

### >> Text books and learning resources

>> Textbooks and Learning Resources

楊國賜(2017)。高等教育的藍海策略。台北：師大書苑有限公司。

Bramel, T. (1971). Patterns of educational philosophy. New York: Holt, Rinehart & Winston.

Bridges, D. (2003). Fiction written under oath?: Essays in philosophy and Educational Research. London: Kluwer Academic Publishers.

Burr, J. R. & Goldinger, M. (Eds.). (1996). Philosophy and contemporary issues (7th ed.). Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Chiang, T. S. (2005). The study of the relationships between 'symbols' and 'school education'. New Taipei: Chyun Ing Publisher.

Chiang, T. S. (2012). *The study of the relationships between symbols and education* (2nd ed.). Kaohsiung: Liwen Publishing Group.

Chiang, T. S. (2015). *New perspectives on educational research---A semiological point of view*. Kaohsiung: Liwen Publishing Group.

Griffin, D. R. (1993a) . Introduction: Constructive Postmodern Philosophy. In D. R. Griffin, J. B. Cobb, Jr., M. P. Ford, P. A. Y. Gunter & P. Ochs, *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne* (pp. 1-42). New York: State University of New York Press.

Griffin, D. R. (1993b) . Constructive Postmodern Thought. In D. R. Griffin, J. B. Cobb, Jr., M. P. Ford, P. A. Y. Gunter & P. Ochs, *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne* (pp. vii- x). New York: State University of New York Press.

Griffin, D. R., Cobb, J. B., Jr., Ford, M. P., Gunter, P. Y., & Ochs, P. (1993). *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne*. New York: State University of New York Press.

Guttek, G. L. (1988). *Philosophical and ideological perspectives on education*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Hirst, P. H. & White, P. (Eds.). (1998). *Philosophy of education: Major themes in the analytic tradition* (1st ed., Vols. 1-4). London: Routledge.

Kearney, R. (1987). *Modern movements in European philosophy*. Taipei: Simda Book Company.

Lloyd, D. I. (Ed.). (1976). *Philosophy and the teacher*. London and New York: Routledge & Kegan Paul Ltd.

Moore, T. W. (1982). *Philosophy of education: An introduction*. New York: Routledge & Kegan Paul Inc.

Noddings, N. (2012). *Philosophy of Education* (3rd ed.). Boulder, Colorado: Westview Press.

Ozmon, H. & Craver, S. (1995). *Philosophical foundation of education*. New Jersey: Prentice-Hall, Inc.

Smith, P. G. (1964). *Philosophy of education*. New York & London: Harper & Row.

Tang, Y. (2015). *Confucianism, Buddhism, Daoism, Christianity and Chinese culture*. Berlin, Heidelberg : Springer Berlin Heidelberg.

>> **Teaching materials:** A Reflection on the Paradigms of Educational Research.doc 玖、中國主要教

育哲學思想.ppt 壹之一、哲學的意義、範圍、功能與特色前半部.ppt 壹之二、哲學的意義、範圍、功能與特色後半部.ppt 貳、哲學與教育之關係.ppt 拾、西方其它流派之教育哲學.ppt20140825 超越台灣教改亂象的新思維(台灣教育雙月刊稿件).doc

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- 1.Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.
- 2.Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.

# 國立嘉義大學 110 學年度第 1 學期

## 教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育學系	職級	教授	薪資代碼	A0473
姓名	洪如玉		連絡電話	1801	
電子郵件	<a href="mailto:hungruyu@mail.ncyu.edu.tw">hungruyu@mail.ncyu.edu.tw</a>				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)		學分	必/選修	備註
博一	教育理論與實務辯證專題研究 Seminar in the Dialectic Study between Educational Theory and Practice		3	選	

申請教師簽章：\_\_\_\_\_ 洪如玉

系所主管核章：\_\_\_\_\_ (業經\_\_\_\_年\_\_月\_\_日系所課程委員會審查通過，會議紀錄如附件)

院長核准：\_\_\_\_\_

說明：

- 申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用〔英預覽〕下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

# National Chiayi University Course Syllabus, Fall Semester, Academic Year 110

Course code	11011610013	Course level	Ph.D.
Course title	Seminar in the Dialectic Study between Educational Theory and Practice	Instructor	Hung, Ruyu
Credits(Course Hours)	3.0 (3.0)	Class	Department of Education Grade 1 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location	初教館 B306	Class Language	English
Availability of certificate	國家考試 公費留考	Office hour	Wed.5-8
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610013">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610013</a>		
Remark			
Is the topic,content or activity of this course is relevant to issues of sex equality? No		Are materials or books used in this course original? Yes	

<b>&gt;&gt; Goals at the Department or Institute level</b>	
1.具備廣博與專精之教育學術知識。 2.深化獨立與純熟之教育研究素養。 3.發展省思與批判之教育研究精神。 4.統整理論與實務之教育實踐能力。	
<b>&gt;&gt; Core abilities</b>	<b>Relationship</b>
1.Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".	Highly related
2.Outstanding educational professional research knowledge and cultivation.	Highly related
3.Excellent "educational theory" and its professional competence and cultivation.	Highly related
4.Professional competence and cultivation of excellent "Curriculum and Teaching" theory and practice.	Strongly related
5.Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	Weakly related
6.The ability and cultivation of teamwork skills,introspection, dedication, communication, leadership.	Strongly related

7.The ability and cultivation of rational thinking, respect for multiculturalism and humane care.	Strongly related
---------------------------------------------------------------------------------------------------	------------------

**>> Course objectives**

A. Intellectual Objectives:

- To understand the substance and content of the discipline of aesthetics, its primary concerns and questions, issues of methodology, major aestheticians and their viewpoints in the history of aesthetics, and to comprehend and critique the aesthetic tradition.
- To analyze the cogency of arguments deployed in defense of aesthetic positions and viewpoints, and to clarify the use and meaning of terms and concepts associated with these arguments as evidenced by class discussion, written work, and course examinations.
- To grasp of the philosophical foundation and framework for artistic endeavor and the aesthetic experience of humanity, and to develop a profound awareness of the central role and purpose of the arts and the aesthetic dimension in the corporate life.

B. Emotional Objectives:

- To gain an appreciation for the task of aesthetic reflection on the artistic realm in the philosophic traditions, and develop an awareness of the omni-presence of beauty, and the significance of aesthetic experience in general as a fundamental characteristic and mode of human life and experience.
- To develop a deep appreciation for the affirmation of the arts, and learn to rejoice in the artistic, the aesthetic and ecological domains.
- To establish theoretical connections between aesthetics and other academic disciplines, and to be able to recognize the aesthetic component that is present in every human enterprise and experience (beauty of nature or of environment, etc.)

B. Volitional Objective:

- To challenge and encourage you to pursue the task of developing the aesthetic attitude in your personal life intellectually and practically (learning and doing) as artmaker and as audience with a view to the enrichment of your overall human experience.

**>> Course schedule**

Week	Theme or topic	Content	Teaching method
01 09/09	Introduction	Educational Features in Chinese-speaking and writing societies	Lecture, Discussion.
02 09/16	the power of "word"	Prologue of Education between speech and Writing: Seeing is Believing?	Assignment/Exercise, Lecture, Discussion.
03 09/23	the power of "word"	Thinking Education Through the Spoken and the Written Word	Assignment/Exercise, Discussion.
04 09/30	Chinese word, Chinese thinking	Chinese Graphocentrism: A Search through Texts	Assignment/Exercise, Lecture, Discussion.
05 10/07	Chinese word, Chinese thinking	Han, J. (2020). Hanzi the Foundation of Chinese Culture. In <i>Theorising Culture</i> (pp. 35-52). Palgrave Pivot, Cham.	Assignment/Exercise, Lecture, Discussion.
06 10/14	Chinese word, Chinese thinking	Wang, Shuren. (2009). The roots of Chinese philosophy and culture—An introduction to	Assignment/Exercise, Lecture, Discussion.

		“xiang” and “xiang thinking” . <i>Frontiers of Philosophy in China</i> , 4(1), 1-12.	
07 10/21	Chinese word, Chinese thinking	Wu, J. S. (1969). Chinese language and Chinese thought. <i>Philosophy East and West</i> , 19(4), 423-434.	Assignment/Exercise, Lecture, Discussion.
08 10/28	Chinese word worship	McDonald, E. (2009). Getting over the walls of discourse:" character fetishization" in chinese studies. <i>The Journal of Asian Studies</i> , 68(4), 1189-1213.	Assignment/Exercise, Lecture, Discussion.
09 11/04	Mid-term	Reflection & Discussion	Oral presentation, Lecture, Discussion.
10 11/11	Writing in the East and West	Gu, M. D. (2000). Reconceptualizing the linguistic divide: Chinese and Western theories of the written sign. <i>Comparative literature studies</i> , 101-124.	Assignment/Exercise, Lecture, Discussion.
11 11/18	Chinese word and education	Liang, B., Cherian, J., & Liu, Y. (2010). Concrete thinking or ideographic language: which is the reason for Chinese people's higher imagery-generation abilities?. <i>International journal of consumer studies</i> , 34(1), 52-60.	Assignment/Exercise, Lecture, Discussion.
12 11/25	Chinese way of learning	Chan, S. (1999). The Chinese learner: a question of style. <i>Education+ Training</i> , 41(6/7), 294-304.	Assignment/Exercise, Lecture, Discussion.
13 12/02	Chinese mind and learning	Jia, Y., & Jia, X. (2005). Chinese Characters, Chinese Culture and Chinese Mind. <i>Intercultural communication studies</i> , 14(1), 151.	Assignment/Exercise, Lecture, Discussion.
14 12/09	Chinese calligraphy and moral education	Ni, P. (1999). Moral and philosophical implications of Chinese calligraphy. <i>Grand Valley Review</i> , 20(1), 18-31.	Assignment/Exercise, Lecture, Discussion.
15 12/16	Chinese script and education	Allen, J. R. (1992). I will speak, therefore, of a graph: A Chinese metalanguage. <i>Language in Society</i> , 189-206.	Assignment/Exercise, Lecture, Discussion.
16 12/23	Chinese calligraphy and schooling	Goldberg, S. J. (2004). The primacy of gesture: Phenomenology and the art of Chinese calligraphy. In <i>Metamorphosis</i> (pp. 175-186). Springer, Dordrecht.	Assignment/Exercise, Lecture, Discussion.
17 12/30	Reflection discussion	Discussion	Oral presentation, Lecture, Discussion.

18 01/06	Term essay report	Term Essay report	Oral presentation, Lecture, Discussion.
<p><b>&gt;&gt; Course requirements</b></p> <p>IV. Evaluation :</p> <ol style="list-style-type: none"> <li>1. Weekly hang-out of reading materials 30%</li> <li>2. Attendance and Discussions in class 20%</li> <li>3. Attending conference and presenting papers 10%</li> <li>4. Final term essay: at least 3000 words in English, 7000 words in Chinese, 40%</li> </ol> <p>Projects/assignments: Success in this course involves completion of the following assignments:</p> <ol style="list-style-type: none"> <li>1. One or two pages summary of reading materials in weekly class.</li> <li>2. A final essay draft, exploring the core concept of “nature” , “environment” , “environment” related to education, pedagogy, or curriculum. Or exploring the environmental thought of a particular thinker.</li> <li>3. Prohibitions against plagiarism will be strictly enforced.</li> </ol>			
<p><b>&gt;&gt; Grading policy</b></p> <p>平常作業 30%</p> <p>出席狀況與討論 20%</p> <p>投稿發表研討會或期刊 10%</p> <p>期末書面與口頭報告 40%</p>			
<p><b>&gt;&gt; Text books and learning resources</b></p> <p>Jia, Y., &amp; Jia, X. (2005). Chinese Characters, Chinese Culture and Chinese Mind. <i>Intercultural communication studies</i>, 14(1), 151.</p> <p>Liang, B., Cherian, J., &amp; Liu, Y. (2010). Concrete thinking or ideographic language: which is the reason for Chinese people's higher imagery-generation abilities?. <i>International journal of consumer studies</i>, 34(1), 52-60.</p> <p>Allen, J. R. (1992). I will speak, therefore, of a graph: A Chinese metalanguage. <i>Language in Society</i>, 189-206.</p> <p>Goldberg, S. J. (2004). The primacy of gesture: Phenomenology and the art of Chinese calligraphy. In <i>Metamorphosis</i> (pp. 175-186). Springer, Dordrecht.</p> <p>Zhen, J. (2021). Cultural Considerations of Chinese Calligraphy Using Characters as Visual Language. In <i>Describing Nature Through Visual Data</i> (pp. 178-212). IGI Global.</p> <p>Kwan, T. W. (2011). Abstract concept formation in archaic Chinese script forms: Some Humboldtian perspectives. <i>Philosophy East and West</i>, 409-452.</p> <p>Wang, Shuren. (2009). The roots of Chinese philosophy and culture—An introduction to “xiang” and “xiang thinking” . <i>Frontiers of Philosophy in China</i>, 4(1), 1-12.</p> <p>Han, J. (2020). Hanzi the Foundation of Chinese Culture. In <i>Theorising Culture</i> (pp. 35-52). Palgrave Pivot, Cham.</p> <p>Pickle, L. S. (2001). Written and spoken Chinese: Expression of culture and heritage. <i>An introduction to Chinese culture through the family</i>, 9-40.</p> <p>Hansen, C. (1993). Chinese ideographs and Western ideas. <i>The Journal of Asian Studies</i>, 373-399.</p> <p>Gu, M. D. (2014). Sinologism in Language Philosophy: A Critique of the Controversy over Chinese Language. <i>Philosophy East and West</i>, 692-717.</p>			



Gu, M. D. (2000). Reconceptualizing the linguistic divide: Chinese and Western theories of the written sign. *Comparative literature studies*, 101-124.

Callahan, L. (2001). Signs of Life: Rethinking the Ideographic Method. *Paideuma*, 30(1/2), 151-166.

Wu, J. S. (1969). Chinese language and Chinese thought. *Philosophy East and West*, 19(4), 423-434.

Hansen, C. (1985). Chinese language, Chinese philosophy, and "truth". *The Journal of Asian Studies*, 44(3), 491-519.

Rošker, J. S. (2015). Classical Chinese Logic. *Philosophy Compass*, 10(5), 301-309.

ROŠKER, J. S. (2017). Semantic Aspects of Classical Chinese Analogies and Structural Thought Patterns. *哲學與文化*, 44(6), 5-24.

OBERT, M. (2018). The Transcultural Situation of Contemporary Chinese-speaking Thought and Its Relation to the Chinese Script. *中國文哲研究集刊*, (53), 47-71.

Peng, L., & Geng, Y. (2013). Cultural Semiosis in Artistic Chinese Calligraphy. *Cultura*, 10(2), 127-140.

Gu, M. D. (2016). Patterns of Tao (Dao): The Birth of Chinese Writing and Aesthetics. *The Journal of Aesthetics and Art Criticism*, 74(2), 151-163.

McDonald, E. (2009). Getting over the walls of discourse: "character fetishization" in chinese studies. *The Journal of Asian Studies*, 68(4), 1189-1213.

>> **Teaching materials** [文章可在校內網域資料庫搜尋獲取](#)[文章可在校內網域資料庫搜尋獲取](#)  
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1. Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.
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國立嘉義大學 110 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料				
系所名稱	教育系	職級	副教授	薪資代碼 A0571
姓名	陳美蓉	連絡電話	2263411#1801	
電子郵件	meiying2005_tw@yahoo.com.tw			
二、開課課程相關資料				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
博一 (碩博合開)	雙語教學理論與實務專題研究 Seminar in Theories and practice of Bilingual Education	3	選修	

申請教師簽章：陳美蓉

系所主管核章：\_\_\_\_\_ (業經\_\_\_\_年\_\_\_\_月\_\_\_\_日系所課程委員會審查通過，會議紀錄如附件)

院長核准：\_\_\_\_\_

說明：

- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用[英預覽]下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## National Chiayi University Course Syllabus, Fall Semester, Academic Year 110

Course code	11011610010	Course level	Ph.D.
Course title	Seminar in the Theories and Practice of Bilingual Education	Instructor	Chen, Mei-Ying
Credits(Course Hours)	3.0 (3.0)	Class	Department of Education Grade 1 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location	教育館 B03-207	Class Language	English
Availability of certificate		Office hour	Class 1 ~ 3 on Thu, Office:B426 Class 7 ~ 7 on Thu, Office:B426
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610010">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610010</a>		
Remark			
Is the topic,content or activity of this course is relevant to issues of sex equality? No		Are materials or books used in this course original? Yes	

>> Goals at the Department or Institute level	
1.具備廣博與專精之教育學術知識。 2.深化獨立與純熟之教育研究素養。 3.發展省思與批判之教育研究精神。 4.統整理論與實務之教育實踐能力。	
>> Core abilities	Relationship
1.Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".	Moderately related
2.Outstanding educational professional research knowledge and cultivation.	Strongly related
3.Excellent "educational theory" and its professional competence and cultivation.	Highly related
4.Professional competence and cultivation of excellent "Curriculum and Teaching" theory and practice.	Strongly related
5.Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	Weakly related

6.The ability and cultivation of teamwork skills,introspection, dedication, communication, leadership.		Least related	
7.The ability and cultivation of rational thinking, respect for multiculturalism and humane care.		Strongly related	
>> Course objectives			
1.理解雙語教育之重要性			
2.理解雙語教育重要論述			
3.能運用栓與教育理論與實務			
4.評論雙語教育實施現況與改進方法進而能設計雙語教育課程與教學策略			
>> Course schedule			
Week	Theme or topic	Content	Teaching method
01	course intro	course intro	Lecture, Discussion.
02	1. Piotr Romanowski • Małgorzata Jedynak (2018). (Eds.).Current Research in Bilingualism and Bilingual Education. Springer.	Part I-chapter 1-1	PBL, Lecture, Discussion.
03	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part I-chapter 1-2	PBL, Lecture, Discussion.
04	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part I-chapter 2	PBL, Lecture, Discussion.
05	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part I-chapter 3	PBL, Lecture, Discussion.
06	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part II-chapter 6 (chapter oral presentation with 2 articles begins)	PBL, Oral presentatiion, Lecture, Discussion.
07	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part II-chapter 7	PBL, Oral presentatiion, Lecture, Discussion.

08	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part II-chapter 8	PBL, Oral presentation, Lecture, Discussion.
09	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part II-chapter 9	PBL, Oral presentation, Lecture, Discussion.
10	1. Piotr Romanowski • Małgorzata Jedynak (2018).	1. brief 1-2 minutes for ideas on final project 2. Part III. chapter 10	PBL, Oral presentation, Lecture, Discussion.
11	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part III. chapter 11	PBL, Oral presentation, Lecture, Discussion.
12	1. Piotr Romanowski • Małgorzata Jedynak (2018).	Part III. chapter 12	Oral presentation, Lecture, Discussion.
13	2. David E. DeMatthews • Elena Izquierdo (2019). (Eds). Dual Language Education: Teaching and Leading in Two Languages. Springer.	Part III: chapter 9	PBL, Oral presentation, Lecture, Discussion.
14	2. David E. DeMatthews • Elena Izquierdo (2019).	Part III: chapter 10	PBL, Lecture, Discussion.
15	2. David E. DeMatthews • Elena Izquierdo (2019).	Part III: chapter 12	PBL, Lecture, Discussion.
16	final project presentation-1	final project presentation-1	PBL, Oral presentation, Lecture, Discussion.
17	final project presentation-2	final project presentation-2	PBL, Oral presentation, Lecture, Discussion.

18	concluding remarks & feedback & submit final projec	concluding remarks & feedback & submit final project	PBL, Lecture, Discussion.
>> Course requirements 1.課前準備與課堂參與討論 2.作業準時繳交 3.手機等在教師開放特定時間才使用 4.有想法多提出討論			
>> Grading policy Participation in discussion 25% : preview learning materials, engaging in the class activities, discussion, etc. Final exam 35% : final project (oral presentation with PPT & more than 12-paged completed research paper) Oral presentation 15% : chapter oral presentation with 2 research articles weekly reflection paper (content, comments, & application) (week 4-13) 25%			
>> Text books and learning resources 1. Piotr Romanowski • Małgorzata Jedynak (2018). (Eds.).Current Research in Bilingualism and Bilingual Education. Springer. 2. David E. DeMatthews • Elena Izquierdo (2019). (Eds). Dual Language Education: Teaching and Leading in Two Languages. Springer.			
>> Teaching matrials 1. Piotr Romanowski • Małgorzata Jedynak (2018). (Eds.).Current Research in Bilingualism and Bilingual Education. Springer. 2. David E. DeMatthews • Elena Izquierdo (2019). (Eds). Dual Language Education: Teaching and Leading in Two Languages. Springer.  *Do not infringe the copyright of this course material. You may not copy, distribute or transmit the material without the owner's permission.			

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## 國立嘉義大學教師授課鐘點核計作業要點

102年5月7日教務會議修訂通過  
102年6月25日校務會議修訂通過  
102年10月22日教務會議修訂通過  
102年12月17日校務會議修訂通過  
103年4月22日教務會議修訂通過  
103年6月3日校務會議修訂通過  
104年4月21日教務會議修訂通過  
104年6月16日校務會議修訂通過  
105年4月26日教務會議修正通過  
105年6月14日校務會議修訂通過  
105年10月25日教務會議修正通過  
105年12月20日校務會議修正通過  
106年5月2日教務會議修正通過  
106年6月13日校務會議修正通過  
107年5月1日教務會議修正通過  
107年6月19日校務會議修正通過  
107年11月13日行政會議修正通過  
109年8月11日行政會議修正通過

- 一、國立嘉義大學(以下簡稱本校)為規範本校教師授課時數及超支鐘點時數，特依大學法施行細則第十八條規定，訂定「國立嘉義大學教師授課鐘點核計作業要點」(以下簡稱本要點)。
- 二、本校專任教師每學年基本授課時數分別為：教授為 16 小時，副教授與助理教授為 18 小時，講師為 20 小時。專案教學人員(以下簡稱專案教師)比照專任教師各職級之基本授課時數每學年再加 6 小時。前項所稱「每學年」授課時數係指第一學期平均每週授課時數與第二學期平均每週授課時數之和。  
兼任教師授課時數每學期至多以 6 小時為限(日間學制與進修學制課程合併計算)，有繳交個別指導費之藝能科，經系所專案簽准同意後，得不在此限。
- 三、本校自 95 學年度起實施教師超支 0 鐘點，惟因支援全校性課程、通識課程、學位學程或跨領域學程課程者，每位教師每學期至多可超支 4 小時，若兩學期皆支援者，當學年至多可超支 8 小時。同時支援上述二種(含)課程以上者每學期至多可超支 6 小時，若兩學期皆支援二種以上課程者，當學年至多可超支 12 小時。且在上述範圍(除全校性課程)內之超支鐘點數，需依支援上述課程之實際時數計入。前項全校性課程、通識課程及學位學程課程由教務處認定之；因應跨領域學程特色而新開課程，須經系所、院課程規劃委員會議審查通過後，送教務處備查憑辦。  
現有師資未達編制員額之單位，由各系簽核，並經學院提供全院各系配置之員額，奉核可後，以每 1 位師資員額換算每週 10 個鐘點時

數，以此類推作為該單位核計超支授課時數原則。編制員額計入休假研究、講學、研究、進修、借調與留職停薪等員額。

四、本校專任(案)教師授課時數於每學年第二學期合併一次計算，超出基本授課時數且符合第三點規定之情形者，得支領超支鐘點費，於每學年第二學期核實發給。兼任教師授課鐘點費則採每學期核實發給。進修學士班授課鐘點比照日間學制於第二學期核給，碩士在職專班授課時數若無計入日間學制基本授課時數時，其鐘點費得由各系所每學期核給。

五、本校副校長、一級建制單位主管、副主管及組長、附小校長每學期每週授課時數依本職別應授時數核減 4 小時；各學系主任、研究所所長、學位學程主任每學期每週授課時數本職別應授時數核減 2 小時；兼任建制單位院屬單位主管每學期每週應授時數核減 4 小時。兼任上述職務以外之行政工作者，需經專案簽准後，按核減時數計算。

兼任多項行政工作者，合計每學期每週至多核減 4 小時。授課時數如超過核減後之應授時數，得支領超支鐘點費，惟其超支鐘點上限等同核減時數。

六、教師教授一般課程，每教授一節課，計授課時數 1 小時，惟下列情況得另核計授課時數。

(一)修課人數：

修課人數 61 人以上時，鐘點費以下列公式計算：

61-70 人，乘以 1.2。每增加 10 人，參數增加 0.15。

各學制課程之最低開課人數門檻，應依本校課程規劃與開排課作業要點規定辦理。各課程未達開課人數門檻時，應於加退選截止後即停開，停開前兼任教師已實際授課時數鐘點費得予支付，但最多以二週為限。

選課人數未達門檻，但有 1 人以上時亦可開課，惟該課程上課時數不計入基本授課時數，列入義務授課時數。

(二)全英語授課：

本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

(三)音樂系主(副)修、個別指導課程：

音樂學系主(副)修、個別指導課程以 **修課學生數** 核計鐘點 (個別指導、主修修課 1 人以 1 小時計，副修修課 1 人以 0.5 小時計)。



如遇個別指導課程學生休學時，則停發該授課教師鐘點費。本校專任教師得因指導音樂學系主(副)修課程超支鐘點，惟全學年超支總時數以 8 小時為限。

(四)實習或實驗課程：

實習課、實驗課時數依實際授課時數核計，惟專任教師擔任實習、實驗課程每學期最多以 2 學分為原則。實施學期或學年校外實習課程者，每輔導一生，每週發給 0.2 小時鐘點費，每週至多以 2 小時為原則，計入教師授課鐘點時數計算。

(五)合開或併班上課課程：

二人(含)以上合開之協同教學課程，由開課單位依各人實際授課週數比例計算授課時數。專兼任教師所開授不同課程代號併班上課者，以一門課之鐘點計算授課時數。

(六)遠距教學課程或磨課師(MOOCs)課程：

教師每教授一門遠距教學課程或磨課師課程(經電子計算機中心認證)另增加 1 小時之授課鐘點，磨課師課程於第一次開課學期再增 1 個鐘點。惟同一門磨課師課程僅限一班，不另支付大班修課人數加權鐘點費。

(七)性別平等課程：

本校性別平等通識課程經通識教育課程委員會審查通過者，每 1 學分以 1.5 倍鐘點核計。

(八)跨領域共授課程：

經系課程規劃委員會議(通識教育領域課程委員會議)及院課程規劃委員會議(通識教育課程委員會議)審議，並向教務處申請通過，屬不同領域教師共同合作，並設計出具有整合性與創新內容之跨領域課程，共同出席授課教師均得依實際出席時數列計授課時數，兼任教師亦得依實際出席時數支給鐘點費。

但每門課程授課時數總數至多以該課程學時數之 2 倍為限。

七、本校教師授課時數符合本要點第六點第一、二、六、七款，因加權計算而超出基本授課時數部份得列為超支時數，且不受本要點第三點超支 0 鐘點的限制，惟與校外日間學制學位班兼課時數併計後，每學年超過本要點第三點第一項規定之超支時數者，超授時數部分視為義務教學，自本校超支時數內扣除。

八、教師於該學年度日間部之大學或研究所基本授課時數如有不足時，應依序以師資培育中心課程、進修學制課程補足，補足之時數不另支給鐘點差額，惟有特殊情形者得另案簽准辦理。

九、為考量教師第一、二學期授課均衡，教師每學期應至少開授二門課

程，特殊情形經專案簽准者得不受此限。

十、本校專任教師除法令另有規定外，不得在校外兼課或兼職。經兼課學校先商得本校同意者，每學期每週至多得兼課 4 小時，所兼課程以與本校所授課目性質相近者為原則。

校外兼課時數與本校超授時數加總每學年超過本要點第三點第一項規定者，超授時數部分視為義務教學，自本校超支時數內扣除。

十一、本要點經行政會議通過，陳請校長核定後實施。

# 國立嘉義大學 110 學年度第 1 學期

## 教師全英語授課申請表

<b>一、開課教師基本資料</b>				
系所名稱	教育學系教育行政與政策 發展碩士班	職級	教授	薪資 代碼 A0448
姓名	何宣甫	連絡電話	2263411-2421	
電子郵件	hfho@mail.ncyu.edu.tw			
<b>二、開課課程相關資料</b>				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
碩一	國際化與教育政策研究  Research on Internationalization and  Educational Policy	3	選修	

申請教師簽章：何宣甫

系所主管核章：\_\_\_\_\_ (業經\_\_\_\_年\_\_月\_\_日系所課程委員會審查通  
過，會議紀錄如附件)

院長核准：\_\_\_\_\_

說明：

- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用〔英預覽〕下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## 國立嘉義大學110學年度第1學期教學大綱

課程代碼	11012690005	上課學制	研究所碩士班
課程名稱	國際化與教育政策研究 Research on Internationalization and Educational Policy	授課教師 (師資來源)	何宣甫(教政所)
學分(時數)	3.0 (3.0)	上課班級	教政碩班1年甲班
先修科目		必選修別	選修
上課地點	教育館 B03-206	授課語言	英文
證照關係	none	晤談時間	星期2第5節~第6節, 地點:B03-215 星期4第5節~第6節, 地點:B03-215
課程大綱網址	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690005">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690005</a>		
備註	none		
本課程之教學主題、內容或活動是否與性別平等議題有相關之處：否		本課是否使用原文教材或原文書進行教學：是	

<b>◎系所教育目標：</b>			
進行本土化教育行政與政策發展在規劃與決策方面可行模式之研究，強化各國制度及經營管理的比較以提高國際觀，積極輔導中南部各級學校與中南部縣市教育局處建立研究合作關係，以行動研究導向協助教育局處解決重要教育問題並豐富其行政專業知識。強化學生基礎知識的建立以及研究方法的訓練，使其具備獨立研究的能力，培養學生從巨觀的層面來建立行政與政策發展的能力，並提供學生至教育局處等各單位的實習機會，自微觀的層面加強學生在學校等各種教育機構各面向經營管理的實務能力，重視財經知識的建立以提高各種資源應用的公平性及效率性。			
<b>◎核心能力</b>			<b>關聯性</b>
1.教育行政理論及實務的知能			關聯性稍強
2.宏觀與國際化的教育政策視野			關聯性最強
3.做決定及教育經營管理之各項知能			關聯性最強
4.從事高深教育學術理論研究的能力			關聯性稍強
<b>◎本學科內容概述：</b>			
本門課主要聚焦在教育國際化的各種政策分析。學生修完這門課將學到各種政策分析理論以及教育國際化的理論，學會各種政策分析的技巧，以及培養推動教育國際化的各種能力。			
<b>◎本學科教學內容大綱：</b>			
政策分析理論如問題界定及分析、備選方案的提出及篩選、政策落實及評估。教育國際化的理論如國際化、全球化、以及在地化的理論。教育國際化各種政策的分析包含國際化環境的建構、外國語言的應用及學習、國際化的課程設計和教學法、參加各種國際性的組織、活動、競賽；與外國學校的合作、雙聯學位、學分互認等。			
<b>◎本學科學習目標：</b>			
Through the study of this course, students are expected to have a better understanding of the effects of globalization as well as the implementation of educational internationalization. Students will able to develop skills in policy development, and possess better competences in learning, appreciating, and criticizing the latest educational theories and policies with an international perspective.			
<b>◎教學進度：</b>			
週次	主題	教學內容	教學方法
01	Introduction	Class contents Class Manner Students' Responsibility	講授、討論。
02	theories of policy development	Problem Analysis Devise of Policy Alternatives Selection of the Best Alternative Implementation Evaluation	操作/實作、講授、討論。
03	Theories of the Internationalization of Education	Definition: Globalization, Localization, International Education, Comparative Education, and Internationalization of Education	操作/實作、講授、討論。
04	Benefits and Drawbacks of the Internationalization of Education	Student Approach Institute Approach Nation Approach Global Approach	操作/實作、講授、討論。
05	International Environment Development	English based environment Application of foreign Languages other than English Discussion: Globalization vs Americanization	操作/實作、講授、討論。
06	Curriculum Development	Knowledge Pedagogy Language learning	操作/實作、講授、討論。
07	Global Interactions	Student Exchange Faculty Exchange International Student Establishing Schools Abroad	操作/實作、講授、討論。
08	Global Participation	Presentation Abroad Publication in International Journals	操作/實作、講授、討論。

		Participation in International competitions and activities	
09	Institutional Cooperation	Unified School System Transferable Credits Joint Degree Program	操作/實作、講授、討論。
10	Overseas Learning Travels	School Visiting Cultural Exploration Other Approaches of overseas traveling	作業/習題演練、操作/實作。
11	Gaining Degrees from Universities Abroad	1 School Selection: global ranking systems 2 University Application 3 Language requested 4 Strategies & Gimmicks for surviving the environment 5 Final defense for thesis and dissertation	操作/實作、講授、討論。
12	The internationalization of Education in Taiwan	Senior High school level Junior High School level Elementary School level	操作/實作、講授、討論。
13	The internationalization of Education in Taiwan	Higher Education level graduate level	操作/實作、講授、討論。
14	The Internationalization of Education in USA	The internationalization of education act of 1966 Agency for International Development	操作/實作、講授、討論。
15	The internationalization in UK	Putting the World into World-class Education of 2004	操作/實作、講授、討論。
16	The Internationalization of Education promoted by the UNESCO	UNESCO's 1974 Recommendation Global citizenship education and education for sustainable development	操作/實作、講授、討論。
17	Final Presentation	Final Presentation	操作/實作、口頭報告、討論。
18	Class Review	Class Review Discussion	操作/實作、口頭報告、講授、討論。

## ◎課程要求：

Students has to complete an academic research, and they are highly recommended to participate and presenting their research article in an overseas international conference.

## ◎成績考核

期中考50%

期末考50%

## ◎參考書目與學習資源

1. Wang, L. and Ho, H. (2013). The market positioning and the selection of destination countries for music students from Taiwan. Music Education Research, 1-12.
2. Ho, H. and Huang, Y. (2013). Earning while learning: Part-time work during term time. Asia Pacific Journal of Educational Development, 2(1), 59-66.
3. Ho, H. and Lin, L. (2012). The all-in-one human resource policy of Taiwan's Hand-in-Hand Program. Educational Research for Policy and Practice, 11(3), 179-187.
4. Ho, H. and Wang, F. (2011). Prestige, Parallel or Predatory—Pricing Strategies among Taiwanese Universities. International Journal of Marketing Studies, 3(3), 67-77.
5. Ho, H. and Chen, P. (2011). Revamping the Funding formula for special education programs. Asia Pacific Education Review, 12(1), 143-148.

## ◎教材講義

請改以帳號登入校務系統選擇全校課程查詢方能查看教材講義

1.請尊重智慧財產權、使用正版教科書並禁止非法影印。

2.請重視性別平等教育之重要性，在各項學生集會場合、輔導及教學過程中，隨時向學生宣導正確的性別平等觀念，並關心班上學生感情及生活事項，隨時予以適當的輔導，建立學生正確的性別平等意識。

國立嘉義大學 110 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育學系教育行政與政策 發展碩士班	職級	教授	薪資 代碼	A0748
姓名	楊正誠		連絡電話	2263411-431	
電子郵件	ycjason@mail.ncyu.edu.tw				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註	
碩一	高等教育行政與政策研究 Research on Higher Education Administration and Policy	3	選修		

申請教師簽章：

楊正誠

系所主管核章：

\_\_\_\_\_ (業經\_\_\_\_年\_\_\_\_月\_\_\_\_日系所課程委員會審查通  
過，會議紀錄如附件)

院長核准：

\_\_\_\_\_

說明：

- 申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後,使用[英預覽]下載),於次學期開課前,向系(所)提出申請,經系(所)課程委員會審查通過,系所主管及院長核章後,連同系所課程委員會議紀錄,擲送教務處註冊與課務組或民雄教務組備查。
- 申請核准後,由開課系所逕行開課,並於開課作業系統中點選「授課語言」及「非母語授課」,以利學生選課時參考。
- 依據「本校教師授課鐘點核計作業要點」規定,本校教師以英語全程開授之課程,經系所課程委員會審查通過後,每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## 國立嘉義大學110學年度第1學期教學大綱

課程代碼	11012690006	上課學制	研究所碩士班
課程名稱	高等教育行政與政策研究 Research on Higher Education Administration and Policy	授課教師 (師 資來源)	楊正誠(教政所)
學分(時數)	3.0 (3.0)	上課班級	教政碩班1年甲班
先修科目		必選修別	選修
上課地點	教育館 B03-217	授課語言	英文
證照關係	NONE	晤談時間	
課程大綱網址	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690006">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690006</a>		
備註			
本課程之教學主題、內容或活動是否與性別平等議題有相關之處：否	本課是否使用原文教材或原文書進行教學：是		

### ◎系所教育目標：

進行本土化教育行政與政策發展在規劃與決策方面可行模式之研究，強化各國制度及經營管理的比較以提高國際觀，積極輔導中南部各級學校與中南部縣市教育局處建立研究合作關係，以行動研究導向協助教育局處解決重要教育問題並豐富其行政專業知識。

強化學生基礎知識的建立以及研究方法的訓練，使其具備獨立研究的能力，培養學生從巨觀的層面來建立行政與政策發展的能力，並提供學生至教育局處等各單位的實習機會，自微觀的層面加強學生在學校等各種教育機構各面向經營管理的實務能力，重視財經知識的建立以提高各種資源應用的公平性及效率性。

◎核心能力	關聯性
1.教育行政理論及實務的知能	關聯性稍強
2.宏觀與國際化的教育政策視野	關聯性最強
3.做決定及教育經營管理之各項知能	關聯性稍強
4.從事高深教育學術理論研究的能力	關聯性最強

### ◎本學科學習目標：

The goal of this course is to guide graduate students to understand current theories and practice of higher education administration and policy. Important issues include HE policy, governance, access, evaluation, ranking, merger, equity and student development.

### ◎教學進度：

週次	主題	教學內容	教學方法
01	Course introduction	PPT: Field of Higher Education by Burton Clark	講授、討論。
02	Higher education development and reform in Taiwan	Higher education development and reform in Taiwan	講授、討論。
03	Academic freedom and university law	Academic freedom and university law	講授、討論。
04	University autonomy and	University autonomy and corporation of public	講授、討論。

	corporation of public university	university	
05	University entrance system in Taiwan	University entrance system in Taiwan	講授、討論。
06	Access and equity issues in higher education-1	Access and equity issues in higher education-1	講授、討論。
07	Access and equity issues in higher education-2	Access and equity issues in higher education-2	講授、討論。
08	Organizational structure of university	Organizational structure of university	講授、討論。
09	Emergent issues of tuition and fees of higher education-1	Emergent issues of tuition and fees of higher education-1	講授、討論。
10	Emergent issues of tuition and fees of higher education-2	Emergent issues of tuition and fees of higher education-2	講授、討論。
11	Theory and practice of university student affairs	Theory and practice of university student affairs	講授、討論。
12	Administration and practice of university student affairs	Administration and practice of university student affairs	講授、討論。
13	Employment issues of higher education	Employment issues of higher education	講授、討論。
14	Higher education evaluation	Higher education evaluation	講授、討論。
15	Indicators of research output of university	Indicators of research output of university	講授、討論。
16	International rankings of higher education	International rankings of higher education	講授、討論。
17	Student Final Presentation-1	Student Final Presentation-1	講授、討論。
18	Student Final Presentation-2	Student Final Presentation-2	講授、討論。

◎課程要求：

1. Every student has to pick one higher education research article and introduce the content every week.
2. The content of student final presentation is that every student chooses one higher education topic and collects 10 research articles from academic journals of higher education, such as: Journal of Higher Education, Comparative Education Review, International Journal of College Student Development.

◎成績考核

課堂參與討論30%

書面報告40%

口頭報告30%

◎參考書目與學習資源

1. Clark, B. R. (1973). Development of the Sociology of Higher Education. *Sociology of Education*, 46(1), 2-14.
2. Astin, A. W. (2002). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Westport: ORYX Press.
3. Altbach, P. G. & Balan, J. (2007). (Eds.). *World Class Worldwide: Transforming Research Universities in Asia and Latin America*. Baltimore, MD: The Johns Hopkins University Press.
4. Pascarella, E. & Terenzini, P. (2005). *How College Affects Students (Vol. II): A Third Decade of Research*. San Francisco: Jossey-Bass.
5. Paulsen, M. B. & Smart J. C. (2011). (Eds.), *The Finance of Higher Education: Theory, Research,*



Policy, and Practice. New York: Agathon Press.

6. Kerr, C. (1963). The uses of the university. Boston, MA: Harvard University Press.

7. Gumpert, P. J. (2007). Sociology of Higher Education: Contributions and Their Contexts. Baltimore, MD: The Johns Hopkins University Press.

8. Berger, J. B. (2000). Organizational Behavior at Colleges and Student Outcomes: A New Perspective on College Impact. The Review of Higher Education, 23(2), 177-198.

◎教材講義

PPTs of this course will be uploaded to the e-learning platform

\* 請勿侵害本課程教材講義之著作權,未經許可不得任意轉載分享

- 1.請尊重智慧財產權、使用正版教科書並禁止非法影印。
- 2.請重視性別平等教育之重要性，在各項學生集會場合、輔導及教學過程中，隨時向學生宣導正確的性別平等觀念，並關心班上學生感情及生活事項，隨時予以適當的輔導，建立學生正確的性別平等意識。