



EXPERIENCE SHARING OF MOE ONLINE COURSE CERTIFICATION

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GENERAL THOUGHTS

- Applied for two courses
 1. 專業英語聽力訓練 (Passed)
 2. 專業英語閱讀 (Failed)
- MOE has very traditional idea of what an online course looks like, therefore, decide on whether you want to get the certification or be innovative in your teaching.
- Course management is important for the benefit of your students (don't just do it for MOE certification).

OVERVIEW OF PRESENTATION

1. Course Design
2. Course Management

COURSE DESIGN – TWO TYPES

1. Learn at home, Practice in class (專業英語聽力訓練)
 - Based on Flip Learning Model – Students learn course materials at home by watching some (boring) videos. Then they come to class and do practice activities based on what they've learned.
2. Learn in class, Practice at home (專業英語閱讀)
 - Students attend class lecture. Then they practice target language with peers online at home.
 - Teachers can be more innovative and students can get more practice.

專業英語聽力訓練

Course design: Learn at home, Practice in class

1. Learn at home: Students listen to the audio clips and answer the questions in the workbook.
 - Advantage that students have control of content and listen to the audio clips as many times as needed.
2. Practice in class: Check the answers of the workbook and have traditional tests in class.

課程內容架構

COURSE OUTLINE

	Week	Content
	1	Course Introduction
Part 1	2	Lecture 1: Difference between Fad and Trend
	3	Lecture 2: Handedness
	4	Assignment Discussion
	5	Test 1
Part 2	6	Lecture 3: USA Today
	7	Lecture 4: Life on Mars
	8	Assignment Discussion
	9	Midterm Examination
Part 3	10	Movie and Discussion
	11	Movie and Discussion
	12	Video Blog Discussion
Part 4	13	Lecture 5: What Makes Up a Nation?
	14	Lecture 6: Coffee
	15	Lecture 7: Little Ice Age
	16	Lecture 8: Paleontology
	17	Assignment Discussion
	18	Final Examination

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PRACTICE AT HOME ACTIVITIES

1. Online Group Discussion of assignment. Upload to e-Learning.
2. Review test for each Lecture.
3. Topic Discussions (Post response and reply to two classmates)
4. Video Discussion

Total Tasks and Grading

MANAGEMENT TIPS

1. What ever you post to your Line Group, make sure you also post it in the [Course Announcement](#).
2. Make sure you host [Online Office Hour](#) (according to the Office Hour times you posted in the syllabus)
3. If you are hosting synchronous online lessons, let the students which questions they will be answering so they will respond to you.

專業英語閱讀

Course design: Learn in class, Practice at home

- Lecture in class: Learn course content the traditional way.
 - Students have sense of schooling, have opportunities to interact with peers and teacher, can go into greater details during discussion.
- Practice at home: Apply knowledge through use of technology.
 - Online testing, synchronous/asynchronous peer interaction and practices to improve English.

課程內容架構

COURSE OUTLINE

	Week	Content
Part 1	1	Course Introduction
	2	Article 1: Making the Grade
	3	Article 2: I Became Her Target
	4	Article 1 & 2 Review
	5	Video Blog 1
Part 2	6	Article 3: Sex, Lies, and Conversation
	7	Article 3: Sex, Lies, and Conversation
	8	Article 3 Review
	9	Video Blog 2
Part 3	10	Article 4: Violent Media is Good for Kids
	11	Article 5: The Impact of Media Violence on Children and Adolescents
	12	Article 4 & 5 Review
	13	Video Bog 3
Part 4	14	Group Project Preparation
	15	Group Project Preparation
	16	Group 1 Presentation
	17	Group 2 Presentation
	18	Group 3 Presentation

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PRACTICE AT HOME ACTIVITIES

1. Vocabulary Journal (15 words per article)
 2. Topic discussions (post response and reply to two classmates)
 3. Review Tests (open book – focus on what they know, not how much they can memorize)
 4. Video Discussion (building friendships)
- Total tasks and grading
 - Use the Grade Management in e-Learning to make grading and calculation easier.

RESULTS – FAIL

- Quite shocking since my focus was on what students learn and accomplish throughout the semester – not what was presented to them during each Online Learning week.
- Observation:
 1. Students probably did more writing in this class than their writing class.
 2. Students became more confident in speaking from Video Discussions.
 3. Student’ s overall English ability improved.

規範	檢核項目	審查結果	規範平均	審查建議
規範 1、科目說明	必 1-1 課程網頁適當說明課程目標、單元教學目標及學分數。	A	2.00	1-1：總表有部分內容較簡略，建議加強。 1-2：遠距教學僅做為學生進行 review test 和 group project preparation 用途，不符合遠距教學課程的界定。 1-3：「教學綱要」內容與「開始上課」中的 course information 不一致，建議修正。 1-5：遠距教學部分對學生活動的描述簡略，應補充學生討論與小組作業等資訊。
	必 1-2 課程網頁提供適當的單元架構及學習進度。	B		
	必 1-3 課程網頁適當說明科目成績的考評標準。	A		
	選 1-4 課程網頁適當說明適用對象及學前能力。	A+		
	選 1-5 課程網頁適當說明學生參與學習進度表中各種教學活動的方法。	A		
規範 2、維持學習動機	必 2-1 教材及教學活動能涵括科目中課程及單元教學目標。	B	2.00	2-1： 1. 本課程依其名稱與目標應是在提升學習者的 reading 能力，但課程中重要的遠距活動如 video blog presentation 和 group presentation 等的屬性與主要效益與目標不符。 2. 自評表佐證檢核清單在面授課中的「Submit Article Vocabulary」活動，於網站各週進度卻安排於遠距課程中，不一致的部分宜更正。 3. 講解或教學影片偏少，對於學生學習指導不足。
	必 2-2 教師在單元中提供檢核學習者成就的教學活動。	A		
	選 2-3 教材及教學畫面顯示該主題的學習總分量與進度。	A+		
	選 2-4 教師依據教學目標選用多種適當的教學活動。	A		