

课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	积极学习策略与教育科技 Active Learning Strategies and Educational Technologies
2.	授课院系 Originating Department	社会科学中心 Center for Social Sciences
3.	课程编号 Course Code	SS106
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	春季 Spring
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	程醉 CHENG Zui 南方科技大学人文社科荣誉学会 Society of Fellows in the Liberal Arts, SUSTech chengz@mail.sustech.edu.cn
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32				32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NA				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NA				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NA				

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

The purpose of this course is to address the fundamentals of learning theories and educational/learning technologies within traditional face-to-face, hybrid, and online learning environments. Students will read classical articles about learning theories, participate in discussions targeted on the key/guiding principles of selected learning theories, explore the use of different learning technologies, and apply the theories and technologies in designing personal learning environment.

16. 预达学习成果 Learning Outcomes

After this course, students should be able to :

- Describe key learning theories and explain each of its key elements
- Demonstrate how to use different educational/learning technologies in personal learning processes
- Describe and explain the relationship between learning theories and educational technologies
- Apply learning theories and educational technologies in designing personal learning path and environment.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)

Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

Week	Topic and Key Readings	Course Agenda	Assignment Due	Class Location
Week 1	Introduction Read: Bransford et al. (2000) Chapter 1	1) Ice breaking activity 2) Instructor introduction 3) Student introduction -Name -Year of School -Major -Come from -Three facts about you 4) Make groups 5) Introduce syllabus 6) Introduce course expectations 7) Demo how to use wix	- Create your Wix portfolio account - Create at least five main pages including introduction, reflective learning, and accomplishments. - Join class wechat group	Computer Lab

		8) Introduction of reflective journal part 1		
Week 2	How Experts Differ From Novices Read: Bransford et al. (2000) Chapter 2	1) Week 2 lecture 2) Small group discussion 2) Introduce the expert interview project	Reflective journal part 1 due	Collaborative Classroom
Week 3	Learning and Transfer Read: Bransford et al. (2000) Chapter 3	1) Week 3 lecture 2) Small group discussion 3) Updates on the expert interview project 4) Introduction of reflective journal part 2		Collaborative Classroom
Week 4	Strategies for Learning and Metacognition Read: Bransford et al. (2000) Chapter 4 from p. 95 to p. p.102 Other articles about SRL	1) Week 4 lecture 2) Small group discussion 3) Updates on the expert interview project	Reflective journal part 2 due	Collaborative Classroom
Week 5	Student presentation of the expert interview	Student presentation of the expert interview	Expert Interview Due	Collaborative Classroom
Week 6	Mind and Brain Read: Bransford et al. (2000) Chapter 5	1) Week 6 lecture 2) Small group discussion 3) Introduction of reflective journal part 3		Collaborative Classroom
Week 7	The Design of Learning Environment Read: Bransford et al. (2000) Chapter 6	1) Week 7 lecture 2) Small group discussion 3) Invite some student to talk about the Science example on p.171.	Reflective journal part 3 due	Collaborative Classroom
Week 8	Ergonomics and the Design of Learning Environment Invited guest speaker: Gaojian Huang	1) Guest speaker talk 2) Whole group discussion		Collaborative Classroom
Week 9	Documentary session: 3 Idiots	Could be midterm Relax Session		Collaborative Classroom
Week10	Technology to Support Learning Read: Bransford et al. (2000) Chapter 9	1) Week 10 lecture 2) Small group discussion 3) Reflect on tools used in class 4) Introduction of reflective journal part 4		Collaborative Classroom
Week11	Educational Technology and Digital Literacy	1) Week 11 lecture 2) Small group discussion	Reflective journal part 4 due	Collaborative Classroom

	Read: ISTE Standards Skypack Unit 1	3) ISTE student standards self-evaluation		
Week12	Information Literacy Skypack Unit 2 Invited guest speaker: librarian	1) Week 12 lecture 2) Small group discussion 3) Librarian talk 4) Introduction of personal learning space showcase		Computer Lab
Week13	Tool Literacy Skypack Unit 3 Invited guest speaker: Zhuo Zhang	1) Week 13 lecture 2) Small group discussion 3) Guest speaker talk		Collaborative Classroom
Week14	Social Literacy Skypack Unit 4	1) Week 14 lecture 2) Small group discussion 3) Personal learning space showcase		Collaborative Classroom
Week15	Showcase of your portfolio	Portfolio showcase presentation	Portfolio Due	Collaborative Classroom
Week16	Wrap up	Conclusion Social event		Collaborative Classroom

18. 教材及其它参考资料 **Textbook and Supplementary Readings**

References:

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn (Vol. 11). Washington, DC: National academy press.

Newby, T. J., Stepich, D. A., Russell, J. D., & Lehman, J. D. (2006). Educational technology for teaching and learning. Prentice Hall.

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		10%		More than 3 absences will affect grade
课堂表现 Class Performance		20%		Students must actively engage in the class activities, group discussions, and presentation showcase.
小测验 Quiz				
课程项目 Projects		学习者手册项目 40% Portfolio Project 专家采访项目 20% Expert Interview Project		The portfolio project has 4 parts, each takes up 10% of the total points. The expert interview project due on week 5 will take 20% of the total points.



平时作业 Assignments				
期中考试 Mid-Term Test				
期末考试 Final Exam				
期末报告 Final Presentation		学习者手册展示 10% Final Portfolio Showcase		The final showcase of students' portfolio will takes 10% of the total points.
其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary)				

20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**
 B. 二级记分制（通过/不通过） **Pass/Fail Grading**

课程审批 **REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority

