

Program Outline

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| May 25 | 9~12 a.m. | <ol style="list-style-type: none"> 1. Introduction to the Derek Bok Center for Teaching and Learning (film), Harvard University 2. Introduction to Educational Research and Evaluation division of the Bok center (Evaluation, an integral piece of instruction and course development) 3. Core principles of course evaluation |
| May 25 | 1~4 p.m. | <ol style="list-style-type: none"> 1. Articulating learning outcomes (focus on cognitive and affective domains) 2. In-class Group Practices <ol style="list-style-type: none"> a. Use learning taxonomies to guide course objectives b. Align course objectives with department/ program/college/ university's desired learning outcomes (taking NTUE's 28 learning outcomes as an example) c. Creating a matrix that aligns course objectives/learning outcomes to course activities/assignments |
| May 26 | 9~12 a.m. | <ol style="list-style-type: none"> 1. Share and reflect on alignment matrices 2. A Harvard case study of course evaluation/course improvement 3. Concept of framing assessment questions |
| May 26 | 1~4 p.m. | <ol style="list-style-type: none"> 1. Various types of assessments and data collection mechanisms for course evaluation 2. In-class Group Practices <ol style="list-style-type: none"> a. Frame learning outcomes into assessment questions b. Devise data collection methods or evidence to be gathered to address evaluation questions |
| May 27 | 9~12 a.m. | <ol style="list-style-type: none"> 1. More Harvard case studies of course evaluation/course improvement: key indicators and interpretation of findings 2. Tie the evaluation results into action for continuous improvement |
| May 27 | 1~4 p.m. | <ol style="list-style-type: none"> 1. In-class Group Practice <ol style="list-style-type: none"> a. Share and reflect on evaluation questions and data collection plans b. Receive feedback by peers and the instructor c. Refine course evaluation proposal |