**107學年度第1學期**

**義守大學教學獎助生學習計畫書**

**I-Shou University**

**Learning Proposal of Learning-oriented Teaching Assistants in the 1st Semester of Academic Year 2018**

Date: (Y/M/D)

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| 教學獎助生姓名：Name: | 教學獎助生學號：Student No.: |
| 課程名稱：Course Title: | 課程代號：Course Code: | □必修□選修□ Required □ Elective |
| 課程時間：星期＿＿；＿＿: ＿＿~＿＿: ＿＿Course Session: ; : ~ :  | 學分數：Course Credits: | 修課人數：No. of Students: |
| 1. 教學獎助生學習目標Learning Goal of the Teaching Assistant
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| 1. 教學助理研習活動：教學獎助生必須參加本校教學發展中心辦理之教學助理工作說明會及教學助理培訓研習活動，否則將取消教學獎助生資格。（不列入學習時間計算）

Training Activities for Teaching Assistants: Teaching assistants are required to take part in the orientation and training activities held by the Center for Teaching and Learning Development. Those who fail to take part in the orientation or training activities will be disqualified from being a teaching assistant (the time spent on the orientation and training activities will not be regarded as learning hours). |
| 1. 教學獎助生學習時間與學習內容Learning Hours and Content of Teaching Assistants

※**本學期請安排於12/5前之學習時間；且請至少安排1/3的學習內容是與修課學生互動、共學。**※**Please arrange your learning hours before December 5, 2018. At least 33% of the learning content should be related to the interaction or learning with students.**※**教學獎助生學習內容可參考下頁範例。**※**The following is an example of learning content.**※**教學獎助生請勿安排例假日時間。**※**Weekends should not be arranged for anything.**

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| 週次Week | 課程內容Course Content | 教學助理學習內容Learning Content | 教學助理學習時數分配(核定時數在平台公告內查詢)Allocation of Learning Hours (you can check the approved hours on the Teaching Assistant Management Platform) |
| 3 | 例：日語歌曲賞析 | 與修課學生互動共學 | 2 |
| 8 | 例：期中考 | 輔導學生課業問題 | 2 |
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教學助理簽名： 指導教師簽名：

Signature of the Teaching Assistant: Signature of the Supervisor:

**教學助理學習內容範例(此部份僅供參考，請依各課程屬性進行調整)**

**An example of learning content of teaching assistants (it is only for your reference; please make necessary changes depending on courses)**

1. 學習專業議題，觀察實務現象，發現問題，培養思辨能力。

To learn about professional issues, observe practices, identify problems, and train critical thinking.

1. 學習專業議題資料搜集，培養資料統合能力與批判性思考能力。

To learn about data collection of professional issues, train data integration skills, and critical thinking.

1. 學習應用專業知能，並自與他人互動共學中，進一步培養精熟專業能力。

To learn how to apply professional competencies and train professional skills while learning together with others.

1. 透過主動參與之學習歷程，引領學生於畢業前，認識未來職場實務現況。

To lead students to learn about the future job market through active learning experience.

1. 建立師生間之雙向溝通橋梁，除扮演「教」(輔導)的角色外，亦扮演「學」(精進)的角色，以達成「教」「學」雙圈學習組織型態。

To act as a bridge between faculty members and students for teaching and learning.

1. 在教師指導下，帶領服務學習準備工作、服務學習活動、反思慶賀活動，以及學習服務、學習表述能力。

To make preparations, organize activities of service learning, reflection and celebration, and learn about service and expression skills.

1. 在教師指導下，設計專業領域之教學教材，培養專業呈現的能力。

To design teaching materials for professional fields and train presentation skills under the instructions given by the supervisor.

1. 帶領小組討論，透過互動與共學的過程，學習專業表述及溝通能力。

To lead a group discussion and train professional expression and communication skills through interaction and learning with others.

1. 針對課程/活動進行反思，對未來課程/活動規劃提出修正或補充，建構師生間雙向交流互動模式，培養批判性思考能力。

To reflect the courses/activities, provide suggestions for future courses/activities, act as a bridge between faculty members and students, and train critical thinking.

1. 透過課程實際體驗教學歷程，成為具備教學能力之專業人才。

To become a professional tutor through practical teaching experience.