

專題製作類課程-課程目的

Practical Project Courses-Purpose Introduction

目的：

專題製作類課程是透過「專題式的學習」協助學生尋找問題，激發學生思考能力並加以實踐的高層次學習。其主要符合四項審議標準：(1)行動導向、問題導向之實作內涵；(2)跨領域團隊合作、分組執行的學習模式；(3)課程執行過程記錄；(4)期末成果發表。上課方式不再侷限於教室，時間也可以彈性的調整，最重要的是我們要讓學生適應瞬息萬變的未來，具備挑戰社會的多元能力。專題式課程的目標在培養學生的專業技能與競爭力，本校更連結產官學界等資源，運用合作機制培育人才，藉此提升學生自主學習精神，團體合作與學用合一之具體目標。

現階段以「跨領域三明治專題式學習課程」與「自發適性課程模組」推廣之。

本校跨領域三明治專題式學習課程分為初階之專題探索類型、中階之專題準備類型與高階之專題實作類型三個層面，分述如下：

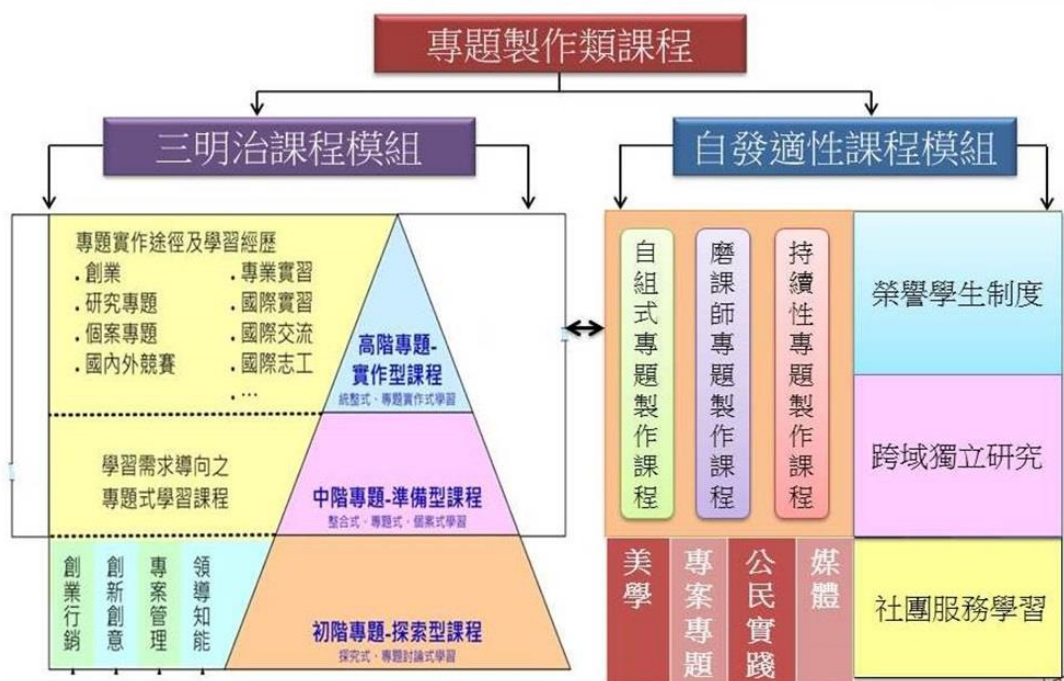
(1) 初階之專題探索課程：此課程係為一種探究式、專題討論式學習課程，所規劃的基礎課程模組包括：1)領導知能；2)創新創意；3)創業行銷；4)專案管理等四類。

(2) 中階之專題準備課程：是整合式、專題式、個案式之學習課程，主要透過學習需求導向之專題式課程引導，藉由創新、創業、創意、國際志工、台中市政等相關問題解決做為開始，誘發學生思考並建立學習目標，以進行自我學習導向之專題式研習，讓學生獲得新知與調整舊有的專業知識之應用。此學習導向之專題式課程也改變舊有通識課程設計及學習評量方式，是一項教育的創新制度，推廣的方式包括：1)特定任務導向課程；2)學生主動申請課程。

(3) 高階之專題實作課程：是統整式、專題實作式學習課程，主要延續中階之專題課程，並透過專題實作途徑及學習經歷，造就跨領域之整合性人才，此課程更進一步讓積極且自我要求較高的同學，得到更多學習資源，以達到因材施教的目的。

另外一方面，自發適性課程模組則以行動導向與問題解決為主，並非以三明治專題式學習的系統化模式推廣，而是以學生本位學習與專題實作之個案為重點，可類屬於初階專題探

索類型或中階之專題準備類型或高階之專題實作類型，並開放學生主動申請課程，不限時間也不限地點，屬於彈性較高之課程規劃。



Purpose:

Practical project courses are high-level learning, which intend to help students discovering problems by “project-based learning” and stimulate their thinking capacity and hand-on practice. Such course needs to meet four criteria: (1) action orientation, problem-oriented practice; (2) cross-field team work and learning model by groups; (3) record of course practice; (4) presentation of final results. The course is not limited to classroom teaching, and the time can be flexible. The key is to cultivate the students’ adaptability to the variable changes in the future, and have competencies to face multiple challenges. The purpose of such course is to develop students’ professional ability and competitiveness. The school

combines industrial, governmental and academic resources to cultivate students' independent learning, team work, and practice by learning.

The current focus is "cross-field sandwich project learning" and "spontaneous and adaptive course module".

The cross-field sandwich project learning contains basic project exploration, intermediate project preparation, and advanced project practice, as described below:

(1) Basic project exploration: it is exploratory and project discussion learning. The basic course module includes the following: 1) leadership knowledge and capacity; 2) innovation and creativity; 3) business marketing; 4) project management.

(2) Intermediate project preparation: it is the learning of integration, project and case. It is based on learning-oriented project course, and discusses issues in innovation, entrepreneurship, creativity, international volunteer and problems of administration of Taichung City Government. It encourages students to think and construct learning goals for self-learning oriented project study. Students can obtain new knowledge and adjust the existing knowledge application approach. The learning-oriented project course changes old general education course design and learning evaluation. It is innovation of education. The promotional approaches include: 1) specific task oriented course; 2) students' active application of course.

(3) Advanced project practice course: it is integrated and project practice learning; it is also the extension of intermediate project course. By project practice and learning, it cultivates cross-field integrated talents. The course allows active students who pursue higher level to acquire more learning resources, in order to accomplish the goal of accordance with students' aptitude.

In addition, spontaneous and adaptive course module is based on action orientation and problem solving. It is student-based learning and project practice cases instead of systematic model of sandwich project learning. The

students can actively apply for basic project exploration, intermediate project preparation or advanced project practice without the limitation of time and place. It is more flexible course planning.