

國立中正大學課程大綱
National Chung Cheng University Course Syllabus
Educational Leadership and Management Development

開課學年度/學期 School Year/ Semester	Fall 2025
課程名稱 Course Title	Seminar on Teaching-Learning Practice
學分數 Credit	3
授課教師資料 Professor Information	Joclarisse Albia, PhD Assistant Professor, ELMD jalbia@ccu.edu.tw
教學目標及範圍 Course Description and Learning Objectives	A strong teaching-learning practice is one of the cornerstones of effective educational leadership and management. Educators are expected to become thoughtful practitioners who can lead pedagogical innovations within their institutions. The course grounds the development of a robust teaching-learning practice on theories of reflective practice and educational technology. Students will explore how reflective teaching practice informs professional practice, including the design and use of instructional innovations, and how these can be used to guide institutional change and support professional development. The course will draw upon evidence-based approaches as students examine models of reflection, engage in critical evaluation of digital tools in relation to issues of equity, accessibility and ethical implications, and develop skills for professional growth in technology-enhanced educational settings. Upon completion of the course, students should be able to: • Describe reflective practices that demonstrate the integration of strategic use/implementation of instructional innovations and digital literacy initiatives; • Examine personal teaching effectiveness in technology-enhanced learning environments; and • Critically analyse an educational technology/instructional innovation/pedagogical practice drawing upon reflective teaching frameworks and educational technology theories.
授課方式 Instructional Methods	Lectures Small group discussions/workshops Reporting/presentations
教科書及 延伸閱讀 Course Materials and Additional Resources	Brookfield, S. D. (2017). <i>Becoming a critically reflective teacher</i> (2nd ed.). Jossey-Bass. Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. <i>Reflective Practice</i>, 1(3), 293-307

	Reiser, R. A., & Dempsey, J. V. (Eds.). (2018). <i>Trends and issues in instructional design and technology</i> (4th ed.). Pearson Sergiovanni, T. J. (2015). <i>The principalship: A reflective practice perspective</i> (7th ed.). Pearson (more detailed reference materials are provided in the weekly session schedules)
評量方式 Grading	Class Participation – 25% Reading presentation (reporting) – 25% Main Project – 50% (final paper – 35%; project report – 15%) - The main project for the course is a 3,000-word paper that critically examines a pedagogical practice, educational technology integration program, instructional innovation, etc., that is in place in your chosen context/setting. The examination should be anchored on a clear theoretical/conceptual framework with a clear analysis focus (questions). It should be able to offer clear theoretical and conceptual links particularly in terms of implications for educational leaders and school/institutional change and development. - Reference formatting: APA 7th edition

授課大綱 (週次表及每週課程詳細內容說明)

Schedule

Session	Topic
Session 1	Introduction to the Course Introduction to Reflective Teaching Practice In this session, we define reflective practice, its importance in teaching and its connections to effective educational leadership and management. We characterise reflective educational practitioners, situating it especially in the context of professional development. <u>Recommended Readings:</u> Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. <i>Reflective Practice</i>, 1(3), 293-307.
Session 2	Frameworks of Reflection/Theories of Reflective Practice We delve deeper into the practice of reflection, to differentiate between technical, practical and critical reflection. We then examine the nature and scope (depth and breadth) of reflective thinking in building teaching-learning practice. <u>Recommended Readings:</u> Brookfield, S. D. (2017). <i>Becoming a critically reflective teacher</i> (2nd ed.). Jossey-Bass. (Chapters 1-2). Van Manen, M. (1977). Linking ways of knowing with ways of being practical.

	<i>Curriculum Inquiry</i>, 6(3), 205-228. https://doi.org/10.1080/03626784.1977.11075533
Session 3	Reflective Practice in Educational Leadership In this session, we consider how reflective teaching informs professional development and wider interconnections with educational leadership and organisational change. <u>Recommended Readings:</u> Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. <i>Teaching and Teacher Education</i>, 25(1), 207-216 Sergiovanni, T. J. (2015). <i>The principalship: A reflective practice perspective</i> (7th ed.). Pearson. York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. <i>Review of Educational Research</i>, 74(3), 255-316.
Session 4	Reflective Practice in Diverse Contexts In this session, we examine reflective thinking through a cultural lens, drawing attention to principles of diversity, inclusion and equity (DEI) on teaching practice and the development of culturally responsive reflective practices. The introduction of DEI principles in this session also provides a segue to succeeding discussions on pedagogical innovations. <u>Recommended Readings:</u> Gay, G. (2018). <i>Culturally responsive teaching: Theory, research, and practice</i> (3rd ed.). Teachers College Press. (Chapters 1-2) Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. <i>Theory into Practice</i>, 42(3), 195-202. Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. <i>Theory into Practice</i>, 42(3), 173-180.
Session 5	Approaches to Building Reflective Practice - 1 The focus of this session is to introduce some tools and approaches for developing reflective practice, with a focus on Brookfield's lenses: reflective writing (personal experience), student voice (student lens), collaborative enquiry and peer reflection (peer lens). <u>Recommended Readings:</u> Boud, D. (2001). Using journal writing to enhance reflective practice. <i>New Directions for Adult and Continuing Education</i>, 2001(90), 9-17. Boulton, H. (2014). ePortfolios beyond pre-service teacher education: A case study. <i>Australian Journal of Teacher Education</i>, 39(1), 1-20 Cook-Sather, A. (2006). Sound, presence, and power: "Student voice" in educational research and reform. <i>Curriculum Inquiry</i>, 36(4), 359-390. Prestridge, S. (2014). Reflective blogging as part of ICT professional development to support pedagogical practices. <i>Australian Journal of Teacher Education</i>, 39(2), 70-86 Stevens, D. D., & Cooper, J. E. (2009). Journal keeping: How to use reflective

	writing for effective learning, teaching, professional insight, and positive change. Stylus Publishing. (Chapters 1-2) Zwart, R. C., Wubbels, T., Bergen, T. C., & Bolhuis, S. (2007). Experienced teacher learning within the context of reciprocal peer coaching. <i>Teachers and Teaching</i>, 13(2), 165-187.
Session 6	Approaches to Building Reflective Practice – 2 We continue in this session the discussion on approaches, exemplars and cases of developing reflective practice. Refer to recommended readings in Session 5
Session 7	Comparative Analysis of Reflective Practices In this session, we identify components of and analyse the extent of reflective practices in different educational contexts and settings. We focus on private and public formal school systems but also training and development (non-formal learning systems). We touch on some key concepts such as institutional support for reflection, policy frameworks, institutional audit systems, and culture of reflection, etc. <u>Recommended Readings:</u> Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. <i>Journal of Teacher Education</i>, 53(1), 33-43
Session 8	Educational Technology Foundations for Building Teaching-Learning Practice In this session, we look at educational technology foundations and their pedagogical implications for building teaching-learning practice. Additionally, we look at digital literacy competencies of educators and education practitioners. <u>Recommended Readings:</u> Beetham, H., & Sharpe, R. (Eds.). (2019). <i>Rethinking pedagogy for a digital age</i> (3rd ed.). Routledge. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? <i>Contemporary Issues in Technology and Teacher Education</i>, 9(1), 60-70. Reiser, R. A., & Dempsey, J. V. (Eds.). (2018). <i>Trends and issues in instructional design and technology</i> (4th ed.). Pearson.
Session 9	Integrating Reflective Practice in Technology-Enhanced Learning How do we improve teaching-learning practice in technology-enhanced learning settings through reflective practice? This is the focus of this session as we critically examine how reflective practice, particularly considerations of accessibility, diversity, equity and inclusion, can be integrated in the design, choice and use of technology and pedagogical innovations. <u>Recommended Readings:</u> Reich, J., & Mehta, J. D. (2020). <i>Failure to disrupt: Why technology alone can't transform education</i>. Harvard University Press Warschauer, M., & Matuchniak, T. (2010). <i>New technology and digital worlds:</i>

	Analyzing evidence of equity in access, use, and outcomes. <i>Review of Research in Education</i> , 34(1), 179-225
Session 10	Designing Technology-Enhanced Learning Experiences In this session, we look at ways to create effective digital learning environments including the design and implementation of assessment strategies using technology and integrating reflective principles. We especially focus on collaborative platforms and social technologies. <u>Recommended Readings:</u> Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. <i>Journal of Research on Technology in Education</i>, 42(3), 255-284.
Session 11	Systematic Instructional Design for Educational Leaders The focus in this is a further examination of different approaches of instructional design at the institutional level. Here we examine examples and cases of institution-wide (including national-level) technology integration programmes and explore practice and policy implications for educational leaders.
Session 12	Leading Technological Change in Educational Organisations This session builds on the preceding session's discussion, focusing this time on change management strategies and orienting technology integration plans/instructional innovations alongside implementation issues such as professional development needs, infrastructure requirement, stakeholder analysis, etc. The session seeks to address how educational leaders can successfully guide institutions through digital transformation while maintaining focus on outcomes and institutional mission. <u>Recommended Readings:</u> McCarthy, A. M., Maor, D., McConney, A., & Cavanaugh, C. (2023). Digital transformation in education: Critical components for leaders of system change. <i>Social Sciences & Humanities Open</i>, 8(1), 100479.
Session 13	Action Research: Investigating Teaching-Learning Practices through Reflective Enquiry In this session, we discuss action research as a common methodological design for encouraging research and knowledge generation on reflective teaching and pedagogical innovations. We draw upon examples of action research to explore systematic enquiries on the abovementioned topics. <u>Recommended Readings:</u> Manfra, M. M. (2019). Action Research and Systematic, Intentional Change in Teaching Practice. <i>Review of Research in Education</i>, 43(1), 163-196.
Session 14	Prospects and Future Directions, Integration
Session 15	Final Paper/Project Presentations

Session 16	Final Paper/Project Presentations
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