

課程名稱：閱讀教學專題研究

上課時間：Tue, 09:10~12:00

Fall 2023

3 Credits

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Introduction

In this course, we will delve into the intriguing world of reading, seeking to uncover the reasons behind the challenges many students face in this area. We will explore questions such as whether researchers have achieved a comprehensive understanding of the cognitive processes involved in reading. Additionally, we will examine the maturation of evidence-based reading instructional design and the extent of teachers' pedagogical expertise in implementing evidence-based reading instruction.

We will ponder whether teachers have access to suitable textbooks for effective reading instruction, while also considering the applicability of these concerns to second language reading instruction. Throughout the course, we will dissect the nature of reading itself, exploring aspects like word recognition, language comprehension, and their connections to the brain and mental engagement.

Furthermore, we will delve into developmental issues related to reading, investigating the interplay between individual growth and the changes of our era. The course will explore the profound impact teachers' instructional behaviors have on students' reading achievements, and whether the successful development of teachers' reading instructional expertise is a viable aspiration.

During the semester, we will engage in various activities, including classroom observations, discussions, and reflections on the current state and challenges of Reading Instructional Professional Development. We will also examine the interaction between research paradigms and educational policies, culminating in an exploration of student-determined research paper topics. Notably, the course will also feature the International Symposium Commemorating Professor Hwawei Ko on November 17-18, providing a unique opportunity to enrich our understanding.

Throughout this journey, we will also explore the integration of Social and Emotional Learning (SEL) within reading instruction, as well as the significance of Professional Development (PD) in enhancing reading teaching practices. The course will conclude with students having the autonomy to select their own research paper topics, empowering them to delve into subjects that truly resonate with their interests and academic aspirations.

Course Requirements:

Classroom Participation (15%): Active engagement in classroom discussions, activities, and group work is essential to create a dynamic learning environment. Meaningful contributions will enhance your understanding of the course material and encourage collaborative learning.

Thesis Introductions (40%): Throughout the course, you will be expected to present concise summaries of assigned research papers. This exercise will sharpen your ability to extract key points from academic literature and effectively communicate them to your peers.

Final Paper (45%): The culmination of your learning journey will be a comprehensive final paper. This paper should demonstrate a deep understanding of the course content and critically engage with relevant research. Your paper will provide an opportunity to showcase your analytical skills and showcase your ability to synthesize complex ideas.

Your active participation, thoughtful engagement with research literature, and the completion of a well-structured final paper will contribute significantly to your success in this course.

日期	Main Theme	Content
1 SEP 12	Course Overview	Why do so many students still struggle with reading? ➤ <i>Have researchers gained a sufficient understanding of the cognitive processes involved in reading?</i> ➤ <i>Is evidence-based reading instructional design matured?</i> ➤ <i>Do teachers possess sufficient pedagogical expertise for evidence-based reading instruction?</i> ➤ <i>Do teachers have access to adequate textbooks for evidence-based reading instruction?</i> ➤ <i>Are the above questions equally applicable to second language reading instruction?</i>
2 SEP 19	Theoretical Framework	The nature of Reading ➤ <i>Word recognition and Language Comprehension</i> ➤ <i>Brain, mental, and Engagement</i>
3 SEP 26	Theoretical Framework	The nature of Reading ➤ <i>Developmental Issue</i> ➤ <i>Individual and Era Changes</i>
4 OCT 03	Theoretical Framework	Professional Development (PD) ➤ <i>Does teachers' instructional behavior truly affect students' reading achievement?</i> ➤ <i>Is the successful development of teachers' reading instructional expertise possible?</i>
5 OCT 10	National Holiday	Class Suspended!
6 OCT 17	Practice field	<i>Classroom observation!</i>
7 OCT 24	Theoretical Framework	Professional Development (PD) ➤ <i>The Current State and Challenges of Reading Instructional Professional Development. Research Paradigm and Educational Policy</i>

8	OCT 31	Cutting-edge Paper	Student-Determined Research Paper Topics
9	NOV 07	Cutting-edge Paper	Student-Determined Research Paper Topics
10	NOV 14	Class Adjustment	The International Symposium Commemorating Professor Hwawei Ko(Nov 17-18)
11	NOV 21	Cutting-edge Paper	Student-Determined Research Paper Topics
12	NOV 28	Cutting-edge Paper	Student-Determined Research Paper Topics
13	DEC 05	Paper Presentation	SEL in reading instruction
14	DEC 12	Paper Presentation	PD in Reading instruction
15	DEC 19	Paper Presentation	Student-Determined Research Paper Topics
16	DEC 26	Paper Presentation	Student-Determined Research Paper Topics