Application for NTNU Capstone Course Subsidies
(Capstone Course Module)

I. Project Application Form

Project Title	
Project Duration	_____ Semester _____ Year ~ _____ Semester _____ Year
Principal Investigator (Head of Department/Institute)	Name
	Service unit
Other in-campus subsidies	□No □Yes _____(title of subsidy)
Project Contact	□Same as Principal Investigator
	□Department □Teaching assistant □project assistant Name: Tel: Email:

Capstone course module course Information (Peer observation teachers please invite themselves) ※You can add or delete tables as needed.	Course type	Course title	Teacher	whether to participate in peer observation
	capstone course			□
	keystone courses			□
				□
				□
				□
	cornerstone courses			□
				□
				□

☐ The Teaching Development Center will provide the "Integrated Course Core Competency Annual Assessment Analysis Report" and the "Integrated Course Student Evaluation Questionnaire". The department will conduct the tests (1 time for the current plan, and no need to check if no report is required).

Project proposal disclosure	The department agrees to disclose the project proposal, providing reference for the departments or instructors who want to implement the integrated course module in the school.
Total subsidies (Maximum NT$150,000)	(NT$_____)

Principal Investigator (signature):_____

Department Head (signature): _____

Application date:

II. Goals and Concepts of the Departmental (Institutional) Capstone Course Module Project

I. The concept and connotation of the module

1. Please describe in detail the concepts and features of the capstone course module.

2. Please describe the relevance among the cornerstone courses, keystone courses and capstone courses.

II. The alignment of the Capstone Course Module and the department (institute) core abilities

Please explain the alignment of the courses (cornerstone courses, keystone courses and capstone courses) of this integrated course group module and the department (institute) core abilities

Table 1 Alignment table between the capstone course goals and the department (institute) core abilities

	The objectives of the capstone course	The core abilities of students corresponding
1		□1 □2 □3 □4 □5 □6 □7
2		□1 □2 □3 □4 □5 □6 □7
3		□1 □2 □3 □4 □5 □6 □7
4		□1 □2 □3 □4 □5 □6 □7
5		□1 □2 □3 □4 □5 □6 □7

Core ability 1：
Core ability 2：
Core ability 3：
Core ability 4：
Core ability 5：
Core ability 6：
Core ability 7：
*The department (institute) core abilities can be optionally filled in the cognitive section of the ability indicators.

Table 2 Alignment table between the capstone course module and the department (institute) core abilities

Capstone Course Module	Course title	The core abilities of students corresponding
capstone course		□1 □2 □3 □4 □5 □6 □7
keystone courses		□1 □2 □3 □4 □5 □6 □7
		□1 □2 □3 □4 □5 □6 □7
		□1 □2 □3 □4 □5 □6 □7
cornerstone courses		□1 □2 □3 □4 □5 □6 □7

		□1 □2 □3 □4 □5 □6 □7
		□1 □2 □3 □4 □5 □6 □7

* Please add new pages if needed.

III. The implementation plan of the Capstone Course

＊If the department (institute) has received the subsidy of this project in the past three years, please explain the difference or continuity between this project and the previous project. Also, please mention the relevant content of the follow-up implementation of the capstone course module and the teaching plan improvement suggestions (i.e., the I-course review of the capstone course core concept ICRTI) in the last achievement report, and the specific improvement measures of this project.

1. Please elaborate on the capstone course features, teaching content, teaching activities, homework assessment and other plans of the capstone course, and provide the course syllabus, as well as determine the summative assessment method and grading criteria for the student learning outcomes(rubric).

2. Please explain how the capstone course plans for the students' self-learning, so that they can deepen, integrate and reflect on what they have learned in the university (institute), and demonstrate the department (institute) professional learning achievements and future career.

IV. Peer Review

Please list the teachers who are expected to participate in the peer review of the capstone course (at least one teacher for each cornerstone course and keystone course) and the planned process (please see the next page for the process description).If you plan to invite teachers from other departments or schools to participate in the class observation discussion, please list the names of the teachers you plan to invite and explain the reasons for the invitation.

Scheduled time for peer observation and feedback

Pre-lesson briefing	Year Month Day : To :
In-class observation	Year Month Day : To :
Post-lesson discussion	Year Month Day : To : (It is recommended to apply within one week after the class observation.)

V. Expected Efficacy

Please describe (1) the expected change and effectiveness of learning; (2) advantages yielded from the overall improvement of teaching quality of the department (institution); and (3) how the learning efficacy will be promoted.

Note 1: For two or more co-teaching instructors (simultaneously attending classroom teaching) or new courses, please indicate in the course outlines. For capstone course that are co-taught, please fill out the "Application for Simultaneous Co-Teaching Hours".

Capstone course plan peer observation flow chart

Integrated Project - Peer Observation Implementation

During the implementation of the integrated project, peer observation should be conducted according to the subsidy guidelines, and at least one teacher from the basic course and one teacher from the core course of the department (or institute) should be invited to participate.

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Pre-observation meeting（Pre-lesson briefing）：

1. Duration: 15 to 20 minutes.
2. Familiarize yourself with the content of the lesson to be observed, and form and confirm the observation focus (question focus).
3. Divide the tasks and propose corresponding data collection methods according to the observation focus.
4. Agree on the time and place for the post-observation feedback session, and announce other matters to be noted.

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Classroom observation（In-class observation）：

1. Seek the students' consent before the observation and follow the observation etiquette.
2. Record relevant qualitative or quantitative factual data to answer the focus questions.
3. Collect concrete and objective factual data, such as: teaching modes, student learning, etc.
4. Look for highlights and growth opportunities in the classroom.

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Post-lesson feedback session（Post-lesson discussion）：

1. Duration: 20 to 30 minutes.
2. Examine and discuss the collected data from an objective perspective and respond to the focus question.
3. Share the gains and thoughts or inspirations for future teaching and learning with each other.
4. Grow together: draw conclusions, and plan strategies and actions for future teaching and learning.

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Submission of relevant forms and documents：

Submit the peer observation record form and the integrated project outcome report together to the Teaching Development Center of the Academic Affairs Office.

III. Project Members [note 2]

Name of Principal Investigator (head of department/institute	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Name of Co-Principal Investigator 1 (teaching	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Name of Co-Principal Investigator 2 (teaching	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Name of Co-Principal Investigator 3 (teaching	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Project Assistant 1 Name:	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Project Assistant 2 Name:	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			
Project assistant 3 Name:	Service Unit		Title	
	Tel:	Tel:	Mobile:	
	Email:			

Note 2: Please add pages if needed.
Note 3: Add teaching instructor(s) as co-principal investigator(s) if needed.

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Center for Teaching and Learning Development, NTNU

IV. Project Funding [note 4]

Item funded	Unit price	Quantity	Sum	Description
Total	NT$			

Budgeting Reference

Item funded		Description
1	Hourly Pay	1. Rate: Non-NTNU Instructors, NT$2,000 per hour, NTNU Instructors, NT$1,000 per hour. 2. Please also list a 2.11% supplementary insurance premium on the hourly rate.
2	Learning-based Part-time Assistant	1. Based on the "NTNU Thesis Research Learning Reward Program". 2. Please also list a 2.11% supplementary insurance premium on the reward.
3	Meal Compensation	For event and seminars.
4	Domestic Travel Expenses	1. Rate: Based on actual expenses incurred. 2. Limited to the transport expenses incurred for courses related visits and seminars (vehicle rental included), for project members and lecturers (documentation and receipts are required).
5	Printing, Binding Fees	Rate: Based on actual expenses incurred.
6	Author's Compensation	1. Rate: NT$1100 to NT$1600 per thousand words 2. The contents of writing must be for the teaching material, and writers who are NTNU employees shall not be compensated (including teaching instructors, teaching assistants, and temporary staff). 3. Also granted is a 2.11% supplementary insurance premium on the compensation.
7	Miscellaneous Expenses	Rate: Based on actual expense incurred, including stationery, paper, postage, etc.

Note 4: The funding is based on individual departments (institutions), and the ceiling is NT$150,000 each project.

V. Other Attachments

【For any questions, please contact Ms. Chen at Center for Teaching and Learning Development, Tel: (02)7734-1892; Email: c31430@ntnu.edu.tw】

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Center for Teaching and Learning Development, NTNU