

National Taiwan Normal University _____Year _____ Semester

“Capstone Course Subsidiary Program” (Capstone Course Module) Final Report

Project Title			
Project Duration	_____ Year _____ Semester ~ _____ Year _____ Semester		
Principal Investigator		Service Unit	
Course Title / Instructor Name			
Summary of Key Results			
Disclosure of Results	The department agrees to disclose the project results as a reference for all NTNU departments (institutes) or teaching instructors interested in implementing the capstone course modules.		

Principal Investigator (signature): _____

Department Chair (signature): _____

Date:

I. Status on Project Implementation

Please briefly describe the project implementation status and the evaluation and review of the student core competencies of the capstone course

Table 1 Learning achievement evaluation of the student accomplishment of the department (institute) core abilities

The core abilities of students corresponding to the objectives of the capstone course			Learning outcomes (check)			
The objectives of the capstone course		The core abilities of students corresponding	Excellent	good	Fair	Needs improvement
1		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7				
2		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7				
3		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7				
4		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7				
5		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7				
Core ability 1 : Core ability 2 : Core ability 3 : Core ability 4 : Core ability 5 : Core ability 6 : Core ability 7 :						

II. Efficacy Review

1. For each course within the capstone course module, analyze the student learning outcomes and evaluate the efficacy of student core competence development.
2. Suggestions on subsequent implementations to improve the capstone course modules and the teaching, as well as analysis of the gaps between project planning and implementation.

III. Conclusions and Suggestions

Please describe the benefits or value gained through this implementation of capstone course module for the following:

1. Development of the department (institute)
2. Improvements in departmental (institutional) courses and teaching
3. Future departmental (institutional) courses and instructors

IV. Appendix

1. Attach the information of the related lectures/visits or other supporting materials of the capstone course.
2. Attach the student self-learning (such as student reflection, learning portfolio) or other supporting materials.
3. Attach the peer review feedback form and related attachments, such as peer review photos or other supporting materials.

NTNU Capstone Course Subsidiary Program (Capstone Course Module) Peer Review Feedback Form

The capstone course "Peer Review and Feedback" consists of three parts: pre-lesson briefing, in-class observation and post-lesson discussion. The main purpose is to enable the teachers of each course in the capstone course module (including cornerstone courses, keystone courses and capstone courses) to understand the relevance of students' professional core abilities in these courses, and to provide the department with a review of the course structure and strengthen the vertical alignment or horizontal connection of the courses.

The process of the integrated course can be: 1. The department head and the integrated course teacher can first invite the teachers of the relevant cornerstone courses and keystone courses; 2. Agree on the time of pre-lesson briefing, in-class observation and post-lesson discussion; 3. In-class observation is filled out by each observing teacher (form as P.3), pre-lesson briefing and post-lesson discussion meetings can be assisted by teaching assistants to organize (form as P.2, P.4), as a reference basis for the department's course structure.

Observation teacher information form

Department		School year	
Course type	Course title	Teacher	
Capstone course			
Keystone course			
Cornerstone course			
Other	If teachers from other departments or schools observe the class, please fill in the name of the school and department in this space.		

Note: You can add or delete tables as needed.

I. Pre-lesson briefing

The pre-lesson briefing time can be arranged for 15-20 minutes. The meeting can prepare relevant information such as the department's course structure, the capstone course syllabus, etc. for the observing teachers. The capstone course teacher can first explain the course design and arrangement. The observing teachers can look at the observation aspects of the in-class observation (next page) to understand the observation aspects and content, form and confirm the observation focus (choose one of the concerned observation suggestions), and propose corresponding data collection methods according to the observation focus. In addition, confirm the time and place of the in-class observation and post-lesson discussion meeting again, and explain other matters needing attention.

Pre-lesson briefing time	Year____Month____Day ____ : ____To____ :		
Filler	(Filler)	Method/Location	<input type="checkbox"/> On-line <input type="checkbox"/> Physical meeting : _____room
Summary			
Appendix: Please provide relevant attachments for peer observation, such as briefing photos or other information.			

II. In-class observation

The capstone course teacher should explain to the students at least one week before the observation that the teacher will observe the class and other matters. The observing teachers can use the following table to record relevant quantitative factual data to answer the observation focus of concern in the pre-lesson briefing, and collect concrete factual data, such as: student reactions, student cooperation status, etc., as discussion topics for the post-lesson discussion.

In-class observation time	Year____Month____Day ____ : ____To____ :	
Observation teacher name		
Observation aspects	Observation suggestions	Observation summary
Capstone Course Module	<ol style="list-style-type: none"> 1. Which department courses/field specialties are integrated in the capstone course ? 2. Which core abilities of the department are examined in the capstone course? 3. Is the capstone course closely related to the requirements and relevance of the department's professional accreditation? 4. Is the capstone course closely related to the basic courses and core courses? 5. <u>What do you think you can do to modify your fundamental course or core course that you instruct, according to the students' performance in the comprehensive course, to assist them in better preparation?</u> 	
Student learning behavior	<ol style="list-style-type: none"> 1. Can students integrate and apply the specialized knowledge they have learned in the department appropriately? 2. Can students clearly understand the knowledge context of their field of study? 3. Are students' abilities in literature or data analysis sufficient? 4. Are students' abilities in teamwork sufficient? 5. Are students' oral/written expression abilities sufficient? 	
Comprehensive feedback	You can give 1-2 advantages and features. You can list one area for improvement (if any).	

III. Post-lesson discussion

The post-lesson discussion time can be arranged for 20-30 minutes. The observing teachers can examine and discuss the collected data from different perspectives and respond to the focus questions, share their gains and ideas with each other, and provide feedback and inspiration for the department's courses, and formulate future teaching and learning strategies and actions.

Post-lesson discussion time	Year____Month____Day ____ : ____To____ :		
Filler	(Filler)	Method/Location	<input type="checkbox"/> On-line <input type="checkbox"/> Physical meeting : _____room
Summary			
Appendix: Please provide relevant attachments for peer observation, such as photos or other information.			

Observation teacher (signature) :

Date :

Department head (signature) :