

國立臺灣大學共同教育中心 「個別型通識課程改進計畫」EMI 授課申請須知

一、計畫目的

共同教育中心(以下簡稱「本中心」)為提昇本校通識教育品質,特訂定「個別型通識課程改進計畫」(以下簡稱「本計畫」),由本中心核予教學助理以及補助教學活動補助費,協助教師精進通識課程,或研發新通識課程或嘗試融入新教學方法。

二、計畫補助類型

本計畫依本校「教務處教學助理制度獎勵金實施辦法」為原則,受理教學助理及教學活動補助費補助申請。

(一) 教學助理

本計畫所稱教學助理,係指經授課教師指導下協助教學事宜之學生。依教師教學活動需求之不同,概分為三類:

1. 第一類為含小組討論課且 3 學分以上之課程(簡稱 A 類 TA)
 - (1) 旨在建立「教學助理」帶領小組討論制度,在授課老師指導監督下,帶領修課學生進行小組討論活動。授課老師須訓練 TA,每週與 TA 先行規劃討論提綱並掌握學生學習狀況,TA 亦應協助教師準備上課教材、參與課程、協助批改作業及評分、設計並維護課程網頁等。
 - (2) 凡申請 A 類 TA 者,除期中考、期末考週,原則應每週安排一堂課由 TA 帶領討論。
 - (3) 配置 A 類 TA 之課程應要求課外學習活動,如:要求學生於每週討論課前,針對每週應閱讀文本及討論主題撰寫討論摘要。
2. 第二類為含實驗、實習或實作規劃之課程(簡稱 B 類 TA)
 - (1) 旨在配合實驗、實習或實作課之需要,在授課老師指導監督下,帶領修課學生進行習題演練或校內外實習、實驗活動。
 - (2) B 類 TA 應協助授課教師準備上課教材、預作課程習題及講解、參與聆聽上課內容、帶領軟體實作或課堂外實習活動、田野調查、進行習題演練或實習活動相關之小組討論、協助批改作業及評分、設計並維護課程網頁等。
3. 第三類為無小組討論規劃之課程(簡稱 C 類 TA)
 - (1) 旨在大班課程中,協助授課教師課程之經營管理。具體學習內容包括:準備教材、參與聆聽上課內容、作業批改及評分回饋、設計並維護課程網頁、上網與學生互動、提供課業諮詢服務等。

(2) C類 TA 應提供學生諮詢服務，每週安排至少 2 小時的課業諮詢時間。

(二) 教學活動補助費

配合教學規劃，為期拓深課程內容，得邀請校外專家學者前來專題演講，或規劃校外參訪，本計畫提供演講費及參訪費補助申請。

三、計畫申請資格

申請者應為 113-2 開授通識課程之教師，含新開通識課程申請者。

四、計畫申請方式

申請人請於明訂期限內填妥本校共同教育中心「個別型通識課程改進計畫」申請表電子檔 1 份，擲送本中心彙辦。逾期、內容不全等不符合規定者，本中心不予受理。

五、計畫補助原則

本中心得視教學需要、過去授課成效、實際修課人數等，依以下原則及當年度預算酌予增減核定 TA 補助人數。

(一) 教學助理核定計算如下：

1. A 類 TA 之課程改進計畫：修課人數達 20 人以上者，每 20 名修課學生配置 1 名 TA 為原則。依此比例計算，如有餘數且餘數大於或等於 14，可酌增 1 位 TA。(舉例：若修課學生為 20 名可補助 1 名 TA、34 名可補助 2 名 TA、54 名可補助 3 名 TA，以此類推。)
2. B 類 TA 之課程改進計畫：依各學科分組實驗或實習之慣例，原則上每 20 名至 50 名修課學生配置 1 名 TA，確切人數經本中心個別審查後決定。
3. C 類 TA 之課程改進計畫：修課人數達 50 人，以每 50 名修課學生配置 1 名 TA 為原則。依此比例計算，如有餘數且餘數大於或等於 34，可酌增 1 位 TA。(舉例：若修課學生為 50 名可補助 1 名 TA、84 名可補助 2 名 TA、134 名可補助 3 名 TA，以此類推。)

(二) 同一教師開授 2 班以上之同一課程，TA 人數係依每班選修人數分別計算，不得合併計算之。

(三) 若申請課程為專業課程兼充為通識課程者，TA 名額核定原則如下：

1. 開放外系修課人數佔修課總人數一半以上者，以修課總人數作為核定 TA 名額之修課人數。
2. 開放外系修課人數少於修課總人數一半者，以外系修課人數作為核定 TA 名額之修課人數。

(四) TA 獎勵金依學期期程核發，每學期以支應至多四個月薪資為限。

(五) 教學活動補助費

1. 配合課程教學規劃，得邀請校外專家學者至本校課堂演講，每門課每學期補助每人每次每小時 2,000 元講座鐘點費。
 2. 如規劃校外參訪，得補助交通費及保險費，每次 2,500 元為限。
 3. 每門課之教學活動補助費，合計補助 2 次為限。
- (六) 凡通過審查，但未開課，或未依申請類別授課者，取消其補助。

六、計畫審查作業

本中心受理申請後，將審酌授課教師之教學資料，邀請學者專家綜合審議，個別函知核定結果。

計畫審查指標如下：

(一) 高教發展目標

開授以下類型通識課程者，得優先配置教學助理及教學活動補助費。

1. 兼跨 2 個通識領域之課程。
2. 媒體識讀或資訊判讀相關課程。
3. 具體驗、實作、行動研究或個案研討等課程設計。
4. 數位素養能力課程，如 AI、網路安全、統計、資料判讀、程式語言、大數據與資料科學等；跨域數位素養能力課程。

(二) 過去授課成效

依據以下原則酌予增減核定 TA 人數：

1. 同一課程過去開課學生課外學習時數的合理性。
2. 同一課程過去開課學生成績評量的合理性。
3. 同一課程過去教師及 TA 教學評鑑值。
4. 教師提供之補充資料。教師可於申請表「補充資料」欄提供有利審議之資訊，如教學獲獎紀錄或 TA 運用說明。

(三) 修課人數

以近期班級學生數合理預估修課人數，暫定教學助理名額。

(四) 教學活動補助費

1. 申請校外專家學者演講費，演講主題與課程應有關聯性及必要性，並敘明講者相關資料於申請表上。
2. 申請校外參訪費用，以核實交通費、保險費為主，參訪地點與行程應有關聯性及必要性，並敘明參訪相關資料於申請表上。

(五) 計畫相關規範

凡獲補助計畫應遵守以下規定：

(一) 授課教師

教師與 TA 須簽訂「教學助理契約書」確認雙方勞動權益，規範從其契約。TA 乃為落實大班教學小班討論之理念，協助而非取代授課。

(二) 教學助理

未取得本校 TA 基本資格認證者，務必全程參加由雙語教育中心辦理之「教學助理認證研習會」方能取得任用資格。

NATIONAL TAIWAN UNIVERSITY
Center for General Education
Guidelines for English Medium Instruction (EMI) Courses to Apply for Liberal
Education Improvement Project

I. Project Objective

To enhance the quality of the University's liberal education, the Center for General Education ("CGE") launches the Liberal Education Improvement Project ("the Project"), providing teaching support, such as teaching assistants or funds for assisting teaching activities, to course instructors for them to optimize liberal education courses, develop new liberal education courses, or introduce new teaching methods.

II. Types of Teaching Support Provided by the Project

Following the principles outlined in the University's *Office of Academic Affairs Regulations Governing Scholarship for Teaching Assistantship*, the Project accepts applications for teaching assistants and teaching activity assistance funds.

(I) Teaching Assistant (TA)

In the Project, a teaching assistant (TA) herein refers to a student who assists in teaching matters under the instruction of the course instructor. Teaching assistants may be categorized into three types based on the course instructor's teaching activities:

1. Type A TAs are dedicated to courses that are worth three credits or more and require group discussions.
 - (1) Type A TAs are assigned to facilitate group discussions among students under the instruction of the course instructors. The course instructors shall provide training to TAs and work with them, preparing discussion topics in advance and discussing students' learning status every week. TAs shall also assist the course instructors in preparing teaching materials, engaging in classroom activities, correcting and grading assignments, designing and managing the course website, etc.
 - (2) Except for the midterm and final weeks, Type A TAs shall lead group discussions for one classroom hour every week.
 - (3) Courses with Type A TAs shall require extracurricular activities. For instance, students are required to do some reading and write a summary based on the discussion topics before class every week.
2. Type B TAs are dedicated to courses that entail experiments, practicums, or practicals.

- (1) Type B TAs are assigned to guide students to do exercises or engage in on-campus and off-campus practicums experiments, and practicals under the instruction of the course instructors.
 - (2) Type B TAs shall assist the course instructors in preparing teaching materials, doing in-class exercises in advance and making explanatory notes, engaging in classroom activities, leading hands-on software exercises or outside-of-classroom practicums, field studies, guiding students to do exercises, or engaging in group discussions related to practicums, correcting and grading assignments, designing and managing the course website, etc.
3. Type C TAs are dedicated to courses without group discussions.
- (1) Type C TAs are assigned to assist the course instructors in managing large classes. The scope of learning includes preparing teaching materials, engaging in classroom activities, correcting and grading assignments, designing and managing the course website, interacting with students online, providing academic counseling, etc.
 - (2) Type C TAs shall provide students with academic counseling for at least two hours every week.
- (II) Teaching Activity Assistance Funds
- To work with course arrangements and diversify the course content, experts and scholars not affiliated with the University may be invited as guest speakers to give a speech, or organize field trip visits. The fees will be funded by the Project.

III. Qualifications to Apply

Course instructors of liberal education courses in the spring semester of Academic Year 2025, including those applying to offer new ones, are qualified to apply.

IV. Application Procedure

The applicant shall fill out the application form for the "Liberal Education Improvement Project" and submit it to CGE within the prescribed deadline. Late submission, incomplete information, or any instance of non-compliance will not be accepted by CGE.

V. Principles for Providing Teaching Support

CGE may decide the number of teaching assistants based on teaching activities, past teaching results, the number of registered students, the academic year's budget, and the following principles.

- (I) Principles for TA Assignment
 - 1. Improvement Project for Courses with Type A TAs: In principle, one TA will be assigned for every 20 registered students in a course. Another TA may be assigned if registered students are more than 20 and the surplus equals or exceeds 14. (For example: If there are 20 students, 1 TA may be subsidized; if there are 34 students, 2 TAs may be subsidized; if there are 54 students, 3 TAs may be subsidized, and so on.)
 - 2. Improvement Project for Courses with Type B TAs: In principle, one TA will be assigned for every 20 to 50 registered students in a course based on the common practice of the subject for experiment, practicum, or practical grouping. The exact number of TAs to be assigned is subject to CGE's case-by-case review.
 - 3. Improvement Project for Courses with Type C TAs: In principle, one TA will be assigned for every 50 registered students in a course with 50 registered students. Another TA may be assigned if registered students are more than 50 and the surplus equals or exceeds 34. (For example: If there are 50 students, 1 TA may be subsidized; if there are 84 students, 2 TAs may be subsidized; if there are 134 students, 3 TAs may be subsidized, and so on.)
- (II) If the course instructor has two classes under the same course title, the number of TAs is decided based on the respective numbers of registered students rather than the numbers combined.
- (III) If a professional course is intended as a liberal education course, the number of TAs is decided based on the following principles:
 - 1. For courses in which half (or more) of the seats are open to non-major students, the number of TAs will be determined based on the total number of students signing up for the course.
 - 2. For courses in which less than half of the seats are open to non-major students, the number of TAs will be determined based on the number of non-major students signing up for the course.
- (IV) TA rewards are issued based on the academic semester schedule, with a maximum of up to four months' salary support per semester as a principle.
- (V) Teaching Activity Assistance Funds
 - 1. To work with course arrangements, guest speakers not affiliated with the University may be invited to give a speech. The grant is limited to two guest speakers per course per semester. The guest speaker fee shall be NT\$2,000 per hour.
 - 2. For field trips as part of the curriculum, transportation, and insurance fees are eligible for a subsidy, capped at 2,500 NTD per visit.

3. The teaching activity assistance funds for each course are limited to a total subsidy of 2 instances.
- (VI) The funds will be canceled if the approval is given, but the course is not provided or is not compliant with the corresponding category.

VI. Review Process

When applications are accepted, CGE will review the teaching documents provided by the course instructors in association with experts and scholars. The results will be announced in respective letters.

Indicators for Review:

(I) development goals

For instructors offering the following types of general education courses, priority will be given to the allocation of teaching assistants and teaching activity assistance funds:

1. Courses that span two general education fields.
2. Courses related to media literacy or information interpretation.
3. Course designs involving experiential learning, practical applications, action research, or case discussions.
4. Courses related to digital literacy skills, such as AI, internet security, statistics, data interpretation, programming languages, big data, and data science; Courses that span two general education fields related to digital literacy skills.

(II) Past Teaching Effectiveness

TA allocations will be adjusted based on the following principles:

1. The legitimacy of the required extracurricular hours for students signing up for the course in the past.
2. The legitimacy of the grading policy for students signing up for the course in the past.
3. Ratings of the course instructor and the TA(s) of the course in the past
4. Additional details provided by the course instructors. The course instructors may provide details worthy of attention in the "Additional Details" section of the application form, such as records of teaching awards or descriptions of how TAs are managed.

(III) Number of Enrolled Students

The number of TAs to be assigned will be temporarily decided on the estimated class size judged by recent numbers of registered students.

(IV) Teaching Activity Assistance Funds

1. If applying for guest speaker funds, the course instructors shall ensure the subject of the speech bears relevance and necessity to the course and

- provide necessary details of the speaker in the application form.
2. Applying for field trip fees mainly involves verifying transportation and insurance fees. The visit location and itinerary should be relevant and necessary, and the pertinent visit details should be stated on the application form.

VII. Project-related Requirements:

Those who are supported by the Project shall adhere to the following requirements:

(I) Course Instructor

Course instructors and TAs shall sign a "Teaching Assistant Agreement" together and confirm the rights and obligations of both parties. The provisions of the Agreement shall prevail. The purpose of TAs is to facilitate small group discussions in large classes rather than to teach on the course instructor's behalf.

(II) Teaching Assistant

Those who have yet to receive the University's basic certification for TAs shall have perfect attendance in the TA Orientation organized by the Center for Bilingual Education to be qualified for the assignment.