

National Tsing Hua University

Guidelines for Self-Directed Learning in General Education Courses

Approved by the 8th Curriculum Committee Meeting of the Center for General Education for the 2018 academic year on June 3, 2019
Reviewed by the 6th Curriculum Committee Meeting of the Tsing Hua College for the 2018 academic year on June 12, 2019
Reviewed by the 4th University Curriculum Committee Meeting for the 2018 academic year on June 17, 2019

- Article 1 The Center for General Education of National Tsing Hua University (hereinafter referred to as “the Center”) hereby establishes the “Guidelines for Self-Directed Learning in General Education Courses at National Tsing Hua University” (hereinafter referred to as “these Guidelines”) to construct a student-centered learning approach, create a diverse, flexible, and interdisciplinary learning environment, and cultivate students’ ability for self-directed learning, interdisciplinary exploration, and lifelong learning.
- Article 2 Self-Directed Learning as defined in these Guidelines refers to students independently proposing a learning plan, completing the planned learning activities under the guidance of relevant faculty, submitting a final report, and receiving elective general education course credits (not included in the “3 Domains and 9 Categories”) upon approval. Student-submitted learning plans will be reviewed by the Curriculum Committee of the Center for qualification to enroll, with reference to the following criteria:
1. Focus on project-based implementation with a clearly defined topic.
 2. Possess an interdisciplinary nature.
 3. Demonstrate strong motivation and the capability required to complete the plan.
 4. Be guided by a faculty member (including college mentors).
 5. Emphasize humanistic reflection with a clearly defined topic that aligns with general education values.
- Article 3 Self-Directed Learning is open to undergraduate students from the second semester of their first year through the second semester of their fourth year. The duration of each Self-Directed Learning project is one semester in principle. Applications must be submitted in accordance with these Guidelines during the semester prior to implementation, based on the announcement schedule of the Center. Each student may apply up to 3 times.
- Article 4 The Center provides consultation services and refers students to appropriate guidance and faculty advisor(s) for Self-Directed Learning. The qualifications and responsibilities of the guidance and faculty advisor shall be stipulated separately by the Center.
- Article 5 Applications for Self-Directed Learning must specify the method of implementation, number of participants, field of study, credit units, and expected outcomes, and must include supporting materials. Upon approval by the relevant guidance and faculty advisor, the application shall be submitted to the Center’s Curriculum Committee for review. Projects shall be implemented in the following semester upon approval. The detailed review standards and procedures shall be stipulated separately by the Center.
- Article 6 Students participating in Self-Directed Learning must complete the planned learning process under the guidance of the relevant faculty and submit a final report. Credits will only be granted after the final report has been reviewed and approved by the Center’s Curriculum Committee. Each approved project may count for a maximum of two credits, which may be recognized as general education elective credits at NTHU.
- Article 7 These Guidelines shall be implemented upon approval by the Center’s Curriculum Committee, review by the Curriculum Committee of the Tsing Hua College, and confirmation by the University Curriculum Committee.

In accordance with the National Tsing Hua University Guidelines for Self-Directed Learning in General Education Courses, the following three implementation points are additionally established:

Key Points for the Review of Self-Directed Learning Project Proposals in General Education Courses

1. The proposal should clearly express the meaning of “learning” and the design of “self-directed” elements. While students are encouraged to design their own project content, faculty may also suggest project ideas to encourage participation.
2. The proposal may include the following components: project topic, learning objectives, necessity of self-directed learning, learning methods and content, implementation schedule, expected outcomes, evaluation comments from the co-advisor, guidance mechanisms, and reference materials.
3. The learning methods adopted by students should not be limited to a single approach and should demonstrate diversity and variety. Suggested learning methods include: practical implementation, internship, interviews, field research, activities, reading groups, lectures, workshops, and online courses.
4. Students should be able to explain the necessity of conducting the project through Self-Directed Learning. For example: (1) The project’s relevance to existing professional or general education courses at the University; (2) Whether the student has previously taken any of the related courses; (3) How the Self-Directed Learning project extends or expands upon those existing courses.
5. Students should be able to explain the role of the faculty advisor. For example: (1) The faculty advisor’s professional relevance to the project; (2) Invitation of the faculty advisor to provide evaluation comments for the proposal; (3) Description of how the student and advisor will engage in consultation or discussion, including frequency and format.
6. Assessment criteria for learning outcomes should adopt a diversified evaluation approach. Based on the nature of the Self-Directed Learning project, the student and the faculty advisor may jointly determine appropriate evaluation criteria for the outcomes.
7. Priority will be given to proposals that focus on problem-solving and innovative practices, including: (1) Campus improvement initiatives; (2) Local engagement projects; (3) Industrial innovation.
8. Other documents beneficial to the application.

Key Points for the Review and Assessment of Self-Directed Learning Outcomes in General Education Courses

1. The final report should be compiled into a “Learning Portfolio,” which may include various formats such as documents, photos, videos, performances, exhibitions, design works, etc.
2. The Learning Portfolio may include the following content:
 - (1) Process Documentation: Quality and quantity of the learning process. Reference items include:
 - a. Individual learning logs for each session.
 - b. Reflections and personal insights based on the learning logs.
 - c. The degree of deviation or adaptation between planning and execution.
 - d. Records of discussions with the co-advisor.
 - e. Records of group discussions.
 - (2) Summative Outcome: Learning achievements aligned with the original objectives, to be accompanied by a presentation or showcase.
 - a. A curated dynamic or static presentation of learning outcomes suitable for public presentation.
 - b. Regardless of whether it is dynamic or static, an oral presentation is required.
3. Credit recognition shall be determined by the faculty advisor and co-advisor and submitted to the Curriculum Committee of the Center for review and approval.

Key Points for the Appointment of Faculty Advisors and Co-advisors for Self-Directed Learning in General Education Courses

1. Faculty advisors must possess relevant professional backgrounds.
2. Faculty advisors may include full-time faculty from other departments within the university, adjunct instructors, instructors from other institutions, or professionals from industry. In addition to advisors selected by the student, the Center must also provide relevant co-advisors to participate.
3. The faculty advisor shall collaborate with the co-advisor to jointly formulate a guidance plan, detailing weekly contact hours and methods. Records of the guidance sessions shall be kept for review by the Center for General Education.
4. When students submit the initial “Project Proposal” and the final “Outcome Assessment,” the faculty advisor and co-advisor shall conduct the review. The results shall be submitted to the Curriculum Committee of the Center for approval.
5. If a faculty advisor must be replaced due to force majeure, the replacement must be approved by the Curriculum Committee of the Center for General Education.
6. Credit Recognition and Remuneration for Faculty Advisors
 - (1) For full-time faculty of the University, the guidance credit is in principle recognized as 2 credits per semester. If an increase in total guidance credits is needed, it shall be submitted as a special request for approval by the Dean of Academic Affairs.
 - (2) For external faculty advisors, credit recognition is not applicable. They shall receive compensation equivalent to the University’s standard thesis advisory fee for graduate students per course.
7. Co-advisors shall receive compensation in accordance with the University’s standard thesis advisory fee for graduate students.