

The Creative Instructional Design and Implementation on the Course of “Program Planning”: An Action Research Approach

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The course of “Program Planning” has been offered to both undergraduate and graduate students in the Department for more than twelve years by the same instructor. The course has become one of the Department’s core courses since 2005 after the curriculum was reconstructed. The purpose of the course is to develop students’ competence in system thinking, creative planning, articulation, and evaluation. The course incorporated the element of creative teaching design to stimulate students’ interest and creativity.

The main purpose of the study was to evaluate students’ change of competence after teaching. Specific dimensions for evaluating students’ capabilities included enhanced levels of competence; an examination of the differences before and after learning, and the extent to which the identified instructional objectives and the comprehensive instructional goals were reached. An action research method was applied in the study. The instructional process was based on the following five phases: situation analysis, problem findings, program formulation, instructional activity, and teaching evaluation.

Based on the students’ self-evaluation and their projects handed in at the end of the semester, the widely reached teaching objectives perceived by the researcher included creativity, application of system planning framework, effectiveness of teamwork and recognition of the role and position of program planning in the domain. The study revealed that the students’ weakest areas after learning included marketing, evaluation, implementation, and budgeting. The study suggested an increase in the amount of time spent learning and increased practical experience in the future to fully cover the important content of the course.

Keywords: program planning instruction, creative instructional design in university

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