

Asia University

16+2 Week Flexible Learning

Course Guidelines

To develop diverse teaching methods, increase students' flexible learning, and align with international standards, our university will implement a 16+2-week flexible learning system starting from the 2025 Fall Semester. The so-called 16+2-week flexible learning primarily involves 16 weeks of solid course learning in a semester, combined with 2 weeks of flexible learning. In accordance with Article 23 of the Enforcement Rules of the University Act, which states that "The calculation of credits for universities referred to in Paragraph 5, Article 26 of the Act shall follow the principle that 18 teaching hours shall be equal to 1 credit.", this system revitalizes the arrangement of learning hours, provides more opportunities for interdisciplinary learning and practical experience, and cultivates students' ability for self-directed learning.

Purpose

1. Develop diverse teaching methods, optimize teaching resources, and refine courses to enhance teaching efficiency and resource allocation.
2. Promote student competency-based learning and foster student autonomy in learning.
3. Enhance student competitiveness: Cultivate students' interdisciplinary skills and improve employability.
4. Connect with international standards and integrate domestic and international university systems: Cross-university minors and double majors, inter-university course selection, and domestic and international exchange opportunities.
5. Implement a student-centered learning model, transforming students' learning from passive to active, strengthening self-directed learning and the exploration of interdisciplinary knowledge to adapt to future changes.

1. Guidelines

(1) Course Design Principles

1. Classroom Teaching Activities (16 weeks):

- Include basic theories, skill development, class discussions, hands-on practical exercises, and other in-depth and accessible course activities.

2. Flexible Learning Week (2 weeks):

(1) Online (Digital) Teaching:

- Use digital platforms for remote teaching, such as pre-recorded courses, digital learning, domestic and international open courses (e.g., Coursera, edX, Ewant), or

Mooc (Massive Open Online Courses) sessions. The outcomes can be counted towards the semester grade.

- Teachers provide learning guidelines for activities, which are designed in the course syllabus to help students follow.

(2) Interdisciplinary self-directed learning:

- Thematic learning, such as project production, exhibitions, and special research topics.
- Industry internships, company visits, and practical visits and experiences through industry-government-academia collaborations.
- Social practice or community service.
- Group discussions on specific issues.
- Participation in micro-credential programs or internal and external lectures, workshops.

(3) Interdisciplinary Learning:

- Collaborate with students from different departments on projects, or participate in innovation and entrepreneurship programs.

(4) Competitions and Challenges:

- Participate in technology or business competitions, hackathons, etc.

(5) Other Autonomous Learning Activities:

- International exchange programs.
- International volunteering.
- International internships.
- Summer courses.
- Domestic and international short-term study tours (or academic excursions).

(2) Course Syllabus (Input) - Teaching Progress Arrangement (Example for reference)

1. **Midterm Exam:** Scheduled for Week 8.
2. **Final Exam:** Scheduled for Week 16.

Weeks	Date	Course content	Instructor	Teaching methods
1	2025/9/08	Introduction to Generative AI		Lecture teaching in classroom
2	2025/9/15	Neural Networks and Deep Learning Basics		Lecture teaching in classroom
3	2025/9/22	Overview of Generative Models		Lecture teaching in classroom
4	2025/9/29	Transformers and Attention Mechanism		Lecture teaching in classroom
5	2025/10/06	Deep Dive into GANs		Lecture teaching in classroom
6	2025/10/13	VAEs and Other Generative Models		Lecture teaching in classroom
7	2025/10/20	Text Generation and NLP Technologies		Lecture teaching in classroom
8	2025/10/27	Midterm Exam		Lecture teaching in classroom
9	2025/11/03	Image Generation and Computer Vision		Lecture teaching in classroom
10	2025/11/10	Multimodal Generative Models		Lecture teaching in classroom
11	2025/11/17	Reinforcement Learning and AI Agents		Lecture teaching in classroom
12	2025/11/24	AI Ethics and Societal Impact		Lecture teaching in classroom
13	2025/12/01	Data Engineering and Model Training		Lecture teaching in classroom
14	2025/12/08	Cloud Computing and AI Deployment		Lecture teaching in classroom
15	2025/12/15	Future Trends and Technical Outlook		Lecture teaching in classroom
16	2026/1/22	Final exam		Lecture teaching in classroom
17	2025/6/13	Flexible and Self-Directed Learning		Others : Company Visit
18	2025/6/20	Flexible and Self-Directed Learning		Self-learning

(3) Course Syllabus(Input) - Flexible and self-directed learning Plan (Example for reference)

Flexible and Self-Directed Learning Plan			
<p>Does this course include a plan for flexible or self-directed learning for students (2 hours per credit)?</p> <p><input type="checkbox"/> No: The teacher needs to fill in the "Weekly Course Content and Expected Progress" with the 18-week course schedule (18 hours of regular class content per credit).</p> <p><input type="checkbox"/> Yes: The teacher needs to fill in the "Teaching Progress" with the course content for weeks 1 to 16 (16 hours of in-person class content per credit). For weeks 17 and 18, the teacher should outline the flexible and self-directed learning plan and specify 2 hours of student flexible or self-directed learning content per credit (1 hour/week/credit × 2 weeks) in the following section.</p>			
The flexible or self-directed learning content planned for this course:			
Flexible or self-directed learning Activities	Select or Fill in the Planned Content	Hours	Grading
Group Project and Discussion			<input type="checkbox"/> NO <input type="checkbox"/> YES : ___(Please specify)
Participation in course-related assignments, projects, experiments, and field studies			<input type="checkbox"/> NO <input type="checkbox"/> YES : ___(Please specify)
Participation in on-campus and off-campus activities (lectures, workshops, training camps, visits) or competitions	Company visit to TSMC is scheduled for December 12th (Friday) from 8:00 AM to 12:00 PM	4	<input type="checkbox"/> NO <input type="checkbox"/> YES : Submit the learning sheet and reflection, which accounts for 10%. (Please specify)
Extracurricular reading			<input type="checkbox"/> NO <input type="checkbox"/> YES : ___(Please specify)
Online digital learning (e.g., integrating OCW into the course)	Digital Material: Understanding the Principles of AI Agents in One Class (How AI Adjusts Behavior through Experience, Uses Tools, and Makes Plans) Course Link : https://www.youtube.com/watch?v=M2Yq1kwPpts Remark : Complete the learning before Week 8.	2	<input type="checkbox"/> NO <input checked="" type="checkbox"/> YES : Included in the midterm exam, for 5%. (Please specify)
Others (Please fill in the planned content)			<input type="checkbox"/> NO <input type="checkbox"/> YES : ___(Please specify)
Total		6	Accounts for 15% of the total grade

(4) Learning Assessment

1. The scores will be calculated according to the items and proportions listed in the course syllabus under the "Diverse Assessment Methods" section. The grades for the Flexible Learning Week will be determined by the instructor based on the course's nature and whether it should be included in the assessment. Instructors are required to clearly explain this in the "Course Syllabus Input - Flexible and self-directed learning."
2. The grade submission period will be adjusted to be from Week 17 to Week 19.

3. Q&A

Q :	Does 16+2 Week Flexible Learning mean that only need to attend 16 weeks of classes, and the additional 2 weeks are not required for classes?"
A :	For the 114th academic year, courses may incorporate a maximum of 2 weeks of flexible learning. However, the course content will still follow an 18-week plan for teaching. Teachers are encouraged to plan flexible learning weeks using practical learning, diverse extended learning, and innovative teaching models, such as online learning (integrating OCW into the curriculum), cross-disciplinary or self-directed learning modes, etc. Flexible learning activities may be arranged flexibly throughout the semester, but teachers should clearly specify relevant information about flexible learning in the course syllabus so that students are informed.
Q :	There is a lot of content to teach, what should I do if I can't finish it in 16 weeks?"
A :	For courses that focus on basic knowledge delivery, if flexible teaching is not arranged, the last 2 weeks can still be conducted in-person to continue supplementing and deepening the classroom knowledge learning.
Q :	I am an adjunct teacher. Currently, the course hourly pay is calculated based on 18 weeks. If it changes to 16+2 weeks, will it affect the hourly pay?
A :	Since the teacher plans and executes the course content based on an 18-week structure, the teacher's hourly pay will still be issued based on the 18-week plan.
Q :	The academic calendar lists weeks 17-18 as flexible learning weeks. Does flexible learning have to be scheduled at the end of the semester?
A :	Weeks 17 to 18 are designated as flexible learning weeks, and the teaching activities for the 2 weeks of flexible learning can be adjusted and conducted throughout the semester.
Q :	Can flexible learning allowed or acceptable to use any type or method of flexible learning?
A :	<p>Teachers can plan flexible learning weeks using practical learning, diverse extended learning, and innovative teaching models. It is recommended to refer to the following approaches:</p> <ol style="list-style-type: none"> 1. In-person Teaching Mode: <ol style="list-style-type: none"> (1) Application-based Practical Courses (e.g., fiction, prose, applied writing, research methods): It is suggested to collect students' final assignments in week 16, and in the flexible learning weeks, provide in-person teaching guidance and feedback discussions. This can be included in the semester's grading. (2) Flexible learning weeks can be used for phase-by-phase course summaries, a comprehensive review of the course, or group reports. (3) Flexible learning weeks can be planned for students to present the process and implementation of their semester projects (including program design).

	<p>(4) For courses focused on basic knowledge delivery, if flexible supplementary teaching is not arranged, it is recommended to use in-person teaching during the flexible learning weeks to continue supplementing and deepening classroom knowledge.</p> <p>2. Online Learning Mode:</p> <p>(1) Online teaching (synchronous, asynchronous, blended) can be arranged during the flexible learning weeks to carry out group reports, sharing of reflections, or supplementary knowledge in different formats.</p> <p>(2) It is suggested that teachers combine digital courses from OCW (OpenCourseWare) related to the course professional category during the semester or flexible learning weeks for flipped teaching.</p> <p>3. Cross-Disciplinary Self-Directed Learning Mode</p> <p>(1) For practical courses, it is recommended to combine the schedule with the end-of-semester exam week (one week before and after) to implement short-term domestic or international study tours, service learning, domestic or international workshops, or discussions, to validate the connection between theoretical knowledge and practice.</p> <p>(2) Teachers can arrange practical visits and experiences with industry, government, and academic cooperation organizations during the semester or the last 2 weeks.</p> <p>(3) Teachers can arrange social practice or community service related to the course (e.g., local or indigenous service, digital learning partners) during the semester or the last 2 weeks.</p> <p>(4) Teachers can encourage students to participate in extracurricular lectures, forums, performances, or other learning activities related to the course, organized by internal or external organizations during the last 2 weeks.</p>
Q :	How can the planned teaching content be communicated to the students who have enrolled in the course?
A :	Teachers can maintain the course information in the syllabus management system, indicating whether the course follows an 18-week in-person schedule or a 16+2-week flexible learning format. They should also provide detailed weekly course progress and assignment requirements to help students who are enrolling in the course.
Q :	Will the timing of the midterm/final teaching feedback surveys be adjusted?
A :	The academic calendar for the 114th academic year is still based on 18 weeks, and the survey schedule will not be adjusted. The final survey will also be conducted during weeks 15 to 16.