**Attachment－The MOE Preliminary Evaluation Form**

**（Applicable to those willing to apply for MOE course certification; otherwise, no need to fill out.）**

1. **Unit Learning Objectives and Course Content Planning**

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| Instructions for filling in teaching activity codes: A. Lecture B. Learning Guidance C. Group Presentation D. Individual Presentation E. Topic Discussion F. Group Discussion G. Demonstration H. Practice/Quiz (detailed explanations required) I. Peer Evaluation J. Case Study / Real-life Example Sharing K. In-class Assignments L. After-class Assignments M. Others (please provide a written explanation)※Notes: ① Each course must include at least five different types of teaching activities and must include at least one cooperative learning strategy (such as C, F, or I). ② B, E, and H are mandatory teaching activities. Please design the weekly teaching activities according to the requirements of the section *"III. Self-Checklist for Digital Course Teaching Plan Elements."* |
| Week | Unit | Learning objectives | Unit content | Teaching activity | Instructional methods |
| In-person | Distance learning |
| Async. | Sync. |
| e.g. | Financial Data Analysis Using Python | 1. Understand the course structure and learning resources
2. Complete the installation and setup of the Python environment
3. Learn the basic concepts and types of return rates
4. Use Python to write basic financial computation programs
5. Reflect on the value of data analysis in financial applications
 | 1. Successfully install Anaconda and operate Jupyter Notebook
2. Understand the basic concepts of virtual environments and package management
3. Understand the differences between “simple return” and “geometric return,” as well as how to calculate them.
4. Be able to explain the application of return rates using real-life examples
5. Be able to write simple Python programs to calculate return rates
6. Reflect on the value of data analysis in the field of finance
 | A, B, E, H, L |  | V |  |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
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| 16 |  |  |  |  |  |  |  |

1. **Course Content Learning Load Checklist**

※Notes:

① For video materials containing key knowledge points, the estimated learning time may exceed the actual video length; it is recommended to be 1 to 2 times the video duration.

② Course design: Activities such as quizzes, exercises, assignments, and discussions should be clearly listed in the table above. If discussion forums are set up, they should also be specified in the table. For example, “Week 1–8 Discussions,” “Pre-Midterm Exam Forum,” or “Topic 1 Discussion Forum”) to facilitate answering students’ questions during the learning process.

③ It is recommended to set up exam practice areas, such as online practice exams for the midterm and final exams.

| Week | Course content | Course type | Unit video materials hours | Suggested learning hours | Unit total hours |
| --- | --- | --- | --- | --- | --- |
| e.g. | Learning guidelines | Digital documents | 0 | 2 min | Total learning hours: 3 hrs 17 minTotal instructional time, excluding after-class assignments:2 hrs 47 min |
| [Video material 1-1]: Instructor self-introduction & course planning | Digital videos (link) | 25 min | 25 min |
| ([Video material 1-2]: ANACONDA environment installation and set-up | Digital videos (link) | 20 min | 40 min |
| [Video material 1-3]: Return rate types and simple returns | Digital videos (link) | 15 min | 30 min |
| [Video material 1-4]: The theory and real-life applications of continuous geometric returns | Digital videos (link) | 25 min | 50 min |
| [Class practice 1]: Geometric returns | E3 quiz | 0 | 5 min |
| [Issue discussion 1]: The impact and value of financial data analysis skills | E3 forum (Topic 1) | 0 | 15 min |
| [After-class Assignments 1] Python setup test | E3 Assignments | 0 | 30 min |
| 1 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 2 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 3 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 4 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 5 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 6 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 7 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 8 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 9 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
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| 12 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 13 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 14 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 15 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |
| 16 |  |  |  |  | Total learning hours: Total instructional time, excluding after-class assignments: |

1. **Self-Checklist for Digital Course Teaching Plan Design Elements**

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| --- | --- | --- |
| Checking points | Checking result | Description and evidence |
| 1. Learning objectives, unit structure, course content, and teaching activities are all aligned.
 | □Yes □No |  |
| 1. The grading criteria and weight distribution are appropriate, and at least five types of learning progress records (e.g., material viewing time/frequency, discussion participation) have been considered.
 | □Yes □No |  |
| 1. More than five types of teaching activities are provided, and at least one collaborative learning strategy (such as group presentations or discussions) is included.
 | □Yes □No |  |
| 1. Asynchronous teaching includes clear learning guidance.

*Asynchronous teaching provides clear learning guidance within the course content, including instructions on reading materials, completing assignments or quizzes, and participating in discussions, to support learners in progressing independently.* | □Yes □No | Please provide all the learning guidance for the weeks with asynchronous teaching. |
| 1. At least two-thirds of the weeks include relevant topic discussions. Weeks using asynchronous teaching must include discussion topics.
 | □Yes □No | Please provide discussion topics for at least two-thirds of the weeks. |
| 1. At least two-thirds of the weeks include online quizzes or exercises to assess learning outcomes.
 | □Yes □No | Please provide the quiz or exercise questions along with detailed explanations. |
| 1. The course units or teaching materials include at least three appropriate methods of highlighting key points.

*Highlighting refers to using media features or various techniques to emphasize key content and support learning.* | □Yes □No | Please explain the methods used for highlighting key points. |
| 1. Teachers and students actively participate in topic discussions during asynchronous teaching.

*The quality and quantity of discussions can be measured by the number of posts, content depth, and level of interaction. Instructors should provide appropriate guidance or responses to the topics.* | □Yes □No | Please explain how to maintain the quality of teacher-student discussions. |
| 1. Learners actively participate in topic discussions during asynchronous teaching.

*The quality and quantity of learner interactions can be measured by the number of posts, content relevance, and level of peer-to-peer engagement.* | □Yes □No | Please explain how to maintain the quality of peer-to-peer discussions (e.g., by setting requirements for the number of posts and word count). |