（2023.07 版）

大學聯盟深化數位學習推展與創新應用計畫

食健幸福聯盟-磨課師計畫課程資訊表

<table>
<tr><td>開課學期</td><td colspan="3">114-1 學期</td></tr>
<tr><td>開課學校</td><td colspan="3">長榮大學</td></tr>
<tr><td>課程名稱</td><td colspan="3">未來保衛戰：氣候衝擊與風險評估(2025 夏季班)</td></tr>
<tr><td>開課時間</td><td>2025/07/02~2025/12/25</td><td>公告成績日期</td><td>2025/ 11/12
2025/ 12/25</td></tr>
<tr><td>課程平台</td><td colspan="3">☐ Ewant ☑ Taiwanlife ☐教育部磨課師平台 ☐其他：_____</td></tr>
<tr><td>使用語言</td><td colspan="3">☐ 全中文授課（上課語言、教材皆無英文）
☑全英文授課
☐中文、英文皆有（比例：中文：____ 英文：____）
☐ 其他說明：測驗題有中英文對照</td></tr>
<tr><td>課程認證</td><td colspan="3">☑ 無 ☐教育部數位學習課程認證 ☐ 空中大學非正規教育課程認證
*檢附佐證資料</td></tr>
<tr><td rowspan="2">課程規劃摘要</td><td>課程摘要</td><td colspan="2">(Full English course)
This course is part of the "Sustainable Net Zero" series developed in line with the "University Alliance Deepening Digital Learning Promotion and Innovative Application Plan - Taiwan Advanced Digital Learning and Smart Prosperity Grand Alliance."
It focuses on climate change, exploring its potential impacts and challenges. The course covers financial disclosures related to climate change, following TCFD guidelines, including governance, strategies, risk management, indicators, and objectives. Participants will gain awareness of climate change's impact on society and learn about essential financial disclosures for organizations to enhance resilience and respond effectively to climate change.</td></tr>
<tr><td>課程目標</td><td colspan="2">This course aims to cultivate participants' analytical skills in assessing the impacts of climate change. It also encourages a systematic thinking approach to understand how to structure climate change-related financial disclosures following TCFD guidelines. Through this, it aims to nurture talent within organizations or businesses needed for climate change adaptation.</td></tr>
<tr><td rowspan="2">授課教師資訊</td><td>姓名</td><td colspan="2">陳重羽助理教授</td></tr>
<tr><td>系所</td><td colspan="2">長榮大學職業安全與衛生學系</td></tr>
</table>

	職等	☐ 教授 ☐ 副教授☑ 助理教授 ☐ 講師
	姓名	莊啟佑助理教授
	系所	ESG 產業永續研究中心主任
	職等	☑ 教授 ☐ 副教授 ☐ 助理教授 ☐ 講師
	姓名	吳淑幸教授
	系所	國際財務與商務管理學士學位學程
	職等	☑ 教授 ☐ 副教授 ☐ 助理教授 ☐ 講師

此課程之開課經驗

貴校內:

時間/學期	課程性質	選課人數
113-1 學期	通識	

校外:

時間/學期	單位/計畫	選課人數
113-1 學期	大學聯盟深化數位學習推展與創新應用計畫	

課程領域

學分數建議

☐ 0.5 學分(9 小時) ☑ 1 學分（18 小時） ☐ 2 學分（36 小時）

課程影片時數	8 小時	**線上評量**	☑ 線上測驗 7 次，共 7 小時 ☐ 線上作業__0__次，共__0__小時 ☑ 其他：議題討論，共__7__小時
師生互動（討論區）	7 小時	**同步線上授課**	無

同步線上授課

✧ 時程安排：無

＊最終直播日期與時間，依正式開課前授課教師公告為準。

序號	日期	時間	主題
（範例）1	9 月 20 日 1700-1800	1 小時	如果撰寫期末報告？

評分標準

*詳細評分標準依授課教師規定為準，授課教師保有調整評量標準之權利。

- Course passing standard：60 points ; Full marks：100 points
- Online viewing of audio-visual materials (15%)
- Weekly quiz & Discussion topics (85%)

- 課程及格標準：60 分；滿分：100 分
- 線上觀看影音教材（15%）：提升學生自主學習動機，根據瀏覽紀錄進行評分。

	• 每週測驗及議題討論（85%）：針對回答的正確性進行評分。
作業設計	The course is divided into 27 main units, with several 10-15 minute videos depending on the amount of learning that takes place in each week. Weekly quizzes and discussions are provided to help learners quickly confirm that they understand the content of the course. 本課程分為 27 個主要單元，依據每週學習份量，有數段約 10-15 分鐘左右的視頻影片。每週內容提供週測驗及議題討論，以幫助學習者快速確認是否瞭解上課內容。 Reference hours: Each school has different rules for credit recognition, so the rules are based on the requirements of each school; only the estimated number of study hours is provided here for reference. **參考學習時數**：各校抵認學分的規定不盡相同，以各校規定為主；在此僅提供預估之學習時數供參。
課程主題	✧ 課程實施週數（含學習緩衝週）： ✧ 每週課程進度

Reference Learning Hours			
Week	Teaching Objectives	Title	Learning Hours
W1	To comprehend climate change causes, analyze extreme weather features, and understand global climate adaptation strategies and agreements.	Impact and Adjustment of Climate Change.	**135 minutes.** (Video 45 mins)* (Quiz, discussion 90 mins.)*
W2	To explore the extreme temperature warning system, study impacts and responses through cases, assess community vulnerability, and examine climate change-related community transformations.	Health impacts and adaptation to temperature.	**150 minutes.** (Video 60 mins)* (Quiz, discussion 90 mins.)*
W3	Study climate change's impact on waterborne diseases, assess risks, and explore international adaptation strategies.	Climate change impacts and adaptation to waterborne diseases.	**147 minutes.** (Video 57 mins)* (Quiz, discussion 90 mins.)*
W4	Integrate green urban infrastructure, assess climate risks, develop adaptation plans, and study global health strategies.	Climate change and health management strategies.	**132 minutes.** (Video 42 mins)* (Quiz, discussion 90 mins.)*
W5	Learning Buffer Week I		**60 minutes.** (Supplementary materials)*
W6	To grasp TCFD's impact on corporate finance and its core elements.	Task Force on Climate-Related Financial Disclosure (TCFD)(1).	**127 minutes.** (Video 67 mins)* (Quiz 60 mins.)*
W7		Task Force on Climate-Related Financial Disclosure (TCFD)(2).	**149 minutes.** (Video 89 mins)* (Quiz 60 mins.)*
W8	Explore sustainability reporting frameworks and corporate responses.	Relevant Guidelines for Sustainability Reporting: GRI, SASB, CDP.	**129 minutes.** (Video 69 mins)* (Quiz 60 mins.)*
W9	Learning Buffer Week II		**60 minutes.** (Supplementary materials)*
Total number of weeks in class: 9			**Estimated 16~18* hours**

✧

試讀網址	https://www.ewant.org/admin/tool/mooccourse/mnetcourseinfo.php?hostid=12&id=15516#

學生 選課注意事項及其他補充資料	✧ **NASA Global Climate Change** https://climate.nasa.gov ✧ **U.S. Environmental Protection Agency** https://www.epa.gov ✧ **Copernicus Europe's eyes on Earth** https://www.copernicus.eu/en ✧ **IPCC Sixth Assessment Report** https://www.ipcc.ch/report/ar6/wg2 ✧ **WMO - Weather Climate Water** https://public.wmo.int/en ✧ **National Weather Service** https://www.weather.gov ✧ **Climate Psychiatry Alliance** https://www.climatepsychiatry.org ✧ **Centers for Disease Control and Prevention** https://www.cdc.gov ✧ **Wellcome** https://wellcome.org ✧ **National Climate Assessment** https://nca2014.globalchange.gov ✧ **Scientific Research** https://www.scirp.org ✧ **Reliefweb** https://reliefweb.int ✧ **Lifewater** https://lifewater.org ✧ **National Library of Medicine** https://www.ncbi.nlm.nih.gov ✧ **Cawst** https://www.cawst.org ✧ **OpenLearn Create** https://www.open.edu/openlearncreate ✧ **LifeStraw** https://lifestraw.com ✧ **UN environment programme** https://www.unep.org ✧ **ScienceDirect** https://www.sciencedirect.com ✧ **Semantic Scholar** https://www.semanticscholar.org ✧ **Global Risks Report 2023** https://reurl.cc/NyQ5dm ✧ **TCFD** https://www.fsb-tcfd.org ✧ **TSMC 2021 TCFD Report** https://reurl.cc/2EYx9a ✧ **CHB 2021 Task Force on Climate-related Financial Disclosures TCFD Report** https://reurl.cc/nLNQGn ✧ **China Airlines Climate-Related Financial Disclosure Report** https://ppt.cc/fl61dx ✧ **CDP Financial Services Disclosure Report 2020** https://reurl.cc/E1jqEv ✧ **Fubon Financial 2021 TCFD Report** https://reurl.cc/dmndd8 ✧ **Cathay Financial Holdings 2021 Sustainability Report** https://reurl.cc/x6vxxe ✧ **2021 CTBC Sustainability report** https://reurl.cc/XmRDXe ✧ **CSC 2021 Sustainability Report** https://reurl.cc/Doln6j ✧ **GRI** https://www.globalreporting.org/ ✧ **SASB Standards** https://reurl.cc/blY45X ✧ **CDP Report 2021** https://reurl.cc/Ryen4g ✧

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大學聯盟深化數位學習推展與創新應用計畫

食健幸福聯盟-磨課師計畫課程資訊表

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<tr><td>開課學校</td><td colspan="3">長榮大學</td></tr>
<tr><td>課程名稱</td><td colspan="3">玩轉邏輯思維，修練你的決策影響力</td></tr>
<tr><td>開課時間</td><td>2024/11/20~2025/12/25</td><td>公告成績日期</td><td>2025/12/27</td></tr>
<tr><td>課程平台</td><td colspan="3">☑ Ewant ☑ Taiwanlife ☑教育部磨課師平台 ☐其他：_____</td></tr>
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<tr><td rowspan="2">課程規劃摘要</td><td>課程摘要</td><td colspan="2">(Full English course)
This course takes participants through the structure and application of logical and critical thinking, and the visualization techniques of mind mapping to enhance thinking and productivity. The course covers business management, learning how to set management goals and strategies, reviewing job monitoring and evaluating the effectiveness of decision-making, and understanding how to make decisions have an impact, and then exploring social return on investment and social responsibility. The course concludes with a discussion on the impact of culture on decision-making and thinking, using the Vietnamese culture as a case study to analyze the role of culture in decision-making and to help participants improve their management and decision-making skills.</td></tr>
<tr><td>課程目標</td><td colspan="2">1. Master the structure and application of logical thinking.
2. Learn the use of mind maps.
3. Evaluate the social impact of decision-making.
4. Enhance critical thinking and decision-making skills.
5. The relationship between culture and logical thinking.</td></tr>
<tr><td rowspan="3">授課教師資訊</td><td>姓名</td><td colspan="2">杜嘉玲副教授</td></tr>
<tr><td>系所</td><td colspan="2">研究發展組 副研發長</td></tr>
<tr><td>職等</td><td colspan="2">☐ 教授 ☑ 副教授☐ 助理教授 ☐ 講師</td></tr>
</table>

	姓名	洪菁勵副教授
	系所	應用哲學系主任
	職等	☐ 教授 ☑ 副教授 ☐ 助理教授 ☐ 講師
	姓名	劉嘉麒副教授
	系所	校務研究中心 USR 推動組長
	職等	☐ 教授 ☑ 副教授 ☐ 助理教授 ☐ 講師
	姓名	詹前毅副教授
	系所	保健營養學系執行秘書
	職等	☐ 教授 ☑ 副教授☐ 助理教授 ☐ 講師
	姓名	阮功皇助理教授
	系所	國際事務處國際學生組組長
	職等	☐ 教授 ☑ 副教授 ☐ 助理教授 ☐ 講師
	姓名	TRAN THANH HAI
	系所	Ph.D. student in Business and Operation Management from Chang Jung Christian University
	職等	☐ 教授 ☐ 副教授 ☐ 助理教授 ☑ 講師
	姓名	THANG THI HONG NHUNG
	系所	Ph.D. student in Business and Operation Management from Chang Jung Christian University
	職等	☐ 教授 ☐ 副教授 ☐ 助理教授 ☑ 講師
	姓名	GIANG THI TRANG
	系所	Ph.D. student in Business and Operation Management from Chang Jung Christian University
	職等	☐ 教授 ☐ 副教授 ☐ 助理教授 ☑ 講師

此課程之開課經驗

貴校內:

時間/學期	課程性質	選課人數
113-1 學期	通識	

校外:

時間/學期	單位/計畫	選課人數
113-1 學期	大學聯盟深化數位學習推展與創新應用計畫	

課程領域			
學分數建議	☐ 0.5 學分(9 小時) ☑ 1 學分（18 小時） ☐ 2 學分（36 小時）		
課程影片時數	6 小時	**線上評量**	☑ 線上測驗 2 次，共 2 小時 ☑ 線上作業__6__次，共__6__小時 ☑ 其他：議題討論，共__2__小時

<table>
<tr><td>師生互動
（討論區）</td><td>2 小時</td><td>同步線上授課</td><td>無</td></tr>
<tr><td>同步線上授課</td><td colspan="3">✧ 時程安排：無
＊最終直播日期與時間，依正式開課前授課教師公告為準。
<table><tr><th>序號</th><th>日期</th><th>時間</th><th>主題</th></tr><tr><td>（範例）1</td><td>9 月 20 日 1700-1800</td><td>1 小時</td><td>如果撰寫期末報告？</td></tr></table></td></tr>
<tr><td>評分標準</td><td colspan="3">*詳細評分標準依授課教師規定為準，授課教師保有調整評量標準之權利。

• Course passing standard：60 points ; Full marks：110 points
• Online viewing of audio-visual materials (15%)
• Weekly quiz & Discussion topics (75%)
• Assignment (20%)

• 課程及格標準：60 分；滿分：110 分
• 線上觀看影音教材（15%）：提升學生自主學習動機，根據瀏覽紀錄進行評分。
• 隨堂測驗與議題討論（75%）：針對回答的正確性進行評分。
• 作業評量（20%）：針對回答的完整性與適切性進行評分。</td></tr>
<tr><td>作業設計</td><td colspan="3">The course is divided into 27 main units, with several 10-15 minute videos depending on the amount of learning that takes place in each week. Weekly quizzes and discussions are provided to help learners quickly confirm that they understand the content of the course.
本課程分為 27 個主要單元，每個單元依據學習份量，有數段約 10-15 分鐘左右的視頻影片。每週內容提供週測驗、議題討論及小作業，以幫助學習者快速確認是否瞭解上課內容。

Reference hours: Each school has different rules for credit recognition, so the rules are based on the requirements of each school; only the estimated number of study hours is provided here for reference.
參考學習時數：各校抵認學分的規定不盡相同，以各校規定為主；在此僅提供預估之學習時數供參。</td></tr>
<tr><td>課程主題</td><td colspan="3">✧ 課程實施週數（含<u>學習緩衝週</u>）：
✧ 每週課程進度</td></tr>
</table>

Reference Learning Hours			
Week	Teaching Objectives	Title	Learning Hours
W1	Expect students to understand what the structure of logical thinking and how to design a thinking more logical and rational. In addition, expect students to use logical thinking to improve their daily life quality.	Ch1. Logical Thinking and Self Management	**160 minutes.** (Video 70 mins)* (Quiz, discussion 90 mins.)*
W2	This section focuses on understanding the relationship between the brain's thinking process and visual thinking, and through learning the use of mind maps, we are able to use our logic and creativity to make effective decisions and judgments in our work, study and daily life.	Ch2. Mind-Mapping	**110 minutes.** (Video 50 mins)* (Quiz 60 mins.)*
W3	This section introduces and explains the logic of decision management, establishing the correct direction of business management actions through understanding the objectives, goals, strategies, and measures of learning management and creating a highly efficient work team.	Ch3. Management of Decision Making	**135 minutes.** (Video 45 mins)* (Quiz, discussion 90 mins.)*
W4	Midterm assignment		**120 minutes.** (Midterm assignment)*
W5	This section introduces students how to evaluate social impact of decision-making. In order to make our decisions more effective, not only use strategy during the process of decision-making, we also need logical thinking skill to evaluate how the decisions bring positive outcome or not and how do we fix it if no.	Ch4. Evaluation and Impact of Decision Making	**130 minutes.** (Video 40 mins)* (Quiz, discussion 90 mins.)*
W6	This section explores critical thinking fundamentals and applications, covering definitions, importance, distinctions from other thinking modes. It develops logical reasoning through deductive/inductive studies to identify fallacies and apply logic. Practical tools are provided. Learners gain abilities to systematically approach problems, evaluate options critically, and make informed personal/professional decisions.	Ch5. Critical Thinking	**140 minutes.** (Video 80 mins)* (Quiz 60 mins.)*
W7	This section explain cultural dimensions and their impact on logical thinking processes. The learners will examines cultural nuances in decision making, ethical considerations, and group/individual decisions. We also focus on decision making in Vietnamese culture as an example: values, family roles, face-saving, and respect for elders.	Ch6. The Impact of Culture on Decision Making and Thinking	**145 minutes.** (Video 55 mins)* (Quiz, discussion 90 mins.)*
W8	Final assignment		**100 minutes.** (Final assignment)*
Total number of weeks in class: 8			**Estimated 17~18* hours**

✧

試讀網址	https://www.ewant.org/admin/tool/mooccourse/mnetcourseinfo.php?hostid=12&id=15299

學生 選課注意事項及其他補充資料	✧ 先修科目或先備能力：無 ✧ 建議參考書目： ✧ D. Q. McInerny(包丹丰譯)(2015)。邏輯力：邏輯思考入門書。久石文化。 ✧ 胡雅茹(2020)。極速解決工作難題的心智圖大全。采實文化。 ✧ 胡雅茹(2023)。心智圖筆記術【修訂版】。晨星。 ✧ Barbara Oakley(黃佳瑜譯)(2017)。大腦喜歡這樣學。木馬文化。 ✧ 張敏敏(2020)，OGSM 打造高敏捷團隊(初版)，台北：商業週刊初版社。 ✧ Janis, I. L., & Mann, L. (1977). Decision making: A psychological analysis of conflict, choice, and commitment. Free Press. ✧ Ericsson, K. A., & Simon, H. A. (1980). Verbal reports as data. Psychological review, 87(3), 215. ✧ Hofstede, G. (1980). Culture's consequences: International differences in work-related values (Vol. 5). sage. ✧ Scriven, M., & Paul, R. (1987). Critical thinking as defined by the National Council for Excellence in Critical Thinking. 8th Annual International Conference on Critical Thinking and Education Reform. ✧ Facione, P. A. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. The California Academic Press. ✧ Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. American Psychologist, 53(4), 449-455. ✧ Trompenaars, F., & Hampden-Turner, C. (1998). Riding the waves of culture: Understanding diversity in global business. McGraw-Hill. ✧ Weber, E. U., & Hsee, C. (1998). Cross-cultural differences in risk perception, but cross-cultural similarities in attitudes towards perceived risk. Management science, 44(9), 1205-1217. ✧ Moon, J. A. (1999). Reflection in learning and professional development: Theory and practice. Routledge. ✧ Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. Psychological review, 108(2), 291. ✧ Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. Cognitive psychology, 43(1), 1-22. ✧ Norenzayan, A., Smith, E. E., Kim, B. J., & Nisbett, R. E. (2002). Cultural preferences for formal versus intuitive reasoning. Cognitive science, 26(5), 653-684.

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- Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2018). Why we need a new approach to teaching digital literacy. Phi Delta Kappan, 99(6), 27-32.

	✧ Wineburg, S., & McGrew, S. (2019). Lateral reading and the nature of expertise: Reading less and learning more. Teachers College Record, 121(11), 1-40. ✧ Paul, R., & Elder, L. (2019). The miniature guide to critical thinking concepts and tools. Rowman & Littlefield. ✧ Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2020). Critical thinking: A student's introduction (6th ed.). McGraw-Hill.

大學聯盟深化數位學習推展與創新應用計畫
課程基本資料表

<table>
<tr><td>開課學校</td><td>國立宜蘭大學</td><td>開課學期</td><td>114-1</td></tr>
<tr><td>課程名稱</td><td colspan="3">保健食品面面觀</td></tr>
<tr><td>英文課名</td><td colspan="3">Understanding Health and Dietary Supplements</td></tr>
<tr><td>預計
開課時間</td><td>114年 9 月 3 至
114年 12 月 31 日</td><td>成績公告日期</td><td>114年12月25日</td></tr>
<tr><td>開課平台</td><td colspan="3">☑ Ewant ☐ Taiwanlife ☐教育部磨課師平台 ☐其他：_____</td></tr>
<tr><td>課程認證</td><td colspan="3">☑ 無 ☐教育部數位學習課程認證 ☐ 空中大學非正規教育課程認證
*檢附佐證資料</td></tr>
<tr><td>使用語言</td><td colspan="3">☑ 全中文授課（上課語言、教材皆無英文）
☐ 全英文授課
☐ 中文、英文皆有（比例：中文：____ 英文：____）
☐ 其他說明：測驗題有中英文對照</td></tr>
<tr><td>學分數建議</td><td colspan="3">☑ 0.5學分(9小時) ☐ 1學分（18小時） ☐ 2學分（36小時）</td></tr>
<tr><td>影片時數</td><td>___6___小時</td><td>課程實施週數</td><td>___7___週（含期中、期末考）</td></tr>
<tr><td>線上評量</td><td>☑ 線上測驗 次，共3時
☐ 線上作業 次，共 時
☐ 其他：____，共____時</td><td>師生互動
（討論區）</td><td>_____小時</td></tr>
<tr><td>同步線上
授課</td><td colspan="3">☑ 無 ☐ 有 ＊最終直播日期與時間，依正式開課前授課教師公告為準。
<table>
<tr><th>序號</th><th>日期</th><th>時間</th><th>主題</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>授課教師1
中文姓名</td><td>許惠貞老師</td><td>授課教師1
英文姓名</td><td>Hsu, Hui-Chen</td></tr>
<tr><td>教師職等</td><td>☐ 教授 ☑ 副教授
☐ 助理教授 ☐ 講師</td><td>院系所</td><td>生物技術與動物科學系</td></tr>
<tr><td>本課程之
開課經驗</td><td colspan="3">校內:
<table>
<tr><th>時間/學期</th><th>課程性質</th><th>選課人數</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
校外:
<table>
<tr><th>時間/學期</th><th>單位/計畫</th><th>選課人數</th></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>課程領域</td><td>基礎科學類</td><td>建議修習對象</td><td>國高中生、大專院校學生</td></tr>
<tr><td>課程目標</td><td colspan="3">1.了解保健食品產業發展狀況
2.幫助學員了解何謂保健產品及相關法規
3.釐清健康產品與保健產品
4.健康食品的安全性評估
5.如何正確選擇保健食品</td></tr>
</table>

<table>
<tr><td>課程摘要</td><td>市面上保健食品琳瑯滿目，該如何聰明選擇、避免踩雷？本課程將以通俗易懂又具科學深度的方式，帶領學生全面認識保健食品的世界，從功能性成分來源、生理作用機轉、科學證據，到台灣與國際的法規規範與標章制度，循序漸進建立正確的判讀能力。以生活中常見的產品為例，如益生菌、膠原蛋白、葉黃素等，解析其成分背後的原理、適用對象與常見迷思，同時說明產品標示的意涵與安全審查機制。幫助培養健康消費觀念與基本科學素養，成為能為自己與他人健康把關的現代公民與知識型消費者。</td></tr>
<tr><td>課程主題</td><td>✧ 課程實施週數（含學習緩衝週）： 7 週
✧ 每週課程進度
<table>
<tr><th>週次</th><th>單元主題</th><th>時數</th></tr>
<tr><td>第一週</td><td>主題一、保健食品的定義</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第二週</td><td>主題二、相關法規概要</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第三週</td><td>主題三、健康食品的安全性及功能性評估</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第四週</td><td>主題四、保健食品產業發展</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第五週</td><td>主題五、正確選擇保健食品</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第六週</td><td>主題六、時事議題討論與案例分析</td><td>影音1小時
測驗20分</td></tr>
<tr><td>第七週</td><td>期末測驗</td><td>1小時</td></tr>
<tr><td>合計</td><td colspan="2">9小時</td></tr>
</table></td></tr>
<tr><td>試讀網址</td><td>https://www.ewant.org/admin/tool/mooccourse/mnetcourseinfo.php?hostid=35&id=16384</td></tr>
<tr><td>作業設計</td><td></td></tr>
<tr><td>評分標準</td><td>*詳細評分標準依授課教師規定為準，授課教師保有調整評量標準之權利。
（包括考試方式、考評項目其所佔總分比率）（下方項目請自行依現況增減選填）
➢ 課程及格標準: 60 分 滿分： 100 分
➢ 線上觀看影音教材： ％
➢ 線上測驗：70 ％
➢ 期末考：30 ％</td></tr>
<tr><td>學生
選課及上課
注意事項</td><td>➢ 先修科目或先備能力：
本課程無須背景知識，適合所有對保健食品有興趣的學習者修習。</td></tr>
<tr><td>教科書目</td><td></td></tr>
<tr><td>參考書目</td><td></td></tr>
</table>

課程與 SDGs 目標關聯（至多勾選 5 項）	☐終結貧窮　☐消除飢餓　☑健康與福祉　☐優質教育　☐性別平權 ☐淨水及衛生　☐可負擔的潔淨能源　☐合適的工作及經濟成長 ☐工業化、創新及基礎建設　☐減少不平等　☐永續城鄉　☐責任消費及生產 ☐氣候行動　☐保育海洋生態　☐保育陸域生態　☐和平、正義及健全制度 ☐多元夥伴關係　☐無