

Spring Semester of Academic Year 2022

## 校院系級重點教學精進與創新課程推動項目

**Promotion Project for Key Teaching Evaluation and Innovation Courses**

111.05.10 創新課程評審委員會通過

Approved by Innovation Course Review Committee on May 10, 2022

111.05.18 核定

Ratified on May 18, 2022

111.11.17 創新課程評審委員會通過

Approved by Innovation Course Review Committee on November 17, 2022

111.12.01 核定

Ratified on December 01, 2022

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1	Future Work Lab 職涯導向課程 Future Work Lab Career-oriented Courses	1. 產業與職場對接之專業能力。 Professional abilities connecting to industry and workplace 2. 指導式與引導式學習模式。 Instructed and guided learning models 3. 學生自我管理與自我驅動學習面對未來工作能力。 Students' self-management and self-driven learning ability to face the future work 4. 需檢測能力的產生歷程與真實能力。 The generation process and actual ability of being examined	1. 以科技強化自我學習路徑與練習模式。 Strengthen the self-learning path and practice mode with technology 2. Future Work Lab 場域提供學習模組。 The Future Work Lab field providing learning modules 3. 啟發學生教育 4.0:4Cs+E 之相關能力。 Inspire students' relevant abilities of Education 4.0:4Cs+E 4. 學習前後數據與統計。 The data and statistics before and after learning	1. 創新性 Innovativeness 2. 執行性 Implementability 3. 可行性 Feasibility 4. 成長性 Growth 5. 測量性 Measurability	學務處 Office of Student Affairs
2	數位科技融入 課程設計與教學 Integrating Digital Technology into Curriculum Design and Teaching	1. 學習理論或架構設計說明。 Illustration on the learning theory and structural design 2. 數位科技融入教學設計說明。 Illustration on integrating digital technology into teaching design 3. 教學目標之驗證與學習成效分析。 Verification of teaching objectives and analysis of learning effectiveness	1. 在建構學習理論架構下，啟發學生的學習方式，整合數位科技於教學活動中，數位科技的技術就是運用資訊設備、多媒體、網路媒介等，進行收集、儲存及傳輸文字、圖像、影音等資訊於課堂教學和課後學習活動，達到在教學現場可以更具互動性與可計算性，培養學生運用科技與資訊的能力，讓學生能獨立思考與解決問題。 Under the framework of constructivism learning theory, we aim at inspiring students' learning methods and integrating digital technology into teaching activities. Digital technology is to use information equipment, multimedia, network media, etc. to collect, store and transmit texts, images, videos and other information for	創新教學課程相對於同類型的課程，至少達 4 週以上實施創新教學實踐。 Compared with the same type of the courses, innovation teaching courses should implement innovation teaching practices for at least 4 weeks.	新媒體暨管理 學院 College of New Media and Management

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			classroom teaching and after-school learning activities so as to achieve more interactivity and calculability at the teaching site, cultivate students' ability to use technology and information, and enable students to think and solve problems independently. 2. 資訊融入教學不只是教師會使用電腦而已，且能夠使用電腦來有效地達成教學目標。 The integration of information into teaching is not just about teachers using computers, but also being able to use computers to effectively achieve teaching goals.		
3	雙語化學習融入課程設計與教學 Integrating Bilingual Learning into Curriculum Design and Teaching	此類課程係指以學生的目標語（外語或第二語言，在這指的是英語），非母語 L1，來進行授課，上課的學科為非語言課程之專業領域課程。 Such courses are taught in the student's target language (foreign language or second language, in this case, English), non-native language L1. The subjects taught are courses in the professional fields, but not language courses.	1. 落實高教全英語教學。 Implement EMI in higher education 2. 全英語師資培訓。 EMI teacher training 3. EMI 教材研發合作與教學評量設計。 EMI textbook cooperative development and teaching evaluation design 4. 提升學生全英課程學習成效(除了學科知識的評量，亦提供學生目標語的使用（說及寫）的機會。 Enhance students' learning effectiveness in the EMI courses (in addition to the assessment of subject knowledge, it also provides opportunities for students to use the target language (speaking and writing).	1. 專業課程全英教材研發。 Development of English textbooks for professional courses 2. 教學內容創新。 Teaching content innovation 3. 教學評量設計或教學方法創新能提升學生全英課程學習成效以及目標語使用機會。 Teaching assessment design or teaching method innovation can improve students' learning effectiveness in EMI courses and the opportunity to use the target language.	校級： 教務處 School-level: Office of Academic Affairs
		1. 開設實體全英語授課課程 (EMI)。 Offer physical EMI courses 2. 開設線上全英語授課課程 (EMI)。 Offer online EMI courses	1. 落實高教全英語教學。 Implement EMI in higher education 2. 全英語師資培訓。 EMI teacher training 3. 數位課程建置。 Set up online courses	1. 有全英語授課經驗；曾為全英師資培訓之講師。 Have experience in teaching EMI courses; have been a lecturer in EMI teacher training 2. 有全英語技巧培訓證明；曾開設線上課程。 Have EMI skill training certificate; have offered online courses	院級：國際文教暨涉外事務學院 College-level: College of International Culture, Education and Foreign Affairs
		1. 開設公衛環保、對外華語教	1. 落實歐亞學院發展公衛環	1. 需符合公衛環保、	院級：歐亞語

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		<p>學、商貿談判之 EMI 課程或以第二外語目標語言授課之課程。 Offer EMI courses on public health and environmental protection, teaching Chinese as a foreign language, and business negotiation, or courses taught in the target language of the second foreign language</p> <p>2. 開設第二外語結合對外華外語教學課程。 Offer courses that combine second foreign language and teaching Chinese as a foreign language</p>	<p>保、對外華語教學、商貿談判之課程發展目標。 Implement the curriculum development goal of College of European and Asian Languages on public health and environmental protection, teaching Chinese as a foreign language, and business negotiation</p> <p>2. 公衛環保課程可結合聯合國永續發展 SDGs 項目並融入課程中，掌握國際脈動，提升學生國際參與能力。 Public health and environmental protection courses can be combined with the SDGs project of United Nations Sustainable Development and integrated into the curriculum to catch the international trend and enhance students' ability to participate internationally</p> <p>3. 商貿談判課程，除商貿談判理論教授外，可結合業師的參與，透過模擬談判等實作方式強化學生的實踐力。 In addition to the teaching of business negotiation theory, the business negotiation course can involve the industrial experts to strengthen students' practical ability through practical methods such as simulated negotiation.</p> <p>4. 第二外語結合對外華外語教學、培訓、認證等，提升學生之就業競爭力。 The second foreign language combines teaching, training and certification of Chinese as a foreign language to enhance students' employment competitiveness</p>	<p>對外華語教學、商貿談判之主題。 The topic should be in line with public health and environmental protection, teaching Chinese as a foreign language, and business negotiation</p> <p>2. 需符合以第二外語結合對外華語教學、訓練及認證等課程。 It is required to meet the courses of teaching, training and certification of Chinese as a foreign language combined with a second foreign language.</p> <p>3. 若為舊課程，則需說明舊課程翻新之內容，翻新內容需為舊課程的 50% 以上。 If it is a previous course, the content of the revision of the previous course must be explained, and the revised content must be at least 50% of the previous course.</p>	<p>文學院 College-level: College of European and Asian Languages</p>
		<p>1. 課程之雙語化學習目標與學習架構說明。 A description of the bilingual learning objectives and learning structure of the course</p> <p>2. 教師在雙語化教學方法設計與學生學習方法說明。 Teachers' description on bilingual teaching method design and students' learning method</p> <p>3. 驗證教學目標與學習成效</p>	<p>全英語教學得以配合國內外產學界專家協同等，共同實踐創新教學，並且透過補救教學等創新作法，以驗證確保達到創新教學的學習成效。 EMI shall cooperate with domestic and foreign industry and academia experts to jointly practice innovative teaching, and verify and ensure the learning effectiveness of innovative teaching through innovative methods such as</p>	<p>1. 整學期以實施全英語教學為主。 The EMI shall be practiced throughout the semester.</p> <p>2. 創新教學課程相對於同類型的課程，至少達 4 週以上實施創新教學實踐。 Compared with the same type of the</p>	<p>院級：新媒體暨管理學院 College-level: College of New Media and Management</p>

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		說明。 Description on verifying teaching objectives and learning effectiveness	remedial teaching.	courses, innovation teaching courses should implement innovative teaching practices for at least 4 weeks.	
		<p>以開設 EMI 課程為目標，並特別針對以下項目之部分或全部進行設計： Aim at offering EMI courses, and specially designed for some or all of the following items:</p> <ol style="list-style-type: none"> <li>1. 教學內容。 Teaching content</li> <li>2. 教學教材。 Teaching materials</li> <li>3. 學習成效之評量與展現。 Assessment and demonstration of learning effectiveness</li> <li>4. 課堂師生互動。 Classroom teacher-student interaction</li> <li>5. 學生間互動。 Student-student interaction</li> </ol>	<ol style="list-style-type: none"> <li>1. EMI (English as a Medium of Instruction)，係以英語為知識傳遞的媒介，教授各專業領域知識，包括經濟、工程、醫學、商學、人文等專業科目課程。EMI (English as a Medium of Instruction), which uses English as the medium of knowledge transmission, teaches knowledge in various professional fields, including economics, engineering, medicine, business, humanities and other professional subjects.</li> <li>2. 教學內容：包含知能領域、教學對象、教學歷程或教學法等規劃。 Teaching content: including planning of proficiency areas, teaching objects, teaching process or pedagogy</li> <li>3. 教學教材：各種媒材及平台包含之教學資料。 Teaching materials: including various media materials and platforms</li> <li>4. 學習成效之評量與展現：含評量之規劃和成效分析等。 Assessment and demonstration of learning effectiveness: including assessment planning and effectiveness analysis</li> <li>5. 課堂師生互動：含互動設計與成效分析。 Classroom teacher-student interaction: including interactive design and performance analysis.</li> <li>6. 學生間互動：含互動設計與成效分析。 Student-student interaction: including interactive design and performance analysis.</li> </ol>	<p><b>【積極要件】</b> <b>【Compulsory】</b></p> <ol style="list-style-type: none"> <li>1. 具備 EMI 授課能力之培訓證明。 Proof of training with EMI teaching ability</li> <li>2. 曾有開設全英課程經驗。 Have experience in offering EMI courses</li> </ol> <p><b>【消極要件】</b> <b>【Required】</b></p> <ol style="list-style-type: none"> <li>1. 申請之前一學期期末教學意見調查平均分數未低於全校 2 個標準差。 The average score of the final teaching opinion survey of the semester before the application is not lower than 2 standard deviations of the whole school.</li> <li>2. 具有相當於全民英檢中高級複試標準以上之證照或取得英文為官方語言國家之碩士以上學位。 Possess a certificate equal to or higher than higher intermediate level of GEPT, or a master's degree in a country where English is the official language</li> <li>3. 申請之課程與申請人學術專長相關或過去曾開設相關課程。 The course applied for is related to the applicant's academic expertise or the applicants have offered relevant courses in</li> </ol>	<p>院級：吳甦樂 人文學院 College-level: Ursuline College of Liberal Arts</p>

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		<p>1. 針對專四以上學生，開設接軌於 EMI 課程之華師培力 ESP 課程。 For students above the fourth grade of the five-year college, the Chinese Teacher Training ESP course, which is in line with the EMI course, is offered.</p> <p>2. 達成 2025 國家中程計畫之新國際華師標準進行重點設計。 Achieve the new international Chinese teacher standard of the 2025 national medium-term plan for key design</p>	<p>1. 編纂以英、華語為基礎之語言教學法對比研究教學。 Compile a comparative study of language teaching methods in English and Chinese</p> <p>2. 開發以英、華語為媒介之國別化華語教學之營運行銷之指引。 Develop marketing guidelines for nationalized Chinese language teaching with English and Chinese as the medium</p> <p>3. 建立以全英語為基礎之國際華語教學之營運模式。 Establish an operational model of international Chinese language teaching based on EMI</p> <p>4. 推動以英、華語為網絡之數位線上同步/非同步華語教學之國際合作據點。 Promote the international cooperation base of online synchronous/ asynchronous Chinese teaching with English and Chinese as the network</p>	<p>the past.</p> <p>1. 開設以 EMI/ESP 之華語教學中語言本體、語言教學及跨文化之重要主題課程。 Open the important subject courses of language ontology, language teaching and cross-culture in Chinese language teaching with EMI/ESP.</p> <p>2. 結合華語培訓及認證等課程，置入 EMI/ESP 單元。 Combine Chinese language training and certification courses, and embed the EMI/ESP units</p> <p>3. 延聘國際合作之教學師資，共同推展創新課程之理念。 Recruit international co-teachers to jointly promote the concept of innovative courses</p>	<p>院級：華語學院 College-level: College of Mandarin</p>
4	<p>USR 精神融入課程設計與教學 Integrating USR Spirits into Curriculum Design and Teaching</p>	<p>1. 強化學生對於聯合國永續發展目標 (<b>SDGs</b>) 之知能。 Strengthen students' proficiency of the United Nations <b>Sustainable Development Goals (SDGs)</b>.</p> <p>2. 針對社會議題之解決尋找結合自身專業能力之可行模式，透過溝通與實踐，師生協力解決場域需求，作為知行合一之操練。 To solve social issues, find a feasible model that combines one's own professional capabilities. Through communication and practice, teachers and students work together to solve the workplace needs, as an exercise of the unity of knowledge and action.</p> <p>3. 促進學生思考職涯發展並培養未來就業所具備之能力、深入瞭解不同產業/領域之專業能力。 Have students think about career development and cultivate the ability for future employment, and to deeply</p>	<p>1. 聯合國 <b>SDGs</b> 知能。 UN <b>SDGs</b> proficiency</p> <p>2. 社會議題參與。 Social issue participation</p> <p>3. 場域實習。 Workplace internship</p> <p>4. 跨域技能培養。 Interdisciplinary skill development</p> <p>5. 職涯探索。 Career exploration</p> <p>6. 利害關係人培力。 Stakeholder empowerment</p> <p>7. CSR/USR 規劃。 CSR/USR planning</p>	<p>已獲得 USR 計畫補助之相關課程，<u>不得重複</u>申請此項目。 Relevant courses that have been subsidized by the USR program cannot be reapplied for this program.</p>	<p>研究發展處 (大學社會責任辦公室) Office of Research and Development (Office of USR)</p>

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		understand the professional ability of different industries/ fields			
5	文藻月桂方法 融入課程設計 與教學 Integrating Wenzao Laurel Method into Curriculum Design and Teaching	<p>1. 以文藻月桂方法蘊涵之 5 項人生態度與行為模式作為培育學生的方法。 Take the 5 life attitudes and behavior patterns contained in the Wenzao Laurel method as a method for cultivating students</p> <p>2. 本方法的 5 個關鍵詞彙：「我願服務 (SERVIAM)、希望願景 (Hope)、首要者為 (Above all)、團結一致 (Togetherness)、度新生活 (Lead a new life)」。 The 5 key words of this method include: “SERVIAM, Hope, Above all, Togetherness, and Lead a new life”.</p>	<p>以月桂方法 5 步驟應用於下列項目 (自行選擇適切的項目): Apply the Laurel Method 5 steps to the following items (choose the appropriate ones):</p> <p>1. 課程與教學的分析_例如學習者的學習需求、學習動機、學習目標、學習行為、學習歷程、學習工具、學習環境與課程內容等相關的分析。 Curriculum and Teaching Analysis: such as learners' learning needs, learning motivation, learning goals, learning behavior, learning process, learning tools, learning environment and curriculum content related analysis</p> <p>2. 課程與教學的設計_例如教材、教法、教案、教學活動、學習成果規劃等相關的設計。 Curriculum and Teaching Design: such as the design of teaching materials, teaching methods, lesson plans, teaching activities, learning outcome planning, etc.</p> <p>3. 課程與教學的成效評估_例如評量尺規、學習成效分析與品保機制等相關的成效評估。 Curriculum and Teaching Effectiveness Evaluation: such as the evaluation of rubrics, learning effectiveness analysis and quality assurance mechanism</p>	<p><b>【積極要件】</b> <b>【Compulsory】</b></p> <p>1. 前一學期曾獲得本補助。 Received this subsidy in the previous semester.</p> <p>2. 參與月桂方法相關之社群。 Participate in a community related to the Laurel Method.</p> <p><b>【消極要件】</b> <b>【Required】</b></p> <p>1. 曾參與或執行月桂方法相關研習或執行相關課程教學證明。 Proof of having participated in or performing Laurel Method-related seminars, or instructing related courses</p> <p>2. 相關課程之課程綱要有註明融入月桂方法。 The syllabus of the relevant courses shall indicate the incorporation of the Laurel Method.</p>	吳甦樂人文學院 Ursuline College of Liberal Arts
6	IR 融入教學優化及改革課程 Integrating IR into Teaching Optimization and Reform Courses	<p>1. 為提升教學品質需要，採取適當的研究方法與評量工具檢證相關成效。 To improve the quality of teaching, appropriate research methods and assessment tools are adopted to verify the relevant effectiveness.</p> <p>2. 為課程改革需要，採取適當研究方法與評量工具檢證相關的成效。 Appropriate research methods and assessment tools are used to verify the relevant effectiveness for the needs of curriculum reform.</p>	<p>1. 教學現場或文獻資料的教學優化問題。 Teaching optimization problems on the teaching site or in the literature</p> <p>2. 透過課程設計、教材教法或引入教具、運用科技媒體等改善教學品質。 Improve teaching quality through curriculum design, teaching materials, introduction of teaching aids, and the use of technology media</p> <p>3. 採問卷調查、實驗法、個案研究、行動研究等研究方法</p>		研究發展處 (校務研究發展組) Office of Research and Development (Institutional Development & Research Section)

序號 No.	校級重點推動 項目 Promotion Project	項目定義 (重點描述說明) Project Definition (Key Description)	項目說明 (包含但不限) Project Description (Including but not limited to)	申請要件 Requirements	檢核單位 Inspected by
			<p>與評量工具，驗證具體的成效。</p> <p>Questionnaires, experimental methods, case studies, action research and other research methods and evaluation tools are adopted to verify specific results.</p>		
7	跨領域課程 Interdisciplinary Courses	<p>此類課程係指一個課程取向與知識觀，應用多個學門的溝通形式與方法學去探討一個主題、議題、問題與經驗。跨領域學習的過程不只涉及的是多個領域，這些領域需要相互影響，也涉及對某一個特定議題或問題的處理歷程。</p> <p>This type of curriculum refers to a curriculum orientation and view of knowledge that applies the communication forms and methodologies of multiple disciplines to explore a theme, issue, problem, and experience. The process of interdisciplinary learning involves not only multiple domains that need to interact with one another, but also the process of dealing with a particular issue or problem.</p>	<p>1. 跨域整合、跨領域共備共授。 Interdisciplinary integration, interdisciplinary co-planning and co-teaching</p> <p>2. 跨校院系合作。 Cross-school cooperation</p> <p>3. 以議題導向課程設計、超學科統整課程設計、跨領域素養導向課程設計、任務表現課程設計。 Issue-oriented curriculum design, transdisciplinary integrated curriculum design, interdisciplinary literacy-oriented curriculum design, and task performance curriculum design</p>	<p>1. 內容呈現跨域整合、跨校院系合作等課計。 The content presents curriculum plans such as interdisciplinary integration and cross-school cooperation.</p> <p>2. 教學使用引導式、自主學習的議題導向課程設計、跨領域素養導向課程設計、任務表現課程設計等。 Teaching uses guided, self-learning topic-oriented curriculum design, interdisciplinary literacy-oriented curriculum design, and task performance curriculum design, etc.</p>	教務處 Office of Academic Affairs
8	課程融入生命教育議題 Integrating Life Education Issues into Curriculum	<p>以銜接 12 年國教生命教育五大核心素養(哲學思考、人學探索、終極關懷、價值思辨與靈性修養)的課程教學與教材設計。 Curriculum teaching and material design to connect the five core literacy abilities of life education (philosophical thinking, humanistic exploration, ultimate concern, value speculation and spiritual cultivation) in the 12-year compulsory education.</p>	<p>1. 課程單元教案設計。 Teaching plan design of curriculum units</p> <p>2. 課程教材設計。 Curriculum material design</p> <p>3. 培育素養成效。 The effects of cultivating literacy</p>	<p>1. 開設與生命教育相關的課程。 Offer courses related to life education.</p> <p>2. 參與生命教育相關之計畫執行。 Implement projects related to life education.</p> <p>3. 計畫內容符合項目定義。 The project content meets the project definition.</p>	吳甦樂人文學院 Ursuline College of Liberal Arts
9	教師自主定義課程創新設計 Teachers' Self-Defined Curriculum Innovation Design		由申請教師自行定義及陳述 Defined and stated by the teachers who apply		教務處 Office of Academic Affairs