

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

114.11.04 創新課程評審委員會通過
Approved by Innovation Course Review Committee on Nov.04,2025

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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.	數位科技或 AI 融入課程設計與教學 Integrating Digital Technology or AI 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. 數位科技或 AI 融入教學設計說明。 Illustration on integrating digital technology or AI 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 classroom teaching and after-school learning activities so as to achieve more interactivity and calculability at the teaching site, cultivate students'	1. 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. 2. 數位科技或 AI 融入教學應有成效驗證方法。 There should be methods to verify the effectiveness of integrating digital technology or AI into teaching.	AI 創新發展中心

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			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. AI 融入教學是教師運用 AI 技術協助教學活動的進行，以增進教學與學習成效。 The integration of AI into teaching means that teachers use AI technology to assist teaching activities to improve teaching and learning effectiveness.		
3.	雙語化學習 (EMI)融入課程 設計與教學 Integrating Bilingual Learning (EMI) into Curriculum Design and Teaching	此類課程以英語為授課之課程，非教授語言為目的之專業領域課程。 Such courses are courses conducted in EMI and are content-based, not language learning courses.	1. 落實高教全英語教學。 Implement EMI teaching 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。 Collaboration of EMI teaching materials 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，亦提供學生英語說寫的機會。 To enhance effectiveness of students' knowledge-learning in the EMI courses and to provide opportunities for students to use the speaking and writing skills in English.	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	雙語教育辦公室
4.	USR/SDGs 精神 融入課程設計 與教學 Integrating USR/SDGs Spirits into Curriculum Design and Teaching	1. 強化學生對於聯合國永續發展目標（SDGs）之知能。 Strengthen students' proficiency of the United Nations Sustainable Development Goals (SDGs). 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,	1. 聯合國 SDGs 知能。 UN SDGs proficiency 2. 社會議題參與。 Social issue participation 3. 場域實習。 Workplace internship 4. 跨域技能培養。 Interdisciplinary skill development 5. 職涯探索。 Career exploration 6. 利害關係人培力。 Stakeholder empowerment 7. CSR/USR 規劃。 CSR/USR planning	1. 課程符合大學社會責任發展之重點及特色。 The course shall align with the key points and characteristics of the USR development. 2. 課程有結合場域社會議題，並對應聯合國永續發展指標(SDGs)項目。 The course shall be integrated with	研究發展處 (大學社會責任辦公室) Office of Research and Development (Office of USR)

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		teachers and students work together to solve the workplace needs, as an exercise of the unity of knowledge and action. 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 understand the professional ability of different industries/ fields.		social issues and correspond to the SDGs agendas. 3. 課程內容與 USR 或 SDGs 相關議題之授課時間達課程時數四分之一以上，其中須包含校外場域之社區鏈結、移地教學或行動實踐之課程內容的規劃。 More than a quarter of the teaching time of the course is related to the topics of the USR or SDGS agenda, which the teaching content must encompass off-campus community links, off-site teaching, or action practices.	
5.	文藻月桂方法 /3L 校核心素養 融入課程設計 與教學 Integrating Wenzao Laurel Method/ or the University's 3L Core Literacy into Curriculum Design and Teaching	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。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)」。 Take the 5 life attitudes and behavior patterns contained in the Wenzao Laurel method as a method for cultivating students The 5 key words of this method include: “SERVIAM, Hope, Above all, Togetherness, and Lead a new life”. 2. 以 3L 校核心素養三大面向九項內涵(熱愛生命-尊重生命、發揮潛能、創造未來；樂於溝通-建立關係、溝通意義、超越國界；具有基督服務領導精神-樂於服務、喚醒生命、共創願景)為課程設計架構，評估學生在身、心、靈之全方位學習模式之整體發展。 Based on the three dimensions and nine core competencies of the	以月桂方法 3L 校核心素養應用於下列項目（自行選擇適切的項目）： Apply the 3L Core Literacy of the University using the Laurel Method to the following items (select the appropriate items as applicable): 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 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.	1. 曾參與或執行月桂方法/3L 校核心素養相關研習、研究或執行相關課程教學證明。 Proof of participation in or implementation of training, research, or course instruction related to the Laurel Method or the University's 3L Core Literacy. 2. 相關課程之課程綱要有註明融入月桂方法/3L 校核心素養。 The syllabus of the relevant course shall indicate the integration of the Laurel Method and/or the University's 3L Core Literacy.	吳甦樂人文學院 Ursuline College of Liberal Arts

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		University's 3L Core Literacy — Loving Life (Respecting Life, Fulfilling Potential, Creating the Future), Loving Communication (Building Relationships, Conveying Meaning, Crossing Borders), and Leadership in the Spirit of Christian Service (Willingness to Serve, Awakening Life, Creating Shared Vision) — the curriculum is designed to assess students' holistic development in body, mind, and spirit.	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		
6.	跨領域課程 Interdisciplinary Courses	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。 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.	1. 跨域整合、跨領域共備共授。 Interdisciplinary integration, interdisciplinary co-planning and co-teaching 2. 跨國、跨校院系合作。 International or Cross-school cooperation 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	1. 內容呈現跨域整合、跨國或跨校院系合作等課程計畫。 The content presents curriculum plans such as interdisciplinary integration, international or cooperation. 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.	教務處 Office of Academic Affairs
7.	課程融入生命教育議題 Integrating Life Education Issues into Curriculum	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.	1. 課程單元教案設計。 Teaching plan design of curriculum units 2. 課程教材設計。 Curriculum material design 3. 培育素養成效。 The effects of cultivating literacy	1. 開設與生命教育相關的課程。 Offer courses related to life education. 2. 參與生命教育相關之計畫執行。 Implement projects related to life education. 3. 計畫內容符合項目定義。 The project content meets the project	吳甦樂人文學院 Ursuline College of Liberal Arts

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				definition.	
8.	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

