

高等教育深耕計畫成果

Outcomes of Higher Education Sprout Project

年度：111 年

Academic year: 2022

計畫別：主冊計畫

Project type: Major project

面向： ■落實教學創新 ■發展學校特色 ■提升高教公共性 ■善盡社會責任

Aspects: ■ Realize Instructional Innovation ■ Develop School Features

■ Promote Higher Education Publicity ■ Fulfill University Social Responsibility

一、落實教學創新

I. Realize Instructional Innovation

建構創新教學模式，跨領域專業結合，提升自主學習能力及就業力。

Wenzao creates innovative teaching models that integrate cross-disciplinary expertise to help students develop self-motivated learning ability and employability.

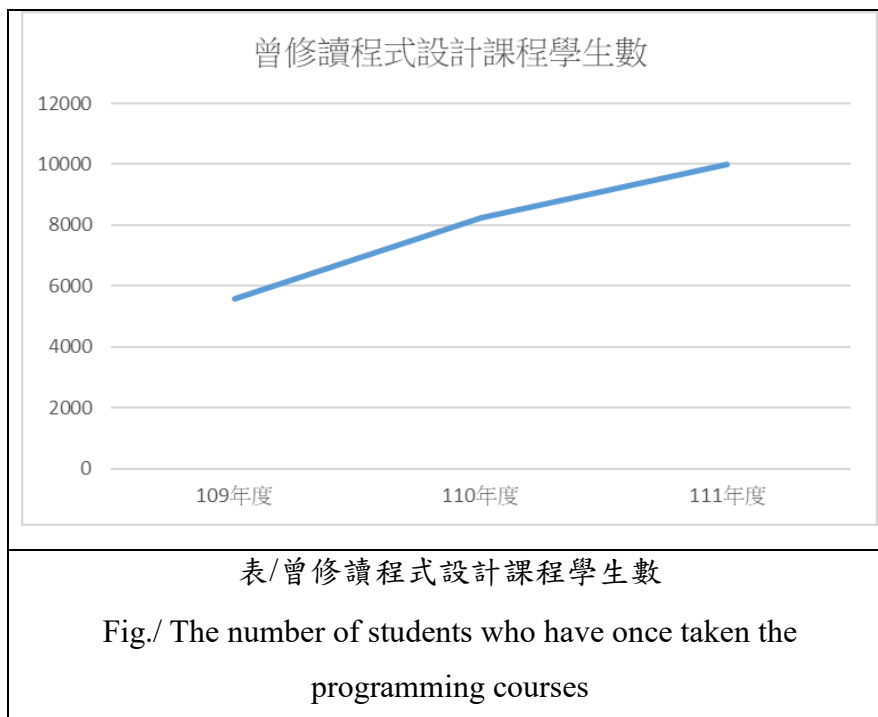
透過跨領域能力整合，提升學習自主性，印證學習成效。

With an integrated cross-disciplinary skill set, students demonstrate improved autonomy and increased effectiveness in learning.

本校建構創新發展學習模式為主軸，強調瞭解時代脈動和產業趨勢，透過大一共同課程開設「運算思維與程式設計」和「雲端科技與商務應用」課程，辦理 PYTHON 國際證照，培養學生跨領域程式規劃與解決問題應用能力。另外，本校辦理《智慧人文跨域整合設計微學分學程》，自 109 至 111 年共計 284 位學生修讀微學分學程課程，已達到培養學生智慧人文整合目的。並且，日五專一年級共同科目「資訊科技」課程融入機器人教學，全校共計產生 102 組機器人資訊對話設計參與競賽，達到本校創新教學與提升學習成效的目標，曾修讀程式設計課程學生數自 109 年度起亦逐年穩健提升如下表所示。

Wenzao has developed innovative teaching models that emphasize the importance of keeping pace with changing times and industry trends. We have provided the courses of Computational Thinking and Computer Programming and Cloud Technology and Business Application for general education for first-year students. We have also organized the Python certification courses to help students develop the ability to use programming skills to solve problems. In addition, the micro program in Integrating Artificial Intelligence and Humanities in Cross-Domain saw the participation of 284 students from 2020 to 2022, thereby achieving the objective of integrating students' language and technology skills. We have also integrated artificial intelligence into the core course of Information Technology for first-year students of the five-year junior college. The students designed 102 sets of robotic information dialogues for contests. We have therefore achieved the objective of creating innovative teaching and improving learning effectiveness. As shown in the figure below, the number of students who

have once taken the programming courses has been increasing steadily since 2020.



為培育產業銜接跨領域人才，本校攜手與臺灣默克、愛德萬測試與艾司摩爾等科技廠共同開設「高科技產業人才培訓課程」，授課內容包含高科技產業基本認識、半導體元件及製程介紹、強化問題解決及團隊合作能力等，帶領學生實地接觸半導體產業的相關設備、了解半導體的專業製程。

To cultivate talents with cross-disciplinary skills that match the needs of industries, Wenzao has worked with Merck Taiwan, Advantest, Powertech Technology, and ASML to offer the High-tech Industry Talent Training Program. The content of the program includes introduction to the high-tech industry, semiconductor devices, manufacturing processes, and problem-solving and teamwork skills. The program allows students to acquire hands-on experience of semiconductor equipment and knowledge of semiconductor manufacturing.

此外，自 109 年起建置未來工作實艦基地 (Future Work Lab)，改變教師傳統授課與學生學習知識的方式，以培養學生自我學習之態度。在此場域透過不同領域傑出校友的心得分享影片，結合數位載具、平板電腦與 VR 頭盔，教師指定個人或小組同學運用線上軟體，完成該門課程指定之學習任務。該創新教學模式以貼近學生日常生活為導向，期能提升學生學職涯轉銜之學習成效。共計拍攝 13 支不同職涯領域的校友分享短

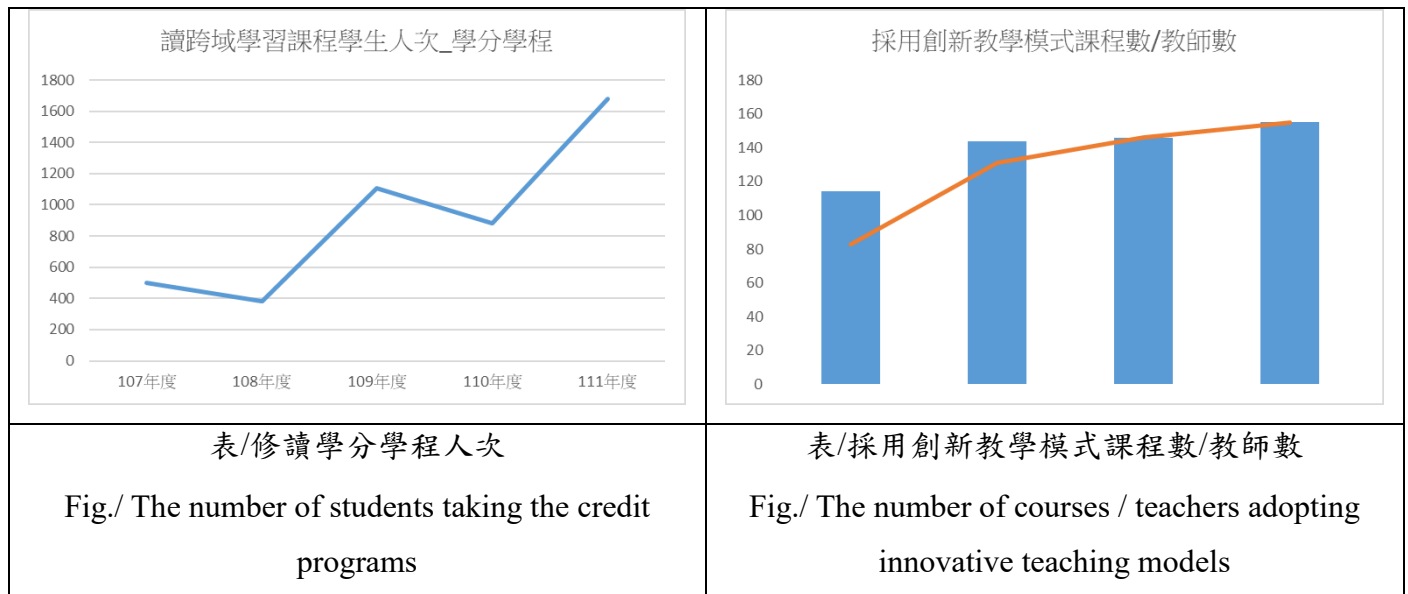
片，1,272 學生人次透過募課平台使用本場域進行職涯探索。藉由上述整合機制，本校學生於 2021 年針對「就業輔導」各項問題的滿意度，相較於 2018 年至 2020 年皆有顯著之成長。

In addition, Future Work Lab, which was established in 2020, has transformed how teachers teach and inspired students to acquire knowledge with an autonomous learning attitude. In the lab, videos featuring career advice from outstanding alumni are available. Teachers also require individuals or groups to use online software, digital devices, tablets, and VR headsets to complete the learning tasks assigned for the course. The innovative teaching model is designed in a way that is relevant to students' daily life, so as to help students effectively transition from school to work after they graduate. There are 13 videos featuring the sharing of alumni from different fields and 1,272 students have used the lab through course recruitment platform for career exploration. Due to the above-mentioned integrated mechanism, the 2021 career counseling survey showed increased student satisfaction in all aspects when compared with the surveys from 2018 to 2020.

本校持續以創新課程、學習貼近實務及教師教學研究為導向，自 111 年起推動「文藻外語大學自主學習課程實施要點」，提供學生選修跨域專業課程 20 學分之彈性！透過適度降低必修學分，並以微型、深碗模式結合專業系科合作開設彈性課程，提供學生自主學習跨領域學分學程。此外，107 至 111 年共計開設 554 門創新教學課程，總修讀學生達 18,232 人次。經過近年的努力，本校學生對於「課程教學」之認同呈現逐年提升之優良成效，包含：肯定教師在教學上創新求變、能配合學生能力因材施教、並能提高學生學習成效。本校於修讀學分學程之人次表現上，以及採用創新教學模式之課程數及教師數上，整體而言皆呈現成長趨勢，如下面圖表所示。

To strive for curriculum innovation, bridge the learning and doing gap, and encourage teachers to do teaching research, Wenzao stipulated the Implementation Guidelines for Self-Learning Courses in 2022, which allows students to take 20 credits of elective cross-disciplinary courses. By moderately reducing the required credits and working with departments to offer mini courses and deep-bowl courses, we have provided flexible and diverse learning mechanisms to help students develop cross-disciplinary and self-motivated learning abilities through these credit programs. From 2018 to 2022, we offered 554 innovative

courses and saw 18,232 students taking these courses. With our efforts over the years, we have seen increased student recognition of these courses year by year, including the acknowledgement that teachers are devoted to innovating teaching, teaching according to students' abilities, and improving students' learning effectiveness. The figure below reveals increases in the number of students taking the credit programs and the number of courses/teachers adopting innovative teaching models.



為強化教師產業知識與實務教學知能，本校制定合宜獎勵措施以鼓勵教師與產業鏈結，並舉辦全校型教師研習及工作坊，以建立教師教學支持系統，提升教學品質。本校另針對教師申請教學實踐研究計畫所需之協助，辦理研習工作坊及一對一諮詢服務，有效提高教學實踐研究計畫通過率，自 107 學年度之通過率為 32%，110 學年度已成長至 35%！

To enhance teachers' industry knowledge and practical teaching competences, Wenzao has stipulated corresponding incentives to encourage teachers to connect the teaching to industries. We have organized school-wide teacher seminars and workshops as a teaching support system to improve teaching quality. We have also held seminars/ workshops and one-on-one consultation to help teachers apply for Teaching Practice Reserch Program, thereby effectively increasing the percentage of approved programs. The approval rate has increased from 32% in the academic year of 2018 to 35% in the academic year of 2021.

二、發展學校特色

II. Develop School Features

推動 3L 核心素養教育，培養具國際視野的專業人才。

Wenzao promotes 3L core competence education to cultivate professionals with international perspectives.

LIFE, LANGUAGE, LEADERSHIP, 打造世界公民。

It helps students develop a sense of global citizenship with the 3L principles of life, language, and leadership.

本校清楚定位自身為「國際化天主教外語大學」，以培育具 3L (Life、Language、Leadership) 校核心素養的複合型外語實用人才為目標，希望學生成為「兼具全人涵養特質、多元文化素養、優秀外語能力、擁有國際視野且能符合職場需求之國際專業人才及現代世界公民」。

Wenzao defines itself as an internationalized Catholic university of languages that aims to cultivate multi-skilled foreign language talents with the 3L (life, language, leadership) core competence education. We aspire to help our students become professionals with holistic quality, multicultural literacy, excellent foreign language skills, international perspectives, and a sense of global citizenship.

本校自 109 年起創建「文藻月桂方法」(Wenzao Laurel Method)，將吳甦樂教育核心價值加以文字化與系統化，並辦理多場研習及相關活動，協助全校師生適時、適當地在教學、研究、學習、行政、服務與輔導過程中運用，以推動文藻吳甦樂教育價值與教學典範。111 年共計辦理 16 場結合「文藻月桂方法」之相關活動與研習，共計有 2,006 人次的教職員生參與，幫助教職員工生運用吳甦樂教育思維於個人工作與生活進行選擇及發展。

With the Wenzao Laurel Method developed in 2020, we have conceptualized and systematized the core values of Ursuline Education. We have also organized relevant seminars and activities to help our teachers and students apply the method to teaching, research, learning, administration, service, and counseling in an appropriate and timely manner, so as to promote Ursuline Education as a valuable teaching paradigm. In 2022, we held 16 Wenzao Laurel

Method activities and seminars. These events saw the participation of 2,006 faculty members and students, effectively helping them use the thinking of Ursuline Education in life and work to make decisions and develop.

為逐步形成「文藻月桂方法」融入教學以提升文藻 3L 校核心素養之檢核機制，本校吳甦樂人文學院以校務研究概念設計「文藻 3L 核心素養問卷」題項，以建立可操作、施測的檢核機制，並邀請 15 位校外學者專家進行審定與建議，預計以兩年的期程陸續完成題項撰寫、專家審查、預試及問卷結果分析。

To establish an operational and applicable checking mechanism to examine the effectiveness of incorporating Wenzao Laurel Method into teaching to improve 3L core competence education, Ursuline College of Liberal Arts Education is working on the design of the Wenzao 3L Core Competence Education Questionnaire based on the concepts of institutional research. We have invited 15 scholars and experts from outside of the school to review the questionnaire and provide their advice. We plan to complete the compilation, expert review, pre-test, and result analysis of the questionnaire in a two-year period.

此外，因應國家雙語政策與華語推廣，本校以深厚之語言教學為基礎，規劃華、外語師資之實體及線上培訓及認證機制，提供本校師生更完善之增能機制，更開拓本校跨域合作機會，成為我國語言人才佈局重要推手之一。

In response to the national bilingual policy and the promotion of Chinese language education, we have taken advantage of our solid language education capacity to plan both physical and online training and certification courses for Chinese and foreign language teachers. In so doing, we not only construct a better empowerment mechanism for our teachers and students but also create more opportunities for cross-disciplinary cooperation, making Wenzao a critical facilitator in the cultivation of language professionals in Taiwan.

本校華語學院致力於開發及出版華語線上教材，供本校教師、外派華語教師及國內外合作機構使用。更因應國內外市場需求，透過規劃線上華師培訓機制，跳脫地域限制，拓展文藻華語教學版圖。此外，本校已完成華語測驗系統 Band A 快篩適性模式試題之建置，亦已實施試題試測，並依試測結果之信度、效度，再予以優化。開發之試題未來將用於外籍學生之中文能力分班、分級測驗，提供外籍學生更符合學習需求之課程設計

與規劃。

College and Operation Center for Mandarin is devoted to developing and publishing online Chinese language teaching materials for teachers of Wenzao, expatriate Chinese language teachers, and domestic and overseas partner institutions to use. In response to the demand of domestic and overseas markets, we have planned online Chinese language teacher training programs, thereby extending the reach of our Chinese language education beyond geographic restrictions. We have also completed the design of test questions of Band A speedy screening adaptive tests for Chinese language, examined the reliability and validity of the test questions, and optimize the test questions based on the examined results. We will use the test questions in Chinese language placement tests for international students to design courses that meet the learning needs of international students better.

除拓展華語教學版圖，本校另推動全英語教學認證與培訓，包含 TTE (Teaching Through English) 及 EMI (English as a Medium of Instruction) 培訓課程及認證。TTE 認證機制係與高雄市政府合作，參與人員包含：外籍教師及高雄市在地青年（設籍高雄市或於高雄市就讀大學之應屆畢業生）、補教業教師、國中小及高中老師、上班族及學校行政人員等。至今已辦理 8 場認證，共計 59 人報名、32 人通過認證。另外，本校與國立中山大學合作推動「南區高教 EMI 區域資源中心計畫及優華語資源中心計畫」。計畫為期 2 年，須完成 96 場次，培訓 480 人次之目標。110 年 10 月 23 日至 111 年 12 月止，已經辦理 98 場次（達成率為 102%）、502 人培訓（達成率為 105%），包含共計 43 所學校的老師參加，校內教師共有 38 位參加。同時，本校亦受理全國大專校院委託進行 EMI 培訓課程，針對不同領域學校進行 EMI 教學技巧培訓，自 110 年 8 月至 111 年 6 月，共計培訓 135 名來自 16 所大專校院教師（包含北中南各區及花東地區）。

In addition to extending the reach of our Chinese language education, we have also been promoting the certification and training of teaching through English (TTE) and English as a medium of instruction (EMI). We worked with Kaohsiung City Government on TTE certification. Participants of the mechanism included foreign teachers; local youths in Kaohsiung (citizens of Kaohsiung or new graduates studied in Kaohsiung); teachers of the supplementary education industry; elementary, junior high, and senior high school teachers; office workers, and administrative staff of schools. We have thus far organized eight sessions

of certification. There were 59 people signing up for the certification and 32 people passing the certification. We also worked with National Sun Yat-sen University on the Project of Southern Region Higher Education EMI Resource Center and Huayu BEST Resource Center, under which we aimed to hold 96 training sessions to train 480 people in a two-year period. As it turned out, from October 23, 2021 to December, 2022, we organized 98 training sessions (102% completion rate) and trained 502 people (105% completion rate). Of the participants, 38 of them are teachers of Wenzao while the rest are teachers from 43 other schools. We were also commissioned by universities and colleges from across Taiwan to provide EMI skills training. From August, 2021, to June, 2022, we trained 135 teachers from 16 universities and colleges in northern, central, southern, and the Hualian and Taitung regions of Taiwan.

於推動國際化部分，本校不僅「國際教師數比」位居全國第一，「本國學生出國交流人數比」、「修讀雙聯學制學生數比」分佔第二及第四名，「國際化程度」更位居全國第 11 名！本校申請「111 年度補助大專校院選送優秀學生出國研修計畫（學海飛颺）」，榮獲全國最高 540 萬元補助學校之一，亦為全國技職體系大學唯一獲得此高額補助者。於全校努力下，本校無論於姊妹校的簽訂成果，抑或學生參加各項國際交流活動之狀況皆逐年顯著上升。

In terms of the promotion of internationalization, we rank the first in Taiwan in the percentage of international teachers, the second in the percentage of domestic students going on exchange programs abroad, the fourth in the percentage of students enrolled in joint degree programs, and the eleventh in the degree of internationalization. We were one of the schools and the only university in the technical and vocational system granted the most subsidy of NT\$ 5.4 million in the 2022 Program of Subsidizing Universities and Colleges for Sending Outstanding Students to Study Abroad. With the efforts from every member of our school, we have seen significant improvements year by year in sister school partnership and students' participation in international exchange activities.

<p>簽訂姐妹校數</p> <table border="1"> <thead> <tr> <th>學年度</th> <th>簽訂姐妹校數</th> </tr> </thead> <tbody> <tr> <td>107年度</td> <td>222</td> </tr> <tr> <td>108年度</td> <td>265</td> </tr> <tr> <td>109年度</td> <td>273</td> </tr> <tr> <td>110年度</td> <td>277</td> </tr> <tr> <td>111年度</td> <td>283</td> </tr> </tbody> </table>	學年度	簽訂姐妹校數	107年度	222	108年度	265	109年度	273	110年度	277	111年度	283	<p>學年度學生參加國內外國際性之學術研討會 (含實體及線上)、課堂遠距交流、國際體 驗、海外實務參訪、海外志工、海外實習各項 國際交流活動人次</p> <table border="1"> <thead> <tr> <th>學年度</th> <th>國際交流活動人次</th> </tr> </thead> <tbody> <tr> <td>109年度</td> <td>280</td> </tr> <tr> <td>110年度</td> <td>350</td> </tr> <tr> <td>111年度</td> <td>420</td> </tr> </tbody> </table>	學年度	國際交流活動人次	109年度	280	110年度	350	111年度	420
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<p>表/簽訂姐妹校數 Table/ The number of sister schools</p>	<p>表/學年度學生參加國內外國際性之學術研討會 (含實體及線上)、課堂遠距交流、國際體驗、 海外實務參訪、海外志工、海外實習各項國際 交流活動人次 Table/ The number of students participating in international academic conferences at home and abroad (both physical and online), virtual exchange, international experience activities, overseas visits, overseas volunteer programs, and overseas internship by academic year</p>																				

自 110 年起推動「國際學者線上共時教學」，邀請國外知名教師學者與本校教師共時授課並參與課程設計，111 年邀請來自瑞士日內瓦大學、新加坡國立大學、香港中文大學、波蘭華沙大學、俄羅斯彼爾姆國立大學及丹麥歌本哈根大學等國際學者進行線上授課，授課總時數達 71 小時，共 350 位以上學生參與，於疫情期間持續打造零時差、零距離的國際化學習空間！

We have been implementing the International Scholar Online Co-teaching Program since 2021, inviting renowned teachers and scholars from other countries to work with our teachers to collectively provide instruction and design courses. In 2022, we invited scholars from University of Geneva in Switzerland, National University of Singapore, Chinese University of Hong Kong, University of Warsaw in Poland, Perm State University in Russia, and University of Copenhagen in Denmark to the program. The courses accounted for 71 teaching hours and saw the participation of over 350 students, allowing students to learn remotely in an international setting despite the pandemic.

三、提升高教公共性

III. Promote Higher Education Publicity

響應聯合國永續發展目標，擴大經濟不利學生助學資源之廣度與深度。

Wenzao increases the width and depth of aids given to economically-disadvantaged students in response to the sustainable development goals of the United Nations.

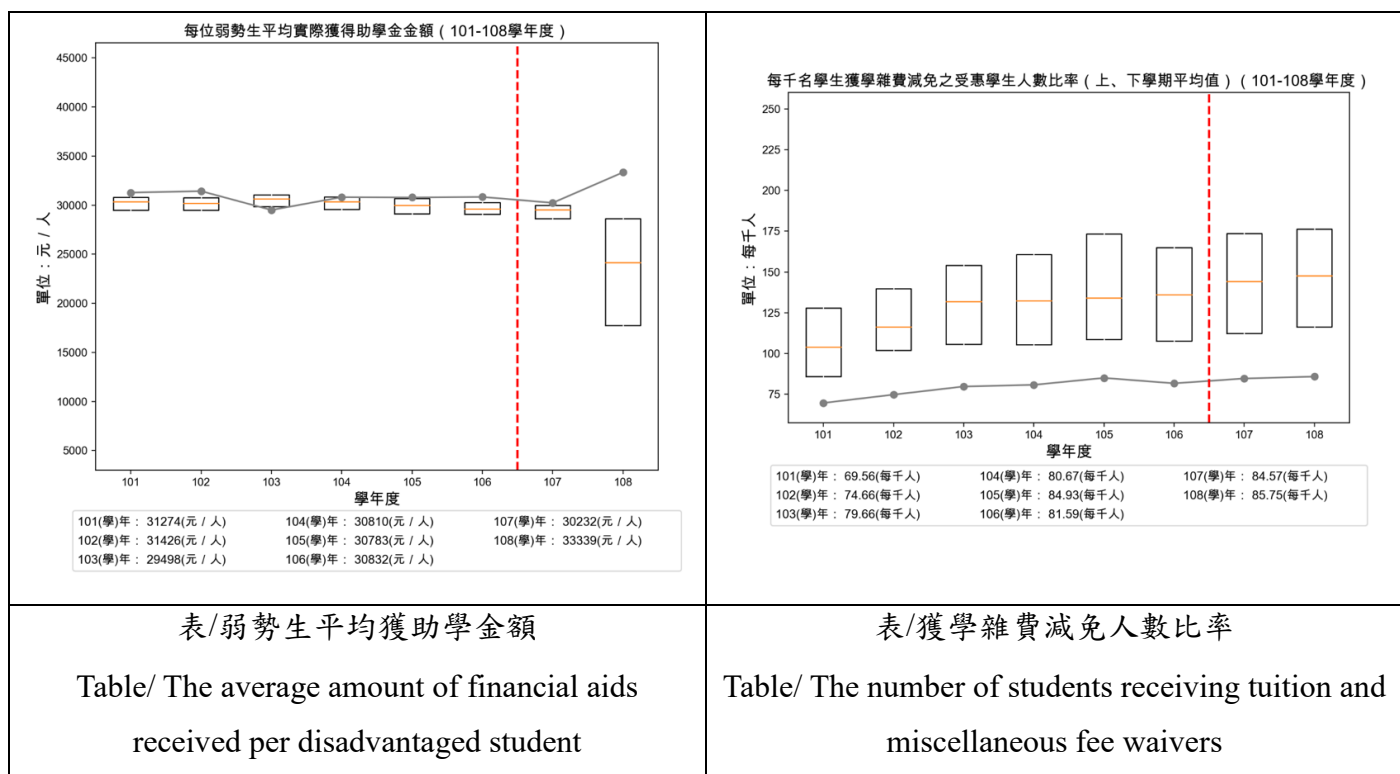
確保經濟不利學生都有公平、有教無類及高品質的受教機會與職業訓練

The efforts aim to ensure that equal, adaptive, and quality education and vocational training opportunities are available to economically-disadvantaged students.

本校推動「經濟不利學生就學照護系統」，除提供：學雜費減免、各項助學措施、就學貸款、校內外獎助學金等援助，另擴大執行「藻愛願景工程計畫」，提供專科部二手制服傳承、再生電腦環保做愛心方案、二手教科書、愛心餐券等學習物資援助。本校「安琪小站」更設有食物銀行，藉由全校師生主動捐贈，幫助有困難的學生可自在地取得食物或日常用品物資。此外，由生活輔導組扮演「經濟不利學生個案總管理」角色，針對學生的經濟需求、學習需求、心理輔導需求等不同面向，發揮了綜整資源轉介及分配的角色」，並積極透過宣傳管道及教職員轉介，關照每位有需求的學生，全力避免學生因故錯失申請助學之機會。故本校弱勢生平均獲助學金額及獲學雜費減免人數比率呈現穩健成長趨勢，如下方圖表所示。

We have established the Financial Support System for Economically Disadvantaged Students, under which we provide such measures as tuition and miscellaneous fee waivers, financial aids, student loans, and on- and off-campus scholarships to these students. We also continue with the Wenzao Love Vision Project to provide second-hand uniforms of the junior college division, renewed computers, second-hand textbooks, and free school meal vouchers to more students in need. There is also a food bank at the Angela Sharing Center, where foods and necessities donated by faculty members and students are available to students who need them. Our Student Assistance Section serves the role of general case manager for economically-disadvantaged students, coordinating and allocating resources to students who require economic, learning, and psychological counseling supports. By promoting resources available and involving teachers in the referral process, we attend to students in need

and prevent them from missing the opportunity of applying for financial aids. The figures below show steady increases in the average amount of financial aids received per disadvantaged student and the number of students receiving tuition and miscellaneous fee waivers.



110 至 111 年另與勞動部勞動力發展署鳳山就業站合作，為經濟不利之高年級學生及應屆畢業生爭取免費進行 CPAS 職業適性診斷測驗之機會，邀請專業講師施測並解析測驗結果，使學生認識自我特質，瞭解自己「適性工作」的傾向、「領導潛能」的強弱，以及「職場性格」的特質，進而掌握自己的優勢，確立未來發展方向，有利於自我的生涯發展與就業接軌。本校自 110 年起實施「工其有備計畫」，針對校內工讀學生，安排系統化課程（跨領域職場實務）以及校內職場實務操作，以完備學生畢業就業之準備，落實「工讀、實習、就業」一條龍之培育目標，讓校內工讀機會不僅能幫助經濟不利學生有穩定收入，更結合課程教學創新及人力資源運用，打造校園職場成為學生發展職能之重要場域。

In 2021 and 2022, we worked with Fengshan Employment Service Station of the Workforce Development Agency of Ministry of Labor, to provide free Career Personality Aptitude System (CPAS) diagnostic tests to economically-disadvantaged senior students and

new graduates. We invited professional lecturers to conduct the tests and analyze the results to help students become self-aware of their personal qualities, career adaptability, leadership potentials, and personality traits in the workplace. In so doing, we empowered students to identify their strengths and develop their career paths for employment. We have also been implementing the Employment Preparation through Work-Study Program since 2021, under which we provide systematically planned courses (Cross-Disciplinary Workplace Practice) and on-campus workplace practice to prepare students for employment after graduation and achieve the objective of establishing a seamless transition from work-study/ internship to employment. The program not only ensures a regular income stream for economically-disadvantaged students but also capitalizes on teaching innovation and human resources utilization to turn the campus into an important venue for students to develop their job competencies.

四、善盡社會責任

IV. Fulfill University Social Responsibilities

持續深入在地社區關懷，營造永續共好環境。

Wenzao further devotes itself to local community care and the creation of a sustainable and mutually beneficial environment.

落實大學社會責任 推動遠距英語營及新住民增能陪伴

It promotes distance English camps and new immigrant empowerment and companionship to fulfill the university social responsibilities.

本校自 109 年成立大學社會責任計畫辦公室（以下簡稱 USR 辦公室），並定期召開校級工作會議，以配置校級資源及擔任各計畫間橫向溝通協調，並因應疫情發展機動調整執行策略，提供校級資源及協助，作為計畫團隊最堅強之後盾。此外，由 USR 辦公室經理擔任社團教師，於社團上課期間分享社會影響力與專案推動精神，加強計畫活動與社團間校內宣傳。於 USR 辦公室積極推動及各單位努力執行之下，本校 USR 計畫參加台灣永續獎競賽，共獲一銀二銅之佳績！

Our Office of University Social Responsibility (USR Office) has been convened university-level work meetings in a regular basis since its establishment in 2020 to allocate university-level resources and conduct cross-functional communication and coordination for relevant plans. It has also been adjusting its execution strategies in accordance with the pandemic to serve as the strongest support to project teams by providing resources and assistance. Project managers of the USR Office have also served as instructors of student clubs, in which they advocate the spirit and impact of USR projects to further publicize USR in school. With the efforts of the USR Office and all units, our USR projects won one silver and two copper awards in Taiwan Sustainability Action Awards (TSAA).

本校另致力推動跨校合作鏈結，111 年與高雄榮民總醫院、財團法人海星服務中心、社團法人中華民國全國中小企業總會等機構簽約合作，持續作為建構出產官學永續校內計畫學生共培訓練三大方案平台。實質成效包含：與社團法人中華民國全國中小企業總會共同舉辦線上「USR x 服務 x 就業」活動，規劃跨領域畢業生職涯就業講座，並與

科技部 T 大使培育計畫合作，延伸 USR 推動深廣度。

To promote cross-institutional cooperation, we signed contracts with Kaohsiung Veterans General Hospital, Stella Maris International, and National Association of Small & Medium Enterprise, garnering the resources of industry, government, and academia to create three platforms for the co-training of students on sustainable projects. In practice, we have thus far co-organized the online USR x Service x Employment event with National Association of Small & Medium Enterprise, held cross-disciplinary career and employment lectures for graduates, and joined the T Ambassador Program of National Science and Technology Council to increase the breadth and width of the promotion of USR.



圖/跨校合作鏈結邀請參與教師社群

Pic./ Teachers of the cross-institutional cooperation efforts

「溫暖白色巨塔的小螺絲釘—文藻國際志工共創就醫無障礙」係由本校 10 位跨院系教師所組成，團隊積極鏈結高雄醫學大學、高雄市立立德國中、旗山國民小學及嶺口國民小學之教師，以及高雄榮民總醫院、義大醫療財團法人義大醫院及高雄市立小港醫院之醫務人員，形成強而有力的跨界團隊，並為本校學生開設醫護英文、口說護理英文等跨域課程與標準病患證照培力工作坊，同時與高雄榮總醫院合作開設標準化病人證照班培育未來人才，鼓勵文藻畢業生投入醫療產業，提供本校學生增加未來職涯選擇方向。在國際推動方面，號召本校師生於前述三大合作醫療院所醫療翻譯志工服務，投入共 3,667 小時，並設計多國語衛教文宣與 App，幫助 450 位柬埔寨偏遠學童，改善學習條件。自 107 至 111 年間，已至少幫助 450 位柬埔寨偏遠地區學童，投入線上學習英語及衛教觀念，亦同步推動大高雄 4 偏遠國中小之英華語教學。計畫成果受各界肯定，

除於 109 年榮獲 TCSA 永續行動方案獎銀級獎、110 年獲選 2021《遠見》USR 大學社會任楷模獎及 2021 Online Expo 亮點故事獎殊榮外，亦於 111 年獲入選 USR Expo Talk 之跨校經驗分享。

Tiny Screws of White Tower: International Volunteers for the Furtherment of Accessibility to Healthcare is a project formed by ten teachers from different departments and colleges of Wenzao. They have passionately worked with teachers from Kaohsiung Medical University, Kaohsiung Municipal Lide Junior High School, Cishan Elementary School, and Lingkou Elementary School as well as medical professionals from Kaohsiung Veterans General Hospital, E-DA Hospital, and Kaohsiung Municipal Siaogang Hospital to form a solid cross-institutional team in medical service. Under the project, they have provided such cross-disciplinary courses as medical English and English Conversation In Nursing and empowerment workshops for standardized patient certification. They have also worked with Kaohsiung Veterans General Hospital to offer standardized patient certification courses, encouraging Wenzao graduates to join the healthcare industry and providing our students with more career choices. In terms of international promotion, members of the project have called on our teachers and students to serve as volunteer healthcare translators and interpreters in the three partner hospitals mentioned above. Together they have spent 3,667 hours in translating health education materials and Apps into multiple languages. In addition, from 2018 to 2022, participants of the project served at least 450 students in rural areas of Cambodia by providing them with online English and health education. They have also provided English and Chinese language teaching to four elementary and junior high schools in rural areas in Greater Kaohsiung. The project has won widespread recognition. It won the silver award in the 2020 TSAA of Taiwan Corporate Sustainability Awards (TCSA) and the exemplary award in the 2021 USR Sustainability Award by Global View Monthly. Members of the project were also invited to share experience in the 2022 USR Expo Talk.



圖/跨域課程與標準病患證照培力工作坊

Pic./ Cross-disciplinary course and empowerment workshop for standardized patient certification.

「藻到新力亮~文藻 USR 新住民（新移工）關懷增能計畫」係以跨院系教師組成之團隊，分別朝「跨文化課程」、「新二代扶學」、「多元文化市集」及「社區移工與長者關懷」等四個構面著手，積極於每週為在台新住民、新住民子女以及東南亞籍為主之移工提供多方位服務，深化跨族群認同感。除投入文藻師生能量於社區，結合 SDGs 課程培力文藻學生外，更能提升新住民、新移工及其二代子女學習成就，促進本地與東南亞文化之交融並一同投入解決新住民及移工適應困境。在國內推動方面，舉辦 8 場多元文化市集，並與高雄市政府新住民會館合作，將原高雄新住民多元文化市集(KMISM)催生出以新住民姊妹為主體之高雄市新住民多元文化推廣(KIMA)協會。此外，計畫團隊於台北松菸文創園區參加教育部主辦的「2022 大學社會實踐博覽會(2022 USR EXPO)」，以「不認識就不愛」為主題，展現兩年多來計畫執行成效，同時本校印尼籍學生蒂喜受邀短講，以印尼詩人 Sapardi Djoko Damno「時間總是轉瞬即逝，我們卻是永生力量」的詩句為主題，用流利的中文訴說她參與「藻到新力亮」服務移工人士時，如何促進她生命的成長與改變，內容發人深省，激動人心。計畫成果廣受各方矚目，於 110 年獲 TSAA 台灣永續行動獎銅級外，數次受邀參加跨校分享論壇、111 年亦獲入選 USR Expo Talk 之跨校經驗分享。

Wenzao USR Caring and Empowerment Project for New Immigrants and Migrant Workers is a project formed by teachers from different departments and colleges of Wenzao. Focusing on the four aspects of cross-cultural courses, educational support to children of new

immigrants, multicultural marketplaces, and community care for migrant workers and the elderly, the project provides multi-faceted services to new immigrants and their children and migrant workers from Southeast Asia every week to help deepen a sense of cross-ethnic identity. In addition to infusing the energy of Wenzao teachers and students into communities and empowering Wenzao students by incorporating SDGs into courses, the above-mentioned activities also helped increase the learning effectiveness of migrant workers and new immigrants and their children, the fusion of local and Southeast Asian cultures, and resolve difficulties faced by new immigrants and migrant workers. In terms of domestic promotion, the project team organized eight multicultural marketplaces and worked with Kaohsiung City Government New Immigrant Center to turn Kaohsiung Multicultural Immigrants' Sunday Market (KMISM) into Kaohsiung Immigrants and Multicultures Advancement Association (KIMA) to provide more supports particularly to new immigrant women. In addition, in the 2022 USR EXPO held in Songshan Cultural and Creative Park, Taipei, by the Ministry of Education, the project team exhibited their achievements from over the past two years under the theme Tak kenal maka tak sayang, an Indonesian proverb that means “don't know thus don't like.” Anunciata Trixie Peni, an Indonesian student of Wenzao, was invited USR Expo Talk, in which she used the verse “Time is transient. We are eternal” by Indonesian poet Sapardi Djoko Damono as the topic to give an inspiring and thought-proving talk on how participating in the project to serve migrant workers helped her grow and change for the better. The project has won widespread recognition. In addition to winning the copper award in the 2020 TSAA, the project team was invited to intercollegiate sharing forums several times and to the 2022 USR Expo Talk.



圖/印尼籍學生蒂喜受邀 Expo 短講

Pic./ Indonesian student Anunciata Trixie Peni is invited to share in USR Expo.

高等教育深耕計畫亮點

Outcomes of Higher Education Sprout Project

年度：111 年

Academic year: 2022

計畫別：主冊計畫

Project type: Major project

面向： ■落實教學創新 ■發展學校特色 ■提升高教公共性 ■善盡社會責任

Aspects: ■ Realize Instructional Innovation ■ Develop School Features

■ Promote Higher Education Publicity ■ Fulfill University Social Responsibility

語言加乘數位科技，培育跨領域人才！

Distilling digital technology into the teaching of foreign languages facilitates the cultivation of cross-disciplinary talents.

為增強學生職場軟實力，整合跨領域資源，以深化就業競爭力。

Wenzao integrates cross-disciplinary resources to enhance students' soft power in the workplace and deepen their employment competitiveness.

本校透過開設「運算思維與程式設計」課程，以培養學生數位運用、邏輯思維、系統化解決問題能力，並建置跨域虛擬實境（VR）與擴增實境（AR）教材開發實驗室，培育 VR/AR 體感科技開發人才，提升跨域合作之能力。

Wenzao offers the Computational Thinking and Programming course to cultivate students' abilities for digital application, logical thinking, and systematic problem solving. We have also established a laboratory for the development of VR and AR teaching materials to nurture talents for the development of VR/AR and somatosensory technologies and improve their ability for cross-disciplinary cooperation.

另規劃《智慧人文跨域整合設計微學分學程》，於課程中引入日本機器人「TAPIA」，打造機器人成為外語學習輔助工具，化身為英語、日語、法語及 3C 達人小助教，協助學生輕鬆學外語，達到會話練習及資訊科技教學功效。

We have also planned the micro program in Integrating Artificial Intelligence and Humanities in Cross-Domain, into which TAPIA is introduced as a foreign language learning aid. With its mastery in English, Japanese, French, and computers/ communications/ consumer electronics (3C), this Japanese chatbot can help students learn foreign languages with ease, thereby achieving the functions of conversation practice and technology education.

目前共計有 4 門課程結合「TAPIA」機器人進行授課，包含：「法語會話」、「語言學概論」、「英語文」及「資訊科技」課程；另規劃「3C 達人」及「英國文學：傲慢與偏見」2 個主題式學習對話專家機器人，共計號召 9 位教師加入，參與學生達上千人次。

TAPIA has currently been incorporated into the teaching of four courses, which are French Conversation, Introduction to Linguistics, English Language, and Information Technology. It has also been used for conversation in the two theme-based learning titled 3C Master and English Literature: Pride and Prejudice. The courses have enrolled the teaching of nine

teachers and seen the participation of as many as a thousand students.

本校另與國尊科技股份有限公司簽署「機器人開發與人才培育」合作備忘錄，未來將持續在開發教材及培育人才上攜手合作，發展外語機器人的對話設計，並於簽約當日辦理智慧機器人融入教學成果展示會，邀請校外專家為學生作品進行指導及評分外，更規劃機器人體驗活動，邀請校內師生及校外人士共同參與，展現本校發展外語學習機器人之成效，更盼提升學生自主學習興趣及資訊素養。

Wenzao and Kinghood Technology Co. Ltd. signed the MOU for Robot Development and Talent Cultivation, aiming to work hand in hand on the development of teaching materials, the cultivation of talents, and the design of dialogues for foreign language robots. On the day of the signing, we organized an exhibition to demonstrate the outcomes of incorporating intelligent robots into teaching, inviting off-campus experts to grade students' works and give advice to them. We also held experience activities featuring robots and invited faculty, students, and visitors to participate, so as to demonstrate the outcomes of using robots for foreign language learning and increase students' interest in self-motivated learning and their information literacy.



圖/本校引入日本聊天機器人 TAPIA，當作語言學習輔助工具。

Pic./ Wenzao introduces Japanese chatbot TAPIA as a language learning aid.

圖/本校引進 TAPIA 機器人，經過長達一年反覆測試及調整，於這學期正式將機器人融入課程。

Pic./ After a year of testing and adjustment, TAPIA is officially incorporated into courses in this semester.



圖/新媒體暨管理學院楊雄斌院長(右)與國尊科技胡大雄博士(左)簽訂合作備忘錄。

Pic./ Dr. Shiueng-bin Yang, Dean of the College of New Media and Management (R), and Dr. Da-shiueng Hu of Kinghood Technology sign the MOU.



圖/同學參與智慧機器人融入教學成果展示會。

Pic./ Students participate in the outcome exhibition for the incorporation of intelligent robots into teaching.

學生團隊「文藻數位 Chill 嗨嗨」參與競賽獲佳績，專業能力大放異彩。

Student Team “Wenzao Digital Chill Hi Hi” Makes Its Mark on Hackathon Contest.

學用合一，深耕學生專業能力，以實力證明學習成效。

Students apply what was learnt into practice to demonstrate their professional skills and learning effectiveness.

本校數位內容應用與管理系學生團隊，參加第4屆「2022 VTuber 虛擬人黑客松創作大賽」，分別勇奪學生組「最佳應用獎」及台灣原創 IP 跨域應用組「最佳視覺獎」，表現亮眼！

A student team from Department of Digital Content Application and Management participated in the 2022 VTuber Hackathon Contest and performed outstandingly by winning the Best Application Award for student group and the Best Visual Award for Taiwan original IP cross-disciplinary application group.

參賽團隊為「文藻數位 Chill 嗨嗨」，由四年級學生許毓珊、洪和亮、張智聖、黃翊誠、陳晏禎、周芳妤及張秉翰組成，團隊指導老師為數位內容應用與管理系蘇彥衍主任及戴莉蓁副教授，學生團隊在兩位指導老師的帶領下創作出優秀作品並榮獲佳績。

Named Wenzao Digital Chill Hi Hi, the team was formed by senior students Yu-shan Syu, He-liang Hong, Jhih-shen Jhang, Yi-cheng Huang, Yan-jhen Chen, Fang-yu Jhou, and Binghan Jhang. Under the leadership of two instructors – Director Yan-yan Su and Associate Professor Li-jhen Dai of Department of Digital Content Application and Management, the students created excellent works and achieved great success.

「文藻數位 Chill 嗨嗨」團隊以「高雄旗津」、「高雄旗鼓餅」作為重點方向，內容透過拍攝影片推廣高雄當地美食、伴手禮、名產及歷史文化，結合時下年輕人喜愛的謎因梗圖和豐富有趣的劇情內容，透過浮誇的角色動作為作品增添繽紛色彩。

The team used Kaohsiung Cijin and Kaohsiung Cigu Cake as the themes and filmed videos to promote Kaohsiung local delicacies, food gifts, specialties, and history and culture. The videos featured viral memes and interesting plots and used flamboyant characters and exaggerated acting to give more color to the content.

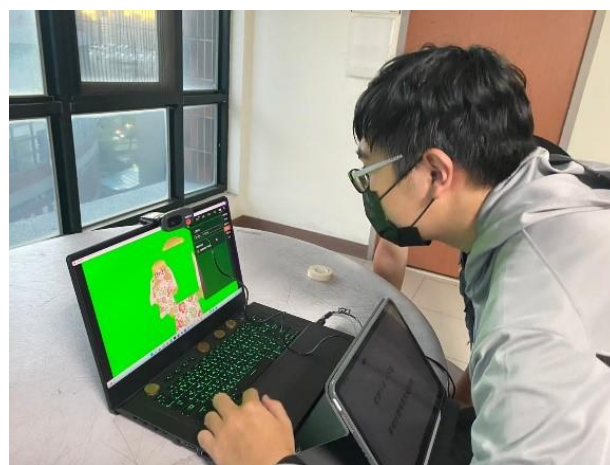
進行虛擬角色的拍攝時，學生團隊花費大量心力不斷嘗試最佳拍攝方式，也多次進

行腳本與分鏡的修改討論，不論對於畫面呈現及配音成果都有極高要求，並多次前往旗津進行拍攝及取材，透過競賽展現學用合一的豐碩成果！

During the making of the VTuber video, the students put a lot of efforts into trying the best possible way of filming. They discussed and revised the scripts and storyboards several times, meticulously strove for high quality presentation of images and dubbing, and visited Cijin several times for filming and material collection. Their ability of putting what was learnt into practice was perfectly exhibited in the contest.



圖/「文藻數位 Chill 嗨嗨」學生團隊。
Pic./ Wenzao Digital Chill Hi Hi student team



圖/「高雄旗鼓餅」角色錄製現場畫面。
Pic./ The making of Kaohsiung Cigu Cake characters



圖/「旗津趴趴走」角色錄製現場畫面。
Pic./ The making of Touring around Cijin characters



圖/「高雄旗鼓餅」高雄名產實拍與實錄現場畫面。
Pic./ The shooting of Kaohsiung specialty Cigu Cake

開設高科技產業人才培訓課程，結合跨領域專業，對接職場就業力！

Wenzao offers the high-tech industry talent training program to bring in experts from across disciplines to increase students' employability.

規劃產業對接實務課程，打造畢業即就業的堅強實力。

The planning of Industry Matching Practical Program ensures students' employment upon graduation.

本校攜手與臺灣默克、愛德萬測試、力成科技與艾司摩爾等科技廠共同開設「高科技產業人才培訓課程」，課程分為初階與進階授課，授課內容包含高科技產業基本認識、行政庶務、半導體元件及製程介紹、強化問題解決及團隊合作能力等，實地接觸半導體產業的相關設備、了解半導體的專業製程。

Wenzao works with Merck Taiwan, Advantest, Powertech Technology, and ASML to offer the High-tech Industry Talent Training Program. The program is divided into preliminary and advanced courses, and the content includes introduction to the high-tech industry, administrative affairs, semiconductor devices, manufacturing processes, and problem-solving and teamwork skills. The program allows students to acquire hands-on experience of semiconductor equipment and knowledge of semiconductor manufacturing.

本課程於 110 學年度起開設，共有「高科技產業行政助理培訓課程」(初階 1 學分)、
「高科技產業助理工程師培訓課程」(進階 1 學分) 2 門微型課程。初階課程為 20 小時，共招收 22 人，進階課程為 15 小時課程外加 20 小時的半導體實驗室見習。

The program has been available since the academic year of 2021. It includes the two micro courses of Executive Assistant Training for High-Tech Industry (preliminary, 1 credit) and Assistant Engineer Training Program for High Technology Industry Course (preliminary, 1 credit). In the academic year of 2021, the preliminary courses accounted for 20 hours and enrolled 22 students. The advanced courses included 15 hours of lectures and 20 hours of clerkship in a semiconductor laboratory.

除授課外，更帶領學生前往中山大學半導體實驗室、國研院台灣半導體研究中心台南基地進行參訪，實地接觸半導體產業的相關設備、了解半導體的專業製程，讓學生對於半導體產業以及半導體專業知識及設備等有更深入的了解，未來得以搭配語言專業能力搭配科技新知識提升就業競爭力！

In addition to lectures, the program also took students to the semiconductor laboratory of National Sun Yat-sen University and the Tainan base of Taiwan Semiconductor Research Institute for them to gain hands-on experience of semiconductor equipment and knowledge of semiconductor manufacturing. With a deeper understanding of the semiconductor industry, knowledge, and equipment as well as their expertise in foreign languages, students will see their employability significantly increased.



圖/學生至國立中山大學半導體實驗室參訪。
Pic./ Students visit the semiconductor laboratory of National Sun Yat-sen University.

圖/國立中山大學張鼎張教授講解「半導體製程」。
Pic./ Professor Jhang Ding of National Sun Yat-sen University explains the semiconductor manufacturing process.



圖/力成科技(PTI)人才發展部李柏翰副理「認識職務」授課。
Pic./ Assistant Manager Bo-han Li of Department of Talent Development of Powertech Technology (PTI) introduces job positions.

圖/國研院台灣半導體研究中心台南基地參訪。
Pic./ Students visit the Tainan base of Taiwan Semiconductor Research Institute.

文藻月桂方法建立教學典範，培養全人涵養特質。

Wenzao adopts the Laurel Method to establish a teaching paradigm and cultivate students with holistic qualities.

文藻月桂方法推廣 天主教聖吳甦樂會來華百年國際教育論壇

The International Education Forum for the 100th Anniversary of the Order of St. Ursula's Arrival in Taiwan is intended for the promotion of Wenzao Laurel Method.

本校於 111 年舉辦「天主教聖吳甦樂會來華百年國際教育論壇」，共有來自澳洲、義大利、美國、印尼跟泰國等聖吳甦樂會修女們，以及來自世界各地的教育工作者、基督宗教大專院校聯盟（TaiCUCA）學者等共 151 人參與盛會（含線上），共同關心並反思當代教育傳承與應用，在論壇中也提出「文藻月桂方法」（Wenzao Laurel Method）作為文藻與時俱進的創新構思，展望下一個百年。此次國際教育論壇影像紀錄與專訪由年代電視台播出，約有 325,605 人次觀看（以 4 歲以上人數估算）！影像紀錄亦同步置於 YouTube 平台，增加校外推展效益。

Wenzao held the International Education Forum for the 100th Anniversary of the Order of St. Ursula's Arrival in Taiwan in 2021. A total of 151 participants (including online participants) took part in the grand event, including sisters of the Order of St. Ursula from Australia, Italy, U.S., Indonesia, and Thailand; educators from across the world; and scholars from Taiwan Christian Universities and Colleges Alliance (TaiCUCA). In the forum, the participants shared a common interest in and the reflection on inheritance and application of education in modern times. They also acclaimed the Wenzao Laurel Method as an innovative concept for Wenzao to keep pace with the times as it looked ahead to the next one hundred years. The records and interviews of the forum were aired on ERA News and had 325,605 viewers (estimated by the number of viewers of 4 years old and above). They were also uploaded to YouTube for further promotion.

當日國際研討會中，由本校法國語文系及吳甦樂教育中心教師分別發表：「瑪麗閨雅：在文藻持續的福傳使命」、「文藻月桂方法：吳甦樂教育理念的建構與實踐」、「文藻月桂方法在素養導向課程教學之應用」等論文，分享吳甦樂教育理念的應用。第二天安排「文藻月桂方法」工作坊，由文藻教師分享「文藻月桂方法」在實務上的運用並帶領

體驗活動。

On the day of the forum, teachers from Department of French and Center for Ursuline Education presented their papers – including Marie of the Incarnation: A Continuing Mission of Evangelization in Wenzao, Wenzao Laurel Method: The Construction and Practice of the Philosophy of Ursuline Education, and The Application of Wenzao Laurel Method in Competence-based Curriculum and Instruction, to share how they applied the philosophy of Ursuline Education. At the Wenzao Laurel Workshop on the next day, teachers of Wenzao shared the practical application of the Wenzao Laurel Method through experience activities.

透過辦理各式活動融入「文藻月桂方法」，幫助教職員工生運用此一吳甦樂教育思維於個人工作與生活進行選擇及發展，並幫助自我覺察，學習發現自我感受及需求，進而釐清問題、尋找解決方案和行動。

By organizing a variety of activities that incorporate the Wenzao Laurel Method, we show faculty and students how to use the philosophy of Ursuline Education in life and work to make decisions and develop, so that they can become self-aware and learn to understand their feelings and needs, identify problems, find solutions, and take action.



圖/聖吳甦樂會來華百年國際教育論壇現場
Pic./ In the venue of the International Education Forum for the 100th Anniversary of the Order of St. Ursula's Arrival in Taiwan



圖/論壇第二日文藻月桂方法工作坊
Pic./ Wenzao Laurel Workshop on the second day of the forum

華語、英語、第二外語，拓展華語新佈點

Wenzao offers Chinese, English, and second foreign language education and establishes new Chinese language learning centers overseas.

文藻外語大學組團赴美締約 為華語中心揭牌

Wenzao delegation travels to the U.S. for the signing of contracts and the plaque unveiling ceremony.

本校為強化與美國的學術交流，於 111 年 11 月由陳美華校長率領行政團隊與校友總會理事長樓逸純一同赴美並拜訪當地校友。此行除了與美國紐約市立大學亨特學院締約，亦與姊妹校聖湯瑪斯大學續約，同時參加第 56 屆全美外語教學協會（ACTFL）年會，展示本校華語教學成效，也為我國成功輸出優質華語教育。文藻團隊不僅向美方宣傳辦學特色，同時洽談學術合作交流計畫，強化與姊妹校合作關係，拓展國際合作版圖。

To enhance the academic exchange with the U.S., President Margaret Mei-hua Chen led the administrative team and Chairperson Yi-chun Lou of the Global Alumni Association of Wenzao to the U.S. to visit local alumni in November, 2022. During the trip, the delegation signed a contract with Hunter College of City University of New York, extended the contract with sister school University of St. Thomas in Huston, and attended the 56th annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), demonstrating the outcomes of Wenzao's Chinese language teaching and introducing Taiwan's quality Chinese language education overseas. In addition to promoting the features of Wenzao, the delegation also discussed academic cooperation and exchange projects with the schools, seeking to consolidate partnership with them and advance international cooperation.

本校與美國休士頓聖湯瑪斯大學於 110 年攜手合作，成立我國有史以來第一個在美國設置的臺灣華語中心，為臺灣華語教育跨出歷史性一步。此行則由陳美華校長率領團員出席揭牌儀式，並與該校簽訂姊妹校協定續約。除了與紐約亨特學院簽署合作意向書外，並拜訪萊斯大學、休士頓大學城中校區，進行了洽談校際合作與學術交流、派赴華師、學生來臺學華語及推廣華語檢定等，此行過程深具意義。

We worked with St. Thomas in 2021 to establish Taiwan's first ever Chinese language

center in the U.S., setting a milestone in Taiwan's history of Chinese language education. During the trip, President Chen led the delegation to attend the plaque unveiling ceremony and extend the sister school partnership contract with St. Thomas. In addition to signing a letter of intent on cooperation with Hunter College, the delegation also visited Rice University and University of Houston-Downtown to discuss such matters as conducting intercollegiate cooperation and academic exchange, appointing Chinese language teachers to the U.S., sending U.S. students to Taiwan to learn Chinese language, and promoting Chinese language tests, making the trip a fruitful and meaningful one.

本校更於 111 年與「學術交流基金會 (Foundation for Scholarly Exchange, Fulbright Taiwan)」共同簽署「傅爾布萊特-文藻外語大學華語文教學碩士學位」合作備忘錄，加深臺灣高等教育以及於全球的華語教育影響力。

In 2022, we signed the MOU for Fulbright - Wenzao Master's Degree in Teaching Chinese as a Second Language with the Foundation for Scholarly Exchange of Fulbright Taiwan, aiming to deepen the influence of Taiwan's higher education on global Chinese language education.



圖/與美國休士頓聖湯瑪斯大學揭牌儀式
Pic./ The plaque unveiling ceremony in University of St. Thomas in Huston, U.S.



圖/文與學術交流基金會簽訂合約
Pic./ Wenzao signs the academic exchange contract with the foundation.

國際觀與多元文化，打造宏觀國際視野

Wenzao nurtures students' global vision by raising their awareness about international affairs and multiple cultures.

文藻關注俄烏戰事 台歐學者剖析全球局勢

Taiwanese and European scholars talk about Russia-Ukraine War and global situation.

本校創校以來秉持著人文底蘊培養的初心，重視人文素養、文化涵養、社會關懷之品格陶冶。國際化為本校重要發展特色，除營造完善國際化校園環境，如何培育學生成為世界公民並具備宏觀國際視野亦為重要的教育目標之一。

Holding up its founding mission of cultivating humanity, Wenzao has placed great emphasis on nurturing humanistic quality, cultural literacy, and characteristics of caring. With internationalization as one of its key features, we are devoted to creating a more internationalized campus and see helping students develop a sense of global citizenship and broaden their international horizons as one of the important objectives of education.

日前舉辦「烏克蘭事件討論會」，由本校歐洲研究所奧地利籍所長華明儀（Armin Ibitz）、法國籍副教授羅文笙（Vincent Rollet）、國際事務系主任賴文儀及瑞士籍客座教授傅庸（Philipp Fluri）共同擔任分享人，吸引來自美國、巴西、西班牙、法國、俄羅斯、印尼、新加坡及台灣逾 60 名師生共同參與線上及實體研討。

In the wake of the Russia-Ukraine War, we held the Brown Bag Meeting on 2022 Ukraine Crisis, in which Chair Armin Ibitz (Austrian) of Graduate Institute of European Studies, Associate Professor Vincent Rollet (French), Director Mark Wen-yi Lai of Department of International Affairs, and visiting professor Philipp Fluri (Swiss) talked about the matter. Over 60 teachers and students from the U.S., Brazil, Spain, France, Russia, Indonesia, Singapore, and Taiwan participated in person or online.

烏克蘭事件討論會一開始，由學者專家分別就烏克蘭衝突對全球國防和安全的影響、歐盟對烏克蘭戰爭的侷限和教訓、烏克蘭衝突對中國大陸的全球和區域布局、以及烏克蘭衝突造成的經濟影響，包括重新評估和重新保護供應線等因素進行深入剖析。

In the meeting, the scholars and experts provided in-depth analyses regarding the impact of the war on global defense and security, European Union's response to the war and the lessons from it, the implication of the war to China's global and regional presence, the impact

of the war on economy, and the reappraisal and reassurance of supplies.

本校師生關注俄烏戰爭發展及影響，不僅辦理討論會帶領師生深入了解國際局勢，同時也發揮人道關懷精神，在校內發起為烏克蘭募款活動，所得透過全球吳甦樂會與該會學校網絡，優先支持吳甦樂會於波蘭的難民事工，提供最即時的人道協助。

In addition to organizing the meeting to raise the awareness of teachers and students about the war and its effects on the international situation, we also initiated the Fundraising for Victims in Russia-Ukraine War to realize the spirit of caring. The funds raised were primarily used to support the Order of St. Ursula's ministry in Poland to provide immediate assistance to victims of the war.

此外，本校另訂定烏克蘭學生全額獎學金計畫，針對透過天主教吳甦樂會推薦而來本校就讀的烏克蘭學生，提供學雜費及宿舍費全額減免，並含每月台幣一萬元等值的餐券，讓烏克蘭學子能延續受教機會，安心就學。

We have also established a full scholarship program for Ukrainian students recommended by the Order of St. Ursula to study in the school. They will receive full waiver of tuition, miscellaneous, and dormitory fees and meal vouchers of NT\$ 10,000 every month, so that they can continue with their education without worries.



圖/文藻關注俄烏戰事 台歐學者剖析全球局勢
Pic./ Taiwanese and European scholars analyze
Russia-Ukraine War and global situation.



圖/本校教師剖析歐盟對烏克蘭戰事的局限和教訓
Pic./ Wenzao teacher probes into EU's response to
the war and the lessons from it.

開拓全民原教廣度，發展校園多元族群特色。

Wenzao strives to enhance education on indigenous cultures by creating a multi-ethnic campus.

發揚原住民族文化，打造全民原教環境。

It aims to carry forward indigenous cultures by creating an environment favorable for the education on indigenous cultures.

本校於 111 年舉辦「**原住民族文化週暨文藻原住民族文化之夜**」，促進各學校原住民族學生相互交流學習，強化認同感、歸屬感及凝聚力。此次活動為本校及原生代社團共同辦理，內容包含：傳統手作物品呈現、部落美食分享、原住民歌舞表演，透過多元文化藝術活動，讓師生更認識原住民族文化與部落生活特色，以達全民原教之效！

Wenzao held the **Indigenous Night** in 2022 to promote exchange among indigenous students from different schools, so that they could develop a stronger sense of identity, belonging, and cohesion. Co-organized by the school and the Club of New Generation of Indigenous Peoples, the event brought to visitors traditional handicrafts, tribal delicacies, and indigenous music and dance performances. With a diversity of cultural and art activities, we helped teachers and students to have a better understanding of indigenous cultures and tribal lifestyle, thereby achieving the effectiveness of education on indigenous cultures.

為深度感受不同族群之文化內涵，本校帶領原民生及一般生至**屏東縣霧台鄉禮納里部落服務**，前往協助規劃整理部落圖書館，學生亦能培養為人服務之付出精神；另外進行燒琉璃、皮雕文化體驗，並安排住宿家庭與學生間進行深度對談，了解彼此文化，更透過導覽了解好茶部落由來，提升原住民族學生認同自我身分，維護傳統與宣揚原住民族文化。

To allow for a deeper insight into the cultures of different indigenous peoples, we led both indigenous and non-indigenous students to **Rinari Tribe in Sutai Township, Pingtung County**, to help with the planning and organization of the tribal library and develop the spirit of serving others. The students also tried Liuli glass making and leather crafting and interacted with their host families in an in-depth manner to understand one another's cultures. The introduction of the origin of Kucapungane Tribe also helped indigenous students develop a stronger self-identity and inspired them to maintain indigenous traditions and promote

indigenous cultures.

為提升本校師生對原住民文化的認知、保存及傳承，發展校園多元族群特色，本校辦理數場原住民文化參訪活動，如屏東縣霧臺神山部落，透過迎賓祈福儀式、部落文化走讀，以及親自體驗原住民族「食農教育」、「工藝實作」的部落特色，認識部落傳統事務運作及發展脈絡，作為認識原住民族相關文化的基礎。

To enhance the recognition, preservation, and inheritance of indigenous cultures among teachers and students, we held several indigenous cultural visits, such as the trip to **Kabalelhadhane Tribe in Wutai, Pingtung**. By taking part in the welcoming and blessing ceremony, cultural walking tour, and food and agriculture education and handicraft workshops, participants learnt about how traditional tribal affairs operated and developed and so acquired a fundamental understanding of indigenous cultures.



圖/屏東縣霧臺鄉禮納里部落服務。

Pic./ Students serve at the Rinari Tribe in Wutai Township, Pingtung County.



圖/霧臺神山部落體驗原住民族「工藝實作」。

Pic./ Indigenous handicraft workshop in Kabalelhadhane Tribe, Wutai, Pingtung.

永續傳承與共享，體現USR永續經營的精神。

Wenzao continues to fulfill USR and shares experience in a sustainable manner.

持續輸出文藻外大辦學量能，發揮文藻師生社會正面影響力。

Wenzao exerts positive influence on the society by putting forth its capacity in education.

本校歐亞語文學院辦理「歐亞語文學院觀光文化導覽USR Hub」計畫(USR Hub Project for Cultural Tourist Guiding)，今年度計畫執行重點主要為最後第三階段「實踐」，

透過學校教育及資源挹注沒落地區，同時學生成立志工團辦理 1 場「線上觀光文化導覽體驗營」，進行 18 場協同教學，除讓業界教師將實務經驗及實務工作知識帶到課堂中外，更讓學生對於導覽的實務技巧及鹽埕區的歷史以及文化活動有更進一步的認識，並由東南亞學系規劃辦理 4 場文化體驗系列活動，透過專業的外語介紹當地文化，並提升學生的實作能力。除展現文藻多國文化的豐富性，將異國風情帶入在地，同時亦不忘在地的文化面貌，開發未來合作之新場域。

Organized by the College of European and Asian Languages, the USR Hub Project for Cultural Tourist Guiding has come to the third and final stage – implementation – this year. In addition to providing educational resources to communities in rural areas, the project held the Online Experience Camp for Cultural Tourist Guiding with student volunteers and conducted 18 collaborative teaching sessions on the topic. Through these activities, expert instructors from industries brought in practical experience and workplace knowledge to help students acquire tour-guiding skills and better understand the history and culture of Yancheng District. The Department of Southeast Asian Studies also organized four series of cultural experience activities that provided students with the opportunity to improve their hands-on skills by introducing local cultures in foreign languages. These activities show how Wenzao, in addition to introducing cultures of different countries to improve the cultural diversity in local communities, still values local cultures and seeks new areas of cooperation on relevant topics.

此外，由日文系、西文系及東南亞學系(越南語)學生透過事前規劃及實際走訪鹽埕區特色景點，並把沿路景色及地點拍攝製成小短片，再使用越南語、西語、日語來做介紹，透過影片分享能讓更多人認識不一樣的鹽埕區。完整影片請參閱：

https://www.youtube.com/channel/UCbVLh2kZ28ToN_W6NpQqkSA

Students from the Departments of Japanese, Spanish, and Southeast Asian Studies (Vietnamese) embarked on a walking tour to Yancheng District to explore local attractions. They filmed videos of scenic spots along the trip and translated the contents into Vietnamese, Spanish, and Japanese to introduce different aspects of the district to more viewers. You can find complete videos on: https://www.youtube.com/channel/UCbVLh2kZ28ToN_W6NpQqkSA



圖/社團法人高雄市移民文化教育服務協會徐閔芸理事分享在台灣的東南亞移民議題。
 Pic./ Chairperson Ge-yun Syu of Kaohsiung City Immigrant Cultural and Educational Services Association talks about issues regarding Southeast Asian immigrants in Taiwan.



圖/舉辦南國商圈嘉年華文化體驗活動
 Pic./ Kaohsiung Southeast Asian Community Festival

本校國際文教暨涉外事務學院透過「Our Town 社區體驗遊程國際平台」計畫（“Our Town – International Platform for Community Experience Tours” Project）結合學院所屬系所中心相關課程與社區單位共同進行創意體驗遊程與營隊規劃人才培訓，期能展開與各社區單位長期持續經營外語特色體驗遊程與營隊，合作單位包括左營舊城文化協會、佳冬文史協會、恆春里山社會企業、屏東青年志工中心及導覽解說專業公司。本計畫結合本院各系與中心課程培訓師生共計275人次參與，校外參與人數共計243人次，完成25篇社區特色翻譯文本、19集社區文史故事影片拍攝以及辦理3梯次中英語營隊。

The College of International Culture, Education, and Foreign Affairs initiated Our Town: International Platform for Community Experience Tours Project, through which it combined relevant courses of its departments, graduate institutes, and centers and worked with communities to provide the training of talents for planning creative experience tours and camps. The project marked the beginning of what is expected to be a long-term cooperation with communities on experience tours and camps featuring foreign languages. It has currently

enrolled the cooperation of such community-based organizations as Zuoying Old Town Cultural Association, Jiadong Culture and History Association, Hengchun Lishan Social Enterprise, Pingtung Youth Volunteer Center, and a professional guided tour company. The project saw the participation of 275 teachers and students from the college's departments, graduate institutes as well as centers, and 243 people from off-campus. Together they translated 25 articles that introduce community features, filmed 19 episodes of community cultures and histories, and organized three sessions of Chinese-English camps.

與舊城文化協會及皮影劇團進行產學合作辦理2梯次皮影戲與文化探索營隊，共有超過50位國小學生、新住民參與社區單位成員共同參與。與屏東青年志工中心合作進行英語導覽解說志工培訓，招募18位文藻學生及32位校外學生進行培訓，並與本校華語中心合作邀請外籍學員及屏東地區社區人士參與屏東中央市場體驗遊程。透過本活動除提升學生在地特色文史中英文知識、培訓學生英語導覽解說能力與技巧還協助社區單位社區發展以及對外國學生宣傳在地文史。

Under the project, the college worked with Zuoying Old Town Cultural Association and a shadow puppet troupe to organize two sessions of shadow puppetry and cultural exploration camps. More than 50 elementary school students, new immigrants, and members of community-based organizations took part in the industry-academia cooperation events. The college also worked with Pingtung Youth Volunteer Center to provide training to volunteer English tour guides. There were 18 Wenzao students and 32 students from other schools receiving the training. The college also worked with Wenzao Chinese Language Center to invite international students and residents in Pingtung to an experience tour to Pingtung Central Market. In addition to helping students deepen their knowledge about local cultures and histories and sharpen their English tour guiding skills, the above-mentioned activities also facilitated the development of communities and the promotion of local cultures and histories among international students.

在梓官社區部分，除協助梓官有機農場與梓官國小辦理英語食農教育營對外，更由10位研究生協助梓官社區於111年12月所辦理的「梓感農村文化節」進行活動紀錄與國內外同型活動比較研究。鏈結在地觀光相關的非營利組織，透過跨國InterNet的合作，培育文藻學生具備跨文化溝通能力，以多模態方式分享臺灣在地旅遊特色，產出在地線上導覽影片9支，其中型農專訪影片請參閱：

https://drive.google.com/file/d/1j_RfsBDNyGma7doFvMQxAAIK-okW9Q94/view?usp=share_link

For the Zihguan Community, the college assisted Zihguan Organic Farm and Zihguan Elementary School in the organization of English food and agriculture education camps. There were also ten graduate students for the college helping with the recording of the Zihguan Rural Village Cultural Festival held by the Zihguan Community in December, 2022. The students also conducted a study to compare the festival with similar activities at home and abroad. By interviewing non-profit organizations of local tourism and making the videos available on the Internet, the college strove to cultivate students' skills of conducting cross-cultural communication and introduce features of local travels in Taiwan in a multi-modal manner. Of the nine local guided tour videos available online, the interview of Kaohsiung Farmers League can be viewed here at https://drive.google.com/file/d/1j_RfsBDNyGma7doFvMQxAAIK-okW9Q94/view?usp=share_link.

	
<p>圖/營隊活動設計會議 Pic./ Camp activity design meeting</p>	<p>圖/小隊輔皮影戲學習 Pic./ Team facilitators learn shadow puppetry.</p>
	
<p>圖/皮影戲仙說左營夏令營大合照 Pic./ Group photo of the Summer Camp for Introducing Zuoying with Shadow Puppetry</p>	<p>圖/皮影戲仙說左營夏令營學生製作皮影戲 Pic./ Students make shadow puppets in the Summer Camp for Introducing Zuoying with Shadow Puppetry.</p>

本校新媒體暨管理學院執行之「USR 計畫-看見需要·千手扶學」(See the Needs and Assist in Education Project)，今年度持續進行為「高雄市小校教材數位化建置」與「整合數位學伴計畫之大學伴教材編撰專業訓練、輔導與課輔實作」，透過線上遠距的方式，陪伴偏鄉學童課後輔導，除了輔導國小國語、英語、數學等基本科目外，並於 111 年度參與中央大學第七屆尤努斯獎獲得社會影響力組冠軍。

College of New Media and Management continued to proceed with Digitization of Teaching Materials for Small Elementary Schools in Kaohsiung City and Digit Companions For Learning: Training, Guidance, and Practice for Senior Learning Partners in Teaching Material Compilation under See the Needs and Assist in Education Project. Through online distance learning, the college provided after-school tutoring of such basic subjects as Chinese, English, and math to elementary school students in rural areas. It won the championship in the social impact group in the 7th Yunus Prize held by National Central University in 2022.

111 年度獲得教育部「數位學伴計畫」，開設數位課程，在文藻師生的熱忱教學下，縮短偏鄉學童學習的城鄉差距。111 年度共開發國小課輔場域課輔科目需求數位教材 4 套並陪伴 5 間學校之都市與偏鄉弱勢學童藝術陪伴藝術創作。該計畫也獲得教育部 110、111 年數位學伴計畫「傑出帶班老師」及「傑出大學伴」的獎項。數位內容應用與管理系四年級學生朱彥誠感性地說，他投入此計畫已兩年，非常幸運能於求學期間提早接觸社會議題並且應用所學專業投入實作場域，同時學習到與跨領域的工作團隊夥伴橫向溝通的能力，精進個人軟實力。

In 2022, the college participated in the Digit Companions for Learning granted by the Ministry of Education (MOE). It offered digital courses, in which passionate teachers and students of Wenzao provide tutoring to students in rural areas to help narrow the urban-rural gap in education. The teachers and students developed four sets of digital tutoring materials for elementary schools and used art creation as a means to accompany vulnerable students from five elementary schools in urban and rural areas. The college won the Outstanding Tutors Award and Outstanding Senior Learning Partners Award of the MOE Digit Companions for Learning in 2021 and 2022 with the project. Senior student Yan-cheng Jhu from Department

of Digital Content Application and Management said that it was the second year that he took part in the project. He felt fortunate to be able to experience real world situation while he was still a student. The project gave him the opportunity to practice what was learnt, develop lateral communication skills with members from across disciplines, and advance his soft power.



圖/藝術創作與藝術陪伴教學大小學伴合影
Pic./ Group photo of senior and junior learning partners in the art creation and art companionship program



圖/藝術創作與藝術陪伴教學活動照片
Pic./ Photo of activities of the art creation and art companionship program



圖/藝術創作與藝術陪伴教學活動照片
Pic./ Photo of activities of the art creation and art companionship program



圖/藝術創作與藝術陪伴教學活動照片
Pic./ Photo of activities of the art creation and art companionship program

本校吳甦樂人文學院之「樂活、樂心、樂靈—社區年長者關懷」計畫，以年長者為

關懷服務對象，111 年持續透過學生團隊與吳甦樂人文學院轄下體育教學中心、通識教育中心、吳甦樂教育中心之專業師資，開設「服務領導與長者關懷」課程，結合耶穌聖名堂同工團隊與地緣人脈，指導學生於耶穌聖名堂辦理 8 場次年長者關懷服務活動，課程包含：體適能瑜珈、太極拳、手作藝術、善意溝通、心靈彩繪療育等不同領域，每場次約 30 至 35 位長者參與；更舉辦跨域社群講座，議題囊括飲食營養、心理調適、藝術治療、健康管理、靈性成長等層面，以增進教師與 NGO 志工之專業知能；於 111 年度計畫期間，亦與華山基金會合作辦理 2 場次端午送暖及聖誕關懷活動，帶領學生探訪獨居失怙長者。計畫團隊於暑假期間錄製相關主題影片(連結：<https://reurl.cc/aa7GEG>)，除可用於未來課程使用，亦可提供合作 NGO 團體作為自主學習之教學影片。

Ursuline College of Liberal Arts Education continued with the Project of Joyful Life, Joyful Heart, Joyful Spirit: Community Care for the Elderly to serve senior citizens in communities. In 2022, students and teachers from its affiliated Center for Physical Education, Center for General Education, and Center for Ursuline Education organized Servant-Leadership and the Elder Care courses. The college worked with the church team of Church of the Holy Name of Jesus and local residents to guide students to organize eight sessions of elderly care activities at the church, including fitness & yoga, Tai Chi, craftwork, compassionate communication, and mandala painting. Each session saw the participation of 30 to 35 elders. Cross-disciplinary community seminars on such topics as diet and nutrition, mental adjustment, art therapy, health management, and spiritual growth were also provided to improve the knowledge base and skill set of teachers and volunteers of non-governmental organizations. The college also worked with Huashan Social Welfare Foundation to organize one elderly care activity for the Dragon Boat Festival and Christmas, respectively, to lead students to visit elders living alone. Documentaries filmed by the project team during the summer vacation (<https://reurl.cc/aa7GEG>) can be used in courses in the future and serve as reference for self-motivated learning for NGO partners.



圖/文藻教師團隊與聖名堂長者活動後合影
 Pic./ Group photo of Wenzao team and elders
 at Church of The Holy Name of Jesus



圖/文藻學生團隊與華山基金會合作端午送暖活動
 Pic./ Wenzao students and Huashan Foundation co-organize the elderly care activity for the Dragon Boat Festival.