

I. Realize Instructional Innovation

Wenzao promotes career-oriented innovative instruction to enhance students' professional abilities and cultivate international talents.

Wenzao invites elites from all areas and integrates resources from cross-disciplinary communities to enhance students' soft skills in the workplace.

In the **Future Work Lab practice site**, we diagnose students' employability and help them establish a preliminary understanding of the job market and industry trends, so as to cultivate their abilities of putting what they had learned into practice and improve their competitiveness in the job market.

In addition to establishing the practice site, in 2021, under the coordination of Vice President Huai-zhi Sheu, we used 4Cs+E (communication, collaboration, critical thinking & problem-solving, creativity & innovation, and ethics) as our theme and produced videos featuring top alumni. By inviting alumni to share their career advice, we helped students to develop correct workplace ethics prior to graduation and learn from the valuable experiences of alumni, thereby inspiring them to carry out self-exploration, self-understanding, and self-learning.

With that goal in mind, we interviewed Yi-chun Lou (Class 1971 graduate of the French Department), Chang-cheng Liou (Class 1985 graduate of the French Department), Wun-jhe Li (Class 1987 graduate of the English Department), and Hao Li (Class 2009 graduate of the Department of Digital Content Application and Management). The videos of interviews with top alumni were played in Future Work Lab to share experiences of alumni in various career fields and introduce skills needed in the workplace. This helped students gain a better understanding of the job market, as well as assisting to explore and assess their career options in advance.

The videos of interviews with top alumni showed how theories learned in the classroom can be practiced in the workplace. Specifically, they showed how theories of time management, staff training, product development and product channeling could be realized. A series of specially designed questions at the end of the videos guided students to introspect and remind them of matters to be reflected on regarding employment, thereby creating a complete loop that included both theories and practice. (Video Link: <https://reurl.cc/pWnqqZ>)



Pic./ Interview with Yi-chun Lou
(Class 1971 graduate of the French Department)



Pic./ Interview with Chang-cheng Liou
(Class 1985 graduate of the French Department)



Pic./ Interview with Wun-jhe Li
(Class 1987 graduate of the English Department)



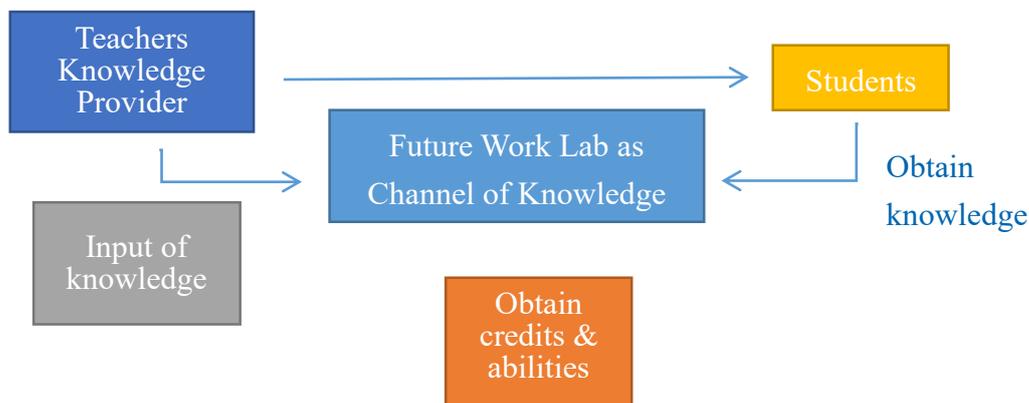
Pic./ Interview with Hao Li
(Class 2009 graduate of the Department of Digital
Content Application and Management)

The Future Work Lab adopted a new approach by offering courses based on the needs of students and society. Since the first semester of 2021, the **Future Work Lab Course-raising Platform** has been used to guide students to conduct self-learning and propose their plans for opening courses. When teachers were selected and the number of students enrolled in a course met the requirement, the courses could therefore be opened. In 2021, we offered 10 courses through the platform: cross-disciplinary workplace practices (Group 01), cross-disciplinary workplace practices (Group 02), cross-disciplinary workplace practices (Group 03), local operation project planning (one course in each of the two semesters), business ethics and morality, business innovation, business judgment and problem-solving, business communication, and business cooperation. A total of 376 students enrolled in these courses.

The Course-raising Platform is a way of exhibiting the results of self-learning. It breaks free from the traditional approach through which knowledge is gained in a passive manner. It encourages students to get rid of the learning method of waiting for knowledge, strengthens their motivation in actively seeking knowledge and information, and helps them select suitable and proper paths to obtain knowledge. We are still in the process of developing the system and optimizing the course contents. With the platform, we expect to provide students with a natural learning atmosphere and train students to create an immersive learning model using digital technology as an aid.

The Future Work Lab is innovative in the sense that it uses technology as an aid to meet not only the trend of going paperless, but also the habit by which the new generation receives information and learns. Differing from most academic teachers who inevitably adopt a lecturing model as a way of imparting knowledge, the Future Work Lab focuses more on flexible self-learning and the responsibility of learners.

The diagram below details how the Future Work Lab connects the communication between teachers and students.



In addition to planning strategies to improve students' professional abilities, we continue to promote a **comprehensive English teaching refinement model**. By offering common English courses totaling 24 credits and adopting competence-based class grouping, we provide students with an adaptive learning environment. We also established a **customized English / foreign language learning diagnostic and counseling mechanism**. For example, **teacher counseling sessions** provide such services as the diagnosis and counseling of language learning, presentation practice, speaking practice, and writing practice. In 2021, we involved 90 teachers in the aforementioned courses and mechanism with the participation of 1,589 students. To create a quality environment for the speaking of English / foreign languages, we also provided **one-on-one and small-class English / foreign language speaking tutorials** to enhance students' speaking abilities. We saw the participation of nearly 800 students in the tutorials in 2021. To enable students to improve their language skills on their own after classes, we purchased **self-learning software** and offered **prescribed courses**. There were up to 4,778 students participating in self-learning courses and nearly 1,300 students participating in prescribed courses. It showed how popular the courses were among students.

To help with the promotion of the Bilingual Nation policy, we encouraged our colleges to open EMI courses to cultivate cross-disciplinary talents with both international perspectives and professional competency. In 2021, **College of New Media and Management** and **College of International Culture, Education, and Foreign Affairs** were certified by the Ministry of Education as key cultivation colleges for the **Program of Bilingual Education for College Students**. The two colleges offered 212 EMI courses in the first semester of 2021, striving to create an environment using English as the medium of instruction.

To help teachers **establish an EMI knowledge base and skill set**, we continued to work with the British Council to organize an **EMI Skill Workshop** and **Cambridge English Certificate in EMI Skills Online Courses**. Each of the 30 teachers participating in the certificate course this year received a certificate issued by Cambridge University.

To strengthen teachers' knowledge base and skill set, we continue rewarding teachers for organizing their own communities to enhance their cross-disciplinary abilities and professional knowledge and skills through community exchanges and lectures by external scholars and experts. In 2021, our teachers organized 5 Level A school-level innovative teaching communities, 5 Level B cross-disciplinary research and development communities, and 16

Level C experience exchange communities. The **26 teacher communities** featured a diversity of themes, including: “teacher growth community for smart foreign language learning design”, “inquiry-based teaching community of Starlight Experimental Schools”, “community for the teaching of reading the Economist”, “teacher community for the Laurel Method”, “research community for the second and foreign language teaching and testing”, “College of European and Asian Languages community of certified Chinese and foreign language teachers”, “community for the cross-disciplinary application of German board games and German teaching” and “teacher community for cross-disciplinary EMI skills.” A total of 195 teachers participated in these communities and produced concrete results, including: smart foreign language robots and operating Apps, bilingual education seed teachers, second and foreign language teacher training and certification, online Chinese language teacher certification courses and testing system, and the USR projects.



(Pic./ Starlight teacher community signs a contract with Starlight Education Group)

***Love of Silence* wins numerous international awards, testifying to the professional abilities of our students.**

Under the leadership of teachers, students have participated in a variety of national and international competitions to prove the effectiveness of their learning with a solid skill base.

We encouraged students to participate in a variety of contests and exhibitions to demonstrate the effectiveness of their autonomous learning, putting their knowledge into practice and enriching their practical experiences.

Students from the **Department of Communication Arts** participated in the **2021 Vision Get Wild Award**, and *Two Persons* and *Love of Silence* were shortlisted for the cross-disciplinary category and the mobile application audiovisual categories, respectively. *Love of Silence* not only won the **Gold Award** in the Vision Get Wild Award, but also won numerous international nominations and awards, including: the **monthly Best Student Short Film in the Uruvatti International Film Festival in India**; the **monthly Best Student Film in the**

Berlin Independent Film Festival in Germany; the monthly Best Student Film in the Paris Play Film Festival in France; the monthly Best Student Film in the Rome Movie Awards in Italy; the Best International Short Film and Best Original Score for Short Film in the Golden Sparrow International Film Festival in India; the Best Student Short Film, the Best First Time Director, and the Best Cinematography in the International Smyrna Move Festival in Turkey; the Best Sound Design in the Argenteuil International Film Festival in France; Outstanding Achievement Awards for Student Film in the Tagore International Film Festival in India; and the Student Film Honorable Mention in the New York Movie Awards in the US.

Love of Silence was produced by WawaSunlight, an audiovisual team formed by **Han-yun Cai, Jhih-ling Chen, Jia-jia Wang, Cian-ling Liao, Ya-huei Syue, Jia-leng Lyu, Yan-cih Jhang, and Jyun-yi Chen**, who are students from the Department of Communication Arts. Under the guidance of their teacher Shang-hong Jhong, the team adapted plots from the novel *To the Deaf-Mute in Love* to describe a romantic relationship of physically-impaired persons. In addition to reflecting the fact that a relationship is hard to come by and needs to be cherished, the film also calls on the audience to understand issues related to the deaf and hearing-impaired from the perspectives of the characters in the film. Applying what they had learned, the students used a lot of fixed shots and some handheld and scenery shots in the making of the film to tell the story in an in-depth manner, thereby winning a lot of acclaim.

We will continue to encourage more students to participate in contests to enrich their experiences and expertise.



(Pic./ Crew of the Love of Silence from the Department of Communication Arts)