

II. Develop School Features

Wenzao promote the value and model of Ursuline education.

Wenzao develops our unique Laurel Method to guide students to explore themselves.

From our implementation of the Laurel Method over the past two years, we extensively collected feedback from users and examples of possible applications. In 2021, we organized 7 Laurel workshops using the five steps of thinking of the Laurel Method to customize the contents. The workshops saw the participation of 80 people. In each workshop, we not only introduced the origin and theoretical framework of the Laurel Method, but also used previous examples to guide our staff the implications of the method and how it could be applied in teaching and administrative affairs.

We also encouraged our teachers to use the Laurel Method in course planning and instructional design. In 2021, 174 courses incorporated the 3Ls of Wenzao (Life, Language, Leadership) and the core values of the Laurel Method to guide students to identify questions, set goals, analyze methods, find resources, and design action plans. With the five steps of thinking of the Laurel Method, students systematically thought through their issues and gradually developed corresponding solutions.

We also incorporated the Laurel Method into the courses of the three centers affiliated with Ursuline College of Liberal Arts, and established teacher communities for teachers from the three centers. The aim was to help the teachers become familiar with the Laurel Method and the spirit of St. Angela. By using previous examples to show them how to apply the five steps of thinking of the method, we helped teachers use the method in their teaching and course contents. We organized 6 teacher communities and 2 end-of-semester result presentation seminars in 2021, and saw the participation of 82 teaching staff.



(Pic./ Laurel workshop for teachers from the Division of Continuing Education: examples of the application of the Laurel Method in daily issues)

We brand Wenzao as the leader in the cultivation of Chinese and foreign language teachers.

Wenzao creates Chinese and foreign language teacher training and certification system, and extend our reach globally to professional Chinese and foreign language teachers.

We served society by providing language education and professional training. Our efforts in this regard not only helped increase the quality and standard of Chinese and foreign language teaching, but also helped students develop a second expertise. In terms of the **training of Chinese language teachers**, we recommended outstanding students to take online Chinese language teacher training and certificate programs and online business Chinese language teacher training and certification programs, helping them obtain Level B teacher certificates and online business Chinese language teacher certificates. In 2021, 31 students took the training programs and 22 took the certification programs; they all passed the certification.

Supported by the performance of previous years, we promoted online Chinese language teacher training and certification programs among teachers of second and foreign languages, encouraging them to take these programs to be trained and certified as Chinese language teachers. After obtaining these certificates, they could serve as seed teachers and help students obtain certificates to improve their competitiveness in the job market; 8 teachers of second and foreign languages completed the online Chinese language teacher training and certification programs, and 5 of them passed the certification exams.

In addition, we have been devoted to the cultivation of talents with language expertise and international perspectives. To help with the promotion of the 2030 Bilingual Nation Project, we worked with National Sun Yat-sen University on Southern Region Higher Education EMI Resource Center and Huayu BEST Resource Center. We invited teachers with extensive experience in using English as a medium of instruction to form an EMI teacher training team, which was tasked with training EMI seed teachers. At the end of 2021, we organized 21 EMI teacher training courses to help universities and colleges in Kaohsiung, Pingtung, and Taitung improve their teachers' EMI skills.

Our Teaching through English (TTE) Certification team also organized 5 training and certification programs in Taichung, Kaohsiung, and Tzu Chi University of Science and Technology in Hualian.

In 2021, we invited 1 external expert and 11 full-time teachers in our school to serve on the EMI seed teacher training team. Each of the teachers provided 10 to 16 hours of tutorials to EMI seed teachers. The outside expert we invited was Isabel Chuo, a Ph.D. in Education from La Sierra University in California, the U.S., and who is now the convener of the EMI training and certification team as well as an adjunct associate professor of the Center for

English Language Teaching of our school. She specialized in linguistics, English teaching, educational administration, professional English speech, and English research writing. She has a certificate in EMI skills issued by the University of Cambridge.



(Pic./ EMI teacher training program)

Wenzao cultivates talents with leadership skills and international perspectives, and plan new strategies to reach out globally in the post-pandemic era.

Wenzao organizes hybrid events to break pandemic-associated restrictions on international exchanges.

Amid the raging pandemic, we continued promoting international cooperation and exchanges. We established **9 new joint degree programs** with the University of Essex, University of the West of England, and Middlesex University in the U.K.; the International University SDI München in Germany; the European Business School of Immanuel Kant Baltic Federal University in Russia; and the International Business School of Lille Catholic University in France. Our departments of English, International Affairs, Foreign Language Instruction, Digital Content Application and Management, and Communication Arts signed contracts of joint degree programs with these international academic institutions. To create opportunities for future cooperation, we also signed **sister school** contracts with the University of Canterbury in New Zealand; University of Westminster in the U.K.; Southern Illinois University, and San Francisco State University in the U.S., and McGill University in Canada. To broaden students' international perspectives and strengthen cooperation with industries, government agencies, and academic institutions overseas, we signed contracts with 23 entities

overseas and sent our students there for **international internship**.



(Pic./ Exchange and local students participating in the tourism conference)

Despite of the pandemic, our students could still complete their studies and interact with teachers and students overseas by taking online courses in Taiwan; 97 students this year conducted international academic exchanges by going abroad or online. Our teachers and administrative directors also respectively participated in international conferences and educational forums online to not only exchange ideas with scholars and experts overseas, but also raised the visibility of our school.



(Pic./ Japanese students in the cultural lecture in Japanese Month)

This year, we focused on using cloud-based solutions to organize international exchange activities. To help teachers and students gain a better understanding of our sister schools and encourage more students to participate in international exchanges to improve their global mobility, we organized **World in Wenzao**, which was a series of cultural lectures, exchange student experience-sharing forums, quiz contests on knowledge about Wenzao sister schools,

senior schoolmate consultation services, and international activity planning. Each month during the World in Wenzao featured cultures and festivals of one specific country, allowing students to know more about our sister schools amid the exotic atmosphere we created. We also organized the Wenzao Chinese and Foreign Language Singing Contest, an explanatory meeting for Foreign Language Teaching Assistant Fulbright Program for Chinese Teachers from Taiwan, and an explanatory meeting for the selection of exchange students. **A total of 3,884 people participated in these activities.**

The Office of International and Cross-Strait Cooperation also worked with departments of languages to invite international scholars and organize online co-teaching programs, infusing new vitality into teaching in the midst of the pandemic. The Department of English even managed to invite Professor Michael Byram, a prominent British expert on language education and cross-cultural communication, to participate in the planning and teaching of the programs. The programs were well received by students, who said that they benefited greatly from the rare experience and expected to have more exchanges like this in the future.

Through online platforms, we invited scholars overseas to incorporate their professional knowledge and extensive experience into the programs, helping our students improve their knowledge base and skill set in international communication. These programs broke pandemic-associated mobility restrictions and continued to provide our teachers and students with opportunities for international academic exchanges. The international scholar online co-teaching programs this year benefited a total of 329 students.



(Pic./ Online teaching provided by international scholars)