

∴ **TERA 2021**

# International Conference Educational Reform, Global Citizenship and Sustainable Future



Main conference

**2021/11/12-13**



指導單位  教育部 (Ministry of Education)

主辦單位  國立中山大學 (National Sun Yat-sen University)

承辦單位  台灣教育研究學會 (Taiwan Education Research Association)

承辦單位  國立中山大學教育研究所 (Institute of Education, NSYSU)

國立中山大學師資培育中心 (Center for Teacher Education, NSYSU)

 國立中山大學教育與人類發展研究全英語學位學程

(International Graduate Program of Education and Human Development, NSYSU)

協辦單位  全球華人創造力學會 (Global Society of Chinese Creativity, GACC)

贊助單位  MOST 科技部 (Ministry of Science and Technology)





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# **TERA 2021 International Conference**

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## **Welcome from President of National Sun Yat-sen University (NSYSU), TERA**

Dear colleagues and participants from Taiwan and abroad,

On behalf of National Sun Yat-sen University, I wish to welcome you all. As one of the top research universities in Taiwan, NSYSU is known for its outstanding research performance in the liberal arts, executive business administration, communications, engineering, aerosols, materials, marine sciences and their related technologies.



As an educational institution in this position, we are privileged to facilitate development and application of knowledge that shapes every area of society. Among our most recognizable achievements are those that engage practically with goals of sustainability and security, modeling the global civic responsibility and interdisciplinary, cross-sectional collaboration that move us towards those goals.

At NSYSU, this spirit appears, for example, in our dedication to helping Taiwan realize the promises of the Bilingual Nation 2030 policy. In becoming one of four universities supporting MOE's Program on Bilingual Education for Students in College and founding the Southern Regional Resource Center for Bilingual Education, we are integrating resources and expanding on a foundational goal of becoming an English-language university that offers students greater agency in engaging global issues and their local manifestations.

This spirit is alive, as well, in the issue-oriented interdisciplinary research and teaching at our Aerosol Science Research Center, where international partnerships



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and social impact focus has resulted in work drawing global attention to and understanding of the role of aerosol science in air pollution and airborne disease transmission. Again, it shines in the celebration of the first MIT (Made in Taiwan) manned underwater vehicle by our Academia Research Center of Underwater Vehicles, with implications for defense and exploration, understanding, and appreciation of our surrounding ocean environment.

To get here, though, we need the binding potential of educational scholarship, which brings and holds together talent and resources from industry, academia, and the government and molds the teaching and learning across all these disciplines. We are grateful for your participation, for this conference serves as an international platform for quality academic exchange, bringing together scholars and experts worldwide to reflect on the past and present, brainstorm, and discuss future innovation and reform in education. In this way our knowledge sharing and interactions foment a synergy that will shape future researchers and practitioners and foster creative communities that address our most pressing social issues. This is timely, critical work done in full awareness that as educators, researchers, and learners, social responsibility is at the heart of all we do.

It is with this shared mission that we gather for TERA 2021 under this year's theme: *Educational Reform, Global Citizenship, and Sustainable Future*. Taking place online on November 12<sup>th</sup> and 13<sup>th</sup>, the conference includes five keynote speeches, an invited address, and four forums, with around 180 papers presented. While the global outbreak of COVID-19 has moved us online and our keynote speakers are unable to give their speeches in person, I am certain this gathering will proudly continue the TERA tradition of benefiting from international academic exchange and shaping future efforts in educational and academic theory and practice.

Therefore, on behalf of National Sun Yat-sen University, the Taiwan Educational Research Association, and the 2021 TERA International Conference on Education, I



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offer my warmest welcome to all participants worldwide. I wish you all wonderful experiences and rich, new memories from these two days, as well as good health and safety, always, for you and your loved ones.

A handwritten signature in black ink, appearing to read "Ying-Yao Cheng", with a long, sweeping horizontal line extending to the right.

**Ying-Yao Cheng**

President, National Sun Yat-sen University, Taiwan

President, Taiwan Education Research Association

Professor, Institute of Education, National Sun Yat-sen University, Taiwan



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## **Committee**

### **Members of International Organizing Committee**

Country	Name	Current position/honor
Canada	Charles A. Hopkins	Professor and UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada
Canada	Katrin Kohl	Executive Coordinator to the UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada
Germany	Ingrid Gogolin	Professor, Hamburg University, Germany
Japan	Hiroki Fujii	Professor and Director of Okayama University ESD Promotion Centre, UNESCO Chair in Research and Education for Sustainable Development at Okayama University, Japan
New Zealand	Lawrence Zhang	Professor, The University of Auckland, New Zealand
USA	Felice Levine	Executive Director of the American Educational Research Association, USA.



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## Local Organizing Committee

	Name	Current position/honor
President of TERA & GACC	Ying-Yao Cheng	President, National Sun Yat-sen University
Local Organizing Committee Member	Chia-Ju Liu	President, Open University of Kaohsiung
Local Organizing Committee Member	Chia-Wei Tang	Associate Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Chih-Wen Kuo	Professor, Institute of Communications Engineering, National Sun Yat-sen University
Local Organizing Committee Member	Chin-Fei Huang	Associate Professor, Graduate Institute of Science Education & Environmental Education, National Kaohsiung Normal University
Local Organizing Committee Member	Ching-Hsiang Yen	Academic Vice President, National Academy for Educational Research
Local Organizing Committee Member	Ching-Hui Lin	Assistant Professor, Center of Teacher Education, National Sun Yat-sen University
Local Organizing Committee Member	Ching-Lin Shih	Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Der-Long Fang	Professor, Department of Education, National Kaohsiung Normal University





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	Name	Current position/honor
Local Organizing Committee Member	Hsueh-Chih Chen	Professor, Department of Educational Psychology and Counseling, National Taiwan Normal University
Local Organizing Committee Member	Hsueh-Hua Chuang	Professor and Director, Institute of Education of National Sun Yat-sen University
Local Organizing Committee Member	Huann-Shyang Lin	Chair Professor, Si Wen College, National Sun Yat-sen University
Local Organizing Committee Member	Jack, Wong	Vice Executive Secretary, Primary and Secondary Education Internationalization Office
Local Organizing Committee Member	Li-Ming Chen	Associate Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Paichi-Pat Shein	Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Pei-I Chou	Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Shu-Ching Yang	Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Shuk-Kwan, Susan, Leung	Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Wei-Jun Lee	Professor, Department of Education, National Taitung University
Local Organizing Committee Member	Wei-Lin Chen	Assistant Professor, Center of Teacher Education, National Sun Yat-sen University





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	Name	Current position/honor
Local Organizing Committee Member	Wen Cheng	Associate Professor, Institute of Education, National Sun Yat-sen University
Local Organizing Committee Member	Wen-Bin Chiou	Professor, Institute of Education of National Sun Yat-sen University
Local Organizing Committee Member	Zuway-R Hong	Adjunct Professor, Institute of Education, National Sun Yat-sen University



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## **About Taiwan Education Research Association (TERA)**

The TERA 2021 is hosted by Taiwan Education Research Association (TERA), which is based in the Institute of Education, National Sun Yat-sen University, Kaohsiung, Taiwan. TERA is a founding association of the World Education Research Association (WERA) that aims to promote academic exchanges in educational research and international collaboration among educational research communities.

Formally established on July, 14, 2009, Taiwan Educational Research Association (TERA) is a non-profit organization for professionals working at all levels of education committed to improving the practice of instruction, conducting and applying educational research. The mission of TERA is:

- to enhance academic exchanges and establish platform for educational research
- to facilitate academic discourse through conferences, seminars, and publications
- to disseminate educational research outcomes and practices and to upgrade education quality
- to actively participate in the formation and operation of international education-related associations such as “ World Educational Research Association” (WERA)
- to function as a channel for international exchanges in education research and to promote global cooperation among educational research communities

TERA aims to promote academic exchanges in educational research and international collaboration among educational research communities. Three main objectives are:

- provide an opportunity for educational researchers to present research findings and to discuss innovative ideas to advance the development of academic research forward
- understand the current trend of educational research in Taiwan, and the possible problems and solutions for future research study
- establish an international platform for educational researchers to engage in academic exchanges and disseminate research outcomes and educational practices



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## **Important information for presenters**

### **A. Registration**

During the TERA 2021 conference from November 12th to 13th, the daily registration time are as follows:

Date	Registration time	Meeting room
11/12	09:00-09:30	<a href="#">(Main room)</a>
11/13	09:30-10:00	<a href="#">(Main room)</a>

Please enter registration room and present your **registration name** and **paper number** at the chat box in the meeting room.

If you need to check your Paper number, please see this link:

<https://tera2021.nsysu.edu.tw/p/412-1317-22876.php?Lang=en>

### **B. Presentation instructions**

- (a) TERA2021 International Conference does not require to upload full text.
- (b) Video meeting test will be provided during “Registration time” and “Lunch time”.
- (c) Time allotted for each presentation in an oral session is 15 minutes. Presenters must arrive at the meeting room at least 20 minutes before their session begins.
- (d) The staff will remind the presenter 5 minutes before the end of their presentation time, and a second reminder will be provided before the end of the presentation time.
- (e) Please find the time of poster sessions in the program. Authors should be in meeting room at the time of the poster presentation.
- (f) If you want to apply for “Paper Certificate of Presentation”, please fill in the form:  
<https://tera2021.nsysu.edu.tw/p/423-1317-3652.php?Lang=en>

### **C. Other gentle reminders**

- (a) Both English and Chinese are used in the presentations delivered on Nov.12<sup>th</sup> - 13<sup>th</sup>.
- (b) If you have any enquires about your participation in the conference, please feel free to contact us.



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## TERA 2021 Conference Agenda

### Educational Reform, Global Citizenship, and Sustainable Future

**Date: Friday, November 12, 2021 (Main Conference)**

Time	Event
09:00-09:30	Registration ( <a href="#">Main room</a> )
09:30-09:50	Opening Ceremony ( <a href="#">Main room</a> ) Opening remarks by the President and Invited guest
09:50-10:00	Group Photo (Online) ( <a href="#">Main room</a> )
10:00-11:00	<p><b>Keynote Speech I: Engage with Educational Research for Transformative Action in Light of the United Nations 2030 Agenda for Sustainable Development</b> (<a href="#">Main room</a>)</p> <p><b>Speakers:</b></p> <p>Charles A. Hopkins, Ph.D. (Professor and UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada)</p> <p>Katrin Kohl, MBA (Executive Coordinator to the UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada)</p> <p><b>Moderator:</b></p> <p>Paichi Pat Shein, Ph.D. (Professor, National Sun Yat-sen University, Taiwan)</p> <p>Chiung-Fun Yen, Ph.D. (Lifetime Distinguished Professor, Providence University, Taiwan)</p>



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Time	Event					
11:00-11:10	Break					
11:10-12:10	<p><b>Invited Speech: Teacher Education for Climate Change Education in Asia: Challenges and Opportunities</b>(<a href="#">Main room</a>)</p> <p><b>Speaker:</b> Hiroki Fujii, Ph.D. (Professor and Director of Okayama University ESD Promotion Centre, UNESCO Chair in Research and Education for Sustainable Development at Okayama University, Japan)</p> <p><b>Moderator:</b></p> <p>Paichi Pat Shein, Ph.D. (Professor, National Sun Yat-sen University, Taiwan)</p> <p>Chiung-Fun Yen, Ph.D. (Lifetime Distinguished Professor, Providence University, Taiwan)</p>					
12:10-13:00	Lunch					
13:00-14:00	<p><b>Keynote Speech II: Literacy in Diversity Settings - a Commons for a Sustainable Future</b> (<a href="#">Main room</a>)</p> <p><b>Speaker:</b></p> <p>Ingrid Gogolin, Ph.D. (Professor, Hamburg University, Germany)</p> <p><b>Moderator:</b></p> <p>Paichi Pat Shein, Ph.D. (Professor, National Sun Yat-sen University, Taiwan)</p>					
14:00-14:05	Break					
14:05-15:35	<b>Forum I : Multicultural and International Education</b>	A1 ( <a href="#">Room1</a> ) Oral	A2 ( <a href="#">Room2</a> ) Oral	A3 ( <a href="#">Room3</a> ) Oral	A4 ( <a href="#">Room4</a> ) Oral	P1 ( <a href="#">Room5</a> ) Poster



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Time	Event					
	<p>多元文化與國際教育(<a href="#">Main room</a>)</p> <p><b>Moderator :</b> Wei-Lin Chen, Ph.D. 陳威霖助理教授(國立中山大學)</p> <p><b>Discussant :</b> Bo-Ruey Huang, Ph.D. 黃柏叡教授(國立臺東大學) Cheng-Cheng Yang, Ph.D. 楊正誠教授(國立嘉義大學) Yu-Chih Li, Ph.D. 李郁緻助理教授(國立臺南大學) Yu-Feng Liu, Ph.D. 劉豫鳳助理教授(國立屏東大學)</p>	Presentation (English)	Presentation (English)	Presentation (English)	Presentation (English)	Presentation
15:35-15:40	Break					
15:40-17:10	<p><b>Forum II : Bilingual Education Teacher Training and Practice</b></p> <p>雙語教學師資培育及實踐(<a href="#">Main room</a>)</p> <p><b>Moderator :</b></p>	A5 ( <a href="#">Room1</a> ) Oral Presentation	A6 ( <a href="#">Room2</a> ) Oral Presentation	A7 ( <a href="#">Room3</a> ) Oral Presentation	-	P2 ( <a href="#">Room5</a> ) Poster Presentation



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Time	Event					
	<p>Hsueh-Hua Chuang, Ph.D. 莊雪華教授(國立中山大學)</p> <p>Hui-Hsien Feng, Ph.D. 馮蕙嫻助理教授(國立高雄科技大學)</p> <p><b>Discussant :</b></p> <p>Wen-Li Tsou, Ph.D. 鄒文莉教授(國立成功大學)</p> <p>Shan-Mao Chang, Ph.D. 張善貿教授(國立彰化師範大學)</p> <p>Lu-Chun Lin, Ph.D. 林律君副教授(國立陽明交通大學)</p>					





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Date: Saturday, November 13, 2021 (Main Conference)

Time	Event						
09:30-10:00	Registration( <a href="#">Main room</a> )						
10:00-11:00	<b>Keynote speech III: COVID-19 and the Impact on Graduate Students and Early Career Scholars—Worldwide Implications (<a href="#">Main room</a>)</b> <b>Speaker:</b> Felice Levine, Ph.D. (Executive Director of the American Educational Research Association, USA.) <b>Moderator:</b> Hsueh-Hua Chuang, Ph.D. (National Sun Yat-sen University, Taiwan)						
11:00-11:10	Break						
11:10-12:10	<b>Keynote speech IV: Enhancing Efficacy of Learning English as a Second/Foreign Language: The Role of Metacognitive Scaffolding (<a href="#">Main room</a>)</b> <b>Speaker:</b> Lawrence Zhang, Ph.D. (Professor, The University of Auckland, New Zealand) <b>Moderator:</b> Hsueh-Hua Chuang, Ph.D. (Professor, National Sun Yat-sen University, Taiwan)						
12:10-13:10	Lunch						
13:10-14:40	A8( <a href="#">Room1</a> ) Oral Presentation	A9( <a href="#">Room2</a> ) Oral Presentation	A10( <a href="#">Room3</a> ) Oral Presentation	A11( <a href="#">Room4</a> ) Oral Presentation	A12( <a href="#">Room5</a> ) Oral Presentation	A13( <a href="#">Room6</a> ) Oral Presentation	P3( <a href="#">Room7</a> ) Poster Presentation



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Time	Event						
14:40-14:50	Break						
14:50-16:20	<b>Forum III : Educational Innovations and Social Innovations</b> 教育創新與社會創新 ( <a href="#">Main room</a> ) <b>Moderator :</b> Hsueh-Chih Chen, Ph.D. 陳學志教授 (國立臺灣師範大學) <b>Discussant :</b> I-Heng Chen, Ph.D. 陳以亨教授 (國立中山大學) Jack Lee, Ph.D. 李永騰教授 (國立空中大學) Ping-Cheng Yeh, Ph.D. 葉丙成教授, (國立臺灣大學) Yu-Lin Chang, Ph.D. 張雨霖助理教授 (國立臺灣師範大學)	<b>Forum IV : Interdisciplinary Transition in Siziwan</b> 斜仔灣的跨域躍遷( <a href="#">Room2</a> ) <b>Moderator :</b> 趙英先博士(高雄市民族國小/國立中山大學教育研究所博士) <b>Discussant :</b> 翁慶才博士(教育部中小學教育國際化專案辦公室副執行秘書) 江方齊教師(高雄市立七賢國中) 曾明騰教師(臺中市立爽文國中) 徐振德助理教授(樹德科技大學)	A14 ( <a href="#">Room3</a> ) Oral Presentation (English)	A15( <a href="#">Room4</a> ) Oral Presentation (English)	A16 ( <a href="#">Room5</a> ) Oral Presentation (English)	-	P4 ( <a href="#">Room7</a> ) Poster Presentation
16:20~	Closing Ceremony( <a href="#">Main room</a> )						



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## 【Keynote Speech】



- **Speaker:** Charles A. Hopkins, Ph.D.
- **Position:** Professor and UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada
- **Time:** Friday, November 12, 2021 10:00-11:00
- **Meeting Links:** [\(Main room\)](#)

### Education and work experience

Charles Hopkins holds the UNESCO Chair in Reorienting Education towards Sustainability at York University (Canada) serving the Global Education 2030 Agenda with research and in coordinating two global networks: the International Network of Teacher Education Institutions (INTEI) and the #IndigenousESD research network focusing on the education of Indigenous youth. Hopkins is also Advisor to the Global Network of Regional Centres of Expertise on ESD, and Co-Director of the Asia-Pacific Institute on ESD in Beijing (China). In the past, he was a teacher, principal, curriculum superintendent and regional superintendent with the Toronto Board of Education before assuming the UNESCO Chair in 1999.



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## **【Keynote Speech】**



- **Speaker: Katrin Kohl, MBA**
- **Position:** Executive Coordinator to the UNESCO Chair in Reorienting Education towards Sustainability at York University in Toronto, Canada
- **Time:** Friday, November 12, 2021  
10:00-11:00
- **Meeting Links:** ([Main room](#))

### **Education and work experience**

Katrin Kohl is Focal Point for SDG 4 (Quality Education) at the Higher Education and Research for Sustainable Development (HESD) Global Cluster, hosted by the International Association of Universities (IAU). She is the Executive Coordinator to the UNESCO Chair at York University (Canada), responsible for the overall strategy, developing activities within the mandate and carrying out global projects, such as the #IndigenousESD research. With a background in law and management, she served as Managing Director of the German Commission for UNESCO, and as Strategic Advisor to the Vice-Chancellor at the University of Düsseldorf (Germany) in prior positions.



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## ***Engage with educational research for transformative action in light of the United Nations 2030 Agenda for Sustainable Development***

### **Abstract**

#### **Sustainable development and education**

Sustainable development as an overarching paradigm and education have been closely connected since the early beginnings of the pursuit of a sustainable future for all in the 1980s, leading to the inclusion of Chapter 36 in the first global action plan Agenda 21 in 1992. Within *Agenda 21*, the first global plan to implement sustainable development in 1992, education's contribution was identified within the following four thrusts – today referred to as Education for Sustainable Development or simply as *ESD*:

- Access to and retention within quality education,
- Reorienting existing education and training systems towards sustainability,
- Public awareness and understanding of the concept of addressing sustainability, and
- Training programs for all sectors

Yet, public expectations towards education systems around the world have been changing over the years as the world itself is continuously changing and has become rather uncertain. We know that education is crucial in enhancing individual and overall societal well-being and cherish a concept of lifelong learning.

Today, *ESD* is seen as a holistic learning approach that ‘... empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.’ (UNESCO 2020)

#### **Shaping a sustainable future through *Education for Sustainable Development (ESD)* and *Global Citizenship Education (GCED)***

With the *2030 Agenda for Sustainable Development* and the *17 Sustainable Development Goals (SDGs)* at the core, education institutions are now invited to take a strong role in serving the SDGs through teaching and research. In several SDGs, science and research are explicitly called upon to enhance our understanding.

While in *SDG 4*, a quality education with *Education for Sustainable Development (ESD)* is affirmed as a vital means of implementation for sustainable development overall and both an integral element of a quality education AND a key enabler of all the other *SDGs*. Therefore,



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specific areas of research are needed, especially when it comes to technological developments, structural issues or moving from knowing to informed doing, also called transformative action. Similar research themes apply with regard to the second education concept with regard to sustainable development, *Global Citizenship Education (GCED)*. GCED aims to empower learners of all ages with the knowledge, skills, values, and perspectives to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies (UNESCO 2021).

### **ESD, GCED, and opportunities for educational research**

In continuously aiming towards a better understanding of quality education with *ESD* and *GCED* infused throughout, the higher education community has contributed evidence-based knowledge from research at all levels of education and from all corners of the world. Today, our education systems benefit from broad knowledge based on interdisciplinary research, enhancing education delivery every day around the world.

By unleashing the full potential of both ESD and GCED as in embedding them holistically in education, research can support measuring progress and success, also establishing the potential for ongoing adaptation, resilience, innovation, creativity, and flexibility in our education systems. If we are to reorient the education systems to address changing individual and collective social, economic, and environmental needs, we must also revisit our current research agendas.



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## **【Keynote Speech】**



- **Speaker: Ingrid Gogolin, Ph.D.**
- **Position:** Professor, Hamburg University, Germany
- **Time:** Friday, November 12, 2021  
13:00-14:00
- **Meeting Links:** [\(Main room\)](#)

### **Education and work experience**

Professor of International comparative and intercultural education University of Hamburg, Germany

Dr. Ingrid Gogolin is professor of international comparative and intercultural education research at the University of Hamburg and director of the research group ‘Diversity in Education Research’, Faculty of Education at Hamburg University. Her research is focused on problems of migration and linguistic diversity in education. She was coordinator of the European Educational Research Quality Indicators (EERQI) project, a three-year effort to develop new indicators and methodologies on quality of education research publications. She served as the president of the World Education Research Association WERA from 2018-2020, and is a past president of the European Educational Research Association (EERA) and the German Education Research Association (GERA/ DGfE). Dr. Gogolin was awarded honorary doctor’s degrees by the Universities of Dortmund (Germany) in 2013 and Athens (Greece) 2017.

### **Research Specialty**

Educational research, migration, multilingualism and linguistic diversity, qualitative methods, social inequalities





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## ***Literacy in Diversity Settings - a Commons for a Sustainable Future***

### **Abstract**

Linguistic diversity is a basic feature of differentiated societies. The growth of language diversity in many societies around the world is due to factors such as

- social differentiation,
- migration, internationalization and global economic integration,
- and the development of information and communication media that enable exchange without being limited by traditional boundaries of time and space.

It is desirable for each individual member of a diverse society to possess as wide a language repertoire as possible, including the ability to use and understand script. The more extensive a person's access to literacy, the greater their chances of participating in a diverse society. Literacy in this understanding is not only a question of reading and writing in the narrow sense, but also of dealing with sign systems of different types - in addition to written characters, for example, the formulas and symbols of the mathematical and natural sciences or other symbolic images.

Literacy in this understanding is a prerequisite for the possibility of social participation and the sustainable formation of society. The development and promotion of literacy begins in pre-school education and does not end with the completion of the general school system, but continues in the vocational or tertiary system ("vocational" or "academic literacy"). In my contribution, I will present recent research projects carried out in the Research Center "Literacy in Diversity Settings" at Universität Hamburg, Germany. The joint aim of our research is to identify the educationally relevant consequences of literacy acquisition in the context of linguistic diversity. We strive to gain fundamental insights into education in the 21st century and to offer scientifically viable foundations for the design of educational practice. For discussion, I will pose the question whether the European research perspective and results are useful also for a global approach.



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## 【Keynote Speech】



- **Speaker: Felice Levine, Ph.D.**
- **Position:** Executive Director of the American Educational Research Association (AERA), USA
- **Time:** Saturday, November 13, 2021 10:00-11:00
- **Meeting Links:** [\(Main room\)](#)

### Biographical Sketch

Felice J. Levine is Executive Director of the American Educational Research Association. She previously served as Executive Officer of the American Sociological Association. She also was Director of the Law and Social Sciences Program at the U.S. National Science Foundation (NSF) and prior to that Senior Social Scientist at the American Bar Foundation. Levine holds A.B., A.M., and Ph.D. degrees in sociology and social psychology from the University of Chicago.

Levine's work focuses on research and science policy issues, research ethics and conduct, data access and sharing, open science, the scientific and academic workforce, and diversity and inclusion in higher education. Levine is principal investigator of the longstanding AERA Grants Program supported by the U.S. National Science Foundation (NSF); of a collaborative NSF project to create an innovative research data hub, *Partnership for Expanding Education Research in STEM*; and of another NSF collaborative project to foster academic support for open science processes and products. Currently Levine is also collaborating on a major national study of the impact on COVID-19 on graduate students and early career scholars in the United States.

Levine chairs the Board of the Council of Professional Associations on Federal Statistics and



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co-chairs the Societies Consortium on Sexual Harassment in STEMM. She also serves on the Board of the Consortium of Social Science Associations and the Board of Databrary as well as on the Advisory Group of the Center for Engineering, Ethics, and Society and the Advisory Group of the Humanities Indicators Project. She is on the Judging Panel of the Yidan Prize Foundation, Hong Kong, and is convenor of the Americas Education Research Network aimed at fostering research communication, collaboration, and capacity in the Americas across the global north and south.

Levine is a past President of the Law and Society Association (LSA) and a Past President and past Secretary-General of the World Education Research Association (WERA) where she continues as a special advisor to the WERA Executive Committee. She is also a Fellow of the American Association for the Advancement of Science, the American Educational Research Association, and the Association for Psychological Science, and an elected member of the International Statistical Institute. In 2019, she received the LSA Legacy Award and, in 2020, she received the Stuart A. Rice Award for Career Achievement and Significant Contributions to the Discipline conferred by the District of Columbia Sociological Society.



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## ***COVID-19 and the Impact on Graduate Students and Early Career Scholars—Worldwide Implications***

### **Abstract**

In the approximately 20 months since the onset of COVID-19 worldwide, the education research enterprise has been disrupted in ways that will necessitate attention to recovery, adaptation, innovation, and change well into the future. Midst this protracted period of threat and uncertainty, graduate students and early career scholars have been navigating their personal and professional lives as they seek to cope with challenging, unsettling, and even capricious circumstances. In this talk, I focus on the impact of COVID-19 on graduate students and early career scholars—as the two groups more emergent than established in their careers. My presentation will report on the COVID-19 Impact Study being jointly undertaking by colleagues at the American Educational Research Association and the Spencer Foundation. Based on 12 focus groups held close to the onset of COVID-19 (May and June 2020) and a survey of approximately 6,000 graduate students and early career scholars undertaken from late October 2020 through January 2021, I will present core findings that capture the realities, stresses, role strains, inequities, and apprehensions shaping these persons' lives. I will also draw upon and connect this study with some other reports situated outside of the United States. Lastly, I will conclude by framing questions and issues that we need to tackle as a worldwide community if we are to build a better future for the field and the next generation of research leaders.



**2021**

## 【Keynote Speech】



- **Speaker:** Lawrence Zhang, Ph.D.
- **Position:** Professor, The University of Auckland,  
New Zealand
- **Time:** Saturday, November 13, 2021 11:10-12:10
- **Meeting Links:** [\(Main room\)](#)

### Education and work experience

Lawrence J. Zhang, PhD, is Professor of Linguistics-in-Education/Applied Linguistics and Associate Dean for the Faculty of Education and Social Work, University of Auckland, New Zealand. He is Co-Editor-in-Chief of *System* (SSCI) and Associate Editor for *Frontiers in Psychology* (SSCI) and the *International Journal of English for Academic Purposes* (Liverpool University Press), serving on editorial boards of a number of leading journals in the field. His teaching mainly involves supervising 18 fulltime PhD students in Applied Linguistics at the moment and delivering courses in systemic functional linguistics in language education.

### Research Specialty

Dr Zhang's major interests are in learner metacognition and language teacher education, with particular reference to EFL reading and writing and ESP/EAP. Additionally, he is also keen to examine issues related to academic writing and writing for publication. He has published over 100 articles and reviews along these lines in leading SSCI-indexed international journals, including, *Applied Linguistics*, *Applied Linguistics Review*, *Discourse Processes*, *Modern Language Journal*, *Journal of Second Language Writing*, *Reading and Writing*, *Assessing Writing*, *System*, *Instructional Science*, *Metacognition and Learning*, *Journal of Psycholinguistic Research*, *TESOL Quarterly*, *English for Academic Purposes*, *Reading and Writing*, *Asia Pacific Education Researcher*, *RELC Journal* and *British Journal*



**2021**

*of Educational Psychology*. His recent co-edited books include *Asian Englishes: Changing Perspectives in a Globalized World* (Pearson Education, 2012), *Language Teachers and Teaching: Global Perspective, Local Initiatives* (Routledge, New York, 2014), and *Crossing Borders, Writing Texts, Being Evaluated: Cultural and Interdisciplinary Norms in Academic Writing* (Multilingual Matters, England, 2021, with Golden & Kulbrandstad). He is also a popular plenary/keynote speaker at over 20 conferences around the world, particularly in Asia. A frequent presenter at major international conferences such as the TESOL Convention, the AAAL Conference, and the AILA Congress, he was the sole winner of the “Distinguished Research in TESOL Award” in 2011 for his article, “A dynamic metacognitive systems perspective on Chinese university EFL readers”, published in *TESOL Quarterly* (2010), 44(2), leading journal in the field.

Website: <https://unidirectory.auckland.ac.nz/profile/lj-zhang>



**2021**

## ***Enhancing Efficacy of Learning English as a Second/Foreign Language: The Role of Metacognitive Scaffolding***

### **Abstract**

In many foreign language classrooms, learners are faced with a deluge of information and many of them feel lost as they are unclear of the goals, processes, and strategies for optimizing their learning outcomes. Despite existing research on the role of metacognition in language learning, taking stock of this powerful concept in language teachers' daily work with second/foreign language learners and providing learners with metacognitive scaffolding become an important pedagogical agenda for enhancing the efficacy of teaching and learning. In this plenary keynote, I present an overview of the importance of metacognition, illustrating how a metacognitive perspective can contribute to our understanding of learners, learning tasks, and learning strategies, for bringing to the fore the crucial role of metacognitive scaffolding for enhancing the efficacy of teaching and learning in language classrooms. I describe several metacognitive scaffolding strategies that teachers might find useful in planning and execution of their lesson plans in order to help their students enhance learning effectiveness and achieve higher levels of English proficiency





**2021**

## 【Invited Speech】



- **Speaker: Hiroki Fujii, Ph.D.**
- **Position:** Professor and Director of Okayama University ESD Promotion Centre, UNESCO Chair in Research and Education for Sustainable Development at Okayama University, Japan
- **Time:** Friday, November 12, 2021 11:00-12:00
- **Meeting Links:** ([Main room](#))

### SHORT BIO

**Prof. Dr. Hiroki Fujii** is a professor of science education in the Graduate School of Education at Okayama University and the director in Okayama University ESD Promotion Centre at the UNESCO Chair in Research and Education for Sustainable Development, Japan. He graduated from Hiroshima University, Japan and after studying in Leibniz-Institute for Science and Mathematics Education (IPN) at University of Kiel, Germany, received a Ph.D. in historical study of didactics in chemistry. His major area of work is design and development of school science curricula and lessons to promote students' scientific literacy.

He has served on a vice president of the Society of Japan Science Teaching since 2019, as well as a vice president of the East-Asian Association for Science Education since 2021.

Fujii is currently interested in researching science lessons and science teacher training incorporating sustainability education. He organizes a joint research project on teacher education for education for sustainable development (ESD) with European countries and its advanced project on teacher education for climate change education (CCE) in Asia, supported by the Japan Society for the Promotion of Science (JSPS) and UNESCO (<http://ceteesd.ed.okayama-u.ac.jp/>).



**2021**

## ***Teacher Education for Climate Change Education in Asia: Challenges and Opportunities***

Hiroki Fujii

Graduate School of Education, Okayama University, Japan

fujii-hi@okayama-u.ac.jp

Education for Sustainable Development (ESD), stipulated in the Sustainable Development Goals (SDGs) - target 4.7, is a new area of education that pursues and advocates for the sustainability of life and society on earth. Climate change rests at the heart of ESD themes and thus, is inextricably linked to almost all ESD themes, for example, renewable energy, biodiversity, disaster risk reduction, sustainable consumption and production, poverty, peace, and international understanding.

The beginning of climate change education (CCE) is Article 6 of United Nations Framework Convention on Climate Change (UNFCCC) in 1992. The article listed education and training as priority action areas. However, full-scale efforts in CCE finally started in the 2010s. The Doha Work Program, adopted at COP18 in 2012, required that climate change should be included in school education and teacher training. Since the Doha Work Program, various reports written by and conferences organized by UNFCCC and United Nations Educational, Scientific and Cultural Organization (UNESCO) have stated the importance and urgency of CCE and have made suggestions for its concrete educational activities. For example, UNESCO (2017) has proposed learning objectives for achieving SDGs including SDG 13 - "Climate action: Take urgent action to combat climate change and its impacts." It is our task to consider the school level (or the level of a learner's development) and the subject and learning areas in which we will implement practices while referring to the proposed learning objectives.

Globally, advanced efforts in CCE have been developed by UNESCO Associated Schools. One of these is a worldwide school network project entitled "Getting Climate-Ready." This effort introduced whole-school approaches to climate action (for



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example, UNESCO, 2016; Sustainability and Education Policy Network, 2018). The outcomes of this project involve identifying good practices and accumulating cases throughout each country. Furthermore, another UNESCO CCE project “Sandwatch: Adapting to climate change and educating for sustainable development” (Cambers & Diamond, 2010) has provided a framework for children, youth, and adults, with the help of teachers and local communities, to work together to critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues.

Teacher education for CCE has been also expanding in conjunction with school education for CCE. However, its efforts are often aimed at the development of teaching materials and courses in each teacher education institution. Notably, the educational strategies and development of systematic educational programs for CCE has made little progress, particularly in Asia. Directing teacher education for CCE is an urgent and challenging task. In this speech, the current situation and challenges in teacher education for CCE and a future direction of its research and practice in Asia, in relation to school education for CCE, will be presented.



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## 【Forum I】 Multicultural and International Education

### 【主題論壇】 多元文化與國際教育

時間：110 年 11 月 12 日(星期五) 14:05-15:35

會議室網址：[\(Main room\)](#)

台灣教育研究學會2021國際學術研討會—  
教育改革、全球公民、永續未來

**主題論壇 1 多元文化與國際教育**

時間 **110/11/12** 星期五 14:05-15:35

**主題 不同大學類型與個人福祉**  
主持人 / 陳威霖助理教授  
國立中山大學

**主題 臺灣比較教育課程之研究**  
與談人 / 黃柏叡教授  
國立臺東大學

**主題 高等教育課程的教學實踐：國際學習活動與雙語教學**  
與談人 / 楊正誠教授  
國立嘉義大學

**主題 Internationalization of curriculum: Comparing IB school in Hong Kong, Singapore, and Taiwan**  
與談人 / 李郁緻助理教授  
國立臺南大學

**主題 兩岸四地幼兒課綱之多元文化論述**  
與談人 / 劉豫鳳助理教授  
國立屏東大學

指導單位 教育部 (Ministry of Education)

主辦單位 國立中山大學 (National Sun Yat-sen University) 台灣教育研究學會 (Taiwan Education Research Association, TERA)

承辦單位 國立中山大學教育研究所 (Institute of Education, NSYSU)、國立中山大學師資培育中心 (Center for Teacher Education, NSYSU)

國立中山大學教育與人類發展研究全英語學位學程 (International Graduate Program of Education and Human Development, NSYSU)

協辦單位 全球華人創造力學會 (Global Society of Chinese Creativity, GACC)

贊助單位 MOST 科技部 (Ministry of Science and Technology)



2021

## 主題論壇

### 多元文化與國際教育

時 間：110 年 11 月 12 日（星期五）

14:05-15:35

主持人：陳威霖助理教授(國立中山大學)



#### 【簡介】

#### 學經歷與榮譽

美國愛荷華大學教育政策與領導博士

#### 研究領域 Research Fields

青少年與成人初顯期階段個人、心理健康與主觀幸福、危險健康行為



**2021**

## **不同大學類型與個人福祉**

**陳威霖**

**國立中山大學師資培育中心助理教授**

### **摘要**

本研究利用訪談資料，分析四種類型大學，包含了公立一般大學、公立技職院校、私立一般大學、私立技職院校，了解不同大學類型學生在個人福祉上的差異。訪談分析結果顯示，私立技職院校學生，承受較多心理健康壓力，而心理健康壓力來源多為工讀需求、學校服務學習規劃。公立一般大學學生，學校提供較多設備資源，包含住宿措施、學校健康服務、運動場地，公立一般大學學生，在心理健康福祉上，也呈現較為正向的發展。



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## 主題論壇

### 多元文化與國際教育

時 間：110 年 11 月 12 日（星期五）

14:05-15:35

與談人：黃柏叡教授(國立臺東大學)



#### 【簡介】

##### 學經歷與榮譽

國立中正大學教育學研究所博士

##### 研究領域

教育哲學、教育社會學、比較教育、教師教育





2021

## 臺灣比較教育課程之研究

黃柏叡

國立臺東大學教育學系教授

### 摘要

本研究在探討比較教育課程在臺灣高等教育機構中的學術地位以及教學實踐情況。本研究採取「轉遷學」的觀點，對於比較教育課程內容與教學實踐在臺灣高等教育機構中的在地化過程進行描述與說明。本研究針對 108(2019)學年度在臺灣的公私立大學中所開設的比較教育相關課程內容進行搜集與分析，並對於相關課程的教學者進行抽樣訪談。總計開設比較教育相關課程的大學機構有 19 所，總共有 71 門課。本研究目的在探討：(一)教授比較教育課程的主體；(二)比較教育課程的教材與教法；以及(三)比較教育課程在臺灣大學與研究領域中的學術角色與學科重要性。最後本文指出，第一，比較教育課程的教學者，可以被視為是轉移比較教育知識「時間--空間」的主體。第二，教學者對於教學目標、教學內容、教學方法與評量方式的設計和安排，可看出不同教學者對於比較教育課程的各種想像與再現方式。第三，比較教育領域在臺灣會隨著不社會情境或脈絡而產生特定的功能與扮演其的學術角色，也展現出特有的本土化和再脈絡化方式。

關鍵詞：比較教育、課程與教學、臺灣、國際教育、轉遷學



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## 主題論壇

### 多元文化與國際教育

時 間：110 年 11 月 12 日（星期五）

14:05-15:35

與談人：楊正誠教授(國立嘉義大學)



#### 【簡介】

##### 學經歷與榮譽

美國加州大學洛杉磯分校(UCLA)教育學博士

##### 研究領域

教育行政與政策、國際比較教育、高等教育



2021

## 高等教育課程的教學實踐：國際學習活動與雙語教學

楊正誠

國立嘉義大學教育學系教育行政與政策發展碩士班教授

### 摘要

本研究以研究者開授的大學部「高等教育政策分析」與碩士班「高等教育行政與政策研究」兩門課程作為個案。在大學部的課程，研究者使用雙語教學、國際生進入課程、串流全英語影片、以及遠距教學等教學方法進行創新教學。在碩士班的課程，則輔導碩士生進行小型專案研究並投稿到國際學術研討會進行線上發表，以利學生學習參與國際學術活動。本研究以行動研究作為研究概念，並採取問卷調查的方式，收集大學生以及碩士生對於國際學習活動與雙語教學的課程教學實踐之反饋，整合焦點團體訪談的質化資料以及班級問卷調查的量化資料進行研究結果的描述與資料分析。本研究之研究結果發現：一、大學部學生對於科技以及國際議題融入學習感到有學習效益。二、大學部學生認為與國際生共學可以提高國際觀與多元文化學習效果。三、碩士班學生認為參與國際會議的準備與發表過程能夠學習到國際移動以及國際學術知識。四、高等教育課程的國際學習活動需要有行政端的支持。五、雙語融入教學需要適當的學習輔助機制，以確保學習品質。

關鍵詞：高等教育課程、教學實踐、國際學習活動、雙語教學



2021

## 主題論壇

### 多元文化與國際教育

時 間：110 年 11 月 12 日（星期五）

14:05-15:35

與談人：李郁緻助理教授(國立臺南大學)



#### 【簡介】

##### 學經歷與榮譽

澳洲昆士蘭大學教育系博士

##### 研究領域

教育政策的社會學分析、國際與比較教育、教育全球化



2021

## **Internationalization of curriculum: Comparing IB school in Hong Kong, Singapore, and Taiwan**

Yu-Chih Li<sup>1</sup>, Suraiya Abdul Hameed<sup>2</sup>, Jack Tsao<sup>3</sup>

### **Abstract**

The development of International Baccalaureate (IB) curricular system and the authorization of IB schools are regarded as one of proliferate products of globalization and internationalization in the education realm. Machin (2017) refers to the booming development of international curriculum in Asia as the “Asian international school gold rush”. This research problematizes the globalizing curriculum of IB and its development in Southeast Asian contexts by conducting a comparative analysis of IB schools in Hong Kong, Singapore, and Taiwan. On the one hand, the three societies are comparable in many aspects, such as the influence of Chinese cultures, the geographical positioning (located in Southeast Asia), the developed export-oriented economic system (regarded as members of the Four Asian Tigers), and the multicultural development and postcolonial history. On the other hand, the three societies present differently in terms of the schooling systems, instructional languages, and education policy. Adopting a comparative research design, this research conducted semi-structured interviews with principals and IB coordinators and teachers. The data collection process had incorporated participants at 6 schools in Hong Kong, 3 schools in Singapore and 6 schools in Taiwan. In each site, there are about 12-15 participants that have been interviewed. In this research, we argue that schools were still very result driven. There was a focus on curricula development but with the autonomy and flexibility to design curricula and assessments. There was also the element of social networking that was evident across the 3 contexts. Despite the competitive edge, there was a move towards lending support to one another, working together as a team rather than against one another. This

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<sup>3</sup> University of Hong Kong, China, [jtsao@hku.hk](mailto:jtsao@hku.hk)



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could explain the complexities within the pandemic world. There were plenty of opportunities to professionally develop teachers and schools were collaborating on such opportunities.

Keywords: Internationalization, IB school, Hong Kong, Singapore, Taiwan



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## 主題論壇

### 多元文化與國際教育

時 間：110 年 11 月 12 日（星期五）

14:05-15:35

與談人：劉豫鳳助理教授(國立屏東大學)



#### 【簡介】

##### 學經歷與榮譽

國立暨南國際大學國際文教與比較教育學系博士

##### 研究領域

學前比較教育、幼兒園課程與教學、國際教育



2021

## 兩岸四地幼兒課綱之多元文化論述

劉豫鳳

國立屏東大學幼兒教育學系助理教授

### 摘要

本研究之目的為探究學前階段多元文化之官方論述，以中港澳台四地之學前課綱為文本，進行比較分析。研究發現四地課綱皆符合多元文化之基本論述，然因歷史、文化、區域發展背景等因素，呈現同中求異的多元文化發展樣貌。





2021

## 【Forum II】Bilingual Education Teacher Training and Practice

### 【主題論壇 2】雙語教學師資培育及實踐

時間：110 年 11 月 12 日(星期五) 14:05-15:35

會議室網址：[\(Main room\)](#)

台灣教育研究學會2021國際學術研討會—  
教育改革、全球公民、永續未來

主題論壇  
**2**

# 雙語教學師資培育及實踐

時間  
**110/11/12** 星期五  
15:40~17:10

**主持人 / 莊雪華教授**  
國立中山大學

**主持人 / 馮蕙嫻助理教授**  
國立高雄科技大學

**主題 臺灣雙語教育在各學習階段的師資培育及實踐**  
與談人 / 鄒文莉教授  
國立成功大學

**主題 雙語師資生培育歷程與成果：案例分享**  
與談人 / 張善賢教授  
國立彰化師範大學

**主題 雙語教師專業發展的新契機：  
永續複合式師資培訓架構**  
與談人 / 林律君副教授  
國立交通陽明大學

指導單位 教育部 (Ministry of Education)

主辦單位 國立中山大學 (National Sun Yat-sen University) 台灣教育研究學會 (Taiwan Education Research Association, TERA)

承辦單位 國立中山大學教育研究所 (Institute of Education, NSYSU)、國立中山大學師資培育中心 (Center for Teacher Education, NSYSU)

國立中山大學教育與人類發展研究全英語學位學程 (International Graduate Program of Education and Human Development, NSYSU)

協辦單位 全球華人創造力學會 (Global Society of Chinese Creativity, GACC)

贊助單位 MOST 科技部 (Ministry of Science and Technology)



**2021**

## **主題論壇** **雙語教學師資培育及實踐**

**時 間：**110 年 11 月 12 日(星期五)

15:40~17:10

**主持人：**莊雪華教授(國立中山大學)



### **【簡介】**

#### **學經歷與榮譽**

美國愛荷華州立大學課程與教學博士

國立中山大學教育研究所所長兼師資培育中心主任

國立中山大學 104 學年度特聘教授

國立中山大學 103 學年度教學傑出獎

國立中山大學 100-109 學年度學術研究績優教師

國立中山大學 102 學年度教學績優教師

#### **研究領域**

科技與師資培育、多媒體學習、國際教育、創造力與創新教學、雙語教育



**2021**

## **主題論壇 雙語教學師資培育及實踐**

**時 間：**110 年 11 月 12 日(星期五)

15:40~17:10

**主持人：**馮蕙嫻助理教授(國立高雄科技大學)



### **【簡介】**

#### **學經歷與榮譽**

美國愛荷華州立大學應用語言學與科技博士

Ph.D. in Applied Linguistics and Technology, Iowa State University

美國愛荷華州立大學博士後研究員

Postdoctoral associate, Iowa State University

#### **研究領域**

電腦輔助語言教學、語料庫語言學、計算語言學

Computer-assisted language learning, corpus linguistics, computational linguistics



2021

## 主題論壇 雙語教學師資培育及實踐

時 間：110 年 11 月 12 日(星期五)

15:40~17:10

與談人：鄒文莉教授(國立成功大學)



### 【簡介】

#### 學經歷與榮譽

學歷：

美國紐約州立大學(水牛城校區)外語暨英語教學博士

美國密西根州立大學英語教學系碩士

國立清華大學外國語文學系

經歷：

- 1.帶領成大團隊建立全國第一個大學部專業英語課程。
- 2.主持科技部整合型計畫、規劃及執行教育部在職教師雙語專長師資培訓、EMI師資培訓、縣市政府雙語教育產官學研究計畫。
- 3.執行多件國際性跨校合作授課及跨領域/跨文化溝通相關之教學研實踐計畫。

#### 研究領域

跨文化溝通、英語為國際通用語、專業英語教學 (ESP)、專業課程英語授課 (EMI)、雙語教學



2021

## 臺灣雙語教育在各學習階段的師資培育及實踐

### 摘要

在全球化趨勢下，要提升國力必須先提升國民的國際競合力。雙語教育培養具備能夠熟練轉換不同語言在專業領域上的使用、並能兼顧在地需求的多語國際人才。永續經營成功臺灣雙語教育需要的元素為全球在地化思維、通用英語的使用、學科語言以及雙語教學知能的培訓。過去傳統母語模式的雙語教育主要是發生在英語為母語或為官方語言國家。近來因為全球化趨勢，許多以英語為外語學習的國家，例如歐洲，亞洲等國家，採用學科內容與語言整合的方式，讓學生具備有使用全球通用英語工具的能力，來展現自身的專業素養，進行國際競合。臺灣自然不能在這個全球趨勢的洪流中缺席，但是亦不能盲目的移植他人經驗。為了能夠永續經營臺灣的雙語教育，具備國人能熟練轉換不同語言學習、工作、溝通的全球通用英語力，臺灣應該要能全球在地化雙語教育的模式，整合歐洲國家(e.g. 芬蘭、西班牙等)成功的雙語經驗，搭配新課綱精神，規劃及執行臺灣雙語教育。臺灣各學習階段的雙語教育可以簡單規劃如下。大學階段主要是以專業英語(ESP)支援英語授課(EMI)，可按照學生的語言程度分成全英語 EMI 以及雙語 EMI 兩大類。高中雙語實驗專班選擇英語精英學生因此也是以雙語 EMI 課程進行方便日後銜接雙語大學課程。中小學階段以及普及高中則可以採用學科內容跟語言學習同步，結合課綱四大原則，以及兩大有效雙語教學策略的 4C2++ 臺灣雙語課程架構。除了定義臺灣雙語教育以及規劃各個學習階段雙語課程架構重點之外，雙語教師專業發展為雙語教育的成功要素。師資培訓所產的資源實為英語授課及雙語教育的核心基石，能提供雙語教學、雙語學習的各項資源。



2021

## 主題論壇 雙語教學師資培育及實踐

時 間：110 年 11 月 12 日(星期五)

15:40~17:10

與談人：張善賢教授(國立彰化師範大學)



### 【簡介】

#### 學經歷與榮譽

美國印第安那大學布魯明頓校區語言教育系哲學博士，主修外語教育。現任國立彰化師範大學英語學系教授，曾任彰化師大語文中心主任、英語系(所)主任等職。相關學術經歷包括擔任國內外期刊編輯以及審查人，大學教師著作以及科技部專題計畫審查委員。主持多項教育部、科技部、產學合作等計畫，目前為教育部因材網高中英語文領域計畫主持人。

#### 研究領域

英語教學、教材教法、外語學習動機、語言測驗





**2021**

## **雙語師資生培育歷程與成果：案例分享**

### **摘要**

本場次分享師培大學雙語師資生培育的一個案例，由一位英語系教授與一位生物系教授共同指導一群英語系和生物系的師資生；歷經二學期的跨領域師生共備，合力產出三份雙語自然科學實驗教案，於國中和高中教學現場完成實地操作並進行反思。期望藉由分享培育這一群師資生的經驗與成果產出，讓與會者更加認識並討論雙語教學師資培育及實踐的策略。



**2021**

## **主題論壇** **雙語教學師資培育及實踐**

**時 間：**110 年 11 月 12 日(星期五)

15:40~17:10

**與談人：**林律君副教授(國立陽明交通大學)



### **【簡介】**

#### **學經歷與榮譽**

美國伊利諾大學香檳校區語言與聽力科學暨第二語言習得師資培訓博士

國立陽明交通大學英語教學所所長

國立陽明交通大學語言教學與研究中心主任

國際高教培訓暨認證中心主任

英國高等教育學高階會士(Senior Fellow HEA)

Google 認證教育家 GCE Level 1 & 2

#### **研究領域**

兒童語言與閱讀發展、英語教學、閱讀教學、學術英語、教師專業培訓





2021

## 雙語教師專業發展的新契機:永續複合式師資培訓架構

### *A New Opportunity for Professional Development of Bilingual Teachers: A Framework for Sustainable Blended Teacher Training*

#### 摘要

數位科技日新月異，加上全球疫情的影響，全線上或實體結合線上的混成式教師研習或專業發展培訓相繼而起、蔚為趨勢。本論壇將分享成大雙語教育教學暨研究團隊過去兩年所進行的中小學在職教師雙語教學學分班及短期增能培訓，透過實體與線上混成式或是全線上的培訓方式，協助教師在雙語教育的專業成長增能(enhancement)、使能(enablement)、賦能(empowerment)過程。並進一步提出永續複合式在職教師培訓架構，闡述同步與非同步及科技融入的新形態培訓課程或研習規劃，以實現師資培育所希冀達到的全球在地化、自主性及永續的雙語教師專業發展。



2021

## 【Forum III】Educational Innovations and Social Innovations

### 【主題論壇3】教育創新與社會創新

時間：110 年 11 月 13 日(星期六) 14:50-16:20

會議室網址：[\(Main room\)](#)

台灣教育研究學會2021國際學術研討會—  
教育改革、全球公民、永續未來

**主題論壇 3**

# 教育創新與社會創新

時間  
**110/11/13** 星期六  
14:50-16:20

**主持人 / 陳學志教授**  
國立臺灣師範大學

**主題** 從創造力、未來想像到創新與創生：  
臺灣偏鄉特色小學國際與創生計畫案例分享

**與談人 / 陳以亨教授**  
國立中山大學

**主題** 社會創新與教育創新: P-P-P觀點

**與談人 / 李永騰教授**  
國立空中大學

**主題** Bring Students to the World! 無界塾：  
從台大到中小學實驗教育，這六年的驚艷旅程！

**與談人 / 葉丙成教授**  
國立台灣大學

**主題** 大學中的創造力與未來想像培育  
課程：以台師大三門課程為例

**與談人 / 張雨霖助理教授**  
國立臺灣師範大學

指導單位 教育部 (Ministry of Education)

主辦單位 國立中山大學 (National Sun Yat-sen University) 台灣教育研究學會 (Taiwan Education Research Association, TERA)

承辦單位 國立中山大學教育研究所 (Institute of Education, NSYSU) 、國立中山大學師資培育中心 (Center for Teacher Education, NSYSU)

協辦單位 國立中山大學教育與人類發展研究全英語學位學程 (International Graduate Program of Education and Human Development, NSYSU)

贊助單位 全球華人創造力學會 (Global Society of Chinese Creativity, GACC)

贊助單位 科技部 (Ministry of Science and Technology)



2021

## 主題論壇 教育創新與社會創新

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

主持人：陳學志教授(國立臺灣師範大學)



### 【簡介】

#### 學經歷與榮譽

國立台灣大學心理學研究所博士

國立臺灣師範大學教育心理與輔導學系特聘教授兼教育學院院長

國立臺灣師範大學教育心理與輔導學系主任

亞太師資教育學會理事長

台灣教育學術聯盟主席

國立臺灣師範大學進修推廣學院院長

教育科學研究期刊(TSSCI 期刊、SCOPUS 期刊) 主編

教育心理學報(TSSCI 期刊、SCOPUS 期刊) 主編

臺灣心理學會理事長

中華創造學會理事長

科技部 2014 傑出研究獎

#### 研究領域

認知心理學；幽默心理學；認知與情緒；實驗技術



2021

## 主題論壇 教育創新與社會創新

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：陳以亨教授(國立中山大學)



### 【簡介】

#### 學經歷與榮譽

美國紐約大學（New York University）人力資源管理與組織發展博士

國立中山大學創新與創意研發中心主任

國立中山大學管理學院副院長

國立中山大學管理學院人力資源管理研究所所長

國立中山大學教育推廣中心主任

教育部創造力教育中程計畫－創意的發想與實踐巡迴課程計畫-大學計畫主持人

教育部未來想像與創意人才培育計畫－造艦計畫-國民中小學計畫主持人

教育部發展以學校為核心之社區創新創業計畫計畫主持人

教育部臺灣偏鄉特色小學國際與創生計畫計畫主持人

財團法人公共電視文化事業基金會董事

高雄市 2009 世界運動基金會執行長兼行銷公關組召集人

#### 研究領域

組織行為、組織發展、非營利事業組織管理、人力開發管理、創造力教育、未來想像教育



2021

## 從創造力、未來想像到創新與創生： 臺灣偏鄉特色小學國際與創生計畫案例分享

### 摘要

近年來，在面臨人口外移以及少子化的衝擊下，偏鄉地區的人口逐漸老化，小學也面臨廢校的危機。偏鄉小學不只是一個社區的知識中心，更是社區居民情感與意見交流的平臺，亦可能是社區居民們的「文化與經濟中心」。若小學不復存在，將影響當地社區與文化的傳承。是故，「臺灣偏鄉特色小學國際與創生計畫」透過未來想像教育教學模組為基礎，整合偏鄉小學特色課程規劃，與大學合作將在地特色與地方創生能量連結，最後期望透過國際交流，創新社區產業、活化偏鄉社區，也使偏鄉能永續發展，並且提升國際能見度。

本計畫可視為是延續教育部創造力教育中程計畫，以及延續未來想像與創意人才培育中程計畫，結合了想像力、創造力以及未來思考能力，最終並期望能夠產生有創意的想像並創造出有價值的未來。目前參與本計畫的偏鄉小學目前已累計 8 所，分布於全台北、中、南、東各區，大學校院之各領域專家學者 21 位投入此計畫之推行。兩年間有 362 名小學生，111 位小學教師參與此計畫，開設 42 門課程。雖然由於疫情之故，目前仍未有機會邀請國外學生來台參與，然該計畫已於今年(2021 年)邀請日僑國小師生參與，獲得非常正面的回饋。整體而言，此課程計畫不論是在未來想像教育與偏鄉小學特色課程內容的整合、教學形式的應用、與地方創生方案的連結，皆展現其可行性，對於激發學子們未來想像能力以及吸引國、內外人士進入偏鄉實具意義。





2021

## 主題論壇 教育創新與社會創新

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：李永騰教授(國立空中大學)



### 【簡介】

#### 學經歷與榮譽

學歷：

美國北卡大學（UNC,Chpel Hill）公共政策博士

哈佛大學甘迺迪政府學院 Fulbright 訪問學者

新加坡國立大學李光耀公共政策學院訪問教授

經歷：

清華大學、台北大學、東海大學兼任教授

行政院青輔會主任委員

台中市社會局局長

海基會顧問

立法院預算諮詢中心諮詢顧問

雲科大雲創盃創業競賽評審團主席

新北市 創新創業 協會 榮譽顧問

聖約翰科技大學創新創業業師團首席顧問

現任：

國立空中大學公行系教授



**2021**

聖約翰科技大學榮譽講座教授

資策會兩岸暨東亞經濟諮詢委員

僑務委員會專家委員

### 研究領域

社會政策、勞工政策、公共政策、公共管理、財務行政、政府預算、兩岸關係、兩岸治理、人力資源管理、青年政策



2021

## 社會創新與教育創新: P-P-P 觀點

### 摘要

在邁向現代化過程中，企業強調獲利、國家追求經濟成長數字的時代脈絡，雖然經濟有所成長，卻也衍生出環境破壞、城鄉失衡等社會結構問題。為了平衡經濟獲利與環境永續發展，並讓社會公益與企業獲利不相衝突，強調創新與社群合作的社會創新便應運而生。社會創新是藉由科技或商業模式的創新應用，改變社會各個群體間的互動關係，並從這樣的改變中，找到解決社會問題的新途徑，也就是用創新的方法來解決社會問題。

為有效解決我國社會及環境相關問題，近一、二十年來，我國政府持續綜整跨部會能量，提出社會創新行動方案，對外可實踐聯合國永續發展目標 (The Sustainable Development Goals, SDGs)，強化國際連結；對內則可促進國內經濟、社會與環境的包容性成長，落實「創新、就業、分配」為核心的新經濟模式。

本文認為，教育創新是社會創新的基礎工程；教育創新與社會創新有密切連動關係，有成效的教育創新，對於建立社會創新友善發展環境，絕對不可或缺。在過去的二十年裡，大學商學院和社區的學習計畫已經逐漸接受了社會創業和創新教育。越來越多的項目提供培訓計畫、加速器、商業計劃競賽和資金，作為幫助有希望的變革者將他們的善意轉化為影響力的手段。

其次，現代社會問題日趨複雜多樣化，一方面面臨少子化與高齡化的社會結構；另一方面城鄉失衡與貧富差距擴大，使得社會問題難以單靠一己之力完成。因此，本文主張社會創新與教育創新必須要有公私夥伴協力關係 (P-P-P, Public-Private-Partnership) 的支撐，方能建立有機的網絡治理 (Network Governance) 機制，發揮最大綜效。

我將會以三個國內外的案例的模式比較，來分析社會創新與教育創新為何需要公私部門與非營利組織之間的協力治理。三個案例分別是：美國 Blake Mycoskie 創辦的知名社會企業 TOMS Shoes (One for One)、劉安婷 Teach for Taiwan (TFT) 以及台中社會創新實驗基地的案例。





2021

## 主題論壇 教育創新與社會創新

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：葉丙成教授(國立臺灣大學)



### 【簡介】

#### 學經歷與榮譽

葉丙成教授，自台大數學系畢業後，負笈美國密西根大學取得電機博士學位後，進入台大電機系任教。2014 開台大教授創業風氣之先，創辦 PaGamO，使用者人數超過兩百二十萬人。現為台灣最大教育平台之一，並使台灣無數弱勢學生得以使用免費學習資源。2015 年創辦無界塾實驗學校，為台北市第一所橫跨小學、國中、高中之實驗學校。無界塾開創許多創新教學模式，分享給台灣體制內外許多老師。2014 年以 PaGamO 創新，從全球 428 所大學名校隊伍中脫穎而出，榮獲華頓商學院 Reimagine Education 全球教育創新首獎。2016 年，葉教授榮獲台灣最高創新獎項「總統創新獎」，為台灣首位以教育創新得此殊榮者。

#### 研究領域

分子通訊、無線通訊、無線網路、線上教學系統設計



**2021**

## **Bring Students to the World! 無界塾： 從台大到中小學實驗教育，這六年的驚艷旅程！**

### **摘要**

一個大學教授，為何決定投入實驗教育？在辦學的過程當中，又遇到了什麼樣的困境與挑戰？又是如何克服？辦學六年，又觀察到了什麼？

台大葉丙成教授，在六年前創辦無界塾實驗教育機構，是台北首間橫跨小學、國中、高中的實驗教育機構。目前也是台北市最具規模的實驗教育機構之一，共有 25 位專任老師、近 160 學生。在這次的演講中，葉老師將與大家分享無界塾是一所什麼樣的學校，也會分享在六年實驗教育的許多第一手辦學經驗與曾經的困境，以及這六年來的突破與反思。實驗教育能如何做到真正幫學生培養能力、找尋方向，而不只是放牛吃草，這是非常大的挑戰。歡迎參加葉老師演講分享，一同深入了解中小學實驗教育！



**2021**

## **主題論壇 教育創新與社會創新**

**時 間：**110 年 11 月 13 日（星期六）

14:50-16:20

**與談人：**張雨霖助理教授(國立臺灣師範大學)



### **【簡介】**

#### **學經歷與榮譽**

臺師大心輔系助理教授

中華創造學會秘書長

#### **研究領域**

綜合活動學習領域概論、綜合活動學習領域教學與評量、輔導活動教學實習、輔導活動教材教法、教育統計、教育心理學



2021

## 大學中的創造力與未來想像培育課程：以台師大三門課程為例

### 摘要

大學存在的任務，除了教學及研究之外，第三重要的責任，是回應社會需求和產業需求。當代面臨的教育、社會、環境等重大課題，均為環環相扣、相互依存的複雜系統。需要具備未來前瞻思維以及跨領域創新能力的 $\pi$ 型人才。此與十二年國民基本教育課程綱要中，所揭櫫的「核心素養」(core competency)即「一個人為適應現在生活及面對未來挑戰，所應具備的知識、能力與態度」若合符節。與談人於 107~109 年間在台師大開設三門與創新及未來想像人才培育相關的課程：首先是 107 年與其他教師合作開設「高齡者健康輔具設計與開發」統整課程，結合工程教育、設計教育、老人科技知識、想像力及創意思維、產品研究與評量等專業領域教師，發展 STEAM 體驗式學習跨領域培育課程。整體課程能提升學生對於高齡者的體悟同理、對高齡族群關懷能力與反思能力；增進學生之美感設計與傳達能力，最後透過實徵分析結果，發現課程亦能提升學生的創造思考與發想能力。其次是 108 年開始，每年開設「未來想像與生涯調適」課程，以創造性問題解決之 PBL (Problem-based learning) 教學模式，引導學生透過未來思考流程與方法，針對未來家園、未來產業、未來文化、未來科技、未來社會、未來環境、未來教育等議題進行未來想像探究，最後回到個人生涯發展與規畫，探索個人成長脈絡，結合環境發展趨勢，想像未來，進行個人成長、角色管理與生涯發展任務的探索、規畫與實踐。分析課程成效，發現本門課學生在「未來想像傾向」以及「綜合活動課程設計」方面有高於其他相關課程學生之傾向。第三於 108 年學年開始開設創造力心理學課程，納入創新創業活動，藉此引導學生運用教育及心理領域專長以及設計思考能力，提出發明創新與創業方案，擴展個人生涯發展並對社會發揮影響力。經過「創造力心理學」課程後，發現學生逐年在語文流暢、變通、獨創以及圖形、流暢、變通、獨創前後測的結果皆為顯著提升。最終，與談人針對大學端的創造力與未來想像培育提出建議。



2021

## 【Forum IV】 Interdisciplinary Transition in Siziwan

### 【主題論壇 4】斜仔灣的跨域躍遷

時間：110 年 11 月 13 日(星期六) 14:50-16:20

會議室網址：[\(Room2\)](#)

台灣教育研究學會2021國際學術研討會—  
教育改革、全球公民、永續未來

**主題論壇 4**

# 斜仔灣的跨域躍遷

時間  
**110/11/13** 星期六  
14:50-16:20



**主持人 / 趙英先博士**  
高雄市立民族國民小學



**主題 上善若水+**  
與談人 / 翁慶才博士  
教育部中小學教育國際化專案辦公室副執行秘書



**主題 國中生文言閱讀淺談**  
與談人 / 江方齊教師  
高雄市立七賢國民中學



**主題 為夢想填柴火的財商教育**  
與談人 / 曾明騰教師  
臺中市立爽文國民中學



**主題 理專老婆的秘招：一個師培生理財的真情告白**  
與談人 / 徐振德助理教授  
樹德科技大學

指導單位：教育部 (Ministry of Education)

主辦單位：國立中山大學 (National Sun Yat-sen University) 台灣教育研究學會 (Taiwan Education Research Association, TERA)

承辦單位：國立中山大學教育研究所 (Institute of Education, NSYSU)、國立中山大學師資培育中心 (Center for Teacher Education, NSYSU)  
國立中山大學教育與人類發展研究全英語學位學程 (International Graduate Program of Education and Human Development, NSYSU)

協辦單位：全球華人創造力學會 (Global Society of Chinese Creativity, GACC)

贊助單位：MOE 科技廳 科技部 (Ministry of Science and Technology)





2021

## 主題論壇 斜仔灣的跨域躍遷

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

主持人：趙英先博士(高雄市立民族國民小學)



### 【簡介】

#### 學經歷與榮譽

國立中山大學教育研究所博士

Ph.D., Institute of Education, National Sun Yat-sen University

高雄市社會優秀青年獎，南臺灣社科研究生論壇最佳論文獎、臺師大國文系中小學作文教學優等獎、臺大 SUPER 教案獎、中山大學優秀教學助理、建國百年百人刺槍表演、台灣教育研究學會 2016 國際學術研討會（APERA-TERA 2016）最佳論文獎、國立中山大學教育所校友會第六屆理事長

#### 研究領域

性別與體育、基層籃球、外籍成教、利社會行為、兒童理財



2021

## 主題論壇 斜仔灣的跨域躍遷

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：翁慶才博士(教育部中小學教育國際化  
專案辦公室執行秘書)



### 【簡介】

#### 學經歷與榮譽

最高學歷：國立中山大學教育研究所碩士、博士

主要經歷：高雄市教師 7 年、處室主任 10 年、校長 23 年

高雄市校長協會理事長

高雄市教育學會理事、監事

全球華人創造力學會常務理事

台灣教育研究學會理事

中華民國中小學校長協會理事長

中華民國社會教育事業協會理事長

重要獲獎：師鐸獎（民 77）

校長領導卓越獎（民 98）

教學卓越獎金質獎（民 102）

#### 研究領域

政策規劃與執行、創造力教育、學校經營與教育行銷



2021

## 上善若水+

### 摘要

老子〔道德經〕第八章：「上善若水。水利萬物而不爭，處眾人之所惡，故幾於道。」

這可謂是老子的審美觀點，以水性柔順、就下、利萬物，來比喻有美德的人。老子認為「利益眾生」、「守柔處下」、「不與人爭」是聖人之德的特徵，當然這是指滋潤萬物的雨露，是川流不息的溪河，是容納百川的大海，而非淹滅生靈的洪水暴雨、海嘯狂濤。

雖出於粗糙經驗之歸納，然而老子本意是：以堅強暴力待人，容易導致毀滅敗亡，反之，若以溫柔謙弱處世，則可保持長久平安。所以，理想君王治國應時時以下位自居，若真想好好領導人民，則須將自身利害置於百姓利害之後，不使人覺得被統治，能心悅誠服地擁戴和追隨。（俞懿嫻，2000）

將主題訂為「上善若水+」係引用「互聯網+」的概念，隨著科技突飛猛進，利用資訊和互聯網平臺，使得互聯網與傳統事務進行新的融合，利用互聯網具備的優勢特點，創造新的發展機會。我們逆向思考：以歷久彌新的道德經核心精神「上善若水」+原有教育作為，經由「上善若水」的優點與原有教育作進行融合優化、升級轉型，在學校經營、人際互動、學業精進以及面對兩難困境等時刻，促使因應的教育作為能夠適應當下新的發展與挑戰，從而提升教育服務的品質、營造全贏的教育環境，最終推動教育創新不斷地向前發展。

有些體驗想和大家聊聊，更想聽聽您類似的親身經歷、或博學多聞的路透社報導……





**2021**

## 主題論壇

### 斜仔灣的跨域躍遷

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：江方齊教師(高雄市立七賢國民中學)



#### 【簡介】

##### 學經歷與榮譽

國立中山大學教育研究所碩士、高雄市政府教育局借調教師、高雄市立七賢國中教師

##### 研究領域

國中國文教學、學校行銷



2021

## 國中生文言閱讀淺談

### 摘要

文言文裡保留著優良的中華文化精髓，現今國中生若想從中汲取養分，則需透過文言文閱讀來獲取，但隨著文言文課程比例的減少及時代用語的變遷化用，文言文對現今國中生而言有著遠古世紀般的距離感，更遑論面對文言文課程學習時的無力感與厭倦感，因此，在文言文課程教學時，如何拉近學生與文言文的距離即是解決當前困境的不二法門，在明確的策略下，「生活化」、「趣味化」、「平凡化」便是有效的方法。有鑒於上述的教學趨勢，我們將透過大量的輔助教材來引起學習動機，讓學生透過古代文人大量的日常生活行為，來了解文人的個性及日常語彙(以學生的時代用語來詮釋)，此有助於拉近學生與古代文人距離。

最後期能透過文言文閱讀教學的探究，藉以提升教學品質和增進學生語文程度，使文言文的閱讀教學能有創見和創新，讓學生喜愛閱讀文言文，也為文言文的學習收到耳目一新的實效。



2021

## 主題論壇

### 斜仔灣的跨域躍遷

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：曾明騰教師(臺中市立爽文國民中學)



#### 【簡介】

##### 學經歷與榮譽

國立中山大學海洋資源暨生物科技學系

國立中山大學教育學程

2013 年 SUPER 教師獎全國首獎

2014 年親子天下百大創意教師獲獎

2017 年未來教育台灣 100 獲獎

2019 年國立中山大學傑出校友入圍

2021 年星雲教育獎入圍

2015 年第一屆中華益師益友協會認證講師 評審委員

2018、2019、2020 年第一、二、三屆全國心智圖大賽 評審委員

2014、2017、2019、2021 年 SUPER 教師獎全國賽 評審委員

2019 年第 19 屆花樣年華全國青少年戲劇節中區全國初賽 客座評審

2019 年國立成功大學【未來好老師】選拔 評審委員

2020 年「臺中創新 Hackathon 科技教育夢工廠」競賽 評審委員

中華創意繪本桌遊協會 首席顧問



**2021**

彰化縣立員林國中教師會 理事長

國際扶輪社台中港區西濱社扶少團主委

### 研究領域

Mind-Map 心智圖法、創意思考的思維鍛鍊、教練引導與敏捷管理、理財教育與財商思維、團隊動力/團隊共識/團隊激勵、引導/溝通/行為改變技術、黃金圈理論與專案管理、創意簡報表達力、PBL 素養學習、跨域課程設計思維

### 媒體專訪

雜誌專訪：今周刊、親子天下、師友月刊、經典月刊

電視報導：華視教育台、TVBS、人間衛視電視台、SS 小燕之夜、大愛電視台

電台專訪：國立教育廣播電台、環宇廣播電台/憲上加油站、功夫 Fight、東明會客室、全國廣播電台/名人 TALK TALK、大叔會客室



2021

## 為夢想填柴火的財商教育

### 摘要

在從小教育中少有完整的財商教育，在薪水凍漲的時代下，年輕人興高采烈從校門畢業離開，卻陷入不敢再有夢想的零動力世代，而產業結構與老闆思維的改變實屬不易，但若能讓年輕人在求學過程中埋下一顆財商思維的種子，也許他的未來將可能擁有更美麗的樣貌。

知識的核心價值必須與行動素養相結合，讓學術理論與實務經驗相互輝映，讓知識能為你所用，而非紙張上冷冰冰的分數，能夠靈活運用知識才是真正擁有力量。

正確的財商思維能讓年輕人提早為自己財務做好準備與規劃，打造出自己的被動收入系統，創造出更多元的現金流水龍頭，進而能為自己的夢想添加柴火，擁有持續累積的被動收入將讓你在追求夢想時更具底氣，在職場上更有動力與勇氣去發揮自己的專長與創意，相輔相成。

讓世界走進教室、讓生活走進教室、讓學習走出教室，是我投身教職 20 多年來的堅持與浪漫，跨領域的學習與遷移，引導學生去看見真實世界的挑戰與美麗。



2021

## 主題論壇

### 斜仔灣的跨域躍遷

時 間：110 年 11 月 13 日（星期六）

14:50-16:20

與談人：徐振德助理教授(樹德科技大學)



#### 【簡介】

##### 學經歷與榮譽

國立中山大學教育研究所博士

教育部體育署學校體育統計諮詢委員

國家運動訓練中心人事評議委員會委員

國家教育研究院教育學名詞審譯會「體育組」編輯委員

高雄市政府運動發展局顧問、臺南市政府體育處運動設施考評委員

##### 研究領域

運動大數據研究、運動統計、電子商務、探索教育、體適能、游泳、太極拳、休憩  
政策與法規、水域遊憩規劃與活動、運動與健康管理



2021

## 理專老婆的秘招：一個師培生理財的真情告白

### 摘要

回想 20 年前就讀臺灣師範大學的時候，從來沒有人教導我們師培生怎麼理財。只知道存錢、省吃儉用、就學貸款的方式，大學畢業後除了背負一身的學貸外，更不知如何管理自己的財務。每個月乖乖還學貸、繳房租、生活費...月底仍是月光族。更有趣的，為了學習投資，一夕之間存款全部歸零！直到後來遇到理專前女友，追來當老婆後，傳授理財的心法秘招，從此之後，雖不能大富大貴，但總在生命中各階段逐步累積，在穩定的生活中持續努力奮鬥，持盈保泰。總希望有些基礎理財的觀點，能在更年輕的時候就知道，因此野人獻曝分享給同是教育所的學弟妹。



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- 95     **Impact of Self-regulated Learning on Promoting the Importance of Vegetarianism at a Religion-based School**  
[1] De-Yin Shih; Tzu Chi University of Science and Technology  
[2] Yu-Mei Tsai; Tzu Chi University of Science and Technology
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- 69     **STEAM Ecocriticism Transdisciplinary English Lesson and Its Impacts on Students's ESD Competencies: Systems Thinking and Sustainable Environmental Awareness**  
[1] Jepri Ali Saiful, National Sun Yat-sen University, Taiwan  
[2] Yun-Yun, Lai , National Sun Yat-sen University, Taiwan  
[3] Jeremy W. Melton, National Sun Yat-sen University, Taiwan  
[4] Paichi Pat Shein, National Sun Yat-sen University, Taiwan
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- 13     **Interdisciplinary STEM Program on Authentic Aerosol Science Research and Student's Systems Thinking and Problem-solving Competencies**  
[1]Jeremy W. Meltona, IGPEHD and Research Assistant  
[2]Jepri Ali Saifula, IGPEHD and Research Assistant  
[3]Paichi Pat Sheinbc, IGPEHD and Research Assistant
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- 19     **Practice Sustainable Development Goals in Everyday Life-A Proposal of Implementing Problem-based Learning Approach in a Chemistry Course**  
[1]Sheng Han, 國立臺中科技大學  
[2]Wan-Ching Chiu, 國立臺中科技大學
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- 177    **The changing mindset of Taiwan universities on graduate employability after the pandemic: Does international experience still matter?**  
[1]Chen, Pei-Wen, National Chengchi University
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- 121     **The Effect of Foreign Teacher-taught Interactive Course on Taiwanese Student's Behavioral Intention to Voluntarily Ask and Answer Questions**  
[1] Ju-Hui Wei, National Sun Yat-sen University  
[2] Aurora V. Lacaste, National Sun Yat-sen University  
[3] Ling-Jing Jhou, National Sun Yat-sen University  
[4] Yeimy Stefany Páez Roa, National Sun Yat-sen University  
[5] Hsueh-Hua Chuang, National Sun Yat-sen University
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- 18     **Information visualization and big data analysis training for international freshmen of information management department in the COVID-19 era in one case university in Taiwan**  
[1] Hsing-yu Hou, National Taichung University of Science and Technology  
[2] Tao-Ming Cheng, National Taichung University of Science and Technology  
[3] Hui-Jiun Hu, National Taichung University of Science and Technology  
[4] Chih -Cheng Hung, National Taichung University of Science and Technology
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- 36     **Pursuing two Master's degrees in Taiwan and its impact on academic adaptation and job satisfaction of Vietnamese graduate students**  
[1] Le Pham Hue Xuan<sup>1</sup>, National Chung Cheng University, Taiwan  
[2] Ker-Tar Hsu, National Chung Cheng University, Taiwan  
[3] Chi-Cheng Hung, National Chung Cheng University, Taiwan
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- 162    **An Exploratory Study on Early Childhood Educators's; Perceptions on Creativity, Play and Teacher Roles**  
[1] Laura Livia, National Institute of Education, Nanyang Technological University Singapore  
[2] WONG Wei-Teng, National Institute of Education, Nanyang Technological University Singapore  
[3] Ai-Girl TAN, National Institute of Education, Nanyang Technological University Singapore
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- 63     **Effect of Affiliation and Academic Self-Concept in Cooperative Learning**  
[1] Tzu-Yu Ou, National Chung Cheng University  
[2] Chih-Cheng Hung, National Chung Cheng University  
[3] Hsing-Yu Hou, National Chung Cheng University
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152      **You Don't Really Get It: An Exploratory Study on One Class of Taiwanese College EFL Students's; Paraphrasing Practices**

[1] Tsai, Pei Ju (蔡佩如), Soochow University

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190      **The Study of the Effects of Adolescent Girls' Life Course of Drug Abuse Prisoners under Grandparenting**

[1] HUANG, YUAN-TING, National Chung Cheng University

[2] Hua-Fu Hsu, National Chung Cheng University

[3] Shu-Lung Yang, National Chung Cheng University

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188      **Exploring the relationship among Family Attachment, Competency, and Desistance of Crime of Female Ex-Convicts under Rehabilitation**

[1] HSIAO, YUAN-WEN, 國立中正大學

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122      **The Study of Future-time Perspectives and NEET Risk: The mediation roles of academic motivations**

[1] Nguyen Pham Ngoc Thien, National Sun Yat-sen University

[2] Wen Cheng, National Sun Yat-sen University

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- 93        **Bilingual teacher certification: voices from key stakeholders**  
          [1] Min-Wen Sophie Chang, Providence University
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- 102       **Visible Teaching Professional Development-Take Compulsory Education**  
          **Advisory Group-National Middle School Natural Field as an Example**  
          [1] Lin, Wan-ching, Fu-Shing Junior High School in Yi-Lan County
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- 182       **Career Selection and Professional Development of Senior Teacher**  
          **Educators**  
          [1] Chien-Ying Wang, Chia Nan University of Pharmacy & Science
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- 179       **Examining the functions and limitations of "convenors from elementary**  
          **schools" from the perspective of "Diffusion of Innovations"**  
          [1] Chia-Yen, Hsieh,  
          [2] Kuang-Yu, Yang
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- 108       **A qualitative study on Benefits and Challenges experienced by mother**  
          **students and pregnant students in Higher Education**  
          [1] Ritika Jha,, National Sun Yat-sen University  
          [2] Hsueh-Hua Chuang, National Sun Yat-sen University
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- 164   **探討融合情境式定向活動與問題導向學習模式之幼兒活動設計**  
[1] 蘇育代，國立東華大學  
[2] 張嘉珍，國立東華大學
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- 110   **創造思考教學融入桌遊對國中生創造力與問題解決能力之影響**  
[1] 蔡孟寧，國立臺灣師範大學  
[2] 陳嘉源，國立臺灣師範大學  
[3] 陳學志，國立臺灣師範大學
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- 11    **空品教育桌遊對國小教師研習成效初探-以高雄市某國小為例**  
[1] 項文雄，國立中山大學  
[2] 謝百淇，國立中山大學
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- 114   **臺灣原住民與漢人國中生之幽默風格對生活適應的中介效果**  
[1] 蔡孟樺，國立臺灣師範大學  
[2] 陳學志，國立臺灣師範大學
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- 143   後疫情時代線上班級經營策略之挑戰與創新  
      [1] 宗靜萍，高雄市立空中大學
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- 165   題組題對大型教育評比計畫結果之影響  
      [1] 林奕宏，國立高雄師範大學
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- 84    應用結構方程模型探究臺灣八年級學生公民族群平權、參與意識和參與自我效能對公民參與之路徑關係  
      [1] 劉荐宏，國立臺灣師範大學  
      [2] 吳孟儒，國立臺灣師範大學  
      [3] 林安邦，國立臺灣師範大學
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- 114   透過臉書國際新聞閱讀與回應將全球教育與英語學習結合之實施方式與成效  
      [1] 李宛倫，輔仁大學
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- 89    軍事陽剛特質-國軍傘訓場的教學經驗初探  
      [1] 趙英先，高雄市三民區民族國小  
      [2] 李扶樵，高雄市三民區民族國小
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123   **教師、性別與小學教學：教低年級學生不「適」男教師的工作？**

- [1] 李曉蓉，國立高雄師範大學
- [2] 劉世閔，國立高雄師範大學
- [3] 尤偉安，國立高雄師範大學

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29    **視覺文化取向幼兒視覺藝術美感課程之實施與成效探究**

- [1] 陳麗嬪，亞洲大學

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82    **臺灣青少年毒品覺知現況初探**

- [1] 蕭文絜，國立中山大學
- [2] 洪瑞兒，高雄醫學大學

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156   **網路霸凌行為辨識量表之建構**

- [1] 趙映嫚，國立中山大學
  - [2] 陳利銘，國立中山大學
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83     感性意象認知對當代數位插畫表現風格之影響性探討  
[1] 李佳蓉，國立雲林科技大學

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地理資訊系統輔助高中公民人權教育之行動研究  
51     [1] 蔡家琦  
       [2] 林明璋

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197    高中國語文閱讀教學在全球化思潮下的課程發展  
[1] 吳慧君，國立中山大學

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40     國小階段唐詩課程的教育價值  
[1] 洪美玉，彰化縣埤頭鄉埤頭國民小學

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4     影響臺灣學生學習表現與教育抱負的可能機制：結構方程模式的探究  
[1] 黃隆興

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- 194     **Exploring the Chinese White Dolphin and its Conservation Through a 3D Virtual Reality Exhibition**  
          [1] CHEN YI TING
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- 97      **營建循環經濟應用在永續發展教育之影響研究**  
          [1] 詹穎雯，國立台灣大學  
          [2] 潘威佑，國立台灣大學
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- 159     **論奧古斯丁、盧梭、佛教到現今教師對懺悔在道德教育上的詮釋與哲思**  
          [1] 李孟翰，國立清華大學
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- 23      **探討臺灣大學生性別平等覺知與行動量表發展與效化**  
          [1] 黃思萍，國立中山大學  
          [2] 魯盈謙，高雄醫學大學  
          [3] 洪瑞兒，高雄醫學大學
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- 136     **從性別角色面向探究台灣大專校院工程學門女畢業生專業生涯發展歷程**  
          [1] 林季靜，國立中山大學  
          [2] 林靜慧，國立中山大學
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| 170   | <b>Examining Pre-service Teachers' Technology Integration Perceptions and Practices</b><br>[1] Yu-Hui Chang |
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| 64    | <b>偏遠地區學校、家庭、社區夥伴關係在疫情歷程中變化</b><br>[1] 商雅雯  |
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| 176   | <b>COVID-19 疫情期間老年大學開設線上運動課程規劃研究</b><br>[1] 鄭廣泉   |
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| 42    | <b>Analysis and Study Diagnosis of Online Idiom Tests In The Post-epidemic Era</b><br>[1] SHU-HUA, KU       |
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| 78    | <b>教保服務人員對實施線上教學知覺態度之探究</b><br>[1] 張毓幸<br>[2] 林秀勤<br>[3] 顏寶月  |
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145     將國際 SDGs 落實於在地公民行動方案之台灣寶珠計畫行動研究  
          [1] 李偉俊，國立臺東大學

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          從 PISA2015 探討臺灣 15 歲學生的幸福感重要因子  
90       [1] 吳宜臻，德國多特蒙工業大學  
          [2] 黎佩欣，德國多特蒙工業大學  
          [3] 王智弘，德國多特蒙工業大學

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160     標準本位評量發展與實施之研究-以高雄市一所小學國際教育課程為例  
          [1] 宋宗樺，國立中山大學

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          探討探究科學營對於提升國小中年級學童科學參與及科學自我效能之效益  
14       [1] 邱甯維，國立中山大學  
          [2] 魯盈謙，高雄醫學大學  
          [3] 洪瑞兒，高雄醫學大學

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          使用數位心理數線遊戲改善幼兒基本算術能力之研究  
54       [1] 林建亨，國立東華大學  
          [2] 謝佳諺，國立東華大學

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| 74  | 臺灣兒童的中文四字成語理解：國小三年級與五年級學童的表現<br>[1] 鄭雅丰，亞洲大學 |
|     | 幼教師數學配對概念教學觀點之研究                             |
| 17  | [1] 翁鈺婷，長庚科技大學<br>[2] 陳必卿，長庚科技大學             |
|     | 國小高年級學生媒體素養教育與性別意識形態判讀之研究                    |
| 81  | [1] 蔡佩虹，國立中山大學<br>[2] 林靜慧，國立中山大學             |
|     | 運用「愛情腳本」策略建構護理學生的愛情樣貌—以「愛情心理學」課程為例           |
| 183 | [1] 吳曉明，長庚科技大學                               |
|     | 青年教育與就業儲蓄帳戶方案推動、執行與成果之檢視                     |
| 192 | [1] 陳慶龍，國立中山大學<br>[2] 陳利銘，國立中山大學             |
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47       **The Influence of Curriculum Situational Interest on the Pre-service Teachers Curriculum Learning**

[1] Pei-Lan Chen, Tzu Chi University

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169      **戰後初期臺灣師範教育之教育專業科目教材探析**

[1] 周皓旻

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**同感共振，既思且辨：行動素養導向的策展課程實踐**

151      [1] 陳偉仁，國立臺灣師範大學

[2] 沈桂枝，國立臺灣師範大學

[3] 呂文雅，國立臺灣師範大學

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**108 課綱下國小教師工作壓力與角色壓力現況**

2        [1] 蔡豐任

[2] 張玉茹

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**數學教育桌遊融入單元教學之學習興趣探討**

174      [1] 吳易聰，國高雄師範大學

[2] 沈明勳，國立高雄師範大學

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| 86    | <b>Because We Can Change It: Establishing an Inclusive Environment for General Education Classrooms</b><br>[1] Sheng-Hsiang Lancelot Peng, University of Cambridge   |
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| 70    | <b>The Effects of Multiple Learning Strategies on the Learning Self-Efficacy of First-Year College Students</b><br>[1] Ying-Yan Lu, Kaohsiung Medical University<br>[2] Guo-Wei Sun, Kaohsiung Medical University<br>[3] Chien-Hung Lee, Kaohsiung Medical University  |
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| 135   | <b>The Study on Faculty Mental Health in Higher Education</b><br>[1] Kseniia Isakova, National Sun Yat-Sen University  |
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| 137   | <b>Great sidekicks for teachers? Preschool educators' perception and attitude towards the integration of educational robots into teaching activities</b><br>[1] Yu-Ping Chang, Asia University<br>[2] Ya-Feng Cheng, Asia University<br>[3] Fu-Hui Hsu, Asia University  |
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| 191   | <b>Revised Parenting Style and Practices Scale (R-PSPS): Examining Parenting Practices of Resettled Refugees and Immigrants</b><br>[1] Katelyn Zeitz, Cleveland State University<br>[2] Amanda Mohan, Cleveland State University<br>[3] Grace H. C. Huang, Cleveland State University<br>[4] Eddie T. C. Lam, Cleveland State University |
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161           **A comparative study between using Multimodalities and Entextualisation cycle (MEC) for mixed-genre text construction between classrooms in Hong Kong and Taiwan**

[1] Michael Kai-yip TSANG, The University of Sheffield

[2] Jeff Hsin Hsien CHUANG, Taipei Municipal Shi-Jian Junior High School

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21           **Exploring Global Competence Concepts in High School English Curriculum—A Comparison between Taiwan and South Korea Textbooks**

[1] 何彥如，國立陽明交通大學

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158           **A study of food safety and media literacy on high school teachers**

[1] Kuo, Shu-Chen, National Dong-Hwa University

[2] Lee, Huei, National Dong-Hwa University

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133           **From Theory to Practice: Teaching English at Elementary Schools as a Motivator for College Students in an EFL Teaching Methodology Course**

[1] Torulf Karlsson, National Penghu University of Science & Technology

[2] Hu Yong-chun, National Penghu University of Science & Technology

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| 45  | <b>Industry Collaboration Experience Outcomes for Fashion Management Students in Taiwan: An Experience-Based Learning Approach</b><br>[1] Wendy Hsiao Chun Chou, Ming Chuan University  |
| 71  | <b>Studying on Learning Satisfaction in Teaching Adult Keyboard Courses with PBL Teaching Mode</b><br>[1] Chia-hui Ko, Open University of Kaohsiung   |
| 58  | <b>Research on the effect of exergames at home on young people's physical activity, sedentary behavior and situational interest during the COVID-19 pandemic</b><br>[1] Chia-Yen Hsieh, National Dong-Hwa University<br>[2] Chien-Heng Lin, National Dong-Hwa University  |
| 59  | <b>Meta-analysis: the relationship between smartphone addiction and college students' academic performance</b><br>[1] Chia-Yen Hsieh, National Dong-Hwa University<br>[2] Chien-Heng Lin, National Dong-Hwa University  |
| 193 | <b>Passive Social Network Usage and Life Satisfaction among Vietnamese University Students: A Moderated Mediation Model of Self-Esteem and Gender</b><br>[1] Nguyen Duc Nhan, National Sun Yat-sen University<br>[2] Dang Nguyen Thien An, National Sun Yat-sen University<br>[3] Ngo Vinh Tai, National Sun Yat-sen University<br>[4] Tran Minh Hieu, National Sun Yat-sen University<br>[5] Tran Viet Dung, National Sun Yat-sen University |
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- 107 **A Content Analysis of the Representation of the Sustainable Development Goals in Taiwan's 12-year Curriculum Guidelines**  
[1] Chou, Pei-I, National Sun Yat-sen University  
[2] Wang, Ya-Ting, National Sun Yat-sen University
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- 20 **對話式閱讀提昇原住民幼兒 詞彙理解與口語表達能力之研究**  
[1] 蔡倩雯
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- 87 **5E 探究教學法融入國小六年級素養導向教學：「食物怎麼會壞了？-微生物與食品保存」主題探究**  
[1] 潘怡樺，國立中山大學  
[2] 楊淑晴，國立中山大學
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- 130 **回應"老師您教的都是沒用的東西"-結合業師實作業界項目對大學部行動通訊網路課程學生之學習成效之影響**  
[1] 曾恕銘，國立臺北科技大學
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- 168 **後現代課程觀在多元文化教育的啟示**  
[1] 吳其義，國立中山大學  
[2] 鄭英耀，國立中山大學
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- 33 **初探以永續素養概念建立幼兒學習生態系統之社會互動歷程**  
[1] 黃育真
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- 141 **大學生永續發展目標與道德影響之相關探究**  
[1] 林子琳，國立中山大學  
[2] 游騰雲，國立中山大學  
[3] 陳俊延，國立中山大學  
[4] 楊淑晴，國立中山大學
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- 199 **永續發展目標心理量表之編制與探究**  
[1] 林子琳，國立中山大學  
[2] 曾郁然，國立中山大學  
[3] 鍾 華，國立中山大學  
[4] 楊淑晴，國立中山大學
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- 31 **2020 年因應嚴重特殊傳染性肺炎臺灣民眾的心理反應與行動**  
[1] 沈恒仔，國立中山大學  
[2] 羅藝方，國立中山大學  
[3] 楊淑晴，國立中山大學
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- 38 **Covid-19 下的聽語療育：家長教學和行為技巧於實體及遠距課程之差異**  
[1] 蔡宜欣，財團法人雅文兒童聽語文教基金會
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	[2] 陳珮樺，財團法人雅文兒童聽語文教基金會
	[3] 余雅筑，財團法人雅文兒童聽語文教基金會
94	<b>以試題反應理論觀點探究 COVID-19 疫情對於教師 TLPACK 教學知能表現之困境與需求</b> [1] 陳彥蓉，國立中山大學 [2] 徐立偉，國立高雄餐旅大學
138	<b>新冠肺炎民眾之預防性健康行為：利他的觀點</b> [1] 洪士傑，國立中山大學 [2] 楊淑晴，國立中山大學 [3] 羅藝方，國立中山大學
163	<b>疫情下的幼兒線上教學策略</b> [1] 羅育齡，亞洲大學 [2] 廖廷芳，亞洲大學 [3] 洪語謙，亞洲大學
173	<b>“髒”意味著什麼？——家長和兒童對“髒”的心理建構</b> [1] 吳靜，國立政治大學
35	<b>自然環境與交通違規行為的關係：規範性社會影響的中介效果</b> [1] 高健哲，國立中山大學
34	<b>將跨領域想像融入主題式「探究與實作」提升創造力素養之創新教學</b> [1] 江明岳，一想三創-創新未來學園 [2] 洪素真，臺北市立民權國中
126	<b>專題式雙語服務學習之課程設計、實施與評估</b> [1] 謝秀萍，國立中山大學 [2] 莊雪華，國立中山大學
157	<b>專題式學習與範例引導之教學策略對技術型高中學生程式設計學習的影響</b> [1] 吳誌維，高雄市立三民家商 [2] 謝百淇，國立中山大學
80	<b>國小學童健康參與度與健康素養量表發展與效化研究</b> [1] 黃婉瑜，國立中山大學 [2] 洪瑞兒，高雄醫學大學
62	<b>學習高成就國三生完美主義與父母期望／苛責、數學成就學習目標 以及數學成就動機之關係</b> [1] 陳祈和，國立中山大學 [2] 楊淑晴，國立中山大學



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Session	P2
11/12	15:40~17:10
Meeting link	<a href="#">Room 5</a>
57	探討成年婦女對於青少女性別角色與定位之影響 [1] 洪瑞兒，高雄醫學大學 [2] 陳聖光，雄市立文府國中
153	故事志工培力歷程融合性別教育之探討—以社團法人高雄事故事媽媽協會為例 [1] 謝彤，高雄醫學大學
26	線上正向教養工作坊動團體活動成效初探 [1] 黃彥茹
30	家長讀書會成員的學習信念與親子互動之相關研究 [1] 田惠珠，國立中山大學
32	臺灣電競參與、態度、生涯前景及支持子女學習之模型探討 [1] 李佩珊，高雄市左營高中 [2] 陳案瑜，樹德科技大學 樹德科技大學動畫與遊戲設計系
39	聽損兒童家長教學和行為技巧與家長語言輸入質量之關聯性探討 [1] 蔡宜欣，財團法人雅文兒童聽語文教基金會 [2] 朱家瑩，財團法人雅文兒童聽語文教基金會 [3] 陳佩樺，財團法人雅文兒童聽語文教基金會 [4] 陳潔安，財團法人雅文兒童聽語文教基金會
44	運用轉化領導理論提升護理系雙主修學生畢業率 [1] 蔡金杏，長庚科技大學 [2] 黃湘萍，長庚科技大學
46	緊急停課下高年級社會科任實體教學轉換為線上教學轉變之研究 [1] 吳品萱，國立臺東大學 [2] 張如慧，國立臺東大學
55	新冠肺炎謠言內容分析之探究 [1] 宋庭瑋，國立中山大學 [2] 楊淑晴，國立中山大學
61	大學生對自拍知覺態度與解讀朋友自拍之相關探究 [1] 林子琳，國立中山大學 [2] 宋庭瑋，國立中山大學 [3] 楊淑晴，國立中山大學
154	從高社經地位身心障礙兒童家長親職經驗看家長之親職壓力與社會支持—以三位不同身心障礙類型母親母職經驗為例



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	[1] 許晏瑱，國立中山大學
	[2] 莊雪華，國立中山大學
50	<b>An Empirical Analysis on the Educational Reform in Taiwan: A Case Study of the Students in the International College at Ming Chuan University</b> [1] Ying-Ting Wu, Ming Chuan University [2] Fang-Yi Hsieh, Ming Chuan University
112	<b>STUDENTS' INTENTION TO TAKE E-LEARNING COURSES DURING THE COVID-19 PANDEMIC: A PROTECTION MOTIVATION THEORY PERSPECTIVE</b> [1] Hoai-Than Nguyen, National Sun Yet-sen University [2] Chia-Wei Tang, National Sun Yet-sen University
181	<b>Effects of Virtual Reality Implementation on University Students Learning Motivation and Performance in a Life Science Laboratory Class</b> [1] Alan Chun-Kit Lee, The Chinese University of Hong Kong [2] Chloe Sum-Yee Ma, The Chinese University of Hong Kong [3] Johnson Jor-Shing Chan, The Chinese University of Hong Kong [4] Bertha Sze-Wing Mak, The Chinese University of Hong Kong [5] Patrick Hung-Kui Ngai, The Chinese University of Hong Kong [6] Fai-Hang Lo, The Chinese University of Hong Kong
99	<b>Student Engagement in an English Writing Center- Perspectives of Flow Experience</b> [1] Shyh-Chyi Wey, National Yunlin University of Science and Technology [2] Shu-Jung Lee, National Yunlin University of Science and Technology [3] Shu-Chu Chen, National Yunlin University of Science and Technology
147	<b>A task for teachers: future-orientated mobility education</b> [1] Quy Don Mac, Technische Universität Dresden and Boysen-TU Dresden [2] Martina Knörzer, Technische Universität Dresden and Boysen-TU Dresden



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Session	P3
11/13	13:10~14:40
Meeting link	<a href="#">Room 7</a>
16	運用奧福音樂遊戲提升幼兒音樂與美感能力之研究 [1] 劉芝伶，國立臺東大學
96	學習吧平台應用於國小一年級國語文說讀學習成效之研究 [1] 沈美君，國立臺東大學
148	國民小學實施沉浸式英語教學現況之探討 [1] 高婉禎，國立中山大學 [2] 湯家偉，國立中山大學
172	小學資優班與普通班數學解題歷程與策略之分析比較 [1] 李孟芳，國立中山大學
196	遊戲融入國小數學之素養導向教學設計及學生學習之成效評估 [1] 吳宜洵，國立中山大學 [2] 梁淑坤，國立中山大學
91	日月光企業節能減碳科學繪本的設計與製作過程之探討 [1] 李佩蓉，國立高雄師範大學 [2] 洪振方，國立高雄師範大學
76	疫情時代下韓國中小學之教育問題及學校教育的方向 [1] 洪信惠，國立中山大學 [2] 楊淑晴，國立中山大學
195	疫情影響下國小低年級教師發展線上非同步教學形式之研究 [1] 萬興禧，國立臺東大學
79	運用繪本教學提升幼兒繪畫與創造能力之研究 [1] 謝蓓羽，國立臺東大學
85	跨領域戲劇教育教學探索魯凱族國小生族群認同 [1] 黃郁欣，國立中山大學 [2] 謝百淇，國立中山大學
1	學習歷程與畢業表現之關聯性分析 [1] 劉育津 [2] 高鎧柔
66	<b>The effects of a between-school tracking system on students' psychosocial development: A review on the Germany case</b> [1] Ming-Chia Yeh, TU Dortmund [2] Chih-Wen Lan, TU Dortmund [3] Yi-Jhen Wu, TU Dortmund
167	偏鄉學校推動國際教育之研究



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	[1] 許如菁，國立中山大學教育研究所
	<b>國中地理科實施有效教學策略之行動研究</b>
101	[1] 胡鋒財，國立高雄師範大學
	[2] 吳連賞，國立高雄師範大學
	<b>國小教師對性別平等教育實施之探究(以台中為例)</b>
129	[1] 邱姿鳳，台中市大坑國民小學
	[2] 賀雅蕙，台中市大坑國民小學
	[3] 張恕菁，台中市大坑國民小學
	<b>檢視教師性別意識之研究:以公立國小教師與民營教育機構教師為例</b>
131	[1] 陳均慈，國立中山大學
	[2] 林靜慧，國立中山大學
	<b>從生態系統理論觀點探討教師面對青少年懷孕之自我敘說</b>
134	[1] 林欣慧
	<b>科技大學學生的自拍成癮與其身體意象、美容意願、孤獨感之初探</b>
171	[1] 黃珮楓，國立中山大學



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Session	P4
11/13	14:50~16:20
Meeting link	<a href="#">Room 7</a>
43	<b>越正念，心理素質就越好嗎？ 正念特質、心理堅韌性與心理資本之關係探究</b> [1] 楊靜怡，陸軍專科學校 [2] 唐志偉，陸軍專科學校
65	<b>故事融入六年級代數文字題之學習扶助教學研究</b> [1] 葉舫伊，國立嘉義大學 [2] 姚如芬，國立嘉義大學
67	<b>台灣板與新加坡版於「因數與倍數」之教材內容差異比較</b> [1] 羅煥銘，國立嘉義大學 [2] 楊德清，國立嘉義大學
103	<b>自我概念清晰度與師生互動關係--以人際依附風格為中介</b> [1] 張惠善，國立中山大學 [2] 鄭雯，國立中山大學
140	<b>大學教師 EMI 專業發展與教學成效之探討</b> [1] 許珊瑜，國立中山大學 [2] 湯家偉，國立中山大學
149	<b>特殊教育心理評量品質指標建構</b> [1] 解汶樺，國立中山大學 [2] 湯家偉，國立中山大學
186	<b>技職與師培體系學校整併後對學校整體影響之研究-以南部一所公立大學為例</b> [1] 郭莉柔，國立中山大學 [2] 湯家偉，國立中山大學
88	<b>108 素養課綱高中工程導向理念探究</b> [1] 黃政嘉，國立台灣師範大學
92	<b>探討國立中山大學申請入學書面審查評量尺規之變革</b> [1] 張芸卉，國立中山大學 [2] 鄭雯，國立中山大學
139	<b>高雄市公立幼兒園教師運用教師專業標準於專業發展以提昇幼兒學習成效可行性</b> [1] 吳宜靜，國立中山大學教育研究所
187	<b>數位遊戲式學習應用於國小學生之英語學習成效：自尊的調節效果</b> [1] 許嘉真，國立中山大學





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	<b>Implementation of a Web-based Autodidactic Learning System into the Flipped Classroom Model Significantly Improves the Accuracy of Electrocardiography Interpretation by Undergraduate Medical Students</b>
24	[1] Yung-Yu Yang, 國防醫學院三軍總醫院 [2] Chin Lin, 國防醫學院三軍總醫院 [3] Hsin-Hui Chen, 國防醫學院三軍總醫院 [4] Hsueh-Hsing Pan, 國防醫學院三軍總醫院 [5] Chin-Sheng Lin, 國防醫學院三軍總醫院
	<b>P-STEM 課程領導決策模式之研究</b>
185	[1] 張祈良, 國立中山大學 [2] 周珮儀, 國立中山大學 [3] 施焜耀, 國立屏東科技大學
	<b>An investigation of the factors influencing behavioral intentions in self-directed online learning by integrating the task-technology fit and technology acceptance models</b>
48	[1] Pi-Yueh, Cheng, Southern Taiwan University of Science and Technology [2] Miao-Ling, Fang, Southern Taiwan University of Science and Technology [3] Tung-Ching, Lin, Southern Taiwan University of Science and Technology
	<b>Utilizing knowledge building pedagogy fostering college students' sense of knowledge community in technology instructional design projects</b>
150	[1] 蔡以寧, 國立政治大學
	<b>A Study on swimming learning and the creative ingenuity through cooperative learning mode</b>
41	[1] HSU Chen-Te, SHU-TE University
	<b>幼兒同理心之初探</b>
68	[1] 龔芳玉
	<b>由深度學習胸部速片軟體訓練增強放射師肺結核偵測效能和教育訓練的回顧性比較</b>
198	[1]吳輔榮, 國立中山大學教育研究所 [2]洪一吉, 高雄榮民總醫院 [3]林清煌, 高雄榮民總醫院 [4]周康茹, 國立中山大學教育研究所 [5]唐逸文, 高雄榮民總醫院 [6]陳堯生, 高雄榮民總醫院
	<b>Will Google Search Engine be the dominated CALL tool in ESP classrooms? An AHP-based method for evaluating knowledge extraction efficiency</b>
111	[1] Liang-Ching Chen, Institute of Education, National Sun Yet-sen University [2] Shu-Ching Yang, Institute of Education, National Sun Yet-sen University



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