

**2020 創新教學與評量研討會**  
**2020 Innovative Teaching and Assessment Conference**  
**(ITAC 2020)**

**大會手冊**  
**Conference Manual**

- 🏠 地點：南臺科技大學 E 棟 13 樓國際會議廳  
📅 日期：109 年 10 月 30 日  
🕒 時間：9:30~17:30

指導單位：教育部

主辦單位：南臺科技大學人文社會學院

協辦單位：財團法人語言訓練測驗中心 (LTTC)、應用英語系、應用日語系、教育領導與評鑑研究所、幼兒保育系、高齡福祉服務系、師資培育中心、語言中心

贊助單位：財團法人語言訓練測驗中心 (LTTC)、文鶴出版有限公司、東華書局、敦煌書局、華泰文化事業股份有限公司、定易股份有限公司 (LiveABC)

## 目錄

目錄.....	2
序言.....	3
研討會議事規則與注意事項.....	5
中文版議程.....	6
英文版議程.....	8
大會專題講座(一): 評量的新視界：促進有效學習 (講者: 語言訓練測驗中心研發長 吳若蕙博士).....	10
大會專題講座(二): 素養導向之教育領導創新評量模式 (講者: 國家教育研究院研究員 謝名娟博士).....	12
大會邀請演講(一): Using content-creating projects to promote Taiwan through technologies (講者: 雲林科技大學人文與科學學院副院長 葉惠菁特聘教授).....	13
大會邀請演講(二): 成人教育中的學習議題：腦神經科學的啟發 (講者: 臺灣師範大學國際人力資源發展研究所 張煒雯教授).....	15
大會邀請演講(三): Preparing the 21st Century Workforce for an Aging Society: Principles and Possibilities (講者: 東海大學管理學院客座教授 James E. HINTERLONG 博士).....	18
口頭發表論文摘要.....	19
Track 1: 語言教育與評量 .....	20
Track 2: 教育經營 .....	27
Track 3: 高齡福祉 .....	34
海報發表論文.....	39
工作坊.....	45
素養導向評量工作坊 .....	46
數位創意教學工作坊.....	48
USR 評量工作坊 .....	50

## 序言

課程、教學、評量 (Curriculum, Instruction & Assessment; CIA) 為任何成功教育體系不可或缺的三大支柱。完善的課程規劃需結合有效教學法與穩當評量模式才能確保學習成效。

南臺科技大學人文社會學院很高興能在 2020 這個對全球深具影響的一年主辦「2020 創新教學與評量研討會」(ITAC 2020)，並設定「教學」與「評量」兩大教育支柱為會議研討主軸，提供人文社會學術界與各層級教育工作者一個對話平台，對教學創新與評量模式重新檢視、界定、並賦予新生命，期能透過與會者腦力激盪，思想啟發與回饋分享，引導各級教育工作者重視並提升教學創新與評量素養，進而對我國教育水準升級做出貢獻。

本次研討會以「創新教學與評量」為主題，並分為「語言教育與評量」、「教育經營」、以及「高齡福祉」三個研討領域，以符應素養導向新課綱以及高教深耕創新教學之國家政策。大會很榮幸邀請到語言訓練測驗中心(LTTC) 研發長吳若蕙博士以及國家教育研究院研究員謝名娟博士兩位國際知名的測驗評量專家擔任大會主題講座。吳博士以「全民英檢」及「英語閱讀素養聯盟」為例，說明如何用評量來提升語言學習成效。謝博士則說明教育部 108 素養導向課綱頒佈後，中小學校長應有的領導評量模式。大會也針對三組研討領域分別邀請雲科大人文與科學學院葉惠菁副院長、臺師大國際人力資源發展研究所張煒雯教授、東海大學管理學院客座教授 Dr.Hinterlong 進行演講，另外還有 15 篇口頭及 31 篇海報論文發表，共同提供了人文社學科學領域中小學及高等教育工作者與相關學術界一個交流與成長平台。此外，為了精進與會者教學技能，活化理論融入實務應用，大會還針對三大研討領域規劃三場工作坊，涵蓋素養導向評量、數位創意教學、以及大學社會責任(USR) 評量等主題。ITAC 2020 內容可謂多元豐富，理論與實務並重，議題並能同時涵蓋切入各教育層級，已充分展現大會特色與主辦單位企圖心，也說明本校對辦理學術研討會之重視與用心程度。

本次研討會原規劃為國際性會議，因全球至今仍受新冠病毒疫情影響，許多國外學者專家無法前來共襄盛舉或不便以視訊方式交流而成為本次大會遺珠之憾，其中包含 Dr. Liying Cheng (Professor & Director of Assessment and Evaluation Group, Faculty of Education, Queen's University, Canada) 以及 Dr. Andy

# ITAC 2020

Curtis (Professor, MA TESOL Program, Graduate School of Education, Anaheim University, USA) 等國外知名學者。相較於許多其他國家生活仍受極大限制之情形下，臺灣成功防疫措施讓本研討會大型活動依然得以順利舉行，大家若能珍惜本次學術盛會在專業知識與實務經驗上充分進行交流、討論與分享，相信定能受益良多，滿載而歸。

一場成功的研討會若沒有一個高效率工作團隊規劃與執行勢將無法達成。因此，我要感謝南臺科技大學人文社會學院各系所中心所有研討會籌備工作團隊成員的協助，特別是籌備委員會總幹事楊明倫助理教授，鄭育萍、曾瓊琮、林芳俐、劉恬伶等老師，以及黃寶瑩、王靜怡、譚淳云等助理，他們奉獻許多心力，展現專業能力以及勇於任事，不辭辛勞的態度值得肯定與效法。另外，我也要感謝 LTTC 協助辦理並贊助本次研討會讓此盛會更具意義與價值。對贊助本會議經費廠商，包含文鶴出版社、華泰文化事業股份有限公司、敦煌書局股份有限公司，臺灣東華股份有限公司、定易股份有限公司，在此也一併衷心致謝。

最後，謹代表大會主辦單位，感謝所有會議參與者，祝大會順利圓滿，大家享受快樂充實的一天。

黃大夫

黃大夫 謹序

南臺科技大學人文社會學院院長

Oct. 30, 2020



## 研討會議事規則與注意事項




- 一、會議期間各場次主持人、論文發表者請提前五分鐘到達發表教室報到，並將您的檔案儲存至電腦桌面。
- 二、口頭發表場次主持人講解議事規則：
  - 發表者：每人發表時間為 **10 分鐘** (9 分鐘時場務會舉牌提醒)。
  - 綜合討論：該場次所有發表結束後，共同討論時間 5 分鐘。
  - 出席口頭發表者於發表結束後，將由該場次主持人核予證明。
- 三、壁報發表者：張貼時間：11：50-13：00，地點：南臺科技大學 E 棟 13 樓國際會議廳大廳。海報版格式為全開(780X1090mm)，直式。格式不限。結束後，發表者須自行撤掉壁報，大會不負任何保管責任。發表後請至大會櫃台領取發表證明。
- 四、本大會採早上、下午以及工作坊各簽到一次。本研討會將核發雙語證明，並依簽到場次時數核發研習證明。簽到時敬請核對中英文姓名等資訊以便製作研習證書。研習證明會在時數結算之後以電子檔的形式寄發到參與者信箱。
- 五、中午請憑餐卷領取餐盒，用餐地點為 E 棟 13 樓 E1304 室與 E1305 室。
- 六、無線網路帳號：guest-967，密碼：guest-967
- 七、研討會論文集全文截稿日期為 109 年 12 月 13 日
- 八、研討會官方網站：<https://sites.google.com/view/itaic2020/home>
- 九、研討會籌備小組聯絡方式

電話: 06-2533131 #6003

Email: [itaic2020@gmail.com](mailto:itaic2020@gmail.com)

# ITAC 2020

## 議程

 地點：南臺科技大學 E 棟 13 樓國際會議廳  
 日期：109 年 10 月 30 日  
 時間：9:30~17:30

地點	時間	講 題 / 講 者		
13樓	08:20 - 15:30	報到		
13樓	09:30 - 09:50	開幕式 盧燈茂博士，南臺科技大學校長 吳若蕙博士，LTTC語言訓練測驗中心研發長		
13樓	09:50 - 10:40	大會專題演講一 吳若蕙博士，LTTC語言訓練測驗中心研發長 題目：Redirecting Assessment to Support Effective Learning 引言人：黃大夫教授，南臺科技大學人文社會學院院長		
13樓	10:40 - 11:00	茶敘		
13樓	11:00 - 11:50	大會專題演講二 謝名娟博士，國家教育研究院研究員 題目：A Literacy Based Approach on Educational Leadership Innovation Assessment 引言人：張緯雯博士，臺灣師範大學國際人力資源發展研究所教授		
13樓	11:50 - 13:00	午餐		
13樓	11:50 - 13:00	海報發表場次		
13樓 及 6樓	13:00 - 13:50	大會邀請演講		
		E13F Hall	E603	E604
		題目：Using Content-Creating Projects to Promote Taiwan through Technology 葉惠菁特聘教授 雲林科技大學人文與科學學院副院長 引言人：陳媛珊教授 勤益科技大學應用英語系主任	題目：Learning Issues in Adult Education: Implications from Neuroscience 張緯雯博士 臺灣師範大學國際人力資源發展研究所教授 引言人：謝名娟博士 國家教育研究院研究員	題目：Preparing the 21st Century Workforce for an Aging Society: Principles and Possibilities James E. HINTERLONG博士 東海大學管理學院客座教授 引言人：Valerie HOLTON博士 東海大學管理學院客座助理教授
	13:50 - 14:00	中場休息		



地點：南臺科技大學 E 棟 13 樓國際會議廳



日期：109 年 10 月 30 日



時間：9:30~17:30

## 14:00-14:50 口頭發表場次

E1305	E1304	E602	E603	E604
<b>語言教育與評量場次 1</b> 主持評論人： 葉惠菁特聘教授 雲林科技大學人文與科學 學院副院長	<b>語言教育與評量場次 2</b> 主持評論人： 陳媛珊教授 勤益科技大學應用英語系 主任	<b>教育經營場次 1</b> 主持評論人： 謝名嫻博士 國家教育研究院研究員	<b>教育經營場次 2</b> 主持評論人： 張煒雯博士 臺灣師範大學國際人力資 源發展研究所教授	<b>高齡福祉場次</b> 主持評論人： 李世代教授 輔仁大學附設醫院副院長
<b>林惠苹 &amp; 施佑芝</b> Senior High School Teachers' Beliefs about the Integration of Technology in English Education in Taiwan	<b>黃馨儀 &amp; 楊明倫</b> The Effectiveness of Focused Instruction on Formulaic Sequences in Improving Academic Presentations of EFL Learners with Engineering Majors	<b>李亭頤</b> Curriculum Design for Stimulating Active Learning in Higher Education of Agriculture	<b>林政君</b> Exploring the Core Literacy of University Students in General Education: From the Perspective of Institutional Research	<b>王雅麗、邱靜如 &amp; 張家銘</b> Expert validation of Self- Screening Instrument for Geriatric Health in Taiwan (SIGHT)
<b>郭良梅 &amp; 羅淑芳</b> Teaching Practice Results and Technology Application in English Multimedia Briefing	<b>陳怡真 &amp; 王鶴嫻</b> Implementing Formative and Summative Assessment in a Blended Learning Course	<b>陳奕君、陳昱蓉 &amp; 楊淑娥</b> The Influence of Children Who Play Computer Games on Their Social Behavior	<b>彭巧珍</b> Introducing Interactive Response System to Improve the Effectiveness of Classroom Teaching and Learning	<b>呂映瑾 &amp; 魏惠娟</b> Senior Education Program Teaching Strategy in Community to prevention of Disability: The effectiveness evaluation of the 123 Instructional Design Model
<b>毛元臻</b> The Adventures of Delivering General English Course via Microsoft Teams® under COVID-19	<b>沈政宜 &amp; 李淑娟</b> Supporting heritage language learning at home through picture books	<b>溫于柔、陳洛儀 &amp; 羅家玲</b> The Invisible tension of Speaking out or not: The Psychological process of Novice Leader and Members during Silence in the Group Counseling	<b>袁宇熙</b> The study of critical thinking test items quality check and ability analysis for undergraduates	<b>桑澤悟史</b> The Appearance of the 8050 Problem and the Possibility of Social Participation of Elderly People in Japan: The Analysis in terms of the Relationship between Reflexive Modernization and Individualization

## 14:50 - 15:00 中場休息

## 15:00 - 17:30 工作坊

LTTC 素養導向評量工作坊 E602	數位暨創意教學工作坊 E603	USR 評量工作坊 E604
<b>題目：</b> The Competency-based Approach to Language Assessment <b>金韶、趙家珊、李乃欣</b> LTTC 語言訓練測驗中心講師 <b>主持人：</b> <b>吳若蕙博士</b> LTTC 語言訓練測驗中心研發長	<b>題目：</b> Digital and Creative Teaching <b>林豪鏞教授</b> 臺南大學數位學習科技系主任 <b>主持人：</b> <b>吳文琪博士</b> 亞洲大學外國語言學系特聘教授	<b>題目：</b> Measurement to positive impact in USR projects <b>Valerie HOLTON 博士</b> 東海大學管理學院客座助理教授 <b>主持人：</b> <b>James E. HINTERLONG 博士</b> 東海大學管理學院客座教授

# ITAC 2020 Programme



Venue : 13F, 6F, E Building, STUST






Date : October 30, 2020



Time : 9:30~17:30

Location	Time	Event / Speakers		
E13F	08:20 - 15:30	<b>REGISTRATION</b>		
E13F	09:30 - 09:50	<b>Opening Remark</b> <b>Dr. Deng-Maw LU</b> (President, STUST) <b>Dr. Jessica WU</b> (Program Director, R&D Office of the Language Training and Testing Center)		
E13F	09:50 - 10:40	<b>Plenary 1</b> <b>Dr. Jessica WU</b> (Program Director, R&D Office of the Language Training and Testing Center) <b>Topic:</b> Redirecting Assessment to Support Effective Learning <b>Moderator:</b> Prof. Da-Fu HUANG (Dean, College of Humanities and Social Sciences, STUST)		
E13F	10:40 - 11:00	<b>Break</b>		
E13F	11:00 - 11:50	<b>Plenary 2</b> <b>Dr. Ming-Chuan HSIEH</b> (Research Fellow, National Academy for Educational Research) <b>Topic:</b> A Literacy Based Approach on Educational Leadership Innovation Assessment <b>Moderator:</b> Dr. Wei-Wen CHANG (Professor, Graduate Institute of International Human Resource Development, National Taiwan Normal University)		
E13F	11:50 - 13:00	<b>Lunch Break</b>		
E13F	11:50 - 13:00	<b>Poster Session</b>		
E13F E6F	13:00 - 13:50	<b>Invited Speech Sessions</b>		
		<b>E13F Hall</b>	<b>E603</b>	<b>E604</b>
		<b>Title:</b> Using Content-Creating Projects to Promote Taiwan through Technology  <b>Dr. Hui-Chin YEH</b> (Distinguished Professor & Associate Dean, College of Humanities and Applied Science, National Yunlin University of Science and Technology)  <b>Moderator:</b> <b>Prof. Yuan-Shan CHEN</b> (Chairperson, Department of Applied English, National Chin-Yi University of Technology)	<b>Title:</b> Learning Issues in Adult Education: Implications from Neuroscience  <b>Dr. Wei-Wen Vera CHANG</b> (Professor, Graduate Institute of International Human Resource Development, National Taiwan Normal University)  <b>Moderator:</b> <b>Dr. Ming-Chuan HSIEH</b> (Research Fellow, National Academy for Educational Research)	<b>Title:</b> Preparing the 21st Century Workforce for an Aging Society: Principles and Possibilities  <b>Dr. James E. HINTERLONG</b> (Visiting Professor, College of Management, Tunghai University)  <b>Moderator:</b> <b>Dr. Valerie HOLTON</b> (Visiting Assistant Professor, College of Management, Tunghai University)
	13:50 - 14:00	<b>Break</b>		

# ITAC 2020 Programme

 **Venue :** 13F, 6F, E Building, STUST  
 **Date :** October 30, 2020  
 **Time :** 9:30~17:30

14:00-14:50 Oral Presentation Session				
E1305	E1304	E602	E603	E604
<b>Track 1:</b> <b>Moderator:</b> <b>Dr. Hui-Chin YEH</b> (Distinguished Professor & Associate Dean, College of Humanities and Applied Science, National Yunlin University of Science and Technology)	<b>Track 1:</b> <b>Moderator:</b> <b>Prof. Yuan-Shan CHEN</b> (Chairperson, Department of Applied English, National Chin-Yi University of Technology)	<b>Track 2:</b> <b>Moderator:</b> <b>Dr. Ming-Chuan HSIEH</b> (Research Fellow, National Academy for Educational Research)	<b>Track 2:</b> <b>Moderator:</b> <b>Dr. Wei-Wen CHANG</b> (Professor, Graduate Institute of International Human Resource Development, National Taiwan Normal University)	<b>Track 3:</b> <b>Moderator:</b> <b>Dr. Shyh-Dye LEE</b> (Deputy Superintendent, Fu Jen Catholic University Hospital)
<b>Hui-Ping Claudia LIN &amp; Yu-Chih Doris SHIH</b> Senior High School Teachers' Beliefs about the Integration of Technology in English Education in Taiwan	<b>Hsin-Yi HUANG &amp; Ming-Lung YANG</b> The Effectiveness of Focused Instruction on Formulaic Sequences in Improving Academic Presentations of EFL Learners with Engineering Majors	<b>Ting-I LEE</b> Curriculum Design for Stimulating Active Learning in Higher Education of Agriculture	<b>Mei-Jiun LIN</b> Exploring the Core Literacy of University Students in General Education: From the Perspective of Institutional Research	<b>Ya-Li WANG, Ching-Ju CHIU &amp; Chia-Ming CHANG</b> Expert validation of Self-Screening Instrument for Geriatric Health in Taiwan (SIGHT)
<b>Liang-Mei KUO &amp; Shu-Fang LUO</b> Teaching Practice Results and Technology Application in English Multimedia Briefing	<b>I-Chen CHEN &amp; Ho-Yen WANG</b> Implementing Formative and Summative Assessment in a Blended Learning Course	<b>Yijun CHEN, Yurong CHEN &amp; Shue YANG</b> The Influence of Children Who Play Computer Games on Their Social Behaviors	<b>Cheau-Jane PENG</b> Introducing Interactive Response System to Improve the Effectiveness of Classroom Teaching and Learning	<b>Ying-Chin LU &amp; Hui-Chuan WEI</b> Senior Education Program Teaching Strategy in Community to prevention of Disability: The effectiveness evaluation of the 123 Instructional Design Model
<b>Yuen-Jean Jeanie MAO</b> The Adventures of Delivering General English Course via Microsoft Teams® under COVID-19	<b>Mei-Yi SHEN &amp; Shu-Chuan LEE</b> Supporting heritage language learning at home through picture books	<b>Yu Jou WEN, Lo Yi CHEN &amp; Jia Ling LUO</b> The Invisible tension of Speaking out or not: The Psychological process of Novice Leader and Members during Silence in the Group Counseling	<b>Yu-Hsi YUAN</b> The study of critical thinking test items quality check and ability analysis for undergraduates	<b>Satoshi KUWAZAWA</b> The Appearance of the 8050 Problem and the Possibility of Social Participation of Elderly People in Japan: The Analysis in terms of the Relationship between Reflexive Modernization and Individualization
14:50 - 15:00 Break				
15:00 - 17:30 Workshop				
LTTC Workshop Location: E602	Digital & Creative Teaching Workshop Location: E603		USR Assessment Workshop Location: E604	
<b>Title:</b> The Competency-based Approach to Language Assessment  <b>Joyce CHIN, Ingrid CHAO, Nai-Hsin LI</b> (Lecturers, the Language Training and Testing Center)  <b>Moderator:</b> <b>Dr. Jessica WU</b> (Program Director, the Language Training and Testing Center)	<b>Title:</b> Digital and Creative Teaching  <b>Prof. Hao-Chiang Koong LIN</b> (Chairperson, Department of Information and Learning Technology, National University of Tainan)  <b>Moderator:</b> <b>Dr. Wen-Chi WU</b> (Distinguished Professor, Department of Foreign Language & Literature, Asia University)		<b>Title:</b> Measurement to positive impact in USR projects  <b>Dr. Valerie HOLTON</b> (Visiting Assistant Professor, College of Management, Tunghai University)  <b>Moderator:</b> <b>Dr. James E. HINTERLONG</b> (Visiting Professor, College of Management, Tunghai University)	



# Plenary 1



**講者: 吳若蕙博士**

財團法人語言訓練測驗中心  
(LTTC) 研發長

Email: jw@lttc.ntu.edu.tw

Jessica R. W. Wu holds a PhD in Language Testing. She has been deeply involved in the research and validation of the GEPT, the most widely used English language test in Taiwan. She also serves as an adviser to the government on the development and administration of L1 tests. She has published numerous articles and book chapters in the field of language testing and has presented her work at conferences around the world. Most recently, she co-edited (with Cyril Weir) *English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts*, which was published by Routledge in 2019. She is the immediate past president of the Asian Association for Language Assessment (AALA) and an Individual Expert Member of the Association of Language Testers in Europe (ALTE).

## 大會專題講座(一)

### 評量的新視界：促進有效學習

Redirecting Assessment to Support Effective Learning

#### 中文摘要

此次研討會主題為「創新教學與評量」，正呼應了近年來臺灣教育在課綱及相關政策的變動。在政府積極推動雙語國家政策以及 108 素養導向新課綱之際，我們在教學及評量也應做積極的改變及創新。尤其素養導向新課綱強調「以學習者為中心」，更促使我們重新思考評量與學習的關係。我們應跳脫傳統框架，除了將評量視為程度把關及評鑑學習成效的工具外，更應積極地思考如何以評量來促進有效學習。

此演講將以兩個例子來具體呈現評量如何能提升學習成效。首先，我們將以「全民英檢」為例，呈現一個高利害關係的標準化測驗可如何提升學習者自主學習的能力。此外，再以「英語閱讀素養聯盟」線上課程為例，呈現如何以語言評量及科技的跨域合作，來推動英語學習者素養閱讀能力之發展。

「全民英檢」是專為臺灣學習者量身打造的英語能力測驗。因應素養導向新課綱的推行，「全民英檢」除了將於 2021 年起調整題型之外，也以「學習導向評量」的精神，推出了「GEPT 聽診室」的服務。「GEPT 聽診室」將提供每一位應試者診斷式說明，包含該次測驗結果強弱項分析（回饋）及精進未來學習的具體建議（前饋）。此項變革呼應了新課綱中強調自主學習的理念，而實證研究也顯示該項新服務確實能提升學習成效。

「英語閱讀素養聯盟」旨在透過趣味性線上學習情境，由評量促進學習的設計方式，幫助各階段的學習者培養英語閱讀素養。課程依不同程度的英語學習者（初級、中級與中高級）發展具素養精神的「閱讀題組」，評量設計多元，並著重不同認知層次的思考能力。同時亦提供學習者多媒體的學習回饋及定期評估學習表現與進步情況。使用者回饋顯示此課程的內容及設計有助於提升學習動機，並藉由參與評量的過程深化素養閱讀能力之發展。

這兩個實例展示了測驗評量只要設計得當是可達促進學習之效。所有教師、學校行政者、教育政策制定者及測驗單位應同心協力將評量的目的重新定位並以促進有效學習為目標。

# Plenary 1

## Redirecting Assessment to Support Effective Learning

Jessica WU  
The Language Training and Testing Center

### ENGLISH ABSTRACT

The conference theme of innovative teaching and assessment is timely and relevant as we can no longer continue the teaching and assessment practice with which we are familiar if we are to meet the emerging challenges resulting from the education policy recently implemented in Taiwan. Such challenges include the competency-driven curriculum and the pedagogy of Content and Language Integrated Learning (CLIL) in the 12-year basic school education. As our education systems look to adapt in order to enhance learning efficacy, we need to reconsider our conventional way of using testing mainly for gatekeeping and accountability purposes. We need to stop perceiving testing as a necessary evil, justifying our test-oriented practice in the name of desired improvements in learning and teaching. Urgently, we need to think outside the box and explore alternative approaches to testing in order to support effective learning.

This paper presents two cases which adopted alternative approaches to testing and assessment in order to improve learning effectiveness. The first case is the reform of the General English Proficiency Test (GEPT) to be implemented in 2021, and the second case is the development of CLIL assessment for elementary education in Taipei.

The GEPT is a high-stakes test tailored to learners of English in Taiwan. The GEPT reform features a new score-reporting practice based on the concept of learning-oriented assessment, which aims to support self-directed learning, an intended educational goal stated in the new competency-driven curriculum. In addition to scores, the new practice provides each test taker with individual diagnostic feedback identifying strengths and weaknesses and feedforward offering guidance on how to improve. Empirical evidence suggests that this innovation in the GEPT can be used to enhance learning.

The CLIL assessment was originally to be used for summative purposes for the sake of accountability. Given the diversity of CLIL models and practices among schools and the difficulties young learners experience in learning content through English, the assessment became classroom-based, serving formative purposes. The key features of the assessment and its usefulness as perceived by stakeholders are presented in the paper. This case also demonstrates how tension between accountability and learning could be solved by blending formative and summative assessment in the CLIL assessment project.

Recalling that Thomas Edison once said, 'There's a way to do it better. Find it,' these two cases present the way in which testing and assessment can be designed not only to evaluate learners' abilities but also to facilitate their learning. The talk concludes by urging teachers, policy-makers, and testers to redirect assessment practice to support more effective learning.

# Plenary 2



**講者：謝名娟博士**

國家教育研究院研究員

Email:

mhsieh@mail.naer.edu.tw

謝名娟博士為國家教育研究院測驗及評量中心研究員，她於2007年在美國愛荷華大學取得測驗統計博士學位，並曾於美國測驗評量公司擔任心理計量師職位，返國後主要的研究為多元評量、素養導向的評量模式，並以現代測驗理論來評估測驗的信效度。最近的研究專注於心理計量模式在創新評量模式的應用，尤其著重於評分者評分偏誤與高風險測驗對於政策制定的影響。

## 大會專題講座(二)

### 素養導向之教育領導創新評量模式

A Literacy Based Approach on Educational Leadership Innovation Assessment

#### 中文摘要

校長為學校領導的靈魂人物，國家教育研究院為現有中小學校長培訓的重鎮，在現有的儲訓課程設計中，則針對校長必備的職能進行規劃。本演講先從國際評量、十二年課綱、到國家考試的趨勢來講述何謂素養導向評量的精神與模式。另舉出在學校領導人才的培訓模式中，如何透過發展多元評量，包括小組討論的案例分析、校長模擬面試、校園危機發言、模擬親師演練、到情境化的紙筆評量來完整評估儲訓校長的職能與學習歷程，並探討這些評量模式信效度評估。希冀透過分享本研究結果，幫助其他創新領導人才的實務應用。

關鍵詞：教育領導人才、素養導向評量、創新模式

#### ENGLISH ABSTRACT

School Principals are the main leaders of schools. The National Academy for Educational Research is the main place for training pre-service principals. This presentation will illustrate the trend of literacy-oriented assessment from the perspective of international assessment, 12-year-basic education curriculum, and national assessment. Different assessment center approaches, including case study, group discussion, face-to-face interview, one to one role play, in-basket exercise, oral presentation, scenario paper-pencil test, were designed to evaluate the pre-service principals' learning process. Issues of reliability and validity for these assessment models will be discussed. Through the whole developing process, the relevant research results can help the practical applications, and the concept of literacy based assessment approach can also be spread out to other innovation leadership communities.

**Keywords:** Principals leadership; Literacy-based Assessment, Innovation Model



# Invited Speech 1

## 大會邀請演講(一)

### Using content-creating projects to promote Taiwan through technologies

#### 中文摘要

從傳統讀寫教育到多模態教學的轉變已吸引了許多研究人員的關注，而多模態教學主要的目的在於讓學生使用各種模式來表達與溝通。目前文獻顯示數位新興科技可以讓學生使用多元模式來表達所學知識對他們的學習產生了很大的影響，也因此翻轉了傳統的語言教學。由於傳統的讀寫教育實踐，強調語文上的學習，卻常忽略了產出（說和寫）及接受（聽與讀）技能，這也使得學生在這兩種能力上的缺乏。本分享將充分利用 YouTube, AR 或 VR 等各項新興科技技術讓學習用英語來推廣台灣文化，同時增強學生對自身台灣文化的學習，藉以將台灣行銷至世界。參加者是來自台灣中部一所大學內英語為外國語的大學生，他們參與並修習一個學期（18 週）的多媒體英語必修課程。研究結果顯示，學生透過上述科技工具的學習，學會如何用適當的英語表達自身文化，藉此機會，學生可反覆地修改自己所做的與文化相關成品，並能與其他不同文化語言背景的觀賞者做交流，以達到優化學習成果。此外，在此分享當中，我們將討論英語教師在嘗試多模態教學的學習歷程，結果顯示，多模態融入教學不但能鼓勵學生們參與多元學習，並能發展他們多元語言素養。

#### 講者：葉惠菁特聘教授

雲林科技大學人文與科學學院副院長

Email: hyeh@gemail.yuntech.edu.tw

Hui-Chin Yeh is currently a Distinguished Professor and Associate Dean in College Humanities and Applied Science at National Yunlin University of Science and Technology in Taiwan. Her research interests center on EFL teacher education and computer-assisted language learning. She received distinguished young scholar awards from the Ministry of Science and Technology in 2011 and 2017, a 2016 Yunduo award in teaching and mentoring, a 2014 research excellence award, a 2011 excellent mentor award, and a 2010 Teaching Excellence Award from her university. Her Multimedia English course has been certified as a quality e-learning course from the Ministry of Education of Taiwan. In addition, in recognition of several different language systems developed, five patent achievements were honored with the TWPatentDB. She hopes her efforts in different aspects can contribute to academia.

# Invited Speech 1

## Using content-creating projects to promote Taiwan through technologies

Hui-Chin YEH

Distinguished Professor & Associate Dean, College of Humanities and Applied Science,  
National Yunlin University of Science and Technology

### ENGLISH ABSTRACT

The paradigm shift from traditional literacy practices to multiliteracies has attracted the attention of researchers, with the aim of engaging learners in using various modes to express communicative intent. Research indicates that the means of multimodal forms for students to consume and produce knowledge are largely propelled by the affordances of digital technology, which consequently alters the approaches in curriculum and pedagogy. However, the integration of multimodality has resulted in great resistance and difficulty in adaptation, particularly in English as a Foreign Language (EFL) contexts due to traditional literacy educational practices, which has emphasized the enhancement of linguistic aspects of learning, leading to fragmental productive and receptive skills. This presentation will report on different projects which engaged students in using different technologies such as Youtube, AR, or VR to create content directed at promoting Taiwan, while at the same time, enhance their intracultural learning. The participants are advanced EFL undergraduate students undertaking Multimedia English for one-semester (18 weeks) at a university in central Taiwan. The findings from these projects showed that students learned how to present their local culture in appropriate English through the affordances of technological tools as well as took ownership of their learning outcomes as they repeatedly revised their works to reach out to viewers across different cultures and linguistic backgrounds. This presentation will also discuss pedagogical implications for language teachers as they attempt to interweave affordances that would allow students to engage in the creation of multimodal artifacts aimed at developing their multiliterary skills.



# Invited Speech 2

## 大會邀請演講(二)

### 成人教育中的學習議題：腦神經科學的啟發

#### Learning Issues in Adult Education: Implications from Neuroscience

##### 中文摘要

科技的進步促進了神經科學的發展，人們可以藉由腦造影的技術，更深入地探討學習的歷程，並瞭解成人的教育。本研究以跨領域的視角，結合近期認知神經科學的發現：神經可塑性、鏡像神經元、和神經自動性等，來討論成人教育中的三項學習議題：經驗學習、社會學習、及改變學習。

首先，在經驗學習和神經可塑性方面，科學研究證明了經驗與神經結構之間的關連性。研究發現即使在成年時期，外部重複的經驗會影響大腦相應區域的變化，確立了外在學習與內在神經結構之間的關係。其次，在社會學習和鏡像神經元方面，社會學習理論指出人們透過榜樣來學習行為，而鏡像神經元的發現為社會學習提供了生理的基礎，有助於解釋人們是如何模仿並產生同理。它呈現出廣泛學習網絡的存在，每個人都是相互聯繫並相互影響的。最後，在改變的學習方面，科學研究發現了神經自動性能協助人們理解改變的歷程。重複的經驗會增加神經元的自動性，讓人們能更有效也更省力地回應環境。但相對的，穩定的框架也可能成為改變的障礙，形成抗拒。這些發現幫助成人學習者與教育者更瞭解改變過程中的挑戰。

神經科學的研究有助於開拓人們對教育議題的理解。在未來，教育和神經科學之間的應有更多跨領域的合作，讓我們對成人的學習和發展有更豐富的認識。



##### 講者：張煒雯博士

臺灣師範大學國際人力資源發展  
研究所教授

Email: changw@ntnu.edu.tw

張煒雯教授現任職於國立臺灣師範大學國際人力資源發展研究所。主要專長為成人教育、人力資源發展、與跨文化溝通。她於美國威斯康辛大學取得繼續與職業教育博士。曾擔任教育部數位學習教材與課程認證審查委員、行政院勞動部職能導向課程品質認證審查委員、及行政院勞動部國家人力創新獎評審委員，並擔任國際學術刊物 *Adult Education Quarterly*, *International Journal of Intercultural Relations*, *Human Resource Development Review*, *Human Resource Development International* 等期刊之審查委員。

# Invited Speech 2

## Learning Issues in Adult Education: Implications from Neuroscience

Wei-Wen CHANG

Graduate Institute of International Human Resource Development  
National Taiwan Normal University

### ENGLISH ABSTRACT

Recent technological development has encouraged more neuroimaging studies that help portray the characteristics of adult learners. Through an interdisciplinary perspective, this session discusses three learning issues in adult education—experiential learning, social learning, and learning for change-- with information from recent cognitive neuroscience, including neuroplasticity, mirror neurons, and neural automaticity (Chang, 2017a).

#### **Experiential learning and Neuroplasticity**

Experience plays a fundamental role for adult learning. The experiential learning model contains four components: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb 2015). In accordance with the idea of experiential learning, the scientific studies demonstrate the association between experience, learning, and neural change (Maguire et al., 2000). In contrast to the traditional view that adult brains are stable and fixed, new evidence shows that external repeated experiences affect the shape of corresponding brain areas and contribute to mastery, even in adulthood (Gage, 2004). Studies in neuroscience have identified the association between learning experience and structural change in corresponding brain areas.

#### **Social learning and Mirror neurons**

Learning involves a cognitive process that takes place in a social context. Bandura (1971) indicated that people learned certain behaviors through the influence of example. The detection of mirror neurons has helped provide additional biological information regarding how social learning takes place. It helps explain how people learn through mimicry and why people can empathize with each other. The mirroring mechanism can activate the same brain cells whether by first person execution or third person observation of an action. Mirror neurons provide biological support for social learning theory. However, it not only explains how we learn from others but also reveals an extensive learning network in which everyone is connected and has influence on each other. This has important implications for workplace learning in organizations.

#### **Learning for change and Neural automaticity**

Behaviors and thinking patterns are an accumulation of lessons that are learned from daily events and experiences. When a person again encounters a familiar situation, the previously built cognitive framework are retrieved. As similar experiences accumulate, the existing framework becomes more organized and stable. Recent scientific studies show that repeated experiences and behaviors increase neuron automaticity, thus requiring less reasoning and mental effort. According to the law of least effort, people try to use the least effort necessary to reach the same

# Invited Speech 2

goal (Kahneman, 2011). However, during adulthood, people often encounter new challenges that cannot be solved by the existing framework, and they need to adjust and change. In many instances, these existing and stable frameworks may become an obstacle to making new changes. Even people attempt to make changes, but the neural automaticity may lead them unconsciously shift back to the habitual behaviors (Chang, 2017b). Such biological nature helps explain the struggles and difficulties during the change process.

In the future, the collaboration between education and neuroscience will continue to help enrich the understanding of adult learning and development.

## References

- Bandura, A. (1971) *Social learning theory*. New York: General Learning Press.
- Chang, W-W. (2017a). The cognitive aspect of adult learners from neuroscience. In A. Knox, S. C. O. Conceio, and L. G. Martin (Eds.) *Mapping the Field of Adult and Continuing Education: An International Compendium*. (Volume 1, Chapter 8). Sterling, VA. USA: Stylus publishing & American Association for Adult and Continuing Education (AAACE). [Book Chapter]
- Chang, W-W. (2017b). Approaches for developing intercultural competence: An extended learning model with implications from cultural neuroscience. *Human Resource Development Review*, 16(2), 158-175.
- Gage, F. H. (2004). Structural plasticity of the adult brain. *Dialogues in Clinical Neuroscience*, 6(2), 135-141.
- Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. New Jersey: Pearson Education.
- Maguire, E. A, Gadian, D. G., Johnsrude, I. S., Good, C. D., Ashburner, J., Frackowiak, R. S. J., & Frith, C. D. (2000). Navigation-related structural change in the hippocampi of taxi drivers. *Proceedings of the National Academy of Sciences of the United States of America* 97, 4398–4403.

# Invited Speech 3



**講者: Dr. James E.**

**HINTERLONG**

東海大學管理學院客座教授

Email: [jhinterlong@thu.edu.tw](mailto:jhinterlong@thu.edu.tw)

Jim Hinterlong, Ph.D. is a visiting professor at Tunghai University. Previously, he was professor in the Institute of Community Health Care and the International Health Program at National Yang-Ming University (NYMU), Taiwan. Before coming to Taiwan, he was dean and professor at Virginia Commonwealth University, one of the largest public research universities in the United States. He previously served on the faculty, and as doctoral program director and associate dean for research at the Florida State University.

More about Dr. HINTERLONG



## 大會邀請演講(三)

### Preparing the 21st Century Workforce for an Aging Society: Principles and Possibilities

Aging societies need effective strategies for attracting, educating and supporting a workforce prepared to support older adults, their families and care providers. This challenge extends beyond health care and into every aspect of economic, social and civic life. Higher education can play a key role in these efforts. This presentation will highlight how universities and organizations in the United States have tried to prepare students and leaders in the field of aging. From competencies to curricular and co-curricular initiatives, academic programs have created opportunities for students at all levels, faculty members, and administrators to better understand the possibilities and challenges associated with longer lives and aging populations. Particular attention will be given to the work supported by two private foundations. The John A. Hartford Foundation invested over USD\$400M in student, faculty and leadership development programs across the country over two decades in health and health-related professions (i.e., social work, nursing and medicine). The Atlantic Philanthropies funded complementary efforts to promote civic engagement among older adults by engaging colleges and universities, as well as public and private funders, professional and research organizations to envision and pursue innovative programs and policies.

Participants will learn about the principles, goals and impacts of these initiatives, and how they were designed to promote greater interest and enrollment in aging-related academic programs and professional careers. Using social work as the focus, we will review the creation of core and specialized aging-related competencies for undergraduate and graduate students, and consider how they were used to design classroom and internship (community-based) learning opportunities. We will review the impacts on student engagement and learning. We will consider the implications of competency-based education for assessment, pedagogy and curricular design, including stand-alone and diffused models, and interdisciplinary and multi-institutional collaboration. Participants will gain an understanding of key challenges for university planning and implementation.



# 口頭論文發表摘要 Oral Presentation



# ITAC 2020

## 語言教育與評量場次

### Track 1: 語言教育與評量 口頭論文發表

#### ● 語言教育與評量場次一 (E1305)

主題	作者 / 單位
1. Senior High School Teachers' Beliefs about the Integration of Technology in English Education in Taiwan	林惠苹 / 輔仁大學英國語文學系研究生 施佑芝 / 輔仁大學英國語文學系副教授
2. Teaching Practice Results and Technology Application in English Multimedia Briefing	郭良梅 / 台南應用科技大學應用英語系講師 羅淑芳 / 台南應用科技大學企業管理系副教授
3. The Adventures of Delivering General English Course via Microsoft Teams® under COVID-19	毛元臻 / 亞洲大學外國語文學系助理教授

#### ● 語言教育與評量場次二 (E1304)

主題	作者
4. The Effectiveness of Focused Instruction on Formulaic Sequences in Improving Academic Presentations of EFL Learners with Engineering Majors	黃馨儀 / 南臺科技大學語言中心助理教授 楊明倫 / 南臺科技大學應用英語系助理教授
5. Implementing Formative and Summative Assessment in a Blended Learning Course	陳怡真 / 南臺科技大學應用英語系副教授 王鶴巖 / 南臺科技大學應用英語系教授
6. Supporting heritage language learning at home through picture books	沈玫宜 / 南臺科技大學幼兒保育系助理教授 李淑娟 / 樹人醫護管理專科學校助理教授

## Senior High School Teachers' Beliefs about the Integration of Technology in English Education in Taiwan

Hui-Ping Claudia Lin (林惠萍) & Yu-Chih Doris Shih (施佑芝)

*Fu Jen Catholic University*

### ABSTRACT

Nowadays, people in the 21st century need to use technologies in education to encourage learner motivation. Many schools in Taiwan are providing a variety of modern equipment, such as tablets, computers, interactive whiteboards, and enhancing Internet connectivity as well. Moreover, the integration of technology in the classroom plays a crucial role to increase the effectiveness of the teaching and learning process, and beliefs of the instructors are considered as a major influencing element in plenty of aspects of education. Therefore, this study aims to find out how do teachers' beliefs about the value of technologies affect their use of technologies in the classrooms and to explain the reasons behind different integration among teachers in Taiwan's educational environment. After the literature reviews on the previous studies on teacher's belief in technology use and integration, technology literacy, and the Unified theory of acceptance and use of technology (UTAUT), this study intends to collect data from senior high school English teachers through a questionnaire (*Teachers' Beliefs and Technology Integration Questionnaire*) and interviews. The data will be analyzed by Pearson Product Moment correlation, independent t-test, one-way ANOVA, and content analysis. A small pilot study has been done first with five senior high school English teachers in New Taipei City, Taiwan. Some suggestions are given from the participants to further update the question items in the questionnaire. Also, a Spearman's rank-order correlation is applied to determine the relationship between these five teachers' beliefs and their technology integration. There was no correlation between these two factors, ( $rs(3) = .100, p = .873$ ). As for the teachers' technology usage and confidence of using technology, likewise, the pilot study result shows no correlation between these two factors, ( $rs(3) = .600, p = .285$ ). The statistical insignificance is highly likely because of the low number of data collected. Therefore, a larger study is to be conducted with a larger number of research participants. The results and implications will be shared in this paper.

**Keywords:** High school English education; teachers' beliefs; technology integration

## Teaching Practice Results and Technology Application in English Multimedia Briefing

Liang-Mei Kuo (郭良梅)<sup>1</sup> & Shu-Fang Luo (羅淑芳)<sup>2\*</sup>

<sup>1</sup>*Department of Applied English, Tainan University of Technology*

<sup>2</sup>*Department of Business Administration, Tainan University of Technology*

### ABSTRACT

How to make students learn English words well, let students not scare of speaking English, and let English be their future career competitiveness tool-these are the teaching goals. In order to let students learn KK phonetic symbols and American Phonics efficiently, the teacher has edited a book, used interesting ways, and taught the students many phonetic tips. Finally, students learn English words easily and speaking English confidently. Incorporating the course English Multimedia Briefing with Action Research and Service Learning can solve many problems while teaching. This class asks the students to teach their families KK phonetic symbols or American Phonics. After that, they make a film with editing software-Xiaoying or PowerDirector. The innovative contents can improve the learning effectiveness and inspire students' interest in learning English.

**Keywords:** Multimedia, Briefing, KK Phonetic Symbols, Learning Practice Result, Technology Application

\*corresponding author

## The Adventures of Delivering General English Course via Microsoft Teams® under COVID-19

Yuen-Jean Jeanie Mao (毛元臻)  
*Asia University*

### ABSTRACT

The outbreak of COVID-19 examined worldwide teachers' and students' readiness of using Information and Communications Technology (ICT) in education, including those from universities in Taiwan. Among the various communication systems like Zoom, Google Meet and Webex, which merged for delivering synchronous online courses then, the university where the author teaches recommended Microsoft Teams® (MS Teams). This paper aims to review course assignments the author designed and introduced in General English Course offered through MS Teams and to trace students' learning outcome documented on this platform. Participants of this semi-distance<sup>1</sup> course were 81 university freshmen, and most of them had taken the same instructor's high-intermediate GE course the previous semester. The author plans to share some first-hand feedback about experimenting Apps on MS Teams platform for English language teaching/learning with EFL educators and the benefits of implementing MS Teams for distance learning. Because MS Teams was introduced in 2017, there has not been plenty of literature on its application in tertiary education. The author managed to find three related researches (Davidson et al., 2018; Buchal and Songsore, 2019; Chang, 2020) after deploying MS Teams in class; thus, the lack of previous studies has turned this EFL course a series of adventures for both the instructor and students. Though the author survived 108-2 semester and successfully collected assignments through MS Teams, students' learning outcome of this GE course exemplifies that ICT readiness remains crucial behind the success of ubiquitous learning. Not every instructor and student was prepared for distance learning when COVID-19 derailed their original teaching/learning plans. If the university administrative had provided adequate training before semester began, the toolbox enabled by MS Teams could have been better utilized in this EFL course. As a result, the author's original plan of using MS Teams as an Interactive Response System (IRS) was less successful than expected while some logged on students were idle. MS Teams can indeed be handy for students and manageable for instructors if all devices are connected to the platform, but unfortunately this was not usually the case, at least in author's first attempt.

**Keywords:** MS Teams; distance learning; ubiquitous learning; EFL

---

<sup>1</sup> The author regards this GE course as a semi-distance course because class meetings resumed in early May and a great portion of language practices was conducted in classroom afterwards.

## The Effectiveness of Focused Instruction on Formulaic Sequences in Improving Academic Presentations of EFL Learners with Engineering Majors

Hsin-Yi Huang (黃馨儀)<sup>1</sup> & Ming-Lung Yang (楊明倫)<sup>2</sup>

<sup>1</sup>*The Language Center, Southern Taiwanese University of Science and Technology*

<sup>2</sup>*Department of Applied English, Southern Taiwanese University of Science and Technology*

### ABSTRACT

Formulaic language is pervasive in native speakers' speech and it has been found that English language users usually don't process language word by word. Instead, they make use of formulaic sequences (FS) (Hatami, 2015). Moreover, native or proficient English speakers know a great number of FS so that they can readily integrate in their own language repertoire. Given the significant role of FS in enhancing fluent language production, FS need to be emphasized and taught in the language classroom. Hence, the current study aims to investigate the effects of teaching and learning of FS on students' oral presentations and seeks to answer the following three questions: 1) Will the participants' receive better scores from the judges for the presentations produced after the training period? 2) Will the participants' use more FS in their oral presentations after the training period? 3) Will the increase in the use of the target FS be associated with the judges' evaluation scores?

The participants were 37 college juniors with engineering majors from an advanced English expression course in a southern Taiwan university of technology. Each participant was asked to do a two to three minutes presentation in the first two weeks of the 18 week course before the intervention, serving as the pre-test of the study. The instructor met them two hours per week and explicitly taught them commonly used FS in oral presentation with examples to raise their awareness of the particular form and help them notice how FS were used in the context of English presentations. Later, they were asked to memorize and practice using the FS in their own presentations. In the last 3 weeks of the semester, each participant gave a two to three minutes presentation serving as the post-test. All the presentations were both video and audio recorded and then transcribed for further analysis. FS were identified based on two researchers' expertise as well as guided by the frequently used FS taught in classes. The results of the study demonstrated the effectiveness of the focused instruction of FS in improving the quality of EFL learners' English presentations by increasingly utilizing this language phenomenon in their oral productions. Namely, the findings from the paired-sample *t*-tests tests indicate that the explicit instruction in the training period led to a statistically significant gain in use of the target FS in the posttest as opposed to the pretest. Furthermore, because all the participants demonstrated increasing and accurate use of FS in real-time performances in their posttests, it is suggested that not only had they memorized those FS but also these target FS taught in the training period had been internalized in their linguistic repertoires. The current study has empirically demonstrated that EFL learners who made good use of these presentation-specific FS in their presentations did make their speeches more engaging and easier to follow.

**Keywords:** formulaic sequences, academic presentations, EFL learners with engineering majors



## Implementing Formative and Summative Assessment in a Blended Learning Course

I-Chen Chen (陳怡真) & Ho-Yen Wang (王鶴巖)

*Department of Applied English, Southern Taiwanese University of Science and Technology*

### ABSTRACT

This study aimed to investigate college students' perceptions of formative and summative assessment in a blended learning course. Participants were 33 English majors enrolled in a freshmen writing course. In addition to regular face-to-face learning each week, students were required to complete a MOOC (Massive Open Online Course) – English Paragraph Writing – during the semester. The formative assessment in this writing course included in-class and online exercises, multiple drafts of students' writings, teacher's and students' evaluation of writings. The summative assessment was a final exam that tested students' abilities in combining sentences, correcting errors, and writing an English composition. The research instrument was a questionnaire designed to explore participants' views of formative and summative assessment in the blended English writing course. The results showed that students perceived some formative assessment activities, like practicing sentence patterns, correcting sentences, and revising writing after discussing with the teachers, to be useful in developing their writing abilities. Students reported that online brainstorming exercises helped them organize ideas and write English compositions in class. The online assessment quizzes could also help students become aware of their strengths and weaknesses in learning writing. The findings suggest that teachers can integrate formative assessment and summative assessment to support students' writing development and monitor students' learning progress.

**Keywords:** blended learning, English writing, formative assessment, summative assessment

## Supporting Heritage Language Learning at Home Through Picture Books

Mei-Yi Shen (沈玫宜)<sup>1\*</sup> & Shu-Chuan Lee (李淑娟)<sup>2</sup>

<sup>1</sup>*Southern Taiwan University of Science and Technology*

<sup>2</sup>*Shu-Zen Junior College of Medicine and Management*

### ABSTRACT

Under the globalization trend, there is over one hundred and forty thousands of new immigrants from Southeast Asia, getting married with Taiwanese men since 1990s, especially these ladies from the Vietnam and the Indonesia.

Research has approved that learning mother's native language will help to build up parent-child relationship, and their ethnicity and cultural identity would increase as well. However, in most situation, these immigrants were despised by the community and even their spouse and his family members, treating them as outsiders. In this situation, these mother turn to avoid teach their mother tongue language to their children. Besides, with limited education training, these immigrant mothers don't know how to teach their children properly, and believe that learning the local language (Mandarin or Taiwanese) or international language (English) is rather important than pass on her heritage language to her own children.

Due to the fact, this study presents the distinct feature of a set of heritage language picture books for new immigrant family who has children under six years old in Taiwan. The storybooks were translated into Vietnam and the Indonesia, and made into a dual language version. It is aim to developing an easy reading material for these immigrant mothers to teach their language in a fun and interactive way. Five features of this set of picture books are: 1. All the content related to children's daily life experience, (ex: eating, greeting, numbers, color, etc.) 2. Subject content has proper sequence and make steady progress. 3. Sentences encourage more interaction and dialogue. 4. Repeating sentences and predictable. 5. These is a play activity at the end of each book.

The most significant purpose of this set of picture book is to empower the new immigrant parents, to help them realized they had great influence on their children's learning. They are not just being a parent, but a significant "teacher" to their children. Furthermore, the ultimate intention is to encourage the children learn to appreciate their parents' culture and their heritage language.

**Keywords:** New immigrant; children' picture book; Taiwan; Vietnam, Indonesia

Track 2: 教育經營  
口頭論文發表

● 教育經營場次一 (E602)

主題	作者 / 單位
1. Curriculum Design for Stimulating Active Learning in Higher Education of Agriculture	李亭頤 / 國立嘉義大學園藝學系助理教授
2. The Influence of Children Who Play Computer Games on Their Social Behavior	陳奕君 / 桃園市大溪區福安國小附設幼兒園教保員 陳昱蓉 / 京元電子股份有限公司 楊淑娥 / 南臺科技大學幼兒保育系副教授
3. The Invisible tension of Speaking out or not: The Psychological process of Novice Leader and Members during Silence in the Group Counseling	溫于柔 / 國立彰化師範大學輔導與諮商學系研究生 陳洛儀 / 國立彰化師範大學輔導與諮商學系 羅家玲 / 國立彰化師範大學輔導與諮商學系講師

● 教育經營場次二 (E603)

主題	作者 / 單位
4. Exploring the Core Literacy of University Students in General Education: From the Perspective of Institutional Research	林玫君 / 國立高雄餐旅大學通識教育中心助理教授
5. Introducing Interactive Response System to Improve the Effectiveness of Classroom Teaching and Learning	彭巧珍 / 南臺科技大學高齡福祉服務系副教授
6. The study of critical thinking test items quality check and ability analysis for undergraduates	袁宇熙 / 中國文化大學勞動暨人力資源學系副教授

ITAC 2020

教育經營

場次 1

## Curriculum Design for Stimulating Active Learning in Higher Education of Agriculture

Ting-I Lee (李亭頤)

*National Chiayi University*

### ABSTRACT

The main purpose of higher education on agriculture is to offer scientific knowledge and technological training as the foundation for students to apply in their future farming practices. However, passive learning of knowledge and skill relying on information transmission from a teacher has deemed neither sufficient in fostering student's leadership nor effective in enhancing student's comprehension. Active learning involving students in an instructional process through activities and discussions is considered as helpful in stimulating student's understanding of course materials. By empowering students learning in a more flexible, interactive and collaborative milieu, active learning format helps to increase students' attention, discussions and critical thinking. Because agricultural policies in Taiwan have started to focus on innovation, critical thinking has become a critical, yet neglected, ability in the agricultural education system. Thus, it is necessary to fill the gap by attempts to integrate active learning in the conventional passive learning format. To address this issue, this study conducted action research between 2014 and 2020 on the course "Urban Agriculture" instructed by the author for senior students of the Department of Horticultural Science, National Chiayi University, Taiwan. This course was firstly introduced to the department in 2014 following the emerging trend of farming in urban and peri-urban areas. Urban agriculture has been adopted by local governments as a substantial strategy towards sustainable urban development. On the basis of environment-friendly practices, urban farming connecting to local food system can provide multiple functions and ecosystem services. However, this requires innovative mindsets to overcome the unfamiliar and complex obstacles lying in front of urban agriculture. In order to initiate innovation and critical thinking, this course has experimented to incorporate a set of diverse learning activities, both active and passive, including traditional lecturing methods using PowerPoint presentations, role playing and debates, problem solving, small group tasks, discussions and practices under a real circumstance. Adapted from the six dimension of Fink's (2013) taxonomy, this course experimented with pedagogical approach to encourage active involvements of students without neglecting passive learners. The findings reveal conceptual relationship of teaching experiments and students' feedbacks on the combinations of teaching methods. Finally, it informs how learners, in particular low-interest students, might be activated through pedagogical innovation and draws implications on curriculum design for higher education of agriculture.

**Keywords:** PBL; Fink's taxonomy; significant learning; agricultural education; pedagogical tools

## The Influence of Children Who Play Computer Games on Their Social Behaviors

Yijun Chen (陳奕君)<sup>1</sup>, Yurong Chen (陳昱蓉)<sup>2</sup> & Shue Yang (楊淑娥)<sup>3</sup>

<sup>1</sup>Taiwan Taoyuan City of Fu An Elementary School

<sup>2</sup> King Yuan ELECTRONICS CO., LTD.

<sup>3</sup>Department of Child Care and Education, Southern Taiwan University of Science and Technology

### ABSTRACT

Popularity of computer games is immersing everyone in current society. Whether children should be encouraged or prohibited to use computer games is a controversial issue. According to David Packard and Lucile (2001) research, they found pros and cons by using computers to learn widely but increased the possibilities of some damages. A domestic scholar Yang Yong Ging (2003) pointed out that those who like to play computer games will become more impatient, agitated, or easily mad about trivial matters. These studies, mostly for children who study in elementary school instead of kindergarten. Based on this motivation, the purpose of the study is to explore the impact of computer games to young children's social behaviors. The main questions are: 1. What is children's condition to play computer games? 2. Explore the impact of computer games on children's social behavior. The research method adopts the case study method (New Wenying, 2013) Subject of the study is a 5 to 6-year-old kindergarten boy. Research tools include self-compiled pre-observation record form, parent interview record form, check list for children's emotional and behavioral problems (Cai Kun Ying, Chen Jie Yu, 2009). Data processing and analysis are the results of the checklist for children's emotional and behavioral problems and used descriptive statistics. In addition, observation records and parents' interview records are used as qualitative data analysis. For five weeks period, 15 minutes each time and six times in a week of training courses. During the courses, case baseline, the intervention phase and maintenance phase of each obtained from the stage to the positive and negative behaviors. Analyze the subject's performance of emotional behavior after playing computer games. Via the analysis of the qualitative data of parents' interviews to explore the impact on their social behaviors after playing computer games. The research results found as following: First, during the five weeks intervention period, subject who was got involved in positive games, their emotional and behavioral problems checklist showed total number was 309 times. Meanwhile, total number of subject who played negative game was 365 times. Second, subject who changed their social interaction behaviors after playing positive computer games, changes are including: (a) on subject' initiative to assist others which they would like to help parents or others as they needed helps. (2) Active cooperation: subject will take the initiative to observe the situation of others, and will cooperate with others to complete the homework. On the other hand, subject who played negative games had the influence of social interactions, changes are including: (1) negative mood would be stronger and would be intense while facing problems by roaring. (2) Unwilling to help, compared to the previous willingness to actively help, they will become refusing assistance after playing negative games. (3) Will become impatient and respond loudly. (4) violence phenomenon, subject started to blurt out a more brutal words, such as kill you. According to these results, recommendations will be as below: (1) parents education: children who under the age should be screened while playing negative games. At the same time, they should avoid playing bloody and violent games and should be controlled about gaming time. (2) In future research, mining cross-context of the program design would be easily able to see more different manifestations and problems.

**Keywords:** Computer Games; Social Behaviors



## **The Invisible tension of Speaking out or not: The Psychological process of Novice Leader and Members during Silence in the Group Counseling**

Yu Jou Wen (溫于柔), Lo Yi Chen (陳洛儀) & Jia Ling Luo (羅家玲)\*

*Department of Guidance & Counseling, National Changhua University of Education*

### **ABSTRACT**

In the course of learning group counseling theory, novice leaders learned that the influence of silence in group is divided as a “stumbling block” or a “stepping stone”. However, in the realistic experience of group leading, novice leaders found that silence in group counseling is more complex (Li-Shiu Chou, 2008).”. Therefore, this study intends to explore the experience of novice leaders and members of the silence phenomenon in the low-structured group dynamic experience of the master-level consultancy students, to understand their individual psychological process between speaking out or not in the face of silence, also the process and the tension created by silence in the group. To promote novice learners' multifaceted understanding of silence in the group counseling process, and to help them understand the phenomenon from different perspectives. Research participants were thirteen postgraduate students. Qualitative data were collected through the observation method and semi-structured interviews. Researchers abided by the informed consent and confidentiality. There are thirteen observation data and eleven interview data. The comparative method in qualitative research was used as the analysis method to form the theme, subtopic and meaning. The psychological process of novice leaders during the silence in group counseling is from (1) “Imaginary competent deeds”, (2) “Aware the structure and meaning of the group counseling” to (3) “Loosen the control”. And members changed from (1) “Disappointed, frustrated and sitting on the fence”, (2) “Face bravely and reflect sincerely” to (3) “Brand new understanding, insight and try”. Understand that the silence phenomenon is not just a resistance, but also a current internal need and the display of unique interpersonal style. When silence can be faced and reflected, it will act as a fish hook which leads novice leaders and members to gradually notice the unspoken culture behind the group dynamics: “Expecting the leader to do something”. The invisible meaning of silence was realized through the change from standard and uncertain response to facing and handling the silence. Therefore, feel at ease with the silence, and develop a dialectical meaning of the existing silence phenomenon: “Isn't listening quietly also a gesture of group members participating in the group?”. It makes sense that silence is also a tension to prompt the group members to brew insights and understanding of each other. Research suggests in three points as follow: (1) Silence in group brings out members' rich psychological tension, providing reference for counselor education as moving out from the dualistic perspective of “stumbling block” and “stepping stone”. (2) Listening here and now. By facing and reflecting the silence phenomenon, it intensifies members' self awareness, self-disclosure, expressing emotion, new behavior, group communication and group promotion. (3) Silence emerges in low-structured groups frequently, rather than structured groups. In low-structured groups, novice leaders learn to fully experience the impact of silence on group dynamics, and to face silence with an open attitude.

**Keywords:** silence; peer group; novice group leaders; group member; counselor education

## Exploring the Core Literacy of University Students in General Education: From the Perspective of Institutional Research

Mei-Jiun, Lin (林玫君)

*Assistant Professor, General Education Center,  
National Kaohsiung University of Hospitality and Tourism*

### ABSTRACT

With the announcement of the United Nations' "2030 Agenda for Sustainable Development", the Taiwan Ministry of Education has also introduced a new syllabus for the year 108 in order to keep pace with international development. With the introduction of the new syllabus of general education, the current priority is to ensure that it has a global perspective through the convergence of core literacy concepts and directions. Thus requiring the examination of current situation through institutional research, and to seek solutions for problems faced by individual institutions. The purpose of this study is to explore the current development of the core literacy of university students in general education, utilizing the "Core Literacy Scale for College Students" (Li, 2014). The scale includes "self-development" and "ethics", eight subscales including "civic literacy", "humanistic literacy", "scientific literacy", "cross-field literacy", "interpersonal communication" and "teamwork". A questionnaire was conducted for 442 freshmen, sophomores, and seniors who have taken general education courses, with 373 valid samples. Data was analyzed using descriptive statistics, t-test, and ANOVA, and the results were compared with the percentage norms of the national colleges and universities to understand the current development of the core literacy of college students in general education. The results showed that grade and college have significant differences in the core literacy scores of general education, and refer to the norm found that all the core literacy scores were lower than PR25. Finally, corresponding suggestions were provided based on the research results.

**Keywords:** Core Literacy of college students, Institutional Research, General Education

## Introducing Interactive Response System to Improve the Effectiveness of Classroom Teaching and Learning

Cheau-Jane Peng (彭巧珍)

*Department of Senior Welfare and Services, Bachelor Program of Senior Services  
Southern Taiwan University of Science and Technology*

### ABSTRACT

**Aims:** Interactive response system (IRS) is to be examined the potential benefits for teachers and learners in the classes of universities of science and technology. **Methods:** Six semester courses selected to introduce IRS. The students are to fill one questionnaire asking their learning attitudes in the beginning of the semester and one questionnaire to retrieve their response to IRS-using at the end of the semester. The teacher is to structure teaching content, use IRS to collect usual test scores. Comparison of pre- and post-tests is to observe the progress rate, while correlation between usual IRS scores and mid-term/final scores is to observe the knowledge retention rate.

**Results:** IRS is used in 81% of the six semester courses containing 235 students. There are 883 IRS test scores accumulated. Pre- and post-test comparison shows a shift to higher score pattern. Usual IRS scores of the 6 courses are significantly correlated with mid-term/final scores ( $r=0.44$  to  $0.72$ ). IRS records also reflect the averages participation rate of the courses as 81.8% to 95.1%. Students report similar participating rate to IRS courses compared to other courses, while attention in class is higher in IRS courses. Students' agree of IRS benefits, such as "increasing fun in class", "a sense of accomplishment when answer correctly", "promoting thinking in class", "helping teachers to accept students' learning effects" are all as high as 80%. In addition, 78.8% agrees with "master the key points of the course", 79.5% agrees that "the accumulation of IRS usual scores increases the fairness of grades", verifying that IRS can help students' learning and evaluation of courses.

**Conclusion:** The results of the IRS implement confirms that it is helpful to students' learning effectiveness, helps attention in class, increases the sense of fairness and the sense of accomplishment, increases fun in class, stimulates thinking, masters learning priorities, and increases the student-teacher interaction. Teachers also benefit from adjusting teaching in a timely manner. The subjective and objective evidences have verified that the IRS system has multiple benefits in teaching and learning in universities of science and technology.

**Keywords:** interactive response system; teaching and learning; learning effectiveness

## The study of critical thinking test items quality check and ability analysis for undergraduates

Yu-Hsi Yuan (袁宇熙)

*Department of Labor and Human Resource, Chinese Culture University*

### ABSTRACT

Due to the rising quantity of information dramatically, this situation affected undergraduates' information filtering and judging ability significantly. Therefore, it was interfering their learning achievements and cognitions as well. This study employed 30 items critical which produced by Columbia Southern University to investigate undergraduates' critical thinking ability. The test items to be translated into Chinese version then conducted a test by convenience sampling. A total of 21 undergraduates were participating in this study. The result shows that the mean score is 60.63 and 52.4% of students got equal or higher scores, the standard deviation is 25.42 that reflected a large score discrepancy among participants. The median and mode are the same at 63.30. Regarding the test item quality, the KR20 reliability coefficient is 0.912. The Item Difficulty Index ranged from 0.330 to 1.000 and it is found that 3 items are biased that should be further modified. The Extreme Value test shows 9 items did not reach the significant level that those items need to further review. The Corrected Item-Total Correlation coefficients at 0.216 to 0.738 and reached a significant level. Prior to the test item quality examination, there are 11 items that must be review and modify to improve the item quality. In addition, there are some weakness aspects appeared in undergraduates that are exaggerated events, purpose identification of complex tasks, information authentication, and contextual information recognition. Those findings should be improved to enhance undergraduates' critical thinking.

**Keywords:** critical thinking, examination, quality of test items, undergraduates,

### Track 3: 高齡福祉 口頭論文發表 (E604)

主題	作者 / 單位
1. Expert validation of Self-Screening Instrument for Geriatric Health in Taiwan (SIGHT)	王雅麗 / 國立成功大學老年學研究所研究生、國立成功大學醫學院附設醫院內科部老年科護理師、社團法人台灣高齡照護暨教育協會副祕書長 邱靜如 / 國立成功大學老年學研究所教授 張家銘 / 國立成功大學老年學研究所副教授、國立成功大學醫學院附設醫院內科部老年科主任、社團法人台灣高齡照護暨教育協會理事長
2. Senior Education Program Teaching Strategy in Community to prevention of Disability: The effectiveness evaluation of the 123 Instructional Design Model	呂映瑾 / 國立中正大學成人及繼續教育學系博班生、南臺科技大學企業管理系兼任講師 魏惠娟 / 國立中正大學成人及繼續教育學系教授
3. The Appearance of the 8050 Problem and the Possibility of Social Participation of Elderly People in Japan: The Analysis in terms of the Relationship between Reflexive Modernization and Individualization	桑澤悟史 / 南臺科技大學應用日語系助理教授



## 老年健康問題自我篩檢工具之專家效度檢測

### Expert validation of Self-Screening Instrument for Geriatric Health in Taiwan (SIGHT)

王雅麗<sup>1,2,3\*</sup>、邱靜如<sup>1</sup> & 張家銘<sup>1,2,3</sup>

<sup>1</sup>國立成功大學老年學研究所

<sup>2</sup>國立成功大學醫學院附設醫院內科部

<sup>3</sup>社團法人台灣高齡照護暨教育協會

#### 背景

周全性老年醫學評估，可全面性地找出老年健康與照護問題，但缺點是項目多且耗時。本研究將擬定篩檢指標架構並周全性評估的優點，設計簡單、合適、有效，不需經過特別訓練即可填寫的「老年健康問題之自我篩檢問卷」。

#### 方法

搜尋老年健康篩檢工具相關文獻，綜合指標性面向及研擬題目後，邀集老年醫學和高齡照護領域有研究及實務經驗之專家，根據研究目的審核問卷內容之重要性與文辭清晰適切性，依專家意見修正；並以四點評分法，計算單題內容效度(Item-Level Content Validity Index, I-CVI)、整體內容效度普遍一致度(Scale-Level Content Validity Index/Universal Agreement; S-CVI/UA)，以及整體內容效度之平均值(Scale-Level Content Validity Index/Average, S-CVI/Ave)予以評分。效度優良的量表，I-CVI值應大於 0.78，S-CVI/UA 和 S-CVI/Ave 應大於 0.8 或 0.9 以上

#### 結果

依照文獻回顧，將老年健康篩檢總計 15 個構面納入。研擬問卷初稿後，邀請 12 位專家進行審查。第一次審查結果，各題的單題內容效度(I-CVI 值)從 0.67 至 1 分不等，整體效度的一致性(S-CVI/UA)的分數為 0.795，平均值(S-CVI/Ave)分數為 0.904；依據建議修正後進行第二次審查，各題 I-CVI 皆達滿分 1 分，S-CVI/UA 與 S-CVI/Ave 分別進步至 0.949 和 0.919。顯示「老年健康問題之自我篩檢問卷」是效度良好的篩檢工具。

#### 結論

本研究預期將透過實地收案驗證篩檢效果。希望能藉由自填式的老年健康篩檢問卷，能擴大篩檢出潛在影響健康風險並早期發現與介入處置，進一步預防及延緩失能發生。

**關鍵詞：**老年、周全性評估、篩檢工具

## Senior Education Program Teaching Strategy in Community to prevention of Disability: The effectiveness evaluation of the 123 Instructional Design Model

Ying-Chin Lu (呂映瑾)<sup>1,2</sup> & Hui-Chuan Wei (魏惠娟)<sup>2</sup>

<sup>1</sup>*Southern Taiwan University of Science and Technology*

<sup>2</sup>*Adult and Continuing Education Department, National Chung Cheng University*

### ABSTRACT

In 1986, the World Health Organization held the first Global Health Promotion Conference in Ottawa, emphasizing that health promotion is to empower people to improve their health independently. In 2018, Taiwan has entered “aged society” (14% overall the population) However, disability can be prevented and delayed. Therefore, it highlights the importance of teaching programs for the elderly to prevent and delay disability. In 2009, the Department of Health released the 2020 Healthy Citizens White Paper. The health policy goals for the elderly are to actively age and prevent disability, including prevention and treatment of debilitating and disability. The Minister of Health and Welfare’s Preventive Care Plan 2.0 started in 2017. The establishment of a community preventive care network, based on the principles of “community-based, evidence-oriented, and human-oriented services”, has six preventive care themes including: oral health, diet and nutrition, life function reconstruction training, muscle strengthening exercises, social participation and cognitive promotion, etc. However, most of the instructors lack effective teaching strategies and are therefore ineffective. The researcher’s theoretical basis for the 123-educational model design for the application of adult pedagogy, based on current learning and practice, and before and after testing. Each teaching focuses on 1 key point, collocation with 2 learning activities, and implements 3 applications in life. The course is taught 6 times, with 2 hours of teaching time each time, and have total of 6 teaching units. The results found that the use of 123-educating model has made significant progress in the promotion of preventive medicine for the elderly. It is recommended to use the 123-educating model to implement self-health care for the elderly when the front-end prevention of health promotion for the elderly. The biggest feature of this teaching strategy is “preventing the elderly from becoming care recipients”, effectively preventing and delaying the occurrence of disability.

**Keywords:** Elderly, Prevention and Delay of Disability, Senior Education program, 123 Instructional Design Model

## **The Appearance of the 8050 Problem and the Possibility of Social Participation of Elderly People in Japan: The Analysis in terms of the Relationship between Reflexive Modernization and Individualization**

Satoshi Kuwazawa (桑澤悟史)

*Department of Applied Japanese, Southern Taiwan University of Science and Technology*

### **ABSTRACT**

Japan has already been arriving societies with a decrease of birthrate and an aging population in a short time. For example, the 8050 problem became one of serious social issues which strongly influenced on Japanese society. The 8050 problem means that parents in their 80s need to support their children in their 50s. To put it concretely, parents in their 80s who are receiving pensions are supporting their single children in their 50s who have experienced social withdrawal and have been unemployed since their youth. These persons who withdrew themselves from social and economic activities such as study, employment or marriage are categorized into Hikikomori (people staying at home for long term). Such unmarried and unemployed persons in their 50s living with their parents have gradually become more dependent on their old parents for their primary living needs. And as a consequence, old parents and their children come to face with risk to be fallen into poverty and marginalization.

About the 8050 problem, some researchers seem to seek for solution methods mainly in terms of how social welfare system should support children in their 50s (Hikikomori) and rescue them from poverty and marginalization. However, it may be not enough for solving the 8050 problem. This issue also must be discussed in terms of how elderly parents can participate into social activities. Unless we find the way for letting elderly parents spend a full time in their daily lives through social participation, it cannot be said that the 8050 problem was solved.

First of all, with utilizing the idea about how dynamic transformation of social structure in Japan gives influence on this issue, this paper seeks insight into background and mechanism of the 8050 problem. This paper considers that the 8050 problem should appear to have a strong relationship with such dynamic social transformation. This idea can lead to the theory of reflexive modernization and individualization. Reflexive modernization relates to dissolving and reshaping the traditional social structure of industrial society such as social class, gender and family roles or parenthood. According to this reflexive modernization, current people are set free from such traditional social structure, and they need refer to themselves in planning their future (individualization). On the other hand, they lost traditional support networks from family, neighborhood or community. For elderly people, it seems be difficult to adjust themselves for the rapid social transformation and as a consequence they tend to suffer from marginalization. Accordingly, this paper explores the mechanism of the 8050 problem with referring to theory of reflexive modernization and individualization.

Secondly, this paper seeks insight into how to support old parents and how to let them participate into social activities.

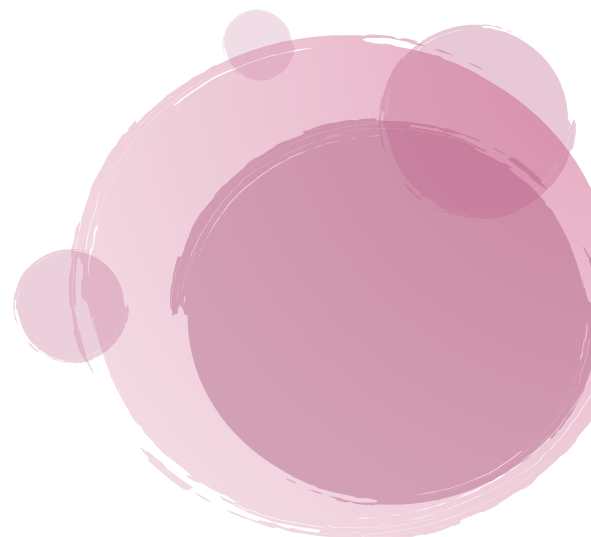
**Keywords:** the 8050 problem, reflexive modernization, individualization, social participation





# 海報論文發表

## Poster Presentation







## Track 1: 語言教育與評量

編號	主題	作者 / 單位
A1-3	Using Tinycards Flashcards enhances learners' motivation, attitude in learning vocabulary and evaluating learning outcome	<b>Guan-Yi CHEN (陳冠毅) &amp; Yi-Ju CHEN (陳怡如)</b> 高雄科技大學 英語專業溝通與教學科技碩士班
A1-5	Maximizing Learning Opportunities in a Large EFL Classroom through ZUVIO IRS	<b>Ming-Fen LO (駱茗芬)</b> 南臺科技大學語言中心
A2-1	College EFL learners' perceived strategy use in reading: can they overcome the difficulty?	<b>Chiung-chiuen CHEN (陳瓊娟)</b> 國立澎湖科技大學 基礎能力教學中心
A3-2	The Impact of Remote Teaching--Problems beyond the Lens	<b>Suelien CHEN (陳素蓮)</b> 南臺科技大學應用英語系、師培中心
A3-3	Integrating Reading with Speaking – “Let's Talk about English Fairy Tales”	<b>Shu-O HUANG (黃淑娥)</b> 南臺科技大學語言中心
A3-4	Make learning more fun- Japanese with interactive situational teaching	<b>Yuan- Yuan WU (吳媛媛)</b> 台南應用科大 應用外語系 <b>Shu-Fang LUO (羅淑芳)</b> 台南應用科大企業管理系
A6-1	A Case Study of an Interactive Activities Utilized in an EMI Program in International Finance and Business Management	<b>Hee-Ae KIM (金喜愛) &amp; Chi-Ming HO (何啟銘)</b> 南臺科技大學應用英語系
A8-1	An Error Analysis of English Compositions Written by Taiwanese EFL Learners	<b>Yena LEE (李叡擎) &amp; I-Chen CHEN (陳怡真)</b> 南臺科技大學應用英語系
A8-2	Developing the inventory of intelligence mindset and learning mindset for junior high school students	<b>Yu-Shan TING (丁毓珊) &amp; Yu-Chu YEH (葉玉珠)</b> 國立政治大學教育學院
A8-5	A Study on How English Game Service Learning Activity for Young Children Affects English Learning of Early Childhood Education and Care Preservice Teachers	<b>Chih-Sheng CHEN (陳志盛), Mei-Fang CHAO, &amp; Chiu-Tao TSAI</b> 南臺科技大學幼兒保育系



## Track 2: 教育經營

編號	主題	作者 / 單位
<b>B1-1</b>	A Study of the Relationship between Elementary School Teachers' Leadership Styles and Classroom Climate in Kaohsiung City	<b>Shu-Wen YU (游舒雯) &amp; Yuan-Ning CHANG (張媛甯)</b> 南臺科技大學教育領導與評鑑所
<b>B1-2</b>	How to use the theory of learner autonomy to help teachers to adjust their teaching to the unusual education environment compromised by the COVID-19 pandemic – A case study of the change of education model and the adjustments made by a university	<b>Chen-Chu LIANG (梁鎮菊)</b> 國立台南大學教育學系
<b>B2-2</b>	University Taking Social Responsibility Intrinsically or Extrinsically: A Course-Level Case Study	<b>Ting-I LEE (李亭頤) &amp; Rong-Yu ZHUANG (莊榕渝)</b> 國立嘉義大學園藝學系
<b>B2-4</b>	Assessing Student Learning Outcomes of USR-based Learning: A Community-based Education Perspective	<b>Yu-ping CHENG (鄭育萍), Ching-Mei HSU (許靜媚), Chun-Pin OU (歐俊斌)</b> 南臺科技大學教育領導與評鑑所
<b>B2-5</b>	Effective methods for the career development of young students under the twelve-year state education	<b>Chieh-Hsuan CHAN</b> 國立雲林科技大學技職及職業教育研究所
<b>B3-10</b>	The Effect of Theory of Mind Table Games on the Ability of Predicting Others' Behavior Intentions in Children with Asperger	<b>Jieyu HUANG, Yahui XU, Shue YANG (楊淑娥)</b> 南臺科技大學幼兒保育系
<b>B3-2</b>	A Probe into the Creativity of Flipping Classical General Education Courses.	<b>Jin-Ying CHEN (陳金英) &amp; Shan-Hui CHU (朱珊慧)</b> 南臺科技大學通識教育中心 南臺科技大學應用英語系
<b>B3-4</b>	The Study of Textbook-Based on Reading Comprehension Strategies How to Influence Students' Word Recognition of the Third Grade Students in Elementary School	<b>Hsin-Hao CHEN (陳信豪) &amp; Chiung-Yi HUANG (黃瓊儀)</b> 南臺科技大學教育領導與評鑑所
<b>B3-6</b>	Perspectives of Students of Department of Child Care on Integrating Digital Technology into Music Course- Taking a University of Science and Technology in Southern Taiwan as an Example	<b>Hsin-Yi WEI (魏欣儀) &amp; Chih-Sheng CHEN (陳志盛)</b> 南臺科技大學幼兒保育系

# ITAC 2020

## 海報論文發表

海報發表摘要可掃 QR Code 或連接到官網查閱



編號	主題	作者 / 單位
<b>B3-7</b>	The effect of integrating multimedia games into children's music learning	<b>Mo-Fei SHIH, Chuan-Chi LIAO &amp; Hsin-Yi WEI (魏欣儀)</b> 南臺科技大學幼兒保育系
<b>B3-8</b>	The Analysis and Research of the Drawing Test of Children whose Parents Are Divorced	<b>Jiayu ZHANG, Peijun XIE, Shue YANG (楊淑娥)</b> 南臺科技大學幼兒保育系
<b>B4-1</b>	Training for Educational Administration and Human Resource Development	<b>Hsin tzu CHEN (陳欣慈)</b> 長榮大學管理學院
<b>B5-1</b>	A Study on the Relationship among Principals' Charismatic Leadership, School Organizational Climate and Teachers' Job Satisfaction of Elementary Schools	<b>Jin-Cyuan LEE (李金泉) &amp; Kuo-Cheng HUANG (黃國城)</b> 南臺科技大學教育領導與評鑑所
<b>B5-2</b>	Can People's Love Styles and Conflict-Coping Strategies Affect Their Sense of Psychological Well-Being?	<b>Chih-Lien WANG (王志蓮) &amp; Pin-Ying CHANG (張冰嫻)</b> 南臺科技大學教育領導與評鑑所 台南市家庭教育中心
<b>B5-3</b>	Non-formal and Informal Education on Food and Agriculture: An Entrepreneurial Perspective	<b>Ting-I LEE (李亭頤) &amp; Yi Hsuan Hsieh (謝依璇)</b> 國立嘉義大學園藝學系
<b>B5-6</b>	Reading You, Through Eyes—The Meaning of Eye Contact and the Influence of the Group Counseling	<b>Ting-Yu CHANG (張庭瑜), Jia - Ling LUO (羅家玲) &amp; Tzu-Yu LIN (林子榆)*</b> 國立彰化師範大學婚姻與家族治療研究所



### Track 3: 高齡福祉

編號	主題	作者 / 單位
<b>C1-1</b>	Applying Maslow Theory to Healthy Aging of Middle and Senior Climbers	<b>Ying-Chin LU (呂映瑾) &amp; Meng-Ching HU (胡夢鯨)</b> 國立中正大學成人及繼續教育學系
<b>C4-1</b>	Application of Weights in the Analysis of User Satisfaction Survey – Using Assistive Lifters as an Example	<b>Pin-Chun CHAO (趙品淳) &amp; Jer-Hao CHANG (張哲豪)</b> 南臺科技大學高齡福祉服務 國立成功大學職能治療系
<b>C4-2</b>	Analysis of the Types and Reflections of Elder Counseling Groups from the Perspective of Successful Aging	<b>Ya-Ju HSU (許雅茹), Jia Ling LUO (羅家玲), &amp; Hsin-Tzu HUNG (洪欣慈)</b> 國立彰化師範大學諮商與輔導學系
<b>C5-1</b>	回應台灣超速人口老化之社會老人學創新數位教學實踐 Innovative Digital Teaching Practices of Social Gerontology in Response to the Aging of Taiwan's Speeding Population	<b>Hui-Li LIU (劉慧俐)</b> 高雄醫學大學人文社會科學院醫學社會學與社會工作學系 科技部人文社會科學研究中心 高雄醫學大學附設醫院臨床醫學研究部研究員 高雄市身心障礙福利促進委員會 行政院教育部暨衛生福利部健康促進學校中央輔導委員
<b>C5-5</b>	The Effect of Applying Simulation Teaching Aids for Postoperative Wound Care Instruction Provided to Elderly Outpatients	<b>Ya-Ting CHUANG (莊雅婷) &amp; Ju-Ling HSIAO (蕭如玲)</b> 嘉南藥理大學醫務管理系

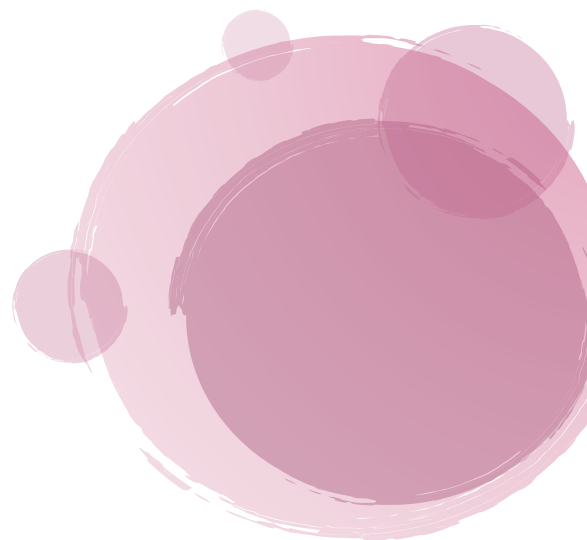






# 工作坊

# Workshops



## 素養導向評量工作坊

## 素養導向評量工作坊

Workshop on the Competency-based Approach to Language Assessment

### 工作坊摘要

108 新課綱中強調核心素養，但在教學、評量第一線的老師們常面臨到「知」與「用」的落差。本工作坊中，LTTC 特別規劃由吳若蕙研發長主持、金韶與趙家珊兩位資深研究員主講，闡示評量命題技巧。工作坊中將以 2021 年即將調整的 GEPT 素養導向新題型及 LTTC 與翻轉教育大師臺大葉丙成教授合作開發的英語閱讀素養線上課程評量為實例，探討素養課綱精神如何落實在正式測驗或課堂評量活動，並提供素材讓老師們實作與交流，以引導老師們將對素養的「知」化為實際的「用」。

工作坊採以中文授課，歡迎英語教師或對素養導向評量有興趣的人士一同參與，名額有限，若超額報名將以中南部工作的英語教師優先錄取。

### 研習目標

- 認識測驗設計流程與要素，提升素養導向命題技巧
- 設計素養導向的課堂評量活動

### 適合對象

中南部國小、國中、高中、大學現職英語教師、外語機構教師，對素養導向英語評量有興趣人士。人數上限 40 人。

### 日期與時間

- 2020 年 10 月 30 日 15:00~17:30

### 研習地點

- 南臺科技大學圖書館資訊大樓(E棟) E602 室

### 主講人：

#### 金韶

美國 University of Illinois at Urbana-Champaign 英語教學碩士，現任語言訓練測驗中心(LTTC)學術發展科研究員。專業經歷涵蓋英語教學、課程設計、測驗發展領域。近期研究興趣為素養導向課程與評量設計、EMI/CLIL、教師專業發展等。

#### 趙家珊

美國 Indiana University of Pennsylvania 英語教學碩士，現任語言訓練測驗中心(LTTC)學術發展科研究員。專業經歷涵蓋試題研發、素養導向評量設計、教師語言測驗評量專業識能發展。

#### 李乃欣

現任語言訓練測驗中心(LTTC)學術發展科科長。專長領域：語言學習與發展、心理語言學、以學習為導向之評量(LOA)，及英語授課(EMI)

### 主持人：吳若蕙博士

財團法人語言訓練測驗中心(LTTC)研發長

## 素養導向評量 工作坊內容

### Part I

#### 素養導向命題技巧及實例分享

- 素養導向評量趨勢與特色(簡介)
- 素養導向命題技巧  
(以 GEPT 新題型為例，分享下列命題技巧)
  - 試題文本取材
  - 評量目標設定：從理解到整合應用
  - 試題品質掌控
- 練習與討論

### Part II

#### 課堂評量設計及實例分享

- 素養導向課堂評量原則
- 課堂評量活動設計技巧  
(以英語素養聯盟題組為例，分享下列課堂評量設計技巧)
  - 多元評量方式
  - 差異化評量
  - 整合式評量
- 練習與討論

# 數位創意教學工作坊



**主講人：**

**林豪鏘教授**

林豪鏘教授為國立清華大學資訊科學博士，目前任職於國立臺南大學，是數位學習科技系的教授兼系主任。林教授的專長為人工智慧、情感運算、延伸實境 (AR + VR + MR)、數位藝術、個人化學習、合作學習、適性學習、大數據之情緒分析與文字探勘、自然語言、電子商務。

**主持人：吳文琪博士**

亞洲大學外國語言學系特聘教授

## 數位創意教學工作坊

Digital and Creative Teaching Workshop

### 工作坊規劃

ITAC 2020 特別邀請國立臺南大學數位學習科技系主任 林豪鏘主任跟大家分享在課堂中融入數位科技的創新課程設計方法與實例，此外林主任將介紹許多好用的數位小工具。例如：

Google 雲端服務、Google 簡報、螢幕錄影軟體、照片去背 remove.bg、把 Youtube 影片抓下來、Pixlr – 免費版 Photoshop、Pixlr 圖片編輯、Draw.io、QR Code 產生器、PDF 轉檔、短網址產生器、Fotojet 將創意變成藝術作品、fotor 創新性照片編輯器及平面設計工具、iloveimg 可批量編輯圖片的所有工具、影片格式轉換、PPT 素材庫、icon 圖庫、主要圖庫、Kahoot!

### 研習目標

- 認識數位教學工具
- 了解數位科技在教學領域上的應用

### 適合對象

想瞭解更多的創新教學方式，以及想要在教學設計中融入更多數位工具的大學教師。

### 日期與時間

- 2020 年 10 月 30 日 15:00~17:30

### 研習地點

- 南臺科技大學圖書館資訊大樓(E棟) E603 室

## 數位創意教學 工作坊內容

- 看看世界級的教材教具設計
- 鏘鏘式混成遠距教學
  - STEAM 6E 鷹架式遠距數位藝術專案製作研究
  - 類翻轉合作學習經營實務
- 影片剪接數位工具—小影體驗
- 抖音裡的學習鷹架—短影拍攝體驗
- 鏘鏘的教學創新經驗分享
  - 透過 AI 技術進行適性個人化學習
  - 情感式咖啡廳
  - 學生與情感式機器人合作學習
  - 運用 ZUVIO 在英語教學之三項研究
- 教學時好用的數位小工具
- 數位式教學工具—以 XR 與桌遊為例
- 課程成果作品
- 數位是教材教法活動實例
- 創造性戲劇教學法
- 從教學實踐計畫審查經驗分享有趣的教學創新模式
- 關於面授：在教學上與學生零距離



## USR 評量工作坊



## USR 評量工作坊

### USR Assessment Workshop

Theme: Measurement to Positive Impact in  
USR Projects

**Location:** E604 Room, E Building,  
Southern Taiwan University of Science and  
Technology

#### Speaker :

##### **Dr. Valerie HOLTON**

Valerie L. Holton, PhD, LCSW, is recognized for her leadership in and work on the role of urban universities in their communities. As the principal of Holton Consulting, LLC, Valerie helps global institutions of higher education, non-profit organizations and their communities work better together to educate engaged citizens, generate new knowledge and build healthy communities.

Dr. Holton currently is a visiting assistant professor at College of Management, Tunghai University.

#### Host:

##### **Dr. James E. HINTERLONG**

Visiting Professor, College of Management, Tunghai University

#### Workshop Rundown

15:00	<b>Opening Remarks</b>
	Dr. Min-Tsai LAI (Vice President for Academic Affairs, STUST)
15:05	
15:05	<b>Introduction</b>
	Prof. James E. Hinerlong
15:10	
15:10	<b>Talk: Measurement to Positive Impact in USR Projects</b>
	Dr. Valerie HOLTON
15:40	
15:40	<b>Breakdown</b>
	What are the key indicators of those outcomes?
17:00	
17:00	<b>Discussion</b>
17:30	