



文藻外語大學 114 學年度第 2 學期 教學綱要
Wenzao Ursuline University of Languages
Syllabus for the 2nd Semester of the 2025 Academic Year
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壹、課程基本資料

課程名稱 Course Title	國際關懷與服務學習 GLOBAL CONCERN AND SERVICE-LEARNING			
課程類別(學制) School System	日間部四技 Four-Year College of Day Division			
開課單位 Academic Unit	吳甦樂教育中心			
授課教師 Instructor	徐秀菊, 梅馨云		職稱 Academic Rank	助理教授, 專案講師
師生互動 Data of Instructor	辦公室 Office	Hsiu-Chu Hsu (徐秀菊) Z909 Angie Mei (梅馨云) Z 0902	辦公室電話 Office Phone Number	Hsiu-Chu Hsu (徐秀菊) (07)342-6031 Ext. 7315 Angie Mei (梅馨云) (07) 342-6031 Ext. 5231
	電子信箱 E-mail	Hsiu-Chu Hsu (徐秀菊) 99948@mail.wzu.edu.tw Angie Mei (梅馨云) 95155@mail.wzu.edu.tw		
	約談時間 Office Hours	Hsiu-Chu Hsu (徐秀菊) Mondays 15:10-17:00 Wednesdays: 10:10-12:00 Angie Mei (梅馨云) Mondays 10:10-12:00 Wednesdays: 10:10-12:00		
學分 Credits	2學分	選課別 Category	[]必修 Required Course [✓]選修 Elective Course	
開課類別 Course Length	[]學年課 Year-long course(2 semesters) [✓]學期課 semester course(1 semester)		開課年級Year Taught: 0年級 授課班級Class Taught: 日四技共同	
課程內容概要 Course Content Synopsis	■課程內容概要：本課程配合本校「尊重個人尊嚴、接受個別差異、激發個人潛能、為生命服務」之教育理念，以「國際關懷」與「服務學習」為核心，培養、訓練並實際帶領學生參與國際文教志工服務，並以此服務學習經驗增長學生國際關懷之胸襟，並將個人專業學習之成果服務弱勢族群之所需，期收理論與實務相輔相成之學習成果。 This course is taken in order to augment this school' s educational philosophy of “respect for personal dignity, acceptance of individual differences, bringing out individual potential, and life service). It cultivates students and trains them in international cultural and educational volunteer work, as well as guiding them in the actual participation of such activities, based on “international care” and “service learning.” Students will also gain a greater concern for international matters. In addition, they will use the knowledge learnt from this course to serve disadvantaged groups in need. The accomplishments of this course are both theoretical and practical. ■主要授課語言： 英語(English)			
課程學習目標 Course Learning Goals	1. 使學生具國際關懷之能力，能體察國際弱勢團體/族群之需要，並實際付諸志工服務之行動。 2. 使學生了解「計畫」、「行動」、「反省」、「歡慶」之服務學習流程與架構，進而培養學生對「服務」之正確觀念，並將服務之價值內化，進而培養其「公民社會」之理念與態度。 3. 建立學生「經驗、反省、選擇、行動」之學習模式與日常省思之學習習慣。 4. 培養學生自主管理、問題解決、倫理實踐、分析綜合、有效溝通、答覆使命，以及團結共融等能力，以符合吳甦樂教育精神及文藻人「具有熱愛生命、樂於溝通、服務領導的基督精神」之特質。 1. Create student concern for the international community, as well as their ability to examine underprivileged groups in this community, and to actually participate in volunteer service activities. 2. Help students understand the service learning process flow and framework: “planning,” “action,” “reflection,” and “joyfulness.” This course further cultivates the ideals and attitude of a civil society in students. 3. Create the learning mode of “experience, reflection, choice, and action” in students, a			

	s well as the learning habit of daily reflection. 4. Cultivate student abilities such as self-management, problem solving, ethical practice, comprehensive analysis, effective communication, responding to duty, and group inclusion so that they can comply with the spirit of Ursula School education and the Wenzao characteristics of “strong love for life, joy in communication, and the Christian spirit of service leadership.			
系培育目標與核心能力以及學習目標Development Goals, Skill Indicator, & Learning Objectives	系培育目標 Development Goal	核心能力指標 編碼 Skill Indicator Code	核心能力 Skill Indicator	學習目標 Learning Objective
	學習自主管理能力	1-1-5	反思能力	Students will be able to constantly reflect on various aspects of learning and service experiences in order to enhance reflective capacity and improve the quality of learning and service. 能在學習及服務過程中，持續反思所學及服務的各個面向，以提昇反思能力、精進學習及服務。
	學習倫理實踐能力	3-2-3	生命關懷能力	Students will be able to demonstrate care for one’s own life and the lives of others through personal life experiences and empathy toward relatively disadvantaged groups, and to put such care in to concrete action. 能透過自身生命體驗及對相對弱勢群體的同理心，以實際行動關懷自身及他人生命。
	學習建立關係能力	7-2-4	團隊合作能力	Students will be able to complete the writing of project proposals and the design of lesson plans through effective teamwork and collaboration. 能透過團隊間之通力合作，完成計劃書之撰寫及教案設計。
	學習答覆使命能力	8-2-6	國際關懷能力	Students will be able to generously offer available support and assistance through an understanding of international affairs and the situations faced by people involved. 能透過對國際事務及其間人的處境的了解，慷慨提供所能提供的支援與協助。
	其他(0thers)			
學生先備知識 Prerequisite Knowledge Skills	1. Basic computer skills to navigate through the Cloud E-learning system. 2. Basic communication skills. 使雲端學園之電腦能力。對表達與溝通之實際能力。			
教學學理基礎 Theoretical Foundation of Instruction	Education philosophy: Ursuline Education Spirit Course content basis: Enneagram Personality Type Theory Instruction theory: Experiencing Teaching Methods--based on the circular dynamism among knowledge, practice, and reflection, experiencing scenarios are designed to induce students’ participation, and comprehension, and develop the ability to construct knowledge. 教育哲學理念：吳甦樂教育精神(Ursuline Education Spirit) 課程內容基礎：九型人格特質論(Enneagram Personality Type Theory) 教學法理論：體驗式教學法(Experiencing Teaching Method)，設計體驗情境，建基於知識、實踐、反思之循環動，以促發學動參與、獲得感悟、建構知識與能力。			
授課資訊 Instructional Information	■課程類型(Top Down)			
	一般課程Regular course 跨領域課程Cross-disciplinary 融入生命教育議題課程Life education 融入性別平等議題課程Gender equity education 融入智慧財產權議題課程Intellectual property rights 融入月桂方法相關課程Integrate Laurel Method into the course AI人工智慧AI Artificial Intelligence 課程融入聯合國永續發展目標SDGs 3. 健康與福祉Good Health and Well-being 課程融入聯合國永續發展目標SDGs 4. 優質教育Quality Education			

評量 Student Assessment	課程融入聯合國永續發展目標SDGs 5. 性別平等Gender Equality 課程融入聯合國永續發展目標SDGs 17. 永續發展夥伴關係Partnerships for the Goals
	■教學平台
	實體教學(一般 18 週)Face-to-Face Instruction - Standard 18 Weeks
	■主要教學策略
	講授Lecture 實作Hands-on 體驗Experience 自主學習Learning autonomy 服務學習Service learning 個別指導Individual guidance 協同教學Collaborative teaching 分組討論Group discussion 問題導向Problem-based 方案導向Project-based 影片欣賞Video appreciation
	■評量方式與評分比例分配 Evaluation Criteria
	1. Attendance and In-class performance 40 % 2. The midterm assignment: 30% 3. The final assignment: 30%
	Explanation : 1. In-class performance : 40%, including attendance 20%, in-class assignments and participation 20%. 2. The Midterm grade: The first half semester reflection, 30% , Each individual should reflect on your life and learning during the first half of the semester, how you are adjusting in life and learning, what you have learned most, use the Laurel method. Uploading path : Cloud E-learning—Assessment center—Assignments—The Midterm paper 3. The final grade : 30%. Topic : The implementing power for my college life. Each individual completes the assignment individually. Uploading path : Cloud E-learning—Assessment center—Assignments—The final paper Uploading materials : the Laurel method learning sheet. The system will be locked after such time. 4. Extra marks: a book report of your chosen book, 500-600 words may be granted 1-10 points depending on the quality of the report. A submission of cut & paste of others work or with high similarity will not be accepted, and extra marks will not be granted. Uploading path : Cloud E-learning—Assessment center—Assignments—The Extra marks.
	1. 平時成績：40%，含出席與參與狀況20%、隨堂作業20%。 2. 期中作業：30%，上傳作業 「半學期的學習反思」，以月桂方法，至雲端學園「評量區--作業/報告」--期中報告 3. 期末作業：30%，上傳作業 「學涯藍圖的勾勒」以月桂方法，至雲端學園「評量區--作業/報告」--期末報告
	■課堂要求 Course Requirements & Policies
	1. Come to class prepared, including to complete reading and other assignments. 2. Come to class punctually 3. Do not be absent from class without a good reason. When there is a need for a leave, please file an application on-line regardless of the type of leaves, for public or private reasons. Skipping class without applying for a leave is regarded as absence which will affect your moral scores. 4. Asking for a leave more than once there will be a deduction of your attendance marks, 2.5 points for each leave. 5. Actively participate in the class discussions and activities.

	6. During the class, please respect the rights of others and do not conduct private conversations that is unrelated to the class. 7. Being alert to your learning outcomes, do not use cellular phone that could distract your attention during the class except for class activities. 8. you must complete your assignments responsibly. Cut and paste other's work or plagiarism, the assignment will be zero marks. If there are two identical works, the plagiarizing one will receive zero marks. 9. You may use Google or ChatGPT to gather referencing material, however, you must not use the search result as your assignment submission, otherwise it will be regarded as plagiarism. 1. 有備而來：預先閱讀指定資料並積極參與討論及其他課程活動。 2. 準時到課，上課鈴響10分鐘後進教室算遲到。 3. 不隨意缺課，請假須事先告知老師。一次請假平時分數扣二點五分。 4. 上課須尊重其他人的權益，不作與課程無關的聊天，若規勸不聽記曠課一次。 5. 上課專注，不划手機。這是大家共同學習、互動的時間，須尊重每一個人的臨在與學習的權益，這樣的精神是本課程重要的練習。划手機規勸不聽者，記曠課一次，手機將代為保管至下課。 6. 作業須自己完成，若有抄襲情事，該份作業以零分計算。若發現兩份作業相同時，抄襲者將以零分計算。 7. 你可以用google或ChatGPT蒐集資料，但不能以所蒐集之資料原封不動，或僅作極少修改，即作為作業內容繳交，如此即是抄襲行為，將作抄襲處分。
教材 Learning Materials	「請學生務必使用正版教科書」Please respect copyright and use original textbooks. ■教科書 Textbooks 1、書名：Service Learning: Enhancing Inclusive Enclusive 作者：(Eds.) Lavery, S., Chambers, D. Cain, Glenda 出版社：Emerald Publishing Ltd. 出版年：2018 ISBN：9781787141858 教材類型：非自製教科書 2、書名：International Case Studies in Service Learning 作者：(Eds.) Sengupta, E. & Blessinger, P. 出版社：Emerald Publishing Ltd. 出版年：2023 ISBN：9781800711938 教材類型：自製紙本教材/教科書 3、書名：Problematizing Service Learning 作者：(Eds.) Stewart, & T. Webster, N. 出版社：Information Age Publishing, Inc. 出版年：2011 ISBN：9781617352096 教材類型：自製紙本教材/教科書 4、書名：服務方案之設計與管理：成效導向的方法(6 Ed) 作者：Peter M. Kettner, Robert M. Moroney, Lawrence L. Martin 譯者：余思賢 出版社：出版社：揚智 出版年：2024 ISBN：9789862984246 教材類型：自製紙本教材/教科書
	■參考書目或網址 References or Websites 1、書名：What is Service Learning? https://www.elmhurst.edu/blog/what-is-service-learning/ 作者：Elmhurst University 2、書名：服務學習的真諦 https://www.youtube.com/watch?v=qrOX01_5pRw 作者：國家教育研究院 3、書名：服務學習懶人包 https://www.youtube.com/watch?v=HGLj2TZQvdw 作者：財團法人也思服務學習協會 4、書名：Stages of Service Learning https://www.youtube.com/watch?v=kFd-yiAfrmE 作者：Learning to Give.org
	教學用軟體 Software 付費軟體Commercial software Microsoft Office
	補充資料 Additional Remark 本科目無相關下載檔案。

貳、課程內容與進度(Course Content and Schedule)

週次 Week	上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其它 Assignments, Tests and Others	備註 Remarks
1	115/02/22 ~ 115/02/28	Peace Memorial Day comp time 228紀念日補假	No Class		

週次 Week	上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其它 Assignments, Tests and Others	備註 Remarks
2	115/03/01 ~ 115/03/07	--Get acquainted --Syllabus discussion 認識彼此 課程意義 課程大綱討論	Lecturing, discussion, activity 講授、討論、活動	Empathetic group activity I 同理心團體1	
3	115/03/08 ~ 115/03/14	--What is service learning about? --Why Service learning? 甚麼是服務學習? 為何服務學習?	Lecturing, discussion, activity 講授、討論、活動	--Empathetic group activity II --Submitting the worksheet of the motivation, experience, & expectation of participation in service learning 同理心團體2 繳交參與服務動機、經驗及期待反思學習單	--Service Proposal development-
4	115/03/15 ~ 115/03/21	Service proposal writing and funding application I 服務方案撰寫與經費申請(一) 服務需求評估與邏輯模式	Lecturing, discussion, activity 講授、討論、活動、實作	Empathetic group activity III 同理心團體3 分組作業	--Recruitment of members of the service team, March 9th (Mon.) & 10th (Tue.) 服務計畫發展 3/16(一)、3/17(二) 進行服務團員甄選
5	115/03/22 ~ 115/03/28	Service proposal writing and funding application II 服務方案撰寫與經費申請(二) 預算編列、收支表與核銷	Lecturing, discussion, activity 講授、討論、活動、實作	Group work 分組作業	
6	115/03/29 ~ 115/04/04	Children's Day comp time 兒童節 補假	No class 不上課		
7	115/04/05 ~ 115/04/11	Service proposal writing and funding application III 服務方案撰寫與經費申請(三) 成效評估	Lecturing, discussion, activity 講授、討論、活動、實作	--Completion of service proposal writing --Group report on their ideas 分組構想報告 服務計劃及經費申請書完成	
8	115/04/12 ~ 115/04/18	The Midterm	Oral Report 口頭報告	The Midterm Oral Report: Service Proposal & Oral Report 期中口頭報告-- 服務計劃及經費申請書+期中口頭分組分享	
9	115/04/19 ~ 115/04/25	Lesson plan development and design I experiences Understand the service background 教案發展與設計 (一) 服務背景認識與服務經驗分享	Lecturing, discussion, activity 講授、討論、活動、實作	Understand the service background & sharing of service	Instructional Design 教案發展
10	115/04/26 ~ 115/05/02	Labor Day 勞動節	No class 放假		
11	115/05/03 ~ 115/05/09	Lesson plan development and design II Chinese teaching material development and teaching strategies 教案發展與設計 (二) 華語教學教材設計與教學 華語作文與繪本教學	Lecturing, discussion, activity 講授、討論、活動、實作		

週次 Week	上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其它 Assignments, Tests and Others	備註 Remarks
12	115/05/10 ~ 115/05/16	Lesson plan development and design III Teaching strategies for storytelling and creative crafting 教案發展與設計 (三) 繪本教學與創意手作教學 華語教學教材設計與教學	Lecturing, discussion, activity 講授、討論、活動、實作		
13	115/05/17 ~ 115/05/23	Lesson plan development & design IV Children psychology and teaching strategies 教案發展與設計 (四) 兒童心理發展與教學技巧	Lecturing, discussion, activity 講授、討論、活動、實作		
14	115/05/24 ~ 115/05/30	Lesson plan development and design V English teaching plan development and design 教案發展與設計 (五) 英語教學教案設計與教學	Lecturing, discussion, activity 講授、討論、活動、實作		
15	115/05/31 ~ 115/06/06	Group teaching plan report I 分組教案分享(一)	Group report and feedback 分組報告與回饋	The Final Report of group teaching plans I 期末教案成果發表--期末報告 (2人一組為原則)	Trial teaching of group teaching plans 教案分享(試教)
16	115/06/07 ~ 115/06/13	Group teaching plan report II 分組教案分享(二)	Group report and feedback 分組報告與回饋	The Final Report of group teaching plans II 期末教案成果發表--期末報告 (2人一組為原則)	Trial teaching of group teaching plans 教案分享(試教)
17	115/06/14 ~ 115/06/20	Dragon Boat Festival	No class		
18	115/06/21 ~ 115/06/27	--Global citizens understand international issues ----complete teaching practice reflection worksheet --我是世界公民:我關心的國際議題(貧窮、性別歧視、人口販運、詐騙) --教學實習與實踐反思書寫	Lecturing, discussion, activity 講授、討論、活動、實作	Groups implement their teaching plans in the San-Min District Library 小組以所演示之教案至三民區圖書館或其他場域進行教案實習教學	Student teaching