

**臺北市立松山高級工農職業學校**  
**110學年度【國際教育暨國際交流活動】教師回饋單**  
**[Faculty Teachers' Feedback & Reflections]**

1. 李明哲老師 [Mr. Ming-che Lee] (responsible organizer and language trainer)

This is my first foray into international education and communication programs. The one-year collaborative sessions with Aomori Prefectural Sanbongi High School (Japan) are quite meaningful, inspirational, and even entertaining. I do have harvested a lot from the multiple prior meetings, diversified training programs, and vis-à-vis online video events with Japanese teachers and students. I have to admit that I was very surprised and pleased to find our students possessing the potential to develop not only their English speaking/writing capabilities, but also to enhance self-confidence and oral presentation skills. This is definitely an amazing journey for me and the students I trained, because we were empowered to learn new things and exciting knowledge from one another over the course of the entire procedure. For example, we have acquired a deeper understanding of Japan's local food culture and festivals. Thus, I would love to invite (and encourage) more students and teachers across disciplines to join us in extending the scope and content of the international education and communication activities. I am certain that every participant, after finishing this program, will enjoy a much broader horizon from a global perspective.

2. 李政達老師 [Mr. Li Cheng-ta] (English teacher and program executor)

For me, this online exchange program gave me an opportunity to learn and grow with my students. Although they had chosen "Period Poverty" issue, which may sound difficult for vocational high school students, my students still actively participate in this project, and even propose creative ideas and different perspectives on the subject. Thus, I discovered that the students from our school are full of potential for doing research and presenting ideas they found. Despite the fact that their English abilities are not as good as other high school students in Taipei city, they still put great effort into the training process, such as analyzing the data they had collected, organizing the idea they were going to present, and

rehearsing several times after school to make their colloquial better. As their English teacher, the harvest I receive is not only from learning new knowledge about this social-related issue, but also pushing more students to connect with the world. In the following teaching years, I would like to cooperate with admins from our school, creating more opportunities for students to exchange viewpoints from different cultural backgrounds, and letting students practice practical English outside the classroom.

### 3. 李亞柔老師 [Ms. Ya-jou Lee] (English teacher and program executor)

The one-hour difference between Taiwan and Japan and the different first languages between both countries, rather than being obstacles, made it possible for the two schools from Taiwan and Japan to meet synchronously for a one-hour online exchange event. From the prior meetings to training programs and to online exchange events, what I learned from my students is that with motivation and enthusiasm to share opinions on same topics with people from different countries, even though some of my students thought that the issue “Gender Equality” was so difficult that they did not have confidence in reading information and data in English, and that they could not prepare their presentation slides and present the issue properly and well, they were willing to devote their time to engaging in training process, including searching information online, discussing and analyzing data about gender equality, organizing their ideas and writing the final presentation content, and practicing and rehearsing the presentation to make their pronunciation sound more natural and correct. I am positive that the training process and the outcomes can boost my students’ self-confidence and develop their English oral presentation skills in the long term. This valuable online exchange experience not only gave me an opportunity to learn the ways of how to collaborate and communicate with others and creating connections, but it also provided students and I with the self-reflective skills that help us deeply understand others and ourselves.

### 4. 唐秋霜老師 (公民與社會科)

一個17、18歲的孩子如何理解這個世界？如何覺知自身的角色？又，願意且能夠為這個世界付出怎樣的努力？透過本次 SDGs 活動的參與，我與學生共同建構了

高中生的社會關懷，嘗試從「月經貧窮」這個漸次受到重視的國際性別議題，理解全球永續發展的不同面向，繼而肯認即使身為高中生的他們，仍有促使社會改變的可能。誠如108課綱所強調的素養導向學習，從學生的生活經驗出發，透過主動參與，習得知識建構的能力，增進自我效能。從議題設定、資料查找與閱讀、問卷設計與分析，到議題發表方式討論等，在指導學生的過程中，我也同步看到學生的成長，更加肯定全球公民意識並非僅是教條式的空談。從事公民教育十數載，我始終期許自己教授學生有系統的知識外，還能具備關懷社會的心，真切付出實踐的社會行動表現。此次SDGs議題的指導，欣喜有機會與學生共同體認身為世界公民的自覺。

#### 5. 王麗華老師(化工科)

經由這次教案撰寫，我不僅自身學到很多，也重新認識了海洋。隨著時代進步網路資源無遠弗屆，我教案裡的內容大多從網路上搜尋得來。寫作之前也讀過很多相關文獻，但是該如何融入職校化工科課程也歷經了一番思索。最後我決定將之融入「化學工業概論」或「基礎化工」這兩個科目。

既然是針對化工科學生需求設計課程，我認為應從工業取向及實務取向切入，讓同學知道有哪些海洋知識與化工息息相關？又有哪些海洋資源是化工人可以深入研究的點？海洋開發過程中將遇到哪些困難？如何在經濟發展與環境保護之間取得平衡點？諸如此類。

撰寫過程中，有些學生很感興趣，我也讓他們一睹為快。看過的同學們都覺得收穫很多，畢竟他們以往不太關心海洋議題，更不知世界的磷礦缺乏對人類會造成這麼大的影響。有同學告訴我，以後選修課能否增加一門專門介紹海洋的嗎？也有同學希望化工科可以考慮找海洋領域的專家蒞校演講。我想，教育的目的不就是如此？目標已近在咫尺。