

民國 111 年（2022）欣逢本校一百週年校慶，特編專刊以精煉文字和豐富圖片，書寫一世紀的薈萃風華與悠長校史，並採中英對照。本專刊分上下兩冊，上冊包含校史專文、百年大事記、校徽、校歌、師大大師、歷屆校長、傑出校友、單位簡介與校園地圖；下冊匯集各學院與僑生先修部發展、特色與展望的專文，呈現本校各專業領域的人文科學思維和多元風采，期為世界帶來另一種認識本校的嶄新視野。

2022 is also the centenary of NTNU. The university compiled a special record with refined text and pictures to celebrate the institution's excellence novel history. The record, written in both English and Mandarin, is divided into two volumes. The first volume contains articles on the school history, centennial events, university emblem, university song, masters of NTNU, presidents, and outstanding alumni, as well as introduction to each organization and campus maps. The second volume contains articles on the development, characteristics, and prospects of each college and Academy of Preparatory Programs for Overseas Chinese Students, showcasing the university's strength at the convergence of science and humanities and its vision to bring a new perspective into the world and future.

國立臺灣師範大學校慶專刊



百年傳承·世紀典範

# 百年學思路

國立臺灣師範大學校慶專刊

下冊

National Taiwan Normal University  
A Century of Scholarly Thought

百年學思路

下冊

百年校慶專刊編纂委員會

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百年傳承 · 世紀典範

# 百年學思路

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下冊

National Taiwan Normal University  
A Century of Scholarly Thought

## 校長序

民國 111 年（2022）欣逢本校一百週年校慶，為記錄一世紀以來累積的深厚底蘊與風華，特規劃出版《百年學思路——國立臺灣師範大學校慶專刊》，希冀透過師大人的共同書寫，在迎接此珍貴重要時刻的同時，豐富本校的歷史記憶，並傳承師大人的精神。

雖是歲月更迭、滄海桑田，然回顧百年歷史長河，無論是臺北高等學校或是國立臺灣師範大學等各階段，本校始終堅持培育英才的教育信念。本校畢業校友不僅在教育界春風化雨，更在各領域發光發熱，在臺灣乃至世界各地，都看得到師大人的身影與貢獻。

本套校慶專刊，除收錄本校校史，並自教育、文學、科學、藝術、工程、運動、音樂、管理、社科與僑教等方面，細數本校各相關專業領域的過去、現在與未來，從中亦可窺見一世紀以來臺灣社會發展的縮影。本專刊採中、英文並列出版，希冀透過雙語的呈現與世界對話，讓國內外人士都能看見本校深耕百年的軌跡與成果。

為編纂出版本套專刊，本校特成立百年校慶專刊編纂委員會，敦聘 20 餘位委員參與撰稿，審稿委員 40 餘位，並由圖書館全力推動規劃出版，總計多達百餘位同仁戮力投入，謹向他們致上最誠摯的謝意！

本套專刊的出版，為本校百年歲月留下珍貴的一頁，期望師大人繼續秉承自由自治與誠正勤樸精神，為下一個世紀再創新典範。

國立臺灣師範大學校長

吳正己 謹誌

## Foreword from the President

2022 is the centenary of NTNU. We publish *National Taiwan Normal University: A Century of Scholarly Thought* to mark this important occasion. We hope that joint writing effort by NTNU people can enrich school historical memory and pass on the spirit of NTNU as we welcome this special moment.

Everything changes over time; looking back at the long history of NTNU, whether the Taihoku Higher School or the NTNU period, our school has always adhered to its educational idea of nurturing talent. Over the years, NTNU alumni have not only achieved accomplishments in the field of education, they have also excelled in various areas. NTNU alumni and their outstanding contribution can be seen not just in Taiwan, but all over the world.

The book covers NTNU history and, with respect to education, literature, science, art, sports, music, managements, social sciences and overseas compatriot education etc., describes the past, present and future of each of the school's specialized areas, presenting a microcosm of the social development of Taiwan over the last century. The book is in Chinese and English, the aim being to have a dialogue with the world and allow people overseas to see the path and achievements of NTNU over the past 100 years.

For this special publication, we assembled a committee to compile the school anniversary special publication and employed more than 20 members in writing and more than 40 in reviewing. NTNU Library had the task of planning publication. In all, more than 100 NTNU colleagues were involved in bringing this book to fruition. I would like to express my sincere thanks to each one!

The special publication is a precious record of 100 years of NTNU. I hope everyone continues to be guided by our spirit of "Freedom and Autonomy" and "Sincerity, Integrity, Diligence, Simplicity", so we continue to be a model university in our second century.

President

Cheng Chih Wu

## 引言

國立臺灣師範大學於民國 111 年（2022）迎來重要的里程碑，校史發展委員會決議成立百年校慶專刊編纂委員會的那一刻起，意謂這刻劃百年時光風華與歷史軌跡的旅程也正式展開。

在臺灣教育史中，本校肩負培育師資的重責大任，對於臺灣社會的特殊貢獻不言可喻，一如專刊書名《百年學思路》所揭櫫，冀望呈現本校百年來不斷蛻變、富有活力與創造力的學思歷程。自 1922 年培養菁英的臺北高等學校、1946 年為解決中等教育師資短缺成立的臺灣省立師範學院、1955 年因「師資第一，師範為先」改制的臺灣省立師範大學、到 1967 年升格成為國立臺灣師範大學，本校各階段皆與臺灣社會的發展息息相關，亦在每個轉捩點重新定義時代給予的任務，把握時機進而持續成長茁壯。

百年校史編纂除仰賴史料典藏累積的厚實基礎，亦需順應時代需求重視校史書寫，才能「承先」而「啟後」。本專刊共分上下兩冊，以中英雙語呈現，上冊的校史專文與百年大事記，可綜觀本校及前身臺北高等學校的歷史連結，校徽、校歌、師大大師、歷屆校長、傑出校友、單位簡介與校園地圖等，更完整呈現本校的內涵與底蘊；下冊收錄各學院及僑生先修部發展、特色與展望的專文，以精煉文字表達各專業領域的人文科學思維和多元風采，期望在有限篇幅中，讓獨立的篇章，串連成相互輝映、環環相扣的交響曲，為世界帶來另一種認識本校的嶄新視野。

佇立在本校跨世紀的里程碑，藉由本專刊成為一把開啟燦爛青春與校園回憶的鑰匙，回首過去的同時也開啟與未來的對話，希冀各位師大人「今日我以師大為榮，明日師大以我為榮」，傳承百年薈萃的不凡成就，朝向下一個世紀勇敢地揚帆啟航！

國立臺灣師範大學副校長  
校史發展委員會主任委員

邱永祥 謹誌

## Introduction

The National Taiwan Normal University (NTNU) has reached an important milestone in 2022. The moment the University History Committee decided to establish a special record for the centennial celebration, the endeavor to document hundred years of excellence and novelty also began.

In the history of Taiwan's education, NTNU has borne the ultimate social and educational responsibility for training teachers and cultivating talent. The title, "A Century of Scholarly Thought," epitomizes the university's evolving energetic, and creative intellectual history over the past century in both academic and social fields. In 1922, the Taihoku Higher School was established to serve and nurture elites. In 1946, it transformed into the Taiwan Provincial Teachers College, aiming to mitigate the teacher shortage issue in Taiwan's secondary education. In 1955, the Taiwan Provincial Normal University was restructured to "prioritize the training of professional teachers". In 1967, the institution transformed into the school we know today, the National Taiwan Normal University. NTNU has been closely related to Taiwan's development at each historical and social turning point; the school redefines the tasks given by the times and seizes the opportunities to continue to grow and thrive.

In addition to relying on historical facts recorded in numerous books and records, authentic glimpses into the real hundred years of history should also take context into consideration. A true representation of the journey is what will inherit the past and inspire the future. The record, written in both English and Mandarin, is divided into two volumes. The first volume contains articles on the school history, centennial events, university emblem, university song, masters of NTNU, presidents, and outstanding alumni, as well as introduction to each organization and campus maps to epitomize the university's essence. The second volume contains articles on the development, characteristics, and prospects of each college and Academy of Preparatory Programs for Overseas Chinese Students. Each chapter creates a symphony that showcases the university's strength at the convergence of science and humanities and its vision to bring a new perspective into the world and future.

The centennial celebration is the university's milestone and a crucial key toward the juvenile and innovative future. While it resonates with the past, the record also inspires the dialogues of the future. The university hopes all alumni carry the color of NTNU today, and in turn also bring pride to the school tomorrow: inherit the extraordinary achievements of the century-old university and set sail boldly into uncertainty.

Executive Vice President  
Chairman of University History Committee

Yuey-Hsiang Jig

## 主編序

本校校史發展委員會於民國 110 年（2021）5 月 21 日決議，成立百年校慶專刊編纂委員會，同年 7 月 26 日即召開第一次編纂會議，很榮幸在各位編纂委員的推薦下擔任召集人，並與所有委員們齊心協力完成編纂校慶專刊的重責大任。

本套專刊規劃上下兩冊，上冊以校史專文、學校資訊與百年大事記為主文，校史專文一篇收錄自臺灣省立師範學院、臺灣省立師範大學至國立臺灣師範大學的發展概況，另一篇呼應民國 107 年（2018）11 月 21 日第 121 次校務會議，通過校齡追溯大正 11 年（1922）臺北高等學校創校年，因此特別撰文說明臺北高等學校與臺灣省立臺北高級中學的歷史記憶；下冊則以各學院及僑生先修部之歷史、特色與未來展望專文為內容，每篇專文可見證本校在國內外相關領域的長年耕耘與豐碩成果。編纂團隊經史料蒐集與嚴謹考證，亟思在有限篇幅輔以豐富圖片，將本校脈絡一一清楚勾勒，精簡呈現龐大的校史架構，並兼容歷史縱深與可讀性，以傳達百年學思精神，全文採中英雙語呈現，建立校史出版的重要里程碑。

在編纂過程中，感謝校史發展委員的層層把關和編纂委員會的鼎力相助，特別感謝翻譯研究所蘇正隆副教授協助確認英文內容的正確性，以及校內所有單位與同仁對本專刊的付出和關注。期待所有「師大人」在迢迢學思路上迎接第一個百年，開創下一個世紀！

國立臺灣師範大學學務長  
百年校慶專刊編纂委員會召集人

林旻君 謹誌

## Foreword from the Editor

On May 21, 2021, the University History Committee decided to establish a committee to compile the Centennial Celebration Special Publication. The first compilation meeting was held on July 26, 2021. As the chief editor, under the recommendation of all committee members, I was honored to collaborate and refine the centennial record.

The special publication is divided into two volumes, with the first volume containing articles on school history, information, and centennial events as the main content. An article on the school history documented the development from Taiwan Provincial Teachers College to the Taiwan Provincial Normal University and the school we know today, the National Taiwan Normal University. Another article, in response to the 121st school board meeting held on November 21, 2018, that traced back the school's founding year in 1922, reported the historical memory of Taihoku Higher School and Taiwan Provincial Taipei High School. The second volume is devoted to the history, development, characteristics, and prospects of each college and Academy of Preparatory Programs for Overseas Chinese Students. Each article is a testament to the University's long and fruitful academic work in the relevant fields at home and abroad. The compilation team has collected and researched numerous historical texts. Despite the limited space, the record presented the University's in-depth history and current development with a clear structure, vivid images, and strong readability. Written in both Mandarin and English, the text marked an essential milestone in the University's publication history.

During editing, we would like to express our gratitude toward the University History Committee for their support and the Centennial Celebration Special Publication Committee for their assistance. We are especially grateful to Associate Professor Jerome Su of the Graduat Institute of Translation and Interpretation for his assistance in editing the English content, and all University units and colleagues for their dedication and attention to this special record. Here we welcome our first hundred years, and I look forward to seeing all alumni creating the next century of vision and accomplishment together.

Vice President for Student Affairs  
Convenor of the Centennial Celebration Special Publication Committee

Lin, Mei-Chun



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# 時雨春風 · 百年樹人—教育學院

Season after Season, Planting the Seeds of Wisdom —  
College of Education

周恩文

國立臺灣師範大學教育學系教授

**Chou Yu-Wen**

Professor  
Department of Education, NTNU

大學是高深學術的殿堂，因此每一所大學在學術上至少應有一項獨特專長領域領航學界，而成為該校的主要學術特色；大學也是社會的良心，對社會也應有其獨特的回饋與貢獻。對於國立臺灣師範大學（以下簡稱本校）而言，從民國 35 年（1946）創校伊始，「教育」領域就成為本校的主要特色之一。民國 34 年（1945）8 月日本戰敗投降，10 月國民政府派員正式接收臺灣與澎湖群島後，政府為了培養臺灣中等學校所需師資，遂於 35 年 6 月成立臺灣省立師範學院，成



圖 1 | 民國 60-70 年代教育大樓剪影

（資料來源：國立臺灣師範大學）

Figure 1. Education Building silhouette, 1970-80s  
(Source: National Taiwan Normal University)

為臺灣第一所培養中等學校教師的大學校院。44 年（1955）8 月成立教育學院（圖 1）（以下簡稱本學院）以後，所屬各學系、研究所便承擔中等師資培育及教育研究的雙重任務。此後 75 年間，儘管臺灣的社會結構、政治環境及政府教育政策歷經多變，雖對本學院的發展出現重大衝擊與挑戰，但本學院的願景、目標、角色與功能，未減反增，目前已涵蓋教學、研究與社會服務等多項。以下將分從發展、特色及未來願景三方面來述說他的故事。

## 壹、發展

國立臺灣師範大學「教育」領域的開創，始於民國 35 年 6 月創校之初所設七學系之一的教育學系，當時主要目標在培育中等學校所需教師及教育行政人員。37 年（1948）設體育學系，42 年（1953）配合經濟建設及接受美援，設工業教育學系及家政學系，43 年（1954）體育學系改為體育衛生教育學系。44 年（1955）遵循政府「師資第一、師範為先」的教育政策，本校獲升格為臺灣省立師範大學，新設教育學院、文學院及理學院，並由田培林教授擔任本學院首任院長；另增設教育研究所碩士班（圖 2）及社會教育學系，開國內先河。46 年（1957）體育衛生教育學系分為體育學系及衛生教育學系。56 年（1967）本校依〈大學法〉規定、省市分治政策臺

Universities are the highest institutes of higher education. Each university should have at least one field of expertise at the forefront of the academic world which becomes the university's main academic feature. Universities also represent the conscience of society and should make a contribution to society. For National Taiwan Normal University (hereinafter referred to as the University), its expertise has been in the field of education since its founding in 1946. In August 1945, Japan surrendered, and in October of the same year, the National Government officials established the Taiwan Provincial Teachers College in June 1946 to train the teachers for secondary schools in Taiwan. It became the first specialized higher education institution specialized for secondary school teachers. In 1955, after the establishment of the College of Education (Figure 1) (hereinafter referred to as the College), its departments and graduate institutes had the dual missions of secondary school teacher training and educational research. In the following 75 years, social structure, political environment, and governmental education policies have changed in Taiwan, challenging the development of the College. However, the College's vision, goals, role, and functions have not been reduced, but have extended to encompass teaching, research and social services. Its story is told in the following sections from these perspectives: development, characteristics, and vision.

## I. Development

At the University, the establishment of the academic field of education began in June 1946, when the Department of Education was among the first departments to be established. At the time, the main goal was to train competent teachers for secondary schools and educational administrators. In 1948, the Department of Physical Education was established. In 1953, the Department of Industrial Education and the Department of Home Economics Education were established to complement economic construction and U.S. aid. In 1954, the Department of Physical Education was renamed the Department of Physical and Health Education. In 1955, following the government's policy of prioritizing the training of professional teachers, the University was upgraded to Taiwan Provincial Normal University, with the newly established College of Education, College of Arts, and College of Science, and with Professor Tien Pei-Lin as the first Dean; in addition, the Graduate Institute of Education (Figure 2) and the Department of Social Education were established, the first in Taiwan. In 1957, the Department of Physical and Health Education was divided into the Department of Physical Education and the Department of Health Education. In 1967, in accordance with the University Act and the policy of division of Taiwan



圖 2 | 40-50 年代教育研究所

（資料來源：國立臺灣師範大學）

Figure 2. Graduate Institute of Education, 1950-60s (Source: National Taiwan Normal University)



北市將改制院轄市及配合九年國民教育的推動，改制為國立臺灣師範大學。57年（1968），增設教育心理學系、公民訓育學系及三民主義研究所碩士班。61年（1972）成立教育研究所博士班，為國內首創。又自60年（1971）代末起，依循本校擴充研究所的目標，本學院於是陸續在相關學系之外，增設工業教育研究所、輔導研究所、衛生教育研究所、家政教育研究所、社會教育研究所等碩士班。74年（1985）設資訊教育學系、75年（1986）設特殊教育研究所，79年（1990）設特殊教育學系（國立臺灣師範大學，1984，1993）。

民國76年（1987）蔣經國前總統宣布臺澎金馬地區解除戒嚴，再開放黨禁、報禁，於是自80年（1991）代起，國內教育改革浪潮也隨之風起雲湧，連帶嚴重衝擊到既有的師範教育制度與政策。83年（1994）〈師資培育法〉（原〈師範教育法〉）修正公布，實施近40年的計畫性公費培育制度，一夕間改為自費培育為主，自此師資培育日趨多元化，而本校各學系原有培育中等學校師資的功能亦受到挑戰，遂開始籌謀未來方向。90年代（2000s）初，在師資培育多元化政策下，數年間因公私立大學師培機構擴張太快，以致師資量供過於求，93年（2004）12月教育部發布《我國師資培育數量規劃方案》，其中規定各師範校院應以93學年度大學部師資培育招生數為基準，規劃3年內（即至96學年度）至少減少大學部師資培育招生數達50%以上（教育部第七次中華民國教育年鑑編纂委員會編，2012，483）。再因80年代高等教育膨脹太快，各校間競爭激烈，迫使本校開始朝向綜合大學發展，而本學院各系所則更強化各學術專門領域的研究功能，增設博士班及在職進修專班，以有效因應變局。隨著學術領域分化，本校也先後於87年（1998）增設科技學院及90年增設運動與休閒學院，而原本學院所屬的體育及工業教育相關系所遂分別改隸新學院。同時期院內，另有系所先後更名，如改為教育心理與輔導學系、人類發展與家庭教育學系、公民教育與活動領導學系、政治學研究所、健康促進與衛生教育學系；或改隸新設的社會科學學院或管理學院，如大眾傳播研究所、社會工作研究所、政治學研究所、餐旅管理與教育研究所（陳秀鳳等，2016）。

歷經75年的發展，目前本學院設有教育學系、社會教育學系、教育心理與輔導學系、公民教育與活動領導學系、健康促進與衛生教育學系、人類發展與家庭教育學與特殊教育學系等7學系，教育政策與行政領導研究所、課程與教學研究所及復健諮商研究所等3研究所（陳秀鳳等，2016），此外，增設學習資訊專業學院，下轄

Province and cities, Taipei City became a direct-controlled municipality. To complement the promotion of the nine-year national education, the University was also restructured and became National Taiwan Normal University. In 1968, the Department of Educational Psychology, the Department of Civic Education, and the Graduate Institute of the Three Principles of the People were established. In 1972, the University established a doctoral degree program in its Graduate Institute of Education, the first in Taiwan. Since the end of the 1970s, following the goal of expanding its graduate schools, the University has established the Graduate Institute of Industrial Education, the Graduate Institute of Guidance, the Graduate Institute of Health Education, the Graduate Institute of Home Economics Education, and the Graduate Institute of Social Education in addition to the relevant departments. In 1985, the Graduate Institute of Information and Computer Education, in 1986 the Graduate Institute of Special Education, and in 1979 the Department of Special Education were established (National Taiwan Normal University, 1984, 1993).

In 1987, former President Chiang Ching-kuo lifted Martial Law and also ended the ban on the formation of political parties and publications of newspapers. Therefore, from the 1990s, there was a surge of educational reform in Taiwan, which had a serious impact on teacher education system and policies. In 1994, Teacher Education Act was thus revised, and the planned public-funded training system that had been implemented for nearly 40 years transformed into a self-funded training program. Teachers Education became increasingly diversified, and the original function of training secondary school teachers in each department of the University was faced with challenges, which prompted departments to plan for their future. In the early 2000s, under the policy of diversification of teacher Education, supply of teachers exceeded the demand due to the rapid expansion of teacher training centers in both public and private universities. In response, in December 2004, the Ministry of Education issued the Amount of Teacher Education Plan, which stipulated that each normal universities and colleges should, taking the number of students enrolled in university for the training of teachers in the 2004 academic year as the benchmark, plan to reduce enrollment by at least 50% within three years (before the 2007 academic year) (the 7<sup>th</sup> Republic of China Educational Archives Compilation Committee of the Ministry of Education, 2012, 483). In addition, due to the rapid expansion of the higher education in the 1990s, competition amongst universities was fierce, and the University was forced to develop into a comprehensive university. Departments in the University also responded by strengthening research in various academic fields and establishing doctoral programs and in-service master programs. Following the specification of academic fields, the University also established the College of Technology in 1998 and the College of Sports and Recreation in 2001; the physical education and industrial education-related departments were allocated to the respective new colleges. During the same period, other departments were renamed, such as the Department of Educational Psychology and Counseling, the Department of Human Development and Family Studies, the Department of Civic Education and Leadership, the Graduate Institute of Political Science, and the Department of Health Promotion and Health Education; some were also allocated to the newly established College of Social Sciences or College of Management, such as the Graduate Institute of Mass Communication, the Graduate Institute of Social Work, the Graduate Institute of Political Science, and the Graduate Institute of Sport, Leisure, and Hospitality Management (Chen et al., 2016).

After 75 years of development, the College currently encompasses the Department of Education, the Department of Social Education, the Department of Educational Psychology and Counseling, the Department of Civic Education and Leadership, the Department of Health

資訊教育研究所、圖書資訊學研究所、學習科學學士學位學程，及教育學院學士班，另設有多個系所級在職專班及學分學程，及院級創造力發展碩士在職專班與成癮防制碩士在職專班（國立臺灣師範大學教育學院，2022）。各系所辦學皆已多次通過大學校務及系所評鑑，以及師資培育評鑑，辦學績效深獲肯定。

## 貳、特色

累積 75 年的努力，本學院主要特色共有八項，分述如後：

### 一、建立完整的教育領域人才培養體系，育成多元人才

本學院教育目標主要在培育教育領域各類人才，目前所屬各系所均設有學士、碩士及博士三層次班次，以及各類在職進修碩士專班，建立完整的教育領域人才培育體系。

除各類正規班次外，也開設輔系、雙主修課程。90 年代以後，因應高等教育教學卓越計畫、邁向頂尖大學計畫、高等教育深耕計畫等新政策及競爭型補助計畫的推動，陸續開設各類學分學程，現有財務金融、學校心理學、大數據資料與數位評量、學習與資訊、戶外探索領導、社區高齡者服務人才培力、PASSION 偏鄉優質教育、產業實習等 8 個學分學程課程，以培養多類專業人員，增強學生多元競爭力。

### 二、因應教育革新，推動行政制度與組織改革

自民國 80 年代末起，本學院率先實施學系主任、所長及院長選舉制度。自 100 年（2011）起，教育學系、教育政策與行政研究所及課程與教學研究所（一系二所），及特殊教育學系與復健與諮商研究所，率先推動「系所合一、一系多所」措施，系所設置單一主管，合署辦公，統一管理，以有效整合各項資源。107 年（2018）更設立學習資訊專業學院；108 年（2019）再設立學院學士班（大一大二不分系）、110 年（2021）成癮防制碩士在職專班等新單位。

### 三、人員規模龐大，師資陣容完備

本學院各系所自創設以來師資陣容，名師輩出，引領臺灣所屬專業領域發展方向。如田培林、黃建中、孫邦正、孫亢曾、崔載陽、余書麟、賈馥茗、王振鵠、馬

Promotion and Health Education, the Department of Human Development and Family Studies, and the Department of Special Education, as well as the Graduate Institute of Educational Policy and Administration, the Graduate Institute of Curriculum and Instruction, and the Graduate Institute of Rehabilitation Counseling (Chen et al., 2016). In addition, the School of Learning Informatics was established, under which are the Graduate Institute of Information and Computer Education and the Graduate Institute of Library and Information Studies, the Bachelor Degree Program of Learning Sciences, the Bachelor Degree Program of Education, as well as a number of department-level in-service classes and credit courses, and college-level Masters in Creativity Development and Addiction Prevention with In-service Master's Degree (National Taiwan Normal University College of Education, 2022). All departments and schools have repeatedly passed the university and teacher education evaluation, and the performance of each division has been strongly affirmed.

## II. Characteristics

After 75 years of hard work, the College has eight main characteristics, which are listed below:

### 1. Establishing a complete system in the field of Education to nurture diverse talents

Our goal in education is mainly to cultivate diverse talents in the field of Education. At present, there are three levels of programs—bachelor's, master's, and doctoral—under each department, as well as various in-service master programs, which aim to establish a complete talent cultivation system in the field of Education.

In addition to full courses, minor programs and double major programs are also offered. After the 2000s, in response to the promotion of new policies and competitive subsidy programs such as the Higher Education Teaching Excellence Program, the Aim for Top University Project, and the Higher Education Sprout Project, various credit courses have been established. Currently, there are eight different credit programs offered, namely, finance, school psychology, big data and digital assessment, learning informatics, outdoor adventure leadership, community senior citizen service training, PASSION rural high-quality education, and industrial practice—which aim to cultivate professional talent in various fields and increase student competitiveness.

### 2. Promoting administrative and organizational reform for educational innovation

Since the 1990s, the College has pioneered in the election of the Dean of the College, Chair of the Graduate Institute, and Chair of the Department by faculty. Besides, since 2011, the Department of Education, the Graduate Institute of Education Policy and Administration, and the Graduate Institute of Curriculum and Instruction (one department, two institutes,) the Department of Special Education and Graduate Institute of Rehabilitation Counseling have taken the lead in promoting the unification of departments and institutes, with the department and the graduate institute setting up a single director, co-located office, and unified management, to effectively integrate various resources. In 2018, the School of Learning Informatics was established; new units such as Trans-disciplinary Program for B.A. in 2019 (no division of majors for the first and second years in College) and the In-service Master's Degree in addiction prevention founded in 2021 were established.

驥伸、李叔佩、錢卓升、路君約、張春興、黃堅厚、劉焜輝、黃昆輝、郭為藩、林清江、黃光雄、楊深坑等教授，均望重士林。

目前本學院專任教師逾 150 人，另先後敦聘伍振鷺、歐陽教、謝文全、吳清基、林清山、金樹人、郭為藩、楊國賜、李建興、黃明月、晏涵文、黃松元、吳武典、林幸台、盧台華等人為名譽教授；曾志朗、蔡今中及張國恩為講座教授；另聘有兼任教師逾 200 人。整體規模不僅校內最大，且相較國內外同性質知名大學教育學院亦然。

#### 四、研究功能強大且成果豐碩，引領教育學各子學門發展走向

本校自民國 44 年（1955）升格為大學後，首先增設教育、國文及英語等三個獨立研究所，於是學校的教育功能，除原培養健全中等學校師資的教學功能外，也強化「研究高深學術」的功能，累積迄今，教育領域的重要成果簡述如後：

##### （一）開展教育學門的多元風貌

本學院在教育哲學、教育史、教育社會學、教育行政、課程、教育心理學（圖 3）、教育測驗、輔導與諮商、社會教育、衛生教育、家政教育、學前教育、特殊教育（身心障礙教育與資賦優異教育）、童軍教育、技職教育、體育、資訊教育等子學門，大師輩出，長期引領各該學門的發展走向。從民國 60 年代迄今，有程石泉（圖 4）、伍振鷺（圖 5）、張春興、黃政傑、楊深坑、宋曜廷等教授先後獲頒教育部學術獎；楊深坑、蔡今中兩位教授均兩度獲頒獎成為終身國家講座主持人。另有張國恩、蔡今中獲聘為科技部特約研究員；謝文全、歐陽教、簡茂發、吳武



圖 3 | 早期教師重要教育學著作舉隅（資料來源：教育學院）  
Figure 3. Examples of important Education works for early Faculty (Source: College of Education)



圖 4 | 教育部學術獎著作舉隅（資料來源：教育學系）  
Figure 4. Examples of Academic Award Works of the Ministry of Education (Source: Department of Education)



圖 5 | 民國 71 年教育部學術獎：伍振鷺名譽教授（資料來源：教育學系）  
Figure 5. Academic Award of the Ministry of Education in 1982: Emeritus Professor Wu Chen-Tsou (Source: Department of Education)

#### 3. Large number of staff and complete faculty

Since its establishment, the faculty of each department of the College has produced many renowned teachers who are leaders in their respective professional fields in Taiwan. These include Tien Pei-Lin, Huang Jien-Chung, Sun Pang-Cheng, Sun Kang-Tseng, Tsui Tsai-Yang, Yu Shu-Lin, Jia Fu-Ming, Wang Chen-Hu, Ma Chi-Shen, Li Shu-Pei, Chien Chuo-Sheng, Lu Chun-Yueh, Chang Chun-Hsing, Huang Jian-Hou, Liu Kun-Huei, Huang Kun-Huei, Kuo Wei-Fan, Lin Ching-Jiang, Huang Kuang-Hsiung, Yang Shen-Keng, and others, all respected professors.

At present, there are more than 150 full-time teachers in the College, and others have been hired, including Wu Chen-Tsou, Ouyang Jiaw, Hsieh Wen-Chyuan, Wu Ching-Ji, Lin Ching-Shan, Jin Shu-Ren, Kuo Wei-Fan, Yang Kuo-Shih, Lee Chian-Hsing, Hwang Ming-Yueh, Yen Han-Wen, Huang Song-Yuan, Wu Wu-Tien, Lin Hsin-Tai, Lu Tai-Hwa, and others, as Emeritus professors; Tseng Ji-Lang, Tsai Chin-Chung, and Chang Kuo-En as chair professors; and more than 200 teachers. The overall scale is not only the largest in the university, but also larger than colleges of education in both domestic and abroad universities.

#### 4. Strong research function and fruitful results, leading the development of various sub-disciplines in education

After the Teachers college became a university in 1955, three independent graduate institutes for education, Chinese, and English were established. Thus, the University's educational function expanded from the original training of secondary school teachers to include the strengthening of research in advanced academic topics. As of the present, the accumulated significant achievements in the field of education are listed below:

典、楊深坑、蔡今中、張國恩、宋曜廷、陳學志、劉子鍵等教授獲頒國家科學委員會及科技部傑出研究獎；宋曜廷、劉惠美、蔡孟蓉、梁志中、張欣怡、李旻憲、王雅鈴、林宗進等人獲頒吳大猷先生紀念獎；另有多人先後擔任國家科學委員會／科技部教育學門召集人。此外，104-109 年度本學院執行科技部計畫累積件數達 670 件，顯示研究能量強大且成果豐碩。

## (二) 辦理多種學術刊物列入 TSSCI 名單

本校升格大學及設立研究所後，開始強化學術研究功能，定期出版專業期刊。目前教育類有《教育科學研究期刊》(原《師大學報：教育》)、《教育研究集刊》(圖 6)、《教育心理學報》、《當代教育研究》、《特殊教育研究學刊》等期刊，持續列入臺灣社會科學引文索引 (Taiwan Social Sciences Citation Index, TSSCI) 名單，前 4 種期刊並收錄於 SCOPUS 資料庫。另有《健康促進與衛生教育學報》、《人類發展與家庭學報》、《公民教育與活動領導學報》及《圖書館學與資訊科學》等重要學術期刊廣受肯定。

## (三) 教育領域學術表現屢獲國際評比優異

當本世紀國際興起大學及學科評比後，本校教育領域學術表現優異，獲得多項肯定，民國 102 年 (2013) 首度名列 QS 全球第 50 名，110 年 (2021) 名列全球第 28 名；另 108 年 (2019) 獲根據 THE (Times Higher Education) 世界大學分科排名教育類科達全球第 15 名，110 年 (2021) 亦名列全球第 20 名。



圖 6 | 代表性 TSSCI 期刊舉隅：《教育研究集刊》剪影 (資料來源：教育學院)  
Figure 6. Examples of representative TSSCI journals: silhouettes of *Bulletin of Educational Research* (Source: College of Education)

## (1) Developing the Diversity of Education Disciplines

The College specializes in educational philosophy, educational history, educational sociology, educational administration, curriculum, educational psychology (Figure 3), educational testing, guidance and counseling, social education, health education, Home Economics education, preschool education, special education (physical and mental disability education and gifted education), scout education, technical and vocational education, physical education, educational informatics, and other fields, in which masters have emerged in large numbers, leading the development of academia for a long time. Since the 1970s, professors Chen Shih-Chuan (Figure 4), Wu Chen-Tsou (Figure 5), Chang Chun-Hsing, Hwang Jeng-Jye, Yang Shen-Keng, and Sung Yao-Ting have been awarded the Academic Award of the Ministry of Education; professors Yang Shen-Keng and Tsai Chin-Chung have both been named Lifetime National Lecture Moderators twice. In addition, Chang Kuo-En and Tsai Chin-Chung have both been appointed as special researchers of the Ministry of Science and Technology; professors Hsieh Wen-Chuan, Ouyang Chiao, Chien Mao-Fa, Wu Wu-Tien, Yang Shen-Keng, Tsai Chin-Chung, Chang Kuo-En, Sung Yao-Ting, Chen Hsieh-Chi, and Liu Tzi-Chian have been awarded the Outstanding Research Award of the National Science Council and the Ministry of Science and Technology; Song Yao-Ting, Liu Hui-Mei, Tsai Meng-Rong, Liang Chi-Chong, Chang Hsin-Yi, Li Min-Hsien, Wang Ya-Ling, Lin Tsung-Chin, and others were awarded the Ta-You Wu Memorial Award; many others have successively served as conveners of the Education Division of the National Science and/or Ministry of Science and Technology. In addition, from 2015 to 2020, the College implemented a total of 670 projects headed by the Ministry of Science and Technology, which shows that new research is strong and yields fruitful results.

## (2) Publishing a variety of academic journals included in the TSSCI list

After becoming a university and setting up graduate institutes, the University began to strengthen its academic research by regularly publishing professional journals. At present, educational journals include *Journal of Research in Educational Sciences* (originally *Journal of Taiwan Normal University: Education*), *Bulletin of Educational Research* (Figure 6), *Bulletin of Educational Psychology*, *Contemporary Educational Research Quarterly*, *Bulletin of Special Education*, and others, which were all successively included in the Taiwan Social Sciences Citation Index (TSSCI); the first four journals are also included in the SCOPUS database. Other important academic journals such as the *Journal of Health Promotion and Health Education*, *Journal of Human Development and Family Studies*, *The Bulletin of Civic Education and Leadership*, and *Journal of Library and Information Studies* are widely recognized.

## (3) Academic performance in the field of Education has repeatedly won international awards

Since the comparison of universities and academic disciplines gradually popularized internationally, the University's academic performance in the field of education has been outstanding and it has thus been recognized by various institutions. It was ranked 50<sup>th</sup> globally by QS for the first time in 2013, and ranked 28<sup>th</sup> in the world in 2021. In 2019, it was ranked 15<sup>th</sup> in the field of education in the world according to THE (Times Higher Education) world university rankings; and in 2021, the University also ranked 20<sup>th</sup> in the world.

## 五、培育多元人才，善盡社會服務責任

本學院歷屆校友，除獻身教育界，擔任中等學校教師及學校行政工作外，也有多人擔任公私私立大學校長、院系所學術主管及各級行政單位主管；以及擔任中小學校長、主任，學以致用，貢獻所長。

另有多人從事教育行政工作，如郭為藩、林清江、吳清基、潘文忠擔任教育部部長；並有多人擔任教育部政務次長、常務次長、司（處）長、署長、館長；臺灣省政府教育廳正副廳長、科長，直轄市及縣市教育局（處）正副首長、科長。

此外，還有校友服務政界，如許水德曾任高雄市長、臺北市長、內政部長、駐日代表、考試院院長；黃昆輝曾任內政部長、大陸委員會主任委員、總統府秘書長；另有校友擔任中央立法委員、監察委員或考試委員；亦有擔任縣（市）正副首長、鄉（鎮）長，各級地方議會議員；還有校友分別服務於圖書館界、新聞傳播界、公共衛生界、體育界、司法界及文教產業界者，且都有傑出貢獻。

## 六、長期參與重大教育政策的諮詢、規劃、決策、立法與推動

本學院教師同仁自創校起，即積極參與推動我國教育發展，影響中央教育政策與法規走向。教師們除先後積極參與九年國民教育及十二年國民基本教育兩大攸關臺灣教育發展重大政策的規劃與推動外，也曾協助教育部撰寫民國 84 年（1995）《中華民國教育報告書：邁向二十一世紀的教育遠景》、87 年《邁向學習社會白皮書》、94 年（2005）《師資培育政策建議書》、97 年（2008）《資賦優異教育白皮書》及 100 年《中華民國教育報告書：黃金十年、百年樹人》等重要教育報告書外，又分別先後參與〈師範教育法〉、〈特殊教育法〉、〈圖書館法〉、〈家庭教育法〉及〈學生輔導法〉的立法及修法工作，以及對綜合高中、國民中學基本學力測驗、國民中學教育會考、健康促進學校、高中均質化、高中優質化、教師檢定考試、品格教育、樂齡教育、補救教學、偏鄉教育、教師專業發展、師資培育課程基準、教師資格考試、雙語教育、適應體育等重大計畫的規劃與推動。再者，80 年代以前，本學院教師也參與歷次「大學必修科目表」、國民中學及高級中學課程標準總綱及相關分科課程標準的修訂。90 年代以後，則參與國中及高中課程綱要總綱及相關領域綱要的修訂與審查工作。

## 5. Cultivating diverse talents and fulfilling social service responsibilities

In addition to dedicating themselves to the education sector and serving as secondary school teachers and administrators, many alumni of the College have served as presidents of public and private universities, academic leaders of faculties and departments, and leaders of administrative units at all levels; they have also contributed as principals and directors of high schools and elementary schools.

Others engage in educational administrative work, such as Kuo Wei-Fan, Lin Ching-Jiang, Wu Ching-Ji, and Pan Wen-Chung as Ministers in the Ministry of Education; a number of others serve as Deputy Ministers of Education, Executive Deputy Ministers, Directors of Departments (Divisions), Directors, and Curators; Taiwan Provincial Government Directors, Deputy Directors, and section chiefs; Municipality Education Bureau (department) Directors, Deputy Directors, and section chiefs.

Furthermore, alumni serve in the political world. For example, Hsu Shui-De once served office as Mayor of Kaohsiung, Mayor of Taipei City, Minister of the Interior, Taiwan Representative in Japan, and Dean of the Examination Yuan. Huang Kun-Huei served as Minister of the Interior, Chairman of the Mainland Affairs Council, and Secretary-general of the Presidential Office; other alumni served as Members of the Legislative Yuan, Control Yuan Commissioners or Members of the Examination Yuan; many serve as county (city) leaders and deputy heads, township (town) heads, and members of local councils at all levels; many alumni have also made outstanding contributions in the fields of library, journalism, public health, sports, judiciary, and cultural and educational industries.

## 6. Long-term participation in the consultation, planning, decision-making, legislation, and promotion of major education policies

Since the establishment of the College, faculty have actively participated in the promotion of the development of education and influenced the direction of central government's education policies and legislation. In addition to actively participating in the planning and promotion of the nine-year education and twelve-year basic education, two major policies related to the development of Taiwan's education, they also assisted the Ministry of Education in drawing up the Report on Education in the Republic of China: A Vision for Education in the 21st Century in 1995, the White Paper on Towards a Learning Society in 1998, the Teacher Education Policy Proposal in 2005, the White Paper on Gifted and Excellent Education in 2008, and the Republic of China Education Report: Golden Decade, Centuries to Build People in 2011, as well as other important education reports. They have also participated in the legislation and revision of the Teacher Education Act, Special Education Act, Library Act, Family Education Act, and Student Guidance and Counseling Act, as well as the planning and promotion of major programs including the establishment of comprehensive high schools, The Basic Competence Test for Junior High School Students, Comprehensive Assessment Program for Junior High School Students, health promotion schools, high school homogenization, high school quality improvement, teacher certification examination, moral education, senior citizen education, remedial teaching, rural education, teacher professional development, teacher education curriculum standard, teacher qualification examination, bilingual education, and adaptive sports. Furthermore, prior to the 1990s, faculty in the College also participated in the revision of the University Compulsory Subject List and the general curriculum and relevant sub-subject standards for national junior high schools and senior high schools. From

此外，除積極協助推動地方教育輔導工作外，自民國 90 年代起，也參與地方政府教育規劃、專案計畫審查、諮詢與輔導，擔任教育委員會委員，以及中小學校長及主任遴選，教師甄選等工作，發揮所長，貢獻所學。

### 七、長期積極參與教育專業社團，擔任領導角色

本學院教師長期參與國內外教育專業學會，並擔任各該學會理事長、常務理（監）事、理（監）事、正副總幹事（秘書長）等重要會務職務，服務專業社群，諸如中國教育學會、中國視聽教育學會、中國測驗學會、中國輔導學會（臺灣輔導與諮商學會）、中國衛生教育學會、中國童子軍教育學會、中華民國比較教育學會、中華民國成人教育學會、中華民國特殊教育學會、中華民國家庭教育學會、中華民國師範教育學會等等。民國 43 年底，中國教育學會與六個學術團體聯合舉行年會（教育部教育年鑑編纂委員會編，1957，700）。之後持續負責籌辦「中華民國教育學術

the 2000s, faculty have also contributed to the revision and review of the junior high school and senior high school general curriculum and the general outline for related other fields of study.

Moreover, in addition to actively assisting the promotion of local education counseling, since the 2000s, instructors have also participated in local government educational planning, project review, counseling, and served as members of the Education Committee, as well as participated in the selection of principals, directors, and teachers, contributing to the education system by utilizing their individual strengths and skills.

### 7. Long-term participation in educational professional societies actively and Being leadership roles

The faculty in the College have long participated in both national and international education professional societies, serving as chairmen, executive directors (supervisors), director and deputy director general (secretary), and other important conference affairs positions of associations and professional communities, such as the China Education Society, Audio-Visual Education Association of China, Taipei, R.O.C., Chinese Association of Testing, Chinese Counseling Association (Taiwan Guidance and Counseling Association), China Health Education and Publicity Association, Scouting Society of China, Chinese Taipei Comparative Education Society, Chinese Association of Adult Education, Chinese Association of Special Education, Chinese Association of Family Education, Chinese Association of Normal Education, etc. At the end of 1954, the China Education Society and other six academic associations held a joint annual conference (The 7<sup>th</sup> Republic of China Educational Archives Compilation Committee of the Ministry of Education, 1957, 700). Since then, the associations have continued to organize the Republic of China Education and Academic Organizations Joint Annual Conference, which is held at the end of each year in conjunction with various domestic educational and academic organizations (Figure 7). Additionally, since 1987, the conference has awarded outstanding members in research with the Excellent Educator Awards and members who have contributed to the promotion of various associations the Educator Service Awards (Figure 8). So far, more than 40 educational societies have participated, and the number of participating groups is increasing continuously. In addition, proposals, declarations, or statements are announced in the annual conferences and forwarded to the Ministry of Education for review.

In addition, faculty in the College also actively participate in foreign educational academic organizations (for example, Gifted



圖 7 | 民國 110 年中華民國教育學術團體聯合年會 (資料來源：教育學系)  
Figure 7. The 2021 Republic of China Education and Academic Association Joint Annual Conference (Source: Department of Education)



圖 8 | 民國 103 年度教育人員木鐸獎、服務獎得獎人名錄 (資料來源：教育學系；中華民國教育學術團體聯合年會史料)  
Figure 8. List of winners of the 2014 Excellent Educator Awards and Educator Service Award (Source: Department of Education; Annual Joint Conference of Education Associations of ROC 2014)



圖 9 | 民國 109 年「臺灣教育學術聯盟」成立大會 (資料來源：教育學院)  
Figure 9. The founding meeting of the Taiwan Education and Academic Alliance in 2020 (Source: College of Education)

團體聯合年會」，結合國內各個教育學術團體於每年底召開會議 (圖 7)；且自 76 年起，分別頒發「優良教育人員木鐸獎」獎勵各學會學術成就卓越會員，及「優良教育人員服務獎」(圖 8) 獎勵推動各學會會務有功人員，迄今已有 40 個以上的教育團體參與，並持續增加中；另每年會中會提出建議案、發表大會宣言或聲明，對國內教育發展提出建言，送請教育部參辦。

此外，本學院教師也積極參與國外教育學術組織 (如資優教育、道德教育、公民教育、亞洲比較教育等學會)，並擔任重要職務，促進國際學術交流。民國 108 年本學院更邀集國內 12 所大學院校教育學院、系所正式組織「臺灣教育學術聯盟」(Taiwan Education Alliance, TEA) (圖 9)，以擴大國內外教育領域學術交流。109 年發起成立亞太師資教育學會 (the Asia-Pacific Association for Teacher Education, APATE)，每年配合聯合年會，舉辦國際學術研討會，加強亞太地區師資教育主管與學者之學術合作，深化亞太地區師資教育學術之交流與促進師資培育實務之傳播。

### 八、加強國際教育學術交流，引領亞洲走向世界

本學院自民國 60 年以來，即積極透過舉辦國際學術研討會、參與國際會議、鼓

Education, Moral Education, Civic Education, Asia Comparative Education, and more education societies), serving in important positions and facilitating international academic exchanges. In 2019, the College invited Colleges and Departments of Education from 12 domestic universities to establish the Taiwan Education Alliance (TEA) (Figure 9), with the aim of expanding the scale of academic exchanges in education both domestically and abroad. In 2020, Asia-Pacific Association for Teacher Education (APATE) was established; it works in conjunction with the joint annual conferences and holds international academic seminars to strengthen academic cooperation between education directors and scholars in the Asia-Pacific region, as well as deepen the degree of academic exchange and promote dissemination of teacher training practices.

### 8. Strengthening international in academic exchanges education, increasing the visibility of Asia on the world stage

Since the 1970s, the College has facilitated international exchange through the active organization of international academic seminars, participating in international conferences, encouraging faculty to study abroad, and inviting foreign scholars. From the 2000s, the College has also promoted sister school cooperation projects at both the college and department level. From 2011, the College had successively signed academic cooperation agreement and memorandum with Tohoku University of Japan (Figure 10), Chiba University, Nagoya University, University of Tsubaka, Vanderbilt University, University of California, Los Angeles, Pennsylvania State University, University of Hong Kong, The Chinese University of Hong Kong, and other higher education institutes. Various departments of the College have also signed academic cooperation memorandum with relative departments of universities in the United States, Sweden, Ireland, Japan, South Korea, Hong Kong, Mainland China, and other countries. Additionally, the Department of Education signed an agreement with the Paulo Freire Institute of the University of California, Los Angeles (UCLA) and the School of Education of the University of British Columbia (Canada) to offer joint summer programs. With the aim of strengthening substantive cooperation, the Department of Educational Psychology and Counseling and the Department of Education signed a master's dual degree program with the University of Missouri, Columbia Campus and Kyushu University of Japan respectively. In 2017, in accordance with the University's development plans, the College set the University of Hong Kong's Faculty of Education and related



圖 10 | 民國 100 年本學院與日本東北大學大學院教育學科學術交流協定書 (資料來源：教育學院)  
Figure 10. The academic exchange agreement between the College and the Tohoku University, Graduate School of Education in Japan in 2011 (Source: College of Education)

勵教師國外進修、邀請外賓來訪，進行國際交流。90 年以後，更推動院級及系所級姊妹校合作計畫。100 年以後，本學院陸續已與日本國立東北大學（圖 10）、千葉大學、名古屋大學、筑波大學；美國范德堡大學（Vanderbilt University）、加州大學洛杉磯分校（University of California, Los Angeles, UCLA）、賓州州立大學（Pennsylvania State University）、香港大學、香港中文大學等校的教育學院簽訂學術合作協議，師生進行學術交流。而本學院所屬各系所也分別與美國、瑞典、愛爾蘭、日本、韓國、香港、中國大陸、香港等國家、地區相關大學系所簽署學術合作協議；又教育系所分別與美國加州大學洛杉磯分校（UCLA）Paulo Freire Institute 及加拿大英屬哥倫比亞大學（University of British Columbia）教育學院簽訂協議每年開設暑期課程；另教育心理與輔導學系與美國密蘇里大學哥倫比亞校區、教育系所與日本國立九州大學簽訂碩士雙聯學位計畫，加強實質合作；106 年（2017）本學院配合校務發展計畫，更以香港大學教育學院及所屬相關系所作為本學院及相應系所的標竿，進行參訪及後續學術交流。

本學院教師及研究人員自民國 104 年至 109 年共計與 302 所國際大學合作，其中 52 所為世界知名頂尖大學，如東京大學、耶魯大學、哈佛大學、香港大學、墨爾本大學、牛津大學、利茲大學等。合作項目有簽訂備忘錄（MOU），共同辦理國際學術研討會、工作坊與論壇，延攬國外學者，選送人才赴外研究，合作發表論文及出版專書，申請專利、開發平台、推廣技術等。

## 參、未來願景

本學院及各系所創立迄今已逾 75 年，展望未來，持續以發展前瞻教育研究，培育優質教育研究與實務人才及提升我國教育品質為重要使命，主要願景有以下四項（國立臺灣師範大學教育學院，2022）：

### 一、加值學生學習成效，培養學生領導能力

為提升本學院學生融入公民社會及進入職場的準備度，除了專業知識的養成，本學院期許學生具備正直人格、責任感與團隊能力，並且願意幫助別人進步。未來將透過整合式課程增加學生實作與團隊合作機會，培養學生領導能力，強化就業與終身學習的關鍵素養。

departments as the College and related departments' benchmark, facilitating exchanges through visits and follow-up academic interactions.

From 2015 to 2020, the faculty and researchers in the College cooperated with 302 international universities, of which 52 are world-renowned such as the University of Tokyo, Yale University, Harvard University, University of Hong Kong, University of Melbourne, University of Oxford, University of Leeds, etc. Cooperative projects include signing a memorandum of understanding (MOU); co-organizing international academic conferences, workshops and forums; recruiting foreign scholars, selecting and sending talents to study abroad, cooperating in publishing papers and books, applying for patents, developing platforms, promoting technological skills, and more.

## III. Vision

The College and its Departments have been established for more than 75 years; looking to the future, it will continue to focus on developing forward-looking educational research, cultivating high-quality education research and practical talents, and improving the quality of education in Taiwan. The main visions are outlined below (College of Education, National Taiwan Normal University, 2022):

### 1. Adding value to student learning outcomes and developing student leadership skills

In order to enhance student readiness to enter society and the workplace, in addition to the development of professional knowledge, the College expects students to have integrity, a sense of responsibility and cooperative skills, and the willingness to help others. In the future, through integrated courses, there will be increased opportunities for practical work and teamwork among students in order to cultivate leadership skills and strengthen qualities key to employment and lifelong learning.

### 2. Transforming research findings to enhance social engagement and impact

The results of educational research must be connected with society, and only then can the service function of the University be manifested. Through topic setting, the College leads the discussion of important educational issues and policies, proposes solutions, and enhances the College's social impact and degrees of social service; on the other hand, students are encouraged to pay attention to social issues, develop critical thinking and analytical skills, and learn to solve complicated problems effectively.

### 3. Upgrading the instruction mode of teachers in response to technological development

The creation and circulation of knowledge are no longer concentrated in a few people or institutions, and the media of learning are also becoming increasingly diverse. The College will establish a learning community through a platform for interdisciplinary dialogue, improve the



## 二、轉譯研究成果，加強社會參與及影響

教育研究成果必須與社會連結，大學的服務功能始得以彰顯。本學院一方面透過議題設定，引領重要教育問題與政策之探討，提出解決方案，提升學院對社會的影響與服務的層次。另一方面鼓勵學生關注社會議題，發展其批判思考與分析能力，學習有效解決複雜問題。

## 三、因應科技變遷，升級教師教學模式

知識的創造與流通不再集中於少數人或機構，學習的媒介亦趨向多元，本學院將透過跨系所領域的對話平台，建立學習社群，改善教師教學及評量方式，並與教學發展中心共同推動碩博士生教學助理（TA）培訓及教學精進，營造具支持性的學習環境，提升學習成效。

## 四、跨越學術疆界與藩籬，厚實流動力與競爭力

社會問題日趨複雜，跨越學術領域和跨國的交流與合作，可接觸各種文化解決社會複雜問題的觀點與方式，拓增視界。本學院將持續鼓勵跨系所提出整合型計畫及合開課程，促進跨領域合作與對話，並與國際知名教育學院簽署合作協定及交換師生，提升本學院學生的流動力與國際競爭力。

今後五年的發展目標有以下四項（國立臺灣師範大學教育學院，2022）：

### 一、全球教育研究典範領航者

（一）深化教育研究之國際領導力：與國際知名大學建立雙邊學術合作，共同發表論文，提高引用率，並協助學院各學術期刊申請進入 TSSCI 或 SCOPUS 名單。

（二）提升學院之國際學術聲望：成立臺灣教育學術聯盟，領導聯盟與國際知名大學建立跨國合作。深耕國際學術組織，主辦國際學術活動或擔任組織理監事與領導人等，發揮國際影響力。

### 二、亞太前瞻教育實務領航者

（一）提出本土教育問題政策建言，善盡大學責任：鼓勵教師爭取國內外教育政

methods of instruction and assessment, and cooperate with Center for Teaching and Learning Development to promote the training and enhancement of teaching assistants (TA) for master and doctoral students, aiming to create a supportive learning environment and enhance the general effectiveness of learning.

## 4. Overcoming academic boundaries and barriers to enhance mobility and competitiveness

As social problems are becoming increasingly complex, through exchanges and cooperation across academic fields and countries, individuals gain exposure to different viewpoints and methods of various cultures in solving complicated social problems. The College will continue to encourage integrated programs and joint courses organized inter-departmentally, promote interdisciplinary cooperation and dialogue, and sign agreements on academic cooperation and exchange student/faculty programs with internationally renowned education colleges, to enhance the mobility and international competitiveness of students.

The four developmental goals for the next five years are listed below (College of Education, National Taiwan Normal University, 2022):

### 1. To be model leader in global education research

(1) Strengthen international leadership in educational research: Establish bilateral academic cooperation with internationally renowned universities to jointly publish papers and increase citation rates, and assist the academic journals of the College to apply for entry into the TSSCI or SCOPUS list.

(2) Enhance the international academic prestige of the College: Establish the Taiwan Education Academic Alliance, and lead the Alliance to establish transnational cooperation with internationally renowned universities. Cultivate international academic organizations, host international academic activities and serve as organizational supervisors and leaders, etc., to exert more international influence.

### 2. To be leader of Asia-Pacific forward-looking education practice

(1) Recommend policy suggestions for local education issues and fulfill the social responsibility of the University: Encourage teachers to strive for domestic and foreign education policy planning or services to expand their influence. Strengthen the integration of teaching and research, and promote empirical teaching practice research. Participate in social and environmental innovation action plans, and care about the education of disadvantaged groups to advance education justice.

(2) Share Taiwan's high-quality teacher education policies and experience to the Asia-Pacific region: As well as establishing the Asia-Pacific Teacher Education Association to promote educational cooperation and policy research in the Asia-Pacific region, the College also aims to gradually transfer Taiwan's successful education and teacher education experience to expand its international influence.

策規劃或服務，擴大影響力。強化教學與研究之整合，推動證據導向之教學實踐研究。參與社會及環境創新行動方案，關心弱勢族群教育提升教育正義。

(二) 向亞太地區輸出臺灣優質師資教育政策及經驗：除成立亞太師資教育學會，推動亞太地區的教育合作與政策研究外，也逐步輸出臺灣成功教育及師資培育經驗，擴大國際影響力。

### 三、跨域前瞻國際人才培育者

(一) 培育跨域融通之前瞻人才：推動以院為教學核心單位統整系所資源。推動數位學習課程，符合個人化學習步調需求，提升專業學習品質。逐年增加跨域學程之完成率，使每位學生都有跨域學習經驗。

(二) 培養國際視野之未來人才：延攬外籍或可英語授課師資，營造國際化學習環境，並開設全英語課程，吸引優秀外籍學生就讀。持續推動雙聯學位及跨國共同指導，獎助學生國際移動，開拓多元文化視野。

### 四、產業與校友網路連結者

(一) 學用合一，提升學生就業競爭力：建置產業與國內外實習機制及課程，營造優質創業環境，達成畢業即就業目標。與產業合作設立可互動討論與即時視訊之多功能未來教室，提供學生良好的學習環境，增進學習成效。

(二) 深化校友聯結回饋母校發展：成立校友暨公共事務委員會，強化國內外校友網絡連結，提升對母校向心力。建置校友募資平台，透過校友網絡爭取資源協助學院發展。

總之，本校從創校之日起，「教育」領域一直是本校主要特色之一，而延續與發揚，則是本學院重要使命。當前面對國內外高等教育的激烈競爭，本學院將在前人長期努力累積的基礎上，繼續邁向下一個高峰。

### 3. To be cultivator of interdisciplinary forward-looking international talents

(1) Cultivate forward-looking and interdisciplinary talents: Promote the integration of department resources with the College as the core teaching unit. Promote digital learning courses, meet the needs of individual learning pace, and improve the quality of professional learning. Increase the completion rate of interdisciplinary courses year by year, so that every student can acquire interdisciplinary learning experiences.

(2) Cultivate future talents with international vision: Recruit foreign or English-speaking teachers to create an international learning environment, and offer all-English courses to attract outstanding foreign students. Continue to promote dual degree and cross-border co-guidance to encourage students to think internationally and develop a multicultural perspective.

### 4. To be connector of the industry and alumni network

(1) Integrate learning and work to enhance students' employment and competitiveness: Establish industry and domestic and foreign internship mechanisms and courses to create a high-quality entrepreneurial environment and facilitate a higher percentage of employment after graduation. Cooperate with industry to establish multi-functional classrooms with interactive discussion and real-time video, providing students with a quality environment for learning and improving the effectiveness of learning.

(2) Strengthen the connection of alumni, encourage giving back to their alma mater: Establish the Alumni and Public Affairs Committee to strengthen the network connections of alumni domestically and overseas and enhance their connection to their alma mater. Establish a fundraising platform for alumni and seek resources to assist the development of the College through the alumni network.

In conclusion, since the founding of the University, its performance in the field of education has always been one of its main characterics. The continuation and development of this strength are the College's missions for the future. Facing fierce competition from both national and international higher education, the College will continue to strive for its next peak on the basis of the accumulated results of the long-term efforts of its predecessors.

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## 文苑英華 · 學林泰斗—文學院

Cradle of Talents in Humanities —  
College of Liberal Arts

賴貴三

國立臺灣師範大學國文學系教授  
兼系主任

Lai Kuei-San

Professor and Chair  
Department of Chinese, NTNU

本校前身為成立於大正 11 年（1922）尋常科與高等科七年制的臺灣總督府高等學校，為當時全臺菁英薈萃的明星學校，名師高徒，春風桃李，人才濟濟，俊傑輩出，極一時之盛，稱頌至今。

民國 34 年（1945）8 月，第二次世界大戰日本戰敗投降；12 月 10 日，臺北高校經接收改制，易名為臺灣省立臺北高級中學。翌年（民國 35 年，1946）1 月，臺灣行政長官公署成立臺灣省立師範學院籌備委員會，先暫時於臺北市龍口町臺北市立國語實驗小學辦公，後遷至臺灣省立臺北高級中學（今校址）辦公。旋於 5 月 20 日，聘請李季谷（1895-1968）先生出任第一任院長；6 月 10 日，招收四年制 9 學科專修科新生各一班；8 月 5 日，又招收本科 7 學系新生各 1 班，其中國文、英語、史地 3 專修科與本科學系，成為本院設立基礎與發展核心。

## 壹、發展

### 一、設立與系所發展

民國 44 年（1955）6 月 5 日，本校改制為臺灣省立師範大學，劉真（1912-2012）膺任第一任校長；8 月 1 日，設立教育學院、文學院、理學院，並敦聘梁實秋（1903-1987）教授兼任文學院院長。

本院於民國 44 年 8 月 1 日正式成立時，初設國文、英語、史地、藝術、音樂五學系。51 年（1962），史地學系分別為歷史、地理 2 學系；56 年（1967），藝術學系改稱美術學系，並自 71 年（1982）起，音樂、美術 2 學系所改隸新設的藝術學院。本院自設立至 111 年（2022）百年校慶，歷經 67 年的銳意發展，目前設有國文、英語、歷史、地理、臺灣語文 5 學系、翻譯和臺灣史 2 獨立研究所；另有成立於 2009 年的國際臺灣學研究中心與原住民族研究發展中心（2020 年 2 月始改隸本院），以及成立於 103 年（2014）3 月的全球華文寫作中心。

民國 45 年（1956）設立國文與英語研究所，59 年（1970）設立歷史與地理研究所。



圖 1 | 文學院大樓（今已拆除）  
（資料來源：國立臺灣師範大學）  
Figure 1. College of Liberal Arts Building (demolished) (Source: National Taiwan Normal University)

Founded in 1922, National Taiwan Normal University was formerly known as the Higher School under the Taiwanese Governor-General (with a regular program and a seven-year advanced program). Characterized by the talented faculties and students, the school has long been recognized as one of Taiwan's best elite institutions of higher education.

In August 1945, Japan surrendered in World War II. On December 10, the subsequent government restructured Taihoku Higher School and renamed it Taiwan Provincial Taipei High School. The following year (1946), Taiwan Provincial Administrative Executive Office established the Preparatory Committee of the Taiwan Provincial College of Education. In its early time, the institution was located at the Taipei Mandarin Experimental Elementary School in Long Kou District; later, it was moved to the Taiwan Provincial Taipei High School (current address). On May 20th, the executives appointed Li Chi-Ku (1895-1968) as the school's first president. On June 10th, the school admitted a class of students to the four-year program for each major (a total of nine majors was available). On August 5 in the same year, seven of the undergraduate departments decided to admit a new class. Department of Chinese, English, History and Geography, along with the other undergraduate programs, became the college's foundation and core of development.

## I. Development

### 1. Establishment and Development

On June 5, 1955, the school was renamed Taiwan Provincial Normal University, with Liu Chen (1912-2012) as the first president. On August 1, College of Education, College of Liberal Arts, and College of Science were established. Meanwhile, Professor Liang Shih-Chiu (1903-1987) was appointed as the dean of College of Liberal Arts.

When the College was first founded on August 1, 1955, there were five departments, respectively Chinese, English, History and Geography, Arts, and Music). In 1962, Department of History and Geography was divided into Department of History and Department of Geography. In 1967, Department of Arts was renamed Department of Fine Arts. Starting from 1982, Department of Music and Department of Fine Arts has been affiliated with the newly established College of Fine Arts.



圖 2 | 誠正勤樸大樓（今文學院院辦位置）（資料來源：國立臺灣師範大學）  
Figure 2. Cheng Zheng Qin Pu Building (present location of the College of Liberal Arts) (Source: National Taiwan Normal University)

From the establishment of the College until the University's centennial celebration in 2022, the College has undergone 67 years of determined development. Currently, it has five departments: Chinese, English, History, Geography, and Taiwan Culture, Languages and Literature, as well as two independent research institutes: Graduate Institute of Translation and Interpretation and the Graduate Institute of Taiwan History. In addition, the International Taiwan Studies

46年（1957）國文研究所增設國內首創的博士班，並於49年（1960）培育出全國第一位文學博士——羅錦堂（1929-）。66年（1977）歷史研究所增設博士班，69年（1980）設立音樂研究所，70年（1981）設立美術研究所。75年（1986）英語研究所增設博士班，77年（1988）地理研究所增設博士班。84年（1995）設立華語文教學研究所碩士班，85年（1996）設立翻譯研究所碩士班，92年（2003）設立臺灣文化及語言文學研究所碩士班，以及華語文教學研究所、翻譯研究所增設博士班。93年（2004）設立臺灣史研究所碩士班。95年（2006）起，華語文教學研究所改隸國際與僑教學院（國際與社會科學學院）。97年（2008）臺灣文化及語言文學研究所設立博士班，向上延展臺灣研究；100年（2011）臺灣文化及語言文學研究所學士班招生，向下扎根，因此整併博碩士班、碩士在職專班與學士班為臺灣語文學系。目前除臺灣史研究所僅設碩士班外，其餘6個系所均設有碩博士班；專兼任教師近250人，學生約2,200餘人。

再者，民國53年（1964）秋，本校曾接受國軍退除役官兵輔導委員會委託，代辦三年制國文專修科，在校兩年，實習一年。64年（1975）國文專修科改為代辦國文系，但65年（1976）以後即停招學生；69年最後一期學生畢業後，乃完全停辦。此外，本院所屬各學系於69年以前均招收夜間部學生，為五年制；而自69年至70年起，夜間部停止招生，改為在職進修班，招收在職中小學教師，修業四年。復自88年（1999）起，各學系陸續開設教學碩士班；90年（2001）起，國文學系開設國文碩士在職專班，為中文系畢業的社會在職人士，提供回流教育的深造進修機會。

本院早期以培養優秀中學國文、英文、歷史與地理教師為鵠的，臺灣中學語文與史地教育的實踐與成功，各系所提供不可磨滅的貢獻。近年來，順應師範體系轉型而調整發展方向，除仍維持原有中學師資培育的優勢外，也積極朝理論研究和實務操作等面向前進。可喜的是各系所師培生的教師檢定通過率平均在95%以上；非師培生在文化、傳播、文學、應用史學，以及環境災害、地理資訊系統等領域發展，也表現傑出，卓然有成。

此外，本院各系所教師的研究能量極為豐富，參與國內外學術活動相當活躍。根據論文數量、引用次數等指標所做的學術力評比，居人文領域全國第二名。各系所之間，無論是教師的教學與研究，或學生的生活與學習，都能相輔相成、榮辱與共，彼此渾然一體，可謂「學為人師、行為世範」。

Center (founded in 2009), the Indigenous Research and Development Center (its affiliation with the College started in February 2020), and the Global Chinese Writing Center (founded in 2014) are also affiliated with the College.

In 1956, the Graduate Institute of Chinese and Graduate Institute of English Language and Literature were established; similarly, the Graduate Institute of History and Graduate Institute of Geography were also founded in 1970. In 1957, the Graduate Institute of Chinese established the country's first doctoral program and produced the first doctor of Letters Lo Chin-Tang (1929 -). In 1977, the Graduate Institute of History established its doctoral program. Likewise, the University founded the Graduate Institute of Music in 1980 and the Graduate Institute of Fine Arts in 1981. In 1995, the university established the master's program of the Graduate Institute of Teaching Chinese. The following year, the master's program of the Graduate Institute of Translation and Interpretation was also available. In 2003, the Graduate School of Taiwan Culture, Language, and Literature introduced its master's program. In the same year, the Graduate Institute of Teaching Chinese and the Graduate School of Translation and Interpretation added their doctoral programs. In 2004, the master's program of the Graduate Institute of Taiwanese Studies was established. Starting from 2006, the Graduate Institute of Teaching Chinese became part of the College of International Studies and Social Sciences. In 2008, the Graduate Institute of Taiwan Culture, Language, and Literature established a doctoral program to broaden the studies in the field. In 2011, the Graduate Institute of Taiwan Culture, Language, and Literature also started its undergraduate program to cultivate a curious and robust class for the future. The Department of Taiwan Language and Literature thus now consisted of the doctoral and master program, the in-service master program, and its bachelor program. Today, except for the Graduate Institute of Taiwan Studies that only has its master's program, the other six departments offer both master's and doctoral programs. There are nearly 250 full-time and part-time faculty members and more than 2,200 students.

In the fall of 1964, the Veterans Affairs Council, R.O.C. appointed the University to offer a three-year program in the Mandarin language, with two years of study and one year of internship. In 1975, the program was declared as the Department of Chinese Language and Culture. Starting from 1976, the program stopped enrolling students. After the last class graduated in 1980, the University halted the program. In addition, all departments of the College only registered part-time (evening) students in a five-year program until 1980. Starting from 1980 and 1981, the evening division was closed and replaced by a four-year in-service program for elementary and secondary school teachers. Each department started offering the master's program for teachers beginning in 1999. In 2001, the Department of Chinese established its in-service master's program to provide further educational opportunities for those employed.

The College's early vision involves training talents to teach in secondary schools and further the studies of Chinese, English, History and Geography. The departments have made indelible contributions to the practice and success of language and history education in Taiwan. In recent years, the College decided to transform in response to the University's developmental plan. In addition to maintaining the original strengths of teacher training in secondary schools, the College is also actively pursuing theoretical and practical research practices. On the one hand, the average teacher certification rate for teacher trainees in all departments is over 95%. On the other hand, Non-teacher trainees have also excelled in the development of culture, communication, literature, applied history, as well as environmental hazards and geographic information systems.

The College's research is the steward of the University's research enterprise, with numerous

本院成立以後，為配合提昇省縣市各中等學校師資的品質，每年定期舉辦各種教師在職進修班。民國 78 年（1989）6 月，新文學院大樓落成，撥出適當空間設立各學系圖書室，集中各學系圖書以擴大提供服務，其他各項視聽教學設備亦漸臻充實完備。圖書及各項設備依需要隨時增添，復接受行政院國家科學委員會（科技部）補助，充實各項圖書設備，總計本院所屬各系所現有中外書籍 20 餘萬冊、圖片近 1 萬餘幅，足以提供全校師生教學研究的需求。

## 二、現任與歷任院長、副院長與中心主任

現任院長英語學系陳秋蘭教授（2017.8-2023.7，連任第十八與十九任院長），澳洲昆士蘭大學教育學院語言教育博士。第一任院長（1955-1959）英語學系梁實秋教授，美國哈佛大學英文學系哲學博士。第二任院長（1959-1962）歷史學系郭廷以（1904-1975）教授，東南大學歷史學系畢業。第三任院長（1962-1973）地理學系沙學浚（1907-1998）教授，德國柏林大學地理學系畢業。第四任院長（1973-1976）歷史學系李符桐教授。第五任院長（1976-1982）歷史學系李國祈（1926-2016）教授，德國漢堡大學歷史學博士。第六任院長（1982-1988）英語學系張芳杰教授，美國加州聯合大學榮譽博士。第七任院長（1988-1990）國文學系周何（1932-2003）教授，本校國文研究所國家文學博士。第八任院長（1990-1993）國文學系王熙元（1935-1996）教授，本校國文研究所國家文學博士。第九任院長（1993-1996）英語學系施玉惠教授，美國康乃爾大學語言學博士。第十任院長（1996-1999）國文學系賴明德教授，本校國文研究所國家文學博士。第十一任院長（1999-2001）歷史學系王仲孚（1936-2018）教授，本校歷史研究所碩士。第十二任院長（2001-2003）國文學系蔡宗陽（1945-2016）教授，本校國文研究所文學博士。第十三任院長（2003-2005）歷史學系吳文星教授，本校歷史研究所博士。第十四任院長（2005-2008）英語學系張武昌教授，美國佛羅里達大學語言學博士。第十五任院長（2008-2011）國文學系陳麗桂教授，本校國文研究所文學博士。第十六任院長（2011-2014）地理學系陳國川教授，本校地理學系博士。第十七任院長（2014-2017）歷史學系陳登武教授，本校歷史研究所博士。代理院長（2017.8-2017.11）英語學系陳浩然教授，美國賓州大學語言教育博士。

現任副院長（2017.8-2023.7）地理學系廖學誠教授，美國科羅拉多州立大學地球資源系博士；2021 年 8 月，廖副院長出國研究，由國文學系須文蔚教授代理半年，

contributions to both local and international academics. The University ranked second in the humanities field in terms of academic intelligence based on the number of research and the number of mentioned citations. Whether it's the faculty's dedication to research and teaching or the students' vivid lifestyle and academic achievement, the college has always been the leading, collaborative center of joy, honor, and new discovery.

To ensure the quality of teachers in secondary schools, the College has provided various in-service training courses for teachers on an annual basis since its establishment. In June 1989, the new College of Liberal Arts Building was completed, providing appropriate space for the departmental libraries to maintain the rich departmental collection. New audio-visual teaching facilities are also brought into the area throughout the years. Subsidized by the National Science Council (NSC), the College is able to renew its book collection or facilities as needed. There are more than 200,000 Chinese and foreign texts and nearly 10,000 pictures in all departments of the College, which are sufficient for the faculties and students' academic needs.

## 2. Current and Past Deans, Associate Deans and Center Directors

The current Dean, Professor Chen Chiu-Lan of Department of English (August 2017- July 2023, re-elected as the 18th and 19th Dean), has a Ph.D. in Language Education from the School of Education, University of Queensland, Australia. The first Dean (1955-1959) is Professor Liang Shih-Chiu of Department of English, with a Ph.D. from the Department of English, Harvard University, the USA. The second Dean (1959-1962) is Professor Kuo Ting-I (1904-1975) of Department of History, who graduated from Southeast University with a degree in history. The third Dean (1962-1973) is Professor Sha Hsueh-Chun of Department of Geography (1907-1998), a graduate of Department of Geography at University of Berlin, Germany. The fourth Dean (1973-1976) is Professor Li Fu-Tung of Department of History. The fifth Dean (1976-1982) is Professor of Department of History, Li Kuo-Chi (1926-2016), Ph.D. in History, University of Hamburg, Germany. The sixth Dean (1982-1988) is Professor Chang Fang-Chieh from Department of English, Honorary Doctorate of California Union University, USA. The seventh Dean (1988-1990) is Professor Chou He (1932-2003) of Department of Chinese, National Doctor of Letters of Graduate Institute of Chinese. The eighth Dean (1990-1993) is Professor Wang His-Yuan (1935-1996) of Department of Chinese and National Doctor of Letters of Graduate Institute of Chinese of NTNU. The ninth Dean (1993-1996) is Professor Shih Yu-Hui of Department of English, with a Ph.D. in linguistics from Cornell University, the USA. The tenth Dean (1996-1999) is Professor Lai Ming-Te of Department of Chinese, with a National Doctor of Letters from Graduate Institute of Chinese of NTNU. The eleventh Dean (1999-2001) is Professor Wang Chung-Fu (1936-2018) with a master's degree from the Graduate Institute of History of NTNU. The twelfth dean (2001-2003) is Professor Tsai Tsung-Yang (1945-2016) of Department of Chinese, with a National Doctor of Letters from the Graduate Institute of Chinese of NTNU. The thirteenth Dean (2003-2005) is Professor Wu Wen-Hsing of Department of History, with a Ph.D. from the Graduate Institute of History of NTNU. The fourteenth Dean (2005-2008) is Professor Chang Wu-Chang of the Department of English, with a Ph.D. in Linguistics from University of Florida, the USA. The fifteenth Dean (2008-2011) is Professor Chen Li-Kuei of Department of Chinese, Doctor of Letters of Graduate Institute of Chinese of NTNU. The sixteenth Dean (2011-2014) is Professor Chen Kuo-Chuan, with a Ph.D. from Department of Geography of NTNU. The seventeenth Dean (2014-2017)

須教授為國立政治大學新聞學研究所博士。自 2022 年 2 月起，因應雙語大學 EMI 教學之業務需求，增列一位副院長，由廖學誠與須文蔚二位教授擔任。第一任副院長（2014.10-2016.7）臺灣語文學系李勤岸教授，第二任副院長（2016.8-2017.7）翻譯研究所廖柏森教授，第三任副院長（2017.8-2021.7）地理學系廖學誠教授。

全球華文寫作中心現任（第四任）主任為國文學系須文蔚教授（兼任副院長）。首任（2014.2.1-2014.7.31）國文學系陳義芝教授，第二任（2014.8.1-2019.1.31）國文學系胡衍南教授，第三任（2019.2.1-2020.7.31）國文學系劉滄龍教授。國際臺灣學研究中心現任主任為臺灣語文學系林中力教授，首任為同系賀安娟（Ann Heylen）教授。原住民族研究發展中心首任主任為環境教育研究所蔡慧敏教授，現任地理學系汪明輝副教授。歷任副院長與各中心主任，均襄贊本院締造優良的服務推廣績效。

## 貳、特色

院徽以臺師大校徽「木鐸」為主要造型基礎，取其振聾啟聵之意；並鑲以小篆「文」，表示統合與交融的精神。右方毛筆象徵國文學系文采的絢麗；左方羽毛筆代表英語學系流利的外語；而左右相互對稱之兩筆，則代表翻譯研究所的專業。而由兩筆所描繪與勾勒的臺灣，則表示臺灣語文學系與臺灣史研究所關懷臺灣土地與文化的精神。而基底則由經緯網格所組成的地球象徵時間與空間，時間表示歷史學系關注史料的發展；而空間則代表地理學系關懷變遷的脈動。最後，以紅磚色表示文學院與誠正勤樸校訓精神，並以圓形囊括如此豐富的要素，藉以表彰本院圓融與包容之心。

### 一、教學與學程

配合各系所發展目標，以學生學習為課程的主體規劃目標，運用教學策略、設計評量等方式，配合預警以及補救措施，針對多元文化背景及個別條件差異學生的需求，全面提升學生的學習效能。除系所課程外，另開設專業學程，提供更多元的學習面向，以提升學生未來的職場競爭力。



圖 3 | 文學院院徽  
(資料來源：文學院)  
Figure 3. Logo of College of Liberal Arts (Source: College of Liberal Arts)

is Professor Chen Teng-Wu from Department of History, Ph.D. from the Graduate Institute of History of NTNU. The Acting Dean was (August 2017 - November 2017) Professor Hao-Ran Chen of Department of English, Ph.D. in Language Education, University of Pennsylvania, the USA.

The current Associate Dean is (August 2017- July 2023) Professor Liao Hsueh-Cheng, affiliated with the Department of Geography, has a Ph.D. from the Department of Geosciences, Colorado State University, the USA. In August 2021, Associate Dean Liao went abroad for research, and Professor Hsu Wen-Wei from Department of Chinese, a doctorate in journalism at National Chengchi University, acted as his proxy for half a year. Starting from February 2022, in response to the business needs of EMI teaching at the University's bilingual program, Hsu Wen-Wei and Liao Hsueh-Cheng were both appointed as the Associate Dean. The first Associate Dean (October 2014 – June 2016) is Professor Li Chin-An from Department of Taiwanese Language and Literature. The second Associate Dean (August 2016- November 2017) is Professor Liao Po-Sen from Graduate Institute of Translation and Interpretation. The third Associate Dean (August 2017- July 2021) is also the current Associate Dean Professor Liao Hsueh-Cheng of Department of Geography.

The current (fourth) Director of the Global Chinese Writing Center is Professor Hsu Wen-Wei (also Associate Dean of the College) from Department of Chinese. The first Director (February 1<sup>st</sup>, 2014 – July 31<sup>st</sup>, 2014) is Professor Chen Yi-Chih from Department of Chinese. The second Director (August 1<sup>st</sup>, 2014 – January 31<sup>st</sup>, 2019) is Professor Hu Yen-Nan of Department of Chinese. Professor Liu Tsang-Lung of Department of Chinese served as the third Director (February 1<sup>st</sup>, 2019 – June 31<sup>st</sup>, 2020). The current Director of the International Taiwan Studies Center is Professor Lin Chin-Li of Department of Taiwanese Language and Literature, while the first director is Professor Ann Heylen of the same department. Professor Tsai Hui-Min, affiliated with the Graduate Institute of Environmental Education, is the first Director of Indigenous Research Development Center. The Center's current Director is Wang Ming-Hui, Associate Professor of Department of Geography. The past Associate Deans and Center Directors all contributed to the college's excelled promotion in education and research.

## II. Characteristics

The college emblem inlaid the university's emblem "Mudor (a bronze bell used in ancient times to rally the crowd for governance and teachings)," which is a symbol of enlightenment, with the small seal script "wen", signifying the spirit of unity and integration. The right quill symbolizes the splendor of Department of Chinese Literature; the left quill represents the fluency of Department of English in a foreign language. The two symmetrical strokes represent Graduate Institute of Translation and Interpretation's expertise. The Taiwan depicted in the middle signifies the deep care for the land and culture of Department of Taiwan Culture, Languages and Literature and the Graduate Institute of Taiwan History. The earth with latitude and longitude grid embodies time and space, referring to Department of History and its dedication to historical events. The negative space represents Department of Geography's devotion to the changes in land and earth. Last but not least, the red brick color symbolizes the College's spirit and motto in honesty, integrity, diligence, and simplicity. With all patterns embodied in a circular shape, the emblem portrays the College's inclusivity.

而本院與各系所開設學分學程，提供校內學生修習，培養跨領域的學識，目前計有 10 個學分學程：日本語文、韓國語文、哲學、文學創作、榮譽英語、環境監測與防災、區域與觀光規劃、空間資訊、原住民族教育文化與數位人文與藝術。

## 二、輔導與諮詢

各系所均實施雙導師制，提供學生適才適性的學習環境，促進涵融人文關懷的全人發展。課內輔導涵蓋選課、課業、輔系、雙主修、轉學、轉系、進修、研究專題參與、境外學習交流等問題的諮詢。課外輔導則包括生活適應、社團參與、住宿生活、身心健康、生涯發展、打工問題等輔導諮詢。

## 三、競賽與活動

秉持「輔導」、「服務」與「學習」合一的理念，積極推動各項課外活動，如英語演講、話劇比賽與歌唱比賽，說歷史故事與歷史問答，以及紅樓現代文學獎、梁實秋文學大師獎等，期能結合學校課程與社會脈動，充實學生生活內涵、培養學生參與學習服務的習慣，建立正確的人生觀，進而促進社會祥和與進步。

## 四、排名與出版

民國 110 年 (2021)「QS 世界大學排名」(QS World University Rankings) 本校於語言學名列第 53，現代語言名列第 98，藝術與人文名列第 204，英語語文學名列第 201-250。108 年 (2019)、109 年 (2020)《遠見》最佳大學，臺灣人文·法律和商業領域名列第 1。109 年《Cheers》大學辦學績效成長，名列第八名。積極發展國際化，攻讀學位的國際生人數不斷成長。

各系所出版刊物重要者有：《國文學報》、《中國學術年刊》、《英語教學期刊》、《同心圓：文學與文化研究》、《同心圓：語言學研究》、《臺灣師大歷史學報》、《史耘》、《歷史教育》、《地理研究》、《臺灣學誌》、《師大臺灣史學報》，以及文學院院訊、《紅樓現代文學獎專輯》等。其中《國文學報》、《臺灣師大歷史學報》、《英語教學期刊》、《同心圓：文學與文化研究》以及《同心圓：語言學研究》，已榮列臺灣人文學引文索引核心期刊 (THCI) 收錄期刊名單中。

## 1. Teaching and Academic Programs

In line with each department's development goals, the curriculum aims to enhance students' learning effectiveness through teaching strategies and design assessments, as well as early warning and remedial measures to address the needs of students with diverse cultural backgrounds and personal conditions. In addition to the academic courses, the College also offers professional programs to provide more diversified learning pathways and enhance students' future competitiveness in the workplace. The College and its departments offer credit-bearing programs for students of the University to pursue and develop interdisciplinary knowledge. There are currently ten credit programs: Japanese Language, Korean Language, Philosophy, Creative Writing, Honors English, Environmental Monitoring and Disaster Prevention, Regional and Tourism Planning, Spatial Information, Indigenous Peoples' Education and Culture, and Digital Humanities and Arts.

## 2. Counseling and Consultation

All departments implement a dual-advisor system to provide students with an appropriate learning environment and promote individual development with humanistic care. In-class counseling includes affairs of course selection, coursework, minor, double major, transfer, department change, further education, research project participation, and study abroad plans. Extracurricular counseling includes counseling and consultation on life adaptation, club participation, residential life, physical and mental health, career development, and part-time job issues.

## 3. Competitions and Events

The College actively promotes extracurricular activities with the vision of integrating "counseling," "service," and "learning." For instance, there are English speech competitions, theater and singing contests, history storytelling and quiz bowl, as well as the Red House Modern Literature Award and the Liang Shih-Chiu Literary Award, and more. All activities are intended to combine the school curriculum with social developments to enrich students' lives, cultivate their habit of participating in learning services, and establish their life values, thereby promoting social peace and progress.

## 4. Ranking and Publication

In the 2021 QS World University Rankings, NTNU was ranked 53rd in Linguistics, 98th in Modern Languages, 204th in Arts and Humanities, and 201st-250th in English Literature. In 2019 and 2020, the University was ranked as the best university in Taiwan Humanities, Law, and Business by *Global View Monthly Magazine*. In 2020, NTNU is ranked 8th in university



圖 4 | 師大第拾屆紅樓現代文學獎專刊 (資料來源：文學院)  
Figure 4. Special Issue of NTNU 10th Red House Modern Literature Award (Source: College of Liberal Arts)



## 五、交流與足跡

基於了解國際學術交流合作的重要，與國外多所大學簽訂學術合作協議，並積極推展學術交流工作，包括鼓勵學生短期海外研修及師生出國參加國際會議、移地教學參訪等國際交流活動，期望藉由廣闊的視野、全方位的推動，以達到本院與全球脈動相結合的國際化目標。本院現與國外多所大學簽訂學生交換協議，每年提供近百赴外研修名額，赴外交換人數全校居冠。

### (一) 學術合作交流協議 (MOU)

計有：印尼三寶瓏國立大學社會科學學院 (Universitas Negeri Semarang, 2020.7.13)，加拿大亞伯達大學人文學院 (University of Alberta, 2020.7.4)，日本東京女子大學 (Tokyo Woman's Christian University, 2020.7.3)，香港科技大學人文社會科學學院 (The Hong Kong University of Science and Technology, 2020.6.4)，日本茨城大學人文社會科學學院 (Ibaraki University, 2020.2.20)，美國加州大學聖地牙哥校區人文藝術學院 (University of California, San Diego, 2020.2.7)，捷克馬薩里克大學人文學院 (Masaryk University, 2019.9.30)，德國漢堡大學數學資訊與自然科學學院 (University of Hamburg, 2019.3.28)，比利時布魯塞爾自由大學文學翻譯與傳播學院 (Université libre de Bruxelles, 2017.8.18)，德國不來梅大學社會科學學院 (University of Bremen, 2017.7.6)，芬蘭赫爾辛基大學人文學院 (University of Helsinki, 2017.6.21)，日本立教大學異文化交流學院 (Rikkyo University, 2017.4.20)，德國明斯特大學語文學院 (University of Münster, 2017.1.16)，香港浸會大學文學院 (Hong Kong Baptist University, 2016.10.11)，德國法蘭克福歌德大學語言文化藝術學院 (Goethe University of Frankfurt, 2016.7.5)，日本明治大學文學部 (Meiji University, 2016.3.31)，德國波鴻魯爾大學東亞研究學院 (Ruhr-Universität Bochum, 2015.7.8)，日本日本大學文理學部 (Nihon University, 2015.5.6，續約 2020.5.6)，加拿大英屬哥倫比亞大學森林學院 (University of British Columbia, 2014.7.14)，捷克捷克科學院亞非研究所 (Oriental Institute of the Academy of Sciences of the Czech Republic, 2014.6.10)，美國賓州州立大學教育學院與人文藝術學院 (Pennsylvania State University, 2013.1.23)，韓國延世大學文學院 (Yonsei University, 2012.10.27)，日本筑波大學生

academic performances by Cheers Magazine. Meanwhile, the University actively promotes internationalization, and there has been an evident increase in international students seeking NTNU degrees.

Important publications from various departments include: *Bulletin of Chinese, Studies in Sinology, English Teaching & Learning (ETL)*, *Concentric: Literary and Cultural Studies, Concentric: Linguistic Studies, Bulletin of Historical Research*, *The History and Cultivation, The History Education, Geography Studies*, *Bulletin of Taiwanese Studies, Bulletin of Taiwan Historical Research, Red House Modern Literature Award Album*, and more. Furthermore, the *Bulletin of Chinese, Bulletin of Historical Research, English Teaching & Learning (ETL)*, *Concentric: Literary and Cultural Studies*, and *Concentric: Linguistic Studies* are among the journals included in the Taiwan Humanities Citation Index (THCI).

## 5. Exchange and Partnership

Understanding the importance of international academic exchanges and cooperation, the College has signed academic cooperation agreements with various foreign universities and actively promotes educational exchanges. The College hopes to achieve internationalization by offering opportunities for short-term overseas programs and international exchange activities (such as international conferences, field studies, and visiting scholars) to broaden students' vision. The College has also signed student exchange agreements with numerous foreign universities. It provides nearly 100 study abroad places each year, the highest number of exchange students in the entire University.

### (1) Memorandum of Understanding (MOU)

The college signed MOU contract with the following institutions: College of Social Science, Universitas Negeri Semarang, Indonesia (July 13, 2020); College of Liberal Arts, the University of Alberta, Canada (July 4, 2020); Tokyo Woman's Christian University, Japan (July 3, 2020); College of Liberal arts of The Hong Kong University of Science and Technology; College of Humanities and Social Science of Japan Ibaraki University (June 4, 2020); Institute of Arts and Humanities, University of California, San Diego (February 7, 2020); College of Social Science and Humanities, Masaryk University, Czech (September 30, 2019); College of Informatics and Natural Science, University of Hamburg (March 28, 2019); College of Letters, Translation, and Communication, Université libre de Bruxelles, Belgium (August 18, 2017); College of Social Science, University of Bremen, Germany (July 6, 2017); College of Social Science, University of Helsinki, Finland (June 21, 2017); College of Intercultural Communication, Rikkyo University, Japan (April 20, 2017); College of Arts and Literature, University of Münster, Germany (January 16, 2017); College of Liberal Arts, Hong Kong Baptist University, (October 11, 2016); College of Literature, Culture, and Arts, Goethe University of Frankfurt, Germany (July 5, 2016); College of Literature and Language, Meiji University, Japan (March 31, 2016); College of Eastern Study, Ruhr-Universität Bochum, Germany (July 8, 2015); College of Liberal Arts, Nihon University, Japan (May 5, 2015, renewed May 6, 2020); College of Forestry, University of British Columbia, Canada (July 14, 2014); Oriental Institute of the Academy of Sciences of the Czech Republic (June 10, 2014); College of Education and Liberal Arts, Pennsylvania State University, United States (January 23, 2013);

命環境研究科 (University of Tsukuba, 2012.7.18)，中國浙江大學人文學院 (2012.5.30)，日本大阪大學文學部文學研究科 (Osaka University, 2011.7.29, 2021.7.29 續約)，英國倫敦國王學院人文學院 (King's College London, University of London, 2008.12.15)。

## (二) 學生交換協議 (SEA)

計有：日本東京女子大學 (Tokyo Woman's Christian University, 2020.7.3)，香港科技大學人文社會科學學院 (The Hong Kong University of Science and Technology, 2020.6.4)，日本茨城大學人文社會科學學院 (Ibaraki University, 2020.2.20)，加拿大英屬哥倫比亞大學文學院 (University of British Columbia, 2019.10.31)，捷克馬薩里克大學人文學院 (Masaryk University, 2019.9.30)，日本大阪大學外國語學部言語文化研究科 (Osaka University, 2019.3.29)，德國漢堡大學數學資訊與自然科學學院 (University of Hamburg, 2019.3.28)，紐西蘭奧克蘭理工大學文化與社會學院 (Auckland University of Technology, 2019.2.26)，印尼加查馬達大學地理學院 (Universitas Gadjah Mada, 2018.1.15)，比利時布魯塞爾自由大學文學翻譯與傳播學院 (Université libre de Bruxelles, 2017.8.18)，德國不來梅大學社會科學學院 (University of Bremen, 2017.7.6)，芬蘭赫爾辛基大學人文學院 (University of Helsinki, 2017.6.21)，法國艾克斯馬賽大學人文學院 (Aix-Marseille University, 2017.5.5)，日本立教大學異文化交流學院 (Rikkyo University, 2017.4.20)，德國明斯特大學語文學院 (University of Münster, 2017.1.16)，香港浸會大學文學院 (Hong Kong Baptist University, 2016.10.11)，德國法蘭克福歌德大學語言文化藝術學院 (Goethe University of Frankfurt, 2016.7.5)，日本明治大學文學部 (Meiji University, 2016.3.31)，德國波鴻魯爾大學東亞研究學院 (Ruhr-Universität Bochum, 2015.7.8)，日本日本大學文理學部 (Nihon University, 2017.4.17)，加拿大英屬哥倫比亞大學森林學院 (University of British Columbia, 2014.7.14)，美國賓州州立大學教育學院與人文藝術學院 (Pennsylvania State University, 2013.1.23)，加拿大亞伯達大學人文學院 (University of Alberta, 2013.1.22)，中國浙江大學人文學院 (2012.5.30)，日本大阪大學文學部文學研究科 (Osaka University, 2011.7.29, 2021.7.29 續約)。

College of Literature, Yonsei University, Korea (October 27, 2012); School of Life and Environmental Science, University of Tsukuba, Japan (July 18, 2012); College of Humanities, Zhejiang University, China (May 30, 2012), School of Literature and Letters, Osaka University, Japan (July 29, 2011, renewed July 29, 2021); School of Humanities, King's College London, University of London (December 15, 2008).

## (2) Student Exchange Agreement (SEA)

The following schools signed the Student Exchange Agreement with the College: Tokyo Woman's Christian University, Japan (July 3, 2020); College of Liberal arts of The Hong Kong University of Science and Technology (June 4, 2020); College of Humanities and Social Science of Ibaraki University, Japan (June 4, 2020); College of Liberal Arts of University of British Columbia, Canada (October 31, 2019); College of Social Science and Humanities, Masaryk University (September 30, 2019); Department of Foreign Languages and Cultures, Osaka University, Japan (March 29, 2019); College of Informatics and Natural Science, University of Hamburg (March 28, 2019); School of Culture and Social Sciences, Auckland University of Technology, the Netherlands (February 26, 2019); School of Geography, Universitas Gadjah Mada, Indonesia (January 15, 2018); College of Letters, Translation, and Communication, Université libre de Bruxelles, Belgium (August 18, 2017); College of Social Science, University of Bremen, Germany (July 6, 2017); College of Social Science, University of Helsinki, Finland (June 21, 2017); School of Humanities, Aix-Marseille University, France (May 5, 2017); College of Intercultural Communication, Rikkyo University, Japan (April 20, 2017); College of Arts and Literature, University of Münster, Germany (January 16, 2017); College of Liberal Arts, Hong Kong Baptist University (October 11, 2016); College of Literature, Culture, and Arts, Goethe University of Frankfurt, Germany (July 5, 2016); College of Literature and Language, Meiji University, Japan (March 31, 2016); College of Eastern Study, Ruhr-Universität Bochum, Germany (July 8, 2015); College of Liberal Arts, Nihon University, Japan (April 17, 2017); College of Forestry, University of British Columbia, Canada (July 14, 2014); College of Education and Liberal Arts, Pennsylvania State University, United States (January 23, 2013); College of Liberal Arts, the University of Alberta, Canada (January 22, 2013); College of Humanities, Zhejiang University, China (May 30, 2012), and School of Literature and Letters, Osaka University, Japan (July 29, 2011, renewed July 29, 2021).

## (3) Faculty Exchange Agreement (FEA)

The following schools signed the faculty exchange agreement with the College: College of Eastern Study, Ruhr-Universität Bochum, Germany (July 21, 2020); College of Geography, Universitas Gadjah Mada, Indonesia (April 25, 2018); College of Liberal Arts, Seoul National University, South Korea (August 24, 2015); College of Liberal Arts and College of Confucian Studies, Sungkyunkwan University, South Korea (March 2, 2015); Department of Chinese Studies, Hankuk University of Foreign Studies, South Korea (January 29, 2015); College of Liberal Arts, Yonsei University, South Korea (March 2, 2015).

### (三) 教師交換協議 (FEA)

計有：德國波鴻魯爾大學東亞研究學院 (Ruhr-Universität Bochum, 2020.7.21)，印尼加查馬達大學地理學院 (Universitas Gadjah Mada, 2018.4.25)，韓國首爾大學人文學院 (Seoul National University, 2015.8.24)，韓國成均館大學人文學院與儒學學院 (Sungkyunkwan University, 2015.3.2)，韓國延世大學文學院 (Yonsei University, 2015.3.2)，韓國外國語大學中國學部 (Hankuk University of Foreign Studies, 2015.1.29)。

### (四) 雙聯學制協議 (DDA)

計有：印尼加查馬達大學地理學院 (Universitas Gadjah Mada, 2019.10.01)，中國北京師範大學文學院 (Beijing Normal University, 2014.03.07)。

此外，系所級交流協議遍及於韓國、中國、馬來西亞、捷克、德國、瑞典、美國、日本等國家各大學校院，不再贅述。

## 六、人文季與跨山越海

自民國 90 年開始舉辦人文季，開啟人與人文的對話，從此成為本院年度盛事，普獲本校師生認同、支持、參與及期許。人文季意味著文學院全體師生心血與成果的揉合與展現，也象徵臺灣師大人文精神的生生不已；人文季為本校人文新頁寫下歷史性的註解，共同建構新人文生活樂章。

經過 12 年後，民國 102 年 (2013) 人文季匯聚各系所資源，以「師大人文·人文師大——山與海交會的新發現」為主軸，將人文季活動定調為系所成果展、跨山越海畢業生成年禮活動，以及師大人文之夜，藉此充分展現團結的氣勢與精神，也為人文季再開啟另一扉頁。103 年主題為



圖 5 | 民國 108 年人文季開幕式，吳正己校長、陳秋蘭院長與國文系沐風詩詞吟唱隊合影 (資料來源：文學院)  
Figure 5 President Wu Cheng-Chi and Dean Chen Chiu-Lan poses with the poetry singing team of the Department of Chinese at the 2019 Humanities Festival opening ceremony. (Source: College of Liberal Arts)

### (4) Dual Degree Agreement (DDA)

The following institutions reached a dual degree agree with the College: School of Geography, Universitas Gadjah Mada, Indonesia (October 1, 2019); College of Liberal Arts, Beijing Normal University, China (March 7, 2014).

In addition, the departmental exchange agreements are across South Korea, China, Malaysia, the Czech Republic, Germany, Sweden, the United States, Japan, and other countries. Here the report eliminates the detail.



圖 6 | 民國 110 年人文季開幕式印永翔副校長、陳秋蘭院長與出席師生合影 (資料來源：文學院)

Figure 6. Executive Vice President Yin Yung-Hsiang and Dean Chen Chiu-Lan with students and faculty at 2021 Humanities Festival opening ceremony.(Source: College of Liberal Arts)

## 6. Humanities Festival

Since the first Humanities Festival in 2001, the event initiated a “dialogue between individuals and the humanities” at NTNU. It has become an annual tradition that gained wide recognition, support, participation, and expectation from our faculty and students. The festival is the venue to showcase the college’s faculties and students’ collective efforts and achievements throughout the year. It also symbolized the humanitarian spirit of NTNU. It brought a new interpretation of NTNU humanities to reconstruct the past, present, and future.

After 12 years since its founding, the 2013 Humanities Festival brings together the resources of all departments and focuses on the theme of “NTNU Humanities - Discoveries at the Crossroads of Mountains and Seas.” It redefined the Humanities Festival as an exhibition for departmental findings, the graduation ceremony, and the NTNU Humanities Night to demonstrate the spirit of collaboration. The 2014 festival on the theme “Take Off: Dialogue and Transcendence” invited 14 universities from 8 countries to hold a grand international forum. Since then, the Humanities Festival each year develops a unique and creative theme: 2015



圖 7 | 民國 110 年人文季「人文化成·科技通幾」主視覺海報 (資料來源：文學院)  
Figure 7. Main Poster design of 2021 Humanities Festival “Humanities, Culture, and Technology” (Source: College of Liberal Arts)

「起飛：對話與超越」，並邀請 8 國 14 校盛大舉辦國際論壇。此後，每年都研訂一項主題——104 年（2015）「躍升：蛻變與創新」，105（2016）年「築夢：理想與實踐」，106（2017）年「啟蒙：社會正義與普世關懷」，107（2018）年「劇薈·聚會」，108 年「跨域·對話：人文 × 科技 & 時間 × 空間」，109 年「科技 × 社會：人文知識應用」與 110 年「人文化成·科技通幾」，別開生面，創意十足。

自民國 102 年起舉辦「跨山越海：畢業生成年禮」活動，結合畢業旅行與成年禮性質的畢業壯遊，越草嶺古道、登龜山島等，讓畢業生體驗山與海的臺灣寶藏，親近土地、人文、生態與歷史，並邀請校長、院長在龜山島為畢業生們撥穗，留下永難忘懷的畢生記憶。

## 七、經典七十

本院對於提昇國人人文素養，扮演責無旁貸、義不容辭的角色。為配合本校創校 70 週年校慶，並為推廣閱讀習慣，提出「經典七十」計畫：首先，各系所提供「人文經典」書單以及國內最權威的導讀學者，每系所至少各 10 本；彙整後，召開相關會議選出最後 70 本人文經典。其次，規劃 70 場經典導讀演講，並與數位教育產業推動小組合作，製作成 MOOCs 課程，以利後續推廣。第三，尋找電視公司或廣播公司合作製作專輯，並設計閱讀護照與配套相關活動措施，鼓勵學生積極參與本項經典閱讀活動。第四，向高中端的學生推廣，舉辦全國人文經典會考。最後，將導讀資料出版成專書，並舉辦相關座談會，讓這項經典閱讀可以從本校延伸到臺灣社會，激發一種普遍性的閱讀文化，提昇國人的素養。

本院配合「經典七十」規劃七門院共同課程：世界思潮經典導讀，歷史經典導



圖 8 | 民國 103 年人文季跨山越海——龜山島畢業生成年禮  
(資料來源：文學院)  
Figure 8. 2014 Humanities Festival: - Guishan Island Graduation Ceremony  
(Source: College of Liberal Arts)



圖 9 | 民國 108 年人文季跨山越海——福隆吊橋前合影 (資料來源：文學院)  
Figure 9. Group photo in front of the Fulong Bridge, 2019 Humanities Festival.  
(Source: College of Liberal Arts)

graduation trips and rites of passage with excursions such as crossing the Caoling Historic Trail and climbing the Guishan Island, the event allows graduates to experience the treasures of Taiwan in nature, land, humanities, and history.

## 7. Classic 70

The College plays a crucial role in promoting national humanistic qualities. To celebrate the University's 70th anniversary and promote reading habits, the College proposed the "Classics 70" project. First, each department provided a list of "humanities classics" literary work and the most authoritative guided reading scholars. Each department proposed at least 10 books. A conference was held to select and solidify the final 70 humanities classic texts. Secondly, the College corporated with the Digital Education Industry Promotion Group to produce 70 guided lectures on the texts as MOOCs courses for future promotion. Third, the College cooperated with television or radio companies to create an album and design reading passports and related activities to encourage students to participate in this classical reading activity. Fourth, the College promoted the National Humanities Exam to high school students. Lastly, the college published the materials in a book and hold a symposium on the subject. The actions aim to extend classical readings from the school to the local society, stimulating reading culture and enhancing the nation's humanistic qualities.

In conjunction with the "Classics70," the College also planned seven courses: Introduction to World Thoughts, Introduction to History, Introduction to Taiwan, Introduction to Geography, Introduction to Literature I and II, and Introduction to Chinese Classics, which were offered as topics in specific study accompanied by a series of lectures to introduce the classic texts. All courses were offered from the second semester of the academic year of 2014 and were completed in the first semester of the academic year of 2016.

In addition, the first National Humanities Examination for high school students held in 2016 attracted significant public interest. The College hopes to continue organizing related activities to

“Leap: Transformation and Innovation,” 2016 “Building Dreams: Ideas and Practices,” 2017 “Enlightenment: Social Justice and Universal Care,” 2018 “Theater: Gathering,” 2019 “Interdisciplinary Dialogue: Humanity x Technology & Time x Space,” 2020 “Technology x Society: Application of Humanistic Knowledge,” and 2021 “Humanities, Culture, and Technology.”

Since 2013, the "Crossing the Mountains and the Sea: Graduation Ceremony" has become a tradition. Combining

讀，臺灣經典導讀，地理經典導讀，文學經典導讀一、二，國學經典導讀，以主題的方式開設，並配合系列演講，引介經典書籍，各門課程自 103 學年度第 2 學期陸續開設，於 105 學年度第 1 學期開設完畢。

此外，於民國 105 年首次舉辦全國高中生人文經典會考，引發社會高度關注，期許本院可以持續辦理相關活動，強化高中與大學之間的聯繫與對話。本院秉持著使命感與社會責任感，相信閱讀經典可以提升社會人文素養，高中生也有此能力，因而決定繼續辦理「2019 全國高中生經典會考」，鼓勵學生閱讀經典文本，耐心咀嚼文字背後的理論觀念和歷史演變，期能提升高中生閱讀理解能力，奠基人文素養，從而培養其獨立思考與判斷的能力。

本院又以「人文經典」為題，邀請臺大文學院院長陳弱水、臺北流行廣電臺臺長蔡詩萍、遠流出版社創辦人王榮文、中華文化總會秘書長楊渡和閱樂書店總顧問張鐵志等文化界名人，舉辦「聞經·閱典·說書人」名人經典座談會，與聽眾分享閱讀經典的看法。並且邀請每位與談人推薦一本值得大眾閱讀的書籍。幾位名人提出《想像的共同體》、《矛盾論》、《流浪者之歌》、《共產黨宣言》和《人間》雜誌，並說明經典可以補充和批判，讀者應努力突破在意識形態上的魔幻迷障，才能正面面對。

## 八、產業實習與海外實習

本院結合所屬語言學程，媒合相關產業，招募有興趣的學生於暑期進行短期實習。於民國 108 年暑期規劃與環境優美的北投文物館合作，安排志工實習計畫。又積極尋找研修日本語文學分學程，希望應用日語聽講的同學，提供不同的實習方向——禮品展（銷）售、文化體驗與國際大展宣傳活動，期能於實習期間了解日語在職涯中的運用，以及提升就業競爭能力。又與姊妹校日本關西大學外國語學院合作舉辦海外教學實習，由該校研究生協助日語學程教學觀摩實習，各系所也舉辦豐富的國內外國中小學教學實習活動。

本院為提升學生國際觀，配合推動新南向實習，藉由拜訪越南胡志明市、泰國曼谷、菲律賓蘇比克灣等地官方與非官方組織，了解當地臺商企業多元經營模式，探索未來參與、投入海外企業的可行性，並體驗東南亞各國風俗民情，累積與不同國籍人士交流與互動經驗，拓展學生國際視野。又為增進本院學生對東南亞地區職場環境與發展的認識，深入了解企業組織管理與協調、產品生產流程與運作，舉辦

strengthen the connection and dialogue between high schools and universities in the future. The College, acting according to vision and social responsibility, believes that reading classics will enhance social and humanistic literacy. Therefore, the College decided to continue the National Humanities Examination in 2019 to encourage students to read classical texts and develop critical thinking skills through analysis and reflection.

Under the theme of "Humanistic Classics," the College invited Chen Jo-Shui, Dean of the College of Liberal Arts of National Taiwan University, Tsai Shih-Ping, Director of Taipei Pop Radio, Wang Jung-Wen, Founder of Yuan-Liou Publishing, Yang Tu, Secretary General of the General Association of Chinese Culture, and Chang Tieh-Chi, General Counselor of Yue Yue Bookstore, and other cultural celebrities to share their views on reading classics with the audience. Each panelist was invited to recommend a book worth reading to the public. Several panelists suggested *Imagined Communities*, *On Contradiction*, *Siddhartha*, *The Communist Manifesto*, and *the Humanities magazine*. They encourage the readers to break through stereotypical ideologies associated with the book and truly reflect on these classics through their own lens of analysis and critical thinking.

## 8. Industrial and Overseas Internship

The College matches the affiliated language programs with related industries and encourages the students to take on short-term summer internships. In 2019, the College cooperated with the Beitou Heritage Museum to arrange a volunteer internship program in the beautiful environment. Meanwhile, the College also actively provided students taking the Japanese language program and wished to use it as the instruction language with various internship opportunities. For instance, gift sales, cultural experience, and international exhibition promotion activities are available options for the students to understand the actual use of Japanese in their careers and enhance their competitiveness in employment. The College also cooperates with its sister university, Kansai University School of Foreign Languages in Japan, to hold overseas teaching internships in which graduate students instruct and teach Japanese courses. In addition, each department also has a variety of teaching internships in domestic primary and secondary schools.

In order to enhance students' international perspective and promote overseas internships in Southeast Asia, the College organized visits to Ho Chi Minh City, Vietnam, Bangkok, Thailand, Subic Bay, Philippines, and more. The trips offer a new perspective outside of the Taiwanese business models that hopefully broaden the students' opportunities in overseas enterprises. Through



圖 10 | 民國 105 年名人經典閱讀座談會——漫遊人文經典的世界（資料來源：文學院）  
Figure 10. 2016 Celebrity Classics Reading Symposium - Wandering the World of Humanities Classics (Source: College of Liberal Arts)

新南向計畫補助海外實習，藉由本實習計畫訓練學生分工合作，規劃考察、訪談與議題導向的小組報告。實習生返國後，由本院辦理赴外宣導說明會，並由本實習計畫學生負責介紹。本院各系所透過本實習計畫拓展與企業的聯繫關係，藉由實習前後的企業座談會與實習生分享會，讓實習機構深入認識本院學生的特質與專長，同時也讓學生向同儕介紹實習機構工作內容，增加就業的認識與選擇，俾使本院學生及早充實自身就業所需能力。

本院曾於 107 年度薦送英語系、地理系 6 位學生赴凱撒衛浴股份有限公司越南胡志明市工廠實習，學習企業運作及管理模式，與越南文化及產業發展脈動；又於 108 年度薦送英語系、地理系 7 位學生赴邦特生技股份有限公司。同時，由於本案實習生多具師培生身分，透過本校辦理海外學校或企業實習，可提供學生更多元的視野與經驗，俾利學生畢業後在各領域職業中應用所學，或在教學領域中融入更多在地觀察與實務體驗。此外，亦辦理新南向計畫泰國區域經貿文化及產學資源中心補助海外見習，招募有志從事價值教育的師生，由英語系羅美蘭教授率英語系、地理系、臺史所、東亞系 10 位學生，至泰國沙迪亞賽學校進行短期的移地師資培訓，以探討沙迪亞賽學校如何結合人類價值、生態保育與環境教育。

## 九、傑出校友，薪火相傳

各系所畢業校友，在各行各業表現優秀傑出，榮獲本校傑出校友者，第一屆（2001）：陳國章（史地學系 41 級，地理學系名譽教授）。張玉法（史地學系 48 級，中央研究院院士）。陳金雄（國文學系 55 級，前國立僑生大學先修班班主任、教授、校長）。第二屆（2002）：彭森明（英語學系 54 級，美國聯邦教育部教育統計中心）。第三屆（2003）：林良（國語專修班 41 級，國語日報社董事長）。黃清章（英語學系 55 級，美耐皿工業股份有限公司董事長）。第四屆（2004）：陳其南（地理學系 59 級，文化建設委員會主任委員）。蔡純真（國文學系 64 級，佳姿氧身工程館董事長）。第五屆（2005）：賴澤涵（歷史學系 54 級，玄奘大學通識教育中心專任講座教授）。許勝雄（國文學系 62 級，金寶電子工業公司、仁寶電腦工業公司董事長）。第六屆（2006）：龔煌城（英語學系 46 級，中央研究院院士）。吳連火（國文學系 47 級，國際證券公司董事長）。梁兆兵（英語學系 47 級，前荷蘭萊頓大學副校長）。林文雄（英語學系 56 級，維舜公司董事長）。第七屆（2007）：李鑒（國文

the visits, the students are also able to get a real of various Southeast Asia countries' traditions and cultures while obtaining communication and interaction experiences with people from various backgrounds. In addition, to enhance students' understanding of the Southeast Asia workspace and gain a deeper understanding of corporate management and coordination (including product production and operation), the New Southbound Program subsidizes overseas internships and trains students to work together and plan visits, interviews, and issue-oriented group reports. After the interns return to Taiwan, the College will hold an orientation session for newcomers, and students who completed the internship program will be responsible for the introductions. Through the internship program, each department expands its relationship with companies. Furthermore, through corporate seminars and internship sharing sessions, while the business organizations get to know more about the students, the students are also provided with more information regarding employment opportunities. Early exposure to such info enhances the students' decision-making and preparation in the existing workforce.

In 2018, the College sent six students from Department of English and Department of Geography to the factory of Sanitor Co. (Caesar) at Ho Chi Minh City, Vietnam, to learn about the enterprise operation and management in Vietnamese culture and industrial development. In 2019, seven additional students from Department of English and Department of Geography were recommended to Bioteque Corporation (Bioteq). Since most of the interns are also teacher trainees, the overseas school and corporate internships provide students with more diversified perspectives and experiences to apply their knowledge in various industries after graduation or integrate the local observations and practical experiences in the teaching field. In addition, the College also organized initiatives to promote overseas internships through cooperating with Thailand Regional Economic, Trade, Cultural, and Industry-Academic Resource Center. The program recruited teachers and students interested in value education. Led by professor Lo Mei-Lan of Department of English, ten students from Department of English, Department of Geography, Graduate Institute of Taiwan History, and Department of East Asia participated in a short-term teacher training program at Sathya Sai School in Thailand to explore how human values, ecological conservation, and environmental education can be integrated into the Sathya Sai School.

## 9. Exceptional Alumni and their Legacy

Graduates of various departments who have excelled in various fields have been honored as our outstanding alumni:

The first term (2001): Chen Kuo-Chang (Department of History and Geography, Class of 1952, Professor Emeritus of Department of Geography). Chang Yu-Fa (Department of History and Geography, Class of 1959, Academician of Academia Sinica). Chen Chin-Hsiung (Department of Chinese, Class of 1966, former Professor and President of National Overseas Chinese University's Advanced Placement Program). The second term (2002): Peng Sen-Ming (Department of English, Class of 1965, U.S. Federal Department of Education, Center for Education Statistics). The third term (2003): Lin Liang (Mandarin Course, Class of 1952, Chairman of Mandarin Daily News). Huang Ching-Chang (Department of English, Class of 1966, Chair of the Taiwan Melamine Products Industrial Co., Ltd.). The fourth term (2004): Chen Chi-Nan (Department of Geography, Class of 1970, Chair of the Cultural Construction Committee). Tsai Chun-Chen (Department of Chinese, Class of 1975, Chair of the Board of Directors of Chia Chi Oxygen Body Fitness Center).

學系 44 級，國文學系退休教授)。李壬癸(英語學系 48 級，中央研究院院士)。李振清(英語學系 53 級，翻譯研究所兼任教授、世新大學人文社會學院英語系客座教授)。黃正德(英語學系 60 級、英研所 63 級，美國哈佛大學語言學系教授兼研究生部主任)。第八屆(2008)：連日清(英語學系 41 級，國立臺灣大學環境衛生研究所兼任教授)。戴璉璋(國文學系 44 級，中央研究院中國文哲研究所籌備處主任、所長、諮詢委員與兼任研究員)。游勝雄(英語學系 60 級，國維達土地開發集團、YU66 Corp)。李有成(英語學系 64 級，中央研究院歐美研究所所長)。第九屆(2009)：黃錦鉉(國文學系 39 級，本校名譽教授)。邱煥堂(英語學研究所 47 級，陶然陶舍主持人、專業陶雕)。黃敏惠(國文學系 71 級，嘉義市市長)。第十屆(2010)：汪中(國文學系 41 級，國文系退休教授)。陳益興(國文學系 68 級，教育部常務次長)。第十一屆(2011)：陳焜松(國文學系 52 級，財團法人中正農業科技社會公益基金會董事長)。第十二屆(2012)：梁偉勝(英語學系 69 級，緯盛科技股份有限公司董事長)。第十三屆(2013)：陳淮舟(英語學系 53 級，彰化銀行董事長)。瀨戶口律子(國文研究所 61 級，日本大東文化大學外國語學中國語學科教授)。史國興(國文研究所博士班 85 級，美國密西根州格蘭谷州立大學現代語文學系教授)。第十四屆(2014)：丁範鎮(國文學系碩士 50 級，韓國東洋大學碩座兼成均館大學名譽教授、名譽校長教授)。第十六屆(2016)：令狐榮達(英語學系 64 級，外交部政務次長)。第十七屆(2017)：曹逢甫(英語學系 53 級，國立清華大學語言學研究所榮譽退休教授)。第十八屆(2018)：史書美(英語學系 72 級，臺灣語文學系榮譽講座教授)。第十九屆(2019)：關其煉(史地學系 50 級，中華民國僑務諮詢委員)。孫天心(英語學系 68 級，中央研究院院士、國際著名漢藏語言學家)。第二十屆(2020)：賴美智(英語學系 60 級，特殊教育工作者、第一社福基金會執行長)。王明珂(歷史學系 68 級，歷史學家與歷史人類學家、中央研究院院士)。第二十一屆(2021)：鄭秋豫(英語學系 61 級，中央研究院語言學研究所特聘研究員，語言學專家)。張貴興(英語學系 69 級，作家、臺北市立成淵高中退休教師)。

## 十、榮譽博士與講座教授

本院榮譽博士為藝術家、作家、2000 年諾貝爾文學獎得主高行健先生。講座教授分別為：王明珂院士(東亞民族史)。王汎森院士(中國近世思想史、近現代史學

The fifth (2005): Lai Tse-Han (Department of History, Class of 1965, Chair Professor of Center for Liberal Studies, Hsuan Chuang University). Hsu Sheng-Hsiung (Department of Chinese, Class of 1973, Chair of the Board of Directors of Campbell Electronics and Compal Computer Industries). The sixth (2006): Kung Hunag-Cheng (Department of English, Class of 1957, Academician of Academia Sinica). Wu Lian-Huo (Department of Chinese, Class of 1958, Chair of International Securities Corporation). Liang Chao-Bing (Department of English, Class of 1958, former Vice President of Leiden University, the Netherlands). Lin Wen-Hsiung (Department of English, Class of 1967, Chairman of WAYING-HHS LTD).

The seventh (2007): Li Hsien (Department of Chinese, Class of 1955, retired Professor of Department of Chinese); Li Jen-kuei (Department of English, Class of 1959, Academician of Academia Sinica); Li Chen-Ching (Department of English, Class of 1964, Adjunct Professor of Graduate Institute of Translation and Interpretation, Visiting Professor of Department of English in College of Humanities and Social Sciences, Shih Hsin University); Huang Cheng-Te (Class of 1971 of Department of English, Class of 1974 of Graduate Institute of English, Professor and Director of Graduate Studies of Department of Linguistics in Harvard University, the USA). The eighth (2008): Lien Jih-Ching (Department of English, Class of 1952, Adjunct Professor of Graduate Institute of Environmental Health, National Taiwan University). Tai Lien-Chang (Department of Chinese, Class of 1955, Director of the Preparatory Office and Director of the Institute of Chinese Literature and Philosophy in Academia Sinica, as well as Advisory Board Member and Adjunct Researcher). You Sheng-Hsiung (Department of English, Class of 1971, YU66 Corp). Li Yu-Cheng (Department of English, Class of 1975, Director of the Institute of European and American Studies in Academia Sinica).

The ninth (2009): Huang Chin-Hung (Class of 1950, Department of Chinese, Professor Emeritus of the University). Chiu Huan-tang (Graduate Institute of English Studies, Class of 1958, Host of Tao Ran Pottery House, professional pottery sculptor). Huang Min-Huei (Department of Chinese, Class of 1982, Mayor of Chiayi City) The tenth (2010): Wang Chung (Department of Chinese, Class of 1952, retired Professor of Department of Chinese). Chen Yi-Hsing (Department of Chinese, Class of 1979, Executive Vice President of the Ministry of Education). The 11th (2011): Chen Jiong-Sung (Department of Chinese, Class of 1963, Chairman of the Board of Directors of Chung Cheng Agricultural Science & Social Welfare Foundation) The 12th (2012): Liang Wei-Sheng (Department of English, Class of 1980, Chairman of the Board of Directors, PELSCO SCIENTIFIC CO., LTD) The 13th (2013): Chen Huai-Jhou (Department of English, Class of 1964, Chairman of Chang Hwa Bank) Setokuchi Litsuko (Graduate Institute of Chinese, Class of 1972, Professor of Chinese Language of Department of Foreign Languages in Daito Bunka University, Japan). Shih Kuo-Hsing (Ph.D., Graduate Institute of Chinese, Class of 1996, Professor of Department of Modern Languages and Literatures of Grand Valley State University, Michigan, the USA). The 14th (2014): Ting Fan-Chen (Graduate Institute of Chinese, Class of 1961, Professor Emeritus and President Emeritus of Sungkyunkwan University and Master's Chair of DongYang University, South Korea).

The 16th (2016): Bruce Linghu (Department of English, Class of 1975, Deputy Minister of Foreign Affairs). The 17th (2017): Tsao Fong-Fu (Department of English, Class of 1964, Honorary Retired Professor of Graduate Institute of Linguistics in National Tsing Hua University). The 18th (2018): Shih Shu-Mei (Department of English, Class of 1983, Honorary Chair Professor of Department of Taiwan Culture, Language and Literature). The 19th (2019): Kuan Chi-Lian (Class of 1961, Department of History and Geography, Overseas Chinese Affairs Advisory Committee, the

史)。史書美教授（華語語系研究、比較文學、族裔論述、世界文學、後殖民研究、批判理論、女性主義）。李壬癸院士（南島語言學、歷史語言學）。李歐梵院士（文學理論）。孫天心院士（漢藏語系語言結構及語言發展史、南亞語系語言結構及語言發展史）。陶紅印教授（漢語語言學、漢語教學、語料庫語言學、言談語用學）。馬悅然（1924-2019）院士（中國漢語音韻、地方方言、中古漢語音韻、中文文學）。徐碧美教授（教師專業發展、英語教學法、言談分析、語言教學和語言政策）。莫言（管謨業，2012年榮獲諾貝爾文學獎）。黃正德教授（句法理論、句法語意介面、漢語語言學）。楊牧（王靖獻，1940-2020，西洋古典文學、現代詩、散文、先秦六朝文學、文學創作與翻譯、中西比較文學）。

### 參、未來願景

本院希望師生在尊重多元的環境中，探索以人文為中心的跨域學習及研究，分享教學研究及學習的成果，激發學生對社會人文的關懷，進而參與投入社會服務，喚起社會大眾對人文領域的重視。因此，本院將緊密連結「尊重多元、跨域學習、關懷人文、服務社會」發展方向，致力達成以下3項目標：

#### 一、增進國際移動、拓展文化交流

（一）連結國際夥伴：期能發展核心姊妹校，透過原住民族研究與世界知名大學建立國際鏈結，並且開拓新夥伴學校。

（二）促進國際參與：與姊妹校共同規劃聯合國環境發展署（UNEP）的生態減災野外實察等跨國計畫與活動。鼓勵學生積極赴外參與國際競賽、研討會等學術研究活動。

（三）提升優質教育：將持續邀請著名學者擔任講座教授，定期舉辦國外移地教學拓展文化交流、並與姊妹校共同開設短期密集課程。

（四）加強雙聯學位：將持續推動既有的院級碩士雙聯學制，並且進一步規劃完成與姊妹校洽簽碩士、博士雙聯學制協議。

（五）建立交流平臺：每年赴外交換人數全校居冠，將持續辦理國際交流活動，媒合赴外及來校交換生，進行語言交換及文化交流。此外，也將持續提升院內期刊國際化。

R.O.C.). Sun Tien-Hsin (Department of English, Class of 1979, Academician of Academia Sinica, internationally renowned Sino-Tibetan linguist). The 20th (2020): Lai Mei-Chi (Department of English, Class of 1971, special educator, CEO of the First Social Welfare Foundation). Wang Ming-Ke (Department of History, Class of 1979, historian and historical anthropologist, Academician of Academia Sinica). The 21st (2021): Cheng Chiu-Yu (Department of English, Class of 1972, Special Research Fellow of Institute of Linguistics in Academia Sinica, linguistics expert). Chang Kuei-Hsing (Department of English, Class of 1980, writer, retired teacher of Taipei Municipal Chengyuan High School).

### 10. Honorary Doctorate and Chair Professors

Our honorary doctorate is awarded to artist, author, and the Nobel Laureate in Literature winner of 2020, Mr. Kao Hsing-Chien. The Chair Professors are: Academician Wang Ming-Ke (History of East Asian Peoples), Academician Wang Fan-Sen (History of Modern Chinese Thoughts, History of Modern Historiography), Professor Shih Shu-Mei (Chinese language studies, comparative literature, ethnic discourse, world literature, postcolonial studies, critical theory, and feminism), Academician Li Jen-Kuei (South Island Linguistics, Historical Linguistics), Academician Li Ou-Fan (literary theory), Academician Sun Tien-Hsin (Chinese and Tibetan language structure and history of language development, South Asian language structure and history of language development), Professor Tao Hung-Yin (Chinese linguistics, Chinese language teaching, corpus linguistics, speech pragmatics), Academician Ma Yueh-Jan (1924-2019) (Chinese phonology, local dialects, medieval Chinese phonology, Chinese literature), Professor Hsu Pi-Mei (teacher professional development, English pedagogy, discourse analysis, language pedagogy, and language policy), Professor Mo Yen (Kuan Mo-Yeh, winner of the Nobel Prize in Literature in 2012), Professor Huang Cheng-Te (syntactic theory, syntactic-semantic interface, Chinese linguistics), and Yang Mu (Wang Ching-Hsien, 1940-2020, Western classical literature, modern poetry, prose, pre-Qin and Six Dynasties literature, literary creation and translation, Chinese and Western comparative literature).

## III. Vision

The College hopes that in an environment that values diversity, faculty and students will explore humanities-centered interdisciplinary learning and research, share the results to inspire public interest and empathy for the social humanities, and further participate in social services and increase public attention to the humanities field. Therefore, the College set "Respecting Diversity, Interdisciplinary Learning, Caring for Humanity, and Serving Society" as the main goals for future vision:

#### 1. Increase international exchanges and expand cultural interactions

(1) International Partnerships: Develop sister schools, establish international links with world-renowned universities by studying indigenous peoples, as well as develop new partner schools.

(2) Promote international participation: Plan cross-country projects and activities with sister universities such as the United Nations Environment Programme (UNEP) ecological disaster



## 二、提升社會影響，促進產學合作

(一) 深化產業實習：期持續推動學生國內產業實習。同時，加強聯繫國外產業實習機會。

(二) 結合專責導師資源，強化職場生涯規劃諮詢。

(三) 推動跨域研究學習，在大學入門等課程中宣導跨域學習，同時也規劃開設產學合作的跨域學習課程。

(四) 結合傳承經驗，舉辦職場經驗傳承分享會。

(五) 增進科技實力，持續推動整合科技與人文的教學與研究，並積極向外爭取經費。

## 三、傳承人文素養，結合科技創新

(一) 建置校友網絡：加強各系所系友會功能與服務，建立校友資料庫，結合校友推動人文與科技整合。

(二) 延攬諾貝爾文學獎或國際知名獎項得主師資，並與國際著名大學共同推動跨國研究中心。

(三) 舉辦人文活動：精進人文季系列活動，推出以人文知識轉譯競賽為主軸新亮點。同時，持續辦理 Open House，以利招收優質學生。

(四) 推動數位學習：現開設數位人文與藝術學分學程，提升學生研修科技相關課程，並致力提升本院數位學習環境與設備，充分整合空間規劃與利用。

(五) 數位宣傳推廣：本院各系所宣傳媒體更新，並加強社群網站經營，拓展點閱人數。

(六) 積極推動 EMI 全英語課程：將結合各系所積極配合本校獲得教育部 5 年期（民國 110 至 115 年）EMI 全英語課程雙語大學計畫，提升學生國際競爭力。

reduction field trips. Encourage students to participate in international competitions, seminars, and other academic research activities.

(3) Enhance education quality: The College will continue to invite renowned scholars as lecturers and professors; regularly hold teaching and study abroad programs to promote cultural exchange and offer short-term intensive courses with sister schools.

(4) Promote Dual Degree: The College will continue to promote the existing dual academic structure for master's degrees at the faculty level and further pursue signing academic partnership agreements with sister universities for master's and doctoral degrees.

(5) Establish exchange platforms: The College has the highest number of exchange students each year in the University and will continue to conduct international exchange activities, match foreign and incoming exchange students, and conduct language and cultural exchanges. In addition, the College will continue to enhance the internationalization of our journals.

## 2. Enhance social influence and promote industry-academia cooperation

(1) Deepen industrial internship: The College will continue to promote domestic industrial internships for students while strengthening the connection with overseas businesses for future intern opportunities.

(2) Strengthen career planning counseling by combining dedicated mentor resources.

(3) Facilitate cross-disciplinary research and learning, promote interdisciplinary learning in intro-courses, and offer interdisciplinary courses in cooperation with industry and academia.

(4) Sharing Session: Organize sharing sessions on workplace experience.

(5) Promote technological strength, continue to promote teaching and research that integrates technology and humanities; actively seek external funding.

## 3. Technological Innovation with Humanities Heritage

(1) Establish alumni networks: strengthen departmental alumni associations, establish an alumni database, and promote the integration of humanities and technology with alumni.

(2) Recruit faculty members who have won Nobel Prizes in literature or internationally renowned awards and promote international research centers in collaboration with internationally renowned universities.

(3) Humanities activities: Refine the series of Humanities Festivals and launch a new highlight with the Humanities Knowledge Interpretation Contest as the primary focus. At the same time, the College will continue to organize an Open House for recruiting outstanding students.

(4) Promote digital learning: The College is now offering digital humanities and arts credit programs to enhance students' training in technology-related courses. The College is committed to upgrading the institution's digital learning environment and facilities and fully integrating space planning and utilization.

(5) Digital promotion: Update the promotional content on media for all departments and strengthen the operation of social websites to increase exposure.

(6) Active promotion of EMI full English courses: The College will cooperate with all departments to obtain the 5-year (2021-2026) EMI full English courses bilingual university plan from the Ministry of Education to enhance students' international competitiveness.

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## 創新思維 · 追求真理—理學院

Innovative Thinking · Pursuit of Truth —  
College of Science

### 陳焜銘

國立臺灣師範大學化學系教授  
兼理學院院長

### 黃生

國立臺灣師範大學生命科學專業學院名譽教授

### Chen Kwunmin

Professor  
Department of Chemistry, NTNU  
Dean  
College of Science, NTNU

### Huang Shong

Professor Emeritus  
School of Life Science, NTNU

民國44年（1955）臺灣省立師範學院改制為大學，師大人的大學之道就更寬廣，除了學為人師，也要「學成之事，能治其國」。在舊版校歌首句「教育國之本，師範尤尊崇」便是期勉師生投入百年樹人的志業。師大理學院屬於科學領域，經歷了初創（民國34-44年）、發育（44-56）、成長（56-74）、成熟（74-83）、轉型——茁壯迄今76年，適逢百年校慶，藉由本文回顧本院對國家科學領域的發展之具體貢獻。

### 壹、發展

本校理學院在民國44年（1955）成立，院下設數學、理化、博物3系，50年（1961）博物系改名生物系，51年（1962）理化系分為物理、化學2系，63年（1974）為開拓科學教育的新境界，成立校級科學教育中心。各系所成立、易名與組織重整如圖1。

民國64年（1975）理學院的4系與校級科學教育中心遷至公館現址，次年物理系設地球科學組，73年（1984）地球科學組改為地球科學系，獨立研究所有75年（1986）設立的科學教育研究所、82年（1993）設立的环境教育研究所。自83年（1994）「師資培育法」實施後，師資培育採多元化政策，本院因應時代潮流積極轉

In 1955, the Taiwan Provincial Teachers College was restructured into a university, giving students a broader path of learning. In addition to learning to become educators, they also needed to "learn to govern their country". In the old version of the university song, the first sentence "Education is the foundation of the country, and teachers are honored" encouraged teachers and students to devote themselves to education. The College of Science (the College) belongs to the field of science, and has experienced the periods of start-up (1945-1955), development (1955-1967), growth (1967-1985), maturity (1985-1994), and transformation and thriving (1994-present). This paper reviews the contributions of the College's development of science during the past 76 years.

### I. Development

The College was founded in 1955. It consisted of the Department of Mathematics, Department of Physics and Chemistry, and Department of Natural History. In 1961, the Department of Natural History was renamed to Department of Biology. In 1962, the Department of Physics and Chemistry was divided into the Department of Physics and the Department of Chemistry. In 1974, to open up a new realm of science education, the university-level Science Education Center was established. The establishment, renaming and organizational restructuring of each department are shown in Figure 1.

In 1975, four departments of the College and the university-level Science Education Center were moved to the Gongguan campus. In the following year, the Department of Physics set up the Earth Science Group. In 1984, the Earth Science Group was transformed into the Department of

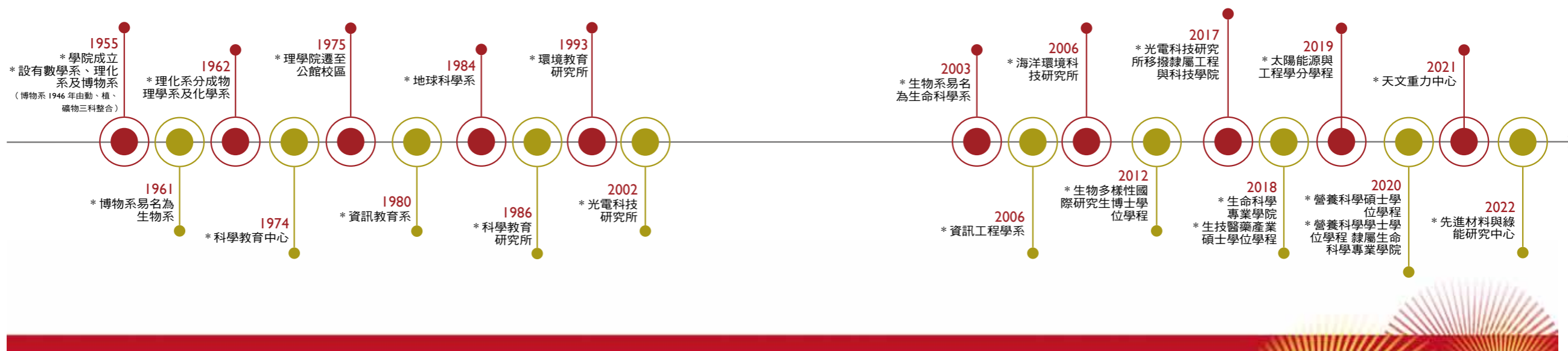


圖1 | 理學院各系所與中心成立時程 (資料來源：國立臺灣師範大學理學院製作)  
Figure 1. The establishment schedule of each department and center of the College (Source: College of Science, NTNU)

型發展，除原有之師資培育相關工作外，更增加符合時代變遷並足以引領高等教育發展的新系所。如 92 年（2003）生物學系易名為生命科學系，95 年（2006）設立的海環境科學研究所，以及 95 年由資訊教育系轉型後的資訊工程系加入本院。生命科學系於 107 年（2018）之後為因應時代變遷，增加「生技醫藥產業」、「生物多樣性國際研究」、「營養科學」等學程，擴編為生命科學專業學院，仍屬本學院。110 年（2021）成立天文重力中心，111 年（2022）成立先進材料與綠能研究中心，至此，理學院發展成為一個專業學院、五個學系、三個獨立研究所，二個研究中心。2020-2025 年之校務發展計畫，本校的願景為：「亞洲頂尖、國際卓越之大學」，更以「國際化」、「社會影響」、「傳承與創新」三大主軸發展校務，致力於加速國際化、建立產學鏈結、推動跨域整合、促進數位轉型。本院院務發展計畫以「探索科學新知，培育跨域前瞻人才；追求科學真理，增進人類永續發展」為使命，在原有之基礎上，更上層樓，積極接軌國際，加上本校已經獲選為全國 4 所雙語大學標竿大學，正積極朝發展目標努力：精進教學效能與研究能量、涵養跨領域及國際移動力、推昇學術研究成果產業化、深耕校友關係傳承與創新，冀望本院承先啟後，開創另一嶄新燦爛的里程碑。

## 貳、特色

追求真理、創新思維是理學院的創院宗旨。各系在民國 83 年（1994）「師資培育法」實施之前，教育目標都設定「培育中學師資和培養科學研究人才」（國立臺灣師範大學校史，2016：219-222），為共同目標，各系都開有各學科的教材教法和教學實習。然而在理學院，此課程的開授，在那個教學儀器設備都缺的時代（民國 34-56 年代），確實是個科學教育問題。（吳大猷，1987；邱美虹，2016）。

### 一、啟蒙：「查一下美國的教育究竟出了什麼問題？」

民國 46 年（1957）年，蘇聯發射全球第一顆人造衛星 Sputnik 進入地球軌道，美國總統艾森豪下令要查「美國的教育究竟出了什麼問題？」，引發了朝野和科學界的震撼。美國教育界的中小學不缺教學儀器設備，只是科學水準太低，須從科學課程的修訂及教材的編著改起，於是當時的美國國家科學基金會（National Science Foundation，NSF）投入大量的經費，希望在科學及技術的研究上，能迎頭趕上並超

Earth Sciences. Independent institutes of the College include the Graduate Institute of Science Education, established in 1986, and the Graduate Institute of Environmental Science Education, established in 1993. After the implementation of "Teacher Education Act" in Taiwan in 1994, the College adopted the policy of diversification in teacher cultivation. In response to the times, the College has been actively transforming and developing. In addition to the original teacher cultivation task, the College has added new departments that are in line with the changes of the times that can lead the development of higher education. For example, the Department of Biology was transformed into Department of Life Science in 2003; the Graduate Institute of Marine Environmental Science and Technology was established in 2006; the Department of Computer Science and Information Engineering joined the College after being transformed from the Department of Information Education in 2006. After 2018, in response to social changes, the Department of Life Science expanded its program and became the School of Life Science, which is still affiliated with College, by adding programs such as "Biotechnology and Pharmaceutical Industry" and "Nutrition Science". In 2021, the Center of Astronomy and Gravitation was founded. In 2022, the Advanced Materials and Green Energy Research Center was established. Since then, the College has developed into a professional college with five departments, three independent graduate institutes, and two research centers. NTNU is committed to accelerating internationalization, building industry-academia linkages, and promoting cross-domain integration and digital transformation, with the vision of "Asia's top university and international excellence" in the school development plan of 2020-2025. The College, with the mission of "exploring new knowledge in science, cultivating cross-domain forward-looking students, pursuing truth and sustainable development of mankind," is striving for excellence and actively connecting with the world. The University has been selected as one of the top four bilingual universities in Taiwan, and is striving to achieve its goal by improving teaching efficiency and research energy, fostering interdisciplinary and international mobility, promoting the industrialization of academic research results, and building alumni relations to inherit and innovate. We hope that we can build on the past and achieve other milestones in the future.

## II. Features

The pursuit of truth and innovative thinking is the founding tenet of the College. Before the implementation of the "Teacher Education Act" in 1994, the educational objectives of all departments were "cultivating middle school teachers and scientific research talents" (History of National Taiwan Normal University, 2016:219-222). All departments had teaching materials and teaching practices of various subjects. However, in the College, the teaching of courses was indeed a problem at a time when the teaching equipment was lacking (during 1945-1967). (Wu Da-You, 1987; Chiu Mei-Hong, 2016).

### 1. Enlightenment: "Find out what's wrong with the education in the United States"

In 1957, after the Soviet Union launched Sputnik, the world's first satellite, into earth orbit, President Eisenhower ordered a probe into "what was wrong with American education," shocking the ruling and opposition parties and the scientific community in the United States. In the United States, there was no shortage of teaching equipment in primary and secondary schools, but the

越蘇聯。他們認為比較快速和有效培育這方面人才的途徑，就是先從改革高中的科學課程著手，接著再研發小學、中學課程。

在科學課程改革年代（1956-1965），美國所開發的科學課程，深遠地影響了世界各國的科學教育，世界各國的科學課程也隨之改革，我國也不例外。民國 52 年（1963）選派楊榮祥（生物）和歐陽鍾仁（物理）兩位老師赴美國科羅拉多研習，返國後在新竹高級中學試教 1 年，次年即頒布「高級中學數學及自然學科教材大綱」，改進我國高中教材。此為第一代科學課程，其特色如下：

- （一）重視科學概念、學理、基礎科學；
- （二）重視發現式實驗（Discovery type laboratory）；
- （三）教材嚴謹的概念結構；
- （四）重視計量技能；
- （五）採用最新科學概念與知識；
- （六）重視學生的探究式學習（Inquiry learning）；
- （七）重視開放型實驗（Open ended experiment）等（楊榮祥，2004）。

## 二、提問：「如何設計科學課程並推廣之？」

對上述這些科學課程該如何選擇？由誰將這些國外的新課程轉化為我國可用的教材？國內的科學課程如何設計？又如何推廣這些新課程？這些重責大任自然就落在理學院師長們的肩上，此時應是「科學教育」的創始期。

第一代的高中實驗科學課程是直接以國外教材為藍本，直譯英文版，由本校李新民、羅芳樺、徐道寧、康洪元、胡澄生（數學科）；王成椿、趙金祁、傅祖祥（物理科）；王澄霞、朱施民、許祿圻（化學科）；戈定邦（生物科）等諸位師長負責。教育部於民國 53 年（1964）公布課程標準，54 學年度開始，使用實驗的新課程。

高中物理課程，當時美國廣用的有 PSSC（Physical Science Study Committee）、HPP（Harvard Project Physics）兩種課程。我國選用了比較適用的 PSSC，將其翻譯成中文並作為修訂高中物理科課程標準的參考，本校教授、部分外校教授及高中教師共同編寫成高中物理課本。

高中化學課程有 CBA（Chemical Bond Approach）和 CHEM Study 這兩套課程，由本校理化系陳可忠教授自美國引進，交給王澄霞教授評選，王教授建議選 CHEM

overall knowledge standard of science was low. Reform had to start with revision of the science curriculum and the compilation of textbooks; hence, the National Science Foundation (NSF) invested heavily to catch up with and surpass the Soviet Union in science and technology research. They believed that a faster and more effective way to cultivate talented people in this field was to reform the science curriculum in high schools first, and then develop the curriculum in primary and secondary schools.

In the era of science curriculum improvement (1956-1965), the science curriculum developed in the United States had a profound impact on science education of other countries in the world, and the science curriculum of other countries was also reformed. Taiwan was no exception. In 1963, two teachers, Yang Rong-Hsiang (biology) and Ouyang Chong-Ren (physics), went to Colorado to study. After returning to Taiwan, they taught in National Hsinchu Senior High School for one year. In the following year, they promulgated the "Curriculum Outline of Mathematics and Science Teaching Materials for Senior High Schools" to improve the teaching materials for senior high schools. This first-generation science course featured the following:

- (1) Attach importance to scientific concepts, theories and basic sciences;
- (2) Emphasis on discovery type laboratory;
- (3) Compact concept structure of the textbook;
- (4) Emphasis on measurement skills;
- (5) Adopt the latest scientific concepts and knowledge;
- (6) Value the inquiry learning of students;
- (7) Open-ended experiment. (Yang Rong-Hsiang, 2004).

## 2. Question: "How to design and promote the science curriculum?"

How do we choose from the science courses mentioned above? Who will transform these foreign new courses into textbooks available in our country? How do we design the science curriculum in Taiwan? How do we promote these new courses? The responsibilities naturally fell on the shoulders of the College faculty. This era should be the founding period of "science education".

The first generation high school experimental science curriculum was based on foreign textbooks, translated directly from English by NTNU teachers, Li Hsin-Min, Lo Fang-Hua, Hsu Dao-Ning, Kang Hong-Yuan, Hu Cheng-Sheng (mathematics); Wang Cheng-Chun, Chao Chin-Chi, Fu Zu-Hsiang (physics); Wang Cheng-Hsia, Chu Shi-Min, Hsu Bao-Chi (chemistry); Ge Ding-Bang (biology). The Ministry of Education published the curriculum standards in 1964, and the new curriculum was implemented in the academic year of 1965.

At that time, the common high school physics courses in the United States were PSSC (Physical Science Study Committee) and HPP (Harvard Project Physics). We chose the PSSC system, translated it into Chinese, and used it as a reference for revising the curriculum standards of physics in senior high school. NTNU professors, some professors from other schools and senior high school teachers jointly compiled the textbook of senior high school students.

The chemistry courses in high school include programs of CBA (Chemical Bond Approach) and CHEM Study, which were introduced from the United States by Professor Chen Ke-Chong of the Department of Physics and Chemistry, and submitted to Professor Wang Cheng-Hsia for evaluation. Professor Wang suggested CHEM Study. The committee agreed that it would be

Study，經委員會同意作為我國高中化學課本的藍本，譯成中文作為修訂高中化學課程標準的參考，編寫成各種版本的高中化學課本。

高中生物課程是透過亞洲基金會的資助，將當時美國所開發的第一代生物科教材 3 個版本引進臺灣，由當時博物系主任戈定邦教授主持，以符合當時「開發探究式教學」和「前瞻性」，採用為當時生物課程的標準教材。

至於小學，不再獨尊行為學派的理論，依認知學派如皮亞傑（Piaget）、布魯納（Bruner）、蓋聶（Gagne）等學者的理論，強調教材的安排要依學生的心智發展；教學活動要採發現式／探究式教學，以培養學生自我發現並建構其理解的能力。

民國 61 年（1972）教育部成立「國民小學科學教育實驗研究指導委員會」。本校雖不擔負小學師資的培育，但因當時國內科教人才欠缺，教育部特聘請本校王澄霞教授主持，本校魏明通、楊冠政、劉慕昭、郭鴻銘、林清山、毛松霖及臺大崔伯銓等教授，與 2 至 3 位師專教授、國小教師們，組成研究團隊。分析美國的 SAPA、ESS、SCIS 課程，選擇適合的教材，設計、編寫成的教學單元，經試教與修訂，於 64 年由教育部頒布國民小學自然科學課程標準。

### 三、改革步驟，創新思維

為了發展符合我國國情、合於社會需要的科學課程，教育部於民國 63 年指定國立臺灣師範大學成立「科學教育中心」，負責科學教育學術研究、科學課程與教材的研發與編寫、科學教育的輔導與推廣等工作。首任主任由理學院院長楊冠政教授兼任。

這是一件大時代基礎科學教育的改革工程，當年委託科學教育中心擬定的科學教育計畫，含 5 項重點：

- （一）國中科學課程、教材、教法的研究及編訂。
- （二）科學師資的培訓。
- （三）科學教育之評鑑。
- （四）社會科學教育之推行。
- （五）科學教學設備及資料服務，研究成果之推廣及應用。

民國 63 至 74 年（1985）間，正是世界科學課程改革熱烈進行的時代，科學教育中心在此浪潮中，同各先進國家並駕齊驅，改革、定位從未落後。當時，理學院遷校伊始，各科系的教授在動盪起伏之中，全力參與教育部擬定的「科學教育課程

translated into Chinese as a blueprint for high school chemistry textbooks and be used as reference for revising high school chemistry curriculum standards. It was then compiled into various versions of high school chemistry textbooks.

Funded by the Asia Foundation, three versions of the first generation of biology textbooks developed in the United States were introduced to Taiwan. Professor Ge Ding-Bang, Chair of the Department of Natural History at that time, was responsible for adopting the standard textbooks for contemporary biology courses, so as to conform to the "inquiry teaching" and "forward-looking teaching" concepts at that time.

As for primary schools, the theory of behavioral school was no longer the sole priority. According to the theory of cognitive school such as Piaget, Bruner, Gagne and other scholars, the arrangement of teaching materials should be based on students' mental development. Teaching activities should adopt discovery/inquiry teaching to cultivate students' identification and construct their ability of understanding.

In 1972, the Ministry of Education set up the Experimental Research Committee for Primary Science Education. The University was not responsible for the cultivation of primary school teachers, but due to the lack of science education talents in Taiwan at that time, the Ministry of Education hired Professor Wang Cheng-Hsia to chair, with professors Wei Ming-Tong, Yang Kuan-Cheng, Liu Mu-Chao, Guo Hong-Ming, Lin Ching-Shan, Mao Song-Lin, and Tsui Bo-Chuan of National Taiwan University, forming a research team with 2 or 3 professors of junior teachers' college and elementary school teachers to analyze SAPA, ESS and SCIS courses in the United States, select suitable textbooks, and compile teaching units. After trial teaching and revision, the Ministry of Education promulgated the curriculum standards of natural science in primary schools in 1975.

### 3. Reform steps and innovative thinking

In 1974, the Ministry of Education appointed National Taiwan Normal University to establish the Science Education Center, which was responsible for the research of science education, the development and compilation of science curriculum and materials, and the guidance and promotion of science education. The first director was Professor Yang Kuan-Cheng, Dean of the College of Science.

This was a major reform project of basic science education at that time. The plan commissioned by the Science Education Center at that time contained five key points:

- (1) Research and compilation of science courses, textbooks and teaching methods in junior high schools
- (2) Training of science teachers
- (3) Evaluation of science education
- (4) Implementation of social science education
- (5) Science teaching equipment and information services, promotion and application of research results

From 1974 to 1985, the reform of the science curriculum was in full flow worldwide. The Science Education Center kept abreast with other countries and never lagged in reform and positioning. At the beginning of the relocation of the College, professors from various departments were fully involved in the "Science Education Curriculum Planning and Implementation Program" drawn up by the Ministry of Education. The Ministry of Education, universities, Academia Sinica,



圖 2 | 理學院對科學教育所編印的各式教材與期刊。A. 民國 66 年（1977）編印的各科高級中學試用教材。B. 69 年編印的各科高級中學試用教材修訂本。C. 69 年編印的國民中學自然科學實驗教材。D. 65 年創刊的科學教育月刊，提供學校教師科學教學與評量的新知和教學疑難問題。（資料來源：國立臺灣師範大學理學院科學教育中心提供、羅珮華拍攝）  
Figure 2. College of Science published various textbooks and journals regarding science education  
A. Trial materials for senior high schools in various subjects, published in 1977.  
B. Revised versions of trial materials for senior high schools in various subjects, published in 1980.  
C. Natural science experimental materials for junior high schools, published in 1980.  
D. *Science Education Monthly*, launched in 1976, provided school teachers with new knowledge and techniques in science teaching and assessment. (Source: Photo by Lo Pei-Hua; provided by Science Education Center, College of Science, NTNU).

規劃和執行計畫」，教育部、全國各校院、中研院、海外學者多位受邀參加這個大計畫，提供了專業又精闢的見解。

政府復於民國 68 年（1979）成立「科學教育指導委員會」（簡稱科指會），由吳大猷先生接任主任委員，開始改革我國的中學科學課程，他以師大科學教育中心為執行業務機構，理學院的教授們、科指會的學者們、教育部、廳、局等人力物力的支持，獲得了豐碩的成果。

and overseas scholars were invited to participate in the program and provide professional insights.

The government set up a Steering Committee on Science Education in 1979, with Wu Ta-You as its chairman, to reform the science curriculum in secondary schools. With the implementation of NTNU Science Education Center and the support of professors from College of Science, as well as scholars from Science Education Steering Committee and the Ministry of Education, the reform achieved fruitful results.

The Science Education Center carried out the program, bringing innovative thinking to bear on interdisciplinary and new disciplines and new science subjects, developing experimental materials, counseling, promotion and services for science education. The work accomplished over the past four decades can be summarized as follows:

### (1) Improving research, experiment teaching and popularization of science curriculum in middle schools

#### A. Senior high school science curriculum

In 1977, the Ministry of Education designated the Science Education Center of the University to improve the science curriculum of senior high school and edit a set of science textbooks that met the social needs. The Science Education Center invited scholars and high school teachers from NTNU, National Taiwan University, National Tsinghua University, and National Chiao Tung University who were enthusiastic about science education to form a "High school Science Curriculum Experimental Research Committee" to compile trial textbooks for high school and vocational school (Figure 2A). The NTNU Science Education Center led the program. In 1980, experimental teaching of these science textbooks was carried out in Chung-Cheng Armed Forces Preparatory School. Then, according to the students' learning conditions, achievements and teachers' evaluation, research committee members discussed and revised the teaching materials. It was published by National Institute for Compilation and Translation (Figure 2B).

#### B. Junior high school science curriculum

The first generation of the new curriculum in the United States emphasized the cultivation of excellent scientists, which made the average student lose interest and confidence in natural science. Most students feared mathematics and science. In society, especially in the political and economic circles, those with decision-making power were mostly from non-science majors. If these leaders did not understand science, how can they adapt and survive in the era of rapid technological advances? Such introspection and review led to the call for the "second-generation" curriculum in the United States, which had the following characteristics:

- (A) Tendency to individualize learning;
- (B) Teachers have the freedom to choose textbooks;
- (C) Tendency to integrated science;
- (D) Introduce more psychological education and be respectful of students' individual differences;
- (E) Value education;
- (F) The evaluation of students' diverse abilities.

In 1974, the Science Education Center established the "Middle School Science Curriculum Experimental Research Committee", responsible for design of the science curriculum for middle school. Professors from various departments of NTNU College of Science who were enthusiastic

科教中心執行這個計畫，發揮了創新思維，進行跨學科間和新學科、新科學間的組合和融入，開發實驗教材，也開展了科學教育的輔導、推廣與服務工作，這四十多年來完成的工作略述如下：

### (一) 我國中學科學課程的改進研究、實驗教學及全面推廣工作

#### 1. 高中科學課程

民國 66 年，教育部指定本校科學教育中心對我國高中科學課程進行改進，編輯一套符合我國國情、合於社會需要的科學教材。科學教育中心乃邀請本校及臺灣大學、清華大學、交通大學等校熱心科學教育的學者、高中教師等，組成「高中科學課程實驗研究委員會」，編寫高中職課程的試用教材（圖 2A）。本校科學教育中心主導整個計畫的進行，於民國 69 年（1980）在中正國防幹部預備學校進行這些科學教材的實驗教學，再根據學生的學習狀況、成就和教師評估，與研究委員進行研討與修訂，再交由國立編譯館出版（圖 2B）。

#### 2. 國中科學課程

美國第一代新課程強調培養優秀科學家，反使美國一般中小學生對自然科學失去了興趣與信心，使大多數學生視數理為畏途，更值得注意的是在社會上，尤其政界與經濟界，具有決策權的人士，多為非主修科學的學生。如果這些領導人物不懂科學，在此科技突飛猛進的時代，如何能適應與生存？這種反省與檢討，使美國產生了「第二代」的新課程，特點如下：

- (1) 趨向個別化學習；
- (2) 教師選擇教材的自由；
- (3) 趨向統整科學（Integrated science）；
- (4) 引入更多教育心理學，尊重學生的個別差異；
- (5) 注重價值教育（Value education）；
- (6) 注重學生多元性才能之評量。

民國 63 年，科學教育中心成立了「國民中學科學課程實驗研究委員會」，負責我國國中科學課程的設計，敦請本校理學院各系熱心科學教育的教授擔任研究委員。有物理系的蘇賢錫、趙金祁；化學系的王澄霞、魏明通、陳鏡潭；生物系的楊冠政、楊榮祥、劉慕昭；地理系的石再添；教育心理系的林清山；教育系方炳林、陳奎熹等教授及臺大、清大多位教授參與發展統整課程。

about science education were invited to serve as research members. Su Hsian-Hsi and Chao Chin-Chi from Department of Physics; Wang Cheng-Hsia, Wei Ming-Tong and Chen Jing-Tan from Department of Chemistry; Yang Kuan-Cheng, Yang Rong-Hsiang, Liu Mu-Chao from Department of Biology; Shi Tsai-Tian from Department of Geography, Lin Ching-Shan from Department of Educational Psychology; Fang Bing-Lin and Chen Kui-Hsi from the Department of Education, as well as professors from National Taiwan University and National Tsinghua University, participated in the development of the integrated curriculum.

The Science Education Center collected programs such as ISCS and ESCP from the United States, New Science from Japan, and other science courses and referred to the analysis reports of ISCP-IMB, ISCP, IME and Nuffield Physics, Chemistry, Biology and integrated science courses from the United Kingdom. The following consensus was reached:

- (A) The goal of science education in junior high school is to cultivate future citizens with scientific literacy.
- (B) The junior high school science curriculum should tend to be integrated science.
- (C) Inquiry process is emphasized in middle school science teaching.
- (D) Science education in middle school should attach importance to the close relationship between science and society.

These four understandings became the concepts of the new science curriculum in junior high school, and also the basis of the development of the second generation of the new curriculum.

In 1976, the structure of the new science curriculum was decided; the guideline of national science education was formulated; the draft of the new science curriculum outline was formulated. It was decided that the curriculum structure should be integrated science (second generation). In reality, however, there was a problem that could not be overcome: Who could teach a comprehensive curriculum including physics, chemistry, biology and earth science? Therefore, before the teacher cultivation system was changed, this course was divided into "Natural Science I," which integrated physics and chemistry, and "Natural Science II," which integrated biology and earth science. It could be said that it was a "minor" integrated course, which was started in 1976 in ten junior high schools in Taiwan. In 1980, the teaching materials were adapted into experimental materials of physics and chemistry, biology and earth science in junior high schools (Figure 2C), which were tested in seven junior high schools.

At that time, the integrated curriculum of "Natural Science II" was centered on "scientific literacy enhancement." Special attention was paid to environmental education, aiming to cultivate citizens who appreciate and actively protect the natural environment through the observation of earth science and ecology. This was a very forward-looking curriculum.

Today, 30 years later, mankind is facing the harsh test of climate change. It shows the foresight of the Natural Science II course at that time.

Since the Ministry of Education announced that the publication of textbooks would be liberalized from year to year starting in the academic year of 1996, Science Education Center has no longer been responsible for curriculum reform and textbook compilation. However, since many professors and middle school teachers participated in the curriculum development process, the personnel became important talents recruited by various publishers in the early period of the publication of private textbooks, as did the research team of the primary school curriculum. The research and development of the new science curriculum for middle and primary schools not only brought the mathematics and science curriculum of our country up to date, but also improved



科學教育中心收集美國 ISCS、日本新科學、美國 ESCP 等科學課程，並參考美國 ISCP-IMB、ISCP、IME、英國 Nuffield 物理、化學、生物及統合科學課程的分析報告等，經研究委員會研究分析後，得到下列共識：

- (1) 國中階段科學教育目標為培養具有科學素養的未來公民。
- (2) 國中階段的科學課程趨向統整科學。
- (3) 國中科學教學強調科學探究過程 (Inquiry process)。
- (4) 國中階段科學教育應重視科學與社會的密切關聯。

這四項認識成為我國國中科學新課程的理念，也就是第二代新課程發展的依據。

民國 65 年 (1976) 決定新科學課程的架構，編訂國民中學科學教育大綱，編寫教材，訂定新國民中學科學課程綱要草案，並決定課程範圍架構應趨向統整科學 (第二代) 課程發展，但現實上有難以克服的問題，即「誰能教含有物理、化學、生物及地球科學等四科的統合課程？」。故在師資培育制度未改變之前，先將本課程內容分為統整物理與化學的「自然科學 I」和統整生物與地球科學的「自然科學 II」，可說是一種「小」統整課程，於 65 年開始於全臺 10 所國中試教。69 年教材改編為國中理化、國中生物和國中地球科學等實驗教材 (圖 2C)，於 7 所國中完成試教。

當時的「自然科學 II」統整課程，理念上以「科學素養之提升」為主軸，還特別注意到環境教育，冀透過地球科學及生態之觀察，培養能欣賞自然環境、能積極保育自然環境之公民為目的，這是極具前瞻性的課程規劃。30 年後的今天，全人類面臨了嚴酷的氣候變遷之考驗，當可領悟當時自然科學 II 統整課程的遠見。

自從教育部宣布 85 學年度起教科書將逐年開放，科學教育中心就不再擔負課程改革與教科書編寫工作，但是由於我國實驗課程發展過程有龐大的教授與中學教師研究團隊參與，這些人員也都成了教科書開放初期各家書局網羅的重要編輯人才，國小科學課程的研發團隊亦同。中、小學新科學課程的研發不僅使我國的數學及科學課程跟上時代的思潮，也提升了學生們的數理能力，改變了教師的教法及評量的觀念。

回顧我國中、小學科學課程發展過程，我們可以發現科學課程發展需要國家長期投資，需要具有前瞻性、永續性的理念，更需要師資培育的密切配合，否則教育改革難望成功。

students' mathematical ability and changed teachers' ideas of teaching methods and evaluation.

Reviewing the development process of the science curriculum in primary and middle schools, we can find that the development of the science curriculum requires long-term national investment, forward-looking and sustainable ideas, and more importantly, close cooperation of teacher training. Otherwise, educational reform will not succeed.

## (2) Guidance, promotion and service of science education

In order to assist mathematics and science teachers and promote the new curriculum, Science Education Center invited professors from NTNU College of Science and professors and experts from domestic universities who were enthusiastic about science education to set up a "Middle School Science Education Counseling Group." The Group regularly carries out lectures and seminars in various regions to provide teachers with new knowledge of science teaching and evaluation and help them solve teaching problems.

The publication of *Science Education Monthly* (Figure 2D) was one of the initiatives to promote science education in primary and secondary schools in Taiwan. In order to cooperate with the Ministry of Education's objective to strengthen the training of mathematics and science teachers in primary and secondary schools, the journal has been published 10 issues every year since its establishment in 1976. Up to now, more than 400 issues have been published, making it the oldest and most popular journal for science education in Taiwan. It is one of the important places for educational researchers and school teachers to publish science and education-related articles.

From 1981, the Ministry of Education stipulated the midterm plan of science education in primary and secondary schools, and made all competent authorities promote science education. During this period, emphasis was placed on the improvement of teaching methods, the enrichment of natural science equipment, the improvement of experiments in class and textbooks, and the production of teaching films and slides. During the process of promotion, the contribution of professors from the College was significant. The College also helped secondary school teachers to improve the evaluation methods, compile and print the learning evaluation manual of each subject, examination analysis for teachers' reference.

The College has long had the important mission of cultivating middle school science teachers with solid foundations in mathematics and physics. In order to strengthen research on the theory and practice of science education, the first Graduate Institute of Science Education in Taiwan was established in 1986 to cultivate talents in science education.

## (3) A magnificent turn under the heavy responsibility of teacher training – research results of the College of Science

Since the implementation of the "Teacher Education Act" in 1994, College has actively developed academic research and industry-academia cooperation in various fields in addition to teacher training, aiming to become an integrated university. So far, the College has produced 6 academicians of Academia Sinica, 3 international and national academicians, 6 national chair professors, 15 winners of Outstanding Research Awards of the Ministry of Science and Technology, 6 winners of Wu Da-You Memorial Award of the Ministry of Science and Technology, 2 winners of Outstanding Technology Transfer Contribution Awards of the Ministry of Science and Technology,

## （二）科學教育的輔導、推廣與服務

科學教育中心為了輔導學校教師的數學和科學教學，同時推動新課程的實施，邀請本校理學院各系教授及國內大學熱心科學教育之教授和專家學者成立「中學科學教育輔導團」，定期赴各地區辦理講習與研討活動，提供學校教師科學教學與評量的新知和教學疑難問題的輔導工作。

《科學教育月刊》的發行（圖 2D）是我國推動中小學科學教育的創舉之一，旨在配合教育部加強中小學數學和科學師資培訓工作，自民國 65 年創刊以來，每年出版十期，至今已出刊 400 多期，是我國科學教育方面發行歷史最久、普及率最高的刊物。其內容包含科學教育論述、科學教材與評量的資料及科學教育活動資訊等，是教育研究人員和中小學教師發表科教相關文章的重要園地之一。

民國 70 年（1981）起教育部特訂中小學科學教育中程計畫，讓省市廳局協力配合推動科學教育，此段時期強調教學方法改進、自然科學儀器之充實、課程實驗與教材改進、教學影片和幻燈片等媒體製作，推動過程中處處可見理學院教授們的貢獻。而後協助中學教師改進學生的學習成就評量，編印各科學習評量手冊、段考試題分析，供教師改進教學使用或參考。

本校理學院一直肩負中學科學師資培育的重要使命，培育了數理基礎極堅強的中學師資，為了加強科學教育理論與實務的研究，於民國 75 年設立國內第一所科學教育研究所，為國內培育科學教育的人才。

## （三）肩負師培重責下的華麗轉身—理學院的研究成果

自民國 83 年「師資培育法」實施後，本院除原有之師資培育相關工作，為因應時代變遷，也積極發展各領域之學術研究與產學鏈結，企圖轉型成為綜合性大學。至目前為止，本院校友共有 6 位當選中央研究院院士，3 位國際與國家級院士，6 位國家講座教授，15 人次科技部傑出研究獎，6 位科技部吳大猷先生紀念獎，2 位科技部傑出技術移轉貢獻獎，與 51 位本校傑出校友，其他各種傑出獲獎紀錄包含 2 位「全球前 2% 頂尖科學家（World's Top 2% Scientists 2020）」，1 位科技部「科學 50」科學成就獎，1 位美國科學教育學會（National Association for Research in Science Teaching）傑出博士論文獎（Outstanding Dissertation Award）及 2 位年輕學者研究成

and 51 outstanding alumni of NTNU. Two of our members were named "World's Top 2% Scientists 2020." One was awarded the "Science 50" Scientific Achievement Award by the Ministry of Science and Technology, one awarded Outstanding Doctoral Dissertation Award from the National Association for Research in Science Teaching of the United States, and 2 awarded Early-Career Investigator Research Achievement Award. In recent years, various departments have also recruited many outstanding scholars to teach in the College, including one Yushan scholar and four Yushan young scholars. We believe that the teaching and research of the College will be taken to a higher level.

In the past five years (2017-2021), faculty members of the College have performed well in research project applications, obtaining 818 research projects from the Ministry of Science and Technology (MOST) with a total amount of NT\$1.22 billion, 259 non-MOST projects with a total amount of NT\$540 million. The College of Science has published 1618 SCI papers and 145 SSCI papers, and the total amount of science transfer is about NT\$13 million. The College performs well in various aspects. In addition, the College continues to strengthen international interactions with universities such as UBC in Canada, University of Cologne in Germany, Uppsala University in Sweden, University of Pennsylvania and University of California, Berkeley, in the United States, Kyushu University, Niigata University, Yokohama City University, Kansai Gakuin University in Japan, Beijing Normal University and Sun Yat-Sen University in China, and other universities by carrying out student exchanges, MOUs and short-term course contracts. We hope to enhance students' international perspective and enhance cultural interaction, which is also an important part of NTNU's policy of bilingualism.

In addition, various departments have made significant progress in recent years, which is briefly described below:

### A. Department of Mathematics

In order to promote internationalization, the department has actively recruited outstanding scholars from abroad in recent years. The foreign professors' research interests include harmonic analysis, change calculus, partial differential equations, and applied analysis. The foreign professors also offer bilingual courses and work with the National Center for Theoretical Science (NCTS), where they have been appointed as scientists of the Center. Foreign teachers have extensive international academic relationships in Europe and the United States, which can also help the university to establish cooperation with many international organizations, and play a positive role in promoting internationalization and cross-field cooperation. In addition, Academician of Academia Sinica Yu Jing (class of 1972) will join the department as chair professor in 2022. He has published two papers in *Annals of Mathematics*, one of the most highly regarded mathematical journals in the world (only five papers from Taiwan have been published in this journal in the past). Academician of Academia Sinica Yu's arrival will be the peak of academic research in our department.

### B. Department of Physics

The Department focuses on experimental physics with emphasis on solid-state, cryogenic and atomic physics, and theoretical physics with emphasis on high-energy physics and statistics. Progress has also been made in science education research. In 2020, a Yushan young scholar with outstanding achievements in the field of astrophysics was recruited to our department. The Center of Astronomy and Gravitation was established to serve as an international center for astronomy research. In addition, the Advanced Materials and Green Energy Research Center, established by

果獎 (Early-Career Investigator Research Achievement Award) 等。各系所近年也延攬多位傑出學者來院任教，包括 1 位玉山學者與 4 位玉山青年學者，相信對於本院教育與研究推動必能更上層樓。

近 5 年 (106-110)，在理學院師長努力下，研究計畫申請表現優異，共獲得科技部研究計畫 818 件，總金額達新臺幣 12 億 2 千萬元；非科技部計畫 259 件，金額達新臺幣 5 億 4 千萬元；共發表 1618 篇 SCI 論文，145 篇 SSCI 論文，技轉金總計約有新臺幣 1 千 3 百萬元，可見本院在各方面均表現出色。此外，本院亦持續加強國際交流，與國際各大名校，例如：加拿大英屬哥倫比亞大學；德國科隆大學；瑞典烏普沙拉大學；美國賓州大學與加州大學柏克萊分校；日本九州大學、新潟大學、橫濱市立大學、關西學院大學；北京師範大學、中山大學等大學進行學生交換、合作意向書 (MOU) 及短期課程合約，希望學生提升國際視野，加強文化交流，對於本校推動雙語的政策而言，亦是相當重要的環節。

此外，近年各系所也都有各項長足發展，略分述於下：

### 1. 數學系

本系為推展國際化腳步近年來積極延聘國外傑出學者，外籍教授之研究領域包括諧波分析，變化演算，偏微分方程和應用分析，並提供雙語課程，更與國家理論科學中心 (NCTS) 有頻繁的研究合作，且被聘任為中心科學家。外籍師長在歐洲、美國擁有廣泛的國際學術關係，亦可協助本校與許多國際機構之間建立合作的橋樑，對國際化推動、跨領域合作，可以發揮積極的作用。另外，于靖院士 (本系 61 級系友) 將自民國 111 年加入本系擔任講座教授，于院士曾在世界評價最高的數學期刊《數學年鑑》(Annals of Mathematics) 上發表過 2 篇論文 (歷年來臺灣總共只有 5 篇論文被刊登於該期刊)，于院士的加入，將創本系學術研究之高峰。

### 2. 物理系

本系研究發展於實驗物理方面著重於固態、低溫及原子物理等，於理論物理方面著重於高能物理及統計，另於科教研究方面也繼續加強。並於民國 109 年 (2020) 招攬玉山青年學者，在天文物理領域有卓越成就，此結合理學院相關領域師資，成立天文與重力研究中心，打造國際級天文研究重鎮。此外，結合化學系、物理系及光電所等單位領域老師成立「先進材料與綠能研究中心」，致力於提升校內新穎材料製備、檢測、元件應用等相關領域之研究能量。

faculty from Department of Chemistry, Department of Physics and Graduate Institute of Electro-Optical Science and Technology, is dedicated to improving the research regarding preparation, detection, component application of novel materials.

In response to students' different career plans and needs, the Department has strengthened career counseling and enhanced students' professional abilities, and added high-tech related courses including the solar energy and engineering program, courses of condensed matter physics, surface science and nanotechnology, high-energy physics and string theory, biophysics, and applied physics. The Department has master-doctor programs which enable it to cultivate R&D talents for high technology innovation in fields such as electro-optics, semiconductor manufacturing, computer peripheral industries. The Department also promotes e-learning (Science Park) and digital science research as an enhanced platform for science education.

### C. Department of Chemistry

A number of professors in the Department of Chemistry have received various awards and affirmation. For example, "World's Top 2% Scientists 2020," Outstanding Award of the Ministry of Science and Technology, Wu Da-You Memorial Award of Ministry of Science and Technology, "Outstanding Talent Lecture" of Foundation for the Advancement of Outstanding, "Outstanding Young Scholar Awards" of the Shui-Mu Foundation of Chemistry, and Chairman of Committee of International Chemistry Olympiad.

Our faculty are also committed to industry-academia cooperation and technology transfer research, such as the development of artificial enzyme "superoxide dismutase," which can effectively remove free radicals and fight against aging and organ inflammation. The patent of this bionic enzyme technology has been commercialized, mass-produced and sold, and has become a model of industry-academia cooperation.

The Department has also been subsidized many times by the Ministry of Science and Technology and NTNU to purchase expensive instruments and equipment, including fluorescence spectrometers (2016), AFM Atomic Force Scanning microscope lens (2016), synthetic microwave reactor (2017), dual-wavelength X-ray single crystal diffraction instrument (2016), high-resolution time of flight mass spectrometer (2017), electron paramagnetic resonance instrument (2017), nano particle size interfacial potential analyzer (2018), Fourier-transform infrared spectroscopy (2020), mobile micro-Raman spectrometer (2020), UV-Vis spectrometer (2020), matrix-assisted laser desorption time of flight mass spectrometer (2020), helium recovery system (2021), and optical surface analyzer (2021).

### D. School of Life Science

To effectively integrate and share teaching and research resources, promote the development of teachers and students, and enhance competitiveness, the School of Life Science was established under the College in August 2018. The School of Life Science includes one department and four degree programs. In addition to the original Department of Life Science and Ph.D. Program of the Graduate Program of TIGP Biodiversity, the School integrated the newly established Graduate Program of Biotechnology and Pharmaceutical Industries and added the Graduate and Undergraduate Program of Nutrition Science that were affiliated with the Department of Human Development and Family Studies, founding the School of Life Science under the College of Science. The faculty's research areas include "ecology and evolution", "cell biology and molecular medicine", "physiology", "biotechnology and pharmaceutical industry", and "nutrition science". In addition to improving the quality and quantity of research, the Department is also committed to industry-academia collaboration

因應學子的各種不同的生涯規劃與需求，加強職業輔導與專業能力的提升，增加高科技相關課程，提供太陽能源與工程學分學程、凝態物理、表面物理與奈米科技、高能與理論物理、生物物理、應用物理等研究發展專業人才，並配合逕讀辦法，提升本系基礎與應用研發能量，為各學術研究機構與業界高科技創新與研發人力，包括光電、半導體製造業、電腦週邊產業等。亦推動網路教學（科學園）與數位科學研究，作為提供科學教學與學習系統平臺的強化支援。

### 3. 化學系

本系多位教授榮獲各項肯定，如：「全球前 2% 頂尖科學家（World's Top 2% Scientists 2020）」，科技部傑出獎，科技部吳大猷先生紀念獎，財團法人傑出人才發展基金會「傑出人才講座」，財團法人水木化學文教基金會「傑出青年學者獎」，擔任國際化學奧林匹亞指導委員會主席等。

本系師長也致力產學合作及技術轉移研究，例如研發出「超氧化物歧化酶」人工酵素，可有效清除自由基，對抗老化及器官發炎，此仿生酵素技術之專利成果完成商品化加值，並已進行量產、銷售，成為本院產學合作的典範。

在貴重儀器設備方面，本系也獲得科技部與校方多次補助，其中包含螢光分光光譜儀（2016）、AFM 原子力掃描顯微鏡頭更新（2016）、合成用微波反應器（2017）、雙波長 X 光單晶繞射儀（2016）、高解析飛行時間質譜儀升級（2017）、電子順磁共振儀（2017）、奈米粒徑界面電位分析儀（2018）、傅立葉轉換紅外光譜儀（2020）、移動式顯微拉曼光譜儀（2020）、紫外可見光光譜儀（2020）、基質輔助雷射脫附飛行時間質譜儀（2020）、氮氣回收系統（2021）、光學式接觸腳量測儀（2021）等多項設備提昇專案。

### 4. 生命科學專業學院

為有效整合及分享校內教學與研究資源、促進師生專業發展、提升市場競爭力，本院於民國 107 年 8 月成立生命科學專業學院，專業學院單位包含 1 系 4 學程，除原有之「生命科學系」、「生物多樣性國際研究生博士學位學程」之外，結合新設立之「生技醫藥產業碩士學位學程」，並加入原本隸屬於人類發展與家庭學系營養科學組所設立之「營養科學學士學位學程」與「營養科學碩士學位學程」，成立隸屬於理學院之「生命科學專業學院」。教師研究囊括「生態與演化」、「細胞生物暨分子醫學」、「生理學」、「生技醫藥產業」、及「營養科學」5 大領域。除了不斷提升研

and technology transfer research. For example, we have cooperated with Chengde Oil for many years, which was founded by Li Yi-Fa, an alumnus of Department of Physics and Chemistry, to improve the biodiesel production process by genetically modifying specific enzymes, reduce pollution and cost, and establish an environmentally friendly biological catalytic process.

### E. Department of Earth Sciences (including Graduate Institute of Marine Environmental Science and Technology)

The Department of Earth Sciences covers five major areas of earth science research: astronomy, atmospheric science, geology, geophysics and Oceanography. Our faculty have won various awards for their research, such as the World's Top 2% Scientists 2021, the Academia Sinica Early-Career Investigator Research Achievement Award, the Wu Da-You Memorial Award for Atmospheric Sciences of the Ministry of Science and Technology; Outstanding Research Awards of the Ministry of Science and Technology (Geology and Oceanography), and Young Scientist Awards of the Canadian Mineralogical Association. In 2018, a Yushan young scholar specializing in theoretical and numerical simulation of star formation was recruited.

The Ministry of Science and Technology and the University subsidized the purchase of valuable equipment, including inductively coupled plasma mass spectrometry (ICP-MS), which can be used to date igneous minerals (such as uranium and lead in zircon) to analyze the age of rock formation; Wavelength Dispersive X-Ray Fluorescence (WD-XRF) that can analyze the energy wavelength and energy size to understand the composition of the sample and concentration. The Argon-Argon Dating Laboratory was established in 2017. The laboratory can provide strong evidence for the formation of the Earth and the evolution of life by using radioactive isotope decay to date natural mineral samples.

The "Earth Sciences Practice and Internship" course provides students with summer internships in the public and private sectors to enhance their understanding of industry and enhance their competitiveness.

### F. Department of Computer Science and Information Engineering

In addition to serving as trainers, planning training courses, and leading teams to participate in international competitions, faculty members of the Department have long been concerned with the cultivation of talents in information science education both at home and abroad. The Department also signed a contract with Acer to become IOI Main Sponsor to show the technological power of Taiwan. We won the Outstanding ICT Elite Award 2021 by establishing the Advanced Placement Computer Science (APCS) in Taiwan and promoting targeted programming learning among senior high school students through workshops for teachers. The airbox developed by our department has made great contributions to air pollution detection and environmental awareness promotion in Taiwan. In addition, the Daypass import system and Chinese and English pronunciation recognition and error detection technology have received high technical transfer funds that demonstrate the industrial application of the Department. The 16th outstanding alumnus Aja Huang won 60 consecutive victories with Google's artificial intelligence system AlphaGo on the Chinese Go website "http://www.eweiqi.com/", reflecting the talent cultivation achievements of the Department.

Laboratories continue to purchase or update equipment in recent years. For example, deep learning high-speed computing server for artificial intelligence and big data, graphics and image operations, business-use network storage server, real-time target for research and development tools of AIoT, spectrum analyzer, logic analyzer, digital oscilloscope, power consumption monitor and other AIoT research and development tools, embedded system development tools and platforms for

究質與量，近年也致力產學合作及技術轉移研究，例如與理化系校友李義發所創辦的承德油脂深耕產學合作多年，借助基因改造特定酵素以改良生質柴油製程，降低汙染與成本，建立環保的生物觸媒催化製程。

#### 5. 地球科學系（含海洋環境科技研究所）

本系涵蓋天文學、大氣科學、地質學、地球物理和海洋科學等五大地球科學研究領域。研究榮獲各項肯定，如全球前 2% 頂尖科學家（World's Top 2% Scientists 2021），中研院年輕學者研究成果獎，科技部吳大猷先生紀念獎（大氣領域）；科技部傑出研究獎（地質領域與海洋領域）；加拿大礦物學協會青年科學家獎；並於 107 年招攬玉山青年學者，專長在於恆星形成的理論與數值模擬。

在貴重儀器設備方面獲得科技部與校方補助，採購儀器包含可進行火成岩礦物（如銻石的鈾鉛）定年的感應耦合電漿質譜儀（ICP-MS），分析岩石形成年代；波長散射 X 光螢光光譜儀（簡稱 WD-XRF），可藉由分析能量波長及能量大小，了解樣品的組成元素及濃度。氫氫定年實驗室亦成立於民國 106 年（2017），經由運用放射性同位素衰變過程，測定自然礦物樣本的年代，對於地球的形成與生命的演化等研究，提供強而有力的佐證。

開設「地球科學產學實務與實習」課程，利用暑期讓學生各公民營單位實習，加強對業界實務面的了解與學習，提升學生職涯競爭力。

#### 6. 資工系

本系教師長期關注國際與國內資訊科學教育人才的培育，除了擔任培訓教授、規劃培訓課程，並帶隊參加國際競賽；資工系亦與 Acer 公司簽約成為 IOI Main Sponsor，讓各國看到我國的資訊實力，在國內建立大學程式設計先修檢測（APCS），並透過教師研習，推動高中生有目標性的程式設計學習，對我國資訊人才培育有深遠影響，獲得民國 110 年傑出資訊人才獎殊榮。發展空氣盒子對於國內空污偵測以及環保意識提升相當有貢獻。此外，Daypass 系統導入技術及中、英語音辨識與錯誤偵測技術均獲高領技轉金，也是本系產業應用的成果表現。第十六屆傑出校友黃士傑於中國圍棋網站「弈城網」，以 Google 人工智慧系統 AlphaGo 創下 60 連勝，體現本系資訊人才培育成果。

各研究實驗室近年來持續添購或更新設備，如以人工智慧及大數據、圖形影像運算所使用之深度學習高速運算伺服器、企業級網路儲存伺服器，智慧聯網研究開

system chips research.

#### G. Graduate Institute of Environmental Education

Under the rapid change of global environment and resource depletion, "environmental education" has been actively promoted by advanced countries since the 1970s to call for the research and development of environmental education and "sustainable development education." The Institute was the first graduate institute of environmental education established in Taiwan. It began to enroll master's degree students in 1993 and added doctoral programs in 2006 to cultivate environmental education professionals and promote environmental education and academic research in schools and society. In response to the global trend of sustainable development and innovative management, the Institute will be renamed "Institute of Sustainable Management and Environmental Education" in 2022. In recent years, it has also recruited foreign scholars to give lectures and promote wetland conservation and education.

#### H. Graduate Institute of Science Education

All teachers in the Institute have professional backgrounds in science and science education. Our teaching and research feature interdisciplinary topics, including "science and society", "cognitive and science learning", "curriculum, teaching and assessment" and "e-learning." In addition to electronic teaching equipment, there are also digital learning and evaluation laboratories, amplification and virtual reality laboratories, eye-tracking laboratories, and face recognition laboratories.

Professors of the Institute have won many awards for their outstanding research, including Academic Awards of the Ministry of Education, Outstanding Research Awards of the Ministry of Science and Technology, Wu Da-You Memorial Awards, Awards for Excellence in Technology Transfer, "Science 50" Scientific Achievement Awards, Outstanding Doctoral Dissertation Awards from the National Association for Research in Science Teaching of the USA, and Academia Sinica Early-Career Investigator Research Achievement Awards.

The faculty of this institute are well known internationally. In addition to serving in international academic research associations, faculty have been elected as chairmen and supervisors of major science education research associations in Taiwan and abroad, such as the National Association for Research in Science Teaching of the USA, the East-Asian Association for Science Education, and the Association of Science Education in Taiwan. Several faculty serve as editors or editorial board members of major international journals. In addition, the Institute has actively expanded its international interaction with academic institutions in the United States, Norway, France, South Africa, Japan, South Korea, Singapore, Hong Kong, Thailand, India and Indonesia.

#### I. Valuable instrument and equipment

To meet research needs, the College purchases valuable equipment for different research areas and provides them to academic and industrial sectors both inside and outside the school. Valuable equipment is an important asset for academic research. Some instruments are shown in Figure 3.

### III. Vision

After the implementation of Teacher Education Act, the development of NTNU diversified, but the cultivation of teachers is the foundation of national education and our historical responsibility. The ancient saying "It takes ten years to nurture a tree, but a hundred years to train a man" also regards education as the foundation of a country. The College has made great contributions to science education in Taiwan by providing the most basic science curriculum

發工具的即時目標機、頻譜分析儀、邏輯分析儀、數位示波器、功耗監測儀等智慧聯網研究開發工具，為研究系統晶片之嵌入式系統開發工具及平臺等，積極發展學術研究與教學。

### 7. 環境教育研究所

在全球環境急遽變遷及資源耗竭下，「環境教育」自 1970 年代起即成為先進國家積極推動的理念，為呼籲各國積極推動環境教育及「永續發展教育」之研究與發展。環境教育研究所為國內第一個設立的「環境教育研究所」，於民國 82 年開始招收碩士班研究生，並於 95 學年度起增設博士班，積極培養環境教育專業人才、推動學校及社會之環境教育與學術研究。因應全球永續發展新興議題與創新管理之趨勢，培育具備當代與時俱進的永續發展相關專業知能之需求，111 年本所名稱調整為「永續管理與環境教育」研究所。近年，亦積極延攬國外學者至本校客座，推動我國溼地保育教育等工作。

### 8. 科學教育研究所

本系教師均具備科學學科與科學教育專業背景。教學與研究之特色以跨領域為主，包含「科學與社會」、「認知與科學學習」、「課程、教學與評量」，以及「數位學習」等。教學研究資源豐富，除了電子化之教學設備外，另有數位學習與評量實驗室、擴增與虛擬實境實驗室、眼球追蹤實驗室，以及臉部辨識實驗室等。

本所教授研究表現傑出，獲得國內外許多獎項，包含教育部學術研究獎，科技部傑出研究獎，吳大猷先生紀念獎，傑出技術移轉貢獻獎，「科學 50」科學成就獎，美國科學教育學會傑出博士論文獎及年輕學者研究成果獎等。

師長的國際能見度極高，除了於國際學術研究協會擔任重要工作外，更有教師獲選國內外重要科學教育研究協會理事長及理監事，例如全美科學教學研究學會、東亞科學教育學會、中華民國科學教育學會等，多位教師擔任重要國際期刊的主編或編輯委員。此外，本所亦積極拓展國際合作，目前合作中之學術單位遍及美國、挪威、法國、南非、日本、韓國、新加坡、香港、泰國、印度、印尼等。

### 9. 貴重儀器設備

理學院因為研究需求，購置不同研究領域所需的貴重儀器，提供校內外學術及產學單位使用，貴重儀器設置乃學術研究發展重要之資源。部分儀器如圖 3。

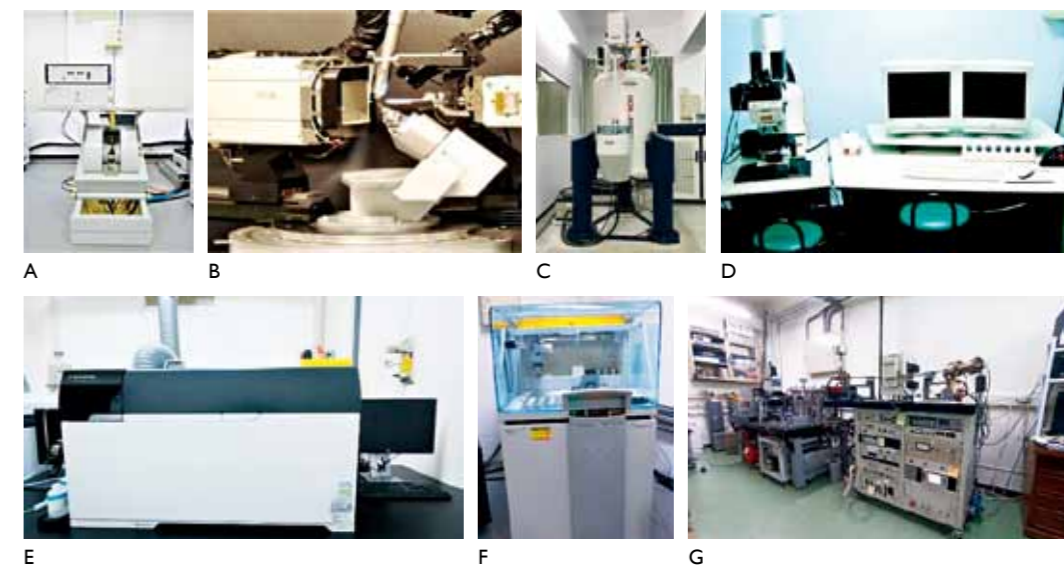


圖 3 | 各系所代表性貴重儀器圖。A. 電子順磁共振光譜儀（化學系）；B. X-射線單晶繞射儀（化學系）；C. 液態超導核磁共振儀（化學系）；D. 共軛焦顯微鏡（生科院）；E. 感應耦合電漿質譜儀（地科系）；F. 波長散射 X 光螢光光譜儀；G. 氬氬定年系統（地科系）。（資料來源：國立臺灣師範大學理學院）

Figure 3. Valuable instruments of each department.

A. Electron paramagnetic resonance (Department of Chemistry); B. Single-crystal X-ray diffractometer (Department of Chemistry); C. Bruker Avance III HD-600 MHz NMR Spectrometer (Department of Chemistry); D. Confocal microscope (School of Life Science); E. Inductively coupled plasma mass spectrometry (Department of Earth Sciences); F. X-ray fluorescence spectrometer; G. Argon-Argon dating system (Department of Earth Sciences). (Source: College of Science, NTNU).

design, research, experiment, promotion and service for primary and secondary schools.

Mathematics and science education are not only the foundation of science and technology development, but also important parts of national and social development. Ben Franklin said, "The only thing that is more expensive than education is ignorance." Education is expensive, but without it, everything will be even more expensive.

The College has evolved from a college focused on the curriculum design, teaching, science education, and environmental education to a research institute based on the fields of mathematics and natural science research, having achievement in physics and chemistry, novel materials, testing, application components, biological molecular science, preventive medicine and nutrition science, marine astronomical, information engineering, computer programming and computational thinking. At the same time, the College has set up an interdisciplinary exchange platform to promote long-term innovative cooperation at home and abroad for the purpose of science education promotion and research personnel training.

## 參、未來願景

師資培育法實施後，本校的發展雖亦成多元化，但是培育師資是國家教育之根本，也是我們的歷史責任。古訓「百年樹人」也將教育視為國家之本，強調教育的重要性。師大人「學成之事，能治其國」，理學院做到了從中小學最基礎的科學課程設計研究、實驗、推廣、服務等，對於國家科學教育卓有貢獻。

數學及自然科學教育乃是科技發展之基礎，也是培育人才，國家社會發展重要一環，西諺有云「The only thing that is more expensive than education is ignorance—Ben Franklin」，教育誠然昂貴，沒有了教育，一切將更昂貴。理學院已從草創之初，著重課程設計、教學、科學教育、環境教育發展到以數學及自然科學研究領域為主，在物理、化學研究領域，新穎材料製備、檢測、元件應用等領域，生物分子科學、預防醫學、營養科學、地科海洋天文、資訊工程、電腦程式與運算思維，同時建立跨領域交流平臺，促進國內外長期創新之研究合作，達到科學教育推廣、科技研究人才培育之目的。

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立基藝百 · 續創新猷—藝術學院

Tradition, Innovation, and Excellence —  
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臺灣師大藝術學院源起近一世紀，於本校創校百年之際，特撰述專文，以銘記過往薪火，迎接未來新貌。本文第一部分為發展篇，主要在梳理本院發展百年以來，在前輩大師的耕耘下，奠定臺灣視覺藝術領航地位的重要沿革。第二部分為特色篇，主要在說明本院進入 21 世紀之後，在系所專業、特色發展、國際連結、多元學習等面向的卓越績效。第三部分為願景篇，陳述本院因應時代變遷，培植前瞻性人才永續競爭力的擘畫藍圖。期望藉本文為本院啟動下一個百年傳承，續創世紀典範。

## 壹、發展

藝術學院（簡稱本院）之起始可上溯臺北高校時期，與本校發展長河同步，歷時百年。大正 11 年（1922），日籍美術教師鹽月桃甫來校任教，並於昭和 2 年（1927）與石川欽一郎等人創辦「臺灣美術展覽會」，為第一位將油畫技法與媒材引入臺灣之先驅，啟蒙臺灣西畫創作，為臺灣美術教育的引航之一。鹽月於任教臺北高校期間，以芭蕉闊葉及椰子樹葉尖為元素設計校徽，又稱「蕉葉校徽」，為高校時期代表之視覺象徵。

民國 36 年（1947），本校在「臺灣省立師範學院」時期成立四年勞作圖畫專修科，首任主任為莫大元，惟僅招生一年。37 年（1948）增設藝術系，隔年改名為藝術學系，時任校長劉真力邀黃君璧出任第二任系主任，任期達 20 年。56 年（1967），本校由「臺灣省立師範大學」改隸為「國立臺灣師範大學」，藝術學系蘇茂生設計六鐸（藝）成環校徽，同年藝術學系更名為美術學系，為臺灣最高美術學府，多位早期藝壇大師皆在本校任教，如溥心畬、黃君璧、廖繼春、鄭月波、陳慧坤、林玉山、李石樵、馬白水、朱德群、金勤伯、袁樞真、孫多慈及王建柱等，本校 16 位「師大大師」中，本院即佔 7 位。為戰後臺灣美術教育樹立典範，本校亦自此成為臺灣藝術人才的搖籃，為臺灣藝術之發展築構版圖。



圖 1 | 上 - 鹽月桃甫設計的蕉葉校徽、中 - 蘇茂生設計的六鐸（藝）校徽、下 - 林俊良建構的形象識別系統校徽。（資料來源：本校圖書館）  
Figure 1. Top- "The School Badge of Plantain Leaf" designed by Shiotsuki Toho. Middle- "The Six Arts School Badge" designed by Su Mao-Shen. Bottom- Lin Chun-Liang constructs the badge of the image recognition system. (Source: NTNU Libraries)

The College of Arts of National Taiwan Normal University was founded nearly a century ago. This report was written on the occasion of the school's centennial of its founding, aiming to commemorate the past and welcome the future. The first section revolves around the institution's development, documenting the history that established the College as the pioneer and leader in Taiwan's visual arts under the guidance of the former deans. The second section focuses on the College's unique qualities and programs, highlighting the College's outstanding achievements, innovative spirit, international networking, and diversified education. The third section develops a vision of the future, detailing the College's blueprint to foster upcoming talents and sustainable models in response to the rapid changes of our time. The present report strives to document the College's achievements in the past and to illustrate our vision for the future.

## I. Development

The beginnings of the College of Arts were closely connected with the foundation and development of the Taihoku Higher School, the predecessor of National Taiwan Normal University. In 1922, the Japanese art teacher Shiotsuki Tōho came to give lessons at the school and, in 1927, he curated the first "Taiwan Fine Arts Exhibition" together with Ishikawa Kinichirō and other artists. He introduced oil painting and its mediums to the Taiwanese fine arts community, instigating western painting in Taiwan and serving as one of the pioneers of the country's art education. During Shiotsuki's time in the school, he designed the High School's emblem with elements from the leaves of the plantain and coconut tree, which later became the school's symbol called "The School Badge of Plantain Leaf."

In 1947, when the school was still known as the "Taiwan Provincial Teachers College," the institution established a four-year degree in drawing and painting, with Mo Ta-Yuan as its first chair. The degree only accepted enrollment in the year of its establishment. The year 1948 saw the foundation of the Department of Arts. President Liu Chen invited Huang Chun-Pi to serve as the second chair of the Department; Huang held office for 20 years. In 1967, the school officially changed its name from "Taiwan Provincial Normal University" to "National Taiwan Normal University" and adopted the emblem of the "Six Arts" designed by Su Mao-Shen. In the same year, the Department of Arts was renamed "Department of Fine Arts;" it became the leading Academy of



圖 2 | 民國 39 年（1950）6 月藝術系師生歡送勞圖科畢業生合影。第二排左起：黃榮燦、孫多慈、廖繼春、溥心畬、黃君璧；右一袁樞真、右三莫大元；第三排右二起張義雄、馬白水、許志傑、陳慧坤；第四排右一馮友竹、右六吳秋波；第五排右一李再鈞、楊東民及右四起楊英風、楊乾鐘、施翠峰。（圖片提供：黃冬富）  
Figure 2. A graduation photo of the Department of Arts' faculty members and students in June 1950. Second row from left: Huang Jung-Tsan, Sun To-Tzu, Liao Chi-Chun, Pu Hsin-Yu, Huang Chun-Pi; first from right: Yuan Shu-Chen; Third from right: Mo Ta-Yuan. Third row, second from right: Chang Yi-Hsiung, Ma Pai-Shui, Hsu Chih-Chieh, Chen Hui-Kun. Fourth row, first from right: Feng Yu-Chu; sixth from right: Wu Chiu-Po. Fifth row, first from right: Li Tsai-Chien, Yang Tung-Min; fourth from right: Yang Ying-Feng, Yang Chien-Chung, Shih Tsu-Feng. (Source: Huang Tung-Fu.)

本院成立於民國 71 年（1982）8 月，由原文學院美術學系、音樂學系與工藝教育學系構組，首任院長為音樂學系張大勝，美術學系梁秀中為第二、三任院長。87 年（1998）工藝教育學系改隸科技學院，本院陸續增設設計研究所、民族音樂研究所、表演藝術研究所、藝術史研究所。96 年（2007），音樂學系、民族音樂研究所及表演藝術研究所合併為音樂學院，本院聚焦以視覺藝術之創作、教育與研究為主體。98 年（2009）增設視覺設計學系，101 年（2012）視覺設計學系學士班、工業教育學系學士班 - 室內設計組及設計研究所整併為設計學系，自此本院由美術學系、設計學系及藝術史研究所等三大系所組成成為具多元視覺藝術領域人才之培養體系，105 年（2016）時任院長林俊良為本校建構形象識別系統。於 110 年（2021），全院計有名譽教授 9 名、講座教授 3 名、專任師資約近 40 名（美術系 18 名、設計系 14 名、藝史所 6 名），及兼任教師約 45 名。日間學制生約有 770 名，其中大學部約 360 名、碩士班約 260 名、博士班約 150 名，另在職碩專班約 250 名。

歷屆院長依序：音樂系張大勝、美術系梁秀中、工藝教育系李大偉、音樂系陳郁秀、設計所康台生、音樂系張清郎、美術系陳瓊花、民音所許瑞坤、美術系林昌



圖 4 | 左 - 民國 83 年（1994）5 月 1 日於本校維也納森林舉辦第一屆師大藝術節開幕式，第一排左起 - 蘇茂生、時任院長李大偉（第 4、5 任）、簡茂發（時任副校長）、梁尚勇（時任校長致詞）、呂溪木、傅佑武；右起 - 王哲雄、葉德明、尤信雄；右後方黑衣站者 - 陳瓊花（時任藝術學院秘書，及曾任本院第 9 任院長、副校長）。第一屆藝術節太極標誌由林磐聳設計，接續三屆標誌分別用了太陽、月亮、星星。右 - 2002 年師大藝術節由時任院長康台生（第 7 任）策畫於師大路封街舉辦 SOHO 藝術特區，結合藝術市集及音樂會，並邀請時任市長馬英九蒞臨 5 月 4 日的開幕活動。（資料來源：藝術學院）

Figure 4. Left- The opening ceremony of the first NTNU Art Festival in Vienna Forest (a region in the campus) on May 1st, 1994. First row from left - Su Mao-Sheng, Li Ta-Wei (the 4th and 5th Dean), Chien Mao-Fa (former Vice President), Liang Shang-Yung (former President of the University), Lu Hsi-Mu, Fu Yu-Wu; from right - Wang Che-Hsiung, Yeh Te-ming, Yu Hsin-Hsiung; the woman in black on the right rear - Chen Chiung-Hua (former Secretary of the College of Arts, the 9th Dean of the College, and Vice President). Lin Pang-Soong designed the Festival's first Tai Chi logo. The logos used in the later consecutive three festivals took elements from the sun, moon, and stars respectively. Figure 4. Right- For the 2002 NTNU Art Festival, Kang Tai-Sheng (the 7th Dean) organized SOHO Art Zone on Shida Road, combining art fair and concert, and invited then mayor Ma Ying-jeou to the opening ceremony on May 4th. (Source: College of Arts.)

Fine Arts in Taiwan. Numerous renowned artists taught at the school, including Pu Hsin-Yu, Huang Chun-Pi, Liao Chi-Chun, Cheng Yueh-Po, Chen Hui-Kun, Lin Yu-Shan, Li Shih-Chiao, Ma Pai-Shui, Chu Te-Chun, Chin Chin-Po, Yuan Shu-Chen, Sun To-Tzu, Wang Chien-Chu and more. Of the sixteen “masters” in the University, seven were from the College of Arts. Setting a model for post-war art education in Taiwan, the College has become the cradle of artistic talents in the country and the navigator for Taiwanese art development.

The College of Arts was established in August 1982, combining the Department of Fine Arts, the Department of Music, and the Department of Craft Education. The first dean was Chang Ta-Sheng from the Department of Music; his successor, Liang Hsiu-Chung, served for two successive terms. In 1998, the Department of Craft Education was transferred to the College of Technology and Engineering. The College of Arts subsequently established more graduate institutes, including the Graduate Institutes of Design, Ethnomusicology, Performing Arts, and Art History. In 2007, the Department of Music was merged with the Graduate Institute of Ethnomusicology and Performing Arts to form the College of Music; the College of Arts, instead, focused on the creation, education, and research of visual arts. The Department of Visual Design was established in 2009. In 2012, the undergraduate programs of Visual Design, the Industrial Education-Program of Interior Design, and the Graduate Institute of Design were merged into the Department of Design. The College's three major institutes, the Department of Fine Arts, the Department of Design, and the Graduate Institute of Art History, make a vital contribution to cultivate talents in the diverse fields of the visual arts.

In 2016, Dean Lin Chun-Liang built the university's image recognition system. By 2021, nine emeritus professors, three chair professors, around 40 full-time faculty members—18 in the Department of Fine Arts, 14 in the Department of Design, and six in the Graduate Institute of Art History—and about 45 adjunct faculty members took office in the College. In the meantime, there are about 770 students in the daytime academic system, including about 360 students in the undergraduate program, 260 students in the master's program, 150 students in the doctoral program, and 250 students in the in-service master's program.

The following professors consecutively served as Deans of the College:

Chang Ta-Sheng from the Department of Music, Liang Hsiu-Chung from the Department of Fine Arts, Li Ta-Wei from the Department of Industrial Education, Chen Yu-Hsiu from the Department of Music, Kang Tai-Sheng from the Graduate Institute of Design, Chang Ching-Lang from the Department of Music, Chen Chiung-Hua from the Department of Fine Arts, Hsu Jui-Kun from the Graduate Institute of Ethnomusicology, Lin Chang-Te from the Department of Fine Arts,



圖 3 | 時任美術系主任梁秀中（本院第二、三任院長）與多位師長於蔣公銅像前合影，左起：徐寶琳、羅芳、楊須美、林玉山、陳慧坤、梁秀中、趙春翔、袁樞真、郭韜、闕明德、傅佑武、顧炳星。（資料來源：梁秀中）

Figure 3. Liang Hsiu-Chung, Chair of Department of Fine Arts at the time (the 4th and 5th Dean) with several faculty members in front of the bronze statue of Chiang Kai-Shek. From left: Hsu Pao-Lin, Lo Fang, Yang Hsu-Mei, Lin Yu-Shan, Chen Hui-Kun, Liang Hsiu-Chung, Chao Chun-Hsiang, Yuan Shu-Chen, Kuo Jen, Chueh Ming-Te, Fu Yu-Wu, Ku Ping-Hsing. (Source: Liang Hsiu-Chung.)

德、美術系李振明、美術系黃進龍、設計系林俊良、美術系趙惠玲，以及現任設計系劉建成。

本院學術單位之沿革發展如下：

### 一、美術學系：傳播美術教育種子，臺灣美術發展縮影

美術學系設有完整學制 - 學士班、碩士班、博士班及在職進修碩士專班，學士班於民國 63 年（1974）分為國畫、西畫兩組專業教學，隔年再增置設計組。70 年（1981）增設碩士班、89 年（2000）增設博士班，現今研究所領域包含水墨畫、繪畫、美術教育與行政、美學、媒體藝術與藝術史及文物保存維護科技等。98 年（2009）設計領域師生逐年轉出併入設計學系，於 109 年（2020）國畫、西畫分組更名為水墨畫組、繪畫組。

美術系館於民國 71 年 5 月落成，地上 6 層、地下 1 層，位於和平東路與師大路口交通要道上，時任系主任為梁秀中。設有水墨、西畫、素描、陶藝、雕塑、版畫、理論、視聽及畢製等各類專用教室。76 年（1987）自法國購入經羅浮宮特許、具有版權並以原寸比例複製之大型石膏群像，為國內創舉，專設大素描教室供藝術創作基礎磨練與教學研究。此外，美術系並發行有《藝術論壇》與《藝思型態》兩本學術年刊，提供師生與各界發表學術專文，而系屬圖書館藏書豐富，設有「君翁室」保存珍貴典籍與真品複製畫。

美術學系禮聘多位當代藝術大師為名譽教授（王秀雄、陳銀輝、鄭善禧、陳景容、江明賢、黃光男、蘇憲法、袁金塔）與講座教授（劉國松、廖修平、謝里法），至民國 110 年獲選本校傑出校友多達 22 位與 106 年廖修平獲頒名譽博士。師長們均踴躍捐贈款項成立各類藝術創作與理論獎學金。109 年多位校友募資設置「王秀雄教授藝術理論學術論文競賽」之全國性獎助機制，於 110 年辦理首屆，勉勵後進持續學術鑽研。

美術學系歷屆主任依序：莫大元、黃君璧、袁樞真、張德文、梁秀中、王秀雄、傅佑武、王哲雄、顧炳星、袁金塔、江明賢、林磐聳、蘇憲法、李振明、楊永源、程代勒、莊連東，以及現任白適銘。

Lee Cheng-Ming from the Department of Fine Arts, Huang Chin-Lung from the Department of Fine Arts, Lin Chun-Liang from the Department of Design, Chao Huei-Ling from the Department of Fine Arts; the current Dean, Professor Liu Chien Cheng, is from the Department of Design.

Overview of the College's History and Institutional Development:

### 1. The Department of Fine Arts: Cultivating Art Education—An Epitome of Taiwan's Art History

The Department of Fine Arts has a complete academic structure, including undergraduate, master's, doctoral, and in-service master's programs. In 1974, the bachelor program was divided into two special fields: traditional Chinese painting and western painting. The discipline of design was added in the following year. The master's program was established in 1981, followed by the doctoral program in 2000. Current research areas in the graduate program include ink painting, drawing, art education and administration, aesthetics, media art, art history, and technologies of heritage conservation. In 2009, faculty members and students specialized in the field of design were officially transferred to the Department of Design. In 2020, the official names of Chinese Painting and Western Painting divisions were changed.

The building of the Department of Fine Arts, located at the intersection of He-Ping East Road and Shida Road, was completed in May 1982. With six floors and a basement, it was designed and constructed under the supervision of Dean Liang Hsiu-Chung. The building includes, among others, special classrooms for ink painting, painting, drawing, ceramics, sculpture, printmaking, art theory, audio-visual facilities, and a studio for graduation production. In 1987, the Department purchased licensed full-size plaster casts after prominent sculptures from the Louvre Museum in Paris for study purposes, which was at the time innovative in Taiwan; concurrently, drawing classes were opened to cultivate students' fundamental manual skills as well as for teaching and research. The Department of Fine Arts publishes two annual academic journals, the *Art Forum* and *Art Thinking* thus providing an opportunity for faculty and students to publish academic essays. Meanwhile, the departmental library has a rich collection of books; furthermore, the "Jun Weng Room" hosts a collection of precious books, records and reproductions of paintings.

Several artists were appointed emeritus professors by the Department of Fine Arts—Wang Hsiu-Hsiung, Chen Yin-Hui, Cheng Shan-Hsi, Chen Jing-Rong, Chiang Ming-Hsien, Huang Kuang-Nan, Su Hsien-Fa, and Yuan Jin-Ta—and chair professors: Liu Kuo-Sung, Liao Hsiu-Ping, and Hsieh Li-Fa. By 2021, 22 former students of the Department had been selected as the University's distinguished alumni. In 2017, Professor Liao Hsiu-Ping was awarded the honorary doctoral degree. Meanwhile, in 2020, several alumni raised funds to set up a national award named "Professor Wang Hsiu-Hsiung's Academic Paper Competition of Art Theories." The first competition was held in 2021. The award should encourage students to actively engage in academic research.

The following professors consecutively served as chairs of the Department of Fine Arts:

Mo Ta-Yuan, Huang Chun-Pi, Yuan Shu-Chen, Chang Te-Wen, Liang Hsiu-Chung, Wang Hsiu-Hsiung, Fu You-Wu, Wang Che-Hsiung, Ku Ping-Hsing, Yuan Chin-Ta, Chiang Ming-Hsien, Lin Pang-Soong, Su Hsien-Fa, Lee Cheng-Ming, Yang Yung-Yuan, Cheng Tai-Le, Juang Lian-Dung; the current chair is Pai Shih-Ming.

## 二、設計學系：強化跨域創意思維，培植時代設計人才

本院設計領域之發展源於民國 64 年（1975）美術學系實施大學部三、四年級國畫、西畫、設計三組教學，授課教授包括王秀雄、王建柱、蘇茂生等。87 年設計研究所成立，於 93 年（2004）、95 年（2006）美術學系先後成立藝術指導組碩士班、博士班。97 年（2008）美術學系教授林磐聳以美術學系設計組為基礎，積極籌備視覺設計系，並於 98 年正式設立，後於 101 年整合本校設計相關系所成立設計學系。設計學系現設有學士班、碩士班、博士班及在職進修碩士專班，學制完整，更禮聘林磐聳為名譽教授，協助系所發展。

設計學系學士班分為視覺設計、產品設計兩組；碩士班設視覺與媒體設計、產品與服務設計兩組；博士班不分組，以培養具整合力之設計專業高階人才為導向。其系辦及專業教室主要位於青田大樓 1 至 3 樓及 6 樓，內設產品創作實驗工場與各類機具設備。另於綜合大樓九樓西側設有以整合創新為主軸之研究室及攝影、版印教室。民國 110 年 9 月 9 日設計學系揭牌設立「臺灣設計口」，作為微型設計類藏品博物館、創作展場及教學研究場域。110 年於本校綜合大樓八樓規劃「元宇宙虛擬攝影棚」，建置高性能光學動作擷取系統、舞臺式教學現場、動捕感測服裝、360° 全景運動相機及 VR 設備等。

設計研究所歷屆所長依序：康台生、張柏舟、周賢彬、梁桂嘉。

視覺設計學系歷屆主任依序：林磐聳、李新富、許和捷。

設計學系歷屆主任依序：許和捷、林俊良、梁桂嘉、劉建成，以及現任蘇文清。

## 三、藝術史研究所：厚植史學思辨研究，涵育審美鑑賞人才

藝術史研究所成立於民國 97 年（2008），由美術學系碩士班中國美術史組、西洋美術史組整併後成為獨立所，學制為碩士班，以東方藝術史組及西方藝術史組兩組招生。藝術史探究藝術作品與建築等最終形式的構成要素，包括理論背景、材料技法以及創作的過程。同時也聚焦於作品生成的政治、社會與經濟脈絡，以及作品在不同的時代與區域被接受的狀況。東方組以東北亞藝術史、視覺文化與博物館學研究為主，包括繪畫、版畫、工藝與建築。西方組課程主要以歐陸與美國為主，也跨及其他不同的區域與文化。研究內容包括繪畫、雕塑、建築、都市規劃、工藝器

## 2. The Department of Design: Strengthening Interdisciplinary Creativity and Cultivating Outstanding Talents

The development of design in the College originated in 1975, when the Department of Fine Arts offered Chinese, western, and design programs to undergraduate juniors and seniors. Former professors included, among others, Wang Hsiu-Hsiung, Wang Chien-Chu, Su Mao-Sheng. The Graduate Institute of Design was established in 1998. In 2004 and 2006, the Department of Fine Arts established the Art Instruction master's and doctoral degrees successively. In 2008, Professor Lin Pang-Soong of the Department of Fine Arts prepared for founding the Department of Visual Design based on the Department's already existing specialization on design; it was officially established in the following year. In 2012, the Department of Design was established by integrating the University's design-related departments. The Department of Design currently has a complete curriculum of undergraduate, master's, doctoral, and in-service master's programs. It has appointed Lin Pang-Soong emeritus professor to assist the departmental development.

The undergraduate program of the Department of Design puts the focus on two special fields, on visual design and product design. Similarly, the master's program also has two divisions, one comprising visual and media design, and the other product and service design. The doctoral program is oriented to cultivate outstanding talents with an integral design expertise. The department office and classrooms are located on the first to third and the sixth floors of the Qing Tian building; each floor has a variety of product creation labs and equipment. In addition, an office and classrooms for photography and printing are located on the ninth floor of the University's General Building; these spaces focus on integration design and innovation. On September 9, 2021, the Department of Design launched the "Taiwan Design Corner" as a museum of miniature design collections, a creative exhibition space, and an area for teaching and research. In the same year, the "Meta-Universe Virtual Studio" was installed on the eighth floor of the General Building, with a high-performance optical motion capture system, stage teaching site, motion sensor costume, a 360° panoramic motion camera, and VR equipment.

The professors Kang Tai-Sheng, Chang Po-Chou, Chou Hsien-Pin and Liang Kuei-Chia served as directors of the Graduate Institute of Design; Lin Pang-Soong, Li Hsin-Fu, and Hsu He-Chieh served as chairs of the Department of Visual Design. Hsu He-Chieh, Lin Chun-Liang, Liang Kuei-Chia, and Liu Chien-Cheng were the former chairs of the Department of Design; the current head of the Department is Su Wen-Ching.

## 3. The Graduate Institute of Art History: Center of Cross-Cultural Education and High-Quality Research

The Graduate Institute of Art History was established in 2008 by merging the master's program of the Department of Fine Arts, the Chinese Art History program and the Western Art History program. The Institute offers two distinct graduate programs of Eastern and Western Art History.

The Eastern Art History Program focuses on the art and visual culture of East Asia, primarily of China, Taiwan, Korea, and Japan. The Program highlights the long history of exchanges between these cultures, which influenced the development of traditional forms, such as painting, calligraphy,

物、平面藝術、攝影、電影、攝像藝術與裝飾等，時代則從中古後期一直到當代。西方藝術史組專任教師包含來自臺灣、瑞士、德國、澳洲，確保高度國際化，111 學年度起改以全英語授課學位。東方藝術史組師資專長領域多元，東亞藝術史尤其精深。藝史所聘請國立故宮博物院、中央研究院等研究機構兼任師資，助益課程廣度與深度。

藝術史研究所位於青田大樓 4 至 5 樓，設有專業教室、閱覽室、專用電腦室，並備有高解析度影像掃描器供掃描資料及蒐集圖片。藝史所創立之初在校方大力支持下購置 Gernot Prunner 私人圖書館之亞洲人文藝術圖書一萬八千餘冊，使本校成為臺灣擁有最豐厚藝術史研究圖書資源的學術機構之一。

藝術史研究所歷屆所長：曾曬淑、林麗江及現任 Candida Syndikus（德籍）。



圖 5 | 左 - 時任院長林昌德 (第 11 任) 邀請名譽教授鄭善禧題字院牌；右 - 2006 年舊制 60 周年校慶林磐聳設計美術系館禮物盒子造型。(資料來源：藝術學院)  
Figure 5. Left - Lin Chang-Te (the 11th Dean) invited Professor Emeritus Cheng Shan-Hsi to inscribe the plaque. Right - The 60th-anniversary gift box model designed by Lin Pang-Soong in 2006 is also shown in the figure. (Source: College of Arts.)

## 貳、特色

### 一、深耕臺灣美育發展廣獲肯定

本院為激勵師生創意與厚積創作能量，鼓勵師生參與國內外藝術競賽，成果豐碩。近年間，師生更屢獲全國性競賽首獎及國際重要獎項，共創榮光。同時，本院多位前輩師長、校友更獲國內最具代表性榮譽獎項，樹立典範：9 位國家文藝獎（黃君璧、董振平、江明賢、吳炫三、鄭善禧、廖修平、陳慧坤、林磐聳、劉國松）、9 位行政院文化獎（黃君璧、楊英風、陳慧坤、林玉山、廖修平、董陽孜、劉國松、

architecture, and decorative arts, as well as considering the impact of recent international developments in contemporary media, the art market, and museums.

The Western Art History Program explores histories and theories of art and architecture from the late Middle Ages to the present. The Program considers the formal aspects of the materials and techniques of artworks, but also stresses the importance of political, social, and economic circumstances, as well as considering the changing critical reception of art over time. In 2022, most Western Art History courses were taught in English. Both programs strive to bring together global disciplinary expertise with a regional focus. The Institute's faculty members and graduate students are also conducting research on local Taiwanese art and architecture.

The Institute's full-time teaching staff from Taiwan, Switzerland, Germany, and Australia guarantee a high degree of internationalization; the Institute further employs adjunct faculty members and visiting fellows from various important cultural institutions, including the National Palace Museum and Academia Sinica.

Located on the fourth and fifth floors of the Qing Tian Building, the Institute possesses seminar and study rooms, a small library and a computer room that is also equipped with high-resolution image scanners. The Institute offers its students, faculty and interested readers one of the most extensive collections of art history research resources in Taiwan, which are available in the NTNU Main Library. The University further supported the Institute to acquire the Gernot Prunner Library consisting of more than 18,000 volumes with a focus on Asian art and culture.

Founding director of the Graduate Institute of Art History was Tseng Shai-Shu. She was succeeded by Lin Li-Chiang; the current head of the Institute is Candida Syndikus.

## II. Unique Features

### 1. Leadership in Taiwanese Art Education

To inspire and stimulate the creativity of faculty members and students, the College encourages everyone to participate in domestic and international art competitions, a concept that turned out to be fruitful. In recent years, faculty members and students have won numerous prizes in national and international competitions. Meanwhile, many alumni and former professors received the most representative honorary awards in Taiwan, setting up exemplary models. Nine professors were honored with the National Award for Arts (Huang Chung-Pi, Tung Chen-Ping, Chiang Ming-Hsien, Wu Hsuan-San, Cheng Shan-Hsi, Liao Hsiu-Ping, Chen Hui-Kun, Lin Pang-Soong, and Liu Kuo-Sung). Nine professors received the National Cultural Award (Huang Chun-Pi, Yang Ying-Feng, Chen Hui-Kun, Lin Yu-Shan, Liao Hsiu-Ping, Tung Yang-Tzu, Liu Kuo-Sung, Cheng Shan-Hsi, and Hsieh Li-Fa). Four professors were honored with the Arts Education Contribution Award—Lifetime Achievement (Wang Hsiu-Hsiung, Liao Hsiu-Ping, Kuo Chen-Hsiang, and Liang Hsiu-Chung). The Ziegfeld Award, known as the Nobel Prize in international art education, was awarded to Kuo Chen-Hsiang and Chen Chiung-Hua. Moreover, Lin Chun-Liang, Huang Hsin-Chien, Nagatomo Daisuke and many other faculty members of the Department of Design have won numerous awards in international competitions in graphic design, virtual reality, and interior design. In addition to the achievements mentioned above, the College's alumni have long been involved in cultivating artistic talents at various stages of their education. They have held important positions in

鄭善禧、謝里法)、4位教育部藝術教育貢獻獎--終身成就獎(王秀雄、廖修平、郭禎祥、梁秀中),以及有國際藝術教育界諾貝爾獎之稱的「齊格菲獎」—郭禎祥、陳瓊花。設計系林俊良、黃心健、長友大輔等多位師長多次在國際競賽平面設計、虛擬實境及室內設計等領域獲獎。除前述佳績,本院校友長期深耕臺灣各教育階段,培植美育人才,並在公私立藝文機構、美術場館及畫廊等擔任要職,為今日臺灣藝術領域卓越表現的中堅砥柱。

## 二、展現國際學術交流卓著成效

本院為開創師生國際交流契機,於民國100年(2011)與北京大學藝術學院簽署學術交流備忘錄,是為本院首件院級學術合約。101年時任院長李振明於北京大學圖書館舉辦「古典風華:2012臺師大藝術創作北京大學展」,開啟本院與姊妹校實質交流先河,展出「百人捐百畫·建設新師大」與本院美術系典藏作品共40件。自此本院及各系所積極啟動與國際名校簽署學術合作,並以具實質效益之學生交換約為簽約核心標的。

### (一) 102-103年推展期

本期主要以歷來交流活動較為密切之中、韓著名藝術院校進行簽署。民國102年簽訂院級有韓國同德女子大學藝術學院、美術系系級有中國大陸浙江大學人文學院藝術系與廈門大學藝術學院美術系。103年(2014)簽訂院級有上海大學美術學院、中央美術學院設計學院、韓國東國大學藝術學院與文保中心、日本東京文化財研究所與美術系、浙江大學傳媒與國際文化學院、中央美術學院人文學院、造形學院與造形藝術研究所。

### (二) 104-107年擴域期

本期簽約國家新增日本、瑞士、泰國等。民國104年(2015)簽訂院級-日本東京藝術大學美術學院、美術系與中央美術學院中國畫學院。105年簽訂院級-瑞士西北應用科學及藝術大學藝術與設計學院。106年(2017)簽訂院級-蘇州大學藝術學院、藝史所與德國帕德伯恩大學。107年(2018)簽訂院級-泰國藝術大學繪畫、雕塑與平面藝術學院、南京藝術學院美術學院與設計學院。

both public and private art institutions, art galleries, and serve as the backbone of Taiwan's outstanding performance in the arts today.

## 2. Strengthening International Academic Exchanges

In 2011, the College of Arts signed a Memorandum of Understanding (MoU) with the College of Arts of Peking University to create international exchange opportunities for faculty and students; this was the first college-level academic contract of the College. Dean Lee Cheng-Ming held the "Classics: 2012 Art Exhibition of National Taiwan Normal University and Peking University" in 2012 at the Peking University Library, pioneering the first physical exchange between the College of Arts and its sister institution. The exhibition presented 40 works from the collection of the Department of Fine Arts together with another event titled "Hundreds of Art Donations for National Taiwan Normal University." Since then, the College and its departments have been actively initiating academic collaborations with internationally renowned universities, with exchange agreements that will benefit the students as its primary goal.

### (1) 2013-2014—A Time of Establishing International Exchanges

The main goals during this period were to sign cooperation agreements with renowned art institutes in China and Korea with existing close ties. In 2013, the College signed an agreement with the College of Arts of Dongduk Women's University in South Korea, and the Department of Fine Arts with the College of Humanities of Zhejiang University, and the College of Fine Arts of Xiamen University, both in China. Subsequently, the College established an official exchange agreement with the College of Fine Arts at Shanghai University, with the Central Academy of Fine Arts (China), and with the College of Arts at Dongguk University. The Research Center for Conservation of Cultural Relics at NTNU signed a partnership with the Tokyo National Research Institute for Cultural Properties; likewise, Department of Fine Arts also achieved official cooperation with School of Media and International Culture of Zhejiang University, as well as the School of Humanities, School of Plastic Arts, and the Research Institute of Plastic Arts of the Central Academy of Fine Arts in the following year.

### (2) 2015-2018: Expansion of Intercultural Connections

Japan, Switzerland, and Thailand were added to the list of exchange countries. By 2015, the College established an official relationship with the College of Fine Arts at Tokyo University of the Arts, and with the Department of Fine Arts with College of Chinese Painting of the Central Academy of Fine Arts (China). In 2016, the College signed an agreement with the Academy of Art and Design, University of Applied Sciences and Arts Northwestern Switzerland. In 2017, relations were expanded to the College of Art of Soochow University. The Graduate Institute of Art History signed agreements of cooperation and exchange with the Graduate School of Human Life Science at Osaka City University in Japan and the Chair of Tangible and Intangible Heritage at Paderborn University in Germany. In 2018, the College contracted with the Faculty of Painting, Sculpture, Visual Arts of Silpakorn University, Thailand, and also with the College of Fine Arts and the College of Design at Nanjing University of the Arts.



圖 6 | 2012 年時任院長李振明 (第 12 任) 於國父紀念館中山畫廊策畫國際水墨大展，時任校長張國恩及本院師長廖修平、劉國松、袁金塔、沈以正、羅芳、楊永源、莊連東、張元鳳等蒞臨，國際知名水墨藝術家雲集；2015 年本院與東京藝術大學美術學部於本校第一會議室簽署院級學術交流合約，前排左起：陳景容、東藝大師長李玉興、丸三純一、木島隆康、部長保科豐巳、時任校長張國恩、時任院長黃進龍 (第 13 任)、廖修平、印永翔、錢善華；後排左起：蔡家丘、白適銘、左五起：李振明、張元鳳、程代勒、林麗江、辛蒂庫絲、孫翼華、林如章。(資料來源：藝術學院)

Figure 6. When Lee Cheng-Ming (the 12th Dean) curated an international ink and wash exhibition at the Chungshan Gallery of National Dr. Sun Yat-Sen Memorial Hall, former President

Chang Kuo-En and the college professors Liao Hsiu-Ping, Liu Kuo-Sung, Yuan Chin-Ta, Shen I-Cheng, Lo Fang, Yang Yung-Yuan, Chuang Lien-Tung, and Chang Yuan-Feng visited. The exhibition was also a renowned gathering of internationally renowned ink and wash artists. In 2015, the college signed an academic exchange agreement with Tokyo University of the Arts, Department of fine Arts in the first conference room.

Front row, from left: Chen Ching-Jung, Dean of Tokyo University of the Arts Li Yu-Hsing, Marusan Junichi, Kijima Takayasu, the minister Toyomi Hoshina, former President of the University Chang Kuo-En, Huang Chin-Lung (the 13th Dean), faculties Liao Hsiu-Ping, Yin Yung-Hsiang, Chien Shan-Hua; back row, from left, Tsai Chia-Chiou, Pai Shih-Ming, fifth from left: Lee Cheng-Ming, Chang Yuan-Feng, Cheng Tai-Le, Lin Li-Chiang, Candida Syndikus, Sun I-Hua, and Lin Ju-Chang. (Source: College of Arts.)

### (三) 108-110 年多元期

為達簽約最佳效益，本期開始國際合作全面由院級主導，合約內容多角化發展。民國 109 年簽訂中國美術學院藝術管理與教育學院，並與美國哈佛大學中國藝術實驗室建立實習合約。110 年與日本名校慶應義塾大學簽訂學生交換約，並與英國西英格蘭大學簽署雙碩士合約，為本院首次啟動學位交換約。此外，更與美國威斯康辛大學奧旭寇旭分校簽署以院對校之學術友好備忘錄，為本院首次與美國大學發展學術交流機制。

### (3) 2019-2021: Diversification

In order to achieve the best benefits of signing agreements, the College started to take complete control in establishing official exchanges with institutions in various artistic fields. In 2020, the College began its educational partnership with the College of Art Administration and Education of the China Academy of Art. The College also established an internship agreement with the Harvard CAMLab (Chinese Art Media Lab). Similarly, in 2021, the College signed an agreement for student exchange with Keio University in Japan. In the same year, a first dual degree program was established with the University of the West of England, Bristol (GB). In addition, a memorandum of understanding with the University of Wisconsin-Oshkosh was signed; this marked the beginning of academic exchanges with universities in the United States.



圖 7 | 2019 年 6 月本院及設計系與姊妹校瑞士西北應用科技與藝術大學藝術與設計學院 (原名：巴塞爾設計學院) 共同策辦《瑞士平面設計展暨設計論壇》及工作坊。第 14 任院長，力促本院與該校簽約及策辦此展。上圖左起：王瑋、鄧建國、蘇瑤華、施令紅、趙惠玲、嚴貞、Michael Renner、Leander Eisenmann、Ted Davis、劉建成、伊彬、林俊良、廖偉民。(資料來源：藝術學院)

Figure 7 | In June 2019, the College of Arts and the Department of Design co-organized the "Swiss Graphic Design Exhibition and Forum" and workshops with our sister university, the School of Art and Design (formerly known as the Basel School of Design) at the University of Applied Sciences and Arts Northwestern Switzerland. First Picture, from left: Wang Wei, Teng Chien-Kuo, Su Yao-Hua, Shi Ling-Hung, Chao Huei-Ling, Yen Chen, Michael Renner, Leander Eisenmann, Ted Davis, Liu Chien-Cheng, Yi Pin, Lin Chun-Liang, Liao Wei-Min. (Source: College of Arts.)

### 3. Establishing Teaching and Research Centers

After the University set up regulations for establishing and managing research centers in 2007, the College of Arts founded, according to the University's development strategies, four major teaching and research centers to highlight and promote diversified creativity and academic research in the field of the arts. The research centers and the academic departments adopted complementary measures to support each other. Since then, the College's four centers have become essential platforms for intellectual and interdisciplinary exchange with institutions from abroad.

### 三、輔導成立院級教學研究中心

為彰顯本院特色多元之創作與研究面向，在民國 96 年本校訂定中心設置及管理辦法後，本院依據校務發展策略陸續規劃成立四大教學研究中心。各中心與系所採相輔相成、合作共好策略，互為支持系統。發展至今，四大中心均成為與國內外不同領域交流的重要平臺，成效卓著。

#### (一) 文物保存維護研究發展中心

民國 98 年，時任院長林昌德與美術系主任蘇憲法為開拓文物保存領域，並活用校內珍貴典藏畫作，積極爭取藝文場館重要典藏文物修復案，委請美術系教授張元鳳籌備「文物保存維護研究發展中心」（簡稱文保中心），並於 98 年 12 月正式設置，在接任院長李振明持續支持下，於 100 年（2011）揭牌成立，為國內學術機構最具規模之專業修復室。

文保中心位於本校文學院正樸大樓頂樓，創設至今均由張元鳳主任擔負領導重責。中心規劃有辦公區、修復區、耐酸鹼大型修復桌、檢視登錄攝影室、教學區，更有多款精密高階光譜儀、雷射分析儀、數位顯微鏡等。為亞洲唯一 IRUG（國際紅



圖 8 | 本院具代表性的特色教學研究空間 - 文保中心，本校外賓參訪之首選場域，圖為中心主任張元鳳為院長劉建成（第 16 任）解說典藏畫作修復現況。（資料來源：藝術學院）  
Figure 8. The Research Center for Conservation of Cultural Relics is the College's representative teaching and research venue. The photo captures the scene when Professor Chang Yuan-Feng explains the painting restoration process to Dean Liu Chien-Cheng (the 16th). (Source: College of Arts.)

外線暨拉曼技術分析使用組織）會員，並長期與日本頂尖修復學者專家合作，承接國家級美術館、公私立博物館與私人藏家珍貴藏品修復案。文保中心卓越且現代化的專業形象，為本院最具代表性的特色領域，更為本校外賓參訪之首選場域。

#### (1) The Research Center for Conservation of Cultural Relics

In 2009, Dean Lin Chang-Te and the Chair of the Department of Fine Arts, Su Hsien-Fa, advocated for a greater attention to the preservation and restoration of cultural relics. They utilized the University's precious painting collection, actively pursued important cultural relics restoration projects in the fields of art and culture, and commissioned Professor Chang Yuan-Feng of the Department of Fine Arts to organize the Research Center for Conservation of Cultural Relics; the Center was officially founded in December 2009. With the continued support of Dean Lee Cheng-Ming, it was inaugurated in 2011 as the largest professional restoration center of cultural relics in Taiwan.

The Research Center is under Professor Chang Yuan-Feng's supervision. It is located on the top floor of the Liberal Arts Building I of the NTNU main campus. The heart of the Center is a spacious restoration area, equipped with a large acid and alkali resistant restoration table, an inspection and registration photography room, and a variety of high precision spectrometers, laser analyzers, digital microscopes. Additional rooms are dedicated to teaching and administration. As the only member of IRUG (Infrared and Raman Users Group) community in Asia, the Center is working with leading scholars and experts in Japan on valuable restoration projects from national museums, galleries, and private collectors. The Research Center's outstanding, modern and highly professional image also became one of the most representative areas of the College and a go-to place for foreign guests and visitors.

#### (2) The International Printmaking Center

In 1973, the Chair of the Department of Fine Arts, Yuan Shu-Chen, invited Liao Hsiu-Ping, an expert in modern printmaking, to return to Taiwan, prompting the University to become the cradle of Taiwan printmaking. Chair Professor Liao Hsiu-Ping donated ten million NTD to build the "International Printmaking Center" in 2014. Today, the Center is a representative platform for international printmaking art exchange. The center hosts various annual workshops and exhibitions under Professor Liao's supervision.

The International Printmaking Center is situated in Room 202 of the Fine Arts Building; it is equipped with a space for art exhibitions, a letterpress printing machine, and a special cabinet for the Center's collection. The adjacent printmaking classroom (No. 201) is supplied with a multifunctional press, a UV exposure machine, a plate dryer, satin-printing, and air-absorbing printing tables. The Center makes the College of Arts an important hub for professional printmaking teaching and promotion in Taiwan.

#### (3) Research Center for Taiwanese Art History

In 2018, Dean Chao Huei-Ling and Professor Pai Shih-Ming, the current head of the Department of Fine Arts, established the Research Center for Taiwanese Art History to enhance academic research and teaching and the promotion of Taiwanese art history. Through industry-academia collaborations, the College has the objective to explore Taiwanese art history; in this framework, the National Cultural visionary Plan has been advanced. In addition, the partnership with both public and private institutions helped cultivate a strong expertise of Taiwanese art history, prompting the University to become the major research hub for this field in the country.



## (二) 國際版畫中心

民國 62 年（1973），時任美術系主任袁樞真聘請現代版畫專家廖修平返國，使本校成為臺灣版畫藝術的搖籃。103 年廖修平講座教授慨然捐款千萬，建置「國際版畫中心」，是為國際版畫藝術最具代表性的交流平台。版畫中心由廖修平親自主持，每年均辦理各類版種研習工作坊以及國際版畫名家邀請展等，典藏之版畫創作逾九百件。

國際版畫中心位於美術系館 202 室，設有典藏作品展示牆、凸版畫壓印機、全開作品收藏紙櫃等。緊鄰的美術系 201 版畫教室則設有大型多功能壓印機、紫外線曝光機、烘版機、絹印吸氣印刷檯等，在該中心帶動下，使本院成為臺灣專業版畫教學及推廣重鎮。

## (三) 臺灣藝術史研究中心

民國 107 年，時任院長趙惠玲為深化臺灣藝術史在研究、出版、教育及推廣等不同層面之學術成果，與美術系教授白適銘（現任中心主任）推動設置「臺灣藝術史研究中心」，透過產學合作推動國家文化政策前瞻計畫，重新建構臺灣藝術史，並與公私部門合作策展，培力臺灣藝術史研究專業人員，使本校成為臺灣藝術史之研究重鎮。

## (四) 現代水墨研究中心

民國 108 年（2019），鑒於新世代學生對當代水墨的蓬勃發展有高度興趣，「現代水墨研究中心」在美術系教授李振明推動下設立，現由美術系教授莊連東擔任主任。中心以當代議題融入水墨創作，透過多元媒材跨域應用將水墨藝術立體化，培植兼備傳統與創新之水墨創作人才，更與公立展場合作策展，媒合學生與藝廊連結，舉辦學術論壇，推廣當代水墨。

## 四、建置多元型態視覺藝術展場

本校視覺藝術領域發展歷史悠久，典藏有藝術瑰寶近三千餘件。民國 95 年，時任美術系主任林馨聳積極發起將收藏於美術系館之歷屆系友留校作品進行保存維護

## (4) Research Center for Modern Ink Painting

Due to students' huge interest in ink painting, Professor Lee Cheng-Ming founded the Research Center for Modern Ink Painting in 2019. Currently, Professor Chuang Lien-Tung from the Department of Fine Arts serves as the head of the Center. It integrates contemporary issues into the creation of ink painting. The use of interdisciplinary media nurtured both traditional and innovative ink painting artists. The Center collaborates with public and private galleries to set up exhibitions and hosts student networking events and academic forums to promote contemporary ink painting.

## 4. Establish Various Types of Visual Arts Exhibition Halls

Due to the long history of the visual arts at National Taiwan Normal University, the collection has grown to respectable 3,000 artworks. In 2006, the Director of the Department of Fine Arts, Lin Pang-Soong, initiated a preservation and maintenance plan for the works donated by alumni. At that time, these works were collected in the museum of the Department of Fine Arts. The goal was to preserve these precious artistic and cultural assets for the next generations. With the support of President Guo Yi-Hsiung, the "Maintenance and Preservation Project of the Collections of the Department of Fine Arts" made it possible to inventory, catalog, and restore the works and to improve the collection space. At that time, 2,503 works were counted and cataloged, which are precious historical materials for the development of local art in Taiwan after the Second World War. The collection methods varied according to the respective period. From 1950 to 1954, all alumni submitted one Chinese painting and one oil painting to the University. In the years 1955-65, the sizes of the donated works were increasing. The category of watercolor was added. Since 1966, due to constraint of space, only the top three works of oil painting, of traditional Chinese painting and watercolor could be kept at the University; further, works of different media have been gradually included. After 1995, this tradition of building up the University collection of nearly half a century was suspended. It was only in 2012 that the Department of Fine Arts resumed the reward system to collect outstanding artworks from alumni.

To promote art education and provide a range of exhibition venues to expand students and faculty members' creativity, the University has set up a variety of art exhibition halls. The halls increase the College's public exposure, provide excellent intern opportunities for real-world experiences, and allow the valuable collection of the University to regain its glory in public eyes.

## (1) National Taiwan Normal University Art Museum

In 2014, the former President of the University, Chang Kuo-En, decided the establishment of an art museum for the University. The former Vice-President of General Affairs, Hsu Han-Chieh, architect Chen Sheng-Chung, the United Steel Engineering & Construction Corporation and Top Popular Steel Co., LTD., collaborated in the construction. The building consisting of eight upper floors and two basement floors was completed in 2018. In April 2019, President Wu Cheng-Chi established the Museum's Preparatory Office and commissioned Dean Chao Huei-Ling and Professor Su Yao-Hua as the Director and Deputy Director to work with the Office of General Affairs on the museum's interior layout. The Art Museum's Preparatory Office launched several activities starting with the art projects "In the Name of Tree" and "Enlightenment." The office plans

計畫，避免珍貴藝文資產為歲月侵蝕。在時任校長郭義雄支持下，以「師大美術系館典藏維護與保存計畫」進行作品清點、造冊、修復及典藏空間改善。其時經清點造冊作品高達 2,503 件，為戰後臺灣本土美術發展珍貴史料，作品收藏方式則依時期而有不同。於 39 年（1950）至 43 年（1954），所有畢業系友均留校國畫與油畫作品各一幅。於 44 年（1955）至 54 年（1965），增大留校作品尺寸，並增加水彩類別。55 年（1966）起，受空間之限，改以畢展油畫、國畫、水彩前三名作品留校，並陸續增加不同媒材前三名作品。84 年（1995）之後，考量各項因素，近半世紀之收藏傳統宣告暫停。101 年，美術學系則再恢復畢業優秀作品留校之獎勵制度。

為發揮藝術教育推廣使命，提供師生多面向拓展創作廣度的展出場域，本校設置有多元型態的藝術展場，除活絡本院能見度，提供學生絕佳實習場域之外，更讓本校寶貴典藏得以重現榮光。

### （一）師大美術館

民國 103 年，時任校長張國恩有感於本校豐厚藝術底蘊及典藏，推動建置本校美術館，時任總務長許和捷與建築師陳聖中、中鋼集團聯鋼營造及大博鋼鐵等共同執行，於 107 年完成地上 8 層、地下 2 層之建築體。108 年 4 月吳正己校長成立美術館籌備處，派請時任院長趙惠玲擔任主任、美術系蘇瑤華擔任副主任，與總務處合作進行美術館內裝工程。美術館籌備處亦積極辦理「以樹為名」、「啟蒙」展等多項活動，並規劃與國際藝文機構合作策展，也申請多項大型藝文計畫，建置以數位轉譯為主軸之當代美術館所，更積極導入文化部「文物典藏管理共構系統」，為本校典藏完成數位建檔。預定於 111 年（2022）辦理「百年傳承·世紀典範 -- 師大百年校慶校友美術創作邀請展」，共賀建校百年。

### （二）德群畫廊

美術系館於民國 71 年落成之初即設有師大畫廊，98 年，感念本院旅居法國前輩師長朱德群捐贈鉅作義賣款項贈予美術學系，嘉惠學子，時任美術學系主任蘇憲法推動將「師大畫廊」更名為「德群畫廊」。畫廊分為四廳室，A、B 廳為主要展廳，提供系展、畢業展、校友聯展、國際交流展，以及審查申請展等，展出歷程承載深具歷史記憶的厚度。C、D 廳由造型新穎的玻璃頂引梯直下，提供學生進行實驗性質之策展。

to collaborate with international art and cultural institutions in curating exhibitions. In order to create a digital library, the museum implemented the Cultural Relic Collection Management System by the Ministry of Culture to insert artworks and metadata into digital archives. The museum is preparing a centennial exhibition inviting alumni to celebrate the University's history and achievements in 2022.

### （2）Tehchun Art Gallery

The Art Gallery of the University was established in the course of the foundation of the Department of Fine Arts in 1982. To commemorate Chu Teh-Chun, a former professor residing in France, Dean Su Hsien-Fa proposed to name the gallery Teh Chun Art Gallery. The gallery is divided into four halls: Halls A and B are the main exhibition venues, offering space for department exhibitions, graduation shows, alumni group exhibitions, international exchange exhibitions, and examination application exhibitions. Halls A and B were designed to epitomize the history of the University. Equipped with a new glass roof symbolizing their innovative spirit, the Halls C and D offer students an opportunity to curate exhibitions.

### （3）Taiwan Design Corner

The Taiwan Design Corner was planned and established by Liu Chien-Cheng, at that time Chair of the Department of Design. It is located at Nos. 5 and 7, Lane 5, Qing Tian Street. The original Japanese dwelling associated to the school has been revitalized and reconstructed with new



圖 9 | 民國 110 年 9 月 9 日臺灣設計口啟用儀式合影，第一排右起南天書局總經理魏德文、本校名譽教授林磐聳（曾任本校副校長）、校長吳正己、立委吳思瑤、臺灣博物館館長洪世佑；第二排右起嘉義市文化局長盧怡君、連休學院院長季力康、學務長林玟君；第三排右起前學務長林淑真、國文系主任賴貴三、林磐聳夫人吳惠媛、趙惠玲；第四排坐者李振明；立者第一排右起白適銘、劉建成、施令紅、康敏平、鄧建國、林俊良、李億勳、王行恭、曾長生。（資料來源：藝術學院）

Figure 9. Group photo at the Taiwan Design Corner's opening ceremony on September 9, 2021. First row from the right: General Manager of SMC Publishing Inc Wei Te-Wen, NTNU Professor Emeritus Lin Pang - Soong (former Vice President of NTNU), President Wu Cheng-Chi, Legislator Wu Su-Yao, Director of National Taiwan Museum Hung Shih-Yu; second row from the right, Director of Chiayi City Cultural Bureau Lu I-Chun, Dean of College of Sports and Recreation Chi Li-Kang, and President of Academic Affairs Lin Mei-Cun; third row from the right, former President of Academic Affairs Lin Shu-Chen, Chair of Department of Chinese Language and Literature Lai Kuei-San, Professor Lin Pang-Soong's wife Wu Hui-Yuan, and Chao Huei-Ling; fourth row seated, Lee Cheng-Ming; standing, first row from the right, Pai Shih-Ming, Liu Chien-Cheng, Shih Ling-Hong, Kang Min-Ping, Teng Chian-Kuo, Lin Chun-Liang, Li I-Hsun, Wang Hsing-Kung, and Tseng Chang-Sheng. (Source: College of Arts.)

### （三）臺灣設計口

臺灣設計口由時任設計學系系主任劉建成規劃建置，坐落在青田街 5 巷 5 號及 7 號，由本校早期日式宿舍活化注入設計新魂，設有「西口」及「東口」兩展場。民國 110 年 9 月 9 日，特選於本校 99 週年校慶時舉行啟用儀式。「西口」展場中的藏品由名譽教授林磐聳捐贈，常設展示其數十年來蒐藏之設計文物及文獻，除有臺北高校時期鹽月桃甫所設計之刊物封面、臺灣名勝郵戳、繪葉書等，尚有國際設計界珍貴史料，極具學術價值，為臺灣設計教育界文物研究重要窗口。「東口」由設計系原「青田五七」展場更名，為舉辦特展及師生創作成果展示之空間。

### 五、推動設置三大特色領域學程

民國 101 年（2012），本院組織架構已趨穩定，乃陸續推動設立學分學程，一則將現有課程跨校、跨院、跨系所整合，二則開設院級課程，以培力具跨領域優勢之專業人才。

（一）室內設計學分學程：為設計系於 105 年設置，在該系原有課架下組構課程培訓室內設計專業，聘任室內設計領域專任師資，率領學生進行實務學習與應用。

（二）文物保存修復學分學程：為美術系於 109 年設置，培育新生代修復師之基礎養成專業。該學程之必修課程為跨院、跨系所整合，包含美術系、化學系、圖傳系及音樂系等，彰顯跨領域知識對於當今文物保存維護的重要性。

（三）數位科技藝術學分學程：為 110 年由學院設置，整合本院與科技學院相關課程，為學生培育數位科技藝術之創作展演知能，「專題企劃與製作」為學程必修核心，選修領域則含具基礎、虛擬與互動、新媒體及動畫等新興科技領域。

### 參、願景

本院源起已近一世紀，歷來全院系所師長與行政主管均戮力推動各項發展，使本校持續领航臺灣高等藝術教育。未來本院將在校方政策擘劃帶領之下，持續經營國際交流環境，強化師生國際競爭力，並連結社會發展需求，建立產學合作，亦將與時俱進，發展跨域整合，培植具備國際力、就業力與學習力之優秀藝術人才。

design spirit. There are two exhibition venues called “West Exit” and “East Exit.” On September 9, 2021, the opening ceremony was held on the occasion of the 99th anniversary of the school.

The collection in the “West Exit” exhibition hall was donated by honorary professor Lin Pang-Soong. The historical design objects and documents assembled by him over time are now displayed in a permanent exhibition. Besides the publication covers, postmarks of iconic Taiwanese sceneries, and leaf painting books designed by Shiotsuki Tōho, the collection of historical materials in the field of design is an important resource for study of cultural relics in Taiwan’s design education community. Renamed from the original “Qing Tian Five Seven,” “East Exit” is a space for special exhibitions that display the creative achievements of both teachers and students.

### 5. Promotion of three Unique Programs

When the organizational structure of the College has been fully set up by 2012, certificate programs could be established. Two objectives were being pursued: First, to open the existing courses across the boundaries of universities, colleges, and departments; and, second, to open college-level courses to train professionals with interdisciplinary expertise.

**(1) Interior Design Certificate Program:** Established by the Department of Design in 2016, the program is structured under the original curriculum to provide professional training for students to achieve an interior design major. The Department hired full-time professors from the field of interior design to offer students theoretical learning and practical application.

**(2) Heritage Preservation and Restoration Certificate Program:** The program was established within the Department of Fine Arts in 2020 to provide professional training in art restoration and conservation. The mandatory modules of this program are integrated across colleges and departments of NTNU, including the Department of Fine Arts, the Department of Chemistry, the Department of Graphic Art and Communication, and the Department of Music. This cooperation expresses the importance of interdisciplinarity in the area of the preservation and conservation of cultural heritage.

**(3) Digital Technology Arts Certificate Program:** Established by the College of Arts in 2021, the program integrates courses in the College of Arts, the College of Science and Technology and Engineering to cultivate professional skills in the fields of digital art and technology. The mandatory module of the program is titled “Project Planning and Production.” The program’s elective modules include introductory courses, and courses in virtual and interactive technologies, new media and animation, and other emerging technology fields.

### III. Vision

It has been almost a century now that the College of Arts together with its departments and institutes has contributed with their outstanding performance to the development of the school’s and University’s cultural life and education. This created the basis for a strong leadership in Taiwan’s higher art education. In close accordance with the University, the College will, in the future, cultivate an international environment, enhance the global competitiveness of its faculty and students, and conform with the demands of social and economic change in order to establish a

## 一、活化本校藝術氛圍

本院作為本校視覺藝術特色學院，於活化校內藝術氛圍，責無旁貸，師大藝術節即為本校年度之藝術盛會。民國 83 年，時任校長呂溪木與院長李大偉共揭師大藝術節序幕，自此每年均在春末煦陽下啟動，活動為期三個月，以日光大道學生各式創藝市集最受矚目。師大藝術節歷久彌新，隨時代變遷更迭活動型態，將為校園永續亮點。111 年喜逢臺師大百年校慶，本院師長共襄盛舉，慶賀歷史性時刻。名譽教



圖 10 | 民國 110 年師大藝術節日光大道創藝市集 - 手作小品、人像速寫、人體噴繪。時任院長趙惠玲 (第 15 任) 邀請校長吳正己、副校長印永翔及三系所主管 - 白適銘、劉建成、辛蒂庫絲蒞臨夜市集。(資料來源: 藝術學院)

Figure 10. 2018 NTNU Sunlight Avenue Creative Market - handmade goods, portrait sketches, and body painting. The former Dean, Chao Huei-Ling, invited President Wu Cheng-Chi, Vice President Yin Yung-Hsiang, and Chairs of Department - Pai Shih-Ming, Liu Chian-Cheng, and Syndikus to the market. (Source: College of Arts.)



圖 11 | 左 - 設計系長友大輔率生創作本校美術館「以樹為名」裝置獲國際 A' Design Award 燈光設計銀獎；右 - 2016 年舊制 70 周年校慶師大藝術節裝置藝術競賽第一名作品「佇留」，創作學生與作品合影。(資料來源: 左 - 長友大輔、右 - 藝術學院)

Figure 11. Left - Nagatomo Daisuke from Department of Design and his “In the Name of Trees” Art Installation won the Silver Design Award in 2020 A' Design Award Competition. Right - First place art installation “Halt” in 2016 NTNU Art Festival for the university's 70th anniversary. (Source: left- Nagatomo Daisuke; right- College of Arts.)

successful collaboration between the University, the industries and cultural institutions. The College will adapt its education to the challenges of our time. It is the goal to develop strong interdisciplinary integration, and to cultivate the ground for excellent talents in the arts and its theories, who are, with their international vision, highly qualified to start their working life.

## 1. Shaping the University's Cultural and Artistic Life

With its successful talent promotion, the College of Arts plays an important role in shaping the University's cultural and artistic life. In 1994, President Lu Hsi-Mu and Dean Li Tai-Wei jointly established the NTNU Arts Festival. Since then, the three-month event has been launched every year in spring. The Arts Festival is a central art event in the University's calendar. A great attraction of this event has always been the creative market set up by the students. Being at the same time classical and innovative, the Arts Festival will always be a highlight of the campus life.

When, in 2022, the centennial anniversary of the school is celebrated, the College's faculty and students in the grand event to commemorate this historic moment. Honorary professor Lin Pang-Soong and Dean Liu Chien-Cheng respectively designed anniversary souvenirs and signs preparing for the 100th anniversary. The former dean Lin Chun-Liang transformed the emblems of the University and its predecessor, Taihoku Higher School, into a centennial logo. Honorary professor Zheng Shan-Hsi authorized his work and calligraphy to create the design for the centennial wine. Honorary professor Su Hsien-Fa presented the “Centennial Landscape of National Taiwan Normal University” to recollect the view of the University in the past 100 years. The College has also planned the “NTNU Arts Hundred Celebration,” and the highlights will be published in the Newsletter of the College of Arts. This newsletter was launched in 1993 by Dean Chen Chiung-Hua. The calligraphy on its cover was created by Cheng Tai-Le, Professor of the Department of Fine Arts. Not only does this publication document the College's outstanding achievements, but it also serves as an important imprint of the University's art life.

## 2. Promotion and Implementation of International Exchanges

Thanks to the persistent efforts of the former deans over time, the College made a constant endeavor to promote international exchange as a highlight of its strategy. This striving for internationality is likely to gain momentum in the future. With the “Top University Development Plan” and the “Higher Education Sprout Project,” the College of Arts is committed to promoting top-tier sister school partnerships. In June 2019, it hosted the “Basel in Taipei—Swiss Graphic Design Forum” and invited the Basel School of Design, one of the sister schools of the College, to exhibit over 100 posters and books of great historical value. Meanwhile, the College also organized English workshops for visiting lecturers. In November 2019, Dean Chao Huei-Ling led students and faculty members to Tokyo University of the Arts, a college-level sister school, for intellectual and cultural exchange. In the following year, the College established an experimental credit course with the Graduate School of Media Design of Keio University in Japan, which, in 2021, could be converted into a regular course, exemplifying the potential of collaboration to create an interdisciplinary curriculum. The EMI program, launched at the end of 2021 also on college-level, will certainly contribute to the College's international stance.

授林磐聳與現任院長劉建成分別規劃 99 校慶紀念品及標誌，為百年暖身。前任院長林俊良轉化師大與臺北高校時期校徽設計百年校慶標誌。名譽教授鄭善禧授權作品製作百年紀念酒並題字，名譽教授蘇憲法致贈〈師大百年校景圖〉銘刻百年師大風貌。本院更規劃 NTNU 藝百慶賀活動，精彩成果將於藝院簡訊刊載。本院出版之藝院簡訊為 93 年時任院長陳瓊花創刊，美術系教授程代勒題字，圖文並茂的報導，不僅為院務發展留下軌跡，更為本校藝術活動的重要印記。

## 二、廣揚國際交流績效

歷經各屆院長深耕，本院之國際交流早已成為亮點績效，未來更將持續推展。在校方頂大、高深計畫支持下，本院致力推動頂尖姊妹校標竿學習：民國 108 年 6 月策辦《巴塞爾在臺北——瑞士平面設計展暨設計論壇》，邀請院級姊妹校瑞士巴塞爾設計學院來校展出逾百件具歷史價值的海報及書籍作品，並辦理來訪教師全英工作坊。108 年 11 月時任院長趙惠玲率師生赴院級姊妹校東京藝術大學深度交流，並訪察重要美術館。109 年與日本名校慶應義塾大學媒體設計研究科合作開設實驗性微學分課程，並於 110 年轉為常規課程，為本院跨域課程發展之典範。110 年底啟動之 EMI 課程，亦勢將助益本院國際能量之發展。

## 三、穩健藝術產業鏈結

近年新冠疫情驟襲全球，本校赴外交流活動乍然停頓，然本院及時應變，轉而積極邀請旅居臺灣之外籍人士開設全英語工作坊，展現越在地越國際之前瞻視野。本院各系並積極配合校發計畫，規劃開設產業實習相關課程，拓展並穩定實習契機。在高深計畫支持下，亦舉辦多元新興領域工作坊，強調彈性師資遴聘、短鏈精效學習、增益就業斜槓力，學生參與熱絡，將為未來本院與產業鏈結之重要基礎。

## 四、建構校友交流網絡

本院各系所校友遍布海內外，為本院未來發展之重要資源。109 年，時任院長趙惠玲建置「藝群人 - 臺師大藝術學院校友交流站」臉書社群，凝聚校友之認同感與向心力，至今已累積近九百位校友參與。未來本院亦擬規劃校友扶持基金，為本院遠期目標—重建藝術學院大樓，設立募款平台。



圖 12 | 本院教學方針多元發展 -2019 美術系邀請蘭卡斯特大學 Dr. Gerald Davies 客座教學現場、2019 藝史所兩位外師辛蒂庫絲及諾斯邦率生赴義大利境外教學、2021 設計系邀請循環設計專家黃金樺蒞校辦理工作坊成果合影。(資料來源：藝術學院)

Figure 12. Interdisciplinary Education and Learning – In 2019, Department of Fine Arts invited Dr. Gerald Davies from Lancaster University for an educational workshop. In the same year, two professors (Candida Syndikus and Valentin Nussbaum) of Graduate Institute of Art History also led a study-abroad program in Italy. In 2021, Department of Design invited the expert in sustainable design, Huang Jin-Hua, to hold a workshop on campus. (Source: College of Arts.)

## 3. Strong Partnership with the Art Industries and External Cultural Institutions

The global COVID-19 pandemic has exercised a great impact on the multiple international exchange programs all over the world. However, the College of Arts has responded in timely manner and actively invited foreign teachers residing in Taiwan to set up workshops that are conducted in English to broaden students' perspectives. In addition, the College offers field study courses integrated with internship opportunities following the development plan of the University. Supported by the Higher Education Sprout Project, workshops in various emerging fields are also available. These activities highlight the College's efforts to promote effective learning and to finally improve students' career prospects. The students' active performance will be an important foundation for future links between the College, the industries and cultural institutions.

## 4. Construction of an Alumni Network

The alumni of the College of Arts in Taiwan and abroad represent a strong pillar for the future development of the University. In order to establish a networking community for alumni, former Dean Chao Huei-Ling created the "Art Group Alumni Exchange Network" on Facebook. To date, nearly 900 alumni have joined the community. The College also plans to set up a support fund and fundraising platform to achieve a long-term goal, the reconstruction of the building of the College of Arts.

## 5. Development of Science and Technology in the Arts

To carefully combine the potentials of art and technology has become a common trait of interdisciplinary learning today. In 2021, the College received a major instrument and equipment subsidy to support the development of cultural preservation and new media technology. The

## 五、發展科技藝術領域

有識藝術結合科技已成為當代跨域顯學，民國 110 年本院獲大項儀器設備補助，支持文保與新媒體科技發展，美術系延攬化學領域卓越學者林震煌，為文保領域增能，於 110 年獲教育部 STEM 領域女性研發人才培育三年期計畫。設計系「元宇宙虛擬攝影棚」將由屢獲國際 VR 大獎的黃心健主持，配合數位科技藝術學程，預定於 111 學年啟用，以實務場域激勵學生學習創作動機，鋪設科技藝術前景。

回顧過往沿革，前瞻未來發展。本院在奠基百年之豐厚基礎上，將持續發揚學院特色，擴展本院在臺灣藝術創作、設計領域、藝術理論及藝術教育的影響力。立基藝百，續創新猷。



圖 13 | 左 - 2021 年本校名譽教授蘇憲法私人畫室創作「師大百年校景圖」與時任院長趙惠玲合影；右 - 林俊良設計百年校慶標誌，由原台北高校三角形校徽與台灣師大圓形標誌造型結合數字 100 與中文「百」字組構而成，象徵本校自台北高校創始，承續典範榮光邁向未來。(資料來源：左 - 藝術學院；右 - 林俊良)

Figure 13. Left – NTNU Professor Emeritus Su Hsien-Fa in front of his “Centennial View of National Taiwan Normal University” with former Dean Chao Huei-Ling. Right – the centennial logo, designed by Lin Chun-Liang, integrates triangular symbol of Taihoku Higher School and the NTNU round logo, alluding to the numeric number of “100” and the Chinese character “百” and symbolizing the university’s prosperous future. (Source: Left- College of Arts; right- Lin Chun-Liang.)

註：感謝藝術史研究所辛蒂庫絲所長為本專文之英譯潤稿。

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Department of Fine Arts recruited Lin Chen-Huang, an outstanding scholar in the field of chemistry, to enhance cultural preservation as a discipline. Due to his efforts, a three-year program for female R&D talents in the STEM field has been granted to the College of Arts. The “Metaverse Virtual Studio” of the Department of Design will be hosted by Huang Hsin-Chian, who has won many international VR awards. It is scheduled to be launched in the academic year 2022–23 in conjunction with the digital technology art program. It will incorporate practical VR fields to boost students’ creativity and to accentuate the links between technology and art.

With the past evolution as a strong basis, the College looks confidently ahead into the future. It will continue to reinforce its strengths expanding its impact in the fields of the visual arts, design, art theory and art education in Taiwan.

**Note:** Thanks to Director Candida Syndikus of the Graduate Institute of Art History for proofreading the English version of this article.

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科技領航 · 工業先驅 — 科技與工程學院

Technological Leader and Industrial Pioneer —  
College of Technology and Engineering

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科技發展引領人類邁入新里程的文明，面對急遽變化的時代，大學教育是促使人們更加勇於實踐創作的原動力。科技與工程學院發展初期，以技職與科技教育為主軸；在快速演變的科技洪流中，各系所配合時代的脈動調整課程與教學方法，致力於科技、工程、科學、藝術、設計、教育等學科知識之跨域整合，以培養工程技術研發、訓練與管理人才為核心，擴展本校在產業界及學術界的聲望與能量。本學院的特色除了有完整之技職與科技教育人才培育體系，師生具備優異之學術研究能量，並與國際傑出學者合作組成研究團隊，提升國際學術影響力。同時各系所也透過專題製作與產業實習等課程，強化學生動手實作及與產業鏈結能力，並應用本校資源協助教師成立新創公司，促進研發成果商品化。未來本學院除持續致力於師資培育及相關學術研究外，亦緊密加強產學鏈結，以培育與產業界相關之工程、科技及管理專業人才為鵠的。

## 壹、發展

### 一、工業教育學系階段

本校自民國 39 年（1950）開始，在美國安全總署的技術及財務支援之下，推動工業技職教育與家政工作教育，展開長期合作，奠定本校工業教育與家政師資培育的基礎。此外，因戰後工業技術人員陸續遣返回日本，造成國內相關人才斷層。為協助臺灣發展經濟建設，培植在地工業教育人才，41 年（1952）美國安全總署特向教育廳及教育部建議在本校成立工業教育學系，於是政府選定本校為工職教育師資的培訓中心，自 42 年（1953）起，與美國賓州州立大學（Pennsylvania State University）合作，由該校派員協助本校建立與發展工業教育學系，以訓練臺灣工業職業學校師資。首任系主任為顧柏岩教授（圖 1），並於當年招收第一屆新生。當時劉真校長陸續向臺灣省政府爭取新校地與建設經費，



圖 1 | 工教系第一任系主任顧柏岩教授視察工場，學生進行鉗工作業（資料來源：《師大概況》47 年版）  
Figure 1. Professor Ku Po-Yen, the first Chair of Department of Industrial Education, inspects the factory while students carry out bench work.  
(Source: NTNU Yearbook, 1958 edition.)

The advent of science and technology has brought human civilization into a new era. Facing the drastic changes, university education is the driving force for people to more boldly practice and create. The College of Technology and Engineering (the College) focused on vocational and technology education in its early stage. With the rapid change of technology, the departments adjusted their curricula and teaching methods and devoted themselves to the interdisciplinary integration of technology, engineering, science, arts, design, education and other disciplines. With focus on cultivating professionals in engineering research, development, training and management, the University works extends its influence in industry and academia. The College is characterized by a complete talent development system for vocational and technology education, and the excellent academic research ability of its faculty and students. It also forms research teams with outstanding foreign scholars to enhance its influence in academic research globally. At the same time, various programs strengthen students' practical and professional skills through independent study and industrial internships, and help faculty establish startups to promote the commercialization of their R&D results. In the future, the College will not only continue to focus on faculty training and academic research, it will also strengthen industry-academia cooperation to cultivate outstanding engineering, technology and management professionals.

## I. Development

### 1. Department of Industrial Education

From 1950, with support of the US National Security Agency (NSA), National Taiwan Normal University (NTNU) promoted industrial vocational education and homemaking education, and carried out long-term cooperation to lay the foundation for related teacher cultivation. Industrial vocational education was urgently required because there was a severe shortage of industrial and technical personnel in Taiwan due to the departure of many Japanese experts after the war. In 1952, the NSA proposed to the Department of Education and Ministry of Education to establish the Department of Industrial Education (the Department) in NTNU to assist Taiwan with its economic construction and cultivate local industrial education professionals. Therefore, the government selected NTNU as the training center for vocational education teachers. From 1953, Pennsylvania State University sent staff to assist NTNU in establishing and developing the Department to train teachers for vocational schools. The first chair of the Department was Professor Ku Po-Yen (Figure 1), and the first class was enrolled that year. At that time, President Liu Chen successively sought funding for the new school site and construction funds from Taiwan Provincial Government, and then obtained assistance from the United States. The First Industrial Education Building was completed in 1955 (Figure 2). In 1956, the Second Industrial Education Building was completed, laying the foundation for the development of industrial education in Taiwan. In 1955, the University was transformed into a normal university, and the Department of Industrial Education was then affiliated to the College of Education (Thirty Years of Industrial Education, 1983; Lin Cheng-Ru, 2016).

### 2. Establishment of new departments

The Department of Industrial Education, established in February 1953, was initially divided



往後再獲得美援的挹注，於 44 年（1955）完成工教大樓第一大樓（圖 2）、45 年（1956）完成工教第二大樓等工程，奠定了我國工業教育發展之基石。配合 44 年本校改制為師範大學，將工業教育學系歸屬於教育學院（工業教育三十年，民 72；林政儒，民 105）。

## 二、成立新系

民國 42 年 2 月成立的工業教育系初期分為工業職業教育組與工藝教育組，工藝教育組於 62 年（1973）改名為工業技術教育組，並於 71 年（1982）8 月正式獨立為工藝教育學系（首任系主任為前教育部長楊朝祥博士），與原本隸屬文學院的美術學系與音樂學系合設為藝術學院，復於 83 年（1994）8 月起正式更名為工業科技教育學系，98 年（2007）更名為科技應用與人力資源發展學系（圖 3）。84 年（1995）工業教育學系圖文傳播組提出獨立設系之申請，經教育部批准成立「圖文傳播教育學系」，隸屬教育學院。同年 10 月，為預作「師資培育機構」之轉型，並配合行政院「培育亞太媒體中心印刷出版媒體及影視傳播媒體工程人員」之政策，奉教育部更名為「圖文傳播技術學系」（圖 4）。

## 三、科技學院成立

民國 87 年（1998）教育部核定本校成立科技學院，係由工業教育學系、工業科技教育學系、圖文傳播學系（由圖文傳播技術學系更名）三系組成，首任院長為李基常教授。科技學院成立之目標，除致力於科技與工程教育師資培訓外，亦積極培育與科技產業有關之工程及管理專業人才。本院成立之初在原有之工業教育學系、工業科技教育學系、圖文傳播學系等三系下，自 91 年（2002）增設「機電科技研究



圖 2 | 美援經費建立之工教大樓前樓與紀念石碑  
（資料來源：工業教育學系）  
Figure 2. The front building and commemorative stone of the Industrial Education Building built with US aid  
(Source: Department of Industrial Education)

into the Industrial Vocational Education Branch and the Industrial Arts Education Branch. The Industrial Arts Education Branch was renamed the Industrial Technical Education Branch in 1973, and was formally established as the Department of Industrial Arts Education in August 1982 (the first chair of the Department was Dr. Yang Chao-Siang, former Minister of Education). It was jointly established as the College of Arts with the Department of Fine Arts and Department of Music, originally affiliated with the College of Liberal Arts. In August 1994, the Department of Industrial Arts Education officially changed its name to the Department of Industrial Technology Education, and in 2007 it was renamed the Department of Technology Application and Human Resource Development (Figure 3). In 1995, the Graphic Arts and Communications Branch of the Department of Industrial Education applied to establish an independent department, and was approved by the Ministry of Education to set up the "Department of Graphic Arts and Communications," subordinated to the College of Education. In October 1995, Department of Graphic Arts Communication was renamed the "Department of Graphic Art Communication Technology" by the Ministry of Education (Figure 4) to prepare for the transformation into "Teacher Cultivation Organization" and in line with the policy of "cultivating printing, publishing and film and television communication engineers as part of the Asia-Pacific Media Center" of the Executive Yuan.



圖 3 | 民國 98 年科技系更名揭牌（資料來源：科技應用與人力資源發展學系）  
Figure 3. Renaming ceremony of the Department of Technology Application and Human Resource Development in 2009  
(Source: Department of Technology Application and Human Resource Development)



圖 4 | 民國 108 年圖傳系主任交接（資料來源：圖文傳播學系）  
Figure 4. Handover event of Chair of the Department of Graphic Arts and Communications in 2019  
(Source: Department of Graphic Arts and Communications)

所」，該所於 93 年（2004）合併工教系機械組學士班成立「機電科技學系」。另外，本院又於 92 年（2003）成立「國際人力教育與發展研究所」（簡稱「人力所」），採全英語授課，惟該所自 98 年（2009）起改隸本校「國際與僑教學院」（人力所現更名為「國際人力發展研究所」，隸屬國際與社會科學學院）。

此外，本院於 93 年增設「應用電子科技研究所」，又於 96 年（2007）合併工教系電機電子組成立「應用電子科技學系」。如前所述，「工業科技教育學系」於 98 年更名為「科技應用與人力資源發展學系」，朝向培育科技產業之人力資源專才（科技與工程學院 20 週年專刊，民 107）。

#### 四、科技與工程學院

為配合本校之轉型，並增加學生於科技與工程產業職場的競爭力，民國 103 年（2014）本學院由「科技學院」更名為「科技與工程學院」，「機電科技學系」與「應用電子科技學系」兩系逐漸朝向工程技術發展，並分別更名為「機電工程學系」、「電機工程學系」，機電系、電機系與光電所同時皆通過 IEET（Institute of Engineering Education, Taiwan）國際工程教育認證。另自 107 年（2018）起，原隸屬理學院的光電科技研究所（於隔年更名為光電工程研究所）改隸本學院，並設立光電工程學士學位學程（圖 5）；同時工業教育學系車輛技術組及能源應用組合併成立車輛與能源工程學士學位學程（圖 6），希望增加學生跨學院、跨組及領域之學習機會。111 年（2022）起由本學院主導，並邀請國際 STEM（Science, Technology, Engineering, and Mathematics）教師整合成立「STEM 整合教育國際博士學位學程」，



圖 5 | 光電工程學士學位學程揭牌（資料來源：光電工程學士學位學程）  
Figure 5. Opening ceremony of the Undergraduate Program of Electro-Optical Engineering (Source: Undergraduate Program of Electro-Optical Engineering)

### 3. Establishment of College of Technology

In 1998, the University was approved by the Ministry of Education to establish the College of Technology, which consisted of the Department of Industrial Education, Department of Graphic Arts and Communications (the former Department of Graphic Art Communication Technology), and the Industrial Technology Education Department. The first Dean of the College was Professor Lee Ji-Chang. The mission of the new entity was to train teachers in technology and industrial education and to cultivate professional engineering and management personnel for the technology sector. In 2002, the Graduate Institute of Mechatronic Technology was added to the College of Technology. In 2004, undergraduate courses were integrated to establish the Department of Mechatronic Technology. In 2003, the Graduate Institute of International Workforce Education and Development (IWED) with an English-taught program was established. However, the Institute was then affiliated with the "International Studies and Education for Overseas Chinese" in 2009. (IWED is now the Graduate Institute of International Human Resource Development, affiliated to the College of International Studies and Social Sciences.) In addition, the Graduate Institute of Applied Electronics Technology was established in 2004. It combined in 2007 with the Department of Industrial Education's School of Electrical Engineering and Electronics, becoming Department of Applied Electronics Technology. The Department of Industrial Technology Education was renamed the Department of Technology Application and Human Resource Development in 2009 to cultivate human resource professionals in the technology sector (College of Technology and Engineering 20th Anniversary Special Issue, 2018).



圖 6 | 車輛與能源工程學士學位學程揭牌（資料來源：車輛與能源工程學士學位學程）  
Figure 6. Opening ceremony of the Undergraduate Program of Vehicle and Energy Engineering (Source: Undergraduate Program of Vehicle and Energy Engineering)

預計所有課程將以全英語授課，從事跨領域的 STEM 整合教育研究、連結最新科技產業趨勢，培養高階的 STEM 整合教育人才。

在系級研究中心方面，為加強技術職業教育及職業訓練之研究與推廣，民國 79 年（1990）在工教系設立系級之「技術職業教育研究中心」，106 年（2017）在電機系則設置「教育機器人研究中心」，從事機器人之相關研究與技術開發，同時也訓練學生參加國內外競賽。在院級研究中心部分，108 年（2019）本學院設有院屬之「微奈米元件檢測研究中心」，結合不同系所具有相關專長背景的專業教授群，共同組成跨領域的研發團隊，從事各種微奈米元件的製造與分析檢測技術研究。另一方面，為培育創新創業人才，發展多元領域之新創產業，由研究發展處主導之「大師創業學分學程」移轉至本學院，目的在培養學生多元跨域能力並展現創新創意，以邁向實務創業之路。至此，本學院共包含下列單位：

1. 工業教育學系
2. 科技應用與人力資源發展學系
3. 圖文傳播學系
4. 機電工程學系
5. 電機工程學系
6. 光電工程研究所（含光電工程學士學位學程）
7. 車輛與能源工程學士學位學程
8. STEM 整合教育國際博士學位學程
9. 大師創業學分學程
10. 技術職業教育研究中心
11. 教育機器人研究中心
12. 微奈米元件檢測研究中心

展望未來，本學院定位為技術本位之多元化暨應用型學院，除致力於科技與技職教育師資培育外，亦積極培養與科技產業有關之工程技術及管理專業人才，擴展並發揮本校在產業界的聲望與能量（科技與工程學院 20 週年專刊，民 107）。

#### 4. College of Technology and Engineering

To coordinate with the transformation of the University and to increase the competitiveness of students in the technology and engineering sectors, in 2014 the College was renamed "College of Technology and Engineering." The courses of Department of Mechatronic Technology and Department of Applied Electronics Technology gradually developed towards engineering. They were renamed the Department of Mechatronic Engineering and Department of Electrical Engineering, respectively. The Department of Mechatronic Engineering, Department of Electrical Engineering and Graduate Institute of Electro-Optical Science and Technology have received the international engineering education certification of IEET (Institute of Engineering Education, Taiwan). In 2018, the Graduate Institute of Electro-Optical Science and Technology (renamed the Graduate Institute of Electro-Optical Engineering the following year) formerly affiliated with the College of Science, became affiliated with the College of Technology and Engineering, and the Undergraduate Program of Electro-optical Engineering was established (Figure 5). The Vehicle Technology Branch and Energy Application Branch of the Department of Industrial Education were merged into the Undergraduate Program of Vehicle and Energy Engineering (Figure 6), aiming to increase cross-college and interdisciplinary learning. From 2022, College of Technology and Engineering will invite international STEM (Science, Technology, Engineering, and Mathematics) teachers to establish an "International Doctoral Program in STEM Integrated Education". All courses are to be taught in English. The program will engage in interdisciplinary STEM education research to connect the latest technology industry trends and train outstanding professionals in STEM education.

At the departmental level, to strengthen the research and promotion of technical and vocational education, the department-level "Technological and Vocational Education Research Center" was established in the Department of Industrial Education in 1990. In 2017, the Educational Robotics Research Center was set up in the Department of Electrical Engineering for robots R&D. At the same time, it also trains students to participate in domestic and foreign competitions. In 2019, the College set up the Micro/Nano Device Inspection and Research Center. An interdisciplinary research and development team composed of professors with relevant expertise from different departments was formed to engage in the manufacturing, analysis and detection research of various micro-nano components. Also, in order to cultivate entrepreneurial talents and develop startups in diverse fields, the "Master of Startups Degree Program," originally led by the Office of Research and Development of the University, became affiliated to the College of Technology and Engineering. The aim is to cultivate students' interdisciplinary ability and creativity, so as to step into the road of practical entrepreneurship. To date, the College of Technology and Engineering has the following units:

- (1) Department of Industrial Education
- (2) Department of Technology Application and Human Resource Development
- (3) Department of Graphic Arts and Communications
- (4) Department of Mechatronic Engineering
- (5) Department of Electrical Engineering
- (6) Graduate Institute of Electro-optical Engineering (Including Undergraduate Program of Electro-optical Engineering)
- (7) Undergraduate Program of Vehicle and Energy Engineering
- (8) International Doctoral Program in STEM Integrated Education

## 貳、特色

### 一、完整的技職與科技教育人才培養體系

本學院最早發展由工業教育學系開始，該系成立迄今已 70 年，畢業生逾 7,000 人，配合政府政策培育許多優秀之技職教育行政與專業師資，為國內技職教育師資培育的重要搖籃。不僅為國內首創之工業教育學系，也由本系陸續發展設立科技應用與人力資源發展學系、圖文傳播學系、機電工程學系、電機工程學系，以及車輛與能源工程學士學位學程，於民國 87 年整合成立科技學院，建構完備的院系行政架構。目前工業教育學系系友超過 140 位擔任國高中職校長、30 多位擔任大學校長，其他系友也在教育行政、政治及業界等各領域擔任首長或領導者，表現亮眼。在歷年全體師生長期兢兢業業、努力耕耘之下，該系一直維持國內技職教育龍頭的地位。本學院多位教師也長期承接教育部、國民及學前教育署及其他部會等多個重大計畫，發揮對國家相關教育政策的影響力。近十年來，工業教育學系共有 3 位系友：孟繼洛、施溪泉及饒達欽等 3 人獲得教育部頒發技職教育貢獻獎（全國僅有 4 人）。

另一方面，在科技教育領域除了協助國家教育研究院發展十二年國民基本教育科技領域課程綱要之外，也協助規劃科技領域課程手冊、生活科技職前專門課程等配套措施。此外，亦在教育部支持下設有北區自造教育及科技輔導中心、科技領域教學中心等，協助教育部師資培育與藝術教育司開設生活科技增能課程、第二專長班，實為國內培養中學科技領域教師的重鎮。為了強化國內中小學生動手做的興趣與實務能力，本學院各學系並致力於推廣各項專業競賽活動，如技術型高中專業群科專題及創意製作競賽、高職學生技術創造力競賽、工科技藝競賽、二足機器人競賽、STEM 相關動手實作競賽（如生活科技競賽、Power Tech 競賽、IEYI (International Exhibition for Young Inventors) 世界青少年發明展、智慧滾珠 (GO-STEAM)、機關達人競賽等），提供師生發展動手實作、實現創意的舞臺。

隨著我國師資培育制度之開放，本學院各師資培育系所也由「政策導向」之功能，朝向「職場導向」的發展做規劃，除持續發展培育技職與科技領域教育行政和專業師資人才，鞏固技職與科技領域師資培育之專業領導地位外，也積極整合現有的師資和設備，朝更多元的目標和功能擴展。例如，培養國際技能競賽選手訓練師、職業訓練師、訓練發展管理師等技術能力培訓單位所需師資及管理人才，以及

- (9) Master of Startups Degree Program
- (10) Technical and Vocational Education Research Center
- (11) Educational Robotics Research Center
- (12) Micro/Nano Device Inspection and Research Center

Looking to the future, College of Technology and Engineering is positioned as a diversified and application-oriented technological institution. It is not only committed to the cultivation of technology and vocational education teachers but also professionals in technology industry-related engineering technology and management to expand the reputation and influence of the University in the industry. (College of Technology and Engineering 20th Anniversary Special Issue, 2018)

## II. Characteristics

### 1. A complete training system for vocational and technical education talents

The history of the College begins with the Department of Industrial Education, which has been established for 70 years and has had more than 7,000 graduates. The Department has cooperated with government policies to cultivate many excellent administrative and teachers for technical and vocational education, and is an important cradle for technical and vocational teachers in Taiwan. The Department was not only the first department of Industrial Education in Taiwan, but also successively developed and established the Department of Technology Application and Human Resource Development, Department of Graphic Arts and Communications, Department of Mechatronic Engineering, Department of Electrical Engineering and Undergraduate Program of Vehicle and Energy Engineering. In 1998, College of Technology was integrated and established a complete administrative structure. At present, more than 140 alumni of Department of Industrial Education are serving as principals of junior and senior high schools, and more than 30 are serving as university presidents. Other alumni are also serving as ministers or leaders in various fields such as education administration, politics and industry, and have performed outstandingly. The long-term dedication and efforts of all the teachers and students over the years have made the Department a leader in technical and vocational education in Taiwan. Many teachers of the College have undertaken major projects of the Ministry of Education, the K-12 Education Administration and other ministries, exerting their influence on relevant education policies. In the past ten years, three alumni of the Department of Industrial Education, including Meng Chi-Luo, Shih Hsi-Chuan and Rau Da-Chin, have been awarded the Contribution Award for Technical and Vocational Education by the Ministry of Education (only four awardees in Taiwan).

In addition to assisting the National Academy for Educational Research (NAER) in developing the K-12 curriculum outline in the field of science and technology, we also assist NAER in planning the curriculum manual for science and technology and vocational courses, as well as providing other support. In addition, with the support of the Ministry of Education, we set up the Northern Region Maker & Tech and the Science and Technology Teaching Center to assist the Department of Teacher and Art Education of the Ministry of Education in setting up the technology enhancement course and the second specialty class. The institutes form a key training center for middle school science and technology teachers in Taiwan. In order to enhance K-12 students' interest and ability to DIY, departments of the College are committed to promoting professional competitions. We have held independent study and invention competition for technical high school students, technical



圖 7 | 電機系積極研發 AI 機器人，成果豐碩（資料來源：電機工程學系）

Figure 7. The Department of Electrical Engineering is actively researching and developing AI robots with fruitful results (Source: Department of Electrical Engineering)

eHR 雲端人力資源專業人才，促使本學院畢業生有更多元的產業連結與就業機會。在科技學院之架構下，秉持各系所專業分工、資源共享的前提，發展系所的定位與功能，具體實現各系所之目標，以培育技職教育研究、技職教育師資和能源應用、車輛技術、科技管理、機電、電機等產業創新研發與設計、管理之重要優秀人才。

## 二、師生科研成效卓著，發揮學術影響力

本學院成立後積極鼓勵教師從事學術研究，爭取計畫並發表論文，各系教師在學術與專業表現卓越，近年來共有 3 位教授於科學教育領域榮獲科技部傑出研究獎，其中 2 位教授各獲得兩次的殊榮。在年輕學者方面，則有 3 位獲得科技部吳大猷先生紀念獎，1 位獲得科技部「年輕學者養成計畫」——愛因斯坦培植計畫，1 位教師的跨國研究成果刊登於全球最權威學術期刊《科學》(Science)。此外，還有 1 位教授獲得美國國際科技與工程教師學會肯定，獲頒象徵最高榮譽的「傑出科技和工程專業人員」頭銜，也是國內第一位獲得此頭銜的科技與工程教育學者。此外，美國史丹佛大學 John P.A. Ioannidis 團隊根據學術資料庫所建立「全球前 2% 頂尖科學家

invention competition for vocational students, engineering skills competition, biped robot competition, STEM-related competitions (such as science and technology competition, Power Tech competition, International Exhibition for Young Inventors (IEYI), GO-STEAM, and gear competition) to provide a stage for teachers and students to develop hands-on work and creativity.

With the opening of the teacher education system, the teacher training departments of the College have also made plans for the "job-oriented" development from the "policy-oriented" function. In addition to the continuous development and training of administrative and professional teachers in technical and vocational education to consolidate its leadership in the field, we also actively integrate existing faculty and equipment to develop more diverse goals and functions. For example, we train trainers of international skills competition participants, vocational trainers, training and development managers and other teachers and management personnel required by training units, as well as eHR cloud human resources professionals, so that graduates have more diversified industrial contacts and employment opportunities. We uphold the spirit of the division of labor and resource sharing, develop different positioning and functions, to achieve the goals of each department, to develop talents in technical and vocational education research, technical and vocational education, energy application, vehicle technology, science and technology management, mechatronics and electrical engineering and other fields.

## 2. Academically influential research by faculty and students

The College actively encourages faculty to engage in academic research, undertake projects, and publish papers. The faculty of the College have excellent academic and professional performance. In recent years, three professors have been awarded the Outstanding Research Award in science education by the Ministry of Science and Technology, and two of them have won the award twice. Three young scholars were awarded the Ta-You Wu Memorial Award of the Ministry of Science and Technology, and one was awarded the MOST Grant for the Einstein Program for young scholars. The international research results of one faculty member were published in Science, the most influential academic journal in the world. In addition, a professor received the title of Distinguished Technology and Engineering Professional from the International Technology and Engineering Educators Association in the US. He was the first scholar in technology and engineering education in Taiwan to receive this title. Moreover, according to the "World's Top 2% Scientists 2020" published by John P.A. Ioannidis and his team at Stanford University, five people from the College were listed in the career-long scientific influence list (1960-2020). Seven members were listed in the 2020 science impact ranking, showing that the research ability of teachers is recognized both at home and abroad.

In the field of engineering, the College actively promotes artificial intelligence research (Figure 7) and the interdisciplinary talent cultivation alliance of smart manufacturing, and has been awarded the key artificial intelligence project plan of the Ministry of Science and Technology and subsidy plans of the Ministry of Education for many consecutive years. In terms of personal achievements, two professors have been awarded IEEE Fellow titles. Two professors have received the title of IET Fellow and both have the highest rank. These titles are the highest honors and significant achievements in the academic and scientific community. One of the professors served as Vice President of the IEEE Consumer Technology Society (CTSoc) and was elected President of 2023/2024 in December 2021. His election has greatly expanded Taiwan's international visibility



圖 8 | 機電系舉辦學生專題製作競賽 (資料來源：機電工程學系)

Figure 8. Students' independent study competition held by the Department of Mechatronic Engineering (Source: Department of Mechatronic Engineering)

榜單 (World's Top 2% Scientists 2020)」中，學術生涯科學影響力排行榜 (1960-2020) 本學院有 5 人次入選，2020 年度科學影響力排行榜則有 7 人次入選，顯示教師們的研究能量受到國內外肯定。

在工程領域方面，本學院積極推展人工智慧研究 (圖 7) 以及智慧製造跨域整合人才培育聯盟，連續多年分別獲得科技部人工智慧重點專案計畫以及教育部補助計畫。在個人成就方面，2 位教授獲頒國際電氣與電子工程師協會會士 (IEEE Fellow) 的頭銜，2 位國際工程技術學會會士 (IET Fellow) 的頭銜，分別為該協會最高等級會員，在學術科技界被認定為權威的榮譽和重要的成就。其中還有 1 位教授擔任 IEEE 消費電子科技學會 (IEEE Consumer Technology Society, CTSoc) 副主席，並於民國 110 年 (2021) 12 月獲選為 2023/2024 年度總裁 (President)，大幅擴展臺灣在消費電子科技領域的國際能見度和影響力。另有 1 位是國際機器人運動協會聯盟 (The Federation of International Robot-Sport Association, FIRA) 主席，並有多位教授擔任 SCI 國際期刊主編與編輯委員，積極推動國際間之工程科技研究與教育推廣。

and influence in consumer electronics technology. Another professor is the president of the Federation of International Robot-Sport Association (FIRA), and many professors serve as editors-in-chief and editorial members of SCI journals, actively promoting engineering research and education globally.

### 3. Promoting independent study and attaching importance to students' practical ability

The teaching of the College emphasizes innovative thinking and pragmatism and focuses on cultivating students' abilities of teamwork, communication, coordination, knowledge integration and problem solving. In order to strengthen students' professional skills, stimulate students' creativity and innovative thinking, and lay the foundation for students' research on engineering, departments of the College offer special projects, internships, independent studies and other related courses and hold independent study competitions and graduation achievement exhibitions (Figure 8). The College hopes to develop students' ability to solve problems and deal with crises, as well as the ability to integrate knowledge, communicate, and cooperate, to shorten the gap between what they learn in the university and industry. In addition, professors of the College also actively guide students to participate in off-campus independent study competitions such as WorldSkills Competition (Figure 9), World Robot Olympiad, independent study or essay competitions sponsored by the Ministry of Education or private sector, International Invention Exhibition, National Invention and Creation Award, HIWIN Thesis Award, etc., with outstanding performance each year. So far, each department has established a number of independent technologies, such as



圖 9 | 工教系同學榮獲國際技能競賽雙金牌、銀牌 (資料來源：師大新聞·工業教育學系)

Figure 9. Students from the Department of Industrial Education won two gold medals and two silver medals in the WorldSkills Competition (Source: NTNU NEWS, Department of Industrial Education)

### 三、推動專題製作，重視學生實務能力

本學院教學強調創新思考及務實致用，注重培養學生團體合作、溝通協調、知識統整、問題解決之能力。為加強學生之專業技術，激發學生創意及創新思考，並奠定學生工程科技研究之基礎，各系皆有專題製作、產業實習、專題研究等相關課程，並舉辦專題製作競賽或畢業成果展（圖 8），透過競賽培養學生解決問題和危機處理的能力，以及科際知識整合及人際溝通合作能力，進而縮短學校所學與產業界之落差。此外，本學院教授也積極指導學生參加校外各項專題製作競賽，包括展現技藝最高殿堂的國際技能競賽（圖 9）、國際機器人競賽、教育部或產業界主辦之全國專題製作或論文競賽，以及國際發明展、國家發明創作獎、上銀機械碩士論文獎等，每年都有優異的表現，各系所迄今也已建立多項自主技術，如技術轉移與通過國內外多項發明專利等。值得一提的是，本校與臺科大、北科大等校輪流主辦北區三校機械（電）工程學系 MechaHeroes 專題製作競賽，至民國 110 年已有 6 屆，透過競賽互相觀摩學習，激發學生創意，提升專題製作之水準並培養高階科技人才。

在學生畢業專題成果展，科技領域學生運用系上所學知識與技術，結合機械、藝術、電機、教育領域，畢業專題作品甚多製成商品，孕育未來創業基本門檻。圖文傳播則著重於高科技創意研發，例如：工業類別的 3C 手機、LCD（liquid-crystal display）、光機電後加工、國防工業塗料與安全、資訊網路服務、資料保全與加密等多樣領域，是目前保有產業潛能的重要項目。學生有工程科技背景優勢，課程設計蘊含藝術涵育且人文科技並重，極為契合我國未來將發展之「影像顯示及數位內容創意產業」所需的關鍵性跨領域整合人才。

### 四、強化產學合作，成立新創公司

本學院持續建立和科技與工程產業的合作機制，包含產學合作計畫、企業實習及創業等，以深化畢業生的就業專業能力。多個系所開設校外實習課程，讓學生有機會至相關產業實習，同時配合課程需求，於課堂內辦理名人講座、企業參訪等活動。課程設計力求活化，提供學生有多元及多樣化之學習內容，以及滿足學生個人生涯規劃與市場需求，增加學生未來競爭力。產學暨新創鏈結部分，例如車輛與能源工程領域執行多項業界（如燃料電池廠商、車用電子廠）與研究法人（如工研

technology transfer and many invention patents at home and abroad. It is worth mentioning that the University, National Taiwan University of Science and Technology, and National Taipei University of Taiwan Technology take turns to host the MechaHeroes Independent Study Competition of three schools in the northern region, which has been in existence for six years until 2021. Students learn from each other through the competition and bring their creativity into full play. The competition aims to improve the quality of independent study and cultivate high-level scientific and technological talents.

In the graduation independent study exhibition, technology area students apply the knowledge and skills acquired from their department and combine with the fields of machinery, art, electrical machinery and education. Many graduation works are made into products, breeding future entrepreneurship. Graphic communication focuses on high-tech creative research and development, such as 3C mobile phones, LCD (liquid-crystal display), opto-mechatronics reprocessing, coatings and security in the national defense industry, network services, data preservation and encryption. They are important projects to retain industry potential at present. Our students have a strong background in engineering, and our curriculum is designed with the spirit of arts and humanities. This makes the College a perfect place for the key interdisciplinary talents needed for the future development of the "video display and digital content creative industry".

### 4. Strengthening industry-academia cooperation and establishing startups

The College continues to establish cooperation mechanisms with the technology and engineering industries, including industry-academia cooperation programs, internships and entrepreneurship, to deepen the professional ability of graduates for employment. A number of departments offer internship programs to provide students with opportunities to work in relevant companies before graduation. Celebrity lectures, enterprise visits and other activities are offered in relevant courses. The curriculum is designed to provide students with diverse content that matched their personal career planning and market demand, and increase their future competitiveness. For example, in the field of vehicle and energy engineering, we carry out projects with various companies (such as fuel cell manufacturers and automotive electronics manufacturers) and research institutions (such as Industrial Technology Research Institute and Academia Sinica). As part of the cooperation in education and construction, we trained senior students with leading domestic and foreign companies such as Tesla, Daikin Air Conditioning, TCC Green Energy, AcBel Polytech Inc., Chroma ATE, Gogoro, Turing Drive, etc. In other engineering fields, many graduates work in high-tech industries, including wafer foundry, chip design, optical lens, solar energy, display panel, LED (light-emitting diode), memory, biomedical equipment, semiconductor equipment, precision machinery. The College has cultivated many outstanding engineering and scientific talents.

In addition, professors of the College cooperated with many teachers of the School of Life Science, College of Management, College of Science and Technology, and College of Science as well as senior practitioners in industry to undertake the interdisciplinary biotechnology industry innovation and entrepreneurship talent cultivation program of the Ministry of Education and the university industrial innovation and R&D program, and organize interdisciplinary student teams to compete in important competitions at home and abroad. We have achieved many good results and applied them to industrial upgrading. Because the developed technology is forward-looking, we have the opportunity to establish cooperative relations with important companies in Taiwan, and

院、中科院等)之產學計畫,另建教合作部分與國內外指標大廠如特斯拉、大金空調、台泥綠能、康舒科技、致茂電子、Gogoro、臺灣智駕等公司培訓大四學生。在其他工程領域方面,眾多畢業生會進入科學園區從事相關高科技產業,有晶圓代工、晶片設計、光學鏡頭、太陽能、顯示面板、LED (light-emitting diode)、記憶體、生醫設備、半導體設備、精密機械等,為國家培育許多優秀工程科技人才。

此外,本學院教授結合本校生科專業學院、管理學院、科技學院、理學院多位校內教師,以及產業的高階業師合作,在教育部的跨領域生技產業創新創業人才培育多年計畫、大學產業創新研發計畫等培育人才,組織本校跨領域的學生團隊,指導開發創新技術投入國內外重要競賽,屢創佳績,並實際投入產業,為產業升級。由於所發展的技術具有前瞻性,因此有機會和國內重要龍頭大廠建立具體合作關係,獲得國際學界關注與《自然》(Nature)期刊官網報導,以及國家新創獎—學研新創獎的肯定。

成立新創公司是本校的另一個重大發展,透過臺師大新創控股公司與育成中心,以輔導本學院師生創新創業。電機系教授透過此一管道成立「數感教育國際股份有限公司」,期許能讓學生能在動手做之中學習數學,接觸到數學充滿趣味、美感的面向,進而增強學習意願。車輛與能源工程學士學位學程與電機系教授共同成立臺師大第一家衍生技術之新創公司——「新動智能股份有限公司」,成功申請教育部建構大學衍生新創研發服務公司之孕育機制—大學產業創新研發計畫,以成立新創公司及高階人才培育,致力於車輛與綠能系統之最佳化能源管理設計,並積極訓練本校學生進入新創公司服務。

## 五、加強學術交流與合作,擴大國際影響力

為提升國際知名度,本學院陸續與美國、法國、德國、芬蘭、瑞典、俄羅斯、日本、韓國及東南亞等國家頂尖大學進行交流,並積極簽訂 MOU 及學生交換協議書,目前與國外學校簽訂院級 MOU 共 8 校、系級 MOU 共 8 校、學生交換協議書 (SEA) 共 3 份,有助於擴展國際學術合作與增加國際能見度,未來將持續拓展本院各系所與國外學校合作事宜,並提供師生參與國際學術合作交流與學習之協助與補助。

國際學術合作方面,本學院各系所加強與本校其他優勢系所合作,並與國際傑出學者組成跨國研究團隊,近年來獲得多個科技部雙邊國際合作計畫補助進行學術

have won the attention of international academia and the official website of *Nature*, as well as the recognition of the National Innovation Award- Academic and Research Innovation Award.

The establishment of new startups is another major development of the University. The NTNU Innovation Investment Holding Company and Innovation and Incubation Center help teachers and students start their own businesses. Through this channel, professors of the Department of Electrical Engineering set up "Numeracy Lab", hoping that students can have access to interesting and aesthetic aspects of mathematics and learn mathematics through hands-on work to enhance students' willingness to learn. The professor of the Undergraduate Program of Vehicle and Energy Engineering and the professor of the Department of Electrical Engineering jointly established the first derivative technology startup of NTNU "NeoPower Technologies Co., LTD.". The company has successfully received a grant from the Ministry of Education's University Industrial Innovation R&D Program, a breeding mechanism for university spin-off R&D service companies to set up new companies and cultivate high-level talents. The company focuses on optimal energy management of vehicles and green energy systems, and actively trains our students to serve in startups.

## 5. Strengthening academic exchanges and cooperation to increase international influence

In order to enhance its international reputation, the College successively conducts academic exchanges with top universities in the United States, France, Germany, Finland, Sweden, Russia, Japan, South Korea and Southeast Asia. The College has also actively signed MOUs and student exchange agreements. Currently, it has signed eight college-level MOUs, eight department-level MOUs and three student exchange agreements (SEA), which helps to expand international academic cooperation and increase visibility. We will continue to expand cooperation between our departments and foreign schools, assist and subsidize faculty and students to participate in international academic events and study.

The College has strengthened its cooperation with other outstanding departments of NTNU to form multinational research teams with scholars all over the world. In recent years, the College has received subsidies from several international cooperation programs of the Ministry of Science and Technology. In addition, a team from the Department of Technology Application and Human Resource Development worked with Massachusetts Institute of Technology (MIT) to develop lecture modules for the K-12 education on operational thinking and artificial intelligence applications. The Graduate Institute of Electro-Optical Engineering formed a multinational research team with outstanding scholars from Kyushu University in Japan to promote engineering research and education and co-publish papers (Figure 10). The research and cooperation of the Undergraduate Program of Electro-Optical Engineering team were highly international and achieved fruitful results in basic scientific research and industrial application in recent years. Their research not only effectively integrated the international academic research and development capabilities, it also created new and cutting-edge research topics in the photoelectric research field. With high utilization values, it also showed the benefits of academic exchanges and research strength of the University on a global basis. In international technical cooperation and resource integration, the Program of Vehicle and Energy Engineering, through the University's international cooperation program, carried out consultation and cooperation with the Department of Mechanical Engineering of University of Michigan (Ann Arbor), a world-renowned research institution, on





圖 10 | 國立臺灣師範大學與日本九州大學舉辦雙邊科技工程論壇 (資料來源：科技與工程學院)  
Figure 10. National Taiwan Normal University and Kyushu University of Japan held a bilateral technology and engineering forum in 2019 (Source: College of Technology and Engineering)

研究。另外，科技系團隊與美國麻省理工學院 (MIT) 合作開發運算思維與人工智慧應用之 K-12 研究系列課程模組；光電所與日本九州大學傑出學者組成跨國研究團隊，推動工程科技研發與教育，並共同發表論文 (圖 10)。光電所團隊學術研究與合作已高度國際化，近年在基礎科學研究與產業應用均有豐碩成果，不僅有效整合跨國學術研發能量，也為光電研究領域開創新穎與前端研究題材，後續亦具有高度產業利用價值，更展現本校國際學術交流與科研實力。國際技術合作暨資源整合部分，車輛與能源工程領域透過本校國際合作計畫資源，目前在車輛專業方面已與全球知名研究學府—密西根大學 (U. of Michigan, Ann Arbor) 機械系進行自駕車與電動車之諮詢與合作；能源方面則與德州農工大學 (Texas A&M University) 的 Energy System Lab. 進行論文研究合作；國際車輛技術方面，亦與國際技能組織 (World Skills International, WSI) 有緊密之合作。

另一方面，本學院也積極透過臺灣大學三校系統參與國際大學間的組織活動，民國 108 年 (2019) 由臺大工學院主辦，科技部全球事務與科學發展中心 (GASE) 及臺大三校系統之工程相關學院 (臺大電資學院、臺灣科技大學工程學院、電資學院及應用科技學院、本校科技與工程學院) 合辦，本活動由亞洲多所頂尖大學工程學院院長共同發起之強化亞太地區工程教育與研究的會議，主旨在改善工程教育與研究品質，並促進國際合作。此外，本學院也透過臺灣大學系統與日本大學六校聯盟 (6U-HAPPIER 聯盟)，於 107 至 108 年共同合作辦理三屆「日臺國際工程論壇」(Japan-Taiwan International Engineering Forum)，探討工程科技新興研究議題，共創交流新局面。

self-driving and electric vehicles. In addition, it also collaborated with the Energy System Lab of Texas A&M University and worked closely with World Skills International (WSI) on international vehicle technology.

On the other hand, the College, through the Alliance with National Taiwan University and National Taiwan University of Science and Technology, also actively participates in international inter-university events. In 2019, Hosted by College of Engineering of National Taiwan University and co-organized by MOST Center for Global Affairs and Science Engagement (GASE), NTU College of Electrical Engineering and Computer Science, National Taiwan University of Science and Technology College of Engineering, College Electrical Engineering and Computer Science and College of Applied Science and Technology, and NTNU College of Technology and Engineering, a conference was held to enhance engineering education and research in the Asia-Pacific region. Co-organized by deans of engineering colleges of several top Asian universities, this conference aimed to improve the quality of engineering education and research and promote international cooperation. In addition, the College, through the alliance of National Taiwan University System, collaborated with 6U-HAPPIER Alliance in Japan and jointly organized three Japan-Taiwan International Engineering Forum from 2018 to 2019 to discuss emerging research topics of engineering and create a new situation of interaction.

### III. Vision

The College was founded in 1998. In its early years, it focused on technical and vocational and technology education. After more than 20 years of development, it has recently strengthened the development of the engineering field, focused on training engineering and technology R&D talents, and expanded the University's reputation and influence in industry (Figure 11). Looking forward to the future, the College will cooperate with the University's long-term goal of developing into a refined integrated university based on teacher education, supplemented by the direction of building a scientific, international and outstanding global science and technology talent cultivation center. The College not only continues to focus on faculty training and related academic research and development, it also strengthens industry-academia cooperation and actively cultivates talents in technical, vocational, engineering and management fields.

According to the above vision, the College takes "innovative education, interdisciplinary integration, industry and education expansion, alumni network, international vision" as the direction. In the future, the College will strive to achieve the following three goals (NTNU 2020-2025 Development Plan, 2020):

#### 1. Construct a high-quality education and research environment

(1) Promote organizational learning, innovative teaching, develop the characteristics of the department and related units, and carry forward a professional image.

(2) Integrate the resources of departments, construct a high-quality learning environment, and cultivate excellent teachers in the field of technical and vocational education as well as engineering talents.

(3) Encourage interdisciplinary cooperation, establish cross-college, cross-school and international research teams, and increase the capability of academic research.



圖 11 | 民國 107 年科技與工程學院成立 20 年院慶 (資料來源：科技與工程學院)

Figure 11. The College of Technology and Engineering celebrated its 20th anniversary in 2018. (Source: College of Technology and Engineering)

## 參、未來願景

本校科技與工程學院成立於民國 87 年，早期以技職與科技教育為主軸，歷經 20 餘年的銳意發展，近期並強化工程科技領域的發展，以培養工程技術與研發人才為核心，擴展本校在產業界的聲望與能量（圖 11）。展望未來，本學院將配合本校朝向以師資培育為基礎的精緻化綜合大學發展為長程目標，輔以塑造科技化、國際化及卓越化的全球科技人才培育中心為努力方向，除持續致力於師資培育及相關學術研究與發展工作外，亦加強產學合作，積極培育技職與科技相關之工程和管理等專業人才。

根據上述願景，本學院將以「創新教育、跨域整合、拓展產學、鏈結校友、放眼國際」五大使命為努力方向，未來將致力達成以下三項目標（國立臺灣師範大學 2020-2025 校務發展計畫，民 109 年）：

### 一、建構優質教育與研究環境

（一）推動各系所組織學習、創新教學，發展學系及相關單位特色，發揚專業形象。

（二）整合系所資源，建構優質學習環境，培育優秀的技職與科技領域師資及工程人才。

（4）Actively participate in the policy research and formulation of technical and vocational education, technology and human resources education, and assist national development and integration with the world.

### 2. Strengthen industry-academia cooperation and link with the industry

（1）Develop startups in diverse fields and cultivate innovative and entrepreneurial talents by utilizing resources of private and public sectors.

（2）Promote the research of teachers and students, encourage independent study and invention, and promote the commercialization of research achievements.

（3）Promote internships and career guidance for students, construct links with industry, and strengthen students' competitiveness.

### 3. Expand social resources and international network

（1）Make all kinds of equipment and research and development achievements available and promote resource sharing so as to serve industry and contribute to society.

（2）Build alumni network, expand social resources and establish close interactive relationships.

（3）Encourage teachers and students to participate in diversified and interdisciplinary international academic cooperation, interaction and study, and enhance visibility and participation globally.

（4）Encourage students in programs of teacher education to take the International Baccalaureate Diploma Program and become outstanding teachers, thus expanding the educational influence of the College internationally.

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(三) 鼓勵跨域合作，建立跨院、跨校與跨國研究團隊，提升學術研究能量。

(四) 積極參與技職教育、科技與人力教育政策研訂，協助國家發展並與世界接軌。

## 二、強化產學合作與業界鏈結

(一) 運用產官學等各項資源，發展多元領域之新創企業，培育創新創業人才。

(二) 推廣師生研究成果，鼓勵專題製作與創意發明，促進研發成果商品化。

(三) 推動學生產業實習與輔導就業，建構產學鏈結，強化職場競爭力。

## 三、拓展社會資源與國際化網絡

(一) 開放各項設備與研發成果，推動資源共享，服務產業及回饋社會。

(二) 深耕校友情誼，拓展社會資源，建立緊密互動關係。

(三) 鼓勵師生參與多元、跨領域國際學術合作交流與學習，提升國際能見度及參與度。

(四) 鼓勵師資生修習國際文憑課程，成為優秀國際師資，進而擴展本學院的國際教育影響力。

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## 健身育德 · 競技卓越—運動與休閒學院

Vigor, Virtue and Competitive Excellence —  
College of Sports and Recreation

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自民國 35 年（1946）以來，國立臺灣師範大學一直是全國體育運動人才培育的重鎮，也是國內歷史最悠久之體育人力養成系所，舉凡體育教師、優秀運動員、運動教練、運動科學研究者、體育行政人員、休閒產業人士、餐旅管理及社會其他行業從業人員，人才輩出皆有傑出表現。

本校擁有許多全國「第一」。例如成立「第一個」體育科系、「第一個」體育碩士班、「第一個」體育博士班、「第一個」運動休閒與餐旅管理研究所以及「第一個」運動與休閒學院，這些「第一」開啟了體育運動界的未來，更是成為孕育臺灣體育運動的重要搖籃。

隨著時代推演，政經開放改革和文化多元價值為世界發展帶來不同的風貌，1990 年代以後，因產業結構改變、經濟快速成長，形成人口都市化、老年化，休閒時間增加、健康意識抬頭等社會變遷，社會大眾對體育、運動、休閒與餐旅的需求程度大幅提升，相關人才需求增加，各種多元的環境挑戰，使得體育運動和休閒專業面臨新的變革，運動與休閒學院不斷接受開放，戮力前行。

## 壹、發展

臺灣省立師範學院於民國 35 年開辦之初，為因應事實需要，於同年 6 月招收四年制公民訓育、國文、英語、史地、數學、理化、博物、體育、音樂等 9 專修科各一班，體育專修科一班共 22 人，然而專修科的招生，係為了配合當時師資養成之需要，實非長期發展目標，其招生於第一屆學生畢業後即告結束。鑑於實際情況，後於 37 年（1948）擴充體育學系，招考一班（18 人）。43 學年新招學生分別主修體育或衛生教育專業課程，以適應各中等學校之需求，體育學系因此更名為「體育衛生教育學系」，內分體育學組與衛生教育學組。

民國 44 年（1955）起，本校改制為「臺灣省立師範大學」，分設教育、文、理 3 學院，體育衛生教育學系隸屬教育學院。45 年（1956）至 47 年（1958）為培養全省中等學校最迫切急需之體育師資，曾招收體育 3 年制專修科 3 班。48 年（1959），為適應現實考量及加強專業訓練，體育衛生教育學系分為體育學系及衛生教育學系，隸屬教育學院。54 年（1965），開始接受運動績優學生保送。

民國 56 年（1967）7 月，本校改制為「國立臺灣師範大學」，體育學系仍隸屬教育學院。57 年（1968）至 59 年（1970），為響應政府延長國民義務教育，培養體

Since 1946, National Taiwan Normal University (NTNU) has been a significant hallmark for training sports talents in Taiwan. As Taiwan's oldest physical education training institution, the College has adept teachers, athletes, coaches, sports science researchers, administrators, leisure industry personnel, hospitality management, and other professionals.

The University is "first" in multiple facets. NTNU is the first academic institution that established the Department of Physical Education and pioneered master's and doctoral degree programs. In addition, it is also the first school to conduct Sports Science research, Leisure, and Hospitality Management and founded the College of Sports and Recreation. Being the "first" broadened Taiwan's future opportunities in sports-related fields and served as an essential cradle for physical education talents in the country.

With the sand of times, political, economic, and cultural shifts have brought a diverse change to our world. Since the 1990s, the industrial structure change, rapid economic growth, urbanization, population aging, increased leisure time and health consciousness, and other social factors have led to a significant increase in public demand for sports, exercise, leisure, and catering, so does the need for related talents. Facing the diverse challenges of the environment, College of Sports and Recreation embraces the changes and works hard to press ahead.

## I. Development

Founded in 1946 to meet social needs, the Taiwan Provincial Teachers College established the four-year specialized education curriculum that included civic education, Mandarin, English, history and geography, mathematics, science and chemistry, museum, physical education, and music in June. There was one class in each main program, and the Physical Education Class enrolled twenty-two students in total in the same year. However, there were no long-term development goals for physical education. As soon as the program met the social needs of teacher training with its first class of graduates, the program enrollment ended. In 1948, in response to the social condition of the time, the school officially included the Department of Physical Education in its core program and enrolled a class of eighteen people. By the academic year of 1954, the newly registered students either studied in physical or health education programs to suffice secondary schools' requirements. Hence, Department of Physical Education was renamed Department of Physical Education and Health Education and divided into physical education and health education divisions.

In 1955, the University was renamed "Taiwan Provincial Normal University" and was divided into three colleges: College of Education, College of Arts, and College of Science. Department of Physical Education and Health Education was structured under the College of Education. From 1956 to 1958, the university enrolled three cohorts of a three-year physical education program to solve the shortage of middle school physical education teachers. In 1959, to fulfill social needs and enhance professional training, the Physical Education and Health Education School was officially classified into the Department of Physical Education and Department of Health Education under the College of Education. By 1965, the school began to offer guaranteed admission to students with good athletic performances.

In July 1967, the University was remodeled as "National Taiwan Normal University," with Department of Physical Education remaining under the College of Education. From 1968 to 1970, in response to the government's efforts to extend compulsory education and train physical education

育師資，體育學系增設夜間部。59年，為了提高體育師資水準，加強體育學術研究，成立體育研究所碩士班，首任所長由當時的系主任吳文忠先生兼任。（體育學系，1996）

民國69年（1980），鑑於和平校區的運動設施無法負荷所有體育課，且公館校區比和平校區寬闊，體育學系因此遷移至公館校區。72年（1983）起，為提供在職體育專業人員進修學習的機會及因應體育教師的需求量，招考研究所40學分班（分為暑期班及週末班）；76年（1987）招考暑期學士學位進修班及3週班；79年（1990），體育研究所增設博士班；82年（1993）暑假，和平校區體育館、田徑場、游泳池先後完工，體育學系遷回和平校區，公館校區轉為研究所行政中心與各學門研究室及實驗室。

為符合國家回流教育之政策，體育學系自民國87年（1998）起招收中等學校教師在職進修暑期教育學碩士學位班與週末體育行政碩士學位班，88年（1999）招收暑期適應體育學教育碩士學位班及週末運動科學碩士班。（國立臺灣師範大學體育學系系史編撰小組，2009）

隨著時代環境的快速變化，運動休閒之發展逐漸受到重視，使得運動、休閒、觀光等相關系所大幅增加，除了各校成立體育運動相關科系所外，傳統的體育科系因著教育體制以及學生就業市場的改變，致使體育專業發展更加呈現多元化的面貌。經過多年的討論，體育學系於民國110年（2021）8月1日正式更名為「體育與運動科學系」。

成立運動與休閒學院的使命是整合學術理論與實務經驗，體育學系於99學年度，將一系兩班分設體育學系與運動競技學系，同時新增運動與休閒管理研究所，滿足設立學院的基本條件，不僅包括體育師資培育和專業選手的訓練，也將體育學門擴充為專精的研究所教育，同時針對產業的趨勢，積極培育運動休閒和餐旅的產業人才，期望提升民眾運動休閒和生活品質，並帶動體育運動在實務與理論上的國際水準。（林玫君，2013）

民國90年（2001）成立的學院，是將原屬教育學院之體育學系、運動競技學系、運動與休閒管理研究所組成，是本校成立的第六個學院。95學年度增設運動科學研究所，後於97學年度將原屬校級之體育研究與發展中心納入。爾後，「運動科學研究所」與「運動競技學系」整併為「運動競技學系」，管理學院的「餐旅管理與



圖1 | 民國59年體育研究所成立紀念照（資料來源：體育與運動科學系）  
Figure 1. Commemorative photo of the Graduate Institute of Physical Education founding in 1970. (Source: Department of Physical Education and Sport Sciences.)

talents, the Department of Physical Education established an evening division. In 1970, to improve the standard of physical education teachers and strengthen academic research in the field, the Graduate Institute of Physical Education was established to provide a master program, with Wu Wen-Chung, Chair of Department of Physical Education then as its first Chair (Department of Physical Education, 1996).

In 1980, the Department of Physical Education was relocated to the Gongguan campus because the Heping campus's athletic facilities could not accommodate all the physical education classes, while the Gongguan campus has the physical capability. In 1983, to meet the social demand for physical education teachers and provide in-service professionals with further research and field opportunities, the Institute offered a 40-credit program to its students (accommodated as summer and weekend classes). In 1987, the Institute provided summer bachelor's degree courses and 3-week boot camps. The Graduate Institute of Physical Education founded its first doctoral in 1990. In the summer of 1993, the gymnasium, athletic field, and swimming pool were built. The same year, Department of Physical Education relocated back to the Heping campus. At the same time, the office on Gongguan campus is transformed into the administrative and research laboratories centers for the Graduate Institute and various departments.

In order to comply with the national policy of recurrent education, the Department of Physical Education has enrolled secondary school teachers in its summer Master of Education degree program and the weekend Master of Physical Education Administration degree program since 1998. Starting in 1999, the Master of Education in Adapted Physical Education and the Master of Sport Sciences classes were also offered in the summer. (National Taiwan Normal University, Department of Physical Education History Compilation Team, 2009).

There has been an increasing emphasis on sports and recreational development throughout the past years due to the rapid change of the trend and environment. As a result, the number of sports, leisure, and hospitality management-related departments has increased. Meanwhile, the educational system and employment market change significantly diversified traditional sports education. After years of discussion, Department of Physical Education was officially renamed as the Department of Physical Education and Sport Sciences on August 1, 2021.

教育研究所」與「運動與休閒管理研究所」整併為「運動休閒與餐旅管理研究所」，原隸屬院級單位的體育研究與發展中心升級為校級單位。105年（2016）開始進行籌備與規劃「樂活產業高階經理人碩士在職專班（LOHAS-EMBA）」，並於隔年進行首屆招生。

民國90年成立的運動競技學系，主要致力於培育優秀運動選手及專業競技運動教練，並進行提升競技運動之科學研究，以強化我國運動競技實力。為求理論與實務結合，期以運動科學理論強化運動競技表現，95年（2006）招收第一屆碩士班，後於101年（2012）8月與原運動科學研究所進行整併，仍定名「運動競技學系」，下設運動競技碩士班與運動科學碩士班，以運動科學研究的結果投注於訓練，強化選手訓練的理論基礎。為使運動科學能有更多的機會實際應用、使運動競技訓練能有更科學化的分析及規劃，於106年（2017）8月取消學籍分組整併成運動競技學系碩士班，並以競技訓練組、競技科學組分組招生。（運動競技學系，2021）

「運動休閒與餐旅管理研究所」（前身為運動與休閒管理研究所）在民國88年（1999）2月通過設立國內第一個運動與休閒管理研究所，88學年度開始招生，91學年度起設置「運動與休閒管理在職專班」。致力於培育學生運動與休閒領域專業、提供運動與休閒產業所需之課程教學，及發展與實務結合之學術課程。為順應世界經濟趨勢以及產業潮流，運動與休閒管理研究所與餐旅管理研究所（原隸屬於人類發展與家庭學系，90年設立營養與餐飲組之碩士與博士班，於94年（2005）餐飲獨立設組，更名為「餐旅管理與教育組」，人發系於97年（2008）8月正式於人類發展與家庭學系下成立「餐旅管理與教育研究所」，99學年度由教育學院改隸管理學院，100學年度更名為「餐旅管理研究所」）兩所自101學年度起完成合併，並於同年成立「博士班」，結合兩所之教學資源與專業師資，以培育未來運動休閒與餐旅產業之專業管理菁英人才為目標，發展多元化、國際化、專業化之課程設計，為運動、休閒、餐旅及觀光領域注入活力。（運動休閒與餐旅管理研究所，2021）

運動與休閒學院為培育優秀及具潛力之菁英人才，達到卓越競技目標，另於民國105年成立金牌書院，結合學務及教務等行政單位，落實選、訓、賽、輔、獎等工作，期能打造選手的金牌人生。現今，隸屬於運動與休閒學院的系所單位有體育與運動科學系（學士班、碩士班、博士班）、運動競技學系（學士班、碩士班）、運動休閒與餐旅管理研究所（碩士班、博士班），樂活產業高階經理人碩士在職專班

The College of Sports and Recreation's vision integrates academic theory and practical experience. In 2010's academic year, the Department of Physical Education was further distinguished into two departments, Department of Physical Education and Department of Athletic Performance. Meanwhile, the Department also established the Graduate Institute of Sports and Leisure Management. All of the factors meet the basic requirements to establish an official College. Not only does it include training programs for both physical education teachers and professional athletes, but the department also remodels the physical education field into a specialized graduate institute of education. In addition, the school is actively cultivating talents in the sports, leisure, and hospitality industries to improve the quality of public life and promote the international standard of sports in practice and theory. (Lin Mei-Chun, 2013).

The College of Sports and Recreation, founded in 2001, integrated the Department of Physical Education, Department of Athletic Performance, and the Graduate Institute of Sport and Leisure Management originally affiliated to College of Education. The College is the sixth College established by NTNU. In 2006, the Graduate Institute of Sport Sciences was established. In 2008, the Center for Sports Research and Development was officially added to the College. Subsequently, the Graduate Institute of Sport Sciences and the Department of Athletic Performance were merged into the Department of Athletic Performance. Similarly, Graduate Institute of Hospitality and Education of College of Management and Graduate Institute of Sport and Leisure Management was merged into Graduate Institute of Sport, Leisure, and Hospitality Management. The Center for Sports Research and Development, formerly part of the faculty, was upgraded to a university-level unit in all-cause. The preparation and planning of the "Lifestyles of Health and Sustainability Executive Master of Business Administration (LOHAS-EMBA)" program began in 2016; the first-class enrollment happened in the following year.

Department of Athletic Performance, established in 2001, aims to not only train athletes and professional coaches but also conduct scientific research on sports fields to strengthen the country's athletic strength. In order to integrate theory and practice, the first master's class was enrolled in 2006. It was later merged with the Graduate Institute of Sport Sciences in August 2012, becoming the Department of Athletic Performance we know today. The Master's Program in Athletic Performance and the Master's Program in Sport Sciences are designed to strengthen the theoretical foundation of athlete training by applying the results of sports science research to real-world practicum. Meanwhile, to provide more practical applications of sports science and systematically



圖 2 | 樂活 EMBA 新生共識營 (資料來源：運動與休閒學院)  
Figure 2. LOHAS-EMBA Freshman Welcome Camp (Source: College of Sports and Recreation)

(LOHAS-EMBA)，分別專精於不同領域，也以理論與實務並重之均衡、永續發展為目標，並強化其競爭優勢及特色，展現涓滴成流的體育運動之豐碩成果。

## 貳、特色

### 一、建立完整的體育、運動、休閒、餐旅領域人才培養體系

本院主要培育體育、運動、休閒、餐旅領域各類人才，設立學士、碩士、博士和各類在職進修碩士專班，建立完整的人才培育體系。

70 餘年來，培養中學以上體育師資超過 5,000 人，其中，尚有不少教師投入組長和主任乙職，更有百餘位校友擔任大專校院、高中、國中和國小校長乙職。此外，本院教師的身影也常見於體育運動界的領導階層，蔡敏忠、張至滿、簡曜輝、蔡長啟、許義雄、趙麗雲、戴遐齡、張少熙等人曾擔任教育部體育司、行政院體育委員會以及體育署的最高行政首長，又如科技部（前身為國家科學委員會）、中華奧會、全國體育總會、大專校院體育總會、各縣市政府體育局、體育處及國內各體育運動學（協）會等，擔任核心或領導角色。

在競技運動方面，本院人才輩出，師長擔任多項運動項目之國家級教練，或是亞奧運教練，學生在競技運動方面亦有卓越表現。

### 二、引領國家體育運動政策之制定與實施

自創校起，本院教師即積極參與我國體育運動政策發展，先後協助規劃民國 88 年《中華民國體育白皮書》、99 年（2010）《學校體育白皮書》、102 年（2013）《體育運動政策白皮書》、105 年《女性運動促進白皮書》，持續推展我國體育運動、擘劃整體體育運動政策發展與環境整備之依循方針，影響全國體育運動走向。

本院師長亦主導國內各級學校體育評鑑，舉凡大學校院體育訪視評鑑、技專校院學校體育訪視評鑑、高級中學學校體育訪視評鑑、國民中學學校體育訪視評鑑、國民小學學校體育訪視評鑑、體育班、運動教練等，從訪視評鑑指標訂定，定期評鑑實施成效，研提具體改進措施，成為喚醒各級學校對學校體育重視的有效途徑，影響所及，改變國內體育教學生態甚鉅，引領國內體育專業提升發展方向，間接促使學校體育各項業務正常推動。

design athletic training programs, the college abolished the former division of enrollment and established the Graduate Institute of Athletic Performance, which is classified into the division of athletic training and athletic science, respectively. (Department of Athletic Performance, 2021)

The Graduate Institute of Sport, Leisure and Hospitality Management (the former Graduate Institute of Sport and Leisure Management) established the first sport and leisure management graduate institute in February 1999. Its first enrollment began in the same year. Two years later in the academic year of 2002, the Institute decided to establish the Sport and Leisure Management In-service Master's Program. The Institute is committed to training students in the sports and recreation field and providing a curriculum that integrates theory and practices and corresponds to real-world needs in the industry. In response to the global economic and industrial trends, Graduate Institute of Sport and Leisure Management and Graduate Institute of Hospitality Management (Formerly part of the Department of Human Development and Family Studies that established the Master's and Doctoral programs of the Nutrition and Hospitality Division in 2001. However, in 2005, the Hospitality Faculties established a separate academic unit and renamed it as "Division of Hospitality Management and Education." In August 2008, the Department of Human Development and Family Studies officially established Graduate Institute of Hospitality Management and Education. In 2010, the Institute was recognized under College of Management instead of the College of Education and was renamed Graduate Institute of Hospitality Management. The two Institutes were merged in 2012. In the same year, a doctoral program was established to combine the teaching resources and professional faculty of the two Institutes to cultivate elite professionals in the future management of sports, leisure, and hospitality industries. The Institute aims to develop a diversified, international, and professional curriculum and enliven the sport, leisure, hospitality fields (Institute of Sport, Leisure and Hospitality Management, 2021).

In order to cultivate excellent and potential athletes to achieve higher goals in athletics, the College of Sports and Recreation established Elite Athletes College in 2016 to assist student athletics in curriculum designing, sports training, coach training, administrative support, daily-life guidance, and career counseling with the support from Office of Student Affairs, Office of Academic Affairs and other administrative offices. Currently, departments and graduate institutes under College of Sports and Recreation include the Department of Physical education and Sport Sciences (B.S., M.S., Ph.D.), the Department of Athletic Performance (B.S., M.S.), the Graduate Institute of Sport, Leisure and Hospitality Management (M.S., Ph.D.), and LOHAS-EMBA. The diverse curriculum specializes in different fields. The College aimed to create a sustainable environment that balance theory and practice and equipped its students with the best-qualified hardware and software facilities to fulfill our ultimate goal of sports education.

## II. Characteristics

### 1. Establish a thorough education system for physical education, sports, leisure fields, and hospitality

The College hopes to nurture various talents in physical education, sports, leisure, and hospitality. Through the established bachelor, master, doctoral, and in-service programs, the College provides a complete talent cultivation system in the respective field.

Over the past 70 years, College of Sports and Recreation has trained more than 5,000 physical

### 三、主導學校體育課程、教學之改革與推展

在體育課程和教學方面，參與全國教育會議之議題，從民國 51 年（1962）第四次「全國教育會議」至 99 年（2010）第八次全國教育會議，本校師長均為主導之重要角色，提出教育施政建議。

本院師長亦肩負歷年體育課程標準修訂重責，包括民國 51 年中學課程標準、60 年（1971）國民中學課程標準和高級中學課程標準、72 年高級中學課程標準、83 年（1994）國民中學課程標準—體育、84 年（1995）高級中學課程標準、93 年（2004）國民教育階段九年一貫課程總綱綱要—健康與體育學習領域、94 年普通高級中學課程暫行綱要、97 年職業學校群科課程暫行綱要、103 年（2014）十二年國教十二年國民基本教育課程綱要總綱—健康與體育領域。本院師長屢屢參與課綱修訂，無役不參，針對體育或九年一貫之「健康與體育領域」課程修訂，擔任主導工作，在體育課程內容、教學實施上扮演極為重要的角色。（林玫君，2016）

同時，宣導循環式教學、樂趣化體育教學、合作學習、理解式教學法和體育課程價值取向……等等，在體育教學現場，無不透過各種理論和實踐的對話，舉辦各類體育教學觀摩會、研習會或工作坊等，引領體育教學方向。更與國際接軌共同籌辦國際體育教學研討會，已有 30 餘年，透過交流提升我國體育教學之發展。

臺灣教育的普及發展，弱勢團體漸受關注，在教育機會均等的政策影響之下，本院師長致力適應體育正名與融合式體育之推動，以及學校體育教材與教具研發及推廣，並引進國際體育教學理念，開啟國內身障學生能正常參與身體活動的契機。

### 四、建立體育活動典範、致力提升全民體適能

本院開啟體育表演會之先，也重視運動文化與展覽活動。全國大專體育術科考試制度由臺灣師大開始建立，也是綜合大學當中最早和辦理最多大專運動會的學校。從民國 40 年代（1951~1960）起，臺灣師大師長開始檢測臺灣青少年的體適能，發表檢測研究成果，以及建立體適能常模。64 年（1975），教育部通過臺灣師大提出的研究案，編製「體能測驗項目」，67 年（1978）至 72 年編製 10 歲至 46 歲以上男、女生各 5 組的國民體育獎章測驗項目、方法及頒授標準。此外，無論是國民體適能 85 年（1996）「提升國民體適能計畫專案」，86 至 89 年（1997-2000）陽光健身

education teachers at the secondary level and above. Many teachers are still working as chairman and directors of their units, while more than 100 alumni are serving as presidents of colleges and universities, senior high schools, junior high schools, and elementary schools. In addition, our faculty members are often found at the leadership roles in sports fields, including Tsai Min-Chung, Chang Chih-Man, Chien Yao-Hui, Tsai Chang-Chi, Hsu I-Hsiung, Chao Li-Yun, Tai Hsia-Ling, and Chang Shao-Hsi, who have served as the top leaders in Department of Physical Education of Ministry of Education, Sports Affairs Council of Executive Yuan, and Sports Administration of Ministry of Education. Numerous alumni also play central roles in the Ministry of Science and Technology (formerly National Science Council), Chinese Taipei Olympic Committee, the Republic of China Sports Federation, Chinese Taipei University Sports Federation, the Sports Bureaus and Sports Departments of the county and municipal governments, and the sports associations, and more.

Not a surprise, our students excelled in athletics performances with numerous professors as Olympic, Asian Games, or national-level coaches in many sports.

### 2. Leading sports strategy and policy development

Since the school's founding, our faculty members have been actively involved in the development of sports policy in Taiwan, assisting in the planning of the White Paper on Sports of Republic of China in 1999, the White Paper on School Sports in 2010, the White Paper on Sports Policy in 2013, and the White Paper on the Promotion of Women's Sports in 2016, which continued to promote Taiwan sports and policy development, influencing national involvement in sports.

Our teachers also serve as judges in sports competitions of all levels in Taiwan and lead the on-site evaluation of universities, technical colleges, specialized schools, senior high schools, middle schools, elementary schools, sports programs, and even sports coaches. The regular on-site evaluations and the afterward improvement proposals became effective ways to highlight the importance of physical education in schools. The constant effort significantly impacted physical education teaching in the country, promoting opportunities for professional development and the sports field in general.

### 3. Reform and promote physical education

The school has participated in the National Education Conference for the past years to improve the curriculum and teaching of physical education. From the fourth National Education Conference in 1962 to the eighth conference in 2010, the school's faculties have led and promote numerous education policies.

The faculty members are also responsible for revising the physical education curriculum standards over the years. For instance, this includes Junior High School Curriculum Standards in 1962, National Junior High School and Senior High school Curriculum Standards in 1971, National Junior High School Curriculum Standards - Physical Education in 1994, Senior High School Curriculum Standards in 1995, the Grade 1-9 Curriculum Guidelines - Health and Physical Education Learning Area in 2004, the General High School Curriculum Provisional Guidelines in 2005, the Vocational and Technical School Curriculum Guidelines in 2008, and the Grade 1-12 Curriculum Guidelines - Health and Physical Education Area in 2014. Our faculty members have repeatedly participated in educational syllables revision. Regarding the Grade 1-9 Curriculum





圖 3 | 體育表演會 (資料來源：運動與休閒學院)  
Figure 3. Sports Performance (Source: College of Sports and Recreation.)

計畫、91 至 96 年 (2002-2007) 運動人口倍增計畫及 98 年推動的打造臺灣為運動島計畫) 及 105 至 110 年「運動 i 臺灣」全民運動推展中程計畫，或是學生體適能政策 (88 至 93 年「提升學生體適能中程計畫 (333 計畫)」、93 至 96 年「推動中小學生健康體位五年計畫」等。自 96 年度起的「快活計畫」，100 年至 104 年 (2011-2015) 「體適能揚昇計畫」。105 年至 107 年 (2016-2018) 「學生體適能精進計畫」及 108 年至 110 年 (2019-2021) 「學生體適能計畫」，為持續推展國民運動風氣，建立和諧共融社會，以提升國民幸福指數，本院師長均扮演極為關鍵之地位。

#### 五、發揮研究能量，引領多個體育學門學術發展走向，成果豐碩

本校自民國 59 年設立第一個體育碩士班及 79 年成立第一個體育博士班，首開體育研究風氣，本院師長開啟了新的學術領域，並有了新的學術整合，在體育運動的學術研究方面，亦執牛耳。

(一) 在運動哲學、體育運動史學、運動教育、運動休閒與產業經營、運動生理

“Health and Physical Education” National Curriculum, our faculties have taken leading roles in determining the academic curriculum, teaching methods, and practicum (Lin Mei-Chun, 2016)

At the same time, we promote a flip classroom of team teaching and gamification teaching that puts interaction, cooperation, understanding, sportsmanship, and sports value at the core of our curriculum. Various observation sessions, seminars, or workshops are held to lead dialogues that integrate theory and practices in physical education. For more than 30 years, the College has organized international physical education teaching seminars to advocate physical education development in our nation.

Under the promotion of equal public education opportunities and the increasing attention on minority groups, our faculty members are dedicated to the sports fields, promoting international teaching concepts to daily activities, investing in educational and teaching aids to open up opportunities for physically disabled students in Taiwan.

#### 4. Establish sport activities exemplar, improve public physical health

As the first institution that advocates for athletic performance, we emphasize the sports culture and performing activities. Not only did NTNU establish the national audition system for college athletics, it is also the institution renowned for pioneering and holding the most college athletic events. From the 1950s, our teachers and faculties began to test the Taiwanese youths' physical fitness and publish their research results to establish physical fitness average-exemplars.

In 1975, the Ministry of Education approved a research project that NTNU proposed to develop the "Measurement of Physical Fitness." The University worked from 1978 to 1983 developing the test items, methods, and award criteria for the National Sports Medal, aiming for five groups of male and female participants aged 10 to 46 and above. In addition, there are numerous other strategies on national physical fitness (the "National Physical Fitness Enhancement Project" in 1996, the "Sunshine Fitness Project" from 1997 to 2000, the "Doubling Sports Population" project from 2002 to 2007, and the "Taiwan as a Sports Island" from 2009) and the "Sports i Taiwan" from 2016 to 2021.) Moreover, the University also promoted policies on student physical fitness (the "Elementary and Junior High School Student Physical Fitness Enhancement Project (Project 333)" from 1999 to 2004, and the "Five-Year Plan to Promote Healthy Body Positions for Elementary and Junior High School Students" from 2004 to 2007). In order to



圖 4 | 運動與休閒學院學生參與校外服務擔任運動會裁判 (資料來源：體育與運動科學系)  
Figure 4. College of Sports and Recreation students participated in off-campus service as officials in sports events (Source: Department of Physical Education and Sport Sciences)

學和體適能、運動生物力學及身體活動心理學等學群，長期引領其發展走向。洪聰敏獲選為美國國家人體運動學院院士（近百年來第四位非美籍華人），相子元、洪聰敏、張育愷三位獲得科技部研究傑出獎，以及張育愷獲得吳大猷紀念獎。此外，多名教師如許義雄、鄭志富、王同茂、謝仲裕、相子元、洪聰敏、陳美燕也擔任國科會（現為科技部）體育學召集人，對臺灣體育學術研究的提升，提高國際體育學術的能見度，有著重大的貢獻。

（二）除了校內學術研究工作外，也擴大範圍，將體育學術研究風氣推廣至全國，舉行各類國際體育學術研討會，以及發揮其影響力。

（三）本院教師擔任多本國內 TSSCI 及科技部審核通過的一級學術刊物之主編和領編。

（四）領導專業的體育運動學術研究與推廣，本院師長和校友擔任包括中華民國體育學會等數十個體育運動相關學（協）會理事長的重要職務，對於推展國內體育運動發展及體育學術不遺餘力。

（五）擔任國際體育運動學術團體重要職務，不僅得以接軌國際，並在國際學術社群中提供來自臺灣的貢獻。

（六）學術論文發表於頂尖國際期刊，擔任 SSCI、SCI、Scopus 等國際級期刊之特別專刊主編、期刊副主編、領域編輯、編輯委員等，為國際學術留下文字之痕跡。

## 六、運動科學與體育領域獲國際評比肯定

民國 104 年，本院獲得國際的肯定，躋身全球最佳 7 所大學。在全部 35 項評比指標中，共有 6 項指標高居全球之冠，包括國際研究獎項、國際合作學校、獎學金名額、學生就業及運動社團參與等方面，凸顯出臺灣師大拓展國際化的成效。另有 16 項指標名列全球前 3 名，包括學位種類、課程種類、師生比及國際教研人員數量，顯示臺灣師大在教學品質與課程多元性方面，都受到肯定，至於競賽表現方面，臺灣師大於術科能力入學之學生數量、運動代表隊及社團參與人數等指標，亦有亮眼表現。其中，又在「教學」面向（Teaching Capacity）表現最為突出，位居全球 4 強，具體展現師資培育及在運動場各項比賽成績上。

continue to promote national sports culture, build a harmonious and integrated society, and improve public happiness, our faculty members have been playing a crucial role in the "Happy Project" since 2007, the "Physical Fitness Enhancement Project" from 2011 to 2015, the "Student Physical Fitness Improvement Project" from 2016 to 2018, and the "Student Physical Fitness Project" from 2019 to 2021.

## 5. Steward the University's research enterprise on sports: support breakthrough advances

Since the establishment of the first master's degree program in physical education in 1970 and the first doctoral program in physical education in 1990, the University has pioneered the research study of physical education and has opened up a new academic field and potential of integration.

(1) The University has long led the way in developing sport philosophy, sports history, sport pedagogy, sports and leisure, industry management, sports physiology, physical fitness, sports biomechanics, and the psychology of physical activities. Hung Tsung-Min was elected as a Fellow of the National Academy of Kinesiology, the United States (the fourth non-American Chinese in the past 100 years). Hsiang Tzu-Yuan, Hung Tsung-Min, and Chang Yu-Kai received the Research Excellence Award from the Ministry of Science and Technology. Meanwhile, Chang Yu-Kai also received the Wu Ta-Yu Memorial Award. In addition, many faculty members such as Hsu I-Hsiung, Cheng Chih-Fu, Wang Tung-Mao, Hsieh Shen-Yu, Hsiang Tzu-Yuan, Hung Chung-Min, and Chen Mei-Yen have also served as convenors of the National Science Council (now the Ministry of Science and Technology) in the field of physical education, making significant contributions to the enhancement of Taiwan's academic research in sports and raising the visibility of international sports academic.

(2) In addition to the academic research within the university, the College has also expanded its scope to extend the climate for research in the academic physical education field to the whole country by holding various international sports academic seminars.

(3) Our faculty members serve as editors-in-chief of TSSCI, and first-tier academic journals reviewed and approved by the Ministry of Science and Technology in Taiwan.

(4) Leading professional sports academic research and promotion, our faculty and alumni hold important positions as chairmen of dozens of sports-related associations, including the Sports Association of the Republic of China, and poured their heart into promoting sports development and academics.

(5) Hold crucial leadership in international sports academic bodies to connect with the international community, and provide Taiwan's contributions to the international academic field.

(6) Published academic papers in top international journals, and served as editor-in-chief, associate editors of journals, field editors, and editorial board members of special issues of SSCI, SCI, Scopus and other international journals. Our faculties are leaving significant a legacy in international academics.

## 6. Internal recognitions on fields of sports science and physical education

In 2015, College of Sports and Recreation was recognized internationally as one of the top 7 colleges in the world. Among all 35 indicators, NTNU has six metrics that are among the highest

## 七、體育、運動、休閒、餐旅之國際聯結，交流合作有成

本院一直致力於國際交流，近 10 年更與多所海外知名大學簽訂學術合作協議，姊妹校遍布亞洲、歐洲與美洲，連結網絡遠跨 10 餘國，並與美國南卡羅萊納大學餐旅觀光、零售與運動管理學院及北科羅拉多大學運動科學學系簽署碩士與博士雙聯學制，提供學生培養多



圖 5 | 民國 107 年 10 月 26 日參訪匈牙利體育大學 (資料來源: 運動與休閒學院)  
Figure 5. Visit to the Hungarian Sports University on October 26, 2018. (Source: College of Sports and Recreation)

元學習觀點、體驗不同文化環境及學術教育的機會。本院亦與日本筑波大學密切交流、定期共同舉辦論壇活動，創造兩校師生討論互動的契機與平臺，積極與國際學術接軌，拓展海外合作視野。此外，各系亦與多所姊妹校簽訂教師交換與學生交換協議，如 ERASMUS+ 教師交流計畫、跆拳道技術交流協議，持續推動教學與研究等跨國發展，激發國際合作的火花。

## 八、領航運動科學應用，促進產學跨界合作，推動休閒和餐旅產業鏈結

科普知識的傳遞、運動科學的研究、運動訓練和創新運動科技整合，可提升休閒生活的品質及運動競技水準。

(一) 透過書籍出版、雜誌宣傳、影片解析、電視劇出品，以及電影 (例如 KANO) 的引用等科普知識的傳遞和轉譯，提供民眾理解體育運動之內涵。

(二) 本院培養運動科技之研究專業人才，進而推動運動產業及科技發展，也透過與廠商間產品開發的合作機會，不斷交流、研究，激發更多結合運動與科技創意之產品設計，進而協助國內相關產業提升運動科技之研發能量。其研究領域與成果包括：健身器材、運動鞋、自行車、運動衣、運動襪，以及羽球、高爾夫球和棒球等運動器材之設計。榮獲「國家發明創作獎」的相子元教授亦提供臺灣運動產業研發平臺，協助臺灣運動產業科技化。

globally, including international research awards, international partner schools, scholarships, student employment, and sports club participation, highlighting the effectiveness of the University's internationalization. Other 16 indicators were ranked among the top 3 in the world, including degree diversity, program diversity, faculty-student ratios, and the number of international faculty and researchers, highlighting the University's quality of teaching and program diversity. In terms of competition, NTNU performed well in terms of the average number of students enrolled due to their specialized skills, the number of athletic teams, and the number of club participants. Among them, the performance in Teaching Capacity was the most prominent, ranking among the top 4 globally, specifically in terms of faculty training and athletic competition results.



圖 6 | 民國 108 年 9 月 30 日訪問筑波大學 (資料來源: 運動與休閒學院)  
Figure 6. Visit to the University of Tsukuba on September 30, 2019. (Source: College of Sports and Recreation)

## 7. International Exchange at the Convergence of Athletics, Sports, and Recreation

Committed to international exchange, NTNU has signed numerous academic partnerships with renowned universities worldwide in the past ten years. We have sister schools and partnership networks across more than 10 countries in Asia, Europe, America, and more. We also established dual master's and doctoral degree programs with College of Hospitality, Retail, and Sport Management of University of Southern Carolina and School of Sport and Exercise Science of University of Northern Colorado. Such programs provide students with abundant opportunities to develop diverse learning perspectives and experience different cultural environments and academic education. NTNU also communicates with the University of Tsukuba, Japan, and regularly co-organizes forums and activities to facilitate international cooperation on educational, social, and cultural exchange. In addition, several departments signed faculty and student exchange initiatives with sister schools, such as the ERASMUS faculty exchange program and the taekwondo skills exchange program. The partnership between schools will continue to promote cross-country development in teaching and research, further stimulating international cooperation in the future.

## 8. Pioneer sports science applications, facilitate interdisciplinary industry cooperation and promote the link between leisure and hospitality industries.

The impartment of scientific knowledge, advancement in sports science research, innovative sports training, and related technology all enhance the quality of leisure life and athletic competition.

(三) 締結國內外餐旅產學聯盟，培育餐旅優秀人才，與國際知名連鎖餐旅業，例如萬豪集團 (Marriott) 旗下 W Taipei、六福萬怡、國泰萬怡、寒舍艾美等以及國內知名南方莊園渡假飯店、欣葉集團、集思會展事業群等締結產學合作，培育碩博生成為管理幹部。



圖 7 | 休旅所日本山形滑雪實習課程 (資料來源: 運動休閒與餐旅管理研究所)  
Figure 7. Ski internship course in Yamagata, Japan for students in Graduate Institute of Sport, Leisure and Hospitality Management (Source: Graduate Institute of Sports, Leisure and Hospitality)

## 九、競技訓練的應用與實踐

本院多位師長領導國家運動訓練工作，提升競技訓練的成效，以奪得國際佳績。

(一) 參與運動科學支援團隊，將科技結合運動訓練，幫助頂尖選手在國際賽事上有更佳表現。

(二) 擔任國家運動訓練中心董、監事及運科委員或召集人、體總強化會、獎勵委員會、亞運會技術小組、奧運會技術小組、國際交流小組、體委會訓輔委員，積極與國家代表隊與各基層運動訓練單位合作，負責協助國家代表隊在訓練期間提供科學化支援，都發揮自己的專長來貢獻給選手、教練及有關單位與部門參考，對於提升國家整體的運動競爭力有莫大的貢獻。

## 十、扮演體育運動重要推手，屢獲殊榮

本校師長、校友及學生榮獲體育運動之「終身成就獎」、「特殊貢獻獎」、「菁英獎」、「一等體育獎章」、「國光體育獎章」和「國家文藝獎」等諸多殊榮，並在奧運、亞運、世大運和世界盃各單項運動錦標賽表現亮眼，備受肯定。

(一) 獲得推展學校體育「終身成就獎」，本院師長或校友分別是吳文忠、簡曜輝、曹清鵬、許樹淵、吳萬福、蔡敏忠、朱裕厚、齊沛林、陳景星、葉憲清、樊正

(1) The College facilitates public education on sports and its scientific knowledge through publications of books, magazines, video analysis, TV dramas, and films (such as KANO) to present the value of sports to the public.

(2) The College cultivates research professionals to promote the sports industry and technology development. Through cooperation and product design with manufacturers, the College wishes to stimulate more innovation, technology, and creativity for the sports industry and revitalize the domestic market. Past research includes fitness equipment, sports shoes, bicycles, sportswear, and instruments such as badminton, golf, and baseball. Professor Hsiang Tzu-Yuan, who was awarded the National Invention and Creation Award, also provides a platform for research and development in Taiwan's sports industry, assisting in sports industry's technological advancement in Taiwan.

(3) The College also established domestic and international industry-academia alliances in the hospitality industry to cultivate talents. For instance, the College has established industry-academia partnerships with internationally renowned hospitality chains such as Marriott's W Taipei, Courtyard by Marriott Taipei, Courtyard by Marriott Downtown, and Le Méridien, as well as the well-known South Garden Hotels and Resorts, Shin Yeh Group, and GIS Group, to train master and doctoral students as management cadres.

## 9. Application and practice of competitive training

Several faculty members lead national sports training efforts to enhance the program's effectiveness to achieve international athletic success.

(1) Participate in the sports science support team to combine technology with sports training to help top athletes perform better in international competitions.

(2) Lead the National Sports Training Center's Sports Federation and Award Committee, Republic of China Sports Federation, the Asian Games Technical Group, the Olympic Games Technical Group, the International Exchange Group, and the Sports Committee Training and Auxiliary Committee as directors, supervisors, or sports committee member. Our faculties are responsible for providing scientific support and their expertise to the national athletic team, which contributes significantly to the nation's overall athletic performances.

## 10. Serve as the backstage planner of promoting sports and win multiple awards in athletic performance

The University's athletics have claimed numerous awards, including Lifetime Achievement Award, Special Contribution Award, Elite Award, First-Class Sports Medal, National Guo Guang Athletic Awarding Medal, and National Award for Arts in sports. Our faculties, alumni, and students regularly participate in dozens of intramurals, club sport, fitness activities, and national competitions such as the Olympic Games, Asian Games, Universiade, and World Cup.

(1) Multiple faculties and alumni received the Lifetime Achievement Award for promoting physical education in schools, including: Wu Wen-Chung, Chien Yao-Hui, Tsao Ching-Peng, Hsu Shu-Yuan, Wu Wan-Fu, Tsai Min-Chung, Chu Yu-Hou, Chi Pei-Lin, Chen Ching-Hsing, Yeh Hsien-Ching, Fan Cheng-Chih, Chuang Mei-Ling, Chen Chin-Shu, Liao Yu-Ya, Liu Feng-Hsueh, Lin Te-Chia, Chan Te-Chi, Lin Cheng-Chang, Chang Chih-Man, and Chan Ching-Chuan. In the



圖 8 | 國立臺灣師範大學、景美女中組成的中華女子拔河聯隊於民國 109 年世界室內拔河錦標賽勇奪 3 金 2 銀佳績，臺師大體育系傑出校友郭昇教練（左）在場邊督軍，讓選手成功締造女子 540 公斤 2 連霸。（資料來源：國立臺灣師範大學女子拔河隊吳念芝老師提供）

Figure 8. The women's tug-of-war team formed by National Taiwan Normal University and Jingmei Girls High School won three gold and two silver medals at the World Indoor Tug of War Championship in 2020. Coach Kuo Sheng (left in photo), a distinguished alumnus of Department of Physical Education and Sport Sciences of the University, supervised the athletes on the sidelines, leading them to win two consecutive 540kg women's titles. (Source: Coach Wu Nien-Chih, National Taiwan Normal University women's tug-of-war team.)

治、莊美鈴、陳金樹、廖幼芽、劉鳳學、林德嘉、詹德基、林正常、張至滿、詹清泉。「特殊貢獻獎」部分，由蔡長啟獲得該獎項。

(二) 獲得體育菁英獎「終身成就獎」，為許義雄、湯銘新、蔡特龍、邱金松、林敏政。羽球選手鄭韶婕分別於民國 94 年和 100 年二度榮獲最佳女運動員獎；羽球選手范榮玉於 102 年榮獲最佳運動精神獎；郭昇於 107 年榮獲特別獎；游泳選手王冠閔分別於 108 年和 109 年（2020）榮獲最佳新秀運動員獎和最佳男運動員獎。

(三) 劉鳳學榮獲國家文藝獎。

(四) 本院學生在奧運、亞運和國際各單項運動錦標賽事表現突出，包括壘球、羽球、射箭、跆拳道、舉重、空手道、體操、田徑、排球、游泳、拔河等。奧運方面，本院學生（在校生或後來就讀本校者）成績如下：1988 年漢城奧運陳君鳳榮獲跆拳道女子輕量級示範賽銅牌；1992 年巴塞隆納奧運童雅琳、羅月英榮獲跆拳道女子羽量級、鰭量級示範賽金牌；2004 年雅典奧運袁淑琪榮獲女子反曲弓團體銅牌、陳妙怡和林素華等榮獲女子壘球第六名、鄭韶婕榮獲羽球女單第五名；2008 年北京奧運陳妙怡等榮獲壘球第五名；2012 年倫敦奧運雷千瑩榮獲女子射箭團體第五名；2016 年里約奧運雷千瑩榮獲女子射箭團體銅牌、莊佳佳榮獲跆拳道對打 67 公斤級第五名；2020 東京奧運本院學生更榮獲 1 銀 2 銅之佳績，包含魏均珩榮獲男子射箭團體銀牌、陳玟卉獲得舉重女子 64 公斤級銅牌、文姿云獲得空手道女子 55 公斤級銅牌，以及唐嘉鴻體操男子個人全能第七名，創下本校參加奧運最佳紀錄。

meanwhile, Tsai Chang-Chi also received the "Special Contribution Award".

(2) Hsu I-Hsiung, Tang Ming-Hsin, Tsai Te-Lung, Chiu Chin-Sung, and Lin Min-Cheng received the Sports Elite Awards "Life Achievement Award". Badminton athlete Cheng Shao-Chieh received the Best female Athlete Award in 2005 and 2011; Badminton athlete Fan Jung-Yu was honored the Best Sportsmanship Award in 2013; Kuo Sheng received the Special Award in 2018, and swimmer Wang Kuan-Hung received the Best Rookie Athlete and Best Male Athlete in 2019 and 2020.

(3) Liu Feng-Hsueh received the National Award for Arts.

(4) Our students have outstanding performances in the Olympic Games, Asian Games, and international championships in various sports, including softball, badminton, archery, taekwondo, weightlifting, karate, gymnastics, athletics, volleyball, swimming, tug-of-war ....., etc. For the Olympic Games, the achievement of our students (current students or those who came to us later) are as follows:

A. In the 1988 Seoul Olympics, Chen Chun-Feng won the bronze medal in taekwondo women's lightweight demonstration.

B. In the 1992 Barcelona Olympics, Tung Ya-Lin and Lo Yueh-Ying won the gold medals in taekwondo women's featherweight and finweight demonstration.



圖 9 | 本校體育系碩士班學生文姿云榮獲 2020 年東京奧運空手道女子 55 公斤級銅牌。（資料來源：中央通訊社影像空間）

Figure 9. Wen Tsu-Yun, a master's student in Department of Physical Education and Sport Sciences, won a bronze medal in the women's 55kg karate category in the 2020 Tokyo Olympics. (Source: Photo Gallery of Central News Agency.)



圖 10 | 本校體育與運動科學系博士生魏均珩（前右）榮獲 2020 年東京奧運射箭男團銀牌，前左為湯智鈞。（資料來源：中央通訊社影像空間）

Figure 10. Wei Chun-Heng (front right), a doctoral student in Department of Physical Education and Sport Sciences, won the silver medal in the men's archery team in the 2020 Tokyo Olympics. Front left is Tang Chih-Chun. (Source: Photo Gallery of Central News Agency.)

## 參、未來願景

運動與休閒學院追求的目標是國內第一、國際馳名，學院在師長與學生共同努力與合作下，結合校內外資源，透過科技整合，兼顧理論與實際，強化國際與本土特色，以培育科技與人文並俱的優秀體育師資及運動科學、運動管理、運動休閒暨餐旅、運動教練與運動員等人才。其具體的目標有五，分別是：

- 一、配合國家整體體育、運動及休閒計畫之推動。
- 二、因應國人增進體能，促進健康之需求。
- 三、配合本校整體發展，加強體育、運動、休閒專業人才培育。
- 四、提供相關領域之畢業生、產業界、機構及學校在職人員進修管道，促進就業市場之多元化。
- 五、配合本校發展綜合大學之前景，擴大校內、國內及國際之學術交流合作與研究，提升運動、休閒、管理及教學之專業知能。(林玫君，2013；國立臺灣師範大學運動與休閒學院，2021)

在學院願景方面，亦有 4 項，分別是：

- 一、卓越競技：透過系統化及科學化的訓練，培育傑出的運動選手與教練，期能在亞運、奧運及國際賽事奪牌。
- 二、頂尖學術：掌握體育運動與科技資訊脈動，推動跨國際與校際間的研究計畫，強化國際學術期刊發表，提升學術研究達國際水準。
- 三、優質體育：透過國際化及標竿學習，強化體育教學專業，持續培育優質體育教師及運動指導人才。
- 四、厚植產學：理論與實務並重，積極和政府與企業進行產、官、學合作，使運動、休閒與餐旅專業能夠學以致用，豐富實務經驗。

C. In the 2004 Athens Olympics, Yuan Shu-Chi won the bronze medal in women's recurve team, Chen Miao-Yi and Lin Su-Hua won the 6th place in women's softball, and Cheng Shao-Chieh won the 5th place in women's badminton single.

D. In the 2008 Beijing Olympics, Chen Miao-Yi and others won 5th place in softball.

E. In 2012 London Olympic Games, Lei Chien-Ying won the 5th place in women's archery team.

F. In the 2016 Rio Olympic Games, Lei Chien-Ying won the bronze medal in women's archery team, and Chuang Chia-Chia won the 5th place in taekwondo Kumite 67kg.

G. In the 2020 Tokyo Olympic Games, our students won 1 silver and 2 bronze medals. Wei Chun-Heng won the silver medal in men's archery team. Chen Min-Hui won the bronze medal in weightlifting women's 64kg class. Wen Tzu-Yun won the bronze medal in karate women's 55kg class. Tang Chia-Hung came 7th in the gymnastics men's individual all-around. They set the best record of attending the Olympic Games in the University's history.

## III. Vision

The College of Sports and Recreation wishes to become the first in the country and gain an international reputation. With the joint efforts and cooperation of faculty members and students, the College integrates theory and practice through available resources and technology to strengthen both international and local features in sports science, management, sports and leisure and hospitality, coaches, and athletes. The specific objectives are as follows:

1. Promote physical education, sports, and recreation project corresponding to the national plan.
2. Promote and improve public physical fitness.
3. Cultivate professional talents in physical education, sports, and leisure through school programming.
4. Provide resources and programs for graduates from related fields, industries, institutions, and schools to further their studies to enhance the diversity of job fields.
5. Expand academic exchanges, cooperation, and research within the University, nationally and internationally, and enhance professional knowledge in sports, leisure, management and teaching (Lin Mei-Chun, 2013; College of Sports and Recreation, National Taiwan Normal University, 2021)

In terms of the College's vision, there are also four missions:

1. Athletic Excellence: Through systematic and scientific training, we aim to nurture outstanding athletes and coaches to win medals in Asian Games, Olympics, and international competitions.
2. Top Academics: Stay on sports and technology information trends, promote cross-international and intercollegiate research projects, strengthen international journals publication, and improve academic research to international standards.
3. Quality Physical Education: Strengthen the physical education profession and nurture quality physical education teachers and sports coaching personnel through internationalization and benchmarking.
4. Industry-academia Partnership: Highlight integration of theory and practice, actively cooperate with government, enterprises, and industries. Apply sports, leisure, and hospitality knowledge in practical experiences.

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## 樂教薈臻 · 雲天逸響—音樂學院

Perfection and Harmony of Music —  
College of Music

吳佩蓉

國立臺灣師範大學音樂學系講師

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國立臺灣師範大學音樂學院（以下簡稱本院）成立於民國 96 年（2007），下轄音樂學系、民族音樂研究所、表演藝術研究所、音樂數位典藏中心及亞洲流行音樂數位科技研究中心等單位，發展至今成為超過千人的專業音樂學院。歷任院長依序為許瑞坤、錢善華、楊艾琳、陳沁紅，及現任院長廖嘉弘。本院在音樂領域上有長久淵遠的歷史，是戰後臺灣第一所培養音樂專業人才的高等學府。兼融東西方文化及藝術風格，孕育了一流的表演、創作及研究人才，是國內音樂師資的搖籃，更是臺灣音樂藝文界的中流砥柱。在音樂教育及音樂專業並臻薈萃，為我國新音樂之先鋒。民歌採集運動喚起國人對臺灣民間音樂的研究與傳承的重視，成為臺灣音樂史上不可磨滅的一章。

隨著時代的變遷，臺灣社會結構、政治環境及教育政策的改變，本院面臨重大衝擊，欣然迎接挑戰，陸續開設「數位影音藝術學分學程」、「表演藝術學士學位學程」及「電腦音樂與音訊技術學分學程」等，以追求卓越、結合傳統並以創新思維，增進藝文專業服務素質為目標，繼續努力。

以下將就發展、特色及未來願景三方面來述說。

## 壹、發展

國立臺灣師範大學音樂領域的開創，始於創校之初。最早設立的音樂學系，由民國 35 年（1946）最早期僅招收一屆的四年制音樂專修科開始，兩年後擴充為五年制音樂科系，至 44 年（1955）隨著學校升格為臺灣省立師範大學，本系亦升格為音樂學系並併入文學院。69 年（1980）及 90 年（2001），分別成立國內首間音樂研究所及博士班，71 年（1982）改制隸屬藝術學院。音樂學系亦提供在職進修管道，設有碩士在職專班及流行產學碩士專班。73 年（1984）音樂系館落成，包含演奏廳、共同教室、教學及練習琴房，教室及琴房皆設置平臺鋼琴，在學術研究、展演創作、師資培育等方面，提供師生優質的環境，是國內學術界、各類型音樂展演團體以及音樂師資的首屈一指的重鎮。近年來推動與亞利桑那州立大學、香港演藝學院等國際知名大學簽署合作意向書，並邀請重量級音樂家鄧泰山、傅聰、列夫席茲（Konstantin Lifschitz）等大師班與演講，提昇國際競爭力。（國立臺灣師範大學音樂學系，2022）

以許常惠教授主持的師大音樂系碩士班音樂學組為前身，民族音樂研究所於民

College of Music of National Taiwan Normal University (hereinafter referred to as “the College”) was established in 2007 and has jurisdiction over Department of Music, Graduate Institute of Ethnomusicology, Graduate Institute of Performing Arts, Digital Archive Center for Music, Digital Technology Research Center of Asian Popular Music, and more. The College has developed into a professional music academy with thousands of members. The deans in successive order are Hsu Jui-Kun, Chien Shan-Hua, Yang Ai-Lin, Chen Chinn-Hong, and current Dean Liao Chia-Hong. The College has a long history in the field of music and is the first professional music institution in Taiwan after the war. Integrating the artistic styles of Eastern and Western cultures, the College has fostered individuals with top-notch performances, creativity, and research capability. The College is the cradle of Taiwan’s music teachers and the pillar of Taiwan’s music, art, and culture. In music education and music majors, the College is the pioneer of new music in Taiwan. The Folk Song Collection Movement evoked the Taiwanese people’s attention to the emphasis of the Taiwanese folk music heritage and its research and has become an indelible chapter in the history of Taiwanese music.

As time passes, changes were made to the social structure, political environment, and educational policies of Taiwan, and the College was significantly impacted. Yet, the College



圖 1 | 第一屆音樂專修科全體師生合照：前排由左至右為當時專修科及音樂系教師羅憲君、曾寅育、周遜寬、李九仙、李金士、蕭而化（主任）、李濱蓀、張彩湘、蔡江霖。（攝於畢業音樂會後，民國 38 年 7 月 2 日）（資料來源：《師大與臺灣音樂》第 19 頁，圖 1-2）

Figure 1. Group photo of teachers and students of the first music concentrated program. From left to right in the front row are teachers of the concentrated program and Department of Music: Lo Hsien-Chun, Tseng Yin-Yu, Chou Hsun-Kuan, Li Chiu-Hsien, Li Jin-Tu, Xiao Er-Hua (Chair), Li Pin-Sun, Zhang Cai-Xiang, Tsai Chiang-Lin. (Photographed after graduation concert on July 2, 1949.) (Source: National Taiwan Normal University and Music in Taiwan (Page 19, Figure 1-2).)



國 91 年（2002）成立，開設「研究與保存組」及「表演與傳承組」兩組，至 95 年（2006）增設「多媒體應用組」。為培養學生兼具展演、研究與教學之跨領域能力，於 104 年（2015）整合為「研究傳承組」及「多媒體應用組」兩組，其主要教育目標為：以「培養民族音樂學術研究、傳承、展演及教育之人才，兼具國際視野，掌握數位科技媒材，創新傳統音樂文化」。近年來更拓展研究領域至南島語族及音樂數位典藏，與奇美博物館合作名琴數位典藏，以及帛琉音樂數位典藏，兼重學術研究與專業展演，邁向更多元化的發展。民音所設置多功能展演空間「歐樂思廳」，並購置南管樂器、京劇鑼鼓、打擊樂器、國樂器、鋼琴，以及世界民族樂器等，提供課堂學習及展演。（國立臺灣師範大學民族音樂研究所，2022）

表演藝術研究所創立於民國 96 年（2007），設立宗旨包括：培育表演藝術及管理、行銷人才，發展表演藝術教育、研究及文化創意產業（國立臺灣師範大學音樂學院手冊，2012），以無限產能（G = Generative）、理想滿懷（I = Ideal）、熱情洋溢（P = Passionate）、積極進取（A = Active）為精神目標。設有表演及創作組（劇場領域、鋼琴合作領域）、行銷及產業組（藝術管理領域）兩組，大學部表演藝術學士學位學程，以及國／高中表演藝術師資進修班，是國內唯一經教育部核准授予表演藝術藝術碩士（M.F.A.）／藝術學士（B.F.A.）雙項藝術學位的研究所。表演所成立「知音劇場」、「表演藝術暨華文音樂劇中心」，提供多功能的教育／社區／劇場空間。100 年（2011）邀請諾貝爾文學獎得主高行健為講座教授，陸續製作演出及推出如《夜遊神》中文版、華麗搖滾音樂劇《山海經傳》、音樂舞蹈劇《靈山》等經典作品，並促成本校「高行健資料中心」成立。（國立臺灣師範大學表演藝術研究所，2022）

「國立臺灣師範大學音樂學院音樂數位典藏中心」（以下簡稱為「數位中心」）成立於民國 93 年（2004），是臺灣音樂院校中最早以音樂數位典藏為發展方向的單位，除協助音樂學院各系所重要活動記錄以及歷史檔案數位化，也承接許多大型計畫，多年來合作過單位包括奇美博物館、臺北歌劇劇場、國立傳統藝術中心臺灣音樂館、中研院數位文化中心、國立臺灣交響樂團等，執行過 15 項數位典藏國家型科技計畫，並集結出版多本專業書籍，音樂數位典藏工作成果斐然。（楊艾琳，2016）

為了與時代潮流接軌，深耕臺灣流行音樂產業，於民國 97 年（2008）成立「亞洲流行音樂數位科技研究中心」，成立宗旨是以「文創立國」為指導方針，尋找臺灣

welcomed the challenge by offering programs such as “Digital Video and Audio Program Credit Program,” “Undergraduate Program of Performing Art,” and “Computer Music and Audio Technology Credit Program.” The College continued to strive, with the goal of pursuing excellence, combining tradition and innovative thinking, and improving the quality of professional services in arts and culture.

Next, we will discuss the three following aspects: development, characteristics, and vision.

## I. Development

The music study of National Taiwan Normal University started when the university was founded. The department of Music started with only one class of students taking a four-year long music concentrated program in 1946; two years later, it expanded into a five-year music concentrated program. In 1955, as the school was promoted to Taiwan Provincial Normal University, the department was also promoted to the Department of Music and combined into the College of Liberal Arts. In 1980 and 2001, the first music graduate institute and doctoral class were established, respectively, and in 1982, the Department was restructured and became affiliated with the College of Arts. College of Music also provided in-service training courses, including Continuing Education Program of Music and Continuing Education Master's Program of Popular Music Studies and Industrial Applications. In 1984, the Department of Music Building was completed, which included a concert hall, common classrooms, and piano rooms for teaching and practicing. Both the classrooms and the piano rooms were equipped with grand pianos, providing a high-quality environment for teachers and students in academic research, performance and creation, teacher training, and more. For domestic academia, music performance groups, and music teachers, such an environment is second to none. In recent years, the Department has promoted cooperation and signed Memorandum of Understandings (MOUs) with internationally renowned universities such as Arizona State University and the Hong Kong Academy for Performing Arts, and invited famous musicians, such as Dang Thai Son, Fou Ts'ong, and Konstantin Lifshitz, for their classes and speeches to enhance international competitiveness.

The Graduate Institute of Ethnomusicology was established in 2002. With its predecessor being the Master's Program in Musicology of Department of music, chaired by Professor Hsu Tsang-Houei, the Institute founded two study programs: Study Division of Research and Preservation and Study Division of Performance and Inheritance. In 2006, Study Division of Multimedia Applications was added. To cultivate students' interdisciplinary ability of performance, research, and teaching, the programs were integrated into two study divisions in 2015: Study Division of Research and Preservation and Study Division of Multimedia Applications. These programs aim to cultivate talents for academic research, inheritance, performance, and education of folk music, while having an international perspective, mastering digital technology media, and innovating traditional music culture. In recent years, the field of research has expanded to the digital collection of Austronesian languages and digital archives of music. Additionally, with the cooperation with Chimei Museum for the digital collection of famous violins and digital archives of Palau music, it emphasized both academic research and professional performances as we move towards development with greater diversity. The Graduate Institute of Ethnomusicology has set up a multi-functional exhibition space called the “Alois Osterwalder Hall,” and purchased Nanguan instruments, Peking Opera gongs and drums, percussion instruments, Chinese musical instruments,



圖 2 | 表演藝術研究所《山海經傳》大合照首演，民國 102 年（2013）6 月 28 日攝於國家戲劇院（資料來源：表演藝術研究所）

Figure 2. A group photo of "Of Mountains and Seas" by the Graduate Institute of Performing Arts, which premiered on June 28, 2013 – photograph taken at the National Theatre (Source: Graduate Institute of Performing Arts.)

最具競爭力的文化事業，紮根流行音樂文創產業。中心設置達藝娛樂教育計畫、亞流中心新人培訓計畫、STAR 新星計畫等，藉由各項培訓計畫，提升表演能力與市場競爭力。積極舉辦研討會、大師講座系列及論壇，落實學術研究、產學合作、市場行銷、文化創意等，活化臺灣流行音樂文化市場，立足臺灣、放眼國際，為臺灣流行音樂扎根，成為厚植音樂文化經濟力的一個重要環節。（國立臺灣師範大學音樂學院，2022）

## 貳、特色

### 一、音樂高等師資搖籃 - 臺灣第一所高等音樂學府

「在臺灣光復後到一九五七年，師範大學是臺灣唯一的音樂系，因此目前臺灣五十歲以上六十歲以下的音樂家，幾乎都出自師範大學音樂系。」（張己任，民 76）

師大音樂系的早期發展，可視為二十世紀臺灣音樂發展的一段縮影。民國 35 年

pianos, and other international national musical instruments, for classroom learning and performances.

The Graduate Institute of Performing Arts was founded in 2007, and its objectives include cultivating talents of performing arts, management, and marketing; developing performing arts education, research, and creative cultural industries (National Taiwan Normal University College of Music Handbook 2012). The motivation of the Institute is summed up with the acronym GIPA: Generative, Ideal, Passionate, and Active. There are two study divisions, Performance and Creative Composition Section (theater and collaborative piano) and the marketing and industrial Management Section (arts management). The Institute also offers Bachelor Program for Performing Arts and Certificate Program for Performance Arts Teachers in Junior and Senior High Schools. It is the only research institute in Taiwan that has been approved by the Ministry of Education to grant art degrees of Master of Arts (M.F.A.) and Bachelor of Arts (B.F.A.) in Performing Arts. "Zhi Yin Black Box Studio" and "Performing Arts and Chinese Musical Center" were established in the Graduate Institute of Performing Arts to provide multi-functional space for education, community, and theater. In 2001, the laureate of Nobel Prize in Literature Gao Xingjian was invited as Chair Professor. Numerous performances were continuously produced, such as the Chinese version of "Nocturnal Wanderer," the glam rock musical "Of Mountains and Seas," and the musical theatre dance "Soul Mountain," which contributed to the establishment of the "Gao Xingjian Center" in the University.

National Taiwan Normal University Digital Archive Center for Music (referred to as Digital Center) was established in 2004. It is the earliest department in Taiwan's music academies to develop digital music collections. In addition to assisting the College of Music to digitalize important activity records and historical archives of various departments, it also undertakes many large-scale projects, such as Tainan Chimei Museum, Taipei Opera Theater, Taiwan Music Institute of National Center for Traditional Arts, Academia Sinica Digital Culture Center, and National Taiwan Symphony Orchestra, etc. It has carried out fifteen national science and technology projects for digitalization and has assembled and published several professional books. The work on digital music collection has achieved remarkable results.

To keep up with the trend at the time and to ingrain Taiwan's pop music industry, the "Digital Technology Research Center of Asian Popular Music" was established in 2008. The purpose of the establishment is to "create a country with creative industries" as the guideline, find the most competitive cultural undertakings in Taiwan, and ingrain within the pop music cultural and creative industries. The Center organized programs such as D'Art Entertainment Education Program, Asian Pop NTNU New Talent Training Program, and STAR Rising Star Program to improve performance and market competitiveness through these training programs. The Center actively holds seminars, master lecture series, and forums, while also implementing academic research, industry-academia cooperation, marketing, cultural creativity, and more. It revitalized the Taiwanese pop music culture market, established a foothold in Taiwan, and has an international perspective, which is an important key to cultural economic power.

(1946) 臺灣省立師範學院（今國立臺灣師範大學之前身）成立，基於「培養音樂學術之專業人才與優良健全之音樂師資」的宗旨，創校之初即成立了四年制音樂專修科（名稱為「臺灣省立師範學院音樂專修科」，即師大音樂系的前身），臺灣第一所專門培育音樂專業人才的高等學府至此成立。當時的師資群，包括來自中國的近代知名音樂家蕭而化、戴粹倫、康謳、李中和等，以及受日式教育的本土教師，如鋼琴家張彩湘、高慈美、聲樂家林秋錦等，在兩種文化背景交織下，激盪出獨特的臺灣音樂環境，培養出許多近代臺灣的重要音樂宗師，如小提琴教母李淑德、臺灣民族音樂學導師許常惠、指揮家張大勝、作曲家陳茂萱及蕭泰然、歌劇導演及聲樂家曾道雄等人，影響臺灣音樂界甚鉅。

音樂系成立至今已逾 75 年，畢業生逾四千人，為國內中等音樂師資培育的重要搖籃。由設立之初以學習音樂理論、熟悉樂器演奏或聲樂教學的中等學校師資開始，逐漸進展到培養各領域專業研究學者、優秀音樂演奏人才，臺師大音樂系友逐漸在音樂界發芽生根。諸多校友們也在各大專院校音樂科系及演奏領域上有優秀的表現，在全體師生及系友們長期耕耘努力下，師大音樂系一直維持國內音樂界的龍頭地位。

除師資陣容堅強外，校友們畢業後於國內外發展所長，在音樂及表演藝術領域



圖 3 | 上圖為草創時期的音樂系館，中為第二代音樂系館，下圖為現今系館（資料來源：《師大與臺灣音樂》p.21 圖 1-5、p.25 圖 1-9；音樂學系提供）

Figure 3. The original Department of Music Building (Top), the second generation of Department of Music Building (Middle), and the current Department of Music Building (Bottom). (Source: National Taiwan Normal University and Music in Taiwan (p.21 Figure 1-5, p.25 Figure 1-9); provided by Department of Music.)

## II. Characteristics

### 1. The cradle of music teachers - the first academy of higher education of music in Taiwan

“After Taiwan's recovery until 1957, National Taiwan Normal University had the only Department of music in Taiwan. Therefore, as of now, nearly all Taiwanese musicians over the age of 50 and below the age of 60 graduated from Department of Music of the University.” (Chang Chi-Jen, 1987)

The early development of Department of Music of can be regarded as the epitome of the development of Taiwanese music in the 20th century. The Taiwan Provincial Teachers College (currently known as National Taiwan Normal University) was established in 1946. With the idea of "cultivating professional talents and excelling sound music teachers in the music field," the University created a four-year music specialized program (named "Taiwan Provincial Teachers College Music Specialized Program," the predecessor of National Taiwan Normal University's Department of Music). It is the first established institution of higher education in Taiwan that specialized in cultivating music professionals. The teachers at the time included famous musicians from China, such as Xiao Er-Hua, Dai Cui-Lun, Kang Ou, Li Chung-Ho, and local teachers who received Japanese education, such as pianist Zhang Cai-Xiang, Gao Ci-Mei, and vocalist Lin Qiu-Jin. Under the interweaving of the two cultural backgrounds, a unique Taiwanese music environment was created, in which many influential music professionals of modern Taiwan's music industry were trained, such as violinist Li Shu-De, Taiwan ethnomusicology instructor Hsu Tsang-Houei, conductor Chang Da-Shen, composers Chen Mao-Shuen and Hsiao Tyzen, and opera director and vocalist Tseng Dao-Hsiong.

The Department of Music has been established for more than 75 years with more than 4,000 graduates and is an important headstream for the cultivation of secondary music teachers in Taiwan. Starting as training secondary school teachers in learning music theory, enhancing music performance ability, the Department gradually progressed to cultivating professional research scholars and outstanding music performance talents in various music fields. Graduates of Department of Music of the University gradually took root in the music industry. Many alumni have also shown great performance in music departments and performance fields of various colleges and universities. Thanks to the hard work of all teachers, students, and alumni, Department of Music of NTNU has maintained its leading position in Taiwan's music industry.

In addition to having an excellent faculty, alumni have further developed their talents at home and abroad after graduation and have made great achievements in the fields of music and performing arts. In recent years, alumni have won numerous awards in international competitions, and have received excellent results and awards in conducting, piano, vocal music, percussion, composition, and more.

### 2. The Pioneer of Music Professional Groups Training in Taiwan: Assist to improve the environment of Taiwan's performance groups

The vast musical talents and resources of the school are important support behind many domestic music professional groups at the beginning of their establishment. Currently located in Wufeng, Taichung, the National Taiwan Symphony Orchestra is the oldest symphony orchestra in Taiwan. Earlier, the Orchestra was located on the National Taiwan Normal University campus;

大放異彩，成就斐然。近年來校友在國際大賽屢獲大獎，在指揮、鋼琴、聲樂、打擊樂與作曲等獎項，皆有極優異的成績。

## 二、國內音樂專業團體培育的先鋒：協助完善國內演出團體環境

本院豐富的音樂人才與資源，是國內眾多音樂專業團體在成立之初的幕後重要支柱。臺灣最古老的交響樂團，現址在臺中霧峰「國立臺灣交響樂團」，早期團址便是設在臺師大校園內，緣此，音樂系和該團之間維持長達十幾年的密切合作的關係。第三屆團長為當時的音樂系主任戴粹倫、第四屆團長為第一屆系友史惟亮。在戴粹倫的努力經營下，進行大規模的整頓，購置樂器、建蓋練習場地，在樂團行政上也逐步進入狀況，

國家交響樂團前身為「聯合實驗管弦樂團」（簡稱「聯管」），是教育部以培育優秀音樂演奏人才為目的所組成的頂尖管弦樂團，成立於民國 75 年（1986），託管給臺師大並由校長兼任團長。最初先在師大、國立藝術學院與國立臺灣藝術專科學校三校，各自成立實驗管弦樂團，後來才將三校實驗樂團合併。這些經過教育部統一遴選聘任之專業演奏人員，後來分發至三校協助專業教學及樂團排練，大大提升三所大專院校的樂團實力。本校主責師大與樂團和教育部之聯繫與溝通，直到民國 83 年（1994），「聯合實驗管弦樂團」改隸屬國立中正文化中心後，更名為「國家音樂廳交響樂團」，彼時，師大才解除對該團的行政主管權職。國家交響樂團與本校關係深遠密切，除樂團團員中諸多音樂學系系友外，本校郭為藩前校長、陳郁秀教授皆曾擔任兩廳院董事長，多位系友也曾擔任藝術總監及行政總監等重要職位（楊艾琳，2016）。

本院的畢業校友除了是國內樂壇的中流砥柱外，在活躍於國際舞臺。於國外知名職業樂團者，包括知名的芝加哥交響樂團、紐約愛樂交響樂團、費城交響樂團、法國巴黎歌劇院管弦樂團等。此外，也有多人在國外知名大學擔任教職，包括紐澤西州立羅格斯大學、寇蒂斯音樂院、布蘭戴斯大學、艾荷華州立大學、布魯塞爾皇家音樂院、馬來亞大學等。

Department of Music and the Orchestra have maintained a close cooperative relationship for over ten years. The third president was the Chair of Department of Music at the time, Dai Cui-Lun; the fourth president, Shih Wei-Liang, was an alumnus of the first class of the Department. Under the hard work of Dai Cui-Lun, a large-scale rectification was carried out for the Orchestra, including purchasing musical instruments and building a practice venue.

The National Symphony Orchestra was formerly known as the "United Experimental Orchestra" (referred to as the "United Orchestra"). It is a top orchestra created by the Ministry of Education, for the purpose of cultivating outstanding musical performers, in 1986. It was entrusted to National Taiwan Normal University with the president serving as the head of the group. At first, experimental orchestras were established in each of the three art specialized schools: National Taiwan Normal University, National University of the Arts, and National Taiwan Academy of Arts. Later, the experimental orchestras of the three schools were merged. Professional performers selected and appointed by the Ministry of Education were later distributed to the three schools to assist in professional teaching and orchestra rehearsal, with the purpose to enhance the orchestra strength of the three colleges and universities. The University oversaw the liaison and communication between the University, the orchestra, and the Ministry of Education until 1994. After the United Orchestra changed its affiliation to National Chiang Kai-Shek Cultural Center, it was renamed National Symphony Orchestra. At the same time, the University was relieved of the administrative authority it was under. The National Symphony Orchestra has a far-reaching and close relationship with the school. In addition, many members of the Department of Music are part of the orchestra. The former president Kuo Wei-Fan and professor Tchen Yu-Chiou have served as the chairman of National Theater & National Concert Hall, and many faculties have also held important positions, such as art directors and administrative directors (Yang Ai-Lin, 2016).

In addition to being the mainstay of the music industry in Taiwan, the alumni are also active on the international stage. Many of them are members of well-known professional orchestras abroad, including the well-known Chicago Symphony Orchestra, New York Philharmonic Orchestra, Philadelphia Symphony Orchestra, Paris National Opera Orchestra, and more. In addition, many alumni hold teaching positions in famous foreign universities, including Rutgers University of New Jersey, Curtis Institute of Music, Brandeis University, Royal Conservatory of Brussels, Iowa State University, University of Malaya, and more.

## 3. Lead the trend of contemporary music: the origin of Western music and the Movement of Folk Song Collection

### (1) The Origin of Western Music

In earlier times, higher music education in Taiwan is mainly focused on traditional education, such as cultivating music performance talents and secondary school teachers. Until the first and second classes of graduates, Shih Wei-Liang (class of 1952) and Hsu Tsang-Houei (class of 1953), returned to Taiwan after studying in Europe, a wave of new music was launched. In 1961, Hsu Tsang-Houei gathered a group of young composers to create "Chinese Composers' Forum." A total of eight music concerts were held, and Taiwanese musicians were invited to create and perform new music through different compositions, bringing a new wave and impact. Later, groups such as the Waves Group, Chinese Society for Contemporary Music, Asian Composers League Taiwan

### 三、引領當代音樂風潮：西式新音樂濫觴及民歌採集運動

#### (一) 西式新音樂濫觴

臺灣早期高等音樂教育，多以培養音樂演奏人才及中等學校師資等傳統教育為主，直到首二屆的畢業生史惟亮（41 級）、許常惠（42 級）留歐深造歸國後，掀起一波新音樂浪潮。民國 50 年（1961），許常惠集合一群年輕的作曲家，創立「製樂小集」，總共舉辦八場音樂發表會，邀請國內音樂家，透過不同編制的新音樂創作與展演，帶來一股新的浪潮與衝擊。其後的「江浪樂集」、「中國現代音樂協會」、「亞洲作曲家聯盟台灣總會」（Asian Composers League Taiwan National Committee）、「國際現代音樂協會台灣總會」（ISCM-Taiwan Section）、「璇音雅集」等，將臺灣現代音樂逐漸邁向國際。當時的師大雖然還沒有提供作曲主修，但憑著在音樂系裡的紮實訓練，學生們如陳茂萱、蕭泰然、潘皇龍、曾興魁與柯芳隆等，如今都已為臺灣作曲界重量級的代表作曲家。（楊艾琳，2016）

#### (二) 喚醒民族音樂魂：民歌採集運動

「沒有民族音樂的國家，永遠無力挺向世界音樂海洋。」（史惟亮，民 56）

史惟亮於民國 54 年（1965）返國後，首先成立臺灣第一個專業音樂圖書館「中國青年音樂圖書館」，以此為基地成立「中國民族音樂研究中心」，廣邀各音樂界師生與同好，共同推動民間音樂的採集與研究。

民國 56 年（1967），許常惠、史惟亮發起「民歌採集運動」，公認為臺灣戰後第一次由民間對本土音樂文化的探索。在兩人的帶領下，蒐錄了臺灣原住民以及漢族音樂超過兩千餘首，包括發掘民間藝人陳達。

民國 66 年（1977）史惟亮辭世，後由許常惠接任「中國民族音樂研究中心」工作，持續蒐集各種民族音樂資料、舉辦民間樂人音樂會等推廣活動。68 年（1979），「中華民俗藝術基金會」成立。69 年（1980），國立臺灣師範大學音樂學系成立碩士班，其後更獨立設民族音樂研究所，由高等教育體系推動民族音樂研究與演奏傳承，從演奏、教學、研究與記錄方面發展完整民族音樂學系統，並進而透過多媒體實務操作，投入產官學合作案，提供職場訓練環境，進而開枝散葉至全國各大專院校。畢業生們如吳榮順、鄭榮興、游素凰等，如今均各自在臺灣本土音樂領域各領風騷。（楊艾琳，2016）



圖 4 | 民族音樂研究所相關成果，右圖為臺東阿美族音樂採集，左圖為民音所同學演奏印尼甘美朗音樂

（資料來源：民族音樂研究所提供）

Figure 4. Achievements of Graduate Institute of Ethnomusicology: Music Collection of Amis, Taitung (right), students from the Graduate Institute of Ethnomusicology playing Indonesian Gamelan (left). (Source: Graduate Institute of Ethnomusicology)

National Committee, International Society for Contemporary Music Taiwan Section (ISCM-Taiwan Section), and the Formusica gradually moved Taiwan's modern music to the world. Although the University at that time hadn't offered a major in music composition, with the solid training in the Department of Music, students such as Chen Mao-Shuen, Hsiao Tyzen, Pan Hwang-Long, Tzeng Shing-Kwei, and Ko Fang-Long have now become the most important composers to represent Taiwan's composition industry. (Yang Ai-Lin, 2016)

#### (2) Awaken the soul of national music: Folksong Collection Movement

A country without national music will never be able to stand up to the ocean of world music. (Shih Wei-Liang, 1967).

After Shih Wei-Liang returned to Taiwan in 1965, he established Taiwan's first professional music library "Chinese Youth Music Library." Based on the library, he established the "Centre for Chinese Folk Music Research," while teachers, students, and people of the same taste from all music groups were invited to jointly promote the collection and research of folk music.

In 1967, Hsu Tsang-Houei and Shih Wei-Liang launched the "Folksong Collection Movement," which is recognized as the first exploration of local music culture initiated by the people in Taiwan after the war. Under their leadership, they collected more than 2,000 pieces of Taiwanese aboriginal and Han Chinese traditional music, including the discovery of folk artist Chen Ta.

When Shih Wei-Liang passed away in 1977, Hsu Tsang-Houei took over the responsibility of Centre for Chinese Folk Music Research. Hsu continued to collect various folk music materials, hold folk musicians' concerts, and initiate other promotional activities. In 1979, Chinese Folk-Arts Foundation was established. In 1980, Department of Music of National Taiwan Normal University established a master's program. Later, the Graduate Institute of Ethnomusicology was established independently, with the higher education system promoting ethnic music research and performance inheritance. From performance to teaching, research, and recording, a complete system of



圖 5 | 民國 110 年 (2021) 4 月 13 日師大音樂節開幕式表演項目。左圖為表演藝術研究所之《下午課萬睡》；中圖為民族音樂研究所結合國樂、故宮畫作及舞蹈之《彈·古今》；右圖為音樂系之歌劇選粹《魔笛》二重唱。(資料來源：音樂學院)

Figure 5. NTNU Music Festival Opening Ceremony Performance on April 13, 2021. Graduate Institute of Performing Arts "Napping in the Afternoon Class" (left); Graduate Institute of Ethnomusicology integrates Chinese music, National Palace Museum paintings, and dance into the performance "Playing the music of Modern and Present" (middle); Selected opera duet performance from Department of Music "The Magic Flute" (right). (Source: College of Music)

#### 四、音樂表演展才能、藝表人才創新局

每年春季舉辦的師大音樂節，長達 3 個月的系列活動，為本校年度盛事之一，藉由音樂、舞蹈、音樂劇以及學術展演等，呈現本院師生在音樂及表演藝術上的能力，亦期達到抒解壓力、陶冶性情的目標，並進一步為社區營造優美的音樂氛圍。

憑藉卓越的藝術表現，本校榮獲 104 年度第二屆藝術教育貢獻獎績優學校獎，並有多位系友陸續獲得藝術教育獎個人獎殊榮<sup>1</sup>。音樂系教師及系友共 6 位榮獲國家文藝獎<sup>2</sup>、5 位獲得吳三連獎<sup>3</sup>。

音樂系每年春秋兩季舉辦大型定期公演、協奏曲比賽、教授作品發表會、臺師大／北藝大／東吳三校聯合作品發表、獨奏／唱發表會及室內樂等，每年舉行上百場音樂會，演奏足跡遍及全國。

民音所音樂展演活動包括年度音樂公演、樂師工作坊（烏德琴、塔布拉琴）等，結合傳統、世界民族與當代音樂，展演重點包括：《印度旋律臺灣表現》、《絲竹新韻》系列等。

1 陳蔚綺（80 級）獲 103 年度第一屆藝術教育貢獻獎教學傑出獎、李淑德（41 級）獲 104 年度第二屆終身成就獎、葉綠娜（教師）獲教學傑出獎、第三屆林淑真（62 級）獲得教學傑出獎、第四屆 106 年度鄭雅芬（80 級）獲得活動奉獻獎、110 年度鄭榮興（研 70 級）獲活動奉獻獎、游素凰（研 77 級）獲得教學傑出獎。

2 1998 年第 2 屆盧炎（42 級）、2003 年第 7 屆潘皇龍（60 級）、2004 年第 8 屆蕭泰然（52 級）、2011 年第 15 屆曾道雄（55 級）、2013 年第 17 屆陳茂萱（49 級）、2018 年金希文（教師）

3 1979 年第 2 屆許常惠（42 級）、1987 年第 10 屆潘皇龍、2002 年第 25 屆柯芳隆（61 級）、2005 年第 28 屆蕭泰然、2013 年第 36 屆曾興魁（61 級）。



圖 6 | 民國 98 年 (2009) 師大音樂學系交響樂團校慶公演，《師大大師 交響綺想》於國家音樂廳。(資料來源：音樂學系)

Figure 6. The Symphony Orchestra of Department of Music performs "NTNUSO Capricious Masters" in National Concert Hall on the University's anniversary in 2009. (Source: Department of Music)

ethnomusicology was developed. Then, through the multimedia practical operation, it has invested in the industry-government-academia cooperation project to provide a workplace training environment and spread the expenditure to various colleges and universities across the country. Graduates, such as Wu Rung-Shun, Cheng Rom-Shing, Yu Su-Huang, are now leading the way in Taiwan's local music field. (Yang Ai-Lin, 2016).

#### 4. Music performances exhibit talent, and artistic talents create innovation

The NTNU Music Festival, containing three-month series of activities, is held every spring. It is one of the University's annual events. Through music, dance, musical theatre, and academic exhibitions, it demonstrates the ability of our faculty and students in music and performing arts. It also aims to achieve the goals of relieving pressure, cultivating temperament, and further creating a beautiful music atmosphere for the community.

With excellent artistic performance and activities, the University won the Outstanding School Award of 2015 Arts Education Contribution Award, and numerous of faculties have won the individual award. <sup>1</sup>A total of six teachers and alumni from the Department of Music won the National Award for Arts, <sup>2</sup>and five won the Wu San-Lien Award.<sup>3</sup>

1 Ricipient of the Art Education Contribution Award: Chen Wei-Chi (Class of 1991)- Excellence in Teaching Award in 2013; Li Shu-De (Class of 1952) -Lifetime Achievement Award in 2015, and Yeh Lina (Teacher)-Excellence in Teaching Award in 2015. Lin Shu-Chen (Class of 1973) -Teaching Excellence Award in 2016. Cheng Ya-Fen (Class of 1991) Activity Dedication Award in 2017, Cheng Rom-Shing (Graduate Class of 1981) -Activity Dedication Award in 2021, and Yu Su-Huang (Graduate Class of 1988) Award for Teaching Excellence in 2021.

2 Ricipient of Nationl Award for Arts: Lu Yen (Class of 1952) in 1998, Pan Hwang-Long (Class of 1971)in 2003, Hsiao Tyzen (Class of 1963) in 2004, Tseng, Dao-Hsiong (Class of 1966)in 2011, Chen Mao-Shuen (Class of 1960)in 2013, and Chin Gordon Shi-Wen (Professor)in 2018.

3 Ricipient of Wu San-Lien Award: Hsu Tsang-Houei (class of 1953) in 1979, Pan Hwang-Long in 1987, Ko Fang-Long (class of 1953) in 2002, Hsiao Tyzenin 2005, and Tzeng Shing-Kwei (class of 1953) in 2013.

表演所提供具學術性且多元豐富的表演藝術環境，舉辦多項競賽，如知音「音樂劇」大賞、知音音樂劇／古典鋼琴合作大賞、粵港澳臺「校園歌曲」唱作大賽等、成立表演藝術暨華文音樂劇中心，製作大型音樂劇《我是油彩的化身》、《山海經傳》、《靈山》以及《風暴》肢體劇場等。

## 五、學術研究表現傑出

### (一) 發行學術刊物《音樂研究》：

學院期刊《音樂研究》創辦於民國 81 年（1992），為臺灣第一本以音樂研究為主的學術期刊，擁有完善的審查制度。自 97 年起，陸續加入國內全文資料庫，包括「Airiti Library 華藝線上圖書館」、「HyRead 台灣全文資料庫」等。102 年起，加入「國際音樂文獻摘要資料庫」（RILM, Répertoire International de Littérature Musicale）以及「EBSCO 國際資料庫」。108 年（2019）起，獲收錄於 Scopus 資料庫。

### (二) 積極舉辦國內外研討會，提升學術水準：

本院各系所向來積極舉辦各類學術研討會，例如：民音所【音樂的傳統與未來】、表演所【集思廣藝】、亞流中心「PMIDP 流行音樂跨域發展計畫」研討會等。音樂系於民國 92 年（2003）主辦第四屆 ISAME「國際音樂教育評量研討會」（The International Symposium on Assessment in Music Education, ISAME），<sup>4</sup> 共吸引來自 13 國共計 226 位之與會者發表 74 篇外文論文，成功提升我校國際聲望。

### (三) 中華民國音樂教育學會

民國 76 年（1987）12 月 25 日於音樂系成立的中華民國音樂教育學會，每年舉辦研討會及工作坊，以臺灣音樂教育國際化為發展目標，積極辦理兩岸與北美音樂教育指標性大學交流，以及大型研討會，與國際接軌。近年來研討會舉辦的主題，包括「音樂雙語教學的跨域協作」（2021）、「十二年國教音樂教學的『跨與合』」（2020）、「十二年國教素養導向的音樂課程與教學」（2019）等。

4 2013 年第四屆 ISAME 研討會，以「音樂評量與全球多樣性：實務、測量與政策」（Music Assessment and Global Diversity: Practice, Measurement, and Policy）為主題。



圖 7 | 出版品集成，自左至右依序為 ISAME、音樂教育學會研討會論文集、音樂研究。（資料來源：音樂學系）

Figure 7. Collection of publications: ISAME (left), seminar proceedings of Music Educator Association of Taiwan (middle), and *Journal of Music Research* (right) (Source: Department of Music).

The Department of Music holds large-scale public performances, concerto competitions, professorial work presentations, joint work presentations by National Taiwan Normal University, Taipei National University of the Arts, and Soochow University, recital presentations, and chamber music in spring and fall annually. Over a hundred concerts are held nationwide each year.

Music performance activities held by the Graduate Institute of Ethnomusicology include annual music performances and musicians' workshops (Oud and Tambura). They combine traditional, worldwide folk, and contemporary music, while highlights of the show include "Indian Melodies Merged in Taiwanese Expression" and "New Melodies."

The Graduate Institute of Performing Arts offers an academic and diverse performing arts environment and holds numerous competitions, such as Zhi Yin Musical Award, Zhi Yin Collaborative Piano Awards for Musical and Classical, and the Guangdong-Hong Kong-Macau-Taiwan Campus Song Singing and Writing Competition. Performing Arts and Chinese Musical Center was established to produce large-scale live performance musicals, such as "I am the Embodiment of Oil Paint," "Of Mountains and Seas," "Soul Mountain," and "Storm."

## 5. Outstanding academic performance:

### (1) Publish the academic journal *Journal of Music Research*:

Founded in 1992, *Journal of Music Research* was the first academic journal focusing on music research in Taiwan, with a complete review system. Since 2008, it has successively joined domestic full-text databases, such as Airiti Library and HyRead Journal. From 2013, it joined RILM (Répertoire International de Littérature Musicale) and EBSCO International Database. From 2019, it was included in the SCOPUS database.

### (2) Actively hold domestic and foreign seminars to improve academic standards:

All departments of the College have been actively holding various academic seminars, for instance, "The Tradition and Future of Music" by Graduate Institute of Ethnomusicology, "Art of Brainstorming" by Graduate Institute of Performing Arts, and the "POP Music Interdisciplinary Development Project" (PMIDIP) by Asia Pop NTNU. The Department of Music hosted the 4th

## 六、長期參與重大音樂及表演藝術教育政策的諮詢、規劃與實施

本院教師同仁長期積極投入國內各項音樂教育政策的規劃與推動，舉凡藝術教育政策白皮書、全國教育會議音樂相關議題、各級音樂課程標準的制訂與修正，都持續不斷地參與。

自民國 37 年（1948）起，本院教師便參與我國歷年來各級音樂課程標準修訂，包含中等教育階段音樂課程標準、及藝術與人文學習領域課程綱要制訂、高級中學課程標準及職業學校課程標準，致力讓修訂理念及課程目標，能因應時代變化而增益推進。

在國民中小學音樂才能優異教育體系的培育方面，本校協助古亭國小音樂實驗班<sup>5</sup>以及師大附中／高中部音樂班<sup>6</sup>的設置，教師及系友為音樂資優教育開設音感教育等諸多新穎課程，進而影響國中及國小端資優音樂發展，更彰顯師大音樂系在音樂班體系的影響力。

隨著「藝術教育法」於民國 86 年（1997）頒布施行後，藝能領域教學愈趨專業及活化，本院教師毅然肩負重責，修訂包括：92 年的〈國民中小學九年一貫課程綱要〉藝術與人文領域、106 年（2017）頒布的十二年國民基本教育特殊類型教育（特殊教育、藝術才能班）課程實施規範、108 年發布之〈十二年國民基本教育藝術才能專長領域課程綱要〉、〈十二年國民基本教育藝術才能資賦優異專長領域課程綱要〉以及 109 年（2020）「藝術教育法」（含藝術類型國際比較分析）研修計畫等。

本院教師亦積極參與相關教育各項教學增能計畫，進行專案研究及論述發表，涵蓋音樂及表演藝術領域之發展計畫及師資培訓，亦協助各縣市中小學廣設輔導群及工作坊以活化教學，包括「中小學藝術才能班優質發展中程計畫（104 年至 108 年）」、推動「教育部藝術才能班專長領域課程與教學輔導群」、參與編輯「藝術才能班專長領域課程手冊」等。

5 民國 68 年，教育部函請臺北市政府教育局，指定古亭國小籌設音樂實驗班，開班之初，主要仰賴師大提供場地與師資。

6 師大附中校長黃振球在民國 69 年接受教育部國教司長方炎明的委託，展開高中音樂實驗班之籌辦。於 72 年第一屆高中部音樂班畢業，同時設備漸趨完善之時，增設國中部音樂班。

International Symposium on Assessment in Music Education (ISAME),<sup>4</sup> which attracted a total of 226 participants from 13 countries to publish 74 papers in foreign languages. This successfully enhanced the international reputation of the University.

### (3) Established Music Educators Association of Taiwan

On December 25, 1987, Department of Music established the Music Educators Association of Taiwan. Seminars and workshops are held every year, with the aim of internationalizing the music education in Taiwan, handling exchanges with leading universities in music education across Taiwan Strait and North America, as well as large-scale seminars, in accordance with international standards. Themes of the recent seminars include "Cross-field Collaboration in Bilingual Music Teaching" (2021), "12-year Basic Education of Music's interdisciplinarity and Integration" (2020), and "Literacy-based Music Curriculum and Teaching of 12-year Basic Education" (2019).

## 6. Participate Long-term consultation, planning, and implementation of major music and performing arts education policies:

Our teachers and colleagues have been actively involved in the planning and promotion of various music education policies in Taiwan for a long time. For instance, the Arts Education Policy White Paper, music-related issues at the National Education Conference, and the formulation and revision of music curriculum standards at all levels.

Since 1948, our teachers have participated in the revision of music curriculum standards at all levels in Taiwan over the years, including standards of secondary education level music curriculum, standards of arts and humanities Key Learning Area (KLA) curriculum standards, and standards of senior high and vocational school curriculum. The school is committed to making revision concepts and curriculum while aiming to be capable of improving in response to the changes of the times.

In terms of the education system in training students with talents of music in primary and secondary schools, the University assists in the setting up of a music experimental class in Gu Ting Elementary School<sup>5</sup> and music classes in the Affiliated Junior/Senior High School of National Taiwan Normal University.<sup>6</sup> The teachers and alumni offer many innovative courses to gifted individuals such as sound pitch training, which aid the development of gifted music talents in junior high and elementary schools, highlighting the influence of Department of Music of the University in the music class system.

With the promulgation of the Arts Education Act in 1997, teaching in the field of arts has become more professional and revitalized, and the teachers from the College shoulder heavy

4 2013 4<sup>th</sup> ISAME Seminar Topic: "Music Assessment and Global Diversity: Practice, Measurement, and Policy."

5 In 1979, the Ministry of Education sent a letter to the Taipei City Government Bureau of Education to designate Guting Elementary School to set up a music experimental class. At the start, it mainly relied on the National Normal University to provide venues and teachers.

6 In 1980, Huang Chen-Chiu, the principal of the affiliated Junior/Senior High School, was entrusted by Fang Yen-Ming, the director of the Ministry of Education, to start the preparation of the high school music experiment class. After graduating from the first high school music class in 1982, improvement were made to the equipment, and the middle school music class was added.





圖 8 | 國立臺灣師範大學教育部藝術才能專長領域藝術輔導群 (資料來源：音樂學系吳舜文教授)

Figure 8. Ministry of Education Art Counseling Group of Specialization of Art Field launched by National Taiwan Normal University (Source: Professor of Department of Music Wu Shun-Wen)

## 七、培育具國際視野之音樂專業人才：積極延聘音樂專業人才，來臺授課開設講座及大師班

(一) 邀請知名國內外專家學者，來校講座及開設大師班，提升整體素質，如表藝所聘請高行健、聲樂家朱苔麗，音樂系延聘荷蘭鹿特丹音樂學院的鋼琴家德拉維恩 (Aquiles Delle Vigne)、大提琴家魯丁 (Alexander Rudin)、小提琴家林昭亮、蕭邦鋼琴大賽首獎得主鄧泰山等國際傑出人士為講座教授。並禮聘多位國際知名音樂家，如鋼琴家傅聰、列夫席茲、柏林愛樂木管五重奏等，舉辦大師班及演講。

(二) 加強國際學術交流及演出活動，包括：與美國亞利桑那州立大學及美國西南奧克拉荷馬州立大學、巴德音樂學院、紐約大學、上海音樂學院、中央音樂學院、菲律賓大學音樂學院等進行學術交流、與日本國立音樂大學、美國加州大學聖地牙哥校區、香港演藝學院簽訂合作備忘錄及學生交換約、赴馬來亞大學進行學術交流及演出、與日本東京藝術大學交流舉辦歌劇工作坊。

(三) 積極參與國內外研討會與工作坊。如：發表論文及計畫成果報告於國際音樂資料檔案協會 (International Association of Music Libraries, Archives and Documentation Centres, 簡稱「IAML」)、國際聲音與影音檔案館協會 (International Association of Sound and Audiovisual Archives, 簡稱「IASA」) 等國際重要音樂協會。

responsibilities. They revised the Grade 1-9 Curriculum Guidelines for Arts and Humanities in 2003, Implementation Standards of 12-Year Basic Education in Special Education (class for special artistic talents) in 2017, Curriculum Guidelines of 12-Year Basic Education with Specialization in Art and Curriculum Guidelines of 12-Year Basic Education for the Gifted and Talented in Art in 2019, Art Education Act (including international comparative analysis of arts) Training Plan in 2020.

The teachers also actively participate in various teaching enhancement programs related to education by conducting case studies and dissertation presentations. Additionally, they conduct development plans and train teachers in the field of music and performing arts, assist in the establishment of counseling groups and workshops in primary and secondary schools around the country to revitalize the teaching system. Their work includes developing middle-run plans for primary and secondary schools' art talent classes (2015 to 2019), promoting the Ministry of Education Art Talent Class Specialized Curriculum and teaching guidance group, and participating in editing the Manual of Art Talent Class Specialized Curriculum.

## 7. Train music professionals with an international perspective: Recruit music professional in holding seminars and giving master classes in Taiwan.

(1) Invite well-known domestic and foreign experts and scholars to attend seminars and hold master classes to improve the overall academic quality: Graduate Institute of Performing Arts invited Gao Xingjian and vocalist Chu Taili, Department of Music invited pianist Aquiles Delle Vigne from Hogeschool Muziek en Theater Rotterdam, the Netherlands, cellist Alexander Rudin, violinist Lin Cho-Liang, and the winner of International Chopin Piano Competition Dang Thai Son as Chair Professors. The College also invites internationally renowned musicians, such as pianist Fou Ts'ong, Konstantin Lifschitz, and Berlin Philharmonic Wind Quintet to lead the master classes and deliver speeches.

(2) Strengthen international academic exchanges and performance activities, including academic exchanges with Arizona State University and Southwestern Oklahoma State University in the USA, Bard School of Music, New York University, Shanghai Conservatory of Music, Central Conservatory of Music, and University of the Philippines Conservatory of Music. Additionally, the College signed Memorandum of Understandings (MOUs) and student exchange agreements with Kunitachi College of Music in Japan, University of California in San Diego, and Hong Kong Academy for Performing Arts. Lastly, they went to the University of Malaya for academic exchanges and performances and held an opera workshop with Tokyo University of the Arts.

(3) Participate in seminars and workshops domestically and abroad, such as publishing papers and reports at important international music associations, including IAML (International Association of Music Libraries, Archives and Documentation Centres) and IASA (International Association of Sound and Audiovisual Archives).

## 8. Promote industry-academia cooperation and develop career planning and vocational training

The school actively promotes the industry-academia cooperation program to provide students with career training and planning, including the industry-academia cooperation with the National



圖 9 | 左圖為音樂系 46 級系友林順賢、廖淑姿老師於音樂數位典藏中心進行口述歷史訪談。右圖為亞洲流行音樂數位科技研究中心舉辦之「2021 區塊鏈創藝論壇」(資料來源:左圖:音樂數位典藏中心提供;右圖:擷取自亞洲流行音樂數位科技研究中心網頁, <https://apc.ntnu.edu.tw/pmidx/2021/meeting/1126.php>。)

Figure 9. Lin Shun-Hsien, student of the 46th class from the Department of Music, and teacher Liao Shu-Tzu conducting an interview of oral history at the Digital Archive Center for Music (left). The "2021 Asia Blockchain inciting forum" held by the Asian Pop Music Digital Technology Research Center (right). (Source: Digital Archive Center for Music (left); Asian Pop Music Digital Technology Research Center website: <https://apc.ntnu.edu.tw/pmidx/2021/meeting/1126.php> (right))

## 八、推動產學合作，打造生涯規劃職業訓練

本院積極推動產學合作計畫，提供學生職涯訓練與規劃，包括與「國家交響樂團」《風流寡婦》歌劇製作團隊進行產學合作；與奇美博物館合作以該館畫作為題，進行音樂藝術史之剖析、發想與展演；與臺灣音樂館合作共同策劃演出 2020 年蕭泰然逝世五週年紀念音樂會；與陳國華老師錄音室、王志剛音響工作坊、艾格音樂有限公司等合作，提供學生實習機會；與謬斯客國際有限公司、MUZIK 雜誌、國家檔案局、風潮唱片、七日印象電影公司、民間製作公司及錄音室等合作，提供學生實習機會。

同時亦提供海外實習機會，於英國愛丁堡、美國紐約巴德音樂學院、北京、廈門等藝術節慶與一級劇場實習，與美國國會圖書館以及奧地利維也納有聲資料檔案館 (Phonogrammarchiv) 取得學術交流合作協議，選送計畫人員前往接受工作培訓。

## 九、學術、科技與藝術多元發展、開創藝術新時代

(一) 音樂數位典藏中心與文化部傳藝中心臺灣音樂館、兩岸三地多所最具代表性的音樂典藏機構，共同成立「國際音樂資源總目」(Répertoire International des Sources Musicales, 簡稱「RISM」) 華語區工作小組，推動臺灣音樂家手稿文獻之國

Symphony Orchestra's "The Merry Widow" opera production team; the cooperation with Chimei Museum by using the paintings from the museum as topics to analyze, develop ideas, and perform throughout the history of music; the cooperation with Taiwan Music Institute to plan and perform the 2020 Memorial Concert for the 5th Anniversary of Hsiao Tyzen. Lastly, the school cooperates with Chen Guo-Hua's recording studio, Wang Chih-Kang's audio workshop, and Edgar Music Co., Ltd., MUZIK Co., Ltd., MUZIK Magazine, National Archives Bureau, WIND MUSIC International Corporation, 7th Day Film Company, private production company, and recording studio, provide students with internship opportunities.

At the same time, overseas internship opportunities are also provided. Internships are held during art festivals and first-class theaters in Edinburgh, Bard College in New York, Beijing, and Xiamen. Meanwhile, academic exchange and cooperation agreements with the Library of Congress in the USA and the Phonogrammarchiv in Vienna, Austria, have been obtained for selected project personnel to receive job training.

## 9. Diversified development of academics, technology, and art, to create a new era of art

(1) The Digital Archive Center for Music, the National Center for Traditional Arts, and many of the most representative music collection institutions in Taiwan, China, and Hongkong, co-established a mandarin team of the Répertoire International des Sources Musicales (RISM) and promote international visibility and inquiry channels for manuscripts of Taiwanese musicians. They also assisted Taiwan Music Institute of Taiwan National Center for Traditional Arts to construct the Online Database of Taiwanese Musicians, which is the most complete musician introduction website in the Chinese region.

(2) Student of Graduate Institute of Ethnomusicology participated in the "Chinese Music Ethnographic Journal" competition, and the progress in multimedia teaching application and music video production have been confirmed.

(3) After Asian Pop Music Digital Technology Research Center and National Tsing Hua University Blockchain Law and Policy Center signed a Memorandum of Understanding (MOU) in 2020, it later worked with the blockchain startup Maxonrow. The research combines "music industry," "blockchain technology," "digital technology," and "new media communication" to add value to the pop music industry with blockchain and expand innovative thinking for Taiwanese pop music.

(4) Combine music and information technology: In 2021, the school offered a "Computer Music and Audio Technology" degree program. It is organized by the Department of Music, planned and managed by the Department of Computer Science and Information Engineering and the Department of Music to train professionals in computer music and audio technology. The two departments cooperated with The Taiwan Contemporary Culture Lab (C-LAB) and built a basement for creation together.

## III. Vision

The College aims to cultivate top talents in diverse performance creation and academic research, emphasizes both educational theory and practice as the principle, and looks towards the world as the goal. The highlight of the development plan is "music and performing arts," and the

際能見度與查詢管道。協助文化部傳藝中心臺灣音樂館建置「臺灣音樂群像資料庫」，是目前華人區最完整的音樂人物介紹網站。

(二) 民音所研究生參加「華語音樂影像誌」競賽佳績頻傳，多媒體教學應用與音樂影像製作方面成果已獲肯定。

(三) 亞洲流行音樂數位科技研究中心與清華大學區塊鏈法律與政策研究中心於 109 年簽訂合作備忘錄後，也與區塊鏈新創 Maxonrow 攜手合作，研究結合「音樂產業」、「區塊鏈技術」、「數位科技」、「新媒體傳播」，以區塊鏈替流行音樂產業增值，為臺灣流行音樂拓展創新思維。

(四) 音樂與資訊科技結合：本校於 110 學年度開設「電腦音樂與音訊技術」學分學程，由音樂學系主辦，資訊工程學系與音樂學系共同規劃辦理，培訓電腦音樂與音訊技術的專業人才，並與空總聲響實驗室 (The Taiwan Contemporary Culture Lab，簡稱空總 C-LAB) 跨域合作—打造多元創作基地。



圖 10 | 未來大師培育計畫，上圖為弦樂團大師班，中圖為民國 110 年 (2021) 年 11 月 7 日舉辦之「經典傳承音樂會」，下圖為 110 年 11 月 29 日舉辦之「經典定音鼓演奏工作坊」(資料來源：音樂學院)

Figure 10. Future Master Cultivation Program. String Orchestra Master Class (Top), Classic Heritage Concert performance on Nov. 7, 2021 (Middle), Timpani performance workshop on Nov. 29, 2021 (Bottom). (Source: College of Music)

College hopes to work together to maximize the influence of the College. Future development plans includes: (College of Music, National Taiwan Normal University 2020-2025 Development)

### 1. Continue to develop the music and performing arts specialization:

(1) Continue to hold music performances and music education promotion activities, improve music literacy, fulfill social responsibilities, innovate teaching connotations, and hold various seminars and workshops.

(2) Continue to implement the "Future Music Master Cultivation Program," subsidize students to participate in international music camps and international music competitions abroad, and increase students' opportunities for overseas performances.

(3) Continue to travel to various locations to connect with alumni from departments of the College, promote arts and culture to the community, and expand social influence.

### 2. Commit to international development and cultivate top talents with an international vision:

(1) Actively participate in and host international academic activities to enhance international prestige, such as International Maestro Piano Festival, Gao Xingjian Art Festival, international academic forums, and master classes.

(2) To cooperate with the University's "Talent Cultivation" bilingual plan, a wide range of English professional courses are set up to improve students' foreign language skills. The College encourages exchange of teachers and students, enhances overseas internship opportunities, and expands students' international horizons.

(3) Encourage teachers and master's and doctoral students to participate in international academic activities, as well as overseas performances and exchange opportunities, to demonstrate the professional ability and artistic cultivation of teachers and students of the College.

(4) Bilaterally cooperate with internationally renowned universities to establish a teacher-student exchange platform.

(5) Introduce outstanding foreign teachers to the University to teach and encourage foreign students to study to increase international competitiveness.

### 3. Deepen the industry-academia cooperation in teaching and research publication, and establish industry links:

(1) Improve the capability of industry-academia cooperation: Build an industrial internship platform to provide students with multiple internship opportunities.

(2) Promote the industrialization of academic research and actively strive for industrial cooperation.

(3) Encourage the development of music education in communities and remote villages and share the knowledge from the College: teachers of the College lead students to the communities and remote villages to contribute themselves by applying knowledge acquired from the College. Continue to hold social service performances to care for disadvantaged groups.

(4) Create a new world of cultural creativity through expanding the cooperation with local

## 參、未來願景

本學院旨在培育多元展演創作與學術研究頂尖人才，以教育理論與實務並重為原則，立足臺灣放眼國際為目標。發展計畫亮點係以「音樂與表演藝術」做為主軸，期能合力把學院影響力發揮到最大。未來的發展方向包括：（國立臺灣師範大學音樂學院 2020-2025 發展）

### 一、持續發展音樂與表演藝術專業領域

（一）持續音樂表演展演及音樂教育推廣活動，提升音樂素養，善盡社會責任創新教學內涵，舉辦各種研討會與工作坊。

（二）持續辦理「未來音樂大師培育計畫」，補助學生赴外參加國際音樂營及國際音樂比賽，增進學生赴外展演機會。

（三）持續前往各地巡迴活動，聯絡各系所系友情誼，推廣藝術文化至社區，擴大社會影響力。

### 二、致力於國際化發展，培育具備國際視野之頂尖人才

（一）積極參與並主辦國際學術活動，提升國際聲望，例如：國際鋼琴大師藝術節、高行健藝術節、國際學術論壇、國際大師班等。

（二）配合本校雙語大學「重點培育學校」計畫，廣設專業科目全英語課程，提升學生外語能力。鼓勵交換教師及學生計畫，增進海外多元實習機會，拓展學生國際視野。

（三）鼓勵教師及碩博士生參與跨國學術活動，以及海外表演交流機會，彰顯本院師生專業能力及藝術涵養。

（四）與國際知名大學雙邊學術合作，建立師生交流平臺。

（五）延聘國外優秀教師至本校教學並鼓勵外籍生就讀，增加國際競爭力。

### 三、深化產學合作教學與研究成果發表，建立產業連結

（一）提升產學合作量能：建置產業實習機制平臺，提供學生多元職場實習機會。

（二）推升學術研究成果產業化，積極爭取產業合作。

communities and the world. Through the series of activities and performances of the NTNU Music Festival, we will create a beautiful music atmosphere and fulfill our social responsibilities.

### 4. Deepen alumni network and cultural heritage to expand social influence

(1) Organize touring activities, hold concerts and other series of activities to connect with alumni all over the world and build solidarity.

(2) Continue to execute the "Alumni Internship Program" and invite alumni to hold seminars and share their experiences.

(3) Maintain domestic and overseas alumni social networks, expand and develop overseas alumni social networks, and expand alumni service capabilities.

Since the establishment of the University, the field of music has always been one of the key characteristics of our school. It is the leader of the whole country, and it also spreads its influence to various music fields at all levels across the country. The important mission of the academy in the future is not only to preserve the existing characteristics and advantages, but also to actively create all kinds of music and performing arts, establish industry-academia cooperation, promote cross-domain integration, accelerate digital transformation, create a new situation in education, and to move towards another peak.

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(三) 鼓勵社區／偏鄉音樂教育發展，貢獻所學教育成果：由本校教師持續帶領學生至社區及偏鄉貢獻所學之教育成果。持續舉辦社會服務表演，關懷弱勢族群與團體。

(四) 擴展與社區／國際合作，打造文化創意新世界。藉由師大音樂節系列活動與展演，營造優美的音樂氛圍並善盡社會責任。

#### 四、深化校友網絡連結及文化傳承，以擴大社會影響力

(一) 積極辦理巡迴活動，透過舉辦音樂會等系列活動，連結各地校友，凝聚向心力。

(二) 持續辦理「校友薪傳實習計畫」，邀請各界校友舉辦座談，經驗傳承。

(三) 維繫國內各地並拓及開發海外校友社群網絡，擴大校友服務力量。

自創校以來，「音樂」領域一直是本校特色之一，執全國之牛耳，也開枝散葉到全國各級各類音樂場域。本院今後的重要使命，除延續既有特色與優勢，也要積極開創全方位的音樂與表演藝術，建立產學合作、推動跨域整合、加速數位轉型，開創教育新局，邁向另一個高峰。

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## 宏觀國際 · 跨域創新—管理學院

Global Vision · Interdisciplinary Innovation —  
College of Management

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因應〈師資培育法〉施行及少子化之大環境變遷，並配合國家經濟建設、工商發展，培養金融、服務、科技、文化創意等產業商管人才，本校於民國97年（2008）8月成立管理學院。本院成立時僅設置兩個研究所，迄今已發展為一系（企業管理學系）、兩所（管理研究所、全球經營與策略研究所）、兩個碩士在職專班（高階經理人企業管理碩士在職專班、國際時尚高階管理碩士在職專班）及兩個研究中心（產業與管理研究發展中心、智能與指數化投資研究中心）。管理學院各系所奠基於本校教育、藝術、文學、音樂、體育等領域優良基礎上，得以發展具特色之跨領域課程。本院同學修習必備商管專業知識之外，同時培育優秀管理者必備的寬廣視野與良好溝通能力，以期將來成為產業管理的重要領導人才。以下將從發展、特色及未來願景三方面述說管理學院。

### 壹、發展

本校自創校以來，即以培訓國中和高中教師為宗旨。隨著政府對師資培育管道的開放，本校開始推動轉型為綜合大學，除了基於固有的師資培育專業優勢下，亦積極培育各界所需專業人才。考量本校轉型之所需，使校務發展與組織架構更為完善，乃於民國97年8月成立管理學院，表一列示本院目前組織架構。

表 1 | 管理學院組織架構表（資料來源：本研究自行整理）

Table 1. Organizational Structure of College of Management (Source: Collated by this research)



National Taiwan Normal University established College of Management in August 2008 in response to the implementation of Teacher Education Act and the changes of the environment of low birthrate, and in accordance with the economic development, so as to cultivate business management talents in finance, service, science and technology, and cultural and creative industries. The College of Management was founded with just two graduate schools. So far, it has developed one department, Department of Business Administration, two graduate institutes, Graduate Institute of Management and Graduate Institute of Global Business and Strategy, two in-service master programs (Executive Master of Business Administration, EMBA in Global Fashion), and two research centers (Industrial and Managerial Research and Development Center, Research Center for Artificial Intelligence in Investment and Asset Management). The department and institutes of College of Management have been able to develop a distinctive interdisciplinary curriculum on the basis of the university's excellence in the fields of education, art, literature, music, and physical education, etc. In addition to learning the necessary professional knowledge of business management, students also cultivate the broad vision and good communication skills necessary for excellent managers, with a view to becoming important leaders of industrial management in the future. The following describes the development, characteristics and future vision of College of Management.

### I. Development

The University has been aiming at training junior and senior high school teachers since its inception. With the government's opening of teacher cultivation, the University has begun to transform into a comprehensive university. Besides the inherent professional advantages of teacher cultivation, it has also actively cultivated professional talents needed by various sectors. College of Management was established in August 2008 to meet the needs of the University's transformation and to improve its school development and organizational structure. Table 1 shows the current organizational structure of the College.

Graduate Institute of Management was established in August 2008. In the beginning, the Graduate Institute of Management focused on marketing, financial, and strategic management. It aimed to equip students with professional knowledge and soft skills in business operation and management. Since September 2013, Graduate Institute of Management has been recruiting students in two programs, Financial Management and Marketing Management, supplemented by relevant courses on international business and strategy. The educational objectives of the Graduate Institute of Management are:

- To train students to cultivate professionalism of problem solving and decision making, and broaden students' international vision and thinking
- To improve students' management and innovation abilities, with the interdisciplinary integration and teamwork
- To cultivate students to have the spirit of sincerity, justice, diligence, and simplicity, respect for the value of diversity, so as to fulfill their social responsibilities
- To help students become outstanding leaders. At present, Graduate Institute of Management admits 30 local students each year, as well as foreign, overseas Chinese and mainland Chinese students.

Graduate Institute of International Affairs and Global Strategy was established in August 2008. In response to the characteristics of strategic development, it was transformed and renamed

管理研究所於民國 97 年 8 月成立，成立初期以行銷管理、財務金融管理、與策略管理為主要教學研究發展領域，期能培育學生具備企業管理專業知識及經營管理軟實力。管理研究所於 102 年（2013）9 月起，轉以「財務金融管理組」與「行銷管理組」兩組進行招生，並以國際企業及策略等相關課程為輔。管理研究所教學目標為：

- 訓練學生具有良好的問題解決與決策制訂的專業素養，開拓學生國際觀的視野與思維。
- 提升學生經營管理與創新能力，兼具科技整合及團隊合作的處事理念。
- 培育學生誠正勤樸的精神，尊重多元化價值，以善盡社會責任。
- 培養學生成為卓越領導人才。目前管理研究所每屆招收 30 名本地生，亦招收外籍生、僑生，以及陸生。

國際事務與全球戰略研究所於民國 97 年 8 月成立，為因應策略發展之特色，於 100 年（2011）轉型並更名為「全球經營與策略研究所」，以培養學生具有策略思考與國際移動能力的全方位專業經理人為目標。全球經營與策略研究所課程設計以方法論為經、環境脈絡為緯，分為科技管理與決策、經營環境分析、全球經營、策略與管理四大專業模組。主要的核心課程設計為強調運用個案分析、研究方法、多變量分析、資料採礦等方法作為基礎，並深入國際經貿發展趨勢及產業環境，最後運用在管理決策、策略規劃、知識管理、國際企業管理等全球化企業經營問題。目前全球經營與策略研究所每屆招收 22 名本地生，亦招收外籍生、僑生，以及陸生。

企業管理學士學位學程於民國 98 年（2009）設立，隨後於 103 年（2014）6 月經第 112 次校務會議通過，調整為企業管理學系。企業管理學系以培育具全球視野及創新力的領導與管理專業人才為宗旨，除了傳授學生管理專業知識外，亦注重人文素養及人格養成。課程設計強調理論與實務並重，藉由產學合作來豐富學生之實務經驗及問題解決能力與執行力。企業管理系下設四個學習模組，包括行銷管理模組、財金管理模組、經營管理模組，以及商業智慧與決策科學模組，學生需取得至少一個模組方能畢業。

本院考量與國際接軌，乃於民國 105 年（2016）8 月成立跨國跨校的「企業管理國際雙碩士學位學程」，由本院與美國國際企業管理排名第一的南卡羅萊納大學商學院合作所開辦碩士雙聯學位學程。該學程為一年制全英語授課，共計 16 門課程 48 學分，以及企業實習與碩士論文；後因營運經費考量目前已經停招。

Graduate Institute of Global Business and Strategy in 2011. The goal is to train students to be all-round professional managers with strategic thinking and international mobility. The curriculum of Graduate Institute of Global Business and Strategy is based on methodology and environment context. It is divided into four major modules: technology management and decision making, business environment analysis, global operation, and strategy and management. The core course design emphasizes methods of case study, research methods, multivariate analysis, and data mining, as well as in-depth international economic and trade trends and industrial environment. Finally, students are instructed to apply the above knowledge to decision-making, strategic planning, knowledge management, international business management and other global business issues. Currently, the Graduate Institute of Global Business and Strategy recruits 22 local students each year, as well as foreign, overseas Chinese and mainland Chinese students.

The Undergraduate Program of Business Administration was established in 2009. It changed the name into Department of Business Administration through the 112th University assembly in June 2014. Department of Business Administration aims to cultivate leaders and management professionals with global vision and innovation. Besides providing students with professional knowledge of management, it also focuses on humanistic qualities and the cultivation of personality. The program emphasizes both theory and practice, enriching students' practical experience, problem solving and executive ability through industry-academic cooperation. Department of Business Administration provides four learning modules: marketing management, financial management, business management, and business intelligence and decision science module. Students must complete at least one module to graduate.

In August 2016, College of Management established the Double Degree Program for International Master of Business Administration (DIMBA). The master's degree program is jointly offered by College of Management and Darla Moore School of Business of University of South Carolina (USC), a top-ranked business school in the United States. The program is taught entirely in English for one year, with a total of 48 credits in 16 course, as well as corporate internships and master's theses. The program has been discontinued due to operating costs.

To cultivate executive managers with comprehensive management skills, humanities and arts, soft power and innovative mindset, College of Management established the in-service master's degree program, Executive Master of Business Administration (EMBA), in 2012. The class recruited 30 students in its first year and 80 students each year since the third year. The EMBA program integrates interdisciplinary resources and offers diversified courses, which has received a good reputation. The program was ranked 8th in the "Survey of Executive MBA Study Willingness from 3000 Enterprise Managers" and 5th in the "Executive MBA Executive Director Evaluation Survey" by Cheers magazine in 2020 and 2021.

In addition, to promote Taiwan towards a "Global Fashion" country, the first inter-school/inter-college/inter-industry program "EMBA in Global Fashion" (GF-EMBA) was launched in September 2016. During the preparatory period, GF-EMBA was subordinate to the Office of Academic Affairs for inter-college coordination and administrative support, and subsequently transferred to College of Management. The program currently enrolls 37 students each year.

In addition, in response to the changes implemented by Teacher Education Act, College of Management assists students in developing their secondary expertise by providing an introductory management program. The program helps students cultivate the basic business and management skills needed in industries and enhance their competitive edge in employment. Since the foundation

本院為培育具備全方位管理專業、人文藝術涵養，以及創新思維軟實力的高階經理人，乃於民國 101 年（2012）成立「高階經理人企業管理碩士在職專班」（EMBA）。該班首屆招收 30 人，自第三屆起每年招收 80 名學生。EMBA 整合跨領域資源，開設多元課程，辦學口碑甚佳，於 109 年（2020）及 110 年（2021）獲得《Cheers》雜誌公布「3000 大企業經理人 EMBA 就讀意願調查」第八名，以及《Cheers》「EMBA 執行長評價調查」第五名。

此外，為了配合促進臺灣邁向「全球時尚」國度，乃於民國 105 年 9 月開設全國第一所跨校／跨學院／跨界的「國際時尚高階管理碩士在職專班」（GF-EMBA）。GF-EMBA 於籌備期間隸屬於教務處，以利跨院協調及行政支持，隨後轉為隸屬本院，目前招生人數為 37 人。

此外，本院因應〈師資培育法〉施行之大環境變遷，協助本校同學發展第二專長，開設基礎管理學程，訓練學程學生培養產業經營所需之基礎商業與管理專業能力，以提升其就業競爭優勢。基礎管理學程成立迄今，有多位學生繼續攻讀國內外商學相關研究所，亦有多位學生進入商學相關領域工作。而本院教師具備行銷、財務管理、數據分析能力，協助學校國語教學中心、進修推廣學院、體育室等業務推廣、績效考評等。

為使本院在業務運作、協調與資源能整合分配，本校乃於民國 103 年第 113 次校務會議通過管理學院轉以專業學院方式運作提案。因此本院於 104 年（2015）2 月 1 日改為專業學院，由院長兼任系、所、學位學程主管，代表專業學院及所屬系、所、學位學程參加學校相關會議。目前本院系、所均設有副主管，屬於任務編組，負責系所各項業務規劃、協調及出席相關會議。

本院各系所歷次均通過大學校務及系所評鑑，績效獲得肯定。為了能與國際知名大學管理學院進行交流，本院除了於民國 104 年 6 月 17 日加入亞太商學院聯合會（Association of Asia-Pacific Business Schools, AAPBS），亦於 104 年 8 月成為國際商管學院促進協會（Association to Advance Collegiate Schools of Business, AACSB）會員。此外，本院於 104 年 8 月著手申請 AACSB 認證，於 106 年（2017）1 月通過資格審查，108 年（2019）11 月初步自評報告獲得 AACSB 通過，110 年 11 月通過年度進度報告，預計 112 年（2023）接受實地訪評。

of the Program, many students have continued to study in relevant business research institutes at home and abroad, while many have pursued a career in related fields. Meanwhile, teachers of the College assist in business promotion and performance evaluation of Mandarin Training Center, School of Continuing Education and Athletic Department with their marketing, financial management and data analysis skills.

To ensure the smooth operation, coordination and resource allocation in College of Management, the University decided that the College would be operated as a professional college in the 113th University Assembly in 2014. Therefore, College of Management was changed into a professional college on February 1, 2015. The Dean, who is also the director of all programs, attends relevant meetings on behalf of the College and its affiliated programs. At present, there are deputy directors in all departments and graduate institutes of College of Management, who are in charge of business planning, coordination and attending meetings.

Each program of College of Management has passed the University's evaluation, and the performance has been affirmed. In order to interact with internationally renowned business schools, the College joined the Association of Asia-Pacific Business Schools (AAPBS) on June 17, 2015. It also became a member of Association to Advance Collegiate Schools of Business (AACSB) in August 2015. In addition, College of Management started to apply for AACSB accreditation in August 2015, and was qualified in January 2017. The preliminary self-assessment report was approved by AACSB in November 2019, and the annual progress report was approved in November 2021. It is expected to accept field visits for evaluation in 2023.

## II. Characteristics

The College of Management is actively engaged in all kinds of business and management teaching and research, with the following characteristics:

### 1. Cultivate business leaders with humanistic qualities

Based on the rich cultural heritage of the University, College of Management trains students to become business leaders with humanistic qualities through featured courses and cooperation with scholars in the field of humanities. The College offers two courses: "Humanistic Leadership" and "The Art of Marketing: Modern Management Implications of Sun Tzu's The Art of War." The curriculum objectives are highly related to humanistic leadership, provided by the following departments and graduate institutes:

- (1) Department of Business Administration: Introduction to Business and Management, Human Resource Management, Marketing Management, Organizational Behavior, Business Diagnosis, Consumer Behavior, Customer Relationship Management, Negotiation Theory and Practice, Internship
- (2) Graduate Institute of Management: Organizational Behavior, Seminar in Management
- (3) Graduate Institute of Global Business and Strategy: Seminar in Management

### 2. Emphasize on academic research

Faculty members attach great importance to academic research. In addition to internationally renowned databases such as The Center for Research in Security Prices database (CRSP) and



## 貳、特色

本院積極從事各類商學管理教學與研究工作，具有以下專業特色：

### 一、培育具人文素養的商業領導者

本院奠基於本校豐厚的人文藝術底蘊，藉由特色課程設計並與人文領域的學者合作，培育學生成為具有人文素養的商業領導者。本院設置「人文領導」及「行銷的藝術：孫子兵法的現代管理意涵」兩門課程。各系所課程教學目標與人文領導有高度相關課程包括：

- (一) 企業管理學系：企業概論、人力資源管理、行銷管理、組織行為、企業診斷、消費者行為、顧客關係管理、談判理論與實務、企業實習；
- (二) 管理研究所：組織行為、管理專題研討；
- (三) 全球經營與策略研究所：管理專題研討。

### 二、重視學術研究，對學術界具有影響力

本院教師重視學術研究，除購買國際知名資料庫（如芝加哥大學 The Center for Research in Security Prices 資料庫（CRSP）、Morningstar 基金評等資料）外，也購買臺灣證券市場基礎資料庫暨加值資料庫、DIGITIMES 資料庫、C-Money、國泰安 CSMAR 資料庫等提供本院及本校教師使用。本院教師的學術貢獻主要在行銷、財務、經濟及一般管理領域，目前專任教師為 22 人；民國 105 年至 110 年 9 月共計獲得 83 件科技部及政府補助相關計畫，所發表文章被引用次數超過 1,400 次。特別地，本院有 2 位教師先後榮獲科技部吳大猷獎，本院亦有多位教師在科技部財務領域及一般管理領域 A 級 -Tier 1 期刊發表論文。此外，本院多數教師均積極擔任國際期刊及國內期刊審查人，其中有 7 位教師擔任知名國際期刊的主編。本院教師因應數位化趨勢，持續拓展行銷科技、金融科技及大數據應用等領域的研究。

### 三、注重產學合作及加強產業界合作

#### (一) 成立院級研究中心

本院於民國 103 年 11 月 26 日成立「產業與管理研究發展中心」，旨在於配合國

Morningstar Fund ratings, we also purchase Taiwan stock market database and increment database, DIGITIMES database, C-Money database and China Stock Market & Accounting Research (CSMAR) database. The academic contributions of the faculty are mainly in the fields of marketing, finance, economics and general management. Currently, there are 22 full-time faculty members. From 2016 to September 2021, teachers of College of Management received 83 subsidies from the Ministry of Science and Technology and the government, and their articles were cited more than 1,400 times. In particular, two faculty members have been awarded the Ta-You Wu Memorial Award, and several faculty members have published papers in A-Tier 1 journals in finance and general management of the Ministry of Science and Technology. In addition, most of our faculty members actively serve as reviewers of international and domestic journals, and 7 of them are editors-in-chief of well-known international journals. In response to the trend of digitalization, faculty members continue to conduct research in marketing technology, fintech and big data applications.

### 3. Attach importance to Industry-academic cooperation

#### (1) Established college-level research centers

The "Industrial and Managerial Research and Development Center" was established on November 26, 2014, aiming to support the national policy of promoting regional industry-academic cooperation, and build an inter-ministerial industry-academic platform linking the Executive Yuan, the Ministry of Education, the Ministry of Economic Affairs, the Ministry of Science and Technology, the Agricultural Council, the Ministry of Labor and the National Development Council.

On May 29, 2019, Research Center for Artificial Intelligence in Investment and Asset Management was established to study the future trend of indexed investment and asset management. In addition to conducting transnational academic cooperation research with Pennsylvania State University in the United States and Kyushu University Economics Research Institute in Japan, the College also works with the world's top FTSE Russell index companies and major domestic securities investment companies, such as Yuanta Securities Investment Trust, to link the University's social responsibility with sustainable index investment, and to serve as a bridge for communication between industries, academic communities, and market supervision institutions..

#### (2) Industry-academic cooperation programs

A number of teachers of the College cooperated with the Ministry of Science and Technology and the industry. From 2016 to September 2021, they worked on 30 industry-academic projects with a total amount of NT\$12,000,000.

#### (3) Mentor programs

Department of Business Administration, Graduate Institute of Management, Graduate Institute of Global Business and Strategy, EMBA and GF-EMBA recruit top business leaders from enterprise

家推動區域產學合作中心政策，連結行政院、教育部、經濟部、科技部、農委會、勞動部及國發會等相關部門之跨部會產學連結平臺規劃。

民國 108 年 5 月 29 日成立「智能與指數化投資研究中心」，針對指數化投資與資產管理未來趨勢等議題進行研究，除與美國賓州州立大學、日本九州大學經濟學研究院進行跨國學術合作研究外，並與全球頂尖 FTSE Russell 指數公司、國內主要投信公司（如：元大投信等）進行產學合作，將大學社會責任鏈結永續指數投資，期能成為相關產業、學術社群、及市場監理機構溝通的橋樑。

## （二）進行產學合作計畫

本院多位教師進行科技部與產業界產學合作，民國 105 年至 110 年 9 月共計從事 30 件產學合作計畫案，合計新臺幣 12,000,000 元。

## （三）邀請業師進行教學

本院企管系、管理研究所、全球經營與策略研究所、EMBA 及 GF-EMBA 均延攬企業界菁英擔任授課教師，如：昀騰金融科技董夢雲技術長、寶吉祥集團馮明珠文史研究院馮明珠院長、安永會計師事務所傅文芳所長、知行者學院創辦人余湘、KPMG 合夥人許志文會計師、畢馬威財務諮詢股份有限公司董事總經理張維夫、新光金控黃敏義總經理、精誠資訊企業應用業務部周慕義協理等，加強與產業界之互動。

## （四）進行企業參訪

本院企管系、管理研究所、全球經營與策略研究所、EMBA 及 GF-EMBA 安排學生進行至國內知名企業參訪（見圖 1）。

## 四、強化國際學術交流

### （一）舉辦國際研討會

本院致力於國際學術交流，歷年來舉辦多場國際研討會，歷年國際研討會均有多位外國學者參與，並與本院師生進行學術交流。本院舉辦研討會包括：

to teach courses, such as Andy Dong, Chief Technology Officer of Wintom Financial Technology Company; Feng Ming-Chu, Director of Feng Ming-Chu Institute of Literature and History of Glorious Jewel Group; Andrew Fuh, Managing Partner of Ernst & Young; Yu Hsian, founder of DeedDoer Academy; Stephen Hsu, Partner of KPMG; Vincent Chang, Managing Director of KPMG Deal Advisory Limited; Huang Min-Yi, General Manager of Shin Kong Financial Holdings; Jack Chou, Senior Manager of Systex Corporation, etc., to strengthen the interaction with the industry.

### （4）Business visits

Department of Business Administration, Graduate Institute of Management, Graduate Institute of Global Business and Strategy, EMBA and GF-EMBA arrange visits to well-known domestic companies (see Figure 1).

## 4. Strengthen international academic exchanges

### （1）Organize international seminars

College of Management is committed to international academic exchanges and has held many international seminars over the years, which have been attended by many foreign scholars. Seminars held by College of Management included:

A. In July 2013, the international seminar on Financial Challenges after 2013 was held, and in December of the same year, the 2013 International Logistics Development Trend Forum was held.

B. In May 2014, the international conference on 2014 Financial Innovative Marketing and Decision-Making Behavior Risk was held, and in December of the same year, the International Conference on Business Finance and Regional Economic Development was held.

C. In 2016, the international conference on 2016 Global Economics and Management - Economics, Finance and Management in the Era of Big Data was held.



圖 1 | 企管系金融科技園區參訪（資料來源：企管系臉書）  
Figure 1. Students of Department of Business Administration visited the Fintech Space.  
(Source: Department of Business Administration Facebook page)

1. 民國 102 年 7 月舉辦「2013 年後金融海嘯的財經挑戰」國際研討會，並於同年 12 月舉辦「2013 年國際物流發展趨勢論壇」；
2. 民國 103 年 5 月舉辦「2014 金融創新行銷與決策行為風險」國際研討會，同年 12 月舉辦「產業金融與區域經濟發展國際研討會」。
3. 民國 105 年舉辦「2016 全球經濟與管理研討會—大數據時代下的經濟、金融與管理」國際研討會。
4. 民國 108 年 3 月舉辦「2018 Symposium in NTNU Globalization and Risks」。
5. 民國 110 年 9 月 26 日本院與日本九州大學商學院進行管理實務線上論壇，以「疫情下如何重塑商業模式」為題進行雙方交流。

## (二) 簽署姊妹校

本院積極與世界各國學校簽訂姊妹校，本院截至民國 110 年共計簽署 18 個姊妹校，包括：

### 1. 亞洲地區：

浙江工業大學、西南財經大學工商管理學院、上海大學經濟學院、中國科學院大學經濟與管理學院、日本九州大學商學院、日本同志社大學商學院、韓國又松大學國際商學院、韓國忠南國立大學經濟與管理學院、韓國國立首爾科技大學、韓國漢陽大學商學院、新加坡管理大學計算機與信息系統學院。

### 2. 歐洲地區：

烏拉爾聯邦大學、德國符茲堡大學商業管理與經濟學院、德國慕尼黑商管學院、法國雷恩高等商學院、法國 INSEEC 高等經濟研究學院。

### 3. 美洲地區：

美國新墨西哥大學及美國密西根大學弗林特分校。

## (三) 延攬國際知名學者擔任講座教授

本院延攬美國德州大學聖安東尼奧分校商學院講座教授連大祥教授，以及美國普渡大學傑出講座教授林共進教授，擔任本院的講座教授。該兩位講座教授除了與本院教師進行學術交流，亦給予本院學生演講。

D. The 2018 Symposium in NTNU Globalization and Risks was held in March 2019.

E. On September 26, 2021, we held an online forum on management practice with Kyushu University Business School in Japan, with the topic "How to Reshape Business Model under the Pandemic."

## (2) Partner institutions

College of Management has actively signed partner institutions with schools from all over the world. Eighteen partner institutions have been signed as of 2021, including:

### A. Asia:

Zhejiang University of Technology; School of Business Administration, Southwestern University of Finance and Economics; School of Economics, Shanghai University; School of Economics and Management, University of Chinese Academy of Sciences; School of Economics, Kyushu University Business School in Japan; Faculty of Commerce, Doshisha University in Japan; Solbridge International School of Business, Woosong University in South Korea; College of Economics and Management, Chungnam National University in South Korea; Seoul National University of Science and Technology in South Korea; Hanyang University Business School in South Korea; School of Computing and Information Systems, Singapore Management University.

### B. Europe:

Ural Federal University; Faculty of Business Management and Economics of University of Würzburg in Germany; Munich Business School in Germany; Rennes School of Business in France; INSEEC School of Business and Economics in France

### C. Americas:

University of New Mexico, and University of Michigan-Flint, USA

## (3) Invite internationally renowned scholars as chair professors

Professor Da-Hsiang Donald Lien, chair professor at College of Business of University of Texas at San Antonio, USA, and Professor Dennis K.J. Lin, Distinguished Professor at Purdue University, USA, were appointed as chair professors of the College. In addition to conducting academic exchanges with our faculty, the two professors also gave lectures to our students.

## 5. Emphasize sustainable development

### (1) Established a micro certification for sustainable development

In response to the sustainable development goals announced by the United Nations in 2015 and the implementation of the mission of "cultivating business leaders with humanistic qualities," College of Management plans to promote the "Humanistic Leadership Micro Certification." Through inter-school cooperation, College of Management encourages students to take courses outside their major but related to the core spirit of the College's mission, such as fields of humanities, international perspectives, interdisciplinarity, sustainability, social responsibility, diversity, etc. The College issues certificates to students who complete the courses.

## 五、重視永續發展

### (一) 設立以永續發展為核心的微認證

為回應聯合國於民國 104 年宣布之永續發展目標，以及落實本院使命「培育具人文素養的商業領導人」，本院擬推動「人文領導微認證」，透過跨院合作，鼓勵學生學習本科專業以外與本院使命核心精神相關之課程，如：人文、國際視野、跨域、永續、社會責任、多元等，並核發微認證證書予完成課程的學生。

### (二) GF-EMBA 的教學目標

GF-EMBA 於民國 110 年新增永續發展為其教學目標之一，並擬於 111 學年度開設「永續發展目標與企業風險管理」。

## 六、重視學生實習

### (一) 企管系

本院企管系將「企業實習」列為必修課程，由本院洽談企業實習單位，提供行銷、財務、一般經營管理等領域實習機會，學生於大二升大三暑假進行為期六週的實習。實習期間學生需每週繳交實習週記，本院企管系教師會至實習單位進行訪視，並於實習結束後舉辦企業實習分享會（見圖 2），邀請企業導師及本院師生參加。歷年來學生至大陸建設、全聯實業、精誠資訊、中華電信學院、臺灣虎航、中華航空、王道銀行、和泰興業、鋁新科技、財信雜誌、析數智匯、資拓宏宇等企業實習。

### (二) 研究所

管理研究所及全球經營與策略研究所將「企業實習」列為選修課程，選修此門課程的部分學生會參與本院提供實習機會，部分學生自行申請校外實習計畫。歷年來學生至精誠資訊、元大期貨、群益證券、國泰期貨、臺灣微軟、中國信託銀行、台北富邦銀行、上海商業銀行、摩曼頓、勤業眾信、明碁電通、樞晟科技等企業實習。

## (2) Educational objectives of GF-EMBA

In 2021, GF-EMBA added sustainable development as one of its educational objectives, and will offer the "Sustainable Development Goal and Enterprise Risk Management" course in 2022.

## 6. Emphasize on student internships

### (1) Department of Business Administration

Department of Business Administration lists "Internship" as a compulsory course. The school negotiates with companies to offer internship opportunities related to marketing, finance, general operation and management, etc. Students will attend a six-week internship in their second summer vacation. During the internship, students are required to hand in weekly notes, and teachers will visit the internship companies. After the internship, a sharing session will be held (see Figure 2). Mentors, teachers and students will be invited to attend. Over the years, students have interned in Continental Development Corporation, Chuan Lian Enterprise Co. Ltd., Systex Corporation, Chunghwa Telecom Institute, Tigerair Taiwan, China Airlines, O-Bank, Ho Tai Development, CX Technology Corporation, Wealth Magazine Co. Ltd., AdvantAnalytics Tactics, International Integrated Systems, Inc.

### (2) Graduate Institutes

Graduate Institute of Management and Graduate Institute of Global Business and Strategy offers internships as an elective course. Some students who take this course will participate in the internship opportunities provided by the Institute, and other students will apply for the internship program on their own. Over the years, students have worked in companies such as Systex Corporation, Yuanta Futures, Capital Securities Corporation, Cathay Futures, Microsoft Taiwan, CTBC Bank, Fubon Bank, the Shanghai Commercial and Savings Bank, Ltd., Momentum, Deloitte, BenQ Corporation, and High-Tek Harness Enterprise Co. Ltd.



圖 2 | 企業系企業實習分享會（資料來源：企管系臉書）

Figure 2. Department of Business Administration Internship Sharing Session (Source: Department of Business Administration Facebook page)

## 七、提升學生具全球視野

### (一) 招收外籍生，部分課程以英語授課

民國 98 年管理研究所及全球經營與策略研究所開始招收第一屆外籍學生及部份課程以英語授課，企業管理系則於 98 年開始招收第一屆外籍學生。外籍學生來自日本、韓國、法國、美國、俄國、德國、澳洲、越南、馬來西亞、印尼、泰國、緬甸等地。

### (二) 學生積極參與校級和院級交換及雙聯計畫

本院企管系、管理研究所、全球經營與策略研究所每學期均有學生申請通過校級或院級交換計畫，至中國、日本、韓國、法國、德國、美國等地當交換學生。此外，企管系、管理研究所、全球經營與策略研究所亦有多位學生取得雙聯學位。

### (三) 外國學生至本院取得雙聯學位

德國慕尼黑管理學院於近年共計有 9 位學生至本院管理研究所取得雙聯學位。

### (四) EMBA 及 GF-EMBA 均開設海外研習課程

1. EMBA 海外參訪課程至中國敦煌、日本岩手縣奧州市、日本山口縣、中國成都等地，分別與當地知名大學如：西北師範大學、蘭州大學、日本秋田縣國際教養大學、日本九州大學、山口大學、西南財經大學等進行學術交流，並至當地知名企業如：源鑄造（盛榮堂）、小玉釀造、蘭州文化創意產業園、馬自達防府工廠、日本獺祭酒廠等進行參訪。

2. GF-EMBA 海外參訪課程曾至美國紐約、日本東京、韓國首爾、法國巴黎及米蘭、中國上海等地參訪，分別與當地知名大學如：紐約大學 Steinhardt School、Fashion Institute of Technology、Pratt Institute、韓國設計振興院、首爾大學設計系、漢陽大學、ESSEC 管理學院、SDA Bocconi 管理學院等進行學術交流，並至當地知名企業如：新世界國際企業總部、上海洛可可創新設計集團、BVLGARI 等進行參訪。

## 7. Cultivate students' global perspective

### (1) Recruit foreign students and teach courses in English

In 2009, Graduate Institute of Management and Graduate Institute of Global Business and Strategy enrolled foreign students for the first time and some courses were taught in English. Department of Business Administration admitted its first class of foreign students in 2009. Foreign students come from Japan, South Korea, France, the United States, Russia, Germany, Australia, Vietnam, Malaysia, Indonesia, Thailand, Myanmar and other countries.

### (2) Students actively participate in university-level and college-level exchange and dual programs

Each semester, students of Department of Business Administration, Graduate Institute of Management and Graduate Institute of Global Business and Strategy apply for university-level or college-level exchange programs to study in China, Japan, South Korea, France, Germany, the United States, etc. In addition, a number of students have achieved dual degrees.

### (3) Foreign students obtain a dual degree from our school

Nine students from Munich Business School, Germany, have received a dual degree from the Graduate Institute of Management in recent years.

### (4) EMBA and GF-EMBA offer overseas courses

A. EMBA offered overseas visiting courses to Dunhuang, China; Oshu City of Iwate, Japan; Yamaguchi, Japan; Chengdu, China. Students conducted academic exchanges with famous local universities such as Northwest Normal University, Lanzhou University, Akita International University, Kyushu University, Yamaguchi University in Japan, and Southwestern University of Finance and Economics. Students also visited well-known local enterprises such as OIGEN, Kodama Brewing Co., Ltd., Lanzhou Creative Cultural Industry Park, Mazda Hofu Plant, and Japanese Asahi Shuno Co., Ltd., Asahi Shuzo Co., Ltd., etc.

B. GF-EMBA overseas visiting courses took students to New York, Tokyo, Seoul, Paris, Milan, Shanghai and other places. We also collaborated with local well-known universities such as Steinhardt School of New York University, Fashion Institute of Technology, Pratt Institute, Korea Institute of Design Promotion, Department of Design of Seoul National University, Hanyang University, ESSEC School of Management, SDA Bocconi School of Management for academic exchange, and visited local renowned enterprises such as headquarter of Shinsegae Inc., LKK Design Group in Shanghai, BVLGARI, etc.

## 八、校友表現傑出

### (一) 企管系

企管系在升學部分，除順利考取國內臺灣大學、政治大學等頂大外，亦有多位畢業生至世界排名前五十大的歐、美一流名校就讀。在就業表現，畢業生大多任職於知名企業如：金控公司、四大聯合會計師事務所、管理顧問公司、精誠資訊、奧美廣告等企業。

### (二) 管理研究所及全球經營與策略研究所

管理研究所及全球經營與策略研究所的多位畢業生繼續在臺灣大學、政治大學等頂大攻讀博士。畢業生就業則多任職於國內外知名企業如：美國波音公司、台積電、金控公司、四大聯合會計師事務所、管理顧問公司、臺灣電通等企業。

### (三) EMBA

EMBA 多位校友榮獲臺灣百大 MVP 經理人獎，亦有校友所經營之公司榮獲國家磐石獎。此外，EMBA 校友及在校生集資捐贈本院「學思校友廣場」，於民國 107 年（2018）1 月 28 日舉辦落成揭牌典禮（見圖 3）；EMBA 校友捷達數位光電公司於 109 年 11 月捐贈本校視訊錄播智慧教室。



圖 3 | 學思廣場落成揭牌典禮（資料來源：管理學院臉書）

Figure 3. Inauguration ceremony of Learn and Think Alumni Square (Source: College of Management Facebook page)

## 8. Outstanding alumni

### (1) Department of Business Administration

In addition to successfully being admitted to the top universities in Taiwan such as National Taiwan University and National Chengchi University, many of our graduates have been admitted to the top 50 universities in Europe and the United States. In terms of career performance, most graduates work for well-known companies such as financial holding companies, “Big Four” accounting firms, management consulting firms, System Corporation, Ogilvy, etc.

### (2) Graduate Institute of Management and Graduate Institute of Global Business and Strategy

Several graduates went on to pursue doctoral degree at top universities such as National Taiwan University and National Chengchi University. Most graduates work in well-known enterprises at home and abroad, such as The Boeing Company in USA, TSMC, financial holding companies, “Big Four” accounting firms, management consulting firms, and Dentsu Taiwan.

### (3) EMBA

A number of EMBA alumni have won the 100 MVP Managers Awards, and a company of an alumnus has won the National Award of Outstanding SMEs. In addition, EMBA alumni and students raised funds to donate “Learn and Think Alumni Square,” which was inaugurated on January 28, 2018 (see Figure 3). Jector Digital, the company of an EMBA alumnus, donated the video recording multifunction classroom in November 2020.

### (4) GF-EMBA

The works of GF-EMBA alumni were selected as presidential gifts to our allies many times. The “Ceramic Horn” designed by an alumnus won the Silver Award of the 2017 Dream of Craft and the 2018 15th Taiwan SMEs Innovation Award. The program hosted by an alumnus was shortlisted for the Asian Academy Creative Awards in Singapore. The company founded by the class of 2018 alumni has been listed as the top 100 most influential enterprises of 2021, while an alumnus of the class of 2019 was selected as a member of the Top 100 Education Group.

## III. Vision

College of Management, founded 14 years ago, aims to become the top management school in the normal university system in the world through continuous innovation and influence. Our vision is as follows:

#### (四) GF-EMBA

GF-EMBA 校友的作品多次獲選為歷屆總統致贈友邦國禮，亦有校友所開發「陶盜喇叭」榮獲「2017 國家工藝之夢」銀獎及「2018 第 15 屆中小企業創新研究獎」，及校友主持節目入圍新加坡「亞洲電視學院獎」。107 級校友成立的公司名列 2021 最具影響力百大企業，而 108 級校友榮獲「教育百人團」。

#### 參、未來願景

本院創立迄今逾 14 年，藉由持續創新及對各界的影響力，期許成為全球師範大學體系中的頂尖管理學院。本院持續努力的願景如下：

##### 一、深化師生之國際視野與國際移動能力

目前本院申請 AACSB 認證，通過 AACSB 認證後，能取得更多與國際組織單位合作的機會，以及通過 AACSB 認證學校簽訂交換或雙聯計畫，參與國際學術合作及發展具國際影響力之研究，建立國際夥伴關係網絡，將本校影響力擴及全球。

##### 二、促進組織成長

本院擬結合一系二所豐厚教學研究資源，未來期能成立博士班，以為臺灣大學校院商管學院培養優秀的教學及研究人才。

##### 三、推動全英語課程

全球化現象與數位科技高度發展，已成為近年來的重要趨勢，國際溝通能力將會是我國未來世代人才不可或缺的能力，也是國家重點產業成功邁向國際布局的重要關鍵。有鑑於此，為提升高教國際競爭力，教育部已宣布自民國 110 年 9 月啟動「大專校院學生雙語化學習計畫」，使學生不僅在專業知識能站在國際前緣，也養成可以與國際專業人士溝通合作及全球移動的能力。為配合本校中長期發展目標，打造雙語學習環境，本院企管系、管理研究所及全球經營與策略研究所已規劃推動全英語課程。

#### 1. Broaden the international vision and mobility of faculty members and students

Currently, College of Management is applying for AACSB certification. With AACSB accreditation, we will have more opportunities to cooperate with international organizations and sign exchange or dual degree programs with AACSB-accredited schools. We will participate in international academic cooperation, do research for international influence, and establish an international network to extend our influence globally.

#### 2. Accelerate the growth of the organization

College of Management plans to combine the rich teaching and research resources of the one department and two graduate institutes to establish a doctoral program in the future, aiming to cultivate excellent teaching and research talents for the business schools in Taiwan.

#### 3. Promote all-English courses

Globalization and the development of digital technology have become important trends in recent years. The ability to communicate in the world's common language will be an indispensable ability for future generations, as well as an important tool for national key industries to go international. To make our higher education system more competitive, the Ministry of Education launched the Program on Bilingual Education for Students in College in September 2021 to enable students to communicate and collaborate with international professionals and be globally mobile. In line with the university's medium and long-term goal of creating a bilingual learning environment, Department of Business Administration, Graduate Institute of Management and Graduate Institute of Global Business Strategy have been planning to promote English-only courses.

#### 4. Strengthen a alumni network

Each program has its alumni association. In the future, we will actively organize a series of activities to gather alumni and contribute to the school together.

## 四、強化校友關係

本院各系所均設有校友會，後續將積極透過舉辦系列活動，凝聚校友共識，為母校貢獻心力。

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## 全球視野 · 在地實踐 — 國際與社會科學學院

Global Outlook · Local Practice —  
College of International Studies and Social Sciences

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作為一所綜合研究型、追求國際化及社會影響力的大學，無疑地，需要有一個具備「全球視野、在地實踐」的國際與社會科學學院（以下簡稱「本院」）。本院的建構與發展，標誌著臺灣師範大學從師資培育的教育型大學轉型為多元發展的頂尖大學之里程碑。

作為學校最年輕的學院之一，本院的系所放在人文社會領域來看，雖不完整，但卻涵蓋了立足臺灣、連結亞洲及全球之需，不論是培育華語師資、探究東亞政經與文化、歐洲文化與觀光，或是關注大眾傳播與新媒體趨勢，抑或培育社會工作人才、跨國企業經理人才等教研方向，在師生們的努力下，都是國內外極具特色的學術社群。

## 壹、發展

### 一、「國際與社會科學學院」的成立

本院成立於民國 103 年（2014）8 月 1 日，在師大是屬於成立年限不久的年輕學院。本院由「國際與僑教學院」與「社會科學學院」整併而成立，為了瞭解本院的性質與特色，必須先理解前身的兩院成立脈絡與合併過程。

「國際與僑教學院」成立於民國 95 年（2006），本校及「國立僑生大學先修班」整併對該院的成立發揮了關鍵性影響。84 年（1995），「國立僑生大學先修班」為求擴大僑教功能，開始與本校有合併之議。94 年（2005）5 月 20 日教育部決議推動兩校整併政策，94 年 8 月 2 日兩校簽署「整合發展協議書」，95 年 3 月 22 日行政院核定兩校合併正式生效。

對本校而言，兩校合併有助於國際級綜合型大學發展。本校原以培育中等教育之師資為辦校的宗旨，但民國 83 年（1994）政府開始實施的師資培育多元化政策，對本校發展帶來結構性的變化。師資培育不再是師範大學的專有領域，為因應此趨勢，本校將發展目標定為「邁向國際級綜合型大學發展」。因此，兩校合併符合本校發展目標，可以擴大大學規模，成為多校區、多學系、多學門，期待發展為人文與科技兼具的綜合型大學。

兩校合併後，「國立僑生大學先修班」的校地，成為本校的第三個校區即林口校區。民國 95 年 8 月 1 日，在林口校區成立「國際與僑教學院」，「國立僑生大學先修班」成為隸屬該院的「僑生先修部」，由華語文學科、外語學科、人文社會學科、數理學科等 4 學科所構成。此外，原隸屬於文學院的華語文教學研究所改隸該院，

As a comprehensive research-oriented university pursuing internationalization and social influence, the University undoubtedly needs the College of International Studies and Social Sciences (hereinafter referred to as "the College") with "global vision and local practice". The construction and development of the College mark the milestone of the University's transformation from a normal university to a top university with diversified development.

As one of the youngest Colleges in the University, although the College's department composition is incomplete in terms of humanities and social sciences, it covers the need to be based in Taiwan and connect Asia and the world. The teaching and research directions of the College include the cultivation of Chinese teachers, the exploration of East Asian politics, economy and culture, European culture and tourism, the focus on mass communication and new media trends, the cultivation of talents for social work, and the management of multinational enterprises. With the efforts of faculty members and students, the College has become a highly distinctive academic community at home and abroad.

## I. Development

### 1. Establishment of College of International Studies and Social Sciences

College of International Studies and Social Sciences was founded on August 1, 2014. It is a young College in the University. The College was founded by merging the College of International Studies and Education for Overseas Chinese and the College of Social Sciences. To understand the nature and characteristics of CISS, one must first understand the establishment and the merger process of the two previous institutes.

The "College of International Studies and Education for Overseas Chinese" was established in 2006. The integration of National Taiwan Normal University and "National University Preparatory School for Overseas Chinese Students" played a key role in the establishment of the College. In 1995, National University Preparatory School for Overseas Chinese Students began to discuss a merger with the University in order to expand overseas Chinese education. On May 20, 2005, the Ministry of Education decided to promote the integration of the two schools. On August 2, 2005, an "Integration and Development Agreement" was signed by the two schools. On March 22, 2006, the Executive Yuan approved the merger of the two schools.

The merger of the two schools helps the University develop into an international comprehensive university. The University was originally built for cultivating teachers in secondary schools, but the policy of diversifying teacher education since 1994 has brought structural changes to the development of the University. Teacher education is no longer the exclusive domain of normal universities. In response to this trend, the University has set its development goal as "towards an international comprehensive university". Therefore, the merger of the two schools is in line with this goal and can expand the scale of the university to become a comprehensive university with multiple campuses, departments and subjects, as well as humanities and science and technology features.

After the merger of the two schools, the base of National University Preparatory School for Overseas Chinese Students became the third campus of the University, Linkou Campus. On August 1, 2006, College of International International Studies and Education for Overseas Chinese was established in Linkou Campus. National University Preparatory School for Overseas Chinese

並在 96 年 (2007) 新設應用華語文學系、國際華語與文化學系及東亞文化暨發展學系等 3 系，以及國際漢學研究所、歐洲文化與觀光研究所。98 年 (2009) 8 月 1 日起，國際人力資源發展研究所由科技學院改隸於該院，形成 3 系 4 所、4 學科之規模。

「社會科學學院」成立於民國 98 年 8 月 1 日，成立該院也是為了配合國際級綜合型大學發展目標。整合原隸屬於教育學院的政治學研究所、社會工作學研究所與大眾傳播研究所為主體成立了「社會科學學院」，形成政治、傳播、社會 3 個領域為核心的學院。

民國 103 年 8 月 1 日，基於以下考量，「國際與僑教學院」與「社會科學學院」整併為「國際與社會科學學院」。第一，兩院之專業屬性與學術發展較為相近，具有互補效應；故，整併後將有利於資源整合與學術發展。第二，整併後，新學院共有 3 系 5 所，組織規模較為適切。第三，整併後之新學院，無論是國際文化、區域研究、華語文教育或社會科學之教學與研究，都更具有競爭力。

民國 103 年籌備整併時，兩院組織架構如表 1。由於 100 年東亞文化暨發展學系及國際漢學研究所整合為東亞學系，而 101 年 (2012) 國際華語與文化學系及華語



圖 1 | 「國際與僑教學院」時期，位於林口校區，攝於民國 100 年 (2011) (資料來源：東亞學系)  
Figure 1. The International Studies and Education for Overseas Chinese in Linkou Campus in 2011. (Source: Department of East Asian Studies)



圖 2 | 「社會科學學院」時期，位於和平校區，攝於民國 102 年 (2013) (資料來源：國際與社會科學學院)  
Figure 2. College of International Studies and Social Sciences is located on Heping campus. (2013) (Source: College of International Studies and Social Sciences)

Students became the "Division of Preparatory Programs for this college Overseas Chinese" that consisted of four disciplines, Chinese literature, foreign languages, humanities and social sciences, and mathematics. In addition, Graduate Institute of Teaching Chinese as a Second Language, formerly affiliated to the School of Arts, became affiliated to the Division. In 2007, Department of Chinese as a Second Language, Department of Applied Chinese Language and Culture, and Department of East Asian Culture and Development, Graduate Institute of International Sinology Studies, and Graduate Institute of European Cultures and Tourism were established. From August 1, 2009, Graduate Institute of International Human Resource Development became subordinate to the Division from the College of Technology, making the Division a college that consists of three departments, four graduate institutes and four disciplines.

College of International Studies and Social Sciences was founded on August 1, 2009, in line with the University's goal of becoming an international comprehensive university. The College was established by integrating Graduate Institute of Political Science, Graduate Institute of Social Work and Graduate Institute of Mass Communication, which were originally affiliated to the College of Education, to form a college with three core areas of politics, communication and society.

On August 1, 2014, based on the following considerations, College of International Studies and Education for Overseas Chinese was merged with College of International Studies and Social Sciences. First, the professional attributes of the two institutes were relatively similar and thus have complementary effects, so the integration will be beneficial to resource integration and academic development. Second, after the integration, the new college would have three departments and five graduate institutes. This organizational scale is relatively appropriate. Third, the new college is likely to be more competitive in teaching and research regarding international culture, regional studies, Chinese language education or social sciences.

In 2014, the organizational structure of the two institutes was shown in Table 1. In 2011, Department of East Asian Culture and Development and Graduate Institute of International Sinology Studies was integrated into the Department of East Asia Studies. In 2012, Graduate Institute of Teaching Chinese as a Second Language and Department of Chinese Language and Culture for International Students were merged to become Department of Chinese as a Second Language. Therefore, College of International Studies and Education for Overseas Chinese has three departments and two graduate institutes while "Division of Preparatory Programs for Overseas Chinese" has four subjects.

After its establishment, the College has formed a structure of 3 departments and 5 graduate institutes. The 3 departments refer to Department of East Asian Studies, Department of Chinese as a Second Language, and Department of Applied Chinese Language and Culture. Five graduate institutes are Graduate Institute of European Cultures and Tourism, Graduate Institute of International Human Resource Development, Graduate Institute of Social Work, Graduate Institute of Political Science, and Graduate Institute of Mass Communication. Since College of International Studies and Education for Overseas Chinese and its affiliated departments moved to Heping Campus in August 2012, the integration did not cause the problem that the departments in the college were located on different campuses. The subordinate unit of Division of Preparatory Programs for this college Overseas Chinese was changed to the University and remained in Linkou Campus to continue to be responsible for the education of Overseas Chinese students.

文教學研究所整合為華語文教學系，因此「國際與僑教學院」形成3系2所及「僑生先修部」4學科之結構。

本院成立後，形成3系5所結構，3系是指東亞學系、華語文教學系、應用華語文學系；5所則是歐洲文化與觀光研究所、國際人力資源發展研究所、社會工作學研究所、政治學研究所、大眾傳播研究所。由於民國101年8月，「國際與僑教學院」與隸屬的系所搬移到和平校區，因此這次的整併並沒有造成同院內系所校區分裂的問題。「僑生先修部」隸屬單位更改為本校，仍留在林口校區持續負責僑生教育。

## 二、各系所的發展

現在的華語文教學系由華語文教學研究所、國際華語與文化學系、應用華語文學系等三個系所整合而成。華語文教學研究所成立時間最早，成立於民國84年，95年由「文學院」改隸於「國際與僑教學院」，96年改組為「教學組」與「僑教與海外華人研究組」並立的結構。國際華語與文化學系學士班及應用華語文學系學士班成立於96年。101年，華語文教學研究所「教學組」與國際華語與文化學系合併，成為具學士班、碩士班與博士班學制之華語文教學系。同年，應用華語文學系亦與華語文教學研究所「僑教與海外華人研究組」合併，系名維持應用華語文學系，增設碩士班，並按研究取向領域分為「應用華語文學組」及「僑教與海外華人研究組」。106年（2017），應用華語文學系與華語文教學系進一步整併，成立「華語文教學系」。

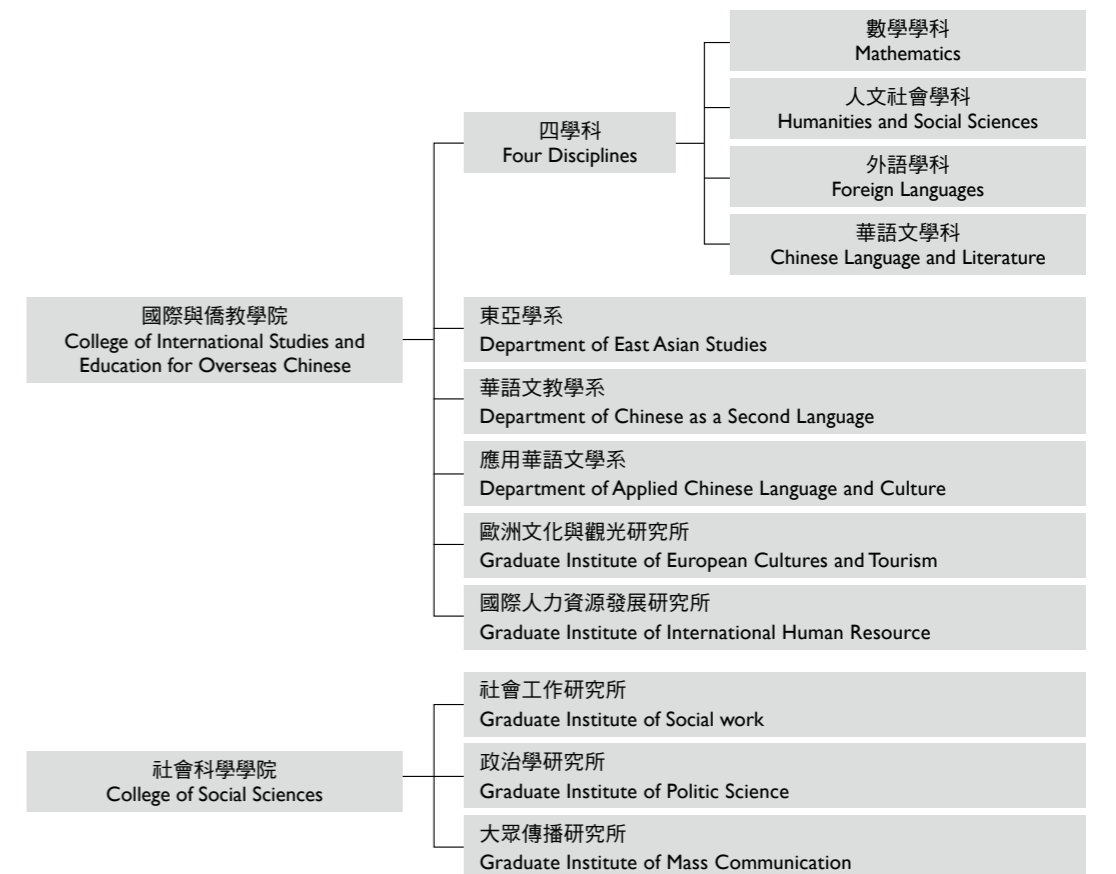
現在的東亞學系由東亞文化暨發展學系、國際漢學研究所、政治學研究所3個系所結合而成。東亞文化暨發展學系學士班及國際漢學研究所碩士班成立於民國96年。100年，為配合校務發展計畫，以提升兩單位的學術與研究能量，東亞文化暨發展學系與國際漢學研究所整合為東亞學系，含學士班與碩士班，並分為「漢學與文化組」與「政治與經濟組」兩組。政治學研究所的前身為三民主義研究所，三民主義研究所成立於57年（1968），隸屬於教育學院，92年（2003）更名為政治學研究所碩士班。104年（2015），政治學研究所與東亞學系整合，但政治學研究所學術單位仍保留在東亞學系內。政治學研究所自105年（2016）停止碩士班招生、106年停止博士班招生，預計所有學生畢業之後，兩單位正式合併為一。由於政治學研究所的結合，東亞學系自106年增設博士班。

## 2. Development of Each Department and Graduate Institute

The current Department of Chinese as a Second Language is from the integration of Graduate Institute of Teaching Chinese as a Second Language, Department of Chinese Language and Culture for International Students and Department of Applied Chinese Language and Culture. Graduate Institute of Teaching Chinese as a Second Language was founded the earliest, in 1995. In 2006, it became an affiliation to College of International Studies and Education for Overseas Chinese instead of College of Arts. In 2007, a parallel structure of "Teaching Branch" and "Overseas Chinese Education and Overseas Chinese Research Branch" was adopted. Department of Chinese Language and Culture for International Students and Department of Applied Chinese Language and Culture were founded in 2007. Graduate Institute of Teaching Chinese as a Second Language and Department of Chinese Language and Culture for International Students were merged to become Department of Chinese as a Second Language in 2012. In the same year, Master's Program of

表 1 | 整併前兩院組織架構（資料來源：國際與社會科學學院）

Table 1. The organizational structure of the two colleges before the merger (Source: College of International Studies and Social Sciences)



大眾傳播研究所碩士班與社會工作研究所碩士班皆是自社會教育學系獨立成立的研究所。社會教育學系創立於民國 44 年（1955），分設「圖書館組」、「新聞組」及「社會事業組」等三組；61 年（1972）「社會事業組」更名為「社會工作組」。86 年（1997），原隸屬於該系的「新聞組」，獨立成立大眾傳播研究所。社會工作研究所碩士班成立於 94 年，其前身為社會教育學系「社會工作組」。

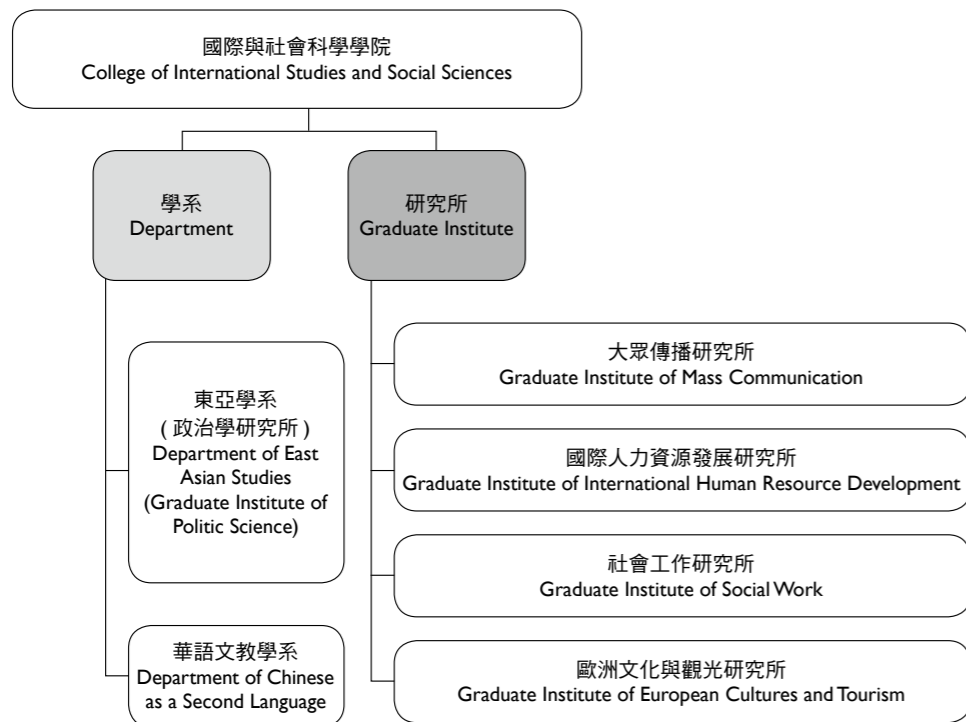
國際人力教育與發展研究所碩士班於民國 92 年隸屬於科技學院，98 年改隸於「國際與僑教學院」之際，更名為國際人力資源發展研究所。歐洲文化與觀光研究所碩士班成立於 96 年。

### 三、「國際與社會科學學院」組織與歷任院長

民國 106 年 8 月 1 日，本院內性質較接近的 4 個系所整合為兩個學系：一、華語文教學系及應用華語文學系整合為一，系名維持華語文教學系；二、東亞學系與

表 2 | 國際與社會科學學院組織架構（資料來源：國際與社會科學學院）

Table 2. Organizational structure of College of International Studies and Social Sciences (Source: College of International Studies and Social Sciences)



Overseas Chinese Education and Studies established was merged in Department of Applied Chinese Language and Culture. The Department retained its original name and added a new graduate program, which was divided into "Applied Chinese Literature Branch" and "Overseas Chinese Education and Overseas Chinese Research Branch" according to research fields. In 2017, Department of Chinese as a Second Language and Department of Applied Chinese Language and Culture were merged into of Department of Chinese as a Second Language.

The current Department of East Asian Studies is integrated from Department of East Asian Culture and Development, Graduate Institute of International Sinology Studies, and Graduate Institute of Political Science. Department of East Asian Culture and Development and Graduate Institute of International Sinology Studies were established in 2007. In 2011, in line with the University's development plan and to enhance the academic and research energy of the two units, Department of East Asian Culture and Development and the Graduate Institute of International Sinology Studies were consolidated into Department of East Asian Studies, which enrolled students into the undergraduate and master's programs for "the sinology and culture group" and "the politics and economics group". The Graduate Institute of Political Science was established in 1968 under the name of "Graduate Institute of Dr. Sun Yat-Sen" as an affiliation to College of Education. In

表 3 | 歷任院長（資料來源：國際與社會科學學院）

Table 3. Successive deans (Source: College of International Studies and Social Sciences)

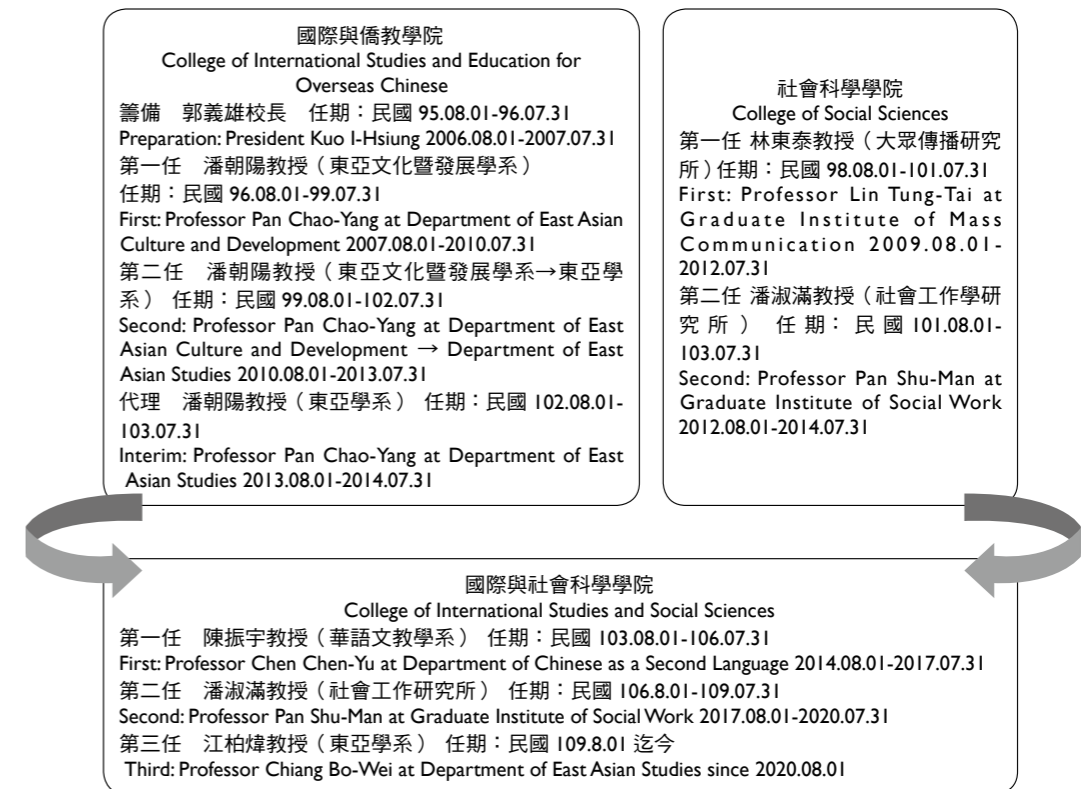




圖 3 | 華語文教學系學士班華組 III 級學生參與運動會繞場，攝於民國 107 年 (2018) (資料來源：華語文教學系)

Figure 3. Students of Class of 2022, International Mandarin Chinese and Culture Division, Department of Chinese as a Second Language, participated in the sports meeting in 2018. (Source: Department of Chinese as a Second Language)

政治學研究所整合為一，但暫時保留政治學研究所。目前本院共有 2 系 4 所，組織架構如表 2。此外，「國際與僑教學院」與「社會科學學院」的歷任院長，以及整併後本院的歷任院長如表 3，目前本院的院長是東亞學系江柏煒教授。

## 貳、特色

### 一、培養跨領域 5C 能力的學生

在全球化的今天，臺灣身處亞太新興發展區域的樞紐地位，是東北亞及東南亞的節點，也是傳統與創新兼具的活力島嶼。本院站在這些潮流之上，提供學生全球視野及在地實踐的學習。

本院強調跨領域的學習，朝跨學科、跨語言、跨文化等多元學習邁進。本院的教育目標為培養多語素養與文化能力的人才。全球國際的視野意味著學生要具備多語素養與文化能力，係以美國外語教學學會 (American Council on the Teaching of Foreign Languages, ACTFL) 認定的 5C 能力，包含：運用多語溝通的能力 (Communication)、培養文化能力與理解能力 (Cultures)、結合不同學科的能力 (Connections)、發展語言文化的互動能力 (Comparisons) 及參與多語社群的能力 (Communities)。

為了培養具有多語素養與文化能力即 5C 能力的學生，本院開設院級課程：「俄羅斯語課程」與「跨文化素養系列課程」，其中「跨文化素養系列課程」非常具有本院的特色。「跨文化素養系列課程」分為「必修—核心領域課程」與「選修—實務能

2003, it was renamed Graduate Institute of Political Science. The Institute offered master's and doctoral degrees in Political Science. In 2015, the Graduate Institute of Political Science was integrated with the Department of East Asian Studies. However, the Graduate Institute of Political Science academic unit remained within the Department of East Asian Studies. Graduate Institute of Political Science stopped recruiting graduate students in 2016 and doctoral students in 2017. It is expected that after all students graduate, the two programs will officially merge into one. Due to the combination of the Graduate Institute of Political Science, the Department of East Asian Studies has added a Ph.D. program since 2017.

Graduate Institute of Mass Communication and Graduate Institute of Social Work are both independent institutes disaffiliated from Department of Adult and Continuing Education. The Department of Adult and Continuing Education was established in 1955 and consisted of three branches: Library, News and Social Services. In 1972, the Social Services Branch was renamed the Social Work Branch. In 1997, the Graduate Institute of Mass Communication was established independently from the News Branch of the Institute. The Graduate Institute of Social Work was founded in 2005 from the Social Work Branch of Department of Adult and Continuing Education.

The Graduate Institute of International Workforce Education and Development was established in 2003 as part of College of Technology. In 2009, it was renamed Graduate Institute of International Human Resource and became an affiliation College of International Studies and Education for Overseas Chinese. Graduate Institute of European Cultures and Tourism was founded in 2007.

### 3. Organization and successive deans of College of International Studies and Social Sciences

On August 1, 2017, four departments within the College that are similar in nature were consolidated into two departments: 1. Department of Chinese as a Second Language and Department of Applied Chinese Language and Culture were merged in the name of Department of Chinese as a Second Language. 2. Department of East Asian Studies and Graduate Institute of Political Science were merged into one while Graduate Institute of Political Science was temporarily retained. At present, the College has 2 departments and 4 graduate institutes. The organizational structure is shown in Table 2. In addition, the deans College of International Studies and Education for Overseas Chinese, College of Social Sciences, and College of International Studies and Social Sciences after the merger are shown in Table 3. The current Dean is Professor Chiang Bo-Wei of Department of East Asian Studies.

## II. Characteristics

### 1. Cultivate Students with interdisciplinary 5C abilities

The tidal force of globalization has pushed Taiwan into a pivotal position among the East Asian region, which lies between Northeast and Southeast Asia. It is an island vitalized by both tradition and innovation. Riding the tide of globalization, the College of International Studies and Social Sciences offers our students a global outlook and local practices.

The College emphasizes interdisciplinary learning and moves towards interdisciplinary, plurilingual and pluricultural learning. The educational goal of the College is to develop plurilingual

力發展、專業領域應用、區域知識領域」，各領域開 3 至 5 門課，總共 13 門課。必修課由本院負責開課，選修課由隸屬的各系所負責開課。學生在「必修—核心領域課程」修習「跨文化素養導論」，在選修 3 個領域中選 2 個領域，各修習 1 門課，共 2 門課，即可獲得「跨文化素養系列課程修習證明書」。

## 二、華語文教育的重鎮

本院以華語文教學系為主體，培養各專業領域所需之國際華語人才，使其熟習海內外華人社會與文化，並具備跨文化素養與溝通能力，藉此促進區域間的文化交流，進而厚植全球華語文化的軟實力。

華語文教學系，包含 2 個學士班組：「國際華語與文化組」及「應用華語文學組」；另設碩士班、博士班及海外華語師資數位碩士在職專班等班別。「學士班—國際華語與文化組」招生對象為「以華語作為第二語言或外語」之國際學生，屬於臺灣首創的國際學生華語學士課程。「學士班—應用華語文學組」招收本國學生及僑生，以培養對外華語文化教育產業人才為教育目標。華語文教學系碩、博士班強調教學研究與師資培育並重，一方面致力於促進華語文教學的專業化、學術化與國際化，一方面積極培育海內外優質的華語文教學師資，提升臺灣成為全球以華語為二語或外語教學的學術研究重鎮。民國 106 年整併後，華語文教學系不僅具備學士、碩士、博士班的完整學制，成為多元班別、多元學生來源的學系，逐漸在臺灣具有華語文教學的領導性地位。

## 三、完整的區域研究系統

由東亞學系與歐洲文化與觀光研究所為主體，聚焦東亞與歐洲研究，透過學生至業界、機構或歐洲合作學校的實習與參訪，培育具備「文化思想與應用」、「政經與區域發展」之跨文化教學及研究人才。鼓勵學生赴外交換與國際學術交流。

東亞學系的教育目標為培育區域研究及其應用能力之跨領域人才。東亞學系為國內唯一具有大、碩、博完整學制的東亞研究相關學系，並為跨領域、整合性專業人才的教學研究單位，提供有志於東亞區域研究之學子系統性的學術訓練。赴外研習及深造亦可與歐美、日韓、東南亞多所設有「東亞研究」等名校接軌。民國 106 年，東亞學系改採不分組招生，但課程領域分為「文化與應用」及「政經與區域發展」兩主

and pluricultural competence. A global and international perspective means that students should be equipped with multilingual literacy and cultural competence, which can be defined by the World-Readiness Standards for Learning Languages, as identified by the American Council on the Teaching of Foreign Languages, which is also known as the 5Cs (Communication, Cultures, Connections, Comparisons, and Communities).

To equip students with multilingual literacy and cultural competence, namely 5Cs, the College offers college-level courses, such as "Russian" and "Intercultural Literacy Series". The distinctive courses of Intercultural Literacy Series are divided into "Required courses – Core Curriculum" and "Elective courses – Practical Ability Development, Application of Professional Fields and Regional Knowledge." Three to five courses are offered in each field, with a total of 13 courses. The College is responsible for setting up required courses while its affiliated departments offer elective courses. Students who take "Introduction to Intercultural Literacy" in "Required courses- Core Curriculum" and one course in two of the three fields of elective cores will receive a certificate from the Intercultural Literacy Series.

## 2. The center of Chinese language education

With the Department of Chinese as a Second Language as the main body, the College aims to teach talents from various fields all over the world Chinese, familiarize them with Chinese society and culture at home and abroad, and equip them with cross-cultural literacy and communication skills to promote cultural interaction between regions and to increase soft power of Chinese culture.

Department of Chinese as a Second Language consists of two bachelor's programs, International Mandarin Chinese and Culture Division and Applied Mandarin Chinese Literature Division, as well as master's, doctoral and digital master's courses for overseas Chinese teachers. The International Mandarin and Culture Division of the undergraduate program is the first Chinese Bachelor's Degree program for foreign students in Taiwan. It is open to international students who speak Mandarin as their second language. The Applied Chinese Literature Division recruits Taiwanese students and overseas Chinese students, with the goal to cultivate talented people in Mandarin Chinese education. The master's and doctoral programs focus on research in teaching and teacher training. On the one hand, they are committed to promoting the professionalization, academicization and internationalization of teaching Chinese as foreign language. On the other hand, they actively train outstanding Chinese teachers at home and abroad, so as to promote Taiwan to become a global hub of academic research in teaching Chinese as a second language or foreign language. After the merger in 2017, Department of Chinese as a Second Language has a complete academic system of bachelor's, master's and doctoral programs. It has become a department with diverse programs and student composition, and has gradually become a leader in Chinese language education in Taiwan.

## 3. A complete regional research system

Department of East Asian Studies and the Graduate Institute of European Cultures and Tourism focus on East Asian and European studies. Through internships and visits to the companies, institutions and partner schools in Europe, we aim to cultivate intercultural talented people who keep abreast of "cultural thinking and application", "politics, economics and regional

軸。大學部的教學定位在人文社會領域的通才養成；碩士班培育具備獨立研究及實踐能力的專業人才；博士班以高階人文社會研究為主。

歐洲文化與觀光研究所的教育目標為，整合現有資源，提升國內從事歐洲文化之學術研究，將語言人文研究與文化觀光研究橋接，結合人文與科技的專業領域，培育具備國際視野與胸襟之

全方位歐洲文化與文化觀光之研究與專業人才；同時推展我國對歐洲文化的認識與交流，以期提高國民文化素養，加強國家競爭力。其特色如下：

(一) 民國 101 年與法國昂傑大學觀光學院（後更名為觀光、酒店與文化遺產管理學院）簽訂首份雙聯學位合作協議書，後於 110 年（2021）與法國勃根地大學／勃根地弗朗什科特大學聯盟簽訂第二份雙聯學位合作協議書。學生於歐洲文化與觀光研究所修課兩年後，赴法國昂傑大學／勃根地大學修課半年並實習半年，便可獲得本校及昂傑大學／勃根地大學兩校雙聯碩士學位。

(二) 每年 6 月底至 7 月初，帶領學生至歐洲大學進行參訪及見習，並至該校合作企業進行實習課程。為期 2 週的暑期課程結束後，學生可依論文主題自由於歐洲進行文獻資料蒐集，返國後籌辦「歐洲文化週」活動，將暑期見聞與社會大眾分享。

#### 四、全球化與在地化的社會科學專業培育

本院以國際人力資源發展研究所、大眾傳播研究所、社會工作研究所為主體，朝向全球化與在地化的社會科學專業培育發展。

國際人力資源發展研究所以培育國際企業、各國政府機構及國際性非營利組織人力資源規劃與管理專業人才為目標，每年有 15 位臺灣學生與 12 至 17 位的國際學生入學。其特色如下：



圖 4 | 「東亞學系系友回娘家」活動，攝於民國 102 年（資料來源：東亞學系）

Figure 4. Department of East Asian Studies alumni homecoming event in 2013. (Source: Department of East Asian Studies)



圖 5 | 自民國 98 年起歐洲文化與觀光研究所與法國昂傑大學觀光學院合作雙聯學位、學生交換及教師互訪講學，雙方學術交流密切頻繁，攝於 108 年（2019）。（資料來源：歐洲文化與觀光研究所）

Figure 5. Since 2009, Graduate Institute of European Cultures and Tourism has been cooperating with School of Tourism, University of Angers in France for dual degrees, exchange programs and visits of faculty members. Academic interaction between the two schools is frequent (2019). (Source: Graduate Institute of European Cultures and Tourism)

development". We also encourage students to participate in exchange program and international academic interaction events.

The educational goal of Department of East Asian Studies is to cultivate interdisciplinary talents in regional research and its application. Department of East Asian Studies is the only Department of East Asian studies in Taiwan with complete undergraduate, master's and doctoral programs. It is also a teaching and research institution for interdisciplinary and integrated professionals, providing systematic academic training for students who are interested in East Asian studies. Students can also go abroad for further study in top universities in Europe, the United States, Japan and South East Asia that provide programs related to East Asian studies. Since 2017, the Department of East Asian Studies has not recruited students in divided groups, while courses are divided into two focuses, "Culture and Application" and "Politics, Economy and Regional Development". The teaching goal of the undergraduate program is to cultivate generalists in humanities and social fields. The graduate program cultivates professionals with independent research and practical abilities. The doctoral program focuses on advanced humanities and social studies.

The educational objectives of Graduate Institute of European Cultures and Tourism are to integrate existing resources, promote the academic research of European Cultures in Taiwan, link study of languages and humanities to the study of culture and tourism, integrate the fields of humanities and science, cultivate researchers and professionals with an international perspective and a comprehensive view of European culture and tourism. At the same time, Graduate Institute of European Cultures and Tourism also promotes the understanding and exchange of European culture in Taiwan, so as to improve the cultural literacy of the people and strengthen the competitiveness of the country. Its features are as follows:

(1) In 2012, we signed the first dual degree agreement with the School of Tourism, University of Angers (later renamed School of Tourism, Hospitality and Cultural Heritage Management) in France. The second dual degree agreement was signed with University of Burgundy/ Université

(一) 全英語授課：國際人力資源發展研究所為全國第一所採用全英語授課，並同時招收本國籍與國際學生的系所，國際生來自北美、中南美、歐洲、非洲及亞洲各國，是媲美小型聯合國的學習環境。

(二) 對畢業生授予管理學碩士學位 (MBA Degree)：國際人力資源發展研究所提供學生發展成為國際化人力資源專業人才的基礎與專業課程，使學生具備進入全球化職場的素養和關鍵知能，以及具備國際化、跨文化管理與溝通之能力。

(三) 國際化：除了本校的學習環境之外，提供學生多元學習的環境與機會。國際人力資源發展研究所與美國伊利諾大學香檳分校 (University of Illinois at Urbana Champaign, UIUC) 長期學術合作，學生完成課程且通過甄選後，可申請赴 UIUC 擔任訪問學生。

大眾傳播研究所以培育具新傳播科技產製、分析與決策能力之大眾傳播專業人才為目標。因應傳播科技與環境生態之變革，為教育能符合時代需求、掌握國際化趨勢之傳播人才，發展重點逐步由行銷傳播，轉向含括資訊科技傳播。以「新傳播科技與數位內容」、「新媒體之社會、政經與文化研究」，及「新聞／傳播基本技能」三軸線為綱，期望訓練出既有科技技能，又有新傳播分析決策能力之時代菁英。

社會工作研究所以家庭與社會工作領域為主，培育專業社會工作人才。近程目標主要是因應社會發展之需求，建構完整之教育訓練課程，並結合多元實務工作領域，強化社會工作專業知能之訓練，作為培育「家庭與社會工作」專業人才之基礎。中長期發展目標有四：一、培育以家庭與社會工作領域為主之專業社會工作人才。二、整合社會工作理論與實務方法，提升專業社會工作素養。三、加強學術與實務的交流與互動，充實專業社會工作研發。四、強化國際學術與研究機構的交流，建構全球化與在地化專業社會工作視野。



圖 6 | 國際人力資源發展研究所學生合照，攝於民國 109 年 (2020)。(資料來源：國際人力資源發展研究所)  
Figure 6. Students of Graduate Institute of International Human Resource Development (2020) (Source: Graduate Institute of International Human Resource Development)

Bourgogne Franche-Comte alliance in 2021. After studying at Graduate Institute of European Cultures and Tourism for 2 years, students can study for 6 months and do an internship for 6 months at University of Angers/University of Burgundy to obtain a dual master's degree from the University and the University of Angers/University of Burgundy.

(2) From the end of June to the beginning of July every year, we take our students to European universities for visits and partner companies for internship courses. At the end of the 2-week summer course, students will be able to collect literature from Europe based on the topic of their thesis and organize a "European Culture Week" to share their summer experience with the public.

#### 4. Globalization and localization of social science education

With Graduate Institute of International Human Resource Development, Graduate Institute of Mass Communication and the Graduate Institute of Social Work as the main body, the College develops global and local social science education.

Graduate Institute of International Human Resource Development aims to cultivate professionals in human resource management in international enterprises, government agencies and non-profit organizations. Each year, 15 Taiwanese students and 12 to 17 foreign students enroll. Its features are as follows:

(1) English-taught courses: Graduate Institute of International Human Resource Development is the first department in Taiwan to offer all courses in English only and enroll both local and



圖 7 | 大眾傳播研究所以自民國 101 年開始，由學生在暑假舉辦媒體素養營，前往偏鄉推廣媒體素養教育。圖為 110 年受到嚴重特殊傳染性肺炎疫情影響，首次以線上形式舉辦媒體素養營。(資料來源：大眾傳播研究所)  
Figure 7. Since 2012, Graduate Institute of Mass Communication has organized Media Literacy Camps for students in summer vacations to promote media literacy in rural areas. In 2021, Media Literacy Camp was held online for the first time due to COVID-19. (Source: Graduate Institute of Mass Communication)





圖 8 | 社會工作學研究所參與學校運動會繞場活動，展現社會工作專業模範，攝於民國 109 年。(資料來源：社會工作學研究所)  
Figure 8. Graduate Institute of Social Work took part in the school sports meeting to show the professional image of social workers in 2020. (Source: Graduate Institute of Social Work)

### 五、外籍學生最多的學院

本院的最大的特色是外籍學生最多的學院。首先，本院的境外學位生人數為全校最多。境外學生分為外籍生、僑生、陸生，109 學年度（2020 秋至 2021 春）以取得學位為目的的全校境外學位生人數為 1,497 人，近年來出現若干增加趨勢，105 學年度為 1,284 人、106 學年度為 1,393 人、107 學年度為 1,446 人、108 學年度為 1,476 人，可以看出，境外學位生入學並沒有因新型冠狀病毒疫情而減少。其中，本院的境外學位生人數最多，以 109 學年度為例，本院共有 445 人占全境外生的 29.73%，全校最高；而本院的學生人數為 1,240 人，以院生中境外生所占比例來算則增加至 35.89%，也是全院最高。此外，本院的境外學位生中，陸生占的比例不高、以外籍生與僑生為主，尤其是外籍生所占比例為 46.36%，全校最多。105 至 109 學年度，本院共有 378 名境外學位生，其中最多來自於越南 85 人占 22.5%；其次為韓國 41 人占 10.8%；接下來是馬來西亞 35 人占 9.3%。（參考表 4）

再者，本院的赴外交換與來校交換、訪問人數，在全校中占前 3 名及前 2 名。赴外交換人數與來校交換、訪問人數，嚴重受到疫情影響，108-2 學期起兩者人數明顯下降。106-2 至 109-1 學期的全校赴外交換人數，總計 706 人，本院繼於文學院、教育學院，第三個赴外交換人數多的學院，共 140 人。另外，106-2 至 109-1 學期的來校交換、訪問人數，總計為 1,228 人，其中本院是文學院以後，第二個來校交換、訪問人數多的學院，共 293 人。本院學生赴外交換最多國家為：第一日本、第二韓國、第三日本；而來院交換、訪問的來源國為：第一中國、第二日本、第三韓國。

foreign students. International students come from North and South America, Europe, Africa and Asia, providing a learning environment comparable to a small United Nations.

(2) MBA Degree is awarded to graduates: Graduate Institute of International Human Resource Development equips students with the quality and key knowledge to enter the global workplace and to conduct international, cross-cultural management and communication.

(3) Internationalization: In addition to the studying environment provided by the University, we provide students with a diverse learning environment and opportunities. Graduate Institute of International Human Resource Development has a long-term cooperative program with the University of Illinois at Urbana Champaign (UIUC), the USA. Students who complete the program and pass the selection process can apply to UIUC as visiting students.

Graduate Institute of Mass Communication aims to develop mass communication professionals who are capable of manufacturing, analyzing and making decisions based on new communication technologies. In response to the changes in communication technology and environment, the Graduate Institute of Mass Communication has gradually shifted its focus from marketing only to include information technology communication in order to educate communication professionals who can meet the needs of the times and master the international trend. Based on the three axes of "new communication technologies and digital content", "social, political, economic and cultural studies of new media", and "basic journalism/communication skills", we aim to train elites who have both technical skills and analytical decision-making ability in new communication.

Graduate Institute of Social Work focuses on the field of family and social work to cultivate social work professionals. The short-term goal is to construct a complete education and training curriculum according to the needs of social development. In addition, we will strengthen the students' professional knowledge and ability in social work, which will serve as the foundation for family and social work. There are four medium and long-term development goals: (1) To cultivate professional social workers in the field of family and social work (2) To integrate social work

表 4 | 105-109 學年度「國際與社會科學學院」前 10 個境外學位生來源國（資料來源：國際與社會科學學院）  
Table 4. Top 10 home countries of overseas degree students in College of International Studies and Social Sciences, 2016-2020 academic year (Source: College of International Studies and Social Sciences)

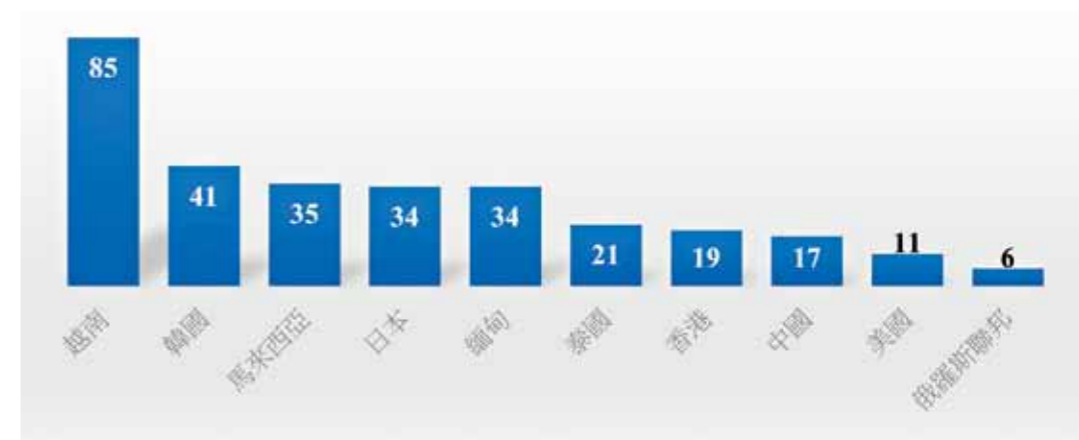




圖 9 | 民國 105 年本院首創外籍生辯論賽 - 兩方師長及辯士合影 (左四: 陳振宇院長、左二: 張嬋雯副院長、左三: 臺大國際華語研習所范美媛老師、右六: 杜昭玫老師、右五: 陳懷萱老師)。(資料來源: 國際與社會科學學院)  
Figure 9. In 2016, the College held the first debate competition for foreign students (fourth from left: Dean Chen Jenn-Yeu, second from left: Vice Dean Chang Wei-Wen, third from left: teacher of International Chinese Language Program at National Taiwan University Fan Mei-Yuan, sixth from right: teacher Du Chao-Mei, fifth from right: Chen Huai-Hsuan). (Source: College of International Studies and Social Sciences)

臺灣的大學逐漸受到少子化影響，本國生大學入學人數持續減少的趨勢下，外國學生入學越來越受到重視，尤其是外籍學位生，成為大學的重要學生來源。外國學生的增加，不僅可以促進本校的國際化，外籍學生畢業回到本國後，亦可以發揮擴大本校知名度與加強海外連接的效果，對本校發展帶來正面效應。

## 六、加強與東南亞的連接

以東亞地區而言，本院與海外大學交流集中於東北亞，例如：中國、日本與韓國。東南亞地區僅與一個地區有學術交流，民國 98 年應用華語文學系與菲律賓的基督教靈惠學院 (Grace Christian College, Philippines) 簽訂學術合作交流協議書。

然而，近年來本院致力於建立與東南亞大學的連接。民國 108 年本院與以下東南亞地區的大學簽訂學術合作交流協議書與學生交換協議書：

### (一) 泰國

清邁大學社會科學學院 (Faculty of Social Sciences, Chiang Mai University)：民國 108 年 1 月，與社會工作研究所簽訂學生交換協議書。

### (二) 越南

1. 越南胡志明市國家大學社會科學與人文大學東亞研究院 (Faculty of Oriental Studies, University of Social Sciences and Humanities Vietnam National University, Ho Chi Minh City)：民國 108 年 1 月，與東亞學系簽訂學生交換協議書。

theories and practical methods to improve social work professionalism (3) To strengthen academic and practical interactions, and enrich social work research and development. (4) To strengthen the interaction with international academic and research institutions, construct the global and local professional social work vision.

## 5. College with the largest number of foreign students

One of the most distinctive features of the College is that it has the largest number of overseas students. First of all, the number of foreign students in our College is the largest in the University. Overseas students may be divided into foreign students, overseas Chinese students and mainland China students. In the 2020 academic year (2020 fall semester to 2021 spring semester), the total number of overseas students is 1,497, which showed some increase in recent years. There were 1,284 in 2016, 1,393 in 2017, 1,446 in 2018 and 1,476 in 2019. As can be seen, the number of foreign degree enrollments has not decreased as a result of the COVID-19 outbreak. Among all Colleges in NTNU, College of International Studies and Social Sciences has the largest number of overseas degree students. For the 2020 academic year, the College had 445 students, accounting for 29.73% of the total overseas students, the highest in the University. The number of students in the College totals 1,240, which increases to 35.89% in terms of the proportion of overseas students in all students, also the highest in the university. In addition, among overseas degree students in the College, the proportion of mainland China students is not high. The overseas degree students are mainly foreign students and overseas Chinese students. In particular, the proportion of foreign students is 46.36%, which is the largest in the university. In the 2016-2020 academic year, the College has 378 overseas degree students, of which 85 are from Vietnam, accounting for 22.5%. South Korea followed with 41 (10.8%). Malaysia is next with 35 at 9.3%. (See Table 4)

Moreover, the number of students in the College who went abroad for exchange and those who visited the College ranked top 3 and top 2 in the whole University. The number of outgoing and incoming exchange students and visiting students have been decreased due to the pandemic, and the number of both has decreased significantly since the 2019 spring semester. The total number of foreign exchange students from 2017 spring to 2020 fall semester is 706. After the College of Arts and the College of Education, College of International Studies and Social Sciences ranks third with the largest number of outgoing exchange students, with a total of 140 students. In addition, from 2017 spring semester to 2020 fall semester, a total of 1,228 students came to the College, among which the College has the second largest number of incoming students, with 293 students. Most students of the College go to Japan, South Korea and Japan as exchange students. Students from China, Japan, and South Korea are the most frequent exchange visitors to the College.

Taiwan's universities are gradually affected by the sub-replacement fertility, and the number of local students enrolled in universities continues to decrease. As the result, the enrollment of foreign students becomes more and more important. In particular, foreign degree students have become an important source of students for universities. The increase of foreign students can not only promote internationalization, but also expand the popularity of the University and strengthen overseas connections after foreign students return to their home countries, bringing positive effects to the development of the University.

2. 河內漢喃研究院 (Institute of Hán-Nôm Studies)：108 年 10 月，與東亞學系簽訂學術合作交流協議書。

### (三) 馬來西亞

1. 拉曼大學人文社會科學院 (Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman)：民國 108 年 11 月，與東亞學系簽訂學術合作交流與學生交換協議書。

2. 拉曼大學中華研究院 (Institute of Chinese Studies, Universiti Tunku Abdul Rahman)：民國 108 年 11 月，與東亞學系簽訂學術合作交流與學生交換協議書。

由於以上東南亞地區大學的交流強化，目前本院是全校中與東南亞國家簽訂最多學術合作交流協議書與學生交換協議書的學院。

## 七、對於國內外之重大貢獻

本院作為一個年輕的、跨領域、兼顧基礎研究及應用研究的學術單位，對國內外學術界有一些影響力及貢獻。

(一) 為臺灣及國際社會培育一流的華語文教學師資，輸出臺灣軟實力及文化影響力。

(二) 建立了臺灣唯一整合型的東亞研究系所，涵蓋國際與本土社會的政經、文化及應用領域，為重要智庫。

(三) 致力於臺灣社會工作人才的培育，並連結到東南亞、澳洲等，為弱勢族群發聲，促成社會正義的實踐。

(四) 建構當代資訊科技傳播，以「新傳播科技與數位內容」、「新媒體之社會、政經與文化研究」及「新聞／傳播基本技能」，引領社會發展。

(五) 整合人文與科技的專業領域，培育具備國際視野與胸襟之全方位歐洲文化與文化觀光之研究與專業人才，推動了臺灣與歐盟的深化連結。

(六) 培育人力資源發展與管理、國際化與跨文化管理之專業人才，為國際經貿人才之養成，貢獻良多。

## 6. Strengthening links with Southeast Asia

The College's exchanges with universities in East Asia focus on Northeast Asia, such as China, Japan and South Korea. It has academic exchanges with only one region in Southeast Asia. In 2009, the Department of Applied Chinese Language and Culture signed an academic cooperation agreement with Grace Christian College in Philippines.

In recent years, however, the College has worked to build links with Southeast Asian universities. In 2019, the College signed an academic cooperation and exchange agreements and student exchange agreements with the following universities in Southeast Asia:

### (1) Thailand

The Faculty of Social Sciences, Chiang Mai University signed a student exchange agreement with Graduate Institute of Social Work in January 2019.

### (2) Vietnam

A. Faculty of Oriental Studies, University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, signed a student exchange agreement with the Department of East Asian Studies January 2019.

B. Institute of Hán-Nôm Studies and Department of East Asian Studies signed an academic cooperation and exchange agreement in October 2019.

### (3) Malaysia

A. In November 2019, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman and the Department of East Asian Studies signed the academic cooperation and student exchange agreement.

B. In November 2019, Institute of Chinese Studies, Universiti Tunku Abdul Rahman and the Department of East Asian Studies signed an academic cooperation and student exchange agreement.

As the interaction between universities in Southeast Asia are strengthened, the College has signed the most academic cooperation and student exchange agreements with Southeast Asian countries among all colleges in the University.

### 7. Significant contribution at home and abroad

As a young, interdisciplinary academic institution that gives consideration to both basic and practical research, the College has made some influences and contributions to the academic circles at home and abroad.

(1) Cultivate first-class Chinese language teachers for Taiwan and the international community, and export Taiwan's soft power and cultural influence.

(2) Establish the only integrated Department of East Asian Studies in Taiwan, covering the political, economic, cultural and applied fields of international and local society, as an important think tank.

(3) Cultivate talented people for social work in Taiwan, and connect them to Southeast Asia, Australia and more countries to speak up for disadvantaged groups and promote the practice of social justice.



圖 10 | 民國 110 年 11 月本院舉辦產業實習論壇，賴志樞副院長邀請業界貴賓指導：全聯實業林子文資深副總經理、104 資訊科技鍾文雄資深副總經理、臺灣積體電路製造股份有限公司學習與發展處奚永明前處長、聚碩科技股份有限公司楊碩祐資深人資長，以及迪芬尼聲學科技股份有限公司臺灣區黃柏翔人資長。(資料來源：國際與社會科學學院)

Figure 10. The College held an industrial internship forum, and Vice Dean Lai Chih-Chien invited guests such as Chuan Lian Enterprise Senior Vice General Manager Lin Tzu-Wen, 104 Corporation Senior Vice General Manager Chong Wen-Hsiung, TSMC Learning and Development Department director Hsi Yong-Ming, Sysage Technology Senior HR Officer Yang Shuo-You, and Tymphany Acoustic Technology Taiwan HR Manager Huang Bo-Hsiang. (Source: College of International Studies and Social Sciences)

## 參、未來願景

### 一、深化國際連結，提高國際學術聲望

本院未來發展方向為，持續加強外籍學位生的招生入學，近年來日本、韓國等東北亞以外，越南學生的入學率大幅度提高。因此，本院重點放在擴大東南亞國家的招生。本院境外招生短期目標國家為越南與馬來西亞；中長期目標國家為泰國、印尼、印度。同時，本院亦繼續加強與東南亞國家的學術合作與交換學生交流，希望能夠成為本校與東南亞交流的重點學院。

民國 108 年爆發新型冠狀病毒疫情，無法對東南亞國家積極採取招生策略與活動，疫情穩定後，預計對目標國擬定策略、積極展開招生與交流活動。

未來，配合學校國際化方向，各系所發展目標為透過全英語課程 (EMI) 的建構、學術研究的增能、國際學術合作的深化，建立重點研究學群，提高本院在國際學術社群的聲望與地位。

### 二、培育優秀人才，關注本土社會，擴大社會影響力

本院系所致力於培育優秀人才，賦予其國際移動力與前瞻視野外，更期盼其具備在地關懷與實踐的能力。透過學術研究及其社會實踐，本院持續在全球化的變動

(4) Structure contemporary information and communication technology to lead social development with "new communication technologies and digital content", "social, political, economic and cultural studies in new media" and "basic skills in journalism/communication".

(5) Integrate professional fields in humanities and technology, cultivating European cultural and tourism researchers and professionals with an international perspective so as to promote the link between Taiwan and the EU.

(6) Cultivate professionals in human resource development and management, international and cross-cultural management, and significantly contribute a lot to the cultivation of international economic and trade professionals.

## III. Vision

### 1. Deepen international connections and enhance international academic prestige

The future direction of the College is to continue to strengthen the enrollment of foreign degree students. In recent years, the enrollment rate of Vietnamese students besides Japan, South Korea and other countries of Northeast Asia has increased significantly. Therefore, the College focuses on expanding enrollment in Southeast Asian countries. Short-term target countries are Vietnam and Malaysia; medium and long-term target countries are Thailand, Indonesia and India. At the same time, the College also continues to strengthen academic cooperation and student exchanges with Southeast Asian countries, hoping to become the center college of the University's exchange with Southeast Asia.

As COVID-19 broke out in 2019, the College was unable to actively adopt recruitment strategies and activities for Southeast Asian countries. After the pandemic eases, the College is expected to formulate strategies and actively carry out recruitment and exchange activities for target countries.

In the future, in line with the internationalization direction of the University, the development goal of each department is to establish a key research group and enhance the reputation and status of the College in the international academic community through the construction of English as a Medium of Instruction (EMI) courses, the enhancement of academic research, and the deepening of international academic cooperation.

### 2. Cultivate excellent talents, pay attention to local society, and expand social influence

The College is committed to cultivating outstanding talents, endowing them with international mobility and forward-looking visions, and expecting them to have the ability to care about local issues and practice locally. Through academic research and social practice, the College is cautious in the face of new changes in the changing times, paying attention to the development of local society, protecting freedom, democracy and economic prosperity, and playing the role of public intellectuals in talent cultivation and think tank, expanding social influence, and becoming a first-class academic institution in humanities and social fields.

年代，戰戰兢兢地面對新變局，關注本土社會的發展，守護自由民主、經濟繁榮，並扮演人才培育及智庫的公共知識分子角色，擴大社會影響力，成為國內外一流的人文社會領域之專業學術單位。

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## 宏揚僑教 · 匯流發展—僑生先修部

Carrying Forward Education and Development for Overseas Chinese Students —  
Academy of Preparatory Programs for Overseas Chinese Students

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國立臺灣師範大學是臺灣最早辦理華僑教育與招收僑生的學府之一，更是僑生來臺就讀大學人數第二多的學校。(蔡雅薰等，2016)民國38年(1949)，僑務委員會依據「華僑學生申請保送來臺升學辦法」在臺開始招收僑生。42年(1953)，行政院僑務施政計畫對招收僑生回國升學提出兩項重點：(一)輔導僑生回國就讀師範校院；(二)鼓勵並便利僑生回國升學，加強對回國僑生之輔導工作。臺師大配合政府招收僑生政策方向，培育其成為優質的華僑教育師資，奠定華僑教育的基礎。95年(2006)與國立僑生大學先修班匯流，來自世界各地的僑生，為誠正勤樸的臺師大校園，增添斑斕的多元色彩。僑生先修部(簡稱僑先部)是臺灣推動華僑教育的重鎮，成立至今67年，期間幫助來自世界各地近2萬7千位僑生銜接臺灣高等教育，畢業後在僑居地發展所長、開創事業、服務僑社，在各行業領域有優異表現。以下將臺師大之僑生教育分為3項說明。

## 壹、發展

### 一、臺師大時期

民國21年(1932)正式成立僑務委員會，隸屬於行政院。僑務委員會前委員長鄭彥棻曾說「無僑教即無僑務」，並認為若僑民教育不能確立根基，發揚光大，那麼「卅年後無僑胞」，<sup>1</sup>於此可知僑民教育對國家之重要。臺灣師範大學是國內最早辦理華僑教育與招收僑生的學府之一。39年(1950)，本校開始接受回國僑生升學申請，當年名額共有五人，並於43年(1954)畢業，正式獻身海外僑教工作，其後歷年畢業生人數不斷增加。

政府對臺灣師範大學在僑生教育的規劃與倚重甚早，民國42年教育部分發來本校升學港澳錄取學生50名，僑生26名。同年11月，本校錄取港澳地區首批新生二十餘人。44年(1955)6月，本校改制為「臺灣省立師範大學」，在學僑生總數已增至334名。至49學年度，本校畢業生總數為3,753人，其中僑生人數1,212人，占當年本校學生總數的三分之一。其後，因公費名額限制，本校僑生人數大致保持在900人左右。本校國語教學中心成立於45年(1956)，本為提供外籍學生修習中文而設

<sup>1</sup> 民國41年(1952)10月21日首次僑務會議在臺北舉行，於會議中提出「當前僑教綱領」，通過後並送行政院核准，作為我國僑務的基本政策。

National Taiwan Normal University (NTNU) is one of the earliest universities in Taiwan to provide overseas Chinese education and recruit overseas Chinese students. It is also the university with the second largest number of overseas Chinese students studying in Taiwan (Tsai Ya-Hsun et al., 2016). In 1949, the Overseas Community Affairs Council began to recruit overseas Chinese students according to "Regulations Regarding Study and Counseling Assistance for Overseas Chinese Students in Taiwan". In 1953, the Executive Yuan's administrative plan on overseas Chinese affairs put forward two priorities for recruiting overseas Chinese to study in Taiwan: (1) Assisting overseas Chinese to study in normal schools; (2) Encouraging and facilitating overseas Chinese to study in Taiwan, and strengthening the counseling work for overseas Chinese in Taiwan. NTNU is in line with the government's policy of recruiting overseas Chinese students, cultivating them to become qualified teachers for overseas Chinese education and laying the foundation for overseas Chinese education. In 2006, it was merged with National University Preparatory School for Overseas Chinese Students. Overseas Chinese students from all over the world make the campus of National Taiwan Normal University more diverse. The Academy of Preparatory Programs for Overseas Chinese Students (hereinafter referred to as "APPOCS") is an important center to promote overseas Chinese education in Taiwan. It has been established for 67 years, during which it has helped nearly 27,000 overseas Chinese students from all over the world to pursue higher education in Taiwan. After graduation, APPOCS alumni have made outstanding performance in various fields by developing their expertise, starting business, and serving overseas Chinese communities. The programs for overseas Chinese students in NTNU can be divided into the following three aspects.

## I. Development

### 1. NTNU Period

In 1932, the Overseas Community Affairs Council was formally established under the Executive Yuan. Cheng Yan-Fen, former chairman of the Overseas Community Affairs Council, once said, "No education for overseas Chinese means no business for overseas Chinese." He also believed that if the education for overseas Chinese is not carried forward, then "there will be no overseas Chinese in 30 years."<sup>1</sup> This shows the importance of education for overseas Chinese for our country. NTNU is one of the earliest institutions to carry out overseas Chinese education and recruit overseas Chinese students. In 1950, NTNU began to recruit overseas Chinese students, with a total of five students in that year. The class of 1954 formally devoted themselves to teaching overseas Chinese students after graduation. The number of graduates has been increasing continuously since then.

The government's planning and reliance on NTNU in overseas Chinese education can be traced back to a long time ago. In 1953, the Ministry of Education allocated a slot of 50 students from Hong Kong and Macau, and 26 overseas Chinese students to our school. In November of the same year, NTNU admitted more than 20 freshmen from Hong Kong and Macau. In June 1955, the

<sup>1</sup> On October 21, 1952, the first Overseas Chinese Affairs Conference was held in Taipei. At the meeting, the outline of "The Current Overseas Chinese Education" was put forward, which was approved and sent to the Executive Yuan for approval as the basic policy of overseas Chinese affairs.

立，53年（1964）接受僑委會委託，接受海外未諳華語文的華僑來臺研習中國語文，訓練華裔青年華語文能力（蔡雅薰等，2016）。臺師大配合國家政策需要，不遺餘力。

民國79年（1990）起，因臺商海外投資日增，其子女教育問題備受重視，79年教育部與僑委會共同研擬完成「僑生（港澳生）回國升學優待改進方案」，據以修正「僑生回國就學及輔導辦法」，確認各項僑生來臺就學的新措施。84年（1995）教育部協調各校組成海外聯合招生委員會，共同辦理各大學（含學士班、碩士班及博士班）僑生（含港澳生）的招生分發等事宜。臺師大自84年起長期擔任常務委員，除積極參與海外聯合招生事務、參加每年一度的常務委員會會議外，也主動長期承接閱卷組的工作，包括洽聘各科試卷評閱委員、各科試卷評閱標準擬定、公布各科標準答案、統計分析各地區測驗成績，及其他有關閱卷等事項（蔡雅薰等，2016）。臺灣師範大學與僑大先修班整併後，仍持續參與海外聯合招生事務迄今。

## 二、合併時期

國立臺灣師範大學僑生先修部（原國立僑生大學先修班）是國內唯一辦理僑生大學先修教育之學府。創設於民國44年，迄今已67年，走過一甲子，歷史悠久，辦學經驗豐富。95年3月22日國立僑生大學先修班與國立臺灣師範大學奉教育部核定合併，「國立僑生大學先修班」更名為「國立臺灣師範大學僑生先修部」並維持原有功能。僑生在此完成大學先修教育之後，經海外聯合招生委員會「個人申請制」或「聯合分發制」管道進入臺灣各大學校院學士班就讀。僑先部校友在大學畢業後，不論繼續留臺深造、工作，或回僑居地開創事業、服務僑社，均能發展所長，在各行業領域有優異表現。臺師大僑生先修部共分4時期：

### （一）合設於僑中時期（民國44年至48年）

鑑於僑生教育之重要，以及歷年僑生回國升學之踴躍，特於新北市（原臺北縣）板橋國立華僑實驗中學校址，設立國立僑生大學先修班。

### （二）附設於大學時期（民國48年至51年）

因僑生大學先修教育功能之重要與特殊屬性，認為不宜再與僑中合設；乃交由國立臺灣大學、成功大學、師範大學、政治大學等四校，各附設1至2班。

university was renamed as "Taiwan Provincial Normal University". The total number of overseas Chinese students has increased to 334. By 1960, the total number of our graduates was 3,753, among which 1,212 were overseas Chinese students, accounting for one third of the total number of our students that year. Since then, the number of overseas Chinese students in our school has remained at about 900 due to the limitation of state-financed enrollment. The Mandarin Training Center of NTNU was established in 1956 to provide Chinese learning courses for foreign students. In 1964, entrusted by the Overseas Community Affairs Council, the NTNU accepted overseas Chinese who were not proficient in Chinese to study Chinese in Taiwan so as to improve Chinese youth's language ability (Tsai Ya-Hsun et al., 2016). NTNU has spared no effort to meet the needs of national policy.

Since 1990, due to the increasing overseas investment of Taiwan businessmen, the education of their children has attracted much attention. In 1990, the Ministry of Education and the Overseas Community Affairs Council jointly formulated the "Improvement Plan for Overseas Chinese Students (Students from Hong Kong and Macau) Returning to Study" and amended the "Regulations Regarding Study and Counseling Assistance for Overseas Chinese Students in Taiwan" to confirm new measures for Overseas Chinese Students to study in Taiwan. In 1995, the Ministry of Education coordinated various universities to form a joint overseas recruitment committee to handle the admission and distribution of overseas Chinese students (including students from Hong Kong and Macau) in various universities (including bachelor, master, and doctoral programs). NTNU has been the member of standing committee for a long time since 1995. In addition to actively participating in overseas joint recruitment affairs and annual standing committee meeting, NTNU also takes the initiative to undertake marking work, which includes the appointment of evaluation committee, standard formulation, publication of standard answers, analysis of regional test results, and other issues related to evaluation (Tsai Ya-Hsun et al., 2016). After the integration of NTNU and National University Preparatory School for Overseas Chinese Students, the school continues to participate in joint recruitment affairs until now.

## 2. After the Merge

National Taiwan Normal University Academy of Preparatory Programs for Overseas Chinese Students, formerly known as National University Preparatory School for Overseas Chinese Students, is the only educational institution that offers overseas Chinese students preparatory courses in Taiwan. Founded in 1955, the school has been established for 67 years, with a long history and abundant experience. On March 22, 2006, the National University Preparatory School for Overseas Chinese Students merged with National Taiwan Normal University under the MOE's approval, and changed its name to National Taiwan Normal University Academy of Preparatory Programs for Overseas Chinese Students (APPOCS). It maintains its original function that assists students to complete the pre-university education and distributes them to different universities in Taiwan through the "individual application system" or "united distribution system" of the University Entrance Committee for Overseas Chinese Students. After graduation, APPOCS alumni develop their expertise and have excellent performance in various fields, no matter they continue to study and work in Taiwan, or go back to their hometown to start a career or serve overseas Chinese communities. The history of NTNU APPOCS can be divided into four periods:



圖 2 | 國立僑生大學先修班校徽 (資料來源: 僑生先修部)  
Figure 2. School Emblem of National University of Preparatory School for Overseas Chinese Students (Source: NTNU APPOCS)



圖 1 | 原蘆洲國立僑生大學先修班校門 (資料來源: 僑生先修部)  
Figure 1. The gate of National University Preparatory School for Overseas Chinese Students campus in Luzhou (Source: NTNU APPOCS)

### (三) 單獨設校時期 (民國 51 年至 95 年)

其後，教育部認為僑生大學先修班為推展僑生教育之重要學校，合設與附辦均非所宜，應以單獨設置且擴大編制與招生較為合適，故決定民國 51 年（1962）在新北市（原臺北縣）蘆洲國立道南中學原址（現移撥國立空中大學使用），正式成立國立僑生大學先修班。但因蘆洲校址地勢低窪，連年淹水。68 年（1979）選定新北市林口區（原臺北縣林口鄉）現址，經 6 年籌建，於 73 年（1984）8 月完成遷入現址。

### (四) 兩校整併發展時期 (民國 95 年迄今)

為提升國內大學校院之競爭力，教育部積極鼓勵鄰近地區學校整合發展，以擴大其規模。民國 83 年（1994），國立僑生大學先修班與國立臺灣師範大學開始商談整併事宜，歷經 10 逾年，在各項條件皆成熟及時任教育部杜正勝部長的大力推動下，兩校達成整合發展共識。

## 貳、特色

僑生先修部為僑生先修教育的領航者，以培養學生具有在大學專業科系學習之基礎能力為目的。同時，僑生先修部亦為政府培育南向人才之搖籃，相較國內其他大專校院有更多的僑教經驗及辦學優勢，透過優良的教學品質及專業師資，提供優質的僑生教育與輔導機制，進而育才、留才、攬才，以符合當前國家新南向發展之政策。以下針對本部各項特色說明：

### (1) Period of combining with the Overseas Chinese Senior High School (1955-1959)

In view of the importance of overseas Chinese education and the increase of overseas Chinese students coming Taiwan for further study, National University Preparatory School for Overseas Chinese Students was established at the site of National Overseas Chinese Experimental Senior High School in Banqiao, New Taipei City (former Taipei County).

### (2) Period of affiliation with the University (1959-1962)

Due to the importance and special nature of the pre-university education function of The National University Preparatory School for Overseas Chinese Students, it is considered that it is no longer suitable to be managed in collaboration with Overseas Chinese Experimental Senior High School. It is then affiliated to four universities, including National Taiwan University, National Cheng Kung University, National Taiwan Normal University and National Chengchi University, with 1 to 2 classes each.

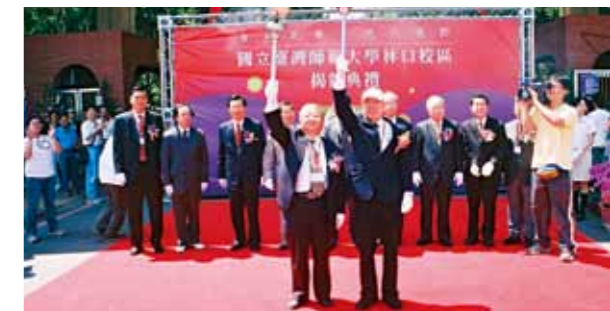
### (3) Independent Period (1962-2006)

Subsequently, the Ministry of Education believed that Preparatory School for Overseas Chinese Students was an important school to promote the education of overseas Chinese students, and should not be jointly established or affiliated with other schools. Instead, it was more appropriate to be managed independently and expand the scale of enrollment. Therefore, in 1962, it was moved to the original site of Luzhou National Dao Nan High School (now used by National Open University) in New Taipei City (formerly Taipei County). National University Preparatory School for Overseas Chinese Students was formally established. Unfortunately, due to the low-lying terrain of the Luzhou campus, it was flooded year after year. In 1979, the current site of Linkou District, New Taipei City (formerly Linkou Township, Taipei County) was selected. After six years of preparation, the school was officially completed and open in August 1984.

### (4) The Period of Integration and Development of the two schools (2006 to date)

In order to enhance the competitiveness of domestic universities and colleges, the Ministry of Education actively encouraged the integration and development of schools in neighboring areas to

圖 3 | 國立臺灣師範大學與國立僑生大學先修班合併揭牌典禮 (資料來源: 僑生先修部)  
Figure 3. Opening ceremony of the merger of National Taiwan Normal University and National University Preparatory School for Overseas Chinese Students (Source: NTNU APPOCS)





## 一、完善適性課程

僑先部依學生之華語程度分為先修班及特別輔導班（簡稱特輔班）兩種：先修班依未來升讀大學科系分為一、二、三類組班別，課程內容為高中及大學之基礎學科；特輔班則依華語文能力分班，課程內容以聽、說、讀、寫為主，經過一年的華語奠基後，再進入先修班就讀。以下就學科學習及華語學習兩部分說明。

### （一）學科學習部分

自僑大先修班與本校合併後，著手課程精進，打造適性化課程。僑先部為讓返臺求學的僑生，能更順利地與國內的高中和大學課程接軌，並配合學生學習上的需要，近年來持續進行適性化的課程教學，如英文科教材（閱讀及文法）自 95 學年度起，使用國內各大學大一英語課程相關用書，藉以銜接大學課程。在國文科教材部分，原以《歷代文選》、《論孟選讀》為主，然因文言文比例偏高，自 103 學年度起，增加白話文選教材，選讀當代作家作品。數學科教材原以自編為主，內容有普通數學及微積分，自 104 學年度起，採用大專校院理工農醫等學院微積分用書的中譯本，以大學基礎數學相關課程用書做為教材，課程內容以高中基礎數學（銜接微積分部分）及基礎微分、積分技巧為主，以利學生基礎學科銜接（蔡雅薰等，2016）。

鑑於僑先部各類組學生基本學科程度不同及華語文能力差異，為提高學習能力，並加強課業的研習，每學年度特訂定僑先部僑生週五選修、夜間學業輔導課程實施要點。週五下午的選修科，原為音樂、美術等藝能學科，後擴大延伸到國文、數學、化學、物理等進階選修課程，讓學生在基礎先修課程之外，還有延伸學習的空間。而國文選修課部分，則開設實用中文寫作、古典文學選讀，提供不同華語程度之同學修習。週一至週四晚上為夜間輔導課，乃針對學科基礎較需加強的學生，給予補救教學。為體恤僑生經濟狀況，本部兩類課程均採免付費選課，以做為對學生課輔的強化。學生僅需於開學加退選期間，登入「僑生部數位資訊系統」進行線上加退選作業即可，藉此加強學生學習程度，以應付繁重課業。

expand their scales. In 1994, the integration of National University Preparatory School for Overseas Chinese Students and NTNU was added to the agenda. After more than ten years, under the promotion of Tu Cheng-Sheng, the Minister of Education, the two schools reached a consensus on integration.

After the merger of National University Preparatory School for Overseas Chinese Students and NTNU, the APPOCS has been continuously developing and cooperating with the government to accelerate the internationalization of universities and strengthen international interactions to attract more overseas Chinese students to study in Taiwan.

## II. Characteristics

The APPOCS is the pioneer in preparatory education for overseas Chinese students, aiming at cultivating students' basic ability to study in the professional departments in college. At the same time, the APPOCS is also the cradle for the government to cultivate talented people to enhance cooperation and interactions between Taiwan and countries in Southeast Asia. Compared with other colleges and universities in Taiwan, the APPOCS has more teaching experience and educational advantages when it comes to overseas Chinese education. Through excellent teaching quality and professional teachers, the APPOCS provides high-quality education and counseling mechanism for overseas Chinese students, so as to cultivate, retain, and recruit talents, which in line with the current national New Southbound Policy. The following is a description of the features of APPOCS:

### 1. Well-developed curriculum

According to the Chinese language level of the students, the APPOCS curriculum can be divided into two types: advanced curriculum and special supplementary curriculum. The advanced curriculum are divided into three groups according to the future university departments that the students want to major in, namely Group 1 (Literature, Law, business), Group 2 (Science, Engineering), and Group 3 (Biology, Medicine). The course contents are basic subjects for high school and college. The Special Supplementary Curriculum divides students into different classes according to their Mandarin Chinese ability. The curriculum mainly focuses on listening, speaking, reading, and writing. After one year of Mandarin Chinese study, students can attend advanced classes. The following is the description of the subject study and Mandarin language learning.

#### (1) Subject Learning

Since the merger, APPOCS has started to refine and tailor the courses. In order to enable overseas Chinese students to adapt to high school and college courses smoothly and satisfy their learning needs, the APPOCS has been continuously carrying out adaptive teaching in recent years. For example, since 2006, English textbooks (reading and grammar) for freshmen in domestic universities have been used so that students can get used to college courses in advance. In terms of the teaching materials for Chinese liberal arts, it was originally dominated by "Selected Works of Past Dynasties" and Selected Readings on Mencius. However, due to the high proportion of classical Chinese, textbooks in modern Chinese have been added since 2014, and works of contemporary writers have been selected. Mathematics textbooks were mainly self-designed,

## (二) 華語加強部分

僑先部於民國 81 年（1992）9 月增設「特別輔導班」，其主要功能為補齊不足之學制及奠定華語文能力基礎。而初期設置之特輔班，其課程主要以銜接先修班為目的，因此原先課程難度遠高於學生華語能力所能負荷之程度。故僑生先修部自 104 學年度起，將特輔班課程轉型為「卓越華語班」，因應學生需求，量身打造出僑先部特輔班學生之適性化課程，開設「聽力與口語」、「書報閱讀」、「生活華語」、「華文寫作」、「華人文化」、「華文寫作指導」、「多元文化與社會」、「口語簡報表達」、「科普華語」、「國際新聞」等，為特輔班學生打造適性化課程（陳嘉凌，2018）。另於先修班增設「雙語班」，提供部分先修班學生課堂中英文輔助教學，以便學生理解教學內容，順利銜接教學進度。105 學年度時，考量海外聯招會報名簡章名稱及海外學子熟知等原因，將「卓越華語班」改回「特別輔導班」，「雙語班」則改名為「華語加強班」，以更切合開班目的，106 學年度，華語加強班則因融合教育概念併入先修班至今。

## 二、優良教學品質

### (一) 落實課程意見調查

僑先部為求落實以學生為主體的教學環境，依據課程意見調查辦法，103 學年度起調整調查問項，改為與和平校區一致，於每學期期中及期末實施，目的在反映學生學習狀況，使授課教師了解學生之需求，以提高教學品質，並增進師生互動。關於調查方式，期中調查以質性調查為主，不做量化調查，僅提供學生填寫意見供教師調整教學參考，期中考後施行課程意見調查，待全班填答後，始正式公布各科期中成績。為保障本校僑生受教權益及兼顧教師教學評量，期末調查以意見畫卡方式實施，結果作為教師評鑑、升等、進修及優良教師選拔等之參考。教務組執行課程意見調查以保密為原則，凡課程評鑑級分未達標準者須填寫教學改善措施說明表，並作為教師聘任的參考，以維護僑生教學品質。

### (二) 持續精進僑教研究

在僑先部授課師資方面，臺師大持續優化教師師資結構，並且定期舉辦學術研

covering general mathematics and calculus. Since 2015, the Chinese translations of the college calculus textbooks of science, industry, agriculture, and medicine departments have been adopted, and the textbooks related to basic mathematics courses have been used as teaching materials. The course is based on basic mathematics (calculus), and basic differential and integral skills taught in high school, so as to help students prepare for basic subjects (Tsai Ya-Hsun et al., 2016).

In view of the different academic levels and Chinese ability of APPOCS students in different groups, elective courses on Friday and evening academic tutoring courses are specially set each academic year to improve students' learning abilities. Elective courses on Friday afternoon were originally arts subjects such as music and arts, and were later extended to advanced elective courses such as Chinese, mathematics, chemistry, and physics, allowing students to learn more advanced courses. As for the Chinese elective course, practical Chinese writing and classical literature are available for students with different levels of Chinese ability. There remedial teaching is also provided for students with a shaky foundation in the evening from Monday to Thursday. In consideration of the financial situation of overseas Chinese students, both courses are free of charge. All students need to do is log in to APPOCS information system to add or drop courses online at the beginning of the semester to enhance their learning ability and cope with the heavy workload.

### (2) Enhancement of Chinese language proficiency

In September 1992, the APPOCS established a "special supplementary curriculum" whose main function is to complement the insufficiency of academic system and lay the foundation of Chinese language ability. The special supplementary curriculum at the beginning was mainly aimed at bridging the advanced courses, so the difficulty of the original courses was far beyond the students' Chinese ability. Therefore, APPOCS has changed the Special Supplementary Curriculum into "Outstanding Chinese Curriculum" since 2015. Courses such as "Listening and Speaking", "Books and Newspapers Reading", "Mandarin in Life", "Chinese Writing", "Chinese Culture", "Chinese Writing Guidance", "Multiculture and Society", "Oral Presentation", "Popular Science Chinese", "International News" were offered to provide adaptive courses for students (Chen Chia-Ling, 2018). In addition, a "bilingual class" was added to the advanced class to provide some language assistance for students to help them understand the teaching content and adapt to the teaching progress smoothly. In 2016, considering the name of the registration brochure and the familiarity consideration, the "outstanding Chinese curriculum" was changed back to "special supplementary curriculum", and the "bilingual class" was renamed as "Chinese supplementary curriculum" aiming to better match the purpose of the classes. In 2017, the Chinese supplementary class was incorporated into the advanced class due to the concept of integrated education.

## 2. Excellent teaching quality

### (1) Implementation of the Curriculum Opinion Survey

In order to implement the student-centered teaching environment, APPOCS adjusted the survey questions to be consistent with the survey conducted by the NTNU in the middle and end of each semester from 2014, aiming to reflect students' learning status, make teachers understand

討會，精進僑教研究。在教師結構優化方面，僑先部教師陣容堅強，均為國內外頂尖大學畢業之碩、博士，藉由這些優秀教師的豐富知識與教學經驗，讓僑先部同學在進入大學後，更順利與臺灣高等教育系統銜接。在精進僑教研究方面，在教育部的鼎力支持之下，僑先部自民國 102 年（2013）起獲教育部補助執行「提升僑生素質計畫」，目前已進行第九年，並且積累豐碩成果。綜觀各項計畫，其中以「課程與教學」類主題為最大宗，包括探討華語文課程、基礎學科創新課程、通識教育及學業適應不良之補救教學等。另外以探究「結業生或校友」、「招生策略」、「升學輔導」及「線上系統優化」為研究主題之計畫亦不在少數，各項計畫皆以學生為本位。

在辦理研討會部分，僑先部於 102 學年度獲「教育部提升僑生素質實施計畫」補助，舉辦「2014 僑生教育國際研討會」，並持續於民國 104 年（2015）擴大續辦。此外，自 108 年（2019）僑先部辦理「亞洲青年教育發展論壇」，主題為「中學校長論壇」，此次亦為僑先部首次辦理海內外校長論壇，提供海外師長了解臺灣教育現況與僑生未來進路，並與國內中學校長交流教育理念，分享實務經驗及辦學挑戰；109 年（2020）續辦，主題為「中學升學政策與進路論壇—國際化經驗對話」，討論海內外學校國際化經驗及升學進路，了解不同學校接軌國際之作法，包含各中等學校推動國際文憑課程、雙聯學制等規劃；110 年（2021），全球受到疫情影響，各地實施線上課程，故論壇主題為「後疫情時代的數位學習」，期望透過論壇橫向了解全球不同地區在疫情期間之教學措施及縱向探究不同教育階段別的實務作法。

在出版專書部分，僑先部於民國 104 年出版《僑教研究：臺師大僑生先修教育探討》、105 年（2016）出版《僑教研究第二輯：策略與教學》、106 年（2017）出版《僑教研究第三輯：僑教理論實踐與發展》、110 年出版《僑教研究第四輯：僑教教學設計與反思》，期望藉由臺師大辦理僑生教育之多年經驗，拋磚引玉，帶動僑教研究等相關議題探討，為僑生教育的承傳與發揚做出最大的貢獻。

### 三、專業行政工作

#### （一）公平嚴密考試制度

僑先部的學習成績，涉及學生未來大學分發事宜，因此皆以最慎重公平的態度，辦理考試業務。為維護每次考試的公正性，除請命題及審題老師嚴守試題保密原則，並新增考試命題組，於考前召開會議，審核命題範圍、考試題型及難易度配

students' needs, improve teaching quality, and enhance teacher-student interaction. Regarding the survey method, the mid-term survey is mainly qualitative and only provides students' opinions for teachers to adjust their teaching. After the midterm examination, the curriculum opinion survey is carried out, and the midterm results are officially announced after the whole class has finished the survey. In order to protect the rights and interests of overseas Chinese students in our school and take teachers' teaching evaluation into account, the final survey was carried out in the machine-readable paper forms, and the results were used as reference for teachers' evaluation, promotion, advanced study, and selection of excellent teachers. The Academic Affairs Section conducts the course opinion survey on the principle of confidentiality. Teachers who fail to meet the standards are required to submit the teaching improvement report. The results of the survey can be used as reference for teachers' appointment to maintain the teaching quality.

#### (2) Continuous and advanced overseas Chinese education research

NTNU continues to optimize APPOCS's teacher structure, and regularly holds academic seminars to improve overseas education research. APPOCS teachers are all masters and PhDs from top universities at home and abroad. The rich knowledge and teaching experience of these excellent teachers make it easier for students to adapt to Taiwan's higher education system. APPOCS has been subsidized by the Ministry of Education since 2013 to implement the "Plan to Improve the Ability of Overseas Chinese Students", which is now in its ninth year and has accumulated fruitful results. The main theme of the projects is "curriculum and teaching", which includes Chinese curriculum, innovative curriculum in basic subjects, general education, and remedial teaching of academic maladjustment. In addition, there are many projects that explore the topics such as "graduates or alumni", "recruitment strategy", "guidance for college," and "online system optimization", all of which are student-oriented.

In terms of seminars, APPOCS was subsidized by the "Implementation Plan for Improving the Quality of Overseas Chinese Students of the Ministry of Education" in 2013, and held the "2014 International Seminar on Education of Overseas Chinese Students", which was extended and continued for further action in 2015. In addition, APPOCS held the "Asian Youth Education Development Forum" in 2019 with the theme of "Middle School Principal Forum". This was the first time that APPOCS held a forum for domestic and foreign principals, providing overseas teachers with a chance to understand the current situation of education in Taiwan and the prospective path of overseas students, and to exchange educational ideas, share practical experience and challenges with principals at home and abroad. The theme of 2020 is "Forum on Secondary Education Policies and Approaches - Dialogue on International Experience", where the international experience and how different schools are adapting to the international standard were being discussed. The topics included plans for middle schools to promote the International Baccalaureate Diploma Program and the dual degree programs. In 2021, due to the impact of COVID-19, online courses were implemented in various regions, so the theme of the forum was "E-Learning in the Post-Pandemic Era". It was expected that, through the forum, we could understand the teaching measures in different regions during the pandemic, and explore the practical practices of different levels of education.

In terms of publishing books, APPOCS published "Studies of College Preparatory Education for Overseas Chinese at National Taiwan Normal University" in 2015, "Studies of Strategies and

置等命題作業程序。於期中、期末、結業考試時，利用試務系統編排考生試場位置圖，過去考場皆在體育館試場集中施測，統一會考，自 103 學年度起，變更考場至各班級教室舉行，採跨類組學生梅花座，並於各班安排監考老師、巡堂老師，防止舞弊事件，確保考試的公平與慎重，保障學生分發的權益。

## （二）協助學生探索未來

為使僑生了解升學管道、探索個人志趣、規劃未來升學與就業發展，僑先部針對僑生個別需求，辦理升學輔導措施，除每班設有雙導師（學業導師、專責導師）外，並設置升學輔導室，提供學生個別諮詢、認識臺灣的大學教育環境、未來科系職業發展等。如入學時，舉辦「個人申請與聯合分發制度說明會」，期初再舉辦「各類組大學科系學群說明會」，每年 11 月舉辦「個人申請說明會」，教導僑生如何準備個人申請資料。於結業前舉辦「聯合分發志願選填說明會」，並提供個別諮詢。除上述學期既定日程的工作外，還不定期舉辦國內各大學系所的招生宣導說明會、校外參訪活動，幫助學生們認識臺灣的各個大學及特色科系。107 學年度開始舉辦「一日頂尖大學」臺師大課程體驗活動，透過至臺師大校園實際上課、與大學師長同學互動，讓僑先部學生提早了解大學生活，及增加努力求學之動機。108 學年度僑先部網頁亦增加「升學資訊」，下設「大學博覽會」、「學生升學流程」、「升學輔導資訊」、「分發錄取情形」、「榜單」，提供同學即時升學資訊。

## （三）注重學生身心發展

民國 98 年（2009）成立「林口校區學輔及健康中心」，協助同學壓力調適、自我探索、生涯規劃、人際議題、課程學習、情感議題等問題，以滿足僑生身心需求。並在 104 年擴充「學生心理諮商預約作業系統」，將僑先部全體師生納入作業系統中，透過系統的整合，除保障學生心理諮商的隱私外，更可以獲得最迅速諮商服務。105 學年度「宗教祈禱室」啟用，設有佛教、道教、伊斯蘭教、天主教和基督教五大宗教齊全的宗教室，各有專屬的禮拜、祈禱室或佛堂，提供貼心且多元服務，不但在國內大學首創，在全世界大學也很少見，希望來自各僑居地的僑生有心靈寄託，才能更安心學習。<sup>2</sup>

2 國立臺灣師範大學秘書室公共事務中心 (ntnu.edu.tw) 2016 年 12 月 23 日。

*Teaching for Overseas Chinese*” in 2016, “*Research on Overseas Chinese Education Series 3: Overseas Chinese Education Practice and Development*” in 2017, and “*Research on Overseas Chinese Education Series 4: Teaching Design and Reflection of Overseas Chinese Education*” in 2021. We hope that NTNU's many years of experience in overseas Chinese education can promote the discussion of relevant issues in overseas Chinese education and make the greatest contribution to the inheritance and development of overseas Chinese education.

## 3. Professional administrative work

### (1) Fair and rigorous examination system

APPOCS takes the most prudent and fair attitude in handling examination affairs since the results are related to students' future university allocation. In order to maintain the fairness of each exam, the APPOCS requires the teachers who propose and review the questions to keep the questions confidential, and sets up a test proposition team to meet before the exam to review the procedures such as the range of questions, the type of questions, and the difficulty allocation of the exam. During the midterm, final, and graduation exams, candidates' seats are arranged by the test system. In the past, tests were held in gymnasiums. After 2014, the examination was held in the classroom, with students of different groups arranged under the checkerboard seating policy. There are invigilators and teachers to prevent cheating incidents to ensure the fairness and prudence of the examination and protect the rights and interests of students.

### (2) Assisting in Student's Future Exploration

APPOCS provides counseling for overseas Chinese students according to their individual needs, in order to help them understand their future education choices, explore their personal interests, and plan their career planning. In addition to the double tutors (academic tutors and dedicated tutors) for each class, the school also has a counseling room to provide students with individual counseling, university environment in Taiwan, and career planning of different departments. For example, an “Explanation Session on Individual Application and Joint Distribution System” will be held at the time of admission. At the beginning of the semester, a “Session on Explaining Various Disciplines Clusters and Departments” will be held. The “Personal Application Seminar” is held in November every year to teach overseas Chinese students how to prepare personal application materials. We also organize “Joint Distribution Information Sessions” and provide individual consultation before graduation. In addition to the scheduled work mentioned above, the school also holds recruitment seminars and off-campus visits from time to time to help students get to know each university and department in Taiwan. In 2018, the “One Day in Top University: NTNU course experience” activity was held. Through attending NTNU classes and interacting with teachers and students, our students could learn about university life in advance and increase their motivation to study hard. In 2019, “admission information” was added to APPOCS official website, which includes “university fair”, “student admission process”, “admission guidance”, “distribution of admission”, “result”, to provide students with immediate admission information.

#### (四) 各項多元交流活動

為調劑同學身心，抒發課業壓力，培養獨立思考與自我成長能力，僑先部成立各類社團，依學生的興趣選填登記參加，並聘請校內外專業人士擔任指導老師，提供同學課餘參與活動及學習領導才能的機會。103 學年度成立校園大使服務隊，協助學校於重要活動時接待貴賓，亮麗表現獲師長好評。此外，為展現學生多元才藝，僑先部於每一學年皆辦理不同類型活動，包括：歌唱、運動、徵文、繪圖、攝影、卡片設計、微電影、詞曲創作等，讓學生的校園生活更加充實，且留下多采多姿的美好回憶。而每年 10 月於國際文化日當天舉辦「校友回娘家」師生相見歡茶會，更是畢業校友回校與師長同學歡聚的重要活動。



圖 4 | 宗教祈禱室 (資料來源：僑生先修部)  
Figure 4. The Religious Prayer Room (Source: NTNU APPOCS)



圖 5 | 非洲馬拉威同學與僑先部學生進行足球友誼賽 (資料來源：僑生先修部)  
Figure 5. Students from Malawi, Africa, played a friendly football match with APPOCS students. (Source: NTNU APPOCS)

#### (3) Emphasis on students' physical and mental health

So as to meet the physical and mental needs of overseas Chinese students, in 2009, APPOCS established the "Linkou Campus School Support and Health Center" to help students with stress adjustment, self-exploration, career planning, interpersonal issues, curriculum learning, and relationship issues. In 2015, the "Student Psychological counseling Appointment Operation System" was expanded to include all teachers and students of APPOCS. The integration not only ensures the privacy of student taking psychological counseling, but also enables students to obtain immediate counseling service. The "Religious Prayer Rooms" were launched in 2016. The religious rooms consist of five compact rooms for Buddhism, Taoism, Islam, Catholicism, and Christianity, each with its own dedicated worship or prayer room. It is not only the first of its kind in universities in Taiwan, but also rare in universities around the world. It is hoped that students from different places will have spiritual support so that they can feel more secure in their studies.<sup>2</sup>

#### (4) Multiple interaction activities

In order to let students express their academic pressure and cultivate their ability of independent thinking and self-growth, APPOCS sets up many kinds of clubs, which can be selected registered according to students' interests. Professional inside and outside the school are hired as instructors provide opportunities for students to participate in extracurricular activities and develop leadership. In 2014, the campus ambassador service team was established to receive VIP guests during important activities, and its brilliant performance was highly praised by teachers. In addition, in order to let students show their talents, APPOCS organizes different kinds of activities in each academic year, including singing, sports, essay writing, drawing, photography, card design, filmmaking, and songwriting. Students may have more fulfilling campus life and wonderful memories. On the international Culture Day in October every year, the "Alumni Homecoming Tea Party" is an important event for alumni to get together with their teachers and classmates.

#### (5) Expanding service targets

With more than 60 years of experience in the education of overseas Chinese students, APPOCS is authorized and commissioned by the Ministry of Education and the Overseas Community Affairs Council to open classes for students of different needs, helping more students to go to universities and lay a foundation for Mandarin Chinese ability.

##### A. Preparatory courses for foreign students

In order to provide opportunities for foreign students to study in Taiwan, from 2015 to 2016, APPOCS, in cooperation with Mandarin Training Center, recruited 18 students from Amitofo Care Centre in Malawi, Africa, to study Chinese with APPOCS students in special supplementary classes and advanced classes. The APPOCS assisted them to apply for well-known universities in Taiwan one year later. The students will hopefully become professionals and pillars of local society when

<sup>2</sup> On October 21, 1952, the first Overseas Chinese Affairs Conference was held in Taipei. At the meeting, the outline of "The Current Overseas Chinese Education" was put forward, which was approved and sent to the Executive Yuan for approval as the basic policy of overseas Chinese affairs.

### (五) 擴大先修服務對象

在六十多年的僑生教育基礎下，僑先部受教育部、僑委會肯定及委託，開辦不同學生需求之學習班別，協助更多來臺學生升讀大學及奠定華語基礎。

#### 1. 外籍生先修班

為提供外籍學生來臺升學機會，僑先部於民國 104 年至 105 年，與國語中心合作，招收來自非洲馬拉威阿彌陀佛關懷中心之 18 位學生，以隨班附讀方式，就讀僑先部特輔班及先修班，與僑先部同學一同學習華語，並於一年後協助其申請進入國內知名公私立大學就讀，未來回歸僑居地成為專業人才及當地社會支柱。此外，僑先部亦參與臺師大「強化與東協及南亞國家合作交流以個別學校辦理」計畫，於 106 年 10 月舉辦為期四週之短期境外生先修班，招生泰國及菲律賓地區外籍生共計 13 人，開設「華文寫作指導」、「華人社會與文化」、「生活華語」、「華文書報閱讀」、「電影學華語」、「歌唱華語」、「旅遊華語」等課程，透過教育交流，深化東協及南亞國家間關係，為我國「華語文教育新南向政策」帶來新契機。

#### 2. 試辦僑生及港澳生春季班單獨招生

因應海外僑社需求，教育部委請僑先部試辦「108 學年度試辦僑生及港澳生春季班」，以提供境外學生來臺就學機會，並於僑先部結業後，以海聯會「聯合分發」第 5 梯次，與香港學生、印尼僑生併同分發，依其志願序而錄取於國內各大學，此次單獨招生總計 19 人分發至國內知名公私立大學，由於成效良好，於 109 年教育部再次委請續辦，此次總計 21 人分發至國內各大學。

#### 3. 產學攜手合作僑生專班華語輔導班

僑委會為提升「產學攜手合作僑生專班」新生華語能力及認識臺灣文化，並協助學生適應在臺求學生活，特委託僑先部辦理四週之「109 年僑務委員會產學攜手合作僑生專班招生輔導班」活動，實施兩週實體、兩週線上課程，以短期密集式訓練提升學生華語文能力。本輔導班學員共計 30 人，分別來自北部三所高職學校各 10 位同學，中文多為零程度。安排課程為「實用視聽華語」、「華語口語表達」、「華文書報閱讀」、「華文寫作指導」、「臺灣流行文化」、「臺灣歷史與文化」、「臺灣飲食文化」、「臺灣民主與政治」。並以「華語文能力測驗快篩系統」聽力、閱讀測驗調查學習成效，及實施教學滿意度調查（陳嘉凌，2021），不論成效結果及滿意度均為優良，在在顯示僑先部豐富之華語文辦學經驗。

they return home. In addition, APPOCS also participated in NTNU's "Strengthening Cooperation and Exchange with ASEAN and South Asian Countries Program by Individual Schools". In October 2017, APPOCS held a 4-week short-term students advanced class for foreign students, which recruited 13 foreign students from Thailand and the Philippines. Courses such as "Chinese Writing," "Chinese Society and Culture," "Living Chinese," "Chinese Books and Newspapers Reading," "Learning Chinese from Films," "Chinese Songs," and "Tourism Chinese" were offered to deepen the relations between ASEAN and South Asian countries through educational interactions and bring new opportunities for the "New Southbound Policy of Mandarin Chinese Culture, Education and Innovation".

#### B. Spring classes for overseas Chinese students (Hong Kong and Macau included)

In response to the needs of overseas Chinese communities, the Ministry of Education entrusted APPOCS to conduct "2019 Spring Classes for Overseas Chinese students (Hong Kong and Macau included)" on a trial basis to provide overseas students with opportunities to study in Taiwan. After finishing their studies in APPOCS, they participated in the 5th "joint distribution" of the University Entrance Committee for Overseas Chinese Students with overseas Chinese students from Hong Kong and Indonesia, and were admitted to universities in Taiwan in accordance with their wishes. A total of 19 students were recruited and distributed to well-known universities in Taiwan. Due to the good results, the Ministry of Education commissioned APPOCS to organize spring classes again in 2020, and a total of 21 students were distributed to domestic universities this time.

#### C. Tailored Chinese-learning courses for Overseas Youth Vocational Training Program

The Overseas Community Affairs Council aimed to enhance new students' Mandarin Chinese ability and understanding of Taiwanese culture, and to help them adapt to study life in Taiwan. APPOCS was entrusted to conduct a four-week workshop for "2020 Overseas Youth Vocational Training Program of Overseas Community Affairs Council", which included two-week offline and two-week online courses to improve students' Chinese ability through short-term intensive training. There were 30 students in this workshop, 10 from each of the three vocational schools in northern Taiwan, most of whom could barely speak Chinese. The courses were "Practical Audio-visual Mandarin", "Oral Chinese Expression", "Chinese Books and Newspapers Reading", "Chinese Writing", "Taiwan Pop Culture", "Taiwan History and Culture", "Taiwan Food Culture", "Democracy and Politics in Taiwan". The Chinese Language Proficiency Test Quick Screening System listening and reading tests were used to evaluate performance while teaching satisfaction was conducted by doing survey (Chen Chia-Ling, 2021). The results and satisfaction were good, which showed that APPOCS has rich experience in Chinese language education.

### III. Vision

APPOCS students are from all over the world. APPOCS provides advanced education and bridging courses between high school and university, enabling students to improve their Chinese language proficiency and be equipped with the academic ability of high school level in Taiwan in one to two years, so that they can continue their studies in the university.

APPOCS puts forward three goals based on SWOT analysis results, which are: 1. developing curriculum map, deepening teaching specialty, and cultivating students' learning and reading ability;

## 參、未來願景

僑先部學生來自世界各國，為完備各國僑生之升學需求，僑先部提供高中至大學間之先修基礎教育與銜接課程，讓學生能在1年至2年的期間內，精進華語文能力，並習得臺灣高中生應有之學科基礎，以培養學生具有在大學專業科系學習之基礎能力為目標。

僑先部依據 SWOT 分析結果，提出「發展課程地圖，深化教學專業，培養學生學習閱讀力」、「推動全人教育，培育南向人才，擴展學生社會參與力」及「深耕僑教工作，籌設國際實驗教育班，增進學生國際移動力」等三大目標，各目標皆有其策略及作法。

### 一、發展課程地圖，深化教學專業，培養學生學習閱讀力

- (一) 建構僑生先修課程地圖，發展跨域選修特色課程
- (二) 增進教師數位教學能力，提升教師研究
- (三) 強化僑生華語能力，培養學科先備知識，銜接大學課程

### 二、推動全人教育，培育南向人才，擴展學生社會參與力

- (一) 辦理各項活動，培養尊重、當責、具問題解決能力的人才
- (二) 尊重多元族群，營造友善學習空間
- (三) 建立國際化及健康校園

### 三、深耕僑教工作，建置校友網絡，增進學生國際移動力

- (一) 持續推動僑教與招生宣導工作，開拓僑教生源
- (二) 維繫海外校友及僑教社群網絡，擴大僑教服務力量
- (三) 籌設國際實驗教育班，打造多元與國際化的僑教品牌

2. promoting whole-person education, cultivating talents for Southbound Policy, and expanding students' participation in society; 3.cultivating overseas Chinese education, setting up international experimental education classes, and enhancing students' international mobility. Each goal has its own strategy and approach.

### 1. Developing curriculum map, deepening teaching specialty, and cultivating students' learning and reading ability

- (1) To construct the map of preparatory courses for overseas Chinese students and develop cross-field elective courses
- (2) To improve teachers' digital teaching ability and research ability
- (3) To strengthen the Chinese language ability of overseas Chinese students, and cultivate the basic knowledge of subjects for college courses

### 2. Promoting whole-person education, cultivating talents for Southbound Policy, and expanding students' participation in society

- (1) To organize various activities to cultivate talents with respect, responsibility, and problem-solving skills
- (2) To respect diverse ethnic groups and create a friendly learning space
- (3) To establish an international and healthy campus

### 3. Cultivating overseas Chinese education, establishing alumni network, and enhancing students' international mobility

- (1) To continue to promote overseas education and enrollment to increase the number of students
- (2) To maintain the community network of overseas alumni and overseas communities, and to expand the service scope
- (3) To set up international experimental education classes and to create a diversified and international brand of overseas education

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## 《百年學思路——國立臺灣師範大學校慶專刊（下冊）》

National Taiwan Normal University: A Century of Scholarly Thought

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