

國際高教培訓暨認證 機制開創大學教師 教學專業發展的 契機與改變

陽明交大與英國高等教育學院
(Advance HE)的創新合作

林律君 Ph.D. SFHEA

英語教學所
語言教學與研究中心
國際高教培訓暨認證中心

國立陽明交通大學
NATIONAL YANG MING CHIAO TUNG UNIVERSITY



+ + + + +

Enhancement and Recognition of Teaching & Learning through a Teaching Fellowship Scheme

林律君 Ph.D. SFHEA

英語教學所
語言教學與研究中心
國際高教培訓暨認證中心

國立陽明交通大學
NATIONAL YANG MING CHIAO TUNG UNIVERSITY



+ + + + +

林律君

Lu-Chun Lin Ph.D. | SFHEA
reginelin@nycu.edu.tw

國立陽明交通大學英語教學所
語言教學與研究中心副教授
國際高教培訓暨認證中心主任

**RESEARCH & TEACHING****RESEARCH INTERESTS 研究**

兒童語言與閱讀發展

英語教學理論與實務

英語教師專業培訓

閱讀教學

學術英語

EDUCATION 學歷

- 美國伊利諾大學香檳校區
語言與聽力科學博士
第二語言習得師資培訓
- 美國伊利諾大學香檳校區
口語傳播碩士
- 國立政治大學
英國語文學系暨教育輔系

CERTIFICATES 證照

- 英國高等教育學院高階會士
Higher Education
Academy Senior Fellow
- 中華民國中等學校
英語教師證書
- Google Certified Educator
Level 1 & Level 2

AWARDS 獲獎

- 2018、2012 國立交通大學全校共同課程優良教學獎
- 2016 科技部優秀年輕學者研究計畫
- 2011 國立交通大學研究所優良教學獎
- 2010 國立交通大學績優導師獎
- 2005 美國伊利諾大學 Phi Kappa Phi 榮譽學會
- 2005 美國語言聽力學會潛能學者(全美25名博士生及博士後學者)
- 2004 美國語言聽力學會年度兒童語言研究計畫獎(全美一名)
- 2004 美國伊利諾大學 Eliane Paden 傑出語音學研究獎
- 2003 美國伊利諾大學 Ehud and Hanie Yairi 傑出國際學生獎
- 2001 美國伊利諾大學全額獎學金

陽明交大國際高教培訓 暨認證機制

01
WHY

提升大學
專業領域
教學成效

02
WHAT

CLTHE 培訓
HEA
Fellowship

03
OUTCOMES

全球在地
教師自主
教學發展

NYCU Regine Lin

 國際高教培訓暨認證中心
Higher Education Accreditation for Teaching

+ + +

What did you **observe**?

What do you **think**?

What are you **wondering**?

+ + +

My Journey to HEA Fellowship (2019 NCTU HEA Fellows & Senior Fellows)



Prof. Po-Han Chiang

*Institute of Biomedical
Engineering*

National Chiao Tung University

NYCU HEAT 陽明交大國際高教培訓暨認證中心
@NYCUHEAT · 教育網站

<https://www.facebook.com/NYCUHEAT/posts/285697813737255>

大學教師 + + +

教學專業發展策略

Teaching Professional Development Strategies

+ + +



Teacher Professional Development

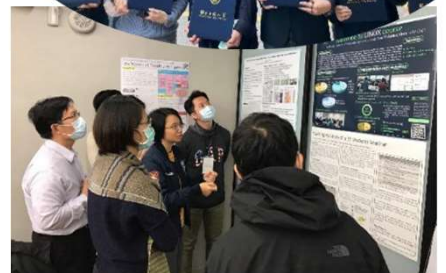
- an ongoing scholarly process throughout their careers
- "learning activities related to the **profession of teaching** that occurs after initial certification" (Fishman, 2016, p. 14)

Fishman, B. (2016). Possible futures for online teacher professional development. In C. Dede, A. Eisenkraft, K. Frumin, & A. Hartley (Eds.), *Teacher learning in the digital age: Online professional development in STEM education* (pp. 13–30). Cambridge, MA : Harvard University Press.

Features of Effective TPD

1. 聚焦教師的學科領域 (content focused)
2. 融合成人學習理論 (adult learning theory) · 強調教師主動學習 (active learning)
3. 支持在教學場域裡的教師合作 (teacher collaboration)
4. 善用教學實例 (models) 及有效教學示例和觀摩 (modeling)
5. 提供教學輔導 (coaching) 及專家支持 (expert support)
6. 提供教學回饋與反思的機會 (feedback and reflection)
7. 提供長期持續性的培訓 (sustained duration)

Darling-Hammond et al. (2017)



大學教師教學專業發展策略之研究

陳琦媛 中國文化大學師資培育中心助理教授

蘇錦麗 國立新竹教育大學教育與學習科技學系教授 (通訊作者)

1. 嘗試開設高等教育教學培訓課程
2. 建立教學與研究結合的觀念，提供教學研究基金，長期推動教學研究
3. 持續發展教學社群與師徒制的教學專業發展策略
4. 嘗試推動客製化的教學專業發展策略，以提升教師參與動機
5. 針對各項教學專業策略之做法，進入研究

學所採用的策略具有不同的著重點，北美洲較重視「個別教師諮詢服務」及「教學研究經費」的提供，於15所大學中，各有13（87%）所大學採用。歐洲首重「教學專業課程」，所有15（100%）所大學皆採用。亞太地區較重視「教學優良教師的獎勵」與「教學專業課程」，分別有11（73%）所大學與10（67%）所大學採用。臺灣較重視「教學優良教師的獎勵」，以及「人力、技術及經費的支援」，各有12（80%）所大學採用。本研究結果亦顯示，國內「設置教學成長團體」的比率較其他國家大學高，但在「教學專業課程」與「教學研究經費」兩類策略的大學採用比率低於其他國家。以下分別說明各區域大學教學專業發展策略的採用及與我國之比較。

表2 北美洲、歐洲、亞太地區及臺灣大學所採用教學專業發展策略統計表

	北美洲	歐洲	亞太地區	臺灣	總計
工作坊研討會	13 (87%)	13 (87%)	12 (80%)	14 (93%)	52 (87%)
個別教師諮詢	13 (87%)	6 (40%)	4 (27%)	9 (60%)	32 (54%)
教學研究經費	13 (87%)	8 (53%)	3 (20%)	5 (33%)	29 (48%)
教學專業課程	11 (73%)	15 (100%)	10 (67%)	8 (53%)	44 (73%)
教學專業資訊	15 (100%)	12 (80%)	11 (73%)	13 (87%)	51 (85%)
教學成長團體	2 (13%)	3 (20%)	2 (13%)	8 (53%)	15 (25%)
人力技術經費	10 (67%)	5 (33%)	9 (60%)	12 (80%)	36 (60%)
教學優良獎勵	10 (67%)	8 (53%)	11 (73%)	12 (80%)	41 (68%)
小(合)計	11 (73%)	9 (60%)	8 (53%)	10 (67%)	38 (63%)

教學專業課程

教學專業課程係指學校針對一項教學主題進行長期且多次的教學培訓，或針對高等教育的教與學提供長期培訓並認證 (certification)。

歐洲與亞太地區的大學多以教學專業課程作為教師基礎教學知能培訓的做法，並搭配高等教育教學認證，以建置高等教育教學體系。例如英國的大學所提供的高等教育教學認證課程，需經過高等教育學苑 (Higher Education Academy, HEA) 認可，以符合英國高等教育教與學專業標準架構，且鼓勵2006年後新進教師修習教學認證課程。(陳琦媛、蘇錦麗, 2013, p. 166)



陽明交大國際高教培訓暨認證 (est. 2018)
NYCU Center of Higher Education Accreditation for Teaching (HEAT)

全球在地、教師自主、永續發展


+ + +

What & Why HEA scheme?

+ + +

Higher Education Academy Fellowship






Previously

Higher Education
Academy

MYACADEMY

🔍

FELLOWSHIP
STUDENT SUCCESS
DISCIPLINES
KNOWLEDGE HUB
INSTITUTIONS
PSF



HEA Fellowship

supporting individual professional development

OVERVIEW

FELLOWSHIP
CATEGORY TOOL

FELLOWSHIP
CATEGORIES

APPLYING FOR
FELLOWSHIP

HEA Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. HEA Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia. As of December 2018 there are over **111,000 Fellows** across the world.

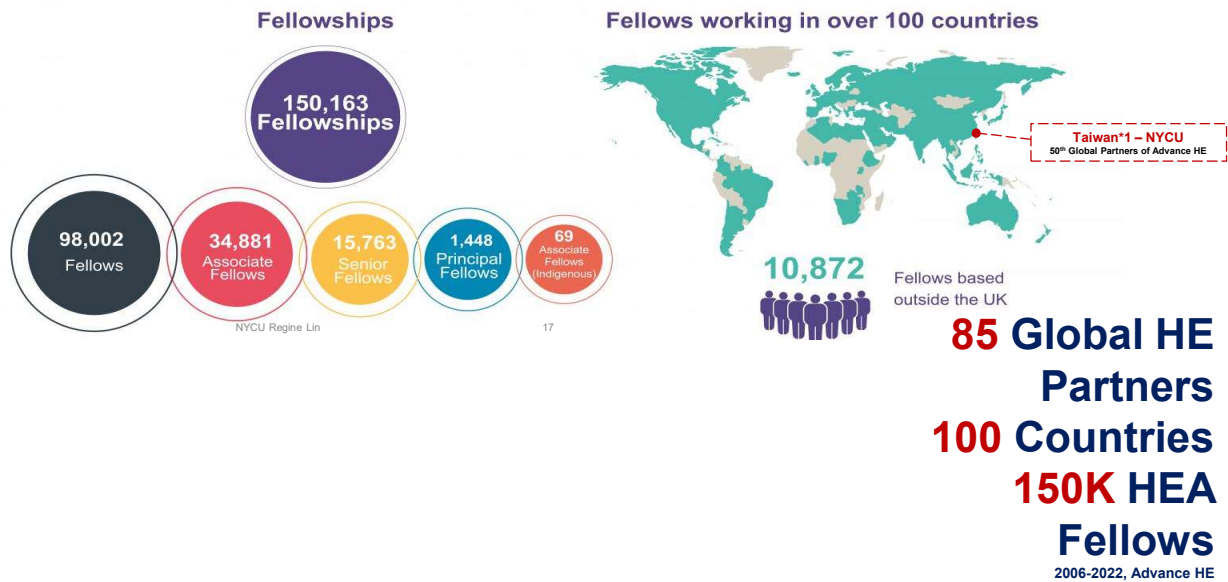
Fellowship brings you a range of benefits:

<https://www.heacademy.ac.uk/individuals/fellowship>

<https://youtu.be/rfudXdd7#4>

150,000 Fellows

More than 150,000 fellows are now recognised around the world with a personal and institutional commitment to professionalism in teaching and learning in higher education. All data correct as of 1 October 2021.



HEAT 培訓暨認證發展與規劃

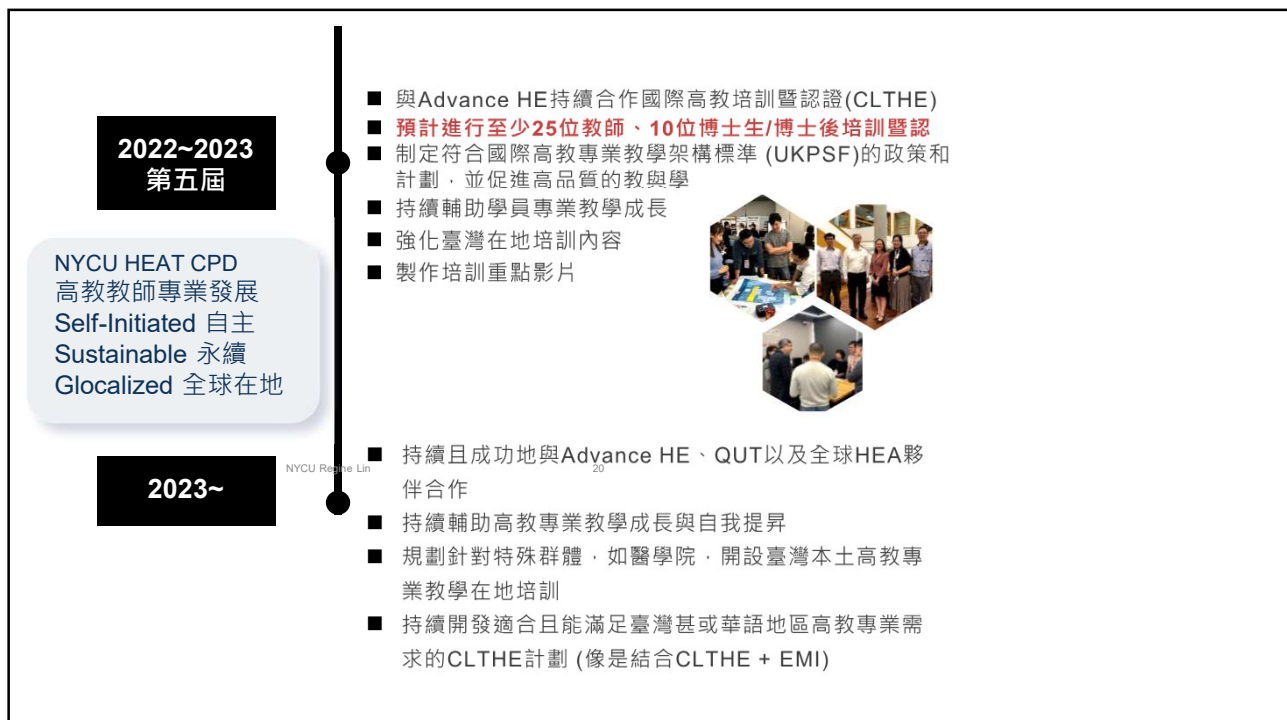
Objectives & Actions

2018~2019
第一屆

- 臺灣率先與英國Advance HE合作推動國際高教培訓暨認證大學
- 由英國Dr. Kay Hack (AHE Lead for STEM)擔任培訓講師
- 共有25位教師/博士生/博士後完成培訓
HEA Associate Fellowship : 1位
HEA Fellowship : 14位 (60%認證通過)

2019~2020
第二屆

- 成立臺灣第一個國際高教培訓暨認證中心 (HEAT)
- 第二屆國際高教培訓由澳洲昆士蘭理工大學團隊(QUT Global Consultancy team)擔任培訓講師
- 更多元領域的25位教師/博士生/博士後完成培訓
 - 其中有2位清大、1位臺大教師
- 完成8位Senior Fellow ; 2位Principal Fellow高階培訓
- 達成**超過100%認證通過率**
 - Principal Fellow: 2位(盧鴻興前教務長、李大嵩副校長)
 - Senior Fellows: 9位
 - Fellows: 21位 (含第1屆3位教師重新申請)
 - Associate Fellows: 4位
- 有效地輔助國際高教認證申請與通過(HEA fellowship)
- 培養臺灣高教培訓講師·發展臺灣未來獨立培訓能力





Teaching in higher education is a **profession** and a **mission** with a **vision**.

2021-2022 (第四屆)培訓花絮 : <https://tinyurl.com/2st4l6n> 2019-2022 教師培訓反饋—中文版 : <https://reurl.cc/lRdWZd>



■ Missions

To support Taiwan higher education professionals to

- achieve **effectiveness** in teaching and learning
- obtain **international recognition** as a high-quality teaching professional

NYCU Regine Lin

NYCU HEA Community & Recognition

Teaching in higher education is a profession and a mission with a vision.

Since 2018, NYCU has successfully supported and mentored **167** faculty staff and Ph.D. students through Advance HE CLTHE programs. **121** were successfully awarded HEA fellowships at all levels. **266+** participated in HEAT CPD workshops.



11

Associate Fellows



81

Fellows



27

Senior Fellows



2

Principal Fellows

150,000 Fellows

More than 150,000 fellows are now recognised around the world with a personal and institutional commitment to professionalism in teaching and learning in higher education. All data correct as of 1 October 2021.



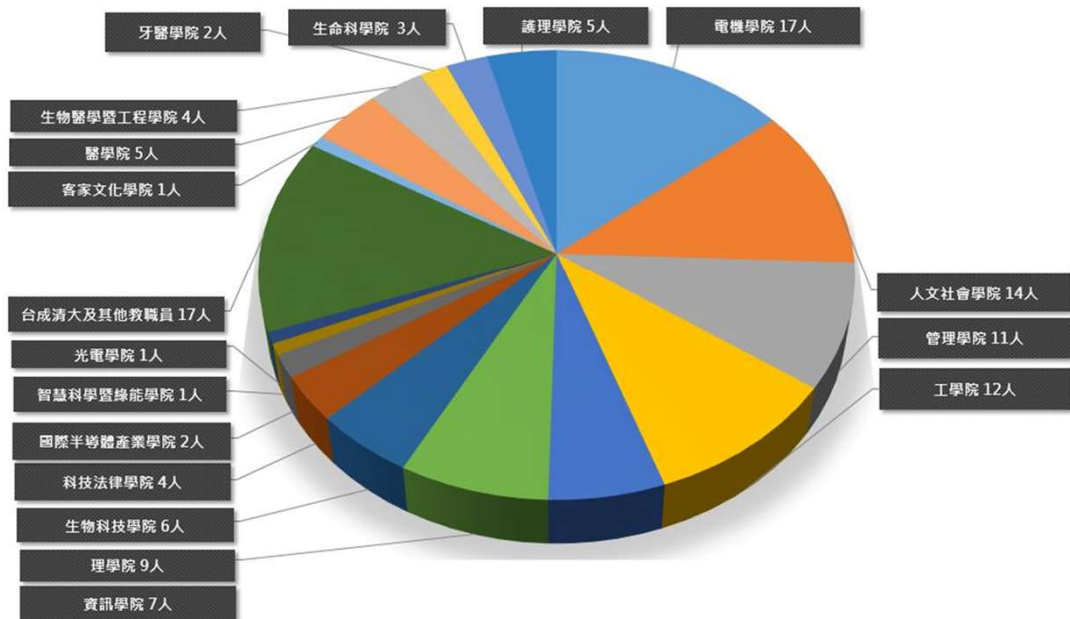
Fellows working in over 100 countries



85 Global HE Partners
100 Countries
150K HEA Fellows
2006-2022, Advance HE

國立陽明交通大學國際高等教育專業認證

121 HEA Fellows



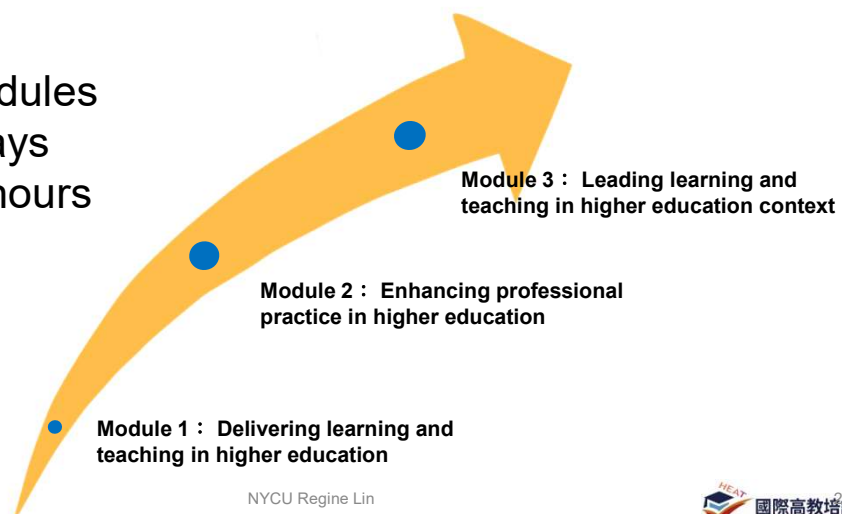
+ + +

What is the CLTHE certificate program?

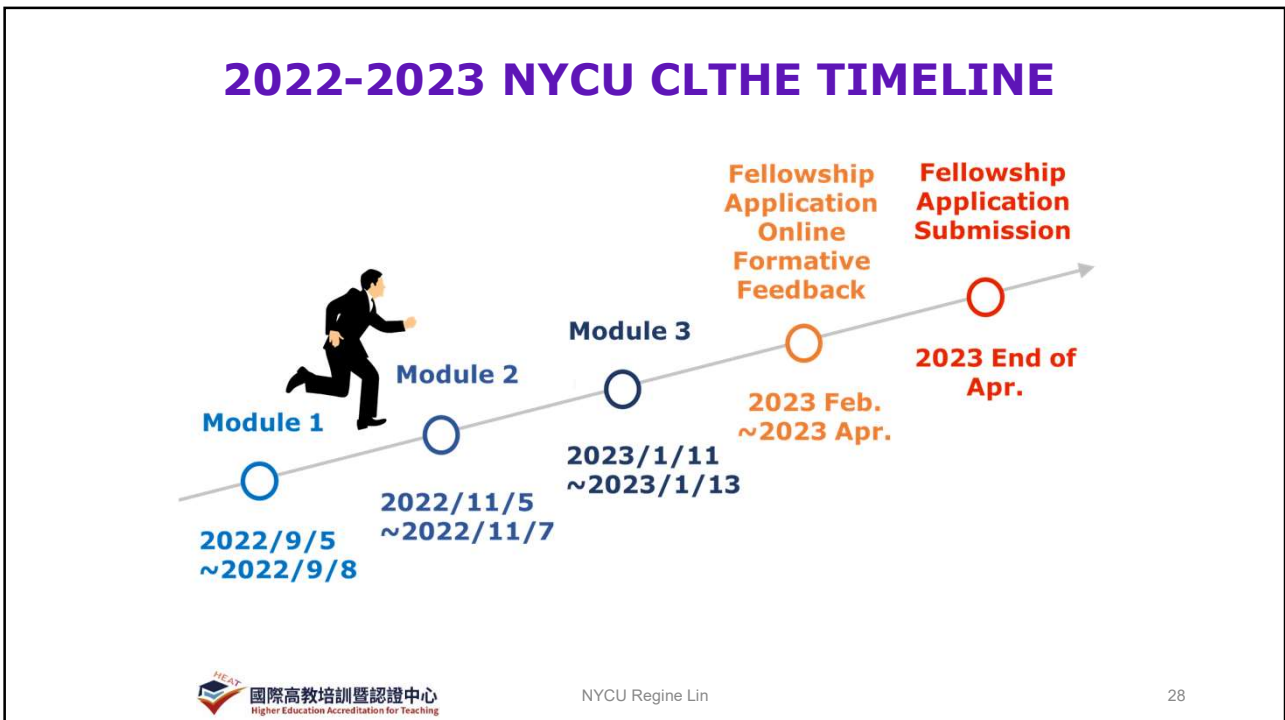
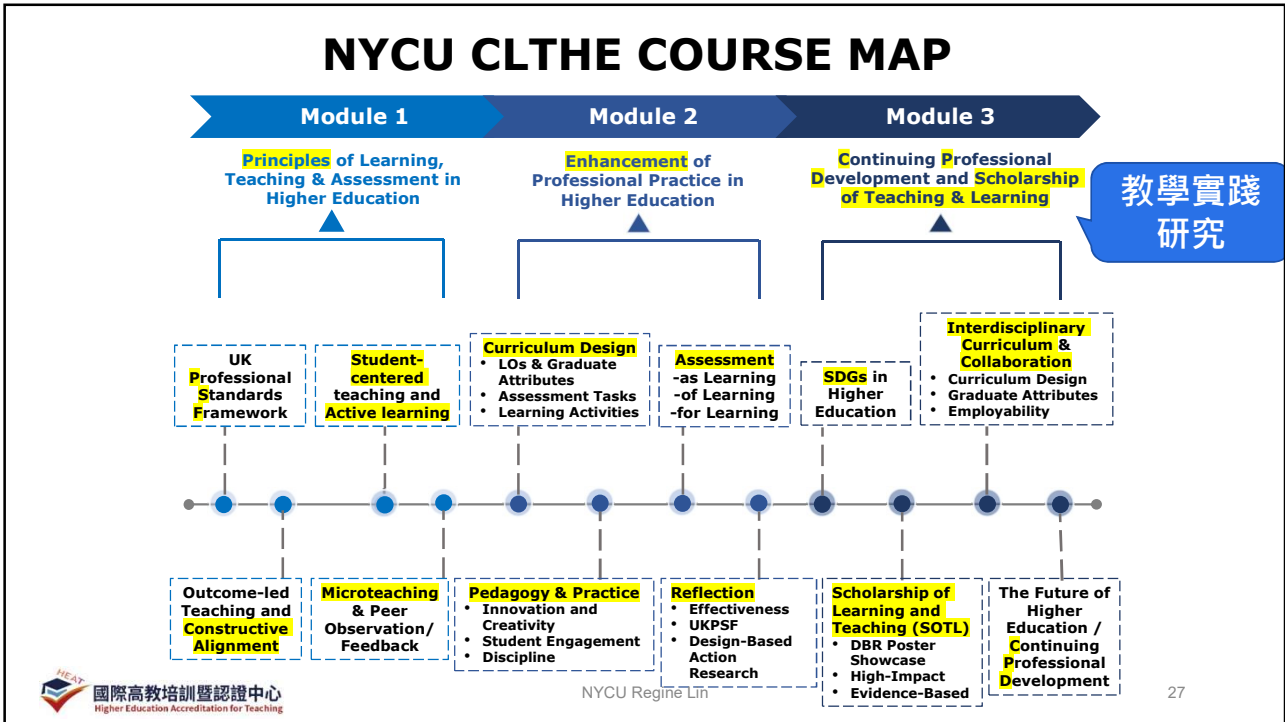
+ + +

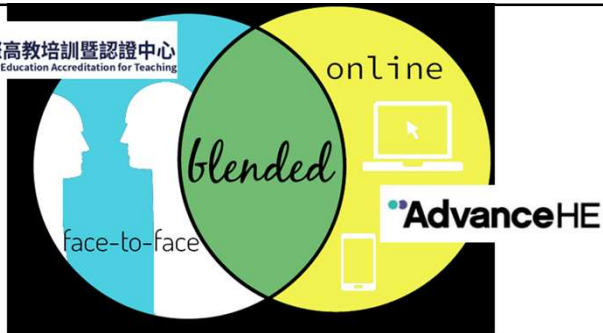
Advance HE x NYCU Certificate in Learning and Teaching in Higher Education (CLTHE)

3 Modules
12 days
60+ hours



NYCU Regine Lin



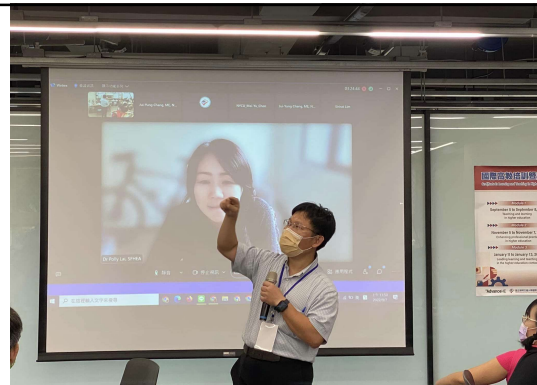


CLTHE Program

International, Collaborative & Blended Delivery



29



What are the benefits of the programme?



NYCU Regine Lin

31

國際高教培訓暨認證 教師可獲得的優勢

- 了解高等教育中具實證支持的教學理論與方法，**發展個人教學理念**
- 幫助**連結實證教學方法與自身的教學設計與實踐**
- 系統性了解**主動學習教學法**，設計有效的學習活動與評量
- 跨領域與系所的互動與合作，**激發教學與合作創意**
- 教學符合**國際高等教育專業標準架構** (Professional Standards Framework ; PSF)
- 申請並獲得英國Advance HE **具國際公信力的專業教學認證 (HEA Fellowship 與歐洲醫學教育學會AMEE相互認可)**
- 支持教師持續專業發展
- **HEA納入教學獎申請的加分項目**

NYCU Regine Lin

國立陽明交通大學 110 學年度傑出教學獎申請表

三、評選項目說明

分為「教學規劃與準備」、「教學投入」、「精進教學知能及參與教學發展」、「執行校外教學相關計畫」、「教學成果」五項，各項評選參考指標說明列示如下表，請參照指標備妥具體佐證資料，並勾選提供評選之指標（相關佐證資料，以不超過 15 頁為原則）：

評選項目	參考指標
教學規劃與準備 (15%)	<input type="checkbox"/> 能依教學目標及課程內容規劃相應的教學方式，促進學生學習。 <input type="checkbox"/> 課程規劃具完整性（課程目標、教學策略、課程活動及作業、評量方式之間有合理之對應）。 <input type="checkbox"/> 所規劃課程內容與系所設定核心能力的對應情形。 <input type="checkbox"/> 課程大綱完善並於初選前完成上傳。 <input type="checkbox"/> 過去四學期曾達成應檢點指數。
教學投入 (30%)	<input type="checkbox"/> 編撰教材或開發教具以增進學生學習成效。 <input type="checkbox"/> 能探索不同的教學方法以提供學生學習動機。 <input type="checkbox"/> 善用新興科技或多媒體教材以激發學生學習興趣。 <input type="checkbox"/> 能留意學生的學習反應，觀察學生的學習困難並給予適切建議、指導或支持。 <input type="checkbox"/> 課程評量方式能評估學生學習成效所達成的學科知識/技能或核心能力程度。 <input type="checkbox"/> 課程評量方式多元且適當。
精進教學知能及參與教學發展 (20%)	<p>1. 精進教學知能</p> <input type="checkbox"/> 參與國際高教認證培訓並獲得正式認證。 <input type="checkbox"/> 組成教學實踐研究計畫區域地跨校教師社群。 <input type="checkbox"/> 參加校內外教師教學專業增能研習活動。場。 <input type="checkbox"/> 獲教育部數位學習課程認證。 <p>2. 參與校內課程/教學發展相關的計劃</p> <input type="checkbox"/> 組成/參與校內創新教學教師社群。 <input type="checkbox"/> 激勵型教學計畫。 <input type="checkbox"/> 題庫建置。 <input type="checkbox"/> 參與規劃並開設學系總整課程/第二專長總整課程（類型二）。 <p>3. 配合教務政策執行教學服務</p> <input type="checkbox"/> 錄製 OCV、MOOCs。 <input type="checkbox"/> 開設服務學習課程、創制/工坊專業/核心實作課程或支援通識/核心課程。 <input type="checkbox"/> 擔任跨領域課程導學師並有實際輔導紀錄或成效。
執行校外教學相關計畫	<input type="checkbox"/> 教學實踐研究計畫（執行年度：_____年）。 <input type="checkbox"/> 議題導向跨領域教學力培育計畫（執行年度：_____年）。

(10%)	<input type="checkbox"/> 新工教育方法實驗與建構計畫（執行年度：_____年）。 <input type="checkbox"/> 其他。 (計畫名稱：_____) (執行年度：_____年)
教學成果 (25%)	<input type="checkbox"/> 教學反應問卷平均分高於 4.0。 <input type="checkbox"/> 學生學習表現優良（如：指導學生參與國內外活動或競賽得獎等）。 <input type="checkbox"/> 校內外教學成果與榮譽（如：曾獲教學獎勵等）。 <input type="checkbox"/> 校內外教學成果與榮譽（如：曾獲教學獎勵等）。 <input checked="" type="checkbox"/> 具有教學影響力（如：擔任教學專業增能研習活動之講員、國際高教培訓暨認證課程之講師或審查者、校內外教學計畫審查委員等）。 (說明：_____) <input type="checkbox"/> 教學相關論文、登錄或口頭發表。 <input type="checkbox"/> 其他優良教學成果。 (說明：_____)

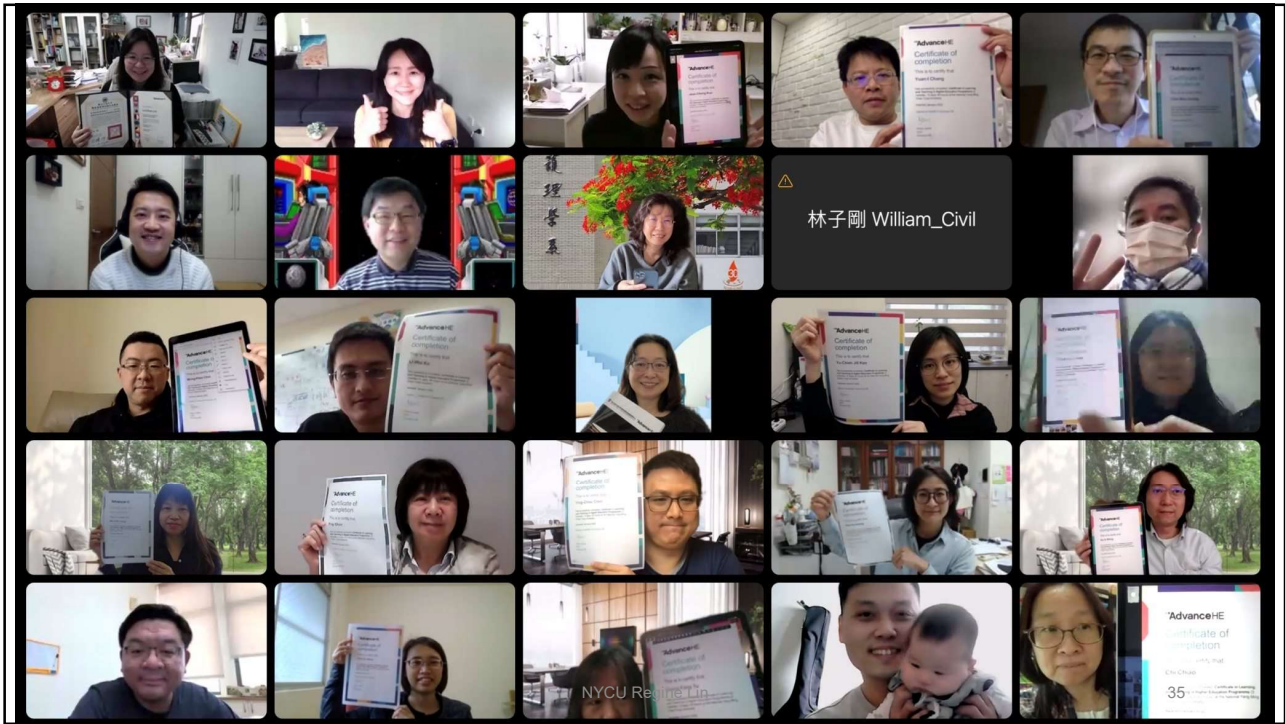
NYCU Regine Lin


33

國際高教培訓暨認證 博士生/博士後可獲得的優勢


- 了解高等教育中具**實證支持的教學理論與方法**，發展高等教育教學專業知能與課程設計能力，發展個人的教學信念。
- 認識**國際高等教育專業標準架構** (Professional Standards Framework)的內涵與意義，**透過連結、反思、展望**，申請獲得具**國際公信力的**高等教育教師**認證** (HEA Fellowship)，增加**國際高等教育就業力**。
- 與大學教師及其他博士生或博士後密切**互動合作**，提供**觀摩與經驗分享**的機會。

NYCU Regine Lin





CONGRATULATIONS TO OUR NEW
曾院介特聘教授
SENIOR FELLOW HEA
 陽明交大材料科學與工程學系



This is to certify that


Ying-Che Hsieh


has achieved the status of
Senior Fellow (SFHEA)

In recognition of attainment against the UK Professional Standards Framework for teaching and learning support in higher education.


Fellowship reference

Date of Fellowship
13/08/2021


 Alison Johns
Chief Executive
Advance HE


 Stephen Marston
Chair of the Board of Directors
Advance HE

NYCU Regine Lin

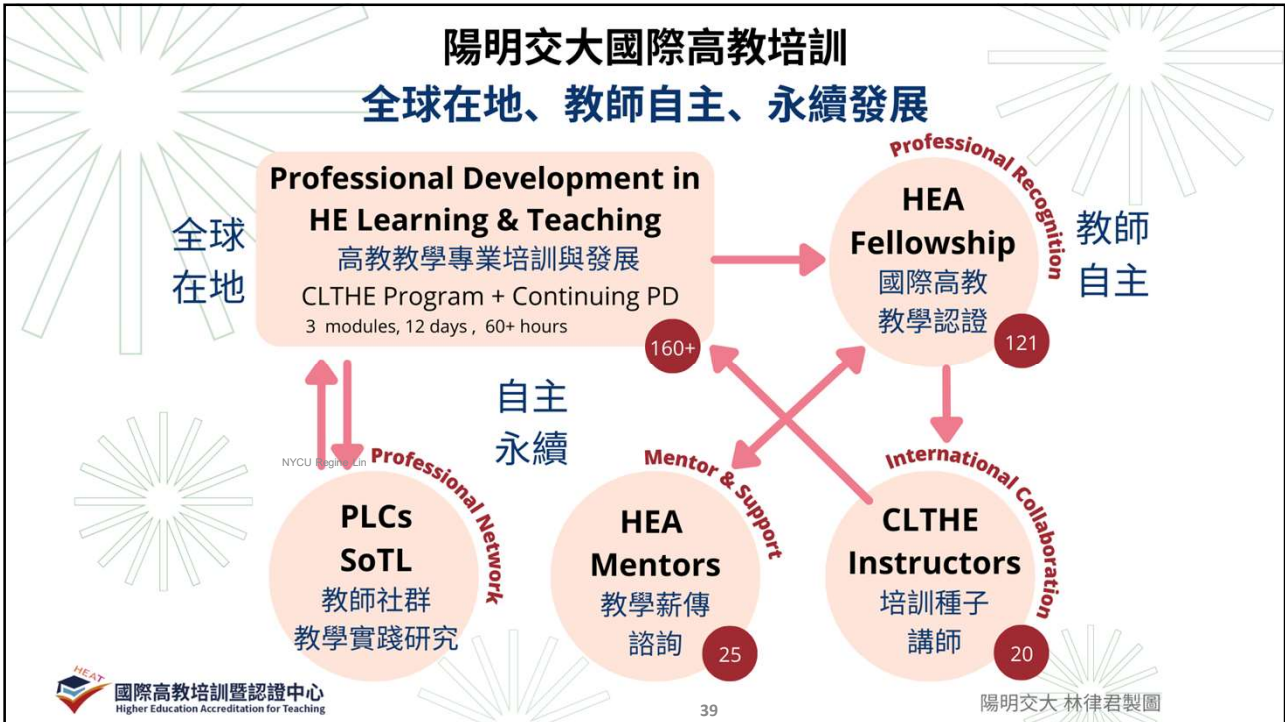


Certificate of completion
 This is to certify that
 Ying-Che Hsieh

+ + +

What is NYCU CPD 持續專業發展?

+ + +



報名額滿

Effective EMI Pedagogy and Examples in Taiwan Higher Education

大學專業領域英語授課

有效教學策略與示例

2021年8月11日(三)
10:00-12:00
13:30-15:30
via Webex

鄒年棟教授

陽明交大
材料科學與工程學系

運用手寫算式與圖像教材輔助專業領域英語授課
A picture/equation is worth a thousand words

吳思葦老師

陽明交大
語言教學與研究中心

我的EMI日常全英語授課的助攻術
My Daily EMI Classroom: Tips for English Medium Teaching and Learning

陳宜欣教授

清華大學
資訊工程學系

我的英語教學經驗：從小班到大班、從專業到通識課程的大冒險
My EMI Experience Across Different Class Sizes and Disciplines

賴冠伶博士

Southern Cross Univ.
Centre for Teaching & Learning

大學專業領域英語授課有效教學綜合座談

NYCU Regine Lin

40

國際高教培訓暨認證中心
Higher Education Accreditation for Teaching

NYCU HEAT 陽明交大國際高教培訓暨認證中心
 2021年6月28日 · 🌐

NYCU HEA Community of Practice
 Emergency Online Teaching Support

2021.5.14 面對突如其來的疫情急轉直下
 學校一夜之間全數線上
 只能在自己能做也歡喜做的範圍內
 一天之內安排好可以提供面對巨變老師的Online Teaching Support

國際高教培訓HEAT回流講座與澳洲Polly連線
 遠距離上教學重點及Trouble shooting
 陸陸續續來了快30位第一屆到第三屆的HEA教授，即使是線上，大家都非常投入，great vibe going on，滿滿正能量

#陽明交大國際高教中心 #國際高教培訓暨認證 #國立陽明交通大學 #陽明交大 #NYCUHEAT #NYCU #HEAT #CLTHE #HEA

今日講者 與主題

線上動起來-NearPod實戰攻略
 陽明交大外國語文學系 盧郁安教授 | FHEA

用Slido打造高互動課堂
 陽明交大光電工程學系 陳俐吟教授 | SFHEA

我的備課日常：教學簡報助攻術
 陽明交大語言教學與研究中心 吳思韋講師 | FHEA

Kahoot入門到應用
 陽明交大材料科學與工程學系 黃爾文教授 | FHEA

課堂直播從零上手
 Streaming Your Class Like a Pro
 陽明交大科技法律研究所 施明遠教授 | FHEA

NYCU Regine Lin
42

Effective English-Medium Instruction (EMI) Pedagogy and Examples in Taiwan Higher Education

大學專業領域 英語授課 有效教學策略 與示例

2022年7月27日(三)
10: 00-12: 00
13: 30-15: 30
via Webex



國際高教培訓暨認證中心
Higher Education Accreditation for Teaching



柯乃熒教授 | SFHEA
成功大學 護理學系
與學生同在一起，EMI 數位轉型
與混合式學習的華麗變身
Along With Students: Transforming Teaching through Digital and Blended Learning



盧家鋒教授 | FHEA
陽明交大 生物醫學影像暨放射科學系
醫學技術領域英語授課之
挑戰與策略
Challenges and Strategies for EMI Courses in Medical Technology



楊尚達教授
清華大學 電機系/光電工程研究所
亂入EMI叢林者的告白
My EMI Story: A Beautiful Accident?!



鄒年棣教授 | FHEA
陽明交大 材料科學與工程學系
英語焦慮者如何準備EMI
How to prepare EMI as a nervous English speaker





李秀卿



佈局

亂入EMI叢林者的告白

My EMI Story: A Beautiful Accident?!

楊尚達
清華大學電機系/光電所
2022.7.27



材料系 鄧年棧 Nien-Ti Tsou
共同主持人

李秀卿

— 85% +

取經「國際高教培訓暨認證」 38

- ILOs, active learning, peer evaluation, team-based learning, problem-based learning, ...

Bloom's Taxonomy	Areas of Activity	Core Knowledge	Professional Values
<p>create Produce new or original work <i>Design, construct, defend, propose, create, invent, write, investigate</i></p> <p>evaluate Justify a stand or decision <i>Appraise, argue, defend, judge, select, support, solve, criticize, weigh</i></p> <p>analyze Draw connections among ideas <i>Differentiate, separate, compare, contrast, distinguish, examine, support, justify, infer</i></p> <p>apply Use information in new situations <i>Execute, implement, solve, use, discuss, interpret, compute, choose, select</i></p> <p>understand Explain ideas or concepts <i>Identify, describe, discuss, explain, restate, translate, compare, connect, defend, illustrate</i></p> <p>remember Recall facts and basic concepts <i>Retrieve, recognize, and remember, recall, order</i></p>	<p>A1 Design and plan learning activities and/or programmes of study</p> <p>A2 Teaching and/or support learning</p> <p>A3 Assess and give feedback to learners</p> <p>A4 Develop effective learning environments and approaches to learning</p> <p>A5 Engage in professional development in subject/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>K1 The subject material</p> <p>K2 Appropriate methods for teaching, learning and addressing the subject area and at the level of the programme</p> <p>K3 How students learn, both generally and within their subject/discipline area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	<p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity for learners</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>

+

+

+

Outcomes

+

+

+

Features of Effective TPD

1. 聚焦教師的學科領域 (content focused)
2. 融合成人學習理論 (adult learning theory) · 強調教師主動學習 (active learning)
3. 支持在教學場域裡的教師合作 (teacher collaboration)
4. 善用教學實例 (models) 及有效教學示例和觀摩 (modeling)
5. 提供教學輔導 (coaching) 及專家支持 (expert support)
6. 提供教學回饋與反思的機會 (feedback and reflection)
7. 提供長期持續性的培訓 (sustained duration)

Darling-Hammond et al. (2017)

恭賀！

陽明交大 HEA Fellows
榮獲110學年度多項教學獎項

績效特優導師 榮譽導師 林子剛老師	課程傑出獎 陳永昇老師 彭文孝老師 蕭育源老師 蕭智尹老師	傑出教學獎 黃育倫老師 蕭育源老師
優良教學獎 吳建德老師 吳添立老師 金孟華老師 高瑋潔老師 陳溼州老師 張原翎老師 郭津岑老師 黃昱智老師 黃家耀老師 劉佩青老師	課程優良獎 林嘉澍老師 張婷茵老師	績優導師 林士平老師 施明遠老師 馬清文老師 陳宏明老師 陳柏安老師 陳維平老師 趙啓宏老師 盧郁安老師 羅仕宇老師
	課程卓越獎 林士平老師 曾院介老師 陳溼州老師	

國際高教培訓暨認證中心
Higher Education Accreditation for Teaching

賀

FHEA | 土木工程學系 林子剛教授
FHEA | 經營管理研究所 蔡蕙安教授
SFHEA | 科技管理研究所 林士平副教授
SFHEA | 光電工程學系 陳俐吟副教授

榮獲

111學年度 教學實踐研究計畫

Congrats!

 <p>江國興特聘教授 清大天文所 Albert Kong Distinguished Professor, Institute of Astronomy, NTHU Senior Fellow HEA</p>	 <p>楊尚達特聘教授 清大電機系/光電所 Shang-Da Yang Distinguished Professor, Institute of Photonics Technologies & Department of Electrical Engineering, NTHU</p>	 <p>柯乃茛特聘教授 成大護理系 Nai-Ying Monica Ko Distinguished Professor, Department of Nursing, NCKU</p>
 <p>陳俊太特聘教授 應用化學系 Jiun-Tai Chen Distinguished Professor, Department of Applied Chemistry Senior Fellow HEA</p>	 <p>曾院介特聘教授 材料科學與工程學系 Yuan-Chieh Tseng Distinguished Professor, Department of Materials Science and Engineering Senior Fellow HEA</p>	

NYCU Regine Lin

49

 <p>陳俊太特聘教授 應用化學系/理學院副院長 Senior Fellow HEA</p>	 <p>江柏翰助理教授 生醫工程所 Fellow HEA</p>	 <p>吳添立副教授 國際半導體產業學院 Fellow HEA</p>	
 <p>黃景智副教授 電機工程學系</p>	 <p>袁宇秉副教授 土木工程學系 Fellow HEA</p>	 <p>蕭育源教授 生物科技學系 Senior Fellow HEA</p>	<p>研究、教學 我都行</p> <p>愛因斯坦 哥倫布年輕學者</p>

NYCU Regine Lin

50



第四屆學員在申請書中提到CLTHE / Advance HE對他們在教學上的影響

FHEA - 生化暨分子生物研究所 郭津岑教授

"I felt this course extremely valuable since it inspired me to review my teaching practice and gave me a deeper understanding of fundamental and effective teaching concepts [K6]. Before taking this course, I always focused on how to teach students more, and how to organize the teaching materials effectively. However, since I started this certificate course, I have begun to use a variety of student-centered motivational activities and understanding students' learning to structure the design of my course systematically (Ahmed, 2013) [K3, V3]."

SFHEA - 成大護理學系 柯乃瑩特聘教授

"I enrolled in the Certificate in Learning and Teaching in Higher Education (CLTHE) Program in 2021. Through participation in the CLTHE program, I felt fascinated to learn new teaching and learning approaches (K6). Many lecturers and faculty conceptualized abstract concepts into in-class activities that are aligned with learning outcomes. I learned to incorporate learning theories into course design and engage students in active learning in both offline and online environments (K2, V2)."

NYCU Regine Lin

52

FHEA - 科技法律研究所 金孟華副教授

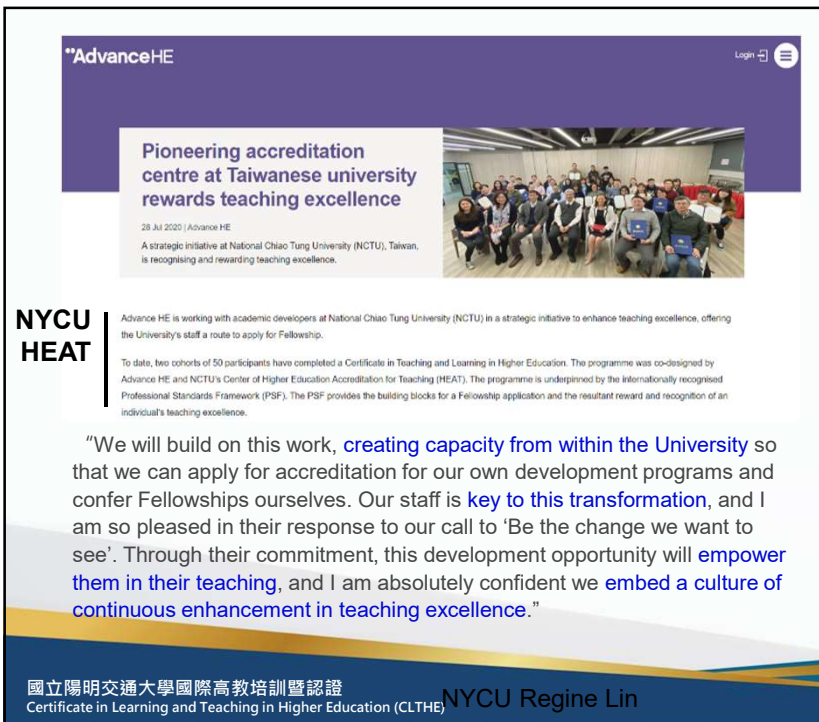
“In 2021-2022, I participated in the training session designed by the Certificate of Learning and Teaching in Higher Education National Yang Ming Chiao Tung University. Training was divided into three modules between September 2021 and January 2022. Each module lasted four days. **The most beneficial aspect of this training is understanding the fundamentals of teaching and learning, including concepts such as constructive alignment, a clear set of intended learning outcomes, and the use of evidence-based activities to improve learning effectiveness.** In addition, the training program provided me with information that helped me reflect on some of my teaching values.”

FHEA - 成大外語中心 陳慧琴助理教授

I joined NYCU's Certificate in Learning and Teaching in Higher Education (CLTHE) program, and my teaching has been transformed with the knowledge of **the UK Professional Standard Framework (K6).** The framework **has served as a valuable guide for me to improve teaching quality. The comprehensive set of professional standards and descriptors has shown me how each aspect of my teaching should be considered and aligned to ensure success.**

NYCU Regine Lin

53



Advance HE

Pioneering accreditation centre at Taiwanese university rewards teaching excellence

28 Jul 2020 | Advance HE
A strategic initiative at National Chiao Tung University (NCTU), Taiwan, is recognising and rewarding teaching excellence.

NYCU HEAT

Advance HE is working with academic developers at National Chiao Tung University (NCTU) in a strategic initiative to enhance teaching excellence, offering the University's staff a route to apply for Fellowship.

To date, two cohorts of 50 participants have completed a Certificate in Teaching and Learning in Higher Education. The programme was co-designed by Advance HE and NCTU's Center of Higher Education Accreditation for Teaching (HEAT). The programme is underpinned by the internationally recognised Professional Standards Framework (PSF). The PSF provides the building blocks for a Fellowship application and the resultant reward and recognition of an individual's teaching excellence.

“We will build on this work, **creating capacity from within the University** so that we can apply for accreditation for our own development programs and confer Fellowships ourselves. Our staff is **key to this transformation**, and I am so pleased in their response to our call to ‘Be the change we want to see’. Through their commitment, this development opportunity will **empower them in their teaching**, and I am absolutely confident we embed a culture of **continuous enhancement in teaching excellence.**”

國立陽明交通大學國際高教培訓暨認證
Certificate in Learning and Teaching in Higher Education (CLTHE) NYCU Regine Lin



陽明交大2教授 獲英國高等教育學會最高榮譽

10月21日 10:05 140K 1 轉發

1 獲英國高等教育學會頒發最高榮譽的「傑出教育成就獎」

2 獲獎者為科技法律研究所金孟華副教授及成大外語中心陳慧琴助理教授

3 金孟華教授在該會發表論文「大學教師的教學實踐」

4 陳慧琴教授在該會發表論文「專業標準與教學實踐」

5 獲獎者將獲得獎金、證書及獎狀

6 該會主席表示，陳孟華及陳慧琴教授的獲獎，顯示了台灣大學教育的高水平

7 該會主席並表示，陳孟華及陳慧琴教授的獲獎，顯示了台灣大學教育的高水平

8 該會主席並表示，陳孟華及陳慧琴教授的獲獎，顯示了台灣大學教育的高水平

9 該會主席並表示，陳孟華及陳慧琴教授的獲獎，顯示了台灣大學教育的高水平

10 該會主席並表示，陳孟華及陳慧琴教授的獲獎，顯示了台灣大學教育的高水平

陽明交通大學 陽明交通大學 陽明交通大學 陽明交通大學

54

聯合新聞網
工商時報
National Yang Ming Chiao Tung University
NYCU Regine Lin

QALT
Home Documents Pages QALT Site contents
Send by email Page details
Draft saved 19/09/2019 Edit Post news
Search this site
Professor Chen, Sin-Hong, Acting President of NCTU, said that Taiwanese higher education has long emphasized strongly on university faculty's research capacity and neglected the equally important role of their teaching competence.
NCTU is now taking the lead in Taiwan in introducing this internationally recognised program with the aim of achieving excellence in teaching and learning in Taiwanese higher education.
"In the past, speaking of teaching quality, we often emphasized students' learning qualities; however, we rarely focused on the educators' professional development. If educators do not know what the most effective teaching methods are, it goes without saying that it would be impossible for them to offer students a quality teaching and learning environment." - Professor Chen
National Chiao Tung University (NCTU) Taiwan
Dr Polly Lai said that one of the best learning activities the group took part in was a micro teaching activity on the final day of the program. Participants were put into groups of three, with each group having people of various teaching experience and from different disciplines. One participant was the teacher, one the student and the other an observer. They were given five minutes for the 'teacher' to teach the 'student' a new concept from their area of expertise (in English) while the observer watched.
Dr Lai said it is interesting to watch the Professor's become students, trying to understand a new concept in just five minutes. One Professor commented that they had not been a student for more than 20 years and that it was a very good experience to be reminded of the students perspective.
The observers in the group were asked to provide feedback on the teaching. Dr Lai said that many participants had never had an opportunity before to provide feedback on a colleagues teaching practice, it is always the students who give feedback. Participants found this peer review learning experience during the program.
NYCU Regine Lin



國立陽明交通大學 國際高教培訓暨認證中心

Higher Education Accreditation for Teaching
National Yang Ming Chiao Tung University
(HEAT, NYCU)



HEAT Organization 國際高教培訓 暨認證組織圖



指導委員會
NYCU Steering Committee



國際指導/審議委員
External Examiners



國際高教培訓團隊
CPD Framework Delivery Team



國際高教培訓認證中心
Center of HEAT
NYCU Regine Lin



國際高教認證審查與諮詢
Mentoring & Fellowship Review

59

	<p>林士平副教授 Sirirat Lim, SFHEA</p> <p>Management of Technology</p>	<p>江國興特聘教授 Albert Kong, SFHEA</p> <p>Astronomy</p>	<p>鄒年棟副教授 Nien-Ti Tsou, Fellow HEA</p> <p>Material Science Engineering</p>	<p>吳添立助理教授 Tian-Li Wu, Fellow HEA</p> <p>Semiconductor Technology</p>	<p>林律君副教授 Regine Lin, SFHEA</p> <p>TESOL</p>
<p>國際高教培訓團隊 CLTHE Delivery Team</p>	<p>陳俊太教授 Jiun-Tai Chen, SFHEA</p> <p>Applied Chemistry</p>	<p>黃爾文教授 E-Wen Huang, Fellow HEA</p> <p>Material Science Engineering</p>	<p>盧郁安副教授 Yu-An Lu, Fellow HEA</p> <p>Foreign Languages & Literature</p>	<p>王立仁助理教授 Tommy Wang, SFHEA</p> <p>Language Teaching & Research Center</p>	
<p>認證審查委員會 HEA Fellowship Review Committee</p>	<p>林律君副教授 Regine Lin, SFHEA</p> <p>TESOL</p>	<p>江國興特聘教授 Albert Kong, SFHEA / 清大</p> <p>Astronomy</p>	<p>黃爾文教授 E-Wen Huang, Fellow HEA</p> <p>Material Science Engineering</p>	<p>王立仁助理教授 Tommy Wang, SFHEA</p> <p>Language Teaching & Research Center</p>	<p>Michael Peter Nicholas 講師, Fellow HEA</p> <p>Language Teaching & Research Center</p>
	<p>林士平副教授 Sirirat Lim, SFHEA</p> <p>Management of Technology</p>	<p>吳添立助理教授 Tian-Li Wu, Fellow HEA</p> <p>Semiconductor Technology</p>	<p>吳思葦 Linda Wu, Fellow HEA</p> <p>Language Teaching & Research Center</p>	<p>秦毓婷講師 Tiffany Chin, Fellow HEA</p> <p>Language Teaching & Research Center</p>	

NYCU Regine Lin

60

教學與認證諮詢團隊 Mentoring & Support Team	蔡德明教授 Charles Choi, SFHEA Biomedical Engineering	黃爾文教授 E-Wen Huang, Fellow HEA Material Science Engineering	江國興特聘教授 Albert Kong, SFHEA / 清大 Astronomy	黃宜侯教授 Alex Huang, SFHEA Information Management & Finance	吳思葦講師 Linda Wu, Fellow HEA Language Teaching & Research Center
	彭文孝教授 Wen-Hsiao Peng, Fellow HEA Computer Science	鄒年棟副教授 Nien-Ti Tsou, Fellow HEA Material Science Engineering	陳俊太教授 Jiun-Tai Chen, SFHEA Applied Chemistry	林士平副教授 Sirirat Lim, SFHEA Management of Technology	Michael Peter Nicholas Michael Peter Nicholas 講師, Fellow HEA Language Teaching & Research Center
	江柏翰助理教授 Po-Han Chiang, Fellow HEA Biomedical Engineering	吳添立助理教授 Tian-Li Wu, Fellow HEA Semiconductor Technology	羅仕宇副教授 Shih-Yu Lo, Fellow HEA Communication Studies	秦毓婷講師 Tiffany Chin, Fellow HEA Language Teaching & Research Center	

NYCU Regine Lin 61



WE SUPPORT

專業成長 Professional Development
自我實現 Personal Fulfillment
教學卓越 Learning & Teaching Excellence

NYCU Regine Lin 62



大學教師社群
Teacher Communities of Practice

Of the Teachers
By the Teachers
For the Teachers

COMMUNITIES OF PRACTICE

"Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."

WENGER & WENGER-TRAYNER (2015)

Canva



大學教師 教學專業發展

TPD in Higher Education
Teaching & Learning

Enhancement 增能
Enablement 使能
Empowerment 賦能

NYCU Regine Lin

by Regine Lin @ NYCU HEAT




+ + +

Thank You!

陽明交大 林律君
reginelin@nycu.edu.tw

Please share your
takeaways, comments,
or questions in the chat.



References

- 陳琦媛、蘇錦麗 (2013) 。大學教師教學專業發展策略之研究。教育研究與發展期刊 · 9 (4) · 146-175 。
- Darling-Hammond, L., M. Hyler and M. Gardner (2017). *Effective Teacher Professional Development*. Learning Policy Institute, CA.
<https://tinyurl.com/y9qbfmf>
- Fishman, B. (2016). Possible futures for online teacher professional development. In C. Dede, A. Eisenkraft, K. Frumin, & A. Hartley (Eds.), *Teacher learning in the digital age: Online professional development in STEM education* (pp. 13–30). Cambridge, MA : Harvard University Press