

出國報告（出國類別：交換教師）

交換教師心得報告

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摘要

This report summarizes the faculty exchange program at National Kaohsiung University of Hospitality and Tourism. The purposes and faculty selection process are introduced. Suggestions for the improvement of the program from personal perspective are provided.

此份報告簡述國立高雄餐旅大學與加拿大姊妹校之交換教師計畫。介紹交換教師政策目的及師資挑選的過程、交換教師於國外的職責、也提供個人對國際交換教師計畫未來改進的建議。

目的

The program of International Faculty Exchange at National Kaohsiung University of Hospitality and Tourism (NKUHT) has been established since 2007. The goals of the program is to assist experienced teachers who work in a full-time teaching status at NKUHT to gain first-hand knowledge of higher education systems in other countries while contributing international perspectives and share his/her culture with international students. To implement this program successfully, NKUHT has cooperated with its sister school in Canada, the Humber College in Toronto, and the cooperation provides opportunities for faculty at these two institutions to share ideas about teaching and learning in an international context. It is believed that engaging faculty in teaching abroad can infuse new energy, knowledge, and a more global perspective into the classrooms and campus.

國立高雄餐旅大學與加拿大姊妹校的國際交換師資計畫在 2007 年簽屬；加拿大的姊妹校是位於多倫多北區的公立學院，漢堡學院。該交換教師計畫目的是在協助兩校的專任教師能提供台灣交換學生、當地學生、教師及職員們拓展國際視野還有分享他/她的國際文化，並且能夠體會其他國家高教育體系運作的第一手資訊。為了履行該計畫，高雄餐旅大學與加拿大漢堡學院的合作，成功地提供了一實質交流平台給雙方的教師去分享有關高等國際教育的想法，並確實落實，讓更多教師願意致力奉獻於國際教育並且可以在教室及校園內灌輸更多刺激及知識，還有營造一個更活耀的國際文化交流環境。

過程

1. Faculty Exchange Selection Process: Regulations for NKUHT's faculty exchange program is created and revised by the International Affairs Office. Faculty who are interested in applying for exchange should be in the full-time status and should satisfy the sister school's English proficiency requirement. All eligibility requirements applied at time of application. The application materials included an application form and a CV. An oral

interview with the representative of the partner school was also conducted. Final decision of the selected exchange faculty was announced by the President. Costs associated with replacement of exchange faculty included travel airfare, housing, car rental, and medical insurance. The costs were paid by the partner school.

交換教師挑選的過程：首先由國立高雄餐旅大學國際事務處訂定交換教師甄選的規章，內容包含年資、經歷、在姊妹校時所需執行的教學時數及行政責任、薪水及房屋租金等。有興趣申請交換的教師必須是專任，且需符合姊妹校所要求的英語表達能力，因為必須要在加拿大能授課，因此甄選教師的優良英文能力為必要條件之一。學校於每年二月底公告公開徵選繳交申請表，申請資料包含申請表格、可教授科目課程大綱及履歷。每年於三月底時，漢堡學院會派代表至台灣進行口試面試；最後由高餐大校長宣布被選取的交換教師人選。交換教師合約包含每學期在姊妹校教授專業科目 10-12 小時、協助行政業務、照顧台灣交換學生、多倫多-高雄來回機票一張、一年的房租、租車還有醫療險，這些合約內容皆由雙方校長共同擬訂並逐年修正。

2. Summary of the Logistics

Period	2 full academic year
Subjects	Taught related courses in the fields of Hospitality Management & Travel and tourism Management
Accommodation	Self contained 1-bedroom apartment near campus was provided by the partner school
Travel Expenses	The traveling expenses of the faculty were paid by the sending institution.
Workload	10-12 hours teaching hours per week
Language	All courses were taught in English
Research Opportunities	The partner school encouraged and assisted faculty on joint international research projects, through organized meetings with other faculty based on research interests and potential projects.
Extra Duties	Implemented a faculty-led education abroad program in Canada

交換教師角色內容

交換期間	兩學年
教授科目	教授與餐旅及觀光旅遊領域的專業科目於加拿大籍學生
住宿	自行管控一間由姊妹校提供於學校附近的一房一廳公寓
旅遊支出	交換教師的台灣赴加拿大機票支出為派遣學校支付
工作量	每週教授10-12小時
語言	全英教學
研究機會	姊妹校鼓勵及協助交換教師投入國際研究計畫案，藉由與其他加拿大教師召開會議，並根據研究興趣鼓勵參與有潛力的計畫案
額外職責	在加拿大執行以教師為主導的台灣學生出國交換計畫

心得及建議

By implementing an education abroad program, both faculty and students can bring back new and unusual kinds of knowledge and enthusiasm to their home campuses. This adds to international awareness and enriches discussions both in and outside of the classroom, and promotes a creative and highly positive engagement with the world outside. However, there are some unique challenges involved in implementing such programs that may be difficult for first-time faculty to fully appreciate before they experienced. Here are a few suggestions to assist future exchange faculty in planning safe and effective program abroad.

藉由實行出國交換計畫，交換教師及交換學生都可以各自帶回屬於自己個人體驗的知識及熱忱來注入他們原本的校園；這增添了學生的國際意識還有豐富了教室內外更熱絡的討論，並促進校園跟外界有一個創意及高度正面的互動性。然而，在實行這個計劃中有一些挑戰，可能對第一次出國交換的教師來說，是很難去想像及體會的。為未來規劃一個安全且有效率的交換教師出國計畫，本人提供一些建議以協助未來有興趣參與的老師：

1. Plan ahead: It is important to help the faculty understand their roles and duties while they are abroad. The faculty member and the students should be aware that it is a

well-thought-out academic experience, and not a vacation. Setting up administrative support in the host country and seeking advice from colleagues who are experienced in teaching abroad are two of the best strategies faculty can use to create successful experience, and prevent as many problems as possible.

事前規劃：幫助教師了解他們在國外需扮演的角色跟職責是很重要的。外派教師必須了解這是一個需經深思熟慮過學術經驗而非在度假。在目的地交換國設立行政諮詢顧問，且尋求具有國外教學經驗的同事分享經驗，是兩個對交換教師創造成功經驗及預防問題的最佳策略。

2. Be aware of the magnitude of responsibility for teachers abroad: Teaching students abroad is not the same as teaching them on campus. This may be the most important thing for faculty to realize before taking on a study abroad assignment. Faculty need to know they can be contacted by students at any time and on any issue. This can be a tough adjustment. Faculty may have to deal with student issues such as hospital emergency, lost passports, sexual harassment and discrimination. They need to make sure that the students are aware of host school's procedures and how to respond appropriately when such issues come up. Teaching abroad also means being ready to take responsibility quickly and effectively in a crisis. Faculty need to be able to tell the difference between a real and a perceived crisis, and know what to do in each case. Working with a responsible study abroad administrator, or experienced faculty who can train them before they go anywhere, is important.

教師出國前要了解其責任的重要性：在國外教導交換學生跟在國內學校是不一樣的，這可能是教師在承擔出國交換的任務之前要理解的最重要事情。交換教師須了解他會因為任何事情、在任何時間被交換學生聯繫，這是個很艱難的態度調整。交換教師可能必須處理學生的事務，例如醫院急診、遺失護照、性騷擾或歧視。交換教師必須確認學生知道交換學校的相關行政程序且在事情發生時應如何適當作出回應。在國外教書所負擔的行政職表示在危機發生時要隨時準備快速及有效地負起責任。交換教

師必須能夠辨識一個真實及意識危機的差別且知道該怎麼面對及處理。跟另一個負責任的行政管理者共事或是在出國前能充分了解工作內容及義務是很重要的。

3. Be flexible: Faculty who are teaching abroad for the first time may experience many ways and many different types of situations that need their ability to deal with ambiguity. They need to be aware that dealing with a variety of student needs and issues may not surface until one case really happens. Faculty need to be flexible and creative in solving these sorts of problems. Being flexible enough to solve the problem on the spot with creative thinking and a can-do spirit are essential.

具變通性：第一次出國教書的教師可能會體驗到很多不同的文化衝擊及很多不同的情況，這必須要靠他們專業的能力來面對處理這些含糊不清的文化差異問題。他們必須注意在處理不同的交換學生需求及問題時，或許真正的問題都不會浮現，等到一個案例真的發生了，大家才會去注意到在國外學術界發生問題時的複雜性。教師必須要具備變通能力且發揮自己的創造能力去解決這些問題。在現場靈活的解決問題，有創造性思維及樂觀進取的精神與態度是必要的。

4. Be available to students, but also be clear about the limits of faculty responsibility, and the extent of the students' responsibility for themselves: Solving new kinds of problems for themselves is one of the most important learning opportunities that study abroad offers students. Students will quite naturally try to get on-site faculty to solve problems for them, but faculty should resist the temptation to interfere in this very important part of the educational process. Students need to know that they will be backed up in situations where they have tried earnestly and unsuccessfully to solve problems for themselves, but they should appeal to faculty only as a last resort in all but emergency situations. It is also important for faculty to know how to draw the line between being available to students and being overly involved in their social and personal lives. Education abroad presents abundant opportunity for those boundaries to be blurred, and can lead to all kinds of problems.

提供給交換學生緊急連繫方式，但也須清楚與交換學生釐清彼此之間的責任義務，且讓學生了解自己責任的範圍：對出國念書的交換學生來說，解決不同的新問題是其中一項重要的學習機會。學生們很自然的會試圖找交換老師來幫他們解決問題，但交換老師必須先不要插手而讓學生親自去體驗這重要的學習過程。學生們應當知道他們已經努力嘗試過卻沒法成功的解決問題時，他們後面會有人協助，但他們應該把求助於交換老師作為最後的手段，除非是緊急狀況。交換教師要知道如何在提供學生聯繫與過度參與他們的社交私生活中劃清界線，這也是很重要的。國外學習經驗可以提供許多模糊不清的學習機會，但有時也會變成嚴重的負面學習經驗。

5. Establish a faculty mentor program at the host school: Mentoring is the process of one person supporting, teaching, guiding and serving as the model for another person. It is the most effective and important strategy for new faculty hires. It is believed that the mentor program can help the exchange faculty members to:

- A. Learn about the host school, the surrounding community, and support resources for faculty.
- B. Quickly adjust to the new environment and become active members of the community.
- C. Address personal questions, concerns, and special needs in a confidential manner.
- D. Gain insight about teaching, scholarship and career development
- E. Network with other faculty and develop a personal support system within the host school.

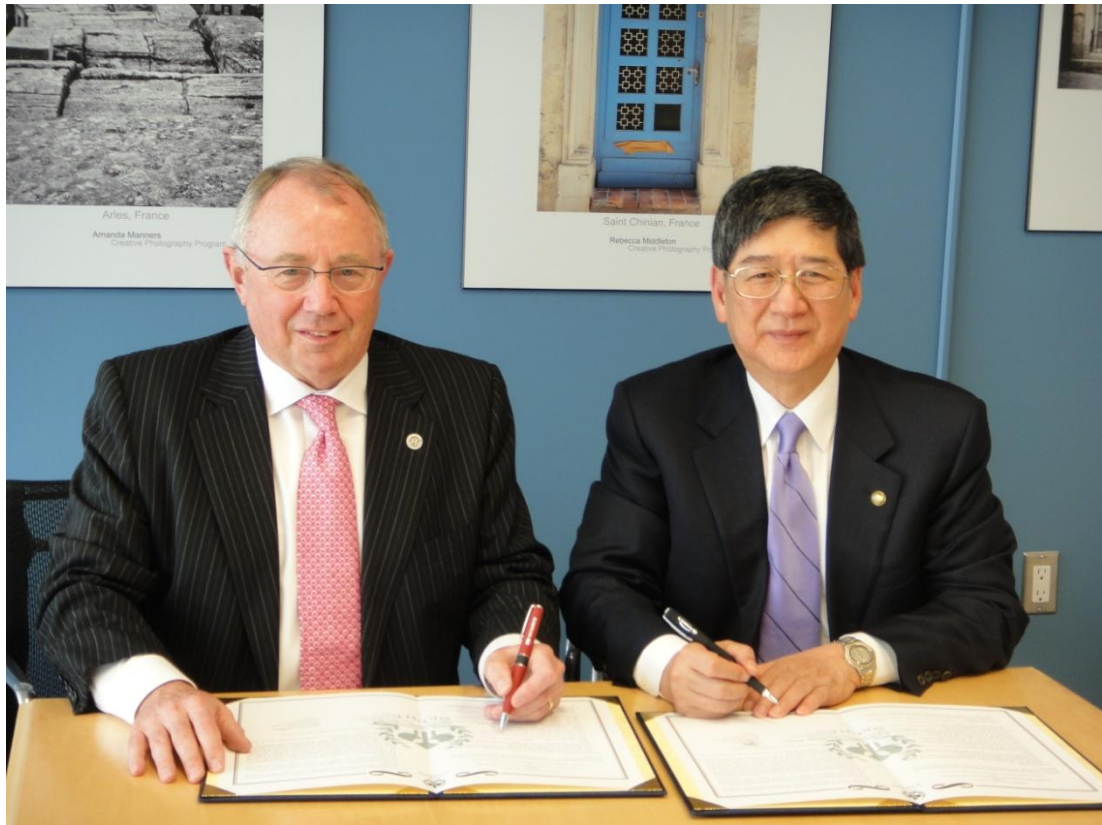
在雙方交換學校建立一個教師良師益友的計畫：輔導方式是有個人支援、教導、指引及作為另一人的榜樣的過程。這是對新進的交換教師最有效及最重要的策略。深信這個步驟會幫助交換老師們：

- A. 快速認識交換學校及周遭同儕社群，還有教師的校內支援資源
- B. 迅速的適應新環境並成為社群中活躍的一員
- C. 以保密的方式提出個人問題，關切，還有特殊需求

- D. 得到關於教書，獎學金還有職涯發展的深入訊息
- E. 在交換學校內和其他教師建立網絡及建立一個個人的支援系統

附錄

高餐大校長與漢堡學院校長簽約



交換教師與交換學生攝於駐多倫多台北經濟文化辦事處百年國慶酒會



交換教師參加學生畢業典禮

