

南臺科技大學 107 學年度第 2 學期課程資訊

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| 課程代碼 | 01D1270D |
| 課程中文名稱 | 勞作教育與服務學習(二) |
| 課程英文名稱 | Labor Education and Service Learning |
| 學分數 | 1.0 |
| 必選修 | 必修 |
| 開課班級 | 四國際商務一甲 |
| 任課教師 | 許淑嫻 |
| 上課教室(時間) | 週二第 8 節(S514) |
| 課程時數 | 3 |
| 實習時數 | 0 |
| 授課語言 1 | 英語 |
| 授課語言 2 | |
| 輔導考照 1 | |
| 輔導考照 2 | |
| 課程概述 | <p>(一)勞作教育：以校園環境整理為主，由勞作教育組負責規劃，甄選優良小組長帶領。</p> <p style="padding-left: 40px;">實施對象及時數：</p> <ol style="list-style-type: none"> 1. 四技一年級新生及轉學生，1 週 5 天，每日 30 分鐘，1 學期共 30 小時。 2. 進修部四技一年級新生，每人每週 30 鐘，1 學期共 9 小時。 <p>(二)服務學習：以社會服務為主，由指導老師負責規劃，每學期指導老師講授服務學習理念及主持服務學習</p> <p style="padding-left: 40px;">反思活動 16 小時，學生實施社會服務至少 8 小時。</p> <p style="padding-left: 40px;">實施對象:四技一年級新生。</p> |
| 先修科目或預備能力 | |
| 課程學習目標與核心能力之對應 | <p>※編號，中文課程學習目標，英文課程學習目標，對應系指標</p> <p>-----</p> <ol style="list-style-type: none"> 1.能透過每天短短的校園清掃過程，體驗享受與回饋之意義，養成勤勞、守時、熱誠抗壓之習性，達到做中學之效益。 ,-- ,6 熱誠抗壓 2.藉由與協力單位溝通協調、服務行程安排及服務過程與人群溝通，培養溝通表達能力，提升各項事務處理效益。 ,-- ,7 表達溝通 3.透過各項國內外志工團隊服務，養成合作、合群、敬業之優良態度及正確之人生價值觀。 ,-- ,8 敬業合群 4.藉由多元之弱勢族群服務安排，啟發弱勢關懷之情操，培養服務之人生 |

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| | 觀。 , -- , 10 服務關懷 |
| 中文課程大綱 | <p>第 1 週： 課程簡介、介紹服務學習、簡介服務活動性質。</p> <p>第 2~3 週： 辦理志工訓練課程，提供學生參與認證。</p> <p>第 4~5 週： 簡介服務機構、邀請學長姐分享經驗，影片欣賞；討論服務的倫理，及叮嚀行前注意事項。 討論及撰寫與繳交服務工作誌。</p> <p>第 6~14 週： 1. 學生於指定時間參加社會服務。 2. 學生於指定時間到班級課堂，進行服務經驗分享、反思。</p> <p>第 15~17 週： 各班進行期末報告討論撰寫。</p> <p>第 18 週： 下學期辦理成果發表競賽。</p> |
| 英/日文課程大綱 | <p>Week 1</p> <p>To introduce Service Learning courses and service activities.</p> <p>Week 2~3</p> <p>Holding students' volunteer training course and provide certification.</p> <p>Week 4~5</p> <p>To introduce service agency, invite the students to share the experience, watch the video, discuss the ethics of service and remind students of notices before the services.</p> <p>Week 6~14</p> <p>1. Students participate in social services at times. 2. Students share and rethink service experience in class at scheduled times.</p> <p>Week 15~17</p> <p>To conduct final report.</p> |

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| | <p>Week 18</p> <ol style="list-style-type: none"> 1. To conduct services competition. (May or June) 2. Enter the service learning grades on the website. |
| 課程進度表 | <p>Labor Education and Community Service Education offer a structured, effective way to respond to the challenge to improve public education because it expands the school's traditional role and creates a mutually interdependent relationship among home, school, and community. Labor Education and Community Service Education have three basic components—lifelong learning opportunities, community involvement in schools, and efficient use of resources—and is based on a set of ten broad principles:</p> <ol style="list-style-type: none"> 1.Lifelong learning. Education is a birth-to-death process, and everyone in the society shares in the responsibility of educating all members of the community. Formal and informal learning opportunities should be available to students or residents of all ages in a wide variety of community settings. 2.Self-determination. Community residents have a right and a responsibility to be involved in assessing community needs and identifying community resources that can be used to address those needs. 3.Self-help. People are best served by their leaders when their capacity to help themselves is acknowledged and developed. When people assume responsibility for their own well-being, they achieve some degree of independence. <p>Students receiving Labor Education and Community Service Education also cultivate the following abilities:</p> <ol style="list-style-type: none"> 1.Leadership development. Training local leaders in problem solving, decision-making, and group-process skills is essential to community improvement efforts. 2.Institutional responsiveness. Because public institutions exist to serve the public, they are obligated to develop programs and services that address constantly changing public needs and interests. 3.Integrated delivery of services. Organizations and agencies that operate for the public good can best use their limited resources, meet their own goals, and serve the public by collaborating with organizations and agencies with similar goals and purposes. |

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| | <p>4. Localization. Community services, programs, and volunteer opportunities close to people's homes have the greatest potential for high levels of public participation.</p> <p>Maximum use of resources. The physical, financial, and human resources of every community should be fully available and rationally interconnected if the diverse needs and interests of the community are to be met.</p> <p>5. Inclusiveness. Community programs, activities, and services should involve the broadest possible cross-section of community residents without segregation by age, income, sex, race, ethnicity, religion, or other characteristics.</p> <p>6. Access to public information. Public information should be shared across agency and organization lines because an effective community not only has "the facts," but it also knows what those facts mean in the lives of the diverse people who make up the community.</p> |
| <p>教學方式與評量方法</p> | <p>※課程學習目標，教學方式，評量方式</p> <p>-----</p> <p>能透過每天短短的校園清掃過程，體驗享受與回饋之意義，養成勤勞、守時、熱誠抗壓之習性，達到做中學之效益。 ，實作演練，日常表現</p> <p>藉由與協力單位溝通協調、服務行程安排及服務過程與人群溝通，培養溝通表達能力，提升各項事務處理效益。 ，實作演練，日常表現</p> <p>透過各項國內外志工團隊服務，養成合作、合群、敬業之優良態度及正確之人生價值觀。 ，實作演練，日常表現</p> <p>藉由多元之弱勢族群服務安排，啟發弱勢關懷之情操，培養服務之人生觀。 ，實作演練，日常表現</p> |
| <p>指定用書</p> | <p>書名：</p> <p>作者：</p> <p>書局：</p> <p>年份：</p> <p>ISBN：</p> <p>版本：</p> |
| <p>參考書籍</p> | |
| <p>教學軟體</p> | |
| <p>課程規範</p> | |