

SDG17.2.1

題目: Relationships with regional NGOs and government for SDG policy Year: 2020 ◦

Have direct involvement in or input into national government or regional non-government organisations, SDG policy development, including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management.

NCUE actively participates in the policies of NGOs and the government to promote sustainable development goals. The teachers directly participate or are involved in the formulation of the government's policies on sustainable development goals by implementing government or non-government plans and serving as members of relevant departments, as follows.

1. In 2021, Professor Ie-Bin Lian of Data Research Center at NCUE undertook a project to build an online learning and testing platform for SDG and SFH courses for the General Association of the Scouts of China (Taiwan). The project aimed to align with the goals of Better World Framework of Scouts for SDGs to design online training courses and certification systems for SDG and anti-drug/anti-bullying courses.

Online learning and testing platform for SDG and SFH courses for the General Association of the Scouts of China (Taiwan):

<http://120.107.155.233/ScoutElearning/>

SDGs relevance: Quality Education, Reduced Inequalities, Peace, Justice, And Strong Institutions.



Figure 1: Online learning and testing platform for SDG and SFH courses of the General Association for the Scouts of China (Taiwan)



Figure 2: Scouts for SDGs and the Better World Framework (BWF)

2. Professor Meichun Lydia Wen of the Graduate Institute of Science Education implemented MOE's "Science Education Counseling Program for Elementary and Secondary Schools for 2020 (Central District)."

This project aimed to help develop science inquiry curriculum and activities, conduct teacher empowerment workshops, and implement science inquiry learning camps to provide urban and rural school students with equal science learning opportunities to develop science literacy.

SDGs relevance: Quality Education, Reduced Inequalities



Figure 3: Science Education Counseling Program for elementary and secondary schools in 2020 (Central District)



Figure 4: Science Inquiry Learning Camp

3. Professor Liang-Rui Chen of the Department of Electrical Engineering implemented the "Field Research and Demonstration of Multi-Microgrid in a High Penetration PV Grid-Connected Environment" project of the Ministry of Science and Technology.

The aim was to attain national sustainable environmental policy goals through research on advanced energy storage facilities. The research includes battery storage and solar energy facilities to maximize the efficiency of electric vehicles and power grids as well as the use of blockchain technology to establish possible operating models for various business transactions and legal innovations.

Source: (Government Research Information System, GRB)

<https://www.grb.gov.tw/search/planDetail?id=13942735>



Figure 5: Study on advanced energy storage facilities using electric medium-sized buses



Figure 6: Setting up a battery storage system to maximize the benefits of electricity usage

SDGs relevance: Quality Education, Good Health and Well-being, Sustainable Cities and Communities, Climate Action

4. Professor Chia-Jyi Liu of the Department of Physics implemented the "Research on the Development and Effects of Using Smart Chatbots in Empathy Training Courses" project of the Ministry of Science and Technology.

The study involved the use of an intelligent robot in empathy training courses. It is predicted that learners can record the user's emotional expressions, fluctuations, and voice dialogues by chatting with virtual objects (intelligent robots) to assess the user's level and ability to use empathy. Moreover, it is hoped that this could be used as relevant information on intelligent robots to facilitate future adjustments to the voice robot corpus or gradually train the smart chatbots on empathy. Please refer to Annexes 17.2.1A and 17.2.1B for the supporting information.

SDGs relevance: Good Health and Well-being

5. Professor Kai-Chao Yao of the Department of Industrial Education and Technology implemented MOST's "Establishment and Evaluation of Machine Learning Module Topic in Robot Teaching Based on Thematic-Approach Strategy (2/3)" project.

This project addresses the machine learning part in AI intelligent robotics that has not yet been integrated into robotics education. A theme-based robot learning module with a focus on machine learning is planned and will be integrated into the curriculum in a theme-embedded way. It is expected that the concept of machine learning can be consolidated into robot design and practice courses so that students get to learn about more advanced AI robots. In the first year of implementation, the technical competency indices and teaching content planning required for the curriculum were completed. Moreover, machine learning technologies for sensor control and mobile control were built. In the second year, the project will further build on the achievements of the first year and continue with the technology development model as well as develop and test the theme-based robotics teaching module with image recognition machine learning as the orientation. Moreover, this project will design and plan the teaching aids and materials required for the implementation of theme-based teaching. Please refer to Annex 17.2.1C for more details.

SDGs relevance: Quality Education, Decent Work and Economic Growth, Industry, Innovation and Infrastructure

6. Professor Lih-Horng Hsieh of the Department of Guidance and Counseling implemented MOE's "Establishment and Practice of a General Education Courses on Artificial Intelligence and its Applications with the Introduction of the Spirit of Inquiry and Practice" project.

The project aims to investigate the effects of the general course on "Artificial Intelligence and its Applications" on the artificial intelligence (AI) literacy of counseling and consulting students and introduce the spirit of inquiry and practice in the teaching process of the general education course "Artificial Intelligence and its Applications." The purpose is to enable students from non-information technology and engineering-related disciplines to learn about the meaning of AI through the concept of AI in the course session and the experience of the practice course so as to enhance their AI literacy, and to investigate how AI can be applied in the field of counseling and guidance, as well as to enhance their cross-disciplinary cooperation and communication skills. The study results will serve as a basis for adjusting and revising the contents of the "AI and its Applications" course.

SDGs relevance: Quality education



Figure 7: Online teaching



Figure 8: In-person classes



Figure 9: Practical hands-on experimentation

7. Professor Chien-Huei Lin of the Department of Special Education implemented MOE's project on "Literacy-Oriented Interdisciplinary Teaching - Professional Community of Teaching Materials and Methods for Education for Students with Severe Disabilities"

The project brings together seven teachers from universities across the country whose primary field of teaching is education for students with severe disabilities as well as ten practical teachers, professional therapists, and educational administrators currently serving in general high schools or special education schools across Taiwan to conduct a two-year professional growth community in a cross-disciplinary collaborative fashion. Through regular empowerment workshops and co-planning, class observation, and discussions, all community members are able to enhance their professional knowledge in the field of severe disabilities. The ultimate goal of the community is to publish a textbook, currently titled "Teaching Materials and Methods for Students with Mental and Physical Disabilities - Special Education Classes" for special needs students across Taiwan, to be used as teaching materials and methods in courses for students with severe impairments.

SDGs relevance: Quality Education, Reduced Inequalities



Figures 10 and 11: Community members

signing a contract with
Huateng Publishing to
publish a book



Figure 12: Screenshot of a
regular online workshop for
community members

8. Professor Chih-Wei Peng of the Department of Accounting completed the Ministry of Science and Technology's "How Do Organizational Behavior Perspectives Affect Financial Reporting Quality of Family-Controlled Firms?" project

Family-controlled firms play a crucial role in the economic growth or industrial development of a country. However, the extant literature is rather divided on how family-controlled firms affect the quality of financial reporting. This project examines how family-controlled firms influence the quality of financial reporting from the perspective of organizational behavior. Relevant research findings can serve as a reference for the authorities to formulate industrial policies. Please refer to Annex 17.2.1D for more details.

SDGs relevance: Decent Work and Economic Growth, Responsible Consumption and Production, Peace, Justice, and Strong Institutions

9. Professor Yu-Liang Tseng of the Department of Geography implemented Taoyuan District Agricultural Research and Extension Station's "Survey and Evaluation of the Application of Urban Landscape Plants Planting Management Module" project.

This project aimed to promote energy saving, carbon reduction, and agri-food education through the establishment of the "Urban Landscape Plants Planting Management" module. Please refer to Annex 17.2.1E for more details.

Annex 17.2.1E: Professor Yu-Liang Tseng's implementation of Taoyuan District Agricultural Research and Extension Station's "Survey and Evaluation of the Application of Urban Landscape Plants Planting Management Module" project

SDGs relevance: Good Health and Well-being, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action

10. Professor Pei-Wen Lu of the Department of Geography serves as a member of the Urban Planning Committee of the Ministry of the Interior.

She assists in the review of the proposed changes to urban plans, study of the actual implementation of the existing urban plans and recommendations on the financial aspects of the implementation of urban plans, review of the existing laws and regulations, study of the acquisition and multiple-purpose use of public

facility sites as well as other recommendations on urban planning.



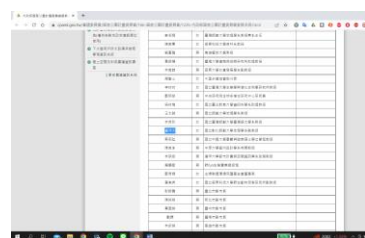
| 姓名 | 職稱 | 單位 |
|-----|-------|-----|
| 王國材 | 主任委員 | 內政部 |
| 張景森 | 副主任委員 | 內政部 |
| 陳建興 | 委員 | 內政部 |
| ... | ... | ... |

Figure 13: List of the members of the Urban Planning Committee of the Ministry of the Interior (2) (Source: List of members of the Urban Planning Committee of the Ministry of the Interior (2))

SDGs relevance: Good Health and Well-being, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities

11. Professor Pei-Wen Lu of the Department of Geography is a member of the National Park Planning Committee of the Ministry of the Interior.

She assists in the deliberations of the National Park Plan and on the development of water resources and minerals in special landscape areas and ecological reserves. She also conducts field surveys and research on issues related to the National Park and formulates opinions to provide references for discussion and deliberation at meetings.



| 姓名 | 職稱 | 單位 |
|-----|-------|-----|
| 王國材 | 主任委員 | 內政部 |
| 張景森 | 副主任委員 | 內政部 |
| 陳建興 | 委員 | 內政部 |
| ... | ... | ... |

Figure 14: List of the members of the National Park Planning Committee of the Ministry of the Interior

Committee of the
Ministry of the Interior
(2) (Source: National
Park Planning
Committee (National
Park Planning
Committee Member List
of the Ministry of the
Interior (110.3.1 to
112.2.28))

SDGs relevance: Good Health and Well-being, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities

- 12. Professor Kai-Chao Yao of the Department of Industrial Education and Technology serves as a reviewer for the Department of Applied Science Education of MOST and assists the department in promoting and reviewing research projects related to the Department of Applied Science.**

SDGs relevance: Quality Education, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Sustainable Cities and Communities, Responsible Consumption and Production, Partnerships for the Goals



Figure 15: Meeting of the
Committee of Applied
Science Education, MOST

- 13. Professor Yi-Te Liu of the Department of Sports serves as a member of the Athletes' Commission of the Chinese Taipei Table Tennis Association and participates in the discussion of the training arrangements and tournament details for national table tennis players.**

SDGs relevance: Good Health and Well-being, Quality Education

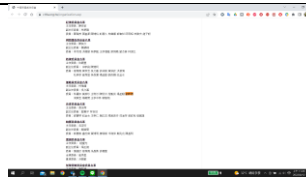


Figure 16: List of the members of the 13th Athletes' Commission of the Chinese Taipei Table Tennis Association (Source: Website of the Chinese Taipei Table Tennis Association (Source: ROC Billiard Association website <https://www.cttta.org.tw/organization.asp>)



Figure 17: Table tennis players



Figure 18: Table tennis players

14. Professor Chin-Yen Chen of the Department of Guidance and Counseling serves as a member of the Gender Equity Education Committee and convener of the Campus Gender Incident Prevention Group of the MOE. She assists in gender equity education policy planning and incident prevention and management.

教育部第9屆性別平等教育委員會委員名單
(任期自 109 年 1 月 1 日起至 109 年 12 月 31 日止)

| 序號 | 姓名 | 職 職 | 性別 | 備註 |
|----|-----|---------------------|----|--------|
| 1 | 潘文忠 | 教育部部長 | 男 | 主席委員 |
| 2 | 林耀興 | 教育部常務次長 | 男 | 行政機關代表 |
| 3 | 彭家清 | 教育部國民及學務教育司長 | 男 | 行政機關代表 |
| 4 | 林榮隆 | 國家教育研究院院長 | 男 | 行政機關代表 |
| 5 | 黃淑卿 | 教育部學生事務及國際教育司長 | 男 | 行政機關代表 |
| 6 | 王九勝 | 國立華東大學教育心理與輔導學系助理教授 | 男 | |
| 7 | 史清德 | 彰化縣立和平高級中學教師 | 男 | |
| 8 | 王仲基 | 國立金華大學助理教授 | 女 | |
| 9 | 李怡穎 | 新竹市東區國瑞國民小學教務主任 | 女 | |
| 10 | 李維菁 | 中華民國全國教師會副總會長 | 女 | |
| 11 | 李錦宇 | 高雄市中區之遠工專附屬教師 | 男 | |
| 12 | 蘇志宇 | 雄師大學廣播電視電影學系 | 男 | |
| 13 | 林朝暉 | 結盟法人高雄市中心家長協會幹事長 | 女 | |
| 14 | 陳俊堯 | 國立彰化師範大學教授 | 女 | |
| 15 | 謝元清 | 師範大學傳播學系助理教授 | 女 | |
| 16 | 施慶賢 | 國立政治大學幼兒教育研究所副教授 | 男 | |
| 17 | 施 洋 | 結盟法人臺北文教基金會秘書長兼秘書 | 女 | |
| 18 | 蔡永輝 | 輔國書院大學部主任 | 女 | |
| 19 | 葉德耀 | 國立臺灣大學外國語文學系助理教授 | 女 | |
| 20 | 劉秀鳳 | 國立中央實驗學校教師 | 女 | |
| 21 | 謝永輝 | 師範大學國語學系助理教授 | 女 | |
| 22 | 魏香蘭 | 師範大學政府教育學系助理教授 | 女 | |

附註：1. 本委員會委員名單係以教育部公告為準。
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Figure 19: List of the members of the Ninth Gender Equity Education Committee (Source: Global Information Website of the Gender Equity Education Committee https://www.gender.edu.tw/web/index.php/m2/m2_02_02_index)

SDGs relevance: Quality Education, Gender Equality

15. Professor Hsiao-Lin Tuan of the Institute of Science Education serves as a member of the Science Education Advisory Committee of the MOE. She assists the committee in planning the policy direction of science education, providing suggestions on such matters, as well as advice and professional consultation on the overall development of science education.

| 第 2 屆教育部科學教育諮詢委員會名單(109/1-110/12) | |
|-----------------------------------|-----------------------|
| 連靜英 文憑 | 本會召集人 |
| 范武雄 內政部長 | 本會副召集人 |
| 楊寶麟 內政部長 | 本會副召集人 |
| 諮詢委員 12 人 (依姓氏筆劃排序) | |
| 曹志強 | 國立臺灣師範大學資訊工程學系教授兼系主任 |
| 李國龍 | 國立成功大學材料科學及工程學系教授兼系主任 |
| 林明瑞 | 高雄師範大學校長 |
| 林福壽 | 國立臺灣師範大學數學系教授 |
| 林福壽 | 國立高雄師範大學光電資訊工程學系教授 |
| 林慶豐 | 國立臺灣大學環境科學中心教授 |
| 潘維林 | 國立彰化師範大學科學教育研究所教授 |
| 潘維林 | 國立自然科學博物館館長 |
| 陳竹亭 | 國立臺灣大學化學系教授 |
| 張一知 | 國立臺灣師範大學化學系教授 |
| 黃維新 | 國立中央大學數學系教授 |
| 陳建宏 | 國立清華大學學理科學與科技研究所教授 |

Figure 20: List of the Members of the Second Science Education Advisory Committee of the MOE (January 2020–December 2021) (Source: website of the Department of Information and Technology Education of the MOE)

https://depart.moe.edu.tw/ED2700/News_Content.aspx?n=2C2E6CD3C89ED191&sms=7343309F6349D36E&s=4A106530377F1A59

SDGs relevance: Quality Education

16. Professor Chao-lung Liu of the Department of Public Affairs and Civic Education serves as an advisory committee member in the Civil Service Development Institute, Central Office of the Executive Yuan (2016–2021), responsible for reviewing relevant plans and public policies as well as attending internal meetings to propose suggestions.

SDGs relevance: 1. No Poverty, 3. Good Health and Well-being, 4. Quality Education, 5. Gender Equality, 8. Decent Work and Economic Growth, 10. Reduced Inequalities, 11.

Sustainable Cities and Communities

17. Professor Chao-lung Liu of the Department of Public Affairs and Civic Education serves as a supervisor in the Taiwan Association of Local Governance Research (2020–2021), responsible for attending the meeting of supervisors as well as organizing and planning activities throughout the year.

Source:

Website of Taiwan Association of Local Governance Research: <https://localtw.org/about/authors/>;

Fan Page- 'Pavilion Feet Local Governance':

<https://www.facebook.com/%E4%BA%AD%E4%BB%94%E8%85%B3%E3%84%9F%E5%9C%B0%E6%96%B9%E6%B2%BB%E7%90%86-797761633921958/>

SDGs relevance: 3. Good Health and Well-being, 5. Gender Equality, 8. Decent Work and Economic Growth, 11. Sustainable Cities and Communities, 16. Peace, Justice, and Strong Institutions, 17. Partnerships for the Goals

18. Professor Chao-lung Liu of the Department of Public Affairs and Civic Education serves as a supervisor of the Chinese Association of Local Self-governance (2010–2021), responsible for attending the meeting of supervisors as well as organizing and planning activities throughout the year.

SDGs relevance: 5. Gender Equality, 11. Sustainable Cities and Communities, 16. Peace, Justice, And Strong Institutions, 17. Partnerships for the Goals

Annexes:

17.2.1A-1st Round with Subtitle-2

17.2.1B - "Research on the Development and Effects of Using Smart Chatbots in Empathy Training Courses" Project Summary

17.2.1C: Report (condensed) on the outcomes of the project "Development and Evaluation of Thematic Robotic Teaching Modules for Machine Learning (2/3)"

17.2.1D: "How Organizational Behavior Perspectives Affect the Quality of Financial Reporting in Family-Controlled Businesses" Project Summary

17.2.1E: "Survey and Evaluation of the Application of Urban Landscape Plants Planting Management Module" Project

SDG17.2.2

題目: **Cross sectoral dialogue about SDGs**

Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs

NCUE achieves the sustainable development goals by holding or participating in symposiums, workshops, and related meetings to encourage cross-departmental dialogue, as follows.

- 1. The 12th International Conference of Digital Archives and Digital Humanities (DADH) was organized by the Graduate Institute of History of the College of Arts.** The purpose of this conference was to present the outcomes of system and technology research and development, study standards, plan international exchanges, and cooperation for international digital humanities development. DADH has been the most crucial international conference for presenting the research findings in Taiwan's digital archives and digital humanities and a key occasion for Taiwan to introduce its accumulated research outcomes to the international academic community and communicate with advanced researchers in international academia. One of the key objectives of DADH is to serve as an important platform for the digital humanities' research academia to share outcomes and engage in international exchanges. The theme of the 12th International Conference of DADH is "Practical Data X Digital Humanities," which explores how to effectively and conveniently

access practical digital data for more meaningful digital humanities research and facilitate open technical exchanges and discussions among scholars from home and abroad with the aim of "expanding and deepening the global digital humanities infrastructure and establishing Taiwan's leading position in the field of digital humanities."



Figure 1: Opening ceremony speech by Ming-Fei Chen, President of NCUE



Figure 2: Opening ceremony speech by Sheng-Hui Huang, Dean of the College of Arts, NCUE



Figure 3: Opening
ceremony speech by
President Liu of
Taiwanese Association
for Digital Humanities

Event website: <http://dadh2021.ncue.edu.tw/>

SDGs relevance: Quality Education, Industry, Innovation and Infrastructure, Partnerships for the Goals

2. The Department of Guidance and Counseling of the College of Education, the Chinese Indigenous Social Science Association, the Center for Indigenous Counseling Psychology of NCUE, and World Indigenous Counseling Psychology Alliance organized the 4th Indigenous Social Science Conference & the 5th Indigenous Counseling Psychology Conference.

In 2021, the theme of the conference was "East meets West, Grateful for Origin, Multicultural Acceptance, Academic Innovation: The Inheritance and Innovation of Social Science" in the hope of continuing the spirit of indigenous social science and tapping into the potential of indigenous social science in the future. Please refer to Annex 17.2.2A for more details.



Figure 4: Online
workshops





Figures 5, 6, 7: Group photos of the participants

Source: (Chinese Indigenous Social Science Association)

http://cissa.heart.net.tw/index.php?action=view_year_sub&show_mem_no=1540031721

SDGs relevance: Good Health and Well-being, Quality Education, Gender Equality, Peace, Justice, and Strong Institutions

3. The College of Engineering organized the "2021 National Collegiate Industry-Academia Innovation Application Competition (Industry-Academia Forum)."

The competition aimed to cultivate innovative R&D talent in various fields in line with the spirit of STEAM, which integrates Science, Technology, Engineering, Art, and Mathematics, and the winning entries have been highly praised for their ingenuity and practicality. The judging panel consists of academic professors and industry experts, and the assessment approach is a combination of both academic and industrial methods with equal emphasis on industry-academic cooperation and basic research. It helps students explore new knowledge in science and technology and develop progressive, innovative, and practical skills to connect with the world.



Figure 8, 9, 10: 2021
National Collegiate
Industry-Academia
Innovation Application
Competition

Event website: <http://eedept.ncue.edu.tw/innovation2021/join.html>

SDGs relevance: Decent Work and Economic Growth, Industry, Innovation and Infrastructure

4. **"Shetou Sock Projects - Innovation, Entrepreneurship, and Creativity."** The USR Practice Office held the "2021 Social Practice and USR Exchange Seminar," an online conference where neighboring universities and related companies were invited to participate. Students' social enterprise proposals were presented in the morning session. In the afternoon session, a total of 10 USR project teams from within and outside the university were invited to share their project implementation experiences and achievements, and discuss

and exchange ideas with the project implementation teams from other schools. From October 1 to 3, the USR Practice Office held the "Forum on Local USR Practice" in cooperation with the Department of Guidance and Counseling. We invited teachers of outstanding teaching practice research projects to share their research outcomes so that they could learn from each other and expand their social practice network so as to enhance the professionalism of project teams in implementing social responsibility. Please refer to 17.2.2B and 17.2.2C for more details.

Shetou Sock Projects - Innovation, Entrepreneurship, Creativity YouTube page: <https://youtu.be/1gWaJfKqzml>

SDGs relevance: 1. No Poverty, 3. Good Health and Well-being, 8. Decent Work and Economic Growth, 11. Sustainable Cities and Communities

5. The Department of English and the English-Medium Instruction Research Center organized the "2020 Bilingual Teaching Seminar of the MOE," which was held in collaboration with National Taichung University of Education on November 15. This seminar invited Ching-Hwa Tsai, Deputy Minister of the MOE, to speak about the origin and implementation of the Ministry's bilingual teaching policy. Professor Chieh-Fang Hu of University of Taipei was also invited to give a speech on bilingual teaching. An exhibition of the static achievements of bilingual centers across Taiwan was held to present the outcomes of research and development in bilingual teaching, such as lesson plans, teaching manuals, and classroom language manuals to share research experiences and results.



Figure 11: Poster for

the "2020 Bilingual Teaching Seminar of the MOE" event



Figure 12: Group photo of the seminar participants

Seminar website: <https://2020005.webnode.tw/>

SDGs relevance: Quality Education, Decent Work and Economic Growth, Partnerships for the Goals

6. Professor Der-Jiunn Deng of the Department of Computer Science and Information Engineering organized the EAI SGIoT 2021 – 5th EAI International Conference on Smart Grid and the Internet of Things to exchange views on important issues related to smart grid and the Internet of Things with international experts in associated fields for the development of Taiwan' s emerging technology industries.



Figures 13, 14: EAI
SGIoT International
Conference 2021

Event page : <https://sgiot.eai-conferences.org/2021/>

SDGs relevance: 9. Industry, Innovation and Infrastructure, 17. Partnerships for the Goals

7. **The College of Management and the Faculty of Education of the State University of Malang (Universities Negeri Malang, Indonesia) co-hosted two online international seminars:** The 2021 7th International Conference on Education and Technology (ICET) 、 The 2nd International Conference on Information Technology and Education (ICITE) · The 2021 7th International Conference' s subject is “Digital Transformation and Empowering Technology for Future Education” .All papers are published online and will be published in the IEEE database.



Figure 15: ICITE
International
Conference

2021 7th ICET : <http://icet.fip.um.ac.id/index.php/2021-7th-icet/>

School highlights: <https://www.ncue.edu.tw/p/406-1000-4444,r93.php?Lang=zh-tw>

SDGs relevance: Quality Education, Decent Work and Economic Growth, Partnerships for the Goals

8. The Department of Geography hosted the "Chinese Geography Annual Conference and Symposium 2021." In the face of increasingly complicated patterns and factors of global environmental change, human beings are facing growing challenges. Geography, as an environmental and spatial discipline with interdisciplinary characteristics, is a key knowledge base for solving the current environmental issues faced by the global community. The theme of the conference was "2021 New Geography: Urban-Rural Relations, Environmental Governance, Intergenerational Heritage, and Technological Innovation." It hoped to attract more young students to actively engage in geography research. It also anticipated facilitating cross-generational and cross-practice dialogues among industry, government, and academia. The conference received enthusiastic support from 20+ related departments and government entities. It accepted 93 academic papers, 6 roundtable applications, and attracted 200+ applicants.

"Chinese Geography Annual Conference and Symposium 2021" website: <https://geogsoc.org.tw/seminar2021/>

School highlights: <https://www.ncue.edu.tw/p/406-1000-4559,r93.php?Lang=zh-tw>

SDGs relevance: 4. Quality Education, 8. Decent Work and Economic Growth, 17. Partnerships for the Goals

9. The Special Education Center held the "2021 International Conference of Career Development and Transition for Students with Special Needs." It invited scholars from the United States, Korea, and Singapore to give presentations. Moreover, it invited scholars and experts in related fields across Taiwan to share their research findings on career development and transition issues of special needs students, as well as conduct in-depth discussions and academic exchanges. The Special Education Center arranged oral and poster presentations on related topics to facilitate sharing of the research results in the field of career development and transition of special needs students through the exchange of experience by special education professionals.

Official website of the 2021 International Conference of Career Development and Transition for Students with Special Needs:

<https://sites.google.com/view/2021ncue>

School highlights: <https://www.ncue.edu.tw/p/406-1000-6220,r93.php?Lang=zh-tw>

SDGs relevance: Good Health and Well-being, Quality Education, Decent Work and Economic Growth, Reduced Inequalities, Partnerships for the Goals

Annexes:

17.2.2A: 2021 Conference Outcomes Report - Summary Version

17.2.2B: 2021 Social Practice and USR Exchange Seminar Agenda

17.2.2C: USR Practice Program - Agenda of "Forum on Localized/Indigenous USR Practice"

17.2.3

英文題目：**International collaboration for data gathering for SDG**

Participate in international collaboration for gathering or measuring data for the SDGs

Through international research projects and symposiums, NCUE has cooperated with transnational organizations to implement the following policy objectives related to sustainable development.

1. **The College of Management and the Faculty of Education of the State University of Malang (Universities Negeri Malang, Indonesia) co-hosted two online international seminars:** The 2021 7th International Conference on Education and Technology (ICET) 、 The 2nd International Conference on Information Technology and Education (ICITE) · The 2021 7th International Conference' s subject is “Digital Transformation and Empowering Technology for Future Education” .All papers are published online and will be published in the IEEE database.



Figures 1 and 2: ICITE
International
Conference

SDGs relevance: 4. Quality Education, 9. Industry, Innovation, and Infrastructure, 17. Partnerships for the Goals

2. **Professor Der-Jiunn Deng of the Department of Computer Science and Information Engineering organized the EAI SGIoT 2021 – 5th EAI International Conference on Smart Grid and the Internet of Things**



Figures 3 and 4: EAI SGIoT 2021

SDGs relevance: 9. Industry, Innovation, and Infrastructure

3. The 12th International Conference of Digital Archives and Digital Humanities (DADH) was organized by the Graduate Institute of History of the College of Arts.

The purpose of this conference was to present the outcomes of system and technology research and development, study standards, and plan international exchanges and cooperation for international digital humanities development. DADH has been the most important international conference for the presentation of research outcomes in Taiwan's digital archives and digital humanities, and a key occasion for Taiwan to present its accumulated research outcomes to the international academic community, as well as communicate with the advanced researchers in the international academic community. One of the key objectives of DADH is to serve as an essential platform for the digital humanities research academia to share outcomes and engage in international exchanges. The theme of the 12th International Conference of DADH was "Practical Data X Digital Humanities," which aimed to explore how to effectively and conveniently access practical digital data for more meaningful digital humanities research and facilitate open technical exchanges and discussions among scholars from home and abroad for "expanding and deepening the global digital humanities infrastructure and establishing Taiwan's leading position in the field of digital humanities."

Event website: <http://dadh2021.ncue.edu.tw/>

SDGs relevance: 4. Quality Education, 9. Industry, Innovation, and Infrastructure, 17. Partnerships for the Goals



Figure 5: Professor Jia-Cing Ruan's "Artificial Chatbots and Related Applications"



Figure 6: Professor Kerwin Wang's "Less work with AI"

4. **The Special Education Center held the "2021 International Conference of Career Development and Transition for Students with Special Needs."** It invited scholars from the United States, Korea, and Singapore to give presentations. Moreover, it also invited scholars and experts in related fields across Taiwan to share their research on career development and transition issues of special needs students and to conduct in-depth discussions and academic exchanges. The Special Education Center concurrently arranged oral and poster presentations on related topics to facilitate the sharing of research results in the fields of career development and transition of special needs students through special education professionals' experience exchange and sharing. Website: <https://sites.google.com/view/2021ncue>
School highlights: <https://www.ncue.edu.tw/p/406-1000-6220,r93.php?Lang=zh-tw>



Figures 7 and 8: 2021
International
Conference of Career
Development and
Transition for Students
with Special Needs

SDGs relevance: 4. Quality Education, 16. Peace, Justice, and Strong Institutions, Global Partnerships for the Goals

5. The Graduate Institute of Science Education organized the 2021 ASET annual international conference (37th Annual International Conference of Science Education in Taiwan). It focused on "The inter-disciplinary learning and professional development in science education," which covered important issues of local and global science education research, such as STEM/STEAM education, teaching and learning of competency development, literacy-oriented assessment, training for pre-service teachers and professional growth of in-service teachers, and digital learning environment and smart learning. Embracing the 108 Curriculum, the conference underscored interdisciplinary core literacy as the focus of curriculum development. This conference invited four important international scholars from countries such as the US and India, and has been recognized by the East-Asian Association for Science Education (EASE). It facilitated dialogue and exchanges between researchers and teachers across Taiwan, as well as among science education researchers, in-service science teachers, and pre-service teachers across countries and regions. More than 80 papers were submitted and 150+ teachers at all levels participated in the conference, either online or in person. The conference enabled researchers and teachers to develop and share curriculum modules that are beneficial for students' core literacy development. Moreover, the international exchange during the conference allowed teachers across Taiwan to better understand how literacy-oriented assessments should be designed.



Figures 9 and 10: The 2021 ASET Annual International Conference (37th

Annual International
Conference of Science
Education in Taiwan)

SDGs relevance: Quality Education, Partnerships for the Goals

17.2.4

英文題目：**Collaboration for SDG best practice**

Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs

2023 年建議新增翻譯中文內容

Through various international cooperation and exchange courses and activities, teachers at NCUE have led students to promote the following transnational sustainable development goals and policies.

1. **Dean Hon-Man Lee of the Office of International and Cross-strait Affairs continues to lead the team to promote the ASEAN and South Asia programs**, implementing the programs that enhance cooperation and exchanges with India, Indonesia, Vietnam, Ukraine, Ghana, and Africa, promoting cross-country/region exchanges through the university's comparative advantages in teaching and research resources in order to attain a mutually beneficial vision of talent cultivation and regional economic development. The various sub-projects include providing the faculty and students with experiences in professional, science and technology fields, and cultural courses; promoting Southeast Asian language and cultural learning programs to facilitate the cultivation of talent in Taiwan in academic, cultural, and economic aspects and trade fields with the ASEAN and South Asian countries/regions; enhancing the complementarity in talents and resource sharing between Taiwan and those countries/regions; organizing international seminars to promote experience exchange and academic dialogue among participants, including Southeast Asian scholars; and actively collaborating with international academic institutions to create an academic landscape in related fields.

SDGs relevance: 4. Quality Education, 10. Reduced Inequalities, 17. Partnerships for the Goals





Figures 1 and 2:
International seminars

2. **Professor Chia-chang Chang of the Graduate Institute of Sports and Health implemented the ‘Asian and Australasian Sports Policy School Sports Exchange and Guidance Programme’ of the Sports Administration, Ministry of Education.** NCUE cooperates with the Sports Administration of the Ministry of Education to develop Asian and Australasian talent through the ‘Asian and Australasian Sports Policy School Sports Exchange and Guidance Programme’. This programme helps school sports teams at all levels visit Asian and Australasian countries as well as invites those countries to visit Taiwan for sports events. In addition, students and teachers with sports expertise at all levels are encouraged to participate in international sports events and develop their international mobility. It is hoped that through this programme Taiwan and Asian/Australasian countries will conduct exchanges and cooperate in physical education courses and teaching as well as sports training and develop and exchange physical education teachers and talent. This program approved grants for 728 projects, including visits to, sports exchange, and competitions with New Southbound countries; seven institutions have signed 13 MOUs, benefiting approximately 20,000 individuals. In 2021, due to the COVID-19 pandemic, the program utilized the online learning mechanism and resources and continued to guide schools at all levels in organizing cross-country online sports exchange activities in Taiwan with New Southbound countries. In addition, the program encourages the organization of regional sports competitions and games in various sports categories for university students from the New Southbound countries studying in Taiwan so as to further establish cooperation and exchange models with New Southbound countries. The implementation outcomes in 2021 are as follows:

(1) Approved categories:

- A. Two-way exchanges between school sports team: grants for a total of nine projects and 810 beneficiaries.
- B. Two-way visits between school sports teams: grants for a total of five projects and 1,072 beneficiaries.
- C. Sports Events Exchange: grants for a total of one subsidy and 200 beneficiaries.

(2) Exchange projects: Mostly badminton, athletics, sepak takraw projects, followed by table tennis, baseball, karate, and archery.

Table 1 Number of projects implemented and beneficiaries in 2021

| Category | Number of projects | Number of people |
|--|--------------------|------------------|
| Two-way exchanges between school sports teams | 9 | 810 |
| Two-way exchanges via visits between school sports teams | 5 | 1,072 |
| Sports events exchanges | 1 | 200 |
| Subtotal | 15 | 2,082 |

The expectation is to continue to forge positive and solid partnerships with New Southbound countries to demonstrate Taiwan's sporting energy to connect with the world and attain the UN's SDG goals after the pandemic stabilizes. Please refer to Annex 17.2.4 - Implementation of the projects of the Sports Administration of the MOE with New Southbound countries for more details. SDGs relevance: 3. Good Health and Well-being, 4. Quality Education, 17. Global Partnerships for the Goals

3. In line with Bilingual Nation 2030 and in response to the market demand, the **Bilingual Education Research Center of NCUE and the American Institute in Taiwan (AIT)** have partnered to conduct free online bilingual education workshops; bilingual education expert Dr. Adrienne Johnson was invited to lead a series of STEM+A (Science, Technology, Engineering, Math, Art) online workshops from October to December, 2021. Classes were conducted in English throughout the program to train teachers and pre-service teachers to impart various academic skills and professional competencies bilingually.



Figure 3: Free online
bilingual teaching
workshops

SDGs relevance: 4. Quality Education, 17. Global Partnerships for the Goals

4. **NCUE and Fulbright Taiwan** jointly held a tree planting event on World Earth Day on April 22, 2021 and planted a Buddhist pine on each of the two campuses in Jin-De and Baoshan. Moreover, free saplings were given to students, faculty, and the public to embrace the idea of environmental protection. AIT Director William Brent Christensen conveyed his congratulatory message on the event through the Foundation for Scholarly Exchange. Buddhist pines were planted to convey the educational connotation of "ten years of trees, one hundred years of people." The Changhua County Government also donated thousands of saplings of Common Jasmin Orange and Osmanthus fragrans (fragrant olive) plants to promote the idea of tree planting and greenery in daily life and the concept of sustainable development.



Figure 4: NCUE and Fulbright Taiwan jointly held a tree plantation event on World Earth Day



Figure 5: Group photo of guests and teachers in front of the Buddhist pine plant



Figure 6: Sapling distribution

SDGs relevance: 3. Good Health and Well-being, 15. Life on Land, 17. Partnerships for the Goals

5. Professor Chung-Chi Lin of the Department of Biology specializes in the study of red fire ants, and red imported fire ant (RIFA) is among the top 100 invasive species worldwide. After the first red imported fire ant was observed in the port of Hyogo Prefecture in May 2017, the Japanese industry, government, and academia have been actively monitoring and controlling the spread of RIFA. As no wild RIFA population has been found in Japan, Earth Corporation has commissioned the Social Insect Laboratory to conduct RIFA bait efficacy trials, including indoor and field tests, since October 2017. The findings of the joint research were published in an international academic journal (<https://doi.org/10.1093/jee/toab255>) for the first time this year.



Figure 7: Photos of the RIFA bait efficacy trials

Annex

17.2.4 - Implementation of the projects of the Sports Administration of the MOE with New Southbound countries.

17.2.5

英文題目：**Collaboration with NGOs for SDGs**

Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources

NCUE actively cooperates with NGOs to conduct cross-department exchanges, sign relevant agreements, and jointly implement plans to achieve the SDGs, as follows.

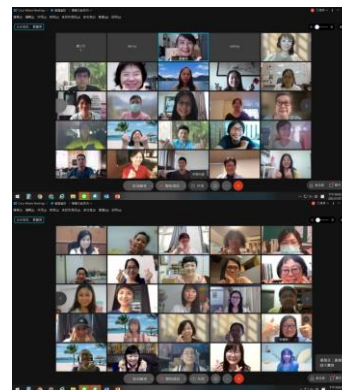
1. **Smart Energy Center partners with Orsted Taiwan Limited.**

Smart Energy Center collaborated with Orsted Taiwan Limited to launch a brand-new green energy teaching program called "Energy Transformation in Changhua." The lesson plan was developed in accordance with the spirit of the 108 Curriculum of the MOE, which allows upper elementary students to understand the structure of power generation in Taiwan, learn about the

structure and principles of the world's most advanced wind turbines, and complete the model assembly to develop a mindset of carbon reduction and sustainable development, as well as core literacy in line with the SDGs.

2. **In collaboration with the MOE and the Alliance Cultural Foundation**, the Center for Teacher Education organized the "Beginning Elementary and Middle School Teacher Orientation and Knowledge Workshop Program," which is expected to help beginner teachers adapt to their teaching careers and implement the local educational guidance function of the university as an institution for teacher education by systematically planning the Initial Teacher Orientation and Knowledge Workshop Program. Additionally, the program integrates with major flipped classroom teaching communities to plan specific practices in three areas: "Introductory workshop for beginning teachers on vocation and teaching practices," "Cross-school co-curricular counseling and community bonding," and "Dialogue and response on teachers that return to their hometown. It hopes to provide a sound and powerful support system during the introductory stage of being a beginner teacher, not only to encourage teachers' enthusiasm for teaching and develop their commitment to education but also to help them understand the current education trends and Taiwan' s education policies, quickly integrate into the school education environment, develop professional attitudes and capabilities, and ensure the quality of student learning. The photos of the workshop participants are shown below.

SDGs relevance: 4. Quality Education SDGs



Figures 1 and 2:
Simultaneous online
co-counselor training

workshop

3. **Professor Chin-Yen Chen of the Department of Counseling and Consultation, the executive director of the Changhua County Association of Counseling Psychologists**, assisted in the planning, implementation, and advocacy of counseling psychologist-related issues in Changhua County.

Website of Changhua County Association of Counseling Psychologists: <http://chcpa.heart.net.tw/member.php>

SDGs relevance: Good Health and Well-being, Gender Equality, Peace, Justice, and Strong Institutions

4. **Professor Jin-Yen Chen of the Department of Guidance and Counseling who assists as a supervisor of the Taiwan Guidance and Counseling Association** facilitated the planning, implementation, and advocacy of guidance and counseling affairs.

Website of Taiwan Guidance and Counseling Association: <http://www.guidance.org.tw/intro.html>

SDGs relevance: Good Health and Well-being; Quality Education, Gender Equality; Peace, Justice, and Strong Institutions

5. **Professor Kai-chao Yao of the Department of Industrial Education and Technology assists as a board member of the Kenda Culture Education Foundation**, which carries out the following projects: (1) holding of cultural and athletic activities, (2) setting up scholarships and grants for schools at all levels, (3) delivering university and graduate institute lectures, (4) offering scholarships and grants for research, academic works, and inventions, (5) collecting and donating social charity and emergency relief funds, and (6) offering scholarships and grants for environmental protection, education, and cultural projects.

Kenda Culture Education Foundation: <http://www.kenda.org.tw/page/about/structure.aspx>

SDGs relevance: No Poverty, Zero Hunger, Quality Education, Gender Equality, Reduced Inequalities, Sustainable Cities and Communities, Climate Action, Life Below Water, Life on Land

6. **Professor Pei-Hsuan Wei of the Taiwan Association for Human Rights and Civic Education assists as an Executive member of the Committee of the Taiwan Human Rights Advocacy Association (THRA)** and is involved in the planning and implementation of human rights issues.

Website of Taiwan Association for Human Rights: (Executive Committee): <https://www.tahr.org.tw/about/boardmember-and->

consultant

SDGs relevance: No Poverty, Zero Hunger, Good Health and Well-being, Gender Equality, Reduced Inequalities, Responsible Consumption and Production, Peace, Justice, and Strong Institutions, Partnerships for the Goals

7. **Professor Chen Zhende of the Department of Kinesiology serves as the Secretary General of the Taiwan Association on Higher Education and Disability (TAHEAD)**, which aims to enhance the rights and interests of faculty, staff, and students with physical and mental disabilities in higher education and improve the knowledge and rights of service delivery specialists. It hopes to conduct academic research on practical issues and provide solutions for them.

SDGs relevance: Good Health and Well-being, Quality Education, Reduced Inequalities



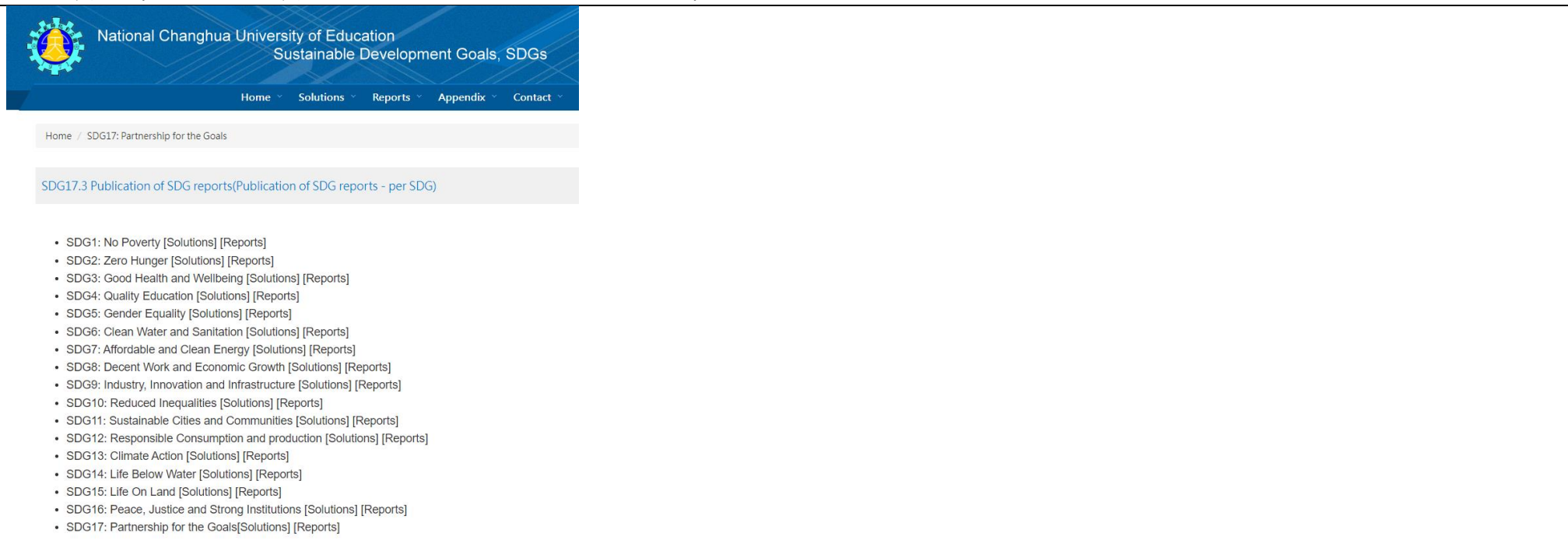
Figures 3 and 4: Group photo of the members of the Taiwan Association on Higher Education and Disability (TAHEAD)

17.3.1~17.3.17

英文題目：**Publication of SDG reports(Publication of SDG reports - per SDG)**

Publish progress against each of the SDGs, either individually or within an annual report

2023 年內容(同左，於本年度網站呈現 SDG1 至 SDG17 連結網址)



National Changhua University of Education
Sustainable Development Goals, SDGs

Home Solutions Reports Appendix Contact

Home / SDG17: Partnership for the Goals

SDG17.3 Publication of SDG reports(Publication of SDG reports - per SDG)

- SDG1: No Poverty [Solutions] [Reports]
- SDG2: Zero Hunger [Solutions] [Reports]
- SDG3: Good Health and Wellbeing [Solutions] [Reports]
- SDG4: Quality Education [Solutions] [Reports]
- SDG5: Gender Equality [Solutions] [Reports]
- SDG6: Clean Water and Sanitation [Solutions] [Reports]
- SDG7: Affordable and Clean Energy [Solutions] [Reports]
- SDG8: Decent Work and Economic Growth [Solutions] [Reports]
- SDG9: Industry, Innovation and Infrastructure [Solutions] [Reports]
- SDG10: Reduced Inequalities [Solutions] [Reports]
- SDG11: Sustainable Cities and Communities [Solutions] [Reports]
- SDG12: Responsible Consumption and production [Solutions] [Reports]
- SDG13: Climate Action [Solutions] [Reports]
- SDG14: Life Below Water [Solutions] [Reports]
- SDG15: Life On Land [Solutions] [Reports]
- SDG16: Peace, Justice and Strong Institutions [Solutions] [Reports]
- SDG17: Partnership for the Goals[Solutions] [Reports]

17.4.1

英文題目：**Education for SDGs commitment to meaningful education**

Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students

1. The university' s social responsibility practice programme called 'Shetou Sock Production:

To promote the upgrading of the hosiery industry in Shetou Township, Changhua and solve the problems faced by hosiery manufacturers with the resources of academic and practical experts, the institution's faculty led student teams in conducting problem identification and solution training on the sites of hosiery enterprises in order to assist manufacturers in upgrading, transforming, and building their brand. In 2021, 19 training workshops of various types were held, involving 652 participants. In

addition to training industrial talent for the industry, the program provided students with professional skills and practical knowledge of the field as shown in Figures 1 and 2 below. Please visit USR program website of Shetou Sock Projects: <http://usr.im.ncue.edu.tw/index.html#space2> and see Annex 17.4.1A for the supporting information.

SDGs relevance: 1. No Poverty, 8. Decent Work and Economic Growth, 10. Reduced Inequalities, 11. Sustainable Cities and Communities, 17. Partnerships for the Goals



Figure 1: Social impact through thematic curriculum activities



Figure 2: Student volunteer clubs visiting the manufacturers

2. **In view of the sudden decline in clams and aging of the industrial population, the university's social responsibility practice programme called 'Deeply Cultivate Flower Gardens, Join Hands with Great Cities :** Our students help resolve local problems. Sustainable Industry and Environment in Changhua Twin Cities' has cooperated with the Changhua County Aquaculture Association. They have also signed a letter of intent to cooperate with the Aquaculture Department of the National Taiwan Ocean University as well as invited clam culture experts from this department to provide in-depth guidance. Professor Hung-chih Lai of the Department of Hydrobiology, National Chiayi University, who has expertise in water quality and sediment analysis, has also helped solve the sudden decline in clams. At the same time, our students have helped solve local problems, helped local fishers develop their skills in a friendly environment, gained experience in production and marketing, and encouraged young people to return to their birthplaces to seek employment and start businesses. In 2021, 29 workshops were related to the aquaculture industry and local cooperation, courses, visits and beach clean-ups with 2,003 participants. Please refer to Appendix 17.4.1B for supporting information. Website: <https://www.facebook.com/NCUEUSR>.

SDGS relevance: 8. No Poverty, 11. Sustainable Cities and Communities, 14. Life Below Water



Figure 3: Water quality team interviewing the local farmers on fish farms



Figure 4: We are all children of the sea

3. The university's social responsibility practice programme called **'Baisha × Common Good Education: Programme of Deeply Cultivating Twelve-year National Education in Remote Rural Areas'** has helped address the learning gap in education in rural areas by providing quality education to reduce inequalities. The teaching team at NCUE led 79 students to eleven rural junior high schools and primary schools in four counties and cities for teaching children. In addition to the eleventeen teacher training courses, namely, 'Secondary Education Practice and Service Learning', 'Interdisciplinary Teaching Application and Practice' and 'Teaching Professional Practice', the summer camp held 8 empowerment workshops with 574 participants and 11 student – community meetings with 79 participants. It also produced cross-domain or interdisciplinary collaborative teaching plans. Please

refer to Appendix 17.4.1C for supporting information. See the website of the Baisha x Common Good Education USR programme:

<https://sites.google.com/view/ncue-teach>

SDGs relevance: 1. No Poverty, 4. Quality Education, 10. Reduced Inequalities



Figure 5: Second workshop (Interdisciplinary Curriculum Design) in 2021



Figure 6: Third workshop (Transition Counseling and Services/Career Planning) in 2021

4. **The Center for General Education** has adopted the spirit of "practical action," "original thinking," "civic literacy," and "global village mindset" as its literacy curriculum. In 2020, core general education courses were offered, such as "General Courses on Marine Culture," "Understanding the Water Environment," "Introduction to Marine Life Science," "Green Energy Technology," "Hydropower and Energy Conservation and Modern Life," and "Environmental Protection and Safety and Health." Moreover, to strengthen students' understanding on sustainable environmental development and enable them to experience and learn from hands-on work, the Center for General Education offered a variety of courses, including "Environmental Education Literacy and Application," "Tribute to the Sea," "Glimpse into Changhua Culture - Fubao Ecology and Marine Culture Experience," "Coastal Ecological Resources Sustainability Workshop (Taijian National Park of Tainan City)," "Marine Conservation Education - From Plastic Picking to Plastic Reduction," and "Activities on Biodiversity Conservation Concepts." Additionally, field trips and services were arranged so that students could fully experience the importance of sustainable development in environmental education. In addition to the courses, nine general education lectures were held, attracting 508 participants. The purpose was to help students understand

modern, reliable, and sustainable energy sources and enhance the concept of protecting and utilizing marine resources in a sustainable fashion. Please refer to Annex 17.4.1D for the supporting information.

SDGs relevance: 4. Quality Education, 11. Sustainable Cities and Communities, 13. Climate Action, 14. Life Below Water



Figure 7: Marine conservation education -From plastic picking to plastic reduction



Figure 8: Micro-course title: Tribute to the Sea



Figure 9: General studies lectures on the

ocean



Figure 10: General studies lecture: What sea turtles tell us about plastic



Figure 11: General studies lecture - Development of offshore wind turbines in Taiwan



Figure 12: Promotion of ocean poster

5. The English-Medium Instruction Research Center and Language Center at NCUE promotes the internationalization of our students and the advancement of Taiwan's bilingual policy

(1) The English-Medium Instruction Research Center of NCUE held a number of seminars and workshops related to bilingual education, including the "Content and Language Integrated Learning (CLIL) Workshop" for Science and Chemistry major students, which was led by a senior lecturer from the British Council. The workshop was integrated into the science and chemistry textbooks for seventh-graders under the 108 Curriculum to demonstrate CLIL teaching strategies and techniques, so that the pre-service teachers could learn about the actual teaching situation they will experience in the future and bilingual pre-service teachers could be equipped with bilingual instructional capabilities. The center works toward cultivating quality bilingual pre-service teachers in support of the MOE's plan to implement the Bilingual Nation 2030 policy.

(2) In line with the national bilingual policy, the Language Center offers English listening and reading classes at various levels to promote language proficiency testing and attain the goal of cultivating bilingual pre-service teachers. Moreover, in line with the graduation threshold for students' English proficiency and counseling incentive scheme, the Language Center has strengthened the English proficiency and level of university students and offers independent learning online courses.

SDGs relevance: Quality Education, Partnerships for the Goals, Decent Work and Economic Growth



Figure 13: Bilingual
Center Seminar on
Teaching



Figure 14: CLIL
Workshop

6. **The Student Psychological Guidance & Counseling Center of NCUE** adopts lectures, workshops, and film appreciation activities to encourage students to explore their careers, understand the issues of physical and mental health and well-being (SDG3) and gender equality (SDG5), and guide students to reflect on their interaction with other individuals and build a friendly campus environment. Related courses and counseling activities are as follows:
- (1) Freshman class counseling: In recent years, owing to the pandemic prevention policies, students have experienced a significant reduction in interpersonal interactions for a long period of time around the start of the new school year, which significantly affected the establishment of peer relationships. Therefore, in 2021, freshman class counseling was themed on interpersonal interactions and conflict management, which aimed to help freshmen understand the dynamics and myths of interpersonal conflict, and learn

about conflict management strategies and attitudes via interesting activities. The workshop attracted 589 participants.

(2) Developmental Counseling Program for International Students

| Number of Participants | Number of Participants | Satisfaction rate |
|---|------------------------|-------------------|
| Counseling oriented toward international freshmen in 2021 | 41 | 4.28 |
| Listen to you, talk to me - On interpersonal relationships | 19 | 4.5 |
| When emotions strike, embrace it or deal with it later on? - On emotional self-care | 18 | 4.57 |

| | | |
|--|----|------|
| From I to we - Relationship exercise | 20 | 4.22 |
|--|----|------|

(3) Group counseling activities: Five group sessions were held in the first semester of 2021 with 230 participants and a total satisfaction rate of 4.78.

| Group Name | Attendance | Number of Group Sessions | Satisfaction rate |
|--|------------|--------------------------------|----------------------|
| A good companion in conflict - Love growth | 44 | 8 | 4.9 |
| I. Family stories - Family relationship exploration | 63 | 8 | 4.6 |
| Stories of sexual orientation: Life narrative | 49 | 10 | 4.8 |

| | | | | |
|--|-----|----|------|--|
| for sexual identity | | | | |
| Getting out of the inner world together: Interpersonal relationship exploration | 32 | 8 | 4.8 | |
| The unspoken words between you and me - Interpersonal relationship exploration | 42 | 8 | 4.8 | |
| Total/Average | 230 | 42 | 4.78 | |

(4) **Career and Learning Counseling** Series Activities: In the first semester of 2021, Shou-Chien Kung, a consulting psychologist, was invited to deliver a speech on "Career Exploration: Slash Life for the Generation of Postponed Maturity." Yu-Ting Huang, also a consulting psychologist, was invited to deliver a speech on "Upgrade Your Learning through Psychology!" For details, please refer to Appendix 17.4.1E.



Figure 15: Career and learning counseling series activities

SDGs relevance: 3. Good Health and Well-being, 4. Quality Education, 5. Gender Equality

Appendix:

17.4.1A - "Shetou Sock Projects - Innovation, Entrepreneurship, and Creativity" Implementation Highlights

17.4.1B - "Committed to Fangyuan Township, Joining Hands with the Big City: Industrial and Environmental Sustainability in the Twin Cities of Changhua" implementation highlights

17.4.1C - "Baisha × Common Good Education: Committed to Remote Rural Areas' Education via Twelve-year National Education" implementation highlights

17.4.1D - Diverse learning courses and general studies lectures at the Center for General Education

17.4.1E - Counseling and Lecture Activities of Student Psychological Guidance & Counseling Center

17.4.2

英文題目：Education for SDGs specific courses on sustainability

Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs

NCUE actively conveys the concept of sustainable development through its courses, so that all teachers and students can understand the 17 important SDGs of the United Nations. In addition, NCUE is the second largest teacher training university in Taiwan and it trains hundreds of teachers for secondary schools every year. By providing knowledge of sustainable development literacy courses, we develop forward-looking teachers who can pass on the correct ideas to the next generation. The promotion of sustainable education by NCUE largely influences the whole of Taiwanese society.

Many types of courses are related to the concept of sustainable development in NCUE, including human rights education, careers education, indigenous ethnic group education, gender equality education, environmental education, energy education, cultural diversity education, marine education, rule of law education, and international education, all of which are closely related to the SDGs of the United Nations. In the 2020 academic year, we had **715** courses on topics related to the SDGs of the United Nations, equivalent to **1,631** credits, and **17,235** people attended these courses, more than twice the total number of students (about 8,000) in the same academic year. Please refer to Table 1 and Appendix 17.4.2A for more details.

Table 1: University courses related to SDGs in the 2020 academic year

| United Nations SDGs | Number of courses | Number of credits | Number of students taking the courses |
|---|-------------------|-------------------|---------------------------------------|
| SDG1,10,16 Eliminate discrimination and inequality and build a peaceful and inclusive society ruled by law | 96 | 196 | 2,655 |
| SDG2,6.7.9.11-15 Ecological conservation and sustainable development of agriculture, energy, economy, ocean, and land | 126 | 297 | 3,314 |
| SDG3 Ensure health and promote the well-being of all age groups | 23 | 43 | 726 |
| SDG4 Ensure accessible, equal, fair, and high-quality education and promote lifelong learning | 269 | 619 | 5,767 |
| SDG5 Achieve gender equality and empower women | 142 | 336 | 3,160 |

| | | | |
|--|------------|--------------|---------------|
| SDG8 Promote inclusive and sustainable economic growth and achieve comprehensive and productive employment | 17 | 42 | 494 |
| SDG17 Strengthen the implementation methods of sustainable development and activate global partnerships | 42 | 98 | 1,119 |
| Total | 715 | 1,631 | 17,235 |

17.4.2A- Statistics on courses related to the SDGs in the 2020 academic year

17.4.3

英文題目：Education for SDGs in the wider community

Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people

- Regarding the lifelong learning of sustainable development, NCUE holds educational activities and courses every year, allowing our teachers and students, the community, and the public to participate according to their further education and study needs. Despite the severe epidemic of Covid-19 in 2021, our school was still committed to planning and perfecting epidemic prevention measures, and adopting the method of distance teaching and physical courses to implement lifelong learning. We offered the following lifelong learning courses in 2021 :
 - Multi-language learning courses : We offered multi-language learning courses, including English, Japanese, Korean, Vietnamese, and German, to allow residents to develop their second-language skills according to their interest in learning. In 2021, 21 classes were offered, with a course duration of 2,592 hours, and 722 people completed their studies.
 - Community college for the elderly : To provide opportunities for community elders to continue their studies, the Changhua County Elderly University was established by NCUE in 1995, encouraging people over 55 years to return to school. In 2021, a total of 12 classes were held , Including language, Chinese painting, calligraphy, art, computer and other types, totally 383 people completed courses.
 - Professional growth for secondary school teachers : Every year, in line with the Ministry of Education's policy and further study needs of secondary school teachers, teachers' second specialty and empowerment classes are set up to help in-service teachers improve their professional teaching skills. In 2021, 67 courses were offered, with 3,168 training hours and 1,420 participants.
 - In-service personnel Courses to increase professional skills : To assist in-service personnel in continuing their studies and improving their professional skills in the workplace, NCUE plans vocational training courses according to the needs of residents and local industries. In 2021, 85 classes were set up, with more than 3,606.5 training hours, helping 2,548 trainees improve their knowledge and skills.
 - Community Outreach Education Programs : We offered various types of education promotion courses covering business operations, information technology, enterprise management, marketing, and handicraft creation to allow people in the community to continue self-development according to their learning interests. In 2021, 56 classes were held, attracting 1,401 people to sign up.



Figures 1 and 2:
Evergreen Community
College



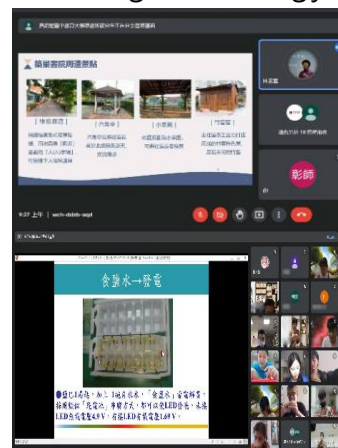
Figures 3 and 4:
Workplace Enrichment
Program

SDGs relevance: Good Health and Well-Being, Quality Education

2. **Professor Meichun Lydia Wen of the Graduate Institute of Science Education implemented the Everyday Science for All program,** which includes science camps for elementary and middle schools, workshops for in-service and pre-service teachers, and curriculum design outreach. Throughout the program, she discussed the curriculum content relevant to community and student life issues, including vector-borne mosquito diseases, air pollution control, yeast, and fermentation with elementary and middle school teachers. As such, the spirit of scientific inquiry and practical work were integrated to help the students reflect. Meanwhile, this project provided cross-disciplinary conceptual thinking that integrated biology, chemistry, physics, and geology to promote students' problem-solving skills, and applied the online science camp model to expand the curriculum to all corners of Taiwan.

SDGs relevance: Quality Education

3. **The Environmental Education Center organized the "Green Vision in Dayou Community" project** in September 2021, which was aided by the Environmental Protection Administration to develop a green energy curriculum and assist the Dayou Community in improving environmental education on green energy and green living via different green energy issues in the hope of promoting people' s understanding on green dieting, green home, or green energy.



Figures 5 and 6: Green Vision in Dayou Community Project

SDGs relevance: Good Health and Well-Being, Sustainable Cities and Communities

4. **The College of Science holds "Science Fun Day"** every year to draw the public closer to science and enable them to understand that science knowledge can be gained not only from textbooks but also through life, and that they should learn to use science in their everyday lives. Moreover, the goal includes creating a better and quality educational environment for children in the rural areas of Changhua County to attain the goal of "helping every child attain success." The measures include opening up the science laboratories of all departments in the College of Science, exhibiting science education teaching aids of the College of Engineering, and developing multiple fun science activities for students and the public. These activities include "Science Magic Zone," "Science Adventure Zone," "Science Exploration Zone," and other practical, fun science activities. They allow children to enjoy the science learning process by putting natural science principles to the test and learning about the importance of green energy and applying science in real life. Furthermore, the Baisha Carnival was organized in cooperation with MOE's Baisha x Common Good Education Program. A total of 14 schools participated in the event, showcasing their distinctive characteristics and the outcomes of the students' camps in rural schools. The event provided an engaging platform for rural schools and students to learn and present themselves. Websites of related activities: <https://www.facebook.com/watch/?v=363345945566368>



Figures 7 and 8:
Science Fun Day at

the College of
Science

SDGs relevance: Good Health and Well-Being, Quality Education, Reduced Inequalities

5. The Special Education Center undertook the project entrusted and subsidized by the MOE. The project provided relevant support in terms of learning assistance, living assistance, school adjustment, and transition services to students with physical and mental disabilities. It also offered special education consultation services to schools within the counseling area and to the community, conducted special education knowledge workshops, arranged for visits to schools for special education, evaluated special education at the university/college level, and printed special education publications.

Regarding related services for students with physical and mental disabilities at NCUE, in 2021, the project provided a total of 1,663 services in academic support, 331 life support services, 67 career and transition services, and 124 guidance and counseling services. To enhance the special education knowledge of special education teachers, administrators, and related counselors for all levels of students in the counseling area, the Center conducts annual surveys to understand the needs of the frontline staff and plan professional knowledge activities, such as special education seminars, theme-based case studies, special case treatment, visits to excellent enterprises, and workshops in alignment with the MOE's special education policies and future development directions of special education. In 2021, a total of 19 professional knowledge activities were held, including 13 special education knowledge seminars, four theme-based case studies, one workshop, and one international conference.

The Center provided a special hotline service for community members, students, teachers, and counselors for all levels of students to address their respective issues, such as teaching, parenting, and counseling practices. The Center also conducted visits to special education schools within the areas under guidance to understand the implementation of special education at those schools. In addition, it regularly prints special education publications to facilitate the professional growth of special education teachers and related staff. It plans and conducts transition liaison meetings for students with physical and mental disabilities in universities/colleges and actively attempts to understand the status quo, limitations, and resource needs of each school in conducting transition counseling activities. In 2021, several goals were achieved, including conducting 43 special education counseling services, completing seven visits to schools, publishing two issues of the Special Educator's Journal, and organizing one

counseling seminar for students with mental and physical disabilities as well as one liaison meeting in universities/colleges for students with mental and physical disabilities. Please refer to 17.4.3A, 17.4.3B, 17.4.3C for supporting information.



Figure 9: Assistive Device Center visited the school to conduct assistive device assessment



Figure 10: Outdoor teaching and experimental activities



Figure 11: International Conference on Career

Development and
Transition of Special
Needs Students



Figure 12: Workshop
on Ability and Needs
Assessment for
Students with Visual
Impairment

SDGs relevance: Good Health and Well-Being, Quality Education, Reduced Inequalities, Sustainable Cities and Communities

6. **Professor Liang-Rui Chen of the College of Engineering implemented "Green Energy Technology Research and Education Program"** and launched the "Energy Transformation: A Closer Look at Wind Power in Changhua" in collaboration with Orsted Taiwan Limited. The lesson plan was developed in accordance with the spirit of the 108 Curriculum of the MOE, which allows upper elementary students to understand the structure of power generation in Taiwan, learn about the structure and principles of the world's most advanced wind turbines, and complete the model assembly so as to cultivate a mindset of carbon reduction and sustainable development, as well as develop core literacy in line with the SDGs.



Figure 13: Green energy experience at Lushang Elementary School



Figure 14: Group photo of Wenkai Elementary School

SDGs relevance: Good Health and Well-Being, Quality Education, Reduced Inequalities, Sustainable Cities and Communities

7. **Professor Shan-Mao Chang of the College of Arts implemented the “2021-2024 Experimental Project for the Development of Appropriate Teaching Materials for High School English Language and Literature,”** which emphasizes the training of students' independent learning ability through the development of English audio-visual materials and promotion of platform-appropriate diagnosis for grades 10–12 in general and technical high schools. By providing free, high-quality educational content, the project aims to eliminate the M-shaped English learning gap caused by gender, family socio-economic status, learning level, and rural-urban differences in schools and to achieve goal 4 of sustainable development, that is, to ensure a non-discriminatory, equitable, and high-quality education and promote lifelong learning.



Figure 15: Promotional workshop



Figure 16: Summer Online Program

SDGs relevance: Quality Education, Reduced Inequalities

Appendix:

17.4.3A - 2021 Work Plan for Universities/Colleges to Recruit and Counsel Students with Physical and Mental Disabilities

17.4.3B - 2021 Implementation Plan for Special Education Work in the Identification and Placement Area in Changhua-Yunlin-Nantou Support District (Enhancement of Professional Knowledge)

17.4.3C - Special Education Center's 2021 Work Plan for Counseling Students with Physical and Mental Disabilities