



國立屏東科技大學
National Pingtung University of Science & Technology

越南境外專班授課

出國報告書

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派赴國家：越南

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國立屏東科技大學農企業管理系

中華民國 102 年 11 月 12 日

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壹、目的

據本校開辦越南境外專班原定計劃書，主要目的在促進國際學術合作，提升多元文化交流，除可提供越南太原大學學生對於農企業管理領域方面的學習，對本校、本系的預期效益有：

- (1) 增加學校招生機會：穩定的境外專班招生能增加學生總人數，在多元招生管道能開闢新契機。
- (2) 營造國際化校園環境氣氛：外籍生來校就讀期間能提供更多在校師生接觸與學習外國文化之機會。
- (3) 拓展學校知名度：藉由境外專班海外教學，學校的辦學名聲將有機會直接傳播至友好地區或國家。
- (4) 提供師生多元文化學習環境：藉由境外專班的開設，可提供本國師生到他國交換教師或學生之學習機會。
- (5) 提供本國師生到他國交換教師或學生的學習機會：將學校的資源及專業知識分享到境外學校，強化學術外交。

主要目的為針對本校與太原大學合作招收之EMBA學生進行「組織理論與管理」課程之授課，希望藉由授課等方式，促進兩校間之交流，相互學習影響，教學相長，達到學術無國界之理想。

貳、過程

此次前往授課過程，共上 18 小時課程，分別教授管理功能、問題分析、理性決策的步驟、策略管理、成本分析、時間管理及組織管理等課程，課程中以問題討論、分組討論、及個別問答等方式進行互動，並且交付作業，以了解學生對於課程的接收程度，在調整上課方式，以求最佳授課效果。

參、心得與建議

課程互動中學生充分展現求知慾及上進心，對於課程的內容也是充滿好奇心，課程中學生不斷發問，這樣的互動，讓授課的教師也樂於其中，對於上課內容，或許因學生語言能力較參差不齊，有些學生進度會有所落後，但卻在課堂後，立即尋求幫助和解答，對於學生們的用心，心有所感。建議面如下列描述：

- 1.宜多利用寒假及暑假前往授課。
- 2.學生素質(尤其語言能力)有待提升。
- 3.上課不能說太快，講太多，學生無法理解。
- 4.生活上，最好有人協助，否則語言不通。

肆、附件-教學 PPT

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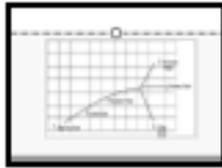
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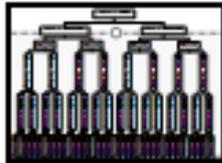
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1. The first step in the design process is to identify the problem. This involves understanding the current situation and the goals that need to be achieved. It is important to gather all relevant information and to involve all stakeholders in the process.



2. The second step is to analyze the problem. This involves breaking down the problem into smaller, more manageable parts. It is important to identify the root causes of the problem and to understand the relationships between different parts of the organization.

3. The third step is to generate ideas. This involves brainstorming and coming up with creative solutions to the problem. It is important to encourage all team members to contribute their ideas and to evaluate them objectively.

4. The fourth step is to evaluate the ideas. This involves comparing the different ideas against the criteria that were established in the first step. It is important to consider both the strengths and weaknesses of each idea and to choose the one that is most likely to be successful.

5. The fifth step is to implement the chosen idea. This involves putting the idea into action and monitoring its progress. It is important to communicate the plan to all team members and to provide them with the resources they need to succeed.

6. The sixth step is to evaluate the results. This involves comparing the actual results against the expected results and identifying any areas for improvement. It is important to learn from the experience and to make adjustments as needed.

2.1 Personal Identity Theory
 Understanding how we view and express ourselves is a key part of personal identity theory. This theory suggests that our self-concept is shaped by a combination of internal and external factors, including our personality, our social roles, and our interactions with others.

2.2 Grouped Theory of Identity
 Grouped theory of identity focuses on the idea that we have different identities in different social contexts. For example, we might see ourselves as a student at school, a friend with our friends, and a professional in our workplace.

Identity is a complex and multifaceted concept that is shaped by a variety of factors. Understanding our identity can help us to better understand ourselves and to live more authentically.

1. **Behavioral** - actions and responses that are observable and measurable.

2. **Cognitive** - thoughts, beliefs, and attitudes that influence behavior.

3. **Affective** - emotions and feelings that are experienced and expressed.

Component	Description
Behavioral	Observable actions and responses
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