

# 2024 素養導向教學研討會： 創新科技賦能與社會實踐

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## 2024 Conference on Competence-Based Education: Innovation in Digital Empowerment and Social Practice

Organizer: College of Foreign Languages and Literatures, Fu Jen Catholic University  
Co-Organizer: College of Foreign Languages, Tamkang University

Just as teaching and learning are interconnected and mutually reinforcing, so are teaching and research. With this belief, the College of Foreign Languages and Literatures, Fu Jen Catholic University, has been organizing annual conferences on Teaching Practice in Foreign Languages and Literatures since 2019 in order to promote teaching practice research. We invited the College of Foreign Languages at Tamkang University to co-organize the 2024 conference, titled “**Competence-Based Education: Innovation in Digital Empowerment and Social Practice,**” in response to two major developments in and around 2022 to 2023: the local universities’ receiving the first group of high school graduates educated under the 108 Competence-Based Curriculum Guidelines (108 課綱, hereafter 108 Curriculum) and the rapid rise of AIGC technology. Just as educators and teachers have started to observe and discuss whether and how the 108 Curriculum brings about substantial changes in students’ learning modes in Taiwan since Fall, 2022, ChatGPT is sweeping the globe and stimulating heated discussions across various fields, including educational fields, about strategies of its application and ethical guidelines for its usage. Some of the questions raised are: how can foreign language teachers utilize technology to empower students instead of being left behind in the fast-paced AI trends? How can foreign language professionals and learners harness their sensitivity to various forms of “language”, such as text, image, multimedia, programming language, and everyday life language, and actively engage in cross-disciplinary information processing and cross-cultural communication in various domains while avoiding the phenomenon of GIGO (Garbage in, Garbage out)?

These questions, as a matter of fact, foreground the importance of competence-based education, since digital empowerment and social practice in language education today cannot ignore either of these two recent trends. The competencies that students can cultivate through a competence-based teaching approach, including autonomous learning, creative thinking, critical thinking, and transformative competencies, are areas where AI (still) lacks, just as the core principles of competence-based education—*taking the initiative, engaging in interaction, and seeking the common good*—are in line with the attitude required to embrace AI. How do educators and learners, then, develop these competencies along with AI’s cognitive process, such as integration, logical reasoning and computational thinking? What roles do foreign language teachers serve in students’ learning with AI and their developing these competencies?

We invite all teachers specialized in the fields of foreign languages, literature, and culture to join us in this conference to (re)construct discourses on Teaching Practice in Foreign Languages and Literatures. The topics and issues to be included are as follows:

(1) **Theory & Practice:** What teaching philosophy can support competence-based education, digital empowerment, and social practice in foreign language education at the tertiary level? What problems does it address? What teaching and communication strategies should be adopted?

(2) **Teaching Models:** In the post-pandemic AI era, how can competence-based education be implemented? How can innovative models such as industry-academia collaboration, social practice, online teaching, and international collaborative teaching meet new challenges and lead to learning outcomes? How can learning achievement be assessed?

(3) **Innovative Approaches and Materials:** How do we decide whether to use a (paper-based) “textbook” for a language, literature, or culture course? How do we make teaching material both interesting and socially meaningful? How can generative AI tools like ChatGPT be appropriately utilized while avoiding copyright infringement and adhering to citation standards? How to integrate self-learning, implement flipped classroom, or conduct task-based or problem-based teaching in language and literature courses to cultivate students’ different competencies?

(4) **Technology and Language Teaching:** How can smartphones and tablets be used for in-class and out-of-class teaching? Are there any fun and effective ways for students in the humanities to study programming languages by utilizing generative AI tools like ChatGPT to engage in interdisciplinary learning, and develop digital literacy?

(5) **Transition from High School to University Education:** What is the connection between in-class and out-of-class learning? Do students educated under the 108 Competence-Based Curriculum Guidelines perform differently from students educated under other curricular guidelines? How can university education facilitate the transition from high school learning to university learning? How can guidance or counseling be conducted in-class and out-of-class? How can peer support be utilized to encourage student learning?

Other research topics and issues related to competence-based education are welcome too.

**Conference Time: January 10, 2024 (Wednesday), 9 am ~ 5 pm**

Venue: Fr. Giet Building, College of Foreign Languages and Literatures, FJCU

**Abstract Submission:**

(1) The abstract should not exceed 250 words in English or 500 words in Chinese.

(See the attached file.)

(2) Please submit the abstract to [CFLConference@gmail.com](mailto:CFLConference@gmail.com), with the subject indicating “Abstract for 2024 Conference on Competence-Based Education: Innovation in Digital Empowerment and Social Practice”. If you have any question, please contact (02)2905-3718.

Abstract submission deadline: October 30, 2023

Abstract acceptance notification: November 15, 2023

Paper\* submission deadline: December 15, 2023

**Paper Format:**

A research paper or technical report

(1) Language: Chinese or English, at least 2000 words in Chinese or 1000 words in English.

Required: pedagogical motivations & goals, teaching methods, research methodology, research results & discussion; Optional: theoretical framework, literature review

(2) Oral presentation: Chinese or English. 20 minutes for presentation, 5 minutes Q&A