

跨域連線・AI對話・永續學習:2026素養導向教學研討會 暨第二屆探索者計畫成果發表

輔仁大學外語學院主辦
淡江大學外語學院協辦

有道是教學相長，教學與研究亦然。本院自2019年起每年度舉辦教學實踐研討會，以積極透過研究瞭解教學創新之成果以及精進之道。因應108素養導向新課綱、AI科技崛起，以及國際紊亂的局勢，此次訂定2026研討會主題為「跨域連線・AI對話・永續學習:2026素養導向教學研討會暨第二屆探索者計畫成果發表」。2023年以來，ChatGPT等生成式AI橫掃全球，引起各界熱烈討論，並爭相研擬應用方案。2025年初川普上任後，世界政治與貿易版圖又迅速更動，重新洗牌。面對這些快速的科技與政經發展，外語文教師如何應用科技引導學生增能並跨域學習，而非被快速進展的AI潮流所淘汰或受時局影響？外語文人才如何運用自己對文字、圖像、多媒體、程式語言等各種語言的敏感度，人機共學、跨域溝通，學習永續、永續學習？

AI對話・跨域連線・永續學習這三大教學議題，可以扣住素養導向教學——因為素養導向教學的「自發、互動、共好」核心理念正是迎向AI、擁抱永續未來的態度，而學生得以培養的自主(有目的)學習、創意思考、批判力、轉型素養等，也都是AI所(還)沒有的，亟需與AI思維(如統整、邏輯思考與運算思維)結合。外語教師要如何持續引導學生培養這些素養呢？

議題:我們徵求外語文專業領域老師齊來討論以下教學實踐議題，以建立外語教學之教學實踐論述，也歡迎論述和研究其他和素養導向教學實踐相關的議題。

- (1)論述教學理念:科技賦能或社會實踐之教學理念如何實踐?解決什麼問題?採用什麼策略?
- (2)改善跨域教學模式:在AI新時代,如何落實素養導向教學?產學合作、社會實踐、線上教學、跨國協作教學(COIL)等創新模式執行上有何挑戰,如何讓學生瞭解素養導向教學相關之創新模式的核心價值與必要性?如何評量學習成效?
- (3)創新教材教法:語言、文學、文化教學是否選擇(紙本)「教科書」?教材製作如何有趣、有彈性?教學如何結合自主學習、進行翻轉、任務或問題導向教學以培養學生不同素養?
- (4)科技與外語文教學:生成式AI、手機與平板電腦如何運用於課內與課外教學?人文科系學生如何有效、有趣味地學習程式語言,善用數位/AI工具,進行跨領域學習,發展科技賦能?
- (5)永續融入外語文教學:如何將SDGs主題融入外語教學,使學生發展永續素養?
- (6)導師、同儕教練輔助教學:如何互輔互成?如何運用於差異化教學?

會議日期:~~2026年01月08日(星期四)~~調整為 **2026年01月09日(星期五)**

會議時間:08:30 – 17:00

會議地點:輔仁大學德芳外語大樓

摘要投稿方式:

- 1、摘要內容不超過英文 250 字或中文 500 字。

2、以電子郵件方式寄至輔仁大學外語學院研討會信箱:CFLconference@gmail.com

、連絡電話:(02)2905-6247

- 電子郵件主旨請註明「2026素養導向教學研討會論文摘要_OOO(姓名)老師」
- 摘要截止日期:2025年10月 15 日
- 通知摘要接受日期:2025 年 10 月 30 日
- 論文或簡報檔PPT截止日期:2025 年 12 月 30 日

論文形式:論文或技術報告

1、論文撰寫使用語言:中文或英文, 至少中文 2000 字或英文 1000 字。

口頭報告: PPT初稿僅提供給回應人, 不會在研討會網站上公告

1、簡報檔內容:

- 必備:教學動機與目的、教學方法、研究方法、教學成果與討論;
- 選備:理論架構與文獻探討

2、報告語言:中文或英文。

3、報告長度:每篇論文 25 分鐘(發表 20 分鐘及回應 5 分鐘)

Cross-Border Communication • AI Dialogue • SDG's Learning: 2026 Conference on Competency-Based Teaching & the 2nd Xplorer Project Results Presentation

Co-organized by the College of Foreign Languages and Literatures, FJCU,
and the College of Foreign Languages and Literatures, TKU

Since 2019, the College of Foreign Languages and Literatures has hosted an annual conference on teaching practice, aiming to examine the outcomes of teaching innovation and explore avenues for improvement through scholarly research. In response to the 2019 introduction of Taiwan's competency-based curriculum, the rapid rise of AI technologies, and the increasingly unstable international landscape, the theme of the 2026 conference is set as:

“Cross-Border Communication • AI Dialogue • SDG's Learning: 2026 Conference on Competency-Based Teaching & the 2nd Xplorer Project Results Presentation.”

Since the emergence of generative AI such as ChatGPT in 2023, global discourse has surged and various sectors have rushed to explore application strategies. Following the inauguration of Donald Trump in early 2025, the global political and economic landscape has once again shifted dramatically. In the face of these rapid technological and geopolitical changes, how can foreign language educators utilize technology to empower students and promote interdisciplinary learning—rather than be outpaced by the tide of AI or destabilized by current events?

How can foreign language learners leverage their sensitivity to diverse modes of expression—verbal, visual, multimedia, and coding—to foster human-AI collaborative learning, cross-disciplinary communication, and SDG's learning practices?

The three central themes of AI Dialogue, Interdisciplinary Connectivity, and SDG's Learning are deeply aligned with the core values of competency-based education: Autonomy, Interaction, and Shared Wellbeing. These principles reflect a proactive attitude toward embracing AI and building a sustainable future. The very competencies such an approach aims to cultivate—self-directed and purposeful learning, creative thinking, critical literacy, and transformational capabilities—are precisely what AI (still) lacks. These must be strategically integrated with AI-related skills such as synthesis, logical reasoning, and computational skills. A main question we pose, then, is: how can foreign language and literature/culture educators continue to guide students in developing such essential competencies in AI Dialogue, Interdisciplinary Connectivity, and SDG's Learning?

Topics of Interest:

We invite foreign language and literature/culture educators and researchers to submit papers addressing the following topics of teaching practice, with the aim of establishing a scholarly discourse in the field of foreign language and culture education. Other topics related to competency-based teaching are also welcome.

1. Pedagogical Reflections:

- How are pedagogies informed by technological empowerment or social practices implemented in the classroom?
- What challenges do they address?
- What strategies are used?

2. **Reforming Interdisciplinary Teaching Modes:**
 - How can competency-based teaching be effectively implemented in the era of AI?
 - What are the opportunities and challenges in modes such as industry-academia collaboration, community engagement, online learning, and COIL (Collaborative Online International Learning)?
 - How can students understand the core values and necessity of such innovations?
 - How can learning outcomes be assessed?
3. **Innovative Teaching Materials and Methods:**
 - Should language, literature, and culture instruction rely on traditional textbooks?
 - How can material development be engaging and flexible?
 - How can teaching integrate self-directed learning, flipped classroom models, and task-/problem-based learning to cultivate diverse competencies?
4. **Technologies Used in Language Education:**
 - How can GenAI, smartphones and tablets be effectively used in both in-class and extracurricular learning?
 - How can students in the humanities learn programming in meaningful and engaging ways, and leverage digital/AI tools to pursue interdisciplinary learning and technological empowerment?
5. **Integrating Sustainability into Language Teaching:**
 - How can SDG (Sustainable Development Goals) themes be incorporated into foreign language education to promote sustainability literacy?
6. **Teaching Assisted by or Associated with Advisors and Peer Leaders:**
 - How can peer support and mentoring be effectively integrated into differentiated instruction?
 - How can teaching and advising (or peer coaching) be mutually empowering in fostering collaborative learning?

Conference Date: Jan. 9, 2026 (Fri.) (postponed from Jan. 8)

Conference Time: 08:30-17:00

Conference Venue: Fr. Franz Giet Building, Fu Jen Catholic University

Abstract Submission Guidelines:

- A. Abstracts should not exceed 250 words in English or 500 characters in Chinese.
- B. Submissions must be sent via email to the College of Foreign Languages and Literatures, FJCU, at CFLconference@gmail.com
 - Please include “Abstract Submission for the 2026 Conference on Competency-Based Teaching-Name” as the subject line of the email.
 - For further inquiries, please contact the CFLL at (02)2905-6247.
 - Abstract submission deadline: Oct. 15, 2025
 - Notification of acceptance: Oct. 30, 2025
 - Paper or PPT submission deadline: Dec. 30, 2025
- C. Types of Submissions: Full papers or technical reports
 - Submissions may be written in Chinese or English.
 - The paper should be at least 2,000 characters in Chinese or 1,000 words in English.

D. Oral Presentation:

- Presentation language: Chinese or English
- Presentation duration: Each presentation is allotted 25 minutes, consisting of 20 minutes for the presentation and 5 minutes for discussion.
- PPT content requirements:
 - Required: teaching motivation and objectives, teaching methodology, research methodology, teaching outcomes and discussion.
 - Optional: theoretical framework, literature review.
 - A preliminary draft of the PPT slides is required for the discussant's reference, and the slides will not be published on the conference website.