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主　　編：吳百祿

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跨領域合作融入通識課程之實作-以社會創新與社會創業為例

許淮之[1]、李雪甄[2]

[1]文藻外語大學國際企業管理系副教授

[2]文藻外語大學通識教育中心教授

摘要

近幾年來高等教育出現新的變化，彈性、開放且具特色之大學體制和學習環境，成為未來大學努力的方向。文藻外語大學通識教育中心於 106 學年度起，開設了社會創新與社會開創系列的微型課程，此課程是通識教育中心與本校專業科系國際企業管理系與英語暨國際學院合作，為跨系、跨院、跨領域的合作授課之微型系列彈性課程，分別是：(1) 社會創新與社會開創：公部門與私部門；(2) 社會創新與社會開創：非營利組織與社區部門；(3) 社會創新與社會開創：國際社會發展與趨勢。內容以社會創新與開創學科理論學習，實作工作坊，專題演講，以及社區關懷實作服務為主，期望提升學生自主學習，以擴大學生學習的經驗與場域。本研究旨在分享大學通識彈性課程以跨領域合作融入通識課程之實作的具體成果。研究以體驗式學習（experimental learning）替代傳統知識建構（knowledge-based learning）授課方式，研究成果呈現如何在不同屬性的作業設計與教學活動中，透過量化的分析來呈現學生的學習成效。

關鍵字：社會創新、社會創業、共時教學、彈性課程、微學分課程

Interdisciplinary Collaboration in General Education Course：Social Innovation and Social Entrepreneurship

Margarita Sheu, Hsueh-Chen Lee

Abstract

The emergence of innovative, flexible, and creative teaching transformation from traditional teaching method had been wildly adopted in the higher educational system in Taiwan as a trend. In 2017, Wenzao Ursuline University of Languages initiated a flexible series of courses in general education that integrates the teaching resources with the intention to lead an interdisciplinary collaboration between different schools and departments. The series of courses aim to provide students with self-learning and self-driven motivation instead of passive learning. Thus, the series courses are designed based on the mission of general education by choosing the theme of "social innovation and social entrepreneurship". There are three courses embedded in this program: (1) Social innovation and Social entrepreneuring: public and private sectors, (2) Social innovation and Social entrepreneuring: Non-profit and Community sectors, (3) Social innovation and Social entrepreneuring: International sector and future development. It is an interdisciplinary curriculum that combines theoretical instruction, practical workshops, speeches of social entrepreneurs, and experiential leaning. This research, intends to focus on the flexibility and collaboration by leveraging the recourse to faculties through evaluating the synergy of students learning performance. We deliver the adjustments to teaching implementation based on the research finding either from quantitative aspect.

Keywords: social innovation, social entrepreneuring, co-teaching, flexible course, micro-credit course

I. Background and Introduction

The challenges to requesting for a change in higher education are emerging, several of the alternation regarding "Future University" starts to attracting scholars with tremendous research works. The educational reform not only influences the society as a whole, but the globe as a unity. When "Stanford 2025 Project" proposed a campus without boundary and alumni, alternation is no longer an imagination, but a constructive blueprint. There are four major universities ecological modes in this project: 1) Open Loop University, 2) Paced Education, 3) Axis Flip, and 4) Purpose Learning. Not only Stanford, Harvard University also initiated a "Project Zero" that involved with four passions: 1) passion for the conceptual 2) passion for interdisciplinary, 3) passion for full range of human development, and 4) passion for arts. The leading universities are the first time to reach the same conclusion, interdisciplinary with innovative approach for better higher education.

However, Taiwanese general education is facing criticism from the students to the faculties while the global communication becomes available instantly. Although the Ministry of Education had issued a "Higher Education Blueprint" in 2015, the disagreement in performance evaluation mechanism is always attracting discussion. The demographic issue of low-birth rate has been waved to highly impact factor that leads the general education hardly promotes the holistic education as well as the liberal art. In 2016, the Chair of Ministry of Education announced a "New Era in Higher Education Blueprint" that divides universities into five developmental domains, 1) Outstanding Internationalized Universities, 2) Learning Innovation, 3) Technology Creation 4) Professions, and 5) Regional Integration. The diversification of University's development inspires Academic Admission to reflectively consider the current strategies in terms of teaching and class management. According to the official guidelines in 2015, an innovative ecological system of University should focus more on flexible and effective curriculum design, with the correlated expectation of the society as well as the industry. In short, while the "Curriculum Reform Project" challenged the traditional academic curriculum design, the academic institution has to focus on incubating

sustainable educator with social responsibility at the same time (Huang, 2013).

Historically, Taiwanese universities have no freedom to determine their development, but follow the guidelines that have been announced from the Ministry of Education. The higher education admission is struggling with the "Teaching Excellence Project" "Paradigm Project" that separated practical curriculum (e.g. internship, certificate, external contest) with teaching excellence. Those tedious policies and strategies drive the universities with resources and Key Performance Index (KPI) that also lead the educational institutions no room to be autonomous. On the other hand, institutions are focusing on certificate exam instead of the content of knowledge value especially the value is too void to be measured by KPI. In other words, the policy-driven implementation leads the teachers ignore teaching content and value, but fulfill the needs of those quantitative indexes (Huang, 2013). Although there are advocacy of educational innovation, it is still constrained in a box. Therefore, under the structural ossification, teaching excellence and paradigm project are just another advocacy without too much inspiration and action.

Under this circumstance, this research tried to initiate a series courses named social innovation and social entrepreneurship that suggest a collaborative team of faculties who utilize co-teaching, experiential teaching, and interdisciplinary teaching approaches to drive students with self-driven motivation. Therefore, the research finding can server as a suggestion for further curriculum design and interdisciplinary collaboration.

II. Literature Review

A. Co-teaching

Co-teaching was emerging from the late 1960s that was resulted a "Disabilities Education Act". It was signed into a law in 1975. In nowadays, Co-teaching is no longer constrained in the disabilities education, but the various students with different professions. The evolution of Co-teaching that evokes teachers to see academic and behavioral improvements when the hard data has been mixed (summarized in Van Garderen, Stormont & Goel, 2012). The research work of co-teaching indicated various

positive results regarding inclusive settings of disabling who revealed better communication and social techniques (Power-DeFur & Orelove, 1997). When Co-teaching is spreading into the campus that acts as one of several alternatives, it works well in helping students with special-needs. Even there are more positive support in Co-teaching, still Co-teaching is been identified obstacles for higher education when the course involves with independent study skill (Mastropieri & Scruggs, 2001). However, the implementation can be various forms, such as collaborative teaching, team teaching, cooperative teaching, and parallel teaching. The synergy of multi-professions brought up effective output of learning (Gately & Gately, 2001). Especially, the irreversible time of learning while the new instructor is assigned to certain group of students, Co-teaching makes up the implicit teaching experience into an explicit one.

In 2004, Keefe (et al.,) delivered the four knows as guidelines before implementing co-teaching. It attracts the practitioners to notice that the preparation and fitness of co-teaching approaches need to be evaluated through the nature of collaborators and participants. The four knows are: 1) know yourself, 2) know your partners, 3) know your students, and 4) know your stuff. Once the co-teaching works, the feeling of accomplishment, camaraderie, trust, and mutual respect will reply all the worthiness. Although co-teaching acts as one alternative to lead a superior synergy in learning and teaching, but for the administration, cost control will be inferior. Besides, the confidence and willingness to share teaching materials and techniques with team members will be another challenge to collaborative teachers.

Thus, if traditional teaching approach tries to solve the problem of industrialized classroom where 50 different students set together to obtain the same quality of knowledge in a 50 minute section, it is definitely another industrialization. The organizational teaching approach evolved into an effective and efficient performance by taking midterm and final exams as an easiest mechanism. Co-teaching is absolutely not the only solution, but a prescription of not taking classroom into a capitalism-oriented operation that focuses on cost-effective governance. There are several approaches to co-teaching, such as one teaching, one assistant; one teaching, one observe; parallel

teaching; station teaching; and team teaching (Allen et al, 2014). Based on the circumstance, the instructors can choose between those techniques when social contextual needs. It is flexible for the teachers to determine when there are demands and needs.

B. Interdisciplinary Teaching

The liberal art curricula in the most of the universities that are designed by General Educational Center, and the curricula are usually graduation requirements for students without negotiation. However, the administrative philosophers consider that the youth has no capability to decide what they really want and what they should have. Not to mention, they also believe that too much student-orientation will make the cultural and valuable tradition vanished. However, believing those young students will choose some practical and interesting course, rather than classical paradigm; the innovation-led philosophy can be embedded in liberal art curricula that interdisciplinary curricula can also serve as a bridge between students and teachers (Hayhurst et al, 2010). According to Reynolds, Stevens, & West (2013), creative thinking is an essential ability for modern workplace. Therefore, through interdisciplinary teaching approach, creative assignments and projects are not a generalizability of every single student; instead, student will discover the value of creative teaching. It is true that teacher cannot teach interdisciplinary materials, but through those innovative teaching approach that results the same path to success an interdisciplinary philosophy.

Interdisciplinary teaching reflects the needs of the industry where is entirely a field of multi-professional collaboration. Therefore the demands of interdisciplinary philosophy are matching with the needs of the business and it is also consistent with the research finding of role of creativity in learning (Halpern & Hakel, 2003). The major reason of interdisciplinary collaboration is aroused by the internationalization of human resources, global labor force movement and mobility, products trading, and technological capability level. Under this concept, interdisciplinary human resource is an important qualification. With the help of technology, knowledge without boundary, capability with cross-discipline will be more appreciated in the labor force market. Not to mention, the humanity of cross-discipline belief. The technology enhanced not only

the mobility of human resources, but the information and knowledge needs to be decoded by the multi-disciplinary knowledge workers with creativity and innovation (Hayhurs, 2010).

Regarding the philosophies of Aristotle and Dewey, outdoor learning is an essentially interdisciplinary teaching. It enhances practical and implacable approach to realize teachers' views for bridging theories to practices about real world (Allison, Carr, & Meldrum, 2013). In general education design, there is a need to introduce innovative theory, analysis, and problem-solving skill through the use of practical knowledge. The other need is to identify and incubate suitably and sophisticated educators to underpin these germinate activities that broaden one's horizons as well as those valuable knowledges. Therefore, interdisciplinary teaching could be one of the alternatives.

C. Problem-based Teaching

The debate about the effectiveness of the general education curricula is well discussed, especially when there is an emerging pressure in the changing society with more practical and professional needs in educational industry. The expectation of higher education as an institution to empower students with sufficient skills and techniques for occupational preparation, and the other, as an institution to foster the capability to think. Therefore, problem-based teaching serves as one of the alternative. The effects of problem based learning (PBL) method of critical thinking have been wildly discussed not only in general education, but also other professions. However, which one should go first, general education or professional education? It is particular dangerous that students are not ready to distinguish "real problems" before they take professional training. Liberal Art Education servers as a mentor for further knowledge taking, thus, Asian countries, under the influence of Confucianism that emphasized more on humanities, instead of professional skills (Romar, 2002). The contrast results from American educational institutions' discarding curricular breadth while Asian universities remain the tradition of holistic education. This topic has particular relevance to Catholic University that seeks the holistic development as the first priority (Logan & Curry, 2015).

"Americans, including Congress, think of the humanities as increasingly marginal contributors to the sum of knowledge and the well-being of society" (Kernan, 1997, p. 7). In 1985, University of Idaho adopted a general education program that required all students to take a series courses, such as humanities, science, social science, mathematics, and communication. The value of certain fundamental courses had been restricted to a formal program (Henscheid, O'Rourke, & Williams, 2009). University of Idaho was not only implementing the previous requirements of liberal arts, but also established a new identification to interdisciplinary, theme-focused, and team-developed "core discovery" that servers as humanity training. The trend is obviously indicated that education of humanity is no longer furthest thing, but the center of first rate education.

Basically, there are two implicit aspects regarding general educational course, one is the mastery of career-specific skills and knowledge, another is define problem scope for innovative technologies, and be a learner continuously (Gibbons, et al, 1999; Bransford, Brown, & Cocking, 2000; Bragg, 2001; McClenney, 2004). A general agreement on the general educational indicator, such as problem-solving ability, and critical thinking can be embedded in the liberal art courses with some creative approaches. The experiential teaching and interdisciplinary practice are well applied because they increased the collaboration with the team as well as resulting better leaning performance and satisfaction (Saunders et al., 2012). The Problem-base teaching approach needs certain help by applying embeddedness techniques to reduce the trivialization of traditional teaching. It is wildly applied in general education as well as other professional departments.

III. Research Methodology

This research aims to focus on an innovative approach from general education curriculum re-design with a micro credit that integrates experiential, co-teaching, and interdisciplinary philosophies. Through the research, the teachers in this class are intending to construct a different path when general education that had been criticized by most of the students with its purposes. Although, it is true that the capitalism

challenges the nature of education by making the students and educational industry too business-oriented, but the holistic belief in Wenzao Ursuline University is grass rooted. Therefore, this research utilized the instruments and resources by altering the course named "Social Innovation and Social Entrepreneurship" by adopting the approach of flexible curriculum that had been initiated as a three-course group, and it is taking place on Saturday.

The purpose of this study is not only intended to discover the experimental finding of applying a new approach, but to discover the nature of contemporary knowledge instruction in the higher education, especially, in liberal art field, what will deliver the best inspiration with an effective outcome. Therefore, taking the course as a field where we re-design a series flexible courses, social innovation and social entrepreneurship: 1) Public and Private sector, 2) Non-profit and Community sectors, 3) International stage and future trend. At the same time, we applied a co-teaching of three-teachers, field trip, workshops, speeches, group discussions, and student presentations in an 18 hour-base micro-credit course.

The research framework is shown as figure 1.

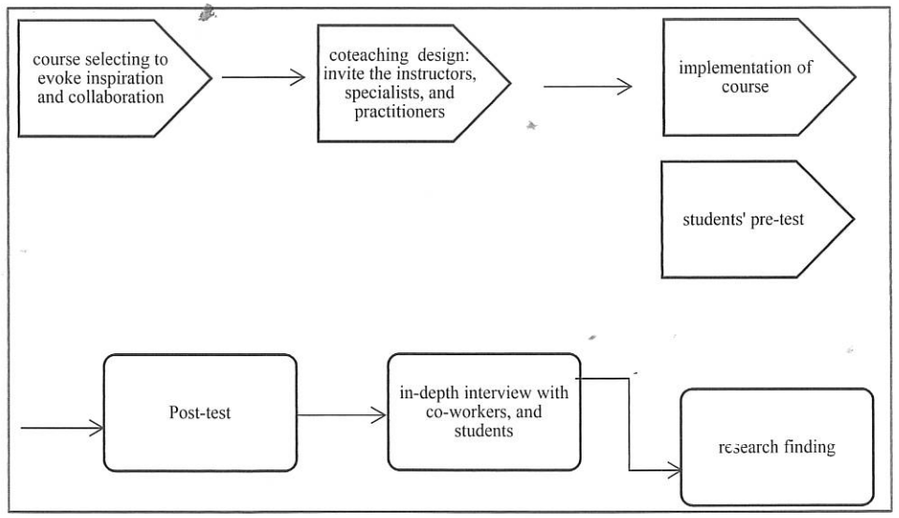

Figure 1. Frame of Research Work

We issued 50 questionnaires that indicated the students that were registered on the class and are willing to participate every Saturday that is an essential challenge to the teaching team. Unfortunately, there were some students that were late and absent, thus we only collect 44 questionnaires as the pre-test. After recruiting the questionnaires, 42 are validated. The rule of the thump is when students are missing one class that means he/she is failed. Thus, they are unable to attend the rest of the course because the regulation of Wenzao University and the connection to the course will not provide students the room to be absent. The course is designed to evaluate the students with full participation rate this time, and the major reason is that the course is taking three times a semester, each week will be 6 hour-bases. Once the student is absent, it reveals a 1/3 of absences that will not entitle him/her with sufficient knowledge to pass the course requirements. Fortunately, they are eligible to take the course next semester.

The course is designed bases of the finding of Evers & Laville (2004) that divided a society into four sectors with private/public, nonprofit/for-profit, as well as formal/informal aspects. Those activities that are working under interdisciplinary and collaborative ways for different sectors, none of them can function independently.

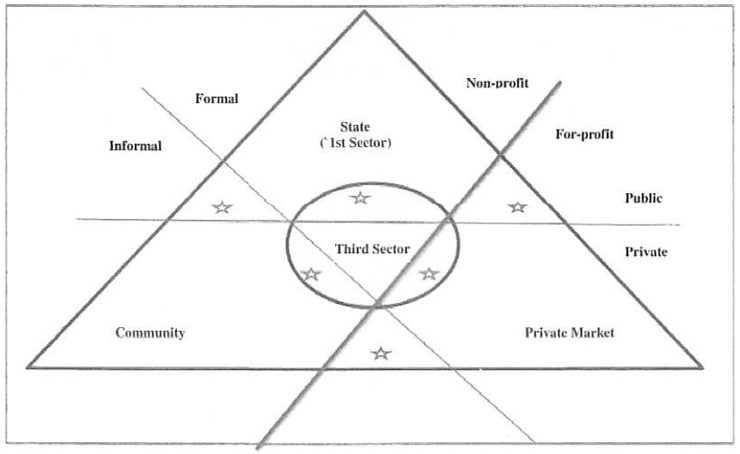

Figure 2. The Mix of Societal Sectors

Sources: Sheu, 2016, based on Evers & Laville, 2004.

Thus, each semester, we initiated one course out of the three that is embedded in two sectors with the intention of interdisciplinary teaching approaches. The research method therefore, focuses on quantitative approach that was blended with in-depth interviews to extract the needs and improvement in the learning effectiveness by adopting a new teaching approach. Since it is a flexible, micro credit, the design is listed as below:

Table 1. Course Design

Week	Section A	Sections B
Week 1	**Content:** Introduction to theories and development of social innovation and social entrepreneurship. **Methodology of teaching:** Co-teaching, group discussion, and interdisciplinary instructors	**Content:** Case studies and analysis of Social Enterprise that is emerging in non-profit and community sectors. **Methodology of teaching:** Co-teaching, group discussion, and interdisciplinary instructors that shared experiences and practices in real world
Week 2	**Content:** Field trip with local entrepreneurs who share their experiences at the field with their daily operation. Train students to discover the integrating practical experience with theatrical knowledge. **Methodology of teaching:** Co-teaching, interdisciplinary communication, observation, and experiential learning	**Content:** Entrepreneurs experience sharing: challenges and discussion. This section is trying to evoke students to observe the real problem in the actual field. **Methodology of teaching:** Co-teaching, group discussion, and interdisciplinary practitioners who discussion the issue with students with problem-solved process.

Table 1. Course Design (continuation)

Week	Section A	Sections B
Week 3	**Content:** Practitioners and speakers who came to classroom to share experience in person with theoretical and practical problems. **Methodology of teaching:** Co-teaching, Blended learning, and group discussion	**Content:** Provide the workshop to integrated students' learning process with actual output. Students are grouped as teams to present a certain innovative business ideas with social purpose. **Methodology of teaching:** Co-teaching, group discussion, interdisciplinary communication, and presentation techniques training.

IV. Research Finding

The questionnaires are divided into five parts in terms of testing, eight questions are designed in each part and the last part of the survey is the personal information and open questions for double check the demographic data and quantitative questions.

A. Motivation

B. Social Problem Recognition

C. Social Problem Solution

D. Knowledge about Non-profit and Social Enterprise

E. Individual value of being a university student

A. Motivation

It is very enthusiastic when the motivation of the students that indicated less people is choosing this course of general education as wavers and more students are awaking by the meaning of social innovation and social entrepreneurship (from Average of 3.9 to 4.2, figure 3). Impressively, students understand the value of social innovation and social entrepreneurship that tested average was boosted from 2.88 to 3.36 (figure 3), and it revealed a dramatically change. Interestingly enough, the time of the class that was

criticized seriously because it is set up on Saturday while very few students are willing to take. But, as a result, students are satisfying with the time schedule in the post-test. Thus, the satisfaction about time was boosted from 3.59 to 4.02 (figure 3). Relatively, once they understood the name of "social innovation and social entrepreneurship" that students are agreed with this title.

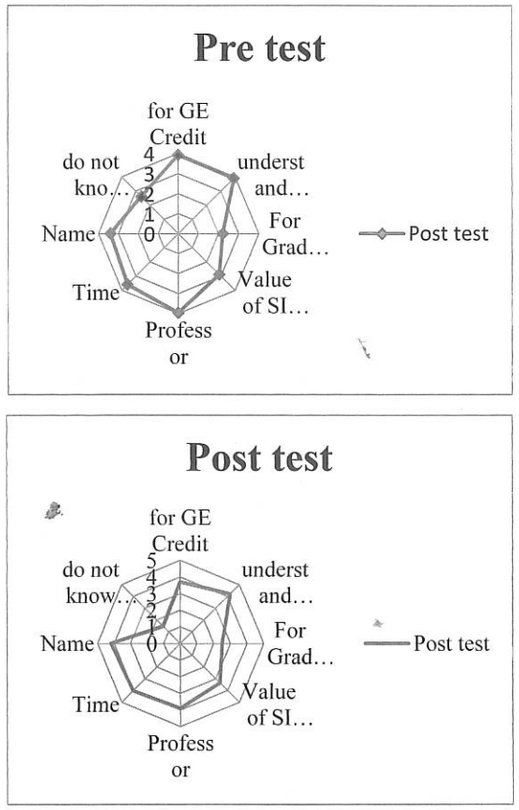

Figure 3. Motivations of Course Taking

B. Social Problem Recognition

Regarding the social problem recognition, the students do improve a lot in terms of understanding social justice issue. It is an inspiration that the course's mission had been increasing the social awareness regarding social justice. In such a short time, students

were motivated to reflectively think their previous attitude to view social problems. There is only one element that the average of post-test is not increased that is humanity. Not surprising, the most pressing social problem that students considered is environment, it had been wildly discussed in the social media, especially the governmental agencies. The comparison of students' change is shown on table 2 and figure 3 that revealed a dramatically difference in "Poverty Gap" and "Educational Quality".

Table 2. The most serious social problem

The most serious social problem	Pre-test	Post-test
Economic Recession	8	12
Poverty Gap	8	14
Educational Quality Decline	10	12
Environmental Destroy and Warming	16	14
Weak Social Justice	1	6
Humanity	3	1

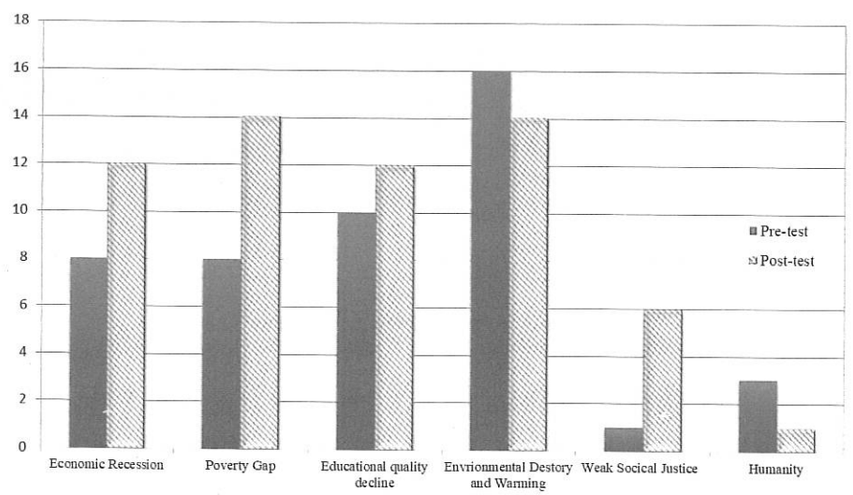

Figure 4. Social Problem Recognition

C. Social Problem Solution

In survey part III, it was focusing on the solution and attitude to society towards the economic development and environmental protection. There were two questions that reveal the progress of student's cognition about social problem. The first one is testing whether students think that the social problems need everyone to participate in terms of dealing with it (pre-test is 4.2, post-test is 4.7, Figure 5), and they also think environmental protection needs every citizen to view the issues seriously (from 4.47 to 4.83, Figure 5). Although some of the students thought that Taiwan can be restricted to the effect of global problems, but they also considered youth unemployment rate and youth character education were important social issues. Over all, this part of research finding showed that young people still consider they were not change makers, they would rather be the followers to the societal movement. Although they were worried about their future, still the serious social problems needed more time to be advocated either in the class or from other occasions. Taiwan is a country with historical colony experience that can be recognized in the global market mainly because of our economic development and performance. Therefore, most of the citizens are concern about economic development as well as a wealthy society, rather than a healthy society.

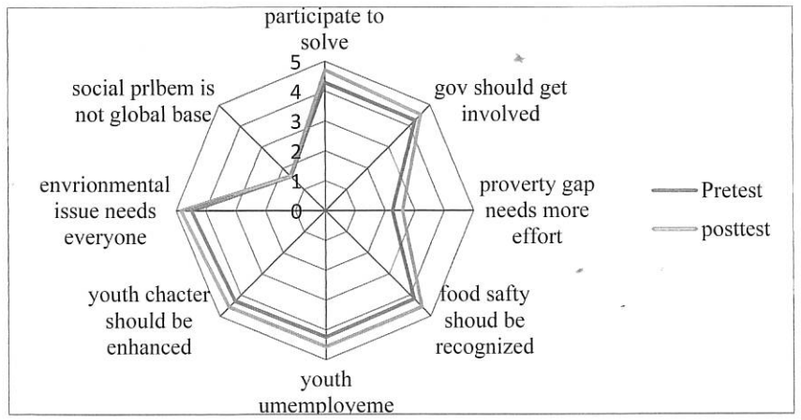

Figure 5. Solution of Social Problem

Talking about the social problem solution, before the course taking, the most serious social problem that had been indicated by the student was environment destroyed and warming (35.5%), but after the course taking, it became 23% (Figure 6). Student started to wilder their horizon by discovering that social justice was another critical issue (from 0% to 10%). The social problem of "Poverty gap" also attracted students' attention that revealed a 6% increased. On the contrary, participants also thought the quality of education was not that the worst one, compare with pre-test. Educational quality had been considered from 23% to 20% (Figure 6). In other words, students considered the educational quality had the chance to be improved. There was only humanity that post-test did not show much progress. From the tests, other social problem recognition proved that students started to think from other aspects to update their knowledge.

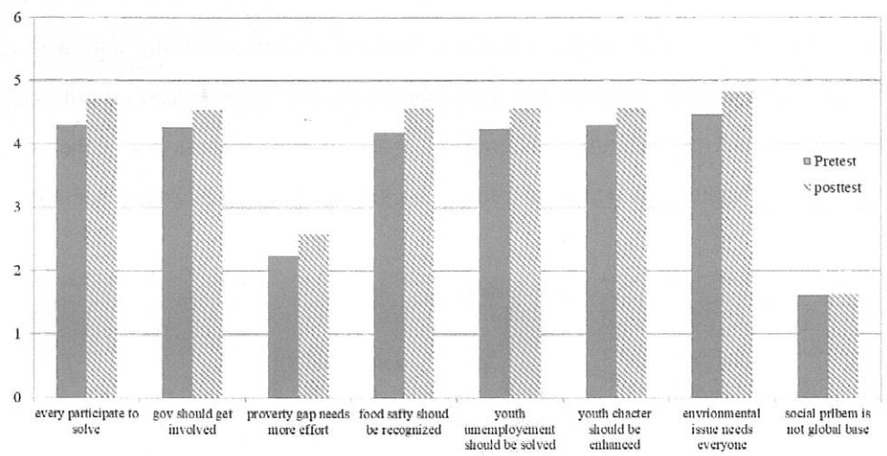

Figure 6. Social Problem Solution

D. Knowledge about Non-profit and Social Enterprise

It seemed that students were not familiar with those non-profit organizations (the third sector) of this country, or maybe because most of the students in Wenzao University were majoring in Languages and other non-technology professions. Thus, they knew very few about non-profit organizations. The knowledge had been improved

after the course taking; it is good to see some of them start to consider "Children Are Us" and "FanRong Rice Factory" (Figure 7) good organizations in Taiwan. Such transformation is a valuable asset not only for the society, but also for the instructors that can see the progress of course taking. The approach that had been used was blended learning with experiential learning. Although, young people used to consider Foxconn Technology Group as the pride in Taiwan, but now they viewed the value from a different aspect, it is no longer economic only, but also societal.

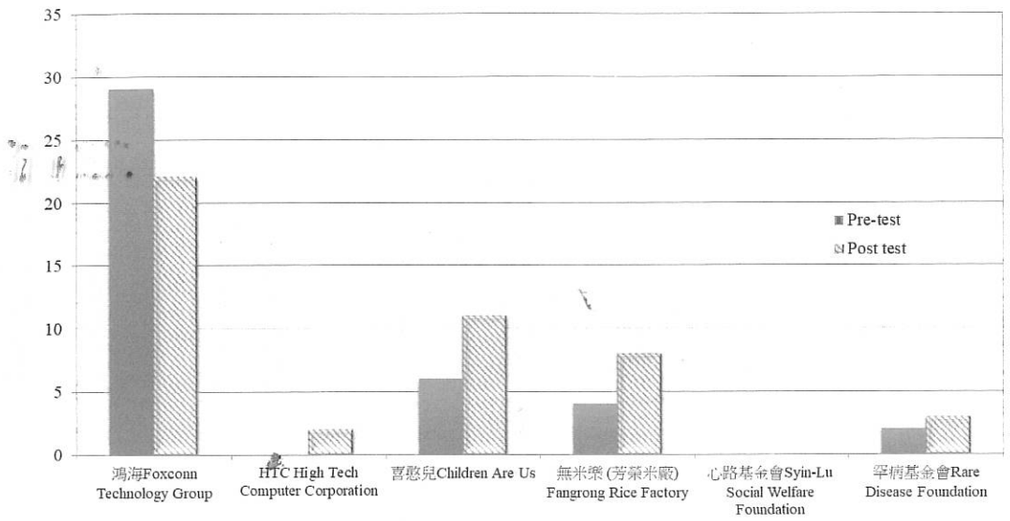

Figure 7. Successful Organizations in Taiwan

Regarding the improvement in knowing organizations that is not quite a clear change, compare with other part of the survey, still there was some adjustments after the class taking (Figure 8). Since this course is opened by the General Education Department that is usually criticized as useless knowledge or something not urgent needed for job seeking. According to Readings (1996), university was ruined by the concept of excellence, no longer care about the ideal of life and humanity. People started to value output and input should be proportional fair in the short term, or it will become invalid. On the contrary, some scholars had more positive faith in universities that could be fields of fostering creativity and ingenuity, and micromanaging curriculum

uniformity was very possible (Hargreaves, 2002).

From Figure 8 that we can see students did not think business is all for profit from the post-test, instead, the change motivated the teachers to reconsider the positive teaching will be reflected on the students' knowledge. Meanwhile, when it came to the dilemma regarding environmental issue with public policy, students started to consider, it was not necessary to sacrifice the social justice as an exchange (Figure 8).

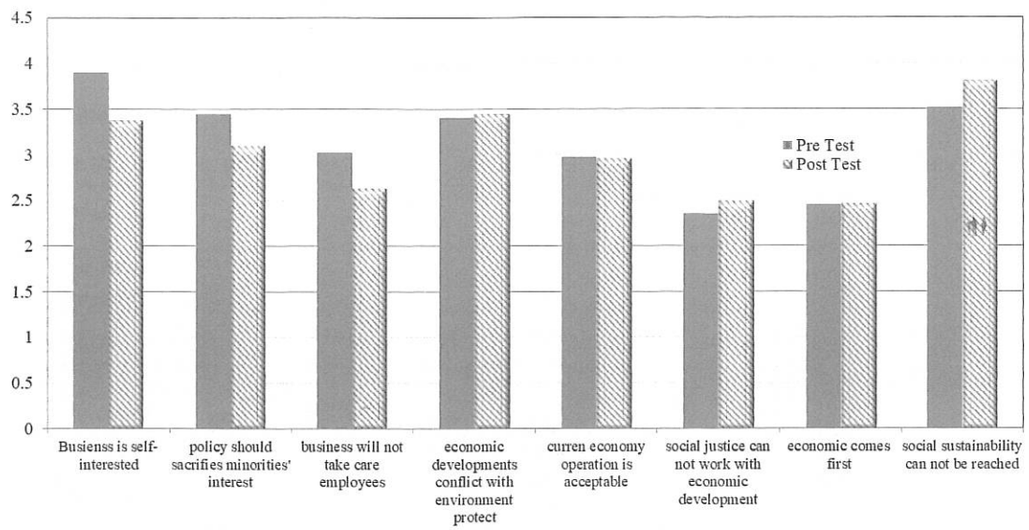

Figure 8. Cognition about Business for Profit and Business for Non-profit

E. Individual Value of Being University Students

An individual value of being university students was one of the social concerns because currently Taiwan had faced a decline in birthrate that challenged most of the private universities. In 2017, Nov. 22, when the Legislative Yuan passed the "Private University/College Transition and Exit Regulations" because over-supplied universities in Taiwan are not capable to deal with under-demanded students. On the other hand, the consequence of declining quality of higher education and looseness of standard as a higher education drive faculties into an endless dilemma. There were too many Ph.Ds. in this country when the universities had been reformed in 1994 with extensive

establishment of universities. The responsibilities for educational quality are not the responsibilities for educational institutions only, but also the students. The purpose of taking higher education was not focused only on economic aspect, but more students' started to think the personal value of being a well-educated people after the course taking (Table 3).

Table 3. Pressing Personal Problem after Graduation

The major issue student concern	Pre-test	Post-test
Salary	23	19
Personality Forming	2	3
Future development	1	14
Social Security	5	9
Retirement plan	1	6
Social Welfare Policy	3	6

From figure 9 that we could tell the anxiety of our university students who were worried very much about salary before the cours-taking, and they turn out to care about the societal value and social security, instead of personal level's salary. Their vision was enlarged (Figure 9). It is abviousely clear that the students are no longer consier "money is everything" but started to think their personal value (Table 4).

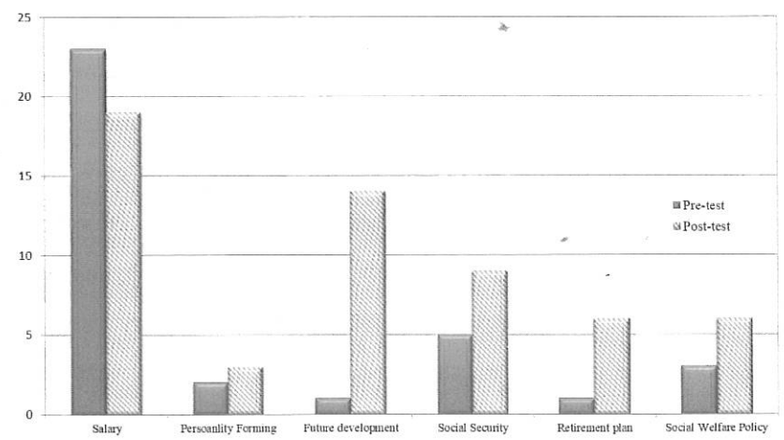

Figure 9. Pressing Personal Problems after Graduation

Table4. Purpose of Graduating from Higher Education

the purpose of graduating from higher education	Pre-test	Post-tes
Making money	22	17
Be independent	12	3
Extend the significance of life	1	2
Contribution to the society	4	1
Seek the personal value	11	19
Forced (unwillingly)	3	4

V. Conclusion and Research Constraints

Alternatively, we can demonstrate a high investment and high capacity educational institution where highly professional instructors are capable to generate creativity and ingenuity under the trend of economic rationalism and managerialism. We probably will consider that most of the educational institutions tilt their spending toward professional departments, instead of general education department. But such a research conclusion will never solve the problem of over-emphasized KPI that reflected teaching as performance evaluation only, not for evoking the learning motivations. In this research, we tried to figure out what will drive students to participate the course without hesitation and regret. Therefore, we choose a liberal art course that we embedded the social welfare, civicness, social value, and social entrepreneurship in it. The initiation of this course is motivated by the comparison of knowledge-orientation and competitiveness-orientation design in liberal art curriculum. Traditionally, the liberal arts are focused more on the humanity and knowledge that is the core. Whether it is possible to integrate competitive advantage into a general education through interdisciplinary, co-teaching, and problem-solving approaches, it challenges the design of the curriculum as well as the instructors. First, the interdisciplinary instructors will be necessary. Second, the willing to share educational resources will be essential. Eventually, the collaboration of inter-disciplinary capability will definitely help to foster the positive learning motivation of the students.

Taiwan, after the suffering of the KPI from the educational reform, it forced professors to consider teaching KPI is more important than students' learning process. It is an indisputable fact that everything views indexers as standards in the higher education where servers as in innovative academic field. The conscience and dream of being an academic professor are moving into the secondary priority. Ironically, the administration is applying the KPI standard to evaluate performance that will influence the annual bonus as well as the salary. This experimental research intends to indicate that students are willing to be motivated if the course design and issue are creative. According to Logan & Curry (2015) who indicated there are three major trends regarding general education: 1) The Evaporation of Autonomy 2) The Changing Interests of Students, and 3) Rapid Changes in Technology. Fortunately, there are new alternatives and complexities even we needs to applying a different narrative path to reform learning community. Nerveless, from the text-based teaching to experience-teaching, from a single profession to interdisciplinary teaching, from one professor to co-teachers, that we reform educational quality and enhance the motivation of learning. The second important of implementing this research is collaboration between instructors and students with willingness to participate every single assignment and process.

This research work applied practical teaching approach that blended with "ABC Theory" by an Activating Event (A), increasing Belief (B), and creating students' Emotional Consequence (C). From the post- tests, student's civil behavior is changed when cognitive events drive them to be aware of our social problem identification and solution. Through the pre-test, young people are not quite noticing the apathetic attitude will make the consequence worse. Even sometimes, they have no confidence to change the world yet. Nevertheless, students did not have sufficient confidence to challenge the knowledge providers who are inspiring them to do so through the practical fields, workshops, and presentations. One day, they will discover the beauty of critical thinking and problem solving as well as experiential learning. Definitely, it is the third contribution for accomplishing this course when the first one is the growth of the instructors, second is the knowledge that had been taught creatively.

Although there is further research that is going to focus on the same aim, hopefully, the collection of more samples and more significant research findings can deliver some ideas about general education's implementation.

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