

教育部教學實踐研究計畫成果報告
Project Report for MOE Teaching Practice Research Program

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（配合課程名稱/非營利組織管理）
（Course/Nonprofit Management）

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一. 報告內文(Content)

1. 研究動機與目的(Research Motive and Purpose)

As one of the key strategic missions of National Taiwan University, the university devotes resources and talent to create an international curriculum and widen the perspectives of faculties' and students' worldviews. However, there are two recent challenges reported by both local and international students in the development of international education. One of the major challenges is the cost of traveling when conducting internationalization abroad activities. According to our recent survey conducted at the College of Social Science, NTU (N=104), as part of the internationalization strategy development initiative, the aggregated data show that 75% of students will need partial or full financial support to study abroad. In addition to financial issues, international students at NTU desire opportunities to learn about the local culture and society in more critical ways. However, the existing regulations on international students and education settings limit such learning opportunities.

Recently, the concept of glocalization has been developed, and it has been recognized that existing social problems are interdependent and interconnected at both the local and global levels. For instance, Friedman (2015) develops and assesses the “Going Glocal” program that promotes glocal citizenship education in the Netherlands. His study shows that programs such as “Going Glocal” allow students to experience how globalization is affected by their daily lives and how they can act locally to resolve glocal issues. Similar programs are widespread in the US and Europe (Friedman, Haverkate, Oomen, Park, and Sklad 2015).

Following previous studies (Houston and Lange 2018; Tien and Talley 2012; Skland et al. 2016), we designed the first glocalization course, called “Glocalization: Scaling Nonprofits.” The course objectives include *advancing students' understanding of emerging social problems from both global and local perspectives* by working with nonprofit organizations in local communities in Taipei. In particular, the course examines issues unique to the process of glocalization, including globalization and interdependence, *social justice and equity, identity and diversity, sustainable development, and peace and conflict*. Students learn both the theories and practical techniques required for effective leadership to *make impacts locally but think globally* through selected cases and community projects.

Through the support of MOE funding, the project provides an innovative learning model for students to utilize multimedia tools to promote the social values created by nonprofit organizations or social enterprises. It gives both domestic and international students the opportunity to implement their glocal skills and tools and produce a multimedia project that champions a newly founded nonprofit or social enterprise in Taipei. To assess the knowledge and transformation of students who experience global citizenship training through a one-semester glocalization course, we adopt Houston and Lange's (2018) curriculum, which includes a community engagement project in a glocal course. Following Tien and Talley (2012), Oxfam (2015) and Skland et al. (2016), we develop both qualitative and quantitative methods in our study design to evaluate the impacts and influences of glocal citizenship training.

2. 文獻探討(Literature Review)

The concept of glocalization has been transformed into global citizenship trainings or programs in various universities (Skland, Friedman, and Oomen 2016). Glocalization

recognizes that global change accompanies local action and that there are interconnections between local and global changes (Skland et al. 2016). The development of globalization results in new developments in pedagogy that focus on “the importance of an inherently internationally-focused student body also rooted locally in the sense of learning about local issues, establishing connections with the local population and actively contributing to the community” (p.327, Skland et al. 2016). To enhance global citizen education, previous studies emphasize the importance of challenging students’ existing worldviews and assumptions (Oxfam 2015; Schweisfurth 2006; Skland et al. 2016).

Houston and Lange (2018) evaluate the adoption of the glocal curriculum in Mount Holyoke College and find that implementing community engagement projects for international students is an effective way to conduct the glocal curriculum. In Taiwan, Tien and Talley (2012) conducted a survey (N=553) to investigate awareness of glocal education in Taiwan among universities’ faculties and students as well as the skills and curricula needed to develop glocal education. Tien and Talley (2012) also recommended that the curriculum should include knowledge-based and task-based assignments with clear and specific aims of glocal topics in course planning. Furthermore, the United Nations has developed 17 Sustainable Development Goals (SDGs) by the General Assembly that are widely adopted by various university curriculums, such as the University of Hong Kong and Oxfam (Oxfam 2015).

3. 研究問題(Research Question)

The aim of glocalization training is to improve students’ knowledge, attitudes and competence to think globally and act locally. One of the key underlying assumptions of glocalization is that there is a connection between local and global processes, and therefore “the local is constitutive of the global (and vice versa)” (p. 327, Sklad et al. 2016). Based on this foundation, Sklad et al. (2016) define a pedagogy that focuses on helping international students learn about local issues by creating connections with the local community. Instead of sending local students to learn about glocal issues, glocalization training emphasizes the importance of “rooting locally, and taking responsibility for connecting global issues to one’s own community” (Guimaraes-Iosif 2011, p83; Sklad et al. 2016). To implement this model in Taiwan, we need to first create a glocal model in the context of the education sector in Taiwan. Then, we need to test if this model is effective. Therefore, we ask the following research questions:

Research question 1: How to create an internationalized environment locally for both local & international students to gain international perspective while solving local issues?

Research question 2: Do glocal training enhance students’ international competences? Is there an effect of increasing glocal awareness, knowledge, and skills from participating in the glocalization course? To what extent?

4. 研究設計與方法(Research Methodology)

To assess the knowledge and transformation of students who experience global citizenship training through a one-semester glocalization course, the course is designed based on Houston and Lange’s (2018) curriculum, which involves community engagement projects that allow international and domestic students to work as teams to solve local social issues that are interdependent and interconnected with glocal problems in a glocal citizenship course. To evaluate glocal citizenship experiences through the glocalization course, we adopt research methods from previous evaluative studies (Tien and Talley 2012; Oxfam 2015; Skland et al.

2016). Therefore, we test the following hypotheses:

- *Hypothesis I: Students who participate in the glocalization course will have higher scores on intercultural communication competence.*
- *Hypothesis II: Students who participate in the glocalization course will have higher scores in global citizenship-social responsibility.*
- *Hypothesis III: Students who participate in the glocalization course will have higher scores on global citizenship-global competence.*
- *Hypothesis IV: Students who participate in the glocalization course will have higher scores in civic engagement.*
- *Hypothesis V: Students who participate in the glocalization course will have higher scores on intercultural communication competence.*
- *Hypothesis VI: Students who participate in the glocalization course will have higher scores in cross-cultural world mindedness.*

We hired a part-time research assistant, Mag Lu, to conduct the survey and focus group research (Please see Appendix I for a questionnaire). In particular, we investigated the effects of the overall glocalization course as well as different assignments and tasks that enhance glocal skills and communication. We assessed the multimedia project and case development, glocal knowledge and knowledge of nonprofits going glocal, and participation. Here, we discuss the main glocal project, teaching materials, and course assessment methods.

The targeted students of our glocalization course include both international students and local students. Because we could not implement an experiment with half of the students receiving glocal training while the other half of the students do not receive this training, we selected two classes with the same instructors and similar content (nonprofit management) as our study subjects. The intervention group included a group of 37 students who were enrolled in the glocalization nonprofit management course. To separate the impacts of glocalization training from nonprofit management, we selected another control group of students (N=59) from a public and nonprofit organization course. Additionally, we further selected a group of freshmen (N=18) and a group of societal stakeholders (N=30) to assess the impacts made by our students.

5. 教學暨研究成果(Teaching and Research Outcomes)

1) 教學過程與成果

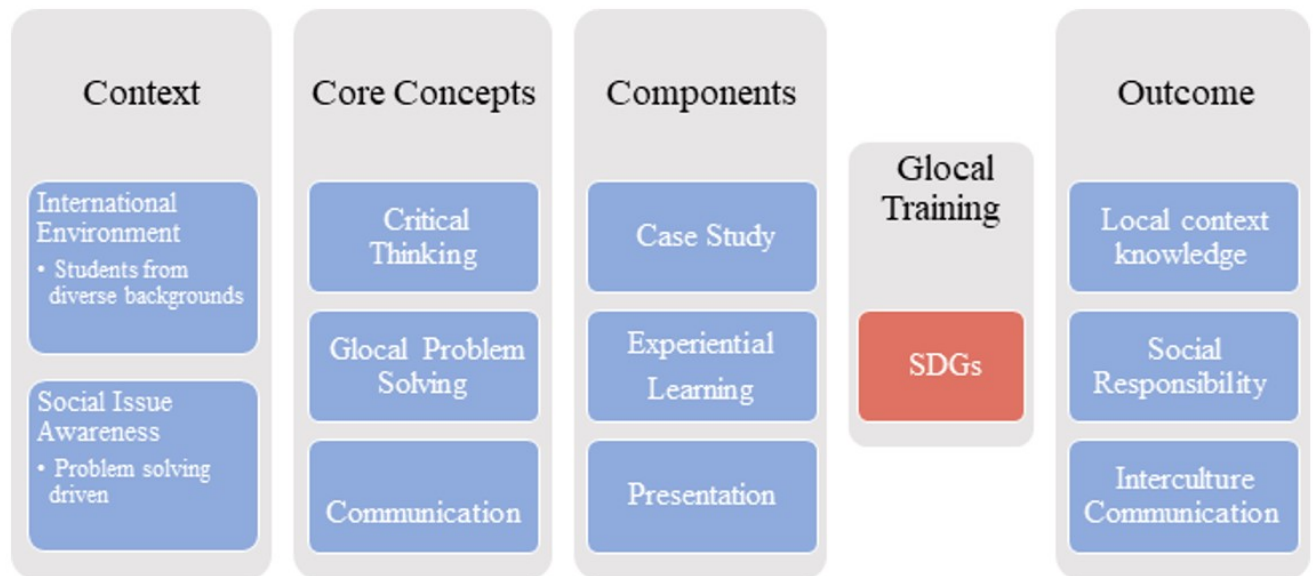
On the basis of these insights, glocalization training was designed in which groups of 36 students took part in a one-semester nonprofit management course with three glocal training components. The course was elective and taught in English. The majority of the students had international backgrounds and were at the senior or graduate level.

Glocal Training Model for Taiwan

There were four components of the course to help students achieve the course objectives and learning outcomes: (1) course participation; (2) case teaching; (3) tutorial and discussion sessions; and (4) group-based community projects (Figure 1). For course participation, students were expected to read the weekly assignments and to participate actively in class and case discussions. For case teaching and development, each student was expected to analyze two real-world cases and to discuss each of the cases in class. Each student prepared a one-page written case memo for each case individually. For the tutorial and discussion, all students were expected to participate and contribute to the discussion of their group project during the tutorial sessions. Students were graded on their contribution to the tutorial activities and field visit participation. Students turned in a two-page reflective journal. Tutorial sessions are

essential to the success of this course because they provide additional opportunities for students to clarify the reading and course content given that the entire course is taught in English. Furthermore, tutorial sessions provide a friendly environment for students to have open and critical discussions (Please see Appendix II for the class activities)

Figure 1: The Design of Glocal Training



Peer-review Publication





Liu, Helen K. and Liu, Y.S. “Nonprofit Management Education in Taiwan.” *Journal of Nonprofit Education and Leadership* (Accepted).

To create a glocal model for Taiwan, we first reviewed the existing teaching methods in the nonprofit sector. In this study, we reviewed 681 nonprofit management courses in from 2018-2019 in Taiwan. This publication shows that the existing nonprofit education in Taiwan focuses on common and general knowledge and there is a lack of experiential learning. In particular, our evaluation shows that there is a lack of specialized skills and project-based courses, such as marketing, communication, and other specialized knowledges. This MOE project on creating a glocal training with experiential project could potentially fill in the existing gap and create a best practice for the nonprofit education in Taiwan.

Impactful projects

Our students created total 11 projects throughout the academic year of 108, including two projects raised a total of **NTD \$112,000** through dodoker platform (Figure 2). During the process, our students worked with more than 15 local and international nonprofit organizations in order to complete their projects. One advocacy project conducted **a series workshops** with over 100 participants in order to bring the awareness of refugee issues in Taiwan. Another cultural project designed **a youtube video (with nearly a 1,000 viewing)** with interviews from international students and 10 NTU museums to promote our local museums to the international community. One student’s project, “Measuring Social Support in Taipei South Airport Community: The Case of Underground Worker Co-op” won the **MOST undergraduate research award** for the academic year of 109.

Figure 2: Selected projected implemented during academic year of 108

Project 1: Food Bank	Project 2: Animal protection	Other Selective Projects
		<ul style="list-style-type: none"> ❖ Advantages, Challenges, Sustainability of Cooperative in Taiwan: A Case Study of Underground Worker Cooperative (NanjiRice) ❖ Why Stickers Matter: A Case Study on the Failure of An Environmental Student Organization ❖ Impact Hubs in Taiwan and Germany ❖ The Abbé Pierre Foundation (FAP)
<p>Project 3: Refugees</p>	<p>Project 4: Culture</p>	
		

2) 教師教學反思

Through the introduction of glocalization into the classroom setting, students recognized that existing social problems are interdependent and interconnected at both the local and global levels. Based on the Sustainable Development Goals (SDGs), students examined issues unique to the process of glocalization, including globalization and interdependence, social justice and equity, identity and diversity, sustainable development, and peace and conflict. Ultimately, the students selected eleven actors as partners, including Dodoker, Pack Sanctuary, Andrew Food Bank, Green Palestine, NTU Museum, and Better Cup (Please see Appendix III for our community partners). The final outcomes of the projects used multimedia forms and incorporated innovative and persuasive arguments based on research, solid evidence from the academic curriculum, field visits, and observations of the operation of the nonprofits. Both our local and international students were able to connect local situations with international audiences because of the commonalities of those fundamental issues.

Furthermore, students learned both the theories and practical techniques required for effective leadership to make a local impact while thinking globally. Our students were invited to present their projects at the Social Value International Conference 2019 on December 5 with a large international and local audience from both practical and academic backgrounds (Please see Appendix IV). By participating in an international conference, our students received feedback on their projects and recognized how resolving local issues is framed under a broader international perspective. Our on-site surveys indicated that approximately 90% of the participants (N=30) learned more about local NPOs in Taiwan, and 80% of them would be likely to support similar issues back home after hearing our students' presentations.

Knowing that the project would be very time consuming, as an instructor, I created a wiki page for the students to sign up and identify their key topics. The purpose of setting up a wiki page was for other students who might not have a clear idea to see others' ideas so that they could choose to join a group that was close to their interests. Despite the hard work and challenges of implementing the projects, the students were more willing to accept failures (and try something new) and challenges because they were doing something they were passionate about (and they chose to do so) instead of being directed by the instructor.

For students to successfully implement a multimedia project or crowdfunding project, they need the following technical skills: language, film-making, fundraising, and presentation skills. For international students, we assigned a teaching assistant to help them connect with local nonprofits and stakeholders to conduct interviews or to make their project films. For film-making, we ensured that each group had at least one student who had prior experience in film-making. For fundraising and presentation skills, we worked with Dodoker and created guidelines to help our students organize their fundraising plan.

While this study provided an overall assessment of glocal training, it would be interesting to assess each activity to determine which types of trainings are most effective. Given that this course implemented four activities, case discussions, student presentations, field trips, and multimedia projects, it would be helpful to learn how and in what ways each activity contributes to glocal training. Future studies are encouraged to further investigate these training components.

3) 學生學習回饋

Both our quantitative and qualitative data support the effectiveness of glocal training on students. Figure 3 shows the average glocal competence scores of four types of stakeholders, including NPO students receiving glocal training for one semester (blue bar), regular NPO students without glocal training (red bar), freshman students (gray line), and societal stakeholders (yellow line) who attended a nonprofit-related conference. As Figure 3 indicates, NPO students who received glocal training had the highest scores compared to the other three groups, except for the quality of the presentation. It is also interesting that freshmen generally scored the lowest compared with the other groups. This indicates that college education in general might have an effect on internationalization.

Figure 3: Average Glocal Competence Scores of Four Types of Stakeholders: (1) NPO students with glocal training (blue bar), (2) Regular NPO students (red bar), (3) NTU freshman (gray line), and (4) societal stakeholders (yellow line)

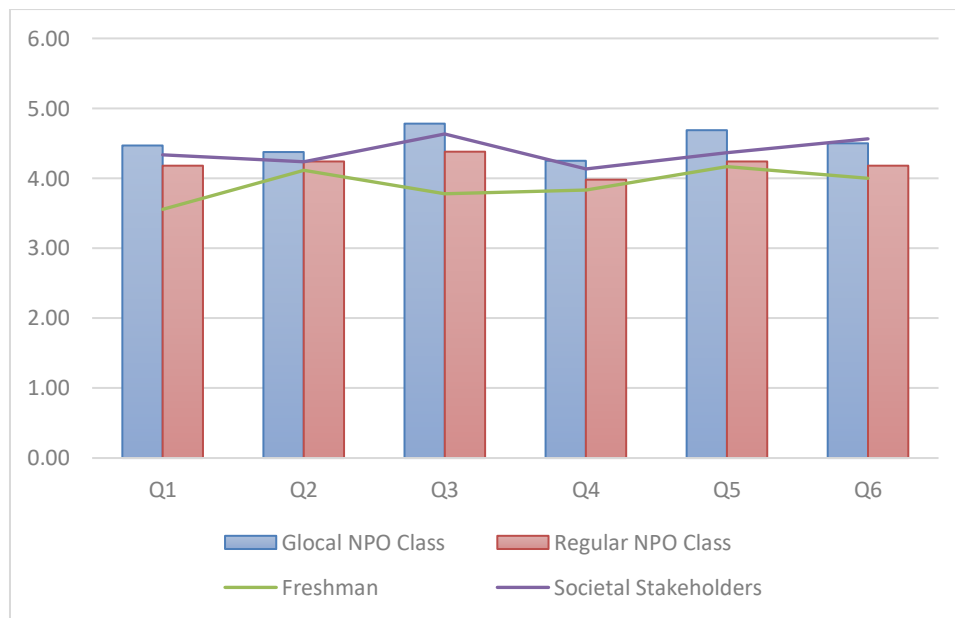


Table 1 shows the average glocal competence scores between NPO students who received glocal training and those who did not receive glocal training. The average scores for NPO students who received glocal training were higher for all six questions compared with NPO students without glocal training. In particular, NPO students with glocal training had higher scores (with statistical significance) in a better understanding of Taiwanese NPOs, were willing to learn more about local issues from a global perspective and to support similar NPOs discussed in the class in their own countries and reported a higher quality of presentations and communication. In general, the differences in these categories were approximately half of the scale (plus or minus 0.5). These statistically significant differences indicate that glocal training increases the glocal competences of students who receive training.

Table 1: Glocal competence scores between students from nonprofit management courses with glocal training and students from regular courses

	Glocal Training	Regular NPO
Better understanding of TW NPO (Global Citizenship-Global)	4.67**	4.18**
Better understanding of TW social issues (Global Citizenship-Global)	4.376	4.24
Learned more about local issues from a global perspective (Cross-Cultural World Mindedness)	4.78**	4.38**
Support TW NPO (Civic Engagement)	4.25	3.98
Support NPO in my own country (Social Responsibility)	4.69**	4.24**
Quality of the presentation (Intercultural Communication Competence)	4.5***	4.18***

* $p > 0.1$ ** $p > 0.05$ *** $p > 0.01$

To summarize our quantitative findings, glocal training has impacts on improving the understanding of local issues and organizations, inspiring students to think from a global perspective, taking local actions, and increasing intercultural communication skills. To further support the empirical findings, each impact will be discussed from the qualitative findings.

Better understanding of local issues and organizations

As Table 1 shows, students with glocal training show higher scores for understanding local issues and organizations than students without the training. For instance, one group of students worked with the NTU museums to create multimedia to feature the resources and content of 10 different NTU museums. These students were amazed at the amount of resources and knowledge contained. By creating the multimedia, students created their own intensive learning: “...it was the first time that we had created such a video. It asked us to do diverse tasks such as going around the campus to film every museum, find both local and international students to interview, or make an appointment with NTU museum members for us to interview them. Collaborating with such kind-natured NTU museums facilitated our video-making because they allowed us to film every museum’s interior without asking for copyright permission. Overall, we made appointments with more than ten people and filmed eight of them to include in our video” (statement from a student’s reflection report).

Changing attitudes toward a global perspective

As Table 1 shows, students with glocal training show higher scores of willingness to think globally compared with students without the training. Students not only indicated their willingness to view local issues from a global perspective but also showed increasing competence in widening their perspective by comparing local solutions with international solutions. For instance, one student, when investigating the effectiveness of the Underground Worker Cooperative (NanjiRice), wrote, “Cooperatives have been a popular choice in Europe. The first cooperative was the Rochdale Society of Equitable Pioneers, which was established in the UK in 1844. During the 19th century, the Industrial Revolution created massive profits for capitalists, while the benefits of economic growth were not distributed to labor... They

chose a cooperative as their operational form to ensure equality within members. The value of cooperatives then began to flourish in Europe. In 1956, the Mondragon Cooperative Corporation was established in Spain, and it has now become one of ten largest private corporations in Europe. In addition, there are some significant cases of cooperation established later, such as the Phone Co-op, which is a well-known telecom carrier in the UK, and the Norinchukin Bank in Japan.” One can see that students are able to make comparisons of various cooperatives and see the similarities and differences, which is a core competence of glocal training (Skland et al. 2016).

Taking action locally

As Table 1 shows, students with glocal training show higher scores for taking local action to resolve global issues when compared with students without the training. For instance, one group of students wanted to create a local solution to a global challenge related to asylum seekers. Through analysis, they saw that the fundamental issue was about education and awareness. Therefore, this group of students launched a series of workshops throughout the semester. *“Education has become one of the key factors in aiding the current refugee crisis. ...The word refugee itself seems alienated in Taiwanese society as many are not familiar with this term. If this word were to be mentioned in a reunion with our Taiwanese friends, they would most likely question whether the word refugee has a place in Taiwanese vocabulary. Being exposed to this type of attitude makes us realize how much work we have left in educating the world on the issue of refugees. With the idea that we could possibly impact a small group of individuals, our group wanted to better familiarize the community to further educate them on the issues of refugees.”* It is clear that the students reflected upon their decision to take local action to address the global issue of asylum seekers.

Increasing intercultural communication skills

As Table 1 shows, students with glocal training show higher scores for intercultural communication skills compared with students without the training. Intercultural communication skills include making multilanguage multimedia presentations and the ability to speak to audiences and stakeholders with different cultures and communicate an alien concept to others. Because students are required to make a multimedia presentation with the organizations with which they work, including crowdfunding projects, measurement promotions, and comparative case investigations, they have mastered these intercultural communication skills, as indicated by the success of the implementation of their projects at the end of the semester.

6. 建議與省思 (Recommendations and Reflections)

1. Glocal trainings could be implemented in any **specialized courses** and other common courses, like **service-learning or capstone courses or any international programs**.
2. With the support from the funding, we create a **glocal training model for the Taiwanese context** and here is a checklist:
 - a. Utilize case study to enhance critical thinking from international perspectives
 - i. How would your own country deal with this differently?
 - b. Design experiential learning project that actually solve a local problem
 - i. What are the gaps in the local services?
 - c. Create opportunity for students to present their outcomes in an international setting
 - i. What would other people think about our solutions from different culture?
 - d. Form steady community partnerships

- i. How could our projects benefit our partners? What do they really need?
 - e. Secure sufficient support to the students: language support and technical assistance
 - i. What skills would students need to successfully implement their projects?
- 3. From the implementation, a key to success is to **create a win-win-win situation**
 - a. Build local partnership to create in-depth learning for the international students
 - b. Utilize international students as an asset to create an internationalized environment for our local students and partners.
 - c. Create knowledge or connects for local partners that actually obtain real benefits from the projects, such as funding or connections.
- 4. Because one of our courses were conducted during the **COVID-19**, here are our solutions:
 - a. While travelling became difficult, utilize online platforms to run international workshops/forums to connect students/faculty around the global
 - b. Conduct outdoor field visits (with walkie-talkie to create social distance)
- 5. **Acknowledgement:** this project is made possible through the MOE grant and the assistance of Mag Lu, the class TA as well as our key partner, Dodoker. Also, we really appreciate all our community partners for supporting our projects and giving their time for our students as listed in the Appendix III. More importantly, we are grateful for those anonymous donors, faculties and students who participated in the events run by our students, and the organizers of the Social Value International Conference. Also, we are grateful for the administrative and logistical support from the Center for Teaching and Learning Development at the National Taiwan University.

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三. 附件(Appendix)

Appendix1: Questionnaire

Q1	From the presentation, I have gained a better understanding of the Taiwan local nonprofits
Q2	From the presentation, I have gained a better understanding of the Taiwan local social issues
Q3	Because of the presentation. I am now willing to learn more about issues from a global view
Q4	Because of the presentation, I am now willing to support Taiwan local nonprofits
Q5	Because of the presentation, I am now willing to support similar nonprofits in my hometown
Q6	Please rate the quality of the presentation you received
Q7	Please use one short sentence to summarize what you learned

Appendix II: Local Field Visits, International Events, and Experiential Learning Processes

Data	Title	Photo sharing
9/19	The marketing manager of DoDoker introduced the notion of crowdfunding and teach our students about how to promote their projects through DoDoker platform	
12/5	Attend to the Social Value International Conference 2019 at HNBK International Convention Center to promote experiential learning projects	
12/19	The co-founder of DoDoker presented certificates of appreciation to groups which successfully completed the crowdfunding projects.	
12/26	Project Presentations and Reflections	

2/21	Field trip to CAN Culture, Art & Nature (甘樂文創) in Sanxia Old Street to experience traditional culture and DIY for metalworking and wood carving.	
5/23	Online forum on Nonprofit Management Education with local prestigious professors in nonprofits.	
5/13	Field visit to NTU Farm and taste the organic agriculture products at agricultural extension center.	
5/20	Field visit to the team of designing thinking at Taidah Entrepreneurship Center and visit the learning environment, such as NTU D-School.	

Appendix III: Community Partnership Built while Implementing Glocal Projects



Appendix IV: Creating Social Impacts by Participating in Social Value International Conference

