

第二屆台灣大一年年會

Explore Beyond：探索自我・跨域連結・智慧未來

論文徵稿啟事

一、年會宗旨

大學第一年是學生由高中進入高等教育的重要轉銜階段，也是探索自我、建立學習方向、融入校園生活、拓展人際關係與規劃未來發展的關鍵時期。面對學生背景日益多元、高等教育快速轉型，以及生成式人工智慧與數位科技的發展，大學第一年的教育不應僅協助學生適應校園，更應支持學生認識自我、連結不同領域與學習場域，並培養面對智慧未來所需的自主學習、跨域協作、數位素養與生涯韌性。

第二屆大一年年會主題為「**Explore Beyond：探索自我・跨域連結・智慧未來**」，從適應大學進一步走向自我認識、學習定位與主體性發展，關注學生如何建立學習動機、身分認同、生涯方向、自我調節能力及心理韌性；從單一課程或單一單位，延伸至跨科系、跨學院、跨校、跨國及跨場域的共學與合作，探討如何透過課程、社群、專題及制度設計，建構支持學生的多元學習生態。同時回應人工智慧與數位科技所帶來的學習轉型，探討 AI 素養、數位學習、人機協作、學術倫理、創造力及未來能力培養，並重新思考智慧時代的大學教育與人本價值。

此次年會由實踐大學承辦，期望從「探索自我」、「跨域連結」與「智慧未來」三個面向，深化大學第一年經驗之研究與實務交流，並建構一個讓教師、行政人員、研究人員、輔導工作者及學生共同對話的平台。誠摯邀請關心大學教育之各界人士，就其研究成果、教學實踐、行政輔導、制度創新或實務經驗投稿與分享，共同探索支持學生的成功與永續發展。最後將遴選具研究品質、實務貢獻及具推廣價值之優良論文，頒發最佳論文獎予以鼓勵。

二、辦理單位：

1. 主辦單位：實踐大學
2. 協辦單位：國立清華大學、國立高雄科技大學、靜宜大學

三、年會日期與地點

1. 年會日期：中華民國 116 年 4 月 16 日、4 月 17 日(暫定)
2. 年會地點：實踐大學臺北校區(台北市中山區大直街 70 號)

四、徵稿對象

歡迎國內外大專校院教師、研究人員、大專校院行政、輔導人員、業師、研究生及其他關心大學第一年經驗之相關人士，進行跨角色、跨單位、跨校或跨國合作投稿。

五、徵稿主題

凡與大學第一年經驗、新生轉銜與發展、課程與教學、學習支持及促進學生社會情緒發展相關之研究或實務成果，均歡迎投稿。建議主題如下，但不限於所列範圍。

主題一、探索自我與學生發展

1. 大一學生之自我認識、學習動機、身分認同。
2. 新生之學習適應、生活適應、人際關係與校園歸屬感。
3. 自主學習、自我調節學習、學習策略及個別化學習支持。
4. 生涯探索、科系選擇、學習方向規劃及轉系、轉學、休復學等轉銜歷程。
5. 心理健康、情緒調適、生涯韌性及導師制度、諮詢制度。

主題二、跨域連結與學習共創

1. 跨領域課程、微學程、學分學程及新生專題之設計與成效。
2. 跨院系、跨校、跨國及跨場域之共學與合作模式。
3. 學習社群、同儕學習、學長姐制度及多元學習支持。
4. 創新教學、問題導向、專題導向、設計思考、服務學習、社會實踐與地方連結。
5. 校內外資源整合、跨單位協作及不同背景學生之支持網絡。

主題三、智慧學習與未來能力

1. AI 融入新生課程、學習活動及評量設計。
2. 學生之數位素養、資訊判讀及學術倫理。
3. AI 輔助自主學習、學習診斷、個別化支持及學習分析。
4. 數位學習、線上學習、混成教學及智慧校園服務。
5. 人機協作、提升創造力、問題解決能力、未來能力，或 AI 時代教育角色轉型。

主題四、制度創新與學生支持

1. 新生定向、入學輔導、轉銜制度及學生支持政策。
2. 新生支持制度之設計、成效評估、創新與改革。
3. 休學、退學、轉學、學生留校、學習預警及早期介入與追蹤輔導。

4. 彈性學習、課程選擇、教育公平、學生成功與高等教育治理。
5. 大學第一年經驗之校務研究、品質指標、評估工具，或國內外制度比較。

主題五、社會情緒學習與全人發展

1. 大一學生之自我覺察、情緒辨識、壓力管理與自我管理能力。
2. 同理心、社會覺察、人際溝通、衝突處理與合作能力之培養。
3. 負責任決策、價值澄清、倫理判斷及面對挫折與挑戰之因應能力。
4. 社會情緒學習融入課程、輔導活動或校園生活之設計與成效。
5. 校園關係、心理安全感、歸屬感、幸福感或全人支持環境之建構。

六、稿件內容類型

投稿者得依稿件性質選擇下列類型：

(一) 實徵研究論文類

歡迎採量化研究、質性研究或混合研究法，探討大學第一年經驗相關議題。

內容建議包括：

1. 研究目的或研究問題。
2. 文獻回顧或理論基礎。
3. 研究設計、研究對象及資料蒐集方式。
4. 資料分析及研究結果。
5. 討論、研究貢獻與政策或實務建議。

(二) 教學與實務反思類

歡迎教師、導師、輔導人員及行政同仁分享學生支持、課程教學、活動設計、制度創新或行政協作之實踐經驗。

內容建議包括：

1. 實務現場之問題與學生需求。
2. 方案設計、教學策略或行政措施。
3. 執行方式、參與對象及合作機制。
4. 執行成果、學生回饋及相關證據。
5. 困難、限制、反思及改善方向。
6. 可供其他學校或單位參考之實務建議。

(三) 創新方案與實務工具類

歡迎投稿自行開發或改編、且經驗證之學生支持方案或工具，例如：

1. 新生學習診斷工具。
2. 評估量表、問卷或檢核表。
3. 導師輔導或生涯探索工具。
4. 學習預警、追蹤及轉介機制。
5. 學生學習歷程紀錄工具。
6. AI 輔助學習或學生服務工具。
7. 跨單位合作流程及標準作業程序。
8. 其他具推廣價值之實務成果。

七、投稿形式

1. 投稿者可依研究或實務成果之完成程度，選擇「**長摘要**」或「**完整論文**」兩種形式投稿。
2. 「**長摘要**」篇幅以 2 至 4 頁，字數 1,500 至 2,000 字為限，「**完整論文**」篇幅以 6 頁為限。
3. 一律採線上投稿，內容中、英文皆可。
4. 請依投稿格式撰寫，引用格式：APA 第七版。
5. 投稿檔案請提供 Word 檔案、PDF 檔案。
6. 投稿連結：<https://t-fye.usc.edu.tw/submission/>
7. 稿件涉及學生、受訪者、問卷或個人資料者，應依研究倫理及個人資料保護相關規定處理。
8. 使用生成式 AI 協助翻譯、撰稿、資料整理、圖像或程式製作者，應於文末揭露使用工具及範圍；作者仍須對稿件之正確性、原創性及研究倫理負完全責任。
9. 發表形式為口頭發表及海報發表。
10. 錄取之長摘要稿、全文稿，將收錄於大會論文集。

八、審查方式

長摘要稿與全文稿均由大會邀請相關領域專家進行匿名審查，審查委員將提供審查意見。為鼓勵具研究品質、創新價值、實務貢獻及推廣潛力之優良稿件，本屆增設「最佳論文獎」。

九、最佳論文獎

1. 最佳論文獎之候選稿件，須經審查委員推薦。
2. 投稿時即繳交全文稿者，如獲推薦，即列入最佳論文獎候選名單。

3. 以長摘要稿投稿者，如獲初步推薦參加最佳論文獎遴選，應於規定期限內補交完整全文，始具候選資格；未於期限內補交全文者，仍保留原錄取及發表資格，但不列入最佳論文獎遴選。

十、審查後修正及繳件

1. 審查結果為「接受」者，仍得依審查意見進行文字及格式修正。
2. 審查結果為「修改後接受」者，應依委員意見修正，並於指定期限內繳交修正版。
3. 投稿時已提交全文且獲推薦者，應依審查意見修正後繳交最終全文。
4. 逾期末繳交修正版或全文者，視同放棄相關權益。
5. 授權書。

十一、重要期程

項目	日期
發布徵稿訊息	115 年 8 月 3 日 (星期一)
長摘要稿及全文稿投稿截止	115 年 9 月 14 日 (星期一)
公告審查結果	115 年 12 月 1 日 (星期二)
修正長摘要稿、全文稿或最佳論文獎候選全文繳交截止	116 年 2 月 15 日 (星期一)
公告發表場次及相關資訊	116 年 3 月 29 日 (星期一)
第二屆大一年年會(暫定)	116 年 4 月 16 日(星期五) 116 年 4 月 17 日(星期六)

註：投稿截止日期如有展延，將以大會正式公告為準。

The 2nd Taiwan First-Year Experience Conference

Explore Beyond: Self-Discovery, Interdisciplinary Connections, and a Smart Future

Call for Papers

I. Conference Purpose

The first year of university is a critical transition from secondary education to higher education. It is also a formative period in which students explore their identities, establish academic directions, adjust to campus life, build interpersonal relationships, and plan for their futures. In response to increasingly diverse student backgrounds, rapid transformations in higher education, and advances in generative artificial intelligence and digital technologies, first-year education should do more than help students adjust to university life. It should also support self-discovery, connections across disciplines and learning contexts, and the development of self-directed learning, interdisciplinary collaboration, digital literacy, and career resilience for a smart future.

The theme of the 2nd Taiwan First-Year Experience is “Explore Beyond: Self-Discovery, Interdisciplinary Connections, and a smart Future.” The conference moves beyond adjustment to university by emphasizing self-understanding, academic direction, and student agency. It examines how students develop learning motivation, identity, career direction, self-regulation, and psychological resilience. It also extends beyond individual courses and administrative units to explore collaborative learning across departments, colleges, institutions, countries, and learning contexts, and considers how curricula, communities, projects, and institutional design can create a diverse learning ecosystem that supports students. In addition, the conference responds to transformations brought about by AI and digital technologies by addressing AI literacy, digital learning, human-AI collaboration, academic integrity, creativity, future competencies, and the human-centered values of higher education in an intelligent era.

Hosted by Shih Chien University, the conference seeks to deepen research and practice related to the first-year experience through the three dimensions of self-discovery, interdisciplinary connections, and a smart future. It will provide a platform for dialogue among faculty members, administrators, researchers, student support professionals, and students. Scholars and practitioners concerned with higher education are warmly invited to share research findings, teaching practices, student advising and administrative initiatives, institutional innovations, and practical experiences. The conference will also recognize outstanding papers demonstrating strong research quality, practical contribution, and potential for broader application through the Best Paper Award.

II. Organizing Institutions

1. Host Institution: Shih Chien University
2. Co-hosting Institutions: National Tsing Hua University, National Kaohsiung University of Science and Technology, and Providence University

III. Conference Dates and Venue

1. Dates: April 16 (Friday) and April 17 (Saturday), 2027 (Tentative)
2. Venue: Shih Chien University, Taipei Campus (No. 70, Dazhi Street, Zhongshan District, Taipei City, Taiwan)

IV. Eligibility

Submissions are welcome from faculty members, researchers, higher education administrators,

student support and counseling professionals, industry practitioners, graduate students, and others interested in the first-year experience. Collaborative submissions across roles, units, institutions, or countries are strongly encouraged.

V. Submission Themes

Research and practice-based submissions related to the first-year experience, student transition and development, curriculum and instruction, learning support, and students' social and emotional development are welcome. Suggested themes include, but are not limited to, the following.

Track 1. Self-Discovery and Student Development

1. First-year students' self-understanding, learning motivation, and identity development.
2. Academic and personal adjustment, interpersonal relationships, and sense of belonging.
3. Self-directed learning, self-regulated learning, learning strategies, and individualized learning support.
4. Career exploration, choice of major, academic planning, and transition experiences such as changing majors, transferring, taking leave, and returning to study.
5. Mental health, emotional adjustment, career resilience, faculty advising, and counseling systems.

Track 2. Interdisciplinary Connections and Collaborative Learning

1. Design and effectiveness of interdisciplinary curricula, microprograms, certificate programs, and first-year projects.
2. Collaborative learning across departments, institutions, countries, and learning contexts.
3. Learning communities, peer learning, peer mentoring, and diverse forms of learning support.
4. Innovative pedagogy, problem-based learning, project-based learning, design thinking, service-learning, social practice, and community engagement.
5. Integration of on- and off-campus resources, cross-unit collaboration, and support networks for students from diverse backgrounds.

Track 3. Smart Learning and Future Competencies

1. Integration of AI into first-year courses, learning activities, and assessment design.
2. Students' digital literacy, information evaluation, and academic integrity.
3. AI-assisted self-directed learning, learning diagnosis, personalized support, and learning analytics.
4. Digital, online, and blended learning, and smart campus services.
5. Human-AI collaboration, creativity, problem-solving, future competencies, and changing educational roles in the AI era.

Track 4. Institutional Innovation and Student Support

1. New student orientation, transition support, and student support policies.
2. Design, evaluation, innovation, and reform of first-year student support systems.
3. Leave of absence, withdrawal, transfer, student retention, early-alert systems, early intervention, and follow-up support.
4. Flexible learning, course choice, educational equity, student success, and higher education governance.
5. Institutional research on the first-year experience, quality indicators, assessment tools, and comparisons of domestic and international systems.

Track 5. Social Emotional Learning and Holistic Development

1. First-year students' self-awareness, emotional literacy, stress management, and self-management.
2. Development of empathy, social awareness, interpersonal communication, conflict resolution, and collaboration.
3. Responsible decision-making, values clarification, ethical judgment, and coping with setbacks and challenges.
4. Design and effectiveness of integrating social and emotional learning into curricula, counseling activities, or campus life.
5. Development of positive campus relationships, psychological safety, belonging, well-being, and holistic support environments.

VI. Manuscript Categories

Authors should select the category that best fits the nature of their submission.

1. Empirical Research Papers

Quantitative, qualitative, and mixed-methods studies addressing issues related to the first-year experience are welcome. Suggested components include:

- (1). Research purpose or research questions.
- (2). Literature review or theoretical foundation.
- (3). Research design, participants, and data collection methods.
- (4). Data analysis and findings.
- (5). Discussion, research contributions, and policy or practical implications.

2. Teaching and Practice Reflections

Faculty members, advisors, student support professionals, and administrators are invited to share practical experiences related to student support, curriculum and instruction, activity design, institutional innovation, or administrative collaboration. Suggested components include:

- (1). Issues and student needs identified in practice.
- (2). Program design, teaching strategies, or administrative measures.
- (3). Implementation procedures, participants, and collaboration mechanisms.
- (4). Outcomes, student feedback, and supporting evidence.
- (5). Challenges, limitations, reflection, and directions for improvement.
- (6). Practical recommendations that may inform other institutions or units.

3. Innovative Programs and Practical Tools

Submissions may present student support programs or tools that have been independently developed or adapted and have undergone validation. Examples include:

- (1). Diagnostic tools for first-year learning.
- (2). Assessment scales, questionnaires, or checklists.
- (3). Advising or career exploration tools.
- (4). Early-alert, tracking, and referral mechanisms.
- (5). Tools for documenting student learning pathways.
- (6). AI-assisted learning or student service tools.
- (7). Cross-unit collaboration procedures and standard operating procedures.
- (8). Other practical outcomes with potential for broader application.

VII. Submission Requirements

1. Authors may submit either an Extended Abstract or a Full Paper, depending on the stage of completion of the research or practice-based work.
2. Extended Abstracts written in Traditional Chinese must be 2-4 pages and 1,500-2,000 Chinese characters. Extended Abstracts written in English must be 2-4 pages and 800-1,200 words. Full Papers must not exceed 6 pages.
3. All manuscripts must be submitted online and may be written in Traditional Chinese or English.
4. Manuscripts must follow the official submission template and APA 7th edition citation and reference style.
5. Both Word and PDF versions of the manuscript must be uploaded.
6. Submission URL: <https://t-fye.usc.edu.tw/submission/>
7. Research involving students, participants, questionnaires, or personal data must comply with applicable research ethics and personal data protection requirements.
8. Any use of generative AI for translation, writing, data organization, image creation, or programming must be disclosed at the end of the manuscript, including the tool and scope of use. Authors remain fully responsible for the accuracy, originality, and ethical integrity of their work.
9. Accepted submissions will be presented either orally or as posters.
10. Accepted Extended Abstracts and Full Papers will be included in the conference proceedings.

VIII. Review Process

Extended Abstracts and Full Papers will undergo anonymous peer review by invited experts in relevant fields. Reviewers will provide written comments. To recognize submissions demonstrating strong research quality, innovation, practical contribution, and potential for broader application, the conference will present a “Best Paper Award”.

IX. Best Paper Award

1. Candidates for the Best Paper Award must be recommended by the reviewers.
2. Authors who submit a Full Paper at the initial submission stage will be included in the Best Paper Award candidate pool only if their paper is recommended by the reviewers.
3. Authors who initially submit an Extended Abstract and receive a preliminary recommendation for the Best Paper Award must submit a complete Full Paper by the specified deadline to become eligible. Failure to submit the Full Paper by the deadline will not affect acceptance or presentation of the Extended Abstract, but the submission will not be considered for the award.

X. Revision and Final Submission

1. Manuscripts receiving an “Accept” decision may still be revised for wording and formatting in response to reviewer comments.
2. Manuscripts receiving an “Accept with Revisions” decision must be revised in accordance with the reviewers’ comments and resubmitted by the specified deadline.
3. Authors who initially submitted a Full Paper and were recommended for the Best Paper Award must submit a revised final Full Paper in response to the reviewers’ comments.
4. Failure to submit a revised manuscript or Full Paper by the deadline will be regarded as a waiver of the relevant rights and opportunities.
5. A completed and signed copyright authorization form must be submitted together with the final manuscript.

XI. Important Dates

Item	Date
Call for Papers Announced	August 3, 2026 (Monday)
Deadline for Extended Abstracts and Full Papers	September 14, 2026 (Monday)
Notification of Review Results	December 1, 2026 (Tuesday)
Deadline for Revised Extended Abstracts, Revised Full Papers, or Full Papers Nominated for the Best Paper Award	February 15, 2027 (Monday)
Announcement of Presentation Sessions and Related Information	March 29, 2027 (Monday)
The 2nd Taiwan Annual Conference on First-Year Experience	April 16 (Friday)–17 (Saturday), 2027 (Tentative)

Note: Any extension of the submission deadline will be announced officially by the conference organizers.