

國立成功大學 x 日本千葉大學

健康老化之路 - 在社區中學習

HEALTHY AGING - LEARNING FROM THE COMMUNITY

#2學分 #全英文授課 #密集課程 #到日本上課



Course Instructors

TAIWAN

Li-Fan Liu

Professor, Institute of Gerontology, College of Medicine, National Cheng Kung University

Chia-Han Yang

Associate Professor, Institute of Creative Industry design, National Cheng Kung University

JAPAN

Masayuki Suzuki

Professor, Office of Community and Innovation, Chiba University

Shota Tajima

Assistant Professor, Office of Community and Innovation, Chiba University

Style of Class Workshop, interactive, learn by doing **Number of Credits** 2 Credits

Duration 2024/02/14- 02/22

Number of Recruited Student about 20 students in total (including 10 students from Taiwan / Japan)

Under the student exchange MOU between Chiba University and National Cheng Kung University (NCKU), Both NCKU and Chiba University will officially issue a certificate for credits.

Tuition Fee None

Air ticket, lodging, local transportation will be supported by NCKU, and meals are to be paid by students.

Course Requirements

To register for the course, you must:

1. Submit your bio/resume.
2. Do have a score of 600 or more in TOIEC (equivalent score)
3. Submit a personal statement of interest in aging society regarding healthy aging and community issues.

Note: The three documents should be delivered to us before 2023.12.1.

Course Description

This course provides a project-based and community-based learning (PBL/CBL) platform to students for international collaboration between Chiba University and NCKU. This course is divided into two parts:

1. Theories and case studies of Aging-in Place in Japan and Taiwan communities,
2. Field work- Understanding the Local environment of RESOL NO MORI- (Nagara town: 長柄町社區) through practical group work.

As the worldwide phenomenon of population aging, Taiwan is reaching the super-aged society in 2025. According to the research result of JAGES (Japan Gerontological Evaluation Study) at Chiba university, one way to improve the situation is to make the interaction of the aged with others. Although the aging strategies have been proposed by WHO and progressed to many places and stages, we need to learn from international experience of how to advocate the concept of healthy aging and learn from the experience of community in Japan. A new dimension of local aging-in-place approach in 長柄町社區 would be the field and focus of community-based learning of this course.

Therefore, this PBL course focuses on taking a global perspective into the regional living environment between Tainan and Chiba and the cultural sensitivity between us is also important. In other words, through cross cultural, intercultural communication and collaboration, students will make a project regarding the way of how older adults thinking later life and enjoying healthy aging through the community-based observation and service learning.

Learning activities will be highly diverse, including:

- Team-building exercises
- Classroom lectures and small group discussion
- Collection of literatures / secondary data on local issues and potential
- Field trips to Nagara town and local Areas
- Develop the project proposals for healthy aging and aging-in-place
- Team presentations to staffs of the Nagara town and Chiba University

Course Objectives

Over the PBL and CBL course, the student will:

1. Learn fundamental theories regarding healthy aging and Aging-in-Place.
2. Explore the way of thinking regarding healthy aging and aging-in-place among older adults in Japan and Taiwan with cultural sensitivity. Including
 - How older adults define quality of life and well-being
 - What is the decision process of living in the RESOL NO MORI- Nagara town in Japan?
 - Encourage older adults to share experience in life regarding how to enhance well-being and enjoy healthy aging process as possible as we can
 - To explore the way to enhance well-being in later life
3. Acquiring practical analytical skills including critical and design thinking to understand related needs of older adults and local issues.
 - Demonstrate the ability to analyze opportunities and challenges facing personal daily issues in local area.
 - Demonstrate an understanding of their own culture and appreciation of cross-cultural diversity.
 - Combine the information of needs and supply to examine the social resources to support healthy aging and aging-in-place.
4. Be able to identify the critical factors in the development of the proposal, solutions and potentials.
 - Developing positive teamwork skills through brain storming and working towards understanding the diverse opinions of multi-disciplinary members in groups.
 - Improving intercultural communication, negotiation, and presentation skills in English.
 - Developing coordination skills to integrate various views and approach to find solutions.

Grading Components

1. Course participation: 20%
2. Fieldwork (group): 20%
3. Feedback (individual) and takeaways/lessons learned: 20%
4. Final presentation (group): 30%
5. Individual contribution to group (mutual evaluation of team members): 10%

Students are encouraged to prepare a course portfolio documenting their learning experiences and outcomes. Portfolios will include the following:

1. Personal learning objectives and self-assessment of learning
2. Field notes, writing assignments
3. Group Proposal sheet and Presentation
4. Reflection paper

Expected Academic Background

Students in all fields are welcome to join this course.

No special subject matter expertise is required, but a strong will to learn more about the subject.

Textbooks

- WHO-Global Action Plan for Healthy Lives and Well-being for All (<https://www.who.int/initiatives/sdg3-global-action-plan>)
- World report on ageing and health (<https://www.who.int/publications/i/item/9789241565042>)
- Taiwan health and welfare report (<https://www.mohw.gov.tw/lp-137-2.html>)

Reference Books/Other Study Materials

- **Introduction video** (in Chinese version) <https://youtu.be/M7KUeRH8bhg>
- **RESOL NO MORI** - SPA RESORT IN MAGNIFICENT FOREST OF CHIBA <https://www.resol-no-mori.com/en/>

Course Schedules

There will be 60 course-hours in total. The schedule is subject to change according to circumstances.

PBL/CBL Course Schedules and Place:

Preparation online course: 2/14-2/15 ; Field work: 2/16-2/22

Day	Date	Time	Activities	Lecturer/tutor	Location	Hours
1	14 Feb.	0930 - 1130	Lecture 1 跨國課程構想介紹與說明。 USR 計畫介紹：千葉大學(日本)和成功大學(台灣) Introduction of the USR Projects Chiba U., Japan and NCKU Taiwan	Prof. Suzuki Prof. Liu	online	4
		1330 - 1530	Lecture 2 USR 計畫中在地社區的介紹 Introduction of local communities in the USR Project -長柄町社區(RESOL NO MORI- Nagara town) Chiba U. & NCKU	Prof. Suzuki Prof. Tajima		
2	15 Feb.	0930 - 1130	Lecture 3 關於健康老化和在地老化的概念、理論和實踐 Concepts, Theories and Practices regarding "Healthy aging" and "Aging in place"	Prof. Liu	online	4
		1330 - 1430	Lecture 4 理解健康老化相關文化問題和溝通技巧： Understanding healthy aging with cultural sensitivity and communication with older adults	Prof. Liu		
		1430 - 1530	Lecture 5 長柄町社區相關研究與發現 Research in RESOL NO MORI- Nagara Town	Prof. Tajima		
3	16 Feb.	1430 - 1630	移動至場域和破冰 Moving into field and Ice breaking 小組分組和成員認識 Grouping and acquaintances of team members	All	Resol	4
		1630 - 1830	Lecture 6 Introduction of -長柄町社區(RESOL NO MORI- Nagara town) 批判性思考與現行研究成果 Critical thinking and Result of the current research	Prof Suzuki Prof. Yang	Resol	
		1830 - 1930	Dinner	All	Resol	
4	17 Feb.	0830 - 1230	Lecture 7 設計思維：理解複雜地方議題、解決問題和方案 技能潛力 Design thinking: Skills for understanding complex local issues, problem solving/solutions, and potentials	Prof. Yang	Resol	10
		1330 - 1630	Workshop 1 長柄町社區(RESOL NO MORI-Nagara town) 及地方導覽 Local introduction tours	Prof. Suzuki Prof. Tajima	Resol	
		1630 - 1730	Workshop 2 窗口調查準備 Window investigation: prepare for taking actions and interviews (mixed methods)	All	Resol	
		1800 - 1900	Dinner	All	Resol	
		1900 - 2100	Group tutorial	All	Resol (lobby?)	
5	18 Feb.	0830 - 1030	Lecture 8 ORID 焦點討論法與訪談規劃 Communication skills: ORID Focused Conversation & Interview Planning	Prof. Yang	Resol	8
		1030 - 1230	Group work time- 與高齡者溝通-從社區中學習 ORID-訪談規劃工作坊討論 Communications with older adults and learning from the communities ORID-Interview Planning Workshop	Prof. Yang Prof. Liu	Resol	

		1330 - 1730	Workshop 3 認識不同社區高齡者並進行訪談 Visit older adults living in different local communities and Residents' interviews	All	Resol	
		1800 - 1900	Dinner	All	Resol	
6	19 Feb.	0830 - 1030	Group work time- 期中報告準備 Prepare midterm report	Prof. Liu Prof. Yang	Nagara town hall	8
		1030 - 1230	(1)期中報告 Midterm presentation	All	Nagara town hall	
		1330 - 1530	(2)個人回饋和報告反思 (學生和高齡者) Individual feedback and Report reflection (students and older adults)	All	Nagara town hall	
		1530 - 1730	Lecture 9 針對議題的反思與潛力探索 Issue-oriented problem solving and suggestions	All	Nagara town hall	
		1800 - 1900	Dinner	All	Chiba	
7	20 Feb.	0830 - 1430	Visit Chiba regional community	Prof. Liu, Prof. Suzuki	(TBC)	8
		1530 - 1730	Workshop 4 未來思考與情境規劃 Future thinking and scenario planning	Prof. Yang Prof. Liu	Chiba University	
		1830 - 2000	Dinner and Cultural night	All	(TBC)	
8	21 Feb.	0830 - 1030	Lecture 10 以議題為基礎之未來高齡服務設計 Issue-oriented future elderly service design	Prof. Yang Prof. Liu	Chiba University	10
		1030-1230	Group work time- 服務設計原型規劃與測試 Service design prototype planning and testing	All		
		1330+1730	Workshop 5 認識不同社區高齡者並進行訪談 Visit older adults living in different local communities and Residents' interviews	All	(TBC)	
		1800 - 1900	Dinner	All	Chiba	
		1900 - 2100	Group tutorial	All	Chiba University	
9	22 Feb.	0830 - 1030	Group work time- 成果報告準備 Final report preparation	All	Chiba University	4
		1030 - 1230	成果報告 Final presentation	All	Chiba University	
		1330 ~	賦歸			