

2021 (第 21 級)國立清華大學大學部畢業生學習回顧調查

2021 (Level 21) National Tsing Hua University (NTHU) Undergraduate Studies Division: Graduating Students Learning Feedback Questionnaire

親愛的同學，您好：

清華大學希望藉此調查，研究了解本校畢業生的受教與學習現況，以作為本校精進辦學、校務發展改善、課程規劃設計、及人才培育相關政策擬定之建議與參考。

本問卷設計參考於 Pace, C. R.與 Kuh, G. D. (1998)所發展的 College Student Experience Questionnaire (CSEQ)為藍本翻譯其問卷題項，並採用「12 項堅毅量表(12-Item Grit Scale)」與「教育部智慧生活整合性人才培育計畫—子計畫二：跨領域核心能力教學評量計畫」，並參考校內、外專家意見進行改寫，以適用於本校之畢業生填寫。我們誠摯邀請您作答本問卷，提供一些背景資料及您在校學習的期望、經驗、感受、及未來規劃。您所提供的資料非常珍貴，對學校教育的改進及未來策劃，具有很大的幫助。我們衷心期望您的參與，共同為提升大學教育盡一份心力。

您所提供的資料，僅供學術與校務研究之用，其他資料使用者將無從知悉您個人的身份，請您安心填答。

填答本問卷所需時間約 30 分鐘左右。如有任何疑問，請用 e-mail 與我們聯絡 (cirnthu@my.nthu.edu.tw)。謝謝您的協助！

國立清華大學 敬上

Dear students,

National Tsing Hua University (NTHU) would like to use this survey to understand its graduating students' education and study experience in order to improve school management and operations, designing and planning courses and curriculum, and drawing up personnel cultivation policies.

This questionnaire is designed to refer to the College Student Experience Questionnaire (CSEQ) developed by C. Robert Pace and George D. Kuh and adopts the "12-Item Grit Scale" as well as "The Department of Education's Smart Life Integral Talent Cultivation Program - Subproject #2: The Teaching Evaluation Program on Cross-Disciplinary Core Competency." This questionnaire also includes the opinions of internal and external experts. This questionnaire applies to graduating students of our school.

Please fill out the questionnaire, in which you will need to provide us with your background information, your school learning expectations, experience and perceptions, and your plans for the future. Your feedback is precious to us; it will be used by NTHU to improve education and planning. We sincerely invite you to participate in this survey and help us provide a better undergraduate education.

The information provided by you will be used for academic purposes or school affairs-related research only. Other information users will not be able to identify you based on the information provided by you. We protect your privacy.

It takes about 30 minutes to complete the questionnaire. If you have any questions, don't hesitate to contact us by e-mail (class@my.nthu.edu.tw). Thank you for your assistance.

National Tsing Hua University

<p>1、2015年9月25日，聯合國大會通過了《2030年可持續發展議程》，《2030年議程》的核心是17項可持續發展目標（SDG）。旨在確保現在和將來地球上每一個人都能享有可持續、和平、富足和公平的生活。</p> <p>這部分主要想瞭解您大學求學過程後對SDGs的認知學習目標(Cognitive learning objectives)之獲得情形。請您仔細閱讀每一題，根據自己的經驗與想法，並填選符合的選項。</p> <p>On 25 September 2015, the UN General Assembly adopted the 「2030 Agenda for Sustainable Development」. At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future. The following questions are to enable us to understand the abilities you have acquired cognitive learning objectives of SDGs during your undergraduate studies. Please read each question carefully and choose the answer that best suits you according to your experience and viewpoint.</p>	非常不同意 Strongly disagree	不同意 Disagree	普通 Average	同意 Agree	非常同意 Strongly agree
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SDG1 消除貧窮 | 消除全世界一切形式的貧窮
End poverty in all its forms everywhere

1.	<p>我了解貧窮的成因和影響，例如資源和權力分配不均、殖民化、衝突、自然災害和其他氣候變化造成的影響、環境惡化和技術災害，以及缺乏社會保障系統和方法。</p> <p>The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures.</p>					
2.	我了解減少貧窮的策略和方法，並能					

	<p>夠區分彌補不足以及強化優勢的解決貧窮的辦法。</p> <p>The learner knows about poverty reduction strategies and measures and is able to distinguish between deficit-based and strength-based approaches to addressing poverty.</p>					
<p>2  SDG2 零飢餓 消除飢餓，達成糧食安全，改善營養及促進永續農業 End hunger, achieve food security and improved nutrition and promote sustainable agriculture</p> <p>ZERO HUNGER</p>						
3.	<p>我知道在個人、地方、國家和全球不同層級造成飢餓的主要因素和根本原因。</p> <p>The learner knows the main drivers and root causes for hunger at the individual, local, national and global level.</p>					
4.	<p>我了解需要透過永續農業在世界各地對抗飢餓和營養不良，並知道對抗飢餓、營養不良和不當飲食的其他策略。</p> <p>The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets.</p>					
<p>3  SDG3 良好健康與福祉 確保健康及促進各年齡層的福祉 Ensure healthy lives and promote well-being for all at all ages</p> <p>GOOD HEALTH AND WELL-BEING</p>						
5.	<p>我了解有關嚴重傳染病和非傳染病，以及在脆弱群體和地區內感染疾病、發病和早逝的情形和數據。</p> <p>The learner knows facts and figures about the most severe communicable and noncommunicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death.</p>					
6.	<p>我知道可以促進身心健康和福祉的相關預防策略，包括性方面的訊息，以及早期預警和降低風險的策略。</p> <p>The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.</p>					

4 
**QUALITY
EDUCATION**



SDG4 優質教育 | 確保有教無類以及平等教育
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

7.	<p>我了解教育和終身學習機會（正規、非正規和非正式學習）的重要性，這是可改善人民生活和實現永續發展目標的主要動力。</p> <p>The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.</p>					
8.	<p>我了解教育的不平等現象，特別是性別及城鄉地區之間的教育不平等，以及明白缺乏平等而獲得品質教育和終身學習機會的原因。</p> <p>The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.</p>					

5 
**GENDER
EQUALITY**

SDG5 性別平等 | 實現兩性平等，並賦予所有婦女權力
Achieve gender equality and empower all women and girls

9.	<p>我了解性別、性別平等和性別歧視的概念，並了解各種形式的性別歧視、暴力和不平等現象（像是陋習，例如女性割禮和童婚，以及不平等的就業機會和待遇、語言建構、傳統的性別角色、自然災害對不同性別影響）並理解當前和歷史上導致性別不平等的原因。</p> <p>The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and</p>					
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	understands the current and historical causes of gender inequality.					
10.	<p>與其他國家相比，我了解自己國家和文化中的性別平等水平（同時尊重文化敏感性），包括理解性別與其他社會類別，例如能力、宗教和種族的交叉性。</p> <p>The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race.</p>					
<p>6  SDG6 乾淨飲水與衛生 確保所有人都能享有水及衛生及其永續管理 Ensure availability and sustainable management of water and sanitation for all</p> <p>CLEAN WATER AND SANITATION</p>						
11.	<p>我理解水是生存的基本條件，並知道水質和水量的重要性以及水污染和缺水的原因、影響和後果。</p> <p>The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.</p>					
12.	<p>我了解水是全球眾多複雜相互關係及系統的一部分。</p> <p>The learner understands that water is part of many different complex global interrelationships and systems.</p>					
<p>7  SDG7 負擔得起的潔淨能源 確保所有的人都可取得負擔得起、可靠的、永續的，以及現代的能源 Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p>AFFORDABLE AND CLEAN ENERGY</p>						
13.	<p>我了解不同的能源（可再生和不可再生）及其各自的優缺點，包括對環境的影響、健康問題、使用、安全性和能源安全，以及它們在各個地方、國家和全球能源結構中所佔的比例。</p> <p>The learner knows about different energy resources – renewable and non-renewable –and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and</p>					

	their share in the energy mix at the local, national and global level.					
14.	<p>我了解生產非永續能源的不良影響，且了解可再生能源如何幫助推動永續發展，並明白對新技術和創新技術的需求，尤其是國與國合作間的技術移轉。</p> <p>The learner knows about harmful impacts of unsustainable energy production, understands how renewable energy technologies can help to drive sustainable development and understands the need for new and innovative technologies and especially technology transfer in collaborations between countries.</p>					
8		SDG8 有尊嚴的工作與經濟成長 促進包容且永續的經濟成長，達到全面且生產力的就業，讓每一個人都有一份好工作 Promote sustainable economic growth, full and productive employment and decent work for all				
DECENT WORK AND ECONOMIC GROWTH						
15.	<p>我了解就業與經濟增長之間的關係，並了解其他調節因素，例如：勞動力增長或替代工作的新技術。</p> <p>The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labor force or new technologies that substitute jobs.</p>					
16.	<p>我了解創新、創業和新就業機會如何有助於增長好的工作和以永續發展為驅動力的經濟，及避免經濟增長造成自然災害和環境退化。</p> <p>The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.</p>					
9		SDG9 產業、創新和基礎建設 建立具有韌性的基礎建設，促進包容且永續的工業，並加速創新 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation				
INDUSTRY, INNOVATION AND INFRASTRUCTURE						
17.	我了解永續基礎設施和工業化的概念，並了解為達到永續基礎設施和工業化可能面臨的地方、國家和全球挑					

	<p>戰及衝突。</p> <p>The learner understands the concepts of sustainable infrastructure and industrialization and understands the local, national and global challenges and conflicts in achieving sustainability in infrastructure and industrialization.</p>					
18.	<p>我知道永續創新、彈性基礎設施和工業發展的新機會和市場。</p> <p>The learner is aware of new opportunities and markets for sustainability innovation, resilient infrastructure and industrial development.</p>					

10  **SDG10 減少不平等 | 減少國內及國家間的不平等**
Reduce inequality within and among countries
REDUCED INEQUALITIES

19.	<p>我知道用於衡量和描述不平等現象的指標，並了解其對決策的重要性。</p> <p>(例如經濟，醫療，國際的不平等)</p> <p>The learner knows indicators that measure and describe inequalities and understands their relevance for decision-making.(E.g. economic, medical, international inequality)</p>					
20.	<p>我了解地方、國家和全球促進或阻礙平等的方式(財政、工資和社會保護政策、公司活動等)。</p> <p>The learner understands local, national and global processes that both promote and hinder equality (fiscal, wage, and social protection policies, corporate activities, etc.).</p>					

11  **SDG11 永續發展的城市與社區 | 促使城市與人類居住具包容、安全、韌性及永續性**
Make cities and human settlements inclusive, safe, resilient and sustainable
SUSTAINABLE CITIES AND COMMUNITIES

21.	<p>我能夠評估和比較自己與他人的居住系統在滿足需求方面的永續性，特別是在食品、能源、運輸、水、安全、廢物處理、包容性和可獲得性、教育、綠色空間的整合和減少風險災害。</p> <p>The learner is able to evaluate and compare the sustainability of their and other settlements' systems in meeting their needs particularly in the areas of food, energy, transport, water, safety,</p>					
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	waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction.					
22.	我了解居住模式的歷史緣由，同時尊重文化遺產，了解為發展更完善的永續系統而必須妥協的需求。 The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.					



SDG12 負責任的消費和生產 | 確保永續的消費與生產模式
Ensure sustainable consumption and production patterns

23.	我了解生產和消費模式、價值鏈以及生產和消費的相互關係（如：供應和需求、有毒物質、CO2 排放、廢物產生、健康、工作條件、貧困現象等）。 The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc.).					
24.	我了解為實現永續消費和生產所面臨的兩難及必需展開的制度改革。 The learner understands dilemmas/trade-offs related to and system changes necessary for achieving sustainable consumption and production.					



SDG13 氣候行動 | 採取緊急措施以因應氣候變遷及其影響
Take urgent action to combat climate change and its impacts

25.	我了解在當地、全國和全球範圍內氣候變化造成的生態、社會、文化和經濟後果，並了解這些後果本身如何成為催化和加強氣候變化的因素。 The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing,					
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	reinforcing factors for climate change.					
26.	<p>我了解不同層級（從全球到個人）對於不同環境下的預防、緩解和適應策略及這些策略對救災和降低災害風險的關係。</p> <p>The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.</p>					



SDG14 水域生態 | 保育及永續利用海洋與海洋資源，以確保永續發展

Conserve and sustainably use the oceans, seas and marine resources for sustainable development



27.	<p>我了解氣候變化的基本條件以及海洋在氣候調節中所扮演的角色。</p> <p>The learner knows the basic premise of climate change and the role of the oceans in moderating our climate.</p>					
28.	<p>我了解污染和過度捕撈等對海洋系統造成的威脅，也意識到並能解釋海洋生態系統的相對脆弱性，包括珊瑚礁和缺氧死亡區。</p> <p>The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs and hypoxic dead zones.</p>					



SDG15 陸地生物 | 保護、維護及促進領地生態系統的永續使用，永續的管理森林，對抗沙漠化，終止及逆轉土地劣化，並遏止生物多樣性的喪失

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

29.	<p>我了解生物多樣性（如石虎）面臨的多種威脅，包括棲息地喪失、森林砍伐、碎片化、過度開發和外來物種，並將這些威脅與其當地的生物多樣性聯繫起來。</p> <p>The learner understands the manifold threats posed to biodiversity (Like the Leopard cat), including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity.</p>					
30.	<p>我了解切合實際情況的保育策略可在純自然保護區之外的地區發揮作用，</p>					

	<p>以改善法律，恢復退化的棲息地和土壤，將野生動植物與永續農林業連結，以及改善人類與野生動植物的關係。</p> <p>The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.</p>					
<p>16</p>  <p>PEACE AND JUSTICE STRONG INSTITUTIONS</p>	<p>SDG16 和平、正義和強力機構 促進和平且包容的社會，以落實永續發展；提供司法管道給所有人；在所有的階層建立有效的、負責的且包容的制度</p> <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>					
31.	<p>我了解地方和國家立法和治理的體系，知道這些機構如何代表人民也知道腐敗會導致這些機構濫用權力。</p> <p>The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.</p>					
32.	<p>我了解以個人和群體的力量在國內和世界維護正義、包容與和平以及支持強力機構的重要性。</p> <p>The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally.</p>					
<p>17</p>  <p>PARTNERSHIPS FOR THE GOALS</p>	<p>SDG17 可實現目標的夥伴關係 強化永續發展執行方法及活化永續發展全球夥伴關係</p> <p>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p>					
33.	<p>我了解全球多方利益相關者建立夥伴關係的重要性以及對永續發展負有的共同責任，並了解網絡、機構和全球夥伴關係活動的例子。</p> <p>The learner understands the importance of global multi-stakeholder partnerships and the shared accountability for sustainable development and knows examples of networks, institutions, campaigns of global partnerships.</p>					
34.	<p>我了解在科學、技術和創新以及知識共享方面進行合作的重要性。</p>					

	The learner recognizes the importance of cooperation on and access to science, technology and innovation, and knowledge sharing.					
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