

## 實踐大學 函

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主旨：檢送「第二屆臺灣大一年年會-Explore Beyond：探索自我・跨域連結・智慧未來」論文徵稿啟事及投稿格式各1份（如附件），敬請惠予協助公告並鼓勵貴屬踴躍投稿，請查照。

說明：

- 一、為促進大學第一年經驗（First-Year Experience, FYE）相關研究、教學實踐與制度創新之交流，本校暫訂於116年4月16日及17日於臺北校區舉辦旨揭年會。
- 二、本年會旨在關注學生自高中（職）進入高等教育階段後，於學習適應、自我探索、生涯規劃、跨域學習、數位與人工智慧素養、社會情緒發展及校園支持等面向之需求與挑戰，並透過研究成果與實務經驗交流，深化大專校院對大學第一年學生學習與發展之支持。徵稿範疇亦強調學生自主學習、跨域協作、數位素養及生涯韌性等能力之培養。
- 三、本次徵稿主題包括「探索自我與學生發展」、「跨域連結與學習共創」、「智慧學習與未來能力」、「制度創新與

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學生支持」及「社會情緒學習與全人發展」等，凡與大學第一年經驗、新生轉銜、課程教學、學習支持與學生發展相關之研究或實務成果，均歡迎投稿。

四、徵稿對象為國內外大專校院教師、研究人員、行政與輔導人員、業師、研究生及其他關心大學第一年經驗之相關人士。稿件類型分為實徵研究論文、教學與實務反思及創新方案與實務工具等三類。

五、投稿方式、期程及相關事項如下：

(一)本次採線上投稿，投稿者可選擇提交長摘要或完整論文，中、英文稿件均可，論文徵件期程自公告日起至本(115)年9月14日截止，投稿網址：<https://ppt.cc/fSb7fx>。

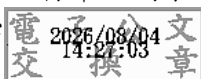
(二)為鼓勵具研究品質、創新價值、實務貢獻及推廣潛力之優良稿件，本屆增設「最佳論文獎」。

(三)徵稿相關規定、投稿格式及審查方式，請參閱附件之論文徵稿啟事及投稿格式，或T-FYE2027網站(網址：<https://t-fye.usc.edu.tw/submission/>)。

六、敬請貴校(局、處)協助轉知所屬教學、研究、行政及輔導相關單位，並惠予公告於學校(單位)網站、電子報、教師社群或其他適當管道，鼓勵所屬人員踴躍投稿。

正本：各公私立大專校院、各直轄市及縣市政府教育局(處)

副本：本校教務處、教學發展一中心



## 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)<br>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.

## 第二屆台灣大一年年會投稿格式

### 論文標題

作者姓名<sup>1\*</sup>、作者姓名<sup>2</sup>

<sup>1</sup> 作者 1 之服務單位系所

<sup>2</sup> 作者 2 之服務單位系所

\*E-mail：通訊作者電子郵件

第二屆台灣大一年年會將於 116 年 4 月 16 日、17 日在實踐大學臺北校區舉辦，年會主題為「Explore Beyond：探索自我・跨域連結・智慧未來」。本格式供投稿者使用，稿件內容可為實徵研究、教學與實務反思，或創新方案與實務工具。長摘要篇幅以 2 至 4 頁為限，中文以 1,500 至 2,000 字為原則，內容應清楚呈現問題意識、研究方法或方案設計、研究結果或實踐成果，以及結論、反思或實務建議。

【字型設定】中文使用標楷體，英文及數字使用 Times New Roman；題目 16 點粗體，作者及服務單位 12 點，各節標題 14 點粗體，正文 12 點。【版面設定】紙張為 A4，上、下邊界各 3 公分，左、右邊界各 2 公分，行距 1.15 倍。【圖表】圖表可置於正文適當位置，須標示編號、標題及資料來源。【引用格式】請採 APA 第七版格式。請依大會規定同時上傳 Word 與 PDF 檔案。

關鍵字：請列舉 2 至 5 個關鍵字

### 一、研究目的/研究問題

請說明研究目的、研究問題，內容與大學第一年經驗、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。

### 二、文獻回顧/理論基礎

請簡述相關文獻或理論基礎。

### 三、研究設計/研究對象/資料收集

請呈現研究發現設計、研究對象，可使用質化資料、量化數據、表格、圖像、流程圖進行說明。

### 四、資料分析與研究結果

主要研究發現、研究結果並對結果進行必要說明與分析。

## 五、結論、研究貢獻與建議

請綜整研究或實務成果，說明其對大學第一年教育、課程教學、學生輔導、行政制度或政策之意涵，並提出限制、後續改進方向、推廣可能性或未來研究建議。

## 六、圖表呈現

圖表請編排於內文中，並附明顯編號及標題說明，表和圖兩者標題文字均使用 12pt 字。表的標題在該表上方。圖之標題在該圖之下方，表與表標題、圖及圖標題的對齊方式需設定為置中對齊。

## 六、參考文獻

文中所引用的參考文獻，不論是著書、編書、專書、國內外期刊論文、國內外會議論文、博碩士論文或各類型結案報告，都應列明於參考文獻中，請將中文列於前、英文列於後，按姓氏筆畫或字母順序排列。參考文獻的編排格式請依 APA 第七版之撰寫方式。

## 七、重要期程

| 項目                | 日期                            |
|-------------------|-------------------------------|
| 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)          |
| 第二屆台灣大一年年會(暫定)    | 116 年 4 月 16 日(星期五)、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。

# Submission Template for the 2nd Taiwan First-Year Experience Conference

## Paper Title

Author Name <sup>1\*</sup>, Author Name<sup>2</sup>

<sup>1</sup>Affiliation of Author 1

<sup>2</sup>Affiliation of Author 2

\*E-mail: Corresponding Author's E-mail Address

The 2nd Taiwan First-Year Experience Conference will be held on April 16–17, 2027, at the Taipei Campus of Shih Chien University. The conference theme is “Explore Beyond: Self-Discovery, Interdisciplinary Connections, and Smart Future.” This template is provided for conference submissions. Manuscripts may present empirical research, teaching and practice reflections, or innovative programs and practical tools. Extended abstracts should be 2-4 pages in length and approximately 800-1,200 English words. Submissions should clearly present the research purpose or practical problem, research methods or program design, findings or outcomes, and conclusions, reflections, or practical recommendations.

**[Font]** Use Times New Roman throughout. The title should be 16-point bold; author names and affiliations, 12-point; section headings, 14-point bold; and body text, 12-point. **[Page Layout]** Use A4 paper with 3 cm top and bottom margins and 2 cm left and right margins. Use 1.15 line spacing. **[Tables and Figures]** Tables and figures may be placed within the text and must include a number, title, and source where applicable. **[Citation Style]** Use APA 7th edition. Please upload both Word and PDF files in accordance with the conference instructions.

Keywords: Please provide 2–5 keywords.

## 1. Research Purpose / Research Questions

State the research purpose and research questions clearly. The submission should address topics related to the first-year experience, student transition and development, curriculum and instruction, learning support, or the promotion of students' social and emotional development.

## 2. Literature Review / Theoretical Foundation

Briefly review the relevant literature and explain the theoretical or conceptual framework supporting the study or practice-based project.

## 3. Research Design / Participants / Data Collection

Describe the research design, participants, data sources, and data collection procedures. Practice-based submissions should explain the program design, target participants, implementation process, and assessment approach. Qualitative data, quantitative data, tables, figures, or flowcharts may be used where appropriate.

## 4. Data Analysis and Findings

Present the major findings or outcomes and provide appropriate analysis and interpretation. Empirical studies should report the main qualitative or quantitative results. Practice-based submissions should provide evidence such as student feedback, participation data, assessment results, or other relevant indicators.

## 5. Conclusions, Contributions, and Recommendations

Summarize the research or practical outcomes and explain their implications for first-year education, curriculum and instruction, student advising, administrative systems, or policy. Please also identify limitations and provide recommendations for improvement, broader application, or future research.

## 6. Tables and Figures

Tables and figures should be embedded in the text and clearly numbered and titled. Use 12-point font for table and figure titles. Table titles should appear above the table, while figure captions should appear below the figure. Tables, figures, and their titles or captions should be centered.

## 7. References

All sources cited in the manuscript-including books, edited volumes, journal articles, conference papers, theses, dissertations, reports, and online sources-must be included in the reference list. References should be arranged alphabetically by the surname of the first author and formatted according to APA 7th edition.

## 8. Important Dates

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

*Note: Any extension of the submission deadline will be announced on the official conference website.*