

## **A Study on the Teacher Teaching Philosophy and Effective Teaching Behavior on the Life Education for Vocational and Technological School**

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### **Abstract**

*The purpose of the study is to investigate on the teacher teaching philosophy and effective teaching behavior at National Yunlin University of Science and Technology. The study is qualitative research the method of purposive sampling. The implications for effective teaching of the excellent teachers are studied. The results revealed that the teaching philosophy of excellent teachers include the following: (1) guiding students in the correct life direction; (2) practicing positive altruism; (3) having genuine concern for students; (4) learning while teaching; (5) leading by being a good role model; and (6) making no social distinctions in teaching. Consequently, the curriculum planning is mainly done based on the major of the students to help them adapt to the trends of social development. They also strive to mold their students to become responsible and to be creative talents; willing to serve as well as working with a team. In conclusion, introspection helps them improve their teaching, for it helps them understand life better. It is suggested that the education authorities should give importance to the influence of humanities and social science curricula on the cultivation of human society. Lastly, education advocates should actively provide teachers with the courses on effective teaching of life education so that learning effects of the students will be nurtured.*

**Keywords:** Vocational and technological school, teaching philosophy, Effective teaching behavior

### **1. Introduction**

Nowadays, teachers at higher education institutions are faced with a great problem, i.e. how social development can be integrated with their existing ways of teaching. The teachers at these institutions need to integrate social demand for talents with professional teaching and students' learning for the purposes of cultivating elites in the society (Cheng et al., 2014). Consequently, the teachers need to explore how to integrate life education courses with social changes and technological advances to foster responsible and creative students who are willing to serve with a sense of solidarity and satisfy the society's demand for talents.

Since the Ministry of Education began awarding schools that provide excellent life education in 2015, the National Yunlin University of Science and Technology (NYUST) has been recognized for its good performance in life education for three years in a row. Moreover, some teachers at NYUST were acknowledged to be national excellent teachers of life education for three years straight. In this aspect, the life education teachers at NYUST are qualified as models of effective teaching activities in life education courses because of their expertise and experience. In addition, as far as the qualitative research methods are concerned, only the life education teachers with special characteristics or experience are chosen to be subjects of this study in order to explore their statistical population. Also, the study subjects need to be confirmed that they are not random samples (Hennink et al., 2011).

To conclude, this study will fulfill the following purposes using the qualitative methods: (1) how social development can be integrated into life education for university students, (2) explore the indicators and corresponding implications by which excellent teachers of life education at NYUST are characterized, and (3) provide concrete suggestions to the teachers who are responsible for developing effective teaching activities in life education.

### **2. Literature Review**

The moral values and moral logics of university students are closely related to the development of character later in life.

During school education, students not only acquire knowledge and skills but also develop personality and explore the meaning of life (Wu and Kao, 1999). College education is a key period when students reach mental maturity, so life education at universities and colleges is very important especially when students approach psychological maturity at a later age (Chou, 2011). Thus, the public and educators put great importance on how they can help university students learn on their own initiative, help them learn to respect and care for other people, matters, things, and the environment around them, as well as help them develop a positive attitude towards life before leaving the campus and working full-time. In this respect, the Ministry of Education (2015) pointed out that life education strives to foster a unique campus culture so that students can be cultivated into a well-rounded human with morality practice, civil awareness, art accomplishment, aesthetic literacy, systematic thinking and problem-solving abilities, internalized values, healthy body and mind, and a desire to explore life meaning and pursue perfection. Teachers play a key role in achieving the objective set by the Ministry of Education. Teachers, who help cultivate talents for families, society, countries and the world, play a key role in education (Ri-Chang Shi, 2015). Life education not only helps students but also helps teachers themselves. When students encounter life crisis or difficulties, teachers can guide them to the right path in a good timing. If a life education teacher enjoys what he is teaching and influences his students to have the same pleasure during life education classes, the teacher has already had the essence of “life education” (Chang, 2010).

Furthermore, it is a challenge for teachers to implement effective teaching methods so that students give a good performance and achieve the objective. Teacher efficacy is affected by the following factors, namely characters of teachers (effective communication between teachers and students and their amiable attitude), teaching (effective tutoring, management of knowledge within textbooks and class), teaching philosophy (values of learning and zeal for teaching) (Marsh & Bailey, 1991; Money, 1992; Chiou, 2001). The key substantial changes in courses and teaching lie in teachers’ beliefs, values, educational ideals, practical knowledge, ability to sense the external challenges, and devotion to teaching (Resh & Kramarski, 2007). One way for teachers to achieve effective teaching is to change their teaching methods (Yazdanpoor & Yousofi, 2009). Every teacher has his own teaching philosophy and his learning and teaching experience which is deeply influenced by his philosophy. In addition, his teaching philosophy also changes along his teaching experience although different teachers enjoy different degrees of changes (Tam, 2010; Takagi, 2012).

### 3. Methodology

#### 3.1 Research Design

The study centers on “effective teaching activities for life education courses”. Therefore, the following five aspects were summarized first: (1) current social demand for talents in response to the social development trends, (2) teaching philosophy, (3) innovative teaching strategies of vocational education, (4) design strategies of educational settings, and (5) literature review on the teaching experience of excellent teachers. The summarization having been done, an “Interview Form on Effective Teaching for University Life Education” was drafted. Afterwards, semi-structured interviews, which are in-depth interviews and a component of the qualitative research methods, was used to test the adequacy of the form before the official interviews were carried out to collect data.

#### 3.2 Study Subjects

The interviews were conducted between September and December of 2016. Three teachers participated in the pilot study while nine excellent teachers in life education at the NYUST participated in this study. For these nine teachers, there were the top three who received the highest course assessment from their students during the ten semesters that span in five years. On average, they have taught for 21 years. Their information is shown in Table 1.

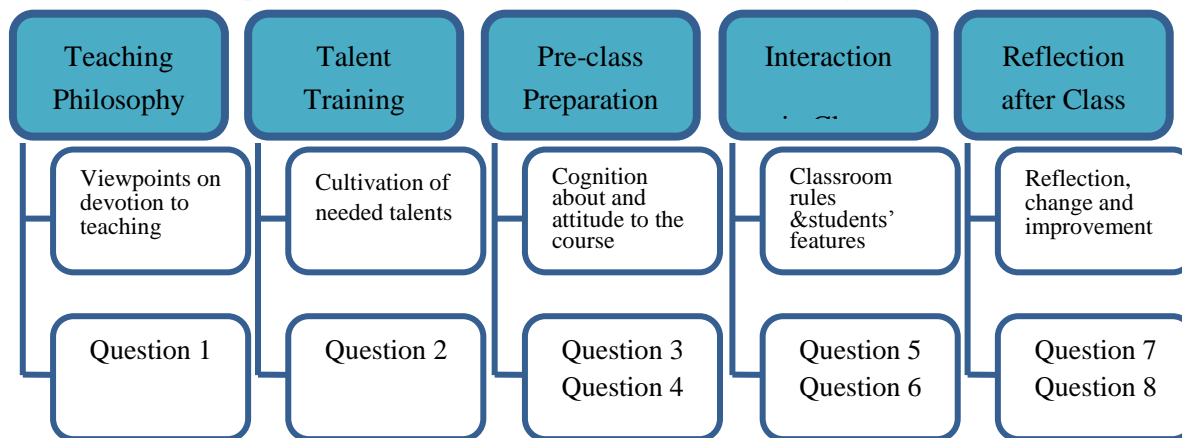
**Table 1. Formal Interviewee Information**

Code	College and Department
A	Department of Cultural Asset Conservation, College of Humanities and Applied Sciences
B	Graduate School of Sports and Leisure Studies, College of Humanities and Applied Sciences
C	Graduate School of Sports and Leisure Studies, College of Humanities and Applied Sciences
D	General Education Center, College of Humanities and Applied Sciences
E	General Education Center, College of Humanities and Applied Sciences
F	Department of Mechanical Engineering, College of Engineering
G	Department of Safety Health and Environmental Engineering, College of Engineering
H	Department of Electrical Engineering, College of Engineering
I	Graduate School of Sports and Leisure Studies, College of Humanities and Applied Sciences

### 3.3 Validity of Research Tools

The Interview Form on Effective Teaching of University Student Life Education was created based on social development trends and related literature on life education (Huang, 2000; Huang, 2000; Cheng, 2003; Chang, 2010). The pilot study showed that problems raised during the teaching process need more attention. Therefore, the course design, application, assessment, and reflection were supplemented by referring to the studies of *Shulman (1987)* and Bransford et al. (1999). After consulting experienced professors and teachers who attended the workshop, the interview form was revised as shown in Table 2. The following methods were used to test the validity of the interview form are: (1) Researchers discussed and revised the form after it was evaluated by different professors using the triangulation method; (2) Interviewees revised and confirmed the full transcripts of the interviews; and (3) Reliability analysis was conducted for reviewer consistency.

**Table 2. Key Concepts for the Interview Form on Effective Teaching of University Student Life Education**



### 3.4 Data Processing

This study was carried out through a collaborative research team and individual reading through transcripts. When data was consistent, another code was given. After that, corresponding adjustments and summarization were made in terms of new “Remarks” and coding. For example, two paragraphs in “Remarks of Positive Altruism” mean that Teacher A spoke about positive altruism twice when answering different questions in the interview. Consequently, “2” was logged in “1-2” of Teaching Philosophy in Table 3.

### 3.5 Reliability Analysis

The verification method developed by scholar Fin-Land Cheng (2009) was used here, i.e. the number of consistent coding ÷ (the number of consistent coding + inconsistent coding) = reviewer consistency coefficient. The coefficients for the factors of teaching philosophy, social development trends, talent demands, values in life, course design, teaching methods and assessment, interaction in class, and reflection after class are .8416, .7321, .9712, .7566, .7888, .8397, .7003, and .8494, respectively. In addition, the global consistency is .8099. The results show that the review has a high reliability as well as the interviews.

## 4. Results and Discussion

### 4.1 Teaching Philosophy

Teaching philosophy means teachers’ viewpoints on the recognition of, attitudes towards, and insistence on the value of teaching. The teaching philosophy of teachers who were interviewed is categorized into six groups as shown in Table 3 and Table 4. Among the six, “Life Path Guidance” ranks first which was mentioned 20 times in total during the interviews. “Positive Altruism” ranks second which appeared 17 times during the interviews. The third is “Genuine Solicitude” which was mentioned 13 times. “Mutual Improvement of Teaching and Learning” follows, which was mentioned 10 times. Teacher D thinks “interaction with students during the teaching process is a way of learning for the teachers themselves”. “Setting an Example for Students”, the fifth, was mentioned five times, for teachers are students’ best model, and students will follow their teachers’ lead if the students like them. “Making No Social Distinctions in Teaching” was mentioned by four teachers. In this respect, Teacher A pointed out that no social distinctions are made during life education.”

**Table 3. Frequency Distribution of Teaching Philosophy**

Teaching Philosophy	A	B	C	D	E	F	G	H	I	In total
1-1 Life path guidance	2	1	3	2	3	3	3	1	2	20
1-2 Positive altruism	2	3	2	4	1	1	2	1	1	17
1-3 Genuine solicitude	3		1	3	2			3	1	13
1-4 Mutual improvement of teaching and learning	1		2	3	1		1	2		10
1-5 Setting an example for students		1			1	1		1	1	5
1-6 Making no social distinctions in teaching	1		1	1	1					4
In total	9	5	9	13	9	5	6	8	5	69

**Table 4. Teaching Philosophy and Implications**

Teaching Philosophy	Teaching Philosophy and Implications
1-1 Life path guidance	I see many youngsters who do not know much about themselves and do not know the directions of their future and life. B1-14-15 He may yield a clue about positioning himself, like how to know himself, how to make decisions about his future, and how to choose the direction for his life. C1-34
1-2 Positive altruism	I do my best to help students and keep helping them increase the value and meaning of their life. I also offer help with the administrative work. D1-36-38 During the first year, there is only one course in which the teacher can offer some help to freshmen. G1-16-17
1-3 Genuine solicitude	They are children who need care and help from others and I try to understand them with empathy. D2-23-24 I hope to know my students in life education class. Knowing them and educating them are not the same. Knowing them means to understand what they care about and what bothers them the most. H1-37-39
1-4 Mutual improvement in teaching and learning	I worked with other teachers. The cooperation is a way of communicating with teachers, and learning among teaching assistants which I think is pretty important. C1-26-27 We need chances to interact with students like this. It is a way of learning both for students and teachers. D5-20-21
1-5 Setting an example for students	In fact, it is important for teachers to set an example for their students. F1-12-13 I learned a lot from my teachers or I'd say from their way of dealing with people and things, ... I hope I can pass down to my students what I learned from my teachers and the beautiful things I experienced because of them. I1-13-18
1-6 Making no social distinctions in teaching	Basically speaking, life education is a course in which no social distinctions are made. A1-28 Each family has its own environment. It also applies to education... Every student's logic, thoughts, and foothold are distinct from each other. D2-13-15

To summarize, teachers get along with students with “genuine solicitude” for the purposes of “life path guidance” and “positive altruism”. In addition, they optimize their teaching experience with the philosophy of “setting an example for students” and “making no social distinctions in teaching”, devoting all their efforts to talent cultivation.

#### 4.2 Social Development Trends

**Table 5. Frequency Distribution of Social Development Trends**

Social Development Trends	A	B	C	D	E	F	G	H	I	In total
2-1Solid expertise	1	2		3			1	1	1	9
2-2Multi-disciplinary knowledge			1	1	1	2		2	2	9
2-3Global perspective		1	1		1		1		3	7
2-4Social contribution	1				2	2	1			6
In total	2	3	2	4	4	4	3	3	6	31

**Table 6. Social Development Trends and Implications**

Social Development Trends	Social Development Trends and Implications
2-1 Solid expertise	I will encourage them to make full use of college years and develop a high level of expertise during the four-year undergraduate study. D3-18-19 Generally speaking, their future work requires a high level of expertise. G1-38-21
2-2 Multi-disciplinary knowledge	During the undergraduate study, students need to equip themselves with the concept of pluralism. F2-14-15 I encourage them to take more courses and try as much as possible during which they will get to know their strengths and weaknesses. H2-32-33
2-3 Global perspective	Nowadays, the society changes fast. The information is pluralistic, abundant and even overloaded. I1-38-1 If they want to integrate with the society, they need to equip themselves with a worldview. A2-1-2
2-4 Social contribution	We care for those who need help. I take them to nursing homes and villages to see older people. E3-2-3 How we help students interact with the society and make their own contribution to it after their graduation. F1-31-32

Owing to the rapid social development, teachers encourage their students to acquire “solid expertise” and advise them to gain “multi-disciplinary knowledge”. In addition, they remind students to develop a “global perspective” so that the students can have advantages, get to know the society and make a “social contribution” after their graduation.

**4.3 Trends in Talent Demands**

**Table 7. Frequency Distribution of Talent Demands**

Talent Demands	A	B	C	D	E	F	G	H	I	Total
3-1 Self acknowledgement and recognition		5	1	1	1		2	2	2	14
3-2 Communication competence		1	1	2	1	2	2		4	13
3-3 Positive thinking	2		2	4					3	11
3-4 Moral integrity	1		1	1		1	1		2	7
3-5 Global perspective			1						1	2
Total	3	6	6	8	2	3	5	2	12	47

**Table 8. Trends in Talent Demands and Implications**

Talent Demands	Talent Demands and Implications
3-1 Self -acknowledgement and recognition	Every week, he forces himself to think about himself which I think it is a way for him to know himself. B2-20 I would like to emphasize that how you handle yourself bravely is not only about your psychology but also about your character.H2-23-24
3-2 Communication competence	Students want to know how they can gain a foothold in this society so we talk much about interpersonal relationships. F1-32-33 To be able to understand others, you need to interact with others, like your superiors, peers, and subordinates in the workplace. I2-7-8
3-3 Positive thinking	Students need to see teachers a bit more positively when facing teachers’ warning. D4-33-34 A problem should be dealt with positive psychology. I2-24
3-4 Moral integrity	An important part of life education lies in how to cultivate a right attitude towards learning and their actions. A2-4-5 Discuss morality and life with students. F1-34
3-5 Global perspective	They will see teamwork, problem-solving ability, communication competence, and global perspective when working. C2-21-22 Students need to know the pulse of the world due to globalization. I2-9

The teachers integrate the trends in talent demands with teaching in class. They ask students to think and gain “self-acknowledgement and recognition”. They also let their students learn to understand others by doing, achieving “communication competence”, fostering more interpersonal relationships by way of “interaction” and “positive thinking”. In addition, students are advised to preserve “moral integrity” and develop a “global perspective” to know the globalized world.

#### 4.4 Value of Life

**Table 9. Response distribution for the value of life**

Value of Life	A	B	C	D	E	F	G	H	I	Total
4-1 Understanding the life as a whole		3		1	1	1	2	2	2	12
4-2 High ambition	2	1	3	1		1		1	1	10
4-3 Strong will	2			2	1			1	1	7
4-4 Experience and practice	1				1		2		3	7
4-5 Love and compassion	1		1		1			1	2	6
Total	6	4	4	4	4	2	4	5	9	42

**Table 10. The value of life and its implications**

The Value of Life	The Value of Life and Its Implications
4-1 Understanding the life as a whole	Only when one faces different states of life and understands them and he can find himself a life position. B3-6-7 In class, students are guided and they are reminded of the correct values. G2-17-18
4-2 High ambition	With the life education curriculum, they can think about their future in a long term. C3-1-2 Students will have awareness about their way of the future at the bottom of their heart. F2-6-7
4-3 Strong will	[Students will] have strong will to face difficulties and pursue a higher goal. A3-5-6 How can one face, overcome and change adversity when he faces it? Even in trouble, he will still be full of fighting spirit. D516-18
4-4 Experience and practice	In a practical course, they can certainly obtain personal experience. E3-15 Students will have a happy and full life through real learning experience. I3-5-6
4-5 Love and compassion	One is good if he is modest and willing to learn. H3-3 One will be broad-minded and tolerant; he is likely to achieve perfection in every aspect. I3-3-4

The teacher guides students to set a “high ambition” with their “understanding of human life as a whole”. Also, he or she tells students to be perseverant with a “strong will”. Only in this way, he or she can reach his or her goals. This course is designed based on “experience and practice.” It can win the heart of the students for the teacher’s modest attitude, which enables students to feel his “love and compassion”.

#### 4.5 Curriculum planning

**Table 11. Response distribution for curriculum planning**

Curriculum planning	A	B	C	D	E	F	G	H	I	Total
5-1 Flexible operation	4	3		2	2	1		1	2	15
5-2 Internalization of textbooks	2	1	1		1		1	1	3	10
5-3 Developing the habit of thinking			2	1		5		2		10
5-4 Teaching based on students’ aptitude	2	1		1		2		1	2	9
Total	8	5	3	4	3	8	1	5	7	44

**Table 12. Curriculum planning and its implications**

Curriculum planning	Curriculum planning and its implications
5-1 Flexible operation	A central kitchen gives me a direction. I regard this as a guideline when I collect data. I also add what I collect to the course. E3-23-25 Every term, I approach practically the same topics in class but I try to give the lesson in different dimensions. In this way, the course can be more flexible. A3-17-18
5-2 Internalization of textbooks	During class, I often make small changes, which I think is relatively important. This is what I learn from my work. G3-5-6 It is very important for the teacher himself to internalize the knowledge and put it into practice. I3-22-23
5-3 Developing the habit of thinking	The first thought that crosses my mind is what is really good for one's life and the whole society, and that needs a discussion because it can produce relatively good learning effects. F2-28-29 What students speak out in class and what they learn by themselves are the best for them. C3-27-28
5-4 Teaching based on students' aptitude	Adjustments will be made based on the students' skills and the state of the whole class. B3-21-22 Nowadays, the students are good at collecting data with a computer. They are also good at appreciating films and are relatively good at communication. H4-3-4

The teacher makes “curriculum planning” with “flexible operations” and “teaching based on students' aptitude”. He learns while making practice. After he develops “the habit of thinking”, he “internalizes the knowledge in the textbook” and embodies it in his behaviors.

#### 4.6 Teaching methods

**Table 13. Response Distribution for Teaching Methods**

Teaching methods	A	B	C	D	E	F	G	H	I	Total
6-1 Experiential learning	1	3	3	2	1	2	1	2	1	16
6-2 Multimedia teaching	1	1	2	1	1	1	2	2	0	11
6-3 Learning community				2		1	1	1	3	8
6-4 Group discussion	1		1	2		2	1			7
Total	3	4	6	7	2	6	5	5	4	42

**Table 14. Teaching method and its implications**

Teaching Method	Teaching Method and Its Implications
6-1 Experiential learning	Let students show their gratitude to their parents when they are home. D6-15 Ask students to do farmwork. That is also the meaning of life education. B4-6-7
6-2 Multimedia teaching	I collect some stuff myself. For example, I use the film in Line, because the video may be related to a certain course. H4-5-6 I often download videos when I find them interesting and relevant. I save them so that one day I can use them in some class. C3-20-21
6-3 Learning community	I will ask them to participate in some activities because they are real and practical. F2-38-1 One walks quickly but he cannot walk long if he goes alone. A group walks a bit slower but much longer if they go together. This is the concept of learning community. I4-16-17
6-4 Group discussion	We have some questions for the students. They are grouped and from every group, one member will be chosen as its representative to speak out the group's views. G3-10 It is expected that they will have a mechanism for them to share or discuss some things. A4-1-2

The teacher integrates “experiential learning”, “multi-media teaching” and group discussion into their class. In this way, students will experience the implications of a “learning community”

#### 4.7 Classroom Interaction

**Table 15. Response distribution for classroom interaction**

Classroom Interaction	A	B	C	D	E	F	G	H	I	Total
7-1 Care and tolerance	2	1	4	2	1		1	2	3	16
7-2 Understanding students' difficulty	1	2	1	2		2	1	1	3	13
7-3 Adjustment made when necessary	1		1	1	1	1	2	2	2	11
7-4 Guidance given during discussion				2	1	3		1		7
7-5 Class rules		2			1	1	1			5
7-6 The attraction of textbooks				1			1		2	4
Total	4	5	6	8	4	7	6	6	10	56

**Table 16. Classroom interaction and its implications**

Classroom interaction	Classroom Interaction and Its Implications
7-1 Care and tolerance	It is rare for three students to study the whole lesson happily together. A4-25-26 Let the students know that the teacher expects them to learn by way of being patient with them or other unique ways. C4-9-10
7-2 Understanding difficulty	Ask the students and find out the reason. Students have a nap in class for many reasons. B5-2 The teachers should get to know and understand students' difficulty instead of asking them to do the way the teacher likes. I5-13-14
7-3 Adjustments made when necessary	Those who are late for class or cut the class will be registered. Sometimes, I will make the deployment based on the characteristic of each department. G4-1 I face them positively if they give affirmative responses. I will have a private individual interview with those who are negative. H5-10-11
7-4 Guidance given during discussion	I have been thinking about letting students to argue about their viewpoints on life. D8-14-15 Also, we can think of some situations for them to debate on. F3-13
7-5 Class rules	I tell my students how many times they do not attend the class. This is the fundamental rules for them. E4-16-17 I think we should tell the students the class rules first. Only in this way can we require them to do so later. B4-27-28
7-6 The attraction of textbooks	That means the class should be more interested on the lessons than playing with their mobile phones. However, this idea depends on the teachers. A teacher can never prohibit students from playing with their phones. Therefore, it is very important for the teacher to be well-prepared for his or her class. I4-33-35 The teachers can get to know what topics they are interested in. D78-38-(8)-1

The teacher stands in students' shoes and "understand the difficulty of students" with "class rules" and "care and tolerance". During classroom interaction, the teacher gives them guidance when classroom discussion is being conducted and later the teacher makes adjustments when necessary. In addition, the teacher tries to attract students' attention with an attractive textbook.

#### 4.8 Teaching Experience and Reflection

**Table 17. Response distribution for teaching experience and reflection**

Teaching Experience and Reflection	A	B	C	D	E	F	G	H	I	Total
8-1 Understand life better	4	3	1	1	1	1	1	2	4	18
8-2 Good at giving systematic guidance	5		1	1	3	2	1	1	3	17
8-3 Teaching improvement and adjustment	3	1	1	2	1	1	2	1	4	16
8-4 Good teacher-student interactions			3	4	1	2	3		2	15
8-5 To teach is to learn	1	2	1	2	2	1		1	5	15
8-6 Teaching team		2	3		1	1			2	8
8-7 Feedback from students	1		1		2		1	1	1	7
Total	14	8	10	10	11	8	8	6	21	96



**Table 18. Teaching experience, reflection and the implications**

Teaching Experience and Reflection	Teaching experience and reflection and the implications
8-1 Understand life better	In the past years, I seem to have a better understanding of life. B8-32-33 When I connect my gained knowledge altogether, my spirits are lifted. A5-26-27
8-2 Good at giving systematic guidance	Gradually, we can have a more in-depth discussion. It is not necessary to finish the discussion in one class. F3-32-33 We give students a lecture as detailed as possible on <i>Disciple Gauge</i> . E4-33
8-3 Teaching improvement and adjustment	We need to take the preparation for the lesson in class seriously. However, we need to understand that each class has its own atmosphere. The teacher needs to make adjustments when necessary. I5-32-33 We can make another improvement on the content, methods, and type of teaching. D8-34-35
8-4 Good teacher-student interactions	He was very happy when he successfully chose my class during the first round selection. He often interacted with me in class. I strongly feel the sense of achievement when teaching students like him. C5-16-17 I think the most fulfilling part of teaching is the good relationship that I have with the students. G4-19
8-5 To teach is to learn	To know the younger generation is also a kind of learning for I have been forced to know them. H5-37 Teaching benefits teachers as well as students. During the course, I am not only teaching the students but also I am also learning from them. I5-30-31
8-6 Teaching team	I feel happy when I give the lessons with other teachers because there are no such teaching teams for teachers to learn from each other in other schools. C5-9-10 I think it is vital. We have many teaching activities. B6-5-6
8-7 Feedback from students	I also come across that situation in which students have responses that are obviously not in line with the course. A56-6-7 We can receive their feedbacks in several ways. We make some changes based on their feedbacks. E4-36-37

Systematic guidance given by the teacher to students produces “good teacher-student interactions”. The self-improvement and adjustment after class help the teacher realize that “to teach is to learn”. Also, the teacher has many benefits from a teaching team. Furthermore, he or she understands life better, for which his or her life is heading towards a higher level.

## 5. Conclusions and Suggestions

### 5.1 Conclusions

- I. Teaching activities in life education at NYUST are categorized into eight groups, namely teaching philosophy, social development trends, talent demands, values in life, course design, teaching and assessment methods, interaction in class, and reflection after class.
- II. The teaching philosophy of excellent teachers include the following: (1) guiding students in the correct life direction; (2) practicing positive altruism; (3) having genuine concern for students; (4) learning while teaching; (5) leading by being a good role model; and (6) making no social distinctions in teaching.
- III. The study arrived at the following findings: it is of great importance to guide students to the right life path, instill in them a sense of altruism, equip students with expertise and multi-disciplinary knowledge, foster moral integrity, improve the curriculum to help students internalize and utilize the learned knowledge, innovate teaching and assessment methods, and evaluate and improve the executed projects.
- VI. Three issues that need to be taken into account to cultivate professional talents for the society:
  - (1). To improve the teaching efficacy of life education courses.
  - (2). To underline the influence of discipline of humanities and social knowledge on social elites.
  - (3). To strengthen the training of teachers in order to expand students’ horizon and equip them with multi-disciplinary knowledge.

### 5.2 Suggestions

- I. University teachers play a key role in the future social development and their future path of students. Therefore, it is an enormous task to cultivate teachers first.

- II. The innovation and changes in education, including curriculum frameworks, teaching, and assessment methods, require coordination and cooperation of all departments of the university.
- III. Much attention needs to be paid to fostering an effective teaching and learning environment which can be improved by referring schools overseas.

\* Due to the page of this paper, another ten tables are not listed in this paper, namely the frequency distribution and implications for values in life, course design, teaching and assessment methods, interaction in class, and reflection after class. If the tables are needed for reference, please contact the author of the paper.

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