數位敘事與跨文化溝通

Go Digital, Go Global: Creative Strategies for Intercultural Communication

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授課時間：每週二晚上7:00-9:45，9/12(二)開學

According to the recent World Economic Forum (WEF), the top 10 skills and workforce strategies in 2020 include the following: 1) complex problem solving; 2) critical thinking; 3) creativity; 4) people management; 5) coordinating with others; 6) emotional intelligence; 7) judgment and decision making; 8) service orientation; 9) negotiation; 10) cognitive flexibility. If we analyze these most desired skills carefully, what is the core skill in common? It is "communication" in different forms: writing, speaking, narrating, and negotiating particularly in an intercultural global setting.

This course, conducted entirely in English, is designed to reinforce two important elements in advanced learning in business training: thinking strategically and executing dynamically. Both goals require writing, speaking, narrating and negotiating with effective strategies for communication, and global communication particularly demands cultural intelligence, flexible learning, effective messaging, and powerful writing to face challenges. The course is divided into two sections to train students in Digital Narrative and Storytelling and Intercultural Communication and Negotiation. Digital Narrative and Storytelling aims at the WEF skills: creativity, critical thinking, emotional intelligence, and cognitive flexibility. Intercultural Communication and Negotiation aims at the WEF skills: complex problem solving, coordinating with others, emotional intelligence, and judgement and decision making.

A: Digital Narrative and Storytelling

In a digital age when everything turns digitalized, the students' ways of expression should be in sync with new social media. We will familiarize students with basic development of new rhetoric that speaks to the changing pubic in the digital age. Students are expected to cultivate new perspective of digital narratives. Students will develop the following core competencies by participating in the project: 1) Completing the creative project will strengthen independent thinking and innovation; 2) Narration of a social issue will encourage ethical reflection and practice; 3) Engagement with the public sphere will allow the exercise of civic responsibilities; 4) Storytelling as a process will heighten appreciation of the arts and humanities; 5) Group discussion and brainstorming will build communication and teamwork; 6) Presenting in English for a global audience will enhance international vision; 7) Reporting on contemporary issues will augment respect for the diversity of cultures; 8) Shaping the final digital project will enrich the sense of aesthetics.

B: Intercultural Communication and Negotiation

For the second half of the semester, as the students have already possessed some knowledge of narration, they will use stronger narratives to deal with the real-world cross-cultural challenges. This objective is to familiarize the students with a new literacy – intercultural competence or knowledge – to generate knowledge and impact and to engage in effective global dialogue. For the global connections, the intercultural skills acquired in their language and cultural awareness will be aided to facilitate the international challenges. Students will be able to use the skills of digital narratives to further help hone their intercultural communicative skills. The main topics are related to media, technology, identity, policy, society and so forth. Each week features three controversial topics and case studies (e.g., "Peace Building in Rwanda"), which will require the grouped teams to collect data before class to present and discuss the case in class.

For the final project, based on the two tracks of training, the students will start to think deeply about issues of power in society, including the ways in which media convey political discourse, shape international relations, disseminate cultural production, and influence identity formation. Based on such an awareness and approaches to the issues, the class will work collectively on a digital project for the final screening.

Through an intercultural curriculum and project-based learning, participants in this class share modern-day concerns and work together to propose realistic solutions that can be implemented locally or globally. Different cultural and scientific perspectives, along with instruction on project design, makes this a rich experience for the business students to learn broader ways of approaching their career and life. Overall, the training from this new course is quite ambitious but very rewarding. Taiwan is a small island with huge potential and momentum. The only essential skill (or rather "awareness") for all Taiwanese—old and young, rich and poor, male and female—to survive the new digital, global age is the title of this course: to go digital and to go global by cultivating creative strategies for intercultural communication. The 50 study cases are based on the archival collection from the following website: https://www.mic.usi.ch/case-studies-intercultural-communication

Attendance, presentation, discussion, and participation: 70%; Final project 30%

References
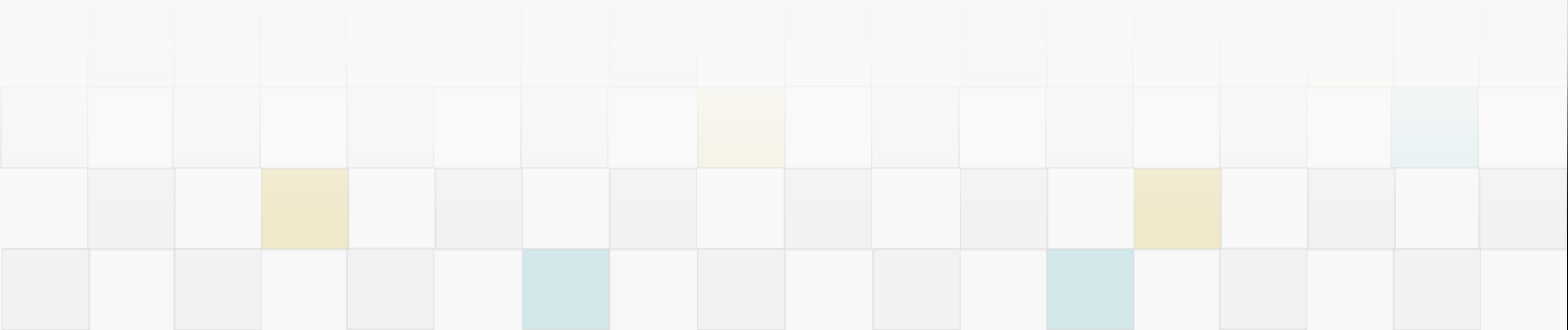
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Ohler, J. B. (2013). *Digital Storytelling in the Classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks, CA: Corwin.

Frazel, M. (2010). *Digital Storytelling Guide for Educators*. Washington, DC: International Society for Technology in Education.

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A: Introduction (group division)

Week 1 Grouping

B: Digital Narrative (weeks 2-8)

Week 2 Essentials of the Theory of Fiction; Master Plots

Week 3 Power of Myth; Beyond Myth & Metaphor; The World of Digital Storytelling

Week 4 How to Read a Film; Writing, Directing, and Producing Documentary Films

Week 5 Editing; Why Fonts Matter

Week 6 Educational Uses of Digital Storytelling; Digital Storytelling in the Classroom' Interviewing for Journalists

Week 7 Tintin Manga (*The Blue Lotus*); Discussions about Midterm Presentation

Week 8 Midterm Presentation

C: Intercultural Negotiation (weeks 9-13)

Week 9 Comics and CLIL; *The Blue Lotus*; Teaching Intercultural Negotiation

Week 10 Study Cases 1-13

Week 11 Study Cases 14-25

Week 12 Study Cases 26-36

Week 13 Study Cases 37-49

D: A Collaborative Digital Production

Week 14 Brainstorming

Week 15 Final Screening

Dr. Bennett Yu-Hsiang Fu is Professor in the Department of Foreign Languages and Literatures at National Taiwan University. He earned his master's degree in English and American Literature from the University of Rochester (USA) and McGill University, and his doctorate in English from the University of Montreal. Before joining NTU, he had taught English writing and American literature at McGill University, University of Montreal, and Concordia University in Montreal. A trilingual scholar in English, French, and Chinese, he researches on a variety of areas in Asian North American Literature, Contemporary Canadian Anglophone and Francophone Literatures, and 20th-century American Literature. Apart from literary research and teaching, he also has been teaching commerce and literature, English public speaking, proposal writing, leadership through fiction and storytelling in the SPECS of NTU since 2007.

Over the past decade he has presented over 50 academic conference papers and 30 presentations on global higher education strategies and development, and published over 25 essays in such areas as race/ethnicity studies, comparative literature, pedagogical innovation, and postcolonial studies. These critical essays have been published in 10 countries: USA, UK, Canada, Poland, Germany, Portugal, Spain, Netherlands, Korea, and Taiwan. He is the author of the book *Transgressive Transcripts* (New York/Amsterdam: Rodopi Press) published in 2012. He served as Deputy Vice President of International Affairs (2013-18) of NTU, taking charge of NTU's global collaborations, strategic internationalization, and student mobility programs. Dr. Fu is currently the English Editor-in-chief of National Taiwan University Press (NTUP) for the Book Series on East-West Cultural Encounters in Literature & Cultural Studies, jointly published with the University of South Carolina Press (USCP). He sits on the editorial boards of several prestigious international academic journals in literary studies.

根據最近世界經濟論壇（WEF），2020年必備的十大職場技能包括：1）問題解決能力；2）批判思維；3）創造力；4）人員管理；5）協調能力；6）情緒商數；7）判斷與決策；8）服務導向；9）談判能力；10）認知彈性。而這些技能的共同核心即是指不同形式的「溝通」，特別是在跨文化、全球化情境下的寫作敘事及談判溝通。本門英語授課課程，旨在強化進階學習的兩大能力：批判性思考和動態性執行。而這兩大目標都需要靠寫作、口語、敘事及協商的溝通策略，有效進行跨文化的溝通。本課程分為兩部分執行訓練，一為數位敘事與表達（WEF提及的創造力，批判性思維，情緒商數和認知彈性）；二為跨文化溝通與談判（問題解決能力；協調能力；情緒商數；判斷與決策及談判能力）。

數位敘事與表達

在數位化的時代下，所有表達形式應與新的社群媒體保持同步。課程將介紹學員熟悉新的修辭表達，從數位敘事的新視角，通過實踐發展以下核心能力：1）從製作創意的數位專題增強獨立思考力和創新力；2）從思考社會問題鼓勵學生深入倫理反思和實踐；3）透過公共參與履行公民責任；4）透過故事敘述的過程提高人文藝術的鑒賞力；5）由小組討論及腦力激盪建立團隊精神；6）以英語思考及溝通拓展國際視野；7）研究當代議題引發學生對多元文化的尊重；8）數位敘事的期末專題讓學員實踐數位美學。

跨文化溝通與談判

學期的第二階段，基於學生已具備敘事能力，課程將強化敘事方式應用於生活中的跨文化挑戰，使學生熟悉新的技能「跨文化智能」。此能力的培養有助於跨國對話及了解文化差異所造成的誤解。透過第一階段的訓練提升敘事的表達技能，進而精進跨文化的溝通能力。主要探討的主題與媒體科技、文化認同、公共政策等相關。每週會探討數件爭議的主題和案例研究（例如，盧旺達的和平建設）。分組的團隊需在課前收集資料數據，在課堂上介紹討論案例。案例檔案資料由教師提供。

期末的專題製作，讓學生透過深入思考社會中的權力問題，包括媒體如何傳達政治話語，塑造國際關係，傳播文化產物以及影響身份認同。數位敘事的期末專題將傳達數位化及全球化的新認知。以跨文化為主軸，本課程的設計由學生參與為主體，從對話及討論中探討當今不同的文化和科技觀點。此異化及多元的觀點對豐富職場技能及生活經驗有莫大裨益。台灣雖小但潛力無窮，而本課程的英文標題「走向全球」「走向數位」是所有台灣人在全球化及數位化浪潮下要自力更生的重要技能與認知：**跨文化溝通的創新策略。**