

繕打 中文及英文 心得報告，應包含下列項目

(中文至少 1,000 字+英文至少 500 字。赴中國交換者不需撰寫英文心得。)

A. 學校簡介

格但斯克大學成立於 1970 年 3 月 20 日，由兩所高等教育機構合併而成：索波特高等經濟學院和格但斯克高等師範學院。在生物學、生物技術、化學、海洋學、量子物理學、教育學、心理學、法學和經濟學等研究領域均位居波蘭頂尖大學，尤其是在海洋領域的研究和活動上有卓越的研究成果。這所學校是目前交換計畫中少數設有海洋科學系的學校之一。

由於校舍分散在從格但斯克到赫爾 60 多公里的區域內，這所大學被稱為歐洲最長的大學。主要有三個校區：奧利瓦(Oliwa)、索波特(Sopot)、格丁尼亞(Gdynia)。

主要建築群集中在奧利瓦校區，這裡設有生物學院、化學學院、語言與文學學院、歷史學院、數學學院、物理與電腦學院、社會科學學院、法律與行政學院。此外，這裡還設有大學主圖書館、學生宿舍和大學行政部門。

索波特校區設有經濟學院和管理學院，海洋與地理學院在格丁尼亞校區。

B. 國外研修之課程學習 (課內)，推薦受益最多/最喜歡的課程

在研修課程中，Regional oceanography case study 是相較於其他課程尚有穩定收穫的一門課。該課程平均每上二至三堂課會更換一位不同海洋領域的老師，能讓學生很快速的瀏覽海洋生物地化的相關研究，接著後續兩堂課則由學生組成小組上台報告。課堂上，老師會詢問學生對研究議題的看法。

對於喜歡自學、希望快速了解海洋相關研究並提升報告技巧的學生，這門課是可以考慮的選擇，但若期待更多實務或知識面的深入探討，建議參考其他課程。

另外，在研修課程中最喜歡的是 Polish course，這門課從基礎開始教授波蘭語，不過從第三堂課開始就能很明顯的感受到歐洲學生與亞洲學生在學習速度上的差異。由於歐亞洲語系大相逕庭，歐洲學生在學習時常能遇到和母語相似的語言結構或者發音，對於亞洲學生則相對陌生。儘管如此，這門課的老師非常親切，會積極鼓勵學生說波蘭語，即使到學期末仍無法流利說出完整句子，也不會因此對繼續學習波蘭文感到卻步。

C. 國外研修之生活學習 (課外)

除上課之外，在格但斯克的這五個月，我時常利用假期到波蘭以外的國家旅行。旅行時，我喜

歡獨自探索，因為不用配合他人的節奏，也避免被「雷包」打擾，能更專注地感受當地人文與風景。很多人與景色都是獨一無二的，即使日後再訪，也未必能再次遇見，或者完全重現當時的樣貌，因此每一趟旅行都格外珍貴。

我也很喜歡逛當地的大型超市，觀察各國在蔬果、肉品及包裝方式上的差異。與台灣相比，歐洲蔬菜的選擇更多，價格也相對便宜，乳製品如牛奶、起司，以及各式燻肉種類豐富，讓人流連忘返。其中令我印象深刻的是在挪威的超市裡，看到鮭魚與魚子醬牙膏這類別具當地特色的產品，讓購物本身也成為旅程中難忘的一部分。

D. 交換/研修之具體效益 (請條列式列舉)

1. 以相較從台灣出發到歐洲更低廉的成本探訪多個歐洲國家。
2. 深入體驗各國的自然風景與人文歷史。
3. 發現並肯定自身的能力，突破原先對自我的低估。

E. 海外生活期間是否曾遭遇困境，及是否解決問題？如是，請說明如何解決問題；如未解決，請說明事件最大的啟發及思考未來可以怎麼解決？

在旅行途中，曾遇到同行者在行程規劃與突發狀況的應對能力不足，對當地國家的交通工具應用程式為何、應該如何使用皆不熟悉，導致需要額外花時間協助。當時我盡量透過溝通與提供解決方案來協助，但效果有限且對方經常抱怨生活瑣事。最終，我選擇在最後幾天改為獨自行動，以保有更清靜且自主的旅遊體驗。

這次經驗讓我意識到，在與他人共同行動前，應事先溝通並確認彼此的處事方式與旅遊期望，並預留各自獨立行動的彈性，以確保旅程順利且愉快。

F. 海外生活期間是否曾遭遇文化衝擊，您如何去面對及適應？

未遭遇文化衝擊。

G. 海外生活歷練是否為您人生帶來不一樣的改變或者個人特質上的轉變，最大的成長是什麼？

在波蘭生活的這段時間，我不再需要強迫自己與他人建立連結、不必扮演特定角色或刻意討好誰。我開始能夠分辨哪些是屬於自己的真實感受，哪些是他人替我設想的感受，也逐漸明白自身的能力與價值並非由他人定義。這段經歷讓我在獨立與自我認同上有了明顯的成長。

H. 感想與建議

環境會自然而然地推動人踏出舒適圈，去探索陌生的地景與文化，也會逐漸習慣使用母語以外的語言與人交流。

建議同學在修完畢業門檻所需的學分再出國交換，如此能減少課業上的壓力，較無後顧之憂。

- I. 英文心得(包含學校簡介、課程學習、生活學習、具體效益、心得感想等等) 500 字以上
赴中國交換者免填英文心得

School Introduction:

The University of Gdańsk was established on March 20, 1970, through the merger of two higher education institutions: the Higher Economics School in Sopot and the Higher Pedagogical School in Gdańsk. It ranks among Poland's top universities in research fields such as Biology, Biotechnology, Chemistry, Oceanography, Quantum Physics, Pedagogy, Psychology, Law and Economic Sciences, with outstanding achievements in marine research and activities. It is one of the few partner universities in the current exchange program that offers a Department of Marine Science.

Due to its campuses being spread across an area of more than 60 kilometers from Gdańsk to Hel, the university is known as "the longest university in Europe." There are three main campuses: Oliwa, Sopot, and Gdynia.

The main buildings are concentrated on the Oliwa campus, which houses the Faculties of Biology, Chemistry, Languages and Literature, History, Mathematics, Physics and Computer Science, Social Sciences, and Law and Administration. This campus also includes the main university library, student dormitories, and administrative offices. The Sopot campus hosts the Faculties of Economics and Management, while the Faculty of Oceanography and Geography is located on the Gdynia campus.

Academic Learning During the Exchange:

Among the courses taken during the exchange, Regional Oceanography Case Study was one with more academic value compared to others. In this course, every two to three classes

changes a different professor specializing in a distinct area of marine science, allowing students to quickly gain an overview of various marine biology, physics, geology and chemistry studies. The following two classes involved group presentations, during which professors would ask students for their opinions on the research topics.

For students who enjoy self-directed learning, want to quickly learn marine-related research, and improve presentation skills, this course is worth considering. However, for those seeking more implementation or study in depth, it may be advisable to explore other options.

Another course I particularly enjoyed was the Polish Course, which started from the basics of the language. By the third class, the differences in learning pace between European and Asian students became apparent. Due to the significant differences between European and Asian language systems, European students often encountered grammatical structures or pronunciations similar to their native languages, while these were relatively unfamiliar to Asian students. Nevertheless, the teacher was actively encouraged students to speak Polish. Even though by the end of the semester I could not yet speak in complete sentences fluently, the course did not discourage me from continuing to learn the language.

Life Learning:

Outside of class, during my five months in Gdańsk, I often used holidays to travel to countries outside Poland. I preferred traveling alone, as it freed me from adjusting to others' schedules and avoided being distracted by unsuitable travel companions, allowing me to focus more fully on experiencing local culture and scenery. Many of the people and landscapes I encountered were the kind that might never be repeated.

I also greatly enjoyed visiting large local supermarkets to observe the differences in fruits, vegetables, meats, and packaging across countries. Compared to Taiwan, Europe offers a greater variety of vegetables at relatively lower prices, along with abundant dairy products such as milk and cheese, and various smoked meats that were hard to resist. One

memorable highlight was discovering uniquely local products in a Norwegian supermarket, such as salmon and caviar paste in tubes, making grocery shopping itself a memorable part of the journey.

Specific Benefits of the Exchange:

1. Visiting multiple European countries at a significantly lower cost compared to traveling from Taiwan.
2. Gaining depth exposure to the natural landscapes, culture and history of various countries.
3. Discovering and affirming my own capabilities, overcoming my previous underestimation of myself.

Reflections and Suggestions:

The environment naturally pushed me to step out of my comfort zone, explore unfamiliar landscapes and cultures, and gradually become used to using a language other than my mother tongue in daily communication.

I recommend that students complete the credits required for graduation before going on exchange. This will reduce academic pressure and allow them to focus more fully on experiencing life and culture abroad without unnecessary worries.

