

國立東華大學教學卓越中心  
110-2 三創教學課程成果報告書

計畫主持人：樂錦榮  
單位：國立東華大學 國企系

# 目錄

壹、110-2 期末成果報告確認-----	3
貳、執行成果總報告-----	4
參、附件-----	11

**國立東華大學-三創教學課程  
110-2 執行成果報告書確認表**

課程/學程名稱：全球市場與產業分析		
授課教師：樂錦榮		
服務單位：國際企業學系 / 副教授兼系主任		
班級人數:6		
勾選	繳交項目	說明內容
<input checked="" type="checkbox"/>	本確認表	請確實填報，以俾利核對
<input checked="" type="checkbox"/>	執行成果總報告表-電子檔 (Word)	字型：標楷體 (中文)； Times New Roman (英文) 行距：單行間距 字體大小：12 號字
<input checked="" type="checkbox"/>	活動記錄表	當期程全部活動紀錄，如講座、參訪、期末成發展等
<input checked="" type="checkbox"/>	本年度活動照片 (原檔)	精選 5-8 張即可 (請將檔案另外上傳並控制在 20 MB 以內以便日後回報教育部)

- 繳交期末成果報告時，請確認繳交項目是否齊全
- 本年度所有受補助課程/學程之成果報告，將上述資料匯集成冊(封面、目錄、內容、附件)，做為本期成果報告書
- 若有相關疑問，請與承辦人郭心怡助理聯繫  
(#6591；imyeee@gms.ndhu.edu.tw)

三創課程-執行成果總報告  
單一課程/跨領域課程

一、課程內容特色

This class is also called Industrial Organization. The course focuses mainly upon the theory of the firm and the industry, with an emphasis upon oligopoly theory; but it also addresses empirical applications of the theory. While it emphasizes oligopolies, there will be occasional consideration of competitive and monopolistic markets. The latter market structures may be useful as benchmarks against which to compare the predicted outcome of oligopoly markets, and in some cases may be of interest in their own right as considering some of the topics of this course. Above, industrial organization is the study of industry and firm behavior. Using the basic tools of microeconomic theory and “game theory” which has been the main stream of economic thinking and applications in the past decades, this course also explores the relationships among firms in an industry or across industries by examining the nature of strategic interaction among firms. We will therefore study theoretical models and empirical evidence for a wide variety of market phenomena such as price wars, price-fixing conspiracies, mergers, and advertising campaigns. The focus attention is on the structure and performance of markets that are imperfectly competitive. For this purpose, we employ game theoretic models to discuss recent articles covering the following issues: 1) entry deterrence strategies and barriers to entry; 2) price and non-price competition; 3) vertical control; 4) market segmentation and price discrimination; 5) market equilibria with incomplete information. The knowledge that the student will derive from the course is useful for further study of firms and markets as well as the effects of regulatory and legal systems (such as antitrust law or competitive policies) upon firms; and how firms operate under regulatory and legal regimes. The knowledge is also useful in further 2 study of the internal operation of firms. All these topics are covered in the field of Industrial Organization. Topics covered in this field are useful not only for academic consideration, but also in private enterprises, including financial and legal institutions; in government and state regulatory agencies; and in international trade

二、特殊創意/活動規劃



創意-結合哈佛商學院個案情境與實際產品帶入可口可樂個案教學與討論。  
創新-引入大量社群行銷個案結合產業趨勢，  
如 Snapchat, pinduoduo, Instagram 等

### 三、教學策略/教學方法

1. 課程大量採用個案教學。
2. 運用多媒體素材提高學生理解與帶入程度。
3. 結合趨勢產業與產業發展動態提高修課學生投入程度與市場性。
4. 引入跨領域專題講座提升學生學習深度。

### 四、課程/學程相關產業分析

- 高度結合學理與實務
- 結合全球社群與行銷產業

### 五、整體活動執行成果效益

#### 【質化衡量指標】

- 教師能運用教學創新方式進行教學與多元評量，有效衡量學生學習。
- 學生修習跨領域就業課程後，可提升就業競爭力。
- 經由跨領域課程，強化學生與全球趨勢產業連結

### 【量化指標】

- 修課學生 100%產出跨領域課程報告書(產業分析策略計畫書)。 產業分析
- 建立一套跨領域課程多元評量尺規 1 式。
- 參與課程之教師，發表/舉辦 1 場研討會或成果發表會發表跨領域就業課程
- 修課學生 100%參與跨領域專題講座。

### 六、多元評量尺規

Case Write-ups and Assignments 35% (individual 20%/ group 15%)

Mid-term Proposal 15%

Term Paper 30%

Class Participation 20%

### 七、學生整體意見與回饋 (整體活動滿意度、文字意見回饋等)

- 請參閱卓越期中回饋意見調查，如附錄所示。

### 八、檢討與建議

- 補助經費過少，授課教師需另覓補助
- 餘無

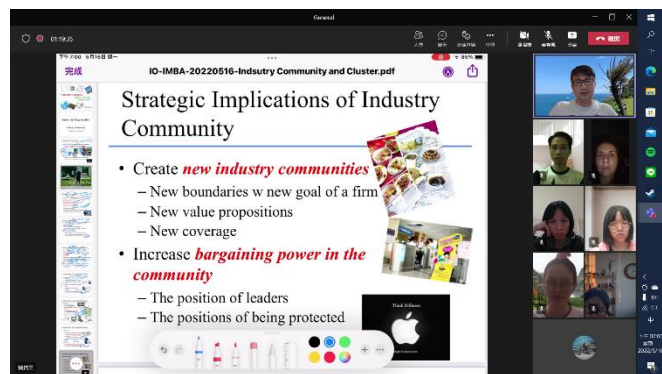
### 九、與本課程相關成果報導、競賽獲獎或研討會發表

1. 成果報導部分，已擬製新聞稿，預計於 7 月底送出，並刊登其他電子媒體

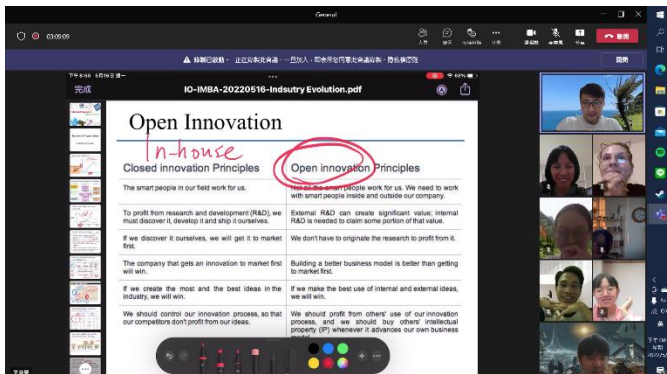
### 十、活動精彩剪影 (請檢附二至四張活動照片，並予以簡述)



授課中照片



分組進行個案討論




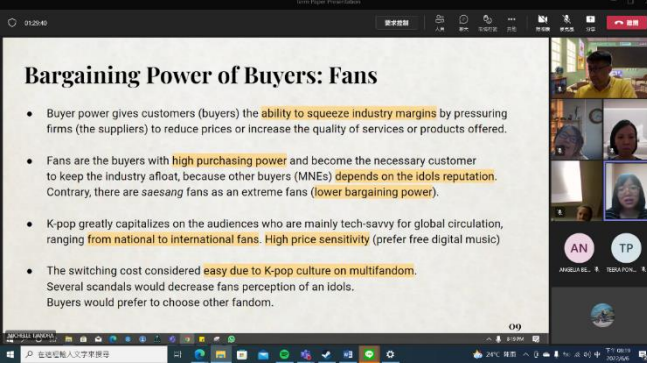
因應疫情改採線上授課

線上授課中以平板軟體教學

### 活動紀錄表

活動主題	產業分析報告期末發表會
活動時間	111年6月6日 18時00分至21時00分
活動地點	Microsoft TEAMS
主持人	樂錦榮 副教授兼主任
參與人數	6人
活動內容	<ul style="list-style-type: none"> <li>● 活動進行方式與內容                             <p>1. 活動進行方式：課前由樂錦榮老師先進行課程與分析方式基本引導，讓同學擁有相對應的知識。發表結束給予提問與建議幫助同學完善內容</p> </li> <li>● 重點與預期助益                             <p>透過由學生自行選定欲分析的產業，在分析資料的過程中熟悉分析工具，也使同學更理解實務中執行競爭策略時須注意的事項，並提供同學建議，使其開創更多未來親自投入執行時的想法。</p> </li> </ul>
活動回饋與成效	<ul style="list-style-type: none"> <li>● Sir this is my feedback for the Univ class:                             <p>This is the course that I anticipated and love the most. It's always refreshing to anticipate new knowledge and interaction with my friends, even though it was nighttime (the time of the day where I least focus). I really like group work inside in class, so it's ended up won't draining my energy with additional homework. And I really happy with the individual work because there won't be any freeloaders like in normal class. I'll take your teaching for learning resources if I ended up as teacher too. Thank you for everything.</p> <p>It's great enough, and I appreciated the time when the prof tried to make the class more fun (in the Coca-cola study case and tried to go to Taipei Technology Exhibition Center, etc).</p> </li> </ul>
活動剪影(請檢附二至四張活動照片，並予以簡述)	



	
<p style="text-align: center;"><b>報告發表會-團體照</b></p>	<p style="text-align: center;"><b>報告書發表中</b></p>

- 以上表格不敷使用時請自行增減

<p>活動主題</p>	<p>“Cross-Cultural Experience and Career Management”.</p>
<p>活動時間</p>	<p>111 年 5 月 30 日 14 時 00 分 至 17 時 00 分</p>
<p>活動地點</p>	<p>管理學院 A115 教室</p>
<p>主講人</p>	<p>Dr. Brian Vivier</p>
<p>參與人數</p>	<p>本課程 6 人與其他參與同學</p>
<p>活動內容</p>	<ul style="list-style-type: none"> <li>● 活動進行方式與內容 <ul style="list-style-type: none"> <li>1. 活動進行方式:由主講者 Dr. Brian Vivier 針對跨文化體驗與生涯管理規劃主題做演講。發表結束給予提問與建議幫助同學完善內容</li> </ul> </li> <li>● 重點與預期助益 <p>透過由主講者個人橫跨不同文化之間的管理經驗分享與傳授，提供同學建議，讓同學在面臨類似狀況時能夠有新的想法或是反思</p> </li> </ul>

活動回饋  
與  
成效

● 意見與回饋

Angelia Belinda Ngadiman 在聽完後表示

He enlightened me that we can choose what kind of networking we want to have and thus what kind of action we need to do to have the position in that networking. By developing negotiation skills in human relationships, we can maximize outcomes in this networking. In a sense, the more we know our interlocutors interest, the more we can find mutually beneficial solutions. I learned through the practical implication he mentioned, "Try to get to know about what is important for them, what do they value, what are the elements of success for them." I appreciated that he then continued by relating it through a particular case about his friend that was frustrated due to many conflicts in his job abroad. He proceeded to ask with one question, "What do you have that they want?" In other words, what can we trade to make them get their resources/needs fulfilled.

活動剪影(請檢附二至四張活動照片，並予以簡述)



報告發表會-團體照



報告書發表中

「110-2 三創課程」期中教學意見回饋分析表。

課程名稱：14 全球產學分析 授課教師：老師 填答人數：5

題項	非常不同意		不同意		普通		同意		非常同意	
	次數	%	次數	%	次數	%	次數	%	次數	%
<b>(一)教學策略方面 (M=4.8800)</b>										
1.考慮學生先備知識。	0	0	0	0	0	0	1	20.0	4	80.0
2.能注意學生學習情形。	0	0	0	0	0	0	0	0	5	100.0
3.能與學生生活經驗連結。	0	0	0	0	0	0	0	0	5	100.0
4.能引起學生學習動機。	0	0	0	0	0	0	1	20.0	4	80.0
5.根據學生學習狀況調整課程。	0	0	0	0	0	0	1	20.0	4	80.0
<b>(二)師生互動方面 (M=4.9500)</b>										
1.老師很願意幫助我們解決學習上的困難。	0	0	0	0	0	0	0	0	5	100.0
2.老師重視我們的反應，能隨時修正教學方式。	0	0	0	0	0	0	0	0	5	100.0
3.老師很鼓勵我們自由發問及表達意見。	0	0	0	0	0	0	1	20.0	4	80.0
4.老師尊重不同性別、性傾向之學生。	0	0	0	0	0	0	0	0	5	100.0
<b>(三)評量方法方面 (M=4.8500)</b>										
1.教師清楚說明評量方式。	0	0	0	0	0	0	0	0	5	100.0
2.評量內容能反映學生學習情形。	0	0	0	0	0	0	0	0	5	100.0
3.評量方式能合理反映出教學重點。	0	0	0	0	0	0	0	0	5	100.0
4.作業或報告給予回饋。	0	0	0	0	1	20.0	1	20.0	3	60.0

學生自我學習評量											
題項	非常不同意		不同意		普通		同意		非常同意		
	次數	%	次數	%	次數	%	次數	%	次數	%	
<b>創意(M=4.6000)</b>											
1.我會有很多發想、思考與靈感	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	
2.我會融合舊有的知識成為新的想法	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0	
3.我會尋找不同領域知識之間的關聯性	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0	
<b>創新(M=4.6000)</b>											
4.我變得更有邏輯組織能力	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	
5.我變得更有團隊溝通與合作能力	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	
6.我變得更有發現問題與解決問題能力	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	
<b>創生(M=4.7333)</b>											
7.我能應用課堂知識在專題報告/作品中	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0	
8.我能統合課堂知識在各類活動/計畫中	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	
9.我能實踐課堂知識在實習/兼差中	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0	
除了上課時間之外，我每週認真投入本課程的學習時間為? (含參與討論、繳交作業等)											
	次數	百分比	有效百分比	累積百分比							
有效的	1-3hr	4	80.0	80.0							
	3-6hr	1	20.0	100.0							
	總和	5	100.0	100.0							

- 題目八、從開學上課至今，我對於這門課最喜歡的有哪些？請簡單說明
- 題目九、請簡單扼要說明對於這門課，如果老師能再做那些調整，我覺得更有助於我的學習（包含教學內容、方法、評量方式...等方面）
- 題目十、老師在課堂上或學習評量上是否讓你覺得有性別或性傾向之差別待遇？

1.. Would you indicate specifically which aspects of this course you mostly favor with since the beginning till now, by a few words?

class with few students, we thus have more chances to discuss the issue deeply

I enjoy the interactivity of this course

I have learnt so far how to use the tools to analyse the specific industries.

the teaching method with the case group discussion and some videos relevance for the topic make this class interesting.

I really love how the teacher interacts with us, by providing discussion time and engaging the student in great way, especially how we can connect our daily life with the knowledge we have learned.

2.Please provide us your opinions for the instructor about adjusting the directions (involved the teaching content, methods, evaluations, etc.) of this course, only if which could promote your learning effects.

i think all is ok, i like this styles teaching

When there are any questions, the professor always gives a clear and very detailed answer, adding examples from modern times to make the answer even more understandable. I find this course very useful, as I manage to apply the knowledge gained in lectures, in life and in other classes.

Everything is really good so far.

More information for the assignments (a word file for the standard guidance)

I thinks this is already great enough and the most enjoyable class I get this semester.

3.Is there any circumstance in the class or by the learning evaluation methods that refer to the instructor what makes you feel uncomfortable and unfair inferring to gender issue or sexual orientation?

nope

No, I've never notice such things in this class

Not at all.

