

Innovative Teaching Program of Legal Science in Taiwan, 2007-2010

Last Updated: 2010.02.12. by Office of ITR in Legal Science
Edited by Prof. Hwei-syin Chen and Chia-chen Lee

I. Origin

Since 2005, the Ministry of Education Advisory Office (教育部顧問室 **Counsellors Office**) has begun to develop a four-year program to improve the pedagogy and curriculum of Social Sciences and Humanities. There are many sub-programs under this strategic plan (96-99 中綱計畫). **The Innovative Teaching Program of Legal Science** (新興議題與專業教育中綱計畫) is one of them.

In 2006, MOE (教育部) invited Prof. Hwei-syin Chen (陳惠馨 教授), the professor of law faculty in National Cheng-Chi University (NCCU), as the host of the Innovative Teaching Program of Legal Science.

The office of Innovative Teaching and Research in Education of Legal Science (Abbr. as ITR in Legal Science 教育部法學教育教學研究創新計畫辦公室) was built especially for this program. There are now two full-time assistants and four project coordinators working under the guide of the project director, Prof. Hwei-syin Chen. The name list and the contact information is as follows:

計畫主持人 Project Director

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(For more details, please check the website: <http://laweipo.no-ip.org/>)

II. Contents of the Program

The Innovative Teaching Program of Legal Science is a 4-year plan. There is **one** specific focus each year to stimulate the operation of innovative teaching in law-related courses. The details of this program are as follows, listed according to the focus of each year:

A. **2007** Developing the local legal cases for the curriculums 2007/04/06

In this year, there are two separate sub-programs respectively for the courses in law faculties and general education centers:

1. The subsidy plan for improving the teaching of legal professional courses

a. Purpose of the subsidy

This plan is to encourage the establishment of teaching teams in universities/ colleges. The teaching teams are to create the teaching materials and the “dialogical pedagogy” (對話式教學) concerning the practice of local legal science. Students are expected to foster their independent thinking, interdisciplinary capacity, and the ability to apply and make new laws.

b. Objects of the subsidy

- i. The professors in law-related departments (also as the applier and the host of the program)
- ii. Other coordinators (professors from the same university or other universities/ researchers of related academic institutes) invited by the host of the program, normally 2~3 members

c. Contents of the subsidy

- i. Plan A: There are two types of courses in this plan of subsidy:
 - ◆ Legal professional courses: Constitutional Law, Civil Law, Criminal Law, Administrative Law, Commercial Law, Procedure Law, Legal History, Jurisprudence, and Sociology of Law, etc.
 - ◆ New developing courses: Economic Law, Education Law, Communication Law, Intellectual Property Law, Social Law, Labor Law, Environmental Law, Law and Business, Law and Technology, Law and Healthcare, Law and Literature, Law and Gender, etc.The subsidy is distributed according to the balanced development of each course field. Each field can apply for the subsidy in no more than four programs.
- ii. Plan B: The subsidy is distributed to the outstanding programs in Plan A according the examination of MOE, or other organizations appointed by MOE to enhance the development of Plan A.

2. The subsidy plan for promoting the teaching in “constitutional law” and “law and daily life”

a. Purpose of the subsidy

This plan is to encourage the professors who teach “constitutional law” and “law and daily life” to set up teaching teams. The teams are to improve the teaching materials and curriculums, equipping students with the basic knowledge of law and the interdisciplinary capacity. Students are expected to foster their independent thinking and acquire the knowledge about law in diverse fields, such as intellectual property,

gender-related issues, consumption, and other professional requirements, etc.

b. Objects of the subsidy

The professors teaching “constitutional law” and “law and daily life” in general education (also as the applier and the host of the program)

c. Contents of the subsidy

i. Plan A: There are two types of courses in this plan of subsidy:

- ◆ Constitutional Law courses
- ◆ Law and Daily Life courses

The subsidy is distributed according to the balanced development of each course field. **Each field can apply for the subsidy in no more than two programs.**

ii. Plan B: The subsidy is distributed to the outstanding programs in Plan A according to the examination of MOE, or other organizations appointed by MOE to enhance the development of Plan A.

B. 2008 The development of the “dialogical pedagogy” based on the teaching of “local legal cases” (本土案例) 2008/01/16

There is one subsidy plan for courses in law faculties and general education centers.

1. Purpose of the subsidy

This plan is to encourage the establishment of teaching teams in universities/ colleges. The teaching teams are to create the teaching materials and the “dialogical pedagogy” in **the practice of local legal science**. Concerning the goal of the courses, it is to equip the students with the knowledge of modern law, and enhance the students’ ability to apply and **further** make new laws. Students are expected to foster their independent thinking, discussion ability, and the ability to read the changing world. They are also expected to broaden their interdisciplinary knowledge in law, ethic, philosophy, history, politics, economy, and social science, **etc.**

2. Objects of the subsidy

Professors **teaching legal professional courses** in all private and public universities/ colleges

3. Contents of the subsidy

a. Plan A

i. Subsidy for developing the course materials and the “dialogical pedagogy” **specifically** for law students

ii. Subsidy for research and teaching team: The program could involve professors of the same field or other fields in law, or even other law-related workers, such as judge, lawyer, psychologist, and social workers, **etc.**

b. Plan B

i. Subsidy for developing the course materials and the “dialogical pedagogy” suitable for non-law majors. The contents of the courses should be related to constitutional law, law and daily life, law and human rights, women and human rights, and the laws related to engineering, design, medicine, and healthcare, **etc.**

ii. Subsidy for research and teaching team: Same as plan A

c. Plan C

- i. Subsidy for developing the interdisciplinary-oriented legal courses and “dialogical pedagogy” specifically for the law students.
 - ii. Subsidy for the research and teaching team which should involve members (professors/ practitioners) from non-law related fields
- d. Plan D: The subsidy is distributed to the outstanding programs in Plan A, B, and C according to the examination of MOE, or other organizations appointed by MOE to enhance the development of Plan A, B, and C.

C. 2009 The development of “Theory and Practice Combined Teaching” on the basis of the “local legal cases” and “dialogical pedagogy” 2009/1/8

There is one subsidy plan for courses in law faculty and general education center.

1. Purpose of the subsidy

This plan is also to enhance the quality of teaching in law. On the basis of the programs in 2007 and 2008, the program of this year encourages the creation of the teaching materials which combine the practice and theory of local legal science. The goal of the subsidy is to create the course materials and pedagogy to equip the students with the knowledge of modern law and the ability of applying it to the daily life and their professions. Students are expected to foster their divergent thinking about the relationship among law, daily life, and their profession from the angle of history, politics, economy, and social cultural changes, etc.

2. Objects of the subsidy

Professors teaching legal professional courses from law-related departments or general education centers/ organizations in all private and public universities/ colleges

3. Focus of the subsidy

This plan encourages law-related departments or general education centers/ organizations to precede the integrative or individual project concerning the improvement of the following courses:

- a. Legal professional courses and general education courses
- b. Theory and practice combined courses in jurisprudence, philosophy of law, legal and ethical issues, etc.

4. Types of subsidized projects

a. Plan A: Integrative project

- i. This project should shall be applied by a full-time professor who represents the law-related departments or general education centers. The project must include 3-5 law-related courses which combine the practice and theory of local legal science with the “dialogical pedagogy.”
- ii. The project should clarify how it will cooperate with people who work in judicial circles, civil service, enterprises, or other related non-government organizations.

b. Plan B: Individual project

- i. The project should be applied by the professors who teach law-related courses combining the practice and theory of local legal science.
- ii. The project should shall clarify how it will cooperate with judicial circles, civil servants, enterprises, or other related non-government organizations, etc.
- iii. If the integrative project does not pass the verification, it is possible that MOE could subsidize some of its courses as the individual project according to their contents.

- c. The subsidy is distributed to the outstanding projects in Plan A and B according to the examination of MOE, or other organizations appointed by MOE to enhance the development of Plan A and B.

D. 2010 Developing the innovative teaching of “Professional Specialized Legal knowledge and Profession Ethics” (專業法律及專業倫理) 2010/2/12

There is one subsidy plan for courses in law faculties and general education centers.

1. Purpose of the subsidy

This plan is also to enhance the quality of teaching in law. On the basis of the programs in 2009, the program of this year encourages the creation of the teaching materials which combine the practice and theory of local legal science, and those of professional legal knowledge and profession ethics. The goal of the subsidy is to equip the students with professional legal knowledge and profession ethics, and accordingly students could carry out the spirit of “rule of law, etc.”

2. Objects of the subsidy

Professors teaching legal professional courses from law-related departments or general education centers/ organizations in all private and public universities/ colleges (except police schools)

3. Focus of the subsidy

This plan encourages law-related departments or general education centers/ organizations to develop the teaching methods that combine the basic structure of “professional legal knowledge and profession ethics.” It is to help the students extend their thinking onto the relationship between the professional legal knowledge and the ethics of other related professional fields, such as jurisdiction, public service, healthcare, engineering, enterprise, education, media and news, information and net, sports, religion, and social affairs, etc.

This plan encourages law-related departments or general education centers/ organizations to proceed the integrative or individual project combining the focuses from 2007 to 2009.

4. Types of subsidized projects

- a. Plan A: Integrative project
 - i. This plan offers subsidy to law-related departments or general education centers/ organizations to develop an integrative project which combines the concepts of professional legal knowledge and profession ethics.
 - ii. The project should clarify the host’s plan of inviting professors who have the experiences in teaching local legal cases, dialogical cases methods, theory and practice combined courses. It should also point out how the professors will cooperate with people experts who work in judicial circles, civil service, enterprises, or other related non-government organizations, etc. The project must include 3-5 law-related courses which combine the concepts of professional legal knowledge and profession ethics.
- b. Plan B: Individual project
 - i. The project should be applied by the professors who teach law-related courses combining the concepts of professional legal knowledge and profession

- ethics.
- ii. The project **should shall** clarify how to develop the pedagogy in the courses of professional legal knowledge and profession ethics which also integrate several dimensions: cases-based, dialogical, and theory-practice combined pedagogy.
 - iii. If the integrative project does not pass the verification, it is possible that MOE could subsidize some of its courses as the individual project according to their contents.
- c. The subsidy is distributed to the outstanding projects in Plan A and B according to the examination of MOE, or other organizations appointed by MOE to enhance the development of Plan A and B.

5. Period of the subsidy

August 1st, 2010 ~ July 31st, 2011

6. Application

- a. Deadline: March 31st, 2010
- b. The applicants **should shall** finish the submission procedure online (<http://hss.edu.tw>), and send 6 copies of the application form and its electronic file to the following addresses respectively:

11699 Mailbox no. 1-217, Muzha post office (11699 木柵郵局第 1-217 號信箱)
laweipo@mail.moe.gov.tw

7. Examination

- a. Procedure: MOE will set up an ad hoc group to go through the examination. If a meeting is needed, the examiners might invite the applicant to give a brief presentation. The examiners would give suggestions to the practice of the project.
- b. Principles
 - i. The host's achievements in executing MOE projects in last three years will be crucial in the examination process. (Non-MOE subsidized projects are not included in this examination criteria.)
 - ii. The examination **will** emphasis on the operation of the teamwork
 - ◆ The operation **should shall** direct to the purpose and spirit of the project.
 - ◆ The meeting minutes of the preprational work are required.
 - ◆ The courses designed for each sub-project **should shall** concretely clarify how to combine the concepts of professional legal knowledge and profession ethics.
 - ◆ The project host's academic and teaching experiences **should shall** be stated.
 - ◆ The use of the subsidy **should shall** be claimed.
 - iii. The subsidy **should shall** be distributed to different areas as equally as possible.