108 年度教育部
人文社會與科技前瞻人才培育計畫
計畫申請書【第零~一期／四期計畫】

申請類別	■A 類：前瞻人才跨領域課群發展計畫 □B 類：前瞻人才跨領域學習環境與課程發展計畫	
計畫名稱	資訊科技時代的司法心理學課群先導計畫	
申請學校	國立臺灣大學	
主持人姓名	趙儀珊	單位／職稱 心理系/助理教授
申請議題	□「人口結構變遷」 ■「科技變遷」與社會之交互影響 □「環境能資變遷」與社會、科技之交互影響 □「經濟型態變遷」與社會、科技之交互影響 □其他科技前瞻議題：＿＿＿＿＿＿＿＿＿＿＿	

本期期程：108 年 6 月 1 日至 109 年 7 月 31 日

中華民國 108 年 4 月 25 日

計畫申請基本資料表

計畫名稱	資訊科技時代的司法心理學課群先導計畫
申請類別	■A 類：前瞻人才跨領域課群發展計畫 □B 類：前瞻人才跨領域學習環境與課程發展計畫
申請學校	國立台灣大學
送審議題 （至少擇一項）	□「人口結構變遷」 ■「科技變遷」與社會之交互影響 □「環境能資變遷」與社會、科技之交互影響 □「經濟型態變遷」與社會、科技之交互影響 □其他科技前瞻議題：＿＿＿＿＿＿＿＿＿＿＿
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共同主持人	姓名： ｜ 所屬本兼職一、二級單位及職稱：臺師大國際與社會科學院東亞學系副教授 電話： ｜ 電子信箱：
計畫聯絡人	姓名： ｜ 單位及職稱： 電話： ｜ 電子信箱：
計畫期程	108 年 6 月 1 日至 109 年 7 月 31 日
計畫經費	1. 總經費（＝A＋B＋C）：＿＿＿＿＿＿＿＿元 2. 申請教育部補助經費（A）：＿＿＿＿＿＿元 3. 學校配合款（B）：＿＿＿＿＿＿＿＿＿＿元註：其 他經費來源（C）：＿＿＿0＿＿＿（來源/金額）元
計畫聯絡人	（請簽章）
計畫主持人	（請簽章）
承辦單位	（請簽章）

計畫摘要表

學校名稱	國立台灣大學		
計畫名稱	資訊科技時代的司法心理學課群先導計畫		
計畫主持人	趙儀珊		
主責單位	（如勾選 A 類，可免填）	合作單位	（如勾選 A 類，可免填）
計畫摘要 （650字 內）	計畫目標		
	有鑑於在當前社會中資訊科學愈發重要，以及法律與心理學跨領域的結合備受重視，本課程群的目標在於給大學生同時培養法律與心理學素養、思維模式以及學習如何使用資訊科學的機會。我們希望促進大學生同時從法律與心理學觀點思考司法實務上之問題與應用，並學習如何使用資料分析、人工智慧於司法實務中。		
	計畫推動策略與作法		
	本課群是台灣第一個跨領域專家學者組成、授課的計畫，主持人與協同主持人希望透過本次合作建立起跨校、跨領域課群的基本模式。 在此基礎上，我們除了容納原有課程之外，還會進一步強化法律、心理與資訊科學課程之間的關聯性。課程上會安排學生修習刑法、刑事訴訟法、民法身分法、普通心理學、司法心理學與法律資料分析等等的課程。 在授課方面，我們會以強化學生應用知識、解決問題的能力為主軸。例如透過模擬陪審團等實務練習培養學生如何將課堂上的知識應用到實際生活中案例的技能，同時邀請司法實務工作者(例如：刑警、檢察官等)到課堂上與學生們討論，以促進修課學生對實務之理解。此外我們也會跟高中公民科老師合作，以視訊會議的方式讓大學生與高中生討論實際案例。 除了與台灣實務工作者或其他教育機構合作外，我們也計畫與外國學者進行視訊講學或演講，以擴展學生對他國司法程序、法律心理學應用或資訊科學的理解與知識，並進一步思考對台灣的益處。		
	預期效益與關鍵績效指標		
	我們預期本課群的學生在未來司法實務上當面對涉及心理與資訊科學的問題或證據時有更多先備知識與解決問題的能力。同時擴大法律、心理與資訊課學跨領域之教師群規模以及能見度，增加教師數量與積極程度，強化台灣跨領域教學的品質。		

計畫整體推動架構圖

黑框黑字為本課群科目，黑字底線為相關先修科目

司法界、律師

資訊科學

法律學

法律資料分析

法律實證研究與數據分析

數位人文學

司法心理學

刑事訴訟法

身分法實例演習

刑法　身分法

普通心理學

心理學

外國大學

公民

高中
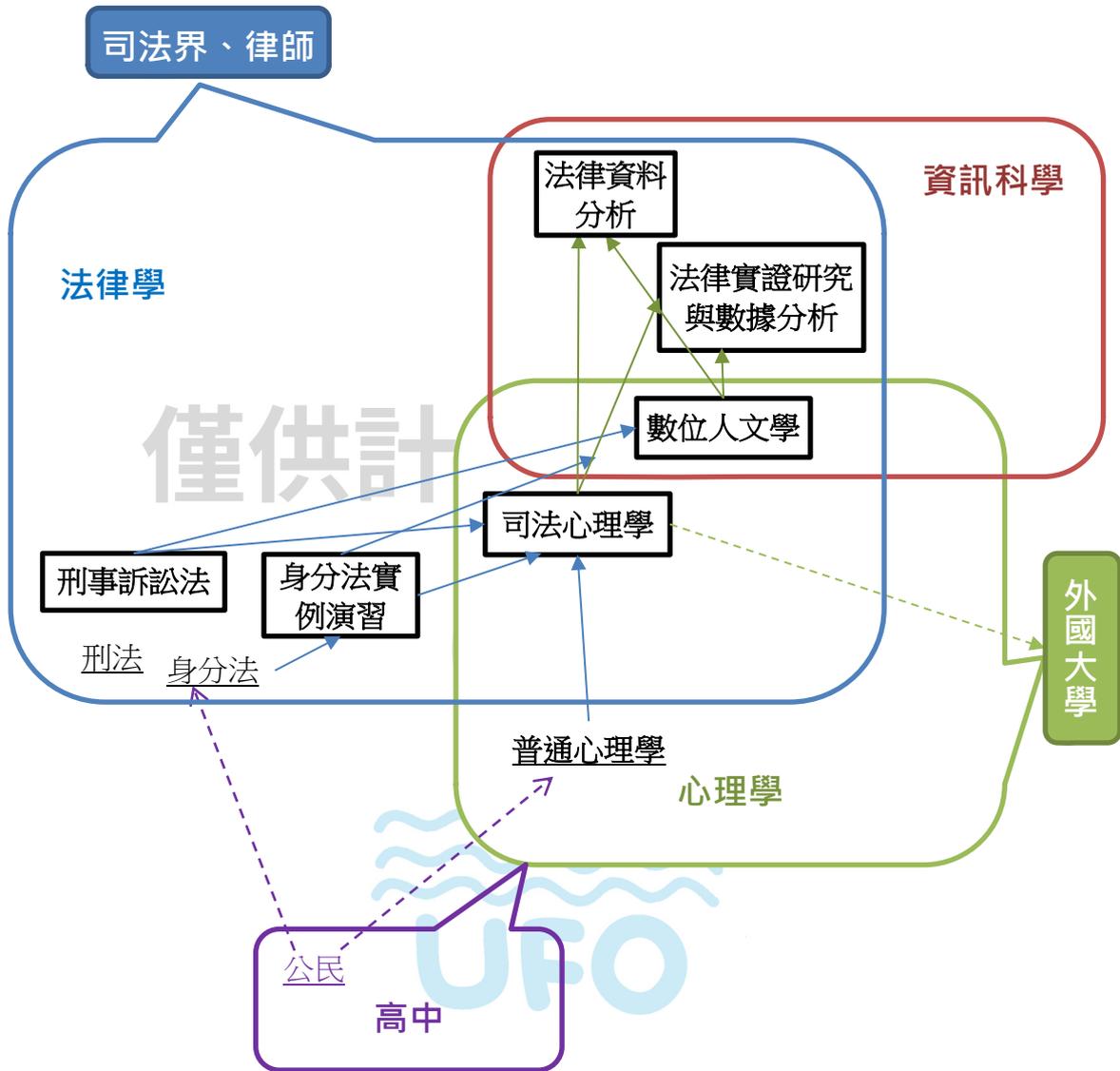
計畫書

壹、申請單位概況

撰寫重點：請簡述(1) 執行單位的成立宗旨及發展概況，以及人文及社會科學領域特色、現況與；(2) 目前人才培育問題與困境；B 類申請者，需另說明現行人才培育模式及院系學科發展之問題與目標；(3) 教研能量及現行行政與教務體制配合方式。

（1）執行單位的成立宗旨及發展概況，以及人文及社會科學領域特色、現況

The proposed Psychology-Law-Information Science course group aims to provide cross-disciplinary, multi-approach education and training in Psychology and Law to undergraduate students at National Taiwan University (NTU), with the long-term goal of cultivating rational, critically-analytical, resourceful, ethical and adaptive professionals.

Historically, the undergraduate programs in the Psychology department and College of Law at National Taiwan University have not overlapped nor intersected due to both departments being in different colleges. Since the Psychology department is based in the College of Science, undergraduates tend to receive more training in basic and natural sciences than in humanities and social sciences. Hence psychologists who later work on legal issues may not understand the law and legal system well enough to apply psychological knowledge. Likewise, Law students may have received little training in scientific methods or human behavior during their undergraduate training. From a practical perspective, this is surprising considering the significant connection between these two fields in practice.

（2）目前人才培育問題與困境

Human behaviors in the justice system have a huge impact on how the law is applied, how justice is served, and how the system functions in society. On the flip side of the coin, the legal and justice system influence people in a myriad of ways. In Europe and North America, awareness of the intersection between Psychology and Law several decades ago led to the development of a new field - Forensic Psychology or Psychology and Law. As a result, not only are these undergraduate and graduate programs focusing on psychology and law, legal practitioners are often required to receive training in psychological knowledge and psychologists are required to receiving training in legal knowledge. This is still very new in Taiwan, but the PI has been providing training to legal professionals in addition to providing undergraduate and graduate training at National Taiwan University. Importantly, in the current information age,

skills in digital data analysis and the use of information technology will be crucial in the future workforce. Decision-making will increasingly involve the use of technology such as big data analysis. Hence the proposed course group will also include courses in information science at National Taiwan Normal University (NTNU). The course instructors at National Taiwan University's College of Law and NTNU have previously collaborated in research programs and are currently collaborating teaching wise. The information science course taught at NTNU is heavily geared to the analysis of legal data, and so matches the proposed goals very well.

Cross-disciplinary awareness among students begins with cross-disciplinary collaboration between professors and instructors. Currently there is no course nor course group that includes both Psychology and Law courses. For example, the key course in this proposal, Forensic Psychology, is taught at the Psychology department, although Law students have priority in course registration. However, during this 18-week course, students are trained only in theories and research in Psychology, with little discussion of the law. Thus, while students are taught to identify flawed testimony or bad investigative interviews, they do not learn knowledge about Criminal and Evidence Law, or Civil Law. Likewise, courses taught at the College of Law barely scratch the surface in terms of psychological concepts. This proposal aims to bridge the two disciplines by proposing a course group that includes both psychological and legal training, as well as providing a key skill in the use of information technology. In addition, as past students have consistently suggested a two-semester (one year) course for Forensic Psychology, the PI will use this grant to develop the current one-semester course into a one year multi-approach course. In its current one-semester form, undergraduate students learn basic knowledge in a large variety of topics in Forensic Psychology, with little room for deeper knowledge in theories and research methods. Through developing Forensic Psychology into a one year course, this proposal expects to provide much more in-depth training in scientific research and methods in the first semester, and the application of scientific knowledge in the second semester. Further, the second semester of the Forensic Psychology course will heavily involve collaboration with practitioners, relevant NGOs, and local high schools. The proposed course group will include Forensic Psychology taught at the Psychology department; Criminal Procedure Law, Legal Empirical Research and Data Analysis, Case Study on Civil Code-family and Succession Law, and Legal Data Analysis taught at the College of Law; and Information and Humanities Studies taught at NTNU.

（3）教研能量及現行行政與教務體制配合方式

Most of the courses in the proposed inter-disciplinary course group will be taught at National Taiwan University (NTU). NTU highly encourages the development of inter- and multi-disciplinary education, and so we do not anticipate any difficulties in delivering the proposed courses. Further, the Psychology and Law courses in the course group are already open to students from other departments. Collaboration with NTNU will also be possible because NTNU and NTU are members of a university alliance that also includes National Taiwan University of Science and Technology. This alliance allows students from these universities to attend courses taught in these universities at instructors' discretion. In short, we do not expect any difficulties for undergraduate students at both universities to take the courses in the proposed course group.

貳、計畫目標

撰寫重點：請清楚呈現(1) 問題意識，並說明計畫目標及其兼具未來科技與傳統知識融合之前瞻性；(2) 前瞻思維及觀點如何鏈結跨領域議題；(3)議題形成過程之描述（請將相關教師、學生、業界等共同討論之會議紀錄或活動照片列為附件內容）；(4) 深化跨領域教師社群對關鍵議題之教學與研究，對前瞻議題之討論；(5) 展望2030年，各領域將面臨的問題、挑戰與機會；(6)需要什麼樣的人才解決這些問題，並迎接機會與挑戰；(7)如何透過議題導向之教學，培育這類人才的知識(Knowledge)、技術(Skills)、能力(Abilities) 及態度(Attitudes)；(8)國內外可供參考之培育未來跨域人才相關研究成果或範例。

(1) 問題意識，並說明計畫目標及其兼具未來科技與傳統知識融合之前瞻性

The proposed course group aims to facilitate complex problem-solving, critical thinking, and cognitive flexibility by pushing students to think from the perspectives from two disciplines – psychology and law, tackle complex problems in both fields by thinking critically about them, and learn to exercise cognitive flexibility by juggling between two fields. We also envision future psychologists and legal professionals to require advanced skills in the use of information technology, particularly skills in analyzing big data. Both psychological and legal data are accumulating rapidly due to the internet and availability of human-driven data such as online surveys and social networks. In order for future professionals to solve complex problems, they will need to be able to use skills in information science and technology to collect, analyze, and interpret large amounts of data from different disciplines. The current undergraduate education in NTU and NTNU place very little emphasis on enhancing students' learning using information science, yet this may be the most important skill for future professionals.

The specific goals of the proposed psychology and law course group are the following:

- Train students in complex problem solving and bridging theories, research, and practice.
- Promote and train cognitive flexibility (thereby preventing tunnel-vision thinking).
- Instill cross-disciplinary awareness and appreciation.

(2) 前瞻思維及觀點如何鏈結跨領域議題

The proposed course group aims to prepare future psychologists, legal professionals, and forensic psychologists for the future digital era in which these professionals will need to be highly skilled in using technology to solve complex problems. By exposing students to psychology and law, two related yet qualitatively different disciplines, students will be trained in cognitive flexibility. Additional and overarching training in (big) data analysis will strengthen students' analytical thinking and resourcefulness.

Considering how fast the digital era is developing, we expect information or data science to be a major theme in crime investigation, sentencing, and prevention. In Taiwan, the National Police Agency has already established a database for crime investigation to identify high-risk individuals (i.e. potential offenders) (https://www.ithome.com.tw/news/103813). One of the co-PIs has also used information science to study cross-border drug trafficking (Shao & Wu, 2019, Applying Legal Analytics and Text Mining: Factors and Structure of the Cross-border Drug Trafficking). Outside Taiwan, ideas have formed about the possibility of using 'AI judges' to try cases that can easily be decided using programmed data (https://buzzorange.com/techorange/2019/04/10/ai-judge-estonia/). In Estonia, for example, AI judges are being considered for minor cases such as speeding and other traffic violations. This significantly reduces judges' workload as such cases take up a lot of judges time. Vexatious litigation cases also contribute to significant workload for Taiwanese legal professionals, so information science can play a crucial role by filtering out cases that require simpler decision-making processes. For example, cases involving traffic accidents involve clear and specific decision rules that can be easily programmed. Real judges can therefore focus their time and cognitive resources on more complicated and mentally demanding cases. Demanding cases also require deeper knowledge of human behavior and motivation, something current Taiwanese legal professionals struggle with because they do not have background knowledge or expertise in psychology.

A salient dilemma in 2030 might be that with the advancement in information science and AI, the human labor force will be significantly reduced. AI judges might benefit the legal system by dealing with minor or vexatious cases so that human judges can work on demanding cases more resourcefully and make sound decisions. However, the cost of including AI legal professionals might be that human legal professionals start questioning their own value, purpose, and goals. In dealing with cybercrimes, where humanity is masked within or behind the internet space, legal professionals

(both human and especially AI judges) will have a different kind of challenge understanding the nature and motivation behind cyber or cyber-related crimes. From a psychological perspective, there will be a myriad of variables and confounding factors that AI will not necessarily be able to address. Even with a comprehensive database of information and data about every type of crime and criminals (i.e. every information about each case is digitized and analyzed), only some predictions can be made about future crimes and cases. The database cannot yet predict the changes and variations that might occur in 2030 and beyond. Considering the significantly low birth rate in Taiwan, future professionals will have to deal with issues related to an ageing society and communicate with the elderly population. In addition, an important component of the proposed course group is training in family law and family psychology. We included this component because legal professionals are ill-prepared for dealing with family and child custody issues. Likewise, psychology professionals lack the legal knowledge in delivering psychological service. Family court cases typically involve a lot of interpersonal conflict, struggles, and emotions. Human behaviors in family disputes are complicated, emotional, often unreasonable and irrational, and capable of significant damage to the people involved. There is an increasing interest and trend in practicing collaborative law and therapeutic jurisprudence – that is, to help couples file for divorce and discuss child custody in a collaborative and reasonable manner, and at the same time repair or renew their relationships with each other and with their children. Family cases exert significant mental and emotional load on legal professionals, and so decision-making is a particular challenge. By training students to utilize information science to identify useful decision-making standards, especially those that best fit a particular family, future professionals not only make better decisions, but help the family avoid harm and heal in the process. Societal change is so dynamic that information science will need to be complimented with psychology. Hence, just training the future workforce to use AI in legal decision-making is not enough to prepare legal professionals for 2030. Psychological training geared towards understanding how AI will affect legal professionals, new forms of crime, and the justice process will be extremely crucial for professional development.

The proposed course group aims to 'prepare' undergraduate students for the possible changes in 2030 by first, providing training in information science and facilitating discussions and thinking about the relevance and bidirectional impact of data science on psychology and law. Undergraduate students will learn not only about how they can use data science in psychology and law, but also how psychology and law affect the application and implication of data science. Beyond the first year, we expect the course group to enhance deeper understanding and appreciation of how 'humanity' and 'humaneness' will influence and guide future psychologists and legal professionals. We anticipate inviting scholars in philosophy and ethics to talk to students about future ethical issues that might arise in using and applying information science, as well as the role of ethics in future legal decision-making. We expect students to identify and discuss complex problems across these three disciplines, and importantly, to think about how they would solve them professionally, ethically, and efficiently.

(3)議題形成過程之描述（請將相關教師、學生、業界等共同討論之會議紀錄或活動照片列為附件內容）

The PI is the sole instructor of Forensic Psychology at NTU, and this course is not available in most universities in Taiwan. However, there is increasing popularity and interest in interdisciplinary courses. Psychology students who take Forensic Psychology typically do not have background knowledge in the law. Likewise, Law students who take this course typically do not have sufficient knowledge in the theories and research underlying topics in Forensic Psychology. This led to the PI's idea of connecting with the College of Law, and due to an existing collaboration between two of the co-PIs from the College of Law with the co-PI specializing in information science at NTNU, the idea of a psychology, law, and information science course group was formed.

Further, the idea of developing Forensic Psychology into a one-year course came from student feedback. Previous students also mentioned in particular the value of group discussions. Hence, an important component of the course group is to stimulate open problem-based discussions among psychology and law students. Examples of student feedback for the PI's Forensic Psychology course are as follows:

【很喜歡課堂中結合案例分析以及讓大家討論，看見了很多平時沒有想到的議題】

【覺得這門課的應用性很高，也幫助我思考到不同的問題，包含實務上的困境，以及可以朝哪個方向努力，希望老師以後能再開相關課程。】

【感謝老師提供很多案例給我們去思考，也在課堂上聽到不 同背景同學的意見】

【真的可以學到很多東西 檢視筆錄還有實作的課程裡讓我發現很多以前不會注意 的誘導性的問題 也提醒自己如果以後從事相關工作要多加注意 不過要兼顧司法的效率和合格的詢問程序真的好難啊 非常有趣的課~~】

【看到在法律系看不到的地方，也注意到之前以 為理所當然的事情其實並不合理，還有後悔大學四年沒 有多接觸其他心理學的課程。 】

【分組討論的過程都很愉快，從同學身，喜歡上課時分組討論的時間，能聽到很多不 一樣的想法。 】

【上課討論的問題都很有幫助，喜歡 大家分享討論後的意見，老師也都很親切地講解跟分 析，製造很好的氛圍】

(4) 深化跨領域教師社群對關鍵議題之教學與研究，對前瞻議題之討論

As the PI and co-PIs have not previously collaborated in interdisciplinary teaching, this grant will provide a valuable opportunity for the instructors to observe and discuss each other's courses. We do not expect the instructors to be compelled to make drastic changes to each independent course, but we do at least hope to create opportunities for the instructors to think about the different disciplines in each course. Although the co-PIs at NTU's College of Law and NTNU have already begun collaborating on legal data analysis research, the PI does not have knowledge nor experience in this area. This will be a great opportunity for the PI, and by communicating key issues in forensic psychology to the co-PIs, we expect to generate new ideas in psychology, law, and information science.

(5) 展望 2030 年，各領域將面臨的問題、挑戰與機會

According to a 2016 World Economic Forum report, The Future of Jobs, global developments will transform the future workforce. This report provided an analysis of the employment, skills and workforce strategy for the future beyond 2020. Clearly the way we live and work will be transformed by developments in advanced robotics and autonomous transport, artificial intelligence and machine learning, advanced materials, biotechnology and genomics. The future workforce will have to review and revise its skillset to keep up with these developments.

Source: Future of Jobs Report, World Economic Forum

Hence, there is a crucial need for university or higher education to aligning course design to skillsets of the future workforce. That is, course content should aim to help students to

develop skills in complex problem-solving, critical thinking, creativity, people management and coordination, service orientation, negotiation, and cognitive flexibility. The future workforce is also expected to be emotionally intelligent and capable of sound judgment and decision-making. University courses should therefore be designed in such a way that they can keep up with the ever changing work environment of the future. However, currently, undergraduate students majoring in psychology and law are not sufficiently exposed to complex problem-solving that involves inter-disciplinary thinking and applying theory and research to practice. Simply put, the current textbook and lecture-based education cannot prepare psychologists and legal professionals for the future 2030 workforce. The lack of training in information science and data analysis will also render current students handicapped in the future workforce when information skills will be more crucial than ever.

Psychologists will need to know how to access large amounts of behavioral data (survey responses, biofeedback data) quickly and efficiently. They will need to know how to write codes that will enable them to use the data to solve complex behavioral problems, particularly those related to legal and justice issues. It is hard to predict what mental health and psychological issues might be pertinent in 2030, but we expect psychological problems to relate strongly to advancement in technology. For example, increase in cyber use may cause more life stress and weak human social relationships. Cyber bullying and cyber crimes may become more prevalent, requiring psychologists to study these behaviors through big data analysis.

Legal professionals in 2030 on the other hand, may be dealing with cases and issues that have evolved with the digital revolution. Criminal behaviors may be increasingly linked to online rather than offline behaviors. Traditional crimes may become more complex in that legal professionals have to investigate cases using information gathered online and offline. The legal procedure will likely utilize information technology much more than in the present. For example, the interrogation and cross-examination of suspects might be completed through computer-mediated methods.

The kinds of societal issues and problems that might arise in 2030 will require psychologists and legal professionals to either work together, or be knowledgeable in both disciplines. One good example is the prevention and investigation of cybercrimes or fake news. With the advancement of technology also comes the advancement of fake news. Future professionals will need to utilize inter-disciplinary knowledge in psychology, law, and information science to identify, investigate, prosecute, and prevent fake news. Investigating and prosecuting fake news will require understanding of the underlying motivations and behaviors,

filtering information of which legal elements can be applied to, and analyzing large amounts of data to identify the source, target, and impact of fake news.

(6)需要什麼樣的人才解決這些問題，並迎接機會與挑戰

A problem like fake news requires inter-disciplinary knowledge and complex problem-solving skills. Professionals in 2030 must have skills in complex problem-solving, critical thinking, cognitive flexibility, and creativity. As it is foreseen that the future workforce will have a reduced human labor force, due to the increasing use of machines and robots, people management and coordination, service orientation, and negotiation will be important for professionals to do their jobs well and maintain good mental health. We expect that strong training in inter-disciplinary knowledge and data skills will mentally and emotionally prepare future professionals to face and tackle problems.

(7)如何透過議題導向之教學，培育這類人才的知識(Knowledge)、技術(Skills)、能力 (Abilities) 及態度(Attitudes)

The specific goals of the proposed psychology and law course group are the following:
- Train students in complex problem solving and bridging theories, research, and practice.
- Promote and train cognitive flexibility (thereby preventing tunnel-vision thinking).
- Instill cross-disciplinary awareness and appreciation.

a. Analytical thinking and complex problem solving

The proposed course group aims to address a foresight that future working professionals will be expected to complete tasks and solve problems quickly and efficiently. The breathtakingly fast development of artificial intelligence and machine learning suggest that humans have to keep up in order to avoid being replaced by computers and machines. There are of course real-world problems that can only be addressed human to human, and we expect the legal system to one such system that will not be replaced by machines anytime soon. However, speed is nonetheless expected in work quality, yet current undergraduate programs are not necessarily effective in training future workers to come up with high-quality solutions quickly. There is abundant research showing that the most effective problem-solving involves analytical thinking and resources. To be analytical, an individual needs to utilize higher level cognitive functions and cognitive resources. One needs to generate possible solutions, weigh the risks and benefits, as well as evaluate the information and resources needed to achieve the best possible

outcome. Cross-disciplinary training, especially that bridging the basic and natural sciences with humanities and social sciences, is ideal in providing such training. Using the proposed course group as an example, a highly-skilled legal professional would be expected to analyze a problem from the perspective of different disciplines (law, psychology, criminology, etc.), determine the resources most useful for solving the problem, and communicate such needs to the relevant professionals. For instance, for a judge to effectively and successfully determine whether a murder suspect was criminally responsible for murder, he or she would need to have some basic knowledge of the psychological underpinnings of criminal behavior, criminal responsibility, and how psychologists could help answer these questions. The judge would then need to communicate his or her queries and expectations to a psychologist in order to reach a sound judgment.

Critical thinking skills are used and developed as students look across disciplinary boundaries to consider other viewpoints and also begin to compare and contrast concepts across subject areas. Transferable skills of critical thinking, synthesis and research are developed and are applicable to future learning experiences. Interdisciplinary study allows for synthesis of ideas and the synthesis of characteristics from many disciplines. At the same time, it addresses students' individual differences and helps to develop important, transferable skills. These skills, such as critical thinking, communication and analysis are important and continually developing at all stages of life. Educational systems are serving students best if they enable and encourage students to build their own interdisciplinary pathway.

Undergraduate course design with foresight should consider facilitating students' abilities to solve complex problems. What makes a problem complex? According to Xu and colleagues (2007), a complex problem involves a number of issues, functions and variables, interactions among these issues, functions or variables, all of which may be hard to predict and discern. Jonassen (2000) stated that *dynamicity* is another dimension of complexity. In dynamic problems, the relationships among issues, variables or factors change over time. Changes in one factor may cause variable changes in other factors. The more intricate these interactions, the more difficult it is any solution.

The combination of psychology and law is ideal for undergraduate students because both fields on their own already involve very complex problems in human behavior and legal analysis. When learnt together, students are trained to think about larger numbers of issues, functions and problems within and between psychology and law, and as well discuss the unpredictability of human behavior in the legal or criminal justice context. Students will also need to consider changes in human behavior (both in psychology and law) over time. For

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example, the issue of a possible wrongful conviction would stimulate thinking about pitfalls of human decision-making, the legal procedure, systemic issues, and so on. Individual differences among legal professionals, suspects and alleged victims ate hard to predict and control, so students need to think critically about how they could prevent and identify possible wrongful conviction.

In training students to solve complex problems, undergraduate education should also drive students to learn troubleshooting - searching the most likely cause of a fault in a larger set of possible causes (Schaafstal *et al.*, 2000). Lyn (2011) suggested abilities that students need to deal with complex problems for success beyond the school: *"Such abilities include: constructing, describing, explaining, manipulating, and predicting complex systems; working on multi-phase and multi-component component projects in which planning, monitoring, and communicating are critical for success; and adapting rapidly to ever-evolving conceptual tools (or complex artifacts) and resources* (Gainsburg,2006; Lesh & Doerr, 2003; Lesh & Zawojewski, 2007)". Importantly, much of the current undergraduate education is based on traditional pedagogies such as lecture-based classes and demonstrating solutions to problems, rather than getting students to attempt problem-solving themselves. Many problems shown in undergraduate courses also tend to be "textbook problems", so students may not be able to transfer the skills and knowledge obtained in university to real life problems later (Brown, Collins, & Duguid, 1989; Mayer, 1996; Perkins & Salomon, 1989). The effectiveness of complex problem-solving curriculum is determined by the selection of the correct problem for teaching real-world troubleshooting to the students (Jonassen and Hung, 2008). Undergraduate education reform should therefore emphasize the inclusion of realistic and real-world problems in problem-based, scenario-based or case-based learning. The proposed course group will be able to achieve this, as real legal scenarios and cases are used in students' brainstorming sessions. For example, students are required to critically analyze the problems in a questionable forensic interview (based on a real criminal case) using knowledge about eyewitness memory and suggestibility. Further, students are required think both 'psychologically' and 'legally' about each problem.

The field of psychology is ideal for training in complex problem-solving as it provides opportunities for students to think scientifically; on the other hand, law education provides strong training in logical thinking. A combination of these two fields will boost students' cognitive skills in approaching complex problems. We hope to train students to actively acquire knowledge about complex problems by systematically interacting with it (Funke, 2001). We expect that when these students eventually join the future workforce, they are able to define one

or more of the problem's components based on aspects like prior knowledge acquired in university and features of the task (Novick & Bassok, 2005). With prior training in psychology and law, we also anticipate future professionals to be able to tackle complex problems through rule induction (Simon & Lea, 1974), generating and testing hypotheses (Klahr & Dunbar, 1988) and causal learning (Buehner & Cheng, 2005).

b. Promote and train cognitive flexibility

Cognitive flexibility refers to the ability to disengage from one task and respond to another or think about multiple concepts at the same time. Someone who is cognitively flexible will be able to learn more quickly, solve problems more creatively, and adapt and respond to new situations more effectively, which is why it's so important in both educational settings and the workplace. Considering the fast and complex developments that will transform the future workforce, employers will be placing more emphasis on cognitive abilities like creativity and adaptability. One of the best ways to train cognitively flexibility is to expose students to new experiences and ways of doing things, for instance, through interdisciplinary teaching. How students are taught greatly impacts the nature and formation of their cognitive structures, which in turn affect students' ability to store and readily access information (Boger-Mehall, 1996). A crucial aim of education is to help students learn as well as appropriately apply and adapt what they have learned to novel situations. One important component of the proposed course group is to increase cognitive demands by requiring students to demonstrate deep understanding through the application of content knowledge and skills to new situations. For example, through a one-year course in Forensic Psychology, students will have to learn to apply the knowledge acquired through lectures and scientific experiments in the first semester to real-world problems and practicum demonstrated in the second semester. In addition, these students will be applying knowledge in criminal procedure as well.

Psychologist Robert Steinberg found that when students were taught to think in both creative and practical ways, not only did their grades improve, but they were also able to transfer the knowledge they gained to entirely different areas of learning. Research shows that people who are exposed to situations that challenge their ideas about what's right and wrong tend to have greater cognitive flexibility. This is especially relevant in the proposed course group. On the surface, the law clearly states what is right and wrong, but how legal elements are interpreted and applied, especially in different cases and scenarios depend on the decision-making behaviors of legal professionals. By putting psychology and law students together, and facilitating

discussions among them, the proposed course group will help them practice divergent thinking and cognitive flexibility.

c. Interdisciplinary awareness and learning

Inter- or cross-disciplinary learning is increasingly important for the future workforce as the demand for complex problem-solving will be significant. Thus, undergraduate education needs to ensure that students experience a deeper learning process. The constructivist paradigm supports the value of interdisciplinary learning. According to this theory, learners create their own understanding and knowledge of the world through experiences and reflection of these experience. Thus when students encounter something new, they have to integrate it with previous ideas and experiences by connecting the new knowledge to something already known. For example, in the case of the proposed course group, applying the law to psychological knowledge or vice versa. It may mean the students are studying something completely new and different. Sometimes it will result in the student rejecting the ideas completely. Above all, the theory assumes that students are active creators of their own knowledge through the process of asking questions, exploring, and assessing what is known or learned. Students cover topics in more depth because they are considering the many and varied perspectives from which a topic can be explored. Students begin to consolidate learning by synthesizing ideas from many perspectives and consider an alternative way of acquiring knowledge. Exploring topics across a range of subject boundaries motivates students to pursue new knowledge in different subject areas. In short, the proposed course group is expected to trigger a snowball effect in students in that they will continue to seek new knowledge in different subjects in their future careers. Interdisciplinary knowledge and application of different disciplines can also lead to greater creativity, another core skill in the future workforce.

One of the biggest barriers to achieving true interdisciplinary study in education environments is the necessity for collaboration of educators. This can be difficult to achieve, but not impossible. Interdisciplinary teaching and learning is maximized when instructors from different disciplines work together to serve a common purpose and to help students make the connections between different disciplines or subject areas. The proposed course group will initiate a new and valuable collaboration between instructors in psychology and law and we hope this will motivate and inspire students to seek and enjoy interdisciplinary knowledge.

(8)國內外可供參考之培育未來跨域人才相關研究成果或範例

In a review paper 'Interdisciplinary Learning: Processes and Outcomes' by Ivanitskaya, Clark, Montgomery and Primeau (2002), the authors reviewed theories and research that looked at learning outcomes of interdisciplinary education. The authors cited Central Michigan University's Master of Arts in Humanities program as an example, and discussed why interdisciplinary programs lead to better learning outcomes.

To the best of our knowledge, there has not been empirical evidence on course outcomes of inter-disciplinary undergraduate education in psychology and law. There are currently undergraduate programs for psychology and law across the world, some with equal emphasis on both disciplines, and others with a heavier emphasis on psychology or law. However, these are full three- or four year bachelor's degree programs, rather than a course group. Importantly, we have not come across a program or course group that links psychology, law and information science.

參、計畫推動重點、策略與方法

請依照發展目標與執行項目描述推動重點與具體策略與方法，請強調：(1) 執行單位透過哪些具體策略與方法來達成計畫目標；(2) 如何招募教師參與？如何經營教師社群？(3) 如何發展課程模組？(4) 如何與各校教學發展中心、通識中心合作？(5) 如何與同期其他人才培育計畫搭配？若規劃與國外機構及學者交流與合作，請具體說明。

（請將上述說明內容摘要後填入以下兩表）

(1) 執行單位透過哪些具體策略與方法來達成計畫目標

The PI and co-PIs of this grant will develop course content both independently and collaboratively. In order to enhance deeper interdisciplinary learning, we will discuss ways in which our course contents relate to each other. Importantly, we plan to structure the level and timing of the courses so that students benefit maximally from the course group. For example, students will be encouraged to take courses in criminal procedure for basic knowledge on the criminal procedure code in Taiwan before taking Forensic Psychology. Forensic Psychology will also be structured in such a way that students will gain in-depth learning about the theories and research in forensic psychology before a semester of practicum content and/or data analysis. The following chart shows the structure of the proposed course group:

法律學　資訊科學

法律資料分析

法律實證研究與數據分析

數位人文學

司法心理學

刑事訴訟法　　身分法實例演習　　普心

刑法　　身分法

心理學
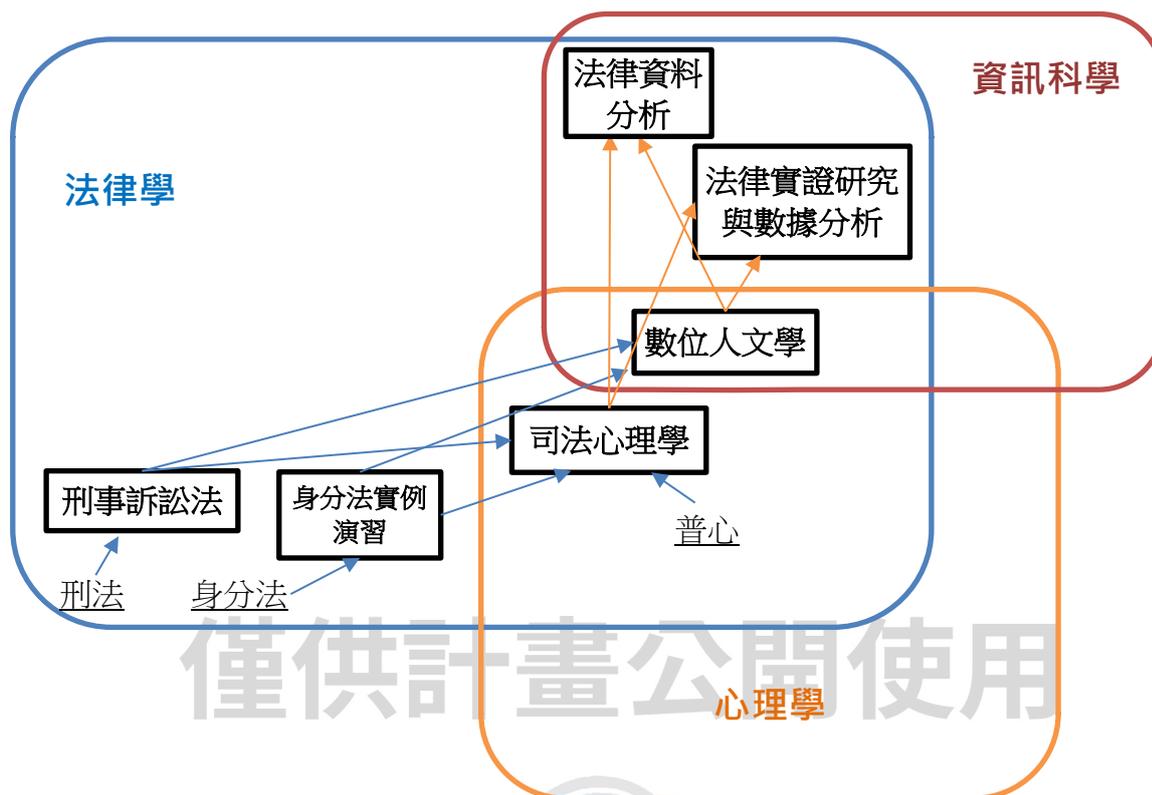
(2) 如何招募教師參與？如何經營教師社群？

　　The PI has already sought collaboration from three co-PIs. Other interested instructors will be recruited as the course group is developed. We are particularly interested in recruiting legal professionals from the field, such as judges, prosecutors and detectives. Legal professionals will be recruited to comment on issues such as judicial decision-making, quality of testimonial evidence, and child custody preference. In addition, if needed, we will recruit professors from other academic fields that may strengthen cross- and inter-disciplinary learning for undergraduate students. Recruitment will not only be limited within National Taiwan University. We anticipate co-learning among the instructors in terms of interdisciplinary teaching, and linking academic content with practice. One very interesting and impactful component of the Forensic Psychology course is a mock trial and jury deliberation. This practicum aims to help students connect course content with practice by analyzing evidence and case materials with the guidance of the instructors and real practitioners. For example, when analyzing investigative interviews, experienced legal professionals such as detectives and prosecutors may be invited to discuss with students. Where there is evidence such as a psychiatric evaluation, psychiatrists may be invited to act as 'expert witnesses' and be questioned by the students. Finally, discussions on judicial decision-making in the mock trial will involve not only the core members of the course group (i.e. professors in psychology, law, and information science), but also real judges, lawyers and prosecutors.

As the PI will be developing the existing one-semester Forensic Psychology course into a one-year course, the second semester course goal will include collaborating with a high school to facilitate co-learning between undergraduate and high school students. This is an experimental attempt to introduce interdisciplinary learning to high school students, and provide an opportunity for undergraduate students to communicate their thoughts and ideas to their younger counterparts. We have designed a 9-week course component in the second semester of the Forensic Psychology course to include analysis and deliberation of a mock sexual abuse case. Undergraduate and high school students will study, analyze, and discuss evidence together via video-link. The university and high school instructors will structure and facilitate the classes together. In addition, undergraduate and high school students will also take part in mock investigative interviews together. In order to maximize their exposure, professional actors will be hired to play the role of a sexual assault victim. Undergraduate and high school students will need to plan and execute the interview together. Since this requires face-to-face interaction, we expect to invite high school students to NTU Psychology for this particular practicum class. The collaboration with a high school will be a crucial test to see if inter-disciplinary training and training in core skills for the future workforce could begin in high school, and whether university-high school collaboration could deliver unique beneficial outcomes.

The proposed course group will be the first of its kind in Taiwan, and so it will be the first collaboration among professors and instructors in psychology, law, and information science. The core members (PI and co-PIs) will need to establish and solidify this collaboration in the first year by communicating, discussing, and even debating the values, goals and aims, and execution of the course group. In short, the PI and co-PIs aim to use Forensic Psychology as a platform for creating a model of inter-disciplinary collaboration. Only when we succeed in reaching consensus on the core aspects of the grant will we invite other scholars, professors, and practitioners to join us. We hope to adopt a 'workshop' approach in our collaboration by participating in each other's courses either actively or passively, elicit and provide feedback, and invite potential collaborators to learn about our course group.

(3) 如何發展課程模組？

The proposed course group will be developed with the aim of training undergraduate students in psychology and law, with additional training in the core skill of data analysis. The course group will be based on the core courses as listed in the following table.

科目	教師	目前開課年級	修訂開課年級	整合領域	先修科目與其他說明
刑事訴訟法	蘇凱平	台大大三	三下	心理+法律	人數多
身份法實例演習	黃詩淳	台大大三四	三上	法律+心理	身份法（二）

司法心理學	趙儀珊	台大 U*	U 上、下	心理+法律	從一學期拓展為兩學期
數位人文學	邵軒磊	師大 U	U 上	資訊+心理+法律	
法律實證研究與數據分析	蘇凱平	台大碩博	U 上	法律+資訊	
法律資料分析	黃詩淳	台大碩博	U 下	法律+資訊	

*U：大學部高年級及碩班合開

The course group will be developed and delivered as follows:

1. Offer available courses in psychology, law, and information science that would connect well with each other both in content and skills taught. Due to the nature of Forensic Psychology's course content, we chose the courses Criminal Procedure Law, Legal Empirical Research and Data Analysis, Case Study on Civil Code- Family and Succession Law, and Legal Data Analysis to help students learn the relevant legal knowledge, followed by training in psychology and its application to the law and legal system. In addition, students will have the opportunity to learn about information science by taking the Information and Humanities Studies course taught at NTNU. The course group has been designed to ensure that students benefit maximally from inter-disciplinary learning of all three subject areas by structuring the time, order, and level of difficulty of the courses. Some of the courses were originally aimed at graduate students, but the instructors are able to modify course content to include undergraduate students. We also planned the course group in a way that undergraduate students would be able to complete the course group within four years of their undergraduate degree.

2. For example, in the course [Case Study on Civil Code-family and Succession Law] taught by co-PI Prof. Huang, the PI will be invited to talk about the psychological impact of divorce and custody on minors, and child custody evaluation when the course discusses the divorce and custody processes. We may also invite psychiatrist and adjunct professor at NTU, Dr. □ □ □ to speak out psychiatric evaluation when the course discusses guardianship issues. In this course alone, we would be able to include course content on different subareas in psychology such as forensic psychology and developmental psychology, as well as other behavioral sciences such as psychiatry, when applicable.

3. In order to prepare the instructors, we expect the PI and co-PIs to participate in each other's courses, and to observe and learn. We will develop a discussion platform for core

members to raise questions and provide feedback about the course group. As the PI has little knowledge and experience in information science, she will be supported and advised by the other three co-PIs. Likewise, the co-PIs will be exposed to psychological theory, research and methods. We expect to deliver one or two workshops for this purpose, and will also invite other potential collaborators.

4. The following stage (i.e. years two and three) will involve further strengthening of the connections and relevance among the courses of the course group by modifying specific course content or delivery method, developing new courses or replacing old courses with newer better versions, and adding new collaborators. We also expect to increase collaboration with practitioners both in psychology and law.

(4) 如何與各校教學發展中心、通識中心合作？

Courses in the proposed course group have already been developed by the relevant instructors. We do not anticipate contribution from NTU and NTNU's teaching development center.

(5) 如何與同期其他人才培育計畫搭配？若規劃與國外機構及學者交流與合作，請具體說明。

Due to the unique nature of the course group, we anticipate inviting a foreign scholar that has expertise in both psychology and law, such as Professor Thomas Lyon from the University of Southern California's law school, or one who has expertise in both criminal/evidence law or forensic psychology. We aim to invite such a scholar to contribute a class that would offer not only cross-disciplinary learning, but also an international perspective on psychology and law. Such a class would allow undergraduate students to learn about two disciplines from an international perspective, which would also stimulate them to think about how local issues should be addressed in a culturally-appropriate manner. In short, we hope that although students learn about psychology and law in other countries, they would also appreciate that an international approach may not always work in resolving a local problem.

Moreover, the PI, Prof. Y-S Teoh successfully established a teaching and research collaboration with Professor Yuji Itoh at Keio University (慶應義塾大學) in Japan in 2018. The PI delivered a class in Prof. Itoh's undergraduate course Introduction to Forensic Psychology at Keio University and received very positive feedback from students. Specific feedback included appreciation of the speed of delivery in English, bridging theory and research with practice, and enhancing understanding of the relation between psychology and law. The PI may extend this experience by including the co-PIs in delivering a short course or class with a new component involving information science, and even introduce this new course group as a module in Japan. Japan has a much bigger community in psychology and law, but their undergraduate education has yet to connect

psychology, law, and information science as meticulously as the proposed course group. Further, it is still rare for psychologists and legal scholars to collaborate in Japan, and we expect our core members to promote our collaboration and in turn inspire our Japanese counterparts to do the same.

One of our co-PIs, Prof K-P Su has also been invited to Beijing University and Tsing-Hua University to teach and talk about legal data analysis. We could further promote the course group by introducing the role of psychology and legal data analysis and how our course group can better prepare psychology and legal professionals for the future workforce. In contrast, the field of psychology and law is much smaller and less well known in China than in Japan. The proposed course group could open a new window not only for inter-disciplinary education in China, and psychology-law-information science collaboration, but also trigger new exchanges and collaborations between the two countries.

In addition, another co-PI, Prof. S-C Huang had previously collaborated with Professor Clare Huntington, an expert on family law at Fordham Law School in 2014. Prof. Huang hosted Prof. Huntington and nine law school students at NTU Law by inviting them to participate in her course. With this grant, we could invite Prof. Huntington again to Taiwan, or the core members could deliver a unique inter-disciplinary class or two at Fordham Law School. Prof. Huang also has connections with Professor Dagmar Brosey at Technische Hochschule Koln, who specializes in decision-making and consent by incapacitated individuals. This field involves knowledge in law and the behavioral sciences, and could also potentially be related to information science. We may invite Professor Brosey to deliver a class in Taiwan that would help students think about incapacitated decision-making, and how this might change in the future.

目標與執行內容摘要表

發展目標	執行項目	執行策略	具體執行方法
1. 發展能培養瞻遠融整人文社會與科技人才的環境機制（B類必填）	課程結構調整	設計系列課程與連貫學習地圖	串連各課程內容使其成為一個整體。
	場域與學習風氣營造	共授共學	各課程提供交叉授課時段以及公共觀課時間。
	產學合作教學與實習	現場主義	課程安排與中學（台中女中）、法律實務者（法官律師）共同授課。
2. 養成研教合一之跨域師資（A、B類必填）	教師專業增能	教學相長	教師在共授課程中也能一起研究，相互學習。
	跨域教師社群、多重網絡發展	跨領域「司法心理學」	教師在共授課程中也能一起研究，相互學習。
	前瞻議題共學研究	跨領域「心理資料分析學/法律資料分析」	結合未來「程式教學」甚至「AI教學」議題。

3. 研發跨域教法/教材/教案/教（A、B類必填）	開發前瞻議題教學模組	結合「多媒體工具」、「數位演算工具」	如網路社群媒體、聊天機器人經營等方式。
4. 促進國際教學交流（選填）	與國外跨域教學單位或教師社群經驗交流	預期與美、日等國社群交流	以往實踐過與日本大學直播、參訪等方式。

課程屬性與特色摘要表

序號	課群名稱	課程名稱	課程屬性	修課年級	課程與教學特色
1	資訊科技時代的司法心理學課群先導計畫	身份法實例演習	□校必修 □院系必修 V選修	2	提供修課同學關於身份法的基礎與進階知識
		刑事訴訟法	□校必修 V院系必修 □選修	2	提供修課同學關於刑事訴訟的基礎與進階知識
		司法心理學	□校必修 □院系必修 V選修	3	提供修課同學關於心理學應用與法律的基礎與進階知識
		數位人文學	□校必修 □院系必修 V選修	3	提供修課同學關於程式攥寫與資料分析研究的基礎與進階知識
		法律資料分析	□校必修 □院系必修 V選修	4	提供修課同學關於家事法學的資料分析研究（如老化、幼兒權利等等，將加重心理學部分）
		法律實證研究與數據分析	□校必修 □院系必修 V選修	4	提供修課同學關於刑事的資料分析研究（如量刑、證據力等等，將加重心理學部分）

（表格如有不足，請自行增列）

肆、預期成果及效益評估

撰寫重點：請說明計畫預期成果，並依照計畫之表格目標自訂關鍵績效指標（可以質性和量化呈現，直接填入下表）。成果一般可分為 input（投入，例如開課數、投入教師數），output（產出，例如修課學生數、新開發的教材），outcome（結果/短期效益，例如學生就業能力與情形的變化），impact（影響/長期效益，例如改變社會風氣、教育輸出）。必填指標多為 input 及 output，請多多自行增列 outcome 及 impact。

項目		數量		質性說明及社會影響
課程	開設創新或前瞻課程門數	6		
師資	參與課群授課教師總人數與教學時數	4 人	18 週*21學分=378 課時	
	業界師資總人數與教學時數	10 人	20 課時	
	國際師資總人數與教學時數	3 人	80 課時	
學生	課群修習學生總人次 參與教學助理總人數 （適性選才後的正面改變）	預期 200 人次 預期 5 人		
	課群外跨域選修人數與比例（B 類適用）（分居計算參與本計畫該課群學生到其他領域選修的人數，及此人數除以全教學單位該居學生總數之比例）			
跨域教法/教材/教案/教具	研發跨域教法種類數及創新處	10 種類		司法心理學、刑法資料分析、民法資料分析、數位人文學等
	研發跨域教材單元數及創新處	20 單元		程式語言、司法心理實習、跨域、國際直播課程等
	研發跨域教案單元數及創新處	20 單元		程式語言、司法心理實習、跨域、國際直播課程等
	研發跨域教具單元數及創新處	20 單元		程式語言、司法心理實習、跨域、國際直播課程等
場域與學習風氣營造	設計系列課程與連貫學習地圖	1 課群		串連各課程內容使其成為一個整體。

	項目	數量	質性說明及社會影響
（請依計畫內容自行訂定）	共授共學	21學分*4次=84課時。	各課程提供交叉授課時段以及公共觀課時間。
	現場主義	21學分*3次=63課時	課程安排與中學（台中女中）、法律實務者（法官律師）共同授課。
學習成效評估方法	成果報告	60份(6門課*10份)	
	（請依計畫內容自行訂定）		
業界合作	業界參訪次數與總人數	2次*200人	
	業界見習總人次與總時數	200人次*21小時=4200小時	
	促進業界回流學習、在職進修、進用受本學程影響之畢業生		預期對未來司法人員與法務從業人員在證據力與使用及面對新科技時有深遠與根本性質有很大的影響
教師社群	前瞻及跨領域教學研究團隊數	1	
	參與前瞻及跨領域教學研究團隊教師總人數	6	
	跨校教學研究團隊數	1	
	參與跨校教學研究團隊教師總人數	3	
	教師社群成果及影響力		擴大教師群規模與能見度
交流研習	辦理教師研習會/工作坊總場次數	6門課*2次=12次	
	參與教師研習會/工作坊總人數及比例		
	交流研習成果及影響力		增加參與課群教師數量與積極程度
國際教學合作	邀請日本或美國學者來台授課	2人次	
	赴日本或美國課堂授課、演講或與教師社群進行小型教學工作坊	4人次	
	跨國合作研究司法心理學之教學	1人次	

項目		數量	質性說明及社會影響
其他	（請自行增列）		

項目		數量	質性說明及社會影響

伍、當期計畫推動進度規劃

撰寫重點：請依據計畫目標、推動重點及當期計畫預期成果自訂推動進度，並設定合理之檢核點，可輔以圖表（如以下甘特圖）呈現。

工作項目 ＼ 月次	6月	7月	8月	9月	10月	11月	12月	1月	2月	3月	4月	5月	6月	7月	備註
開設創新或前瞻課程				■	■	■	■	■		■	■	■	■		
辦理教師研習會/工作坊				■	■	■	■	■		■	■	■	■		
國際交流	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
業界交流				■	■	■	■	■		■	■	■			
期中交流									■	■					
(其他教師社群活動)	■		■	■		■		■		■		■			
研發設計教學模組	■	■	■				■	■					■	■	
教具、教材設計製作	■	■	■				■	■					■	■	
準備申請下期計畫											■	■	■	■	
期末報告與交流													■	■	

（表格如有不足，請自行增列）

陸、執行團隊成員分工情形

撰寫重點：請簡述執行團隊之角色與任務。支固定津貼之計畫主持人、共同主持人與專任助理合計以六人為限；參與計畫但未支領固定津貼之核心團隊成員，加上計畫主持人、共同主持人為分子，總人數減專任助理為分母，相除後的數量以不超過三分之一為限。

<示例>

總人數 17 人＝計畫主持人 1 人、共同主持人 3 人、專任助理 2 人、其他未支薪團隊成員 11 人。

X＝核心團隊成員數

公式：$(1+3+X)/(17-2) \leq 1/3$

則核心團隊成員數 X 等於 1，其他團隊成員＝11-1=10

因此，提報下列表格時，核心團隊成員即為 1 位、其他團隊成員 10 位。

成員類型	姓名	本兼職一二級單位/職稱	計畫分工內容	學經歷、專長、相關經驗
計畫主持人	趙儀珊	國立臺灣大學法律學系助理教授	總計畫主持、申請文件撰寫、開設課程（司法心理學）、主導規劃跨領域教學研究團隊相關活動	英國劍橋大學心理學博士 發展心理學、專題討論、心理學與社會議題、發展與司法心理學專題研究
共同主持人	黃詩淳	國立臺灣大學法律學系副教授	開設課程（*身份法實例演習、法律資料分析*），參與並協助規劃跨領域教學研究團隊相關活動	北海道大學大學院法學博士 國立臺灣大學法律學院助理教授 遺囑、繼承、信託、成年監護、高齡者及障礙者人權、法實證研究、法實證研究
共同主持人	蘇凱平	國立臺灣大學法律學系助理教授	開設課程（*刑事訴訟法、法律實證研究*），參與並協助規劃跨領域教學研究團隊相關活動	柏克萊大學法學博士 究興趣、學術訓練與實務經驗，均集中於刑事程序領域，包括刑事訴訟法、證據法、比較法學、刑事司法政策之理論研究與量化實證分析等。
共同主持人	邵軒磊	國立臺灣師範大學東亞學系副教授	開設課程（*數位人文學*），參與並協助規劃跨領域教學研究團隊相關活動	政治大學法學博士 數位人文學、資訊分析、國際關係
專任助理	待聘			

（表格如有不足，請自行增列）

柒、經費申請表

說明：

一、第零期計畫每案補助經費以 40 萬元為上限；第一期起每案補助經費，A 類計畫以 300 萬元、B 類計畫以 400 萬元為上限，每期申請學校應提撥本部補助經費 10%以上之配合款作為執行本計畫之用途。計算方式如下：計畫總經費（A＋B）＝教育部補助款（A）＋自籌款（學校配合款 B＝A×10%）。

二、各項目經費請依本徵件須知「附件三、經費編列及支用原則」及教育部補（捐）助及委辦經費核撥結報作業要點之「教育部補（捐）助及委辦計畫經費編列基準表」規定編列。以自籌款支應之項目請特別註明。

三、經費申請格式如下：

教育部補(捐)助計畫項目經費表(非民間團體)　■申請表　□核定表

申請單位：國立臺灣大學心理學系	計畫名稱：資訊科技時代的司法心理學課群先導計畫

計畫期程：108 年 6 月 1 日至 109 年 7 月 31 日

計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元

擬向其他機關與民間團體申請補(捐)助：■無□有
（請註明其他機關與民間團體申請補(捐)助經費之項目及金額）
　教育部：　　　　　　元，補(捐)助項目及金額：
　○○部：...............元，補(捐)助項目及金額：

經費項目		計畫申請經費明細				教育部核定情形（申請單位請勿填寫）	
		單價（元）	數量	總價（元）	說明	金額（元）	說明
人事費	計畫主持人費	6,000	1 人×14 月	84,000	計畫主持人費，自 108.6.1 起至 109.7.31 止，共 14 個月，綜理計畫執行。		
		115	1 人×14 月	1,610	雇主負擔之全民健康保險補充保費，依計畫主持人費乘以補充保費費率(1.91%)編列。		
	共同主持人	6,000	3 人×14 月	252,000	共同主持人費，自 108.6.1 起至 109.7.31 止，共 14 個月，協助計畫執行。		
		115	3 人×14 月	4,830	雇主負擔之全民健康保險補充保費，依共同主持人費乘以補充保費費率(1.91%)編列。		
	專任行政助理	37,132	1 人×14 月	519,848	薪資，依國立臺灣大學計畫專任研究助理支給參考表碩士級第 1 年年資敘薪。負責計畫執行之行政事務、蒐集教學案例、教學成效研究等。		
		2,990	1 人×14 月	41,860	勞保費 2,990 元/月。		
		1,731	1 人×14 月	24,234	健保費 1,731 元/月。		
		2,292	1 人×14 月	32,088	勞工退休金或離職儲金 2,292 元/月。		
		37,132	1 人×1.5 月×7/12	32,491	年終獎金，限 12 月 1 日在職者支領，按 108 年度工作月數(7 個月)依比例編列，至多編列 1.5 個月。		

教育部補(捐)助計畫項目經費表(非民間團體)

申請單位：國立臺灣大學心理學系				計畫名稱：資訊科技時代的司法心理學課群先導計畫		
計畫期程：108 年 6 月 1 日至 109 年 7 月 31 日						
計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元						
		621	1 式	621	雇主負擔之全民健康保險補充保費，依年終獎金乘以補充保費費率(1.91%)編列。	
	兼任行政助理	5,000	3 人×14 月	210,000	薪資，協助資料蒐集及整理、支援計畫相關行政庶務。	
		870	3 人×14 月	36,540	勞保費：870 元/月。	
		96	3 人×14 月	4,032	雇主負擔之全民健康保險補充保費，依兼任助理薪資之 1.91%編列。	
		360	3 人×14 月	15,120	勞工退休金或離職儲金：360 元/月。	
	教學助理	7,000	3 人×8 月	168,000	薪資，協助課程教學及活動進行。每學期至多支領 5 個月。支給上限：博士班學生 10,000 元/月，碩士班 7,000 元/月，大學部 5,000 元/月。	
		870	3 人×8 月	20,880	勞保費：870 元/月。	
		134	3 人×8 月	3,216	雇主負擔之全民健康保險補充保費，依教學助理薪資之 1.91%編列。	
		450	3 人×8 月	10,800	勞工退休金或離職儲金：450 元/月。	
		小計①	**1,462,170**	補助款：1,462,170 元 自籌款：0 元		
業務費	出席費	2,500	80 人次	200,000	邀請專家學者出席相關會議或活動之出席費，依「中央政府各機關學校出席費及稿費支給要點」辦理。	
	講座鐘點費/實作或實習指導鐘點費(外聘)	2,000	100 節次	200,000	邀請校外學者專家授課、演講或專題講座鐘點費。依「講座鐘點費支給表」辦理。	
	講座鐘點費/實作或實習指導鐘點費(內聘)	1,000	20 節次	20,000	邀請校內學者專家授課、演講或專題講座鐘點費。依「講座鐘點費支給表」辦理。	
	稿費	1,020	80 千字/篇	81,600	教材授權、教材編輯等相關編稿費用，依「中央政府各機關學校出席費及稿費支給要點」辦理。	
	臨時工作人員、工讀費	1,200	150 人日	180,000	1. 協助資料蒐集、整理會議逐字稿所需臨時人力：150 人日。	

教育部補(捐)助計畫項目經費表(非民間團體)

申請單位：國立臺灣大學心理學系	計畫名稱：資訊科技時代的司法心理學課群先導計畫

計畫期程： 108 年 6 月 1 日至 109 年 7 月 31 日

計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元

				2. 行政院「全國軍公教員工待遇支給點」第 2 點規定之適用人員，不得支給工作費。 3. 工讀費以現行勞動基準法所訂最低基本工資 1.2 倍為支給上限，然不得低於勞動基準法所訂之最低基本工資。大專校院如訂有支給規定者，得依其規定支給。		
全民健康保險補充保費	13,019	1 式	13,019	雇主負擔之全民健康保險補充保費，依衍生補充保費之業務費經費項目(出席費、講座鐘點費、稿費、工讀費合計 681,600 元)之 1.91% 編列。 (200,000+200,000+20,000+81,600+180,000)x0.0191=13,018.5		
支領工讀費之勞保費	870	14 月	12,180	按投保薪資 11,100 元以下者每月勞保費 870 元編列。		
支領工讀費之勞工退休金或離職儲金	666	14 月	9,324	按投保薪資 11,100 元以下者每月勞工退休金或離職儲金 666 元編列。		
資料蒐集費	30,000	1 式	30,000	與計畫直接有關之資料檢索、參考圖書等購置費用。上限 30,000 元。		
國內交通費(校外專家)	3,310	10 人次	33,100	邀請學者專家參與計畫相關會議或活動之交通費或住宿費(已支領酬勞之學者專家不得另支雜費)，依「國內出差旅費報支要點」檢據核實報支。		
國內交通費(計畫成員)	3,310 400	30 人次 30 人次	99,300 12,000	計畫成員參與計畫相關會議或活動之旅運費，依「國內出差旅費報支要點」檢據核實報支。凡公民營汽車到達地區，除因急要公務者外，其搭乘計程車之費用，不得報支。		
膳費	120	600 人餐	72,000	1. 辦理計畫相關活動所需膳費。 2. 以 80 元/人餐為原則。工作坊、研討、研習等活動：半日者，上限 120 元/人日(午餐 80 元+茶點 40 元)；1 日者，		

教育部補(捐)助計畫項目經費表(非民間團體)

申請單位：國立臺灣大學心理學系	計畫名稱：資訊科技時代的司法心理學課群先導計畫

計畫期程： 108 年 6 月 1 日至 109 年 7 月 31 日

計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元

				上限 200 元/人日(2 餐 1 茶點)。		
宿費	1,600	30 人次	48,000	住宿費每人每日上限 1,600 元(薦任)或 1,800 元(簡任)，依「國內出差旅費報支要點」檢據核實報支。		
租車費	20,000	5 車次	100,000	辦理課程參訪、交流所需之交通接駁、租車費。		
保險費	50	100 人	5,000	辦理課程參訪、交流所需之保險費。		
國外學者來臺費用： 機票費 工作日支費 國內交通費	50,000 8,915 500	2 人 10 人日 4 人次	100,000 89,150 2,000	1. A. 邀請 1 名德國學者(教授級)來臺，編列來回經濟艙機票費用，暫估票價 50,000 元，檢據核實報支。 B. 邀請 1 名美國學者(教授級)來臺，編列來回經濟艙機票費用，暫估票價 50,000 元，檢據核實報支。 2. 邀請國外學者來臺演講、參與工作坊或會議所需。國外學者來臺工作報酬(含生活費)，依行政院「各機關聘請國外顧問、專家及學者來臺工作期間支付費用最高標準表」支給報酬(國外學者領日支費者，不能再另支付住宿餐飲等，亦不得支領演講費等其他酬勞)。 3. 支付國外學者參與會議之國內交通所需費用，依「國內出差旅費報支要點」檢據核實報支。		
雜支	91,157	1 式	91,157	凡前項費用未列之辦公事務費用屬之。如文具用品、紙張、資訊耗材、資料夾、郵資、錄音筆、隨身硬碟等屬之。		
(自籌款) 臨時工作人員、工讀費	23,100	10 月	231,000	協助計畫公文收發及分送、辦理計畫會議及活動庶務所需人力。		
(自籌款) 支領工讀費之健保費	1,047	10 月	10,470	按投保薪資 23,100 元以下者每月健保費 1,047 元編列。		

教育部補(捐)助計畫項目經費表(非民間團體)

申請單位：國立臺灣大學心理學系				計畫名稱：資訊科技時代的司法心理學課群先導計畫		
計畫期程：108 年 6 月 1 日至 109 年 7 月 31 日						
計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元						
	(自籌款)支領工讀費之勞保費	1,809	10 月	18,090	按投保薪資 23,100 元以下者每月勞保費 1,809 元編列。	
	(自籌款)支領工讀費之勞工退休金或離職儲金	1,386	10 月	13,860	按投保薪資 23,100 元以下者每月勞工退休金或離職儲金 1,386 元編列。	
	小計②			1,671,250	補助款：1,397,830 元自籌款：273,420 元	
設備費	桌上型電腦(含螢幕)	25,000	2 臺	50,000	執行計畫相關活動及工作使用。	
	筆記型電腦	30,000	2 臺	60,000	辦理會議及相關活動使用。	
	雷射印表機	30,000	1 臺	30,000	執行計畫相關活動及工作使用。	
	(自籌款)筆記型電腦	26,580	1 臺	26,580	辦理會議及相關活動使用。	
	小計③			166,580	補助款：140,000 元自籌款：26,580 元	
合計				3,300,000	補助款：3,000,000 元自籌款：300,000 元	本部核定補(捐)助金額元

承辦單位	主(會)計單位	首長	教育部承辦人	教育部單位主管

優供計畫公開使用
UFO

補(捐)助方式：
□全額補(捐)助
■部分補(捐)助
指定項目補(捐)助□是■否
【補(捐)助比率 90.91%】

地方政府經費辦理方式：
□納入預算
□代收代付
■非屬地方政府

餘款繳回方式：
□繳回
■依本部補(捐)助及委辦經費核撥結報作業要點辦理
彈性經費額度：
□無彈性經費
■計畫金額 2%，計_____元(上限為 2 萬 5,000 元)

備註：
一、本表適用政府機關(構)、公私立學校、特種基金及行政法人。
二、各計畫執行單位應事先擬訂經費支用項目，並於本表說明欄詳實敘明。
三、各執行單位經費動支應依中央政府各項經費支用規定、本部各計畫補(捐)助要點及本要點經費編列

教育部補(捐)助計畫項目經費表(非民間團體)

■申請表
□核定表

申請單位： 國立臺灣大學心理學系	計畫名稱：資訊科技時代的司法心理學課群先導計畫

計畫期程： 108 年 6 月 1 日至 109 年 7 月 31 日

計畫經費總額：3,300,000 元，向本部申請補(捐)助金額：3,000,000 元，自籌款：300,000 元

基準表規定辦理。

四、上述中央政府經費支用規定，得逕於「行政院主計總處網站-友善經費報支專區-內審規定」查詢參考。

五、非指定項目補(捐)助，說明欄位新增支用項目，得由執行單位循內部行政程序自行辦理。

六、同一計畫向本部及其他機關申請補(捐)助時，應於計畫項目經費申請表內，詳列向本部及其他機關申請補助之項目及金額，如有隱匿不實或造假情事，本部應撤銷該補(捐)助案件，並收回已撥付款項。

七、補(捐)助計畫除依本要點第 4 點規定之情形外，以不補(捐)助人事費、加班費、內部場地使用費及行政管理費為原則。

八、申請補(捐)助經費，其計畫執行涉及須依「政府機關政策文宣規劃執行注意事項」、預算法第 62 條之 1 及其執行原則等相關規定辦理者，應明確標示其為「廣告」，且揭示贊助機關（教育部）名稱，並不得以置入性行銷方式進行。

著作利用授權契約（請於計畫通過後繳交）

教育部「人文社會與科技前瞻人才培育計畫」著作利用授權契約

立契約書人　　著作財產權人：＿＿＿＿＿＿ (以下簡稱甲方)

　　　　　　　被授權人：教育部 (以下簡稱乙方)

甲方與乙方就下列著作之利用權授權事宜，同意依下列條款簽訂本契約：

第一條　契約之依據

依據「教育部辦理補助人文社會與科技前瞻人才培育計畫徵件須知」及「教育部補助推動人文及科技教育先導型計畫要點」之規定，計畫之研發成果及其智慧財產權，除經認定歸屬教育部所有者外，歸屬受補助單位享有。本契約之甲方係依前述規定，以受補助單位之身分享有研發成果及其智慧財產權，並同意無償授權乙方及乙方所指定之人為不限時間、地域或內容之利用，著作人並應同意對乙方及乙方所指定之人不行使著作人格權。

第二條　契約之標的

（一）契約標的為「教育部辦理補助人文社會與科技前瞻人才培育計畫(第零期/五期計畫)」之期初計畫申請書、期末成果報告及所繳交相關附件資料。

（二）前項計畫成果之公開授課、演講、報告、展演、與談之聲音、影像及肖像等內容。

第三條　授權範圍：

（一）甲方非專屬並無償授權乙方得將第二條之標的為非營利或教育用途之各種利用，並同意對乙方不行使著作人格權。

（二）第二條所示之標的，如有不宜公開展示者，應由甲方以書面詳列清單後提出申請，並經乙方同意後，得不公開展示。書面清單應作為本契約之附件。

第四條　雙方之義務

（一）甲方擔保本契約所載之著作，確實享有完整之著作財產權，且有權授權乙方使用，且無侵害第三人權利情事。

（二）甲方應負責督促計畫主持人於計畫執行期程屆滿，依乙方計畫經費核定補助清單及相關規定，撰寫可供發表之成果報告，送乙方指定之計畫辦公室辦理結案。

（三）乙方於所建置之資料庫或網站呈現本契約標的之內容，得自行決定是否以附記或適當方式表現本契約標的之著作人。

第五條　損害賠償

本契約任一方當事人如違反本契約之約定或擔保，應依法賠償他方當事人所受之損害。

第六條　契約之作成與修改

本契約乙式二份，其附件視同契約之一部，由甲乙雙方各執乙份為憑。本契約之修正，應由雙方協議另以書面為之，並視同契約之一部。

第七條 管轄法院

甲乙雙方同意對因本契約所生任何糾紛，應依誠信及業界慣例解決。無法協議解決而涉訟時，應以中華民國法律為準據法，並以臺灣臺北地方法院為第一審管轄法院。

立契約書人

甲方：＿＿＿＿＿＿ （請填學校全名，並請加蓋學校關防)

甲方代表人：校長

(請先填寫校長姓名後蓋用校長職銜簽字章或職章)

計畫主持人：＿＿＿＿＿(簽章)

地址：

乙方：教育部

代表人：部長 潘文忠

代理人：資訊及科技教育司司長 郭伯臣

地址：臺北市中山南路 5 號

中華民國 108 年　　月　　日(由本部統一填寫)

附件六 計畫申請繳交資料檢查清單

序號	項目	申請者檢核（請勾選）	計畫辦公室檢核（勿填）
1	計畫主持人、共同主持人與申請單位確認符合規定		
2	封面		
3	計畫申請基本資料表（含核章）		
4	計畫摘要表		
5	計畫整體推動架構圖		
6	計畫書（正文 40 頁以內）		
7	經費申請表（PDF 檔）（含核章）		
8	經費申請表（EXCEL 檔）		

主持人簽名：＿＿＿＿＿＿＿＿＿＿＿