

## 林茲教育大學 2025 fall 交換心得分享-歐陽

這段交換經驗對我而言，不只是短期的海外學習，而是一場深度理解文化與教育價值的歷程。從澎湖到奧地利，我逐漸體會到，真正的國際化並非僅止於語言能力，而是對差異的理解與對多元價值的尊重。

在奧地利的學習環境中，我深刻感受到其教育文化對批判思考與討論精神的重視。課堂上，學生被鼓勵提出觀點、挑戰理論，教師則扮演引導者而非權威知識的唯一來源。這種高度對話式的教學模式，使我重新思考台灣課堂中常見的知識傳遞方式，也反思未來若投入教育工作，如何在課堂中建立更具參與感與思辨性的學習場域。

除了課堂經驗，我也在日常生活中觀察到奧地利文化的獨特樣貌。例如，人們對「準時」與「規則」的高度重視，展現出社會運作的秩序感；咖啡館文化則體現了公共討論與思想交流的傳統；聖誕市集與復活節市集等節慶活動，則讓我看見宗教與社會生活交織的文化底蘊。這些細節讓我意識到，文化並非抽象符號，而是具體存在於生活節奏與社會制度之中。

跨文化互動同樣為我帶來深刻影響，與來自不同歐洲國家的同學交流時，我發現他們對個體自由、公共責任與歷史記憶的重視程度極高，尤其在討論歐洲歷史與當代議題時，他們展現出對過去的反思與對民主價值的堅持。這使我更加理解教育不只是知識傳授，更是一種培養公民意識與價值判斷能力的過程。

身為師資培育生，這段經驗讓我開始思考如何將跨文化視角帶回台灣的教育現場，未來在教學設計上，我希望能融入更多國際案例與比較觀點，引導學生理解不同社會制度與文化背景如何影響人們的生活方式，也期盼培養學生的全球視野與文化敏感度，使他們在在地扎根的同時，具備與世界對話的能力。

來自離島的成長背景，曾讓我覺得世界遙遠。然而這段交換旅程讓我明白，地理邊陲並不限制視野，反而能培養更敏銳的觀察力與更強烈的跨界動機。這次在奧地利的學習與生活，不僅拓展了我的國際理解，也深化了我對教育角色的思考，未來無論身處何種位置，我都將帶著這份文化覺察與教育使命，持續在在地與全球之間尋找連結的可能。

This exchange experience was not merely a short-term academic stay abroad, but a profound journey of understanding culture and educational values. Moving from Penghu to Austria allowed me to realize that internationalization is not simply about language proficiency; it is fundamentally about understanding differences and respecting diverse perspectives.

Within the Austrian academic environment, I was particularly impressed by the strong emphasis on critical thinking and dialogue. Students were encouraged to question theories, present arguments, and engage in open discussion, while professors acted more as facilitators than sole authorities. This dialogic approach prompted me to reflect on more lecture-centered models I had previously experienced and inspired me to consider how I might create participatory and inquiry-based classrooms in my future teaching practice.

Beyond the classroom, daily life in Austria provided valuable cultural insights. The strong cultural emphasis on punctuality and social order reflects a broader sense of structure within society. The tradition of Viennese coffeehouse culture represents a historical space for intellectual exchange and public discussion. Seasonal events such as Christmas markets and Easter markets reveal how religious traditions remain intertwined with contemporary social life. These lived experiences helped me understand that culture is embodied in everyday routines, public spaces, and institutional systems rather than existing as abstract concepts.

Interacting with students from different European countries further broadened my perspective. Many of them demonstrated a deep awareness of historical memory, democratic values, and civic responsibility. Discussions on European history and current political issues often revealed a strong culture of reflection and debate. Through these conversations, I came to recognize that education is not solely about transmitting knowledge but also about cultivating critical citizenship and ethical awareness.

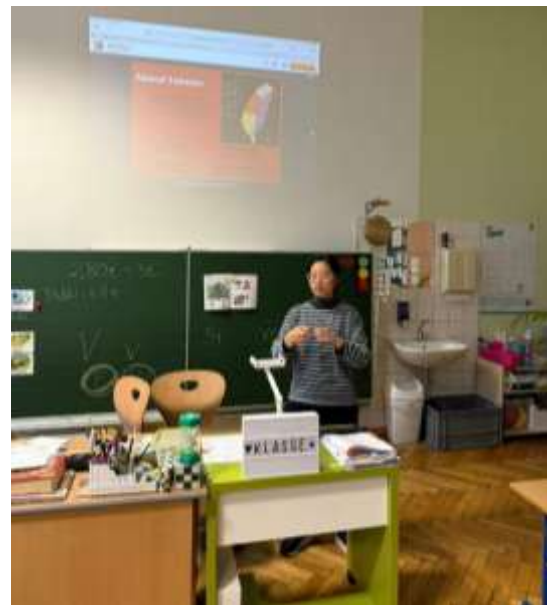
As a pre-service teacher, this experience encouraged me to rethink my educational mission. In the future, I hope to integrate comparative international perspectives into my teaching, allowing students to understand how cultural contexts shape social systems and everyday life. More importantly, I aspire to foster global awareness and intercultural sensitivity, enabling students to remain grounded in their local

identity while engaging meaningfully with the wider world.

Growing up on an island once made the world feel distant. However, this journey in Austria has shown me that geographical peripheries do not limit one's vision; instead, they can nurture a unique sensitivity toward cultural diversity and cross-cultural dialogue. This exchange has not only expanded my global perspective but also deepened my understanding of education as a bridge between local identity and global engagement. Wherever I go in the future, this experience will continue to guide my commitment to connecting these two dimensions.



Private University of Education,  
Diocese of Linz



Teaching In Hort Mozartschule



Excursion In Feuerkogel



Ski center Planai