

**國立臺灣師範大學學生赴國外修習
返國後心得報告書**

一、學生資料

填寫日期：January 17, 2026

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修習國家 : United Kingdom	
修習校名 : University of Glasgow	
修習學院 : College of Social Sciences	
修習科系 : MGT 4023: Strategic Management EAS 1001: , English for Academic Purposes 1 (EAP 1) - Academic English and Skills MODLANG 1003: Chinese 1 (Early Exit) ADED 12043E: Understanding Autism	
赴外學期別 : 113-1學年 (民國年) <input checked="" type="checkbox"/> 上學期 <input type="checkbox"/> 下學期 <input type="checkbox"/> 一學年	
修習期間 : 2025 年 September 月 ~ December 年 2025月	

二、修習課程名稱

修習課程名稱	任課教授	學分數	學季/學期
MGT 4023: Strategic Management	Dr Catherine Owen & Dr Peter Keenan	15.00	Semester 1
EAS 1001: EAP 1 - Academic English	Jolanta Hudson	20.00	Semester 1
MODLANG 1003: Chinese 1 (Early Exit)	Dr Lilong Xu & Mr Jun-Wei Lu	20.00	Semester 1
ADED 12043E: Understanding Autism	Dr Carrie Ballantyne	5.00	Semester 1

(表格不足請自行加頁)

三、心得分享 (如學術方面、生活方面、開銷概算等、約1500字)

I originally had a concise perfect 2-year plan for my MBA program covering all necessary requirements from credit completion to my thesis writing publication. Breaking this plan may mean a disadvantage on my timeline, though along the way, I had these handful of opportunities offered both by my department as well as the university and one of them was this exchange program. I was motivated by this idea of personal investment on exposure, and experience. Along with them is my huge desire to enhance my language proficiency on native lands of English so eventually, I joined without hesitation. The choice of destination tied up to language development and exposure which eliminated multiple choices to only the United States and the United Kingdom. While both have strong advantages tied up to my main goal, I considered choosing the United Kingdom for political reasons. Only at that time when I started doing research to which university I would want to go. Surprisingly, I read about this visit Albert Einstein had at the University of Glasgow in 1933. It was incredibly fascinating to me knowing this little information as I have a huge admiration of him since I was young. It helped me choose this university and set targets on maximizing the academic excellency of the university on research and development while allowing me to effectively utilize it on the academic pursuit of research writing, academic dissertation, and related competencies through the British academic framework.

During my initial registration, I was categorized as an undergraduate student even though I am taking MBA in my home university. I didn't think it would bother me however it then later identified administrative challenges. One of the basic requirements my home university requires not less than 2 courses allowing me to explore Glasgow and work on my thesis and journal article. All students at the University of Glasgow are required to take a full credit of 60 where some courses offer from 5 credits up to 20 credits giving me opportunity to enroll as many courses as possible and to fill in the credit requirements. This unexpected weight of 60 full credits is more than what I thought and although I was optimistic about it, I could not take courses I hoped to enroll in, such as those related to entrepreneurship, leadership and innovation where my undergraduate courses aligned too perfectly.

The process of course enrolment also made it not easy to secure spots. I am not allowed to enroll by myself directly via the system which is understandable. Exchange communications via email are necessary and although some schools' course assessors responded promptly, others took days due to large volume of enrollees. One specific example is my communication from the School of Modern Languages and Culture. I have received answers to my queries, and they helped me enroll in my desired course within the same day having a turnaround time of about two hours. This is different from Adam Smith Business School where it took me over a week to wait with an initial email plus a follow-up email and have finally received a return email of no chance of securing a spot the next week. The enrolment schedule which includes adding and dropping starts the same day as the school opening and it lasted for two weeks giving a cut-off 3 days before the enrolment ends. Given this scenario, I had done much more research to gain understanding of courses I pursued taking and manage the bottleneck. It seemed that I may not qualify the basic student qualifications or that courses are not offered to visiting students. I have mostly taken courses under Adam Smith Business School, so I extended areas of my choices to the Modern languages and Culture and School of Education. This structure highlighted the difference between Taiwanese higher education system and the UK particularly in credit requirements and course selection process.

Moving on to the structure of classes, NTNU has a 3-hour fixed weekly schedule with a break time of 10 to 20 minutes each hour. This allows students to choose and arrange their classes according to their preferences. An overlapping schedule is not permitted and will automatically be rejected by the system. Each class ranges from 4 full-time students to a maximum of 30 students though an exception for a cross-departmental classes. The 3-hour class is designed according to the professor's syllabus wherein some professors would require students group presentations of about 2 or 3 times, may also require 2-assessment periods mostly test-based exams and a mandatory lecture. This is a simple, straight-forward class structure I have gotten used to.

University of Glasgow may differ in some ways from class volume to assessment. Students' numbers vary from 8 to 300 per class and up to 500+ in certain configurations. Classes are scheduled at different times and days of the week and although the schedules have been determined all throughout the semester, classrooms may still vary each week. Students may choose scheduling overlaps at the same time and have the privilege to be absent with this very specific reason. Late

comers are still welcome to join the class and no breaktime is added with class schedules. Some classes monitor students' attendance but not strictly imposed as basic class requirement nor added on graded percentage. Additionally, classes employ a blended format comprising to 1-hour lecture and 2 to 4-hour seminar class. A class lecture given only an hour may still cover the target learning objectives and students with enquiries would likely choose to ask after class. Seminar class is highly intensive with a possible criterion of requiring students to do weekly presentations, discussions and debates. This practical and integral component of the course need careful preparation from the students to excel and carry along with the class progress. Assessment is a two-way requirement. One of my classes, the Strategic Management (MGT 4023) required a 70% individual written essay to be submitted at the end of the semester and 30% comprise of multiple presentations, mostly every week and a one-final presentation. In other class from school of Modern Languages and Culture and School of Education let students join a discussion, an academic debate, a poster making, voice recording, video recording or speaking test along with written tests. Panels are present during this type of assessment to let student grasp immediate formative feedback. This blended learning and assessment is heavily invested in different skills development which focus mostly on the student.

The University of Glasgow library has been my fuel ground throughout my stay in Glasgow. I had hoped to locate Einstein's photo one day in the library and to find this, I systematically explored multiple floors, browsing archives including hand-written letters of great historical kingdoms now part of the UK and Europe, and fascinating discoveries of knowledge across disciplines. Alongside these are, manuscripts and notable historical collections written before the year 1501. These ancient volumes walked me through centuries of accumulated knowledge and profound sense of intellectual continuity. From a strategic management perspective, made me wonder how far people can keep and preserve these archives, perhaps in my wildest dream could transition into a "library museum".

While I was there, I created an unusual study habit; watching students walking or studying, chatting, laughing, hearing the noise from flipping pages, typing keyboards, conversations, and cards scanner sounds improved my concentration, and it was bizarre. I cannot imagine myself studying better than this. I went back 3 days before my flight back to Taiwan to search further where I can find Eistein's photo and I finally found it. It was on the 12th floor in a restricted Special

Collections area. This is also the last floor of the library where it requires staff's permission with supervised access.

Having found a sense of belonging in the environment such as the university, the shared accommodation in Murano Street Student Village, a 25-minute walk from campus required a different shift testing my patience, communication and cultural sensitivity. I had 2 flat mates in Taiwan, one vegetarian and always enjoys cooking or doing the house chores. I had a busy schedule working and studying at the same time and hadn't had much time to do things at home. eating out is the primary choice when it comes to food and daily routine involves working and studying. My daily life in Glasgow however requires much more on house chores, cooking, getting along with flat mates and most of the time, staying indoors to study, do homework and prepare for my classes in the university.

The flat I was in has 12 bedrooms and communal areas like kitchen with a dining area, bathrooms and toilets. My room was situated next to the kitchen. I had 11 flat mates all from Europe, North America and Oceania and I was the sole representative from Asia. Getting along with them is a necessity instead of a choice. There were a lot of cultural differences we happen to find from one another, such as live social gathering and odd habitual routine. A live social gathering may include night outs, parties with drinking and overwhelming loud music and sounds. Odd habitual routine was surprisingly the slamming of doors in and out the communal areas or the bedrooms. These multicultural observations I had may have exposed me to a diverse norm of openness and social skills while fostering sense of community and belongingness however it outweighed the fact that the differing etiquette highly disrupted my comfort and concentration especially that my room was adjacent to communal areas of the flat. Patience and tolerance were the only solutions I have had at that time and staying silent made it even worse for my comfort throughout my stay.

As I adapted more independently, I increasingly sought opportunities for cultural engagement through visiting museums and art galleries and locations across Scotland and England. I visited Edinburgh and Stirling in Scotland by train to see their most iconic castles and monuments while exploring landscapes. Since my interests go around mostly on business perspective, I've seen tourism productivity in these cities featuring their rich ancestral heritages and ancient documents

of their earlier civilizations. I purposely stayed in a historical hotel, and it was incredibly fascinating from hotel amenities to services they provide. After my visit to the north, I went south having my first stop at Oxford, staying overnight at Keble College. I had the privilege to dine in the dining hall closely resembled the aesthetic featured in Harry Potter films, and visited the highlights of this city. Same is through Cambridge. The biggest surprise was encountering the descendant of the apple tree where Isaac Newton used to study, seen his handwritings, and his actual face mask from Wren Library. London however turned a royalty exploration, like that of the Buckingham Palace and witnessing the "Changing of Guards" plus I got to experience an opera of the Lion King from Lyceum Theatre. These highlights were glimpse of how British become of what we know of today. I always adore food and service in all my travels. The food is unpretentiously boring, characterized by simple ways of cooking seasoned mostly with salt and pepper. The service has balance of directness and politeness wraps in a layer of formal etiquette. There is nothing particular about them except that I always sense the real passion they provide and their deep commitment to civic duty.

While I was in this program, I was fully satisfied with the benefits, challenges and opportunities I had, and I could not ignore a fundamental fact with regards to finance. In terms of living expenses, the average monthly cost in Glasgow is between £1,100 and £1,700. The accommodation, served as the largest portion of my expenditure while groceries and transportation remained minor cost components.

Reflecting on my initial perfect 2-year plan of study, the decision to deviate by joining this exchange program was an adventure I may never trade for the rest of my academic career at NTNU. The entitlement to study along with smart people, learn from professionals, be in a top tier university in the United Kingdom and be exposed in a civic society with a different culture as mine, gain first-hand experience of the English language is more than enough to comprehend the vast fountain of knowledge I have sought. I have not only gain academic experience but more importantly, the understanding of my perspectives towards the society, culture and knowledge.

Chinese Translation (For Reference)

我原本計劃 2 年 MBA 的課程包含學分修滿以及論文發表。參與交換學生，雖然打破這個計畫可能意味著時程上的延宕，但在這過程中，系所和學校提供了許多機會，其中最重要的便是這次的交換計畫。我被投資個人和增加國際視野的想法所打動，加上我強烈希望能在英語母語國家提升語言能力，因此最後毫不猶豫地參加了這次交換學生的活動。在交換學校的選擇上，為了符合我想要的語言發展和想體驗的環境的需求下，我將範圍縮小至美國與英國。雖然兩者都具有強大優勢，但比較兩國社會安定度，我最終選擇了英國。此外，當我開始研究要申請哪所大學時，驚訝地讀到愛因斯坦曾在 1933 年造訪格拉斯哥大學。自幼對他的景仰使我深受吸引，這個歷史背景下堅定了我選擇該校的決心，讓我能設定目標，在追求學術卓越與研究開發的同時，透過英國的學術框架，精進研究寫作、學位論文撰寫及相關專業能力。

儘管我在師大就讀管理學院碩士，但註冊期間卻被歸類為大學部學生。起初我認為這不會造成困擾，但後來卻衍生了選課上的挑戰。台師大的基本要求是修習不少於兩門課程，以利我探索格拉斯哥並同時進行論文與期刊寫作；然而，格拉斯哥大學要求交換生必須修滿 60 學分。這出乎意料的學分重量遠超我的想像，雖然我保持樂觀，但我無法選修某些原本期待的創業、領導力與創新課程，而這些課程原本與我大學部的主修完美契合。

選課過程也不輕鬆，由於系統不允許直接操作選課，必須透過電子郵件頻繁溝通。雖然有些學院的課程助理回覆迅速，但其他學院則因選課人數眾多而需耗時數日。一個具體的例子是與「現代語言與文化學院」的溝通，我的詢問在當天就獲得回覆，並在兩小時內順利選上理想課程。這與「亞當斯密商學院」截然不同，在那裡我等了一週以上，經過初步詢問與後續追蹤，最後卻在隔週收到無法取得名額的回覆。選課加退選從開學第一天開始為期兩週，並在結束前三天截止。在這種情況下，我做了更多研究以瞭解心儀的課程並應對選課瓶頸。顯然，我可能不符合某些基本資格，或有些課程不開放給交換生。由於亞當斯密商學院的限制，我將選擇範圍擴展到了現代語言文化學院與教育學院。這種結構凸顯了，台灣與英國高等教育體系的差異，特別是在學分要求與選課流程方面。

談到課程內容，台師大有固定的三小時週課表，每小時有 10 到 20 分鐘的休息時間。這讓學生能依個人偏好安排課表，系統會自動拒絕並不允許衝堂。每班人數從 4 人到最多 30 人不等，除非是跨系合開的課程。三小時的課程依據教授的教學大綱設計，有些教授會要求 2 到 3 次小組報告，並設有兩次以考試為主的評量與強制性講課，這是我早已習慣、簡單直接的結構。

格拉斯哥大學在班級規模與評量方式上則有所不同。學生人數從 8 人到 300 人不等，某些配置甚至超過 500 人。課程安排在每週不同的時間與日子，雖然學期初已確定時間，但教室每週仍可能變動。學生可以選擇衝堂的課程，並依此理由缺席。遲到者仍受到

歡迎，且課表不設休息時間。有些課程會監測出勤，但不作為硬性要求，也不計入成績百分比。此外，課程採用結合一小時講課與兩到四小時研討課（Seminar）的混合模式。僅一小時的講課仍能涵蓋學習目標，有疑問的學生通常選擇課後詢問。研討課則是高度密集的，可能要求學生進行每週報告、討論與辯論。這種實務且核心的環節需要學生細心準備，才能跟上進度。評量是雙向的，以我的策略管理課程（MGT 4023）為例，要求在學期末提交一篇佔 70% 的個人學術論文，另外 30% 則由每週報告與期末報告組成。在現代語言學院的其他課程中，則讓學生參與討論、學術辯論、海報製作、錄音、錄影或口說測試。評審團會參與這類評量，讓學生獲得即時的形成性回饋。這種混合式學習與評量在開發學生多元技能方面投入了大量心力。

格拉斯哥大學圖書館是我留學期間的動力源泉之一。我一直希望能在那裡找到愛因斯坦的照片，為此我積極探索了多個樓層，瀏覽了包含古代王國（現屬於英國與歐洲）手寫信件在內的檔案，並在不同領域中發現迷人的知識。除了這些，還有寫於 1501 年以前的手稿與著名歷史收藏。這些古老典籍帶領我穿梭數世紀的知識積累，感受到深厚的學術傳承。從策略管理的角度來看，我不禁驚嘆於人們保存這些檔案的毅力，甚至夢想著這裡能轉型為一座「圖書館博物館」。

在那裡，我培養了一種特殊的學習習慣：觀察學生走動、研習、聊天與歡笑。聽著翻書聲、打字聲、交談聲與刷卡機的聲音，反而提升了我的專注力，這感覺既奇妙又不可思議。我無法想像還有比這更好的學習環境。直到回台灣的三天前，我終於找到了愛因斯坦的照片。它位於 12 樓的限制級特藏區（Special Collections），那是圖書館的頂層，需要工作人員許可並在監督下才能進入。

在校園環境中找到歸屬感後，住在距離校區 25 分鐘路程的 Murano Street 學生村則是另一種挑戰，考驗著我的耐心、溝通與文化敏感度。在台灣我有兩位室友，其中一位吃素且熱愛烹飪與家務。當時我忙於工作與學業，很少有時間待在家。外食是日常首選，生活重心圍繞著工作與讀書。然而在格拉斯哥，生活需要投入更多在日常家務、烹飪與室友相處上，大部分時間都待在室內讀書、寫作業並準備課程。

我所住的宿舍有 12 間臥室以及廚房、餐廳、衛浴等公共區域。我的房間緊鄰廚房，11 位室友全部來自歐洲、北美和大洋洲等西方國家，而我是唯一的亞洲代表。與他們相處是必然的選擇。我們之間存在許多文化差異，例如現場社交聚會與奇特的習慣。社交聚會可能包括夜生活、酒精派對與震耳欲聾的音樂。而那種「奇特習慣」令人驚訝地是出入公共區域或房間時的用力關門聲（slamming of doors）。這些多元文化的觀察雖然讓我接觸到開放的規範與社交技巧，培養了社群歸屬感，但不同文化對禮儀的認知差異卻嚴重干擾了我的舒適度與專注力，特別是因為我的房間緊鄰公共區。在那段時間，耐心與包容是唯一的解決方案，但保持沉默反而讓我在整個留學期間的居住舒適度變得更糟。

隨著我適應了獨立生活，我日益尋求文化參與的機會，參訪了蘇格蘭與英格蘭各地的博物館、藝廊與景點。我搭火車前往愛丁堡與史特靈，觀賞最具代表性的城堡與古蹟並探索美景。由於我的興趣多源於商業視角，我觀察到這些城市透過其豐富的祖先遺產與古

文明文獻所展現的觀光生產力。我特意入住具歷史感的飯店，從軟硬體設施到服務都令我著迷。結束北部的行程後，我一路向南來到牛津，在基布爾學院（Keble College）住宿，並有幸在神似《哈利波特》電影場景的大廳用餐。同樣地，在劍橋最令我驚喜的是遇見了牛頓曾研習之處的蘋果樹後代，並在雷恩圖書館（Wren Library）見到了他的手稿與面具。倫敦則成了一場皇家探索，我參觀了白金漢宮、見證衛兵交接，並在蘭心劇院欣賞了《獅子王》音樂劇。這些精華點點滴滴展示了英國如何成為今日的模樣。旅行中的食物則是我始終喜愛的，雖然烹飪方式樸實無華，多僅以鹽和胡椒調味，但我總能感受到那些人在工作中的熱情與對公民義務的承諾，這種精神在飯店、商業機構與交通服務中皆然，是我在旅程中學到的重要課題。

在參與計畫期間，我對所獲得的福利、挑戰與機會深感滿意，同時也無法忽視財務上的基本現實。在生活開銷方面，格拉斯哥的每月平均花費介於 1,100 到 1,700 英鎊之間。住宿費佔了支出最大的比例，而超市採買與交通費則是較次要的組成部分。

回首最初那份完美的兩年計畫，決定參加這次交換計畫並踏上這段冒險，是我在整個學術生涯中永不後悔的選擇。能與優秀的人才共學、向專業人士請教、置身於英國頂尖大學，並接觸與我完全不同的公民社會與文化，獲得第一手的英語環境體驗，這一切已足以充實我所追求的那座知識泉源。我不僅獲得了學術經驗，更重要的是加深了對社會、文化與知識的見解。

(Note: This Chinese version is an AI-generated translation of the original English report.)

四、照片（如有，請提供） Photos

1. University of Glasgow campus / main building



2. University of Glasgow Library



3. Classroom or seminar room



4. Murano Street Student Village accommodation



Source: Murano Street Student Village Overview (2025)

5. Art Gallery & Museum



Source: Kelvingrove Art Gallery and Museum (2025)

6. Edinburgh Castle, Scotland



Source: Edinburgh Castle History and Visiting Information (2025)

五、影音檔（如有，請提供連結） Videos

1. Exchange program Process and Advice: <https://youtu.be/7yZwZC17Rgs>
2. Accommodation tour: <https://youtu.be/w197MbB92Fo>

六、其他 Others

Supplementary tables summarizing living expenses and practical information during the exchange period are provided in the appendices for reference

Appendix A

Financial Overview of Living Cost (September 12 - December 31, 2025)

Exchange rate used: 1 GBP \approx 42.50 NTD

Table 1. Accommodation Cost Summary

Item	Amount (£)	Amount (NTD)	Notes
Advance payment	600.00	\approx 25,500.00	Deposit/prepayment
Remaining accommodation fee	1,937.70	\approx 82,352.25	Murano Street Student Village
Total paid	2,537.70	\approx 107,852.25	Covers approx. 15.7 weeks
Estimated Monthly Rate	\approx 634.00	\approx 26,945.00	Monthly cost

Table 2. Food and Grocery Expenditure

Item	Amount (£)	Amount (NTD)	Notes
Total spent	401.00	\approx 17,042.50	\approx 90% of meals prepared at home
Duration	15.9 weeks	—	I semester
Monthly Average	100.25	\approx 4,260.63	Monthly cost

Table 3A. Transport Cost (monthly average)

Category	Amount (£)	Amount (NTD)	Notes
Bus and Subway	21.50	\approx 913.75	Limited use
Walking	—	—	Accommodation \rightarrow campus

Table 3B. Intercity Travel

Category	Amount (£)	Amount (NTD)	Notes
Intercity travel	445.75	\approx 18,944.38	Scotland \rightarrow England

Note: intercity travel reflects personal choice

Table 4. Other Regular Monthly Expenses

Expense Category	Amount (£)	Amount (NTD)	Notes
Mobile service	40.00	\approx 1,700.00	Internet data
Laundry	27.30	\approx 1,160.25	Machine service + laundry soap
Dining & Social Activities	74.00	\approx 3,145.00	Eat out
Leisure & cultural activities	55.00	\approx 2,337.50	Covers approx. 15.7 weeks
Subtotal	196.30	\approx 8,342.75	Monthly cost

Table 5. Overall Monthly Budget Summary

Expense Category	Amount (£)	Amount (NTD)	Notes
Accommodation	634.00	\approx 26,945.00	Internet data
Food & groceries	100.25	\approx 4,260.63	Machine service + laundry soap
Local transport	21.50	\approx 913.75	
Dining & leisure	129.00	\approx 5,482.50	
Intercity travel	445.75	\approx 18,944.38	
Mobile & laundry	67.30	\approx 2,860.25	Covers approx. 15.7 weeks
Estimated Total	1,397.80	\approx 59,406.50	Monthly cost

Note: This total falls within the University of Glasgow's estimated monthly living cost range of £1,100–£1,700

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