

learning process, overcome misconceptions and blind spots, analyze and formulate personalized learning plans, and organize them into a learning portfolio, paving the way for future academic and career paths.

Chang said that in the past students would go to cram schools seek advanced progress or reinforcement. Nowadays, as long as students are willing to learn and understand the methods, with unlimited digital resources available, they can find the most suitable learning content and plans for themselves, whether it's reviewing course materials repeatedly or using teaching videos from different teachers. What teachers need to do is to guide students through teaching and enable them to acquire the ability to use digital tools and resources to acquire knowledge, thus strengthening digital literacy for the future.

A significant and cost-consuming aspect of the Digital Learning Enhancement Plan, accounting for half of the budget, is teacher empowerment. Chang admitted the gap in teachers' understanding of the essence of digital teaching would be reflected in student learning outcomes, and one of the challenges is to make teachers change their existing teaching methods and recognize the value and importance of digital teaching. Digital teaching is not just about "using digital tools and platforms." If teachers only learn how to use digital tools for teaching without understanding how it differs from traditional teaching, it's like not seeing the forest for the trees.

The MOE has also launched digital teaching guidelines for teachers and organized workshops based on this foundation. Through "digital teaching," teachers immerse themselves in learning the true essence of digital teaching, giving them the ability to impart the skills and concepts they have gained to students.

The Digital Learning Promotion Office has established a specialized office for the Digital Learning Enhancement Plan, consisting of

a main office and three working groups. The main office is responsible for overall planning and implementation of the Digital Learning Enhancement Plan, as well as managing the progress and outcomes of project tasks. The hardware and software procurement team oversees equipment procurement and progress at each school, as well as the usage status of devices. The digital learning promotion group organizes and conducts teacher training workshops, and trains digital learning instructors, defining the key school missions for digital learning. The information network group assists each senior high school in improving campus networks, laying the foundation for device management and the use of digital platforms.

The Digital Learning Promotion Office is planning organizational changes to adapt to the latest project implementation situation. At the same time, Chang said one of this year's goals is to break away from the current situation, in which digital learning is mainly handled by individual units or contractors within each school. Instead, larger-scale organizational structures related to digital learning will be established within schools. This will enable schools to collectively discuss and make decisions on increasingly complex business and implementation issues and adapt digital teaching more comprehensively to the characteristics of teachers and students. Chang emphasized that to initiate action in schools and inspire teachers to embrace digital teaching, the school's management must first hold such beliefs. Only with consensus at every level can more time and energy be devoted to implementation.

Chang added that digital learning is not a panacea. Some issues encountered in teaching cannot be solved through it, especially with unmotivated students, which may involve personal factors and other complex issues. There is no one size fits all solution. ■

Technical and Vocational Education



An Overview

The MOE has formed a Department of Technical and Vocational Education that is responsible for technical and vocational educational affairs in Taiwan and directly oversees and guides universities of science and technology as well as technology colleges and junior colleges. The education departments of municipalities are responsible for supervising technical and vocational educational affairs in secondary schools. The MOE's K-12 Education Administration supervises national senior high schools, affiliated junior high schools, and private senior high schools outside of

the municipalities. County and city education departments are in charge of supervising the vocational education affairs of county or city senior high schools and the technology education affairs of junior high schools in their jurisdiction.

Technical and vocational education in Taiwan is provided in both secondary and higher education. At the secondary level, besides technical and vocational courses that are taught in junior high schools, there are also vocational senior high schools, as well as technical and vocational courses in general senior high schools and comprehensive senior high schools. At the higher level, there are junior colleges (two-year and five-year), technology colleges, and universities of science and technology (two-year and four-year). These colleges and universities