

用反思 5R 啟動永續思維—— 以「深海食堂__永續海鮮的認識與反省」為例

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摘 要

「深海食堂__永續海鮮的認識與反省」教案，對焦 SDGs12「負責任的消費與生產」與 SDGs14「水下生物」，預期透過講座、短影音、情境模擬與閱讀書寫活動，引導學生掌握「海洋保育」、「永續海鮮指南」與「負責任的消費與生產」之內涵，使其認同責任消費理念，進而萌生「我要透過負責任的消費選擇，為海洋保育盡一份心力」的自我期許。本教學行動邀請了臺北市立大學廖運志老師，以線上同步演講的方式，分享個人永續海鮮選擇理念及經驗，學生透過〈海鮮的迷思〉、〈2021 臺灣海鮮選擇指南〉等文字資料分組討論，以互助合作的方式完成課堂活動（情境模擬：深海食堂點餐），再根據反思 5R（反思五階段：報導、反應、關聯、推理、重構）的架構，投入個人課堂書寫（課程反思寫作），分享學習成果，據此落實「責任消費，永續生產」、「關心水下生物」的精神。聽完演講與讀完資料後，所有學生基於「已遭過量捕撈，族群數量難以恢復」的認知，於情境模擬點餐時，都捨棄了清蒸野生石斑等佳餚，做出更負責的消費選擇。其課程反思寫作，皆能重現教案的主題內容，據此陳述感覺與觀點，分享珊瑚保育等相關經驗，探討海洋保育議題正反案例的成因，表達「我以後會謹慎挑選魚類，也會問清楚魚貨來源及捕撈方式去盡我一份力守護海洋……」等結論與行動策略，在反思 5R 的書寫歷程中，啟動永續思維。

關鍵詞：聯合國永續發展目標、SDGs、反思寫作、海洋保育、海鮮選擇指南

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Use the 5R of Reflective Writing to start the Sustainable Spirit -The Design of Marine Conservation Lesson Plan

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Abstract

"Shenhai Restaurant-Understanding and Reflecting on Sustainable Seafood" lesson plan focuses on SDG12 "Responsible Consumption and Production" and SDG14 "Underwater Life". Through lectures, short videos, scenario simulations, and reading and writing activities, it aims to guide students in understanding the concepts of "Marine Conservation", "Sustainable Seafood Guide" and "Responsible Consumption and Production". The goal is to cultivate a sense of responsible consumption and inspire the self-commitment to contribute to ocean conservation through responsible choices. This instructional action invited Professor Yun-Chih Liao from UNIVERSITY OF TAIPEI to share his personal sustainable seafood selection philosophy and experiences through synchronous online lectures.

Students engage in group discussions using textual resources like "Myths of Seafood" and "2021 Seafood Guide Taiwan," and collaborate to complete class activities (scenario simulation: ordering at Shenhai Restaurant). Following the reflection framework of 5Rs (Reporting, Responding, Relating, Reasoning and Reconstructing), students engage in personal reflective writing (course reflection writing), sharing their learning outcomes and solidifying the spirit of "responsible consumption, sustainable production," and "caring for marine life."

After listening to the lecture and reading the materials, all students, acknowledging the concept of "overfishing and difficulty in population recovery," made more responsible consumption choices during the scenario simulation ordering, choosing to avoid dishes like steamed wild grouper. Their reflective writings accurately express the theme of the lesson plan, articulate feelings and perspectives, share experiences related to coral conservation, explore the causes of positive and negative examples in marine conservation issues, and express conclusions and action strategies such as "I will carefully choose fish in the future, inquire about fish sources and fishing methods to contribute to marine protection..." The writing process, guided by the 5Rs of reflection,

triggers sustainable spirit.

Keywords: United Nations Sustainable Development Goals; SDGs; Reflective Writing; Marine Conservation; Seafood Guide Taiwan

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