

Using USR as Course Field in Business Ethical Teaching and Social Practice

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ABSTRACT

Business ethical issues tend to be too abstract, leading to students' lack of interest in learning; students also presume that ethical teaching is merely "preaching"; thus, they have oppositions and even refusals to take such courses. Besides, lacking realistic job experiences make undergraduate students difficult to relate to case study teaching, meanwhile, instructors find it hard to effectively evaluate whether students' ethical awareness has been aroused after taking such courses. All of these pose inevitable difficulties and challenges in business ethical teaching. Therefore, to carrying out teaching innovation and social practice, the present study uses the issue of "sustainable cities" as in the United Nations Sustainable Development Goals (SDG) as well as adopting student-centred approach. To examine students' learning effectiveness and to understand teacher's self-reflection of such issues, both quantitative and qualitative methods were used to survey the two major groups in the teaching field. That is, dyadic research is conducted on both teachers (teaching) and students (learning). Interview transcripts were collected for interpretation analysis and then induced for the following issues and reflections: first, the issues of sustainable cities can be integrated into real practice of course field; second, innovative teaching model can bridge the gap between what is learned and what can be applied; third, sharing resources can create industrial values in a community; forth, leading students and teachers to get involved can create the cycle of inheritance. That is, the diverse teaching methods adopted by the study can not only inspire students to have ethical awareness and take action to deliver social practice but also make concrete contributions in the fields of sustainable life and regional revitalization.

Keywords: *University social responsibility (USR), Business ethic, Social practice, Problem-based learning, Place-based learning, Experiential learning.*

1. INTRODUCTION

A life without review and reflection is a life with no survival value [1]. What kind of positive influence can my existence of a university teacher bring to students and society? In the teaching site of the "Business Ethics" course, I deeply experienced and observed that traditional lecture-style teaching has certain structural problems and limitations. The issues related to business management education are too abstract to arouse students' interest in learning. Students also preconceived that the teaching in the classroom is a predicative course, so they are repulsive or even resist! In addition, university students lack practical work experience and are difficult to integrate into case teaching. Some teachers themselves are not convincing in leading practical case teaching due to lack of practical work experience. There are few localized textbooks that are more life-oriented and can arouse learning enthusiasm. At the same time, it's really difficult to effectively evaluate whether students' ability to perform after taking relevant courses has changed after class. These are all dilemmas and challenges

that university teachers can hardly avoid in the teaching scene! The above is the problem consciousness that has been hidden in the mind of the job in recent years.

By leading students to participate in social practice, combined with curriculum teaching, transforming the learning field into the community, and conducting field teaching of field integration, this may flip the classroom, stimulate students' interest and enthusiasm in learning, and correct their stereotypes; and then at the same time, improve the effectiveness of teaching and learning for both teacher and student in the teaching site of the "Business Ethics" course. Based on the observations and practical teaching experience in the teaching field in the past, the curriculum teaching of "Business Ethics" is integrated into the practical field of the university social response (USR) practice plan, hoping to inspire students' ethical awareness and actively practice social responsibility through this process problem awareness allows students to have a different learning space for seeing and self-consideration when participating in community care activities in the field. This may allow students to identify with the place because of their discovery and understanding of the place. This is in response to the

two core goals of the USR practice plan: local connection and talent cultivation. Through the implementation of the plan, it can indeed provide a practical field of experience and learning for related teaching innovations.

With the overturning of learning styles in universities, the appearance of classrooms has been completely new. In this context, how to integrate the USR practice plan to connect the local practice field and to innovate and design disciplines such as "Business Ethics" the unique curriculum and teaching methods enable students to be happy to learn and to quickly connect with the issues of sustainable social development. This is a topic worthy of our attention and exploration.

2. LITERATURE REVIEW

The remote rural areas have been in a disadvantaged position for many years. In addition to the lack of necessary infrastructure and economic construction, they also lack the attention of the government. This has led to population outflow and economic conditions. The population is small due to factors such as difficult development and geographical environment. Relatively few resources are needed, and employment is not easy to cause economic income difficulties and population migration. Therefore, only the old and weak people remain in rural areas, creating a predicament that the poor are poorer and the weak are weaker [2]. Combining the above-mentioned challenges, how do we find solutions to these problems?

2.1. University Social Responsibility and Local Creation

Today, all sectors of society have also begun to attach importance to the social responsibility of universities, requiring universities to be like enterprises, which need to take up social responsibilities and make contributions to local communities [3]. USR is an extension of corporate social responsibility [4]. Compared with corporate social responsibility, university social responsibility emphasizes that universities should be regarded as a part of society, and through university management, teaching, research and promotion to achieve the purpose of friendly environment, social participation, dissemination of knowledge and promotion of social influence [5]. Yang [3] pointed out that local connection and talent cultivation are the two cores of university social responsibility.

Universities should actively respond to the needs of stakeholders, in addition to researching academics and cultivating talents, they should also play the role of a local think tank and invest academia's energy to cultivate the land in order to enhance culture, serve society, and promote national development [6]. The research of Lin and Yu [7] has such an awareness that universities also need to shoulder the responsibility of connecting to the place, driving urban and rural development and creating local value. Therefore, in addition to fulfilling their teaching and research responsibilities, they should also do their best to

take up the responsibility of serving the society, cultivate students to have a sense of social direction and mission, and drive the progress and development of the society, so as to give full play to the functions of the university and promote the society sustainable development [8].

2.2. Bi-PBL Curriculum Innovation Design

In order to avoid excessive excitement and insufficient connotation, this research adopts place-based learning and problem-based learning. This Bi-PBL innovative teaching model were discussed as follows.

2.2.1. Place-based Learning

To engage in local innovation and community transformation, the first priority is to find unanswered needs and apply innovative solutions that are different from the past by exploring the local social environment, community life and culture, and taking stock of existing resources in the community, and to meet local needs and assist local development. The present study comprehensively quotes the views of [9] and [10], proposed that the curriculum design of place-based learning has the following characteristics: (1) contribute to students' academic achievement, and then make students become knowledge builders; (2) the content of the course span various subjects and help students learn across courses and fields; (3) suitable for implementation in schools of various types and regions, and establishes the school's position in society; (4) can match the teaching experience of teachers who are willing to seek innovation and change; (5) the goal of the course is to learn to learn with students' problems and care as the core; (6) curriculum can unify various relationships between people and places, and shorten the distance between school and community; and (7) can be based on the students' contribution to the community and their continuity as evaluation criteria.

2.2.2. Problem-based Learning

The traditional learning orientation is a teaching method with teachers as the main body, designing its syllabus according to different themes. However, the structure of this teaching method is usually relatively complete and the speed of teaching is relatively fast, but because it is a one-way knowledge transfer, teacher-student interaction is also relatively insufficient. In the problem-based learning model, it is emphasized that students are active learners, and the role of teachers is no longer a traditional one-way knowledge imparter. According to the related theories proposed by Huang [11] and Filipenko and Naslund [12], problem-based learning is an inquiry learning activity based on authenticity problems, allowing students to actively collect, understand, analyse, apply, and evaluate knowledge to solve real problems and develop problem-solving skills. In this process, students will learn to actively participate, how to analyse problems and find available information. In addition, problem-based learning also helps to promote

students' unity and innovative learning ability. In the problem-based model, learning is usually carried out in the form of group discussion and division of labour, and attempts to verify and interpret possible solutions to various problems.

Teachers play an important role in the implementation of problem-based learning, this role is not to provide student information or give short lectures, but to guide students to identify issues and find information, listen to students' discussions and ask appropriate leading questions. In the process of shaping the process of problem-based learning and establishing students' explanations of problems, teachers only act as guides, facilitators, and facilitators, while students are self-directed learners who actively participate in learning. When students analyse the problem, explore the background of the problem, and summarize possible solutions, what the teacher should do is to provide students with assistance and suggestions, but not to teach knowledge. In the process of learning, students need to find out by themselves to find and explore the problem.

2.3. Experiential Learning

Teaching with the practical field of the USR practice plan is to allow students to experience any situations and restrictions that may occur in life through actual participation in community service. Research by Zhou [13] and Chen [14] pointed out that students can enhance natural interaction with the community through exploration and experience, that is, experiential learning has four main characteristics: (1) the learner is aware of the learning and process that is taking place; (2) the learner is devoted to the experience of reflection and connects the current learning to the past, present and future; (3) those experiences and content are of unique personal significance, what and how to learn are of special importance to the individual; (4) the process involves the complete self, body, thoughts, feelings and actions, not just about the mind. In other words, the learner is totally involved in the whole process.

In addition, Zhou [13] and Xie [15] mentioned the four-stage learning circle. The experiential learning circle is the experience ability (experience) obtained through specific experience, observation and reflection, concept formation,

and application in new situations, and then return to the experiential learning circle model composed of experience. There are four main processes: (1) experience stage; (2) observation and reflection stage; (3) abstract concept composition and generalizing stage; and (4) application stage.

In summary, education is the transformation and reorganization of experience. The dialectical process of reflection and action can obtain good experience, and promote continuous update and progress of experience, thereby inspiring practical wisdom. And through the experiential learning in the field of university social responsibility practice, it can combine the students' prior experience, current experience and future imagination to make students a life practitioner. From this point of view, experiential learning needs to be through the concept of learning by doing, emphasizing starting and doing, and saving by doing [16].

3. RESEARCH METHOD

The present study is based on the integration of the teaching practice curriculum with the USR practice plan as the scope of action research. At the same time, the two-dimensional research path of qualitative and quantitative is used to explore the impact of teaching results on the two major teaching communities and community development. The possible influence and contribution of the dimension were showed as Figure 1.

In the aspect of teaching community, it is mainly cut from the two perspectives of teaching and learning. Dyadic research is conducted with teacher-curriculum design and teaching method and student-learning effectiveness. The two major counterparts in the teaching site as the research participants; the method of collecting data includes teacher in-depth interview, questionnaire survey and focus group interview with students.

Another aspect of community development is mainly carried out by participating in observations and focus group interview to discuss the disturbances and changes brought about by the development of the community after the actual implementation and investment of the present study.

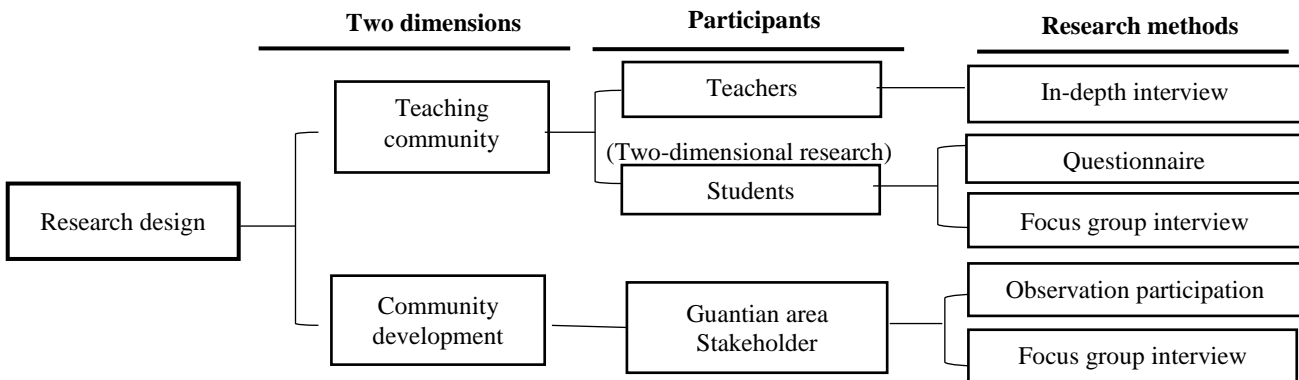


Figure 1. Research Design Concept

3.1. Research Methods and Tools

3.1.1. The teaching community dimension

In the aspect of teacher-curriculum design and teaching method, in-depth interviews were conducted for teachers who had led students to participate in community practice. Before the interview, the research participants will be asked to sign the interview consent, informing them that the information obtained from the interview recording is purely used for teaching practice research. Personal data will be coded. Consent can be revoked at any time during the interview and the interview can be stopped immediately. In other words, the learner is totally involved in the whole process.

In the aspect of student-learning effectiveness, questionnaire surveys and focus group interviews are used to try to obtain strategies to influence student learning and effective teaching. Students who have taken the business

ethics (university department) or business ethics topics (master's program) courses taught by their own position and actually participated in the implementation of the USR practice plan are the subjects of the test. The purpose is to explore whether the students' cognition and identification tendency of the two concepts of ethical behaviour (EB) and social behaviour (SB) will change after the curriculum is combined with the USR practice plan.

As shown in the research framework in Figure 2, the relevant research hypotheses can be listed as follows:

- H1:** Students' perception of EB will change significantly after participating in USR field service learning.
- H2:** After participating in USR field service learning, students' perceptions of favourable SB will change significantly.
- H3:** The EB of students before participating in USR field service learning will affect their SB.
- H4:** The EB of students after participating in USR field service learning will affect their SB.

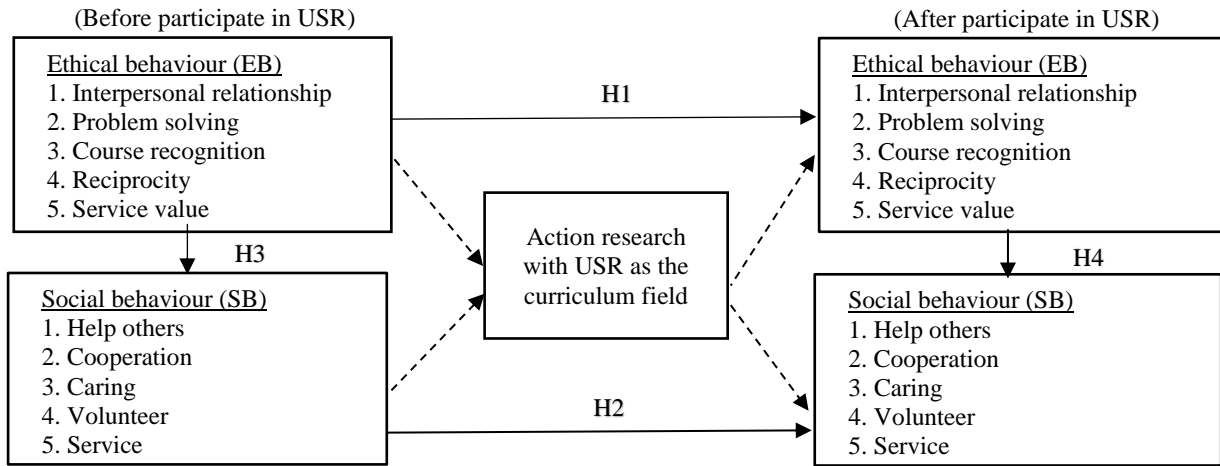


Figure 2. Research Framework

3.1.2. The community development dimension

Taking qualitative research as the approach, the action research strategy includes planning courses and integrating into the USR practice project field, selecting action partners, actually participating in the transformation actions of the cared community, giving back and revising, etc. Follow the cyclical course of inquiry and reflection, gradually adjust the research plan through dialogue, communication and reflection with local residents, and record its history and results one by one; use professionals in different fields to support each other and work together to scroll More people are paying attention to local care. Not only do we work together but also build up our strengths, so that the teachers in the course will become team partners who fulfil the university's social responsibility and local care, share resources and benefit each other.

3.2. Data Processing and Analysis

3.2.1. Qualitative data

Whether it is in-depth interviews, focus group interviews, or participating observations, these texts collected through field investigations can play a specific role in this research. First, the names of the participants and their expressed opinions are listed in codes. The coding method is as follows: (1) the first code is the interview method, the in-depth interview is S, the focus group interview is J, and the participating observation is O; (2) the second code is the participant's serial number, the first research participant is 01, arranged in order; (3) the third code is the number of pages of the verbatim manuscript of the excerpt; (4) the fourth code is the number of rows and columns where the text appears to express opinions.

For example: if the first person is a focus group interview participant, if the opinions expressed are extracted from the third page, first to third lines of the text, the code will be "J01-3, 1-3", and so on. The researcher will transcribe the interview recording or observation handwriting into verbatim within the golden 48 hours after conducting the field investigation. Then, following the researcher's own prior knowledge and understanding, the principle of the interpretation cycle of thematic analysis method, namely the whole-part-whole cycle checks, analyses the verbatim manuscripts and codes them; finally, forms the theme concept and naming under the natural category [17].

3.2.2. Quantitative data

A total of 75 questionnaires were collected in this study, and 3 invalid questionnaires that were incompletely answered were filtered and filtered. After calculating the p value based on 72 valid questionnaires and using factor analysis, first describe the average and standard deviation of each variable. The situation of central tendency and dispersion; in order to further verify the aforementioned hypotheses, we will discuss the paired sample t verification and regression analysis respectively.

4. OUTCOMES

In order to take into account the research results with more discussion, the present study uses teachers who have planned community field practice courses as the research participants of in-depth interviews, and actually participates in the USR practice plan after taking "corporate ethics" related courses. Kunshan university students conduct focus group interviews and questionnaire surveys. Through the interpretation and analysis of the interview texts derived from the bilateral research and design of "teacher, student", the following propositions and reflections can be summarized: (1) curriculum field implementation can be integrated into sustainable urban and rural issues; (2) innovation The teaching mode can shorten the gap between students' learning and use; (3) combining resource sharing can activate the value of community industry; and (4) lead teachers and students to participate in internalized, independent and sustainable inheritance.

4.1. Qualitative Findings and Discussions

4.1.1. Course field implementation can be integrated into sustainable urban and rural issues

In addition to cultivating students with the ability to practice and action, teachers should also make good use of their role as professional transmitters to assist local development and industrial transformation. This kind of knowledge is very powerful; it can combine schools and industries to create a better society. The vision also allows academic units not to

be out of touch with the industry, to cooperate with each other to build a win-win situation, and to fulfil their social responsibilities in their respective ways.

In the process of the course, if the learning content can infect our hearts, we can see the relevant social issues after realizing it on the field, so even think of other ideas, but also have different insights, so there will be a traction force, support for the continued development the goodness of social practice is passed on.

4.1.2. Innovative teaching mode can shorten the gap between students' learning and use

Lead students to learn in the community, encourage students to actually go deep into the field and participate in local practice. After connecting with the community and the arrangement of activities and close interactions, students are allowed to proactively discover and solve local problems, so that students can understand the local cultural atmosphere and features, use what they have learned to create the value of the community, strengthen students' sense of identity with the local area, cultivate students' ability to practice and act, and build a win-win situation, fulfilling social responsibilities.

4.1.3. Combining resource sharing can activate the value of community industry

After listening to local needs and having a full understanding of the local culture, humanistic characteristics and environmental resources of the community, interact and cooperate with community residents to create the influence of community creation, and engage in local innovation and community transformation. By exploring local the social environment, community life and culture, inventory of existing resources in the community, to find unanswered needs, apply innovative solutions different from the past, and meet local needs to assist local development.

Lead students into the field, connect with the local community and arrange activities, and after close interaction with the community, teachers make good use of their professional transmitter role to assist local development and industrial transformation. The power of knowledge is very powerful and can be combined The school and industry create a beautiful social scene, and also enable academic units to cooperate with each other and build a win-win situation without losing touch with the industry.

4.1.4. Lead teachers and students to participate in internalized, independent and sustainable inheritance

Because students actually deeply care for the community and carry out caring issues, they feel the lack of material in the rural areas, and then contribute their efforts and resources to the region; although they have left the learning

field, they continue to enter the community caring activities, actual dedication and practice to implement the spirit of sustainable learning and caring.

Learning is uninterrupted, and the students will continue to enrich myself instead of stopping learning in order to achieve a certain goal, because it is endless. It is necessary to set different goals and strive to move forward to create different results. Even if they have graduated and left the learning field of school, the seeds of good cause that have been planted in their hearts continue to ferment, prompting them to continue to put in practice after graduation and continue to pass on.

4.2. Quantitative Findings and Discussions

4.2.1. Will students’ perceptions of EB change significantly after participating in USR field service learning?

Explore whether there is a significant difference between students’ expectations before participating in USR field service learning and their actual feelings after participating in USR field service learning. Use paired sample *t*-test to analyse hypothesis 1.

According to Table 1, there are significant differences in the problem-solving ability of students after participating in the USR field study; there are very significant differences in course recognition. It can be seen that there are significant differences in the problem-solving ability and course recognition of students after participating in the USR field service learning, which means that after actual participation, the students have a positive learning effect ratio after reflection and mutual experience sharing. The degree of recognition is high, because through the participation of the actual field, students are more recognized with such curriculum design and content, and they have also learned how to solve the problems encountered by themselves.

4.2.2. Will there be any significant changes in students’ perceptions of beneficial SB after participating in USR field service learning?

Discuss whether there is a significant difference between students’ recognition of SB before participating in USR field service learning and their actual feelings after

participating in USR field service learning. Use paired sample *t*-test to analyse hypothesis 2.

According to Table 2, There is a significant difference in the volunteer service of SB that benefit students after participating in the USR field study, indicating that the students’ positive learning effect is higher than expected after reflection and mutual experience sharing due to actual participation. After students’ actual participation, through reflection and mutual experience sharing, the positive learning effect obtained from them is higher than the degree of recognition, because through actual field participation and understanding of volunteer service, students feel happier and more like learning. At the same time the students also understand more about the spirit and importance of voluntary service.

4.2.3. Will students' EB before participating in USR field-service learning affect SB?

The present study uses regression analysis to explore whether students' EB before participating in USR field service learning will affect SB. Use paired sample *t*-test to analyse hypothesis 2.

According to Table 3, there is no significant difference between EB and SB in all aspects. It can be seen that students may not have understood the concepts of EB and SB before participating in USR field service learning, so there is no significant impact between the two.

4.2.4. Will students' EB after participating in USR field-service learning affect SB?

In Table 4, it is learned that interpersonal communication has a significant impact on the voluntary aspect of SB ($\beta=.233^*$); reciprocity has a significant impact on the service aspect of SB ($\beta=0.254^*$), thus It can be seen that after participating in the USR field service study, students feel that their interpersonal communication skills will affect the implementation of voluntary services, and their thoughts about reciprocity will also affect their views on volunteer services; in addition, their views on service value will also affect the degree of helping others.

After students participate in USR field service learning, the impact of service value increases (β value increased from 0.035 to 0.608), indicating that after participating in USR field service learning, students feel that providing services is more helpful to help others.

Table 1 Paired sample *t*-test of Hypothesis 1

Variable		Factors	No.	Mean	S.D.	Difference	<i>t</i> -value	DF	Significance
EB	Interpersonal relationship	Before	72	.01120	.55958	.06595	.170	71	.866
		After	72						
	Problem solving	Before	72	.04160	.13899	.01639	2.54	71	.013*
		After	72						
	Course recognition	Before	72	.02326	.20950	.02469	.942	71	.008*
		After	72						

	Reciprocity	Before	72	.04345	.01080	.00127	3.142	71	.349
		After	72						
	Service value	Before	72	.16500	1.04621	.12330	.1338	71	.185
		After	72						

Table 2 Paired sample *t*-test of Hypothesis 2

Variable		Factors	No.	Mean	S.D.	Difference	<i>t</i> -value	DF	Significance
EB	Interpersonal relationship	Before	72	.14700	.99314	.11704	1.256	71	.213
		After	72						
	Problem solving	Before	72	.10127	1.13575	.13385	.757	71	.452
		After	72						
	Course recognition	Before	72	.11051	1.07961	.12723	.869	71	.388
		After	72						
	Reciprocity	Before	72	.25950	1.05735	.12461	2.082	71	.041*
		After	72						
	Service value	Before	72	.38170	1.32190	.15580	2.450	71	.017*
		After	72						

Table 3 Regression analysis of the influence of EB on SB before learning

	Help others	Cooperation	Caring	Volunteer	Service
Constant	-.224	-.083	-.394	.437	-1.604
Interpersonal relationship	.102	.061	-.103	-.017	.092
Problem solving	2.957	-2.091	-.660	-3.713	-.244
Course recognition	-2.252	2.084	.596	3.579	.497
Reciprocity	.044	.064	.084	.060	.126
Service value	.035	-.005	.048	-.139	-.015
Sum of R ²	.462	-.053	-.052	-.017	.016
Sample size	72	72	72	72	72

Table 4 Regression analysis of the influence of EB on SB after learning

	Help others	Cooperation	Caring	Volunteer	Service
Constant	-1.003	2.33	-1.532	-1.519	3.946
Interpersonal relationship	-1.665	.155	-.199	-.154	.233*
Problem solving	2.728	.001	-.003	-.004	.052
Course recognition	.854	.010	-.085	-.060	.162
Reciprocity	2.127	.038	.078	.077	.254*
Service value	.608*	.545	.126	-.145	.039
Sum of R ²	.370	.273	-.006	-.019	.089
Sample size	72	72	72	72	72

To sum up, EB is indeed the leading factor of SB, which will affect SB. Good EB will indeed bring more positive and clearer SB, so we hope that students can do SB. Behaviour should enhance the awareness of EB. Through H1 to H4 verification, we know that students learn more about the importance of EB and SB after learning through field service, and prefer and volunteer to help those in need.

5. RESULTS

In recent years, both the Ministry of Education’s University Social Responsibility Practice Project and the National Development Council’s local life-creation project have been actively implemented in various colleges and universities. Many universities have devoted themselves to assisting local student-creation projects, but they often think that we know or should know how to do it, but a lot of problems occurred during execution!

If the university cannot communicate with all walks of life, what can a project leave for the community and students? Faced with such a problem, we should try to learn how to further dialogue with the outside world, and then be able to focus more on the needs of the community, hoping to achieve the goal of continuous optimization and maximization of creation.

Following this, with the concept of field practice and social practice, it is hoped that through the practical process of learning by doing, doing while learning, students will increase their recognition and care for the place and inspire students to learn motivation. At the same time, we hope to use the practical courses to connect local creation and teaching activities, so that students can get close to the community, explore social issues, cultivate students' altruism, and emphasize the social responsibilities of universities and college students.

5.1. Break Through the Myths of Business Management Education and Construct Socially-oriented Issues

The traditional view is that the school of business management is a so-called economic man-only focusing on key performance index (KPI) or digital performance, and whether to maximize profits. But in fact, it is also necessary to pay attention to the social aspect, that is to say, through this research, we can find that the teachers and students of the school of business and management not only pay attention to the area of economic man, but also can look for the role and personality of social man. This is directly related to happiness and showcase of sustainable life.

Through the foundation constructed by previous students, we continue to promote social practice, so that teaching practice is no longer a "short-term action" but a "sustainable practice". And through the four aspects of "life, production, life, and ecology" to combine the curriculum to build a sustainable happy community, create a friendly and healthy social environment for the elderly, and also earn the health of the elderly. This is the positive influence on the social aspect.

Therefore, teachers and students of our school of business and management can escape the stereotypes of economic man in the past. In fact, we can also use our professional knowledge to help promote the positive impact of society.

5.2. Sustainable Inheritance, Jointly Construct and Continue to Promote Social Practice

Allowing students to participate in social practice through characteristic courses can cultivate their critical thinking and self-reflection abilities, because real and effective teaching and learning often occur in real situations outside the classroom. Letting students step out of the university walls to actually cooperate with outside communities is actually promoting students to try various social practices. Through this, students can be involved in various practical social issues for a long time. In this process, they can not only explore their career interests and develop their

personal characteristics, but also cultivate and improve their self-efficacy, thereby generating a unique career development system.

The learning benefits of students in the course of taking courses are not only visible in the eyes, and even some alumni leave the school after graduation, still continue to care for the community, and then implement the conversion into sustainable social practice. Therefore, this kind of delay and continuity is also an important indicator of the effectiveness of learning. What's more, in the process of involving teachers and students to assist in the construction of the innovative ecological system of Guantian local creation and birth, the attention and resources that have aroused from all parties will also bring a lot of employment opportunities for students participating in social practices or business opportunities.

5.3. The Learning Unit Should be Designed Appropriately, Guide and Improve the Learning Effect

The present study focuses on exploring the cooperative mode of business management curriculum teaching and social practice. It is to put people first, from the foundation of talent cultivation to consolidate the foundation of local creation. However, it is difficult to measure the students' perception of corporate ethics in terms of external behaviour or internal attitude changes.

Following this, in addition to the use of study sheets in this course, in order to avoid the "free rider" situation of grouped students, the design of the study sheets should be able to distinguish the results of group learning or personal experience. This will not only increase the effectiveness of team learning, but also get a glimpse of the degree of participation and learning effectiveness of individual students.

6. CONCLUSION

In summary, the social practice of participating in sustainability issues has gradually become an important aspect of higher education in recent years, and it is also a major way for teachers and students to understand social participation and cultivate civic literacy. Through social practice, students can go deep into the community and establish relationships with residents, understand and discover real-world problems, stimulate students' autonomous and interactive learning, and achieve the goal of group learning.

Following this, higher education should engage in the curriculum design of social practice on the ground, so that teachers and students can build a bridge between teachers and students and the community, so that they can get out of the closed learning ivory tower.

We hope that through this kind of experiential learning, students can internalize into a value concept and develop a behavioural inertia that is willing to contribute their own efforts to social practice; this is not only passive

participation in the school period, after graduation can continue to spontaneously engage in caring activities in the community and pass on.

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