

臺北市立大學

學生出國研修心得報告

獲補助年度：114

研修領域：Arts, culture & tourism management

系所、年級：視覺藝術學系 五年級

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研修國家：Italy

研修學校（中英文）：義大利高等翻譯大學

Scuola Superiore Mediatori Linguistici Unicollege
（SSML Unicollege）

研修時間：中華民國 114 年 9 月 8 日至 115 年 2 月 14 日

國外研修成績：24.5/30

短片時間及標題：3mins, 'Exchange'

中華民國 115 年 2 月 22 日

*（非亞洲地區交換同學請以英文撰寫報告）

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壹、緣起

行前準備（100 字）

As a publicly funded student majoring in Visual Arts at the University of Taipei, I have long been deeply inspired by Renaissance art and its humanistic spirit. Since childhood, I have admired the artistic achievements of Leonardo da Vinci, Michelangelo, and Botticelli, not merely as names in textbooks but as transformative figures who shaped the trajectory of Western art. Therefore, when I learned about the Ministry of Education's "Study Abroad Scholarship Program," I immediately decided to apply for an exchange in Florence, Italy—the birthplace of the Renaissance.

Prior to departure, I carefully completed administrative procedures including visa applications, insurance arrangements, accommodation confirmation, and course registration. I also strengthened my English proficiency and revisited key readings in art history to better prepare myself academically. In addition, I proactively communicated with

both my home and host universities to clarify course structures and credit recognition, ensuring a smooth academic transition.

貳、 研修學校簡介

學校介紹（100 字）

My host institution was SSML Unicollege, a higher education institute specializing in translation, intercultural communication, and cultural management. Located in the historic center of Florence, the institution offers programs such as Arts, Culture & Tourism Management, integrating language studies with cultural and industry-oriented perspectives.

The university adopts a relatively small-class teaching model, which encourages close interaction between professors and students.

Courses emphasize discussion, case analysis, and international perspectives. Although the administrative system occasionally lacked clarity in course outlines and grading transparency, the academic environment remained intellectually stimulating and internationally diverse.

參、國外研修之課程學習（課內）

修課課程內容（100 字）

Initially, I enrolled in “Fashion, Luxury & Made in Italy” and “Art, Culture & Heritage Management & Organization.” However, after attending the first few sessions, I realized that the fashion course focused primarily on branding strategies and luxury industry management, which did not closely align with my background in visual arts and education. Therefore, I decided to change my course selection to “Sociology of Crime.”

As a student also enrolled in a teacher education program, I have developed an interest in psychology and human behavior. Taking Sociology of Crime allowed me to explore deviance and criminality from a structural and sociological perspective. The course examined definitions of normality, deviance, and crime, as well as specific topics such as suicide, addiction, prostitution, predatory crimes, economic crimes, violent crimes, and organized crimes. Through theoretical frameworks and case studies, I learned to analyze how social structures, inequality, and institutional systems shape human

behavior. This interdisciplinary experience broadened my intellectual perspective beyond the arts.

The course “Art, Culture & Heritage Management & Organization” also challenged my expectations. I had initially anticipated practical artistic activities or museum visits. Instead, the course approached art from a managerial and market-oriented perspective. We studied the operational models of auction houses, methods of art valuation, the historical development of the art market, and the globalization of cultural assets. For the first time, I examined art not as a creator but through the lens of economics and cultural industry systems. Although this differed from my artistic training, it significantly expanded my understanding of how art functions within global markets.

肆、國外研修之生活學習（課外）

交換學校住宿、當地／該校學生活動、費用（保險費／生活費／特殊支出）、或是在當地遇到的特殊經歷（200 字）

Living in Florence was itself an immersive cultural education. I resided in a shared student apartment in the city center, living alongside international students from diverse backgrounds. Daily life required communication, adaptation, and independence, strengthening both my intercultural competence and problem-solving abilities.

The cost of living in Florence was higher than in Taiwan, particularly in terms of rent and food expenses. Insurance, transportation, and occasional cultural activities also constituted necessary expenditures. However, with careful budgeting and the financial support provided by the Ministry of Education, I was able to manage my expenses responsibly.

Beyond classroom learning, Florence offered unparalleled artistic resources. I visited institutions such as the Uffizi Gallery, the Galleria dell'Accademia（home to Michelangelo's David）, the Palazzo Pitti, and the Bargello Museum. Encountering these

masterpieces in person was profoundly moving; artworks that I had previously only studied in textbooks became tangible, monumental realities.

Taking advantage of Europe's well-connected transportation network and the mobility provided by the Schengen Agreement, I had the opportunity to travel extensively across the continent, further broadening my cultural perspective.

I visited Corfu in Greece, where Mediterranean history and island culture intertwine. Within Italy, I explored Cinque Terre (the inspiration for the animated film *Luca*), Rome and Vatican City, Milan, Pisa, Venice, and even attended Lucca Comics & Games, experiencing both classical heritage and contemporary popular culture. In Belgium, I traveled to Brussels; in the Netherlands, to Amsterdam and The Hague, observing the balance between historical legacy and modern urban planning.

In Germany, I visited Berlin, Dresden, and Nuremberg, reflecting on the relationship between historical memory and reconstruction. In France, I explored Paris, Lyon, and Strasbourg, cities that embody

artistic, political, and European institutional significance. In Portugal, Porto and Lisbon revealed traces of the Age of Exploration. In Spain, Barcelona allowed me to appreciate Antoni Gaudí's architectural imagination. In the United Kingdom, I visited London and its world-renowned museums. Finally, I journeyed to Iceland, where dramatic natural landscapes provided a powerful contrast to Florence's Renaissance heritage.

These travels were not merely tourism; they functioned as an extension of my education. Through direct engagement with diverse historical contexts, artistic traditions, and social environments, I developed a deeper understanding of Europe's cultural complexity and strengthened my global awareness.

伍、 研修之具體效益

(請條列式列舉 150 字)

- Deepened understanding of Renaissance art and European cultural history.
- Gained foundational knowledge of art market operations and auction systems.
- Developed interdisciplinary thinking across art, sociology, and cultural studies.
- Improved English communication and academic discussion skills.
- Strengthened independence and intercultural adaptability.
- Expanded global perspective through international travel and exposure.
- Enhanced future professional potential in art education and cultural fields.

陸、感想與建議（含 3 分鐘短片連結）

心得經驗分享以及給未來參加交換計畫同學建議（350 字）

This exchange experience was not merely an academic journey, but a transformative chapter of personal growth. As a visual arts student, I had always approached art from the perspective of a creator. Studying in Florence enabled me to reconsider art within broader social, economic, and institutional contexts. Although the administrative processes at times required patience and adaptability, these challenges strengthened my autonomy and communication skills.

One of the most meaningful aspects of this journey was standing face-to-face with Renaissance masterpieces. Seeing Michelangelo's David in person was profoundly different from viewing it in reproduction; the scale, texture, and emotional power cannot be conveyed through images alone. Walking through Florence felt like living inside an art history textbook.

My parents, both elementary school teachers with relatively conservative values, were initially hesitant about the financial and

practical implications of studying abroad. However, thanks to the generous support of the Ministry of Education’ s scholarship program, I was able to ease their concerns and pursue this long-held dream. I have always admired educational systems that encourage young people to explore the world through experiences similar to a “gap year.” Although my opportunity came later than expected, I am grateful to have embraced it while still filled with passion and curiosity.

I sincerely encourage future students to step outside their comfort zones, prepare thoroughly, remain adaptable, and actively engage with local culture. Academic learning is important, but the most valuable lessons often emerge beyond the classroom.

- 3mins short film link:

<https://youtu.be/irAsVITqke4>

具代表性出國交換照片說明（4張）



圖 1 說明（20 字）

Class presentation



圖 2 說明（20 字）

Church tutorial



圖 3 說明（20 字）

View from Palazzo Pitti



圖 4 說明（20 字）

Northern lights in Iceland

*格式依需求可自行調整