



2016 Summer School – Floating Island

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這次的課程十分令我印象深刻，不同於以往在學校的一般課程，共有10幾個國家的成員參與在其中，不僅語言不同，且幾乎所學背景幾乎都不相同，要在短期內將各專業結合在一大主題的計畫上，光是彼此的溝通就是一大挑戰。

課程主要分為室內的講座、室外課程和參訪三個部分，而室內的講座中包含了建築、都計、水利、水質等各面向的課程，提供了基本概念的同時也讓學員能用不同的角度去思考漂浮島的議題，而室外的課程則提供給學員手做漂浮島的機會，藉由簡單且環保天然的材料，不用太長的時間，就能製造出兼具提供生物棲地和美觀功能的人工漂浮島，而且如果藉由適當植生的種植還能有淨化水質的功效，當天在特生中心的協助和眾人的配合之下，僅僅一個上午8座漂浮島都已經完工了，雖然身心俱疲，而且沒吃早餐，但看到成果後頓時覺得一切的努力都是值得的。

而參訪的部分則去了布袋，看了幾個水利設施和工程，其中最令人印象深刻的是把村落周圍的道路加高當作堤防並搭配抽水機以防洪的這個做法，這是之前沒有看過的，台灣南部沿海的村落其實很多都因為地層下陷和海水倒灌的影響，一到颱風天就面臨著淹水的議題，很多村落甚至因此沒落消失，而如何解決這些問題是我們學水利工程的人應該去思考的，這次除了村落圍堤之

外也看了其他幾個不同的方法和對這個區域的治理規劃，期望在未來這些村落的問題能有被解決的一天，重現以往的繁華盛況。

課程的最後三天則是留給了我們各小組去完成專題，我們這組想要藉由訪談的方式來分析現有的漂浮島，而我們訪談的群眾主要分為三個部分，一般民眾、暴露在漂浮島資訊下的成大學生和這次課程中的幾位老師，希望能夠了解當地居民對其的觀感和專業人士的看法。而從訪談中我們發現了民眾對於漂浮島的認知度其實並不高，其實在學校的網頁就有漂浮島的相關資訊，可是在20位我們訪談的成大學生中只有一位聽過漂浮島，而在每天都會經過漂浮島對岸的居民大部分都不知道它是什麼，而在知道的民眾中也僅有兩位大概了解其功能，這可會成為其在未來發展或是推廣上的隱憂，不過在專業人士的訪談中我們也了解到他們普遍對漂浮島有高度的信心，認為這個東西仍具許多發展的潛力，或許在專業人士的眼中這些漂浮島是具有其價值在的，不過可能因為資訊傳達或者推廣上的問題無法讓這個東西真正走入大眾的眼中，路過的一般民眾就算有意識到它的存在，也很難知道它的功用，甚至會有一些較為負面的評價出現，這都是我們需要去顧慮的。



Hello! My name is Pim Pinitjitsamut. I am an Economics student from Thammasat University in Thailand. I got an opportunity to attend the National Cheng Kung University summer school program. I would like to share some of my experiences from this program throughout the article.

Before I left Thailand, I was concerned about the classes and the learning environment. I was so relieved that the NCKU summer program was so well-organized. Although the program ran all day from 9 am in the morning to 4 pm in the evening, the school provided us activities such as field trips and culture classes during the week and weekend which helped us relax before the intense lesson continued. On top of that, each field trip and culture class gave me new ideas about Taiwan which implicitly helped me on my group research project. For example, first class started with Taiwan history which taught us more about the culture and the tradition of Taiwan. Then, the following weekend we also had a city tour of Tainan which helped us comprehend the geography and culture of Tainan.

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During the program, I really enjoyed the hands on atmosphere and learned more instead of just listening. Even though the class was difficult for non-related majors it was because some of the information we had learned had no fundamental knowledge before. However, by getting to know the new information, it helped me broaden my horizons and step out of my comfort zone. As I mentioned before, this summer program was not requiring only participation in the class but the class required students to do the real practice such as be on the field or build the floating garden. The class required the field trip experiences. The professors in each field provided us the information and it was our job to combine that information that we got and analyzed them to fit in our project.

We were required to have one project related to a floating garden. However, we all had no idea what was going on because there was too much information in the first place. Once we got adjusted to the class and learned to ask if we did not understand the lesson, we figured out ways to do the research and it became more fun. My group research was about the evaporation desalination water model on floating gardens in Taiwan. It was tough for us but we got good advice and assistance from our professor Bart van Bueren with the architecture model and got help from professor Chih Hua Chang with the water quality part.

The project challenged us in many ways. I have experienced how to work with people from different fields which taught me the importance of working on a team. It required a lot of compromising because due to our different backgrounds we had our own particular way on the same issue.



Two weeks passed so fast that I did not realise how much I gained from this class. From a student that had no idea about “what a floating garden was” and “why it is helping the environment”, I found my answers from NCKU's summer school. On top of that, not only the knowledge that I have gained, I also have built long-life friendships through the program. Two weeks were so short how could we possibly become really close? I still wonder why that happened. I think maybe because we had to discuss the problems and solutions in class and share our ideas in order to conduct the best project that we possibly could. I have not mentioned about the perk of living in Tainan. Tainan is

the oldest city of Taiwan which has a lot of cool places that I visited such as Anping tree house and Chimei Museum which is very beautiful at night. I also had my Taiwanese buddy show me around Tainan, he showed me what local people would do and taught me some Chinese. One of the best parts of Tainan is food. The food in Tainan is so delicious and at a reasonable price.

Two and half weeks in Tainan was one of my precious summer trips and learning experiences that I would never forget my whole life. Even though it was a short period of time, I feel like I have gained a lot more knowledge and understanding than ever before.

