Aloha UHM Study Abroad students! During your Summer Study Abroad program in Shanghai, China, I am your Faculty Resident Director (FRD) and will be your primary faculty liaison with the University of Hawai‘i at Mānoa. I look forward to providing you a rewarding experience academically, personally and culturally during your time abroad.

As a Faculty Resident Director (FRD), my responsibilities constitute (a) to monitor your academic progress and ensure that you are fulfilling your academic responsibilities, such as attendance, turning your assignments on time, participating in all the activities involved in the program); (b) to counsel, facilitate and assist with any issues that may arise with either your studies or on personal matters during your time abroad; (c) to ensure that your final grade is transmitted correctly and recorded for UHM credit; and (d) to help you achieve the personal and academic goals you set for yourself when you applied to be part of this program.

I will be available every day for individual meetings. Apart from some commonly used social media (email and WeChat), you will have my China cellphone number. Therefore, please do not hesitate to contact (call, text, WeChat, email, etc.) me anytime while you are in residence. In addition, we will be meeting as a group at least twice a week during the semester to mainly discuss and share (a) your adjustment to life in a new and different cultural environment; and (b) your experiential learning projects.

In alignment with the Student Learning Objectives of the Study Abroad Center, each of you, through a series of Experiential Learning Projects, will be able to -

1. Demonstrate awareness of own cultural values and biases and how this impacts your ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with an appreciation for disparate viewpoints.
Experiential Learning Projects

Experiential Learning Projects mainly contain the following tasks and activities -

- 1st Week Reflection Paper
- “One-Day City Tour Guide” Presentation
- One-Day City Tour Journals with Photos (as a participant)
- “One-Day City Tour Guide” Reflection Paper (as a tour guide)
- Final Week Reflection Paper

There is no letter grade for the Experiential Learning Projects. However, successfully completing the Experiential Learning Projects will result in a suffix plus (+) on your final grade, whereas a minus (-) may occur on your final grade if you fail to complete any required Experiential Learning task/activity.

Experiential Learning Four Stages

Kolb’s (1984) denoted that “Learning is the process whereby knowledge is created through the transformation of experience.” In essence, Kolb’s Experiential Learning Theory (ELT) model prescribes a process of learning where the learner should undergo the four bases of experiencing, reflecting, thinking, and acting – in order to transform an experience effectively into learning (Kolb & Kolb, 2005).

Local Scavenger Hunt - Explore and Experience

- One-Day City Tour Guide

Local Jigsaw Map - Share and Reflect

- “One-Day City Tour Guide” Individual Presentation
- “One-Day City Tour” Journals with Photos
- “One-Day City Tour Guide” Reflection Paper

1. “One-Day City Tour Guide” Individual Presentation Guideline

- You will have 5-10 minutes to present the topic and a 5-10 minutes Question & Answer (Q&A) session at the end. Most of all, your presentation should show the DEPTH of your exploration and distinctive perspective or experience.
- Apart from the oral speech, you will need to create at least 5 PowerPoint slides with pictures and descriptions to enrich your presentation.
- During the presentation, your introduction should include but not be limited to –
  a.) 景点介绍 Introduce history and basic facts of the scenic spot, and most importantly, elaborate why it is so famous/important, and then have a list of estimated expenses;
2. “One-Day City Tour” Journal with Photos (as a participant) [please refer to a Journal/Reflection Sample]

After each city tour, you are expected to submit a journal with photos by every following Tuesday.

- **Specifications:** 2 to 4 pages, typed, double-spaced, insert 4 to 8 representative and meaningful photos taken during the tour, in English

- Apart from a summary of your city tour experience, it would be best if you addressed all the questions below appropriately –
  a) What was your first impression of the scenic spot?
  b) What did you learn from the tour experience (both positive and negative)?
  c) What was the most significant cultural difference that you experienced while exploring the scenic spot?
  d) What surprised you the most while exploring the scenic spot?
  e) What were your expectations? How did your experience differ from your expectations?
  f) What did you like best about the trip? Was there anything about the journey that you did not like?
  g) If you were the tour guide, how would you shape this tour to meet your needs better?

3. “One-Day City Tour Guide” Reflection Paper (as a tour guide) [please refer to a Journal/Reflection Sample]

After leading each city tour, you are to submit a written reflection by every following Tuesday.

- **Specifications:** 2 to 4 pages, typed, double-spaced, insert 4 to 8 representative and meaningful photos taken during the tour, in English

- Apart from a summary of your tour guide and tour experience, it would help if you addressed the following questions:
  A. Describe
     a) Where did you go/explore? (Which district, scenic spot, etc.)
     b) What did you do?
     c) What kinds of people did you meet with (locals, foreigners, etc.)?
d) Did you experience cultural or linguistic barriers?

B. Examine
   a) What did you learn about the host city and the scenic spot?
   b) Did anything surprise/shock/worry you?
   c) How did you respond?
   d) Were there miscommunications? How did you overcome them?
   e) Did you feel welcomed? Why or why not?
   f) What was your biggest challenge?
   g) How did you handle/overcome it?
   h) What skills did you acquire?
   i) How will the experience strengthen you personally and prepare you professionally?

C. Articulate
   a) What did you learn from the project? (fact – both positive and negative)
   b) How did you learn it? (experience)
   c) Why does it matter? (attach meaning)
   d) What will you do in light of it? (application)

4. Final Reflection Paper
   • Specifications: 2 to 4 pages, typed, double-spaced, in English
   • Your reflection must address all the questions below appropriately –
     a) In what ways is the culture where you studied different from your own?
     b) What, if anything, shocked you?
     c) How have cultural differences made you more aware of your own culture – of its benefits, limitations, strengths, or biases?
     d) In what ways might your own culture/society benefit by learning from that of others, specifically from the one in which you studied?
     e) How do cultural differences allow others to view you differently than you see yourself?
     f) How might your experience abroad affect your future - concerning academic, social, career, and/or personal choices?
     g) How do you think your international experience will aid you in the future?
     h) How have your future career and life plans been altered due to this experience?
     i) How do you plan to continue to use the skills that you have gained while abroad?
[Journal/Reflection with Photos Sample]
Reflections of a UN Tour Guide

By Michael Crachide, Visitors Services Section, Outreach Division, Department of Public Information

My last day of working as a tour guide corresponded with the official launch of the United Nations Children's Tour at UNHQ, which was Monday, 11 February 2013. It was an interesting day that highlighted some of the many intersections between the Guided Tours Unit (DP/OD/VSS/GTU) and education. Indeed, on that day, giggles and screams of children could be heard all around.

However, amidst all of the joy and laughter, for me, it was also a day of nostalgia and anxiety (hope) for the new experiences to come at my new post in Public Inquiries (also part of Visitors’ Services).

I joined the UN GTU as a tour guide in September 2011, after four years of working as a classroom teacher in both the US and in Mexico. I came to New York because I wanted to learn more about the United Nations while continuing to use my teaching skills. It didn’t hurt that one of the requirements to be a guide is to be at least bilingual, and I love to practice my Portuguese and Spanish skills.

The first thing I noticed about being a tour guide at the United Nations was that a day in the life of a tour guide has the potential to be very different from speaking to adults. While this is obvious, teaching children about the United Nations in terms they can understand, while truly helping them to figure out this Organization, is exceptionally difficult, even for an experienced teacher. Time over, the guides realized that the most difficult group to adapt to was younger students. So to address this, a few tour guides decided to design a tour, with materials and activities specifically for children. While I had a tiny part in the development of the Children’s tour, most of the credit goes to some of my colleagues who were already in the GTU before I had arrived. Upon designing this new tour, these same guides showed us how to implement the activities, talk to children of different ages, etc.

As can be imagined, speaking to children is very different from speaking to adults. While this is obvious, teaching children about the United Nations in terms they can understand, while truly helping them to figure out this Organization, is exceptionally difficult, even for an experienced teacher. Over time, the guides realized that the most difficult group to adapt to was younger students. So to address this, a few tour guides decided to design a tour, with materials and activities specifically for children. While I had a tiny part in the development of the Children’s tour, most of the credit goes to some of my colleagues who were already in the GTU before I had arrived. Upon designing this new tour, these same guides showed us how to implement the activities, talk to children of different ages, etc. After various pre-launch trials (in which I played a greater role) and feedback from different parents, teachers, and children, the current Children’s Tour was launched.

Secretary-General Ban Ki-moon opened the ceremony to officially launch the tour, and so began my last day as a tour guide.

Ironically enough, I didn’t get the opportunity to do any Children’s tours on my last day, even though I conducted many of the test groups beforehand. I was, however, fortunate enough to be able to walk around, observe and photograph the first few tours in order to post photos on my Twitter account for guided tours (@VisitUNMichael) to promote the day’s events.

It was impressive to see mostly young students on the tour route, in large groups, everywhere: sitting in circles on the floor talking about the Security Council, matching the flags of the five permanent members with their names using the UN Children’s Tour Compass (activity booklet); running around playing “The Human Rights Game”, where the guide asks the students to divide into groups based on different categories (things they are born with, things they choose, their physical characteristics, etc.) to highlight how discrimination can lead to exclusion and, ultimately, the violation of human rights, while promoting the importance of tolerance; or standing in the General Assembly Hall, trying to figure out what “Welcome” looks like in Arabic, Chinese, French, Russian, and Spanish (or English).

I also had the chance to sit with some children while they waited for their tour to start in the lobby of the General Assembly building. I gave them temporary tattoo/stamps of Blue Helmets and the UN logo, distributed stickers of the UN Kids (characters that are part of the Children’s Tour), and also assisted them with completing an MDG maze (where they learn about the MDGs while completing a maze), which also tries to teach realism at the same time—you can’t solve all of the world’s problems at once, so you might have to do the maze multiple times to attempt to solve all of the MDGs.

By the end of the day, everyone was extremely tired, but very satisfied. According to most, the Children’s tour launch was a great success! Indeed, you could feel an electricity of excitement in the air. But, of course, as it is just the beginning, the Children’s Tour is focused on improvement and Visitors’ Services is taking feedback from participants, parents, and tour guides alike to deliver the best service possible to visitors at the UN.

My last day was a tiring day. As it ended, I couldn’t help but miss all of the tourists (sometimes indifferent, sometimes full of praise about the UN); the different interactions with people from everywhere; the difficult questions; in other words, the human contact. I wondered if my new post (which is only a temporary job opening, and, thus, maybe it wasn’t really my last day!) would offer the same level of excitement. Would working in Public Inquiries offer the same feeling of joy that a teacher or tour guide feels when a student or tourist gets the “I learned something new” look on their face?

Thanks, and goodbye for now, GTU.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Below Expectation</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of your own cultural values and biases and how this impacts your ability to work with others.</td>
<td>Fails to maintain a journal or entries lack meaningful intercultural interactions.</td>
<td>Submits regular journal entries that include self-reflection on cultural learning through immersive experiences.</td>
<td>Journal entries show insights into cultural contributions to environmental health issues and the diversity of thought that exists.</td>
</tr>
<tr>
<td>Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.</td>
<td>Failure to communicate with RA on the progress of your investigation.</td>
<td>Clear descriptions of diverse points of view encountered in the students’ research and reflect in the journal and report writing.</td>
<td>Demonstrated ability to translate material learned in the study abroad experience to other cultures.</td>
</tr>
<tr>
<td>Communicate appropriately and effectively with diverse individuals and groups.</td>
<td>Poor attendance, participation in programs, including excursions.</td>
<td>Demonstrated interactions with local individuals to gain insight into one’s topic of interest</td>
<td>Broad interactions with many individuals and the ability to synthesize those interactions into written reports and journal entries.</td>
</tr>
<tr>
<td>Demonstrate an increased capacity to analyze issues with an appreciation for disparate viewpoints.</td>
<td>Failure to complete a written report on the subject of interest.</td>
<td>Report should contain some opposing points of view or information that requires critical analysis to help determine the true underlying causes.</td>
<td>Demonstrated increased insight into the multifaceted views that go into the decision-making and the ability to analyze their implications and impacts.</td>
</tr>
</tbody>
</table>