UHM Summer Faculty Resident Directorship Application

1. Narrative of Student Monitoring Experiential Learning Plan that Incorporates the Study Abroad Student Learning Outcomes

Aloha students. While you undertake your Science and Engineering Summer Study Abroad Program at Université Catholique de Lille, I will be your direct contact with the University of Hawai‘i at Mānoa. My role as Resident Director includes monitoring your academic progress as well as your attendance and level of participation, facilitating and mediating in any academic issue that arises in your study, and ensuring your final grade is properly transmitted and recorded as UHM credit.

As a Resident Director, I'm also available for counseling and assistance in your adjustment to life in a new and different cultural environment.

I will be available most mornings for individual meetings, and we will arrange several group get-togethers once the program schedule is set. These can be both social and informational gatherings. Since my specialty is engineering, we'll work towards recognizing some French engineered design and products.

We will also be undertaking some experiential learning beyond your classes and excursions to ensure we all meet the Student Learning Outcomes of the Study Abroad Center that are reproduced below:

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

We'll accomplish these through:

We will discuss the engineering design process in two of our meetings. The systematic design process usually consists of five stages of problem definition, conceptual design, preliminary design, detailed design, and design communications. We will talk about diverse examples of successful designs in engineering field, art, architecture, paintings, etc. Useful resources and examples will be provided on Laulima for students to self study.

Then students will be engaged in two activities as described below:

In the first activity, students will be divided into groups and each group will look into three examples of French most innovative products that they have noted during their first couple weeks in France. Students will keep a journal with photos, drawings, and notes to collect examples of interesting French products they see around them along with their top three choices. The product can be an artifact, architecture, painting, mechanical or electrical system, etc. In each meeting, the students will focus on one of the design stages in group. Finally, each group will then share impressive aspects of their products, talk about the designer’s motivations and innovations, and suggest alternatives in the designs process via a presentation with other students.

In the second activity, students will work in groups and will be given a topic to design for a particular problem. Students will brainstorm to form a problem definition statement, suggest alternative conceptual designs, and preliminary designs. Then each group will come up with a detailed design and a solid plan of design and production. Then the design process will be presented by each group. All other students are encouraged to ask questions, comment, and are required to score each team based on a score sheet provided.

Examples of rubrics: Executive Summary 5 - Introduction 5 - Technical Overview: Conceptual Design 20 - Baseline Design 20 - Subsystems 10 - Management and Cost Overview 10 - Conclusion 5 - Overall Quality, Conciseness, Effectiveness, and Compliance (evident by group's attendance, participations, communications, ability to work with others and capacity to analyze issues) 25

How you will monitor the student's academic progress in the program and utilize this information to provide the final grades

France is famous for its innovative artists and designers. I have defined an interesting design activity, described above, for the students to get involved in. Through the activity students will work in groups for intellectual exchange of ideas. The successful outcome of this activity will elaborate on how each student could work effectively in a group (with diversity), communicate with others, and take others' viewpoints in consideration. The students' attendance, participations, communications, ability to work with others and capacity to analyze issues will be evident through the above-described group activities.

What is essential for my students to learn and be able to accomplish by the end their study abroad term?

I would like the students to learn to look around enthusiastically as they study abroad and be able to find interesting products of interests and be able to discover more about them through effectively discussions and work with others to make their activity successful.

How will I facilitate their maximum learning outcomes thereby to enhance their Study Abroad experience with me as their Study Abroad Faculty Resident Director?

I will organize gathering and meetings for the students to meet with each other and work on the above-mentioned activity. I have taught "senior design" course before, and I have seen students enjoying this activity.

What elements would the students have missed had I not been the Faculty Resident Director of this specific program at this Study Abroad site?

Personally, I am interested in art. I have looked into work of famous artists and have seen many examples that engineers could benefit from to come up with innovative products. For example, in my classes when I teach conceptual designs, I refer to innovative works of great artists (e.g., famous painters) whose work is recognized. France is a great place for students to interlink engineering and science field with a taste of art. I believe the students will learn a lot about engineering, design, art, and group work with me as their Faculty Resident Director.