

Summer 2024 Shanghai, China

Student Monitoring and Experiential Learning Plan

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Aloha UHM Study Abroad students! During your Summer Study Abroad program in Shanghai, China, I have the honor of serving as your Faculty Resident Director (FRD) and will act as your primary faculty liaison with the University of Hawai'i at Mānoa. It is my sincere anticipation to offer you a comprehensive and enriching experience, encompassing academic, personal, and cultural dimensions throughout your time overseas. As your FRD, my role encompasses several vital responsibilities:

- a) I will be overseeing your academic advancement, ensuring your adherence to academic commitments such as attending classes, submitting assignments punctually, and participating in all program-related activities.
- b) I am here to provide guidance, facilitate discussions, and assist you with any concerns that may arise, whether they pertain to your studies or personal matters during your tenure abroad.
- c) I shall ensure the accurate transmission and recording of your final grades for UHM credit.
- d) Most importantly, I am here to aid you in realizing the personal and academic objectives you envisioned when you joined this program.

I am available for individual meetings every day, and aside from common communication platforms like email and WeChat, you will have access to my China cellphone number. Please feel free to reach out to me via call, text, WeChat, email, or any preferred method while you are in residence. Furthermore, our group will convene at least three times a week throughout the semester. These gatherings will primarily revolve around discussions regarding your assimilation into a new and distinct cultural milieu, as well as your experiential learning projects. In alignment with the Student Learning Objectives of the Study Abroad Center, each one of you will have the opportunity, through a series of Experiential Learning Projects, to:

- a) Showcase an understanding of your own cultural values and predispositions, and their impact on collaborative endeavors.
- b) Acquire knowledge about diversity, particularly within the population or subject matter relevant to the specific Study Abroad program.
- c) Develop effective and appropriate communication skills for interactions with diverse individuals and groups.
- d) Strengthen your analytical capacity by embracing a range of perspectives and appreciating differing viewpoints.

I am excited to embark on this journey of growth and learning with each of you. Please know that my support and guidance are steadfastly available to help you make the most of your Study Abroad experience.

Experiential Learning Course (EALL 140, 3 credit units)

I. Experiential Learning Project Grading

➤ **Final course grades will be based on the results of:**

1. Class Meeting Attendance:	20%
2. First Week Reflection Paper:	20%
3. “One-Day City Tour Guide” Presentation:	15%
4. One-Day City Tour Journals with Photos (as a participant):	10%
5. “One-Day City Tour Guide” Reflection Paper (as a tour guide):	15%
6. Final Week Reflection Paper:	20%

- **Final grade:** 100≥A+, 99-95=A, 94-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-67=D+, 66-63=D, 62-60=D-, 59 and below=F

II. Experiential Learning Stages and Components

Kolb (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).

A. Local Scavenger Hunt—Explore and Experience

- One-Day City Tour Guide

B. 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

III. Guidelines and Requirements

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) Introduce history and basic facts of the scenic spot, and most importantly, elaborate on why it is so famous/important, and then have a list of estimated expenses;

- b) Introduce at least ONE local dining place (restaurant/food stand/Café/bakery etc.) nearby the scenic spot, briefly explain why you recommend the place, e.g., reasonable price, best location, authentic food, atmosphere, etc. and then have a list of estimated expenses;
- c) Illustrate means of transportation and detailed routes from the SISU campus to the scenic spot, and from the scenic spot to the SISU campus, and then have a list of estimated expenses;
- d) Cultural Awareness and Essential Language—Display **at least ONE tip** on cultural awareness and sensitivity for the upcoming tour, and list out **at least five essential words/phrases** in Chinese characters, Pinyin, and English related to the tour.

2. “One-Day City Tour” Journal with Photos (as a participant) *[please refer to a Journal/Reflection Sample attached as Appendix A]*

- **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 attached as Appendix A]*

- **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?

APPENDIX A: Journal/Reflection Sample

One Day City Tour Reflection - Qibao Old Street, 25 July 2019

This week we went to Qibao Old Street in the Minhang district for our experiential learning activity. The street is known for having preserved a snippet of traditional Chinese culture in the form of refurbished but stylistically consistent architecture. Upon entering the road, one will encounter a temple-like structure that is consistent with structures present in traditional Chinese culture. When I first entered Qibao, I immediately thought of how very different the street was compared to modern streets in Honolulu or even in Shanghai. The street was unlike anything I was familiar with, but the older style was very cool and made me feel as if I was in a different time period. Moving further into the street, we entered an area with shops that flanked both sides of us and offered many different types of shops which sold goods as varying as hair brushes to scissors and toys. Although I personally did not find anything to buy on this day, there were many interesting goods that I thought were cool. For example, there were chopstick-like hair ties that women could use to tie up their hair into buns. Moving further north, the shops slowly transitioned into eateries rather than tangible goods. One of the first eateries that we passed by was a xiao long bao stand which offered 88 元 crab and shark fin dumplings. This was a culturally different phenomenon as having taken classes in university, I know that many places forbid the sale of shark fin due to the wasteful nature and ecologically harmful effects that stem from hunting sharks solely for their fins. I was interested in trying the dish as I have only



had shark fin a few times when I was much younger, but I refrained due to its price and the questionable practices of shark finning. Another interesting stand (see left) offered a variety of roasted insects including centipedes and scorpions. Although I did not personally try any of these, it was interesting to see them. It seemed like there were more people who were interested in taking pictures of these sticks than there were who actually bought them.

The tour itself was an enjoyable experience and I liked being able to partake in this preserved portion of Chinese culture, despite the slightly modern twists added to it. The owners of each shop appeared to work hard and many of them tried to advertise to people as they walked by, which gave me the impression that making as many sales as possible was an integral part of their livelihood. The only time I have experienced this active pitching from salesmen back in Hawai'i is in



Ala Moana with the people who work at the kiosks, as they are often paid on a commission basis. On this basis, it makes me realize that many of these shop owners often depend on a large volume of sales to make their living, especially considering the relatively low value of the yuan compared to the U.S. dollar. This makes me especially appreciative of the circumstances in which I was born in and helps me to put into perspective how lucky I am to have been born and raised where I was. That being said, one of the aspects of exploring Qibao that surprised me the most was the number of people who owned shops that appeared to have relatively niche customer bases. For instance, shops that exclusively sold scissors, hair brushes or hair ties seemed, from my perspective, to not be wildly profitable. Yet many shops had a small range of products like this and they seem to do well enough to get by. This was a surprising aspect, but strangely enough I did expect to find small niche shops such as this. I figured some shops would have a small selection of products that they specialized in, but surprisingly a lot of them had a much narrower range than I would have anticipated. This further reiterates the point that I had made prior, as these shop owners seem to do well enough to make a living, though it seems like their customer base must be relatively small. This further makes me appreciative of the circumstances in which I was born and the culture that I come from.

This trip was a very fun experience overall. I enjoyed being able to partake in a cultural experience that I would otherwise never be able to see in Hawai'i. I think that it is easy to take for granted the circumstances and experiences that we have in the U.S.A. as, speaking from an economic perspective, we are much more well off than many other civilians of other countries. That being said, there is a cultural aspect that is lacking in many stores in the states that seems to be especially prevalent in China. For instance, there appears to be an emphasis on sales rather than mastery of a particular craft. I think that this was a particularly cool part of visiting Qibao and it made me more appreciative of both my circumstances and of the people who work hard to maintain the storefronts of Qibao Old Street.

APPENDIX B: Student Learning Outcomes Assessment Rubric

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