

Summer 2025 Shanghai, China

Student Monitoring and Experiential Learning Course (EALL 140)

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Aloha UHM Study Abroad students!

As your Faculty Resident Director (FRD) for the Summer Study Abroad program in Shanghai, China, I'm thrilled to be your primary liaison with the University of Hawai'i at Mānoa. My goal is to provide you with a rich and comprehensive experience that encompasses academic, personal, and cultural growth during your time overseas.

As your FRD, my responsibilities include:

1. Overseeing your academic progress, ensuring you attend classes, submit assignments on time, and participate in all program activities.
2. Providing guidance, facilitating discussions, and assisting with any academic or personal concerns.
3. Ensuring accurate transmission and recording of your final grades for UHM credit.
4. Supporting you in achieving the personal and academic goals you set for this program.

I'm available for individual meetings daily. You'll have my China cellphone number, and you can reach me via call, text, WeChat, email, or your preferred method while in residence. Our group will meet at least three times a week to discuss your adaptation to the new cultural environment and your experiential learning projects.

In line with the Study Abroad Center's Student Learning Objectives, you'll engage in Experiential Learning Projects that will help you:

1. Demonstrate understanding of your own cultural values and biases, and their impact on interactions.
2. Gain knowledge about diversity, particularly within the context of your Study Abroad program.
3. Develop effective communication skills for diverse interactions.
4. Enhance your analytical skills by embracing multiple perspectives.

I'm excited to embark on this journey of growth and learning with you. My support and guidance are always available to help you make the most of your Study Abroad experience.

EALL 140 Experiential Learning Course (3 credit units)

I. Course Grading

- **Final course grades will be determined based on the following components:**

1. Pre- & Post-Program Survey Completion:	10%
2. Pre- & Post-Language Test Completion:	10%
3. Pre- & Post-Can-Do Statement:	10%
3. Weekly Survey (6) Completion:	15%
4. “One-Day City Tour Guide” Presentation:	5%
5. One-Day City Tour Journals (5) with Photos (as a participant):	30%
6. “One-Day City Tour Guide” Reflection Paper (as a tour guide):	10%
7. Final Reflection Paper:	10%

- **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. Guidelines and Requirements

1. Pre- & Post-Program Survey Completion

- You are expected to complete two surveys: one before departing for the study abroad program and another at the end of the program.
 - Pre-Program Survey:
 - Please complete the Pre-Program Survey before your departure using the provided link.
 - The survey will take approximately 15 minutes to complete.
 - Once you have submitted the survey, you will receive full points for this assignment.
 - Post-Program Survey:
 - At the end of the study abroad program, please use the provided link to complete the Post-Program Survey.
 - The survey will take approximately 15 minutes to complete.
 - After submitting the survey, you will receive full points for this assignment.

2. Pre- & Post-Language Test Completion

- You are expected to complete two Chinese language tests: one before departing for the study abroad program and another at the end of the program.
 - Pre-Language Test:
 - Please complete the Pre-Language Test before your departure using the link provided by SISU.
 - Once you have completed the test, you will receive full points for this assignment.
 - Post-Language Test:
 - At the end of the program, please use the link provided by SISU to complete the Post-Language Test.
 - After completing the test, you will receive full points for this assignment.

3. Pre- & Post-Can-Do Statement Completion

- You are expected to complete two self-assessment statements: one before departing for the study abroad program and another at the end of the program.
 - Pre-Can-Do Statement:
 - Please complete the Pre-Can-Do Statement before your departure using the provided link.
 - The survey will take approximately 5-10 minutes to complete.
 - Once you have submitted the survey, you will receive full points for this assignment.
 - Post-Can-Do Statement:
 - At the end of the study abroad program, please use the provided link to complete the Post-Can-Do Statement.
 - The survey will take approximately 5-10 minutes to complete.
 - After submitting the survey, you will receive full points for this assignment.

4. Weekly Survey Completion

- You are expected to complete a weekly survey by the end of each week during your 6-week study abroad program. A total of six surveys will be administered throughout the program.
 - The survey link will be provided to you by every Friday.
 - Please ensure that you complete the survey by the end of each Sunday.
 - Each survey should take approximately 5 minutes to complete.
 - Upon submission of each weekly survey, you will receive full credit for this assignment.

5. "One-Day City Tour Guide" Individual Presentation Guideline

- You will have **8–10 minutes** to present the topic and a **5–10-minute** Question & Answer (Q&A) session at the end. Your presentation should demonstrate the depth of your exploration and provide a distinctive perspective or experience.
- In addition to the oral speech, 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:
 - Introduce the history and basic facts of the scenic spot. Elaborate on why it is famous/important and its significance to the local culture. Provide a list of estimated expenses for visiting the scenic spot.
 - Introduce at least ONE local dining place (restaurant/food stand/café/bakery, etc.) near the scenic spot. Briefly explain why you recommend the place (e.g., reasonable price, best location, authentic food, atmosphere) and how it contributes to the cultural experience. Include a list of estimated expenses for dining at the recommended place.
 - Illustrate the means of transportation and detailed routes from the SISU campus to the scenic spot and back. Discuss how these transportation options provide opportunities for cultural immersion and language practice. Include a list of estimated transportation expenses.
 - Cultural Awareness and Essential Language:

- Display at least ONE tip on cultural awareness and sensitivity for the upcoming tour. Explain how understanding and respecting local customs and traditions can enhance the tour experience and facilitate cultural acquisition.
- List at least five essential words/phrases in Chinese characters, Pinyin, and English related to the tour. Discuss how learning and using these words/phrases during the tour can contribute to language acquisition and cultural understanding.
- Social Interaction and Contacts:
 - Describe potential opportunities for social interaction and contacts with locals during the tour (e.g., at the scenic spot, dining place, or during transportation). Explain how these interactions can contribute to language and cultural acquisition.
 - Provide tips on how to initiate and engage in meaningful conversations with locals to maximize language practice and cultural exchange.

6. "One-Day City Tour" Journal with Photos (as a participant)

[please refer to a Journal/ Reflection Sample attached as Appendix A]

- **Specifications: at least 3 pages**, typed, double-spaced, insert **2 to 3 representative and meaningful photos** taken during the tour, **in English**.
- Apart from a summary of your city tour experience, please address the following questions, focusing on how the tour contributed to your language and cultural acquisition through social interactions and contacts:
 - How did your interactions with the tour guide, other participants, and locals at the scenic spot contribute to your understanding of the local language and culture?
 - What specific language skills (e.g., listening, speaking, vocabulary) did you practice or improve during the tour? Provide examples of how these interactions helped you develop these skills.
 - Describe any cultural insights you gained through conversations or observations during the tour. How did these insights deepen your understanding of the local culture?
 - Did you encounter any language or cultural barriers during the tour? If so, how did you navigate these challenges, and what did you learn from these experiences?
 - Reflect on any memorable social interactions that led to a greater appreciation for the local language and culture. What made these interactions significant to you?
 - How did the tour guide's explanations, stories, or anecdotes contribute to your language and cultural acquisition? Provide specific examples.
 - In what ways did the tour experience differ from learning about the language and culture in a classroom setting? What unique advantages did the tour offer in terms of language and cultural acquisition through social interaction?
 - Based on your experience, how would you improve the tour to facilitate better language and cultural acquisition through social interactions and contacts?

7. "One-Day City Tour Guide" Reflection Paper (as a tour guide)

[please refer to a Journal/ Reflection Sample attached as Appendix A]

- **Specifications: at least 4 pages**, typed, double-spaced, insert **2 to 3 representative and meaningful photos** taken during the tour, **in English**.
- Apart from a summary of your tour guide and tour experience, please address the following questions, focusing on how your role as a tour guide contributed to your language and cultural acquisition through social interactions and contacts:
 - A. Describe
 - Where did you go/explore? (Which district, scenic spot, etc.)
 - What did you do in your role as a tour guide?
 - What kinds of people did you interact with (locals, foreigners, etc.)?
 - How did you navigate any cultural or linguistic barriers during your interactions?
 - B. Examine
 - What did you learn about the host city and the scenic spot through your interactions with the tour participants?
 - How did your role as a tour guide challenge your language and cultural understanding? Provide specific examples.
 - How did you adapt your communication style to facilitate better understanding and cultural exchange with the tour participants?
 - Describe any miscommunications that occurred during the tour and how you overcame them using your language and cultural knowledge.
 - How did your interactions with the tour participants make you feel about your role as a cultural ambassador?
 - What was your biggest challenge in terms of language and cultural acquisition during the tour?
 - How did you handle/overcome this challenge, and what did you learn from the experience?
 - What specific language and cultural skills did you acquire or improve through your role as a tour guide?
 - How will this experience strengthen your language and cultural competence personally and prepare you professionally?
 - C. Articulate
 - What did you learn about language and cultural acquisition through social interaction during the tour? (fact—both positive and negative)
 - How did your role as a tour guide facilitate this learning? (experience)
 - Why is this learning significant in the context of language and cultural acquisition? (attach meaning)
 - How will you apply this learning to future interactions and experiences in diverse cultural and linguistic contexts? (application)

8. Final Reflection Paper

- **Specifications: at least 4 pages**, typed, double-spaced, **in English**.

- Your reflection must address the following questions, focusing on how social interactions and contacts during your study abroad experience contributed to your language and cultural acquisition:
 - How did social interactions with locals, fellow students, and others in the host culture contribute to your understanding of cultural differences? Provide specific examples.
 - Describe any experiences or interactions that challenged your cultural assumptions or expectations. How did these experiences shape your understanding of the host culture and your own culture?
 - How did your social interactions and contacts in the host culture make you more aware of your own cultural biases, limitations, strengths, or privileges?
 - Reflect on the language acquisition process during your study abroad experience. How did social interactions and contacts with native speakers contribute to your language learning?
 - What specific language skills (e.g., listening, speaking, vocabulary, idiomatic expressions) did you develop or improve through social interactions and contacts? Provide examples.
 - How did your language acquisition through social interaction and contacts enhance your understanding of the host culture?
 - Describe any strategies or techniques you employed to facilitate language and cultural acquisition through social interactions and contacts. Which strategies were most effective, and why?
 - How do you believe your language and cultural acquisition through social interaction and contacts will benefit you in your future academic, social, career, or personal endeavors?
 - Reflect on how your study abroad experience has altered your perspective on the importance of language and cultural competence in an increasingly globalized world.
 - How do you plan to continue developing your language and cultural skills through social interactions and contacts, both with people from the host culture and other cultures?
 - What advice would you give to future study abroad participants to help them maximize their language and cultural acquisition through social interaction and contacts?

APPENDIX A: Journal/Reflection Sample Format [for your reference only]

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.