Proposed Project for Implementing a new HUA project center in Taiwan

An Interactive Qualifying Project Proposal

submitted to the faculty of

WORCESTER POLYTECHNIC INSTITUTE

in partial fulfillment of the requirements for the

degree of Bachelor of Science

by

Steven Tran

Yuhan Wu

Date:

11 May 2021

Report Submitted to:

Professors: Wen-Hua Du and Jennifer Rudolph

Worcester Polytechnic Institute

Abstract

This report covers the methodology and recommendations for establishing a new HUA project center in Taiwan for our sponsors, Professors Wen-Hua Du and Jennifer Rudolph. We evaluated WPI students' interest in an HUA center as well as each of the four existing HUA project centers. We compared each HUA project center by making a chart summarizing each project center's features, challenges, and curriculum. We determined that visiting Taipei during E term was the best choice and made recommendations for the city, advertising, classes, and travel.

Executive Summary

The research problem is to implement a New Humanities and Arts (HUA) project center in Taiwan. The issue is that there are four HUA project centers, but none of them encompass Chinese culture; our goal is to create an HUA project center in Taiwan that provides the rigorous study and immersive cultural experience in Taiwan so that it allows WPI students, regardless of experience, to experience and understand the culture of Taiwan.

There are currently 4 International HUA project centers: London, Japan, Argentina, and Morocco. All four HUA centers are similar because they all have a research project for the students to complete and students can choose their topic regarding the local culture. These four centers all have students take at least one course offered by WPI advisors, and other courses are provided by the local university. The difference between these centers is mainly on their focus, where the Argentina center focuses explicitly on language, the Morocco center offers one Arabic course, but also focuses on culture and history. The London and Japan centers mainly focus on cultural aspect. Moreover, all HUA project center has a PQP or preparation course except for Argentina center, as the students are well prepared for Argentina since they need to take Advanced Spanish II before attending that HUA project center.

For the center to be developed, the project team must determine the interest and viability of this project. Four methods were developed to gather this information:

Our first objective is to analyze successful techniques used by current HUA project centers. We have conducted interviews with all four center directors and the interview last about one hour in order to learn their structures and implement possible aspects into the Taiwan HUA Project center. We asked about the strengths and weaknesses of their center along with the curriculum and requirements. We also asked about housing, transportation, and their recruitment strategy to learn from their center. We then analyzed their strength and weaknesses and see what we could use that information to strengthen the implementation of Taiwan HUA center.

Our second objective is to analyze students' interest toward HUA project centers. To do this, a survey was sent out through different platforms to WPI students. We have collected 108 results from WPI students, and we have thoroughly analyzed all aspects of the results they provided. In the end of the survey, we asked our respondents if they are open for an interview to gather more detailed results; and we got 10 responses for that question, but only 8 students

responded our interview request and were successfully interviewed. We also analyzed the results from student interviewee to provide more comprehensive references for our sponsors.

Our third objective is to design the recruitment strategy, and our goal is to create flyer, poster, and brochure templates which could be put on campus and handed out during classes or during the Global Fair. To accomplish this goal, we have designed the templates in a PowerPoint format (.pptx), so that the text and images can be easily edited based on our sponsors' interest. We also Included notes with fonts, font sizes, and colors as a reference for our sponsors.

Our fourth objective is to design recommendations for the Taiwan HUA project center. Based on the interview outcome in objective one, the group had a solid understanding of the other project centers' program models and their Strengths, Weaknesses, Opportunities, and Threats (SWOT). Depending on the questionnaire results for the student's interest in history, culture, and language and their learning needs in objective two, the research group looked for further possibilities that maximized their interests and needs. The research group discussed how exactly the research team can modify and implement other project centers' models for the Taiwan HUA center, and designed recommendations in aspects of city, lesson, travel, and advertisements.

Through the analysis of student survey, we found out the following results:

32.4% of students are from the class of 2025, 8.3% students are from the class of 2024, 15.7% are from 2023, 7.4% are from 2022, and the rest 36.1% are unknown because the class year survey question was added after 40 people have already responded. Among all respondents, 15% of them have taken Chinese language classes at WPI.

For the student's interest in a HUA project in Taiwan, this question was asked using a likert Scale format, and 75% of Students are either interested or very interested in a HUA project in Taiwan. Our group acknowledged that this result could potentially be biased, since many students would be inclined to put more positive results when answering our survey.

We also asked about the term preference of the students, and it turns our that many students are willing to go during E term or during the end of the school year. And almost 60% of our respondents are interested in going to Taiwan HUA project center when it becomes available, the same kind of biased also apply to this question. Another problem is that many of the Junior and Senior year students will not have the chance to take part in the HUA project center since their HUA requirement has most likely already been filled; those students are answering this question

under the assumption that "they haven't taken enough HUA courses," and they might choose differently in the actual cases.

From the student interviews, our group gathered the following results:

Five out of eight of our interviewees have heard of HUA project prior to the interview. None of the students from the class of 2025 have heard of HUA projects and one student from 2024 is taking foreign language classes and has heard of the HUA project center. For the students who have heard of a HUA project center before, all the students have heard it from different places. They have heard it from general word of mouth or from a friend who pursued a HUA project. One interviewee also learned the existence of HUA project during language classes and new student orientation, and students can also find out about HUA project center during their application for IQP center on the WPI eProjects website.

In our student survey, our group found out that most students would go during E term, so we asked our interviewee about this. Half of our interviewees said that they would be willing to go during E term, because it is time-efficient since it doesn't take away time from other classes, people are on vacation during summer, and it is easier to observe the daily lives of Taiwanese people. For the interviewees who didn't show interest towards E term, they are either just not interested in HUA project or they would rather spend summer on internship or on campus classes.

Our group also asked about the important factors that students take into account, and it turns our that all students cared about the location, but some cared more about acess to transportation than access to shops.

Based one the above analysis, our team designed comprehensive recommendations for our sponsors.

Our group recommend that the Taiwan HUA center be located in Taipei's Soochow University (SCU). The reason we choose Taipei is that it's very convenient and has many places of interest to visit. We choose Soochow University as it has abundant education resources for international students. Based on the information from our liaison, Professor Shi, students will live in the full apartments in Soochow University Includes living room, bedroom, and a kitchen. Student can take the Taipei Metro to travel inside Taipei and it is affordable (around $5 USD per day). There are also many shops and some famous night markets near SCU, so it is convenient for the students.

For the lesson recommendations, our group designed two tracks for the Taiwan HUA program, a language-based track, and a culture-based track. For the first four weeks, the two tracks differ in class structures, where the language-based track will attend the language program offered by Soochow University, and the culture-based track will receive HU2340 (popular culture and social change in Asia) course offered by a WPI advisor. Our team also recommends having a HU2910 (Experiential learning) course since the student could take the chance to study and observe Taiwan's culture in greater depth. For the next 3 weeks, our team recommended a trip to Tainan and Taichung so that students could have a chance to experience the different styles of Taiwanese culture on the spot. After the trip, our group recommended the student to have a HU3900 course since this can improve their research skills, and the HU3900 Inquiry Seminar can also act as a summary of what they have observed and learned in Taiwan.

Based on our student survey and interview, many students showed interest towards traveling; thus our team recommend our sponsor schedule some educational trips for the students so that they could learn the history and culture better. There are some sites that are historically and culturally important that our team recommend. In Taipei, we recommended a trip to the National Museum Taipei since it contains abundant historical resources. Our team also recommended going to Chiang Kai-Shek Shilin Residence and National Chiang Kai-shek Memorial Hall. These three sites are all very close to each other and close to Soochow University. For Tainan, we recommend going to Fort Provintia, Tainan Confucius Temple, and Koxinga Ancestral Shrine which is also called Zheng-Chenggong Temple. These above sites are also historically important, and it can reflect the Taiwanese culture.

Last but not least, for the advertisements recommendation, our team has five suggestions. Our sponsor could put up posters and put advertisements on screen on campus, hand out brochures and flyers during global fair, and email the student activities office to reach out to the orientation office and insight groups to advertise Taiwan HUA center. Moreover, it is also efficient to advertise in Chinese classes with brochures and flyers since most student who took Chinese courses will be interested in Chinese culture and language and has more chance to apply for Taiwan HUA center. Finally, our group also recommends reaching out to Allison Racicot from the Marketing communications department to set up the website for the Taiwan HUA center so that our sponsor could provide more detailed information for the student who wants to apply.

Table of Contents

Table of Figures

1: Introduction

At Worcester Polytechnic Institute, the Global Projects Program is popular. It attracts students interested in studying abroad for their Interactive Qualifying Project, Major Qualifying Project, and their Humanities and Arts Project. This project report focuses mainly on the Humanities and Arts (HUA) project. HUA Requirement is one of three graduation requirements at WPI, each of which has an on-campus option and an off-campus Project Center option. Most students complete the HUA Requirement on campus. While the vast majority of WPI undergraduates complete their junior year IQP projects off campus, only a minority of students opt to do so for their HUA project. The HUA Project is an option for interdisciplinary students with different backgrounds to have an immersive cultural experience abroad combined with rigorous study experience. Completing the HUA project will award the equivalent of three HUA course credits. The WPI Taiwan HUA research group (hereinafter called the research group) aspires to develop recommendations for a center in Taiwan that fully benefits students from studying Taiwanese history, life, and culture. Notably, Taiwan's history, culture, and philosophies present a good opportunity for understanding East Asian culture and Taiwan's particular experience within it.

Moreover, the establishment of an HUA center in Taiwan can have many positive effects on WPI students. Many students often do not have a deep understanding of mainland China and Taiwan, and by participating in the Taiwan HUA program, they can experience, understand, and learn more about the local culture. Even if the students already have some understanding of Taiwan, they can use this opportunity to experience and learn about the different perspectives from the local residents—both culturally and politically—and thereby cultivate greater global perspective.

Overall, in-the-field experience combined with reading and taking classes is more direct, effective, and intriguing than just being in a classroom. It allows WPI students to interact with and understand the local culture of Taiwan quickly, and thus gain a deeper understanding of the history, culture, and politics of Taiwan. Additionally, universities in Taiwan accept and include people from different backgrounds and offer excellent educational resources to international students.

This project report aims to create a foundation for a HUA project center in Taiwan and make it well known to WPI students. This project will help the Taiwan HUA center sponsors design an extensive program for the establishment of the Taiwan HUA Center, which our group recommends to incorporate the study of Taiwanese culture, history, and language. This research paper compares current HUA project centers at WPI and their structure and explores the steps in developing a new HUA project center. This project center's structure is formed by understanding the structure of current HUA project centers at WPI and WPI students' interests.

2: Background

This background includes the components necessary to understand the importance of implementing a new Humanities and Arts (HUA) center in Taiwan. The background is organized by introducing the current HUA project centers at WPI, the necessary components in HUA center development, Soochow University, the current developments of the Taiwan HUA project center, and lastly, the gaps in the research.

2.1: HUA Project Centers at WPI

As there is not much information on HUA project centers online, the development of a new HUA project center first requires the evaluation of each HUA project center. The project team must analyze the similarities and differences along with the successes and difficulties of each center. These elements can be transferred to the Taiwan HUA project center and create its framework, so it is important to study the components of other HUA centers at WPI.

2.1.1: London HUA Center

The London Humanities & Arts Project Center (LHUA) features an opportunity for students with backgrounds in a variety of areas in humanities and arts. Students fulfilling their HUA requirement in any area of depth can attend the center to earn and complete their HUA credits. Students study with a WPI advisor in history, literature, music, theatre, or the culture of Britain and Europe. The topic will depend on the advisor's expertise in London (Boucher-Yip, 2021). Students complete individual projects with the rich resources in London, such as Shakespeare's Globe Theatre, the Imperial War Museum, the Science Museum, etc.

Before going to London, students take HU 2900 (Humanities and Arts Project Preparation), a pre-qualifying project (PQP) course worth 1/6 credits to meet with the advisors to choose a topic of study (Boucher-Yip, n.d.). This occurs in D term since the HUA project center runs in E term. The students also complete readings assigned by the advisor as well as learn about the resources in London to prepare for being in London. Once the project starts in E term, students take three 1/3 credits during their HUA project: HU 2910 (Project Center Experiential Learning), HU 2999 (Topics in HUA), HU 3900 (Inquiry Seminar). HU 2910 is the component where a student freely travels to gain insight on the topic they are researching. This means there is no external sponsor for the project. In HU2910, students write short reflections about their experiences. HU 2999 is a course the WPI advisor teaches. The topic of this course is dependent on the advisor's expertise in London (Boucher-Yip, 2021). There is also an independent portion of the HUA project where the student would meet twice a week in groups to discuss with the advisor about their project. Lastly, HU 3900 is the final project completed by the student.

To attract students to apply to the project center, the London HUA project c enter advertises an affordable international project. The students are not required to pay for transportation as London is a very walkable city (Boucher-Yip, 2021). Students also do not need a tour guide as they conduct research and know what to look for at galleries and museums. Students also do not have to pay for internet as it is accessible everywhere in the city. The only thing students pay for is the program fees, registration, the classroom the students meet in twice a week, everyday incidentals, non-project activities and accommodation.

Regardless of the strategies used to attract students, there is still a problem with getting enough students to apply to the London HUA project center. There is a requirement for students to have three HUA credits completed already. This limits the number of students who could attend

this center. Another problem is students find out about the project center after they have completed their HUA credits.

2.1.2: Argentina HUA Center

The Buenos Aires Project Center in Argentina focuses on language and culture. This program allows students to explore the city and refine their Spanish-speaking skills. There is no PQP course for this project center since all students that attend the center have already taken Advanced Spanish I or Advanced Spanish II (Madan, 2021). The students at this center are accompanied by a WPI professor and get quizzed weekly on assigned readings and cultural excursions. All students start by taking language classes in the morning taught by the Universidad de San Andrés with Argentine professors, which accounts for 1/3 credits. Students then spend the afternoon learning about culture with the advisor, which also counts for 1/3 credits. The final 1/3 credit comes from a research paper that students are required to complete. This paper would feature any observations the students made in their time in Buenos Aires, and the student is required to write the paper in Spanish.

Student experience only four weeks on-site. This is because the seasons are reversed in the southern hemisphere; thus, the weather is severe and it is hard for students to spend their time outside exploring and experiencing the culture. Students take courses with the Universidad de San Andrés and the WPI advisors. The advisors also schedule several short trips to Argentine Ranch, Uruguay, and Iguazu falls, and all the activities are paid for by project fees collected by WPI. After the four on-site weeks, the research paper would be completed in the final three off-site weeks. For the research paper, the requirement is different for students pursuing their minor capstone project (20 pages) and students pursuing HUA credits (15 pages).

The students who attend the Argentina HUA project center come from WPI Spanish courses . The requirement for attending this HUA project center is completing Advanced Spanish I. This means most of the advertising done for the center is though the Spanish courses. The advisor typically goes to the Spanish courses to talk about the HUA project center and hand out flyers and brochures.

The Argentina HUA project happens in E term, not only to cut cost, but the University of San Andrés also offers an intensive language program during July; thus, it helps students study the language while they are on-site. This language program is open to students all around the world, meaning students from WPI have a chance to experience the culture and speak with other students all around the world.

2.1.3: Morocco HUA Center

The project center located in Rabat, Morocco, requires students to complete three 1/3 units to earn HUA credits in Arabic language, culture, and history. Similar to the London HUA project center, the students discuss their interests with the advisor in a PQP course, which occurs the term prior to going to Morocco. This course determines the topic of the project the students pursue. Once the students arrive in Morocco, the students take a Moroccan Arabic course, consisting of basic language structure which is related to the students' research. Morocco also has HU2910, the experiential learning component, where students discuss the experiences at the Morocco HUA center. This encourages students to think through how the learning environment impacts their research (Moody, 2021). The last component is the research project. Students pursuing an Arabic minor can complete the Minor Capstone research while students who want the three HUA credits conduct a HUA research project.

One unique setup of the Morocco HUA center is that the HUA project and the IQP run at the same time. This is because in a good year, the HUA center attracts 8 to 9 students and the centers must run concurrently to send enough students to Morocco (Moody, 2021). The advisor takes students on an excursion such as a Sahara Desert trip to spend the night or to Fez, a city in Morocco which encompasses Moroccan culture (Moody, 2021).

While there is a language course taken in Morocco, the advisor still handles any translation necessary; this means the advisor must be fluent in Arabic. There is a local service provider at the center, the Institute for the International Education of Students (IES) Abroad, that gives students a resource to contact in case of an emergency (Moody, 2021). Students live in a dorm which allows students to live together; however, students are not practicing their language skills and they are not experiencing the culture offered by Morocco as the dorm does not have any Moroccan students. Moreover, there are IES trained personnel close to the students, thus the advisors do not need to be in close proximity to student accommodation, this allows for flexibility.

2.1.4: Japan HUA Center

The HUA project center in Japan is very popular compared to the other project centers (deWinter, 2021). This project center allows students to travel between three different locations in Japan. Students spend two weeks in Tokyo, two weeks in Kyoto, and one week in Hiroshima. Students will first take a PQP course before going to Japan, consisting of survival Japanese and reading newspaper articles. Students are required to read five articles each week and write paragraphs based on those articles. This is because students think pop culture accurately depicts Japan, but reading the newspaper actually lets students see what Japan is like (deWinter, 2021). Students take two classes taught by the WPI advisor and complete a research paper while they are in Japan. One of the classes taught is a Japan pop culture class. The other class is rhetoric class.

These classes are taught since students do not have Japanese linguistic skills and Japanese pop culture is very popular among students. Students are required to complete readings, photo essays, keep a blog, and write five pages a week for the classes. The research paper is based on a topic the student chooses. The requirement for the paper is 15 pages with at least 10 sources.

There are weaknesses for the Japan HUA project center, but unlike the other centers, recruitment is not a problem. Since Japan is a popular country, many students would like to visit, meaning the Japan HUA project center does not have a problem bringing in students. The challenges of the Japan HUA center are they do not have a classroom for most of the trip and have to meet outside instead and they have too many excursions. Meeting outside would normally not be a problem, but since the Japan HUA project center runs in E term during the summer, it gets very hot outside. Not only that, planning is difficult as the advisor has to move the students from city to city and they have to make sure the students are on track.

2.2: The Necessary Steps to Form an HUA Project Center

To develop an HUA project center, there are a couple of main topics that must be looked at, including the content covered, the interest in the center, and the logistics of the center.

2.2.1: The Content of the HUA Project Center

The content the HUA project center provides is the most important aspect. From the current HUA project centers at WPI, the projects within those programs cover a wide variety of HUA topics such as language, culture, literature, music, religion, etc. The content of the Taiwan HUA project center must be specific to Taiwan. This means the project team must form

recommendations for the Taiwan HUA project center which includes the content future students will experience at the Taiwan HUA project center.

2.2.2: Interest in a New Project Center

There must be interest in an HUA project center at the specified location to create a new center. Without interest, the development of a new HUA project center cannot be justified as the turnout of applicants would be low. Data must be collected on student interest, which is later explained in the Methodology section. If the interest in the center is low, advertisements should reach out to new potential applicants to create interest.

2.2.3: Logistics

Logistics must be considered in the development of a new HUA center. Accessibility, expenses, and safety are the main concerns when choosing a location to develop a new HUA project center. Students must be situated in a location where transportation, food, general stores, etc., are easily accessible. In the current HUA project centers, students explore sites, and those are typically accessed by public transport or walking. Expenses must also be considered as students are less inclined to apply to an expensive location. As explained in the interest section above, healthy turnout is crucial to keep a HUA project center running. Many of the logistics factor into student interest in an HUA project center. From interviewing students, the project team concludes that students take these logistics into account, which is later expanded on in the Findings and Analysis chapter.

2.3: Current Developments

In creating a new HUA center in Taiwan, Professor Du and Professor Rudolph, our sponsors, have already worked to help set up a few of the basic infrastructures. The first major accomplishment is arranging with Soochow University, also known as Dongwu University, to provide students housing and a cultural guide (Du, 2021). An official memorandum of understanding (MOU) was not signed, but an oral agreement was made with Professor Shi of Soochow University (Du, 2021).

Students have shown significant interest in the current project centers located in mainland China and Hong Kong (Rudolph, 2021). With this interest in Chinese culture, the project team can justify creating a new HUA project center in Taiwan since the culture of Taiwan is primarily Chinese culture (Rudolph, 2021). Having an HUA project center in Taiwan would also educate students about Chinese politics and Taiwanese/Chinese relations.

A review of other HUA project centers demonstrate the many topics on which students can focus. Some HUA project centers focus on the country's language, while others seek to focus on the environment and the culture. Upon interviewing our sponsors, it is clear they want a program with two tracks: language and cultural studies. This is accomplished by allowing students to visit cultural sites in Taiwan while also taking classes on culture and language to refine their knowledge. Since public transportation in Taiwan is accessible and fast, there is a possibility of travel between Taipei and Tainan (Du, 2021). Both cities are explored in the Findings and Analysis chapter.

2.4: Soochow University

2.4.1: Introduction

Soochow University (SCU) was founded in 1900 in Suzhou by the Christian Supervisory Union as the first Western-style university in China; it is also the first private university in Taiwan when it was re-established in 1951 in Taiwan (www-ch.scu.edu.tw, 2020). Soochow University has signed cooperation agreements with many of the world's best universities and colleges and has extensive experience in hosting international students. Soochow University is also able to provide abundant educational resources that enables WPI students to have a good learning environment during their stay in Taiwan.

2.4.2: International Curriculum in Spring and Fall Semester

Soochow University offers a wide range of courses taught in English for international students. These include courses in humanities, business, and law and social science. Courses on East Asia (東亞學程) are very suitable for WPI students attending Taiwan HUA center. Some of their courses for the Fall 2021 semester (School Year: 110; Semester: 1) are as follows:

- COMMUNICATION IN CULTURAL PLURALISM 文化多元溝通

"This course brings together current or emerging strands and themes in the field by examining how communication across cultures permeates our everyday life, what we can do to achieve effective and appropriate intercultural communication, and why we study language, culture, and identity together. The focus is on interactions between people from various cultural and linguistic backgrounds and regards intercultural communication as a process of negotiating meaning, cultural identities, and – above all – differences between ourselves and others" (Course Information, Shuhwa Wu)

- CONTEMPORARY EAST ASIAN CULTURES AND SOCIETIES 當代東亞社會與文化

"The purpose of this course is to provide students the basic ideas of contemporary East Asian cultures and societies from the perspectives of cultural nationalism. This course is a survey

of social and cultural patterns in the East Asian societies of China, Japan, Korea. Emphasis is on the shared traditions that define East Asia as a cultural area, on the growing involvement of each country in this cultural area, and on the modern formation of cultural nationalism. We will examine how cultural and national identity has been constructed and practiced in daily life through different dimensions"(Course Information, Sana Ho)

- POLITICAL DEVELOPMENT IN TAIWAN 台灣的政治發展

"The course will familiarize the students with the main concepts (terms) and theories in political science, especially in the field of comparative politics and the subfield of political development. We will use these concepts and theories to study, analyze, and discuss political development in Taiwan, especially the phenomena of democratic transition and some of the factors affecting democratic consolidation in Taiwan. The purpose of this course is to enhance students" specialized English reading and conversation ability in political science. The final goal is to enable the students to talk and discuss politics in English" (Course Information, Wencheng Wu)

More information could be accessed at SoochowUniversity's Course information query system: https://web.sys.scu.edu.tw/class40.asp?option=4

The semester system at Soochow University differs from Worcester Polytechnic in that all of the above courses start in mid-September; for the spring semester, the courses start at the end of February. Thus, the Taiwan HUA Center does not have the time to cover the entire curriculum above. However, participating in a local university's program is still considered beneficial for a cross-cultural exchange experience. During the IQP, our team will reach out to the Office of International & Cross-Strait Academic Exchange in Soochow University for further information about whether it is feasible for our students to take part in the curriculum offered in the normal Spring and Fall semester.

2.4.3: International Curriculum: International Summer School

In addition to the full-semester programs offered in the spring and fall semesters, the group learned that Soochow University also provides a summer school for international students. The Office of International & Cross-Strait Academic Exchange in Soochow University's website has a flyer for the 2017 International Summer School posted, as seen in Figure 4.

Figure 1: 2017 Soochow Academic Summer Camp Flyer (OICAE, Soochow University)

This is a language-based summer program that lasts three weeks. If the Taiwan HUA center happens in the E-term and the advisor decides to focus on language as the main learning goal, it makes sense to attend this program from a content perspective, since it is taught by a local professor so it can give WPI students a chance to use the language and experience the culture in a more immersive way.

2.4.4 Housing

For accommodation arrangements, we currently have the following information:

WPI students will not be staying in the students' dormitories as school is in sessions during the time we visit. Instead, students will be lodging in the guest apartments. It is a full apartment that includes a living room, bedrooms, kitchen, and bathroom. It is not a service apartment; students will need to take care of their own cleaning.

Two-bedroom apartment: 1800 NTD/night; 50% off if booked over 60 days: 900 NTD/night -- shared by two students.

Three-bedroom apartment: 2000 NTD/night; 50% off if booked over 60 days: 1000 NTD/night

Soochow will arrange a single room apartment for advisors

2.6: Gaps in the Research

There are several gaps in the literature that need to be filled in order for our group to understand the project more deeply and provide a more comprehensive recommendation for our sponsors. To reiterate, understanding the strengths and weaknesses of the current HUA centers at WPI can provide insight into how to develop a new HUA project center in Taiwan. There is not much information on the curriculum or field of study of the HUA centers on WPI's project database. The research group must reach out to the center directors of the HUA project centers to retrieve that information.

Secondly, the interest of students in a new HUA project center in Taiwan is not clear. A study has not been conducted on the interest of a new HUA project center in Taiwan. This project focuses on gathering information on student interest and the programs of current HUA project centers at WPI. Although there is information of Soochow University potentially working with the group, an MOU was not signed, and there are no specifics of the programs they have to offer.

3: Methodology

This project aims to create a new HUA project center in Taiwan that allows WPI students to explore the Chinese language and culture and fulfill their humanities requirements. For the center to be developed, the project team must determine the interest and viability of this project. Four methods were developed to gather this information:

1. Analyze successful techniques used by current HUA project centers
2. Examining student interest in an international HUA project center
3. Design a recruitment strategy to promote the awareness of the new HUA project center in Taiwan
4. Design recommendations for the Taiwan HUA project center

This methodology details methods to retrieve and analyze data from questionnaires, interviews, emails, projects from other HUA project centers, and research. After researching data, the project team needs to create methods to advertise the project and create recommendations for the project.
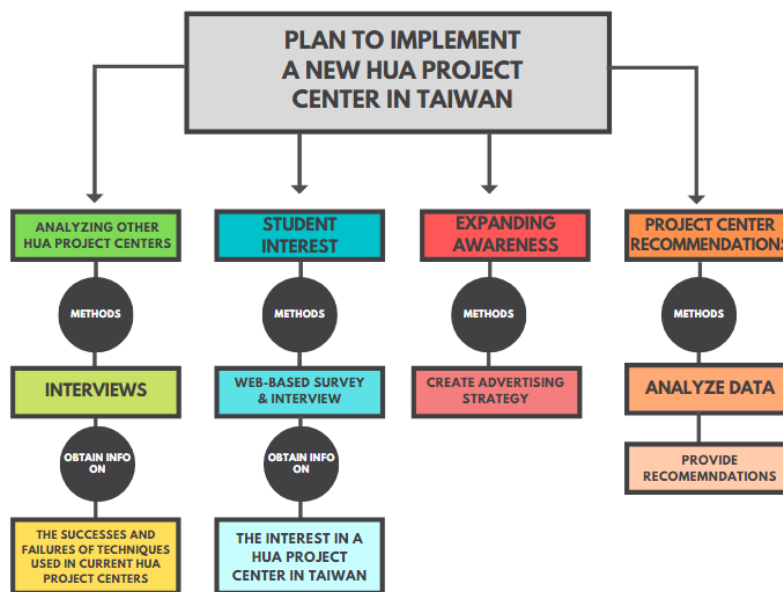

Figure 2: Flowchart of the Objectives

3.1: Analyze Successful Techniques Used by Current HUA Project Centers

The objective is to analyze the successes and failures of each HUA project center for the Taiwan center to be successful as well. The purpose of this is to determine best practices and see if they are applicable to Taiwan. Without this crucial step, the same mistakes that other centers made could happen in the Taiwan center.

Figure 3: Steps to Analyze Current HUA Project Centers

3.1.1: Data Collection Procedure

There are two main methods to collect data from existing project centers: interview the center directors and research the current HUA project centers at WPI. The research group has interviewed the center directors before the project began and into the beginning weeks of the project. The project team interviewed center directors and then analyzed responses. The research team designed the interview questions to be open-ended (As seen in Appendix B.1), as the team is gathering insight from the interviewee. Each center director were asked fifteen questions focusing on the successes and failures in their project center. Each interview lasted about an hour. These questions allow us to develop the curriculum of this project, implement successful techniques and best practices, and prevent the failures and difficulties each project center experienced. These interviews were conducted over Zoom, which WPI has a license for, and were recorded under the discretion of the center director. The recordings are private and only accessed by the research team.

Team members were responsible for taking meeting minutes and writing a transcript of the interview. The results from each interview are managed by naming each file "Center Director Interview with Professor _" and safely stored on WPI's OneDrive.

3.1.2: Data Analysis

After the interviews with the center directors were completed, the project group reviewed the responses. There is a comparison
ctor's vision. As each of the project centers has its own unique project design, some of the failures in one country could work in Taiwan. If the solution to the failures could be worked out, those ideas may be implemented in the Taiwan HUA project center.

3.2: Examining Student Interest in an International HUA Project Center

The research group needs to thoroughly analyze students' interest in Chinese culture, their term preference for the project, and their willingness to travel abroad to complete a project for their HUA requirement.
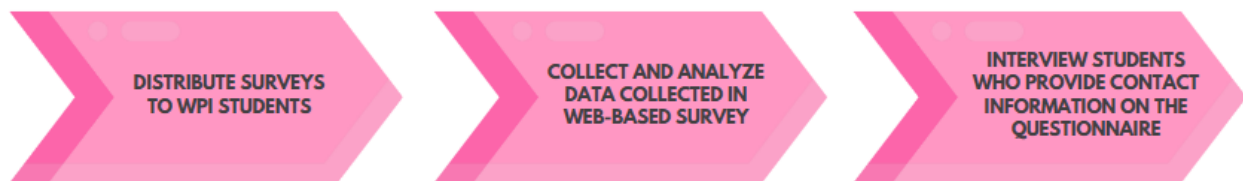

Figure 4: Steps to Examine Student Interest in a new HUA Project Center

3.2.1: Questionnaire Design

To analyze the audiences' interest, the research group sent out a web-based questionnaire consisting of thirteen optional questions. One question at the end of the web-based survey mentions the need for the research group to conduct one-on-one interviews. The question asks, "if interested

in a one-on-one interview, please share your contact information." Eight students were reached out to for a one-on-one interview. Furthermore, the web-based survey targeted WPI students regardless of if they took language classes or went on an HUA project. However, students who have taken Chinese courses at WPI and Chinese international students at WPI will be the best audience since they may show the most interest and, therefore, will be more likely to respond to the questionnaire (Ma, 2014). Regardless, the questionnaire was open to all WPI students. The research group confirmed the results were valid by asking for the respondent's WPI email address at the beginning of the questionnaire.

The research group has developed their own survey questions, and the questionnaire mainly consisted of open-ended and a few closed-ended questions which specifically focused on interest in Chinese culture and willingness to travel abroad.

3.2.2: Data Collection Procedure

The research group sent out the questionnaire at the end of the Spring 2021 semester using Google Forms. This method was used to collect data since the user interface is suited for beginners and is easy to use. The research group collected 108 survey responses. By having one question at the end of the survey seeking for a one-on-one interview, the project team was able to interview eight students.

To recruit participants for the web-based survey (which leads to a one-on-one interview with students), the research group created a Uniform Resource Locator (URL) and a Quick Responding (QR) code of the survey. The group then posted the link in the WPI Discord server and the WPI subreddit, which captures the entire student body. The web-based survey was sent to the WPI Chinese Student Association (CSA), as well as other clubs the group members were able

to reach out to. The research group also posted the survey in a class of 2025 group which allowed many freshmen to respond to the survey. Lastly, personal contacts of the team members were reached out to complete the survey. All of these responses consisted of students who attend WPI.

3.2.3: Potential Obstacles and Limitations

A limitation that may have affect the data is students who agreed to fill out the survey may respond in a more positive manner. The project team has acknowledged this fact when analyzing the data from the survey.

3.2.4: Data Analysis

The data from the open-and-closed-ended questions yielded both qualitative and quantitative results using Microsoft Excel and Google Forms since they integrate directly with Google Sheets which could be downloaded as an Excel sheet. The qualitative responses were displayed using a table with the specific question and qualitative responses. The quantitative results yielded visualizable results; this is important in the data analysis (LaPelle, 2004). Since our questionnaire is designed to have answer choices (closed-ended), the research group used Excel charting tools to represent our data (Assarroudi et al., 2018). Any questions which were asked using a Likert scale or yes or no questions were plotted on a pie chart since the participant can only select one answer choice. If the pie chart did not effectively show the difference between slices, the research group will alternatively use a bar chart. A histogram was used for plotting the number of responses for multiple-answer questions to show the frequency of answers. The responses to the open-ended questions cannot be plotted in the same way as the closed-ended questions since

they cannot translate into numerical values; therefore, the research group listed the answers manually.

The research group then analyzed the outcome to determine the expected themes. Depending on the students' interest in history, culture, and language and their learning needs, the research group looked for further possibilities. Any results from students who are not attending Worcester Polytechnic Institute were invalidated.

3.3: Design a recruitment strategy to promote the awareness of the new HUA project center in Taiwan

To successfully run the new HUA project center, project center must attract WPI students to apply. The team must work to develop a recruitment strategy to spread awareness to the WPI community. Other HUA project centers have experienced longevity by allowing previous participants to discuss their experiences via word-of-mouth, in essence, free advertising. As this HUA project center is new and does not have the luxury of leveraging prior student experience, it is easier to start by having a single group of students attend and expand.

The team has developed advertisements and flyers, which can be handed out during the Global Fair, through the Chinese Student Association (CSA) at WPI, and in Chinese classes at WPI to reach out to those who would like to attend to broaden their language and cultural knowledge.
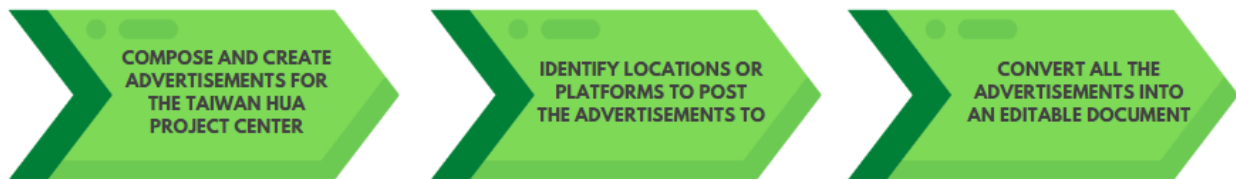

Figure 5: Steps to Promote and Advertise the new HUA Project Center in Taiwan

3.3.1: Awareness Marketing Strategy

The team of researchers has come up with several strategies to advertise to the WPI student population; the first one of these ideas is through WPI's New Student Orientation (NSO). Advertising during NSO allows the project team to get the most outreach and awareness for the Taiwan HUA project center. The team has retrieved the contact information for the Student Activities Office to ask about implementing an awareness portion during orientation. This mass audience approach allows awareness to occur while students are learning about WPI and word-of-mouth from the students who discuss the HUA centers afterwards.

Figure 6: Screenshot of the Taiwan HUA Project Center webpage on the WPI website

Currently, there is a webpage on the main WPI website for a Taiwan HUA center; however, as seen in Figure 8, the webpage shows nothing more than preliminary information covering Taiwan's history. When searching online for information about the WPI Taiwanese HUA center, this is the first result that appears and, as such, does not entice a prospective student to enroll in the center. By contacting the WPI Information Technology (IT) Services, it is possible revise the current website to make it more attractive and appealing to potential candidates.

Additionally, the team has found the contact information for someone from the Marketing Communications Department to create a website for the Taiwan HUA project center that is hosted by WPI. An example of this type of website is shown in Figure 9, which is the Moroccan project center's WordPress website. This website allows the WPI Morocco project center to change the information on the website at any time. The Morocco HUA project center website includes videos and descriptions of past projects, the contact information for the center director, and the links to the application for the project center. A custom-made website would allow the Taiwan HUA project center to provide more information to potential applicants, as there is very little information about HUA project centers online.
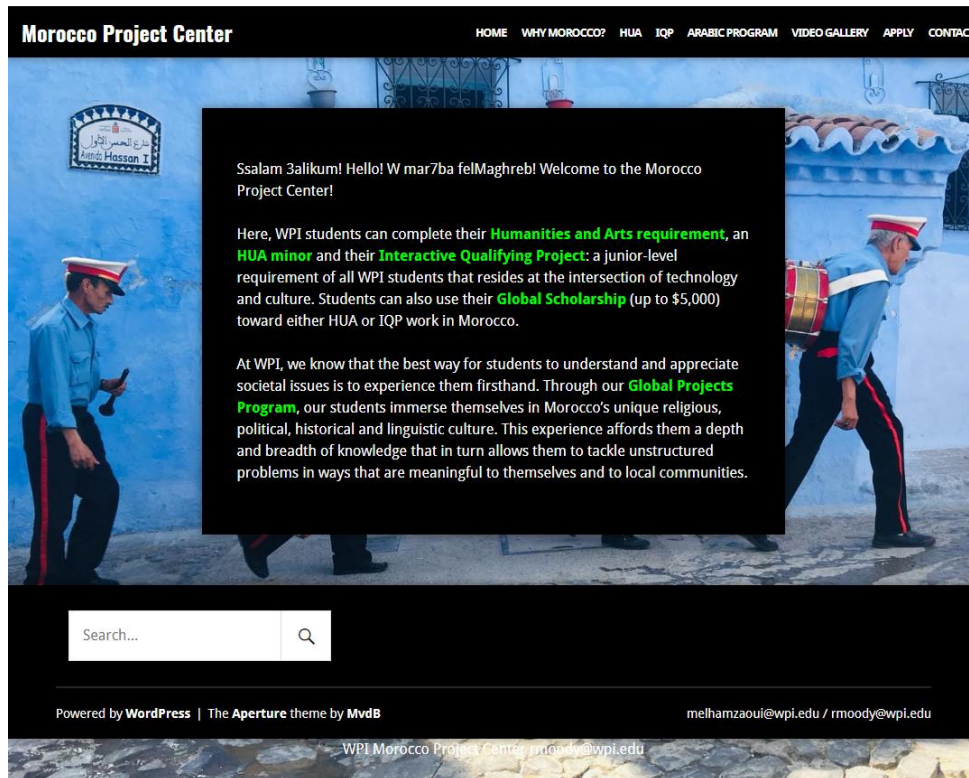
Figure 7: Screenshot of the Moroccan Project Center website on https://wp.wpi.edu/morocco/

The team's third strategy to increase the HUA project center's visibility is to create promotional material which could be posted in public areas such as bulletin boards or display screens. The main public space on campus is the Rubin campus center. They have several bulletin boards as well as display screens to advertise on. This area has a lot of foot traffic and will help to spread awareness for the project center. Another location which the promotional material can be shown is in Salisbury Labs, where the WPI Humanities and Arts department is located. More information on how this is done is expanded on in the Recommendations chapter.

The team's fourth strategy to advertise the HUA project center is to create flyers and advertisement designs that could be printed and handed out during events such as the Global Fair, CSA meetings, and Chinese classes at WPI. The team has design multiple advertisements that fit on one sheet of 8 ½ in x 11 in a piece of paper, and some which fold up like a brochure with

information regarding the HUA center. These are in template form, allowing edits to be made to the images, color, and text of the advertisements.

3.4: Design recommendations for the Taiwan HUA project center

Figure 8: Steps to Designing a Model of the Taiwan HUA Project Center

Overall Project Models recommendation

The project objectives are linear; this means that each of them requires the analysis results produced from the previous objectives. Based on the interview outcome in Objective 1, the group will have a solid understanding of the other project centers' program models and their Strengths, Weaknesses, Opportunities, and Threats (SWOT). Depending on the questionnaire results for the student's interest in history, culture, and language and their learning needs in Objective 2, the research group will look for further possibilities that maximize their interests and needs. In objective 2a, the research group will meet and discuss how exactly the research team is going to modify and implement other project centers' models for the Taiwan HUA center.

Historical and Cultural Sites recommendations

Since the HUA project is on-site, travel is important. The research group needs to recommend sites that are suitable for WPI students. Even if it is not a project topic, the research group still suggests arranging tours to these sites during the students' stay in Taiwan HUA center to help them understand Taiwan's history and culture. The group will get information about the attractions from the most popular traveling websites and analyze them detailly to conclude some suitable suggestions.

Accommodation recommendations

Through an interview with other project center directors, our team learned multiple methods to provide accommodation for students and advisors. Our group will analyze the possibility to transfer their methods to the Taiwan HUA center and think about other accommodation methods based on Taiwanese culture and policies. Furthermore, the research group will analyze the SWOT for each of the methods to make sure that every recommendation could provide students in the Taiwan HUA center with a safe and unforgettable living experience.

3.4.1: Data Analysis

Overall Project Models recommendation

For each model, the research group will analyze how each project fits in with the local culture and apply them to the Taiwan HUA project center design. The group will further analyze the strengths and weaknesses of each project and what the outcome would be if it were to be used as a project in Taiwan for the HUA project center. The research group will then adapt those projects that already exist to make them more suitable for Taiwanese culture.

The research group will discuss and propose multiple suitable models for Taiwan from the four project center models and then make changes to the models based on the SWOT the group learned from all four project centers. At the same time, the group will enrich the content of the model based on their own knowledge of Taiwan's history and culture.

For each strength, the research team will specifically analyze whether it can be reproduced in the HUA center in Taiwan and if so, the research group will add it to their model. At the same time, for the weaknesses, the research group will analyze whether they are likely to appear in the project and whether there are solutions for those failures. If there is no solution, the research group will try to avoid any failures the Taiwan project model might present.

Lesson recommendations

For the lesson models based on Taiwanese Universities, after the research team has collected the specific details about each lesson, our team will compare it to the survey results collected from WPI students. The team will choose the lesson offer for the international student that matches with or is connected to the most popular course topic according to our survey result. Since this team has many collected lessons topic in other HUA project centers, our team would analyze if the lesson model could be transferred to the Taiwan HUA center, and the team will make solid recommendations for sponsors if the lesson model is analyzed to be suitable for Taiwan HUA center.

Historical and Cultural Sites recommendations

While analyzing the attractions, the first thing our team would consider is distance. Although public transportation in Taiwan is relatively affordable, for the convenience of students, the team would look for attractions within 80 km of the university the students are staying in, with a focus on attractions within 20 km. Within the range of suitable locations, the research team will analyze the characteristics of each attraction and select the ten appropriate attractions based on the WPI student questionnaire results that show a preference for certain topics.

Accommodation recommendations

As the group has found different methods to provide accommodations, our group will go further to analyze their adaptability in Taiwan. Our group will be researching the current policies in Taiwan and will also reach out to a possible accommodation provider to confirm that the method is workable. Plus, our group will analyze each methods' SWOT based on our research and the experience from other HUA center directors to make sure our sponsors could have a thorough understanding of every accommodation method.

3.5 Ethical Implications

This report falls under minimal risk, for such that everyone that participates will be educated to provide consent before being involved in the study. All relevant details gathered during interviews or data collected will be anonymous or confidential and compiled into data sets that will only be used for research and will be deleted after the research is completed. This project has been approved by WPI's IRB.

4: Findings and Analysis

4.1 Student Survey Results Analysis

Overall, a total of 108 students from Worcester Polytechnic Institute completed our survey. These students provided our group with comprehensive information about their views on the establishment of the HUA project center in Taiwan. The questionnaire released by our team delved into their knowledge of the HUA program, their interest in participating in the HUA project centers, their suggestions for a Taiwan HUA center, and what they would like to learn from an HUA project. The group carefully analyzed the results of the student survey from these perspectives.
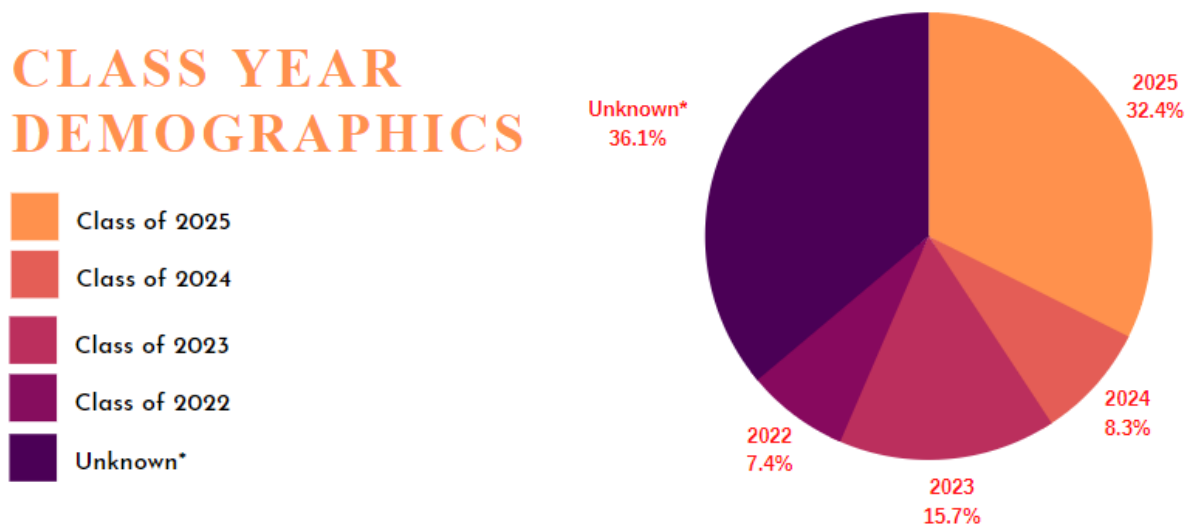
4.1.1 Participant Demographics

Figure 9: Pie Chart of the Class Year Demographics

Although this questionnaire is open to all WPI students, since only first-year and second-year college students are likely to actually participate in the application for Taiwan HUA center, our group would like to have as many undergraduates as possible to participate in our questionnaire, and this will provide us with more valid results. For students who want to participate in the HUA program, they usually have at least 3 HUA requirements left to complete; while most seniors have

already completed most of their HUA courses, they answered this questionnaire with the assumption that "they have at least 3 HUA classes left to take". However, the situation may be different when they must actually choose regular courses or HUA program, and they might exercise more caution while deciding whether or not to take an HUA program. So to make our group's survey data more relevant to the actual situation, our group members reached out to many 2025 students as well as 2025 student groups on social media. Because of the late addition of our group's question about college year, only 68 answers containing information about college year were collected. Of these results, 50% of the 68 respondents were from the class of 2025, and 13.2% of students were from the class of 2024. This means that our group have at least 40% of the collected data from the first and second year WPI students.

Since most Taiwanese speaks Chinese, and Taiwan is more akin to the United States politically and culturally than mainland China, so if students want to learn Chinese language through history and culture, Taiwan is more accessible than China mainland. So a Language Based Program is one of the possibilities we want to provide to our sponsors. Since the potential targeted audience of Taiwan HUA center also include students who are pursuing 3 language credits, our group also asked the respondents if they have taken foreign language classes at WPI with follow up questions to focus on their opinion about Taiwan HUA center. Figure X shows the results.

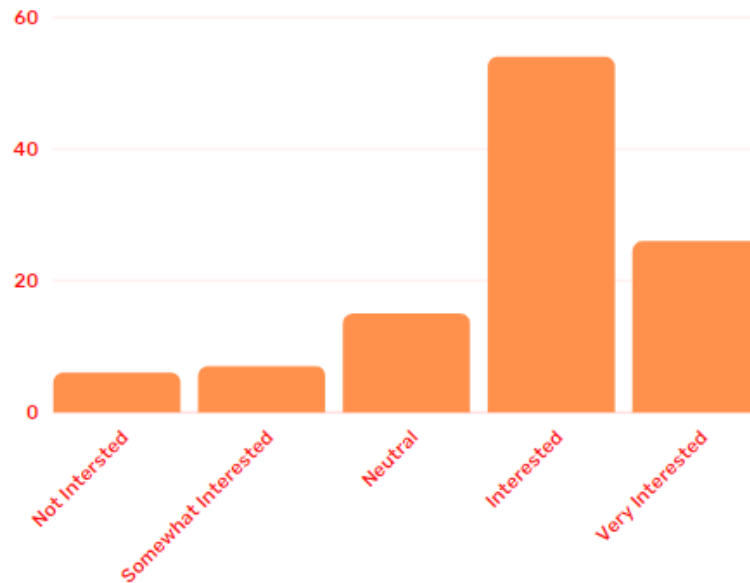## 4.1.2 Students' interest in participating in HUA project centers

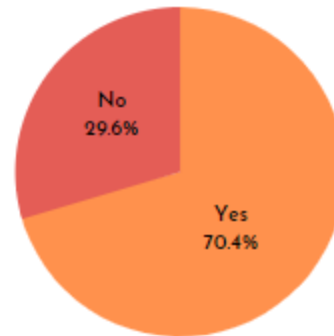*Figure 10: Bar Chart Showing Student Interest in a HUA Project in Taiwan*

For the student's interest in a HUA project in Taiwan, this question was asked using a likert scale format, and 75% of Students are either interested or very interested in a HUA project in Taiwan. However, our group thought that this result could potentially be biased, since most respondents would be inclined to fill in more positive results.
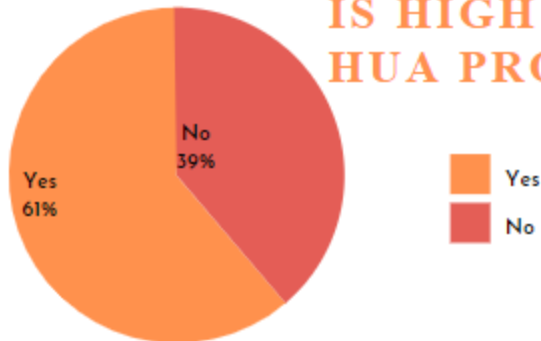
Figure 11: Pie Charts Representing Student Interest in HUA Projects

Almost 40% of our respondents think that HUA projects are not popular at WPI. It does not lead to the conclusion that 40% of students will not apply for HUA project, since students are thinking about the whole WPI community, and they might be more inclined to do the required IQP and MQP off campus rather than HUA.

However, as seen in the results of the second question, while close to 40% of people thought that HUA programs would not be of very high interest at WPI, 70% of respondents chose positive answers when considering whether they would participate in an HUA program. The difference between the positive responses in the two questions is 10%, and based on our group's sample size of 108 people, it is assumed that at least 10 people think that HUA would not be of high interest at WPI but that they themselves would be interested. After our group's analysis, our

group members believe that the main reason is that the respondents have a different focus when considering for the overall WPI students and for themselves, and the HUA program, is because it can be easily done on campus. Many of the students may think that compared to the international IQP and MQP, there may not be many students willing to take the HUA program. However, when the respondents of this survey consider the HUA project for themselves, the focus is different. The respondents may consider this as a chance to study the culture in an immersive way and more effective way than normal classes, most of our group's respondents might still be interested in applying for HUA project. Despite the small difference in the result of these two questions, more than half of the respondents have positive answer towards the above two questions. Thus, our group concluded that HUA project is popular among WPI students, the reason many students didn't apply for this was because they realized they could apply HUA project too late and that they have only 1 or 2 HUA credits left to complete.
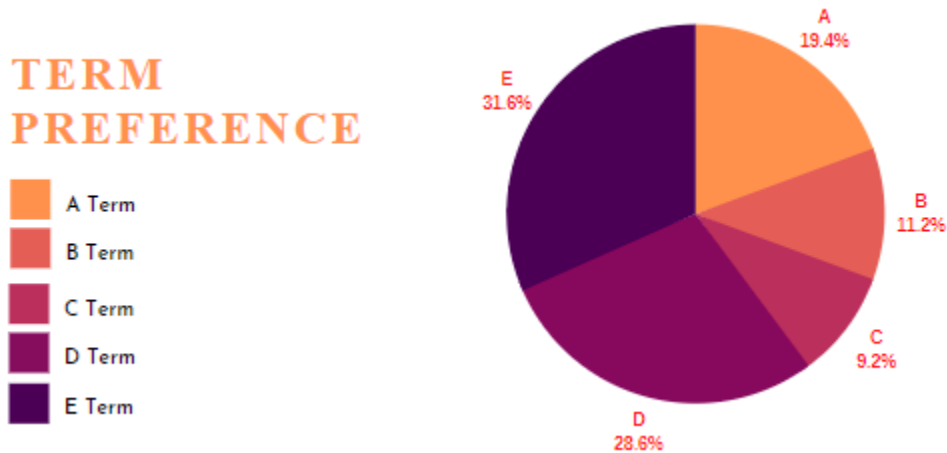
4.1.2 Term preference

Figure 12: Pie Chart Showing Term Preference Among Students

According to our survey, most students would like to go during E term or towards the end of the year. The potential reason behind this is that participating in E term is more time-efficient

for most students since it does not take time away from normal course work. Further reasons will be discussed in Interview analysis section.

4.2 Student Interviews

Out of the ten people who agreed to participate in an interview from the questionnaire, only eight people responded when we contacted them for an interview. These students answered detailed questions which expanded on their responses to the survey. Communicating to the students via a phone call allowed them to give comprehensive responses and explanations to our questions. The most important aspect these interviews provided, which the questionnaire could not, was the reasoning for their answers.

4.2.1 Awareness of HUA project centers

Five students have heard of a HUA project center before the interview. None of the students from the class of 2025 have heard of HUA projects, while current students (class of 2022, 2023, and 2024) have heard of HUA projects. Only one person from the class of 2023 has not heard of HUA projects. The five people who are aware HUA projects exist have all heard it from different places: from a friend, general word of mouth, new student orientation, language classes, and the eProjects website.

4.2.2 Preference Between Classes and Off Campus Project

Three people mentioned they would prefer an off-campus HUA project because of the experience they can receive from going. However, four people preferred on campus classes. One person was concerned about the cost of going off campus, one person said they are more of a classroom-oriented learner, and two people mentioned the convenience of staying on campus to complete their credits. One person had no preference as long as they could complete their credits.

4.2.3 HUA project content

The project team evaluated the freedom of students to choose their own project topics based on their interests. From the interviews, four people would want to choose their own topic as it would allow students to be more engaged in their research. Three students felt having a set project topic would be better. One person explained that having a set topic would allow for convenience and it would be more organized for the advisor. Two people mentioned they are not very creative, so choosing their own topic would disadvantage them. One person saw the benefits of both sides. They think being open to choosing a topic allows the student to research their favorite parts and find interesting aspects of the things they like, but also having a set project would allow the student to collect data in a targeted manner and would reduce anxiety when it comes to picking a topic.

Every student said they would love to visit another city if it was an option. They all felt it could provide a valuable experience to see another city rather than being situated in one. There was also feedback on reasons the students may change their minds about visiting another city. One student mentioned that they would not want to travel to another city alone while another student would be find travelling to another city as long as the advisor was there to guide them.

Students were asked their opinion on the content of a PQP course if it was available. Many of the students mentioned they wanted to have a culture class to prepare them for Taiwan so they did not feel too out of place. One student would rather have a survival language class because culture could be learned while they were in Taiwan, but having a little bit of language prior to the trip can help students get around Taiwan.

4.3 Other HUA center Analysis

Figure 13: Programs of Current HUA Project Centers at WPI

5: Recommendations

5.1 City Recommendation

The research group recommends staying at Soochow University in Taipei for the HUA project. Soochow University offers two bedroom apartments costing 1800 NTD per night or three bedroom apartments costing 2000 NTD per night. The cost per night for each of these apartments is 50% cheaper if booked over 60 days. The research group recommends booking over 60 days to receive the discount even though the HUA project will last less than 60 days. Taipei also has access to Taipei Metro, which is an extensive transit system. This allows for convenient travel across the city. Food is also very accessible as Soochow University is close to many shops and students can also use Taipei Metro to travel to night markets or other shops.

5.2 Lesson Sets and project type recommendation

Our group designed two tracks for the Taiwan HUA program, a language-based track and a culture based track. For the first four weeks, the two tracks differ in class structures, where the language-based track will attend the language program offered by Soochow University, and the culture-based track will receive the HU 2340 popular culture and social change in Asia course offered by WPI advisor. Our team also recommends having a HU 2910 Experiential learning course since the student could take the chance to study and observe Taiwan's culture in greater depth.

For the next 3 weeks, our team recommended a trip to Tainan and Taichung so that students could have a chance to immersively experience the different styles of Taiwanese culture on the spot. After the trip, our group recommended the student to have a HU3900 course since this can improve their research skills, and the HU3900 Inquiry Seminar can also act as a summary of what they have observed and learned in Taiwan.

The reason behind the recommendation of the 4 weeks + 3 weeks model is inspired by Argentina HUA center and because the language program offered in Soochow University only last 3-4 weeks. The 4+3 model also offers more flexibility; for instance, if the SCU language camp happens late in summer, then our advisor can move the 3 weeks component forward and replace HU3900 with HU2910 so that students still have enough time to observe and study the culture in Taiwan and collect enough information to finish their research in HU3900.

Our group provides two tracks because each track can act as a backup plan for the other. For example, if the time for SCU language camp is not suitable, our advisor can just switch to the culture track; however, if all students are pursuing a language aspect, our advisor could also consider replacing the HU2340 with a suitable Chinese course offered in WPI, or the advisor could emphasize the language aspect in HU2340. The reason our group recommended the HU 2340 course is that it's an existing Category II course, so if our advisor considers replacing it with SCU language camp or language courses, they don't have to worry about the requirement of the number of times that the course will be offered during a school year. Plus, this course suits Taiwan HUA center, since the topic is broad, so that our advisor can easily interpret it differently and make it site specific to Taiwan.

The reason our group recommended the language program is also inspired by Argentina Center. Collaborating with a local University and taking a language program can help the students to be more immersed culturally as the course was taught by a local professor. The SCU language program can also provide a different vision from Chinese courses at WPI and helps the students to learn Chinese in a way that is more immersive in the language environment.

5.3 Trip Recommendation

Taipei:

- Palace Museum

- Chiang Kai-Shek Shilin Residence

- National Chiang Kai-shek Memorial Hall

Tainan:

- Fort Provintia

- Tainan Confucius Temple

- Koxinga Ancestral Shrine

- National Museum of Taiwan Literature

5.4 Term Recommendation

We recommend having the Taiwan HUA project happen in E term because of the following reasons. Firstly, GEO would want the International HUA in E term so it's a separate budget, in which students' tuition for attending the HUA project would all go under the HUA program. That's one common reason behind the fact that all international HUA project centers are operating in E term. Furthermore, Soochow University offers a 4 week language program in July, and they also provide intensive courses during the summer semester (4 weeks from Mid June to Mid July). Thus, if our sponsor is seeking to cooperate with Soochow University in the academic field, summer term is the best opportunity, as in Spring and Fall semester, Soochow University only offers lessons that last 4 month (2 terms for WPI). Plus, our advisors also need to be released from course work to advise the courses which take 20-30 hrs/week to teach each course. E term is when most

professors are free and thus, they would have time to go to Taiwan and run the center. Finally, from the analysis of our students' interview results, they consider that it's time-efficient to go to an international HUA center in E term, since it won't take the normal course time, and they would have time to travel and experience different cultures.

5.5 Advertisement Recommendation

There are multiple approaches for advertising the Taiwan HUA project center. The project team first recommends advertising on campus in high traffic areas by putting up posters and displaying an advertisement on the screens around campus. Mary Cotnoir from the WPI Humanities and Arts department has helped Rebecca Moody, Morocco HUA center director, post advertisements about the Morocco center on the screens around campus. The project team has developed poster, flyer, and brochure templates which could be used to advertise during the global fair and in WPI Chinese classes. These advertisement templates are able to be edited and may help students learn more about HUA project centers. To reach out to the Freshmen at WPI, the project team recommends emailing the Student Activities Office about including a program which introduces and informs students about HUA project centers, similar to how IQP and MQP are introduced. Lastly, the project team recommends creating a WordPress website which would contain examples of past projects, information regarding the HUA project center, points of contact for any questions, and instructions on how to apply. To create the website, Allison Racicot from the Marketing Communications Department has helped Rebecca Moody create her WordPress website and a similar website could also be created for the Taiwan HUA project center.

6: Conclusion

In summary, our research has found out that many students are willing to pursue an HUA project and apply for an HUA center in Taiwan. However, most students are not aware of HUA project center exist until they are in their Junior or Senior years. Thus, one of the most important things for establishing an HUA center is the advertisements, which our team has provided many different approaches to entice students to apply. Furthermore, our team also recommends establishing the Taiwan HUA center in Taipei with Soochow University in E term. Our team also provided recommendations for our sponsors regarding curriculum sets and historical and cultural sites that are worth traveling to. Overall, we provided comprehensive recommendations for implementing a new HUA center in Taiwan, and our group considered it was necessary to have a HUA project center encompassing Chinese language and culture.

Bibliography

Assarroudi, A., Heshmati Nabavi, F., Armat, M., Ebadi, A., & Vaismoradi, M. (2018). Directed qualitative content analysis: the description and elaboration of its underpinning methods and data analysis process. *Journal of Research in Nursing, 23*(1), 42–55. https://doi.org/10.1177/1744987117741667

Budget Your Trip. (2020, 27 November). *Taiwan Travel Cost - Average Price of a Vacation to Taiwan: Food & Meal Budget, Daily & Weekly Expenses*. Budget Your Trip. https://www.budgetyourtrip.com/taiwan#:~:text=While%20meal%20prices%20in%20Taiwan,cheaper%20than%20lunch%20or%20dinner.

Buenos Aires, Argentina Project Center - HUA. WPI. (n.d.). https://www.wpi.edu/project-based-learning/project-based-education/global-project-program/project-centers/buenos-aires-argentina-project-center-hua.

Cost of Living in Taipei. . Apr 2021. Prices in Taipei. (n.d.). https://www.numbeo.com/cost-of-living/in/Taipei.

Focus Taiwan - CNA English News. (2020, 30 November). Culture Minister defends downgrading of National Palace Museum. Retrieved 9 April, 2021, from https://focustaiwan.tw/politics/202011300019

Gold, T. (1993). Go with Your Feelings: Hong Kong and Taiwan Popular Culture in Greater China. The China Quarterly, (136), 907-925. Retrieved 1 April, 2021, from http://www.jstor.org/stable/655596

Heller, R., Whorton, S., Woodnorth, S., Nesbitt, N., & Fancher, C. (2009). *Wellington Project Initiative: An Assessment of the Feasibility of Establishing an IQP Center in Wellington, New Zealand.* Wellington: Worcester Polytechnic Institute.

Huang W-H, Lin Y-J, Lee H-F. Impact of Population and Workforce Aging on Economic Growth: Case Study of Taiwan. Sustainability. 2019; 11(22):6301. https://doi.org/10.3390/su11226301

Jacobs, J. (2011). THE HISTORY OF TAIWAN. The China Journal, (65), 195-203. Retrieved 1 April, 2021, from http://www.jstor.org/stable/25790564

Jade cabbage and meat-shaped stone. (n.d.). [Photograph]. Cnhetianyu. http://www.cnhetianyu.com/ContentPage.aspx?cid=7578

Japan Project Center (Multiple Locations) - HUA. WPI. (n.d.). https://www.wpi.edu/project-based-learning/project-based-education/global-project-program/project-centers/japan-project-center-multiple-locations-hua.

Kallgan. (2006). *Forbidden City Beijing Shenwumen Gate.JPG*. https://commons.wikimedia.org/wiki/File:Forbidden_City_Beijing_Shenwumen_Gate.JPG

KEN'ICHI, G. (2004). JAPAN'S SOUTHWARD ADVANCE AND COLONIAL TAIWAN. European Journal of East Asian Studies, 3(1), 15-44. Retrieved 28 April, 2021, from http://www.jstor.org/stable/23615167

La Pelle, N. (2004). Simplifying Qualitative Data Analysis Using General Purpose Software Tools. *Field Methods, 16*(1), 85–108. https://doi.org/10.1177/1525822X03259227

Linnell, L., Eisenhour, M., Bouwens, T., & Kobsa, A. (2020). *Developing a Design Center.* : Worcester Polytechnic Institute.

London, England Project Center - HUA. WPI. (n.d.). https://www.wpi.edu/project-based-learning/project-based-education/global-project-program/project-centers/london-england-project-center-hua.

Luuva. (2010). *Taiwan ROC political division map Taipei City (2010)* [Map]. https://commons.wikimedia.org/wiki/File:Taiwan_ROC_political_division_map_Taipei_City_(2010).svg

Ma, A. (2014, 13 August). Social networks, cultural capital and attachment to the host city: Comparing overseas Chinese students and foreign students in Taipei. Retrieved 1 April, 2021, from https://onlinelibrary.wiley.com/doi/abs/10.1111/apv.12053

National Palace Museum. (2021, March). *List of Categories in the Collection*. 正體中文. https://www.npm.gov.tw/en/Article.aspx?sNo=03001524.

Rabat, Morocco Project Center - HUA. WPI. (n.d.). https://www.wpi.edu/project-based-learning/project-based-education/global-project-program/project-centers/rabat-morocco-project-center-hua.

Review Board, I. (2021). Criteria for IRB Approval. Criteria for IRB Approval | CHOP Institutional Review Board. https://irb.research.chop.edu/criteria-irb-approval.

Sanchez, F., Enyedy, A., Barber, A., Chao, D., & Fraga Alvarez, D. (2018). Implementing an IQP Project Center in Japan. Kyoto: Worcester Polytechnic Institute.

Solveig Osborg Ose. (2016). Using Excel and Word to Structure Qualitative Data. *Journal of Applied Social Science*, 10(2), 147–162. https://doi.org/10.1177/1936724416664948

Stead, M., Dobbie, F., Angus, K., Purves, R., Reith, G., & Macdonald, L. (2016). The Online Bingo Boom in the UK: A Qualitative Examination of Its Appeal. PloS One, 11(5), e0154763–e0154763. https://doi.org/10.1371/journal.pone.0154763

Sun, J. (2007). Japan-Taiwan Relations: Unofficial in Name Only. Asian Survey, 47(5), 790-810. doi:10.1525/as.2007.47.5.790

Taiwan society & culture (2nd ed.). (2010). World Trade Press. 訊息提示. (n.d.). Tourism Bureau. Retrieved 9 April, 2021, from https://www.taiwan.net.tw/ErrorPage.aspx?aspxerrorpath=/ErrorPage.aspx

Travel Pass. Taipei Rapid Transit Corporation ─ Metro Service. (2021, 1 April). https://english.metro.taipei/cp.aspx?n=BECC2E7AC426F659&s=01872DBE36650923.

Office of International & Cross-Strait Academic Exchange. (n.d.). INTERNATIONAL CURRICULUM: Course information query system. Soochow University. Retrieved June 26, 2021, from https://web.sys.scu.edu.tw/class40.asp?option=3

Appendices

Appendix A: Questionnaire Questions

Survey Questions	
Question	**Source**
1. Are you taking foreign language classes at WPI? (Yes/No) • If so, is this for the Humanities and Arts requirement? (Yes/No) • What language classes have you taken at WPI? (Open-ended)	(Developed by team members)

2. How many foreign language classes have you taken at WPI?
   a. Less than three
   b. Three
   c. More than three
	(Developed by team members)

3. Have you taken (or plan to take) any Chinese courses at WPI? (Yes/No)	(Linnell et al., 2020)
4. Suppose you had the option to travel anywhere in the world to complete your HUA requirement. What are your preferences for location? (Open-ended)	(Heller et al., 2009)
5. Are you interested in pursuing a one term project which will give three language credits to finish your Humanities and Arts requirement? (Yes/No)	(Developed by team members)
6. Are you interested in applying to the Taipei, Taiwan IQP center? (Yes/No)	(Sanchez et al., 2018)
7. Rate your interest in a HUA project in Taiwan. (On a scale of 1 to 5)	(Developed by team members)

8. Which term(s) would you be willing to go to Taiwan? (Pick one or more of A/B/C/D/E)	(Sanchez et al., 2018)
9. Which term would you prefer? (Pick one of A/B/C/D/E)	(Sanchez et al., 2018)
10. Do you have any suggestions on what you would like to do in Taiwan if you had an opportunity to visit? (Open-ended)	(Developed by team members)
11. Do you believe there is a high interest in HUA projects at WPI? (Yes/No)	(Linnell et al., 2020)
12. Which of these options are you most interested in as an assignment for this project?	(Developed by team members)
13. Would you be open to an interview to gather more information? (Yes/No) • Name • Email	(Developed by team members)

Appendix B: Interview Questions

B.1: Center Director Questions

Background

- Tell us more about your research at WPI and work with Global Projects?

Necessities

- Where would the students that pursue this project live?

- What type of project makes your center successful?

- How is your center structured in terms of activities and classes?

- What resources would need to be provided for the project to be successful?

- What are some of those successes we could transfer to our project?

- What are the weaknesses of the project center?

- What do you think the central issue the project is facing?

- What were some unseen things that impacted the flow of the project?

- How do we know if a project idea we develop is sufficient enough for students to earn their three credits?

- What was the most difficult factor in the creation of your HUA center?

- How is translation handled in your project center since students will not be very proficient in a foreign language?

- What is the local impact of this project/project center? How will it affect the locals (university/students/citizens)?

- Do you have any ideas for projects students could pursue in Taiwan?

- How does your center entice students to apply?

- What is the most important part of your center?

Miscellaneous

- Are we missing any information?

- Could we have copies of previous reports from your center for reference?

- Specific questions regarding their project center.

Sponsor Background

- Could you tell us about your work and history at WPI and with global projects?

Project Motivation

- Why is this project important to you?
- Why do you want to develop a new project center in Taiwan? Why Taipei?
- How have other students shown interest in an HUA project center in Taiwan?

Necessities/ Accommodations

- Where would the students that pursue this project live?
- What resources would need to be provided for the project to be successful?
- As a team that does not get the opportunity to be in Taiwan to develop this new project, do we have a location for a center? If not, how would we go about finding a location for the center as we have never been to Taiwan?
- Are there any particular successes or things you feel we should learn from in the project centers you manage?
- What strides have you made about this project? (Have you contacted a specific university or...)
- What do you think the central issue the project is facing?
- What is the local impact of this project/project center? How will it affect the locals (university/students/citizens)?

Potential Project Ideas

- What are your expectations for a new project center?
- What did you have in mind for a new project?

Contacts and Resources

- What resources do you recommend that would help us develop this project?

- Who should we talk to in regards to previous HUA projects or previous creators of new project centers?
- What resources can we work with in terms of money, people, databases, and reports?
- Who are other people we should interview?

Miscellaneous

- Are we missing any information?
- When should we meet again?
- Thank you.

Appendix C: Sample Emails

C.1: Email to Project Center Directors

Dear (center director's name)

We hope this email finds you well!

We are an undergraduate project team attending Worcester Polytechnic Institute seeking to develop a new Humanities & Arts project center in Taipei, Taiwan. We will be researching feasible projects and locations to develop this project center.

We are looking to conduct an interview at some point within this week (Insert times here) on a Zoom call, lasting from 30 minutes to an hour. This interview would consist of information regarding your past experiences as a project development advisor and some of our own. We would like to hear some outside opinions regarding our project.

Please let us know what time you would like to meet and we can send you a Zoom invitation.

We look forward to meeting with you in this interview!

Sincerely,

Steven Tran and Yuhan Wu
Worcester Polytechnic Institute
Implementing a new Humanities and Arts (HUA) Project Center in Taiwan

C.3: Email for Questionnaire

Hello all,

We are an undergraduate project team at Worcester Polytechnic Institute seeking to develop a new Humanities & Arts project center in Taiwan.

We would like to ask you to complete a brief web-based questionnaire so we could analyze the interest in a HUA project center in Taiwan.

This survey is completely optional and you do not have to answer all the questions if you do not wish to, but any help is highly appreciated.

Please fill out this survey by (date).

Link: (insert link here)

QR code: (insert QR code here)

Thank you for your time,

Steven Tran and Yuhan Wu
Worcester Polytechnic Institute
Implementing a new Humanities and Arts (HUA) Project Center in Taiwan

Appendix D: Consent Statement

Appendix D.1: Consent Letter for web-based survey

Dear Participant:

We are undergraduate students at Worcester Polytechnic Institute (WPI) conducting a research study for our Interactive Qualifying Project (IQP) on implementing a humanities and art (HUA) center in Taiwan. We would like to hear from any undergraduate student at WPI who may be interested in going to Taiwan for one term to complete their humanities and arts requirement.

All participants in the survey must be an undergraduate student at WPI. Participation in this survey is voluntary. It is estimated to take 15 minutes to complete, but take as much time as necessary. The survey link will be below. The survey responses will be anonymous and will be recorded over Google Forms which is password protected. Data will only be accessed by researchers on this project.

This study is of minimal risk. It does, however, ask questions about travelling in Taiwan that may make the respondent feel uncomfortable or anxious. Please fill out as many questions as possible, but if you are unable to complete any of these questions, you may skip any questions you do not want to answer. We would like to conduct a follow-up interview with any interested participants. If you are interested, there will be a question asking for your email and name for this purpose.

If you have any questions about this research, you can contact any of the investigators: Steven Tran at sptran@wpi.edu or Yuhan Wu at ywu18@wpi.edu.

Survey Link: https://forms.gle/sEuFGhNmw2S9VNNq6

Dear Participant:

We are undergraduate students at Worcester Polytechnic Institute (WPI) conducting a research study for our Interactive Qualifying Project (IQP) on implementing a humanities and art (HUA) center in Taiwan. We would like to hear from HUA project center directors at WPI about their project center and how it is run.

Participation in this interview is voluntary. It is estimated to take about an hour, but the interview may exceed that time. The interviews will be conducted over Zoom and will be recorded after asking for permission. Data will only be accessed by researchers on this project.

This study is of minimal risk. It does, however, ask questions about their experiences with their project center which may make the respondent feel uncomfortable. Please answer as many questions as possible, but if you are unable to answer any of the questions, you may skip any questions you do not want to answer.

If you have any questions about this research, you can contact any of the investigators: Steven Tran at sptran@wpi.edu or Yuhan Wu at ywu18@wpi.edu.

Appendix E: Advertisement Designs

Appendix E.1: Brochure Designs

Figure 14: Design of Brochure 1

Figure 15: Design of Brochure 2

Figure 16: Flyer Design 1

Figure 17: Flyer Design 2

Figure 18: Poster Design