

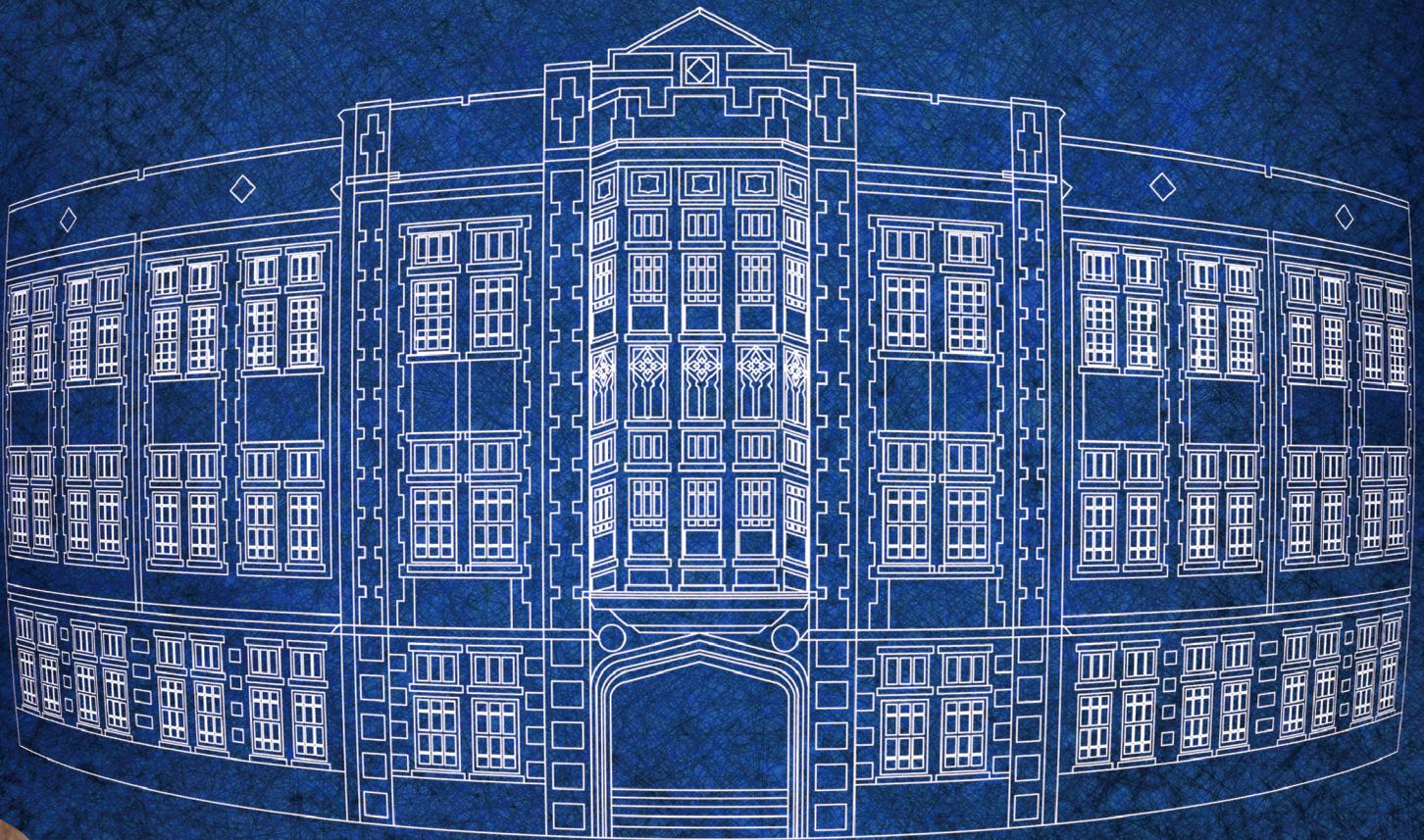
International
Edition

Link

First Issue



National Taiwan Normal University





Recruitment of International Students for Fall 2016 & Spring 2017

- Established in 1946
- 54 departments, 22 research and teaching centers
- More than 307 sister schools in Europe, North America, the Americas, and Oceania
- A diverse and internationalized university attended by 1,500 degree-seeking international students and 1,700 Mandarin Training Center students (3-month average).
- The Mandarin Training Center (MTC) is the oldest, best-known and largest such center in Taiwan with students from more than 70 countries having studied at the center. Famous MTC alumni include the former prime minister of Japan, Ryutaro Hashimoto, former prime minister of Australia, Kevin Rudd, and former US ambassador to China, Jon Meade Huntsman.
- Ranked 411th-420th in overall performance, 317th in world reputation, 358th in internationalization, 136th in arts and humanities, 42nd in social sciences and education and 296th in social sciences and business Management in the Quacquarelli Symonds (QS) World University Rankings 2014/2015 (UK).



Term Dates and Application Information

Terms	Application Deadline	Announcement of Admission Results	Term Begins	Term Ends
Fall Term	March 15	Mid May	September	January
Spring Term	October 31	Mid December	February	June

- If different, please follow the dates published in the Admission Prospectus.
- For application documents, eligibility, admission procedures and individual program requirements, please refer to the NTNU Admission Prospectus for International Students which is downloadable at : <http://ap.itc.ntnu.edu.tw/istudent/apply>
- Online application site : <http://ap.itc.ntnu.edu.tw/istudent/apply>

Distinguished Colleges

College of Education, College of Liberal Arts, College of Science, College of Arts, College of Technology & Engineering, College of Sports & Recreation, College of Music, College of Management, College of International Studies and Social Sciences

English-taught Programs

Master's Program: Information & Computer Education, English, Mathematics, Physics, Earth Sciences, Electro-optical Science and Technology, International Human Resource Development, European Cultures and Tourism

Doctoral Program: Information & Computer Education, English, Mathematics, Physics, Chemistry, Earth Sciences, Science Education, Electro-optical Science and Technology

Chinese Language Degree Courses

Students with basic Chinese proficiency and are interested in Chinese language and culture may consider applying for the Department of Chinese as a Second Language (Bachelor's degree program, taught in Chinese, focusing on Chinese listening, speaking, reading, and writing skills.)

More Information

Scholarships: www.ntnu.edu.tw/oia/scholarship.php

Multi-Language Website: www.ntnu.edu.tw/oia/multi/



NTNU RECEIVED SILVER AWARD OF CREATIVE AWARDS :
BEST INTERNATIONAL WEBSITE PAGE IN 11th QS ASIA PACIFIC PROFESSIONAL
LEADERS IN EDUCATION CONFERENCE AND EXHIBITION, 2015.

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NTNU WAS AWARDED THE HIGHEST SCORE AMONG TAIWANESE
UNIVERSITIES IN THE INTERNATIONAL OUTLOOK CATEGORY UNDER THE
WORLD UNIVERSITY RANKINGS 2015-2016 BY TIMES HIGHER EDUCATION.

Publisher



President



If 19th century is the age of industrial revolution, and 20th century the age of booming economic development, then 21st century must be the era of globalization. Globalization represents the movements of not only capitals and human resources, but also exchanges of social and cultural values. For many countries and regions, globalization brings opportunities as well as challenges. Only those who can catch up with the trends of globalization will be able to lead on the global stage.

Globalization is a challenge-coping process that commands self-improvement from inside out. The National Taiwan Normal University (NTNU) is aware of this mega trend of globalization and is committed to catching up with this trend. Globalization in higher education is the key to globalization in other areas, such as industries, societies, and country. Once our globalized students enter the industries from the university, industries and capitals start to globalize as well, leading to the globalization of societies, countries and cultures as a result. This chain reaction starts with higher education, which serves the key role in globalization. Thus, the successful globalization of higher education is the key step toward successful globalization in other areas and domains.

Globalization results in faster knowledge dissemination, more efficient capital and talent movements, but it can also lead to conflicts of cultures and social values. In response to these changes, universities must reposition themselves not only as a place for creating and delivering advanced knowledge, but also as a place where global cultures meet and assimilate. The globalization of the NTNU started as early as the establishment of the Mandarin Training Center (MTC) in 1956. In the nearly 60 years of history of the MTC, Over 6000 students from more than 80 countries come to the MTC to learn Chinese language and culture every year, establishing MTC to be the landmark in the globalization of NTNU. In recent years, the number of international students of NTNU has grown to become top 5 among all universities and colleges in Taiwan. If you come to the neighborhood of NTNU, you can see students from all over the world speaking various languages to interact with each other. This street scene can be viewed as an achievement of our commitment to globalization.

Of course, the essence of globalization lies not only in the growing number of inbound and outbound students. What is even more important is to enable our students to develop an open and global mind, understand and respect cultural differences, and learn about the cultures from each other through such a globalization process. Only through this understanding and learning process can our own cultures be vitalized and grown further. We hope our commitment to the globalization of NTNU can contribute to the globalization of higher education of Taiwan, which would in turn lay the foundation for the globalization of industries, countries, and cultures as a whole. We firmly believe that if we can accurately capture the essence of globalization of higher education, we will be able to triumph over the fast changes and challenges that globalization brings to the future world.

The publishing of LINK represents a milestone of our past efforts in globalization. It also inspires us to advance into the future globalization. Congratulate on the publishing of LINK, and hope we can boldly move on the path of globalization and harvest along the way!

Editor-in-Chief



Dean of the Office of International Affairs



As National Taiwan Normal University (NTNU) welcomes the arrival of the summer and celebrates its 69th anniversary in the events-packed JUN, we are also delighted to announce the launch our first issue of LINK International journal.

NTNU has been an academic institution rich in history and tradition, as well as innovative ideas about internationalization. Having long been dedicated to the internationalization of higher education resources, NTNU understands a lot about internationalization and feels the need to share our stories and inspirations.

As such, an editing team was formed by the office of international affairs (OIA), the point of contact for international affairs at the university, to create a journal, along with some help from several international volunteer team members. Over the past half year, the editing team worked together to collect and compile contents for the journal, including academic highlights by several internationally recognized masters and professors, and interviews with more than ten outstanding international faculty members, alumni, and students whose testimonials showcased the university's achievements and efforts over the past decades.

We named the journal "LINK" as we see internationalization as a process of "linking the dots". Under the internationalization trend, NTNU aspires to be the link between international and local students, between emotions, culture and knowledge, and between tradition and globalization. With this name, we hope the journal would serve as a platform for sharing different experiences through writing so as to help connect people.

Almost six decades after its inception, NTNU is now at a turning point on its way toward reinventing itself. We would like to tell our stories and achievements, and hopefully shed some light on internationalization through the publication of this journal. We welcome any comments you may have.

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Link

2015 December No.1

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NATIONAL TAIWAN NORMAL UNIVERSITY

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INTERNATIONAL FOCUS

- ▶ An Overview of NTNU's Internationalization
- ▶ Nobel Laureates in NTNU
- ▶ Academic Spotlight



AN OVERVIEW OF NTNU'S INTERNATIONALIZATION

An Interview with Vice President, Cheng-Chih Wu

Q: What constitutes an internationalized university? How do you envision it?

Wu: To be a successful internationalized university, I think students at the university should appreciate different cultures, understand that people from different backgrounds have different values, be aware of local and international affairs, and possess a globalized outlook. In addition, I think an internationalized university also means that, aside from their own language, local students can

communicate with foreign students in other languages, so as to exchange ideas and bring students closer together, and learn to appreciate their differences .

Q: Why has NTNU made internationalization one of its development priorities?

Wu: Globalization is a must trend for a renowned university like us, and National Taiwan Normal University (NTNU) has all the resources to become an international university. For example, we are located in Taipei,

which is not only the capital of Taiwan, but the most rapidly internationalizing city on the island. NTNU's Mandarin Training Center (MTC) is the most recognized institution of its kind in Taiwan. In addition, NTNU has one of the largest numbers of overseas Chinese and international students in Taiwan, and more than 50% of our professors received their degrees from abroad. As such, NTNU is well positioned to become an international university, and it would be a pity not to take advantage of our resources.

Q: More and more universities in Taiwan are setting up mandarin training centers and offices of international affairs to recruit international students. In your opinion, what are the advantages of NTNU in this area? How can we attract more international students to visit and study at our school?

Wu: NTNU's reputation and history are our advantages. Established in 1922 as the Taiwan Provincial College, NTNU is now almost a hundred years old. As one of the universities with the longest history in Taiwan, over the years, NTNU has built up a reputation as an excellent academic institution. Our Mandarin Training Center (MTC) is famous for its excellent teaching quality. With nearly 60 years of history, it is the oldest Chinese language training center in Taiwan, and boasts a number of well-recognized alumni, such as Japanese Prime Minister Ryutaro Hashimoto, Australian

Prime Minister Kevin Rudd, and many US Senators. We could really take advantage of all these valuable resources to recruit international students and promote international exchange.

Although we have many advantages, there is still a lot more we could do. For example, we could improve our international student ratio. We've noticed that 35% of our degree-seeking international students have studied at MTC previously, which shows that MTC indirectly influenced them to continue to study at NTNU. Thus, we should try to attract more MTC students to pursue their undergraduate/graduate degree at NTNU. Starting from last year, we offer students from MTC the privilege of enrolling in one of the courses from our academic programs for free. This will allow them to have a chance to interact with our students and learn more about the university which may in turn motivate them to study at NTNU.

Q: Aside from the strategies mentioned above, are there any other strategies that are being planned for the future?

Wu: NTNU has already made internationalization one of our top priorities for future development. There is still a lot to be done in the coming years. Our goal is to become an internationalized university with mandarin and overseas Chinese education as one of our unique features. As for international exchange programs, we are already cooperating with over 300 universities around the world, including those from Asia, Europe and Africa. We hope to continue exploring more opportunities in the future.

Another focus is to enhance the interaction between international students and local students to ensure that international students blend in well and feel right at home at NTNU. Although MTC has approximately 6,000 students from over 70 countries



▲ NTNU BO Ai Building.

each year, the interaction between these students and the local student body is minimal. As I have witnessed myself at the junction of Shida Road, many international students and local students walk past each other without any interaction, each with their own groups and missing the opportunity to get to know each other. It is like walking into a treasure vault and leaving empty handed, and I think it is a real pity. I believe there is still plenty of room for improvement in terms of creating more opportunities for international students to participate in campus life. For example, we encourage international students to join NTNU's student clubs, where they can cooperate and interact with local students. Currently, the majority of international graduate students are enrolled in the College of Science, whereas most undergraduate students are in language related departments. We hope that the number of students can be more evenly distributed to ensure local students from different departments all have the opportunity to interact with the international student body, creating a more diverse academic environment.

Of course, our main goal is to increase the number of international students in order to create a more globalized environment at NTNU. It is very important for every unit of NTNU (e.g., colleges and administrative offices) to make their information more accessible to an international audience. Work remains to be done in several areas, such as redesigning the NTNU webpages to make them more user-friendly to foreign students, and making all important documents available in English. Overall, there is still a lot of

work to be done in order to provide a better environment for international students at NTNU.

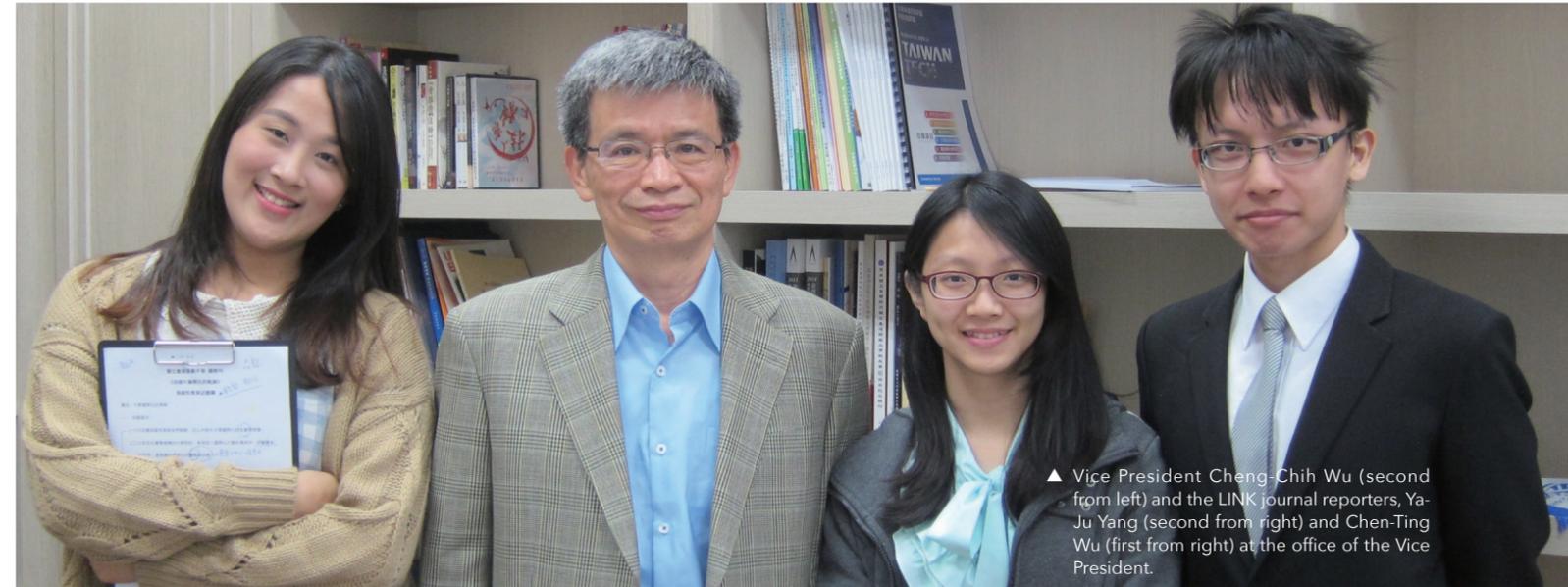
Q: During the process of internationalization, did the university encounter any difficulties? How did you overcome these issues?

Wu: When I was the Dean of the Office of Academic Affairs, I was often faced with the issue of offering courses taught in English. I think this is something that needs to be addressed and reflected on in the development towards internationalization at universities in Taiwan.

The level of internationalization at a university is often judged, either by the Ministry of Education or the media, based on the number of programs and courses that are taught in English. In order to meet those criteria, many schools require professors to teach in English even students in the classes are all from local and cannot communicate well in English. However, they have forgotten the main purpose of teaching in English is to enable more international students to study

in Taiwan. They have mixed up means with ends. If our intention is to encourage international students to study here at NTNU, we should also consider helping them blend in culturally and not just simply offer classes in English.

Schools in the US or the UK don't offer courses in Mandarin to accommodate or to attract Chinese-speaking students. Students go overseas not only to pursue their degree, but also to experience the local culture and learn the language. Therefore, if foreigners want to study in Taiwan, we should provide them with similar opportunities and experiences. I think undergraduate courses should be taught in Chinese with English tutors, whereas graduate courses could be taught in English, as students at the graduate level should be focusing on their areas of expertise. Therefore, foreign students who come to study at the undergraduate level should also learn to speak Mandarin. In this way, they become part of our internationalization effort and we can create a diverse cultural experience that benefits both the local and international students.



▲ Vice President Cheng-Chih Wu (second from left) and the LINK journal reporters, Ya-Ju Yang (second from right) and Chen-Ting Wu (first from right) at the office of the Vice President.

Q: What is the idea behind the establishment of the Office of International Affairs? What are your expectations for its future?

Wu: The Office of International Affairs (OIA) was established in view of the university's emphasis on internationalization and the need for a specialized unit to undertake the project. When it was first created, the OIA was responsible for everything that involved international affairs and foreigners, including foreign students. It was hard work for the staff, but over the years, I think they have done a great job as a unit dedicated to assisting the university move towards internationalization.

For the next five years, I think we will maintain the current scale of the OIA, which will remain focused on assisting all divisions at NTNU move forward with their internationalization programs. In the long run, we expect the role of the OIA will become less important, as internationalization becomes fully implemented at every

level of campus life and an integral part of the school's administrative units and cultural environment.

Currently, most foreign students come to the OIA when they encounter problems that can range from course selection and registration to personal and everyday issues. With about 7% of the total number of students at NTNU now made up of foreign students, it is becoming very challenging for the OIA to handle all their matters and provide them with the best help. Therefore, it would be in the students' best interest if matters are handled by the school's relevant divisions, such as the Office of Academic Affairs, the Counseling Center, or the Office of Student Affairs. The role of the OIA in the future should be similar to the Ministry of Foreign Affairs, responsible for assisting in university-level affairs, such as partnerships with overseas sister universities, recruitment of international students, and arrangement of special events. With that, I believe, NTNU will become a truly internationalized university.

Q: What would you like to see from International Edition, the official OIA journal?

Wu: International Edition represents an important channel for presenting NTNU to a larger audience. It will be distributed not only within our university, but also to our sister universities and other institutions. I hope the journal will include highlights of our academic strengths and achievements, so readers can gain a quick understanding of the work that is being carried out at our university. For example, the Nobel Prize laureate Gao Xingjiang, who is a chair professor of NTNU, only recently had a key speech in the campus. If the journal could help raise awareness of NTNU's role as one of the best universities in Taiwan, it would have accomplished much.

NOBELS FREDSSENTER • NOBEL PEACE CENTER

NOBEL LAUREATES IN NTNU

Nobel Laureates Tsung-Dao Lee, Xing-Jian Gao, Yan Mo appointed NTNU professors

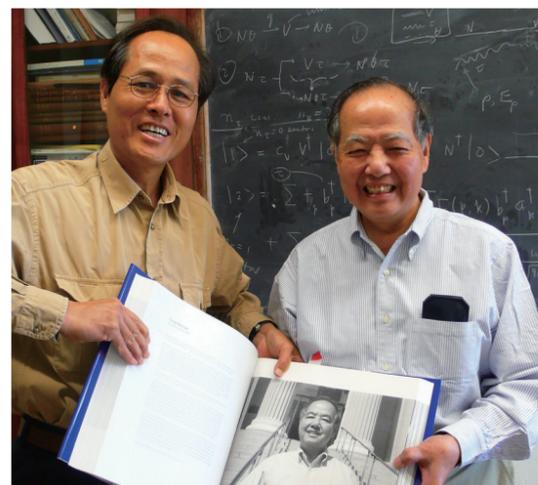
NTNU's staff is joined these years by several Nobel laureates, including the winner of the physics prize, Tsung-Dao Lee, and the only two Chinese literature laureates Xing-jian Gao and Yan Mo, all of whom have signed on to serve as chair or emeritus chair professors. This is the first time two Nobel laureates in literature have taught in Taiwan in succession.

Tsung-Dao Lee - NOBEL LAUREATE FOR PHYSICS

Emeritus Chair Professor, Department of Art, NTNU

A former member of Academia Sinica, Columbia physics professor Tsung-Dao Lee won the Nobel Prize for Physics in 1957 jointly with Professor Chen-Ning Franklin Yang, making them the first Chinese Nobel laureates as well as two of history's most important physicists. Aside from being an expert in physics, Mr. Lee is also well versed in literature and art. Once, during a lecture, Lee said, "Science and art cannot be split, just as the two sides of a coin cannot be separated: their foundations are the imagination of the human race and their ultimate goal the universal truth."

In 2008, upon the request of Su Hsien-Fa, the head of the arts department, Lee consented to act as Emeritus Chair Professor. Despite the fact that he had been overseas for more than thirty years, Lee made his decision based on the 60-year old history of NTNU's Department of Arts, the notable professors, such as Huang Junbi and Pu Xinshe, who had taught before him, as well as the many brilliant students the department has produced. Lee knows that had it not been for his interest in art as a youth, he would never have been able to find the success he did overseas.



▲ Prof. Tsung-Dao Lee (right) and the former head of the arts department, Hsien-Fa Su (left).

Xing-Jian Gao - NOBEL LAUREATE FOR LITERATURE

Chair Professor, Graduate Institute of Performing Arts, NTNU

Mr. Xing-jian Gao, who left China for France in 1987, currently resides in France as a playwright, novelist, artist, and director. He won the Nobel Prize for Literature in 2000, making him the first Chinese individual to do so. In 2011, NTNU's president Kuo-en Chang traveled to France to personally ask Mr. Gao to act as a chair professor at NTNU. Gao agreed to not only teach at the university for two weeks every year, but also consented to hold seminars to share his experiences.

In 2012, Gao directed the graduate students of the College of Music in a musical adaptation "The Legends of Mountains and Seas (山海經傳)" which is of the Chinese legend "Classic of Mountains and Seas (山海經)". The rich backdrops paired with the elaborate costuming earned the musical overwhelming positive reviews from Taiwan's National Theater. In 2013, Gao premiered his experimental film, "Requiem For Beauty" in Taiwan, and as of now is slated to continue teaching at NTNU.



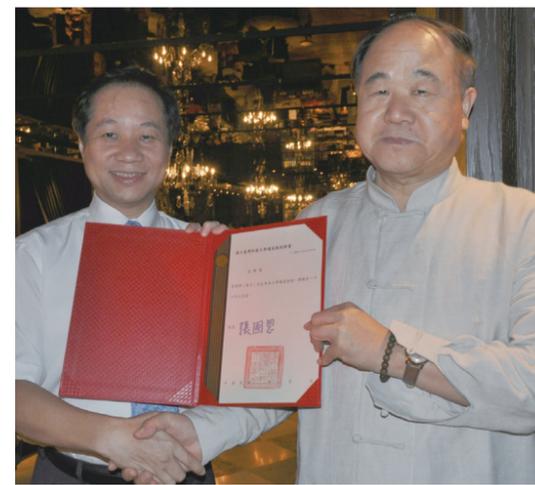
▲ Prof. Xing-Jian Gao (left) and the President of NTNU, Kuo-en Chang (right).

Yan Mo - NOBEL LAUREATE FOR LITERATURE

Chair Professor, Dept. of Chinese and Dept. of Applied Chinese Language and Culture, NTNU

Currently a professor at Beijing Normal University, Yan Mo won the Nobel Prize in Literature in 2012, making him the Second Chinese writer to do so after Xing-Jian Gao won the prize in 2000. With the help of National Award for Arts winner Shih Shu-Ching and sister school Beijing Normal University, NTNU president Kuo-en Chang successfully invited Mo to become a chair professor at the university. Mo pointed out that through his six prior visits to Taiwan, he is well familiar and impressed with Taiwan's literary scene. In addition, as NTNU is one

of Taiwan's leading universities in the field of humanities, he was delighted to accept the invitation. NTNU already offers a literature writing program, with chair professors that include Nils Göran David Malmqvist of the Swedish Academy, Professor Yang Mu and Professor Leo Lee. With the addition of Nobel laureates Xing-Jian Gao and Yan Mo to the faculty, which includes outstanding writers from both Taiwan and abroad, NTNU's Global Chinese Writing Center hopes to become a breeding ground for young writers of Chinese literature.



▲ Prof. Yan Mo (right) and the President of NTNU, Kuo-en Chang (left).



ACADEMIC SPOTLIGHT

International Academic Achievements in Recent Years at NTNU

MAJOR RESEARCH ACHIEVEMENTS SUPPORTED BY THE "AIM FOR THE TOP PROJECT"



Prof. Yao-Ting Sung

Leading the Way in Developing Chinese Language Learning Technology

The Dean of Aim for the Top University Project Office and Center of Learning Technology, Professor Sung Yao-Ting, has brought together the university's research teams to accomplish the integration of linguistics, psychology, learning

technology as well as testing and assessment with outstanding results. Currently, NTNU is ranked amongst the top 100 in the world for its research in the field of linguistics and 22nd in education. Furthermore, in response to the global trend of Chinese language learning, Professor Sung also led the Project team to actively reorganize the university's resources, and, building on the foundation of basic research, developed a series of platforms for learning Chinese listening, speaking, reading, and writing. These platforms provide adaptive solutions for

Chinese language students based on the difficulties that they face in their learning.

For example, the team employed advanced tools such as handwriting recognition, voice recognition and an orthography database to develop an effective e-learning platform, called eMPower, for learning Chinese words and characters. To help students learn Chinese composition writing, the research team at NTNU introduced the Automated Chinese Essay Scoring and Feedback Platform, which is the world's most advanced system for

automated analysis and feedback on writing Chinese as a second language. In addition, the NTNU team developed SmartReading, the first integrated Chinese adaptive reading support system. For phonetics, the team analyzed the development of learners' pronunciations in order to build a system for learning Chinese listening and speaking, called SmartPinyin. SmartPinyin provides both online assessments and learning programs that focus on students' Chinese speaking and listening skills.

Prof. Chun-Yen Chang

Next Generation Sequencing Lab Gains International Media Spotlight

The research team led by Professor Chun-Yen Chang of the Science Education Center brought together researchers in fields including science education, cognitive psychology, neuroscience, genomics, information science and systems biology to form the "Next Generation Sequencing Lab". At the lab, the Next Generation Sequencing (NGS) system is used to analyze candidate gene sequences and single nucleotide polymorphisms. The aim is integrating and decrypting the complex mechanism of science learning through genetics and molecular cell biology, in order to provide important support for "adaptive teaching". The research results were reported by local and foreign media (China Times and the New York Times), and two academic papers were published in the journal *Brain and Cognition* in 2009 and 2012, dealing

respectively with the association of the COMT gene with academic achievement in science, and the association of the "learning genes" BDNF and MTHFR with memory. Another study which examined the relationship between cardiometabolic risk factors (e.g. blood pressure, waist circumference, BMI, and total cholesterol) and cognitive/academic performance was published in *BioMed Research International* in 2014.



The test is incredibly difficult; answering the multiple-choice questions requires knowledge of chemistry, physics, advanced algebra and geometry, and testing lasts for two days. "Many students go to cram school almost every night to study all the subjects on the test," says Chun-Yen Chang, director of the Science Education Center at National Taiwan Normal University. "Just one or two percentage points difference will drag you from the No. 1 high school in the local region down to No. 3 or 4."

Different Science News (DSN) Is Most-Watched Science Program in Taiwan History

Different Science News (DSN) is a joint project with Taiwan's most-watched TV news channel, TVBS 55. It runs regularly as a high-quality, short format news special segment. Each episode is a concise 90 seconds, featuring science topics and theories and packaged with elements of science education and instructional design. Recent and domestic science-related issues that public might be interested are also included, which approaches issues from the common viewpoint of people in Taiwan, and places emphasis on the research done by Taiwanese scientists and interviews with them. The goal of the project is to popularize science and enhance Taiwanese scientific literacy.

The series airs to great success, with an average Nielsen rating of between 1.1-1.5 (reaching some 300,000 viewers between ages 30 and 45), becoming the first science news program ever to achieve such high ratings in Taiwan, and has been recently published on the top rank international journal, *Science Communication* (Wu, et al., 2015).

RECENT WINNERS OF THE OUTSTANDING RESEARCH AWARD FROM THE MINISTRY OF SCIENCE AND TECHNOLOGY

Prof. Jon-Chao Hong

Developing Educational Games to Promote Learning through Playing

Chair Professor Jon-Chao Hong from the Department of Industrial Education at National Taiwan Normal University is the Director of the "Digital Game-Based Learning Lab" (GBL). GBL has developed many educational web games and App games based on game-based learning theory. Each year, App contests are held, and through the competition, students' motivations to learn are enhanced.

Organizing International Technology Competitions to Nurture Hands-On Ability in the Next Generation

Chair Professor Jon-Chao Hong is also the President of the Taiwan Creativity Development Association (TCDA). Together with National Taiwan Normal University (NTNU), TCDA organizes two annual international Hands-On Creation Contests: "Power Tech" and "World Bond Robot Contest". In both contests, elementary school and high school students make their robots or mechanisms in the morning and engage in competition in the afternoon. The contests help foster hands-on creation abilities and also provide the opportunity for Taiwan's youth to observe and learn from overseas contestants in an international forum.

In addition, NTNU and TCDA jointly organize the "International Exhibition for Young Inventors" competition in an effort to promote invention and innovation in Taiwan and help students to develop their potential in this area. Contestants are chosen from the local selection contest to represent Taiwan in the International Exhibition for Young Inventors under the guidance of Professor Hong. This event gives Taiwan's youth the chance to create and display their inventions and take part in cultural exchange with students from different countries. Participation in this international event also helps students to broaden their outlook on invention and encourages them to build a better future by putting their creativity to use.

Professor Jon-Chao Hong's research mainly focuses on "digital game-based learning" and "creativity and technology contests". He has published many papers on digital learning and creative thinking in international journals, with more than 20 papers published in SSCI journals over the past three years. In 2013, his contributions were recognized by the Ministry of Science and Technology's Outstanding Research Award.



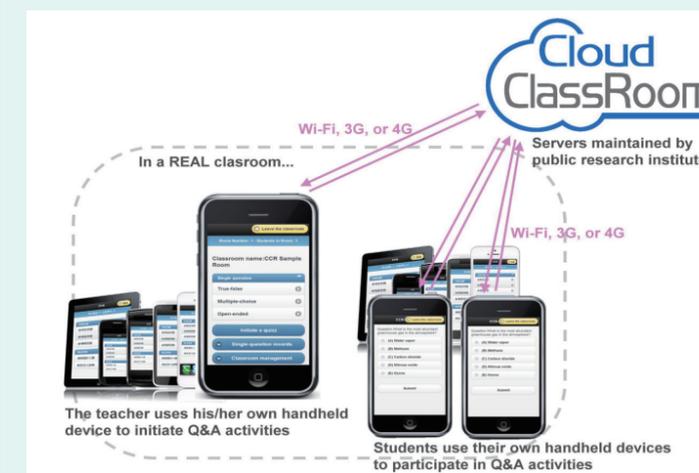
Prof. Chun-Yen Chang

NTNU's development of CloudClassRoom

A team led by Professor Chun-Yen Chang developed CloudClassRoom (CCR), a system that transforms the teacher and students' information appliances, such as smart phones, tablets, notebooks and desktop computers, into instant feedback devices. Through this system, students in a classroom can use their own cell phones to provide real-time and anonymous feedback. The CCR system automatically calculates students' responses, giving the teacher a timely indication as to where students need more instruction or explanation. In addition, CCR has innovative features that include instant group formation, recording attendance, tracking Q&As, building and sharing a questions database, and teacher-student role swapping,

all of which help the teacher to design more diverse in-class activities. So far, over 3000 classrooms have been created on the CCR, and more than 10,000 Q&A interactions have been conducted using the system. The CCR system and related research have been displayed and demonstrated in various countries, including the U.S.A, France, Japan, Korea, Turkey and China. More than ten papers related

to the CCR have been presented at international conferences, and one study was included in an academic book published internationally. Thanks to collaboration with foreign scholars, CCR is now available in eight different languages, and can be introduced to other countries in the future.



Prof. Chia-Chun Jay Chen

Nanomaterials Applied to Research on Optoelectronics, Energy and Biomedicine with Outstanding Results

Dr. Chia-Chun Jay Chen received his Ph.D. degree from Harvard University in 1994 working with Professor Charlie Lieber. Then, he joined Professor A. Paul Alivisatos group as a postdoctoral fellow in Berkeley to study the physical property of nanocrystals. In 1996, he returned back to Taiwan as an associate Professor. He now is the Research Chair Professor at the Department of Chemistry, National Taiwan Normal University, and the Adjunct Research Fellow at the

Institute of Atomic and Molecular Sciences, Academia Sinica, Taiwan. Professor Chen leads a researching team working on various topics relating to syntheses, optoelectronic fabrications and biological applications of nanomaterials. He has published over 120 papers in internationally top referred journals and currently in charge of several research projects supported by Ministry of Science and Technology of Taiwan. His current research topics are:

A) Syntheses of Earth-Abundance and Non-toxic FeS₂ Nanocrystals for the Fabrication of Optoelectronic Devices; B) Syntheses, Structural Transformation Studies and their Applications of Metal

Alloying Nanocrystals with Superior Catalytic Properties; C) Applications of Nanomaterials for Biomedical Imaging, Delivery and Diagnostics; D) Transdermal Delivery Studies of Nanoparticles in Skin and Eyes; and E) The Applications of Graphene Thin Films for Electrodes in Optoelectronic Device.



Prof. Hsin-Kai Wu Research Approaches to Using Multiple Representations in Science Education

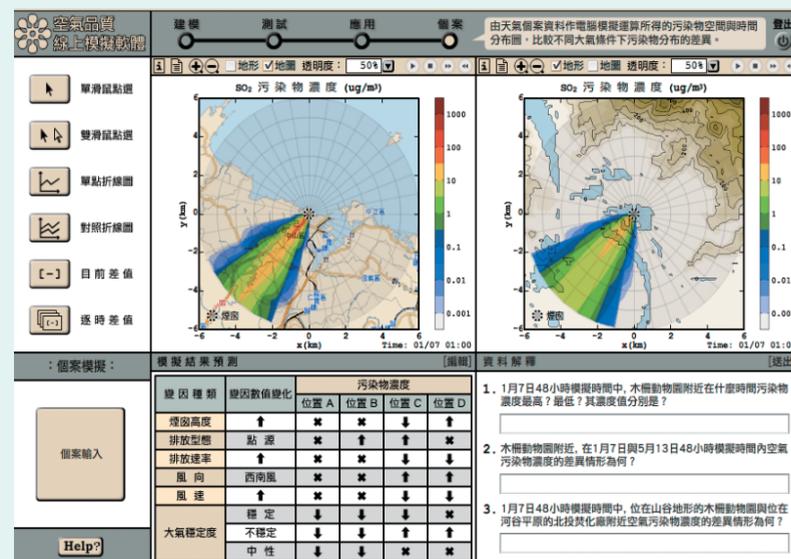
Science educators and educational researchers have long recognized the important and central role of external representations. For the past ten years, Professor Wu has engaged in research on how to support science teaching and learning with representations. In her work, three research approaches have been taken to investigate the complex relationships between the design of representations, teaching methods, and student characteristics: Representation as content, Representation as pedagogy, and Representation as practice. Her research on scientific representations has been recognized by the Early Career Award from the USA-based National Association for Research in Science Teaching (NARST). She was also invited to deliver keynote presentations on this topic at the 23rd IUPAC International Conference on Chemistry Education, ICCE 2014, and International Science Education Conference 2014, ISEC 2014.

Studies on computer-supported modeling: The nature and development of modeling practices

Various types of models have been used by scientists and in science

classrooms. Professor Wu is particularly interested in exploring and characterizing students' learning practices in computer-supported modeling. Her research on modeling has been mainly drawing upon a learning-as-participation perspective. In her studies, students did not merely learn about models and modeling secondhand but themselves engaged in modeling practices such as constructing, interpreting, evaluating, and presenting models.

Since 2005, her research on modeling has been funded by National Science Council (NSC) and the Ministry of Science and Technology (MOST) in Taiwan and published on leading journals of science education and learning technologies including Science Education, International Journal of Science Education, and Interactive Learning Environments. She also received the Outstanding Research Awards from NSC in 2009 and MOST in 2014 for her work on this topic.



Camera.
Exclude the atmospheric disturbances and refraction, the aperture range and shutter speed may affect the brightness when photographing the lunar eclipse.

Select the aperture range: F2, F4, F6

Select the shutter speed: 4s, 1s, 1/10s

Task A-1
After operating the simulated camera by changing the aperture range and shutter speed. Please write down how the aperture range and shutter speed affect the brightness of a photo.

IMPORTANT INDUSTRY-ACADEMIA COOPERATION PROJECTS

NTNU Team Wins National Science Council Award for Technology Transfer for the First Time

A team from NTNU (Hsi-Chun Wang, Chun-Yen Chang, Yin-Kuo Wang and Meng-Wan Yeh) received the 2013 “Award for Excellent Contributions in Technology Transfer” from their National Science Council project, which produced a series of programs called “Tour of the Scientific Achievements”. The programs were aired on a local channel, and licensed for use as public broadcast and home-use DVDs. They were also made into supplemental material for elementary and junior high school curricula, while the English version was licensed for broadcasting in the U.S.A. and Malaysia.



A team from NTNU wins the “Award for Excellent Contributions in Technology Transfer” from the Ministry of Science and Technology for the first time. Team members Professor Hsi-Chun Wang from the Department of Graphic Arts and Communications (first from left), Professor Chun-Yen Chang of the Science Education Center (first from right), Associate Professor Yin-Kuo Wang from the Center for General Education (second from right), and Associate Professor Meng-Wan Yeh (second from left), pose for a picture with NTNU President Kuo-en Chang (center).

NTNU Patent Receives Gold Medal for Invention from the Ministry of Economic Affairs

The “method of watermark with hybrid halftone dots”, for which NTNU holds the patent in Taiwan and the U.S.A., received the gold medal for invention in the 2011 “National Invention and Creation Award” organized by the Ministry of Economic Affairs. The gold medal is the highest honor given to patented inventions by the Taiwan government, and places emphasis on the innovation and application value of a patented invention. This patented technology has already been licensed by NTNU to many companies for making anti-counterfeiting documents and teaching materials that include copyright declarations.

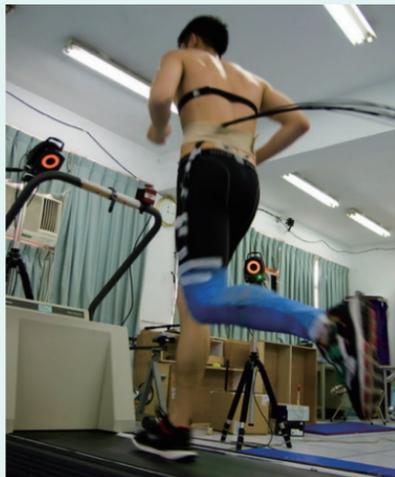


For their patented invention, “method of watermark with hybrid halftone dots”, Professor Hsi-Chun Wang of the Department of Graphic Arts and Communications and alumni Pei-Chi Hsiao and Chi-Ming Lien received the gold medal for invention of the “National Invention and Creation Award” from the Ministry of Economic Affairs. The team was invited to exhibit their work at the Taipei International Invention Show & Technomart, held at the Taipei World Trade Center from September 20 to October 2, 2011. Alumni from the lab and current students met at the exhibition venue and shared the honor.

Innovative Sports Tech Team of NTNU Keep Winning International Awards

Plus the Supreme Award for Sports Science Excellence from Ministry of Education.

The Innovative Sports Tech Team under the Department of Athletic Performance, led by Professor Tzyy-Yuang Shiang, has developed a new generation of intelligent shoes. Through the aid of high-tech sensors -- accelerometer and gyroscope, the intelligent shoes can monitor any changes of feet during motion and wirelessly transmit such messages to tablets and smartphones to evaluate the occurrence of fatigue and alert the runner so as to prevent sports injuries. The team has developed a foot motion sensing device to detect the angular velocity of foot pronation during running. The angular velocity of foot pronation increases along with the occurrence of fatigue. When such data appear, the device detects the signal of fatigue and alerts the user. The study result has been published in an international academic journal, covered by periodicals such as Scientific American, Common Health Magazine and Global Views Monthly, and has been honored as the only winner of "Supreme Award" for 2013 Sports Science Excellence from Sports Administration, Ministry of Education.



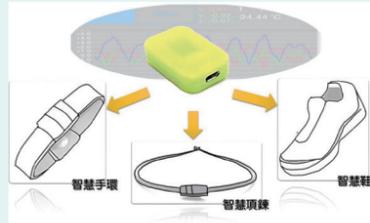
Merit Award Winner of Long-Term Smile Contest

Along with the popularity of smartphone and the flourish of cloud technology, the wearable technology has been applied broadly in tracking sports and health data. However, what useful information from those data can be brought to users? The Innovative Sports Tech Team has been strived to provide the answers and the study results have turned into a practical technology product that has obtained R.O.C. patent. Based on the study results, the team has brought up the idea of creative entrepreneurship which won the Merit Award (sixth place of 155 teams) in 2014 Long-Term Smile Contest, held by Acer Foundation and Global Views Educational Foundation. The team also got themselves the chance of collaborating with HTC, the well-known smartphone manufacturer in Taiwan. In addition, the wireless sensing system, developed by the team, combining wearable sensors can timely analyze the motion of users so as to track users' physical activity and reach the aim of quantified self. Furthermore, the system can provide warning of sports injuries for different user groups and various types of sports.

Gold Medal in Sports Technology Innovative Design Award

The Innovative Sports Technology Lab worked with Nike for six years as one of the few foreign university institutions that Nike collaborates with. Aside from Nike and Powertec, the lab team also works with local enterprises such as Giant, Titan Tech, Victor Badminton and HTC. In recent years, a revolutionary concept about running is that there are advantages to running barefoot. A study was conducted by cross

comparing how landing on the fore foot and rear foot in both barefoot and shod running. The study clarified whether barefoot movement patterns could effectively prevent injuries caused by impact, thereby increasing performance. Since the concept is new and popular in sport science field. The paper published in International journal (Gait & Posture) was ranked top 3 of the most downloaded articles from ScienceDirect. An innovation according to this concept was also designed, and won the Gold medal in sports technology innovative design award.



Director of the National Team Sports Science Committee

The team at the Innovative Sports Technology Lab also helped national team of Taiwan in the Asian Games and Olympic Games to improve their performance. The team gained good results at several important international sporting events, including a gold medal (Taekwondo), silver medal (men's group archery) and bronze medal (women's group archery) at the Olympics, gold medals in the Asian Games (baseball, Taekwondo, etc.), and more recently the world record-breaking performance of the weightlifting team at the Incheon Asian Games. Professor Tzyy-Yuang Shiang is the current director of the national team sports science committee, which is helping teams in various sports prepare for the Rio 2016 Olympics.



STUDENTS WITH OIA

- ▶ Webpage and Recruitment Specialist
- ▶ Showing Students the Ropes
- ▶ Stories Behind NTNU's Partnership Programs

WEBPAGE AND RECRUITMENT SPECIALIST

An Interview with OIA staff member Roxane

Interviewed and Written by Ya-ju Yang



Many years ago, the Division of Planning, Office of Academic Affairs (OAA) at NTNU was looking for someone who was proficient in both English and webpage design to join the team. As this happened to meet the career interests of Roxane Weng, now an International Student Advising Manager at the Division of Recruitment and Development, Office of International Affairs (OIA), she decided to give it a try, successfully landed the job, and has since begun her hard working career at NTNU.

Some years later, OIA was established while Roxane was working at OAA as an international student admission officer. In a hope to gain deeper exposure to international affairs, Roxane took the initiative to apply for a job opening at OIA, and transferred to the then 6-month old OIA upon successful application. Though still at NTNU, Roxane felt OIA was a brand new work environment for her. She was given more responsibilities related to international affairs that required innovative planning. Meanwhile, she continued to exercise her expertise in web page design by managing the OIA website.

Challenges during OIA's infancy

OIA faced no shortage of challenges when it was initially established. All sorts of international student related affairs originally scattered between various offices were sequentially merged into OIA. To consolidate university resources, OIA Dean at the time was hoping Roxane could start building an international student database. That was a challenging task for Roxane, who was only 4 months into her job. The amount of organization and planning ahead was massive, and it took her a good half a year to finish building the system. When the system was built, it became the first of its kind among all universities in Taiwan as it was able to thoroughly connect the frontend and backend of the website

so that international students can apply for admissions at the frontend while administrators can process them at the back end, all via the e-platform. This e-platform has since proven to be a tremendous help in promoting internationalization at NTNU.

The OIA has been a busy office. Its existence has made the administrative procedures a lot easier for international students. Roxane mentioned that before the administrative procedures were consolidated, she was the only person in charge of international student admissions at OAA, while her colleagues each had their own responsibilities, and could only offer limited help. Meanwhile, international student recruitment, admissions, and advising are run by three different offices. The lack of one-stop services used to be headache for both staff

and students alike. After the OIA came into being, the responsibilities of the staff became more specialized and better coordinated. OIA can thus offer one-stop service experience from recruitment at the frontend to advising at the backend, which made international students' life a lot easier. For example, if a new international student goes into OIA to deal with registration procedures when the staff member in charge is not available, other staff members who may be in charge of admissions, application or advising, can also help out and cover each other as they are all in the same office. Being in the same office also makes it easier to share information among the staff. During peak season, OIA staff can help each other out, and enjoy the synergy from the organizational restructuring.

Student recruitment tips

In terms of student recruitment, with students being the aim, promotional activities need to be more lively and interesting. In the past, OIA used to only organize large-scale recruitment information sessions targeting Mandarin Training Center (MTC) students. In such events, information was given mostly through one-way talks, and students rarely asked questions. Seeing the sessions could not effectively address international students' questions, Roxane came up with the idea of setting up a booth at the MTC to display information and answer questions from students. The innovative idea has allowed OIA staff to offer personalized services based on each student's individual needs, and was proven to be highly well received by students. Such interaction with students also provided wonderful opportunities for OIA staff to receive immediate feedbacks from students, and to better understand students' needs for future improvement.

Interestingly enough, some MTC students did not even know there is another campus across from where MTC is; some thought MTC is all NTNU has; there are still some who do not know NTNU offers degree programs. Through OIA's information

sessions at the MTC, MTC students began to realize NTNU has a lot more to offer. Not only is there another campus across the street, MTC students can apply for admission to degree programs at NTNU, and some even offer scholarships.

Moreover, OIA has been making active efforts in engaging MTC students into the university life so as to increase their interaction with local teachers and students. MTC students are welcome to participate in OIA activities. Some exchange students enjoy their experiences at NTNU so much that they even return for masters or PhD degree studies after graduating from their home universities. In such cases, knowing the admissions information in advance would be very helpful to them.

During a conversation with an officer from the Office of Interchange Association of Japan, Roxane was surprised to hear not a lot of Japanese people would choose to study abroad as they tend to be more conservative in nature. When Roxane told the officer Japanese students rank first at NTNU in terms of student population by country, the officer attributed it to MTC's prestigious reputation and the success of Chinese education. That is why many Japanese students choose to study Mandarin or pursue a degree at

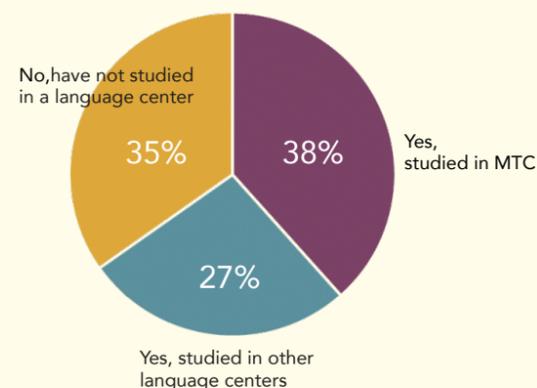
NTNU. However, Japanese students still have many concerns about studying at other universities.

Over the past two to three years, OIA took a further step to analyze all sorts of international student statistics. Back in FY2006, 129 international students applied for admission to NTNU; when online application system became operational in 2009, NTNU received 368 applications from international students; the number expanded further to 419 in 2014. By department, the Department of Chinese as a Second Language and Department of Business Administration received the largest numbers of international applications. By country, applicants from Japan and Korea account for the highest percentages of applicants overall.

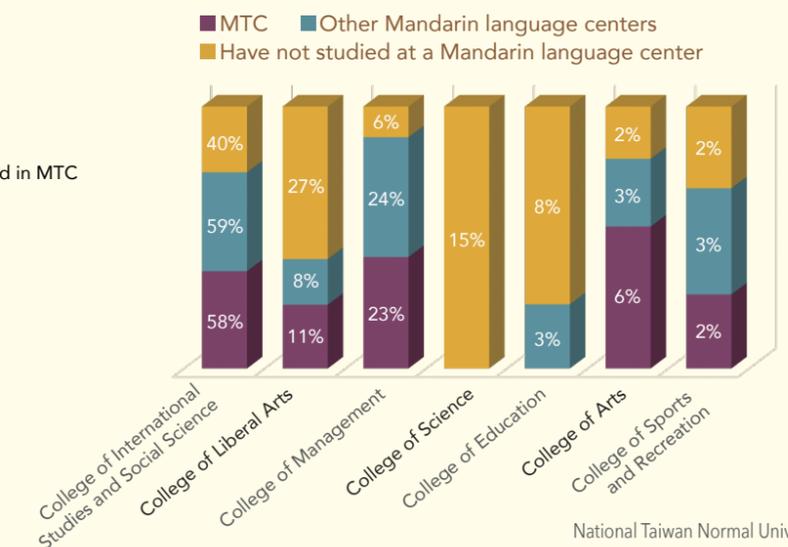
According to last year's statistics, international student applications jumped 20% while international student enrollment rose 18%, indicating a growing number of international students are selecting NTNU as a study-abroad destination. Moreover, as OIA had found that many programs used to admit a fixed number of students, OIA last year worked with President Chang of NTNU to call on the departments to raise the enrollment quota. Thanks to cooperation and efforts by all

▼ Breakdown students who have/have not studied at a language center ▼ 2014 breakdown of new int'l students having studied at MTC

Breakdown students who have/have not studied at a language center



Breakdown of new students having studied at a mandarin language center by college



departments, a sharp increase of international student enrollment was recorded for last year, which showcased coordinated efforts across the board made to recruit international students. To make the admission letter more engaging, Roxane asked international students from different countries to write about their NTNU experience in their mother tongue and sent it to the students from respective countries along with the offer letter so that the admitted students can understand, via their own language, what it is like to study at NTNU.

As part of its international student recruitment strategy, OIA also began to sharpen its focus by targeting specific

▼ FY2012-2014 top 10 new int'l student population by country



countries. For instance, Japan and Korea are the primary targets for FY2015. On one hand, as students from these two countries tend to have a better command of Chinese, they can apply for a wider range of programs, thus cutting down on the heavy concentration of applications in a limited number of programs, and in turn improve the rate of successful applications. On the other hand, the university is hoping to promote more undergraduate programs to international students, and to have more evenly distributed number of candidates across different departments. Furthermore, the relatively low tuition fees and high quality of education also made NTNU a convincing choice for Korean and Japanese students.

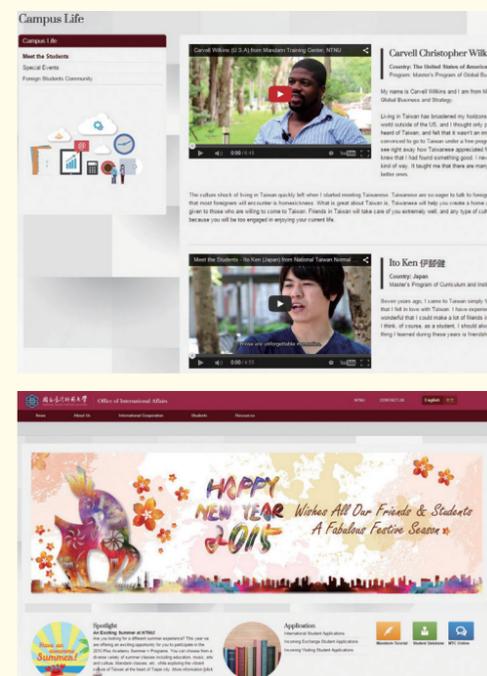
More user-friendly webpage boosts information efficiency

A survey among international students suggests in addition to word-of-mouth recommendations, website is yet another important tool for student recruitment. To enhance user experience, the OIA website underwent a makeover in September 2014, and now presents a wider variety of information in a more lively manner.

While redesigning the OIA website, Roxane conducted an extensive research on user preferences, and made extra efforts to create a user friendly interface. While an overly text-intensive webpage may give viewers a headache and cause them to lose patience, an invalid link may also be a turnoff. Aware of these unpleasant user experiences, Roxane made sure all links are valid and all information accurate while designing the new website. She also incorporated more photos and graphics to attract viewer attention, and to allow international students to quickly locate the information they are looking for. When devising the layout of the webpage, Roxane tried to put

herself into international students' shoes so that she can cater information to international students' needs for easier navigation. For instance, in the second tier of the website, she put different category labels to allow international students to select their respective categories, including degree students, exchange students and visiting students, etc. For the third tier of the website, information pertaining to the selected category of students will be listed, such as program applications, announcements, scholarship programs, etc.

After the webpage makeover, browsing was made easier not only on the computer, but also on tablets and handset; web content is displayed according to the screen size to meet the growing trend of checking information on handsets. Additionally, OIA will ask international students to pose for the webpage photos so prospective students can get a glimpse of the campus, our facilities, and what it is like to study at NTNU, etc. International students whose photos appear on the OIA website are also more than happy to share the website with their friends abroad, thus helping promote the university.



Many may wonder why Roxane, a Chinese major, not only has a good command of English, but also excels in webpage design. Despite her humanities background, Roxane has always been keen in learning about information technology. She has taken website and multimedia design courses abroad, and worked in the area of website design after she returned to Taiwan. Before she started working at NTNU, she was engaged in webpage design, webpage planning, and then website creation supervision. With these experiences, she gradually built up her expertise in this area and sharpened her negotiation and communication skills with different clientele.

On that note, Roxane encouraged students interested in this area, regardless of their majors, to take website design classes in college wherever possible. As social media gains in popularity, webpage design has gradually become an essential skill in the workplace, just like office software. Frequenting social media also offers a good opportunity for you to update and upgrade your own knowledge in the work place. Roxane herself has also learned more about website design via the interaction with website service providers, and applies the new skills she has acquired to tackle the various problems she faces.

On internationalization

Speaking of internationalization, Roxane said sometimes people think of it in a relatively narrow sense. Internationalization is not just about being able to speak English. English

is just a means of communication. Having bilingual information doesn't necessarily mean the university is internationalized. Internationalization should be about creating an ambience on campus where people of different culture and language backgrounds can come together naturally, whether or not they speak English or not. For example, for Japanese students who may not be proficient in English, we may offer our assistance through gestures or simple drawings when they need help. Before OIA came into being, Roxane's office was located on the third floor of the administration building. Sometimes international students would have trouble finding the specific location. Seeing this, some local students or university staff members wanted to show them the directions, but were sometimes hesitant to approach the students because of the language barrier. They often ended up pointing the international students to the right direction, without being able to offer further assistance. Things have changed over the years with the establishment of OIA and a growing international student population at NTNU. Local students and staff are now more open minded about interacting with international students. Nowadays it is commonplace to see local and international students studying and learning together on campus. Even the post office on campus has staff members who can speak English to help international students with account opening and money transfers. Such integration among different ethnic groups is a true representation of internationalization.

Roxane you may not know before

Like any other career woman, Roxane has to juggle between work and caring for two young children. Time management has always been a challenge. It is difficult for Roxane to work overtime in the office, even when she is overloaded with work. What she does is to take her work home, and start working after putting kids to bed. Because of her heavy workload, Roxane feels anxious and suffers with tense shoulders at times, without much room to catch her breath. There was a time Roxane was under so much pressure that she even thought about leaving the job. Fortunately, her colleagues at OIA have been very understanding and considerate, and are willing to help each other out. Whenever a tough problem comes along, they can always share ideas and even workload, thus alleviating some stress.

Roxane often feels like a candle burning at both ends, but every time an international student steps into the office seeking help,

Roxane would patiently answer their questions. Once, on the last day for admission applications, OIA was packed with international students waiting to hand in their applications. Amidst the chaos, one student suddenly said to Roxane, "Thank you so much for your help. It's really impressive that you managed to process so many applications without losing the smile on your face." Heartwarming feedbacks as such became Roxane's source of energy and her motivation to continue serving international students. As someone who embraces new challenges, Roxane always tries to inject new ideas into her work and thinks about what she could do differently this year, instead of sticking to the same routine or promotional materials. Her love for innovation made a difference as the more she innovates, the more she enjoys her job. That is also why she has garnered much recognition for her work ability and conscientiousness over the years.

SHOWING STUDENTS THE ROPES

An Interview with OIA staff member Mona

Interviewed and written by Jung Lin



Putting down the cup of piping hot coffee in her hand, Mona starts a busy day of work. On this day of early September, along with students returning from the summer vacation, NTNU is getting ready to welcome new additions to its big family. And this is what has kept Mona busy. To make things easier for the new international students coming to NTNU, Mona is sending them emails to explain about the complicated application procedures for the Alien Resident Certificate (ARC) and national health insurance program, even with a flowchart attached. Meanwhile, a welcome desk for new students has already been set up in the International Lounge next to the Office of International Affairs (OIA), ready to serve international students that could swarm in at anytime. Mona is ready to shuttle between her desk and the International Lounge to provide her timely advice on all sorts of enquiries students may have. This is also a good opportunity for Mona to meet the students and remember their names and faces. In the next few years to come, Mona will become a “super nanny” in the eye of these international students.

A walking encyclopedia

NTNU witnessed a big jump in its international student population in 2008. Before that, NTNU used to enroll 200 some international students per year whereas now it has a steady flow of around 500. During their time of study at NTNU, it is Mona’s job to make international students feel assured about their study at NTNU and life in Taiwan, and to serve as a bridge between the students and the university. She is in charge of a wide range of responsibilities, from visa advisory before students enter the country, to instructions on course selection after they arrive. She often jokingly says she has to become a walking encyclopedia. Apart from knowing the exact schedules of course registration, student enrolment and other administrative procedures, she needs

to be aware of the locations of school facilities and the services they offer, such as the Health Center, Student Counseling Center, Library, etc. She also keeps up to date what is happening on campus and in the neighborhood. Locations and contact information of government agencies relevant to international students are also available in her database. In addition to helping students with their daily needs, Mona is able to provide or seek timely assistance during an emergency situation as she knows which office to contact, or what legal help is available. She can even tell an international student how to get a driver’s license in Taiwan.

Basically, the problems international students would encounter are not that different from the local students. The bigger difference is that sometimes international students may not be able to solve the problems as their local

peers do because of the language barrier or cultural differences. For example, once an Europe student asked Mona how to adjust the water temperature for a washing machine. If Mona hadn’t had the experience of travelling abroad, she might not know such function was available. She also came across students that asked her where to get non-flour products, and how to get to the Special Education Center is. Mona said, smiling, that her job is all about “helping people and providing information.” Simple as it may sound, it’s easier said than done. With a variety of questions from students from diverse backgrounds, Mona has to respond to all their questions or problems without delay or fail. As such, Mona’s everyday life is like attending a million dollar quiz show—nerve-racking and yet exciting!

Resident Visa or ARC?

Of all the admission procedures, ARC application and transfer are the most time and energy consuming, and probably the most complicated things new students would find. For instance, a student admitted to a degree program at NTNU immediately after attending the Mandarin Training Center (MTC) would probably want to stay in Taiwan before the new semester arrives. In this scenario, ARC renewal is required, but students tend to think that this can be done without leaving Taiwan since they had studied at MTC and were already accepted by NTNU as degree-seeking students. As a matter of fact, ARC renewal in this case can only be done in two ways—leaving the country to apply for a resident visa, or applying for ARC extension in Taiwan based on the enrollment status at MTC. In this example, assuming the student’s ARC expires on August 30, and registration date for his/her degree program is on September 9, the student will have to depart for Hong Kong (eligible for fast track application) or other countries, apply for a resident visa, and then transfer to ARC after returning to Taiwan.

Alternatively, the student can choose to pay tuition at MTC for another quarter to extend the ARC expiry date to the end of October when he/she can apply for a new resident visa, and then switch to ARC based

on his/her enrolment at NTNU as a degree-seeking student. Upon receipt of the renewed ARC, the student will be able to apply for a refund from MTC. Compared to paying for expensive plane tickets, this is a much more economical solution adopted by most students. But still, some students are unable to take this option because of financial concerns, and they often wish to be enrolled before their current resident status expires so as to avoid the hassle. However, what they don’t realize is that as part of the rules of National Immigration Agency and Bureau of Consular Affairs, Ministry of Foreign Affairs, students must have an ARC that’s still valid after school commences to be eligible to apply for Resident Visa renewal. The eligibility is thus dependent on a valid visa upon school commencement, instead of registration; paying the tuition ahead of time will not help.

For students entering Taiwan with a resident visa, they can apply for ARC, i.e. their identity card in Taiwan, within 15 days after their arrival, and subsequent renewal is only required once a year. For those entering with a visa for the purpose of studies, switching to a resident visa requires a few more extra steps, such as health examination, and much additional documentation. Once the resident visa is issued, they will also have to apply for ARC within 15 days.

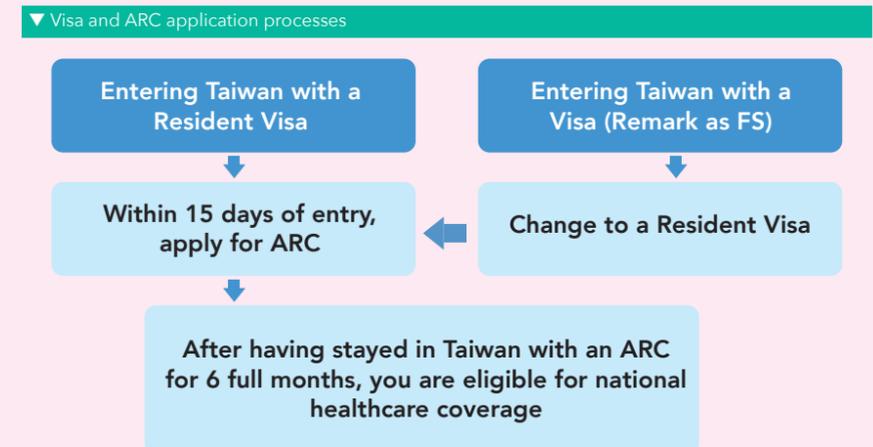
The nuts and bolts of visa

application process are complicated, and often give international students a headache. To ease their anxiety, Mona responds with patience, detailed explanation, and lots of communication. She also gives out “precautions” via emails to prepare students for the process.

Attention please!

“You have a new message.” A new email from Mona smoothed the frowns from old and new students troubling over the complicated administrative procedures. Having worked as a student advisor for 6 years, Mona has accumulated a lot of experiences, so she knows what and how to provide the information students need at the time they need it. She pays particular attention to certain details while writing her emails. For example, she often attaches or creates charts and tables to make complicated procedures easier for students to understand. For important information not already available in Chinese, such as information about the national health insurance, work permit, tuition payment schedule, and registration, she would take the initiative to have professional translators translate the documents into English and consolidate the information before sending it to students. An international PhD student said Mona’s emails were very clear and helpful so he was able to complete a lot of procedures with ease as he had read every single email from Mona and that the orientation program for new students at the beginning of the year was just like a review of messages from Mona.

As international students are scattered around the campus and Mona usually doesn’t get to see them on a regular basis, she has developed her own way of drawing students’ attention by specifying the priorities and consequences of things in her emails. Take work permit application for example, Mona would send



emails to remind students about the documentation required, the rules to follow, and possible consequences of breaches of the law, etc. Moreover, if students came to Mona without reading her email, she would resend the message to all international students with a new subject, noting this is the second, third or fourth reminder and so on until the messages made an impression on the students. “There was a time that I even resent the same message 6 or 7 times”, Mona said with a wry smile. Having been at this job for a long time, Mona can anticipate the problems students may encounter, so she tries, as far as possible, to take precautions before problems arise. She urges international students to read her emails carefully so as to save time and avoid troubles.

Also, as the point of contact between international students and various administrative offices/ departments/graduate institutes, Mona often receives requests to forward information to international students, which Mona is more than happy to help with, but to make the information more effective, she would ask people to provide the information in both English and Chinese whenever possible so students who do not know Chinese well won't be scared off by the Chinese email subject.

Mona's advising techniques

Now Mona is fully capable of advising students and handling things with confidence and ease, but she has gone a long way to get to this point. When she first joined OIA, she was an assistant to the Huayu Education and Promotion Project. About half a year later, the colleague originally responsible for student advising left the job, and Mona took on the job under the encouragement of her supervisor and colleagues. Her job then revolved around international student advising, not much different from what it is today. However, when she first became an international student advisor, many

▼ Orientation for international degree students



things were new to her, and dealing with what she had on her plate was enough to keep her busy. She had little time to anticipate what problems students might have. All she could do was to offer her timely assistance when problems occurred. Because of the numerous details that needed to be taken care of, Mona spent a lot of nights working late in the office alone during the first 6 months, sometimes even until 10:00pm or 11:00pm.

The situation got better as Mona started to get the hang of things. The restructuring and consolidation within OIA also allowed Mona to develop her expertise and her exclusive techniques. Besides passing on timely information to students via email, Mona also takes an interest in how students are adjusting to their life in Taiwan. Thanks to the emergence of Facebook, she can now get updates and feedbacks from students through Facebook posting which offers an excellent means of communication. She also set up different student group pages on Facebook so that students from the same country can help each other out. She has organized about 10 different Facebook clubs so far, including that for Japanese, Korean, Malaysian students, etc. where students are actively posting to share information.

Student advising is about catering to different needs. Among students coming to Mona for advices, Japanese students make up the bulk, followed by Korean, Vietnamese, Thai and American students. Although each student is different, the process of adjusting to Taiwanese culture and studying at NTNU may also differ depending on what country they come from. For students without prior Chinese learning experience and are enrolled in an English-taught program, such as Vietnamese and Indian students, adjusting to living and studying in Taiwan may require extra efforts. Fortunately, students from these two countries tend to be very united and they like to help each other assimilate into the life, culture, food and academic programs in Taiwan.

Aside from building a peer support system for students, Mona also spends time talking to them and tries to ease their anxiety. She always makes sure to include the information of Student Counseling Center in the email she sends to international students at the beginning of each semester, and welcomes students to come to her for a chat at the end of the message. Sometimes students do not want to reveal themselves to people they don't know well, but as Mona has more

opportunities of communicating with them, students are more likely to confide in her. Some students would only share their frustration with Mona after the problem was solved. There was a student who waited a whole semester before telling Mona his secret. Seeing how busy Mona is, some students would resort to other emotional outlets even if they do feel like chatting with Mona. Such considerate thought often touched Mona's heart

Just dropping by to say hi

Although Mona does not have a counseling background, many international students confide in her because of her extraordinary sense of responsibility and thoughtfulness. Mona often jokingly said that if there was a name memorization contest, she would surely win the championship. Strangely enough, she doesn't care a whole lot about many things in her day-to-day life, but once she has met a student, she can remember his/her name and face by heart. This ability amazes even Mona herself. Even now, 6 years into the job, she can still recall all sorts of information about a student when going through a name list or yearbook, and this applies to hundreds of students instead of just a few particular students.

Mona's dedication to her job is fully felt by students through many details, and positive feedbacks from students also bring immense support to Mona. There was an Australian student Mona remembers particularly well. Already a grandpa, this student was a hard working student and a recipient of Taiwan Scholarship, but he struggled to keep up with his school work. Despite Mona's encouragement and support along the way, he still decided to give up studying at NTNU. Nonetheless, he remains in Taiwan, teaching English until this day. Although he is no longer a NTNU student, he still comes back to visit Mona from time to time. Once he even brought a friend visiting from overseas to see Mona, saying that he was just dropping by to say hi. This simple, yet sincere gesture was certainly a pleasant surprise to Mona.

Mona also recounted the story of a Vietnamese alumnus who has worked with her on many activities. With her amazing culinary talent, the student was the chef that demonstrated Vietnamese cooking during an OIA event aimed at introducing exotic cuisines to Taiwanese students. She has also set up a food stall during OIA's international culture week to share Vietnamese cuisine. Through such interaction and cooperation, Mona developed strong bonding with her. This student is now married to a

Taiwanese and has a baby. She visited 3 times during her pregnancy. One time Mona happened to be on a business trip, and she left without saying much after hearing the news. To OIA staff's surprise, she returned some time later and handed some steamed buns to Mona. Mona said the buns were tasty, but it's the thought that matters more, and that it is heartwarming to know that students remember her, are willing to take the time to visit and talk to her, and show appreciation for some trivial thing she doesn't even remember doing.

Another memorable alumnus would be Rifat, the host of a TV food show that introduces good food around Taiwan. When he was studying at NTNU, he also chatted with Mona frequently. Rifat has always wanted to enter into the show business. Knowing that he was hoping to have more opportunities to showcase his talent, Mona invited him to be the host of many OIA events so that he could accumulate stage experience. When he hosted OIA's Chinese New Year event for the year of tiger, and appeared on the stage in the costume of a fortune god and a tiger striped hat, an absolute comedian in front of the audience. On the International Culture Night, students put on a show in which characters from various

▼ Student performance at 2011 International Culture Night



countries presented their performances to celebrate the birthday of the king, which was played by Rifat. Dressed as Aladdin's genie, Rifat impressed the audience with his acting.

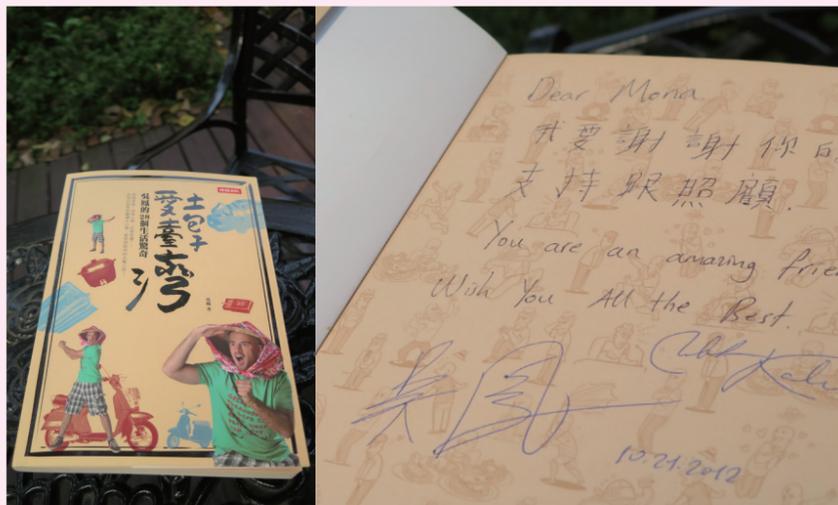
Mona said Rifat is very passionate about Taiwanese culture. He speaks not only Mandarin and English, but also some Taiwanese. While at NTNU, he liked to say "Wa Ai Dai Wan (Taiwanese, meaning I love Taiwan)" and to greet people with "Jia Ba Mui (Taiwanese, meaning have you eaten?)" when he stepped into the OIA office and often filled the office with laughter.

A bittersweet journey

As an international student advisor, Mona gets to interact with or befriend people from different parts of the world and gain more exposure to cross-cultural experiences. While it is surely an enriching experience, the job is tougher than many people may think. The main reason is that student advisors are under a lot of pressure. They need to deal with many tedious administrative details, understand students' needs and stay connected to a communication device all the time. Yes, student advisors have to be on call for a long time. When an emergency arises, they will need to deal with it whenever and wherever it may be. Mona once stayed in a police station with a student from 6:00pm to 11:00pm while the police took a statement. There were also times when she had to leave her work behind and rush to the hospital to visit students who had been injured or had an operation, with big bags of nutritional supplements.

Although Mona has a good relationship with students, she is pretty careful about not breaking the rules so students would not feel they are receiving differential treatment. Sometimes when some students become close to Mona, they make unreasonable requests or try to cut corners. Therefore it is necessary to keep some distance professionally.

▼ A book autographed by Rifat



Watching students come and go is another tough thing to deal with. After having spent advising the students, a bond would develop between Mona and the students. It is always difficult to say goodbye after they complete their studies at NTNU. The longest time they can stay is probably seven or eight years, but eventually most international students have to return to their home countries and keeping in touch after graduation isn't always easy. In times like this, Mona has to adjust her mentality, and see each international friend as a passerby and hopefully their paths will cross again in the future.

This sounds like a tough job. What keeps you on the job?

Stretching her head, Mona said with a bashful smile on her face "I guess I enjoy the job. I like meeting people and helping them. I feel achieved when I solve problems for the students so they can feel reassured and concentrate on their studies. I can't really tell why, but I just love the job. There are times I feel helpless and frustrated, and that I can't go on, but every job has its pros and cons." Additionally coworkers' support and students' encouragement are also reasons why Mona enjoys her job.

"Sometimes changes in school or government policies will also affect our work efficiency and our passion for the job", said Mona. Sometimes advisors' enthusiasm gets eclipsed by the unenjoyable part of the job. To adjust her mood, Mona created a special folder in her inbox and named it "courage." She put all encouraging messages from students into this folder, and this folder became her shelter and source of power whenever she felt she did not have the strength to carry on. Once she remembered the wonderful memories she had, she would be able to go on. At this point, these messages are already deeply rooted in Mona's mind, and Mona has stored enough courage even without visiting the "courage" folder.



STORIES BEHIND NTNU'S PARTNERSHIP PROGRAMS

An Interview with OIA staff member Jo Wang

Interview and Written by Jung Lin



"This way, please," said a poised and assertive voice that had guided a delegation of international visitors through various campus attractions, and now into the meeting room of Mandarin Training Center, NTNU's pride. The delegation just had an in-depth conversation with NTNU representatives from programs related to teaching Chinese as a second language. After being seated, the visitors saw the lively class session and exceptional curriculum design being demonstrated, and were very impressed with MTC's comprehensive placement and student advisory system. They also became aware of NTNU's expertise and passion for teaching Chinese as a second language. The lady giving the campus tour with her usual composure was Jo Wang. "Yes!" Jo thought to herself, "NTNU again managed to leave an impression", which could lead to the addition of another partner university to NTNU.

Bridging universities

Jo used to work for an US-based biotech/medical equipment distributor in Taiwan. As an English secretary to the company chairman, her responsibilities included procurement, maintenance service request, reviewing English-language documents, and translation. As part of her job, she also had to conduct business negotiations with people around the world. Four years later, Jo joined a well-known IC design company as a technical writer. Although the job offered more handsome pay package and bonus compared to a regular office job, Jo began to ask herself if the lifestyle that came with the job was what she really wanted? And were there other areas for her to exercise her expertise in English, where her efforts would mean something deeper than

providing for livelihood and helping the company generate profits? As such, she came to the now-called Office of International Affairs (OIA) to explore new alternatives in life.

Now eight years into the job, Jo has accumulated extensive experiences. She explained that the OIA plays the role of a bridge between NTNU and universities abroad through which the two parties can communicate and exchange ideas. Meanwhile, Jo and her colleagues serve as bridge makers that help foster partnerships between NTNU and universities abroad by receiving visitors, negotiating international cooperation agreements and coordinating other exchange activities.

To build a long-lasting bridge, how should the foundation be laid and framework constructed? Jo said the first step to developing a long-term

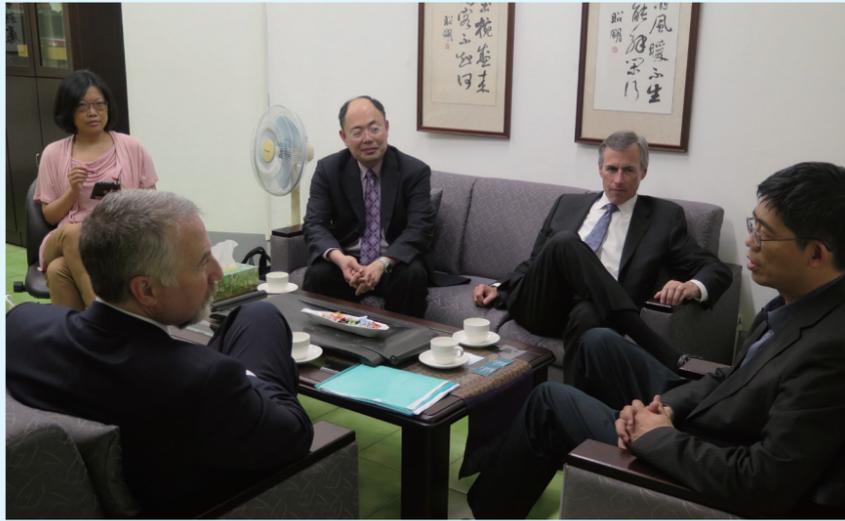
relationship is to sign a Memorandum of Understanding (MOU) which outlines the blueprint for future cooperation between the two parties involved. However, prior to the signing of an MOU, the two universities involved shall try to enhance their mutual understanding and bond with each other. Usually the interaction starts with the exchange of visits for which Jo is responsible for coordination and reception.

Receiving guests gives NTNU a good opportunity to showcase its strengths. The fact many prestigious universities abroad are interested in visiting NTNU shows that NTNU has been widely acknowledged. Therefore, NTNU always welcomes visitors with open arms and seek to accommodate their needs wherever possible. In addition to delegates from China, whose number saw a surge in recent

years amid the gradual liberalization of cross-strait policies, there are also delegates from different countries/regions coming at different times based on their school calendar. For example, June is a popular month for visitors from North America, followed by Japanese visitors in August, etc. There are also other country- or region-specific time periods in which visitors tend to favor. As such, the reception relay is non-stop throughout the year, and the OIA is busy welcoming visitors every week and every month.

For every important visit, Jo would always arrive ahead of time, going in and out of different venues, checking every procedure and details. Before the day delegates arrive, she has spent days or even months preparing for the visit. Reception itself is a complicated project. Preparatory works often involve hours of overtime, and communication with participating offices also requires a lot of efforts. As a coordinator for the visit, Jo often has to make an accurate judgement call within a short time, such as relaying information to relevant parties in a timely manner, arranging for visiting schedules, and seeking advice on candidates to join meetings with the assistance of the academic and administrative staff.

To prepare for the guests visiting, Jo would go the extra mile to think about how to present NTNU to her guests so that they can get the most out of their visit. Even if they only have 30 minutes available, it would be nice to show them a campus video presentation. She never misses any opportunity for NTNU to shine. When important meetings take place, she would play the secretary role at times as she would need to collect information about visitors, provide key information to NTNU representatives, such as the president, and attend to many little details. By so doing, the president, well informed with the purpose of meetings,



topics for discussions, and directions for potential cooperation, will be able to effectively chair the meeting and facilitate discussions between NTNU representatives and visitors. Jo said that in addition to email correspondence, it's important to create as many opportunities for face-to-face discussion as possible so that visitors and NTNU representatives could be engaged in more in-depth discussion that may help lead to fruitful cooperation.

You may wonder if there are any differences in hosting first-time visitors and delegates from partner universities. Jo said that NTNU is a top-notch university in Taiwan. Many universities overseas interested in NTNU would get in touch and request for courtesy calls (first time visitors or visits without specifying a host institution). On average, one such request is received on a weekly basis. In this case, a 30-minute general-purpose visiting schedule will be arranged during which select NTNU representatives would meet the guests and student ambassadors would give visitors a campus tour. If visitors have expressed interests in visiting particular institutions, a 20- to 30-minute presentation will be arranged to provide more comprehensive introduction to guests.

In regards to receiving guests, being etiquette-appropriate is a very important principle to bear in mind.

As a rule, Jo would read through the list of delegates and contact relevant NTNU staff members or offices to host the guests based on their position levels, and areas of expertise. Jo stressed such a process is of critical importance. "Assuming the delegation is led by the president of the university and accompanied by the dean of fine arts, we would try our best to invite our President to host the visit, and our Dean of College of Arts to join the meeting," said Jo. As a matter of fact, meetings are all about establishing links for communication between the host and the guest so that potential cooperative avenues can be explored and determined. For that reason, a reception based on etiquette-appropriate principle will also lay the foundation of a mutually beneficial relationship.

What are the purposes of these visits? What would the visitors want to find out about NTNU?

A lot of visitors come to learn about NTNU's success story in teaching Mandarin as a second language, said Jo. Our Mandarin Training Center, with its nearly 60 years of history, is known for its premium quality of teaching, and its extensive experience in the training of Mandarin language teachers. MTC does enjoy an international reputation.

Nonetheless, Jo also pointed out

some concerns she had observed from conversing with international visitors. She noted that Taiwan faces strong competition from China in teaching Chinese as a second language. China has been making all-out efforts in sending its Chinese language teachers to teach Chinese overseas at its government-funded Confucius Institute worldwide; the host institutions are only responsible for providing the hardware. That said, given Taiwan has preserved the essence of traditional Chinese, some universities abroad that value such heritage and learning environment would still be curious to see what we have to offer. After comparing the quality of teaching and learning environment between MTC and its Chinese peers, visitors are often impressed with MTC's long history of expertise and its well-developed placement mechanism, student advising system, curriculum design, program quality, teaching materials, etc. In addition to the MTC, the Department of Chinese as a Second Language and the Department of Applied Chinese Language and Culture also have excellent curriculum designs in that they provide internship opportunities for students to teach at overseas institutions in their senior years or during the winter/summer vacations. The programs make sure they prepare the students well enough for teaching Chinese overseas after their graduation. Meanwhile, cultivating research talents in this field is also an important mission at NTNU. Overall speaking, NTNU is considerably rich in Chinese education resources. Some delegates from partner universities who had worked with Chinese institutions found that NTNU is capable of offering study programs with superior teaching quality, and that Taiwan has better public security and quality of living; more friendly people, more convenient transportation and other services. Seeing all these benefits and hearing about positive student feedbacks, these partner universities

often recommend Taiwan as a top destination for studying Chinese after visiting NTNU.

Apart from interests in Chinese language education, some partners would also take the opportunity to learn more about specific departments or graduate institutes, or visit the dormitory, library and other student related facilities to get a glimpse of the student life at NTNU. They would also speak with their own exchange students at NTNU to find out about their learning and life experiences.

So, with so many excellent universities in the world, how do we identify our potential partners?

"World university rankings would be a good place to begin," said Jo.

Many may ask why the rankings are so important?

Of course, seeking partners for potential cooperation is not all about rankings; there are other criteria to be considered. One of the purposes of establishing partnership with other universities is to create academic exchange. If departments, graduate institutes or colleges can locate suitable cooperation partners according to their own criteria, cooperation talks do not necessarily have to be initiated by the university. However, for university-level cooperation, world university rankings would be our first reference. "We will then see if there is room for substantial cooperation. On the other hand, we are also being considered by other universities based on the same standards", Jo explained. When two parties, each with its special characteristics and resources enter into partnership, exchange activities can be carried out to stimulate growth in both institutions, in areas such as curriculum design, teacher-student interaction, etc.

Nonetheless, the process of identifying and screening suitable partners involves much trial and error. Jo compared establishing university partnership to making friends; "you want someone that can grow together

with, so you would first observe and try to get to know the friend to see if you share the same basic values before making the next move. After some time, you may realize some are just acquaintances while others have become closer friends that you can identify and generate ideas with. Such friendship may even lead to an expanding friendship network with the addition of friends who share similar values."

Jo added that not all exchange activities or programs with our partners are run by the OIA; many are organized at the department or graduate institute level. For instance, NTNU faculty members would often invite international scholars that they know to NTNU for lectures or for international conferences. As such efforts gradually build, they may greatly benefit NTNU's network of cooperation with other universities.

Connecting offices and divisions

Before OIA was established in 2007 following the restructuring and integration of two offices, NTNU only had one hundred some partner universities. 8 years later, the number of NTNU partners has reached more than 300, and still growing every year. Maintaining active cooperation and constantly creating new opportunities with so many partners requires prudent planning with good strategies.

"As part of OIA's long term planning, for the next five years that follow, we aim to establish as many partnerships with renowned universities overseas as possible in a bid to boost the number of partner universities and raise our international profile. When such a preliminary goal is achieved, we will then shift our focus from quantity to quality," said Jo.

But what does "focusing on quality" really mean?

First of all, let's take a look at the

form of cooperation each agreement represents.

An agreement signed between two partner universities signifies the two parties' commitment to enter a long-term substantial cooperation.

Different modes of cooperation will be defined in different agreement contents which can be generally categorized into MOU, student or faculty exchange agreement, and dual degree agreement. A Memorandum of Understanding (MOU) marks the beginning of the two parties' intent to enter into cooperation. Once the document is signed, the two parties are officially partner universities. Under the framework of an MOU, if the two

institutions have identified room for cooperation, they would usually add student or faculty exchange agreements to substantiate the partnership.

Having a student exchange agreement in place means students from either university can pay tuition at their home institution and study at the host institution without being charged additional tuition fees. The duration of the exchange for a student can be either for one academic year or for one semester after which the student will be given a transcript or certificate for the courses taken by the host institution so he/she can transfer the credits back to NTNU once approved.

A faculty exchange agreement,

as the name suggests, is an agreement that seeks to enhance the exchange of faculty members between the two institutions via research, teaching and visits.

A dual degree agreement is more special. It allows students who have completed a specified period of study at an institution to proceed to study at the partner institution to complete the remainder of the credit requirements. Once all the graduation criteria are met, students would be able to obtain a degree certificate conferred by both institutions. Such agreement can work independently outside the MOU framework. Due to the complexities of credit transfer requirements involved in both institutions, and hence the longer and more stringent reviewing process. Given the negotiation of a dual degree agreement is often time consuming, we have a relatively small number of such agreements.

The above are just a few examples of the more commonly seen academic cooperation agreements.

Not all MOUs or student/faculty exchange agreements are negotiated through the OIA. To allow for more flexibility and specialized academic needs, MOUs can also be signed on the college, graduate institute or department level, depending on the scope of cooperation. While a university-level MOU is coordinated by the OIA, cooperation proposals targeting a particular department, graduate institute or college are evaluated and negotiated by the respective party involved. Once the proposal is approved by the university committee and the President, the agreements can be signed at a non-university level. During such a process, the OIA would provide timely advice, opinions and reminders to facilitate a smooth procedure.

NTNU sees any institution it has entered into MOU with as a valued partner, regardless of the cooperation level. To focus on "the quality" of a partnership means pursuing substantial,

premium quality cooperation. For example, the two parties can discuss the mechanism for subsequent student exchange while negotiating an MOU, or even incorporate student/faculty exchange agreements under the MOU framework.

"A well defined blueprint for future cooperation is our current focus in seeking potential partners, as well as the basis in reviewing cooperation with our existing partners." Jo underlined the importance of "reviewing" existing partnerships as nowadays the agreements are usually subject to 3-5 year validity period after which an effectiveness assessment will be carried out to determine whether the agreement shall be renewed.

What we have mentioned above was an overview of the general strategies in international cooperation. However, strategies are often easier to formulate than to execute. The preparatory works involved prior to the signing of an agreement, and the maintenance efforts of a partnership afterwards are not as easy as one may imagine. Frustrations are often hidden in the communication process aimed at creating cooperation opportunities.

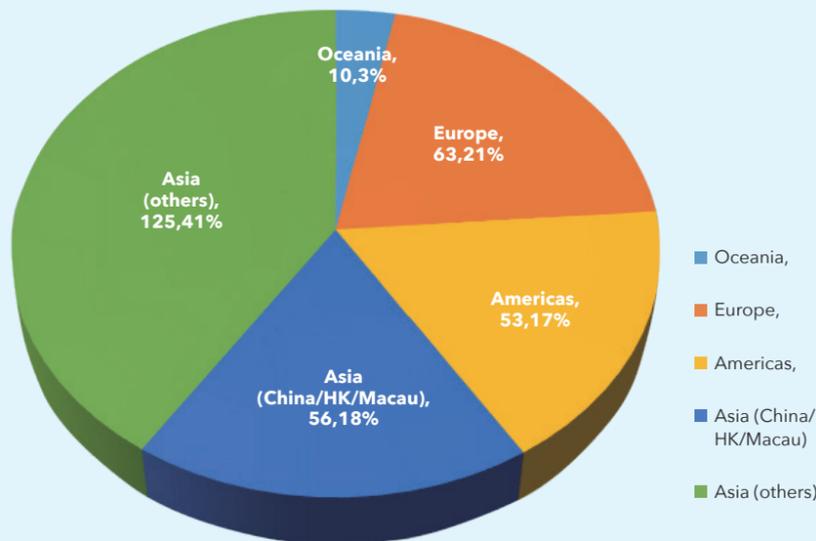
According to our conservative estimate, it takes an average of 2+ years to complete an agreement renewal with a prestigious university. During this period of time, communication and cooperation across the board are needed at NTNU to iron out misunderstandings about the student exchange scheme and provide a pleasant exchange experience for students from our partner universities.

To elaborate, there is a common misconception that internationalization is the sole responsibility of the OIA. For an overseas university considering cooperating with NTNU, it will not only look at OIA's works; NTNU's international readiness as a whole would be an even bigger part of the consideration, such as whether the course selection system is available in English, the flexibility in accommodating exchange students in on-campus housing, and the

curriculum design of the academic programs, etc. They see NTNU as a whole package. When it takes too long for different departments and divisions

to coordinate, communicate, and to work with each other, some great cooperation opportunities may just slip away.

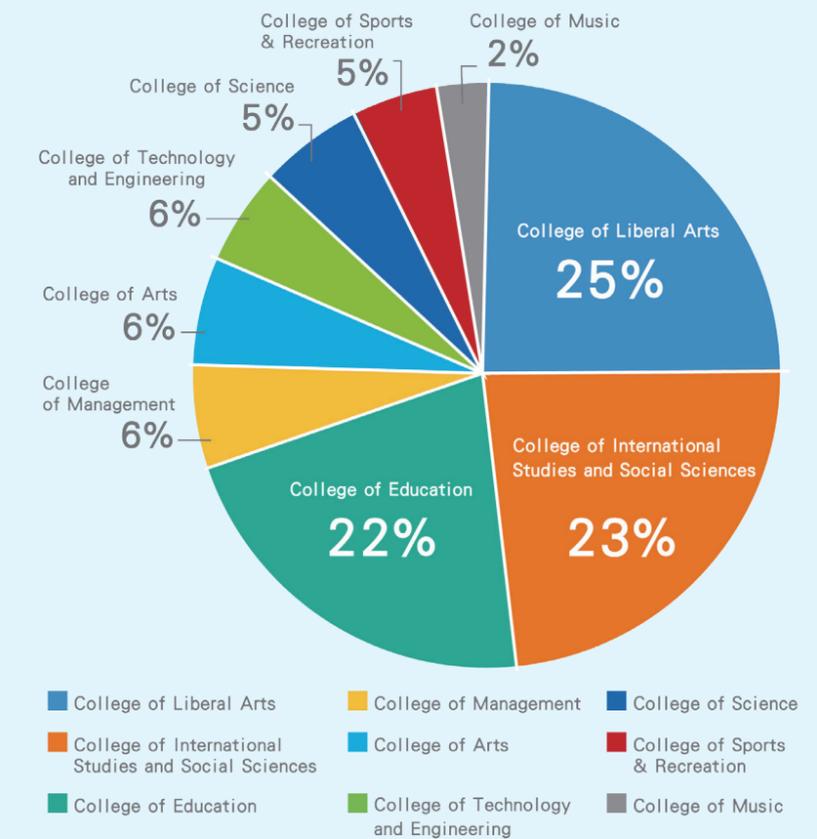
▼ Breakdown of partner universities by region (as of Jan 2015)



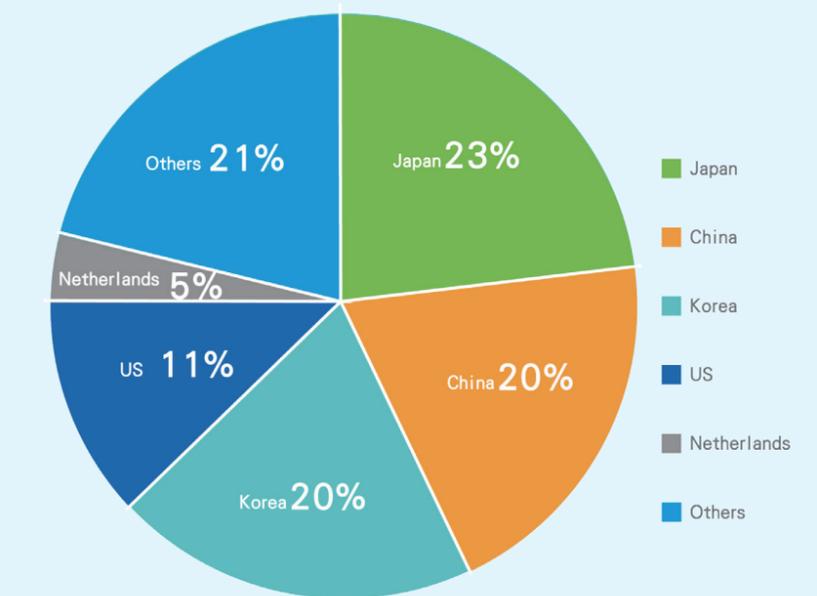
▼ MOUs signed in the past 7 years



▼ 5-year breakdown of outbound students by college



▼ 5-year Breakdown of outbound students by country/ nation



To address this issue, NTNU's top 3 colleges, Education, Liberal Arts and Science all added the vice dean position to oversee international affairs in an effort to create a streamlined process for international cooperation. This is of course welcome news for Jo. With such key coordination channel established, Jo is happy that visiting requests could be processed more quickly and efficiently, and that this in new setup could help generate more responsive feedbacks when calling for meetings on international cooperation, and in turn lead to stronger execution of international policies. To put it simply, it is now much easier to find people and to get things done.

Facilitating student exchanges

Another misunderstanding is about outbound student exchange programs. Many people focus on sending students abroad, but neglect the importance of attracting more international students to Taiwan. The so-called "exchange" is built on the premise of a Taiwanese student studying abroad in exchange of a foreign student studying in Taiwan. Without a balanced cycle, the program would not be sustainable. One fewer inbound student means one more space lost for outbound exchange. This is why

some of our exchange partners have cut down or cancel the exchange spots. To keep the exchange going, we try our best to cater to exchange students' needs and to attract more students to study in Taiwan.

Incentives for students to study in Taiwan vary from culture to culture, and country to country. According to Jo's observation, the number of exchange students from Europe, despite a modest gain in recent years, remains relatively low compared to that from Southeast Asia, Japan, Korea, etc. Unlike Japanese and Korean students who mostly come to learn Chinese, European students are used to be taught in English and tend to focus more on their areas of studies. Likewise, the same is observed among Singaporean students. As for students from New Zealand and Australia, they have to comply with their governments' requirements for minimum credits even when studying abroad. That is to say, if their home institution requires for a minimum of 16 credits per term, they have to do the same in Taiwan, which could be a problem as some of the courses they need are not offered in Taiwan, or are conducted in Chinese.

The spectrum of course offerings is also an important factor for students when selecting an exchange destination. As all exchange students are required

to pay tuition fees to their home institutions which, in North America, are far more expensive than Taiwan's. Without an attractive spectrum of course offerings, it would be difficult to incentivize North American students to come to Taiwan on an exchange.

In a nutshell, exchange students from different countries/regions have different needs. It would be a great challenge to find a one-fits-all solution, but widening the spectrum of course offerings and increasing the number of courses taught in English would be two key factors. Adding more English-taught courses that cater to exchange students' needs would be a helpful first step in attracting more exchange students to Taiwan, and that would require strong support from academic units at the university. The Ministry of Education has listed the internationalization indicator as a key criterion for university evaluation, and the number of inbound exchange students has also been a top priority under NTNU's development plan. Therefore, many departments and graduate institutes are increasingly willing to offer programs conducted in English. If a more diversified spectrum of courses can be offered in English with increasing professional curricula, it would be great incentive to attract more international exchange students,

in turn creating more opportunities for NTNU students to study with our exchange partners.

Thoughts and reflections

Once a student mobility manager and now a global partnership manager, Jo knows international cooperation programs inside out and hopes to share her thoughts and reflections on some of the things she has observed. Jo said that behind each academic agreement signed, tremendous time and efforts were devoted by faculty and staff members in designing a visiting program, receiving delegates, and communicating through email correspondence. Each agreement is also loaded with the university's hopes for students and faculty members to gain more international mobility experiences, opportunities to broaden their horizons and to reflect on their own strengths and weaknesses and cons, and to cultivate respect for cultural differences.

Take Mainland students for example, they tend to show more appreciation for the opportunity to study abroad compared to their Taiwanese peers. They are willing to spend more time in preparing for classes because competition is keen in China, and only a small percentage of students are blessed with the opportunity to study abroad. Finding out about the amount of time and work Chinese students put into studying and their perseverance is also a good learning experience for Taiwanese students.

For students from Europe and US, they are used doing a lot of out-of-class preview and review work in order, and believe they should be ready to contribute when they arrive at the classroom, instead of just listening to the lecture. They value active participation whereas Taiwanese are more used to listening to the lecture. Such a cultural difference can bring

about positive interaction between the two groups of students and offer Taiwanese students the opportunity to think and reflect.

Aside from students, teachers can also benefit from teaching a class composed of students from different countries and regions. NTNU faculty members can also work with scholars in different countries to share research ideas and teaching experiences.

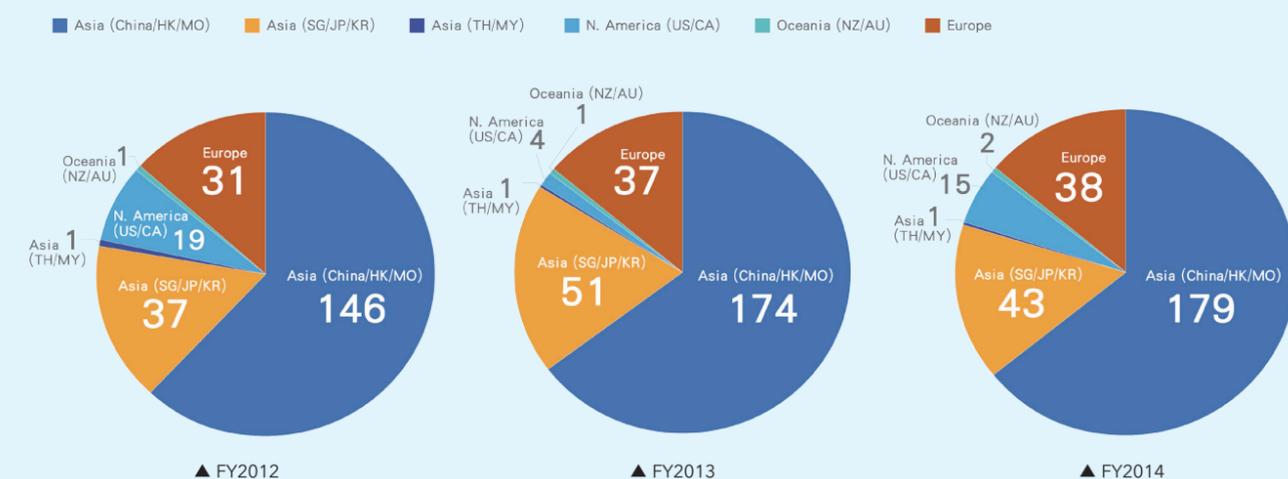
The administration system at NTNU is also becoming more flexible in order accommodate diversified needs for students and faculty from abroad and returning students and faculty members to NTNU. For instance, inbound exchange students may have different needs due to cultural differences and bring new ideas to the administrative system. As such, NTNU has been making incremental adjustments accordingly. A good example would be the adoption of a GPA-like point system since two years ago which made grades conversion easier for NTNU students.

Jo also pointed out that while we are hoping incoming exchange students could enrich the multicultural climate on NTNU campus with the piece of culture they bring with them, the host institution awaiting NTNU students would also have the same expectations. That is the ideal of a mutually beneficial exchange experience. However, Jo said there was an exchange student from NTNU who did not attend any classes after showing up for registration on the first day. This incident was made aware to NTNU by the host institution. Not only did the student lose the opportunity to learn and engage in the host institution's campus life, but he also affected the host institution's impression about NTNU. As it takes a huge amount of time and work to bring a student exchange agreement into reality, Jo would like to take the opportunity to urge prospective exchange students to cherish the opportunity and not to lose

focus on study while being surrounded by new life experiences. The student in the story wasn't aware that when he left NTNU for the partner institution, he represented not only himself, but also NTNU. Several years down the road, people may not remember his name, but will remember where he was from, and that would be Taiwan or NTNU. Jo continued with a big sigh, "It's not just about your personal reputation; it's also NTNU's."

Jo is hoping to help contribute to the advancement of internationalization at NTNU with her expertise and attentive and precise work attitude by building bridges between NTNU and different universities abroad and maintaining solid partnerships with these schools. By so doing, she expects NTNU to provide students with more opportunities to "exchange for change," so that they can enrich their life through international exchange experience. For every heart eager to explore and dream, here's Jo's words—exchange for change and change in order to be better.

▼ Number of inbound exchange students by region (Aug. 2010-Jan. 2015)

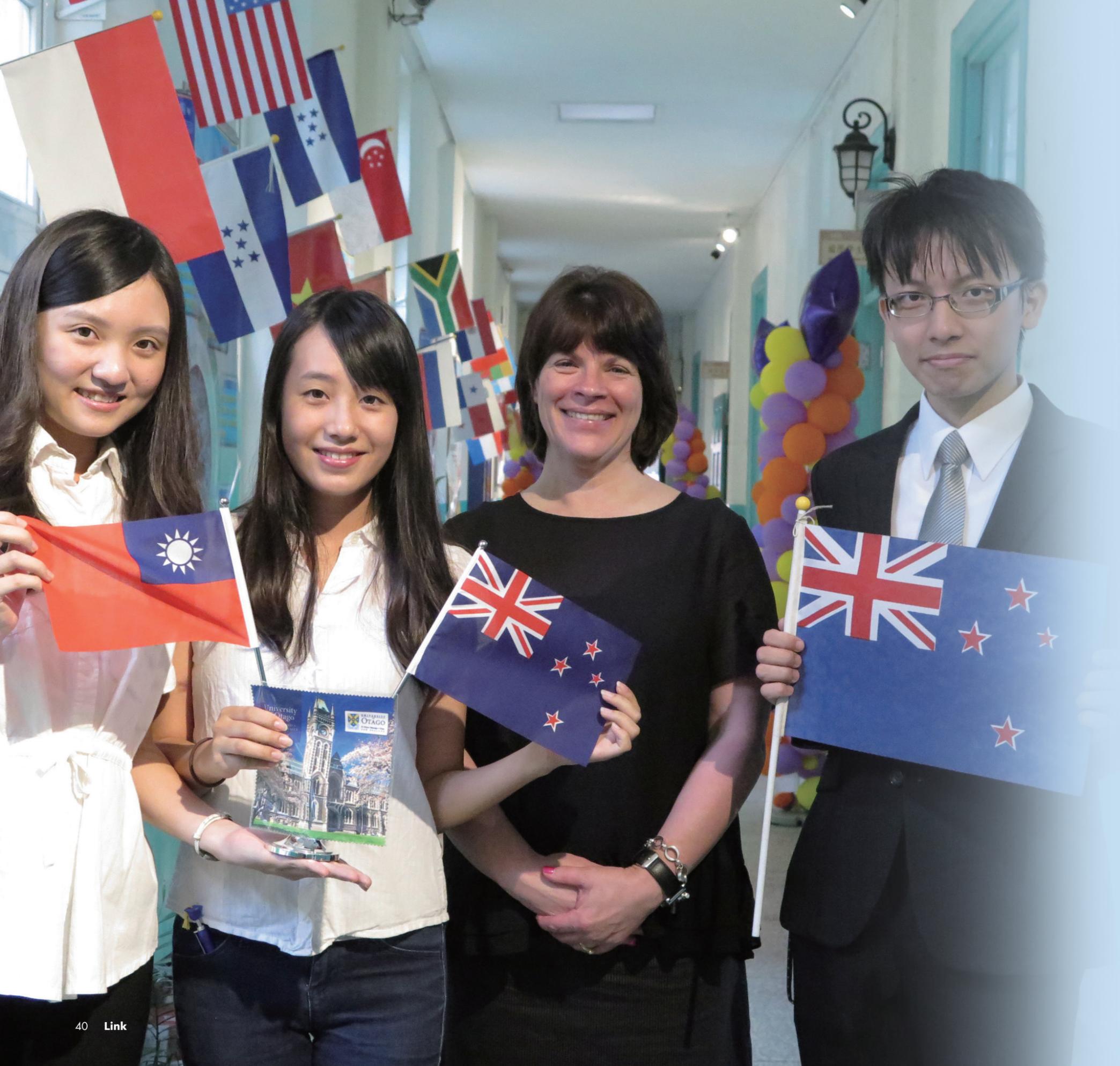




VIP ARRIVAL

▶ View Focus: Humanities Education and International Exchange of Universities

▶ Taiwan Touches Your Heart !



VIEW FOCUS

Humanities Education and International Exchange of Universities

Interviewed by Lien-En Lu, Jia-Zhen Wu

In the slightly chilly early autumn month of October, Professor Harlene Hayne, Vice-Chancellor of the University of Otago, New Zealand, traveled a long way to NTNU for the MOU renewal between the two universities. We interviewed Professor Hayne during her visit to NTNU.

Ranked among the Top 150 in the QS World University Rankings, the University of Otago enjoys a long-running prestigious reputation, and is repeatedly quoted by *The Economist* and *Financial Times* for its fruitful research results. Professor Hayne is the first female Vice-Chancellor in the University's hundred-some years of history, and a colleague of the Mayor of Dunedin, a culturally rich city in New Zealand. This unique background made us wonder what she would be like.

After meeting her in person, it became clear her distinguished academic background hasn't contained her down-to-earth personality. Her kind smile, warm aura and lively spirit immediately won us over. When she learned our reporters had rehearsed for the interview, she jokingly asked which reporter played her role and offered her advice on how to be more like her.

During the interview, Professor Hayne shared with us her impression of NTNU and her thoughts on the volunteer services, university international exchange, etc. Of course, we didn't miss the chance to ask how she embarked on the journey to become the Vice-Chancellor of the prestigious University of Otago. Read on for the full story.

Q: Vice Chancellor Hayne, we are most delighted to have you here today. My name is Joanne and I am an English major. Could you share with us your impressions about Taiwan and NTNU?

VC: I've only been here for three and a half days and it's my first trip to Taiwan. It's a beautiful country. I've only seen a little bit of the country and just within Taipei, but we've had wonderful hosts since we've been here. We had opportunities to see some of the mountains and to see the city and obviously see your lovely university. In terms of my impressions, it's a wonderful, dynamic, vibrant, modern city, but it's also remarkably clean. The people are very friendly and there's lots of international people here. Not only people from Taiwan, but we've met people from China, we've met people from the US, we've met students from Ecuador and Macau, so it's obviously a very international place. The food is fantastic. We've eaten our way through Taiwan. You are obviously very spoiled for lovely fresh food and that has been very exciting for us.

The university is beautiful and we had the great opportunity to see your Mandarin Language Training Center which we understand is the oldest one in the world and we were very impressed by the kind of instruction that students get in the Mandarin Training Center. We had the opportunity to walk around and actually watched students who were learning and everyone seemed to be happy and engaged and quite interested in what they were doing. That's fantastic. We also had the opportunity to see your Educational Psychology Department. Because I am a psychologist by training, I could have spent the whole day there. The academic staff members in that department are doing some really fascinating research about the way in which people learn and some of the

ways we can help both children and university students learn more through e-learning, so that's very exciting as well. We also had the great treat of seeing your office of the cultural relics, and again we could have spent the whole day there looking at the way in which they take the old paintings and restore them basically back to new. They explained to us the science that is involved in restoration. We were trying to understand how the painting originally looked and what they had to do in order to put them back together. Yesterday we had a great tour by two very fluent English-speaking students from your university who showed us around the beautiful campus and they showed us all the great sports facilities that you have. So far our impressions are fantastic.

We are looking forward to some ongoing relationships between our Business School and your Department of Management here. We met with some of their staff yesterday and we were already starting to think about some exciting ways that we can work together.

Q: Thank you. Taiwanese students usually have very good impressions on the natural and cultural environment of New Zealand. Assuming there is a student who is very interested in studying in New Zealand, could you use Otago as an example to tell us briefly about the education system and school organization at the university?

VC: At the university, we, like you, are a comprehensive university so we teach all of the different subjects, so students who come to our university get to focus on what they are particularly interested in. For example, for you it might be English, but at the same time, we try to encourage students to study other things as well, so to take a little bit of science, to understand a little bit



about politics, but we are also, like your university, quite interested in providing students with what we refer to as a holistic education, so not just education in the classroom, but we also strongly encourage our students to get involved in clubs, in sports.

We have a very strong volunteer center at the University of Otago where students' interests, abilities, and time availability are matched to needs in the community, so students might do tutoring or they might knit little booties for babies, they go clean up the beach, they help plant for the Department of Conservation, they go look after birds at the eco-sanctuary, so we have a wide range of opportunities. From our perspective, it helps students understand their responsibilities as citizens to the world. They have a huge privilege of getting an education and we believe that they have an obligation that comes with that privilege. One way that our students can fulfill that obligation, is to give back to the community. So students who would come from Taiwan to the University of Otago would be encouraged to get involved in those kinds of activities as well.

And the other important thing about our university is that like yours, students live on campus or nearby, so we have a very vibrant student

life. Unlike you, our university is our town. We take up most of the city and students are a very important part of Dunedin where we live, so there is a lot of opportunity for students to interact with the community and also to interact with each other because they are living on campus or very nearby.

Q: I read that the University of Otago has about 3,000 international students and around 500 of them are American students. Those are very impressive numbers. In order to attract more international students, how do you design the courses and how do you build a supportive system for the international students?

VC: There's been a lot of discussion around the world about the financial value of international students. Whether you are recruiting students in Taiwan or we are recruiting international students in New Zealand, there is a lot of discussion about how much money they bring with them. But for us, the emphasis is not on the financial value of international students, but it's about the cultural diversity they bring to our campus and the opportunity for us to share our culture with people around the world. So in terms of our recruitment, we have focused primarily on telling students about the experience that they will have at the University of Otago. There are lots of fantastic universities around the world. You can get a good education at a lot of different countries and within a country at a lot of different universities, but what's special about Otago is the way in which we look after our students. We are the only residential university in New Zealand, so we are the only university where students live on campus with us. We think that provides a special opportunity, particularly for international students who can really immerse themselves in the university

life and intermingle with all of the students from different cultures.

Often times if students from Taiwan or from Mainland China or from Japan go to a big overseas university, they tend to congregate together, so you just move a little bit of Taiwan somewhere else, or you move a little bit of Mainland China. We don't allow our students to do that. We force them to intermingle with all of the other students and I think that has been a really good recruiting strategy for us. It's one of the reasons why I think the American students like to come to the University of Otago because they are coming to another English-speaking university, but at the same time they have the opportunity of meeting people from literally all over the world. And I know this is a successful strategy because part of my job involves visiting alumni, people who graduated from Otago, all over the world and we have graduates and very successful graduates or people who've come on exchange that literally live at all four corners of the globe. Whenever I meet with these people, they always tell me how instrumental their experience at Otago was to helping them grow up. They obviously learned a lot through their classes, but what they remember most, I think, is about the interpersonal relationships that they developed while they were there.

Q: Sounds good. NTNU is also very dedicated to recruiting international students and have a good education system and research in education. In your opinion, do you have any suggestion for if we want to attract more New Zealand students to come to our school?

VC: I think one of the real values of me coming here is that it's very difficult to get a sense of the feeling of a place when you are just reading about it or just looking at it online, but actually coming to this university, there are a lot of similarities in terms of the way it feels relative to our university. The big difference though is your university is located in a big city whereas mine is located in a relatively small town and a very small country. There are only a four and a half million people in the entire country of New Zealand. That's a small fraction of the population of Taipei. For our students, it's sometimes a really big leap for them to not only go to a different country, but go to a city which is so much larger than anything they are used to. But what's really great about your university is that it's located in a city that actually feels quite very safe. It's very exciting but it still feels very kind and gentle. I think in terms of recruiting New Zealand students, a



▲ Vice-chancellor Harlene Hayne was interviewed by the reporters of LINK journal in the OIA reception room.

really good strategy for you is that the opportunity for them to really immerse themselves in an Asian culture but at the same time, the culture shock of being in a massive place with so many people doesn't feel as great. In fact, when they asked last night at dinner what was my biggest culture shock about being here, I couldn't think of anything really. It feels very familiar and safe and I think it would be a great match for our students.

Q: Thank you. We know University of Otago has been very active in interacting with its partner universities. NTNU and Otago have been in partnership since 2005. We are very happy about the renewal of the MOU. Can you tell us what you think about our current cooperation and what you expect for the future?

VC: What we signed yesterday was a general MoU and also an exchange agreement. So the exchange agreement allows students to come from your university to ours and the other way as well. That's what we've been

doing for a while. But I think what we are looking forward to is some new initiatives that will allow our two universities to work more closely together. I mentioned to you one of the things that we are talking about is a possibility of a collaboration between your Department of Management and our Business School and that provides some really exciting opportunities for students here as well as for our New Zealand students. We can bring some of our international expertise in terms of accreditation of business schools and you obviously have a lot of really influential companies located here in Taipei that our students would like to have access to. I think our two sets of academic staff in our Business School and your Department of Management will have a lot in common, so we are looking forward to that.

As I walk around and learn more about your university, there are a lot of other possibilities for interaction between our two institutions. I mentioned that I visited yesterday the Department of Educational Psychology. One of the common problems that we share both in Taiwan and New Zealand

is that although education for (I am talking about children, not university students) those at the top is outstanding and in fact in Taiwan, it's some of the best in the world, there are also some children who get lost along the way.

We are really interested in New Zealand about finding ways of helping our children who are getting lost along the way to have better access to particularly math and science education. So we have a problem in New Zealand that it is difficult for us to encourage teachers to go into the teaching of math and science which is so incredibly important for the success of young people. But your university has developed some very innovative e-learning techniques that may allow us to bring our limited number of math and science teachers that we have in New Zealand into other classrooms using electronic means.

I am really looking forward to that possibility and I've requested the professors in that department to start sending me their papers so I can see what kind of things we can do.

There are a whole lot of other areas we haven't even started to explore where we have similar interests and

strengths. Your university is very interested in marine science, and we are both island nations and we also have a very strong marine science department, so I suspect there will be some opportunities there. We are looking at sharing some of our student support services knowledge.

I went to the public meeting yesterday where your university presented a strategic plan and I was very impressed by the number of students who were present and by the caliber of the questions that they asked. They were clearly very engaged in wanting to help shape the future of the university and they were particularly interested in ways in which their own social and cultural and political development could be fostered and again, as I mentioned, we've been working quite hard on that at the University of Otago.

Another delegation from your university is coming to ours next week and we will start sharing some of what we think is the best practice in that area. There are many, many things on the go right now which become possible when you actually come and meet people and find out what they are interested in and what kind of knowledge you can share with each other.

Q: We know the University of Otago has a global reputation for its strengths in the medical and biological fields. We are also aware that your business school has been awarded AACSB accreditation which we know is a great honor. On top of that, you also have an outstanding humanities education. We want to know as the top university located in the culturally rich Dunedin, how do you combine the city's resources into Otago's humanities education?

VC: We are really fortunate in Dunedin because, as I mentioned, we are a big

university in a very small town. We have a very close relationship with the city because we are the city. I meet with the mayor on a regular basis. In fact, the mayor of our city sits on our university's governing council and he comes to our graduations and sits on the stage with us for all of our graduations. We have a very close relationship with the city. And the city is very interested in obviously cultural enhancement, so we have a fantastic relationship with our local museum which literally sits adjacent to our campus and a lot of our researchers use artifacts from the museum as part of their research. The director of the local museum is actually part of one of our major research consortia in the university as well.

The University of Otago in Dunedin also has a very long and rich history with the Chinese culture because Dunedin was the center of New Zealand during the Gold Rush in the mid-1800s and many Chinese people came to Dunedin for the Gold Rush. So we have a lot of Chinese descendants who still live in the city. Our former mayor was Chinese and we actually have a beautiful Chinese garden in Dunedin which may seem strange to some people, but again it's an opportunity for our students, our staff and the people in Dunedin to leverage off the great cultural heritage of both the university and the city. So we do have a very strong working relationship.

Our students do lots of public performances and I had the opportunity of hearing your student symphony the other night which was absolutely remarkable and our city also benefits from these student performances in music and in drama. So we have a lot of opportunities for interaction with the city on a cultural basis.

Q: In terms of policy execution, how do you strike a balance between your medical schools, business school and also humanities education all at the same time?

VC: As you mentioned, we are the oldest and the largest medical school in New Zealand. In fact, we have one of the largest medical schools in Australasia.

Our medical schools and our health sciences are the biggest proportion of our university. We have three campuses that teach medical students, so not only our main campus in Dunedin, but also we have a medical school in Christchurch and one in Wellington. They are big players in the university and they are a very, very important part of the research engine of the university, so a lot of the high-impact research that we do come out of our medical school.

Having said that, our medical school understands that it is part of a larger comprehensive university. We don't favor the medical school over the other disciplines because our view is that in order for students and even doctors to get a really comprehensive education, they need to be part of a large comprehensive university. We often tell people that we train doctors and lawyers and accountants and teachers, but our most important role as a university is to educate the next generation of citizens.

In order to educate citizens, you really have to provide students with information about politics and languages and religion and business, as well science and health science.



▲ The signing ceremony of the renewal of the Memorandum of Understanding (MOU) between National Taiwan Normal University and University of Otago in October, 2015.

Q: We know you highly encourage students to join the volunteer medical services in the local community. Besides medical services, do you also have a volunteer system for general community services or international student services?

VC: As I mentioned, we do have a fantastic volunteer center. We have a person whose whole job is to organize student volunteering and it's becoming an incredibly important aspect of our students' education. There's an interesting story about how this got started. At the beginning of the year when our students join us, I take time out to speak to all of them and there are about 5000 of them. We have a big stadium, so I can talk to them all at once. The first year that I was the Vice Chancellor, I reminded the students they were about to embark on an amazing privilege of their education at the University of Otago and that the taxpayers of New Zealand were actually funding a large proportion of their education as is the case here in Taiwan. I wanted the students to acknowledge that privilege and to recognize that with that privilege comes the obligation to give back. I said to them it was my expectation that when they graduate from the university, they would give back to the country, they would give back to the world, but they can start giving back while they were students by participating in various volunteering activities.

I wasn't sure how they were going to take this or whether they were going to pay any attention, but they did and in fact in a few months' time, the volunteer organizations in the city were calling me and saying there's too many of them; we can't deal with all of them. That's a good problem to have though. Rather than calling them off, saying okay, no more, we hired someone to organize them.

Now we have a whole office of student volunteering and the director



▲ University of Otago clock tower.

of that office Sze-En Lau, her job is to go out in the community and assess the needs of various organizations and then match those needs with student talent.

We've had some fantastic experiences with students participating in the community, either on a one-off, so they go on a Saturday, clear brush somewhere, but we also have student who volunteer on a regular basis and establish long-lasting relationships with other members of the community.

Certainly our international students are strongly encouraged to take part as well because it's a fantastic opportunity for them to immerse themselves in the daily life of New Zealanders. We think it's an important part of student life because we think it's an important part of life in general. We are hoping our students will develop a sense of

philanthropy in that way and that they will continue to give their time and talent throughout the rest of their lives.

Q: That's very meaningful. I saw on Otago's website that you are the first female Vice Chancellor of the university as well as the first American Vice Chancellor. With such a special background, have you encountered any problems and difficulties in terms of leading the school? As a female, did you face any problems in terms of gender issues?

VC: That's a great question. When I first became the Vice Chancellor, everybody wanted to know about that. They wanted to know what it was like to be the first woman Vice Chancellor

at New Zealand's oldest university. Every interview that I did and every story that people wrote about me focused on my gender. I found it very interesting because for me my gender has never really been an issue. I started getting annoyed about people always asking me about what it was like to be a girl and be the Vice Chancellor, but then I realized that the reason I never had a problem with my gender is that a whole generation of women before me had fought battles so I didn't have to and my career at Otago has essentially been gender blind. Nobody's ever pushed me forward because I was a woman and nobody has ever tried to hold me back because I was a woman either.

But our university has a very long and proud tradition of women in education. The university was founded in 1869 and they held their first classes in July of 1871. Six weeks later, the university council voted to admit women as students at the University of Otago which made it the first university in Australia where women could study. Our university has always been a place where women are encouraged to come and study, to be successful and to prosper.

I haven't really encountered any difficulties. I spent my entire academic career at Otago and my gender has never really been an issue.

The other thing that the gender question raised was that when I became the Vice Chancellor, everybody focused on the fact that I was a woman and nobody focused on two other things: I was American and the first psychologist to lead the University. To be honest, those two aspects of my background are probably more important than my gender in terms of how I try to run the university. I am obviously, as an American, very proud of my university and I spend a lot of time celebrating what is fantastic about the University of Otago. Obviously it works because no one's really focused on the fact

that I've come from somewhere else, and possibly that's due to the fact that I spent 20 years as a professor at the university before I became the Vice Chancellor.

But the issue of the psychologist has probably more than anything shaped the way in which I try to lead the university. I am obviously very interested in people and I am particularly interested in students. A lot of the changes that have happened at the University of Otago since I became the Vice Chancellor really reflect my interest, particularly in students. I spend a lot of time with students. I attend as many of their activities as I possibly can. I try to talk to them as often as possible so I can understand what they are thinking, what they want out of the university and how we can meet their needs. I think that part of my background has probably been much more important than the fact that I am the first woman Vice Chancellor, but it is something everybody wants to talk about. I think it's a very clear signal

message to young women, however, that there are no limits on what you can do with your life and there are no limits on how successful you can be in your career. For that, I am happy to be the first woman Vice Chancellor if other young women can see that there is a pathway to different kinds of successes for them as well.

PROF. HARLENE HAYNE, VICE-CHANCELLOR



Professor Harlene Hayne is the Vice-Chancellor of the University of Otago, New Zealand, and is the first American and the first psychologist to serve in this role. After her inauguration, she stated that she would retain the good policies formulated by her predecessors, carry

on the good university tradition, and stay committed to the development of a multicultural campus environment and community service education. As a psychologist, Professor Hayne's major research interests include memory development and risk taking, and has won numerous honors and awards for her contribution, including the Officer of the New Zealand Order of Merit (ONZM), for services to scientific and medical research.

The University of Otago is located in the culturally rich Dunedin. Founded in 1869, it is the oldest university in New Zealand, has New Zealand's first and only School of Dentistry, and enjoys an excellent reputation worldwide. Its motto is "Sapere aude" ("Dare to be wise").

TAIWAN TOUCHES YOUR HEART!

Interviews with Foreign Teachers and Their Families

Interview by Iping Liang/ Photo by Chen-Ting Wu.

As of the end of 2014, NTNU has as many as 183 foreign teachers (including part-time teachers) on its faculty, which represents a more than seven-fold increase from 25 in 2008. This shows NTNU's internationalization efforts have yielded fruitful results, and that it has become an ideal teaching environment for foreign scholars. Coming from around the world, these teachers, along with the pieces of the world they bring with them, have enriched the multiculturalism on campus.

When foreigners arrive in Taiwan and start teaching at NTNU, what awaits them? What problems or cultural shocks do they encounter in terms of the teacher system, benefits, or the way and environment in which their children would be educated if their families also relocate to Taiwan? How do they respond to these challenges? These are some of the questions that students sitting under the lectern can only wonder about.

For this issue, we interviewed Assistant Professor Dinu Luca, his wife and Associate Professor Ioana Luca, and their lovely daughter Sandra. We also invited Assistant Professor Aaron from Britain and his Taiwanese wife Chin-Yin Su, an instructor at NTNU, to join the interview and share with us their experiences and stories in Taiwan.



▲ Photo of the Luca family with the little girl holding the gift from the OIA staff—a sheep balloon designed for the 2015 Year of the Sheep.



Q: A lot of people have said that Taiwan is a beautiful country. When I took a German-American teacher to Hualien and Taidong, this was her comment as well. Was that your impression before coming to Taiwan?

Ioana: I kind of like Tainan. I found it very traditional. As for Taipei, I didn't expect it would be such a new city. I expected things to be a bit more traditional and older, or to see historical buildings everywhere. But the vegetation, parks, and the resources, like the MRT, are all great. It's not only about how beautiful Taipei is—it's also very organized. The MRT is very user-friendly. This culture is kind of

different from Europe's, but I am now used to the "No food or drink" rule. It really keeps the MRT clean. It's very good. Also, the parks are fantastic; so are the green spaces and the blue sky.

Dinu: I was the first in my family to come to Taiwan. It's been seven years since I arrived here as a postdoctoral fellow at the National Central Library's Center for Chinese Studies. The number of changes are tremendous. You see people have something good, but they keep on improving it. It's a good thing. Take the MRT for example. If you compare the MRT map from when we just came here and the one now, you'll find the routes have grown another 30%. I was actually

going to post the two maps together on Facebook, showing people what the MRT looked like in 2008, which only had three lines, and what it looks like today.

It's not only the MRT that has changed; it's everything. The whole environment around you is changing. The cultural ecology of Taipei is very interesting. For example, if an old building is torn down, the land will be taken care of by the mayor's office and they make it into a green space, though the land is expensive. There are more patches of green, and it's a good way of restructuring the environment. The system of the city is going to continue. It won't go back; it will only be better.

Q: (to Aaron) Is Taiwan a beautiful island to you, since you followed Chin-Yin here? Was it the same as what you had expected?

Aaron: Sure. That's the reason I am here. She told me everything about Taiwan before I came here. She didn't want me to be fooled in anyway. [laughs] Maybe one surprise is the vegetation in Taipei. Taipei is definitely a bit greener than I anticipated. When you look at Taipei on Google Map, you don't really see those jungly hills in the middle of the city, Muzha, or even Nankang I remember looking at Taipei on Google Map with my dad before I left, and he was getting a bit depressed because the map of Taipei looked so bleak, badly planned, and industrial. When I got here, it was definitely greener than that. That was a pleasant surprise. But almost everything else [to Chin-Yin] you probably prepared me for, in terms of the culture and customs.

Q: Glad to hear what you just said about Taiwan and Taipei. What about NTNU? Is there anything about its teaching environment that could be improved? For example, are you okay with photocopying your own teaching materials and using copy cards in the office?

Aaron: We have three copiers now, so how can I not be happy? I do less copying than when I first came here. I used to get quite emotionally involved when it came to that photocopying room. I do more and more with Moodle now. I ask students to help me put things on Moodle. That saves a lot of paper.

Ioana: The first year I got here, I was given an assistant by the department. It was very generous. Now I have one from the NSC (National Science Council), which is fantastic. But in my first year, I was like, "Oh, what am I going to do with the assistant?" But then I found I couldn't figure things out, so it was very efficient with the assistant helping me out with Moodle, and all sorts of things. You can now use Moodle in English, but as a new teacher at that time, I didn't really know how to use the interface or deal with different university offices and all sorts of things. And it's fantastic that we have our own office now. I didn't have one when I first came. Now most teachers have their own office and their own space. I'm glad to see that the school is making things better.

Q: When I was a new teacher at NTNU, I went to a workshop called "Hungu Camp" (Note 1). It was a half-day event. Did you go to the camp when you first came? The workshop gave new teachers all sorts of information on teaching, research funds, and employee benefits.

Ioana: I didn't go to Hungu Camp because I arrived at the end of August. I was going to start teaching in August, but I asked to come late, so I was allowed to come later than what my contract scheduled. Although I didn't attend the workshop, I was researching and studying all the time, and my colleagues surely helped me a lot, especially Joan, the chair of the English Department. Workshops like Hungu Camp are certainly a good thing, but for people who don't understand

Mandarin that much, like me, working with your partners is more important.

Dinu: I came in the second semester. I attended a two-day workshop, not the half-day kind, when I was hired. The two days were pretty full actually. We got lots of presentations. Everything was new. The instructors were giving new information and our attention was drawn to the most important points so that we could understand what it was all about. And then they gave us a tour in the Linkou campus to introduce all sorts of places. The camp I went to was held in February, 2010. There were about 20 to 30 new teachers at that time. All of us had some teaching experience, but still, we needed to adjust to the new system, to know how things worked, and to learn a new way of seeing career development. It was very useful. Very informative.

Q: As foreigners from different parts of the world, what do you think about the research opportunities here?

Ioana: I found the NSC very generous in terms of funding. I would say it was very generous, or I was just lucky. Basically, we got conferences, books, and equipment all covered, and even study trips. I would say it is competitive and demanding, and it takes a good amount to put proposals together and to write a report. It's a very strict system, but the moment you get the grant it's very generous. But if you compare NTU with good universities in the US in terms of funding, it's a pity there is no travel grant available because it actually makes you want to apply all the time. Sometimes you need some time to think or just finalize your application. It's a great incentive, especially for new faculty, if you have book allowances.

NOTE 1

Hungu Camp is a teacher conference held annually to welcome new faculty members, and to help them take a

proactive role in teaching and research. The camp lasts for a day or a day and a half, introducing the resources and services provided by the Office of Academic Affairs, Office of Research and Development,

Office of Student Affairs, Personnel Office, Information Technology Center, Library, and various other departments at NTNU.

Aaron: However you need to conform to the rhythm, to the academic calendar, or the NSC calendar. It's a difference of metabolism.

Ioana: Yes. It's a bit tough for us foreign professors at the end of the year. The NSC deadline is on December 31st. It's a really difficult job and year for us—that time of the year at everywhere else is holiday! But we can't go home! I would say that if you really want the funding, if you ever get it, it would be very generous. So the research funding here is not an issue, for you have a number of resources to tap in. But I hope the travel grant will be back because sometimes we just need one conference. I hope, just one year, I can have a break from NSC because it requires a lot. So some funding from NTNU will be helpful.

Q: Definitely. So, Chin-Yin, what about teaching from your side? How many courses are you teaching?

Chin-Yin: I only have two classes. I teach second year optional courses, culture and literature. I really enjoy teaching here because for the rest of my time, I'm doing teaching in computer companies, and I'm teaching in cram schools, coaching 16 to 18-year-old senior high school students going to college. I also teach international exams, like TOEFL, IELTS, and TOEIC. Although NTNU doesn't pay most handsomely, it's where I enjoy teaching the most. The students here are motivated and always so eager to learn. I get to share what I like very much—literature, so it's a very fulfilling experience. I get to experiment with my students, doing different stuff every semester. I emphasize more on culture than literature. I read novels with them. We read *The Age of Innocence* by Edith Wharton and the original novel *Never Let Me Go*. I'm impressed most of my students can finish that! It kind of reminds me of my own youth—that kind of excitement I first had when

I came into contact with another culture.

I teach non-majors. It's fascinating because you can see they manifest different quality. I'm really impressed with the young people in Taiwan now, even though older people like me and a lot of my peers say young people now are getting worse. In them I see they are getting better. They are more international, more open-minded, but their attention span are a little short though.

There used to be 20-30 students in my class, but now I think NTNU runs fewer of those courses, so all the students flocked to my classes! This year I have two classes: one has 48, and the other has 40. Really big classes. Ideally, the class should be smaller, I hope, because it'll be more interactive.

Q: How do schools in Romania and England structure the clockwork? Are they the same as Taiwan's?

Dinu: Very significant differences, of course, in terms of how long the semesters are. Here in Taiwan we have 18 weeks a semester. In Romania we have only 14. In England, I think they have three 10-week terms.

Aaron: At Oxford we have 8 weeks.

Dinu: So it's three 8-week terms. We were actually much more active than we are in Taiwan. We become particularly painful at Christmas—you realize that after continuing steadily for so many weeks, not only the teacher but also the students are becoming inefficient. Because the abilities to concentrate and to take in information are going down. The pressure they feel, especially these weeks with final midterms coming, is significant. They are often unhappy with their performances, and I think one of the reasons is that they are tired at this time of the year.

Another significant difference is how the days and weeks are organized here in Taiwan. Back in Romania, we have 2-hour classes, while here we have 3 hours. In Romania we have both lecture and seminar. We would lecture, and in the same week we come up with particular topics to discuss in the seminar, which could make up the inability to have conversations with the students during lectures. So, in any course you would have both the lecture part and the interactive part, which is a bit different from here. In Taiwan, it depends on how you design your course. Some courses need to end up only with lecture. I found it difficult to manage both, at least in my case. It's not easy to interact with students, but once you manage to have a course based on interaction, you would have very nice surprises. It takes a while, but then you and your students end up discussing various things. It's very interesting.

Q: Why did you choose Taiwan when applying for positions in Asia?

Dinu: My colleague and I sometimes talk about competing with other universities internationally and money in related matters, and they often mentioned that our institution's exchange programs with foreign institutes are "handbraked" because there seems to be much more resources available in universities in Mainland China. Therefore they prefer to make arrangements with those richer universities, signing MODs and sending students there. We've been talking about how we can keep our connections with the foreign institutes, and how we can build new connections, so that our students can have opportunities to do internships in Europe for two to four weeks in summer. It's very important because Field Trip of European Cultures and Tourism is a compulsory course.



▲ Assistant Prof. Dinu Luca (first from left) and his daughter, member of LINK editing team Jung Lin (second from left), Associate Prof. Ioana Luca (forth from left), Ms. Chin-yin Su (fifth from left) and her husband, Assistant Prof. Aaron Deveson from Dept. of English (third from right), Prof. Iping Liang from Dept. of English (second from right), and Prof. Feng-Lin Lin the editor of LINK journal.

We have to make sure our agreements keep on happening, and make sure that our partners don't get attracted by schools with more money and resources in China or South Korea. I'm not sure we have the solution yet, but we still talk about it all the time. The situation seems to worsen a little bit. It's not out of control, but it's true that it's difficult. For example, competing resources with the rest of Asia is difficult. But we can emphasize other values we have, like what Aaron just mentioned—democracy, and safety, and good environment, to show the spirit of this place. There is something unique with Taiwanese, making people want to come here.

I convinced Ioana to apply for a job here because my experience with people here was so nice. I like the people in Taiwan. That's why we relocated here. It wasn't money or resources. It's the spirit of the place, the vibe, and the people. I remember once all four of us were caught up by a sudden rain in Bitan. We didn't have our umbrellas, so we were like four helpless people hiding from one shelter to another. A Taiwanese couple, each of whom with an umbrella, saw us, and then the husband handed us his umbrella. I tried to purchase it from him, but he wouldn't take my money.

There are few things like this in other places, which makes living in Taiwan an interesting and rewarding experience. This is one thing that Taiwan and NTNU should emphasize—the human quality of people. You know you have the slogan "Taiwan will touch your heart." It really does touch your heart. With the emphasis of these kind of values when promoting, resourceful or money-oriented schools won't be that tempting.

Aaron: Another thing is Taiwanese people sort of grabbing toward family. If you are clearly a father or a husband, then that's one step toward being accepted. I think it's one thing slightly different if you are single here, so how Taiwan would attract single people may be very different from how it would attract people as a part of a family. Both is very easy for me because I am part of a Taiwanese family.

Q: When you relocate, what's your plan of choosing a school for children?

Ioana: Just now I had a make-up class with the non-majors from 12 to 2 pm, as there were lots of holidays in this term. I asked them "Okay, what about the second semester? Anything you would like to change?"

And they said "We would like to do some literature! And can you give some optional assignments? We would be more interested in reading novels than focusing on doing interviews or whatever we have in the textbooks." I was really surprised because our literature majors keep asking how many pages they have to read, while the non-majors coming from design, geography and history departments ask about reading novels! That's unexpected. It was only half an hour ago. I talked to the students about the optional assignments, and what things we can do to make them more motivated in this 8 o'clock class, which is killing! [Everyone laughs] 8 o'clock is really not the time for literature. No matter what you do, they are still late.

As for what Chin-Yin was talking about, that the younger generation is more open-minded, I can see this in my writing class as my students are definitely more open-minded and flexible. They see things differently; they criticize the system, but in a good, positive way: they write about grades, teachers, and how the system works. They may not be very ambitious; they don't want to be very competitive; they don't want to be the top ones. But they have their understanding of the society or the education system.

Q: Why didn't you send your children to Xinsheng Elementary School? That school is known for its internationalization, and it's not far from your place.

Dinu: I know that school. We've been there. They gave us a tour for about an hour. The environment there is good, but I felt it was a bit like a wealthy school; while JianAn Elementary School made me feel that foreign kids would be treated exactly as local kids, and it's true on my daughter and my son, from their first day at school. But of course, long semesters, lots of homework, and great pressure of exams cannot be avoided, but [to his daughter she's young, she can handle it. But seriously, so far they both have good experiences at school.

Honestly, if the kids can't adjust, or things aren't working well with the kids, we are not going to stay. They are No. 1 to us. Luckily, everything goes very well, both of them. Our son also joined primarily school this year. He was only 6 years and 3 months old when entering, younger than other kids. We were a bit worried about his adjustment, but then we found it completely unnecessary. We also had an experience of sending them to kindergarten. Now we send them to an after-school childcare where they can be taken good care of. There was a lot of paperwork to do before sending them to a new school, like filling out forms for shots, allergy, things like these. Parents have to give feedback sometimes. There are a lot of words in Chinese that I don't know, but I'm learning. People around us are very understanding. Sometimes the schools will insist on some things, like insisting that children should stay later to finish reviewing the lessons, and we will need to negotiate. In most cases, negotiations on these inflexibilities were quite well, but sometimes we think they stay too late.

Chin-Yin: [to Dinu and Ioana]

Would you feel that teachers and other children of the kindergarten treated your daughter differently? My son is the only biracial in the kindergarten, and I feel there's an opposite kind of racism going on, as he is treated better than other children.

Ioana: Being treated specially only happens in kindergarten. After going to elementary school, it's likely they get bullied as well. But during kindergarten they receive all kinds of attention and gifts. So enjoy this phase, for there will be no more after that.

Aaron: This may be better; otherwise we may have to take him to shrink to get him back to normal.

Ioana: [to her daughter] What do you think? Do you want to be treated specially?

Sandra : [shakes her head]

Chin-Yin: I don't think I will send my son to international schools, but I do worry that he will get spoiled in local schools and think that he's different from other kids.

Dinu: There are other foreign kids in Sandra's school as well. The teachers there and my colleagues told me that we don't need to shed light on the differences.

Q: [to Chin-Yin] From a spouse or a colleague's point of view, is there anything you would like to add on the topic of NTNU?

Chin-Yin: It's definitely a very good, friendly environment. I grew up in this neighborhood and I went to Shida Kindergarten. I used to live upstairs of the 7-11 on the corner, so this place was kind of my playground. Now I'm working here, and I can see another side of it. What hasn't changed is the fairly family-oriented atmosphere at NTNU. It's a bit like your live-away family or relative. You see them twice a year, and yet you're still close, and you look forward to the family gathering. I am very proud that Aaron got a job here, and I think that was the deciding



factor for my father agreeing to me marrying him. When I first "imported" this foreigner, my father knew nothing about him and didn't know where he could find out more, thinking maybe he was just here to do some sightseeing and would go back after two years.

We were actually already married on paper when he was here, so the visa process was smooth. But my father didn't hold a banquet until two years after we married. I guess his thinking was that "I'm not going to risk humiliating myself in front of all my friends if my daughter fails her marriage." I knew that my father had friends in NTNU and he had been asking questions about Aaron. So after learning that Aaron had adapted well and worked hard, and was liked and respected at work, he let us have a banquet two years later. That's why NTNU is a very important part of both of our lives.

I remember that before Aaron applied to NTNU, he already got an offer from one of the minor private universities. When he was doing the interview at NTNU, my mom called me and asked me how it went. I said it should be alright, even if he didn't get this one, there is the other to go to. But then my mom said there is no way it would work with my father if he went to that one! It's kind of interesting how NTNU seems to have some special ties with my family. For example, one of my colleagues' younger sister used to work in my father's clinic, and she lives very close to us. And there's a colleague who is actually one of my distant relatives.

Q: Is there anything else anyone wants to add?

Ioana: The working experience here is pretty good. I taught and learned a lot from my students. Although there's a language or culture gap, you still learn a lot. It's challenging when you don't speak the language and don't have family in Taiwan. But learning from my students and colleagues really broadened my mind. You get to learn many other ways and figure out your way. Dinu can't be there all the time, and I want to do things on my own. So, just enjoy the challenges.

I would also like to suggest that NTNU should have a mentor program for new teachers. I think this mentor should be from the same department as the new teacher. Not just foreign teachers, but every new teacher needs one. Also, the mentors can be consulted for general things, not just for work.

Feng-Li Lin: The Office of Academic Affairs of NTNU already set up a system (Note 2) of teaching consultation services for faculties. I am currently assisting a young colleague myself.

Aaron: A booklet telling you everything you need to do, such as evaluation, promotion, and what is expected of you as a teacher would be great. And I would be very happy if it's written down in English.

Dinu: Also, one of the things we all face is that we don't know about the level of high schools in Taiwan, so we don't know how much students know about certain topics that we are going to teach. In my own experience, figuring out what they already know from high school or college is a complicated thing. Of course, we can

only figure it out by trial and error. For instance, we don't know how much students know about Shakespeare, or the French Revolution, because you are part of a different education system. We therefore need to keep learning by ourselves from teaching them, and keep adjusting.

It's funny that I often feel I should give them something they can relate to from the Chinese literature or culture that I'm familiar with, but sometimes I notice that my references are lost upon them, because we didn't learn Chinese culture and literature the same way. Sometimes when I mention contemporary Taiwanese or Chinese authors, some would "click", while others wouldn't. Even if I could investigate all of this, it would still be impossible for me to fully grasp their background knowledge, so I basically needed to improvise sometimes based on the students' reaction, which Taiwanese professors don't really need to do. Now, that is not a problem anymore, because we have lived here for years. But the first year we came here, we didn't even know where to start.

Ioana: I remember the first year I came, I knocked on Joan's door a lot. After 4 years, I stopped knocking on people's doors and go to the students instead. I teach non-majors now, and I often have a chat with them at the end of the class, trying to know how I can do better. It's not easy to know how and what they have learned. So now I just approach the students and ask.

Also, other teachers and I have this kind of informal meeting before every semester starts. We do this for the writing classes. I believe it would be

very useful for other courses too, like the survey courses or general courses. Maybe a conference or a seminar would work as well.

Dinu: There's one thing that I want to mention. When you get your teaching evaluation, one question the students need to answer is how well and flexibly the teacher adjusts to the students' needs. This is kind of self-contradictory because there's another question asking whether the teacher sticks to his syllabus presented on the first day. I'm giving this as an example because on one hand you need to respect the rules, but on the other hand, you also need to adjust according to the students' needs. This is surely a challenge.

Aaron: You find it in academic publishing as well. I would love it if book chapters or books were taken a bit more seriously in the university, because now it's all about articles and getting them published. Whereas most of us are academics. We read books. It would be nice if books could be treated equally from the evaluation point of view. Because if you apply for promotion, an article works more than book chapters.

Dinu: Flexibility is important in this aspect as well because there are so many absolutely top journals that are not ISI. In a different university, getting published in those journals would count a great deal, but here it doesn't. I hope there'll be a bit more flexibility. Maybe solving this case by case. I understand that a system cannot work if there are too many exceptions, but again, being open to negotiation for flexibility is important.

NOTE 2

To assist new faculty members in adapting to the teaching and research environment, NTNU established the "passing the torch system", with

the Center for Teaching and Learning Development working together with each department to provide a full year of counseling and support for new teachers. Faculty members who excel in teaching, research, public service and counseling

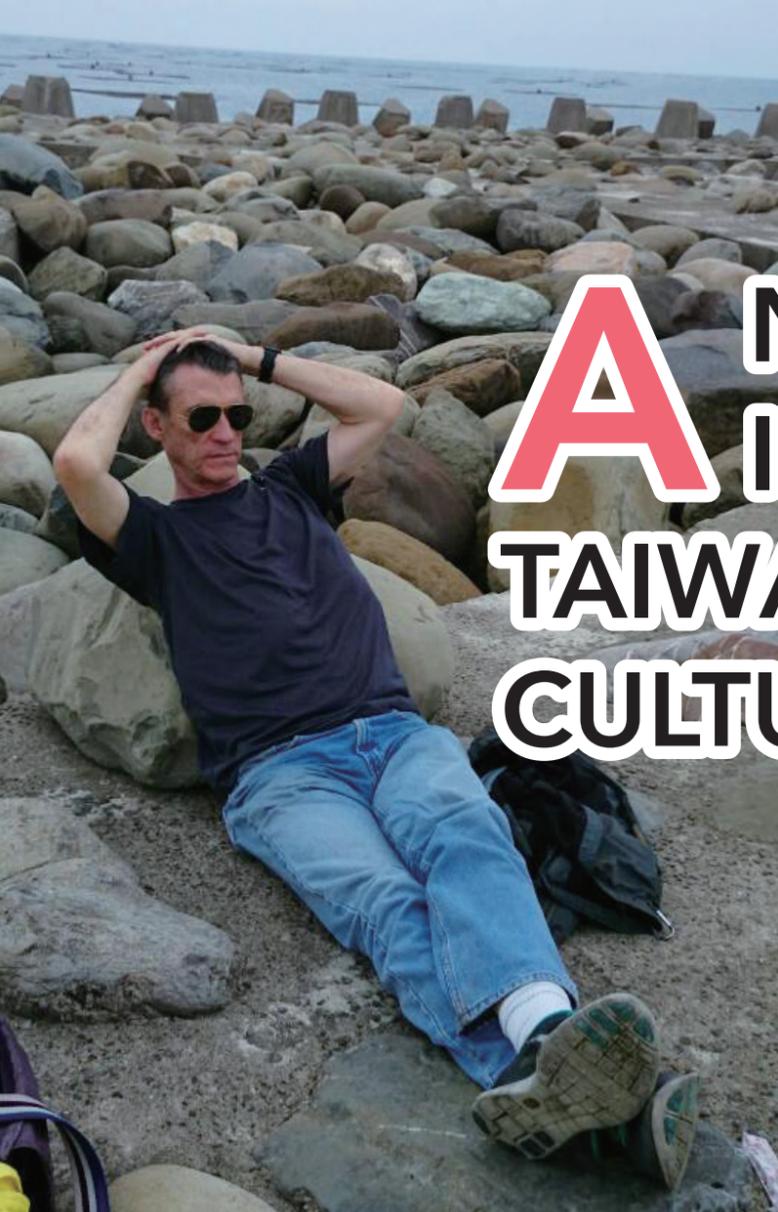
are recommended by each department, and will assist one to three new faculty members each time after receiving letters of appointment as a "pass the torch teacher" from the Personnel Office.



MY LIFE IN NTNU

- ▶ An American Immersed in Taiwanese Culture
- ▶ Taiwan, Let's be Friends !
- ▶ Just Do It !
- ▶ Experience the Difference between China and Taiwan
- ▶ I Know, I Learn, I'm in NTNU
- ▶ NTNU, Door to the Future
- ▶ Everything Is Possible, Proof It, and Do It !
- ▶ Embracing Exotic Life outside Comfort

A N AMERICAN IMMERSED IN TAIWANESE CULTURE



Robert Fox
PhD Program Of Translation and interpretation
Interviewed and written by Chen-Ting Wu

Robert Fox is an American who has been living in Taiwan for more than 20 years. Based in Tainan Xinying, he is an English teacher who is well educated on the culture differences between the northern and southern regions of Taiwan. Robert speaks fluent Mandarin. He learned Mandarin while studying in America, and consequently developed an interest in Chinese culture. His friend, who studies translation at NTNU, recommended that he do his PhD at NTNU. Although there were many other prestige institutes for translation, such as Chang Jung Christian University and Fu Jen Catholic University, Robert decided to attend NTNU because it was strongly recommended by his friend. Currently in his fourth year of study, Robert is doing his thesis on Taiwanese opera script translation.



Robert says that it was by chance that he ended up studying Taiwanese opera. The subject was chosen by his supervisor, but unexpectedly sparked his interest in Taiwanese culture. Apart from reading a lot of relevant material, Robert also regularly attends the performances at Ming Hua Yuan (明華園). After living in Tainan for several years, Robert recognizes the city's wealth of culture and history. The local operas provide valuable resources to his research. His lack of background knowledge never worries him because he knows that there will always be many people happy to help him out. The ambience and bustle in the theaters are a few of the reasons why Robert enjoys Taiwanese opera so much.

Other than Mandarin, Robert also speaks Taiwanese (Hokkien). He says he learned Taiwanese out of curiosity: while living in Tainan, he encountered many people who spoke Taiwanese to him. He wasn't comfortable at the beginning and was often worried about his pronunciation. While studying Taiwanese, he surprised to find that the language has seven pitches, almost twice as many as Mandarin has. With his passion for the language and perseverance, Robert can now, five years later, communicate with taxi drivers in Taiwanese fluently. Since he is researching Taiwanese operas, his knowledge of the Taiwanese language proves to be very helpful in translating scripts since many scripts are written in local dialects or ancient Chinese. During the interview, Robert showed off his knowledge of Taiwanese slang, saying "Wu yu, xia ye hao" (which means "it's better than nothing"), and "Kun wu qu" (which means "not enough sleep"), demonstrating his affinity for and passion towards learning.

When asked about culture shock upon his initial arrival, Robert says he was very surprised by Taiwan's tongji (乩童), a sort of Taiwanese spirit medium, because while there are similar practices back in America, the rituals and methods are very different. After he got used to it, however, he unexpectedly found the practice very interesting and was able to fully appreciate the uniqueness of this element of Taiwanese culture.

Robert is currently focusing on his translation of Taiwanese opera scripts. This area of specialty requires assistance from the professor of Taiwanese language; Robert thus has to run back and forth between departments, but he is grateful that the professors are kind enough to provide him with valuable assistance. Robert also enjoys playing harmonica. He used to play in a blues band in America that occasionally performed on campus. With his job and studies, however, he does not have the time to participate in other

social activities. But Robert still very much enjoys his current life in Taiwan.

Robert intends to look for a job in Taiwan after graduation. He also plans on taking time off every month to visit his friends in Tainan. He says there are still a lot of things he does not understand in Taiwan, but he will continue to make an effort to learn and accept these things, including the Hakka language. His fervent love for Taiwanese culture has made Taiwan and NTNU Robert's second home.





T AIWAN, LET'S BE FRIENDS!

Eduardo Jesus Jimenez Moro
Master's Program of International Human Resource
Interviewed by Yi-Hsiu Lo, Yuan-Ting Kuo

Eduardo first came to Taiwan as an exchange student at NTNU in the second half of 2012 and was very fond of the environment and people of Taiwan and the university. After returning to Spain, he decided he wanted to continue his study in Taiwan and applied for post graduate degree program at NTNU. In September 2014, Eduardo was back in Taiwan to continue his unfinished exploration.

NTNU has a good reputation

According to Eduardo, Taiwan is very well known in his country. Spanish universities offer many exchange programs with overseas universities and a lot of students from Autonomous University of Madrid, where Eduardo studied, chose to come to Taiwan for exchange. Initially, Eduardo wanted to go to USA to improve his English. However, considering his stronger interest in Chinese culture, Mandarin's increasing significance in the global economic world, as well as the experiences his friends shared about Taiwan, Taiwan seemed to be an attractive and tempting opportunity not to be missed. Eduardo hence eventually selected Taiwan as his study abroad destination. The reputation of Mandarin courses at NTNU also played an influential factor in his decision.

Mandarin is hard and yet fun to learn

Eduardo had never learned Mandarin in Spain. He had to start from scratch after arriving at Taiwan. To ensure he can read both Traditional and Simplified Chinese, Eduardo also applied to take the Chinese proficiency test set up by Mainland China. Eduardo said that speaking is the easiest part while writing is the hardest. Most European languages only comprise 28 alphabets whereas Chinese has many characters with various combinations. Recognizing the words is easy, but writing would be a different story. During his exchange, Eduardo spent two hours at language center each day learning Mandarin. The learning ambience had helped him to improve his Mandarin rapidly. While learning Mandarin, Eduardo found it challenging to differentiate some of the pronunciations, such as “ㄗ (zh) ㄔ (ch) ㄒ (sh) ㄖ (r) and ㄗ (z) ㄔ (c) ㄒ (s)”. To conquer the language obstacle and prepare for his other examinations, Eduardo joked that he could almost live in the library.

In Taiwan, Eduardo met a good friend from Slovenia who is fluent in Mandarin and offered great help in showing him the ropes as he was learning the language. They spent a lot of time hanging out, communicating in Mandarin and solving issues together. Eduardo said, during his exchange

at NTNU, with his limited Mandarin skills, he was unable to take any courses conducted in Mandarin. Therefore, the university had arranged for him to take courses at Graduate Institute of International Human Resource and Development (IHRD), where most courses are taught in English, in addition to the Mandarin courses he was taking at the language center. Now that he is a Master's student, he finds the Basic Chinese language course for foreign students offered by his graduate institute way too easy after having attended courses at MTC.

Research is a joy at NTNU

During his exchange, Eduardo met a very influential figure in his life, Professor Shih Cheng-ping from IHRD. Aside from imparting his professional knowledge, Professor Shih also provides a lot of insights to the world outside campus. To him, Professor Shih is more than a teacher. He is also a well-loved mentor that prepared them for the real world. Eduardo emphasized that Professor Shih was one of the main reasons that he wanted to return to NTNU. After graduating from university, Eduardo gave up a job opportunity in Spain so he could return to Taiwan to study at NTNU and attend Professor Shih's class. He said studying at NTNU and doing research with Professor Shih are a joy that motivated him in his learning.

Human nature

In Taiwan, Eduardo also found that many people are not good at expressing their opinions, and tend to follow what's expected of them. Many foreigners like Taiwan because people are friendly, hospitable, and polite (sometimes too polite) but they probably never thought about why they do what they do.

Eduardo said he misses the social life in Spain where friends would hang out after work for a beer or do some outdoor activities together, which doesn't seem common here. His girlfriend who is working in Taiwan also feels the same. She said that Taiwanese tend to rush home after work, and are not very outdoorsy, which is something they both need to get used to.

Living in a foreign country

During his interaction with Taiwanese, Eduardo feels that for people who have never been abroad, it is more difficult for them to relate to what it's like to be lonely as a foreign student living in Taiwan. In addition, they tend to be more reserved and stick to their own group of friends. Eduardo has a friend from Europe, who has been living in Taiwan for many years with no communication barrier. The friend mentioned that he often invite his Taiwanese colleagues or friends for gatherings but often have trouble reaching out to them as they are too shy to talk to him. Eduardo then shared his own experience. At the university, he does not have any problem communicating with his classmates but they seldom invite him for social activities. Eduardo said that “they don't realize how eager foreign students are to get to know the locals and understand more about the culture through them.” He hopes that people could be more open minded toward foreigners.

That said, Eduardo indicated not all Taiwanese are like that. Taiwan as a country is still a very friendly place. It is a very visitor friendly country. In addition, he also enjoys the language buddy system at NTNU. To him, it is a way of making friends with locals and a very efficient way of understanding the environment and culture within a short time.





JUST DO IT!

Lord Chen
Master's Program Of Physical Education

Interviewed and written by Yi-Hsiu Lo, Yuan-Ting Kuo

Indonesian student, Lord Chen, has been living in Taiwan for over 8 years now and is currently studying his master's degree at NTNU. Prior to his arrival at Taiwan, Chen was working at Bali. He realized the Chinese market is growing and knowing Mandarin would provide him a better job opportunity and thus, he left his job to come to Taiwan to study Mandarin. Chen was studying an undergraduate degree of Applied Chinese at another university before attending NTNU. With his four years of foundation work, Chen decided to expand his horizon and enrolled in a graduate study program in sports at NTNU, which he enjoyed very much. His specialties include Taekwondo, Soccer, and Chinese Martial Arts.

When Chen first arrived at Taiwan, he had zero knowledge of Taiwan and had difficulty adapting to the new environment. With a strong will and assistance from teachers and friends, Chen finally managed to assimilate into the society and decided to remain in Taiwan after graduation.

Obstacles when first arrived

When Chen first arrived in Taiwan, the tasteless Taiwanese foods made him lose many kilograms. Language was also another big obstacle for him. Even though he was born a Chinese, Chen was banned from learning Mandarin due to

the political situation in Indonesia. Only until recent years, with the growth of Chinese economy, the ban on Chinese language was lifted. Many private tutors started offering Mandarin courses around Indonesia. To him, Mandarin was never his mother tongue. He felt challenged and depressed when he first started because he could not understand the lecture at all. However, Chen has a natural strong will in overcoming his obstacles. He always refers to his grandfather's life experience as a reminder of finding a way to conquer his fear and difficulties.



Chen sorted out his problems by attacking one at a time. To overcome his study difficulty, he would study the text books thoroughly during class and discuss issues or questions with teachers after class. At home, he would find out the meanings of all those vocabularies that he didn't understand and do a few revisions. His method worked well for him. As such, Chen improved his Mandarin gradually, which eventually garnered him enough confidence to apply for a master's degree at NTNU.

Under the influence of the strong notion of ethnic division in Indonesia, Chen recounted that he spent most of his school life fighting with others. As a Chinese, he was always provoked or bullied by other students. A routine weekly one-on-one or many-on-one was a common 'activity' for Chen. Such prejudice bred a strong sense of identity to being a Chinese in Chen. However, the feeling was the other way around after he arrived in Taiwan. Chen was studying at a university in Miaoli with not a lot of international students. His heavy Indonesian accent had made him stand out in the crowd. Some did not consider him to be Chinese; instead, they treated him like other manual labor from Southeast Asia. Chen felt humiliated yet furious and decided to be isolated. However, in time, Chen realized that not all students are the same. He started showing his friendly side and initiating approach to some. And now, several years later, Chen still maintains a close relationship with them and catches up at least once a month.

Aside from study, Chen also works part time at the Office of International Affairs (OIA) at NTNU to support himself. The colleagues at OIA have offered him a lot of assistance in terms of registry, visa, social activities or daily chores, which made him feel very at home. Chen would also like take

the opportunity to thank Professor Keh Nyit-Chin and the deceased Dean Shi Chi-Ping from his department for their supports and caring.

Although the prejudice toward Chinese in Indonesia has diminished over the years with the rise of Chinese economy, Chen said he prefers the convenience and comfort in life in Taiwan. He intends to look for a job in the business sector after finishing his study. When being asked the relation between Physical Education and Business, Chen explained that there are businesses that require people with a sports background such as Asian Games, Exhibition, or Marketing. The opportunities are abundant. Therefore, he intends to look for a job that could apply his knowledge in both areas.

At the end of the interview, Chen offered some advice to the new international students. He encouraged them to be brave and "just do it!". Do not let your fear stop you from doing what you like, take the initiative in making friends, develop a positive attitude, join social clubs, and learn about Taiwanese culture. He also recommended that students participate in the events organized by the OIA because it is fun and full of surprises. Last but not least, Chen added, "Be brave, open your heart, there will always be someone around to help you out. Do not be afraid to chase your own dreams."



▲ The Picture was shot at OIA International Lounge.

EXPERIENCING THE DIFFERENCE BETWEEN CHINA AND TAIWAN

Mu Yi Zhang
Master's Program of Chinese

Interviewed by Yi-Hsiu Lo, Yuan-Ting Kuo
Written by Mu-tien Tseng

Native of Shandong province, Zhang MUYI moved to Beijing at the age of 6. After graduating from Beijing Normal University, she came to Taiwan in September 2014 to continue her post-graduate study in Chinese Language at National Taiwan Normal University. MUYI had always been attending school near where she lived, going to a university away from home has given her the opportunity to explore further and be independent. However, she wishes to return to her hometown and become a high school teacher in the future.

Education between Taiwan and China

MUYI thinks students in Taiwan are given less training in essay-writing while in college. Back in Beijing, students would start such training from their freshman year, usually writing around 3000 to 5000 words. With persistent training, by the end of senior year, students will not find it difficult to submit their thesis. MUYI has also found that Taiwanese teachers are very hard working and like to interact with students in class. At Beijing, there is little interaction between teachers and students as students are expected "to be lectured" and prepare various kinds of homework, topics and research ideas on their own. In Taiwan, teachers would focus on specific

topics and lead students through analysis and discussions in addition to lectures. When assigning homework, Taiwanese teachers would often provide clear directions. Considering the class size in China, the heavily lecture-oriented teaching is not surprising. MUYI feels that Taiwan has a more rigorous style of study and the teaching method builds a more solid academic foundation for students.

Joining student clubs—a competition among elites

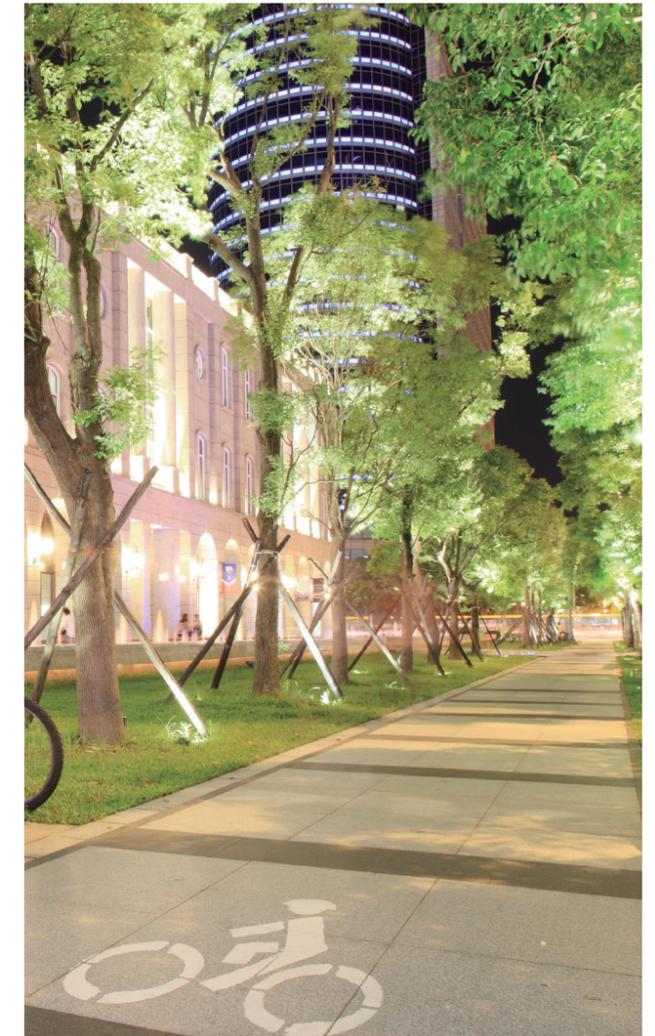
The student club culture in Beijing universities is almost like the operation of a small society. All the members have to go through a furiously competitive selection process involving an interview and a written examination in order to join a club. Students with insufficient or no relevant experiences will have difficulty being accepted by those elite clubs, such as United Nations club, debate club or journalists club. Such clubs are the center of attention and spots are fiercely contended; only the "cream of the crop" students could get in. MUYI recounted that during her university years, she had been heavily pressured by the keen competition, both academically and extracurricularly.

Cycling spree

"Cycling spree" is just another "cool and fun" term people in China use to describe a biking activity that seeks speed and acceleration. While at Beijing Normal University, MUYI was a member of the local cycling club, and often "street swept" the "highway" near the Olympics Park, racing friends on mountain bikes and enjoying the adrenaline rush from an immediate gear shift. She even planned a 100km road trip to Hebei province. At night, when Chang'an Street is less crowded, MUYI would slow her pace down to enjoy the scenery of Tiananmen Square and the Palace museum. MUYI said, in Taiwan there are restriction about bike riding. The separation between pedestrian and bike paths make it safer while the streets in Beijing are wider and flatter, more ideal for "street sweeping".

Impression of Taiwan

Since arriving at Taiwan, MUYI has explored various famous attractions, including the north coast with the International Volunteer Group and the picturesque sunset at Tamsui Fisherman's Wharf. Not long ago, she visited Yingge Ceramics Street and found some unique ceramics and art crafts which she had never seen in China. MUYI said she has not had much chance to see the ocean since she was young, so she particularly enjoys taking a short bus ride to Nanfangao fishing village where she can bask in the serene beach surroundings. Having visited Taiwan, MUYI's mother believed that the cultural and humanistic environment of Taiwan is a perfect fit for MUYI's non-competitive nature. Compared to the highly competitive and stressful lifestyle in Beijing, MUYI prefers the rhythm of Taiwan.



▲ Taiwan bicycle path.



▲ The Picture was shooted at Qixingtan Scenic Area, Hualien.



I KNOW I LEARN I'M IN NTNU

An interview with Pandit Ambre
Master's Program Alumnus of International Human Resource
Interviewed by Yi-Hsiu Lo, Yuan-Ting Kuo, Lien-en Lu

Casually-dressed with a broad smile on his swarthy face, Pandit Ambre arrived Neihu MRT station at one o'clock sharp Saturday afternoon and headed for the venue for the interview with the interviewers.

"Talkative and cheerful" was our first impression of Pandit. Pandit kept on laughing, chatting with us and asking all sorts of questions curiously even stopped for taking a picture with an uniquely-designed building on the way to the interview. This is Pandit, extroverted and being close to everyone easily.

However, the more detailed the interview was, the more we realized in addition to his optimistic spirit and the support from family, his great determination and perseverance was the key to finding his own stage and being successful in this foreign land. Learning Chinese, studying master's degree and working hard at the same time could be pretty exhausting, yet instead of surrendering, Pandit planned his life and future with calmness and discreetness.

We will not only see Pandit's enthusiasm of learning and love to Taiwan but also find out how Indians think about Taiwan throughout the following conversation.

Q: Could you please introduce yourself?

My name is Pandit Ambre. I've been in Taiwan since 2008. I joined NTNU for a master degree in International Human Resource Development (IHRD) and finished studying in 2010. Currently I am working for an international company called Winmate in Taiwan, which produces industrial PC and displays, but not for home or consumer use. I am responsible for handling 7-8 Middle East countries, including India, Pakistan, Sri Lanka, etc.

Q: Why did you come to Taiwan to study human resources?

My first intention was to study abroad. I wanted something additional other than my master degree, and I decided it would be better if I can learn another language, such as Japanese, French, Chinese, etc. Afterwards, considered of China and Taiwan are covering most of the global electronics market, and Taiwan produces a lot of high quality electronics products, and China is the biggest supplier, I decided to go for the Chinese language.

To get my master degree in Chinese, there are obviously two places to go, China and Taiwan. When I came to know Taiwan, I felt Taiwanese people are more friendly and very helpful, so I decided to go for Taiwan.

Beside, my brother came before me to do his PhD here at NTNU. Through him, I came to know the country, people, the education here. I knew if I came to study for my master degree in Taiwan, my Chinese would improve very quickly.

Q: So what made your brother decide to come to Taiwan?

Taiwan's Academia Sinica is one of the world's top research centers for chemistry, physics, biology, etc. My brother was looking to do his PhD degree in chemistry. He found out the research in Taiwan was very good, and he also found a very good professor through the institute. That's how he decided to come to Taiwan.

Q: Did you know any Chinese before you came to Taiwan?

Not really. I wanted to study in your language, but I didn't have the opportunity before I came. I started learning Chinese once I arrived here.

For the first year, I was very busy with the master program, but I still took classes at MTC as our school required. After finishing my master degree, I studied Chinese at MTC for 4-5 months when I started working part-time. As we know, MTC is one of the best-known such institutes in the world. The way of teaching is very good, especially in reading and writing. Reading and writing in Chinese is really difficult. My focus is more on listening and speaking as I wanted to communicate with people. There are some additional resources available for the training of speaking and listening at MTC besides regular classes, like you can watch movies and have discussions with people. Those courses and resources really helped me a lot. The way they developed the education system at MTC is also very good.

Q: Are there many international students in your program?

Yes, the ratio between international and Taiwanese students is about 50:50 in my program. When you study in a different country, a language barrier would usually be there, but in our department, IHRD, we never feel the communication gap

because everyone speaks fluent English. They always wanted us to speak Chinese, but when you encountered particular issues or problems, they always helped us in English.

Q: Did you major in human resources in college?

Not really. My major was economics, but I decided to go for human resources when I came here. There actually wasn't that much connection between the two, but my goal was to focus on the international marketing. The IHRD program had a lot of courses that can help me to develop my career in marketing, such as cross-cultural communication, international organizations, etc.



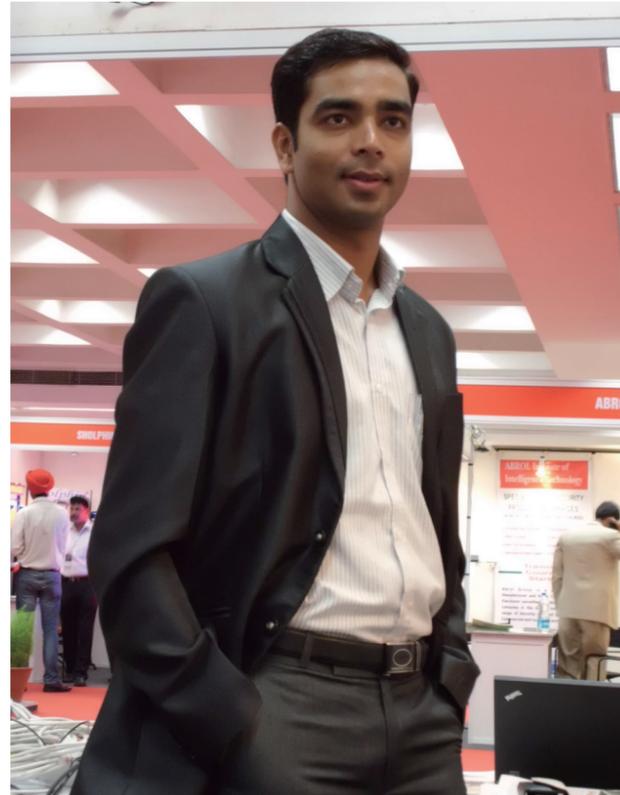
▲ Mandarin Training Center of National Taiwan Normal University.

Q: You said you wanted to study marketing, why did you choose NTNU over other universities?

I wanted to do my master degree abroad. That was the most important thing. Whether it was human resources or marketing didn't actually matter that much to me at the time. When I looked at the curriculum design at IHRD, there were many core subjects, but there were also many optional courses that you can take to shape your career. As such, I knew the school and the education system are both very nice, the courses are taught in English, and I already knew about the university as my brother was there. So I decided to go for NTNU. My brother was very familiar with the nature of the professors at NTNU as well as the Office of International Affairs (OIA), and the kind of help he could get from them. So he told me to make NTNU my first priority.

Q: During the course of your master degree program, did you meet any professors who influenced you a lot?

All the professors in my department are very nice and helpful. When you study abroad, language communication is often a problem, but that doesn't exist in my department because our professors have all studied abroad and have really strong qualifications. They are very good communicators and experienced teachers. As they had the experience of studying in another country, they know how to help and support international students. If I were to talk about only one professor, that would be Professor Wei-Wen Chang. She was my thesis advisor. The way she helped and guided me was very nice. I have never known a professor like her so far, and I might never be able to find a professor as helpful as her. When I came from India, my knowledge and thinking was very limited. When I was writing my thesis with her, she has given me really big ideas and shared her experiences. She has helped me not only to write a thesis, but also to expand my thinking and my career. She taught me to think globally. In that way, she really helped me a lot. There's something I'd like to say about her, something I always remember when I think of her. Every time she made a comment about my report or my work, she would always say "you have really done a good job, but there is something you can do to improve." When she raised her two fingers, you know a "but" would follow. I really loved that word. I like how she would always say something positive first. That gives us the feeling that she really cares about what we do. Even when she was trying to give me some homework, it didn't seem like homework. She would say, "If you do this, it would have some benefits." I really like the way she explains things.



The education systems in Taiwan and India are very different. For my master degree here, I have done one thesis and two publications. In India, there wasn't that much research. Writing thesis and publications was quite new for me. When I talked to my friends who were getting a similar education in India, I realized they didn't do so much research. Here in Taiwan, we focused not only on the theoretical knowledge, but also the practical know-hows. For instance, when we were talking about the establishment of a new organization, we did visit people in organizations and took interviews. You can see we focused on both theory and practice. That's something I really like about here. In India, there are also student internship programs where students will work for an organization for 2-3 months after graduation, but in Taiwan, the practicum started as early as the in the first year of our program. We visited companies, and we did HR interviews. I think those activities we had outside of school were really different.

Q: Did you start working right after graduation?

I joined the master program in 2008. At the end of 2009, I was looking for a 3-month internship program, which was very difficult for me at the time. Then one of my seniors introduced me to a company, I passed the interview and

interned with the company for 3 months during the summer vacation. After that, I liked the job, and the boss liked me, so I kept working in the same company. During the second year of my study, I started working part-time at the company, 2-3 afternoons per week. For the rest of the time, I continued with my coursework, research, and also my Chinese classes. In the first year, since I wasn't familiar with the education system and the environment, I decided to focus solely on my studies. For the second year, I already came to know the system and my capability, so I decided to start working and studying Chinese in addition to my degree courses. That was a busy year, but I learnt a lot.

There's something I would like to add. I had a discussion with my adviser Dr. Chang about working, doing the master and learning Chinese all at the same time. If it had been a different professor, I might have been asked to focus on one thing and drop the others. However, because of Dr. Chang's help and encouragement, I was able to keep them all. She never pushed me to give up on any of the things I was doing. Instead, she told me she believed what I was doing then would be good for my future and that I could finish my studies, and she really did all she could to help me. When I was preparing for my thesis defense, for any emails I sent

her, she would always reply within an hour. Those were the quickest responses on the internet I have ever received from anyone, and those responses really helped me to proceed with my research. She was always there when we needed help. After each class, she would return to her office. She always welcomes students to meet and discuss with her even without prior appointments.

Q: Did you face any difficulties in searching for new jobs?

Job hunting in Taiwan is never easy, especially for foreigners. I would say probably 70% of the job opportunities are advertised in just a few large jobs hunting websites, such as 1111, 104, etc. Sadly, none of them has a website in English. I guess if you really want to find a job in Taiwan, you should know some Taiwanese people, or you should learn Chinese. Getting my first job was the easiest. My friend introduced me to the company, I went for the interview, and got accepted. That was it. After my first job, finding a second job really became challenging. I had to open an account with a job search website. For someone who didn't even know his name in Chinese, putting a resume online was unbelievably hard.





NTNU, DOOR TO THE FUTURE

Article by Uğur Rifat Karlova
Famous Entertainer in Taiwan and
Master's Program Alumnus of Political Science

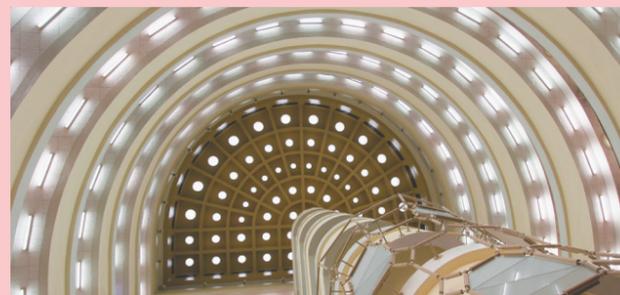
In 2006, before I was awarded scholarship from the Taiwanese Government, I did a lot of researches about Taiwan education and found out that National Taiwan Normal University (NTNU) is one of the prestigious universities in Taiwan. I also know a senior who had studied at NTNU. She always told me about her experiences in Taiwan. After I successfully obtained Taiwan scholarship, NTNU naturally became my first choice.

In September 2006, I officially became a student at NTNU Mandarin Training Center (MTC). During my first year, I concentrated on improving my Mandarin so I could go for NTNU Master's program in the future. During these times, I also tried to adapt to the new environment. The university provides a good learning environment and many facilities to the students, such as the gym, swimming pool and library. I particularly enjoyed spending time in the library because it is full of books and resources. I spent hours in the library everyday reading magazines from around the world, watching DVDs and enjoying books about cultures and stage performances. When I was tired, I would, like many other Taiwanese students, take a nap in the library.

Between September 2006 and June 2007, I participated in many activities held by MTC and met a lot of friends from around the world. It was an eventful and unforgettable memory. Happy days always make time fly.

In June 2007, it was time for me to apply for graduate school. As a student, choosing a major and field of research is an important decision in life. Graduate school will allow me to specialize in the subject I am interested. My interests are in history and culture, and therefore I started looking for the department that was most suitable for me. I realized NTNU has a department of Political Science, specializing cross-strait policies, which really interested me. To ensure I would make the right decision, I decided to pay a visit to the department to obtain more information.

At first, I was worried that the Chairman would not see me but I was wrong. The Chairman immediately invited me to his office after knowing that I was interested in applying for his department. Contrary to what I had expected of a chairman, he was surprisingly friendly and helpful.



▲ NTNU Library



The decision to visit the Chairman's office proved to be a right one. The Chairman at that time, Professor Wen-Cheng Chen not only changed my impression about a chairman but also my future. I would never forget what he told me. He said, "Rifat, welcome to our department. Firstly, I would like to tell you that you must choose a department that is most well-suited you, or else you won't succeed. You must also have a positive mind; a study that you are not interested in will fail you. Perhaps you are thinking of applying for various departments or schools, but I suggest you consider our department, and learn about Chinese culture, history, and Taiwan. By the time you finish, you will find a new you." It felt like a conversation with an old friend. In his office, it felt very welcoming and homey. Students must be lucky to have a teacher who cares so much about them.

A Turkish friend at the same time recommended that I apply for Industrial Engineering at another university. However, after chatting with Professor Chen, my mind was set. I wanted to study something that I was interested in, not what others expected or suggested. I wanted to study Political Science at NTNU because I knew I would enjoy studying there!

In September 2007, I started my Master's degree in Political Science, learning about the cross-strait relations. I met a lot of interesting teachers and friends and they all offered me a lot of help during my study. After class, I worked out at the gym to keep myself fit. I also studied in the library, and discussed Chinese history and culture with professors. Professor Chen was right, it really widened my horizon.

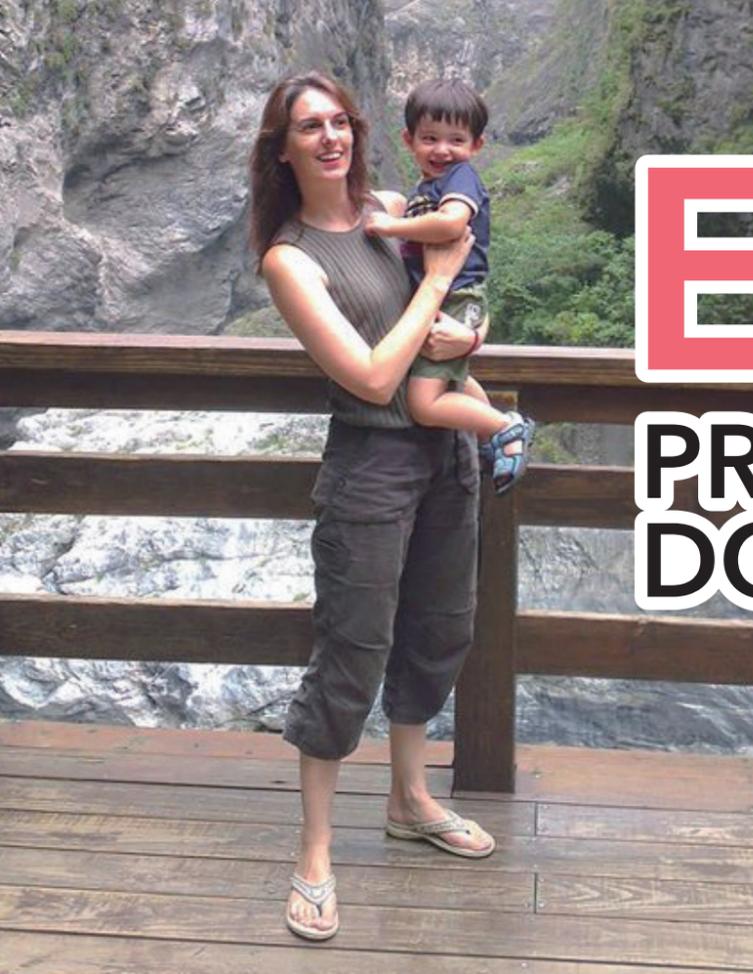
My thesis was about Li Hong-Zhang (李鴻章) and Self-Strengthening Movement (自強運動). I had never thought that I could learn so much about Chinese history. I graduated in June 2009 and have been happy to be an alumnus of NTNU. In 2011, I translated my thesis into Turkish and published it in a book named "Modern History of China". I am so thankful to NTNU for all my success and for making my parents proud.

All of my classmates are successful in their own ways after graduation. Some of them became public servants, some opened their own businesses, and others pursued studies overseas. Every time I return to NTNU, I always remember my conversation with Professor Chen back in 2007. His encouragement and guidance had led me to my success today.



Rifat's Profile

Chinese Name: Wu Cheng-Feng (吳承鳳), Turkish, (Turkish name: Uğur Rifat Karlova). Rifat made his fame in a Taiwan's tourism program, "Playing Off". His humorous style and unique accent had won him a Golden Bell Award. Aside from the tourism program, Rifat also appeared on TV drama such as "Who's the one" and movie "Black & White".



EVERYTHING IS POSSIBLE, PROOF IT, AND DO IT!

Article by Charlotte-V. Pollet
PhD Program Alumnus of Mathematics

It is an honor to be asked to write a column for the journal of foreign office in NTNU. Yet, instead of writing an official paper, I decided to share my personal experience. I hope to share my enthusiasm, my encouragement and advice for foreign and Taiwanese students who want to go abroad.

Let me tell you the little story. I left France and Switzerland to study in National Taiwan Normal University in 2007, after several years as a teacher of philosophy in high school. I am now assistant professor in the Center for General Education in National Chiao-Tung University where I teach philosophy and history of science. My research specialty now is the history of mathematics from China and India. As I wanted to learn more on mathematics written in Chinese, I spent six years of my life in NTNU, a first year in Mandarin Training Center for intensive classes and the five other years in mathematics department. These were six years of emotion, of joy mainly and of tears sometimes too.

I remember that arrived in Taiwan in summer 2007 right after a typhoon. I was full of hope and enthusiasm for a joint Ph.D. project between Paris 7-Diderot University and NTNU. When I arrived, everyone from the two universities believed in universality of education and that nothing is impossible with a good communication. Yet, the reality of teaching and

learning practices was quite different and we spent more time to conciliate the un-reconcilable. In my countries, people in such situation used to repeat Napoleon's words "impossible is not French" and so here the impossible became real. Let me explain more the situation.

In France, students do not have to take courses to study for Ph.D. There are no qualifying exams too. Actually there are no exams at all. A Ph.D. student is a full time researcher who has to dedicate maximum four years of his life to the writing of big masterpiece which will become a big heavy book. The only exam is the Ph.D. defense and the most important part is the book itself. In Taiwan, students have to take many classes to get credits, to pass many exams for each class, take several qualifying exams and write a small dissertation with research papers. As there are many classes to take, it is common for student to spend five to seven years before getting the diploma. At this time, I was very lucky to be the recipient of Taiwan Ministry of Education scholarship. This scholarship was for four years (including one year in MTC). This means that I had to finish the two programs in three years, including Taiwanese style exams and classes and French style bulky dissertation. I love challenge, and that was quite a challenge! But the most challenging part was that I studied in two different departments. In France, the tradition

is that history of mathematics is a branch of philosophy department, because most of the philosophers were trained in basic mathematics too. While in Taiwan, the branch belongs the mathematics department only. This implied that I, a French philosopher, had to pass all the exams in mathematics in Chinese in less than three years... Failures could imply problems with the scholarship and my ARC renewal. My feeling was that I had to climb the Mount Everest without snow shoes!

So with my advisor in NTNU, pr. Horng Wann-Sheng, we decided to proceed step by step, starting with classes and deciding of an agenda for the qualifying exams. The method was in fact Cartesian: start with the known elements and finish with the unknown ones, cut every big step into smaller steps. I will never forget my first class in the mathematics department of NTNU. When I arrived in class all the students suddenly stopped talking and stared at me. I'm the first European, maybe the first foreigner, who chose this department. During the first weeks, the sits on my right and left were always empty. And it was very difficult for me to understand the course. At this time, my Chinese level was insufficient. But day after day, I could understand and speak...and make new friends. I want to encourage students to work that way. No matter how good or bad your language skills are, you can always improve afterward. You will learn more in situation than in preparation. The most important requirement is patience.

Pr. Horng and I decided to keep the difficult part for the end. This is where I will also never forget my last exam: qualification in abstract algebra. This topic was not of my expertise and, nonetheless, I had to pass whatever the cost... and naturally I failed the first time. For strange reasons I could not concentrate the day of the exam. Right after, I

discovered that I was few weeks pregnant when I tried to take the exam. My Taiwanese husband was so happy. Me, I wondered how to make it. So I took the exam once again eight months later. I still remember my eight months belly, my baby kicking while I was answering questions and solving equations. This is something a mother cannot forget. This second time, I passed, and of course, my son was named after famous mathematicians from China and Europe! I will always be indebted for the people in mathematics department who helped me, gave me advice, explained me each chapters of the books, corrected my exercises, and answered patiently my questions... I want to advice student to never lose hope. The wonder of Taiwan is that Taiwanese people always find solutions to every problem. There must be some magic here. If you fail once, try again and trust your classmates and professors. If you don't know how to solve something, they know!

Naturally, at the end it took me a little bit longer than expected to complete the whole program. But we completed it. And a 855 pages book was written following the French criteria. During a year I patiently wrote my dissertation while breastfeeding my baby. There was baby bed in my office so that I could help to two -baby and book- to grow. The defense held in 2012 in Taiwan. This is the proof, better than any mathematical proof, that everything is possible.



▲ Now Ms. Charlotte-V. Pollet is the assistant professor of National Chiao-Tung University, Center for General Education.



EMBRACING EXOTIC LIFE OUTSIDE COMFORT

Written by Shu-Min Lim, Overseas Chinese
Bachelor Program of Applied Chinese Language And Culture

Taiwan is a very beautiful, cute “little sweet potato (on the map)” with a lot of amazing sceneries. But for me, the people is what I love the most. Taiwanese are very friendly and helpful. I could just ask anyone on the street for help when needed.

Despite a common Chinese background, the identities between Overseas Chinese students and Taiwanese students are still not the same. Malaysian overseas Chinese students, though having been educated in Chinese, are different because of the different education systems (some of the schools in Malaysia even adopted materials from Mainland China). This is only referring to those who have been educated in Chinese. There are still students who start learning Chinese only after arriving in Taiwan. The paths to university are not entirely similar, and the same goes for enrolment requirements. Although we are also required to choose 70 majors and preferences, personally I felt the

difference. Basically, our score assessments are subject to different standards, depending on the countries and schools. For example, graduates from NTNU’s Division of Preparatory Programs for Overseas Chinese Students will sit for examinations prepared by Taiwanese teachers, which is usually harder. If applying directly from overseas, students only have to attend examinations in their own countries, after which they will receive a grade set relative to the average grade of all examinees. With that, the assessment standards are already different in the first place. Grade “A” received through different modes of examinations would not indicate the same level of competence of students. Even if we are accepted by the university, our levels are still lagging behind Taiwanese students’ and we need to spend a lot of efforts to catch up and learn.

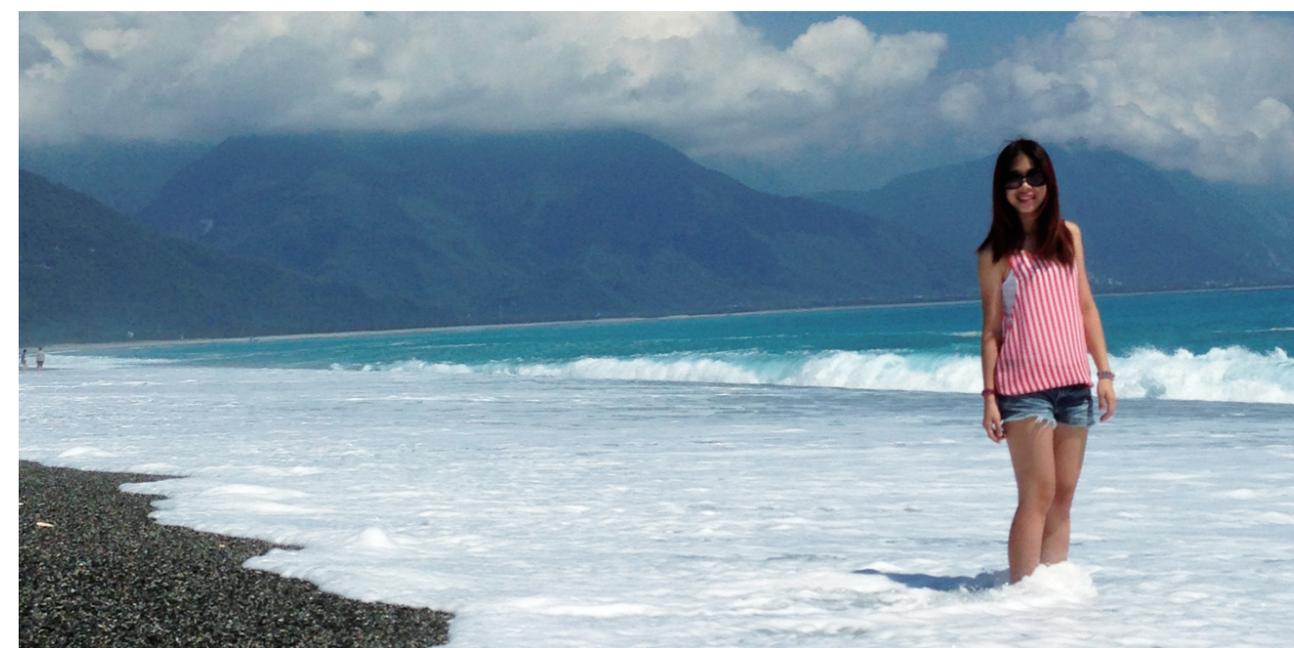
I think Taiwan has a very good education system. It covers various aspects of knowledge that built up a vast

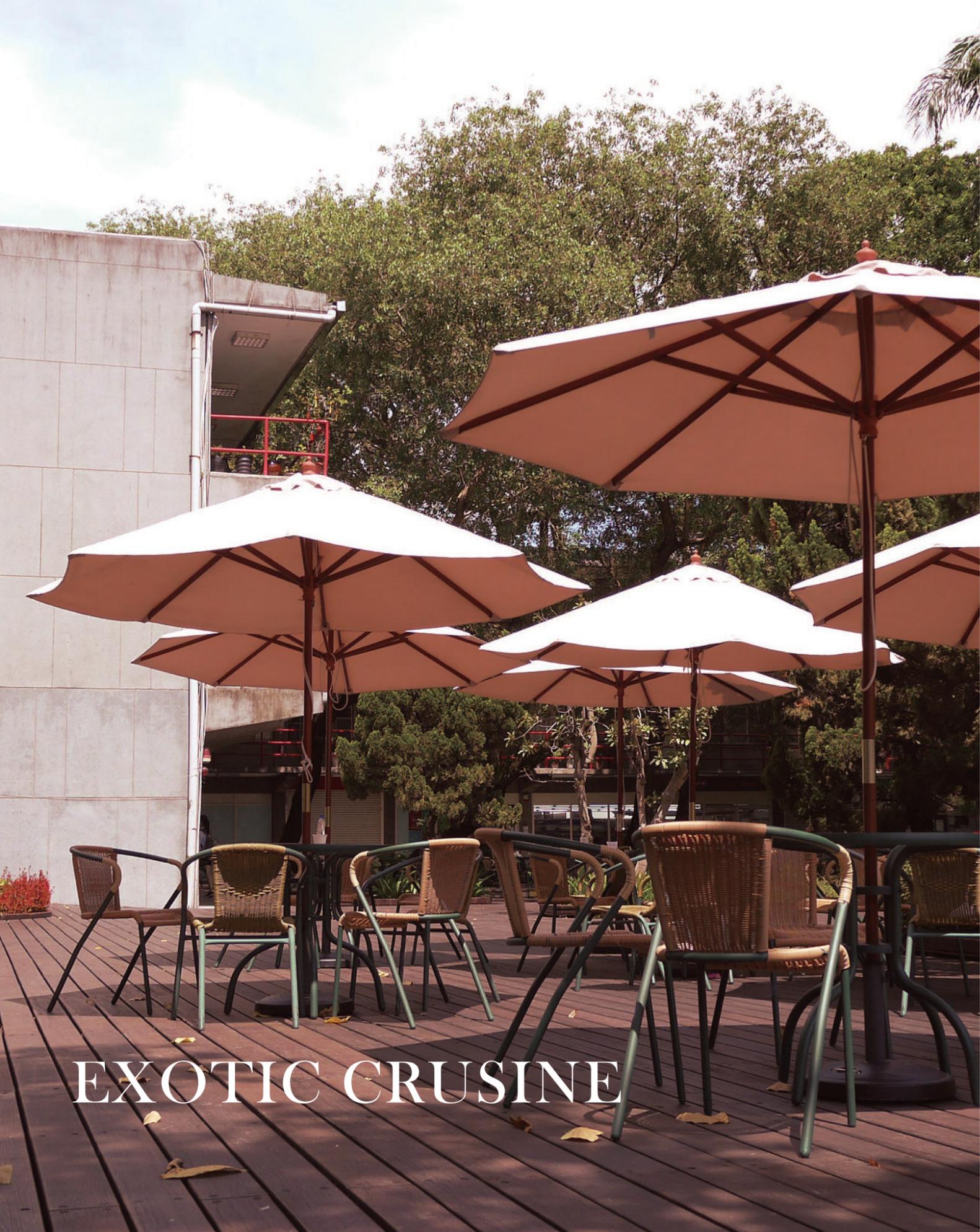
foundation for local students, which overseas students are lack of. During classes, although the professors are aware of the presence of overseas Chinese students, it is unavoidable to mention some common knowledge shared by local students but not overseas Chinese students. Overseas Chinese students would then become listeners to the professor and local students. Different nationalities, different educations have somewhat made us “foreigners” in Taiwan as we are not familiar with Taiwanese lifestyle, even though we have a common language. Sometimes we still struggle to understand the contents of the locals’ conversations.

Although I went to a Chinese high school in Malaysia, the education system was still vastly different from Taiwan. In fact, our system is more leaning toward that of Mainland China. Therefore, sometimes during class discussion, I had problem understanding topics or subjects that seem to be a basic knowledge to the locals but new to me. For example, sometimes during a conversation, the locals would laugh out loud about something that we didn’t find amusing because we do not understand the underlying meaning. Despite the common Chinese language background, Taiwanese have created their own local “terms” or “phrases” that only locals could understand. Another example would be the dialect Taiwanese. Taiwanese in Taiwan and the Hokkien spoken by some overseas Chinese students are compatible. With the

evolution in history, languages are localized in different places. For example, the Chinese spoken in Beijing, Shanghai, and Taiwan all contain different variations. In term of the issues with differences in languages, all we could do is to try to understand and assimilate. After all, with such different backgrounds, to accept and understand Taiwan as a whole in a short time is very difficult.

There would always be a gap between overseas Chinese students and local students in terms of lifestyle and study. The biggest gap lies in the differences in the environment we were raised and education we received, which could make adaptation a bit challenging. Some students who are well-adapted to the new environment are having an enjoyable time here. For others, it could be a painful experience where they may lose some self-esteem. While facing problems in the adaptation process, overseas Chinese students could share their feelings with their fellow countrymen, or turn to their best Taiwanese friends. Overseas students should learn to share their feelings with friends, relax themselves, be open minded, and try to understand the cause and issues of the problems. I personally feel that since we have decided to leave home and come to a foreign country, we should try to integrate into the society, actively participate in local activities, and try to step out of our comfort zone.





EXOTIC CRUSINE

Ovocné Kynuté Knedlíky

Ingredients

- 5 grams of yeast
- 4 grams of salt
- 1 teaspoon of sugar
- 1 egg
- 1/4 liter of milk
- your favorite fruit
- 500 grams of flour

Directions

1. Mix the sugar and yeast with milk which is previously warmed up a little. Leave it to rest for a little while.
2. During the waiting time, put the flour in a big bowl and mix with tiny little bit of salt.
3. Add the milk mixture, and then start to work out your way to the final dough.
4. When all parts of the dough finally get to the same consistence and smooth texture, leave the dough in the big bowl, cover it with dishcloth, and put it somewhere warm for 30 minutes to 1 hour. (The bowl needs to be double size of the dough)
5. When the dough is double sized, divide it into small pieces, and get ready to make individual dumplings (the size depends on you).
6. Cover your favorite kind of fruit with the dumpling dough (but berry flavor dumplings are the best kind!).
7. While preparing your dumplings, take out a bigger pot with boiled water inside.
8. When ready, put a few dumplings inside, and boil them until they float from the bottom to the top and stay at the top. (Don't make the pot full of dumplings inside because then it is hard to recognize if they are all done or not.)
9. Boiling normally takes around 4 minutes, but it depends on the size of dumplings, so I strongly recommend you to try it personally, and see if they are done or not.
10. Serve the hot dumplings with the topping of big fresh butter's pieces and sugar powder. Enjoy!



Directions

The reason why I know how to make it is very simple :) It's a traditional Czech dish and very popular especially among kids. I feel like a grown up kid myself, and living in Taiwan is sometimes very tough when it comes to food :). I miss MAIN dish that is 100% dessert (such as the fruit dumplings - Czech tradition) or extremely sour flavors. That is just an example :). Taiwan was the first place where I really had to take care of myself and nobody else except me could. My mother is an amazing cook and therefore living without her made the desire to cook traditional food from my country of European style cuisine even stronger. If I need an advice how to prepare something I either call my mom or look it up on the internet and most of the time I'm proud to say I succeed :).

About Anna-Marie Milerská



I'm the youngest daughter of the best parents in the whole world and I'm also the biggest troublemaker. I have 2 older sisters and they are my inspiration and I love them deeply. I was born in democratic Czech Republic in the capital city Prague. When I was 17 I went on an exchange to Taiwan and I was astonished by this beautiful island. I was trying to move to Taiwan and study there and by the year 2014 I finally made it.





ADVENTURE ABROAD

- ▶ My “TUSA-Harvard” Experience
- ▶ Never Say Never before You Try
- ▶ A Journey to Courage

In recent years, my research on America's influence on the history of modern Chinese education development created needs that made me want to conduct onsite research and collect data in the United States. Although I was aware of the Top University Strategic Alliance (TUSA)'s launch of its first overseas program for teachers, I decided against applying due to time constraints. In the summer of 2012, I wanted to apply for the Fulbright Scholarship to conduct research in America. While filling out the online application, however, I discovered that I was unable to find the three necessary prospective universities and sponsors, and thus had to discontinue my application. I later found out that among the eight Taiwanese scholars who ended up going to Harvard and MIT, two successfully received funding from both TUSA and the Fulbright Foundation.

In mid-October of the same year, National Taiwan Normal University (NTNU) opened applications for the second year of its TUSA program. I only had one month until the deadline, during which the department must also approve my application, but I believed that my research plan was mature enough and that I was capable of properly explaining the importance and value of my research, and thus decided to submit my application. Out of the five available top universities I could apply to (some scholars apply for all five), I decided to go with Harvard University and its Graduate School of Education, despite never having been in touch with Harvard's professors of Education History. Luckily, my preliminary assessment was quickly approved by the university and recommended to TUSA. I was shocked, however, to find out that

although NTNU supports and highly encourages scholars to apply for the program, few teachers in the university displayed interest. I was the only one that year who managed to both complete the application on time and obtain a recommendation from NTNU to TUSA. I was then put against recommended scholars from other universities for the final assessment.

The results were announced in mid-January of 2013, and I was lucky to be chosen as one of the recipients of funding. It was, however, just the beginning of a long road. I had only a month to find a Harvard professor to be my sponsor so that I could become a visiting scholar at Harvard. At first I thought it would be easy. A colleague introduced me to the only professor in the Graduate School of Education who specialized in the History of Education. However, she informed me that she would not be able to be my sponsor due to a one-year break during the time of my visit. I therefore had to start searching and contacting again. There was a well-known titular professor in my discipline, but she was retired and did not seem interested in these kinds of matters anymore.

I then started looking in the Fairbank Center for Chinese Studies for possible sponsors, since the Center is the coordinating unit for TUSA at Harvard. The first professor I found was interested in Chinese Studies but not Education, and so I turned him down politely. With the deadline getting close, I decided to try my luck with the Director of the Center, Professor William C. Kirby, who is quite influential in both Taiwan and Mainland China. I sent my proposal and curriculum vitae to him for review. He was impressed with my research and agreed to be my sponsor. By the time he replied to me, it was already the day of the deadline, and I had to

rush in my supplementary documents to make it on time. My aforementioned experience demonstrated the necessity of building up connections on a regular basis, as well as the importance of approaching the relevant department and scholars to build a network immediately after submission of the TUSA application in order to avoid chaotic situations or missing out on valuable opportunities. To my knowledge, there were a few Taiwanese scholars that year that had to give up the TUSA opportunity because they could not find a sponsor at Harvard. The program coordinator from the Fairbank Center also mentioned several applicants were unable to make it to Harvard because they failed to find a scholar who could appreciate what they were doing and be their sponsors. Anyways, I at last managed to meet all the deadlines and requirements for TUSA and Harvard, and thus, in the summer of 2013, commenced my year of research at Harvard.

It wasn't my first trip overseas, nor was it my first time in the U.S. From 1995 to 1996, I was a visiting graduate student at the University of Washington in Seattle for a year through the Training and Development Program of the Directorate-General of Personal Administration, Executive Yuan. In 2002, I received a grant from the Ministry of Education, which enabled me to complete my PhD at the University of Mannheim in Germany. I also visited Columbia University in 2009 for a short time. But it was thanks to the assistance and guidance of the TUSA program coordinator and colleagues from previous TUSA programs that I managed to get an apartment at Peabody Terrace and enroll my eighth-grade daughter at a local school. Soon after I moved in, I discovered there were two other scholars living

MY "TUSA-HARVARD" EXPERIENCE

Aims for the top university strategic alliance recommended talent's overseas learning experience sharing

Article by Dept. of Education Associate Professor, Wei-Chih Liou

in the same neighborhood, one from the TUSA program and the other a Harvard-Yenching Institute Scholar from National Taiwan University (NTU). The rest of TUSA scholars were also located nearby. We soon all became friends and shared information and experiences throughout the year, which proved to be an educational and rewarding experience. In addition, since the TUSA program was under the operation of the Ministry of Education, the representatives from the Taipei Economic and Cultural Office in Boston, particularly the

education team, provided assistance and organized events during Chinese holidays to allow all of the Taiwanese scholars to get together, which was quite unique compared to my previous overseas experiences.

My life at Harvard was an ordinary one. Aside from visiting other universities to conduct research and collect data, I spent most of my time doing research at Harvard's Fung Library, because office space was not provided at the Fairbank Center (the situation varies depending on the department). Fung Library is a cozy

library with magazines and newspapers in Chinese, Japanese, Russian and other East Asian languages. The library gets few visitors and is usually fairly quiet. The librarian responsible for Chinese collections, Nancy, has been working there for many years and speaks Chinese fluently. Her professionalism and attentive assistance gained her the respect of many. I always received satisfactory answers from her to all of my questions. Other scholars made appointments with her for assistance, and in time, many became friends with her and would visit her just for

a friendly chat. Another part-time librarian, Ms. Lee, emigrated from Taiwan many decades ago and was also very kind to me during my stay. Fung Library thus became a suitable and supportive environment for me to conduct my research. During my stay at Harvard, I realized the importance of excellent libraries at leading universities. Regardless of whether I went to Fung Library, Gutman Library, Yenching Library, or Widener Library, I was always provided abundant resources. Gutman Library, located in the Graduate School of Education,



had collections of education-related journals and books dating back to the nineteenth century, and thus it was unlikely that anyone would be unable to find what they needed. Yenching Library's Ms. Yang, who was also from Taiwan, was very familiar with the collections: a lot of the articles that would take me hours to find she could find right away. Even the professors at Fairbank Center gave her high reviews, and recommended that I seek her help if needed.

Widener Library's interlibrary loan service with other Ivy League universities in America was one of my most reliable and utilized services in conducting research. Harvard alone offered a large number of collections pertinent to my research, and with access to the libraries of other universities, there were no books or journals I couldn't access. My research materials included PhD theses from Chinese and American scholars in the early twentieth century. A lot of these theses were not authorized for publishing due to graduation requirements, and thus were difficult

to obtain. A few years back, I used the Nationwide Document Delivery Service (NDDS) and through the Science and Technology Research and Information Center, requested photocopies of twenty theses from the University of Michigan, which specializes in collecting theses, for the hefty price of NTD 2,700 each. The application was rejected, however, because the theses I requested were too old. They could only be accessed by at the library itself, which did not offer photocopying services. Since I was in Taiwan, even an exorbitant amount of money could not obtain them. Naturally, this time, I utilized my opportunity at Harvard to collect as many theses as possible. However, I realized that a lot of the available PhD theses were in abstract form, while my research required the full version. The interlibrary and its principle of "satisfying readers' needs" stepped in here, going to any and all lengths to obtain documents for me, whether through borrowing or purchasing, from America or Europe, in paper, microfilm, or electronic form. There



◀ The author (middle row, forth from the right), TUSA scholars, family members and representatives from the Taipei Economic and Cultural Office in Boston.



▲ Taken at Harvard Divinity School. The author (first from left) and TUSA scholars.

were a few in particular that were very hard to obtain: the library kept me updated regarding the progress of these, even confirming with me that they had obtained the correct copy. All expenses were covered by the university. The strong functionality of Harvard's libraries and the professionalism of the staff gave me joy in conducting research, and as a researcher it was the most enjoyable and appreciated part of being at Harvard. A strong library is a necessity for NTNU on its path to becoming a top university.

Aside from doing research, I also participated in the seminars and academic events organized by the Fairbank Center. The Center focuses on all disciplines of Chinese Studies and hosted elite scholars from all around the world to conduct research at the Center every year, each from various fields ranging from diplomacy

to literature, economics to labor policy, arts and literature to government management. All scholars, however, had a focus on China: this diversity stimulated innovative and imaginative ideas in research as well as in-depth conversations. Post PhD scholars and PhD candidates from the U.S., China, Korea, U.K., Brazil, and many other countries, through seminars, conferences, and recreational activities were able to learn and grow. The excitement did not end in the nighttime or on weekends. There were all sorts of concerts almost every week. There was also a Graduate Commons Program from Harvard housing, where organizers could receive a reduction in rent: volunteers therefore were mostly faculty members and their families who resided in campus housing. Programming included casual seminars, workshops, athletic classes,

photography competitions, etc. During the weekends, we would attend concerts in the Cambridge or Boston area, have brunch, and participate in arranged outdoor activities for families with children, as well as activities suitable for all ages. These activities were organized in an effort to provide free and affordable events for all. They allowed Harvard faculty members and staff to get to know each other in a different environment and to become true members of the Harvard community. For example, I met an Indian neighbor who worked in the Harvard Financial Management Department. He told me that his department alone has more than 300 members, and has invested in properties all over the world with investment periods of fifty to 100 years. Our conversation opened my eyes to the fact that aside from academic research, Harvard is also incredibly

wealthy. I saw that perhaps a similar approach could lead NTNU to become a real community. A well-organized plan that allows all of the teachers, including international scholars and foreign students and their families, to have the opportunity to participate in various activities could make NTNU a community, instead of just a place to do research, study, or work.

Aside from being wealthy, great leadership with vision and a strong management team are also necessary in a great university. Harvard, as one of the oldest universities in America, has a leadership team that continually provides teachers and students with the best resources and displays possible. For example, the Department of Chemistry has a periodic table with real elements in their entrance hallway: even the rarer elements are displayed in physical form for passerby, rendering the elements less abstract and more tangible. Similarly, Harvard's Museum of Natural History boasts a collection of century-old glass plant model fired by a Bohemian father and son, who, after years of study of the details of the anatomy of each plant, recreated the plants in excruciating detail and accuracy. The artistically intricate and dazzling models are overwhelming, and showcase accurate representations of the ovary, stamen, pistil, and other parts of the plant. The museum also displays thousands of rare minerals and sparkling gemstones. Visitors can touch rocks and mineral specimens dating back to the beginning of our solar system, making every visit worthwhile and educations.

During my year at Harvard, I kept wondering how NTNU could improve to become a top university. There are big differences in almost everything, and thus many elements of Harvard are not easy applicable

or transferable to NTNU. Harvard's alumni are the elites of many fields, and their contributions to the school's funding are hard to match – in 2014, a Hong Kong Harvard alumnus donated USD 3.5 million to the School of Public Health. The school's assets exceed even those of some countries. In making this comparison, I am not trying to be discouraging; instead, I am advocating a better understanding of our strengths and weaknesses, so that we can do what we are good at, place our resources in the right places, and determine where we should and should not invest our resources, which are more limited than Harvard's. For examples, we Taiwanese scholars have an advantage in Chinese Studies over Western scholars due to language accuracy and culture familiarization; compared to Chinese scholars, we have a stronger academic foundation and foreign language skills, and are able to maintain an appropriate distance from Chinese society and culture. Among

the scholars from the TUSA program, there were several experts in Chinese religious studies, art history, ethnic studies and education who were well recognized by the world of academia. NTNU's efforts over the last decades, particularly in education and several other disciplines, could boost the school into the local, Chinese, or even global world of academia. We should appreciate our achievements and unique traits, treat our assets as assets and not liabilities, and concentrate our strengths in developing these strong disciplines as possible. With these efforts, we should be able to accomplish great things.



▲ Taken at Massachusetts Institute of Technology. The author (forth from left) and TUSA scholars.



NEVER SAY NEVER BEFORE YOU TRY

Article by Nian-Hsuan Lee, Bachelor Program of English Exchange Student at Leiden University, the Netherlands, in Spring 2014

The student exchange program is aimed at offering the opportunity to challenge yourself and explore the world. I am glad that I decided to venture out of my comfort zone and take a leap of faith when opportunity came knocking, and didn't miss out on interesting experiences and stories.

What kind of a place is Leiden? I had only a rough idea from the stories shared by peers who had participated in previous exchange programs. They seemed to have had such wonderful experiences, but would I be able to do the same? Would I be able to get along with other foreign students if my English wasn't good enough?

Would I be able to adapt to new environments without ever having lived overseas before? Would I be able to travel around Europe given my limited budget? All of these questions and concerns kept me in doubt. Six months later, however, I realized that you should never say never before you try. Today, thanks to my music skills,

I have friends around the world, feel comfortable at local music scenes and couchsurfing, and have even become a street artist, playing my music everywhere I go.

Bringing my violin to Europe was probably one of the best decisions I ever made. At first, I just wanted to keep up my practicing and play it for fun if I ever felt bored. When I arrived at Leiden, I met a group of musicians from the music club of the International Students Network Leiden (ISN). I started out playing together with them on the piano, but eventually mustered the courage to bring my violin along. Although I was only familiar with classical music, the music club taught me to be spontaneous, improvise and implement my classical training for the group's rock repertoire. Friday jam sessions quickly became an integral part of my life. My friends in the club invited me to the pub for a drink, and I learned about the culture of different countries, including Romania, Greece, Spain, Kazakhstan, and Mexico. At one of ISN's performances, our Romanian club president told me, "You know what? I will let you open today's shows. We could use your violin." Who would have thought that I, a girl from Taiwan, would join a European music club and end up starring in the opening act of the show?

On the eve of King's Day, during a routine gathering, a Bulgarian teammate suggested going busking the next day. Everyone thought it was a joke and no one gave it a second thought. I, however, started seriously thinking about it, and asked my bandmates to consider the idea. Since everyone would be drinking and partying, no one would notice if our performance didn't go well. However, a Spanish organist who had previous experience busking asked if we really

wanted to risk people throwing up on our feet. That discouraged everyone, but not me. I still wanted to give it a try, so I decided to go solo. If the crowd didn't like it, I would just leave.

The next day, before heading out, my mind started playing games with me again. I struggled for three hours before I made it to the market. People were staring at me; I felt embarrassed and started to panic, worrying that I wasn't good enough or that the audience wouldn't like it or that I would run out of songs to play. But I told myself I had come too far to give up now. I just needed to muster up my courage or I would regret it. The outcome was far better than I anticipated; not only did I collect quite a bit of donations, but I also experienced something incredible. I realized that when you play music on the street, children look at you with admiration, a reminder of the purity of human nature. When you play movie soundtracks, you attract spectators who enjoyed the movie. Audiences initiate simple conversations with you, chat about the music they like or simply give you a wink to show support. Being a street artist allows you to bring strangers together and bring happiness to the public.

My first busking experience was a success, and I couldn't wait to share my experience with my friends. They then suggested bringing my violin with me while traveling. I could earn my travel allowance from busking. It only costs an extra €20 to bring musical instruments onto airplanes, and they joked that I would not have to worry about leaving my violin behind. Busking in other countries, however, proved to be a bit difficult. When I busked at Rome's Spanish Steps, the first twenty minutes was a disaster. Although there were groups of people in front of me, I couldn't get their attention at all. It was really frustrating. All of a sudden, two

ladies approached me and asked if I could play something upbeat because they felt like dancing. I started playing a livelier tune, and they began dancing to my music. I was amused when they made some funny movements. My music caught the attention of the crowd and they all started gathering around, clapping their hands and cheering for the ladies and me. At the end, one of the ladies took out her hat and started collecting donations from the crowd. After showing the donations collected to her friend, the lady left all of the money in my violin case. What started out as a disaster ended up being an exciting and rewarding day.

In my six months in Europe, I saw a myriad of opportunities before me. If I hadn't brought my violin, I wouldn't have joined the music club, nor would I have experienced busking. If I hadn't stepped out of my comfort zone, I would have missed a lot of amazing experiences. This exchange program changed my life, broadened my vision, gave me a more diverse perspective, and made me want to achieve more. Thank you to National Taiwan Normal University for this opportunity; without it, I wouldn't have accumulated so many interesting stories to share. My journey didn't end when I returned to Taiwan. With these experiences, I am accomplishing many more "impossible" things.

For more interesting stories, please go to Crystal's Facebook page at: 「Crystal's Violin Journey」: <https://www.facebook.com/crystalviolinjourney>



A JOURNEY TO COURAGE

An Interview with Guan-Lin Lyu, Bachelor of Education with double majors in Special Education and Educational Psychology and Counseling

Lyu Guan-lin is a vision impaired student double majoring in Special Education and Educational Psychology and Counseling. In July 2014, despite objections from his parents, Lyu went to the University of Washington (UW) in Seattle, US for a 3-week language and culture exploration program organized by the Office of International Affairs (OIA). It was Lyu's first trip to overseas and his persistence has gained him a new perspective on his circumstances and learning method.

Textbooks always arrive late

"Aside from all the obstacles that a normal person would face, my study trip to overseas was also complicated by challenges such as sourcing reading

materials and finding a reader, which were some of the reasons behind my parents' objections", Lyu explained. In Taiwan, he often gets anxious about his textbooks when each semester commences. He needs to obtain a text-only version of his textbooks so it could be converted into braille. Lyu would then have to seek assistance from publishers and normally it would take weeks or months before he could receive his books. Lyu said that during his first semester, his textbooks for the English course didn't arrive until the very last few weeks. As a result, he had to rush to finish all his assignments and readings before the final and still ended up failing the course.

Lyu made a bold suggestion last semester to the Office of Academic

Affairs, requesting the university to allow more convenience and flexibility in the course selection system for visually challenged students. Lyu argued that he was always put into a disadvantage when it comes to course selection. With a vision of less than 0.05, he could hardly see anything and would need help in selecting courses. By the time he received help from his fellow classmates, a lot of the courses that Lyu wanted were already full. Initially, the university responded that they could not privilege any particular group of students by setting up special rules as it would be unfair to the others. However, Lyu persisted that even with that little bit of "convenience", it doesn't make his study any easier because he still has to go through all

the strenuous preparations. Lyu feels that in Taiwan, the aids for the disabled are very limited and they always have to speak out and fight for their rights.

Thoughtful, tailor-made teaching arrangements

When Lyu decided to apply for the program, he was worried that his application would be rejected due to his poor vision. He actually hid his disability until he has been accepted. Before his departure, Lyu's mother kept trying to dissuade him. Nonetheless, Lyu's mind was set. His mother then paid several "visits" to the OIA to ensure they would take good care of her son. Lyu was kind of embarrassed when mentioning this little episode during the interview. Nicole, the program coordinator at OIA, joked that his mother kept asking her to take lots of pictures for her.

To his most surprise, not only did NTNU not reject his application, UW even made an all-out effort to prepare for his arrival.

Prior to his departure, UW had contacted Lyu to ensure all his needs would be met. All the textbooks were brailled, a pre-arrival language assessment was conducted especially for Lyu which most students would have to take after their arrival. In addition, UW also arranged a personal tutor to accompany him during classes. Although the tutor did not speak Chinese and Lyu's English was insufficient, they crossed the barrier by using "touch control" and "sound identification". Lu said there was one time, he couldn't remember the meaning of "scratch", and the tutor gently scratched his wrist and explained the meaning to him. Another time, during class, the teacher teared off some papers in front of him to show him the meaning of "rip".

During the three-week "vacation", Lyu strongly felt the warm welcome and attentive care from UW and the

locals. Aside from study, Lyu also participated in optional activities to tour around the city. In the city, strangers would approach him to see if he needs any help. Lyu remembered that in a fast food restaurant, the server patiently explained the different sizes of cups to him even with a long line behind. Lyu said, they would ask for permission to touch my hand, let me hold the cups, and reconfirm my orders with me. It was a very unique experience compared to Taiwan. As for his experience at UW, Lyu couldn't be more pleased and thankful. They went all the distance to ensure he could physically and mentally participate in all the activities. Students with disabilities would not be left out. Unlike in Taiwan, people with disability sometimes would be left out and showing up is often considered the utmost participation in an activity.

The kindness and caring for the disabled overwhelmed Lyu during his stay in the US, and he wondered why people would go out of their way to help a stranger with disability. One night, during a conversation with his host mother, he finally found the answer. As he talked about how his vision deteriorated with his host mother, he realized people's kind acts were out of empathy. His host mother told him that she could hardly imagine the challenges and difficulties that he has to face every day and she is so proud of him. That was a very personal moment for Lyu, indescribable, but superbly touching. Instead of questioning, the Americans chose to put themselves in the same shoes. It was an experience he had less encountered in Taiwan, and something that would give him courage and strength to face the challenges ahead.

An unexpected journey that brought him courage!

After returning to Taiwan, Lyu was happy to discover that the university

had accepted his suggestions to modify the course selection system to accommodate vision impaired students' needs. A special set of guidelines were formulated to protect the rights of vision impaired students which allow them to select courses in advance and all the textbooks and reading materials are pre-arranged to ensure no delays in their study. There is also a specialist to assist vision impaired students in adding or dropping courses after the semester starts. Lyu recounted that his overseas trip, has been an attempt to break out of the old habits, and an act of uncompromising courage, ever since the very beginning. Now that his courage was rewarded with such positive experience, he was greatly encouraged. Lyu feels that Taiwanese are generally very affectionate in nature. Although they may not be used to paying attention to minorities with special needs like him, they are still willing to offer their helping hands.

Comparing the education between Taiwan and the US, Lyu thinks that the American education offers a fair go to all people. When a student wants to accomplish something, the first thing that comes to American teachers' mind is not questioning "if" the student can do it, but "how" he/she can do and how they can facilitate the student. Having grown up in a traditional family and a relatively more conservative society, and majoring in special education, Lyu finds the Western-style education a deeply enriching experience and great inspiration. With a better understanding of the Western culture, Lyu now feels more comfortable and confident in learning English. Lyu said that he would work hard to learn English because it would increase his competitiveness. "More importantly", Lyu said with a grin, "I really have no interest in becoming a masseur," a funny response that concluded his interview.

國立臺灣師範大學



STARS IN NTNU

- ▶ In Pursuit of What Makes You Proud
- ▶ My Secret Spot in Taiwan

IN PURSUIT OF WHAT MAKES YOU PROUD

Article by Yen-Ting Lo
Head of Chinese Tutoring, NTNU Volunteer Team



In my freshman year, I had to take a class for my major that required us to chat with a foreign student. My friends and I chose to talk to a student from Mexico, and found that he loved Taiwan and wanted to learn more about it, but didn't know where to find the information. I tried to introduce them to Taiwanese culture, and found the experience as well as learning about Mexican culture to be immensely rewarding. I thus decided between my freshman and sophomore

years to start a program through the Office of International Affairs in which volunteers helped out and introduced foreign students to Taiwan and its culture. I realized that even though the services we could provide to foreign students only applied to a small sliver of their life in Taiwan, our aid still had the utmost importance.

The two years I've spent as a part of this volunteer group have yielded happy, interesting, and difficult experiences. Last semester, we started a

class: "Taiwanese Culture Workshop." Each class was led by two volunteers, and we planned the entire curriculum by ourselves. Our goal was to introduce the beauty of Taiwan to foreign students, and in the process learned much about the island on which we live. Despite the fact that there were fewer participants this semester than we would have liked, we still put our all into preparing the curriculum.

In the planning and preparation process, I purposely put volunteers from different departments together, in an effort to inspire creativities and spark new ideas. Mandarin students contributed their knowledge of Taiwanese culture and Chinese, those studying art designed the PowerPoints, and students in the Department of Education could gain real experience in teaching.

One of my favorite memories from this entire experience was teaching an American student studying translation (I will refer to him as "L" for the purpose of this essay). L attended every one of our classes, and always paid

close attention to all of the details we presented and asked many questions. L had a passion for learning, and was perhaps the most Taiwanese American I had met. We also encountered two Italian girls who barely understood a word of Chinese. When we created the class, we had assumed that anyone with an interest in the subject area would have at least a basic understanding of Chinese. To allow the Italian girls to participate in the class, we enlisted L to help translate for them – L joked that this was good practice for his translation major. We also quickly changed all of our PowerPoint slides to English, simultaneously providing ourselves an opportunity to further improve our English.

When situations like this arose, we would work hard to overcome the obstacles: the class thus became not only a learning experience for foreign students, but for us volunteers as well. At the end of the semester, we found that L and the Italian girls had become good friends, exchanging books and exploring Taiwan together.

I often tell my fellow volunteers: "Regardless of whether our activities today are large scale or small scale, whether there is one attendee or a hundred, we must put in as much effort as we can to present the best possible class for them. Because this experience is unique and cannot be found elsewhere for not only every foreign student who walks in our door, but for each of us as well." The teamwork and stellar coordination demonstrated by our volunteer group as well as the support of the school's Chinese tutoring group allowed our class to function efficiently and effectively.

However, coordinating volunteers for each class does not always run smoothly.

I was involved in my department's student association in my sophomore year, and the combined pressure of an increased workload and volunteer duties resulted in many conflicts in

meeting times. I thus was often unable to participate in many of the volunteer group's activities and meetings, and the time I spent working with foreign students steadily decreased. I finally forced myself to sit down and think about the reason I first joined the volunteer group. Was the group really worth the time commitment? Did the benefits outweigh the costs? I realized that if I hadn't started the Taiwanese culture workshop, who would have? If I didn't participate in the group now, when would I have the opportunity to? I thus decided to stay in the volunteer group, and have remained there even now.

Volunteering is an inspiring and wonderful experience. Through volunteering, I had my first experience picking up students from the airport, my first chance to organize a dance for international students, my first time teaching foreigners Chinese, and my first experience introducing Taiwan's culture to others. My volunteering experiences were often exhausting, but it was all worth it: I gained many valuable skills and experiences, and seeing the smiles on participants faces while learning from them myself fueled my satisfaction. Helping foreigners with their Chinese language homework and seeing them listen intently to what you say, watching the teams you put together become fast friends – these were all rare and rewarding experiences that I couldn't have found elsewhere. Additionally, in my six months as head of the Chinese tutoring group, I was able to greatly improve my communication skills through facilitating coordination with teachers and other students, as well as foreigners; I also discovered that the creation and subsequent maintenance of an activity or class like the one we ran required the combined effort of many. I learned that regardless of the outcome, our continued perseverance and dedication would yield results that gave us joy.



NTNU OIA VOLUNTEER TEAM

The Office of International Affairs created the NTNU OIA Volunteer Team as (now renamed as I Youth) a way to train students to have a wider and more international perspective, as well as to become better global citizens. Divisions include general, documentation, and activity groups. Members plan a number of activities, including the foreign students' welcome party, NTNU's International Cultural Night, Chinese New Year's celebrations for foreign students, International Culture Week, Graduation Tea Party for foreign students, excursions and cultural activities, airport pick-up services for exchange students, and language mentoring systems.

For the latest information on the team's events and activities, please visit the Facebook page at : <https://www.facebook.com/ntnu.edu.oia.tw>



MY SECRET SPOT IN TAIWAN

OIA Photography and Essay Competition

Written by Chen-Ting Wu



Everyone who comes to Taiwan finds his or her own secret spot. We've found ours – what about you?

Every year, the Office of International Affairs holds a series of activities for foreign students to help them better understand and appreciate the beauty of Taiwan. In December of Year 103, OIA organized a photography and essay competition centered on the topic “My Secret Spot in Taiwan.” The goals of the competition were to see Taiwan from a foreigner’s perspective, for students to explore and further discover the beauty of Taiwan, and for students from different countries to find a home in Taiwan and NTNU.

This competition illustrated the beautiful landscapes and rich culture pervasive throughout Taiwan. For example, the many submissions of both day and night views of Yangmingshan demonstrated the popularity of the national park among foreigners. Other foreign students chose to delve deeper into Taiwan’s culture and spend

time with aboriginal children, allowing them once-in-a-lifetime opportunities to simultaneously learn about both Taiwanese and aboriginal cultures.

Within one month, OIA received fifty-one photography submissions and 22 essay submissions from students hailing from all over the world, including Japan, America, Malaysia, and Macau. The photography competition is considerably more difficult: aside from submitting four photographs, submissions must also have a common theme that is present in each photograph. Therefore not only must students excel at photography, but they also have to clearly portray an eye-catching and gripping theme.

Pictured: Winning pieces — “wu shian hau (無限好, means Infinitely beautiful scenery)” & “ming he (冥合, means the twilight and the man seem to be combined together)” — Department of Chinese student Mai Jian-Jun.

The winner of the photography contest was Mai Jian-Jun of the Class of 105. Originally from Macau, Mai



▲ One of the entries - “Atayal · Child · Legacy”, pictured by Syu Ying-Ying.

combined ancient Chinese prose with four stunning landscapes to create a masterpiece. Mai said that he took these photographs while out on a trip with friends; the photograph “ming he (冥合),” which received high praise from the judges, was taken spontaneously when his friend was admiring the sky. It was thus due to this unplanned occurrence that Mai created what would become a winning piece of art.

NTNU Professor of Graphic Arts and Communication, Wu Zuming

judged the competition. Professor Wu stated that a winning piece must have a distinct personality and content: each photograph must have its own unique characteristics and differences, but all four photographs must also be tied together cohesively through a common theme and elements. Only then can the story be told, and only then can a piece stand out from the others.

All submissions from the competition were displayed in the hallway of the OIA, garnering interest

and admiration from staff and students alike. Foreign students and Taiwanese students may live and explore the same island of Taiwan, but because foreign students hail from different background from all corners of the globe, they see Taiwan differently. The competition allowed foreign and Taiwanese students to discuss and exchange stories of Taiwan, and to view one another with mutual respect. The implications of the experience affected not only the students involved,

but also future visiting students to Taiwan: the memories made by their peers in Taiwan will inspire them to similarly visit Taiwan and to experience firsthand the vibrant culture of the island. OIA’s photography and essay contest allowed foreign students to better understand and explore Taiwan’s culture and customs – if we continue similar efforts, the vibrant culture of Taiwan can touch and inspire many people, and can make Taiwan a second home for foreign students.

Photography Contest Results

1st Place	Department of Chinese	Mai Jian-Jun
2nd Place	Department of Business Administration	Kosaka Kengo
3rd Place	Department of Art	Wing Yu Chan
Honorable Mention	Department of Information Engineering	Marcus Windmark
Honorable Mention	Graduate Institute of Ethnomusicology	Jeffrey Kao
People’s Choice Award	Department of Human Development and Family Studies	Wong Mei Ting
People’s Choice Award	Department of Human Development and Family Studies	Chong Hui Woen

Essay Contest Results

1st Place	Department of Chinese	Qian Ruifan
2nd Place	Department of History	Yusi Zhang
3rd Place	Department of Physical Education	Wang Yishan
Honorable Mention	Department of Geography	Yuqing Zou
Honorable Mention	Department of Geography	Lizi Deng
People’s Choice Award	Department of Geography	Wensu Meng
People’s Choice Award	Department of East Asian Studies	Li Fan

For more entries, visit the “My Secret Spot in Taiwan” Facebook page: <https://www.facebook.com/secretspotintaiwan>



NTNU ACTIVITIES



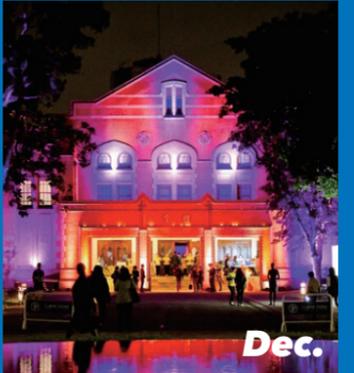
May



May



June



Dec.

March

NTNU Arts Festival

NTNU's annual Arts Festival is one of the highlights of the year, bringing together art, music, photography, drama, and more. In recent years, the festival has not only increased dramatically in size, but it has also expanded to encompass a larger variety of activities and booths. The purpose of the festival is to foster appreciation of art within the greater community and to encourage people to discover the beauty of art in everyday life, whether it is Wen Hwei Hall or Vienna Forest, Fine Arts Building or the Rome Square.

Physical Education Performance

Every year, the athletes of NTNU come together in its Physical Education Performance to dazzle and wow. From the intensity of Tae Kwon Do to the grace and beauty of rhythmic gymnastics, the performance never disappoints. As one of the most eagerly anticipated events of the year, the performance is a tradition that combines technique, artistry, and fitness to create impressive acts.

June

Watermelon Festival (NTNU Valentine's Day)

Another one of NTNU's traditions, the Watermelon Festival, occurs from late-May to early June. Students honor the tradition of gifting watermelons to peers, with different colors representing different messages. Red watermelons represent adoration or love, yellow watermelons symbolize friendship, cantaloupe convey unwillingness to be separated, papayas say "Missing you day and night," etc. This tradition arose when students, unable or too shy to convey their feelings out loud, found that the English word "watermelon" sounds very similar to the Chinese phrase "wo de mei ren (我的美人)", or "my beauty," and decided

to use watermelons to represent their affections. The festival has now not only become an opportunity for students to make their affections known, but also an indispensable part of NTNU's culture.



NTNU Watermelon Rock Festival

Now in its 11th year, the NTNU Watermelon Rock Festival celebrates the many musical groups on campus. Each group is responsible for their own publicity, equipment, sound checks, etc. The festival is run by the NTNU Guitar Club, and is traditionally held the night before finals to allow students to relax and take a break from studying.



July

Hoping Download-- Taiwan China Confucius Camp

The annual Confucius' Camp is a joint venture orchestrated by youths from both mainland China and Taiwan. Every summer, students from mainland China and Taiwan work together to bring education and Confucius' teachings to rural schools. They aid struggling students, spread Confucius' wisdom, and gain valuable experience in working with students from other countries.



September

Club Festival

Held at the beginning of each school year, the Club Festival is designed to introduce new students to the many clubs on campus. Academic, art, leisure, service, and social clubs all set up booths next to one another:

upperclassmen talk about their experiences in the club, and the event culminates in a showcase featuring all clubs. This event not only allows new students to better understand and know the many clubs on campus, but it also provides a gateway into the beginning of students' college lives.



November

NTNU Sports Day

Cheers fill the stadium as the sunlight streams down on the packed stands. Every year, in late November, NTNU holds its annual sports meet. A tradition 35 years in the making, the meet aims to boost appreciation for sports. In recent years, carnivals have been held, all to encourage students to participate in sports.



December

Music Awards by NTNU Guitar Club

The best musicians gather together at the end of each year to learn from one another and to work together to achieve their dreams. Originally a campus-wide singing competition, the competition, held by the NTNU Guitar Club, attracts students from all over Taiwan. The competition allows students a chance to fulfill their dreams of performing onstage, whilst simultaneously providing an exciting concert.



NTNU Christmas Music Charity Concert

Don't have plans for Christmas? Come to NTNU's annual benefit concert on Christmas to experience wonderful music and to give back to society. The concert brings together students and staff within NTNU and local community members in celebration of the holidays. The concert also aims to encourage donations to spread the love throughout campus.

OIA ACTIVITIES



Jan.



March



Sept.

January

International Student Chinese New Year dinner for Students and Faculty

In order to show our concern for international students who are not able to return to their homes for Chinese New Year, to console those who are homesick, and to show the virtues of Chinese culture, the Office Of International Affairs (OIA) puts on a Chinese New Year dinner for students and faculty at the end of the Fall semester. The dinner includes brilliant performances, interesting activities, and many Chinese delicacies to allow international students experience the festive atmosphere of Chinese New Year.

and faculty a chance to experience other cultures. The festivities last for an entire week and are paired with special performances and demonstrations showing traditional dress from various countries. Held during daylight hours, these activities really bring in the crowds!



Multicultural Outreach Activities for Elementary and Junior High Schools

Elementary and junior high students that live in the same areas as international students introducing the Taiwanese culture.

Short-term Language and Culture Seminars for Winter and Summer Vacation

Life in the US and Canada, the style of New Zealand, and the history of England are presented one after the other by international students. Would you like to experience short-term study abroad and obtain a more sophisticated understanding of another country's language and culture? Then you can't miss out on the language and

culture lectures put on by OIA! These lectures are held each summer and winter vacation. Those who would like to enrich themselves during summer and winter vacations can take classes overseas and experience other cultures for about three to four weeks.



June

Making Zongzi for the Dragon

The Dragon Boat Festival is one of the three biggest holidays in Chinese culture. It never fails to deliver lots of excitement and festivity. In addition to dragon boat races, everyone joins in the making and eating of zongzi (basically sticky brown rice wrapped in leaves), as well as the hanging of aromatic plants, such as mugwort and calamus. To help our students from far away countries experience the ambience of this type of traditional custom, OIA invites these students to come and wrap zongzi, and then to eat their own creations!

A Get-Together for Graduating International Students

To give our graduating international students some unforgettable memories before they head back to their home countries, OIA holds a get-together for graduating students on the very day of graduation, where they can also get pictures made for souvenirs.



July

Youth Ambassadors Exchange Program

International Youth Ambassadors Exchange program is sponsored by the Ministry of Foreign Affairs in order to encourage local students to experience life abroad and to develop youth exchange programs as a form of soft power. Selections are held each year in July and August. Local students with excellent academic performance in all sorts of areas are chosen to travel to various countries and governmental organizations to

conduct interviews, give performances and engage in cultural exchanges. They also promote Taiwanese culture and increase youth participation as well as build a more international outlook. For more information, check out their website: <http://youthtaiwan.net/mp.asp?mp=1600>

September

New Coming Party for International Students

In order to help new international students gain a better understanding of NTNU and OIA, to help them adjust to their new environment and to encourage interaction among themselves, a welcome party is held especially for them in September of each year after the beginning of the Fall semester. In addition to introducing various aspects of life and academics at NTNU, the opportunity is taken to get to know each of these students individually.

Normal University (HSNU) is an event for HSNU students to learn various cultures and interact with NTNU international students.



Students Abroad Info Day

Outgoing exchange students are selected during the Fall and Spring semesters each year. This is a great way for students to find exchange opportunities. During the information session, students who have previously participated in international exchange programs are invited to come share their experiences on topics like academics, daily life, time management, and financial planning.

During individual consultation hours, you can learn the details about exchange programs and studying abroad. It's no longer an unattainable dream!

December

Global Village in the Affiliated Senior High School of National Taiwan Normal University (HSNU)

Global Village in the Affiliated Senior High School of National Taiwan

OIA ACTIVITIES

Activities held from time to time

Easy-to-Cook Foreign Food

Students from all over the world come and prepare various ethnic foods. They teach NTNU's students and faculty the secrets of making these home-cooked meals from their home countries. Both the actual dishes to be made and the process of preparing the food are all handled by the students themselves. They use a friendly, approachable teaching style that includes using ingredients that are easy to find locally. Those who attend quickly get into the action themselves, learning how to make all kinds of foods.

One-on-One Mandarin Tutorial

The Office of International Affairs offers one-on-one Mandarin tutoring services for degree-seeking international students. Graduate students from the Department of Chinese as a second language and the international volunteer team's Mandarin tutors provide Mandarin tutoring, act as study partners, and help international students with their Mandarin listening comprehension, speaking, reading and writing skills. Appointments can be made online, where you can specify what time you want to have class and which tutor you prefer. These classes are rich and flexible in content, and as such, are well liked by our international students.

EZ-Chat

Each year, OIA chooses at least one month for holding an EZ-Chat event, which has significance for both language and cultural exchange. Take last October for example. There were a total of four events which spanned over a period of four weeks. These events included language practice and cultural exchange for Chinese, Japanese and Korean. Not only could participants practice their language skills and share views of various cultures, but also had the change to meet new friends from all over the world.

Lecture Series on Culture

Every semester, OIA plans a lecture series on culture in the hopes that our international students can obtain a better and more multifaceted understanding of Taiwan via a thorough introduction to Taiwan's history and cultural peculiarities. Take the previous Fall semester for example. Last November, we invited natural ecologist Liu Ke-Hsiang who brought with him a story of three brothers from Muzha that are working very hard to conserve thatched huts, a story that moved many. In December, Prof. Kao Chuan-Chi, chairman of Association for Taiwan Antique Maps and Cultural Relics, gave a lively talk about the past and present of Dàdàochéng (the heart of old Taipei). Friends from National

Taiwan University, National Taiwan University of Science and Technology as well as all students, staff and faculty from NTNU were allowed to attend.

Cultural Sightseeing

"Cultural Sightseeing" (Cultural Tourism): The much anticipated, highlight of every semester OIA invites experts to take international students on tours, so they can personally visit places of cultural interest and fully experience interesting and lively Taiwanese culture. Last semester, the lecture series opened with Prof. Kao Chuan-Chi (during the morning session). The rest of the day was for cultural sightseeing. In the afternoon, international students were taken to the heart of old Taipei – Dàdàochéng. From the time they first sat down on the tour bus, they were treated to enthralling explanations of the style and history of Taipei city while they were shuttled back and forth between the various businesses along the Dàdàochéng pier, which is brimming with historical significance. Additionally, they tasted local delicacies, listened to wonderful anecdotes and enjoyed stories of the prosperity of those former times.

GO Exchange, Explore Taiwan!

交換·改變你的視野!

到臺師大體驗交換學生生活，
將是你人生中難得的豐富經歷。
現在就著手報名，改變·即刻實行!

Change by Exchange!

NTNU is where you meet the world and
where the world meets you! Apply for the NTNU
Exchange Student Program and make the change.

Applicant Eligibility

Applicants should be nominated by our contracted Partner universities, and have completed at least one year of university work prior to participation in the exchange. Individual applications will not be processed.

Please go to Incoming Exchange Student Online Application to fill out the form during the scheduled period below, print the form out, add applicant's signature and submit all the required documents BY POST to the Office of International Affairs at NTNU.

申請資格

學生需由姊妹校推薦，並在原屬學校修業至少滿一年，個人申請件恕不受理。

Application Progress

Application Submission → Admission Announcement → Student Confirmation → Student ID & Dorm Announcement → Sign up Arrival Information

申請流程

遞交申請書面資料 → 審核、上網公告申請結果、寄發入學許可 → 學生網路報到 → 公告學號、學伴 → 學生上網登錄班機、保險資訊



Application Period 申請日期

Semester	Term Time	Application Period
Fall Semester	Sep. - Jan.	Mar. 1 - Apr. 30
Spring Semester	Feb. - Jun.	Sep. 1 - Oct. 31
Summer Session	Jul. - Aug.	upon request
學期別	開課時程	開放申請時程
秋季班	9月至隔年1月	3月1日至4月30日
春季班	2月至6月	9月1日至10月31日
夏季班	七月至八月	依申請需求

更多本校交換學生資訊，請洽本處網站或聯絡：

goexchange@deps.ntnu.edu.tw

For more information of exchange program at NTNU,
please visit OIA website or contact : goexchange@deps.ntnu.edu.tw



2016 Summer School, National Taiwan Normal University

1 Session Begins July 3, 2016 to July 30, 2016

2 Registration Time Jan 5, 2016 to Mar 30, 2016

3 Fees & Payment	Price	Discount Price
		Partner university students ONLY
1 Course	NT\$40,000 (USD\$1,335)	NT\$36,000 (USD\$1,200)
2 Courses	NT\$55,000 (USD\$1,835)	NT\$49,500 (USD\$1,650)

- 4 Highlights**
- Total of 5 General Courses (2 credits for each course).
 - 12 days of class, 3 hours per day, total class time is 36 hours.
 - 4 days campus trip arranged by the School of Continuing Education.

5 Course Introduction

I. Subject & Course	
1. Art	Music Understanding Taiwanese Sound Enhance your understanding of art & music to foster greater appreciation and a grand perspective.
2. Literature	Travelling Literature Read Taiwanese travelers' creative literature works to learn more about the writing and culture in Taiwan travel literature.
3. Science	Street Science Literacy Provide students with the ability to grasp underlying meanings of everyday technology and further incorporate science in our daily life, through reading from humanity, tech, society, culture and other perspectives.
4. Culture	Taiwan Popular Culture Understand how the concept of 「Taiwan」 is formed, realized in pop culture and apply to your future career or research.
5. Sport	Exercise and Health Learn the principles and method of physical fitness and exercise, establish basic knowledge and concept on the prevention of sports injury, experience the happiness of exercising, incorporate exercise into your daily routine.

II. Off-Campus Visiting Program (2016/7/25-7/28)

Alishan Forest Recreation Area | National Museum of Marine Biology and Aquarium | Kenting | Kaohsiung West Bay and Pier-2 Art Center | Tainan Chikan Building | Anping Tree House, | Anping Fort (Fort Zeelandia) | Formosan Aboriginal Culture Village | Sun Moon Lake |

Contact NTNU School of Continuing Education
Erica Chen (Development Specialist) ☎ 886-2-7734-3698 ✉ erica0220@ntnu.edu.tw
Yang, Shou-hui (Executive Secretary) ☎ 886-2-7734-5835 ✉ ysh@ntnu.edu.tw



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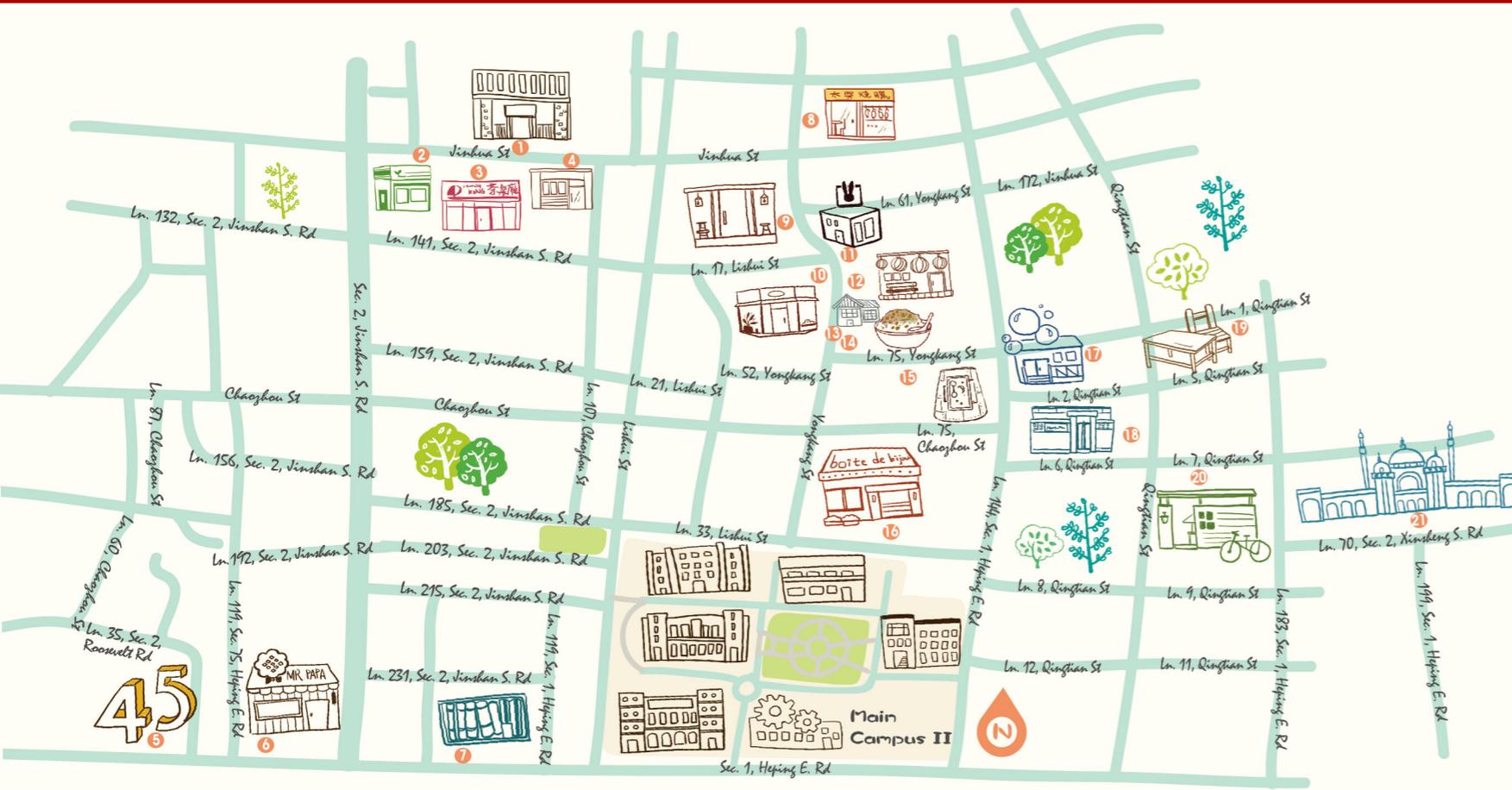


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goexchange@deps.ntnu.edu.tw
 For more information of exchange program at NTNU,
 please visit OIA website or contact : goexchange@deps.ntnu.edu.tw





Main Campus II (Library Area)

- 1 政大企公中心 (National Chengchi University Center for Public and Business Administration Education)**
No. 187, Jinhua St, Da'an District, Taipei City
☎ 02-2341-9151
- 2 全國素食自助餐 (Vegetarian Food Buffet)**
No. 118-8, Jinhua St, Da'an District, Taipei City
☎ 02-2321-1198
- 3 鑫華港式茶餐廳 (Hong Kong style Dim Sum House)**
No. 126, Jinhua St, Da'an District, Taipei City
☎ 02-2391-2022
- 4 帕米爾新疆菜 (Xinjiang Food)**
No. 126-2, Jinhua St, Da'an District, Taipei City
☎ 02-3393-1522
- 5 45酒吧 (Pub)**
2F, No. 45, Section 1, Heping E Rd, Da'an District, Taipei City
☎ 02-2321-2140
- 6 MR. PAPA比利時師大鬆餅店 (Pancake)**
No. 77, Section 1, Heping E Rd, Da'an District, Taipei City
☎ 02-2356-8508
- 7 華欣書店 (Used Bookstore)**
B2, No. 121, Section 1, Heping E Rd, Da'an District, Taipei City
☎ 02-2351-3341
- 8 太興燒臘店 (Cantonese Style Barbecue)**
No. 51, Yongkang St, Da'an District, Taipei City
☎ 02-3393-6230
- 9 小隱私廚 (Taiwanese Style Food)**
No. 42-5, Yongkang St, Da'an District, Taipei City
☎ 02-2343-5355
- 10 一票人票畫空間 (Art Gallery)**
No. 44, Yongkang St, Da'an District, Taipei City
☎ 02-2393-7505
- 11 品墨良行街上店 (小餅乾與小兔子) (Innovative Stationery & Cookies)**
No. 63, Yongkang St, Da'an District, Taipei City
☎ 02-2358-4670
- 12 大隱酒食 (Taiwanese Style Food)**
No. 65, Yongkang St, Da'an District, Taipei City
☎ 02-2343-2275
- 13 隨意小吃 (Fried Rice & Noodles)**
No. 73, Yongkang St, Da'an District, Taipei City
☎ 02-2395-6288
- 14 羽庭小屋 (Taiwanese Bento / Boxed meal)**
No. 73, Yongkang St, Da'an District, Taipei City
☎ 02-2391-4848
- 15 品墨良行巷內店 (Innovative Stationery & Cookies)**
No. 10, Lane 75, Yongkang St, Da'an District, Taipei City
☎ 02-2396-8366
- 16 珠寶盒法式點心坊 (Cake & Bread)**
No. 19-1, Lane 33, Lishui St, Da'an District, Taipei City
☎ 02-3322-2461
- 17 Ms.Bubble三號店 (Cafe' & Restaurant)**
No. 16, Lane 75, Yongkang St, Da'an District, Taipei City
☎ 02-2351-1565
- 18 青田藝集 (Cafe' & Concert)**
No. 4-1, Qingtian St, Da'an District, Taipei City
☎ 02-2391-1268
- 19 學校咖啡館 (Cafe' & Restaurant)**
No. 6, Lane 1, Qingtian St, Da'an District, Taipei City
☎ 02-2322-2725
- 20 青田七六 (Cafe' & Restaurant / Old Japanese Style Building)**
No. 6, Lane 7, Qingtian St, Da'an District, Taipei City
☎ 02-2391-6676
- 21 清真寺 (Mosque)**
No. 62, Section 2, Xinsheng S Rd, Da'an District, Taipei City
☎ 02-2392-7364

Wander
off
NTNU

DELICIOUS

SPECIAL

FUNNY



Gongguan Campus

- 1 阿蓮日式車輪餅 (Japanese Style Wheel Pies)**
Lane 108, Section 4, Roosevelt Rd, Zhongzheng District, Taipei City
At the corner of the lane.
☎ 0955-755-093
- 2 小飯館兒 (Korean Food)**
No. 198, Section 3, Tingzhou Rd, Zhongzheng District, Taipei City
☎ 02-2369-8800
- 3 公館舊書城 (Used Bookstore)**
Lane 104, Section 3, Tingzhou Rd & Lane 200, Section 3, Tingzhou Rd, Zhongzheng District, Taipei City
- 4 自來水博物館 (Taipei Water Park)**
No. 1, Siyuan St, Zhongzheng District, Taipei City
☎ 02-8369-5145
- 5 寶藏巖國際藝術村 (Taipei Artist Village)**
No. 2, Alley 14, Lane 230, Section 3, Tingzhou Rd, Zhongzheng District, Taipei City
☎ 02-2364-5313
- 6 THE WALL LIVE HOUSE**
B1, No. 200, Section 4, Roosevelt Rd, Wenshan District, Taipei City
☎ 02-2930-0162

※ Due to high concentration of international student activity in the main campus and limited space, Linkou Campus is not included on this map.

Main Campus I (Administration Building Area)

1 Box Nightclub

📍 No. 67, Section 2, Roosevelt Rd, Da'an District, Taipei City
☎ 02-3365-3041

2 小路上。藝文空間 (Art Place & Performance Venue)

📍 No. 7, Lane 77, Section 2, Roosevelt Rd, Da'an, Taipei City
☎ 02-2363-7768

3 路燈咖啡 (Cafe & Restaurant)

📍 Lane 4, Pucheng St, Da'an District, Taipei City
☎ 02-2367-7272

4 Bambi Bambi Brunch 斑比咖啡 (Cafe & Brunch)

📍 No. 11, Pucheng St, Da'an District, Taipei City
☎ 02-2363-1106

5 水準書局 (Bookstore)

📍 No. 1, Pucheng St, Da'an District, Taipei City
☎ 02-2364-5726

6 天下佈武日月潭紅茶 (Tea & Drinks)

📍 No. 50, Shida Rd, Da'an District, Taipei City
☎ 0966-984-820

7 DOT dot點點食堂 (Brunch)

📍 No. 2, Lane 13, Pucheng St, Da'an District, Taipei City
☎ 02-8369-2939

8 White Wabbit Records 小白兔唱片 (Music Store)

📍 No. 1-1, Lane 21, Pucheng St, Da'an District, Taipei City
☎ 02-2369-7915

9 自然結果 (Natural Fruit Jam)

📍 No. 25, Lane 68, Shida Rd, Da'an District, Taipei City
☎ 02-2369-3062

10 小南風 (Cafe)

📍 No. 9, Lane 68, Shida Rd, Da'an District, Taipei City
☎ 02-2363-3138

11 嚕咖啡 (Italian Food)

📍 No. 4, Lane 13, Pucheng St, Da'an District, Taipei City
☎ 02 2366 1680

12 梁實秋故居 (Former Residence Of Shih-Chiu Liang)

📍 No. 11, Yunhe St, Da'an District, Taipei City
☎ 02-2363-4598

13 雲禾特調小火鍋 (Hot Pot)

📍 No. 2, Yunhe St, Da'an District, Taipei City
☎ 02-2368 0688

14 Cafe' a' la mode (Cafe' & Restaurant)

📍 No. 2-1, Yunhe St, Da'an District, Taipei City
☎ 02-2362-3957

15 瑪莉珍比薩 MaryjanePizza

📍 No. 33-9, Pucheng St, Da'an District, Taipei City
☎ 02-2368-5222

16 hi日標YOU CAFE (Cafe' & Restaurant)

📍 No. 24-1, Pucheng St, Da'an District, Taipei City
☎ 02-2363-6268

17 華美新古典麵食館 (Noodles & Hong Kong style dim sum)

📍 No. 2, Lane 26, Pucheng St, Da'an District, Taipei City
☎ 02-2368-0986

18 上來吧咖啡廳 (Cafe' / Beer / Restaurant)

📍 2F, No. 46, Lane 92, Shida Rd, Da'an District, Taipei City
☎ 02-3365-1995

19 橫濱蛋包飯 (Japanese rice omelet)

📍 No. 2, Lane 26, Pucheng St, Da'an District, Taipei City
☎ 02-2363-6092

20 KGB紐西蘭風味漢堡餐坊 (Hamburgers & Fried Food)

📍 No. 5, Lane 114, Shida Rd, Da'an District, Taipei City
☎ 02-2363-6015

21 水柳伯烤玉米 (Barbeque Corn)

📍 No. 129, Shida Rd, Da'an District, Taipei City.
☎ (Next to The Wellcome Market.)

22 燈籠滷味 (Soya-sauce Braised Meat)

📍 No. 52, Longquan St, Da'an District, Taipei City

23 師園鹽酥雞-師大夜市美食(Taiwanese Style Fried Chicken)

📍 No. 14, Lane 39, Shida Rd, Da'an District, Taipei City
☎ 02-2363-3999

24 Pintoo拼圖專賣店 (Jigsaw Puzzle)

📍 No. 5, Lane 49, Shida Rd, Da'an District, Taipei City
☎ 02-2363-2598

25 許記生煎包 (Taiwanese Pan-fried Bun)

📍 No. 9, Lane 49, Shida Rd, Da'an District, Taipei City
☎ 0930-859-646

26 廣東粥 (Cantonese Porridge)

📍 No. 4, Lane 49, Shida Rd, Da'an District, Taipei City
☎ 02-2368-1962

27 牛魔王牛排 (Steak)

📍 No. 8, Lane 49, Shida Rd, Da'an District, Taipei City
☎ 02-3365-2635

28 木町日式冰店 (Shaved Ice with Syrup)

📍 No. 50, Longquan St, Da'an District, Taipei City
☎ 02-3363-1680

29 必買站一樂高玩具專賣店 (LEGO Toy Building Brick)

📍 No. 13, Lane 93, Shida Rd, Da'an District, Taipei City
☎ 02-3365-1558

30 雙魚坊 (Italian Food)

📍 No. 10, Lane 93, Shida Rd, Da'an District, Taipei City
☎ 02-2362-3271

31 貓圖咖啡 (Cafe' & CAT)

📍 No. 184-1, Section 1, Heping E Rd, Da'an District, Taipei City
☎ 02-3365-2865

32 茉莉二手書店師大店 (Used Bookstore)

📍 B1, No. 222, Section 1, Heping E Rd, Da'an District, Taipei City
☎ 02-2368-2238

33 元銀手座 (Hand-made Accessory)

📍 No. 11, Longquan St, Da'an District, Taipei City
☎ 02-3365-2579

34 極簡咖啡館 (Cafe' & CAT)

📍 No. 42, Lane 2, Taishun St, Da'an District, Taipei City
☎ 02-2362-9734

35 李阿姨水煎包 (Taiwanese Pan-fried Bun)

📍 No. 11, Longquan St, Da'an District, Taipei City
☎ 0936-566-593

36 蛋幾ㄉㄟ 蛋餅捲專賣店 (Egg Rolls)

📍 No. 15, Longquan St, Da'an District, Taipei City
☎ 0925-002-320

37 小慢的茶 (Tea Shop)

📍 No. 39, Lane 16, Taishun St, Da'an District, Taipei City
☎ 02-2365-0017

38 好好味港式菠蘿包 (Cantonese Pineapple Bun)

📍 No. 51, Lane 26, Taishun St, Da'an District, Taipei City
☎ 02-2368-8898

39 成都麵食寓 (Noodles)

📍 No. 20-2, Lane 16, Taishun St, Da'an District, Taipei City
☎ 02 2366 1288

40 公共冊所 (Used Bookstore)

📍 B1, No. 24, Taishun St, Da'an District, Taipei City
☎ 02-3365-2328

41 雷諾瓦拼圖文化坊 (Jigsaw Puzzle)

📍 No. 27, Lane 44, Taishun St, Da'an District, Taipei City
☎ 02-2362-0859

42 飯館兒韓式專門店 (Korean Food)

📍 No. 55, Longquan St, Da'an District, Taipei City
☎ 02-2368-9702

43 舊香居 (Used Bookstore)

📍 No. 81, Longquan St, Da'an District, Taipei City
☎ 02-2368-0576

44 糊塗麵 (Noodles)

📍 No. 11, Lane 22, Wenzhou St, Da'an District, Taipei City
☎ 02-2366-1288



Link

 National Taiwan Normal University

