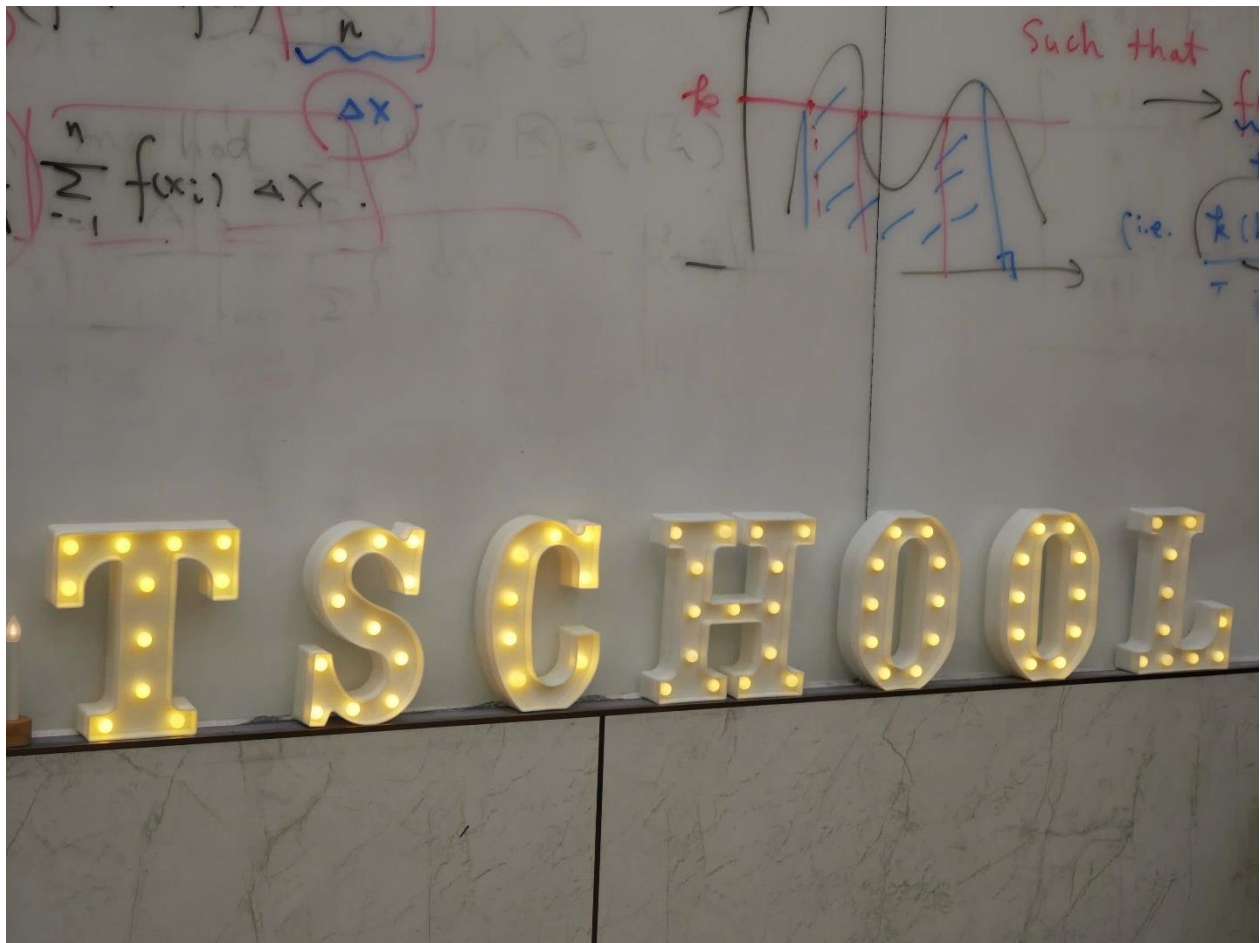




---

# CULTIVATING CREATIVE MINDSET IN DIGITAL TALENT: AN EVALUATION OF T-SCHOOL'S EXPERIENTIAL PROGRAM

---



SPENCER DILL, ELEANOR FOLEY, SAKSHI GAURO, JAKUB JANDUS



**WPI**



**東吳大學**  
Soochow University

---

# CULTIVATING CREATIVE MINDSET IN DIGITAL TALENT: AN EVALUATION OF T-SCHOOL'S EXPERIENTIAL PROGRAM

---

An Interactive Qualifying Project  
submitted to the Faculty of  
WORCESTER POLYTECHNIC INSTITUTE  
in partial fulfillment of the requirements for the  
degree of Bachelor of Science

**Authored by:**  
Spencer Dill  
Eleanor Foley  
Sakshi Gauro  
Jakub Jandus

30 April 2024

**Report Submitted to:**  
Dr. Chienkuo Mi  
Dr. Yu-Cheng Liu  
Professor Wen-Hua Du and Emeritus Professor Robert Kinicki  
Worcester Polytechnic Institute

gr-tschoo-d24@wpi.edu



# WPI

*This report represents work of WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>*

This page intentionally left blank.

## **Abstract**

Soochow University in Taipei, Taiwan struggles to attract new students due to the country's low birth rate. Furthermore, the exam-focused education system does not teach the skills students need for the competitive world of the future. To address this, they launched Talent School (T-School), an experiential program, in Fall 2023. T-School uses open, project-based workshops to foster creativity, expression, and collaboration. The team explored how T-School delivers technology skills to Humanities majors, its impact on developing skill sets, and student satisfaction using document analysis, student and faculty interviews, surveys, and observations to identify improvements. The main research recommendations were to create a syllabus, spark students' intrinsic motivation, and improve teamwork.

This page intentionally left blank.

## Executive Summary

### Introduction and Background

Taiwan has an aging society which means a low birth rate (National Development Council, 2023). This leads to their higher education system struggling in terms of student enrollment (Ministry of Education, 2023). Universities must compete with one another to attract students. In Taiwan, private universities are affected more because they have less prestige than their counterpart, national universities (Shih, 2012).

In addition, Taiwan's education system has traditionally emphasized exams and tests (Peng & Hsiao, 2023). This approach creates stressful experiences for students, as the system prioritizes test-taking and memorization while neglecting career-focused skills like collaboration, public speaking, and creativity. As a result, Taiwan's school system does not prepare students for a competitive career world. To combat this, the School of Liberal Arts and Social Sciences at Soochow University (東吳大學) implemented a program called Talent School (T-School). T-School aims to provide a space for experimentation, hands on learning, expression, collaboration, and creativity. Students can acquire new technical skills to complement their humanities education in a low-stress environment, contributing to their growth as a person.

Figure E.1 shows the requirements to obtain the T-School completion certificate. There are five mandatory courses in T-School: *The General Introduction and Methodology of Creative Cultural Industries*, *Proposal Competition*, *Podcast Creation*, *AI Art Creation*, and *Stage Night* (Soochow University, 2023b).

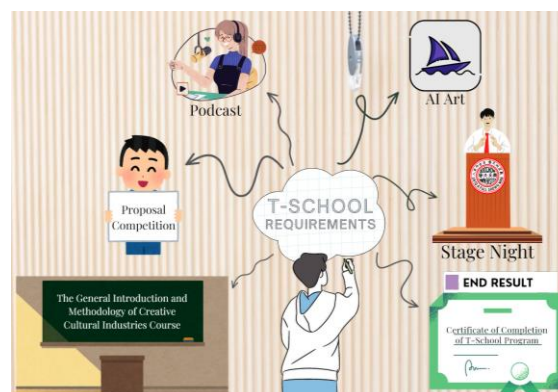


Figure E.1: T-School Certificate Requirements

The first course is a regular Soochow University course with class time during the day. T-School offers all the new workshops in the evenings. The *Proposal Competition* involves groups of students led by professors, with four groups in total to correspond with the four T-School professors. The workshop concludes with a public exhibition where students display their projects. In *Podcast Creative Writing*, *AI Art Creation*, and *Stage Night* students can win monetary prizes. The *Podcast Creation* workshop is similarly group based but with smaller student groups. *AI Art Creation* and *Stage Night*, the last two workshops, are individual. The *Stage Night* is an event where students give 5-minute Pecha-Kucha (PechaKucha, 2024) style presentations in front of an audience comprised of the rest of the T-School students and professors. Each semester has four *Stage Nights*, where the two best presentations at each event, chosen by a panel of specialized judges and the audience, receive prize money. At the end of the program and upon completing all five courses, students receive a certificate of completion.

The Sponsors of this Interactive Qualifying Project (IQP) are the dean of the School of Liberal Arts and Social Sciences Dr. Chienkuo Mi and a professor of sociology from the same school Dr. Yu-Cheng Liu. They proposed to explore how T-School delivers technology skills to Humanities majors and develop a set of recommendations for improvement.

## Methodology

The team's project goal was to identify recommendations for improvements to the T-School program. To achieve this goal the team divided it into three key objectives, and they are as follows:

Objective 1: Uncover the relationship between STEM and Humanities, and its application in T-School.

Objective 2: Comprehend the contribution of T-School program to the growth of student skill sets (cultivating creativity, collaboration, and exploration of creative industries) in humanities.

Objective 3: Evaluate student satisfaction in T-School and their engagement with the program.

To accomplish these objectives, the team applied four methods: document analysis, interviews, surveys, and field observations.

In the document analysis the team reviewed resources provided by the project sponsors: one curriculum presentation and 13 student AI-generated art presentations. The analysis aimed to evaluate consistency with T-School's educational objectives and identify areas for improvement.

The team conducted 14 interviews with: three T-School faculty members, three current students, two dropout students, and six data science students. The interviews followed a semi-structured format to encourage open-ended responses and collected data for all three objectives. To overcome language barriers, the team provided translations in both English and Mandarin for student participants and Soochow University students as translators. The team then transcribed and coded the interview responses to categorize the content and extract recurring patterns and significant findings.

Using the Qualtrics web-based platform, the team created surveys for different respondent groups, using conditional logic to direct respondents to

appropriate question sets. The survey received a total of 35 responses from various groups, including 23 current T-School students, two dropout students, four T-School professors, and six non-affiliated students.



*Figure E.2: T-School Stage Night*

The team conducted field observations at two *Stage Nights* and two *AI Art Creation* workshops to assess student engagement and satisfaction. Figure E.2 shows one of the T-School Stage Night events the team observed. The four student investigators focused on various aspects such as verbal cues, nonverbal cues, content aspects, and overall engagement.

## Results and Findings

Using these methods the team identified key findings. The team observed T-School succeeding in certain aspects. Most participants interviewed and surveyed held a positive view of the T-School program. Students believed that T-School encouraged them to showcase ideas and express creativity. T-School fostered collaboration between different majors. Students could collaborate with peers from different majors, a unique experience that most Soochow University students would not otherwise have. One student used their podcast creations to demonstrate a strong understanding of Mandarin Chinese to a potential employer while another

used their AI skills in a presentation for another class.

However, there was a miscommunication about T-School's vision. Many students joined T-School for reasons other than its underlying philosophy, such as the prize money or to learn specific skills. When asked about reasons for dropping out, students viewed T-School as extra work not providing them with a valuable return on their time invested. They did not see the skills they gained as a reward.

T-School is currently facing several challenges. The program had 16 out of 37 students drop out which is almost a 50% drop out rate. Interviews and surveys uncovered that student dropped out due to factors such as: heavy workload, team conflicts, and scheduling issues. One faculty member said that T-School might need a clearer core concept and more incentives to encourage students to complete the program. Many students found teamwork difficult and unfamiliar, largely due to limited prior experience with collaboration. Team communication gap, lack of enthusiasm among team members, and random group assignments added to the student frustration. Additionally, T-School students expressed a need for more detailed instruction on the audio equipment for the *Stage Nights* and *Podcast Creation* workshops.

In examining objective 1, the team discovered that most humanities students in T-School believe that humanities and technology are interconnected and influence each other, while the majority of interviewed data science students held the opposite view.

## Recommendations

From the key findings, the team formulated 11 recommendations to improve the T-School program. Four of these recommendations are directly based on participants responses, while the other seven combine the investigators' experience, literature review, and key findings. Figure E.3 illustrates the recommendations the team provided to improve the T-School program.

The recommendations to improve students' learning experience are:

### 1. Offer an Interactive Introduction to the Equipment

Provide two interactive lectures explaining how to use the equipment; each split into a brief introduction followed by supervised hands-on practice.

### 2. Gradually Introduce Exploration

To ease the stress from the open and exploratory nature of the T-School program, professors can offer guided steps and clear expectations like the traditional education system at the start and gradually loosen the structure, allowing for more freedom over time.

### 3. Hold the AI Workshop in a Computer Classroom

Improve accessibility for students who do not have a computer capable of running the required software or maintaining a battery charge through the workshop.

The recommendations based on team dynamics are:

### 4. Enable One-time Team Switch

Randomly assigning teams can lead to mismatches, forcing students to either endure poor dynamics or drop out. A one-time team switch could help solve these issues by offering students a chance to find a better fit.



**5. Let Students Indicate Project Preferences and Assign Groups Intentionally**

Allow students to express project and teammate preferences, then form teams based on this data, which could lead to more enthusiasm and minimize internal conflicts.

**6. Provide Team and Self Evaluation, and a Course Feedback Form**

Feedback forms give faculty an insight into student's program satisfaction and team dynamics, enabling professors to address team-related issues before they escalate. Typically, these forms are distributed midway through the program and again near its completion.

This section contains recommendations about providing student motivation.

**7. Spark Intrinsic Motivation in the Students and Faculty**

Encourage intrinsic motivation by fostering a supportive environment through celebrating small achievements, cultivating growth mindset, and building stronger student-teacher relationships.

**8. Provide Credit Incentive**

Receiving academic credit could motivate students and faculty to participate in T-School, because it would align their efforts with their degree requirements rather than feeling as additional work.

This section contains recommendations to improve curriculum organization:

**9. Write and Publish a Syllabus**

Providing a syllabus outlining learning objectives and a clear vision could improve organization in T-School, motivating students to be more engaged and participate in the program.

**10. Make a Webpage**

Creating a simple webpage provides a centralized platform for organizational information, upcoming events, and student work portfolios, building the program's credibility while providing students a space to showcase their work to become more desirable candidates for employers.

The recommendation for future workshops is:

**11. Workshop Ideas**

Students expressed interest in adding digital art, professional training, marketing, and advertising, or film workshops.

T-School aims to break away from Taiwan's traditional learning system, offering students an opportunity to explore and be creative. The team hopes that these findings and recommendations will help T-School grow into a strong and successful program.

## RECOMMENDATIONS FOR T-SCHOOL PROGRAM

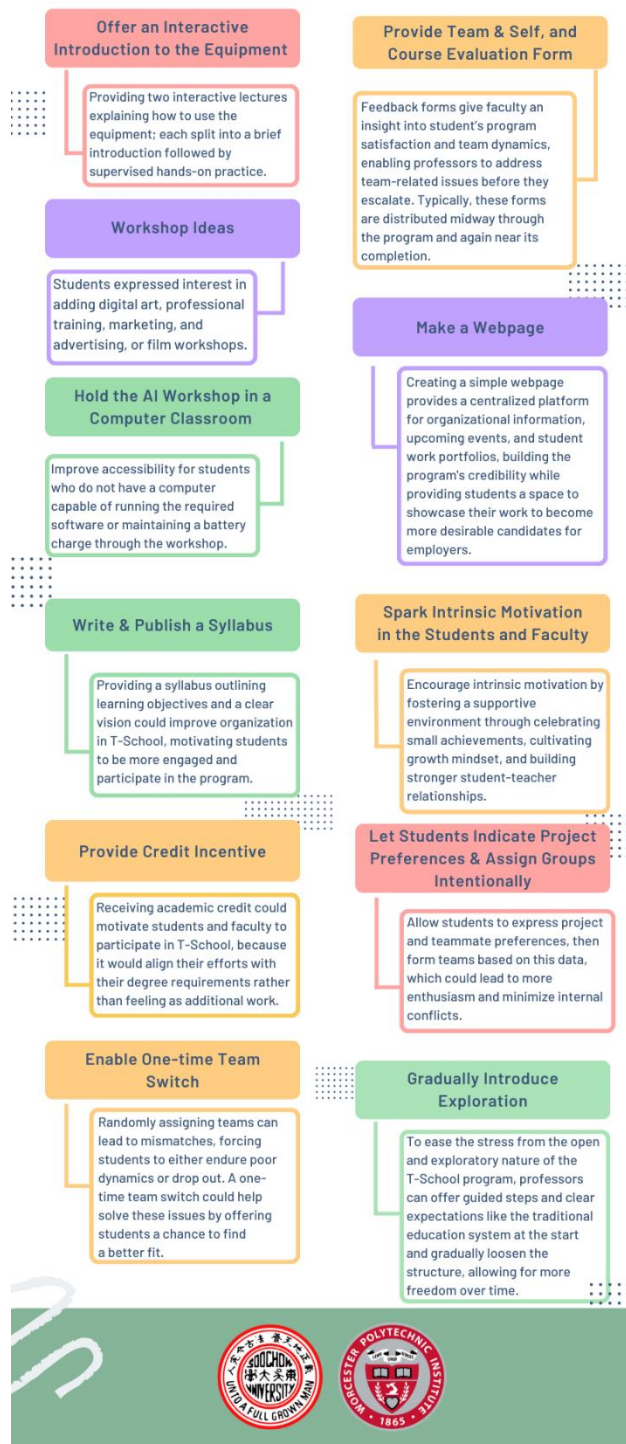


Figure E.3: Investigator Recommendation

## Executive Summary References

- Ministry of Education. (2023). *各教育階段學生數預測報告 (112~127 學年度)*.  
[https://stats.moe.gov.tw/files/analysis/112\\_st\\_report.pdf](https://stats.moe.gov.tw/files/analysis/112_st_report.pdf)
- National Development Council. (2023). *Low Birth Rate*. Retrieved February 2, 2024, from  
[https://www.ndc.gov.tw/en/Content\\_List.aspx?n=6F69D4E5D624660A](https://www.ndc.gov.tw/en/Content_List.aspx?n=6F69D4E5D624660A)
- Peng, S., & Hsiao, M. (2023, November 7). *Why are Taiwanese school kids exhausted and afraid of failure?* <https://english.cw.com.tw/article/article.action?id=3557>
- PechaKucha. (2024). *PechaKucha 20x20*. Retrieved March 25, 2024, from  
<https://www.pechakucha.com/about>
- Shih, C.-H. (2012). The Effects of Governmental Subsidy on the Quality of Education in Taiwan's Private Universities and Colleges. In J. J. Park, A. Zomaya, S.-S. Yeo, & S. Sahni (Eds.), *Network and Parallel Computing* (Vol. 7513, pp. 373–380). Springer Berlin Heidelberg.  
[https://doi.org/10.1007/978-3-642-35606-3\\_43](https://doi.org/10.1007/978-3-642-35606-3_43)
- Soochow University. (2023b, June 6). *T School 熱烈招生中*. Retrieved February 8, 2024, from  
[https://lass.artsoc.scu.edu.tw/news\\_detail/58](https://lass.artsoc.scu.edu.tw/news_detail/58)

This page intentionally left blank.

## Acknowledgements

The student investigators would like to express their sincere gratitude to all those who contributed to the success of this project. We are especially thankful for the support, guidance, and expertise provided by the following individuals and groups:

**Dr. Mi and Dr. Liu:** Our Sponsors at School of Liberal Arts and Social Sciences, who provided invaluable resources for the research.

**Professor Wen-Hua Du:** Our advisor, whose encouragement and guidance helped us navigate project challenges.

**Emeritus Professor Robert Kinicki:** Our advisor, whose feedback pushed us to achieve our best.

**Professor Amanda Wittman:** Our ID2050 pre-departure instructor, who contributed to shaping us into effective researchers.

**T-School Cohort:** Our partners at Soochow University, who supported our research efforts.

**Local Buddies:** Aslan, Celine, Erica, Hanna, Larisa, and Riley, who assisted us in overcoming the language barriers.

**The Wanderers IQP team:** Fellow IQP team, who provided insight into the current Taiwanese generation's struggles.

**WPI Taipei Cohort:** Our Cohort members, whose support and positivity were greatly appreciated.

A special thank you to all the interviewees, survey participants, and Soochow University faculty whose willingness to share their experiences made this project possible.

## Table of Authorship

<b>Section</b>	<b>Primary Author</b>	<b>Primary Editor</b>
<b>Abstract</b>	All	All
<b>Executive Summary</b>	All	All
<b>Acknowledgments</b>	Gauro, Jandus	All
<b>Introduction</b>	Foley, Gauro, Jandus	All
<b>Literature Review</b>	Gauro	Gauro
<b>Taiwan's Highly Competitive Education System</b>	Foley, Jandus	Gauro
<b>Private University Challenges</b>	Dill	Foley
<b>Taiwan's Labor Force</b>	Dill	Gauro
<b>Experiential Learning</b>	Gauro	Jandus
<b>Impacts of Experiential Learning on Cognitive Development</b>	Gauro	Gauro
<b>Experiential Learning Cultivates Creative Minds</b>	Gauro	Gauro
<b>Course Design for Active Learning</b>	Jandus	Foley
<b>Digital Skills</b>	Foley	Dill, Gauro
<b>T-School, Humanities &amp; Similar programs</b>	Foley, Gauro	Gauro, Foley
<b>T-School</b>	Foley, Jandus	Gauro, Foley, Jandus
<b>Humanities Education in Comparison with T-School</b>	Foley	Gauro, Foley
<b>Programs Similar to T-School in United States and Their Impact</b>	Foley, Gauro	Gauro
<b>Colleges in the United States</b>	Gauro	Gauro
<b>Stanford Design School</b>	Foley, Gauro	Foley
<b>Massachusetts Institute of Technology (MIT) Sandbox</b>	Gauro	Gauro
<b>Boston College, MFECO, University of Massachusetts (UMass) Boston</b>	Foley	Gauro
<b>Program Design</b>	Jandus	Foley
<b>Formulating Effective Teaching and Assessment Objectives</b>	Jandus	Foley
<b>Syllabus Creations</b>	Jandus	Foley, Dill
<b>Course Evaluation</b>	Jandus	Foley
<b>Six Standards of Scholarly Teaching</b>	Jandus	Foley
<b>Faculty Evaluation – Consensus in Literature</b>	Jandus	Foley
<b>Present Biases</b>	Jandus	Foley
<b>Background Summary</b>	Gauro	Gauro
<b>Methodology</b>	Foley, Gauro	Foley
<b>Document Analysis</b>	Jandus	Gauro
<b>AI-generated Art Assessment</b>	Jandus	Jandus
<b>Interviews</b>	Gauro	Gauro, Jandus, Foley

<b>Faculty and Expert Interviews</b>	Gauro	Gauro, Foley
<b>Student Interviews</b>	Gauro, Jandus	Gauro, Foley
<b>Surveys</b>	Jandus, Foley	Jandus
<b>Field Observation</b>	Foley	Gauro
<b>Field Observations for Stage Evaluations</b>	Foley	Foley, Jandus
<b>Field Observations for AI Art Workshops Evaluations</b>	Foley	Jandus
<b>Process of Analyzing Results</b>	Gauro	Foley
<b>Coding process for Interview data</b>	Gauro, Jandus	Jandus
<b>Ethics</b>	Dill, Jandus, Foley	Gauro
<b>Project Timeline</b>	Gauro	Jandus
<b>Results and Analysis</b>	Gauro	Gauro
<b>Document Analysis Results</b>	Jandus	Gauro
<b>Interview Results</b>	Gauro	Jandus
<b>Overall Themes</b>	Gauro	Jandus
<b>Faculty and Expert Responses</b>	Gauro	Jandus
<b>Student</b>	Gauro	Jandus
<b>Survey Results</b>	Dill	Foley
<b>Satisfaction and Engagement with T-School</b>	Dill	Foley
<b>Student Skill Growth in T-School</b>	Dill	Foley
<b>Field Observation Results</b>	Foley	Gauro
<b>Stage Night Observations</b>	Foley	Gauro
<b>AI Art Classes Observations</b>	Foley	Gauro
<b>Key Findings</b>	Foley, Gauro, Jandus	All
<b>Recommendations</b>	Jandus, Gauro	Gauro, Foley, Jandus
<b>Data Informed Suggestions</b>	Jandus, Gauro	Gauro, Jandus
<b>Investigator Recommendations</b>	Gauro, Jandus	Gauro, Foley, Jandus
<b>Conclusion</b>	All	All
<b>Limitations and Future Work</b>	All	All
<b>Soochow University</b>	All	Jandus
<b>Evaluation Questions for Course Resources</b>	Jandus	Gauro
<b>Course Resources Review Rubric</b>	Jandus	Gauro
<b>AI-generated Art Piece</b>	Jandus	Jandus
<b>Consent Form for Interviews</b>	All	All
<b>Faculty and Expert Interview</b>	Gauro	All
<b>T-School Student Interview</b>	Gauro	All
<b>STEM Student Interview</b>	Jandus	Foley
<b>Consent Form for Field Observations</b>	Foley	All
<b>Survey Questions</b>	Jandus	All
<b>Consent Form for Field Observations</b>	Foley	All

<b>Field Observation Metric for Stage Night</b>	Foley	All
<b>Qualitative Data Coding Themes</b>	All	All
<b>Example Coded Interview Transcription</b>	All	Jandus
<b>Field Observation Metric for AI Event</b>	Foley	All
<b>Curriculum Presentation</b>	Jandus, Foley	Foley
<b>AI-generated Art Piece</b>	Jandus, Gauro	Gauro, Jandus
<b>Professor A Interview Transcript</b>	Dill, Jandus	Jandus
<b>Expert A Interview Transcript</b>	All	All
<b>Professor B Interview Transcript</b>	Gauro, Jandus	Gauro, Jandus
<b>Student EA Interview Transcript</b>	Jandus, Foley	Jandus, Foley
<b>Student DB and DC Interview Transcript</b>	Dill, Jandus	Dill, Jandus
<b>Student DD Interview Transcript</b>	Dill, Jandus	Dill, Jandus
<b>Student DE and DF Interview Transcript</b>	Jandus, Gauro	Jandus, Gauro
<b>Student DG Interview Transcript</b>	Jandus, Gauro	Jandus, Gauro
<b>Student NI Interview Transcript</b>	Dill, Foley	Dill, Foley
<b>Student EJ Interview Transcript</b>	Gauro, Jandus	Gauro, Jandus
<b>Student EK Interview Transcript</b>	Jandus, Foley	Jandus, Foley
<b>Student NL Interview Transcript</b>	Dill, Foley	Dill, Foley
<b>Additional Graphs</b>	All	Jandus
<b>Survey Results</b>	Jandus	Jandus
<b>Stage Night Field March 20<sup>th</sup> Observation Transcriptions</b>	All	Gauro, Dill
<b>Stage Night Field April 10<sup>th</sup> Observation Transcriptions</b>	All	Gauro, Foley
<b>AI Workshop March 26 Field Observation Transcriptions</b>	All	Dill
<b>AI Workshop March 28 Field Observation Transcriptions</b>	All	Dill
<b>Self and Team Evaluation Form Example</b>	All	All



## Table of Contents

Abstract.....	i
Executive Summary .....	iii
Introduction and Background.....	iii
Methodology .....	iv
Results and Findings .....	iv
Recommendations .....	v
Executive Summary References .....	viii
Acknowledgements.....	x
Table of Authorship .....	xi
Table of Contents.....	xiv
Table of Figures .....	xix
Table of Tables .....	xxi
1 Introduction .....	1
2 Literature Review .....	3
2.1 Taiwanese Education System .....	3
2.1.1 Taiwan’s Highly Competitive Education System.....	4
2.1.2 Private University Challenges.....	4
2.1.3 Taiwan’s Labor Force.....	5
2.2 Experiential Learning.....	5
2.2.1 Impacts of Experiential Learning on Cognitive Development .....	6
2.2.2 Experiential Learning Cultivates Creative Minds.....	7
2.2.3 Course Design for Active Learning .....	8
2.2.4 Digital Skills .....	8
2.3 T-School, Humanities & Similar programs .....	9
2.3.1 T-School.....	9
2.3.2 Humanities Education in Comparison with T-School .....	13
2.3.3 Programs Similar to T-School in United States and Their Impact .....	14
2.3.4 Colleges in the United States .....	14
2.4 Program Design .....	16
2.4.1 Formulating Effective Teaching and Assessment Objectives .....	16

2.4.2	Syllabus Creations .....	18
2.5	Course Evaluation.....	19
2.5.1	Six Standards of Scholarly Teaching.....	19
2.5.2	Faculty Evaluation – Consensus in Literature .....	20
2.5.3	Present Biases .....	20
2.6	Background Summary .....	21
3	Methodology.....	22
3.1	Document Analysis.....	23
3.1.1	AI-generated Art Assessment .....	24
3.2	Interviews.....	25
3.2.1	Faculty and Expert Interviews .....	26
3.2.2	Student Interviews .....	27
3.3	Surveys.....	28
3.4	Field Observations .....	29
3.4.1	Field Observations for Stage Evaluations.....	30
3.4.2	Field Observations for AI Art Workshops Evaluations.....	30
3.5	Process of Analyzing Results.....	31
3.5.1	Coding process for Interview data .....	31
3.6	Ethics.....	33
3.7	Project Timeline.....	34
4	Results and Analysis.....	35
4.1	Document Analysis Results .....	35
4.2	Interview Results .....	36
4.2.1	Overall Themes .....	36
4.2.2	Faculty and Expert Responses .....	38
4.2.3	Student Responses .....	40
4.3	Survey Results .....	42
4.3.1	Satisfaction and Engagement with T-School.....	43
4.3.2	Student Skill Growth in T-School.....	45
4.4	Field Observation Results.....	47
4.4.1	Stage Night Observations .....	47

4.4.2	AI Art Classes Observations .....	48
5	Key Findings.....	50
5.1	Majority of the Participants Liked the Idea of T-School .....	50
5.2	The Implementation of T-School Does Not Feel Complete .....	50
5.3	Philosophy of T-School “O ever youthful, o ever weeping” Was Not Shown.....	51
5.4	Some Students Learned Skills That They Can Envision Applying in Their Future .....	52
5.5	T-School is Facing a Student Drop Out Rate of almost 50% .....	52
5.6	Lack of Incentives May Have Led to Reduced Motivation in Students and Faculty ...	52
5.7	T-School Fosters Collaboration Between Different Majors .....	53
5.8	Students Find Teamwork Challenging, Unfamiliar, or Experience Conflicts .....	53
5.9	Two Polar Opposite Student Attitudes .....	54
5.10	Two Opinions About the Relationship Between Humanities and Technology .....	54
5.11	Students Lack Guidance with the Equipment.....	54
6	Recommendations .....	56
6.1	Data Informed Suggestions.....	56
6.1.1	Offer an Interactive Introduction to the Equipment.....	56
6.1.2	Enable One-time Team Switch .....	56
6.1.3	Provide Credit Incentive .....	56
6.1.4	Workshop Ideas .....	57
6.2	Investigator Recommendations.....	57
6.2.1	Write and Publish a Syllabus .....	57
6.2.2	Make a Webpage.....	58
6.2.3	Let Students Indicate Project Preferences and Assign Groups Intentionally .....	58
6.2.4	Spark Intrinsic Motivation in the Students and Faculty.....	59
6.2.5	Provide Team and Self Evaluation, and a Course Feedback Form.....	60
6.2.6	Gradually Introduce Exploration .....	60
6.2.7	Hold the AI Workshop in a Computer Classroom.....	61
7	Conclusion.....	62
7.1	Limitations and Future Work.....	62
	References.....	64
	Appendices.....	70

Appendix A: Soochow University .....	70
Appendix B: Evaluation Questions for Course Resources.....	71
a. Course Resources Review Rubric.....	71
b. AI-generated Art Piece .....	73
Appendix C: Consent Form for Interviews .....	74
Appendix D: Faculty and Expert Interview in English.....	78
Appendix E: T-School Student Interview .....	80
Appendix F: STEM Student Interview.....	86
Appendix G: Survey Questions.....	88
Appendix H: Consent Form for Field Observations .....	112
Appendix I: Field Observation Metric for Stage Night.....	114
Appendix J: Qualitative Data Coding Themes.....	118
Appendix K: Example Coded Interview Transcription .....	119
Appendix L: Field Observation Metric for AI Event.....	131
Appendix M: Document Analysis Data .....	132
a. Curriculum Presentation .....	132
b. AI-generated Art Piece .....	133
Appendix N: Professor A Interview Transcript .....	139
Appendix O: Expert A Interview Transcript.....	151
Appendix P: Professor B Interview Transcript .....	155
Appendix Q: Student EA Interview Transcript.....	171
Appendix R: Student DB and DC Interview Transcript .....	188
Appendix S: Student DD Interview Transcript.....	195
Appendix T: Student DE and DF Interview Transcript .....	199
Appendix U: Student DG Interview Transcript .....	205
Appendix V: Student NI Interview Transcript.....	210
Appendix W: Student EJ Interview Transcript .....	226
Appendix X: Student EK Interview Transcript.....	238
Appendix Y: Student NL Interview Transcript.....	247
Appendix Z: Additional Graphs .....	267
Appendix AA: Survey Results .....	277

Appendix BB: Stage Night Field March 20 <sup>th</sup> Observation Transcriptions .....	302
a. Translator Verbal Observation.....	302
b. Sakshi Gauro Non-Verbal Observation.....	305
c. Jakub Jandus Content Field Observation.....	308
d. Eleanor Foley Engagement Observation .....	310
e. Spencer Dill Engagement Observation.....	314
Appendix CC: Stage Night Field April 10 <sup>th</sup> Observation Transcriptions .....	316
a. Eleanor Foley Verbal Observation .....	316
b. Jakub Jandus Non-Verbal Observation .....	318
c. Eleanor Foley Content Observation.....	319
d. Jakub Jandus Engagement Observation .....	320
Appendix DD: AI Workshop March 26 Field Observation Transcriptions .....	321
a. Jakub Jandus Observation.....	321
b. Eleanor Foley Observation .....	322
c. Spencer Dill Observation.....	323
Appendix EE: AI Workshop March 28 Field Observation Transcriptions.....	325
a. Eleanor Foley Observation .....	325
b. Sakshi Gauro Observation.....	326
c. Spencer Dill Observation.....	327
Appendix FF: Self and Team Evaluation Form Example .....	329

## Table of Figures

Figure E.1: T-School Certificate Requirements.....	iii
Figure E.2: T-School Stage Night.....	iv
Figure E.3: Investigator Recommendation.....	vii
Figure 1: Graph of number of births in Taiwan and total fertility rate (National Development Council, 2023).....	3
Figure 2: Kolb’s Cycle of Experiential Learning. (Kolb, 1984).....	6
Figure 3: Bloom’s Original Taxonomy of Educational Objectives (University of Florida, n.d.)...	7
Figure 4: Students, Faculty, and the project team during Stage Night on March 20, 2024.....	10
Figure 5: T-School requirements for certificate of completion .....	11
Figure 6: Question Answer session of the Stage Night on March 20,2024 .....	13
Figure 7: Concept map of course design and teaching process. (Saroyan & Amundsen, 2004)..	18
Figure 8: Project Goal, Objectives, Methods, Outcomes, and Deliverables.....	23
Figure 9: Survey Logical Flow .....	29
Figure 10: Major Coding Themes.....	32
Figure 11: Snippet of the interview coding process.....	32
Figure 12: Coding Spreadsheet Example.....	33
Figure 13: T-School Project Timeline .....	34
Figure 14: Frequency count of Overall Theme mentions by all interviewees.....	37
Figure 15: Frequency count breakdown of Program Structure and Organization major theme ...	37
Figure 16: Overall sentiment for comments on current program delivery .....	38
Figure 17: Frequency count of Educational Goals and Teaching Approach minor theme.....	40
Figure 18: The overall sentiment towards teamwork theme.....	40
Figure 19: The overall sentiment towards Space for creativity theme .....	41
Figure 20: Aspects of T-School that Participants Enjoyed.....	43
Figure 21: Aspects of T-School That Participants Did Not Enjoy .....	44
Figure 22: Workshop Engagement .....	45
Figure 23: Improvement of Public Speaking Skills in T-School.....	46
Figure 24: Opportunity to be Creative.....	46
Figure 25: Presenters Performance in Stage Nights .....	47
Figure 26: Why Students Joined T-School .....	51
Figure 27: Word Cloud Representation of Workshop Ideas.....	57
Figure 28: Soochow University Logo (Soochow University, n.d.) .....	70
Figure 29: Total Interview Themes Mentions .....	267
Figure 30: Overall Response Sentiment by All Interviewees.....	268
Figure 31: Program Structure and Organization Minor Themes and Overall Sentiment .....	268
Figure 32: Frequency count of overall theme mentions by faculty and experts.....	269
Figure 33: Frequency count of overall theme sentiment of faculty and experts.....	269
Figure 34: Frequency count of theme mentions .....	270
Figure 35: Overall sentiment of student responses .....	270

Figure 36: Educational Goals and Teaching Approach Minor Themes and Overall Sentiment	271
Figure 37: Challenges and Difficulties Minor Themes and Overall Sentiment.....	272
Figure 38: Improvements and Program Future Minor Themes and Overall Sentiment .....	273
Figure 39: Practical Application Minor Themes with Overall Sentiment .....	274
Figure 40: Satisfaction and Personal Reflection Minor Themes with Overall Sentiment .....	275
Figure 41: Survey Data Student Average Hours Outside of Class Time.....	275
Figure 42: Survey Respondents Demographic .....	276
Figure 43: Survey Student Majors .....	276

## Table of Tables

Table 1: Comparison of Soochow University’s T-School to other college programs .....	14
Table 2: Professor Interviewee Information .....	26
Table 3: Student Interviewee Information .....	27
Table 4: Dates the Team Conducted Field Observation .....	30
Table 5: AI Works Polarity .....	36
Table 6: Stage Night Engagement Observation Averages.....	48
Table 7: AI Engagement Observation Averages .....	49



## 1 Introduction

The public education system in Taiwan has historically revolved around tests and exams (Peng & Hsiao, 2023). Only since 2016 has Taiwan begun to reform this system. However, it has been a slow process (Tiliakou, 2018). Students have had to compete to secure spots in prestigious high schools, aiming to get good scores for entries into reputable colleges (College Entrance Exam Center, 2019). The desire to attain high scores and get into prestigious universities forces students to acquire test taking and memorization skills, neglecting career-focused skills such as collaboration, public speaking, and creativity skills.

To address this issue, in fall of 2023, the School of Liberal Arts and Social Sciences at Soochow University made a notable attempt to diverge from the traditional higher educational model by establishing the T-School (Talent School) program. To lay groundwork in the current digital technology age, T-School students partake in five workshops: *The General Introduction and Methodology of Creative Cultural Industries*, *AI Art Creation*, *Podcast Creative Writing*, *Stage Communication Night*, and *Proposal Competition*. However, the emphasis is not on the technology itself but on actively cultivating the students' talents to support an innovative mindset. Students collaborate with others of different social studies majors and school years, work closely with their professors, and compete to win monetary prizes.

The sponsors for this IQP (Interactive Qualifying Project) include the dean of the School of Liberal Arts and Social Sciences at Soochow University Dr. Mi Chienkuo (米建國) and sociology professor Dr. Liu Yu-Cheng (劉育成). More information can be found in Appendix A: Soochow University about the university. Dr. Liou Wei-Gong (劉維公), sociology professor and former commissioner of the Department of Cultural Affairs for Taipei City, along with Dr. Mi first devised the T-School program concept around two years prior. Dr. Mi visited WPI (Worcester Polytechnic Institute) in 2023 and gave a talk titled *Forgetting*, discussing how the balance of forgetting and memory is crucial for psychological processes and cognitive development. This visit is one of the reasons he reached out to the WPI IQP program.

This IQP identifies recommendations for improving the T-School program with the following objectives in mind:

Objective 1: Uncover the relationship between STEM and Humanities, and its application in T-School.

Objective 2: Comprehend the contribution of T-School program to the growth of student skill set (cultivating creativity, collaboration, and exploration of creative industries) in humanities.

Objective 3: Evaluate student satisfaction in T-School and their engagement with the program.

The team worked towards the overarching goal: to identify recommendations for improving the T-School program. Throughout the on-site period, the project team had the chance to observe different parts of T-School. Working with the T-School cohort and other students at Soochow University, the team conducted surveys, interviews, and field observations to obtain both students' and faculty's perspectives and assess the effectiveness in achieving its goals, fulfilling the program mission, and satisfying students' expectations. Additionally, the sponsors provided the project team with access to a presentation serving as an alternative to a traditional curriculum, along with students' past works. The team analyzed these documents to further support the findings.

After completing the methods, the project team identified the program's successes and shortcomings. A major finding was that students were enthusiastic about the idea of T-School, and the workshops effectively developed skills. However, the majority of students felt the program's organization and collaboration among students could be improved upon. Despite these difficulties, T-School has the potential to make a significant impact. The team hopes these key findings and recommendations will help T-School move forward.

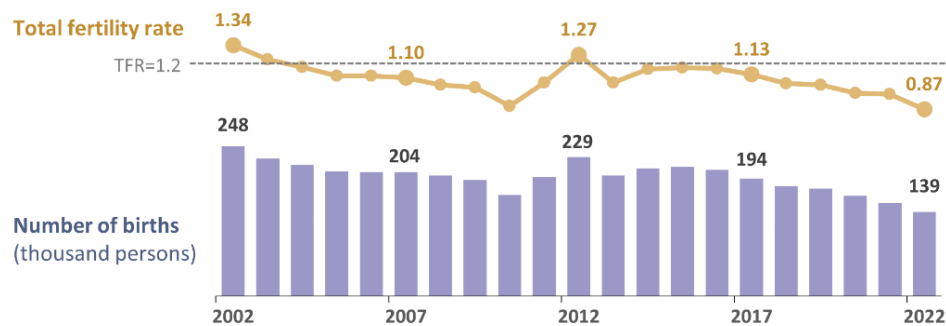
## 2 Literature Review

In this chapter, the first section provides an overview of the Taiwanese education system, Taiwanese youth employment, and the struggles of private universities in Taiwan. The next section explains experiential learning, its impact on cognitive development and creative minds, and touches upon digital skills. Section 2.3 talks about T-School and its impact on humanities education, and similar programs launched in United States. Finally, the chapter covers course evaluation, program design, and syllabus creation.

### 2.1 Taiwanese Education System

Competition and an insufficient number of first-year college students present challenges for Taiwan's higher education system. As depicted in Figure 1, the birth rate in Taiwan has declined noticeably from 1.34 to 0.87 per thousand persons between 2002 and 2022 (National Development Council, 2023). New births are no longer replacing the workforce resulting in an ageing population.

*Figure 1: Graph of number of births in Taiwan and total fertility rate (National Development Council, 2023)*



This brings new challenges to Taiwanese schools that heavily rely on the youth population. In 2022, only nine institutions of higher education in Taiwan registered 100% enrollment and some fell below 60% enrollment (Huang, 2022). In 2023, the Ministry of Education's annual report of student enrollment predicted an expected 1.9% decrease annually for first year college students for the next 16 years (Ministry of Education, 2023). As seen with the enrollment rate and annual report, Taiwanese universities are struggling to attract students. The issue worsened during the COVID-19 pandemic when the Ministry of Education of the People's Republic of China announced the suspension of programs sending mainland Chinese students to study in Taiwan (Xiaoyi & Huang, 2021). In 2021, Soochow University reduced the university's annual financial revenue by NT\$40 million (\$1.4 million USD) because of the lack of mainland Chinese students. At the same time several mainland universities chose to accept more Taiwanese applications than previous years causing even more competition. In addition, Taiwan's university panorama has

experienced significant growth from 1994 to 2016, with a 22% increase in number of universities (Hu, 2018). This increase was due to significant cultural pressure on receiving an education. Nonetheless, the aging population and low birth rate are contributing to universities struggling to attract satisfactory student populations, and without making necessary adaptations this issue will continue in the future.

### **2.1.1 Taiwan's Highly Competitive Education System**

Taiwan's education system is extremely competitive and focused on academic excellence (Art et al., 2024). Having roots in Chinese Confucianism, many East Asian societies exert cultural significance and pressure on pursuing intellectual development. Confucianism a highly influential philosophy originating from China between 551-479 BCE based on cultivating knowledge and wisdom. This concept can lead many individuals to believe that becoming more successful in their careers and lives is linked to attending a more prestigious institution. In Taiwan, cram schools, a private institution that uses an accelerated curriculum to prepare students for university exams, are attended by high school students after their standard school hours (New World Encyclopedia, 2022). Attending these schools may increase the student's academic abilities but decreases their life satisfaction.

The local education system has historically focused on high academic achievements resulting in students facing tremendous stress. "The expectations from family, coupled with societal pressure to secure a spot in prestigious universities, create a daunting environment for students" (Art et al., 2024). The Child Welfare League Foundation demonstrated that Taiwan's current public education system contributes to stress among students. In a survey, they found the ratio of junior high school students contemplating suicide or self-harm due to school-related stress and pressure has risen from 21% in 2017 to 28% in 2023 (Peng & Hsiao, 2023). Overworked students experience burnout or engage in unhealthy coping mechanisms which negatively affects both students and teachers. Lin Chung-hsi, a professor at National Yunlin University of Science and Technology claims that this is "because all our exams require standard answers" (Peng & Hsiao, 2023). He believes the design of education should aim toward uplifting students to master life while furthering the abilities they need to manage risks which endanger survival. The struggles with the current education system are not limited to students alone; private universities are also facing challenges.

### **2.1.2 Private University Challenges**

Comparing private and public universities in Taiwan, public universities have an advantage with typically more programs offered and government funding leading to cheaper tuitions for students (Shih, 2012). This results in public universities being more prestigious and tending to be students' top picks. In addition, approximately two thirds of all the universities in Taiwan are private. Therefore, private universities face increased competition.

To combat the disadvantage private universities are facing, Taiwan's government has arranged subsidies to private universities and offered scholarships to high performing students to help with the higher cost. The government provides grants to private universities based on the quality of their education. Evaluators assess private universities on their learning, teaching, administrative, learning environment, and research quality. In general, private universities are at a disadvantage. Nevertheless, upon graduation from either private or national universities, students are not guaranteed excellent employment opportunities.

### 2.1.3 Taiwan's Labor Force

As a result of the enhanced access to education, Taiwan's workforce is encountering an abundance of qualified applicants for job positions. Between 1995-1996, 39% of the population aged 18-22 pursued some form of higher education (Chuang & Liang, 2022). By 2007-2008, that figure increased to 85%. As a result, the percentage of educated workers in Taiwan's labor force surged from 12% to 36% between 2000 and 2009, indicating a significant rise in the number of individuals with higher education credentials. Despite this increase, Taiwan's economic growth rate has decreased to less than 4% and unemployment has risen to over 4%. This is due to a combination of citizens being overqualified and experiencing a mismatch between their skills and job requirements, leading to lower-than-expected wages. Despite the education discrepancy, the Taiwanese government has invested in youth employment programs to support students seeking employment. These investments include strategies for schools to enhance students' job prospects, such as updating courses to align with workplace demands, offering job counseling services, and conducting post-graduation follow-ups with students. (Executive Yuan, 2011).

## 2.2 Experiential Learning

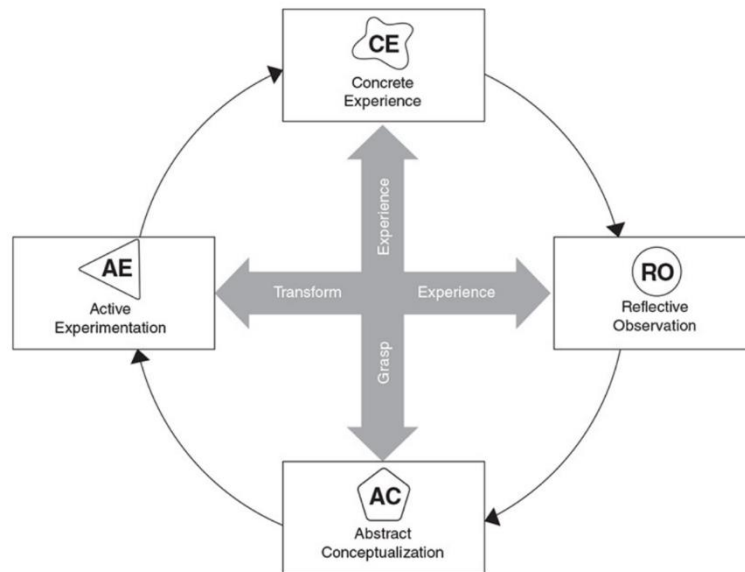
John Dewey proposed that although not all experiences are equally educative, "all genuine education comes about through experience" (Morris, 2020).

Experiential learning is an active learning process where students gain knowledge through "hands-on" task-oriented learning processes and reflection (BU Center of Teaching & Learning, 2024; Morris, 2020). Experiential learning breaks away from traditional learning methods such as passive listening and memorization. Instead, it actively encourages students to engage in research, integrate theory, apply their knowledge and skills to real-world solutions for everyday problems (Ernawati et al., 2020; Structural Learning, 2023). Such an interactive method can counteract the "creeping passivity" prevailing in future generation .

Kolb has been the most influential scholar due to his groundbreaking work, particularly his explanatory chart (see Figure 2) on experiential learning (Cutler, 2007; Donovan & Hood, 2021). Kolb emphasizes that knowledge is "created through the transformation of experience" (Kolb, 1984). Kolb's (1984) cycle of experiential learning, an iterative process of learning, forms a four-stage cycle, Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization

(AC), and Active Experimentation (AE). This learning model illustrates two interconnected modes of grasping experience: CE and AC, and two interconnected modes of transforming experience: RO and AE.

*Figure 2: Kolb's Cycle of Experiential Learning. (Kolb, 1984)*



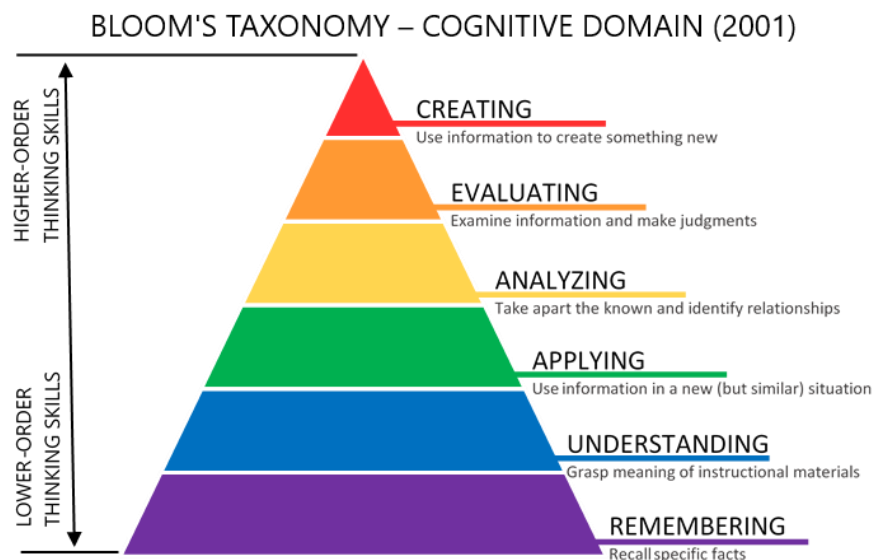
### 2.2.1 Impacts of Experiential Learning on Cognitive Development

Kolb explained that “workshops on experiential learning and learning styles can help students to develop meta-cognitive learning skills” (Kolb, 1984). Since experiential learning enhances engagement of both the left and right side of the brain, it serves as a catalyst for cognitive development by actively engaging students in the learning process (Miriam, 2021; Structural Learning, 2023).

Kampala International University conducted an experiment on 51 students to understand the effects of different teaching and learning styles in developing learners’ cognitive abilities (Ssemugenyi, 2023). The researchers divided the group of 51 students into experimental and control groups using random scorecards. Researchers evaluated the cognitive performance of these students over a 15-week period, comparing lower learning attributes, such as remembering and understanding information, and higher-order learning attributes, like evaluating and creating new knowledge (from Bloom’s Taxonomy, visually explained in Figure 3). At first, both groups had similar lower-order learning scores. Although the control group initially excelled in higher-order learning parameters, the experiential group surpassed it over time. The reduction in weekly learning hours from three to two for the experimental group resulted in a significant improvement in their cognitive development on the three higher-order learning attributes at the delayed post-

test. In contrast, the control group's improvement was only marginal. This study suggested that experiential learning can enhance the cognitive abilities in learners.

Figure 3: Bloom's Original Taxonomy of Educational Objectives (University of Florida, n.d.)



### 2.2.2 Experiential Learning Cultivates Creative Minds

International Baccalaureate Middle Years program, a program schools use around the world, defined, “Creativity [as] the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products, or solutions” (Patston et al., 2021). In 2014, Australian Curriculum published a report stating, “Creativity involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.” In this report, the team defines the term creativity as “students generating novel ideas from different perspectives.”

Experts recognize creativity as one of the essential skills for success for the fourth industrial revolution, a digital revolution that began in the mid-20th century, marked by the fusion of technologies, blurring the boundaries between the physical, digital, and biological realms. (Gray, 2016; Rahimi & Shute, 2021; Schwab, 2016). The first industrial revolution used water and steam power to mechanize production; the second used electric power to create mass production; the third revolution used electronics and information technology to automate production. Furthermore, due to the increase in popularity of AI, many jobs are disappearing except for jobs that need human creativity, a skill that AI (Artificial Intelligence) cannot replace yet (Belsky, 2020). Despite the increasing demand for creativity, the education system of Taiwan is struggling to nurture creative

minds, highlighting the necessity of introducing a new method of learning (Ernawati et al., 2020). Problem-Based Learning (PBL) is a form of experiential learning which can also build creative minds.

Researchers conducted an experiment on students of Darul Imarah 1 Public High School to measure the impact of Experiential Learning on student's creativity. Through random sampling, researchers selected both the control and the experimental class from grade twelve (Ernawati et al., 2020). They assessed student creativity using the Torrance Test of Creative Thinking (TTCT) for three aspects of creativity (elaboration, originality, and fluency). The results revealed significant differences in creativity between the experimental and control classes, with the experimental class outperforming the control class in all three aspects of creativity. These findings offer empirical evidence supporting the effectiveness of active learning approaches such as experiential learning to enhance student's creativity. This fact further emphasizes the importance of T-School, an interactive learning model to foster student creativity.

### **2.2.3 Course Design for Active Learning**

This section lists key findings from an article in which the author reflects on learning-centered lessons they wish they experienced 30 years ago. Many professors, being experts in their respective fields, unintentionally design courses that try to cover more material than reasonably possible. Instead, they should invest time and effort in devising engaging teaching strategies and varied assessment methods to effectively deliver some of the material to students for optimal learning. If a course is supposed to be an effective experience centered around learning, all objectives, activities, and assessments should align and support this common goal. To support this, the article recommends stating the educational objectives using action verbs and writing them out as full sentences before developing the rest of the course. Learning effectiveness correlates closely with both student engagement in class and their approach to completing homework assignments. In all cases, preferring active and experiential learning is much better than passive class participation (Whetten, 2021). Contrary to various undergraduate beliefs, the author finds that students learn more from courses with many structured quizzes and assignments (Light, 2001, p. 8). Compared to courses with loose requirements, a well-designed course will offer many opportunities to give students much needed feedback, usually through multiple assignments.

### **2.2.4 Digital Skills**

Digital skills refer to one's ability to utilize technology to benefit themselves and others in an increasingly digital future (International Telecommunication Union, 2018). Articles about teaching during COVID-19 have featured the term digital skills, as teachers had to adapt to online classes. In a study trying to define the relation between 21<sup>st</sup> century skills and digital skills, the researchers found several articles focusing on teaching and learning practices with the intent to further students' competency in 21<sup>st</sup> century skills. In the study, they determined 21<sup>st</sup> century skills encompassed digital skills as well as other terms (van Laar et al., 2017). This report uses the term



digital skills to represent the basic technology skills beneficial to liberal arts majors in the workforce and everyday life. Some of these fundamental skills encompass perfecting audible and clear speech when using a microphone, acquiring proficiency in audio recording and editing, operating the podcast recording software, and understanding prompt writing for generative AI.

### **2.3 T-School, Humanities & Similar programs**

This section introduces the T-School program launched in Soochow University in 2023, its mission, curriculum, and expected skills learned and their usefulness. T-School provides career-oriented skills to humanities majors typically not taught in traditional classrooms. T-School is within the School of Liberal Arts and Social Sciences, indicating its target audience consists mainly of humanities majors. Humanities education teaches students a range of soft skills such as: writing, research, critical thinking, flexibility, and communication (Sotelo, 2022). However, it is important to bridge these skills and utilize them into creative outlets.

The section then covers programs like T-School found in the United States. Some of the programs that the team researched are Stanford Design School (d.school), Massachusetts Institute of Technology (MIT) Sandbox, Boston College, University of Georgia Mary Frances Early College of Education (MFECO), and the University of Massachusetts (UMass) Boston.

#### **2.3.1 T-School**

As new technologies, such as AI, advance and become more prevalent in work and everyday life, there exists an elevated importance for educational programs that emphasize the importance of both humanistic thinking and technological skills. This reality inspired Liou Wei-Gong to invent T-School. T-School's mission is to provide an experiential learning environment where students can explore digital technology with less anxiety. The program intends to introduce innovation into Taiwan's higher education system by breaking away from graded exams to enable student's creativity and skill development.

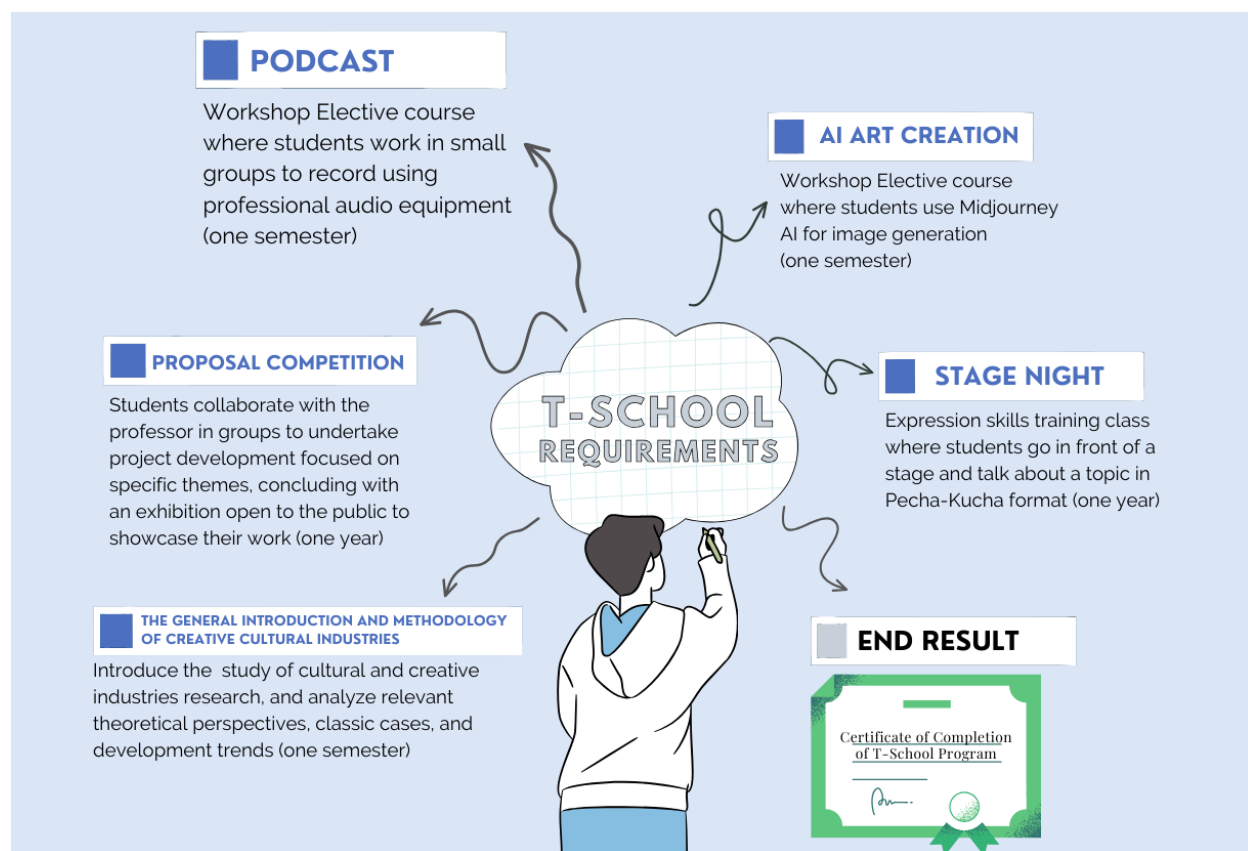
*Figure 4: Students, Faculty, and the project team during Stage Night on March 20, 2024*



As of writing this report, T-School program had concluded its first semester, out of two, with approximately 27 students. Originally there were 37 enrolled, but 16 students have since dropped out of the program. This indicates a 57% retention rate. The program is open to all Soochow University (SCU) students and has a lighter workload than a typical full-time course. At the end of the program, the institution awards students a certificate instead of traditional grades and credits, alleviating academic stress.

To obtain a certificate of completion from this year-long program, students must complete one traditional university course and the four newly introduced workshops. Figure 5 visualizes the requirements. *The General Introduction and Methodology of Creative Cultural Industries* is the name of the required course. Each workshop includes 20 hours, which are divided across the semester. The workshop topics include *AI Art Creation*, *Podcast Creative Writing*, *Stage Communication Night*, and *Proposal Competition* (Soochow University, 2023b).

Figure 5: T-School requirements for certificate of completion



Students must take workshop elective courses by the end of the program, one of them is an *AI Art Creation* class and the other is a *Podcast Creative Writing* course. Experts in their respective fields run these workshops. Students use the latest technology for AI image generation, specifically *Midjourney* AI, and for the podcast they operate in a small studio with professional audio equipment. The program gives students the option to either take both in one semester or split them up across the two semesters. This facilitates flexibility in the student's schedule. Both *Proposal Competition* and *Podcast Creative Writing* are collaborative involving group work, while *AI Art Creation* and *Stage Night* are individual. In *Podcast Creative Writing*, *AI Art Creation*, and *Stage Night* students can win monetary prizes.

Inspired by the famous fantasy series *Harry Potter*, upon entering T-School the professors randomly “sort” students into groups of 10. Four professors then closely advise these groups, each bringing in their area of expertise. Within these groups, students can organize study sessions and collaboratively create a story to present at the final exhibition which is the culmination of the *Proposal Competition*. This workshop is two semesters long, and the student groups go through the full project development process in accordance with the current theme. In the 2023/2024 academic year, the four themes are: storytelling, university mascot, online museum, and

augmented reality. The groups start by brainstorming ideas, closely collaborate with their advisor on iterations and refinement, and conclude the academic year with an exhibition outside of the university to showcase the final product. The program encourages collaboration among students of different majors and school years, expanding their scope and providing an environment like a workplace, with communication and project management.

Every semester the program holds four Stage Nights two weeks apart from each other. For the spring semester the dates are March 20<sup>th</sup>, April 10<sup>th</sup>, April 24<sup>th</sup>, and May 8<sup>th</sup>. The Stage Nights are inspired by single-speaker TED (technology, entertainment, and design) talks and use the Pecha-Kucha presentation format. A presentation format with a “slide show of 20 images, each auto-advancing after 20 seconds. It’s non-stop and you [have] 400 seconds to tell your story, with visuals guiding the way” (PechaKucha, 2024). T-School implements the overarching idea by giving individual students 30 seconds per slide for a total of 10 slides. The result is 300 seconds of presentation time, like Pecha-Kucha’s 400 second allocated time. The Stage begins with one of the professors giving their presentation, followed closely by three to five students with minimal pauses between them. Figure 4 shows that other T-School students and professors make up the audience. As depicted in Figure 6 below, professors address all questions and answers collectively at the very end.

Each Stage Night offers the opportunity to win two awards: student-picked popularity award (prize: \$6,000 TWD) and Judges’ award (prize: \$6,500 TWD). The judging panel comprises four SCU professors who rate the presentations based on criteria such as the organization of the talk, clarity, and body language. These Stage Nights help students develop their public speaking and presentation skills while boosting their confidence.

Figure 6: Question Answer session of the Stage Night on March 20,2024



### 2.3.2 Humanities Education in Comparison with T-School

University can sometimes be a student's first experience with technology classes, which can be intimidating due to the student's unfamiliarity with the subject. T-School strives to get students over any fear of technology they might have and teach them career-oriented digital skills, all within a non-graded program. Digital humanities utilize these skills. They have been incorporating tools such as applications to help with digital communications, data storage, and advanced visualization (Carter, 2013). With the T-School providing interaction tools and podcast materials, students gain modern day technology skills that they can apply once they graduate. Over the past few years, researchers analyzed scholarly publication data from *The Lens* database. They found AI-related publishing in the arts and humanities has increased by 1.4 times and social sciences by 1.3 times (Hajkovicz et al., 2023). In addition, AI publications have increased in health sciences, life sciences, and physical sciences. As Taiwan's education system revolves heavily around standardized tests, some students do not get the opportunity to give presentations to fellow students. Therefore, T-School's implementations of podcasts and Stage Nights help attendees gain public-speaking skills, collaboration, and communication skills.

T-School focuses on teamwork as well, an aspect humanities majors do not experience much. For example, English, Philosophy, and History majors oftentimes analyze works and draft papers rather than gain hands on experience with activities through teamwork. T-School hopes to give these students the opportunity to collaborate with others outside of their majors, as these skills are highly prevalent in industry. Overall, the Stages, podcast, and AI art creation gives the students a space to articulate their ideas and enhance their creativity.

The student learning retention rate from T-School remains unknown since the program has not completed a year after establishment. One of the challenges the program will likely encounter involves assessing its own effectiveness, a task the project team addressed later in this report.

### 2.3.3 Programs Similar to T-School in United States and Their Impact

There are similar programs found in the United States that share the same vision of T-School. Table 1 consists of the comparison of Soochow University's T-School program to other college program in the United States. The column headers are Soochow University (SCU), Boston College (BC), Massachusetts Institute of Technology (MIT), University of Massachusetts (UMass) Boston, University of Georgia Mary Frances Early College of Education (MFECOE), and Stanford d.school in respective order. These programs provide mentorship to the students with hands-on learning and workshops.

*Table 1: Comparison of Soochow University's T-School to other college programs*

ASPECTS \ PROGRAMS	SCU	BC	MIT	UMASS BOSTON	MFECOE	D.SCHOOL
certificates	X	X		X	X	
offered online		X		X	X	
offered in-person	X		X	X		X
focus on creativity	X	X	X	X	X	X
elective options	X			X		X
entrepreneurship	X	X	X			X

### 2.3.4 Colleges in the United States

This section goes in depth into the details of the five colleges from the United States and their attributes, which can aid the researchers in offering more comprehensive recommendations.

#### **2.3.4.1 Stanford Design School**

Stanford established Hasso Plattner Institute of design (d.school) in 2004. Originally, the school started with a small cohort of professors, a small number of Bay Area design practitioners, and “teaching fellows” hired each year to provide new perspectives. (Stanford d.school, n.d.) Stanford allocated a 35-million-dollar grant towards the establishment of Stanford d.school. Today, the school upholds eight core values supported by a team of 86 dedicated staff members, including a media team. Furthermore, the school celebrates the significant contributions of its alumni through impactful creations they have pioneered.

The parallels between T-School and Stanford d.school lie in their provision of workshops, creative opportunities for students, emphasis on collaboration, opt-in culture (voluntary participation of student and faculty members), experiential learning opportunities, and a dedicated media team. However, their distinction lies in the fact that at Stanford d.school, students have the option to declare design as their major for both bachelor’s and master’s degree or pursue it through elective courses. In contrast, T-School does not offer any majors (*Degrees & Classes*, n.d.; Soochow University, 2023b)).

Stanford d.school offers a diverse range of courses catering to students across various stages of their life, including creative gym, leadership classes, workshops tailored for working parents, and courses on AI for collaboration. Furthermore, Stanford d.school students receive letter grades for their work, which contradicts T-School’s no grade policy. Unlike T-School, which operates as a program, Stanford’s d.school functions as a fully-fledged school with access to a broader range of resources (*Degrees & Classes*, n.d.)).

#### **2.3.4.2 Massachusetts Institute of Technology (MIT) Sandbox**

MIT Sandbox is also known as the Sandbox Innovation Fund program. The vision of Sandbox is to help students to develop the knowledge, skills, and attitudes to be successful innovators and entrepreneurs (Massachusetts Institute of Technology (MIT), 2024). Multiple teams spend 12-18 months in the Sandbox, evolving into viable startups by utilizing the guidance from the mentors, insights from startup-experts, and receiving up to \$25k in non-dilutive, cumulative funding. Although witnessing a successful launch of startup is gratifying, the primary mission of the MIT Sandbox is to provide each student with insights into entrepreneurship and leadership, which they can apply throughout their professional journeys.

Gabrielle Finear ‘21, co-founder of Boon, a mobile app which connects refugees through their smartphones to digital work opportunities, stated “I found my major to be incredibly theoretical. Although my coursework provided me with an excellent educational foundation, I didn’t want to graduate without ever having built anything” (*Experiential Learning through Entrepreneurship*, 2021). Through MIT Sandbox, Boon was able to receive funding. This example of experiential learning and the mission of MIT Sandbox resonates with the approach and mission of T-School.

### **2.3.4.3 Boston College, MFECO, University of Massachusetts (UMass) Boston**

Boston College, University of Georgia Mary Frances Early College of Education (MFECO), and the University of Massachusetts (UMass) Boston all have programs teaching creative thinking whereby all participating students receive a certificate (Boston College, 2024; UMass Boston, 2024; University of Georgia, 2024). UMass Boston requires students to take a critical thinking and creative thinking course taught both online and on campus. This alternate approach is interesting because those course topics are topics T-School implicitly teaches. MFECO's program emphasizes bringing departments and disciplines together, which aligns with T-School's ambition of bringing different disciplines of humanities education together. Since all three colleges offer online programs, they do not match up with the in-person aspect of T-School. UMass Boston incorporates choosing electives as well. T-School students can choose three electives from 22 possible options. Boston College's program consists of two parts, six and nine hours long respectively. The intended audience of these courses are college undergraduates and graduates who majored in the humanities.

## **2.4 Program Design**

This section provides an overview of effective methods in course design and syllabus writing, which are relevant as they guide the assessment protocol the team discusses in the methodology chapter.

### **2.4.1 Formulating Effective Teaching and Assessment Objectives**

Upon entering a new course, the first thing a student typically does is read the grading rubric. The instructor can leverage this fact. If the grading rubric<sup>1</sup> aligns with other elements contributing towards the same goal, assessing students' performance should fortify the educational objectives of the course. Likewise, individual quizzes and exams should not focus on number grades only (even though they are necessary for assessment) but rather on whether students remember and use the material once the course is over. By pivoting away from the traditional strategy of grading, instructors open a sea of possibilities. For example, to promote repetition and active learning the instructor may encourage students to write an exam correction, take quizzes in groups, or, where applicable, have peer comments on student projects as a substitute for a graded assignment. These approaches do not, however, eliminate the standard written graded examination procedures. With that in mind, the article notes three recommendations: breaking down an assignment using a grading/assessment rubric, combining multiple choice and scenarios to test high-order thinking skills (see Figure 3), and providing student-tailored feedback on the assignment (Whetten, 2021).

---

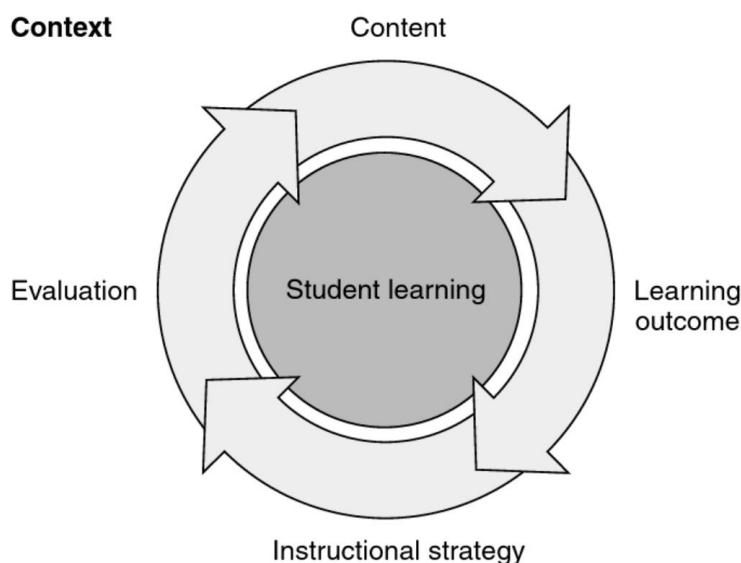
<sup>1</sup> T-School does not have grades. However, Judges pick the best performance at the Stages that receives a prize according to their internal scoring rubric.



For the assignments themselves, tens of different types exist with some focusing on testing memorized knowledge and others critical thinking about the subject (McGill, 2014, pp. 23–39). Early and prompt feedback is highly valuable as it reassures students that their perceptions are aligned with the instructor’s direction and enables them to incorporate any constructive feedback provided. Quick feedback turnaround times are also beneficial for the instructor, as they can address common issues directly in the classroom.

Figure 7 shows the process of developing a course should be iterative. In addition, course creators should promote friendly chats with fellow scholars at any part of the design as they often unveil a new perspective (Saroyan & Amundsen, 2004, p. 33-113). The first step should be laying out a concept map. This action forces the instructor to determine the subject breadth and depth of material covered in the course while simultaneously organizing key connections between individual topics. Second, identifying educational goals should clarify instructor expectations, outcome priority, and hourly allowance and, later, convey these expectations to the students. The third step revolves around learning strategies that strive for active participation and voluntary engagement. This is when the instructor formulates individual and group activities, in-class and take-home assignments, and their teaching approach while keeping aligned with the previous work. The team believes in the importance to highlight that this may be the most challenging aspect for certain instructors because they tend to find it difficult to think beyond the traditional frontal lecture approach, and many professors receive scant training for their pedagogical role. Finally, the overall most challenging part, student grading and assessment. The instructor should keep the course coherent, keeping in mind the alignment of all parts and creating exams that cover the practiced topics. The examinations should examine the educational goals and nothing more (Saroyan & Amundsen, 2004).

Figure 7: Concept map of course design and teaching process. (Saroyan & Amundsen, 2004)



For either of the four steps described above, instructors can refer to Bloom's Taxonomy (see Figure 3), a visual map of student learning objectives and a useful reference for structuring course objectives from the bottom up. The taxonomy visualizes how one must first introduce material before understanding it, apply it before breaking it down and questioning, evaluating before students can formulate new ideas. A rigorously designed course will have incorporated all six steps of the Bloom's taxonomy pyramid and address each with a mixture of experiential individual and group student tasks. Teaching a course where every student directs all their energy into learning remains an elusive idea; nonetheless, instructors can strive to cultivate a culture of active engagement among the majority.

#### 2.4.2 Syllabus Creations

A course syllabus is an essential part of higher academia and serves as the initial encounter that students have with their course (Gin et al., 2021). All course elements, including lectures, homework, reading, and exams, contribute towards one common goal – fulfilling course objectives. Students often forget the goals if they cover too much material, or if the goals are too broad. The instructor should present grading and the educational goals up front to the students in the syllabus. Done cleverly, students can clearly understand and easily connect course assignments and assessments to the educational goals. The syllabus should include a timeline of the course, how instructor determines fair grades, directions to additional support, rules and requirements students must follow, and all assignments and deadlines. This syllabus then serves a dual organizational role for the instructor and the students (University of Illinois, n.d.).

## 2.5 Course Evaluation

Course evaluation, also known as students' evaluation of teaching (SET), is a widely used assessment instrument in higher education, that aims to guarantee and improve instructional quality (Wolbring, 2012). A typical course evaluation focuses mostly on faculty instructional performance using prepared class material. Only peripherally does it evaluate the quality of the course itself. Additionally, just like all surveys SET is inherently biased (Medina et al., 2019) and experts argue students are not qualified to objectively assess courses or that an action of personal revenge may take place (Wachtel, 1998). The team aims to gather feedback from both students and professors regarding T-School to mitigate potential biases.

### 2.5.1 Six Standards of Scholarly Teaching

In the 1990s, higher education scholarship did not have a clear definition of itself and therefore no standards to uphold. Practices among professors set local norms. As a result, colleagues often criticized faculty that exercised a non-standard approach. Just before the new millennium, a book aptly titled *Scholarship Assessed: Evaluation of the Professoriate* (Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff, 1997) set out to address this issue and formulated six standards of scholarly teaching. The authors formulated six standards as six bullet points containing questions designed to lead the scholar towards excellence. The standards are as follows:

- I. *Clear Goals*, which describe whether the scholar formulates the objectives clearly and is knowledgeable about current questions in the field.
- II. *Adequate Preparation*, which asks if the scholar understands the field well and possesses the correct skills and resources for the class.
- III. *Appropriate Methods*, which pose questions about effective methods choices to achieve the goals and their adaptation to current conditions.
- IV. *Significant Results*, which talk about not only achieving the goals, but also contributing to the field and providing further areas of exploration.
- V. *Effective Presentations*, which lead to questions on clear work presentation and intended audience effective communication.
- VI. *Reflective Critique*, which steers inquiry into self-work evaluation employing supporting evidence along with continual work quality improvement.

These standards do not specify course evaluation questions. They offer a starting guide for assessment in appropriate areas and guidance to types of questions a teacher should be asking to formulate an effective evaluation of their own scholarship. Boyer breaks scholarship itself down into four types: discovery (research), integration (disciplinary context), application, and teaching (Boyer, 1990). This project aims to consider primarily the teaching type of scholarship and use these standards as guides to analyze gathered data about T-School's performance.

### 2.5.2 Faculty Evaluation – Consensus in Literature

The team conducted surveys to help evaluate T-School's performance. A 2019 journal article, *A Review of Strategies for Designing, Administering, and Using Student Ratings of Instruction*, effectively combines the strategies used in over 900 other English articles on course evaluation. The data revealed some varied challenges surrounding course evaluations. The article identifies and provides specific recommendations for addressing each challenge. Reiterating the article for the reader: SET mostly evaluates faculty performance. Nevertheless, the literature agrees upon some overall course evaluation survey design parameters which the team summarizes in the following two paragraphs.

Student course evaluation surveys should contain between 15 to 30 clearly stated questions from the students' perspectives. Students should do the course evaluation electronically and in-class. This approach allows the instructor to avoid wasting resources with responses collected anonymously; however, instructors should not make it mandatory. The article suggests that instructors use a "reward for completion" approach. For hands-on courses, the article suggests conducting mid-term and final evaluations, with the latter being mandatory for all course types. If possible, include a school-wide or program-wide standardized section in the questions. In addition to leaving room for instructors to include custom questions. Close ended questions should utilize a rating scale of 4 or 5 points, as this seems to work the best, along with an additional not applicable (N/A) option added if too many responses fall into the average case. Include a portion of open-ended questions to encourage students to formulate their experience into faculty feedback (Medina et al., 2019).

After collecting and processing the data, faculty members should reflect on the results and combine them with an effective mentoring program to foster continual improvement. The instructor should use an accountability process to ensure they address the deficiencies. In addition, the institute should encourage the faculty member to inform future students about the current state of feedback implementation (Medina et al., 2019).

This project incorporated some elements of survey design according to this summary. If any feedback tools do not exist for the T-School, the team will make a recommendation on implementing a feedback survey.

### 2.5.3 Present Biases

There are many controversies surrounding the SET method of instructional assessment. For example, students may not attend class enough to provide accurate instruction reflection. Depending on the portion of absentees, students' responses may include a "missing data" skew (Wolbring, 2012). Another aspect to consider is the instructor's gender and sex. These aspects also significantly bias the responses and language respondents use for evaluation. Researchers have identified that students are more likely to address women professors as "teacher" while they often

refer to men as “professor” (Medina et al., 2019). Universities should reduce bias by increasing in-class awareness and using inclusive language in evaluation surveys. The project team made their best effort to mitigate possible biases before conducting any survey. However, coming from the casual American background, the team acknowledges inherent cultural researcher bias, and that cultural and language norms strongly influence the Taiwanese instructor-student dynamic. Hence, the team stressed the anonymity of the surveys. Finally, the *leniency hypothesis* suggests that students tend to give more favorable ratings to professors who grade leniently, particularly following an examination. (Wachtel, 1998). The T-School program does not have grades; hence this bias should be minimally present.

## **2.6 Background Summary**

The team conducted thorough research on various aspects related to the Taiwanese Education System, the challenges faced by the private universities, and the objective of T-School to diverge from the traditional educational model. Additionally, the team investigated experiential learning, exploring its effects on cognitive development and creativity through scholarly articles. The team comparative study on the T-School program and the humanities education. Since the end goal of the project was to formulate recommendations to improve the program, the team also did research on the programs similar to T-School in the United States of America to draw inspiration from those experiential programs, particularly the Stanford d.school and MIT Sandbox program. Lastly, the team did research on the program design and the course evaluation to support the recommendations. The dean Dr. Chienkuo Mi and sociology professor Dr. Yu-Cheng Liu from School of Liberal Arts and Social Sciences served as project’s sponsor and provided data that the team could analyze along with the contact information for the interviewees. In the end, the team formulated a set of recommendations to improve the T-School program aligning it with T-School’s envisioned goals.

### 3 Methodology

The chapter explains the methods the team employed to analyze T-School. Specifically, this includes document analysis, interviews, surveys, and field observations. The next sections discuss potential obstacles, project deliverables, and ethical concerns.

Figure 8 illustrates the goal, objectives, methods, outcomes, and deliverables of this project. This project's goal was to identify recommendations for improvements to the T-School program. To achieve this goal the team divided it into three key objectives, and they are as follows:

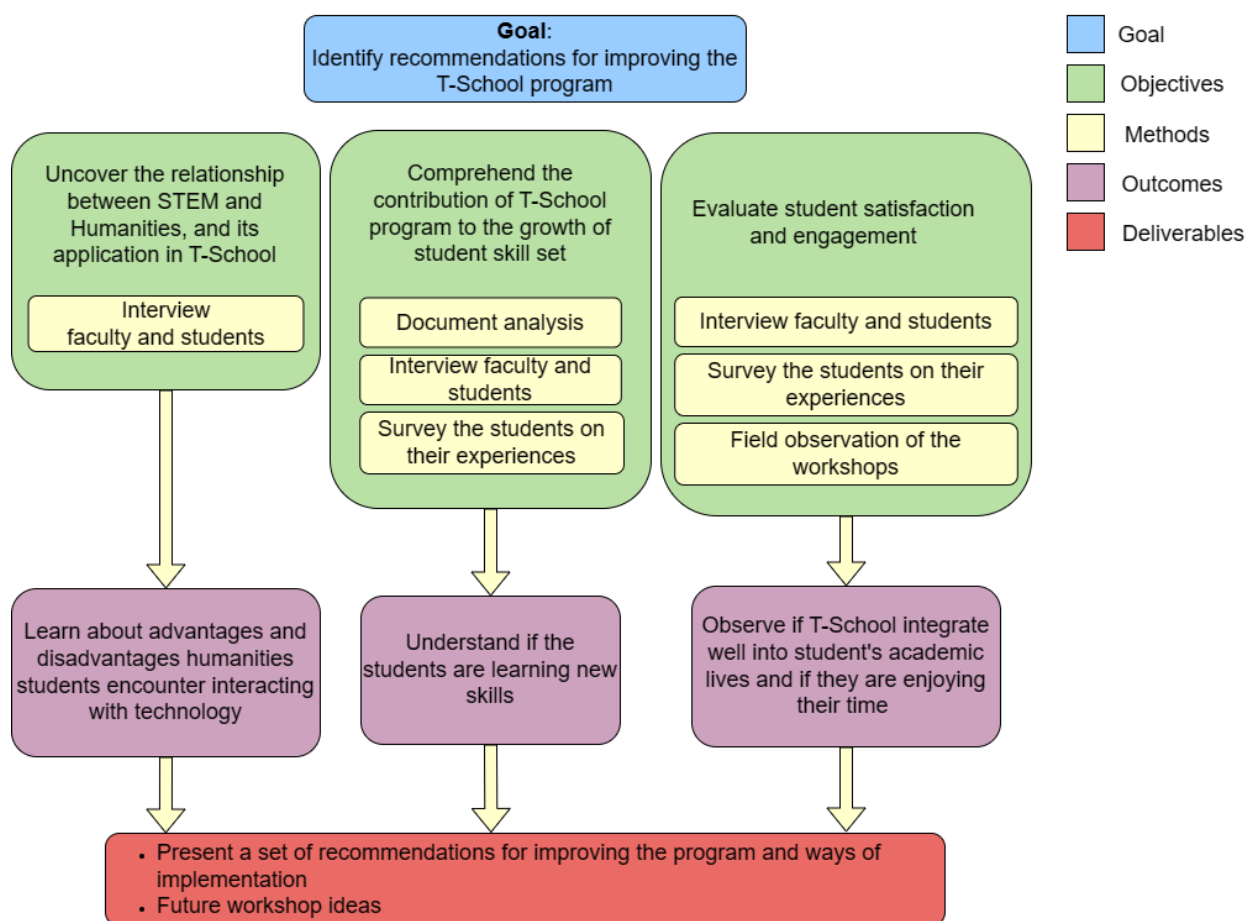
Objective 1: Uncover the relationship between STEM and Humanities, and its application in T-School.

Objective 2: Comprehend the contribution of T-School program to the growth of student skill sets (cultivating creativity, collaboration, and exploration of creative industries) in humanities.

Objective 3: Evaluate student satisfaction in T-School and their engagement with the program.

To accomplish these objectives, the team applied four methods that Figure 8 links to each objective. The first method, document analysis assisted the team with the first and the third objective. The second method, interviews, helped gather data for all three objectives. The third method, surveys, addressed the second and the third objective. The fourth method, field observations, helped to complete the second objective. Lastly, there is a section discussing the details of the coding technique the team used to analyze the outputs from the last three methods.

Figure 8: Project Goal, Objectives, Methods, Outcomes, and Deliverables



### 3.1 Document Analysis

The team read and assessed the resources provided by the sponsors to evaluate their consistency and common direction towards the program's educational objectives, with the help of the *McGill Curriculum Workshop* guidelines (McGill, 2014). This step involved translation of the source material from Mandarin to English for qualitative and possibly quantitative analysis, which might have resulted in inaccuracies. One student investigator possessed intermediate Mandarin language skills to facilitate this process. To further mitigate this problem, the project team used three distinct pieces of translation software.

The sponsor supplied the team with three types of resources: a presentation serving as an alternative to a traditional curriculum, student-made presentations on five AI text prompts along with corresponding AI-generated art pieces, and student podcasts. Due to time constraints, the team analyzed only the T-School curriculum presentation and the AI art presentations. Concurrently reviewing the two documents partly aided the team to understand the structure and detailed organization of the program and provided data for addressing objective 2. The program

integrates T-School’s learning objectives through lessons and various workshops, often led by invited experts on subject matter. Appendix B: Evaluation Questions for Course Resources contains the rubric and other evaluation criteria. The final report includes only results, excluding the original material.

The team reviewed the curriculum presentation, focusing on recognizing the educational goals of this program, strategies employed to achieve them, and improving alignment of outcomes, student learning outcomes, and activities. In the case of student researcher disagreement, each side provided arguments until the team members reached a compromise.

### 3.1.1 AI-generated Art Assessment

Concerning the AI art presentations, the student investigators utilized both their own experience and questions in Appendix B: Evaluation Questions for Course Resources to assess the AI-generated art quality with respect to both the synthesized educational goals and current AI-generated art standards. This student works assessment process provided great potential for revealing patterns that need attention.

The team first assessed the AI art pieces from a technical perspective, looking for proper use of drawing keywords and written directives with regards to *Midjourney*, the AI program that students learned in the AI workshops. The student-made presentations provided by the sponsors include both the text prompt and the resulting art piece, laying a solid foundation for analysis.

An AI drawing keyword is a specific word that guides image generation (e.g., color palette (pastel, blue-tinted, black and white), composition (portrait, closeup, landscape), art style (vintage photo, graffiti, impressionism, pencil sketch), time (1500s, 1990s), or emotional tone (happy, shy, angry)). An AI drawing directive is a parameter followed by a numerical value. For example, these parameters influence how closely the AI adheres to the prompt, what aspect ratio to use or what version of the AI core (kernel) to use (for example, the stylization parameter which determines the degree of closeness to the prompt ranges from 0 (closely match) to 1000 (full freedom)). Selecting “--s 500” indicates a medium level of prompt connection in the generated pictures. Directive “--ar 16:9” sets the requested image aspect ratio. By adding “--v 6” to the text prompt, the user can specify the latest algorithm – version six (Midjourney, n.d.).

More information can be found at: <https://docs.midjourney.com/docs/parameter-list>

The precision in the AI prompt text lies in the gap between technical and expressive aspects. Precision means clear formulations in text prompt writing. Prompts should be at most 60 words in length, heavily use descriptive adjectives, focus on objects included (cat) or excluded in the image (no dog), feature descriptive action verbs, and exclude long sentences (e.g., “front faced vintage yearbook portrait showing an anthropomorphic cute little cat wearing minimal styled chef themed kitchen clothes, Wes Anderson cinematography, throwing pizza dough around in a cute tiny pizzeria kitchen solid muted pastel studio background, --ar 2:3, --v 6, --s 250”).



Finally, the team attempted to assess student creativity, understand whether the prompt conveyed a deeper thought or meaning, and evaluated the overall visual appeal and harmonious composition of the art piece in relation to the prompt. Specifically, harmonious composition means an artful arrangement of visual elements where colors, shapes, and proportions work together to achieve a balanced and unified aesthetic. The student investigators made efforts to remain objective; however, when evaluating subjective elements such as creativity, the team would like to acknowledge that natural bias may inadvertently influence their assessments.

## 3.2 Interviews

The second method that the team used to address its objectives was interviews. The interviewers consisted of the interviewee, the person asking questions, and a note taker. When needed, one or two translators assisted the interviewers. The team conducted interviews with two groups of people at Soochow University; faculty and expert, and students. Each interview lasted at most 60 minutes, with an expected 45 minutes for the actual interview (Gordon, 2003). However, times varied depending on responses. The interview took place in person in a mutually agreed upon location by both the interviewer and interviewee with the expectation of three interviews. The team conducted 14 interviews, including one virtual session via Zoom and one written interview via email. For the latter, the team electronically sent the consent form and interview questions through email. In person interviews allowed the interviewer to observe nonverbal behavior such as nodding (Kleinlogel et al., 2023).

The project team was also concerned about interviews becoming too stressful. To lighten the atmosphere, only two team members and the two translators were present, and the team brought small incentives such as beverages.

To address concern about consent and recording details. At the start of every interview the interviewer explained the consent form from Appendix C: Consent Form for Interviews, and both the interviewer and interviewee signed it before proceeding. For interviews the team preferred to record the audio for later transcription and take notes simultaneously. In a case where participant did not consent to audio recording, but still consented to conduct the interview, one team member manually took interview notes. However, since all the interviewees gave consent to the audio recording, this approach never took place. The team anonymized interviewees and identified them in the report under a fake pseudonym. If a part of response could easily identify the interviewee, the team replaced it with “[redacted]”.

The main concern about the interviews was the language barrier. While all the professors in the T-School program spoke English, only some students at Soochow University were proficient in the language. The majority lacked the mastery to provide accurate data. Therefore, students received the main interview questions in both Mandarin and English beforehand to allow for adequate preparation time, while the professors received them only in English. The interview

followed a semi-structured format with general open-ended questions to allow the participants to freely provide their views (Beebe, 2014; Creswell & Creswell, 2018). If the interviewee was comfortable with taking the interview in English, then the team conducted it in English; otherwise, the team conducted it in Mandarin. One of the team members took notes on the participants responses during the interview. If the interviewer conducted the interview in Mandarin, the team made efforts to get one to two “buddies” to act as translators. A “buddy” refers to a local student paired with each IQP team member. For the interviewers in Mandarin, the interviewer would intermittently pause for the other team member to record the interviewees responses in manageable segments with the help of the “buddies.”

After the interview, the team reviewed the audio recording and transcribed the whole interview. The team deleted the voice recording permanently once the team e-submitted this IQP report.

### 3.2.1 Faculty and Expert Interviews

The faculty staff consisted of professors from different departments of the School of Liberal Arts and Social Sciences that led the lectures and/or workshops. The experts consisted of external individuals brought in by the school to facilitate the AI art creation workshops and podcast workshops. All of the professors were involved with the Stage workshops. Table 2 lists of the faculty and expert interviewees along with their pseudonyms, format of the interview, department/expertise, and the date of the interview. The team used convenience sampling to obtain the list of professor/experts from the sponsors before using the random sampling method from the provided list of students to pick interview candidates.

The interview inquired about the relationship and mutual influence between technology and humanities, aiming to grasp the advantages and disadvantages of humanities students when working with technology/AI.

In Appendix D: Faculty and Expert Interview in English, questions from D.13 – D.16 address objective 1. The questions D.7, D.8 and D.12 to D.14 provide data for objective 2. Similarly, questions D.11, D.12 and D.14 address objective 3. These questions aided the team to evaluate the student engagement from the faculty’s perspective.

*Table 2: Professor Interviewee Information*

Pseudonyms	Format	Department/Expertise	Date of the interview
Professor A	In-Person	Department of [redacted]	March 27
Expert A	Written	Artificial Intelligence	March 29
Professor B	In-Person	Department of [redacted]	April 08

### 3.2.2 Student Interviews

The student interviewees involved individuals who are currently enrolled or have dropped out of the T-School, and seven STEM students. Table 3 consists of interviewees, format of the interview, their major, their status in T-School, and the date of the interview. The team used convenience sampling for the students and obtained the list of T-School students from the sponsor before using the random sampling method from the provided list of students to pick interview candidates. The investigators emailed all 16 students who dropped out of the program for interviews, but only three responded. Similarly, the team reached out to 11 currently enrolled T-School students and received replies from just three. For the STEM students, the team contacted the secretary of the Data Science Department. The Data Science Department picked seven students for the team to interview, however only six provided reasonable responses. The team interviewed the Data Science students as a group. Appendix E: T-School Student Interview contains the interview questions for the students associated with T-School. Appendix F: STEM Student Interview includes the interview questions for STEM students.

To get furthermore insight into all three objectives, the team interviewed the T-School students. In Appendix E: T-School Student Interview, the team designed questions from E.20 – E.22 to address objective 1. In the same manner, the questions E.4 to E.10 and E.18 provide data for objective 2. Similarly, questions E.11 and E.17 address objective 3. These questions yielded an evaluation of the student engagement and satisfaction.

To gain a more comprehensive understanding, the team also interviewed the students who dropped out of the programs. Question E.24 and E.27. inquire about the reasons T-School students dropped out of the program, as well as identifying areas of improvements for the T-School.

*Table 3: Student Interviewee Information*

Pseudonyms	Format	Major	Status in T-School	Date
EA	In-Person	Political Science	Enrolled	March 27
DB	In-Person	Data Science	Not Affiliated	March 27
DC	In-Person	Data Science	Not Affiliated	March 27
DD	In-Person	Data Science	Not Affiliated	March 27
DE	In-Person	Data Science	Not Affiliated	March 27
DF	In-Person	Data Science	Not Affiliated	March 27
DG	In-Person	Data Science	Not Affiliated	March 27
NI	In-Person	Political Science	Dropped Out	March 28
EJ	In-Person	Philosophy	Enrolled	March 28
EK	In-Person	Sociology and Japanese	Enrolled	March 28
NL	Virtual	[redacted]	Dropped Out	April 02

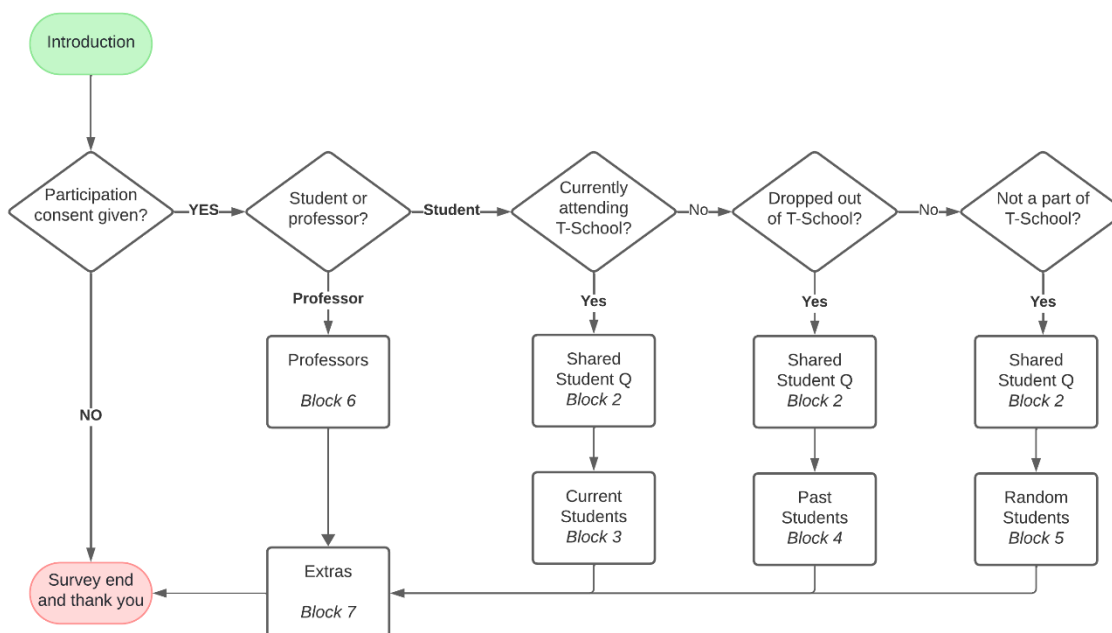
To address objective 1 from the other side (STEM perspective), the team formulated questions F.1 to F.8 for STEM students. Some questions addressed general technology, while others focused on AI, as both humanities and STEM students are often familiar with this specific technology.

### 3.3 Surveys

The team used the Qualtrics web-based platform to conduct a survey and facilitate electronic data collection. Qualtrics conveniently offers a language selector, allowing the team to compose the survey in English and offer a translated Mandarin version as well. The “buddies” helped revise this initial translation to ensure cohesion and strive for the most accurate translation. The participants consisted of students attending Soochow University, who are currently taking the T-School program, those who have dropped out of the program, professors involved in the program, and students not involved in the program at all. To streamline the survey process and reduce the respondent burden, the team reduced estimated survey completion time by incorporating Likert scales, multiple-choice questions, and keeping open-ended questions short response. An article published in 2017 found the ideal length for a web survey to be 10 minutes (Revilla & Ochoa, 2017). However, their audience was people of ages with an average attention span of 20 minutes. The team expects the survey audience to be young adults with the attention span of around 10 minutes (Philip & Bennett, 2021). For this reason, the team designed and tested the survey completion time until it was under 9 minutes on average, before distributing it.

The four different respondent groups could access the conditionally structured survey through the same link. At the start of every survey there was a consent form. Participants could select “No, I do not want to participate” for the first question in the survey in Appendix G: Survey Questions, which ended the survey immediately. Distinction took place within the survey itself. Depending on the answers to the “Are you a student or a professor?” question, the survey directed the respondent to certain sets of questions. Figure 9 illustrates the flow of the survey questions.

Figure 9: Survey Logical Flow



Appendix G: Survey Questions contains all questions and their organizational section blocks. After reaching the respective block, the respondent started off the survey with three demographic questions before continuing to evaluate questions. Finally, the respondent arrived at the opportunity to add additional information the survey did not address before submitting and receiving the “We thank you for your time spent taking this survey.” message.

The questions asked to current T-School students and T-School dropout students enabled the team to address objectives two and three, while those posed to professors contributed to answering only objectives three. Questions directed to students not enrolled in T-School assisted in achieving objective two, three and gauging interest in the program from an outsider's perspective.

### 3.4 Field Observations

The fourth methodology the team utilized is field observations (Genkova, 2020). The team collected data at two Stage Nights and two AI art workshops by observing the students and taking general notes of the events. Table 4 shows the event names, dates, times, and the language spoken at the field observations. The student participants included the individuals currently enrolled in T-School attending the Stage Nights and AI art creation workshops. The observations target objective 3 by the team perceiving the student’s engagement with the events. Both events are mandatory for the students, and by observing these events the team hoped to gauge how well the students enjoy, pay attention to, and learn from them. Before conducting the field observation, the team obtained written consent from one of the professors conducting the event by having them

sign their name as seen in Appendix H: Consent Form for Field Observations. The professor representing the student body announced the observation was taking place before the start of the event. If the professor did not give consent, the team conducted no observations. Fortunately, all the professors permitted observations during the workshops. Furthermore, the team anonymized all students and professors. Each observation metric followed as *Research Design Qualitative, Quantitative, and Mixed Methods Approach* states, gathering demographic information, descriptive notes, and reflexive notes for field observations (Creswell & Creswell, 2018). The differences between the two metrics are explained in Appendix I: Field Observation Metric for Stage Night and Appendix L: Field Observation Metric for AI Event.

*Table 4: Dates the Team Conducted Field Observation*

Event	Language	Date	Time
<b>Stage 1</b>	Mandarin	Mar 20	18:30 – 20:00
<b>AI art workshop 1</b>	Mandarin	Mar 26	18:30 – 21:00
<b>AI art workshop 2</b>	Mandarin	Mar 28	18:30 – 21:00
<b>Stage 2</b>	English	Apr 10	18:30 – 20:00

### 3.4.1 Field Observations for Stage Evaluations

There were four rubric parts for field observations of Stages. They can be found in Appendix I: Field Observation Metric for Stage Night in the same order as listed below.

- i. Verbal cues: tone, confidence, and preparedness.
- ii. Nonverbal cues: posture, voice, gestures, and position.
- iii. Technical aspect: quality of preparation, technical quality, and presentation flow.
- iv. Engagement: audience interaction, audience participation, number of questions/rhetorical questions, flow.

During the Stage Night conducted in Mandarin, since none of the IQP team members had fluent understanding of Mandarin, one student from the T-School cohort helped the team by noting the verbal cues. Additionally, within the IQP team, one member took note of nonverbal cues, another focused on the content quality, and two members observed the audience.

### 3.4.2 Field Observations for AI Art Workshops Evaluations

Derived from the Appendix I: Field Observation Metric for Stage Night, Appendix J: Qualitative Data Coding Themes only kept the engagement rubric, along with quantitative demographic details and descriptive and reflexive notes. The team had three out of four members observe engagement for the two AI art creation workshops by sitting in on the entire duration.

### 3.5 Process of Analyzing Results

For the interviews, the team used the audio recordings and transcribed all the responses using an online tool called *Otter.ai*, and an AI assisted python script (one of the team members wrote this script to specifically help with Mandarin transcription). Two team members would listen to a full transcription of an interview correcting any mistakes. For the interviews with Mandarin, two team members with some Mandarin knowledge listened to the Mandarin parts of the interview to catch any basic mistakes. Next one of the “buddies” and one of the T-School cohort members checked the translations the team members marked as incorrect. Lastly, one team member went through all transcriptions redacting self-identifying information, before including them in the final report. The transcriptions include all the conversations between the interviewer and interviewee. After the transcription process, many text files of question responses were ready to go through the coding process.

For the survey, the team took out any incomplete survey responses, such as surveys in which the respondent entered no data. The team divided the responses into qualitative data and quantitative data. The qualitative data went through a manual coding process. The team made graphs from the collected quantitative data.

The team transferred all field observation handwritten notes onto the computer, before identifying reoccurring patterns, key observations, and other significant findings that contributed to the research. The team also considered cultural biases and the context of the observations when confirming these findings.

#### 3.5.1 Coding process for Interview data

To analyze the qualitative data, the team utilized coding. Coding is the process of analyzing qualitative data by taking them apart and understanding their yielding before putting them together in a meaningful way (Elliott, 2018).

Figure 10: Major Coding Themes

PSO	Program Structure and Organization
EGTA	Educational Goals and Teaching Approach
CD	Challenges and Difficulties
IPF	Improvements and Program Future
PA	Practical Application
SPR	Satisfaction and Personal Reflection

After completing all 14 interviews with the faculty, experts, current T-School Students, dropped out T-School students, and STEM students, The team then coded the participants responses to analyze the collected qualitative data. Appendix N:Y contain the transcriptions of the interviews. To begin the coding process, the team divided into two groups and coded one of the student interviews by highlighting quotes that fit the specific themes. A color was assigned to each theme to identify the commonalties between interviewee responses. The two groups then came back together, compared their findings to validate their results, and repeated the same process for one professor interview. The team identified recurring themes and ideas in all the qualitative responses, creating a list of six main themes (see Figure 10) program structure and organization, educational goals and teaching approach, challenges and difficulties, improvements and program future, practical application, and satisfaction and personal reflection. Appendix J: Qualitative Data Coding Themes contains specific keywords to further break down these main themes into minor themes. Figure 11 shows a small snippet of the coding process.

Figure 11: Snippet of the interview coding process

<p><b>EJ:</b> AR. In this semester, we need to have exhibition about the AR, <b>we need to work together. I think I never had an experience about how to do and exhibition.</b></p> <p><b>Jakub:</b> So that's something you do feel intimidated by it or scared of it? Or are you glad that you are trying new things?</p> <p><b>EJ:</b> <b>I'm really glad I'm trying new things. Because if we don't have T-School, I wouldn't ever have this experience.</b></p>
--

The team decided to code both the responses from Figure 11 in green as Educational Goals and Teaching Approach [EGTA] as they both mention teamwork and experimentation. Appendix K:



Example Coded Interview Transcription shows an example of the coding process for a whole interview. The team created a large Excel spreadsheet to store and organize all the coded data as shown in Figure 12. This spreadsheet included the interviewee codename, major theme, minor theme, sentiment of the code extracted from interview context, and the quote. Finally, Appendix Z: Additional Graphs contains additional graphs.

*Figure 12: Coding Spreadsheet Example*

Interviewee	Major theme	Minor theme	+/-	quote
EJ	PA	Personal growth	+	Our teachers told us in our class, so, if we go to school, we can learn, the AI or the podcast.
EJ	EGTA	Traditional	-	I think learning philosophies is about only books and teachers using PowerPoint
EJ	EGTA	Space for creativity/expression of ideas	+	In the podcast you can have your own idea.
EJ	EGTA	Teamwork	+	And you can first write with your friends
EJ	PSO	Program structure (time allocation)	-	I think it's not so completed. Program is not really completed.
EJ	EGTA	Space for creativity/expression of ideas	+	it seems like if we do it or not it's okay.
EJ	CD	Challenges and Difficulties		Yes, I think most students in T-School is like, not really motivated about the program.
EJ	SPR	Internal motivation		Jakub: Are you motivated about T-School? EJ: So so. so so"
EJ	EGTA	Space for creativity/expression of ideas	+	Do you think the T school that allowed you to express yourself and be creative? EJ: Yeah, I think T-School have that.
EJ	EGTA	Space for creativity/expression of ideas	+	I express my idea is about the AR. So yes, I have expressed my idea in school.
EJ	EGTA	Space for creativity/expression of ideas	+	Yes, it's new to me because like before, 18 years ago [probably meant weeks], I didn't like going on the stage and, for the PowerPoint, the teacher gave us five minutes.
EJ	SPR	Enjoyment	-	I'm not afraid to go to stage and to express myself, but I'm afraid of the time control because you need to control the time, 30 seconds.

After the coding process, the team used content analysis, converting the qualitative data into quantitative data. For instance, the team counted the occurrence of the same theme or keyword for a specific question. Lastly, the team made a data display to demonstrate their findings from the coding and content analysis with fitting charts and graphs.

### 3.6 Ethics

The sponsor had requested that a few Wesley Girls High School students observe the WPI project team for their own education about methods of research. Since the high school students are not related to the research the team conducted on T-School, the team did not interact with them in any research context.

The team collected data which revolved around students and professors' experience during the program as well as demographic questions to help with understanding T-School. The team asked for consent before conducting surveys, interviews, and field observations. For the field observations, a professor would state the observers presence to the workshop and the purpose for observation as seen in Appendix H: Consent Form for Field Observations. Students had an opportunity to not participate by communicating that desire to the professor. Fortunately, this did not occur during any of the observations the team conducted.

During interviews, surveys, and a Stage Night observation the team made use of a "buddy" as a translator to understand the content. However, all translators are susceptible to bias, where they may only translate information that aligns with one side's perspective. Therefore, the team

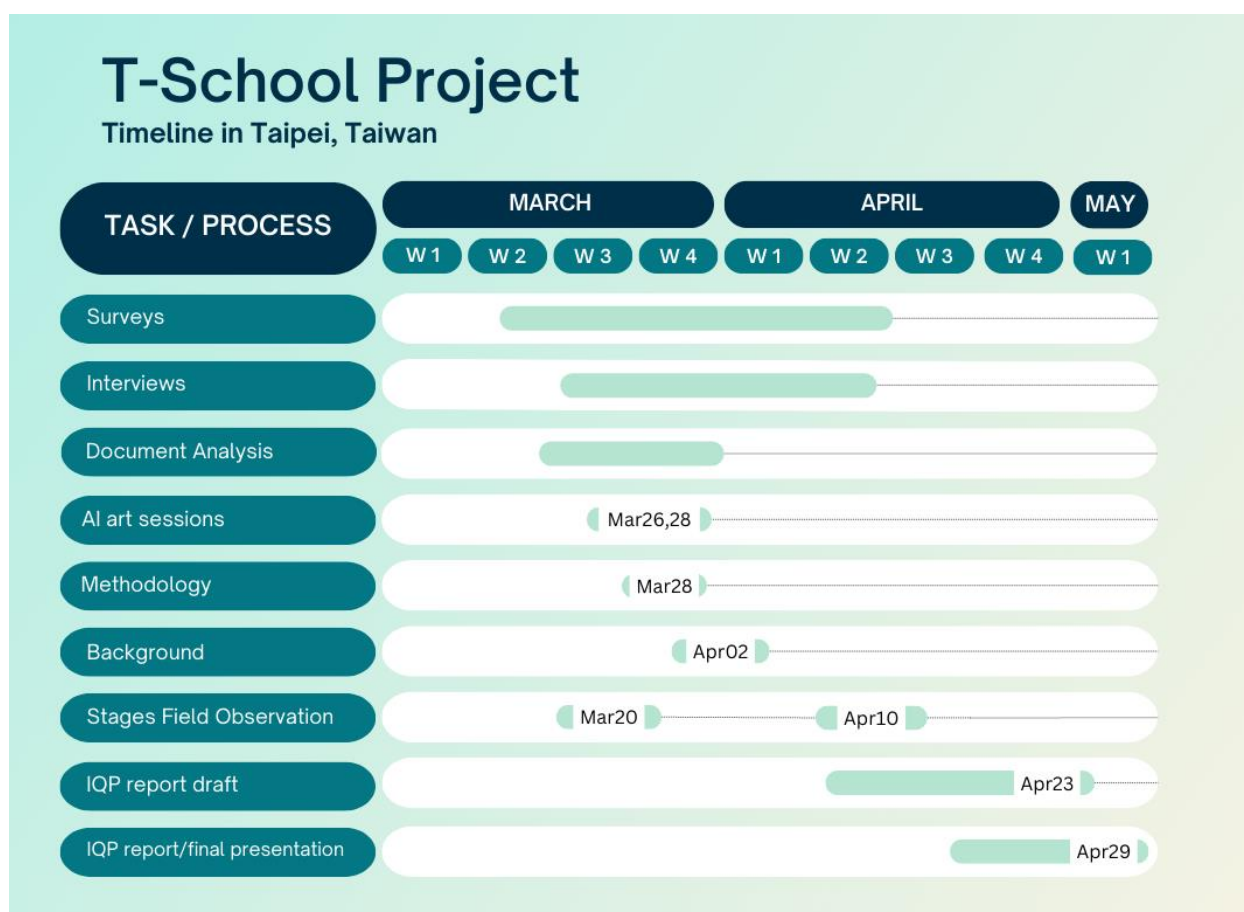
reiterated to the translator to translate directly from Mandarin to English regardless of the answer given. When possible, two translators attended the interviews to reduce this bias and provide more accurate translations of complex responses.

This report includes some photos taken over the course of the project during field observations. The sponsor, representing all T-School participants in the images, verbally consented to the use of any photos taken during the project.

### 3.7 Project Timeline

Figure 13 illustrates the schedule the team followed during their stay in Taipei, Taiwan. The project team landed in Taiwan on March 9<sup>th</sup>, 2024, and initiated a data collection process followed by a data analysis process. The project ended April 26<sup>th</sup>, 2024, with a presentation, closely followed by the final report submission three days later.

Figure 13: T-School Project Timeline



## 4 Results and Analysis

Section 4 focuses on the findings from the team's research on the T-School project. During their stay in Taiwan, the team completed document analysis, interviews, surveys and field observations. Section 4.1 examines the findings from document analysis, highlighting the strengths and weakness of the curriculum, along with the findings from student AI art project. Then Section 4.2 further elaborates on the analysis of the faculty and experts, and student interviews, identifying common themes between these two groups. Subsequently, the section 4.3 delves into the survey findings, emphasizing aspects such as student satisfaction and engagement, skill growth and recommendations for T-School. Finally, the section 4.4 explores the findings from the field observations of Stage Nights and AI art courses.

### 4.1 Document Analysis Results

The curriculum presentation played a triple role in introducing T-School students to the program. It combined aspects of course introduction, syllabus, and curriculum in one document. However, from the investigator's perspective, while it was informative to some extent, it also yielded more questions than answers. Furthermore, the AI art assessment offered the team an insight into the student's grasp of the material taught by the professor which addressed objective 2, the contribution of the T-School program to the growth of student skill sets (cultivating creativity, collaboration, and exploration of creative industries) in humanities.

See Appendix M: Document Analysis Data for document analysis based on rubric and questions in Appendix B: Evaluation Questions for Course Resources.

Using the rubric, the investigators' own experience, and literature review from Section 2.4 Program Design the team identified a lack of a concise overarching document within T-School. The provided presentation, functioning as a curriculum syllabus, failed to articulate student learning objectives or clearly state the program vision. The creators of the program did not specify the type of work (individual or group-based) the students must do within the T-School. Like a traditional course syllabus, the presentation outlines the number of workshops required for the final certificate of completion and the duration of each workshop per semester (20 hours). The presentation excels as a course introduction, providing not only the names but also including a picture and a brief introduction of each professor and external expert. It also indicates that each of the four professors, acting as a mentor, advises a group of 10 students.

With respect to questions in Section 3.1.1 AI-generated Art Assessment, the team identified two common themes in the AI art creation workshop works from fall 2023 semester: the students properly use keywords with adjectives and highly experiment with both form and content. It appears that T-School encompasses students of two polar attitudes: one group exhibits passion and dedication, while the other simply aims to complete the required work without much enthusiasm. These two attitudes are reflected in the student-made AI art presentations where the investigators

observed either very detailed and long prompts, or super short and broad prompts. Table 5 contains the major differences in the two types of prompts.

*Table 5: AI Works Polarity*

<b>Super long prompts</b>	<b>Super short prompts</b>
Detailed meaning successfully transferred through prompt into image	A few broad words
Visual art style specified and varied color palettes	Let AI randomly pick
Unique content, lot of unusual pieces	Generic images
Evoked emotions, part of storytelling	Pretty art without a deeper meaning

## 4.2 Interview Results

The team's objectives were to uncover the relationship between STEM and Humanities, comprehend the contribution of T-School program to the growth of student skill sets, and to evaluate student satisfaction. To fulfill these objectives, the team interviewed the faculty members and external experts, current T-School students, students dropped out of the T-School program, and Data Science students. These interviews assisted the team in obtaining better insight on the performance of T-School from the perspective of faculty and experts, and students. The interviews with the STEM students further aided the team to get an understanding on the relationship between Humanities and Technology, contributing to answering all three objectives.

### 4.2.1 Overall Themes

In the interviews, the team asked similar questions to all the interviewees. Based on the responses of faculty, experts and student interviewees, the team identified six common major themes for the coding process, with three to six minor themes contained in each major theme. Appendix J: Qualitative Data Coding Themes contains the major themes, minor themes, and highlight colors assigned to them. After going through the transcript, the team kept track of the number of times the interviewee mentioned a theme, thus turning it into quantitative data. Figure 14 illustrates the frequency of the mention of themes for all 14 interviews.

Figure 14: Frequency count of Overall Theme mentions by all interviewees

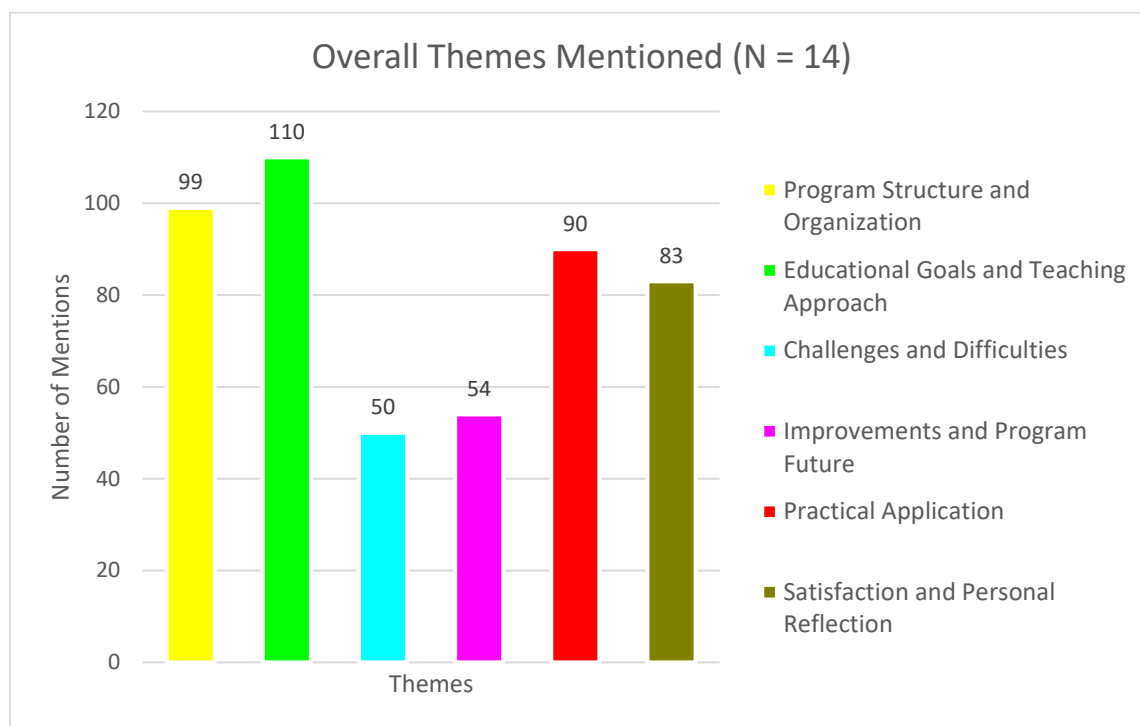
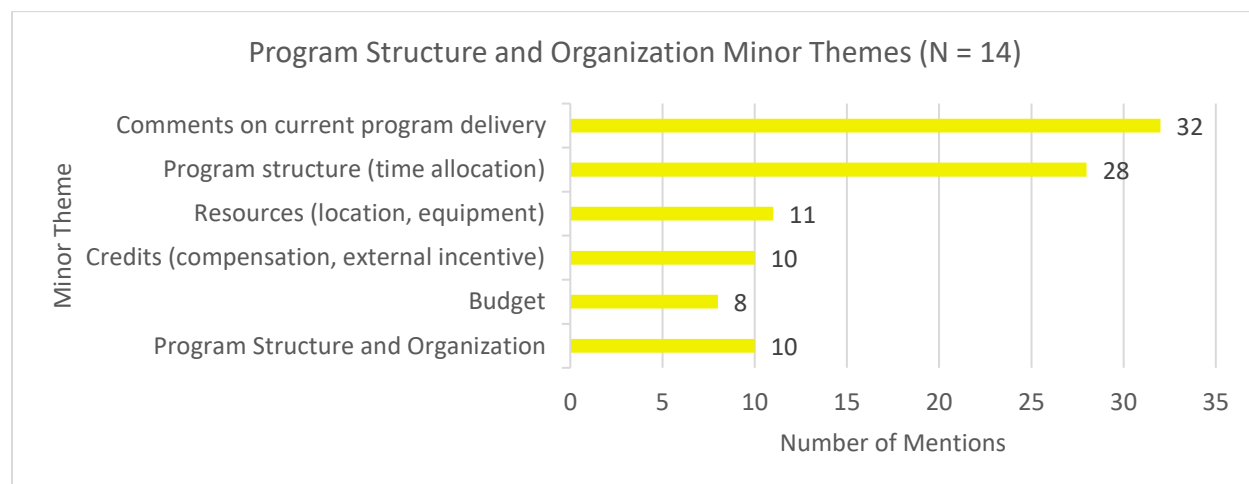


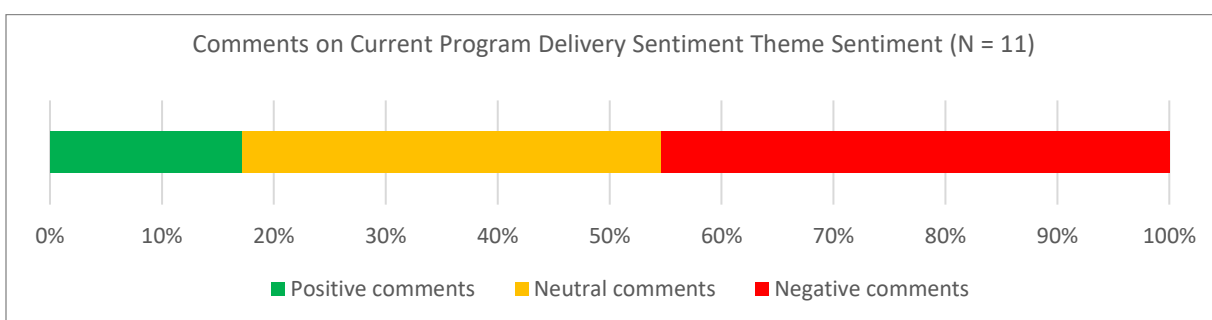
Figure 14 indicates significant mentions of **EGTA** (Educational Goals and Teaching Approach), **PSO** (Program Structure and Organization), followed by **PA** (Practical Application) of the program.

Figure 15: Frequency count breakdown of Program Structure and Organization major theme



After breaking down the Program Structure and Organization even more, majority of the comments were on comments on current program delivery. Figure 16 shows the overall sentiment of the mentions for current program delivery.

Figure 16: Overall sentiment for comments on current program delivery



The team noticed more than 40% of the comments made on the current program delivery were negative as shown in Figure 16. This sentiment is understandable given T-School is in its initial year and is still in the experimentation stage and reflects the entire **PSO** major theme sentiment.

#### 4.2.2 Faculty and Expert Responses

In the interviews with the two faculty members and one external expert, the team asked questions about the structure of T-School, comparison with other courses at Soochow University, student engagement and satisfaction, compensation, and the relationship between humanities and technology.

When examining the responses for the **PSO** major theme, the majority of their responses mentioned that the program organization required a lot of improvement, which echoes the lack of an overarching document as identified in the previous section 4.1 Document Analysis Results. Professor A also noted that the beginning of T-School was chaotic and the encountered some challenges in navigating their roles and expectations. This sentiment was also echoed by Professor B in their interview:

*“[T-School is a process of] trial and error. We tried something, we found errors, we corrected them, and we went forward. Right now, T-School is at this stage. We find some errors, some difficult and we try to bring the T-School in the right direction.”*

To comprehend the significance of T-School program from their perspective, the team asked the question “If you were to describe T-School to a person who never heard about it, how would you describe it?” to all the faculty and expert interviewees. Professor A mentioned that T-School is a non-traditional model of teaching that encourages students to express themselves freely. This experiential learning approach is described further in Section 2.2 Experiential Learning. Professor A summarized T-School as a creative program for students with freedom of expression. Professor B gave similar responses to that mentions that T-School reminds them of a beautiful bridge where there is an exchange of knowledge and ideas between student’s respective backgrounds and T-School. Professor B also mentioned the philosophy behind the establishment

of T-School is “O ever youthful, o ever weeping.” It means to always keep your young heart. This quote is by the author Jack Kerouac, from his book *The Dharma Bums*. The quote in Mandarin reads: 「永遠年輕, 永遠熱淚盈眶」

Since T-School aims to create an environment that nurtures creativity, teamwork, and career-oriented skills, the team investigated student engagement, skill development, and faculty satisfaction to understand whether students were actively learning, participating, and overall enjoying the program. Professor A mentions that a lot of students are having a hard time working in groups and collaboration is one of the important factors that T-School could improve upon. Professor B also resonated with this thought when mentioning a situation where the student wanted to switch out of the group. In the background section, the team explained that the educational mode in Taiwan is not great at fostering collaboration. During the interview with Professor A backed this up and shared that they are hesitant about adding group work in the course description as it may scare the students away. Besides teamwork, when the team asked if the students grasped concepts well. Expert A stated that since AI is an abstract concept, it is much harder to grasp it. They also mentioned that the grasp of knowledge will ease up in the future after application. This further encapsulates the essence of the experiential aspect of T-School. Professor A mentioned the students were engaged because it was a relatively newer course. In the practical part of the program, Expert A also stated that the students were active and engaged, which shows that T-school was successful at engaging students and providing hands-on learning experience.

When asked about some of the challenges faced, the interviewees mentioned the workload and the credits. Professor A said that the workload is heavy for the teachers as they do not get any credits, and continued to say that neither do the students, making T-School extra work for them. When asked about the compensation they received for participating in the program, two out of three interviewees asked said that they got compensated. However, Professor A expressed that they would prefer getting credit on top of the current compensation. Despite the workload, Professor B enjoyed being a part of T-School, captured in this quote:

*“Sometimes I think T-School is just for fun. When you see the students’ face, their smiling face, you see a big surprise, their potential is a big surprise.”*

The vision behind T-School is to “combine humanities and the latest technology”. The team asked general questions about humanities and technology. Expert A pointed out that T-School does a good job of blending humanities with technology. According to Professor A, the humanities and technology mutually influence each other. They added:

*“Technology always stems from humanity. That means how humans think affect how we design or try to make technology. For example, how we use a cell phone or how we should design a cell phone. It has to be convenient for people to use.”*

### 4.2.3 Student Responses

The team interviewed three groups: current T-School students, students who dropped out of the program, and Data Science students. Since current T-School students and dropped out students had direct experience with the program, the team asked about their insights and feedback regarding the program. The STEM students had no affiliation with T-School; therefore, the team inquired about their perspective on the relationship between humanities and technology. Figure 17 illustrates the detailed frequency of the responses for the minor themes of Educational Goals and Teaching Approach.

Figure 17: Frequency count of Educational Goals and Teaching Approach minor theme

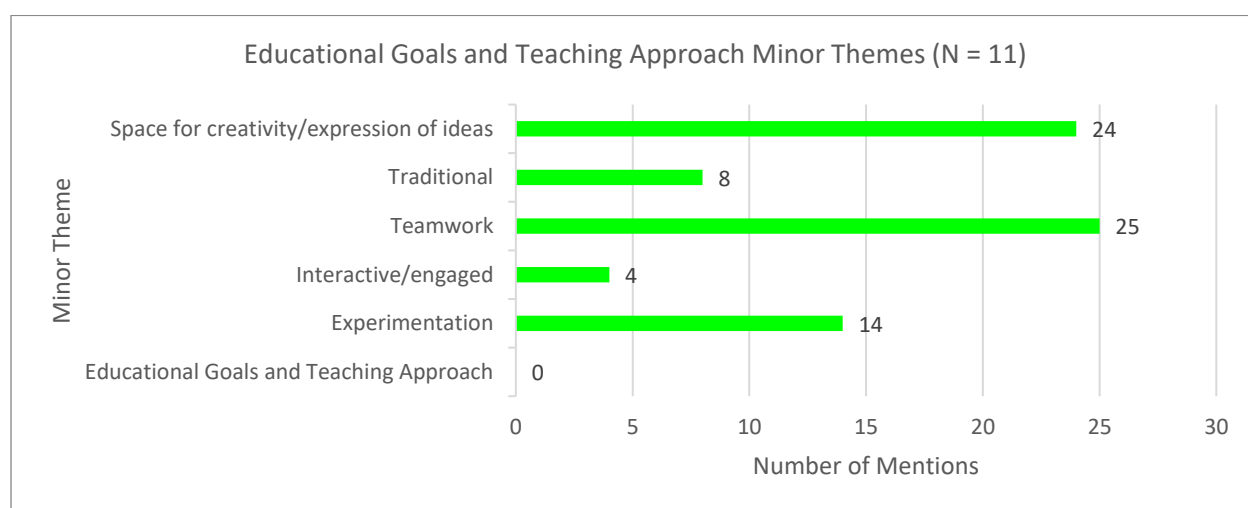


Figure 17 shows that students mentioned teamwork and space for creativity/expression of ideas the most with 25 mentions and 24 mentions respectively. Figure 18 and Figure 19 presents the overall sentiment felt towards the “Teamwork minor theme” and “Space for creativity/expression of ideas minor theme” respectively.

Figure 18: The overall sentiment towards teamwork theme

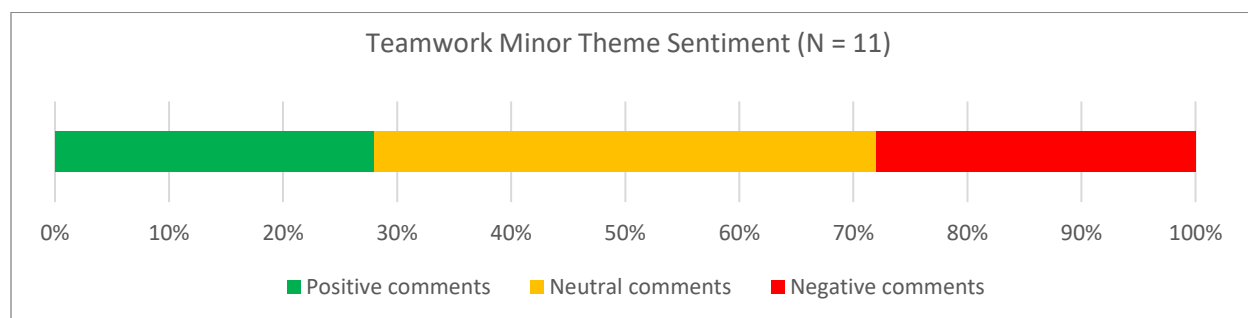


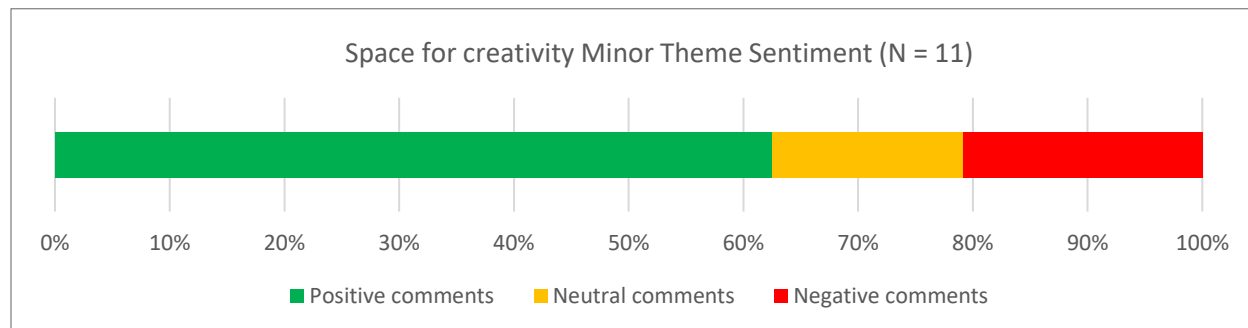
Figure 18 illustrates nearly 30% of mentions regarding teamwork had a negative connotation, indicating that students found teamwork challenging. The majority of the interviewees mentioned



that they encountered at least one team-related problem in T-School. Students NL found difficulty communicating with the students from other departments. Student NL and EA noted that when T-School students drop out, the group's workload significantly increased, leading to a lack of trust among the remaining members.

However, there have been some students like student EJ that are benefiting from collaboration opportunities in T-School. Student EJ mentioned that due to the collaborative environment of T-School, students can freely exchange ideas and perspective thus bridging the gap between different majors. This environment also encourages students to gain exposure to new perspectives and ideas. Student NL resonated with the same sentiment and mentioned that they probably would not have a chance to collaborate with other students from other departments unless they took courses from that department.

Figure 19: The overall sentiment towards Space for creativity theme



When the team asked questions about the growth of skill set and space for creativity, more than 60% of the responses were positive as seen in Figure 19. This shows that the students had a space to freely express themselves in T-School. Student NL described T-School as a space to show different versions of yourself. Student EJ further elaborated that T-School is a place to try new things different from their major. The quote from student EA captures the experience of majority of students when they mentioned:

*“In their personal perspective, they think that [T-School is] a place to be creative. The environment provides them a chance to promote their own ideas. [translator]”*

The team asked questions about the growth of student’s skillset. Three out of five students mentioned that they can see themselves applying or have applied the skills learned in T-School in other parts of their lives. Student NL pointed out that they used the final product of their project as part of their portfolio, which made them a better candidate to the employers. Student EJ commented that Stages were particularly helpful because they learned public speaking skills, which are crucial for presentations in their final exam. Furthermore, students found themselves learning communication skills in T-School. Student EK noted that this skill will help them to communicate with their supervisor in the future. However, Student NL had a contradictory

opinion. They said that T-School did not help in significantly improving their skill. They felt they did not learn anything new and simply relied on their existing experience. When the team asked about their opinions on the program, student EK expressed their enjoyment for AI. They also stated that T-School was a good opportunity to fill up their life with various kinds of things. Student EA elaborated that they liked the Stage Nights the most as everyone's topics are different, and this was a new experience for them. Student NI shared an anecdote of their Stage experience:

*"I won't. I won't be nervous. Just a little. Maybe. If tomorrow I'm gonna go to the Stage. I will be, 'Oh my God, I'm gonna die!'"*

To understand the relationship between humanities and technology, the team asked questions to current T-School students, dropped out T-School students, and the STEM students. Student EJ mentioned that although they are not good at writing the program scripts as humanities major, they know more about people's lives. As for the advantages, Student EA shared that since they were an Arts major, they had an easier time in the AI art workshop. They thought that AI is important now and they can combine their two majors, (Sociology and Japanese) and transcend the AI, creating new types of jobs in the future. One of the STEM students, student DC, supported that claim and added that they can use STEM major's technology to help humanities major be more efficient. Student DD further added:

*"We can join our technology with their creative to make some more things come true. Because I think we [STEM students] will not really know that much on what society needs. So, maybe we can take their [Humanities Students] advice to make device or design something for them."*

Nonetheless, 5 out of 6 of the STEM students, verbalized that humanities and technology have no effect on each other and that technology is more important than anything related to the humanities. Some respondents feared they could be replaced by AI. When the team asked, "In the other classes you took, do you feel your friends are intimidated by technology/AI?", all the data science students noted that their friends majoring in the humanities were afraid of technology and feared that AI could replace their jobs.

### 4.3 Survey Results

The team distributed surveys to students and professors during workshops, interviews and via email. The survey used skip logic such that respondents only saw questions relevant to their current relationship to T-School. In total, 35 subjects participated in the survey with 23 students in T-School, two students that dropped out of T-School, four professors, and six students unaffiliated with T-School. The data in this section is from the responses from the survey as seen in Appendix AA: Survey Results.

### 4.3.1 Satisfaction and Engagement with T-School

This section looks at the responses to three survey questions: “please name two or more things you enjoyed about T-School,” “please list two or more things you disliked about T-School,” and “which topics [out of the workshops] they found most engaging.” The participants to these questions included professors and students who attended T-School.

Figure 20 displays responses to the question “please name two or more things you enjoyed about T-School.” The team organized each free response answer into one of the following categories:

1. Design: flexibility, learning process, and the specific workshops
2. Skill Development: skills gained from the program
3. Interaction: interacting with student outside of their major
4. Prize Money
5. Expression: creating ideas and expressing them in the program
6. Faculty: support by the faculty
7. Other: any response that did not fit in any of the previous categories

*Figure 20: Aspects of T-School that Participants Enjoyed*

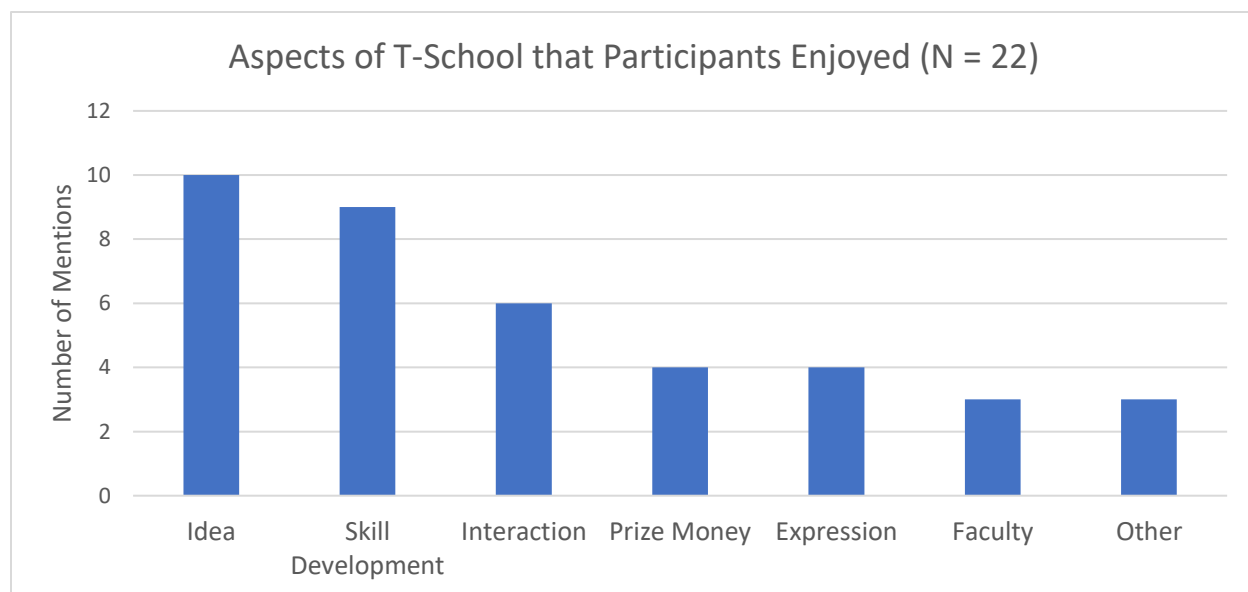


Figure 20 suggests participants’ favorite aspect about T-School is the idea of the program. The individual responses mentioned specifically the flexibility, learning process, and the workshops. The second most liked part of the program is skill development. This indicates the student skills are growing which helps answer objective 2. The other response indicates other benefits students enjoy about the program; however, the number of responses is insufficient to show a major trend.

The information displayed in Figure 21 is based on the responses to the question “please list two or more things you disliked about T-School.” The team organized each free response answer into one of the following categories:

1. Time: amount of time allocated to the program and time of workshops
2. Structure: design of the program and topics covered
3. Workload
4. Organization: program feels incomplete
5. Resources: resources and tool in the program
6. Teamwork: difficulty with other on team members
7. Other: any response that did not fit in any of the previous categories

*Figure 21: Aspects of T-School That Participants Did Not Enjoy*

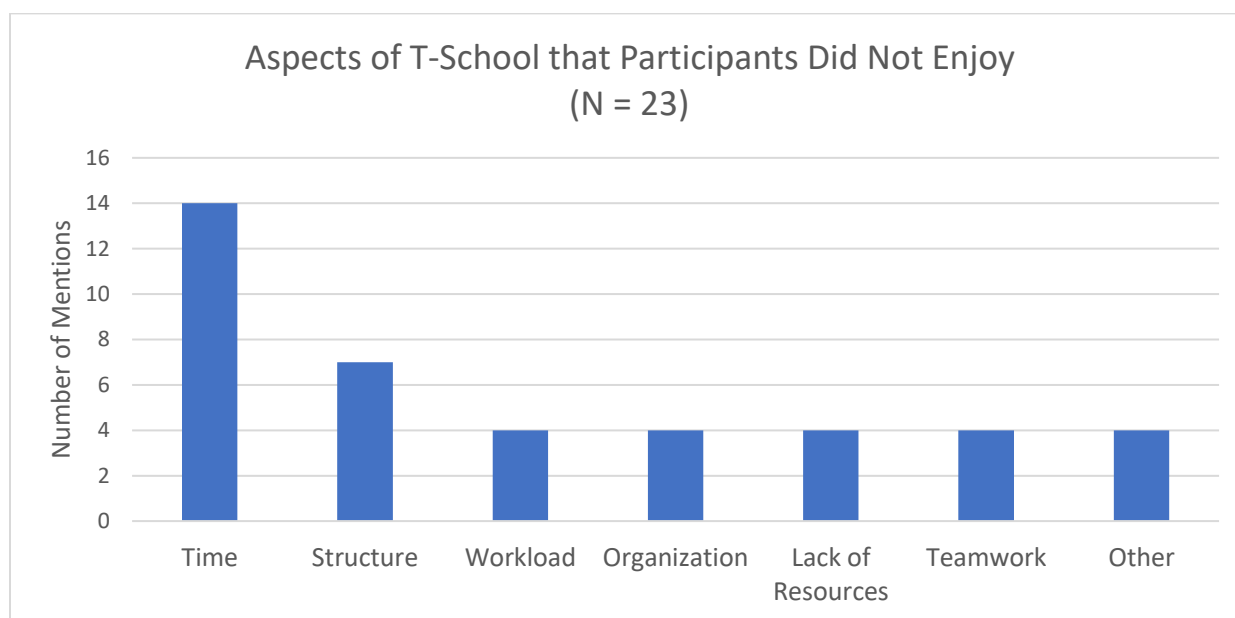
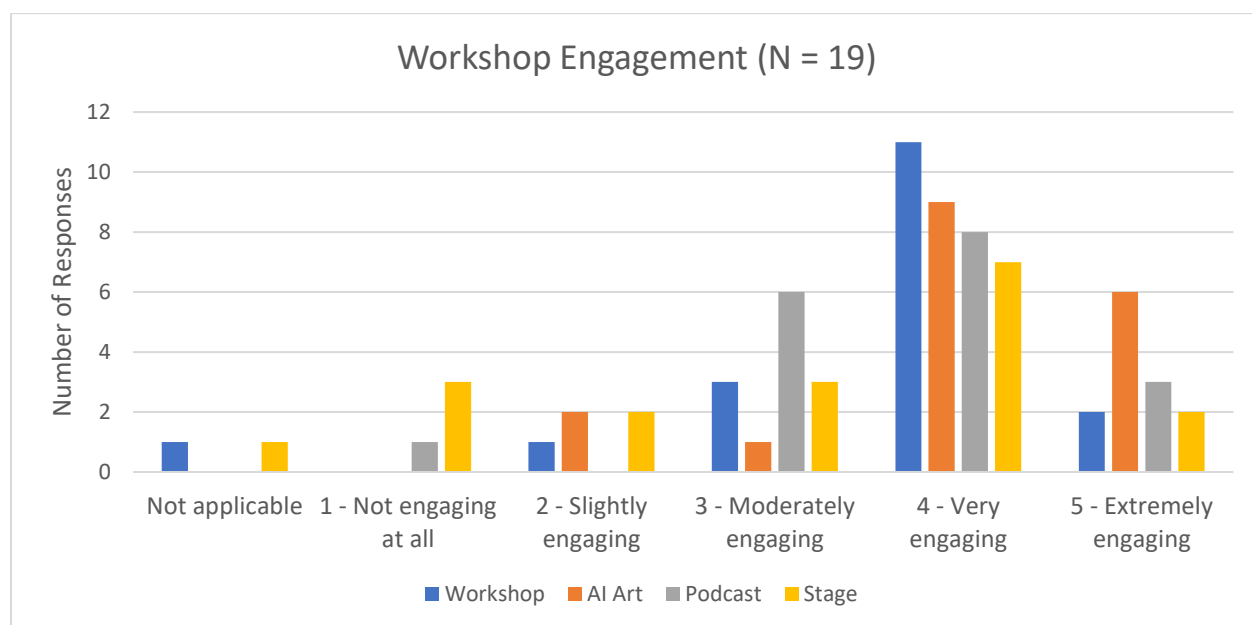


Figure 21 suggests the main criticism about the time of T-School is the evening class time and the length of the class. In addition, there is a trend of students wishing for more preparation time and experimentation time for workshops as they feel the workload is difficult with limited time to prepare. Approximately 36% of students the team surveyed, show a dislike for the structure of the T-School, specifically the topics feeling limited and the course feeling incomplete. This is further supported by the interview responses. While students recognized T-School is a new program, many of them want to see aspects more fleshed out.

The main finding from these two graphs is many students love the aspect of T-School and what the program intends to accomplish. Despite this, the program feels incomplete and needs more work.

The information displayed in Figure 22 shows student responses when asked which workshop topics they found most engaging. Students answered on a scale of one to five. “Not engaging at all” as one and “extremely engaging” as 5. Additionally, students could mark “not applicable” if they had not taken a workshop.

*Figure 22: Workshop Engagement*

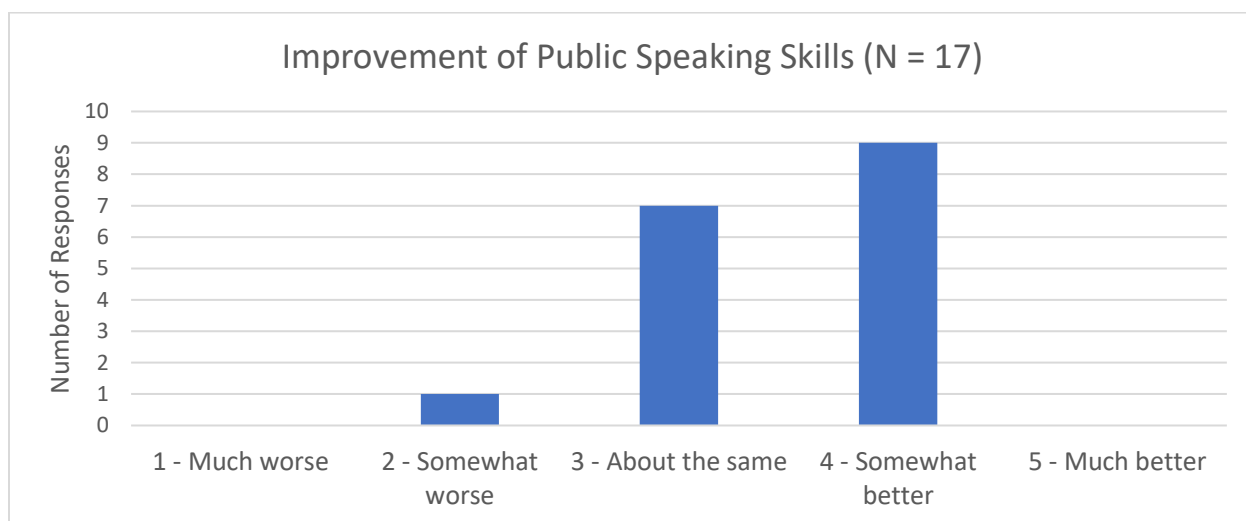


For each category, the averages of engagement out of 5 are as follows: 3.8 for Workshop, 4.1 for AI Art, 3.7 for Podcast, and 3.2 for Stage. Initially, when writing this question in the survey the team meant the “proposal competition” when thinking of “workshop.” The team acknowledges this was not communicated well in the wording of the survey. Most students found the AI art class engaging followed by the podcast workshop. The workshop students found least engaging was the Stage Nights.

#### **4.3.2 Student Skill Growth in T-School**

Students in T-School rated how much their public speaking skills improved. Students rated their ability on a scale of 1, “much worse”, to 5 “much better.” Figure 23 shows the data from this response.

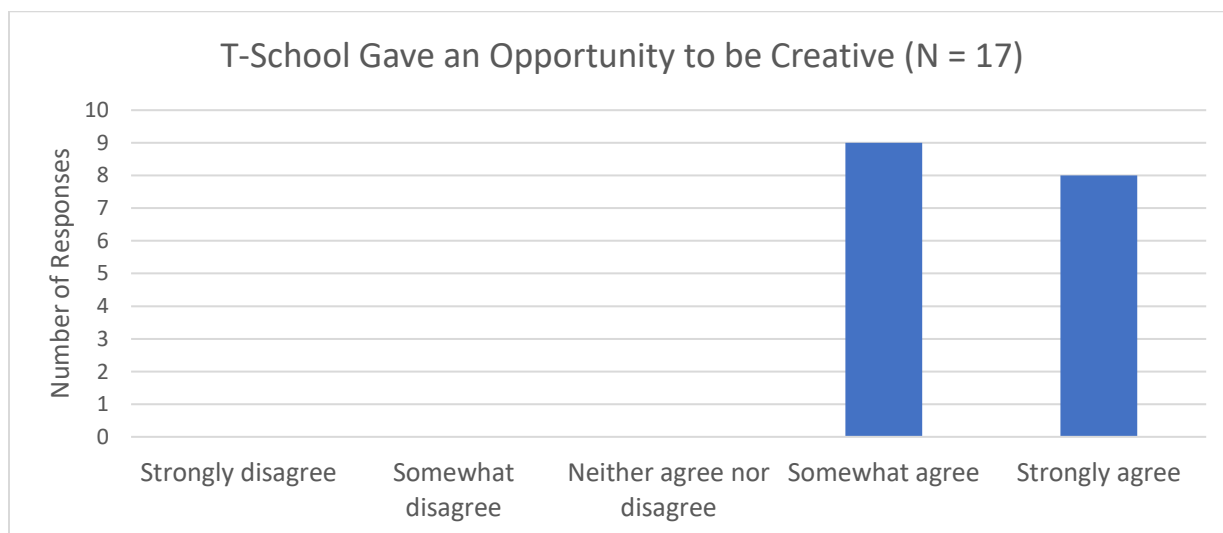
Figure 23: Improvement of Public Speaking Skills in T-School



The average rating of students' improvement in public speaking skills out of 5 was 3.5. Most students felt that there was no change, or small improvement. This indicates that T-School could improve in this aspect of teaching students public speaking skills. While there was one response for somewhat worse, there is no evidence that students' speaking skills are declining.

Students in T-School rated how creative they were able to be in T-School.

Figure 24: Opportunity to be Creative



Given that Figure 24: Opportunity to be Creative Figure 24 shows the participants that either "Somewhat agree" and "Strongly agree" T-School appears to be succeeding in this aspect.

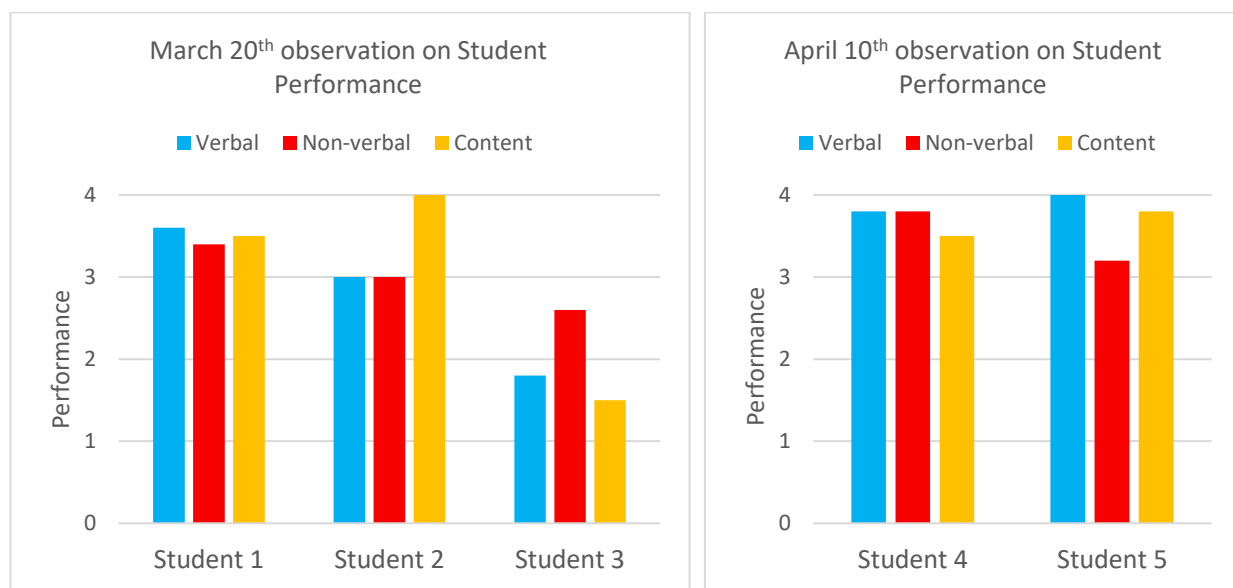
## 4.4 Field Observation Results

This section discusses the results the team obtained from the four field observations. The objective the team aimed to investigate with this method was objective 3, evaluate student satisfaction and engagement. The field observations results contained both qualitative and quantitative data. See Appendix BB: Stage Night Field March 20<sup>th</sup> Observation Transcriptions to Appendix EE: AI Workshop March 28 Field Observation Transcriptions for the data on field observations.

### 4.4.1 Stage Night Observations

The rubrics obtained from the Stage Nights (verbal, non-verbal, content, and engagement) had quantitative and qualitative data. Some examples of terms the team took note of include presenter's interest, language usage, posture, facial expression, and slide visuals. More terms the team took note of can be seen in Appendix I: Field Observation Metric for Stage Night. The team defined the terms and assigned them scales from one to four, converting them into quantitative data. One signifying "bad" and four signifying "great." The team gathered other qualitative data through enumeration (i.e. counting). The team decided to group together the verbal, non-verbal, and content rubrics without the engagement rubric because the first three focus on the presenter while the last focuses more on the audience. Figure 25 showcases the score the presenters received from the verbal, non-verbal, and content rubrics.

Figure 25: Presenters Performance in Stage Nights



These observation results indicate that all presenters performed well apart from student 3 from March 20<sup>th</sup>. Student 3 may not be an accurate representation of T-School's students' presentational ability since their presentation was ill prepared. Their slides consisted of white background and

black text while all other presenters had images and color themes. However, more data would be needed to make a conclusion as to whether they were an outlier. Figure 25 indicates most students presenting are engaged with the class and learning the skills taught by the Professors. Table 6 provides the average engagement observations for the audiences from both Stage Nights. The team took the averages by combining three student investigator observations.

*Table 6: Stage Night Engagement Observation Averages*

Stage Night Date	March 20th	April 10th
Quality of questions (1-4)	3.3	3
Audience engagement during the presentation (1-4)	2.7	3.5
Number of students present	26	30
Amount of question being asked for each Presenter	1.7	1
Percentage of audience engagement	59.3	90
Amount of distraction	5.5	3

The Table indicates that the average number of questions asked was quite low. However, this is most likely due to the cultural difference between Taiwan and America. In Taiwan, most students do not ask questions in class, while in America students are more likely to ask questions (Chen, 2017). One can observe a higher level of engagement from the audience during the presentations on April 10<sup>th</sup> compared to March 20<sup>th</sup>. This was most probably caused by Wesley Girls High School students and two WPI IQP team members presenting on April 10<sup>th</sup>. Consequently, the event held greater significance for T-School students, likely resulting in increased attention from the audience. The number of distractions is relatively low but still present, at an expected level for the two-hour evening course.

From the qualitative notes of the Stage Nights, the team observed students presenting well. Students recovered successfully when they forgot a part of their speech. Most students held the microphones in the correct position (close to their mouth and at a slight angle). The team could also see approximately half of the students visibly nervous, stumbling over words and having shaky hands. When students looked at the audience, many looked only at the middle row and not the right or left rows which indicated elevated need to practice presenting to the entire audience. However, the team would like to acknowledge that this could be due to the recording device position in the middle column.

#### **4.4.2 AI Art Classes Observations**

Table 7 provides the averages from the qualitative engagement observations from the AI art classes (using the same metrics described in the previous section). This table indicates most students were



engaged with the class and asked a significant number of questions throughout. In addition, at the start and end of class, most students were focused.

*Table 7: AI Engagement Observation Averages*

AI Art Class Event Date	March 26th	March 28th
Student Engagement at the start of class (1-4)	3.2	2.8
Student Engagement at the end of class (1-4)	3	3
Number of Students	12	15
Number of questions being asked in total	15	16

The qualitative notes that the team took during the observations indicate that students freely asked questions to the teacher, stayed focused, and enjoyed the class overall. The professor would pause approximately every 20 minutes to answer any questions from the students. At the end of the class, the teacher put up an AI art challenge exercise for the students to work on in the last 30 and played background Lo-fi music to ease any tension. Lo-fi music has gentle melodies and ambient sounds (MasterClass, 2021). The team determined on average most students stayed focused throughout the class indicating students were engaged in the workshop. The 30-minute break in the middle of the 2.5-hour workshop allowed students to rest and then stay focused the second half of class. Some students showed satisfaction and were very excited during the class, displaying their work to other classmates.

## 5 Key Findings

After analyzing all results from the project methods, the team extracted eleven key findings. These build on the findings mentioned earlier in this chapter and add additional direct quotes or data to support each finding.

### 5.1 Majority of the Participants Liked the Idea of T-School

Majority of the participants the team interviewed and surveyed commented positively on the idea of T-School. For example, student NI said they joined T-School due to believing T-School would help them with job opportunities after graduation, and their desire to grow as a person. This is one of the main ideas of T-School to encourage students to develop their own abilities and help with showcasing their own works. As seen in Section 2.3.1 T-School students hold an exhibition at the end of the program. Student EA mentioned how T-School is a place to be creative providing students a chance to showcase their own ideas. Professor A equally shared the sentiment of T-School allowing students to be creative. This is another one of T-School's main ideas: getting students to become more creative and providing a location for that growth. Section 2.2.2 Experiential Learning Cultivates Creative Minds further elaborates how this is a major focus for experiential programs.

### 5.2 The Implementation of T-School Does Not Feel Complete

Findings from the interviews and surveys, show students feel that the program is incomplete. They recognize that this is the first implementation of T-School, but mention they struggle to recommend the program in its current state. Student EJ commented that it is too early in the program to recommend it to other people, and if the program were more complete, they would recommend the program.

Another example is when asked whether T-School was achieving their vision. Professor A responded,

*“Maybe half. Halfway. Yeah, not really. Some maybe get to some milestone. Not really achieving... I think the current problem for T-School is try to find a core. How to say it. Something that will make students think that a reason to attend T-School throughout.”*

Professor A is indicating there is room for improvement in the program, and that T-School may need more of an incentive to get students to finish the program. Student NL mentioned, they do not recommend the full program to underclassmen. Instead, they recommend students take only a specific workshop of interest.

### 5.3 Philosophy of T-School “O ever youthful, o ever weeping” Was Not Shown

Majority of the students in T-School seem to not have joined T-School because of this philosophy, but rather other reasons, indicating a mismatch in advertising of T-School. Students seem to not be focused on the vision while in T-School, but rather the workshop skills they can learn.

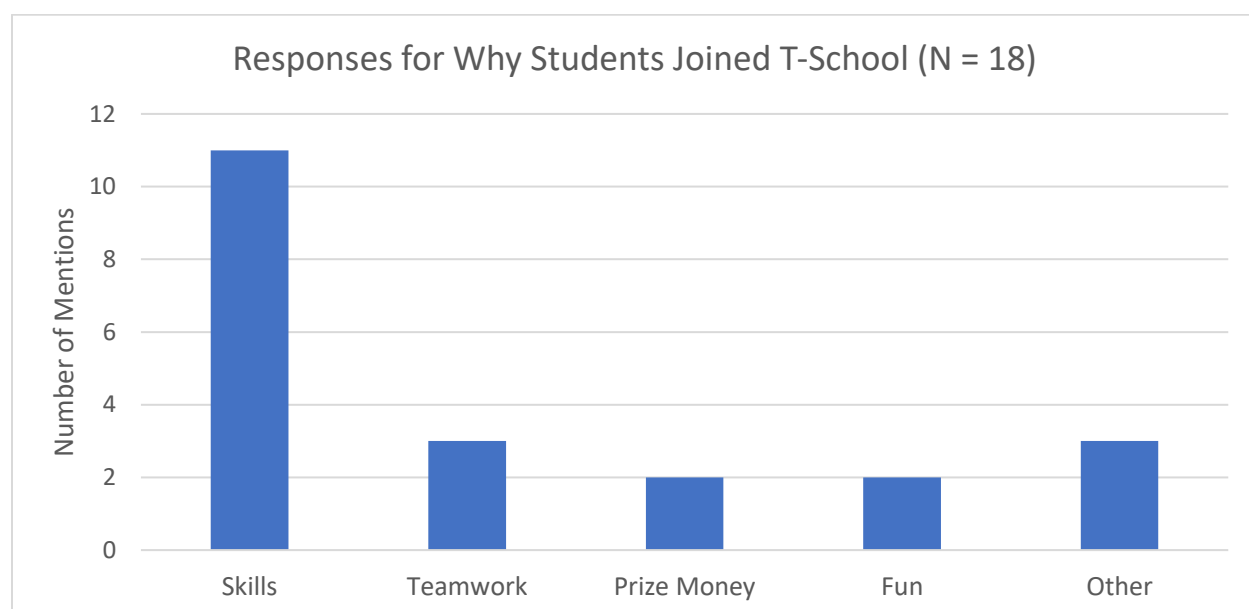
Professor B said,

*“I don't think the student know that is our philosophy. They just want to know podcast. They just want to learn about AI painting.”*

This is further backed up from some of the interviews. Student EA joined due to the prize money offered at some of the workshops, while NL joined out of wanting to learn skills. This sentiment can be found overall for why T-School students and dropout students joined T-School.

When students were asked why they signed up for T-School in the surveys, a majority mentioned the skills T-School teaches. Figure 26 below incorporates data from 18 students. Each of their free response answers were organized into categories. While students appear to join because of the specific skills offered, they do not seem to connect these skills to the broader vision of learning abilities that will be useful in their future careers.

Figure 26: Why Students Joined T-School



#### **5.4 Some Students Learned Skills That They Can Envision Applying in Their Future**

The interviews revealed students are applying their skills from T-School currently. To extract from Section 4.2 Interview Results, for instance when the interviewer asked student EA if they wanted to share anything else, they mentioned how in a presentation about a book, they used their new AI skills to generate illustrations. In their interview, Student NL mentioned using their podcasts to demonstrate a strong understanding of Mandarin Chinese to a potential employer, ultimately securing the job.

#### **5.5 T-School is Facing a Student Drop Out Rate of almost 50%**

T-School had 37 students at the start of the program, but 16 students dropped out. That is a 43% drop out rate. The data collected received why students dropped out and professor and student perspectives on why other students dropped out. Two dropped out student survey responses when asked what prompted them to stop attending T-School noted, “時間難以配合，課業壓力大，家庭和學業都有困難需要跨越” and “時間安排與規劃有所衝突。” Their responses roughly translate to “difficulty in scheduling, stressful schoolwork, family and academic difficulties to overcome” and “conflicts between scheduling and planning.” Student NL mentioned they dropped out due to team conflicts, and not having a strong enough incentive to stay with the program. Student EA said other students found the workload too large and they did not have extra time to spend on T-School. Overall, it seems students have dropped out of T-School due to external factors, the high workload, and team conflicts.

#### **5.6 Lack of Incentives May Have Led to Reduced Motivation in Students and Faculty**

T-School is an experimental program and not yet an accredited academic course. This necessitates scheduling T-School after regular classes in the evening, allowing students to attend in their free time. For students, the lack of the program being an accredited course means the work they do in the program does not directly help them achieve their degree. Students do not see the valuable skills they gain as a reward. Instead, they would rather see an academic payoff or a physical reward such as prize money. As a result, students feel they are not receiving a valuable return on their time invested, or that T-School is starting to compromise their academics. This then leads them to likely drop out from the program. For professors, T-School is an extra workload in addition to their regular classes. For example, Professor A elaborated,

*"This is the first year of T-School and as a teacher, I feel that the workload is a bit heavy for teachers, because we don't get credits. And students don't either. For them, is extra workload and for teachers, as well. So, I think that's one downside for T-School."*

## 5.7 T-School Fosters Collaboration Between Different Majors

T-School offers students the opportunity to collaborate with peers from different majors, a unique experience that most Soochow University students would not otherwise have. Student NL stated,

*“I would say, I know a lot of good students, like really great student in T-School, so I think even I have some kind of like beef [slang for disagreement] with another student, but besides this, I think cooperation is really good because you will learn from each other.”*

Student EJ said, they enjoyed working with others, and in their group, they spent time to discover how to make a better product. Both students, learned with their teams. In addition, a student from the survey when asked what they have enjoyed about T-School wrote,

*“能認識很多人、並從這些人身上學到很多在同年同系的同學身上學不到的事物。”*

This translates to “get to know people and learn things from them that you would not learn from your peers in the same year and department,” and encapsulates the collaboration culture in the program.

## 5.8 Students Find Teamwork Challenging, Unfamiliar, or Experience Conflicts

For several students in Soochow university, their usual classwork does not entail much teamwork and collaboration. Therefore, they found communication and teamwork new and difficult. Student NL shared, they found it difficult to talk to other students of different departments. This is likely attributed to a lack of experience in collaborative work. Survey responses back up the sentiment of team difficulties. Two students after being asked what they dislike in T-School wrote, “*Limited interaction with team members,*” and “*團隊合作組員不太積極。*” The second quote translates to “not very active in teamwork.” A survey response to the question of what parts of the program were obstacles to student’s learning stated,

*“準備演講內容、準備展覽企劃，必須腦力激盪但是隨機分組的組員很不給力，只能靠自己慢慢摸索。”*

This translates to, “preparing for the presentation and the exhibition plan was a brainstorming process, but I had to find my way through the process by myself, as the team members were randomly assigned to me and were very unhelpful.” This is further backed up by Professor A stating teamwork as one of the reasons students drop out, specifically difficulty working with others. Overall, when people do not have the previous knowledge and experience working in teams, they can struggle since they are learning how to collaborate alongside the non-traditional material.

## 5.9 Two Polar Opposite Student Attitudes

It appears T-School encompasses students of two polar attitudes: one group exhibits passion and dedication, while the other simply aims to complete the required work without much enthusiasm. As seen in the Section 4.1 Document Analysis Results, only a portion of the students from last semester put effort and creativity in their AI presentations. From the field observations, the team noticed one student out of the five not putting in effort for their presentation, Section 4.4.1 Stage Night Observations.

Student NL mentioned not trusting previous teammates because their work ethic was not as great as themselves. They declared,

*“The passion was gone, and also the students, I would say they I do not like my team, because their, their other student is I do not trust them. I do not trust the students. So, I would think I do not want to waste a semester to cooperate with them, because I think we will have a lot of fights and it is not valuable for me. I did not deserve me to put a lot of effort into this. I would rather put my efforts into T-School project.”*

## 5.10 Two Opinions About the Relationship Between Humanities and Technology

In the team’s investigation into objective 1, the student investigators discovered there were two main views on the relationship between humanities and technology. Some see a connection, while others do not. A majority of humanities students in T-School believe there is a relationship, whereas most of the interviewed data science students hold the opposing view. This one humanities student quote encapsulates the opinions of the T-School participants. NI states,

*“Humanity make technology more emotional and technology make humanity more serious. So, I think they both influence each other.”*

Whereas this one STEM student quote best encapsulates the opinions of the Data Science students. DG said,

*“To be honest, I think there's really little space for humanity field to influence like whole world, to be honest, because especially in Taiwan. Because I don't think we take really care about creative or innovative things in Taiwan.”*

## 5.11 Students Lack Guidance with the Equipment

Some students mentioned they were not taught in detail how to use the audio equipment provided to them in the stages and the podcasts or wanted more time learning about the equipment. For instance, student EJ spoke about how the students in T-School, including themselves, were not good with the equipment. NL noted by T-School should add more classes on how to give speeches instead of just one. They felt students truly did not learn enough about how to give great

presentations. At the second Stage night the team attended, one of the student investigators explained to a T-School student assistant how to use a pop filter on the microphone to improve audio quality. Combined with other interview and survey responses, this indicates the staff could be better trained on the equipment they are working with.

An interviewee mentioned how the AI used in the AI art class would be more helpful if the AI program used understood Mandarin better, as *Midjourney* is created with English in mind. One of the survey responses suggested: “AI 課也許可以借用電腦教室，或是插頭很多的教室，” which translates to, “the AI class might be able to borrow a computer classroom, or a classroom with lots of plugs.”

## 6 Recommendations

This section presents recommendations the team formulated to enhance the T-School program. Initially, it discusses recommendations derived from the input from the different stakeholders; faculty, T-School students, and dropped out students. Subsequently, the section presents recommendations informed by the team's own experience and a thorough review of relevant literature review.

### 6.1 Data Informed Suggestions

This section comprises recommendations derived directly from key findings.

#### 6.1.1 Offer an Interactive Introduction to the Equipment

From the key *Finding 5.11 Students Lack Guidance with the Equipment* students mentioned that apart from a basic fast introduction, the faculty did not explain the equipment and techniques to the extent required. Rather than utilizing the tools to create material, students found themselves spending extra time figuring out how to use them. The team believes that integrating two short interactive lectures would be beneficial. Each lecture should contain two halves: the first half provides a brief introduction, while the second half gives room for supervised hands-on experimentation.

#### 6.1.2 Enable One-time Team Switch

According to the key *Finding 5.8 Students Find Teamwork Challenging, Unfamiliar, or Experience Conflicts* students found teamwork a new and difficult concept. T-School groups are randomly assigned, emulating a real-world project environment. While this approach is very authentic, it also means that if one team member does not sit well with the rest, there are limited options available: either drop out of the course or endure through it. Introducing a one-time team switch option could potentially alleviate some of the teamwork issues, offering students a chance to find a better fit.

#### 6.1.3 Provide Credit Incentive

From key *Finding 5.6 Lack of Incentives May Have Led to Reduced Motivation in Students and Faculty*, both students and professors highlighted the potential benefits of offering academic credit as an external incentive, which could enhance their motivation to participate in the program. The current prize system is effective, but only for short-term motivation and only for a limited number of students. There is no assurance that each student will receive a prize.

The value of the certificate largely depends on the reputation and prestige of the institution offering it. A professional online appearance, coupled with well-organized and visible results, has the potential to significantly increase the value of the certificate. Since T-School is a new program, it has not established a reputation yet.



### 6.1.4 Workshop Ideas

Figure 27: Word Cloud Representation of Workshop Ideas illustrates by the size of the word the words that the students and professor used most frequently when asked “If you had an opportunity to add workshop about a different topic, what would it be about?” in the survey. Through collecting qualitative data, the team identified main ideas for future workshop additions to the T-School program and would recommend these following categories:

1. **Digital art** – animation, picture editing, 3D modelling
2. **Professional training** – off-campus real-world experience, information technology, thesis
3. **Marketing and advertising** – narrative, advertising design, brand creation
4. **Film** – script writing, cinematography, editing, post-production, short film



Figure 27: Word Cloud Representation of Workshop Ideas

## 6.2 Investigator Recommendations

This section includes a list of recommendations coming from the investigators own experience and literature review.

### 6.2.1 Write and Publish a Syllabus

Create a concise resource outlining student learning objectives, program benefits, and strategies for achieving them as the current program seemed disorganized as mentioned in key *Finding 5.2 The Implementation of T-School Does Not Feel Complete*. Try to formulate the syllabus to include terms such as presentation/expression, creativity, entrepreneurship mindset, (innovation) with clear description and ways that T-School helps to achieve them.

Providing a clear syllabus with student learning outcome will also help the students to be more engaged and participate in the program (Center for Teaching Innovation, n.d.-b). The student learning goals should determine what skills and knowledge the student should know by the end of the program. Further details for this can be found at <https://evals.stanford.edu/end-term-feedback/how-write-learning-goals> (Stanford University, n.d.). Furthermore, Section 2.4 Program Design addresses more about this in detail. Particularly the section 2.4.2 Syllabus Creations lists the important details that a syllabus should contain.

Additionally, the syllabus should explicitly State T-School vision. Based on the interviews, the team found many different views of T-School from students and professors. The team believes

that the different visions help give a better perspective in the program. However, due to a communication problem between faculty and students, these perspectives are not clear to the students. Communicating may improve student motivation.

## **6.2.2 Make a Webpage**

Create a simple webpage for public display or use an internal course management system like Canvas (Instructure, n.d.) to offer essential details about upcoming events and enable prospective students to view T-School graduate portfolios. This centralized platform could provide organizational information, offer students an opportunity to showcase their portfolios, and enhance the credibility of the T-School program. The team suggests maintaining a minimalistic design for the webpage, featuring only essential information on the landing page. Hyperlinks can then direct users to additional pages showcasing every student's work portfolio or detailing all events for an academic year.

### **6.2.2.1 Upcoming Events**

At the top of the website, effectively display the details of the two upcoming event dates and locations in large text. Additionally, indicate the date of the most recent update of this information.

### **6.2.2.2 Portfolios**

Professor B mentions that universities in the future act like design studios:

*"I just want to create something new and innovative, innovative way to create something. I think that it is for the future. I think in the future, every university just like studio, design studio. I'm the professor, I create projects, and the students learn how to make the project happen, and I mean that is a studio."*

The project team believes universities should soon build portfolios alongside the standard diploma and grades to showcase student work. Employers increasingly value seeing graduates' actual work. Implementing a feature on a main publicly accessible website that automatically scrolls through the best student works could serve as excellent promotional material and provide a small incentive for currently enrolled students. In addition to showcasing student work, incorporating quotes from satisfied students or real pictures from the program could further promote the program's success and professionalism.

## **6.2.3 Let Students Indicate Project Preferences and Assign Groups Intentionally**

Based on the investigator's personal experience, specifying project and teammate preferences significantly contributes to the formation of working and motivated teams. This approach increases the percentage of teams that are enthusiastic about their project and minimizes internal conflicts.

Before making the teams, collect the data on student's preference and skills. One can do this by conducting a survey that collects the student's project preference, teammate preference, and self-ranking of their skills. Assigning a group intentionally (based on skills and/or background)

minimizes the chances of high ability students working together, leaving the rest behind. This allows diverse groups and gives opportunities for students to work with peers they otherwise might not have interacted with (Center for Teaching Innovation, n.d.-a).

The Center of Teaching Innovation from Cornell University suggests some strategies to manage groups (Center for Teaching Innovation, n.d.-a). They are as follows:

1. Provide some advice on how to work in a team, how to get started on tasks, and advice on communication
2. Assign tasks with fair division of labor so that every team member gets an opportunity to contribute
3. Build a timeline and action plan along with the group goals and individual responsibilities
4. Resolve team issues and conflicts and have an action plan for conflicts
5. Encourage students to sort out their differences through open conversation before getting a faculty member involved

The project team suggests using a team management system such as Comprehensive Assessment of Team Member Effectiveness (CATME) SMARTER Teamwork to assist the team building phase (CATME, n.d.).

#### **6.2.4 Spark Intrinsic Motivation in the Students and Faculty**

Based on the team's observation, some students seemed to lack intrinsic motivation. The team suggests the following strategies to spark intrinsic motivation in the faculty and students. (*Intrinsic Motivation Strategies*, 2023; Wordpress, 2021)

1. Making students feel respected for their efforts rather than their end results
2. Celebrating small achievements and recognition for participation and completion
3. Cultivating a growth mindset in students
4. Creating a stronger student-teacher relationship so they are not as disconnected. WPI made an attempt on closer student-professor relationship (Kisner, 2024)
5. Provide constructive criticism along with ways of improvement. An example could be "compliment sandwich for constructive feedback"

The "compliment sandwich" technique begins with positive feedback, proceeds to address criticism, or pose a challenging question, and then concludes with further praise or a restatement of the initial praise. (Marder, n.d.)

### **6.2.5 Provide Team and Self Evaluation, and a Course Feedback Form**

At WPI, the team utilizes self and team evaluation forms that are kept confidential and submitted to the professor. Typically, these forms are distributed midway through the program and again near its completion. The investigators believe that incorporating a similar approach into T-School could effectively address many team-related issues before they escalate. Offering an understanding of team dynamics, these evaluations allow the professor to intervene if necessary. The self-evaluation component is critical, as it enables the professor, acting as a neutral third party, to compare the individual's assessment with their actual contributions as noted by the other team members.

The evaluation form reveals group issues that the instructor might not have known about. (Center for Teaching Innovation, n.d.-a). It also provides the professor with insights on the functionality of the team. Potential general things to include in the evaluation are as follows:

1. Evaluate how each team member are contributing to the project in terms of effort, leadership, cooperation and teamwork, and quality of work along with their strengths and weaknesses
2. Evaluate the effectiveness of the group and address any team issues
3. Provide an opportunity to evaluate themselves to help student reflect on their performance and contribution to the group
4. Include an area for students to comment on their self-improvement

Appendix FF: Self and Team Evaluation Form Example contains an example self-reported team evaluation rubric.

Section 2.5 Course Evaluation offers guidance into designing a course evaluation form. This short form, often distributed alongside team feedback forms to students, holds great value in periodically obtaining direct feedback from T-School participants. Additionally, a version of this form could be made available to instructors to gather their input.

### **6.2.6 Gradually Introduce Exploration**

To ease the stress of entering the T-School program, professors can introduce students to the open structure gradually. If students suddenly find themselves in an entirely new and open environment, they may struggle with stress and uncertainty about how to proceed. Like a painter faced with a blank canvas. By offering guided steps and clear expectations at the start, professors can build student confidence and gradually loosen the structure, allowing for more freedom over time. This approach lets students ease into the open and exploratory nature of the program without feeling overwhelmed, transitioning slowly from a traditional structure to a more dynamic system.

### **6.2.7 Hold the AI Workshop in a Computer Classroom**

Based on improving student accessibility, the team believes that conducting the AI workshops in a computer-equipped classroom will allow more students without the access of computers to join the program. The team noticed that AI workshop required prolonged usage of the computers. However, the lack of sufficient outlets in classroom posed a hinderance on their learning.

To address this issue in the future, the faculty could consider pre-installing necessary software on classroom computers. Full computer lab workstations deliver greater computing power and more screen space than mobile devices. They offer better ergonomics and full-sized keyboards. PCs with powerful processors are ideal, and often a must-have, for subjects like advanced programming, engineering, and video editing. (Davis, 2019)

## 7 Conclusion

The WPI project team studied the Taiwanese education system and their struggles as well as topics pertaining to T-School. Due to the low birth rate and past growth in the number of higher education institutes, universities were facing enrollment issues in 2024. Moreover, at that time the education system in Taiwan struggled to cultivate creative mindset signifying a change in educational model. This emphasized the importance of T-School, an interactive learning program to foster student creativity. The team researched similar programs found in the United States. Course design guides functioned as a secondary evaluation metric, serving as a strong foundation for understanding the ways humanities majors can gain skills from T-School and their relevance in the future. Through a combination of document analysis, surveys, interviews, and field observations, the team gathered information to evaluate the T-School program comprehensively. The team then looked at trends in the data collected from the investigation to make well informed recommendations to improve T-School. The results show that students appreciated the idea of T-School, its non-traditional structure, and the opportunity to learn new skills. However, lack of communication between students and faculty, lack of internal incentives, and teamwork difficulties impeded the program's full success. The team provided recommendations based on the findings to address these challenges and offered suggestions for enhancing future workshops.

### 7.1 Limitations and Future Work

The T-School IQP took place during the first year of T-School running meaning the team could not interview T-School graduates. If graduates were interviewed, they could provide a new perspective on T-School, offering insights into how they are currently applying their skills.

Due to time constraints, the team was unable to observe the exhibition. The exhibition is the final cumulation of the students' works and experiences at T-School. It is their ultimate product. Similarly, the team could not attend the Podcast workshop. This would have provided a fuller picture of T-School.

Future IQP teams could investigate the advertisement of T-School at Soochow University. This involves gaining the perspective of students not involved in T-School. As well as researching into how businesses and universities advertise similar programs, comparing them against T-School's approach.

Music has an influence on creativity during student exercise. This topic emerged from the joint team-sponsor-advisor meeting after discussing the Lo-Fi music the teaching expert put on during individual exercise. The music helped lift the stressed atmosphere present and bridge the quiet and computer keyboard typing in the AI creation workshop.

Future IQP teams could provide T-School comprehensive well-crafted workshop ideas as one of T-Schools long term plans is to grow their workshop range.

Future research could explore student motivation. Motivation is a key factor in student success and can emerge from various sources. External motivation includes incentives like money, while internal motivation involves recognition or a sense of value in one's work. Understanding these factors could help T-School improve student engagement and retention.

## References

- Art, O., Boutwell, L., Roscoe, C., & Stecko, T. (2024). *Exploration to Reduce Purposelessness in the Young Adults of Taiwan* [Interactive Qualifying Project, Unpublished]. Worcester Polytechnic Institute.
- Beebe, J. (2014). *Rapid Qualitative Inquiry: A Field Guide to Team-Based Assessment*. Rowman & Littlefield Publishers, Incorporated.  
<http://ebookcentral.proquest.com/lib/wpi/detail.action?docID=1832632>
- Belsky, S. (2020, November 10). *Creativity will be key to competing against AI in the future workforce—Here's how*. World Economic Forum. Retrieved February 8, 2024, from <https://www.weforum.org/agenda/2020/11/ai-automation-creativity-workforce-skill-fute-of-work/>
- Boston College. (2024). *Design Thinking*. Retrieved February 8, 2024, from <https://www.bc.edu/bc-web/sites/continuing-ed/programs/certificates/design-thinking.html>
- Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.  
<https://eric.ed.gov/?id=ED326149>
- BU Center of Teaching & Learning. (2024). *Experiential Learning | Center for Teaching & Learning*. Retrieved January 27, 2024, from <https://www.bu.edu/ctl/guides/experiential-learning/>
- Carter, B. (2013). *Digital Humanities* (1st ed., Vol. 7). <https://login.ezpv7-web-p-u01.wpi.edu/login?url=https://wpi.ebib.com/patron/Authentication.aspx?ebcid=4d5e18d8b3e14818a7d44fced6b65d04&echo=1&userid=%5Eu>
- CATME. (n.d.). *Welcome to CATME - Smarter Teamwork*. CATME. Retrieved April 23, 2024, from <https://info.catme.org/>
- Center for Teaching Innovation. (n.d.-a). *How to create and manage groups | Center for Teaching Innovation*. Retrieved April 23, 2024, from <https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/how-create-and-manage-groups>
- Center for Teaching Innovation. (n.d.-b). *Increasing Student Motivation & Participation | Center for Teaching Innovation*. Retrieved April 23, 2024, from <https://teaching.cornell.edu/teaching-resources/engaging-students/increasing-student-motivation-participation>
- Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff. (1997). Book Review: Scholarship Assessed: Evaluation of the Professoriate. *Scholarship Assessed: Evaluation of the Professoriate: Jossey-Bass*, 130.
- Chen, I. (2017, March 1). Difference between US and Taiwan's college students. *Medium*. Retrieved April 19, 2024, from <https://medium.com/@isabellachen24/difference-between-us-and-taiwans-college-students-620ee2107acf>



- Chuang, Y., & Liang, C. (2022). Overeducation and skill mismatch of university graduates in Taiwan. *Review of Development Economics*, 26(3). <https://doi.org/10.1111/rode.12891>
- College Entrance Exam Center. (2019, June 30). *The College Admission Process in Taiwan*. Retrieved March 2, 2024, from <https://www.ceec.edu.tw/en/xmdoc/cont?xsmsid=0J180519600611186512>
- Creswell, J. W., & Creswell, D. J. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed., 1–8). SAGE Publications India Pvt. Ltd.
- Cutler, A. (2007). Creeping passivity. *Journal of College Science Teaching*, 36(6). <https://go.gale.com/ps/i.do?p=AONE&sw=w&issn=0047231X&v=2.1&it=r&id=GALE%7CA169164856&sid=googleScholar&linkaccess=abs>
- Davis, C. (2019, August 22). *5 Reasons Why School Computer Labs Still Matter*. ViewSonic Library. Retrieved April 28, 2024, from <https://www.viewsonic.com/library/education/school-computer-labs-matter/>
- Degrees & Classes*. (n.d.). Stanford d.School. Retrieved April 1, 2024, from <https://dschool.stanford.edu/classes>
- Donovan, P., & Hood, A. (2021). Experiential Learning in the Large Classroom Using Performative Pedagogy. *Journal of Management Education*, 45(3). <https://doi.org/10.1177/1052562920965625>
- Elliott, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. *The Qualitative Report*, 23(11), 2850–2861.
- Ernawati, Halim, A., & Syukri, M. (2020). Integration of Problem Based Learning (PBL) and Engineering is Elementary (EiE) to improve students' creativity. *Journal of Physics: Conference Series*, 1460(1). <https://doi.org/10.1088/1742-6596/1460/1/012117>
- Executive Yuan. (2011, December 1). 行政院全球資訊網. ey.gov.tw. Retrieved February 17, 2024, from <https://www.ey.gov.tw/Page/5A8A0CB5B41DA11E/70cb9e1e-07ff-4180-b073-c0f14cd3b1bc>
- Experiential learning through entrepreneurship*. (2021, June 3). MIT News | Massachusetts Institute of Technology. Retrieved February 17, 2024, from <https://news.mit.edu/2021/experiential-learning-through-entrepreneurship-gabrielle-finear-0603>
- Genkova, A. (2020, August 16). A Guide to Conducting Field Observations. *ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY*. Retrieved March 2, 2024, from <https://icjia.illinois.gov/researchhub/articles/a-guide-to-conducting-field-observations>
- Gin, L. E., Scott, R. A., Pfeiffer, L. D., Zheng, Y., Cooper, K. M., & Brownell, S. E. (2021). It's in the syllabus ... or is it? How biology syllabi can serve as communication tools for creating inclusive classrooms at a large-enrollment research institution. *Advances in Physiology Education*, 45(2), 224–240. <https://doi.org/10.1152/advan.00119.2020>

- Gordon, J. (2003). Assessing students' personal and professional development using portfolios and interviews. *Medical Education*, 37(4). <https://doi.org/10.1046/j.1365-2923.2003.01475.x>
- Gray, A. (2016, January 19). *The 10 skills you need to thrive in the Fourth Industrial Revolution*. World Economic Forum. Retrieved February 8, 2024, from <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>
- Hajkowicz, S., Sanderson, C., Karimi, S., Bratanova, A., & Naughtin, C. (2023). Artificial intelligence adoption in the physical sciences, natural sciences, life sciences, social sciences and the arts and humanities: A bibliometric analysis of research publications from 1960-2021. *Technology in Society*, 74. <https://doi.org/10.1016/j.techsoc.2023.102260>
- Hu, H.-M. (2018). Facing an Aging Society: Taiwan's Universities in crisis. *Gerontology & Geriatrics Education*, 41(2). <https://doi.org/10.1080/02701960.2018.1428576>
- Huang, T. (2022, December 28). 19 universities and colleges in Taiwan fail to reach 60% enrollment. *Taiwan News*. <https://www.taiwannews.com.tw/en/news/4764168>
- Instructure. (n.d.). *Canvas by Instructure | World's #1 Teaching and Learning Software*. Instructure. Retrieved April 23, 2024, from <https://www.instructure.com/canvas>
- International Telecommunication Union. (2018). *Measuring the Information Society Report*. <https://www.itu.int/en/ITU-D/Statistics/Documents/publications/misr2018/MISR-2018-Vol-1-E.pdf>
- Intrinsic Motivation Strategies: Igniting the Spark for Student Engagement | The Enterprise World*. (2023, November 20). Retrieved April 23, 2024, from <https://theenterpriseworld.com/intrinsic-motivation-strategies-for-student/>
- Kisner, J. (2024, January 22). The Unthinkable Mental Health Crisis That Shook a New England College. *The New York Times*. <https://www.nytimes.com/2024/01/22/magazine/worcester-polytechnic-institute-suicides.html>
- Kleinlogel, E. P., Schmid Mast, M., Jayagopi, D. B., Shubham, K., & Butera, A. (2023). "The interviewer is a machine!" Investigating the effects of conventional and technology-mediated interview methods on interviewee reactions and behavior. *International Journal of Selection and Assessment*, 31(3). <https://doi.org/10.1111/ijsa.12433>
- Kolb, D. (1984). Experiential Learning: Experience As The Source Of Learning And Development. In *Journal of Business Ethics* (Vol. 1).
- Light, R. J. (2001). *Making the Most of College: Students Speak Their Minds*. Harvard University Press. <https://doi.org/10.4159/9780674417502>
- MacDonald, J. (2019, September 5). How to Combine Active Learning Methods within a Lecture to Promote Interactivity and Engagement. *UPEI TLC*. Retrieved April 23, 2024, from <https://medium.com/upeiolo/how-to-combine-active-learning-methods-within-a-lecture-to-promote-interactivity-and-engagement-f3f4588d8f4d>

- Marder, E. (n.d.). The compliment sandwich. *eLife*, 11, e82928. <https://doi.org/10.7554/eLife.82928>
- Massachusetts Institute of Technology (MIT). (2024). *What is MIT Sandbox?* MIT Sandbox. Retrieved February 9, 2024, from <https://sandbox.mit.edu/what-is-sandbox>
- MasterClass. (2021). *Lo-fi Music Guide: History and Characteristics of Lo-fi Music*. <https://www.masterclass.com/articles/what-is-lofi-explained>
- McGill. (2014). *McGill Curriculum Workshop: Integrating sustainability into your courses: A curriculum workshop for Engineering, Architecture and Urban Planning*. TISED. Retrieved February 7, 2024, from <https://www.mcgill.ca/tised/members-sign-section/curriculum-workshop>
- Medina, M. S., Smith, W. T., Kolluru, S., Sheaffer, E. A., & DiVall, M. (2019). A Review of Strategies for Designing, Administering, and Using Student Ratings of Instruction. *American Journal of Pharmaceutical Education*, 83(5). <https://doi.org/10.5688/ajpe7177>
- Midjourney. (n.d.). *Midjourney Parameter List*. Retrieved March 26, 2024, from <https://docs.midjourney.com/docs/parameter-list>
- Ministry of Education. (2023). *各教育階段學生數預測報告 (112~127 學年度)* (p. 7). [https://stats.moe.gov.tw/files/analysis/112\\_st\\_report.pdf](https://stats.moe.gov.tw/files/analysis/112_st_report.pdf)
- Miriam, M. (2021, May 18). *The Importance of Hands-On Learning*. The Thinking Kid. Retrieved January 27, 2024, from <https://www.thinkingkid.org/post/the-importance-of-hands-on-learning>
- Morris, T. H. (2020). Experiential learning – a systematic review and revision of Kolb’s model. *Interactive Learning Environments*, 28(8). <https://doi.org/10.1080/10494820.2019.1570279>
- National Development Council. (2023). *Low Birth Rate*. Retrieved February 2, 2024, from [https://www.ndc.gov.tw/en/Content\\_List.aspx?n=6F69D4E5D624660A](https://www.ndc.gov.tw/en/Content_List.aspx?n=6F69D4E5D624660A)
- New World Encyclopedia. (2022). *Cram school*—*New World Encyclopedia*. [https://www.newworldencyclopedia.org/entry/Cram\\_school](https://www.newworldencyclopedia.org/entry/Cram_school)
- PechaKucha. (2024). *PechaKucha 20x20*. Retrieved March 25, 2024, from <https://www.pechakucha.com/about>
- Peng, S., & Hsiao, M. (2023, November 7). *Why are Taiwanese school kids exhausted and afraid of failure?* <https://english.cw.com.tw/article/article.action?id=3557>
- Philip, A. P., & Bennett, D. (2021). *Using deliberate mistakes to heighten student attention*. 18(3). <https://files.eric.ed.gov/fulltext/EJ1326174.pdf>
- Rahimi, S., & Shute, V. J. (2021). First inspire, then instruct to improve students’ creativity. *Computers & Education*, 174. <https://doi.org/10.1016/j.compedu.2021.104312>
- Revilla, M., & Ochoa, C. (2017). Ideal and Maximum Length for a Web Survey. *International Journal of Market Research*, 59(5). <https://journals-sagepub-com.ezpv7-web-p-u01.wpi.edu/doi/abs/10.2501/IJMR-2017-039>

- Saroyan, A., & Amundsen, C. (Eds.). (2004). *Rethinking teaching in higher education: From a course design workshop to a faculty development framework* (1st ed). Stylus Pub.
- Schwab, K. (2016, January 14). *The Fourth Industrial Revolution: What it means and how to respond*. World Economic Forum. Retrieved February 9, 2024, from <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>
- Shih, C.-H. (2012). The Effects of Governmental Subsidy on the Quality of Education in Taiwan's Private Universities and Colleges. In J. J. Park, A. Zomaya, S.-S. Yeo, & S. Sahni (Eds.), *Network and Parallel Computing* (Vol. 7513, pp. 373–380). Springer Berlin Heidelberg. [https://doi.org/10.1007/978-3-642-35606-3\\_43](https://doi.org/10.1007/978-3-642-35606-3_43)
- Soochow University. (n.d.). *Logo*. Retrieved April 4, 2024, from <https://www.scu.edu.tw/publish/logo/logo.htm>
- Soochow University. (2015). *About 東吳大學*. Retrieved April 4, 2024, from [https://www-en.scu.edu.tw/brief\\_history](https://www-en.scu.edu.tw/brief_history)
- Soochow University. (2023a). *School of Liberal Arts and Social Sciences—News & Events*. Retrieved February 8, 2024, from <https://web-en.scu.edu.tw/artsoc/opinion/914>
- Soochow University. (2023b, June 6). *T School 熱烈招生中*. Retrieved February 8, 2024, from [https://lass.artsoc.scu.edu.tw/news\\_detail/58](https://lass.artsoc.scu.edu.tw/news_detail/58)
- Sotelo, X., & Martínez López, R. (2022). Introduction to the Special Issue: Soft Skills in Humanities Education: Automation and the Future of the Workforce. *The International Journal of Humanities Education*, 20(2). <https://doi.org/10.18848/2327-0063/CGP/v20i02/0-0>
- Ssemugenyi, F. (2023). Teaching and learning methods compared: A pedagogical evaluation of problem-based learning (PBL) and lecture methods in developing learners' cognitive abilities. *Cogent Education*, 10(1), 2187943. <https://doi.org/10.1080/2331186X.2023.2187943>
- Stanford d.school. (n.d.). *Design for Learning: Co-Designing Connection and Community*. Stanford d.School. Retrieved April 1, 2024, from <https://dschool.stanford.edu/classes/design-for-learning>
- Stanford University. (n.d.). *How to Write Learning Goals | Evaluation & Research*. Retrieved April 23, 2024, from <https://evals.stanford.edu/end-term-feedback/how-write-learning-goals>
- Structural Learning. (2023). *Hands-On Learning*. Retrieved January 27, 2024, from <https://www.structural-learning.com/post/hands-on-learning>
- Tiliakou, K. (2018). *From competition to competency: Taiwan looks to revamp its education system*. From Competition to Competency: Taiwan Looks to Revamp Its Education System. Retrieved February 8, 2024, from <https://www.trtworld.com/perspectives/from-competition-to-competency-taiwan-looks-to-revamp-its-education-system-32438>

- UMass Boston. (2024). *Critical and Creative Thinking Certificate*. Retrieved February 8, 2024, from [https://online.umb.edu/programs/critical\\_and\\_creative\\_thinking\\_certificate](https://online.umb.edu/programs/critical_and_creative_thinking_certificate)
- University of Georgia. (2024). *Interdisciplinary Certificate in Creativity and Innovation (ICCI)*. Retrieved February 8, 2024, from <https://coe.uga.edu/academics/non-degree/interdisciplinary-certificate-creativity-innovation-icci/#how-to-apply>
- University of Illinois. (n.d.). *Creating a Syllabus*. Retrieved February 9, 2024, from <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus>
- van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72. <https://doi.org/10.1016/j.chb.2017.03.010>
- Wachtel, H. K. (1998). Student Evaluation of College Teaching Effectiveness: A brief review. *Assessment & Evaluation in Higher Education*, 23(2). <https://doi.org/10.1080/0260293980230207>
- Whetten, D. A. (2021). Republication of “Principles of effective course design: What I wish I had known about learning-centered teaching 30 years ago.” *Journal of Management Education*, 45(6). <https://doi.org/10.1177/10525629211044985>
- Wolbring, T. (2012). Class Attendance and Students’ Evaluations of Teaching: Do No-Shows Bias Course Ratings and Rankings? *Evaluation Review*, 36(1). <https://doi.org/10.1177/0193841X12441355>
- Wordpress, 2U. (2021, November 18). How to Spark Intrinsic Motivation in Your Students. *CORP-MATI (TEACH)*. Retrieved April 23, 2024, from <https://teach.com/resources/how-to-spark-intrinsic-motivation-in-your-students/>
- Xiaoyi, L., & Huang, L. (2021, April 2). Taiwan colleges suffer drop in enrollment as students head for mainland—Global Times. *Global Times*. <https://www.globaltimes.cn/page/202104/1220110.shtml>

## Appendices

### Appendix A: Soochow University

Soochow University (東吳大學) is a large private university located in the capital city of Taiwan: Taipei. It has around 15 thousand undergraduate students and comprises six schools spread across two campuses. The sponsors of the T-School IQP in D-term of 2024 are the dean of the School of Liberal Arts and Social Sciences at Soochow University Dr. Mi Chienkuo (米建國) and sociology professor Dr. Liu Yu-Cheng (劉育成). Soochow University is located at D1006, 70, Linxi Rd., Shilin, Taipei City, Taiwan 11102, R.O.C. Established in 1900 by the American Methodist Episcopal Church in Suzhou, China, the university has a rich history. After the national adjustments in China in 1952, Soochow University, Southern Jiangsu College of Culture and Education, and Jiangnan University merged into the Jiangsu College of Culture and Education. It also underwent a renaming to Jiangsu Teachers' College in the same year. Following the Chinese Civil War, members of the Soochow Alumni Association fled to Taiwan established a new institution there in 1951. A law school was opened in 1954, and over the years, it expanded its campuses and programs, eventually becoming a full-fledged university in 1971. The university underwent reorganization in 1982, leading to a rebranding with the name Soochow University. Figure 28 below shows the current logo. Soochow University operates two branches: one downtown near the Republic of China (ROC) presidential office in Taipei's Zhongzheng district, and the main campus situated near the National Palace Museum in the mountainous terrain of Taipei's Shilin district. The downtown campus houses the law and business schools, while all other schools are located on the main campus (Soochow University, 2015). The English Motto for the college is “Unto A Full-grown Man” and the Chinese motto (as translated) is “Nourish the Spirit of Universal Truth, Emulate the Perfect Men of the Ages.” Soochow University serves to provide modern higher education.

Figure 28: Soochow University Logo (Soochow University, n.d.)



## Appendix B: Evaluation Questions for Course Resources

The project team formulated two sets of questions/rubrics analyzing the two different types of resources provided by the sponsor: curriculum presentation and AI-generated art pieces.

### a. Course Resources Review Rubric

The team acquired the overarching organizational document of T-School, which serves the same role as a curriculum for a standard university program. With the Six Standards of Scholarly Teaching and Program Design in mind, the team reviewed course resources to address the following questions:

- CR.1. What are the student learning outcomes (SLOs)?
  - a. If SLOs are not explicitly stated, the team shall obtain them from the sponsor.
- CR.2. Are the student learning outcomes clearly defined?
  - a. Excellent: the curriculum clearly lays out the SLOs and defines them in easy-to-understand language.
  - b. Good: the curriculum includes the SLOs but does not go into detail about them.
  - c. Needs improvement: the curriculum does not include the SLOs.
- CR.3. Do the student learning outcomes align with the activities organized in the program?
  - a. Excellent: all SLOs are explicitly supported by the activities.
  - b. Good: some of the SLOs are supported by the activities, while others diverge towards outcomes not stated in the curriculum.
  - c. Needs improvement: the activities differ significantly from the SLOs.
- CR.4. To what extent does the student-generated work reflect the educational objectives?
  - a. Excellent: the student-generated work surpasses the educational objectives, showcasing a thorough understanding and explicit connection to them.
  - b. Good: the student-generated work is evidently aligned with the educational objectives but there is room for more explicit demonstrations.
  - c. Needs improvement: the student-generated work is limited in reflecting the educational objectives.
- CR.5. To what extent do the activities contribute to the overarching T-School vision?
  - a. Excellent: all activities contribute to and align with the T-School vision, showcasing a unified approach.
  - b. Good: some activities contribute to the T-School vision. There are opportunities to enhance the contribution of certain activities.
  - c. Needs improvement: very few activities contribute to the T-School vision.
- CR.6. How well do the activities foster an active learning environment?
  - a. Excellent: all activities require a hands-on group approach, promoting an engaging and participatory learning environment.

- b. Good: most activities require a hands-on approach or are group-based. Some instances are missing one or both elements.
  - c. Needs improvement: all activities are either individual or only “sit and listen”, indicating a need to foster a more creative and participatory environment.
- CR.7. Does the current T-School syllabus effectively distribute time between sections?
- a. Excellent: the time allocated is sufficient for achieving desired SLOs, ensuring a well-paced coverage of the material.
  - b. Good: the time allocated ensures that all material is covered. Not all SLOs are achieved.
  - c. Needs improvement: significant differences in time allocation between sections exist, leading to incomplete explanations of certain topics.
    - i. If needs improvement, what components of the educational structure should the T-School consider adjusting?
  - d. In the absence of a syllabus, the team will recommend its creation to the sponsor.
- CR.8. How does the T-School curriculum introduce students to digital tools?
- a. Is the current method of introduction effective?
    - i. Excellent: the method is highly engaging, provides clear explanations for understanding, and students can seamlessly use the digital tool on their own after the program finishes.
    - ii. Good: the method engages most of the students, provides most explanations needed for understanding, and students can use the digital tool with minor help after the program finishes.
    - iii. Needs improvement: the method provides some explanation, and students are not engaged in the technology and do not / cannot use it after the program finished.
- CR.9. Is the student work presented in any way, so peer feedback can be received?
- a. Excellent: after each session students are encouraged to share their work with peers and receive feedback.
  - b. Good: at the end of the T-School program students are given an opportunity to share their work with peers and receive feedback.
  - c. Needs improvement: no such opportunity exists.
- CR.10. Is there an opportunity for instructor feedback?
- a. Excellent: after each session students receive individually tailored instructor feedback.
  - b. Good: after each session students receive generalized instructor feedback or only at the end of the T-School program receive individual feedback.
  - c. Needs improvement: no such opportunity exists.



### **b. AI-generated Art Piece**

One student investigator had corresponding experience in text-to-image generative AI to facilitate this process, and two student investigators completed AI courses at WPI. The project team evaluated the AI-generated art pieces the T-School students have created via the following questions and attempted to identify any missing essential elements. Any AI or art specific terminology is explained in Section 3.1.1 AI-generated Art Assessment.

Technical aspects:

- AI.1. Does the image aspect ratio align with the content appropriately?
- AI.2. Were AI-specific drawing keywords utilized effectively?
- AI.3. Were AI-specific drawing directives utilized effectively?
- AI.4. Is there effective use of color, texture, and artistic technique in the artwork?
- AI.5. To what degree does the execution of AI-generated elements demonstrate precision?

Content elements:

- AI.6. Does the student formulate new creative ideas?
- AI.7. How visually appealing and harmonious is the composition?
- AI.8. How well does it convey a meaningful concept or message?
- AI.9. To what extent does the artwork demonstrate attention to detail and skillful application of digital tools?

## Appendix C: Consent Form for Interviews

### Informed Consent Agreement for Interview Participation in a Research Study

Investigators: Spencer Dill, Eleanor Foley, Sakshi Gauro, Jakub Jandus

Contact Information: [gr-tschoo-d24@wpi.edu](mailto:gr-tschoo-d24@wpi.edu)

**Title of Research Study:** Cultivating Creative and Entrepreneurial Mindset in Digital Talent: An evaluation of T-School's Human-Centric Program

**Sponsors:** The Dean of Soochow Universities School of Liberal Arts and Social Sciences  
Dr. Chienkuo Mi and Soochow University Professor Yu-Cheng Liu.

#### Introduction

You are being asked to participate in a research study. Specifically, the Worcester Polytechnic Institute (WPI) Interactive Qualifying Project (IQP). Four WPI third-year students are working on this project. Before you agree, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks, or discomfort that you may experience because of your participation. This form presents information about the study so that you may make a fully informed decision regarding your participation.

This interview will help us gather your insights and experience from T-School. We will use the feedback to improve the program. Should you ever feel uneasy answering a question, feel free to please let us know and we can move forward without it.

**Purpose of the study:** Compile a set of recommendations to enhance the T-School program by analyzing documents, interviews, survey collection, and field observations.

**Procedures to be followed:** This interview will last between 45 minutes to 1 hour. The interview will be audio recorded for a later transcription. After the project report is electronically submitted, the original audio file will be permanently deleted.

**Risks to study participants:** In the publication of this paper, unless subjects wish to remain anonymous, their major/area of expertise, school year, and gender may be included. In case of anonymity, the subject's name will be replaced by a pseudonym and all other identifiable data censored.

**Benefits to research participants and others:** There are no benefits to any party for participating in this research besides helping T-School improve.

**Record keeping and confidentiality:** The WPI Advisors will keep all signed consent form agreements and submit to the IRB at the end of the study.

**Compensation or treatment in the event of injury:** This research does not involve more than

minimal risk of injury or harm. You do not give up any of your legal rights by signing this statement.

**For more information about this research or about the rights of research participants, or in case of research-related injury, contact:**

Investigators: Spencer Dill, Email: [spdill@wpi.edu](mailto:spdill@wpi.edu),

Eleanor Fole, Email: [epfoley2@wpi.edu](mailto:epfoley2@wpi.edu),

Sakshi Gauro, Email: [sgauro@wpi.edu](mailto:sgauro@wpi.edu),

Jakub Jandus, Email: [jjandus@wpi.edu](mailto:jjandus@wpi.edu)

IRB Manager: Ruth McKeogh, Tel. +1 508 831-6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu)

Human Protection Administrator: Gabriel Johnson, Tel. +1 508 831-4989, Email: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu)

**Your participation in this research is voluntary.** Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

**By signing below,** you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

\_\_\_\_\_  
Study Participant Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Study Participant Name (Please print)

\_\_\_\_\_  
Signature of Person who explained this study

Date: \_\_\_\_\_

Consent for an audio recording to be taken.

Yes, I Consent

No, I Do Not Consent

**Mandarin Version:****參與研究計畫訪談的知情同意協議書**

**研究人員:** Spencer Dill, Eleanor Foley, Sakshi Gauro, Jakub Jandus

**聯繫信息:** [gr-tschoool-d24@wpi.edu](mailto:gr-tschoool-d24@wpi.edu)

**研究標題:** 培養數位人才的創新和創業心態：對 T-School 以人為本計畫的評估

**贊助者:** 人文社會學院院長米建國和東吳大學教授劉育成

**導言**

您被要求參與一項研究。具體來說，伍斯特理工學院（WPI）的四名大三學生正在進行團隊式的跨學科專案研究計劃（IQP）。您必須充分了解這項研究的目的、需要遵循的程序，以及您參與這項研究可能帶來的任何好處、風險或不適。本表介紹了有關該研究所有的資訊，以便您在完全知情的情況下決定是否參與研究。

這次訪談將幫助我們收集您參加 T-School 的見解和經驗。我們將利用這些回饋意見來改進專案。如果您在回答問題時感到不安，請隨時告訴我們，我們將停止訪談。

**研究目的:** 透過分析文件、訪談、調查收集和現場觀察，將提供一套改善 T-School 的方案。

**應遵循的程序:** 面试时间约为 45 分钟至一个小时。過程中將進行錄音，以便日後記錄。專案報告電子版提交後，原始影音檔案將永久刪除。

**研究參與者所面臨的風險:** 在發表本研究論文時，若受試者未要求匿名，研究者將會公佈科系、年級和性別。在匿名的情況下，受試者的姓名將以假名代替，所有其他可識別的資料將被刪減。

**對研究參與者和其他人的益處:** 協助改善 T-School 相關事項

**記錄保存和保密:** WPI 顧問將保存所有已簽署的同意協議書，並在研究結束時提交給研究倫理委員會 (IRB)。

**損害補償或治療:** 本研究不涉及超過最低限度的受傷或傷害風險。簽署本聲明並不表示您放棄任何法律權利。

**如需了解有關本研究或研究參與者權利的更多信息，或遇到與研究相關的傷害，請聯繫：**

研究人員：Spencer Dill, Email: [spdill@wpi.edu](mailto:spdill@wpi.edu),

Eleanor Foley, Email: [epfoley2@wpi.edu](mailto:epfoley2@wpi.edu),

Sakshi Gauro, Email: [sgauro@wpi.edu](mailto:sgauro@wpi.edu),

Jakub Jandus, Email: [jjandus@wpi.edu](mailto:jjandus@wpi.edu)

IRB Manager: Ruth McKeogh, Tel. +1 508 831-6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu)

Human Protection Administrator: Gabriel Johnson, Tel. +1 508 831-4989, Email: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu)

**您參與本研究是自願的。**拒絕參與不會導致您喪失任何本應享有的利益。即便在您同意後，您可以隨時決定停止參與本研究，而不會受到任何處罰或損失其他利益。專案研究人員保留在其認為適當的任何時候取消或延遲實驗程序的權利。

**在下面簽名**，即表示您已了解並同意參與上述研究。在簽字前，請確保您的問題已得到滿意答覆。您有權保留本同意協議的副本。

\_\_\_\_\_  
研究參與者簽名

日期: \_\_\_\_\_

\_\_\_\_\_  
研究參與者姓名（請列印）

\_\_\_\_\_  
本研究解釋人簽名

日期: \_\_\_\_\_

同意錄音

是，我同意

否，我不同意

## Appendix D: Faculty and Expert Interview in English

Appendix D is the interview protocol for engaging with the faculty in T-School. The protocol includes an introduction of the team and the project, consent form in Appendix C: Consent Form for Interviews, and a sample list of the questions that will be asked during the interview.

### Demographic questions

- D.1. What department are you in?
- D.2. What is your teaching expertise in?
- D.3. How long have you been teaching in general? (How long have you been teaching at a university?)
- D.4. How long have you taught at Soochow University?

### Thoughts on T-School

- D.5. If you were to describe T-School to a person who never heard about it, how would you describe it?
- D.6. Could you talk about the design of T-School? (the vision behind establishing T-School)
- D.7. What did you think about the structure of the T-School (how the courses are structured, assignments, projects)?
- D.8. Compared to other classes you have taught; how did it feel to teach T-School?
  - a. How smooth did your workshop run?
  - b. Do you feel like students were lost and/or confused?
- D.9. What parts did T-School do you enjoy the most?
  - a. What parts did T-School did you dislike?
    - i. What changes would you make?
  - b. What challenges as a teacher did you face when teaching/running this workshop?
- D.10. If you could add a workshop to the T-School program, what would it be?

### Student satisfaction and humanities and technology

- D.11. How engaged were the students during the class?
  - a. What evidence did you have to support this?
  - b. Did the students seem to follow the lectures? Or did they have a harder time grasping the subject?
- D.12. Did you notice the students' majors influencing their work? Please elaborate.
- D.13. Given your expertise, how does humanities (arts and social sciences) influence technology, and how does technology influence humanities?
  - a. In what specific ways?
  - b. Can you tell us about a time you used technology/AI? How did it go?
- D.14. Did you find students intimidated at first using the technology in the class?
  - a. In other classes you teach, do you feel students are intimidated by technology/AI?

- b. Do students mainly stick to one familiar way of using technology, or do they explore the tools they have on their own? (Is there room for experimentation?)
- D.15. Do you, personally or your field of expertise, have a specific advantage/disadvantage when dealing with technology/AI?
- D.16. How do you think T-School supports each field? (humanities and technology)

**Other/Free response**

- D.17. Are you getting fair compensation for instructing T-School?
- D.18. How did you get the position of teaching T-School?
  - a. What led you to agree to take on the role?
- D.19. You talked about the vision of the T-School at the start of the interview, do you think that vision is achieved? Please elaborate further.
- D.20. Is there anything else you would like to share with us?

Thank you for your time and valuable feedback

## Appendix E: T-School Student Interview

Before the start of the interview, the interviewees consent to the consent form in Appendix C: Consent Form for Interviews. Upon receiving the signed consent, the team proceeds with the interview.

### Demographic questions

- E.1. What is your major and school year?
- E.2. How did you learn about the T-School program?
- E.3. Why did you decide to take this program?

### Questions about their experience in T-School

- E.4. What projects did you work on at T-School?
  - a. What project is the most interesting to you? Explain please.
    - i. Did you enjoy working on it?
- E.5. Do you agree that T-School wants to make students more creative?
  - a. Did you have an opportunity to think of new ideas or be creative?
  - b. If yes, how did you show your ideas? If not, why not?
- E.6. T-School lets students explore new things; do you agree?
  - a. Did you get a chance to try various new things?
  - b. How did you feel about it? Were you afraid to try new things?
    - i. Has T-School helped you in any way to overcome your fears?
  - c. Were you able to express yourself (opinions and ideas) in the classroom before and after joining T-School?
- E.7. Did your projects include a lot of group work or individual work?
  - a. How was collaborating with other majors/people?
  - b. Was it something that you had previously done or was it new?
    - i. If previously done, how does this compare to other classes?
- E.8. How were your public speaking skills prior to joining this program?
  - a. Do you feel T-School helped you improve?
  - b. What do you think about the Stage Nights?
    - i. What is one thing you did not like about the Stage Nights?
- E.9. Did you not like any part of T-School?
  - a. If yes, what were they and why?
- E.10. What parts of the program were obstacles to your learning?
  - a. How did you overcome them?

### Student Satisfaction

- E.11. Did you receive individual feedback on your project work to help you get better?
  - a. Was the feedback helpful?



- b. Who gave it?
- E.12. Are you enjoying T-School so far?
- E.13. How do you feel about the workload of T-School?
  - a. Did T-School fit well along with your other classes and normal life?

### **Reflection**

- E.14. Was this program different to other courses you have taken at Soochow University? Could you give more details on that please?
- E.15. How would you describe T-School to someone who hasn't heard about it before?
  - a. Would you recommend T-School to a friend?
- E.16. Would you have liked the program more if things were different?
  - a. If yes, what would you change?
- E.17. Was there a workshop topic you would like to add?

### **Creative industries / technology**

- E.18. Do you see yourself applying the digital skills you learned in T-School to your career or life?
  - a. If yes, how so?
  - b. If not, why not?

### **Humanities and Technology**

- E.19. Considering your major, how does humanities influence technology, and how does technology influence humanities?
  - a. In what specific ways?
  - b. Can you tell us about a time you used AI technology? How did it go?
- E.20. Were you intimidated at first using the technology in the class?
  - a. In other classes you took, do you feel your friends are intimidated by technology/AI?
  - b. Do you mainly stick to one familiar way of using technology, or do you tend to explore the tools you have on your own? (Is there room for experimentation?)
- E.21. Do you, personally or your major, have a specific advantage/disadvantage when dealing with technology/AI?
- E.22. How do you think T-School supports each field? (humanities and technology)
- E.23. Do you feel you approach AI art in a different way than a STEM student would? Do you feel your background plays a role in your AI art creations?

### **Students that dropped the program only**

- E.24. How long were you in T-School for? When did you drop out of T-School?
- E.25. Can you share what led to your decision to leave T-School?
  - a. Do you have any suggestions to improve the course for future students?

E.26. What would need to change at T-School for you to want to stay at T-School?

E.27. Do you have general advice for the students planning to take this course?

**Other/Free response**

E.28. Is there anything else you would like to share with us?

Thank you for your time and valuable feedback.

## In Mandarin

### Demographic questions

- E.1. 您的專業是什麼？你幾年級的學生？
- E.2. 您是如何得知 T-School 計劃的？
- E.3. 您為什麼決定參加該計劃？

### Questions about their experience in T-School

- E.4. 您在 T-School 參與了哪些專案？
  - a. 您對哪個專案最感興趣？請解釋一下。
    - i. 你喜歡做這個專案嗎？
- E.5. 您是否同意 T-School 希望讓學生更有創意？
  - a. 您是否有機會提出新想法或發揮創意？
  - b. 如果有，您是如何展示您的想法的？如果沒有，原因是什麼？
- E.6. T-School 讓學生探索新事物；您同意嗎？
  - a. 你有機會嘗試各種新事物嗎？
  - b. 你的感覺如何？你害怕嘗試新事物嗎？
    - i. T-School 有沒有幫助您克服恐懼？
  - c. 在參加 T-School 之前和之後，您在課堂上是否能夠表達自己（觀點和想法）？
- E.7. 您的專案是否包括大量的小組工作或個人工作？
  - a. 與其他專業/人員合作的情況如何？
  - b. 有過這樣的經驗嗎？還是從未有過這樣的經驗？
    - i. 如果以前做過，與其他課程相比如何？
- E.8. 在參加本計畫之前，您的公眾演說技能如何？
  - a. 您覺得 T-School 對您的技巧有幫助嗎？
  - b. 您對 Stage Night 有什麼看法？
    - i. 你不喜歡 Stage Night 的哪一點？
- E.9. 您有不喜歡 T-School 的任何地方嗎？
  - a. 如果有，是什麼，為什麼？
- E.10. 課程的哪些部分在學習時覺得困難？
  - a. 你是如何克服的？

### Student Satisfaction

- E.11. 您在專案工作中是否得到個人回饋以幫助您改善工作？
  - a. 回饋是否有幫助？

- b. 誰給的?
- E.12. 到目前為止，你喜歡 T-School 嗎?
- E.13. 您覺得 T-School 的工作量如何?
  - a. T-School 與您的其他課程和正常生活平衡得好嗎?

### Reflection

- E.14. 該課程與您在东吴大學學習過的其他課程是否有所不同? 能否請您詳細介紹一下?
- E.15. 你會如何向沒有聽過 T-School 的人介紹它?
  - a. 您會向朋友推薦 T-School 嗎?
- E.16. 如果情況有所不同，您是否會更喜歡該計劃?
  - a. 如果是，您會改變什麼?
- E.17. 您是否希望增加一個研討會主題?

### Creative industries / technology

- E.18. 您認為自己會將在 T-School 所學到的數位技能應用到職業或生活中嗎?
  - a. 如果是，如何應用?
  - b. 如果沒有，為什麼?

### Humanities and technology

- E.19. 考慮到您的專業，人文學科如何影響科技，科技又如何影響人文學科?
  - a. 具體表現在哪些方面?
  - b. 你能告訴我們你使用人工智慧技術的一次經驗嗎? 結果如何?
- E.20. 剛開始在課堂上使用該技術時，你感到害怕嗎?
  - a. 在你選修的其他課程中，你覺得你的朋友會被科技/人工智慧嚇到嗎?
  - b. 對於科技方面的使用，你會堅持使用自己熟悉的技術方法，還是傾向於探索其他的工具? (是否有嘗試的空間?)
- E.21. 在處理技術/人工智慧問題時，你個人或你所學的專業是否有特定的優點/缺點?
- E.22. 您認為 T-School 如何支持各個領域? (人文科學與技術)
- E.23. 你是否覺得自己學習人工智慧藝術的方式與 STEM 學生不同? 你覺得你的背景對你的人工智慧藝術創作有影響嗎?

### Students that dropped the program only

- E.24. 你在 T-School 上多久了? 何時從 T-School 中途退出?
- E.25. 您能談談是什麼原因導致您決定離開 T-School 嗎?
  - a. 您對未來的課程有什麼改進的建議?

E.26. T-School 需要在哪些方面做出改變，您才會想繼續留在 T-School 學習？

E.27. 您對計劃選修這門課程的學生有什麼建議嗎？

**Other/Free response**

E.28. 您還有什麼想與我們分享的嗎？

感謝您的寶貴時間和回饋。

## Appendix F: STEM Student Interview

Before the start of the interview, the interviewees read and signed the consent form in Appendix C: Consent Form for Interviews. Upon receiving the signed consent, the team proceeds with the interview.

### Demographic questions

- F.1. What is your major and school year?
- F.2. What technology have you used for school/work/free time?

### Questions about their experience

- F.3. Did you have an opportunity to think of new ideas or be creative?
  - a. If yes, how did you show your ideas? If not, why not?

### Humanities and Technology

- F.4. Considering your major, how does humanities influence technology, and how does technology influence humanities?
  - a. In what specific ways?
  - b. Can you tell us about a time you used AI technology? How did it go?
- F.5. In other classes you took, do you feel your friends are intimidated by technology/AI?
  - a. Do you mainly stick to one familiar way of using technology, or do you tend to explore the tools you have on your own? (Is there room for experimentation?)
- F.6. Do you, personally or your major, have a specific advantage/disadvantage when dealing with technology/AI?
- F.7. Do you feel you approach technology/AI in a different way than a humanities student would?

### Other/Free response

- F.8. Is there anything else you would like to share with us?

Thank you for your time and valuable feedback.

## **In Mandarin**

### **Demographic questions**

- F.1. 您的專業是什麼？你幾年級的學生？
- F.2. 您在学校/工作/空闲时间使用过哪些技术

### **Questions about their experience**

- F.3. 您是否有機會提出新想法或發揮創意？
  - a. 如果有，您是如何展示您的想法的？如果沒有，原因是什麼？

### **Humanities and Technology**

- F.4. 考慮到您的專業，人文學科如何影響科技，科技又如何影響人文學科？
  - a. 具體表現在哪些方面？
  - b. 你能告訴我們你使用人工智慧技術的一次經驗嗎？結果如何？
- F.5. 剛開始在課堂上使用該技術時，你感到害怕嗎？
  - a. 對於科技方面的使用，你會堅持使用自己熟悉的技術方法，還是傾向於探索其他的工具？（是否有嘗試的空間？）
- F.6. 在處理技術/人工智慧問題時，你個人或你所學的專業是否有特定的優點/缺點？
- F.7. 你是否覺得自己對待科技/人工智慧的方式與人文學科的學生不同？

### **Other/Free response**

- F.8. 您還有什麼想與我們分享的嗎？

感謝您的寶貴時間和回饋。

## Appendix G: Survey Questions

This appendix contains all the survey questions in block order. The block flow is decided by the pair of logical questions (Q1.3 and Q1.4) and is visually represented in Figure 9. Participants could access it at: [https://wpi.qualtrics.com/jfe/form/SV\\_02mVUo8u470Aip0](https://wpi.qualtrics.com/jfe/form/SV_02mVUo8u470Aip0), and a one-to-one copy of the survey is provided below.

### Survey to T-School Students

---

#### Start of Block: Introduction

##### Q1.1

We are students from Worcester Polytechnic Institute, and we are conducting a study on performance of the T-School program. This survey will help us gather your insights and experience from attending T-School. The feedback received will be used to improve the program. Your response is anonymous and will remain confidential. Should you ever feel uneasy answering a question, feel free to skip it at your discretion.

You can switch the survey language in the top-right corner of this page. This survey should take less than 10 minutes to complete.

Thank you for your time!

Q1.1 您好！我們是伍斯特理工學院的學生。我們正在對 T-School 計畫的表現成果進行研究，這項研究將幫助我們收集您修讀 T-School 的見解及經驗，所收到的回覆將用於改進該計劃。您所有的回覆將會以匿名的方式進行，並予以保密，請放心填寫。如果您在回答問題的過程中感到不安或不自在，請隨意跳過該問題。

問卷語言可以在此頁面右上角切換。

此調查應在 10 分鐘內完成。

感謝您的回覆！

---



Q1.2 By continuing and submitting this survey you consent to participating in this research study.

- Yes, I consent to participate (8)
- No, I do not want to participate (9)

Q1.2 繼續並提交本調查即表示您同意參與本研究。

- 是的, 我同意參加 (8)
- 不, 我不想參加 (9)

---

Page Break

Q1.3 Are you a student or a professor?

- Student (6)
- Professor (7)

Q1.3 你是學生還是教授？

- 學生 (6)
- 教授 (7)

---

Page Break

Q1.4 What is your status in T-School?

- Currently attending (1)
- Dropped out (2)
- Not part of T-School (3)

Q1.4 您在 T-School 中扮演什麼角色？

- 正在參與 (1)
- 曾經有參加, 但已退出 (2)
- 沒參與過 T-School (3)

End of Block: Introduction

---

Start of Block: Shared Student Q

Q2.1 We would appreciate learning a few things about you.

Q2.1 我們希望可以了解一些有關您的資訊。

---

Q2.2 What gender do you identify with?

- Male (24)
- Female (25)
- Prefer not to say (26)
- Other (27) \_\_\_\_\_

Q2.2 您的性別為何？

- 男性 (24)
- 女性 (25)
- 不願透露 (26)
- 其他 (27) \_\_\_\_\_

---

Q2.3 What is your major?

\_\_\_\_\_

Q2.3 你目前就讀什麼學系？

\_\_\_\_\_



Q2.4 When do you expect to graduate?

\_\_\_\_\_

Q2.4 你預計什麼時候畢業？

\_\_\_\_\_

End of Block: Shared Student Q

---

Start of Block: Current Students

Q3.1 Why did you decide to sign up for T-School?

---

Q3.1 為什麼決定報名參加 T-School ?

---

Q3.2 Thinking back, how would you rate your public speaking skills before participation in T-School?

- Excellent (39)
- Good (40)
- Average (41)
- Poor (42)
- Terrible (43)
- Not applicable (44)

Q3.2 回想一下，在參加 T-School 之前，您認為您的演講技巧如何？

- 出色的 (39)
- 好的 (40)
- 平均的 (41)
- 平均之下 (42)
- 糟糕的 (43)
- 非常糟糕 (44)

---

Page Break

Q3.3 How interesting did you find the material that was taught?

- Extremely interesting (70)
- Very interesting (71)
- Moderately interesting (72)
- Slightly interesting (73)
- Not interesting at all (74)

Q3.3 對您來說上課內容的有趣程度為何？

- 非常有趣 (70)
- 有趣 (71)
- 無意見 (72)
- 無聊 (73)
- 非常無聊 (74)

---

Q3.4 Name two or more things you enjoyed about T-School?

---

Q3.4 請列出您喜歡 T-School 的哪些部分(兩個以上)?

---

---

Q3.5 List two or more things you disliked about T-School?

---

Q3.5 請列出您不喜歡 T-school 的哪些部分(兩個以上) ？

---



Q3.7 您認為 T-School 的主題有多吸引人？

	超級吸引 人 (1)	相當吸引 人 (2)	還算吸引 人 (3)	有點吸引 人 (4)	一點也不 吸引人 (5)	不適用 (6)
工作坊 (1)	•	•	•	•	•	•
AI 創作 (2)	•	•	•	•	•	•
Podcast (3)	•	•	•	•	•	•
Stage (4)	•	•	•	•	•	•

Page Break

Q3.8 Do you see yourself applying the skills you learned in T-School to your study major field? If yes, what are they? If no, why not?

---

Q3.8 有任何你在 T-School 學到的技能是你能應用在你的學科/專業領域的嗎？如果有，是哪些？如果沒有的話，請說明原因？

---

Q3.9 What parts of the program were obstacles to your learning (and how did you overcome them)?

---

Q3.9 該計劃有哪些部分讓您在學習時覺得困難（您如何克服）？

---

Q3.10 On average, what were the total hours spent in each 7-day week outside of formally scheduled "class time" on work related to T-School (including studying, reading, homework, rehearsal, etc.)?

- 0 hours/week (1)
- 1-3 hours/week (2)
- 4-6 hours/week (3)
- 7-9 hours/week (19)
- 10 hours/week or more (20)

Q3.10 平均而言，以一週七天來說，除了正式安排的「上課時間」之外，您所花費在 T-School 上的總時間（包括學習、閱讀、作業、排練等）是多少？

- 0 小時/週 (1)
- 1-3 小時/週 (2)
- 4-6 小時/週 (3)
- 7-9 小時/週 (19)
- 每週 10 小時或以上 (20)

---

Page Break

Q3.11 How much do you agree with the following statements?	Strongly agree (85)	Somewhat agree (86)	Neither agree nor disagree (87)	Somewhat disagree (88)	Strongly disagree (89)
The program was organized in a manner that helped me understand underlying concepts. (18)	•	•	•	•	•
The program environment felt like a welcoming place to express my ideas. (19)	•	•	•	•	•
I have put a great deal of effort into advancing my learning in T-School. (20)	•	•	•	•	•
I would highly recommend T-School to other students. (21)	•	•	•	•	•
This program gave me confidence to do more advanced work in the subject. (22)	•	•	•	•	•
The program presented a challenge. (23)	•	•	•	•	•
T-School gave me the opportunity to create original creative work. (24)	•	•	•	•	•



The technology used was adequate. (25)	•	•	•	•	•
Q3.11 請問您對以下陳述的認同程度為何？	非常同意 (85)	同意 (86)	無意見 (87)	不同意 (88)	非常不同意 (89)
該計劃的組織方式有助於我理解基本概念。(18)	•	•	•	•	•
專案的環境讓我覺得我可以自在的發表我的想法。(19)	•	•	•	•	•
我為提升我在 T-school 的學習，付出了許多心力 (20)	•	•	•	•	•
我非常樂意向其他學生推薦 T-School。(21)	•	•	•	•	•
這個計畫讓我有信心可以在專案中學習到更多知識。(22)	•	•	•	•	•

該計劃給我  
了一個挑  
戰。(23)

• • • • •

T-School 給  
了我創作原  
創作品的機  
會。(24)

• • • • •

所使用的技  
術是足夠  
的。(25)

• • • • •

Page Break

Q3.12 Are there any specific recommendations you believe could make T-School run smoother?

\_\_\_\_\_

Q3.12 您認為有哪些具體建議可以讓 T-School 運作得更順暢？

\_\_\_\_\_

Q3.13 What will you do differently now that you've completed parts of T-School?

\_\_\_\_\_

Q3.13 如果能在 T-school 內重新選擇，你會做什麼不一樣的選擇嗎？

\_\_\_\_\_

Q3.14 If you had an opportunity to add workshop about a different topic, what would it be about?

\_\_\_\_\_

Q3.14 如果您有機會添加關於不同主題的課程，它會是關於什麼的？

\_\_\_\_\_

End of Block: Current Students

---

Start of Block: Past Students

Q4.1 Why did you decide to sign up for T-School?

---

Q4.1 為什麼您決定報名參加 T-School ?

---

---

Q4.2 How interesting did you find the material that was taught?

- Extremely interesting (70)
- Very interesting (71)
- Moderately interesting (72)
- Slightly interesting (73)
- Not interesting at all (74)

Q4.2 對您來說上課內容的有趣程度為何？

- 非常有趣 (70)
  - 有趣 (71)
  - 無意見 (72)
  - 無聊 (73)
  - 非常無聊 (74)
- 
- 

Q4.3 Name two or more things you enjoyed about T-School?

---

Q4.3 請列出您喜歡 T-School 的哪些部分(兩個以上)?

---

---

Q4.4 List two or more things you disliked about T-School?

---

Q4.4 請列出您不喜歡 T-school 的哪些部分(兩個以上) ?

---

Page Break

Q4.5 Do you see yourself applying the skills you learned in T-School to your study major field? If yes, what are they? If no, why not?

---

Q4.5 有任何你在 T-School 學到的技能是你能應用在你的學科/專業領域的嗎? 如果有, 是哪些? 如果沒有的話, 請說明原因?

---

Q4.6 How engaging do you find the T-School topics?

	Extremely engaging (6)	Very engaging (7)	Moderately engaging (8)	Slightly engaging (9)	Not engaging at all (10)	Not applicable (11)
Workshops (24)	•	•	•	•	•	•
AI art project (25)	•	•	•	•	•	•
Podcast (26)	•	•	•	•	•	•
Stage presentation (30)	•	•	•	•	•	•

Q4.6 您認為 T-School 的主題有多吸引人？

	超級吸引 人 (6)	相當吸引 人 (7)	還算吸引 人 (8)	有點吸引 人 (9)	一點也不 吸引 人 (10)	不 適 用 (11)
工 作 坊 (24)	•	•	•	•	•	•
AI 創 作 (25)	•	•	•	•	•	•
Podcast (26)	•	•	•	•	•	•
Stage (30)	•	•	•	•	•	•

Q4.7 What parts of the program were obstacles to your learning (and how did you overcome them)?

---

Q4.7 該計劃有哪些部分讓您在學習時覺得困難（您如何克服）？

---

Page Break

---

Q4.8 How much do you agree with the following statements?	Strongly agree (85)	Somewhat agree (86)	Neither agree nor disagree (87)	Somewhat disagree (88)	Strongly disagree (89)
The program was organized in a manner that helped me understand underlying concepts. (18)	•	•	•	•	•
The program environment felt like a welcoming place to express my ideas. (19)	•	•	•	•	•
I have put a great deal of effort into advancing my learning in this T-School. (20)	•	•	•	•	•
I would highly recommend T-School to other students. (21)	•	•	•	•	•
This program gave me confidence to do more advanced work in the subject. (22)	•	•	•	•	•
The program presented a challenge. (23)	•	•	•	•	•
T-School gave me the opportunity to create original creative work. (24)	•	•	•	•	•

The technology used was adequate. (25)	•	•	•	•	•
Q4.8 請問您對以下陳述的認同程度為何？	非常同意 (85)	同意 (86)	無意見 (87)	不同意 (88)	非常不同意 (89)
該計劃的組織方式有助於我理解基本概念。 (18)	•	•	•	•	•
專案的環境讓我覺得我可以自在的發表我的想法。 (19)	•	•	•	•	•
我為提升我在 T-school 的學習，付出了許多心力 (20)	•	•	•	•	•
我非常樂意向其他學生推薦 T-School。 (21)	•	•	•	•	•
這個計畫讓我有信心可以在專案中學習到更多知識。 (22)	•	•	•	•	•
該計劃給我了一個挑戰。 (23)	•	•	•	•	•
T-School 給了我創作原創作品的機會。 (24)	•	•	•	•	•
所使用的技術是足夠的。 (25)	•	•	•	•	•

---

Page Break

Q4.9 Are there any specific recommendations you believe could make T-School run smoother?

---

Q4.9 您認為有哪些具體建議可以讓 T-School 運作得更順暢？

---

---

Q4.10 What prompted you to stop attending T-School?

---

Q4.10 是什麼原因讓您選擇離開 T-school?

---

---

Q4.11 If you had an opportunity to add workshop about a different topic, what would it be about?

---

Q4.11 如果您有機會添加關於不同主題的研討會，它會是關於什麼的？

---

End of Block: Past Students

---

Start of Block: Random-picked Students

Q5.1 Oh, are you not familiar with this program?



Please read this brief description below and share your thoughts:

T-School is an attempt to diverge from the traditional higher educational model. It is organized by the School of Liberal Arts and Social Science here at Soochow University. To lay groundwork in the current digital technology age, T-School students partake in creating a podcast and an AI-generated work of art. However, the emphasis is not on the technology itself but on actively cultivating the students' innovative talent. Students collaborate with others of different majors, work with a team tutor, and have the chance to win prizes.

Q5.1 哦，你不熟悉這個計畫嗎？

請閱讀下面的簡短描述並分享您的想法：

T-School 是一種脫離傳統高等教育模式的嘗試。該活動由東吳大學人文社會科學學院主辦。為了在當前的數位科技時代奠定基礎，T-School 的學生參與創作 podcast 和人工智慧生成的藝術作品。但重點不在於技術本身，而是積極培養學生的創新人才。學生與不同專業的其他人合作，與團隊導師一起工作，並有機會贏得獎品。

Q5.2 How engaging do you find the T-School topics?

- Extremely engaging (24)
- Very engaging (25)
- Moderately engaging (26)
- Slightly engaging (27)
- Not engaging at all (28)

Q5.2 您認為 T-School 的主題有多吸引人？

- 超級吸引人 (24)
- 相當吸引人 (25)
- 還算吸引人 (26)
- 有點吸引人 (27)
- 一點也不吸引人 (28)

Q5.3 Given the brief description, how likely would you be to attend T-School?

- Extremely likely (14)
- Somewhat likely (15)
- Neither likely nor unlikely (16)
- Somewhat unlikely (17)
- Extremely unlikely (18)

Q5.3 根據簡短的描述，您參加 T-School 的可能性有多大？

- 極有可能 (14)
- 有點可能 (15)
- 不太可能也不太可能 (16)
- 有點不太可能 (17)
- 極不可能 (18)

Q5.4 Please explain why you would (or would not) attend T-School?

---

Q5.4 請解釋一下您為什麼會（或不會）參加 T-School？

---

Q5.5 If you had an opportunity to add workshop about a different topic, what would it be about?

---

Q5.5 如果您有機會添加關於不同主題的課程，它會是關於什麼的？

---

End of Block: Random-picked Students

---

Start of Block: Professors

Q6.1 What gender do you identify with?

- Male (9)
- Female (10)
- Prefer not to say (12)
- Other (13) \_\_\_\_\_

Q6.1 您認同什麼性別？

- 男性 (9)
- 女性 (10)
- 不願透露 (12)
- 其他 (13) \_\_\_\_\_

---

Q6.2 What is your area of expertise?

\_\_\_\_\_

Q6.2 您的專業領域是什麼？

\_\_\_\_\_



Q6.3 How many years have you been teaching?

\_\_\_\_\_

Q6.3 您教書多少年了？

\_\_\_\_\_

---

Page Break

Q6.4 Name two or more things you enjoyed about T-School?

---

Q6.4 請列出您喜歡 T-School 的哪些部分(兩個以上)?

---

Q6.5 List two or more things you disliked about T-School?

---

Q6.5 請列出您不喜歡 T-school 的哪些部分(兩個以上) ?

---

Q6.6 How effective was the material at supporting the student skill development?

- Extremely effective (16)
- Very effective (17)
- Moderately effective (18)
- Slightly effective (19)
- Not effective at all (20)

Q6.6 這些材料在支持學生技能發展的效果如何?

- 極為有效 (16)
  - 非常有效 (17)
  - 效果中等 (18)
  - 略有效果 (19)
  - 沒有明顯的成效 (20)
-

Q6.7 How well did the students seem to grasp the technology taught?

- Extremely fast (31)
- Somewhat fast (32)
- Average (33)
- Somewhat slow (34)
- Extremely slow (35)

Q6.7 您認為學生對於學習到的知識及技能掌握如何？

- 極好 (31)
  - 還不錯 (32)
  - 普通 (33)
  - 不太行 (34)
  - 非常不行 (35)
- 

Q6.8 How manageable was the technology instruction for the students, from a professor's perspective?

- Extremely easy (16)
- Somewhat easy (17)
- Neither easy nor difficult (18)
- Somewhat difficult (19)
- Extremely difficult (20)

Q6.8 在教學的過程中，您認為學生對於您所教授之知識及技能吸收程度為何？

- 極為簡單 (16)
  - 有點容易 (17)
  - 既不簡單也不困難 (18)
  - 有點困難 (19)
  - 極為困難 (20)
-

Q6.9 If you had an opportunity to add workshop about a different topic, what would it be about?

---

Q6.9 您會想在 T-school 新增哪些工作坊或課程？

---

Q6.10 How would you describe the experience of teaching T-School compared to your other courses?

- Extremely easy (56)
- Somewhat easy (57)
- Neither easy nor difficult (58)
- Somewhat difficult (59)
- Extremely difficult (60)

Q6.10 與其他非 T school 的課程相比，您如何描述 T-school 的教學方式及體驗？

- 極為簡單 (56)
- 有點容易 (57)
- 既不簡單也不困難 (58)
- 有點困難 (59)
- 極為困難 (60)

Q6.11 Are there any specific recommendations you believe could make T-School run smoother?

---

Q6.11 您認為有哪些具體建議可以讓 T-School 運作得更好？

---

End of Block: Professors

---

Start of Block: Extra

Q7.1 As we near the conclusion, is there any additional information not addressed in this survey that you would like to share with us?

Q7.1 問卷即將結束，您是否有我們未提及或詢問的任何資料想與我們分享？

---

Q7.2 You may use the box below to write your ideas

---

---

---

---

---

Q7.2 您可以在下面的方框中寫下您的想法

---

---

---

---

---

End of Block: Extra

---

## Appendix H: Consent Form for Field Observations

### Informed Consent Agreement for Participation in Field Observation for a Research Study

**Investigators:** Spencer Dill, Eleanor Foley, Sakshi Gauro, Jakub Jandus

**Contact Information:** [gr-tschoo-d24@wpi.edu](mailto:gr-tschoo-d24@wpi.edu)

**Title of Research Study:** Cultivating Creative and Entrepreneurial Mindset in Digital Talent: An evaluation of T-School's Human-Centric Program

**Sponsors:** The Dean of Soochow Universities School of Liberal Arts and Social Sciences Dr. Chienkuo Mi and Soochow University Professor Yu-Cheng Liu.

#### Introduction

You are being asked to participate in a research study. Specifically, the Worcester Polytechnic Institute (WPI) Interactive Qualifying Project (IQP). Four WPI third-year students are working on this project. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks, or discomfort that you may experience because of your participation. This form presents information about the study so that you may make a fully informed decision regarding your participation.

**Purpose of the study:** Compile a set of recommendations to enhance the T-School program by analyzing documents, interviews, survey collection, and field observations.

**Procedures to be followed:** This field observation will last for the duration of the Stage event or one workshop (one to two hours). Before signing this form, you are requested to announce to everybody present that the observation is going to take place.

**Risks to study participants:** In the publication of this research paper participants will be addressed by a pseudonym and all other identifiable data, if any, censored.

**Benefits to research participants and others:** There are no benefits to any party for participating in this research besides helping T-School improve.

#### Record keeping and confidentiality:

The WPI Advisors will keep all signed consent form agreements to the IRB at the end of the study.

**Compensation or treatment in the event of injury:** This research does not involve more than minimal risk of injury or harm. You do not give up any of your legal rights by signing this statement.

#### For more information about this research or about the rights of research participants, or in case of research-related injury, contact:

Investigators: Spencer Dill, Email: [spdill@wpi.edu](mailto:spdill@wpi.edu),

Eleanor Foley, Email: [epfoley2@wpi.edu](mailto:epfoley2@wpi.edu),

Sakshi Gauro, Email: [sgauro@wpi.edu](mailto:sgauro@wpi.edu),

Jakub Jandus, Email: [jjandus@wpi.edu](mailto:jjandus@wpi.edu)



IRB Manager: Ruth McKeogh, Tel. +1 508 831-6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu)  
Human Protection Administrator: Gabriel Johnson, Tel. +1 508-831-4989, Email:  
[gjohnson@wpi.edu](mailto:gjohnson@wpi.edu)

**Your participation in this research is voluntary.** Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without penalty or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures at any time they see fit.

**By signing below, you acknowledge that you have been informed about and consent to be a participant in the study described above, and consent on behalf of all students present at the event.** Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

\_\_\_\_\_  
Professor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Professor Name (Please print)

\_\_\_\_\_  
Signature of Person who explained this study

Date: \_\_\_\_\_

## Appendix I: Field Observation Metric for Stage Night

### Verbal Field Observation of Stage Night

Observer:

Date:

Location:

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Language usage	Formal language usage in the presentation					
Avoiding filler words	Filler words such as “umm..., like, you know” are excluded from the talk					
Presenter Tone	The presenter speaks confidently and clearly					
Presenter Preparedness	The presentation flows throughout. Each section is well connected					
Quality of Response to Questions	Explanation is clear and to the point					

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

## Nonverbal Field Observation of Stage Event

Observer:

Date:

Location:

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Posture	Standing straight and positioning the body towards the audience; no slouching					
Eye contact with the Audience	Holds attention of entire audience with the use of direct eye contact, rarely looking at notes					
Movement	Presents without fidgeting or swaying					
Facial Expression	Shows positive facial expressions that convey to the audience they want to be there, even with serious topics					
Hand Gestures	Does not hide their hands and makes open hand gestures					

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

## Content Field Observation of Stage Event

Observer:

Date:

Location:

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter opening	Presenter opens in a creative and interesting way that captures the audience					
Quality of Slideshow	There is a theme throughout and readable graphics					
Visuals	Visual information was related to the topic and useful					
Information was well organized	Provides clear purpose and subject; important examples, facts; demonstrates full knowledge					
Creativity	Provides a new perspective of the topic, the presentation unique.					
Timing	The presenter finished within 5 minutes					

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

## Engagement Field Observation of Stage Event

Observer:

Date:

Location:

### Presenter

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter's Interest	Does the presenter seem interested in what they are saying					
Emotional tone to make audience engaged	Presenting in an animated way to invoke the emotion you want the audience to feel.					
Quality of questions	The questions are relevant and thoughtful					

### Audience

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested					

	Description	
Number of students	Total number of students who showed up to the Stage	
Amount of question being asked	How many questions did the audience ask	
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

## Appendix J: Qualitative Data Coding Themes

This appendix contains the breakdown of the coding themes.

1. **Program Structure and Organization [PSO]**
  - Program Structure and Organization
  - Budget
  - Credits (compensation, external incentive)
  - Resources (location, equipment)
  - Program structure (time allocation)
  - Comments on current program delivery
2. **Educational Goals and Teaching Approach [EGTA]**
  - Educational Goals and Teaching Approach
  - Experimentation
  - Interactive/engaged
  - Teamwork
  - Traditional
  - Space for creativity/expression of ideas
3. **Challenges and Difficulties [CD]**
  - Challenges and Difficulties
  - After-school program
  - Lack of mentorship
  - Workload
4. **Improvements and Program Future [IPF]**
  - Improvements and Program Future
  - Vision
  - Workshops (diversity, variety, future)
5. **Practical Application [PA]**
  - Practical Application
  - Experience with AI
  - Humanities and technology relationship
  - Personal growth
  - Real-world impact (in their future careers)
  - Skill transferability / applicability
6. **Satisfaction and Personal Reflection [SPR]**
  - Satisfaction and Personal Reflection
  - Enjoyment
  - Feedback
  - Intimidated or scared
  - Internal motivation

## Appendix K: Example Coded Interview Transcription

Here is an example of the coding process for one of the interview transcriptions as mentioned in section 3.5.1 Coding process for Interview data.

**Jakub:** What's your major school and your year?

**EJ:** I'm [redacted] and my major is philosophy.

**Jakub:** Philosophy is cool. Do you have any specialization in philosophy or just philosophy?

**EJ:** Just Philosophy.

**Jakub:** So how did you learn about the T-School program?

**EJ:** Our teachers told us in our class, so, if we go to school, we can learn, the AI or the podcast.

**Jakub:** So is that the reason why you joined? Were you interested?

**EJ:** Yeah, because, I think learning philosophies is about only books and teachers using PowerPoint, that kind of stuff and homework. But if I go to T-School, I can learn about AI, how to write it. In the podcast you can have your own idea. And you can first write with your friends, you get a record about it, and upload it on the podcast.

**Jakub:** So were those the two projects you worked on? Or did you also work on some other projects in T-School?

**EJ:** Last year, I work on podcast but this year, I worked on AI.

**Jakub:** Are you enjoying it so far? Are you enjoying the projects?

**EJ:** The whole part of the T-School I have. I think it's not so completed. Program is not really completed. Sometimes if we have classes, but it seems like if we do it or not it's okay.

**Jakub:** Sorry, could you say it again? You're talking about like the structure or just T-School overall.

**EJ:** T-School overall.

**Jakub:** do you feel like there is no incentive? Because as far as I know, you don't receive credits for it. So do you feel you're not motivated?

**EJ:** Yes, I think most students in T-School is like, not really motivated about the program.

**Jakub:** Are you motivated about T-School?

**EJ:** So so. so so

**Jakub:** So you mentioned that you joined T-School because you thought that you can express yourself. Do you think the T-School that allowed you to express yourself and be creative?

**EJ:** Yeah, I think T-School have that.

**Jakub:** Could you elaborate a bit? How exactly did you express the new ideas? What were the new ideas?

**EJ:** T-School has the stage like stage night. Every student need to go on stage and express our opinion. I'm in the AR group, our group work on the AI so when I express my idea is about the AR. So yes, I have expressed my idea in school.

**Jakub:** So were those like new things to you? Did you try out new things?

**EJ:** Yes, it's new to me because like before, 18 years ago [probably meant weeks], I didn't like going on the stage and, for the PowerPoint, the teacher gave us five minutes. 10 pages of a PowerPoint and one page needs to be control in 30 seconds to finish it.

**Jakub:** Were are you afraid of it at first? Did you feel intimidated?

**EJ:** I'm not afraid to go to stage and to express myself, but I'm afraid of the time control because you need to control the time, 30 seconds.

**Jakub:** So did it feel too fast for you?

**EJ:** When I practice by my myself, I think it's a little bit. One page 30 seconds is a little bit too long. But when I go up, I think one page 30 seconds. It's really fast.

**Jakub:** So you think T-School helped you improve your public speaking skills?



**EJ:** Yep.

**Jakub:** Is there anything you didn't, specifically like? Or do not like about the Stage Nights, apart from the time constraints.

**EJ:** No, the Stage Night is the best part I like about in T-School.

**Jakub:** Your favorite part?

**EJ:** Yes, it's my favorite part.

**Jakub:** Did your projects include a lot of group work or was it all individual?

**EJ:** Group work.

**Jakub:** Which project included what?

**EJ:** AR. In this semester, we need to have exhibition about the AR, we need to work together. I think I never had an experience about how to do and exhibition.

**Jakub:** So that's something you do feel intimidated by it or scared of it? Or are you glad that you are trying new things?

**EJ:** I'm really glad I'm trying new things. Because if we don't have T-School, I wouldn't ever have this experience.

**Jakub:** Did T-School help you to overcome your fears?

**EJ:** Nope. But I think in T-School I just learned new things.

**Jakub:** Just learn new things. Are you happier learning new things?

**EJ:** Yep.

**Jakub:** When it comes to the group work, how was how is working with other people and other majors?

**EJ:** In last semester, I worked with a girl who's major is history. So when we need to make a podcast, me and my friend all about just like focus on the philosophy but girl, majoring in history can give new idea about something that is not just philosophy.

**Jakub:** So, that is something new or only have only done in T-School or have you done it in your other classes or before?

**EJ:** No, it's something new in T-School.

**Jakub:** Do you liked that experience or not really? Do you enjoy working with the other people or would you rather work alone, individually?

**EJ:** I enjoy working with others.

**Jakub:** Do you get to do that in other classes, in the future and you think you will have opportunity to work in groups or with other people?

**EJ:** Yeah, I think like in Taiwan's recent education we prefer work in groups.

**Jakub:** Is there any part of T-School you specifically like?

**EJ:** The Stage Night and exhibition.

**Jakub:** Could you tell me a bit more about your exhibition and how much time are you spending on preparing for the exhibition?

**EJ:** Because the exhibition just started this semester. Now we're just talking about our imagination. We didn't really have something as we're planning. Maybe this exhibition is about how to help older people use AR to improve their life. And we hope like our exhibition can let others to know more about it.

**Jakub:** Is that like an opportunity for you to be more creative?

**EJ:** Yes.

**Jakub:** And how do you show your ideas specifically? Can I have a concrete example of your creative idea? And how did you show it?

**EJ:** Because the exhibition is in June. So, now, we're just like working only on the imagination and didn't really have a thing. So we, we didn't really make up something. So we're just talking about our imagination.

**Jakub:** In general, in the T-School workshops and everything, could you give me a specific example of an opportunity where you could show your creativity? or new ideas?

**EJ:** Can you say again?

**Jakub:** Okay, that's strange, it's a hard question for me to ask. Because my English is also not my first language.

**EJ:** Oh, no, your English didn't have any problem.

**Jakub:** Oh, yeah, it's good. So, in T-School, did you have an opportunity, a space to think of a new idea or to be creative?

**EJ:** In their program, I think podcast and Stage Night.

**Jakub:** Okay, so in the podcast, could you tell me a bit more about your podcast project, and your feeling about it? Did you enjoy it a lot? And why?

**EJ:** We're making making our podcasts about a [redacted]. So we're thinking about explaining some details about the [redacted] to our audience. And that's the first time I think that's the first time we go to a room and the room will have some equipment. So we got to record about it. And we need to find out by ourselves how to use the equipment because we have never used it before.

**Jakub:** Is there someone helping you to use that?

**EJ:** There's only a girl she just gave us a message about how to use but she didn't really tell us how to use it, so we still need to find it out by ourselves.

**Jakub:** So you had to explore on your own?

**EJ:** It took a lot of time.

**Jakub:** Okay. Did you enjoy that?

**EJ:** No. Definitely, no, because, it's really hard. We spent really lot of time to use the equipment. I think if someone just told us like how to use this. It would go faster.

**Jakub:** So did you think that because you spent a lot of time on learning the equipment, you didn't have enough time to be creative or make the new idea of the podcast or was that okay?

**EJ:** I just think it's a little bit wasting my time.

**Jakub:** Are you really busy with your schedule and other classes?

**EJ:** Not really.

**Jakub:** Is this program different than other courses you have taken at Soochow University?

**EJ:** Yeah, because like, the other classes, you go to class, listen and write your homework, it is done. But if you go to a T-School, you need to make a something. You need to make a podcasts, AI art. Or you need to plan about an exhibition, but in class you won't get this.

**Jakub:** Are you enjoying the school so far?

**EJ:** Yep.

**Jakub:** This is a question that is supposed to, like, encompass all from your experience from T-School. How would you describe T-School to someone who has not heard about T-School before? For example, your friend who never heard about T-School, how would you describe T-School to that friend?

**EJ:** I think T-School really gave us a lot of resources every time. So if you want to learn things different from your major, a lot. You want to try learning new thing, you can go to T-School.

**Jakub:** Would you recommend T-School to a friend? Or would you say don't take this class?

**EJ:** I think if T-Schools program is more completed, I will recommend but because I joined the T-School. But this is T-School first time having this class, I think it's not really completed. So now I won't really recommend it.

**Jakub:** So you would like to program more if things were different. If some things were changed, you would like it more?

**EJ:** Yep.

**Jakub:** Could you give an example? What would you like to change?

**EJ:** It can have more classes because when I had to learn how to make a podcast, the teacher only gave us four classes. And in this four classes, we need to learn how to make out a podcast but it's a whole new thing to us. So I think time for us is a little bit...

**Jakub:** so you think it's too fast?

**EJ:** A little bit too fast.

**Jakub:** How do you feel about the workload of T-School? Did it add too much on to all of your other classes already? Or did it fit well with the other classes and like social life?

**EJ:** It fit well.

**Jakub:** Right now in T-School, you are attending all the workshops, right? You're attending Stage Nights and podcast?

**EJ:** No podcast was in the last semester.

**Jakub:** Podcast was last semester. Now you're doing Stage Nights and the AI art. Is there any other workshop you would like to add in the future?

**EJ:** Teach how to make short videos.

**Jakub:** Short video so cinematography, taking, making the video, everything? making a YouTube video? Or just doing the camera, editing, or the idea what is the video about? Or all three?

**EJ:** kind of. I think YouTube.

**Jakub:** So you have learned some skills so far, right? Do you think you will apply the digital skills you learned from T-School in your career or in your life later?

**EJ:** Yes. Some people in Taiwan like making podcasts to earn money, but we do a podcast for fun. So, in the future you have no idea about your work. Maybe you can try to make some podcasts.

**Jakub:** So you think it might be useful but right now you don't know how podcast specifically will be useful?

**EJ:** Can you say it again?

**Jakub:** So you talked about podcast. So you are not sure how it will be useful in your work later.

**EJ:** Yes

**Jakub:** How about the others? How about the Stage Night? Public speaking?

**EJ:** I think it's really useful because sometimes in our final exam we need to have our presentation. So public speaking is really important.

**Jakub:** And the third one, the AI art?

**EJ:** I do not have any idea about the AI. Art for me now, it's just for fun, making some pictures I like.

**Jakub:** What are some parts of T-School you did not like? Even organization structure, some class, ways the classes is taught?

**EJ:** I think the organization of T-School is not really complete.

**Jakub:** It needs more time to like develop?

**EJ:** Yeah, I think it still needs more time to develop because for now it's the first time for T-School.

**Jakub:** So when working on your projects, did you receive feedback to help you get better from someone? Did they comment on your work? Did the people try to help you?

**EJ:** Oh, yes, I think T-Schools' teachers are really help us a lot. They're trying their best. When we're taking classes in AI art or podcasts, when teachers finished their class, they will ask us if we need any help. So yeah, I can get help from the teacher.

**Jakub:** Was it good feedback? Did it help you a lot? Or was it like they told you something but you thought this does not help me?

**EJ:** I think they help us a lot.

**Jakub:** And it was the teachers? Or was it also like the other students?

**EJ:** Oh, teachers and other students.

**Jakub:** This is going to be a slightly harder question and changing a topic a bit. But considering your major, how do you think humanities affects or can influence technology? And how can technology influence humanities? Because your major is mostly about humanities, social work, or social sciences. But in T-School you're learning some technology. Do you think one can influence the other or affect the other?

**EJ:** I think yep, I think like we're learning humanities or social science, that kind of major. We can learn, get closer to about people but if you learn about chemical or physics, that kind of major, maybe when you can combine with the technology. You're just like working out there, just about kind of academic thing. Humanity majors can use technology to improve T-School but it's different kind. so you think you have an advantage or disadvantage as like a humanities major when dealing with technology? The disadvantage is that we're not really good at writing the program that kind of thing but the advantage is like I said I think we know more about like people's lives.

**Jakub:** Do you think T-School supports both the fields, the humanities and the technology? And how well does it support each field?

**EJ:** I think as a humanities major, I can start learning technology, have classes and teacher really help us a lot so if we really don't know how to use it, we can ask teacher and we can get the answer.

**Jakub:** Were there any specific obstacles that prevented you from learning effectively or efficiently?

**EJ:** I think the classes in the last semester podcast only had four classes. But I think the information is a lot. So we need to spend our time to learn by ourselves, how to make better podcasts and stuff.

**Jakub:** Was that one of the ways of how you overcame the obstacles? You said, you felt like there is a lot of material and not enough time. So did you learn on your own a lot outside of class?

**EJ:** I work with my group, we spend our time to these discover how to make much better product.

**Jakub:** How long?

**EJ:** Within two days.

**Jakub:** Did it help in the end? Did it help all of you this group work?

**EJ:** It helped a lot.

**Jakub:** Was it just outside of classroom, sitting or was it in the actual podcast room you mentioned?

**EJ:** We work together on internet and in the podcast.

**Jakub:** Did you like your final podcast? Result?

**EJ:** So so.

**Jakub:** Could you explain a bit more about it?

**EJ:** Because we are not very good at the equipment, how to use so the podcast I think it didn't work very well. The information is good, but the equipment was not used very well.

**Jakub:** Do you think you had this space to make new ideas in that podcast and to be creative?

**EJ:** Yeah, yep.

**Jakub:** And you like that you were fighting the technology part, right? Would you like to do it again? For example: make another podcast?

**EJ:** Yes. Yeah, I will give it a try. But still, I need someone to tell me how to use the equipment more.

**Jakub:** In the AI art class that you are taking, right now, do also feel like you need someone to explain the equipment more to or is that better in there?

**EJ:** It is better in AI art. The teacher gave us a PowerPoint, so we can do it by ourselves. The teacher also told us again in class, so no problem in AI art.

**Jakub:** How well are you able to express and be creative in the AI art class?

**EJ:** So far, I don't have any idea.



**Jakub:** Now on to the third one, Stage Nights. How well was the creativity? Or the space to express yourself? And how well was the technology?

**EJ:** I think in Stage Night, we didn't have problems about the technology, because it just public presentation. But in Stage Night, I can listen about others idea, or their creation. So, I can learn more about others.

**Jakub:** Do you have any advice for someone who wants to take the course or if I wanted to take the course?

**EJ:** For Stage Night?

**Jakub:** The T-School, if someone wanted to join T-School.

**EJ:** If you want to express more about yourself, I will recommend you to go to the Stage Night or the podcast because in podcasts you can really make recording about your thing. In Stage Night, you can give a presentation to others. But if you want to learn more about technology, that kind of thing, I would recommend the AI art.

**Jakub:** Thank you. Okay. Is there anything else you would like to share with us?

**EJ:** I think in T-School, they're trying really hard to be better. But from my opinion, just because this is the first time so I think organization and classes isn't really completed. The whole thing about T-School I think it's just so-so.

**Jakub:** Do you see any improvement? You took T-School from the beginning, from September? Do you see an improvement in T-School like from the very beginning and where T-School is now? How much did it improve if it improved?

**EJ:** Oh, I think there are more classes about the AI art. I think stages are so-so.

**Jakub:** Did you attended stage before in the first semester and in this semester too?

**EJ:** The last semester, but this semester I didn't attend.

**Jakub:** If you compare, like the first Stage Night and the last Stage Night, did the organization of T-School improve?

**EJ:** Oh, I think Stage Night didn't have a problem.

**Jakub:** Stage Nights were okay from the beginning? And the podcasts, did they improve?

**EJ:** Nope.

**Jakub:** No. Why do you think they did not improve?

**EJ:** Because I didn't take this semester's podcast. So I don't know how it worked in this semester. But in the last semester, we finished the class and we take time, work by our self, then make podcasts for us. I think classes feel like we're doing all by ourselves.

**Jakub:** So it was like too individual?

**EJ:** I work with my group. But we think teacher didn't give us a lot of help.

**Jakub:** The help from a teacher directly or do also mean material, presentations from the teacher?

**EJ:** Yes. They did not really tell us how to use the equipment. But I think the equipment is really important.

**Jakub:** Okay, so overall, you're enjoying T-School?

**EJ:** So far? Yes.

**Jakub:** That's it for me. Thank you for an interview.

## Appendix L: Field Observation Metric for AI Event

### Engagement Field Observation of AI Event

Observer:

Date:

Location:

#### Students

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes					
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes					

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	
Amount of question being asked	How many questions does the students ask	
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

## Appendix M: Document Analysis Data

### a. Curriculum Presentation

The investigators used other findings combined with the Curriculum Presentation to answer these questions.

- CR.1. What are the student learning outcomes (SLOs)?
- The team was not able to obtain student learning outcomes. As this is the first run of the new program, a full document outlining the course goals does not exist yet.
- CR.2. Are the student learning outcomes clearly defined?
- Needs improvement. Not applicable, SLOs are not formulated anywhere.
- CR.3. Do the student learning outcomes align with the activities organized in the program?
- Needs improvement. Not applicable, SLOs are not formulated anywhere.
- CR.4. To what extent does the student-generated work reflect the educational objectives?
- Needs improvement. Not applicable, educational objectives are not formulated anywhere.
- CR.5. To what extent do the activities contribute to the overarching T-School vision?
- Excellent. The vision is not directly quoted in the presentation. The team synthesized the vision from the Professor B interview: to enable student creativity and give them the space and tools to express themselves. All T-School workshops contribute well.
- CR.6. How well do the activities foster an active learning environment?
- Good. While not all activities are group-based, the small class size, experts, and teachers provide an environment which fosters active learning.
    - o The presentation does not provide an example of the classroom setting. It mentions the division into groups of 10 students but does not specify whether in-class activities are individual or group-based.
- CR.7. Does the current T-School syllabus effectively distribute time between sections?
- Good. 20 hours per semester are allocated, with sessions sometimes going a bit over.
- CR.8. How does the T-School curriculum introduce students to digital tools?
- Needs improvement. This is not mentioned in the curriculum presentation.
- CR.9. Is the student work presented in any way, so peer feedback can be received?
- Good. At the Stages, students get to participate in the “popularity prize” voting, where they can help decide who receives a cash prize among the presenters. The curriculum presentation also mentions that at the end of the academic year, there is an exhibition held off campus. This is where student’s friends, families, and potential employers can view their work.
- CR.10. Is there an opportunity for instructor feedback?
- Excellent, but mentioned only partially in the curriculum presentation. Students are divided into groups of 10 and assigned a professor, without a mention of the professor’s role.

- For Stages, the professors assigned to each group of 10 students give feedback directly after the event. For AI art class, the Expert teaching assigned an exercise. Then walked up to the students, answering any questions, and providing feedback on their creations.

## **b. AI-generated Art Piece**

### **Student Presentation #1**

Technical aspects:

- AI.1. Yes, it does.
- AI.2. Yes, to achieve the desired results, but still very generic.
- AI.3. Only aspect ration directive present. Aspect ratio is fixed through all creations.
- AI.4. Only a singular artistic technique is specified.
- AI.5. Very broad and generic description.

Content elements:

- AI.6. Not really, the art pieces look very similar to each other. It looks very generic.
- AI.7. The framing of the subject looks pretty but it was not mentioned in the prompt.
- AI.8. Not really. The student didn't really try to portray the meaning in the art.
- AI.9. Not much. The prompts were very brief and broad and lacked details.

### **Student Presentation #2**

Technical aspects:

- AI.1. Yes, every creation has a different aspect ratio. Landscape uses 16:9, while portrait use 1:1.
- AI.2. Yes, many keywords describing the specific situation and attributes are present.
- AI.3. Yes, aspect ratio and stylization parameters both present.
- AI.4. Yes, artist (sometimes multiple) and technique specified in prompt.
- AI.5. High precision. Very long prompts precisely describing the idea in mind.

Content elements:

- AI.6. Yes, they took something generic and tried to look at it from a new perspective.
- AI.7. Yes, to some extent. It did look better in some pictures, but some looked like they were experiments.
- AI.8. Yes, it was able to convey the meaning well. It was demonstrated what the student exactly wanted.
- AI.9. The art prompts were highly detailed with lots of styles and implementation of different art techniques.

### **Student Presentation #3**

Technical aspects:

- AI.1. No. Uses the default square aspect ratio.
- AI.2. Yes, descriptive keywords are present.
- AI.3. No drawing directives used.

- AI.4. Both color palette and the artist style are specified.
- AI.5. In context of the visual style, the precision is satisfactory.

Content elements:

- AI.6. Yes, the artist had one topic and revolved around that and experimented with other styles and each art piece was united yet a little different.
- AI.7. The art pieces look harmonious and intentional.
- AI.8. The artwork was able to strike an emotion in the viewers mind which was what the student was going for.
- AI.9. The images were detailed enough to convey the message, although in not deep detail.

#### **Student Presentation #4**

Technical aspects:

- AI.1. Yes, all paintings are portraits, and they use a vertical aspect ratio.
- AI.2. No, only one to two words total used to describe the idea.
- AI.3. Yes, heavy use of multiple drawing directives is present.
- AI.4. Not applicable. Multiple text prompts missing.
- AI.5. Not applicable. Multiple text prompts missing.

Content elements:

- AI.6. You can see new ideas in some art pieces.
- AI.7. Some of the pieces look out of place and random, while others look appealing with lots of colors.
- AI.8. Most of the art pieces provoked sad and empty feelings in the viewer.
- AI.9. Each art piece had one unique detail about it which makes the creator somewhat detail oriented. They were pretty skilled with the tools too.

#### **Student Presentation #5**

Technical aspects:

- AI.1. Yes, it does.
- AI.2. Yes, keywords present.
- AI.3. No, AI directives are not present.
- AI.4. Yes, overall painting color tone, and the visual style were specified.
- AI.5. The execution demonstrates a high level of precision and accuracy.

Content elements:

- AI.6. Not really because it looks like they were inspired by comics and something they see every day.
- AI.7. The pieces were in manga style, so they all turned out to be appealing
- AI.8. If the creator was going for the meaning of “art of noticing” then yes it was able to portray the mundane things in art.

AI.9. Yes, the creator knew what they wanted and was able to successfully portray it.

### **Student Presentation #6**

Technical aspects:

- AI.1. Yes, each image has a unique aspect ratio always fitting the content.
- AI.2. Yes, prompt use the right number of adjectives and keywords.
- AI.3. No, only aspect ratio directive was present in half the art pieces.
- AI.4. Yes, every image has a unique color palette, art style, and composition specified.
- AI.5. High degree. The text prompts indicate a specific thought precisely formulated.

Content elements:

- AI.6. Yes, the student was creative as they put two contradicting things together. For example, funeral and good day.
- AI.7. Some of the art pieces looked visually appealing but one looked creepy. However, that was something the creator was going for.
- AI.8. Each art piece can strike an amusing or creepy feeling on the viewers and use of color played an excellent role of striking those emotions.
- AI.9. The creator seemed highly skilled and is open to experimenting with different art styles and techniques.

### **Student Presentation #7**

Technical aspects:

- AI.1. Yes, to achieve the required consistency, all images noticeably have the same aspect ratio.
- AI.2. Yes, very exhaustive descriptions guide the image creation. Includes keywords specific to AI-drawing such as “8K” or “HDR”.
- AI.3. Yes, multiple parameters are used in each image.
- AI.4. Yes, the texture of the background and art style are specified, but the color palette is not.
- AI.5. High degree. The almost-too-long prompts describe a specific idea precisely.

Content elements:

- AI.6. Yes, the student was inspired by an application and was able to add a twist of AI on it which was pretty genius.
- AI.7. The art pieces look visually appealing.
- AI.8. Yes, the art pieces all had a humorous take, and the viewer had a good giggle.
- AI.9. The creator knew what they wanted, and they were able to implement their vision through the keywords.

### **Student Presentation #8**

Technical aspects:

- AI.1. Yes, different aspect ratios are used.

- AI.2. Yes, keywords with descriptive adjectives are used. Sometimes too many commas split the prompt text up.
- AI.3. No, only aspect ratio is specified.
- AI.4. Yes, each prompt defines styles and techniques.
- AI.5. High degree. The prompt represents a specific formulated idea.

Content elements:

- AI.6. Yes, the creator was able to portray what they wanted effectively. The ideas were unique, and they used the art to tell a story.
- AI.7. The visuals were thought out and worked out well to make the piece appealing.
- AI.8. The creator was able to convey the message they wanted well. The pieces complemented each other and at the end it was able to deliver a powerful message.
- AI.9. The creator was very intentional with their color palate, and they were able to implement it with their skills.

### **Student Presentation #9**

Technical aspects:

- AI.1. Yes, it does.
- AI.2. Yes, short prompt but still include specific keywords.
- AI.3. Yes, the creativity, inspiration image, and expressive style used.
- AI.4. Partially. Only once is color specified, the rest has no texture. Direct inspiration images are used to supplement this.
- AI.5. Medium degree. The author lightly describes the scene, sets parameters, and lets the AI do most of the creative painting.

Content elements:

- AI.6. A little bit. The creator was able to show creativity on some art pieces and not necessarily all.
- AI.7. Some of the pieces were visually appealing while others required playing around more.
- AI.8. Somewhat able to deliver a message but not really a strong message.
- AI.9. The creator had definitely thought out what they wanted for each art piece. They were very specific about what they wanted.

### **Student Presentation #10**

Technical aspects:

- AI.1. Yes, it does.
- AI.2. Yes, heavy keyword usage.
- AI.3. Yes, the author specifies AI kernel version and aspect ratio.
- AI.4. Yes, every image has a different color palette, art style, texture, and background style specified in the prompt.
- AI.5. High degree. The prompts are of correct length and describe a specific idea precisely.



Content elements:

- AI.6. Yes, each art piece had a creative twist to it.
- AI.7. The pieces were all very visually appealing. The color palette used was helpful for that.
- AI.8. Very well. The art made the viewer creep out, and the art had eerie emotions attached to it.  
Evoking this haunted emotion was intentional by the creator.
- AI.9. The creator was aware of the theme and was able to implement it pretty well.

### **Student Presentation #11**

Technical aspects:

- AI.1. Yes, aspect ratios are specified where needed.
- AI.2. Partially, keywords are used but in full sentences, instead of descriptive adjectives.
- AI.3. Yes, AI version, aspect ratio, and image redrawing with additional input was used.
- AI.4. Rarely, texture and art style are only sometimes specified.
- AI.5. Medium degree. The prompt precision is just enough to get the main idea across, while the creative details are left for the AI generation algorithm.

Content elements:

- AI.6. Yes, very well. The creator had a non-traditional approach. The art pieces combined some of the daily activities with nature in an amusing way.
- AI.7. The visuals worked well with the intention.
- AI.8. The creator was able to stay on theme and show a somewhat strong message.
- AI.9. Yes, very well. The creator was able to show what they wanted, and it is seen through their work.

### **Student Presentation #12**

Technical aspects:

- AI.1. Yes, it experiments with many aspect ratios.
- AI.2. No, a few keywords are used to give a rough idea in the prompt.
- AI.3. Yes, AI directives are extremely heavily utilized in each image.
- AI.4. Partially, color and camera angle are specified.
- AI.5. Low degree. The author vaguely gives a few descriptive words, and through heavy use of directives lets the AI get creative.

Content elements:

- AI.6. Yes, the creator showed creativity in most pieces. There were quite a few art pieces that were amusing to look at. The creator thought outside of the box.
- AI.7. Some of the art pieces work really well and were visually appealing.
- AI.8. The art pieces were not on theme and did not carry a strong meaning.
- AI.9. The creator was skilled and was open to experimentation since there were at least two samples of each art pieces.

**Student Presentation #13**

## Technical aspects:

- AI.1. Yes, aspect ratio fits a portrait or landscape content of each image.
- AI.2. Yes, keywords with adjectives are properly used.
- AI.3. Yes, the author uses image weight, prompt closeness, and AI kernel directives.
- AI.4. Yes, art style, camera equipment, and shot style were specified.
- AI.5. High degree. It is evident that the author precisely specified their idea until they obtained the desired result.

## Content elements:

- AI.6. A little bit. The creator was able to a mythological character well.
- AI.7. Yes, the pieces were visually appealing and worked really well with the aspect ratio.
- AI.8. Yes, a common theme can be seen through all the art pieces, and it was consistent. When looked at closely, there was a story, and the art pieces played an important role in delivering that.
- AI.9. The creator was pretty skilled at using the skills to evoke an eerie atmosphere in the artwork. One of the artworks, due to the aspect ratio, was able to evoke claustrophobic and horrified reaction from the viewer.

## Appendix N: Professor A Interview Transcript

**Interviewee:** Professor A

**Interviewer:** Jakub Jandus

**Date:** 27 March 2024, 13:30 – 14:30

**Location:** D building of Soochow University, Room 1005

---

**Jakub:** I'm gonna make sure I have Do Not Disturb on. Let's get started. Do you want any drink?

**Professor A:** No, thanks.

**Jakub:** Okay. So, could you tell us a bit about yourself? For example, what department you're in? Or how many years of teaching experience do you have?

**Professor A:** Okay, I'm from the [redacted]. And I have been teaching for four and half a year.

**Jakub:** Four and a half years. Okay.

**Professor A:** And I specialize in [redacted].

**Jakub:** [redacted].

**Professor A:** Yes.

**Jakub:** Okay. That's interesting. Have you been teaching just here at Soochow University or have you also taught at other universities?

**Professor A:** Before I came to this university, I taught for [redacted], which is a university not far away from this one. [redacted].

**Jakub:** I heard of that place before, it's nice. Okay. Now let's get a bit into T-School. First, we just have like a general question. If you were to describe T-School to someone who never heard about that program, how would you describe it?

**Professor A:** I will describe it as a non-traditional model of teaching, because the traditional model of teaching will be the teacher standing in front of the class and talking about the topics he knows very much. Yeah, that's the tradition model. But in this program, T-School, we encourage students to express themselves as freely as possible. For example, we encourage them to do some short talks, like the TED talks, and we will also arrange some workshops, AI art and podcasts recording.

Those related to the latest technologies, and they can produce whatever they want, like creative pictures, or any podcast programs they think the audience will be interested in. So it's a very creative program and lot of freedom for students to do anything they want.

**Jakub:** So what do you think? How did it feel to teach T-School compared to other classes you teach?

**Professor A:** In other classes, I feel most of the time, I feel I am doing a monologue. Now just talking to myself, of course, sometimes I will try to interact with students in class. But that kind of interaction is very different from that in T-School. In T-School, as I said, we don't just preach to students. Instead, we encourage students to do things themselves. And teachers, our roles, it's more like, try to guide their way through this class. So my role is more like teacher in novel Harry Potter, they have different ... we have four group, and each group has a, like a leader, but actually, I think we also learn together with students, because we have never done something like this.

**Jakub:** Sounds good. Do you think or how engaged were the students from your perspective during class?

**Professor A:** Okay, that's a very good question. T-School is a one year program. So we have the first semester, the second semester, and my feeling is that in the first semester, students were more engaged because they feel fresh about this class. They have never participated in this kind of program. But in the second semester, just many people just dropped out, because they had to do an output as the final goal for this program. And that is to curate an exhibition in some art gallery. And I think for many students, they think that work load is too heavy. And some just feel that they are not interested in doing things like this. They feel that will not going to be useful for their future careers. So in a second semester, I feel students are less engaged. But those people just dropped out. So those who stay are those are more engaging.

**Jakub:** How do you judge how engaged they are or what evidence do you have to support your say, of they are very engaged?

**Professor A:** I can see from their face and also, when we work together. Those who are more engaged will stick to the assignment I assigned to them. So I can know this one is more engaged and that one is now not engaged. And when I feel someone is not engaged, normally, after some time, they will come to me and say I want to drop out.

**Jakub:** Okay, so the students then seem to like be following the lecture or understanding the new material really easily, or overall, would you say they have a hard time learning this new material?

**Professor A:** I think they learn the material very easily because the things they need to do in T-School is attending workshop and workshop are optional. Yeah, are optional, as far as I can remember. So if they go to the workshop, that means they are interested in like, AI art and podcasts. And I'm sorry, the question is?

**Jakub:** The question is not that clear. Okay all good. So speaking about the workshops, currently, as far as I know, there is AI, podcast, and Stage Night. If you could add any workshop in the future, what workshop would you add?

**Professor A:** I never think about that question. What kind of workshop. For me, because I like [redacted]. So, I was saying maybe workshop on how to create a story, write a story, or write a play, things like that. But as far as I know, our university already has another program, very similar, like creative writing. [redacted]

**Jakub:** Take your time. It's totally understandable. It's just, you're curious. Okay. I'm just gonna quickly look through. So, what parts of T-School did you enjoy the most?

**Professor A:** I think it's the Stage Night. Because at Stage Night I can see every student doing a short talk, and I think that the topic they choose are usually very interesting. It's not always relevant to their majors, so I can find their other interests. So and I think that's very interesting to me. And also, teachers have to do this. So on one hand, I can see students doing short talks, and the other hand, I can do see teachers doing short talks and I think that's very interesting. I enjoy it very much.

**Jakub:** That sounds good. We attended the Stage ... seems everybody was enjoying it. Okay. Were there also, any things that you don't like about T-School as much or things that you think could use a change or an improvement?

**Professor A:** This is the first year of T-School and as a teacher, I feel that the workload is a bit heavy for teachers, because we don't get credits. And students don't either. So for them, is extra workload and for teachers, as well. So I think that's one downside for T-School. And at our administrative meetings, we already discussed this problem, this question this difficulty. And they think we can try to make this part of the teachers assigned teaching credits, and also the students. In that way, they will feel that okay, this is one of my courses, not extra class, or course.

**Jakub:** So the vision for T-School is to transition from a program that it is now to a normal offered course.

**Professor A:** That's the direction we try to go.

**Jakub:** Does that align with like the overall vision of T-School, or how would you describe the vision of T-School from your point of view?

**Professor A:** The vision of T-School is try to combine humanities and the latest technology. These two things. But I think the humanity, the spirit of humanity, is the core. So, I think that's at least at the beginning of launching T-School that's the main idea of it.

**Jakub:** Thank you. So speaking about new technology, and introducing students to humanities, because as far as I know, here at the School Liberal Arts and Social Sciences most people are humanities. Did the students seem intimidated when first encountering the new technology in the classroom or the workshop setting?

**Professor A:** I don't think they were intimidated.

**Jakub:** You don't think?

**Professor A:** No.

**Jakub:** Okay.

**Professor A:** They were very interesting.

**Jakub:** That sounds great. And in other classes do you teach when you introduce new technology? In general, in other classes you teach, do you feel students are intimidated by the technology or the new AI that are everywhere?

**Professor A:** No, I don't have that kind of feeling. I think whatever you teach them, they will just take it.

**Jakub:** And speaking of that, do you think that students mainly stick to one way, that is their familiar way of using technology or do they explore the tools they have at their disposal? Once they like, have the technology, do they keep using it in one way they know, or do they just try new things?

**Professor A:** Yes.

**Jakub:** They try to explore?

**Professor A:** Yes.

**Jakub:** And is there enough room for the experimentation?

**Professor A:** Yeah, I think so. I think by the current design of T-School I think it is enough room, but of course, I think that room can be enlarged in the future. That's one direction we can try to improve.

**Jakub:** How would you enlarge, or what do you mean by enlarge the room?

**Professor A:** For example, the AI art. Maybe we can introduce more and not just AI art or try to encourage you them to do more things about AI art or maybe combine AI art other things. I don't have a concrete idea, but I'm just thinking about it. When they attending AI workshop, and then show us the products they made, I think they don't just stick to one way, they indeed explore. By and large, I mean maybe we can put more resources into it, maybe combine AI art with other technology or not combining. In AI art, we can try to think about new ways, not just to make their products. Maybe in several ways, and not sure that. I believe there is a room for them to explore more.

**Jakub:** So did you notice the student's major, like what are they studying, influencing their work?

**Professor A:** No.

**Jakub:** No?

**Professor A:** I don't observe any relevancy here. I think they have wide interest.

**Jakub:** So, you don't think they're major gives them ... or what advantage or disadvantage, do you think their major gives them in all the classes T-School offers?

**Professor A:** As far as my observation is concerned, I didn't notice that.

**Jakub:** Anything at all?

**Professor A:** That's irrelevant.

**Jakub:** Do you personally, or through your field of expertise, do you feel you have any specific advantage or disadvantage when dealing with technology or AI right now?

**Professor A:** To be frank, I have never used AI art generator. So I don't know. But I did try a little bit with ChatGPT because I like to [redacted], so I tried to ask ChatGPT to give me the outline of a [redacted] and try to experiment with its originality. I can say that my study affect the AI or whatever, but from time to time I use that technology. For example, when I write an English paper, I will try to ask maybe copy a little bit of a paragraph and put it in a ChatGPT and ask it to check English grammar.

**Jakub:** Would you describe that as you having an advantage in using this technology compared to other people?

**Professor A:** Probably.

**Jakub:** Okay. Given your expertise, how do you think humanities influence technology or the other way around? Can technology influences humanities?

**Professor A:** Humanity, for example, for many departments it is about how human think and about ideas and take for example, my department philosophy is about ideas and thoughts. So one way to talk about this is to think about how we guide technology, for example, we people need to use technology and how we use technology will be influenced by how we think about technology. That's one way I can think about how humanities can affect or influence technology. And of course, the other way around. That's also possible. We have technology and technology directly or tremendous the influence our life. I think of way.

**Jakub:** Could you please elaborate on how people think about technology? Could you give an example or what do you mean by that?

**Professor A:** I remember there is an advertisement of cell phone very long ago in Taiwan there is a cell phone brand. And when they advertise their product, they have a slogan, and the slogan is: technology always stems from humanity. And I guess that means is always how humans think and humanity, affect how we design or try to make technology. So that might be an example. For example how we use a cell phone or how we should design a cell phone. It has to be convenient for people to use. So, that's an example of humanity or human thinking of that technology.

**Jakub:** Thank you for that. Okay, how do you think T-School support each of the fields, humanities, technology, or the interaction between them? It's a broad topic so let's start with T-School.

**Professor A:** I think T-School because the students currently in T-School or humanities or social sciences they are very creative. Actually, after I see their output. Yeah, very creative. If they do



podcasts or do AI art or other technology they can handle. I can expect that they will maybe come up with something new. Maybe? So that's one way. And on the other hand, technology. Technology how to input humanities students? I think that technology will bring new stimulus for students from humanities or social sciences, and try to find new angles to look at some topics or they already know.

**Jakub:** So you think that by T-School introducing the new tools such as podcasts, or the AI art, students can use their interests, or their major to look at the same thing using a different technology?

**Professor A:** I think so. I think that's one thing T-School is trying to do.

**Jakub:** Introduce different tools or tools that ... Do you think that the tools that are being taught in T-School are useful for the students in their careers lives?

**Professor A:** Yeah, right. Currently, speaking of technology, we have only podcast workshop, and AI art, and maybe we will have more in the future. I don't know. It is depending on budget. And, of course, whether these technologies will be useful for their future. I think more or less, it will be useful. It's just a matter of extent, degree. It depends upon which career they choose. Yeah, but I think even if their future job has nothing to do with technology, the experience they had, we will still stay with them and exert some influence.

**Jakub:** I asked specifically about technology, but I originally meant to ask even the skills they gain here. For example, group work. Because the podcast I imagine is usually done in two or more people. How do you think the school like fosters the group environment?

**Professor A:** That's a very good insight. I think one reason many students drop out is because of group work. They had a difficulty in working with others, people they don't know. Because at first, how they speak, students were divided into four groups. It is random, we just randomly assigned them to the four groups. So one problem is that they can't cope with group work. So I think T-School if we keep going, keep on with this program. One point is to foster or to help them to merge into the group. That's very important. But they will need to learn.

**Jakub:** In your other classes or other experience from teaching, how is group work versus individual work? The balance there.

**Professor A:** At T-School?

**Jakub:** I mean, other classes in general.

**Professor A:** Actually, the same problem exists. This generation in Taiwan, they like to work independently, and they don't like to work with other people. So sometimes, when I write a course plan, I always hesitate about whether I should put group work in the evaluation or not. Because if I do, they will not take this course.

**Jakub:** Very different from my experience. Why do you think that is? Why do you think that's happening?

**Professor A:** I really don't know. I think I spent some time thinking about it. And at first, my answer was that maybe it's because for this generation, their relationship with others mostly happens on the internet. Maybe through cell phone or computer or things like that. Yeah. So there is a sense of alienated from others. Yeah, that's the answer, I first thought of. I am not sure, because in the US, US is the same environment but different result.

**Jakub:** Of course, that Taiwan and US is very much different. Okay, but still thinking about that problem in the workforce, once they enter the workforce. Usually people from multiple, if I put it in words that are used here at this school, like people from different majors and different school years or different ages, collaborate. And T-School is trying to promote that. How successful do you think T-School is at doing that? Or how well?

**Professor A:** At this moment, I will say is kind of failure in this respect. And that's where we want to improve. Because originally, we had 40 students, and now we have I think, only like 20.

**Jakub:** So, you think or you talked the reason behind students dropping out is that the final exhibition and the workload is hard and that they are not that much used to group work or working with other people.

**Professor A:** It's multiple reasons.

**Jakub:** You think it's these reasons combined, or is it just one that you think is the main reason?

**Professor A:** Combined.

**Jakub:** Okay, and do you think if it was switched to the credit based system that it would help a lot?

**Professor A:** Definitely.

**Jakub:** Okay. So when it comes to the high workload, what do you think of the T-School's structure? As in assignments, projects, I'm not sure whether there are assignments, general structure, organization? My opinion? Okay. Or experience, opinion or experience whichever you prefer.

**Professor A:** It's very experimental. So, at the beginning it was kind of chaotic. Where to go, what to do with that. So, I think students and teachers of students and teachers were at a loss from the very beginning. But gradually the structure become clear. So, we know what we should do. I will say that as structure at first was not very well organized. But in the second semester, everything has become clearer. So, at this moment, I will say it's okay. Maybe there are still some aspects we can improve, to make it better.

**Jakub:** Okay, thank you. So, how did you get into the position of being a T-School teacher? I'm not sure whatever I should say, professor, teacher, like mentor, how would you describe your role? And how did you get in there?

**Professor A:** That's a very good question. Probably I get into T-School, actually I'm not sure. Maybe they just pick me up. But I think, probably, this is my guess, it's because my core, I say that I specialize in the [redacted]. But actually I also like [redacted]. So maybe it's because of this. They think I am good person to be a mentor at T-School because T-School encourage students to do creative things. Yes. So maybe, I guess that's the reason.

**Jakub:** You think you're doing well? From the effective role?

**Professor A:** I don't think. I am not doing well I think.

**Jakub:** Hard question.

**Professor A:** Because, as I say, it's extra work. So, I have to handle the work I should do already. And T-School is extra work, so I need to find a balance. I need to do good. Make the best of my time. Yeah.

**Jakub:** So are you getting fair compensation for instructing T-School?

**Professor A:** So far, so good. Yeah, they they did give me some compensation, like some teaching fee every month. I think if we get the money and the credit, both.

**Jakub:** Okay. So is that what led you to agree to take on the role of being one of the T-School teachers? Or was there a different reason?

**Professor A:** These things came after I enter T-School.

**Jakub:** Okay, so originally, why did you agree to do it when they reached out to?

**Professor A:** Yeah. Because I think is the first as I say, I have never done something like this. So I'm mostly interested in doing it.

**Jakub:** Understandable.

**Professor A:** Yeah. And second, because they asked me to participate. And I am that kind of person who will reject their request.

**Jakub:** Understandable, I would probably do the same, so I understand 100%. So through all this that we talked about and everything? Is there anything else and insight and specialty you would like to share with us?

**Professor A:** Yeah. I think one thing I learned from T-School, and I treasure this experience very much, is that in T-School I can have more close interaction with students. And that's something I don't have in traditional class. Because as I say, in traditional class, I'm just talking to myself. But in T-School, I had my group. Like six or five students. And we will meet regularly. So we have close interaction. And through these interactions and meetings, I get to know the younger generation more. Know what they want, what they are thinking about, and their values. And I think that's very good experience. And also, I think it's useful for me to face the younger generation in traditional class, because I know more about them.

**Jakub:** Do you meet just in the scheduled workshops, or have students also like to ask you to help something outside of class?

**Professor A:** We have office hours.

**Jakub:** Do a lot of the students come to the office hours?

**Professor A:** They will try to come to office hour unless they have other commitment like they need to do part time job, or they have class. Otherwise, they will come to office hour in person.

**Jakub:** That sounds like an amazing experience. So the students also very much you think even for the students, they like to aspect of being a bit closer to the teacher than as you said in the traditional setting?

**Professor A:** I think so. I think in T-School, they like to interact with teachers, and they also value this experience. At least that's my feeling.

**Jakub:** Understandable. So, we talked about the vision of the T-School at more the beginning of this interview. Do you think T-School is achieving it?

**Professor A:** Maybe half. Half way. Yeah, not really. Some maybe get to some milestone. Not really achieving.

**Jakub:** Okay. Is there anything else, even after the experience, you want to say or would like to share?

**Professor A:** I think Stage Night is the part I like most. Because I like to see students expressing themselves in and talking about different topics.

**Jakub:** Did you also give a presentation at the Stage Night?

**Professor A:** Yeah. [redacted].

**Jakub:** [redacted]

**Professor A:** That's okay. I think the current problem for T-School is try to find a core. How to say it. Something that will make students think that a reason to attend T-School throughout.

**Jakub:** Complete the project in its entirety. Do you think that T-School might be too long? Because, as you mentioned, it's a year long project instead of the normal, like semester. So, do you think if T-School was shorter, it would be better?

**Professor A:** No, I think the current design is okay. The one year program is okay.

**Jakub:** Just needs more incentive. A reward.

**Professor A:** Yeah, and also many students will think that the final output is efficient. Many students don't think that will be helpful for their future. So what I want to say is that maybe T-School will need to find something. And that something will make students think: Okay, that gives me a reason to participate in T-School, complete the whole program.

**Jakub:** Okay, thank you.

**Professor A:** Thanks.

**Jakub:** Thank you for the interview then.

**Professor A:** You are welcome.

**Jakub:** Thank you so much for your time.

**Professor A:** My pleasure.

## Appendix O: Expert A Interview Transcript

**Interviewee:** Expert A

**Interviewer:** N/A

**Date:** 29 March 2024

**Location:** Written, N/A

### Demographic questions

- 1) What department are you in?  
I'm employed externally so I don't technically belong to any department.
- 2) What is your teaching expertise in?  
I provide practical training for professionals and students on Generative AI usage.
- 3) How long have you been teaching in general? (How long have you been teaching at a university?)  
In the Generative AI field, I've been teaching for 8 months. As a general instructor on programming and information technology, I've been teaching for 5 years.
- 4) How long have you taught at Soochow University?  
As I'm employed externally, I've only been here for 1 month.

### Thoughts on T-School

- 5) If you were to describe T-School to a person who never heard about it, how would you describe it?  
As I am not directly involved in teaching or working in T-School, I think it's better for me to not answer this question.
- 6) Could you talk about the design of T-School? (the vision behind establishing T-School)  
As I am not directly involved in teaching or working in T-School, I think it's better for me to not answer this question.
- 7) What did you think about the structure of the T-School (how the courses are structured, assignments, projects)?  
As I am not directly involved in teaching or working in T-School, I think it's better for me to not answer this question.
- 8) Compared to other classes you have taught; how did it feel to teach T-School?  
As the class is optional, I feel that students who chose are those who are willing to learn, which is important for the class to run smoothly.
  - a. How smooth did your workshop run?  
For the topics that I teach, it is important that students have a paid plan to gain access to the AI tools. T-School did a great job in covering the costs involved, eliminating any potential barriers along the way.

b. Do you feel like students were lost and/or confused?

Initially yes, it is a new set of skillset, used and learned in an unconventional way.

9) What parts of T-School do you enjoy the most?

The authorities are very supportive, and they gave me total freedom in designing the courseware.

a. What parts of T-School did you dislike?

Classroom selection can be better. A computer lab will probably be more accessible.

i. What changes would you make?

As Generative AI in general progresses very quickly, I would probably add more variety to the topics covered (as compared to a single platform this semester).

b. What challenges as a teacher did you face when teaching/running this workshop?

Practical Generative AI requires 1-to-1 attention to all students, as each of their progresses vary. Time was not as ample as I initially thought.

10) If you could add a workshop to the T-School program, what would it be?

Web development (or software development in general) using Generative AI.

### **Student satisfaction and humanities and technology**

11) How engaged were the students during the class?

For practical lessons, they were quite engaged. For theory, as classes were conducted at night, after their day lesson, some of them struggle to keep up with the theory part.

a. What evidence did you have?

I spent plenty of time going through their works during class. It is evident that they have tried to apply the techniques taught to generate artworks.

b. Did the students seem to follow the lectures? Or did they have a harder time grasping the subject?

Theory, yes it is hard for them to grasp the abstract concepts. But this is a practical-heavy skillset, they will be fine as they apply the theories learnt later on.

12) Did you notice the students' majors influencing their work? Please elaborate.

Can't tell at the moment as we only had 4 classes.

13) Given your expertise, how does humanities influence technology, and how does technology influence humanities?

a. In what specific ways?

For Generative AI, it is particularly evident that "how prompts are constructed" can reflect the students' mindset. There is not a definitive way to achieve something in AI, and the technology is readily available to help users achieve their needs via a way that feels natural to them.



- On the other hand, the availability of AI technologies has greatly influenced how us human think. Thought processes have been fundamentally altered and is still currently evolving.
- b. Can you tell us about a time you used AI technology? How did it go?  
Not within the class (the class uses Midjourney all the time). I've been using ChatGPT to help me speed up the process of software development, to some great effect. I've also been using Midjourney / Stable Diffusion to speed up the graphic design process, saving lots of time and budget in the process.
- 14) Did you find students intimidated at first using the technology in the class?  
Yes, it's quite obvious that this is something that they have never experienced. For those who are more acceptive, they can pick up the technology quickly, and adjust their expectations along the way.
- a. In other classes you teach, do you feel students are intimidated by technology/AI?  
Generally yes, the elder the students, the more intimidated they get.
- b. Do students mainly stick to one familiar way of using technology, or do they explore the tools they have on their own? (Is there room for experimentation?)  
Students generally stick to the way I taught them to use the technology, with a handful individuals preferring to explore on their own.
- 15) Do you, personally or your field of expertise, have a specific advantage/disadvantage when dealing with technology/AI?  
I've been a software developer for 20+ years, so I guess that's an advantage. It may become a disadvantage one day if I can't wrap my head around and be more acceptive towards new techs!
- 16) How do you think T-School supports each field? (humanities and technology)  
I think they are one of the more supportive organizations I've worked with.

### Other/Free response

- 17) Are you getting fair compensation for instructing T-School?  
Objectively yes, since the rate to teach at tertiary institutions for a guest speaker is fixed.
- 18) How did you get the position of teaching T-School?  
The instructor for this course the previous semester had other plans and recommended me to T-School.
- a. What led you to agree to take on the role?  
It is a good chance to offer practical training in a structured manner to young students, something I've always strive to achieve.
- 19) You talked about the T-School vision at the start of the interview. Do you think that vision is achieved? Please elaborate further.  
N/A
- 20) Is there anything else you would like to share with us?  
Not at the moment, thanks!

Thank you for your time and valuable feedback.

## Appendix P: Professor B Interview Transcript

**Interviewee:** Professor B

**Interviewer:** Jakub Jandus

**Date:** 08 April 2024, 15:30 – 16:45

**Location:** D building of Soochow University, Room [redacted]

---

**Jakub:** Okay. Let's begin. So, what department are you in?

**Professor B:** [redacted]. Yeah.

**Jakub:** Okay. And is that also your teaching expertise?

**Professor B:** Yeah. This is my expertise. Special is my creativity. And the culture I think since 2002. I participate in the [redacted]. So I bring so many projects to my studio, to my for my seminar, to my lectures, so and that is the context. You know [redacted]. I forgot the name, oh my god...

**Jakub:** Take your time.

**Professor B:** Have you interviewed the dean?

**Jakub:** The dean?

**Professor B:** The dean. Yeah. Oh, it's okay.

**Jakub:** We have not interviewed him.

**Professor B:** Okay. Okay.

**Jakub:** [redacted]

**Professor B:** Who is Mi?

**Jakub:** Michael, Chienkuo Mi

[confusion]

**Professor B:** [thinking hard] We have ... Michael.

**Jakub:** [shows picture on phone]

**Professor B:** Yeah, yeah.

**Jakub:** [redacted]

**Professor B:** [redacted]. [redacted]. I think originally he wanted to create something just lectures, just the student come and, you know, for the traditional university way. We always have one semester three or four seminar. And you get ... you get ... your ... your diploma, how can we say that ...

**Jakub:** Credits? Like courses and credits.

**Professor B:** Yes, courses and the credits. And I say to the dean: "No, I don't want this traditional way." Because right now, today we , you know, we did with AI. AI is our, you know, competitor. And in the future, I think, for the students, for the young generation, they should learn how to create a proposal and we call it doing: doer. D O E R. How can we say that?

**Jakub:** Doer, someone who does things?

**Professor B:** Yeah, for me is the young generation, that young guy, the young people, they have so many ideas, they have so many attitudes. Okay, opinions. But they need, how to realize the ideas. How can young generation maybe we can say something that we can say that, provide a solution. For me, ideas, okay, everybody talks about ideas. But for me, the more important thing is solution, not just ideas. Solution, for me right now is more important than ideas. So, the T-School is you can see like that we have AI course. We teach the students how to learn how to with AI to create paintings or something. And we have the podcast, everything is about doing not about ideas. Everything in T-School is about doing. So, we want to train our generation to think with your hands. That is our slogan statement. Think with your hands.

**Jakub:** Think with your hands.

**Professor B:** Yeah. And by doing something you will learn. You're curious and light, the bright side...

**Jakub:** Bright side ... ?

**Professor B:** Blind, B L I N D. Blind side. Yeah. Although, you can see ... you notice that, in Taiwan, since they take the education that the presidents and other teachers always told the children so you should have your ideas, you should have ... maybe something we can say opinions, but they don't teach them how to look. I mean, realize, ... make the things happens. So that is our start point. So, [redacted] we need something new, something different, totally different from our traditional universities training course. So in T-School, we have every course, we just have 20 hours. Not 18 weeks, not one weeks, three hours. Nope, we have we just have 20 hours for AI course, for podcast course. That's it. But it's, that is an original [idea], I just want to say that the follow the beginning from the beginning, [redacted] create something new and innovative, innovative way to create something. I think that it is for the future. I think in the future, every university just like studio, design studio. I'm the professor, I create projects, and the students learn how to make the project happen, and I mean that is a studio. Just like a design studio. Everyone in the course, they learn how to with Adobe, with apps, everything you know, right now we have so many apps. We have so many apps they can help the students to create paintings, create a graphic, or create a video, create things, they can do everything but they need our job. I mean the professor, you know university, that is my job because I have so many experience and I can teach them how to write the ... how do I say it? The line for the advertise ...

**Jakub:** Like a heading, headline?

**Professor B:** Every time right now everyone use an IG, use Facebook, they write so many things, but I think that's most of the content is garbage. We need ... copyright license copyright. We should teach them. Not, you know, in a traditional way, we always told the students that they should write a scientific articles. That is our job, we always write article and we sent to the Scientific Magazine, and we got credit, we got our job. But in the future, I don't think so. The student, the young generation in the future, their job is just like copywrite, just like designers, just like every ... So that is my philosophy: teach the students know the future is totally different from now. We open the imagination, we open the students [to] the imagination, we open the students maybe ... for the future, we would like [it to] be. So that is our job.

**Jakub:** So, that is the vision behind T-School?

**Professor B:** Yep.

**Jakub:** And everything to like, enable student creativity, and give them the space and the tools to actually do it.

**Professor B:** Yeah. Do it.

**Jakub:** Also the opinion and then make something out of it.

**Professor B:** Yeah. Yeah.

**Jakub:** Okay. [redacted] How long ago did you come up with the idea?

**Professor B:** I think six months. Because I say there are two stage. [redacted]. And the thing is ... to take six months, okay? And then six months later, or more than six months. This is two stage. Okay, I explain the budget. Okay. First of all, [redacted], we failed. At the second stage, we try to get the money from the university. We have the foundation. [redacted] So we try to get the money from this foundation. And I say, let's take three months, roughly. So the budget is right now. I think it's a little complicated. Yeah. Because the budget, the foundation, they promise [redacted], but they have conditions. So we try to ... always that ... to explain and we try [unintelligible]. So part of the most amount of budget is from the Foundation, and the dean, this guy is quite the when he wants to something, he will insist do something, get budget from everywhere. So right now, so the most of the financial foundation, but we have another's resources, like he puts in our T-School.

**Jakub:** So since now it's April 2024, so roughly in the spring of 2022 ...

**Professor B:** Yeah, ya, ya.

**Jakub:** ... [redacted] then applied for funding, that sort of happened partially, and then you've just found funds everywhere to actually make...

**Professor B:** [interrupts] So, that is our problem. We can say that is our problem because we don't have a stable resources. We don't have stable resources. Because the foundation they promise, but they have condition, they always say less allowed, less than an allowed to do selected, so that is for me it's not right. Yeah, we always want to do the best. One the best stuff, but not the structure that the institutional resources is not so stable, so that is our problem. [redacted]

**Jakub:** So, let's move on a bit .. in T-School so far we know that there are four new workshops or workshops that are non traditional, which is the podcast [interviewee nods in agreement], the AI creation [interviewee nods in agreement], then there is the project proposal which runs year long, [interviewee nods in agreement] and there is the Stage Night. In addition to that, there is like a fifth course which is a traditional course [redacted] which in English is: The General Introduction and Methodology of Cultural Industries. Could you explain a bit how does that support T-School and what is that course about? Because it is a traditional course compared to the four workshops.

**Professor B:** T-School is not, it means right now is something, I think it's just like an experiment.

**Jakub:** It's an experiment...

**Professor B:** Yeah, yeah. So ideally, we want the T-School is just like a traditional course, that means the students that chose our four courses and then they got credits. And then they got you know, that when you went to T-School course, is our traditional courses we got you know, the classroom and how can we say..

**Jakub:** Classroom? Like a space for us?

**Professor B:** Yeah, everything is arranged. Students know where is, they go to the lecture, they participate somewhere at some time in a specific time and specific location, but T-School, we don't have it, we are not traditional course. So, quite an experience last year ... because you say here is the traditional courses and that is our T-School courses. The relationship between both are a little complicated because our expectations is students from sociology, from philosophy, from politics, they have the background knowledge, their professional skills, and they come to T-School. Okay, like this is [unintelligible]. Because for example, the students from sociology, okay, they have the culture or they have the creativity, they have something like life skills, and they come to the T-School, okay. And so, we told our students they should I think this is a requirement, but is not necessary requirement, we just say use you should take the traditional course, we have that list. Do you know we have a list requirement ... recommendations list? So we have the four professors. They have they become their course and the students should take their course, but just one not full professor's course. And the last is our expectations. But I don't think right now is is perfect work work out. Because this is the first year, of course, this is the first year, but our expectation is that Stage Night, you should take your background knowledge, what I call background knowledge, and that you go to T-School and we taught something new to you. And you can try to balance although we can say to mix up. And maybe can bring something new to you. When you back to the sociology we can, maybe you you have two totally different viewpoints to review your learning process in sociology and philosophy. So that is our expectation. So the traditional course and the T-School course which we want to, we can say, just like a beautiful bridge. Maybe you can, sometimes you can find the something new ideas in T-School. Sometimes you have new ideas in your background knowledge, you can bring to the T-School you also can bring to the your, you already know, departments. So that is all ideas.

**Jakub:** Okay. That's really good.

**Professor B:** But that is the first year.

**Jakub:** Yeah, of course, first year is always the hardest.

**Professor B:** Yeah. Because I emphasize that because I don't think the students knew. I don't think the student know that is our philosophy. They just want to know podcast. They just want to learn about AI painting.

**Jakub:** Do you think the vision, you talked about the vision behind the school, do you think T-School achieved it?

**Professor B:** We need time, we need more time, we need more time. Yeah, and I do, you know, T-School for me is [laughs] I'm ... how can we say like ... I got no pay from T-School. So this is my, just how can we say, my passion. So my passion projects and, and I have so many, I got so many projects outside university. So I just want to show the university, I just want to show the our young professor, our colleague in our university, the future university is not like this. So we don't want to show that. So so I have no time to concentrate everything. So this is probably because I just when I got pay I got more time, I will do every thing in T-School. So let me say I say we need time more time to bring the everything perfect. But sometimes I think it's not just about time, it's about ideas, about the passion. I mean, the you know, I mean, the professor in the university. They just want to write the scientific articles, they just want to do research. They don't care about most of it, I should say like they don't care about the, you know, the teaching in the university. Yeah, I highlight, because that is our problem, a big problem in Taiwan. The education system is a big problem. Our professor, our colleague, they just want to write the articles because they can get credit. In T-School, they don't get credit. You don't get paid, you don't get credit. So that is very, very problem is a big problem ...

**Jakub:** Passion project. more like incentive?

**Professor B:** Yea incentive. But fortunately we have we got four teachers, professors, they got they have same passion just like me, they want to do something for the students, for Taiwan, for education. So it's more about money about the time. But we try for the best, to do my best. It is just for, sometimes I think it's just for fun. When you see the students that their face, their smiling face there, you know, sometimes you see so big surprise, their potential is a big surprise. Every time you see, you see the Stage. Okay of course there's some students failed, but it's normal. It's a learning process we always say yeah, we always say like that is fine. Don't be frustrated. That's fine. Okay, the point the important thing is you should learn something from the mistake you should learn something from your performance. This is our philosophy. Everybody. This is, you know, you got a potential. We tried to bring their potential out. Yeah, that's it.

**Jakub:** Do you teach T-School directly? Do you get to interact with the students because I've seen you at the Stages, you attend the Stages, but outside of that?



**Professor B:** No, no.

**Jakub:** What I've seen, other professors they don't teach directly.

**Professor B:** Let's just say, the mentor, just like Harry Potter, our school is like Harry Potter.

**Jakub:** I heard that comparison before like T-School was inspired, and you even have the logo of the...

**Professor B:** Yea! This is our logo here [shows the picture of the logo]. [redacted]. You can see here is Eagle, Taiwan Bear, Lion, here is Lion, and how can we say ...

**Jakub:** Owl?

**Professor B:** Owl yeah. They choose their specific icons and that's their favorite animals. For example, this professor, they choose lion because they got so many collection of lions, the puppet. So, just this is very interest interested interesting. And I say our you know, just want, we take the picture from of the this this members. We want to show some professional just outside of university, you know, something consultant companies. They always take the pictures of their workers, and we want to do something like that. So we take the beautiful pictures and we try to bring something totally different from traditional university. In traditional university, the professor just like professor. Yeah, just name, and the title, and they go to lecture, and just teaching. But no, we want to show some image or the brand barriers to the students. That is the same for him. But for the students. Yeah, that means the student the university just like studio, design studio. This is all. Harry Potter. [shows more pictures] And this is our philosophy. Do you know this writer? [shows Jack Kerouac quote]

**Jakub:** I know a tiny bit.

**Professor B:** Yeah, this guy. I always, you know, every semester, we have an open day. We collect the students. I always say this is our philosophy, this our statement. Yeah, "O ever youthful, o ever weeping." That is life, that is life. Always keep your young heart. This is our philosophy.

**Jakub:** So, do you think when students go in T-School or in general in your other classes that students are intimidated by technology or they are scared of technology? And technology meaning the programs, Photoshop, even AI, all of it like bundled into one.

**Professor B:** I don't know maybe because you know obviously like we always taught the teachers not against technology, not against, we should be ... [thinking of words]

**Jakub:** Take your time.

**Professor B:** Humanity and the digital.

**Jakub:** Humanity and digital, okay.

**Professor B:** For us, we always told the teachers, the students: AI, digital is the trends we cannot avoid, we cannot avoid. This trend is unstoppable. Okay, but they are not, AI is not so powerful. Like, you know, the media said OpenAI, ChatGPT, no, I don't think. But okay, they are so powerful, they can do something new, but I don't see it solves. So I don't think, okay, you know, in the end maybe the more importantly is the human being. So that we bring the humanity back to the our course. But you can see, we don't want to ... how can we say like that duality? Not right or wrong. Polarity. Yeah, so we want to always say, Okay, so that's why we have the AI painting course. For us it is just a tool. Technology is a scraping tool. You can use a podcast, digitalize tools, to do something you want to express yourself, express your ideas, and do something you want to in the future in your project. That is our philosophy. Okay but the problem is, I always emphasize probabilities, the ideas, the ideal situation is just like I said. But the problem you know 東吳 University, Soochow University. We don't have a strong department. Something like the computer or the AI, we don't have such department. So the students they don't have the enough backgrounds knowledges for technology. Just like me, I don't have, I talk you know, I write the articles about trends, industrial trends, I write so many articles about the trends, the future of trends. But yeah, I have an article about AI, about the fourth industrial revolution. I write so many about these trends. But to me, I don't have anything about you know, the professional skills. I don't have about AI. So that is T-School right now. That's why we invite outsider. How can we say...

**Jakub:** Polarity? Experts?

**Professor B:** Yeah experts. They come to T-School and teach the student. But, you know, you can see the AI painting, it's like tool, it is not about the basic knowledge about AI. It's not a basic knowledge about digitalize trends. No, it's just like tools. So, podcast is our tool. You can learn in this podcast tool at course and you can use the skills learned from the course and do something you want to do in the project.

**Jakub:** So how well do you think T-School supports the humanities? And STEM, the technology, engineering, are they equal? Or is it more to teach the tools to the humanities people because as you said, this university there is mostly humanities people?

**Professor B:** Okay, just like I say, we have 20 hours for every courses and in the end we have obviously, the students, they should share their results. And just like we give the variation. How can I say ... just every student, they have ... creations. For example, AI painting creation, podcast creation, and the fours professionals, we give the point from A to D. We will give and we will give our opinions, we will say okay, your AI painting is not so good because you don't bring the humanity to your paintings. As I said, you know, we just want to think always always in the process. It means it is always communicate with the students. We want to bring the big theories to our course. When I see the creation from some students, we talk about the paintings, we talk about the content, and we try to let the students know how can you bring the humanity to your AI painting, to your podcast creations.

**Jakub:** Humanity as in like people? Like humanity on planet? Or humanities because humanities is like social science.

**Professor B:** Yeah, social sciences, humanities.

**Jakub:** So, social science politology, humanities. So like the subjects.

**Professor B:** Yeah.

**Jakub:** Oh, okay. Because humanity is like people around the world.

**Professor B:** No, no, no.

**Jakub:** Just clarifying.

**Professor B:** Philosophy. It's about thoughts, about your ...

**Jakub:** Do you mean the subject that the students are studying? How well do they bring their subject? Can you see if it's... for example, a politology student, can you see the politology influencing their art?

**Professor B:** Yeah, you know, because in AI painting course or podcast course they should choose the subjects. Every creation, they have a subject. So when we look at their paintings, or their contents, we will discuss and the students will explain to us what kind of meaning they want to

show in their paintings or their content. So in this process creates a communication. We talk a lot with the students. What is a good creation, what is wrong ... not wrong ... not so good creation. Because as I say, that is the humanity, you should bring your soul, yeah, into your paintings, your content. It's not a you know, right now AI painting, you can do everything. This app, this AI can do everything. But I think that the students in T-School is amazing because they want to do something from their ideas, put the ideas into their paintings, but maybe you should look at the, we have you know, we have 20, I think it's 15 students in AI paintings. And we chose the best four or the best five, I forgot. And you can see the painting is so special.

**Jakub:** Since we sit in the back so we saw the AI class, even though we didn't understand, we don't know Mandarin.

**Professor B:** But we try to you know, as I said it is not a traditional course. As a traditional course, that's should take 18 weeks and to finish your course, but we just had 20 hours for paintings, for podcast. So the important thing is communication. And the important thing is to ... stimulate? to put the students think.

**Jakub:** Yeah, make them think. Stimulate.

**Professor B:** Yeah to push students to think about the humanity you took, your course. That is our job. So communication I think, just like I said, in the future the university is totally different from now. You know for example the Stage Night. Why we need a Stage Night? Because the computer, the AI right now, they don't have the skill to express. They don't have the skills to stage, you know, the human being, we have face, we have the body language. Yeah, stage is more important than knowledge from my opinion. The knowledge you can learn from the YouTube, knowledge we can [learn] from the Google.

**Jakub:** Technology or knowledge?

**Professor B:** Knowledge, or information, we can say that information that knowledge something, you know, content, you can learn from the Google, from YouTube, from Wiki. That is the computer do right now. So how can we ... in the future, our generation, they have the chance to survive. I mean, in the labor market. How can we survive? I think expression, expression is a special skill. This skill, expression skill is very important. So you can see T-School is about a talent school, the talent is content intensive ... content intensive skills. Yes. This is always we try to emphasize in the future, we should teach the students something the computer doesn't have. Yeah, you can say we try to do that in T-School. The computer can do and we try to do something computer they don't do it.

**Jakub:** Okay. So were you the one who picked the four workshops, the types of the workshop?

**Professor B:** [laughs] That's a long story... We don't have a budget, we don't have a budget, we don't have we don't have enough. Right now we have four professor in T-School. [redacted]. He is a good guy. He know the AI, he know everything about the technology. But another three, they have not enough background knowledge about AI or something else. [redacted].

**Jakub:** I think we heard that mentioned somewhere before...

**Professor B:** Yeah. My first project in 東吳大學 [Soochow University] is [redacted].

**Jakub:** [redacted]

**Professor B:** [redacted]. The another program is about the field observation. F I E L D observation. In Taipei, in Hualien, in somewhere and we tried to train the students to create contents after their observation in the field. Maybe in the street, maybe in the tribe, in somewhere, they create content. Maybe the creation is magazine, local magazine, something like that. Yeah. So the focus, spaces, from the [redacted] because [redacted] we have some connection with the speaker area technology .... or speaker from our ... relationship? No.

**Jakub:** I'm not sure what you're trying to say.

**Professor B:** I mean ... networking! We have network with, we have network outside of university. That's why we know some guy or some speaker that are good they can come to university, the T-School and teach our students. I mean network. So that network is so important and they decide why we have so right now we have four courses, I mean two courses: AI and podcast. Stages is okay. We have ... one ... the next course is exhibition, project exhibition in June or July. So that is our limitation is that it's linked for when we try to arrange other, you know to set up the our project or the programs, it's not so easy for us. I try as I said try to have the best day.

**Jakub:** So just once more question quick. So for the stages, who decided that it's going to be Pecha Kucha format and who picks the topics? Because the topic as we know is SDGs right now.

**Professor B:** I think the last semester, we decide, the professor decide the subject. But okay, the subject let's make that direction. You can choose in this subject. You can choose your story, you can choose your content, you can do everything you want, but in the frame of the subject.

**Jakub:** So just like steer in one more or less direction, and the Pecha Kucha format? Because before we have never seen that.

**Professor B:** Oh! [surprised]

**Jakub:** We have seen TED talks but Pecha Kuchas are similar. It's still different.

**Professor B:** Of course, we are original [laughs]. The first, we always say there's the TED.

**Jakub:** The TED Talk. The presentation?

**Professor B:** That is our idea. We want to bring the TED talk in T-School. But we know the students they don't have, you know their, their talents their...

**Jakub:** They don't have the public speaking skills for that?

**Professor B:** Yea... So TED talk is of course, we want to win, when they go to the work. I mean, they have when they graduate, they can do that but we don't think right now they have the skill to that so. And the Pecha Kucha is, you know, I think is 10 years ago [redacted] that is incredible experience and you see so many things, so many new things, so many wonderful things in a world not just in Taiwan. So I find the words that change so fast okay. So Pecha Kucha is my experience in [redacted], we see ... of course the Pecha Kucha is from Japan [redacted] ... got the title, World Design City, world design city, win award in 2016. We [editor note: Taipei] won the title 2016. World Design City. [redacted]. I meet the local designers, I mean in Taiwan, Taipei, we want to something amazing. Bring the designer come to our exhibition and do something new. I think some of the designers, someone told me in Japan, in USA, in Europe, they have the Pecha Kucha speeches, something like performance. Okay, I think it's good, it's good. I should express to you most to you, you know, when we talk that Pecha Kucha in our university some teachers, and some professors, they don't like it! They don't like it. They think it's nonsense. In five minutes, you know in five minutes to explain everything to the audience, they don't think this is the right thing to do. No, but from my opinion noo, this is the right thing to do. Because when you work outside university, when you work in the company, when you work you know in the conference, in the company, it's just had five minutes. Yeah.

**Jakub:** The time makes sense. No, it's just the format, the automated slides and 30 seconds per slide.

**Professor B:** That is our training trick because I just let the student know the time always short, you don't have enough time to explain everything, you should focus the hope, the important

message okay. And the you should use your body language not your slides. You use your body language and face to persuade the audience and we can say you can, you should focus something important things, message, and to do something. So the automatic 30 seconds. That pushes them to just like I said, because the first time the students said "No, Professor we want 20 minutes" They want 30 minutes. No. And they want not automatic. No, I say no, we just do that. And right now they like it. They like it, they think it's a good thing because you can see it's automatic, it means you are not ready. 30 seconds and you don't finish your content, that means you are not ready. You don't prepare well for your speech. That is my opinion. Yeah, of course, you can say that is not good for the young students, but we just want to let know that is the real world. You should learn something like that. As I say, always say the future, in the future that universities is right now, our students at university. So we try to something maybe they can learn something from T-School. And when they graduate, they will think T-School is good things.

**Jakub:** So it's like preparing for the future, but they don't know it yet.

**Professor B:** Yeah, maybe we can say the real world is just like T-School. Okay, the real world is you should show a collective lecture of the collective innovation and ...

**Jakub:** You can say if you want you can say something in Mandarin, and then we can try to translate it later.

**Professor B:** We call that 集体机会 [translates to: collective opportunity]. Maybe just collective intellectual. Not, not an artificial collective intellectual or just collective, collective ... collective ...

**Jakub:** Collective thoughts? Collective process? So that everybody's working together?

**Professor B:** Yea. Something like that. Right. So it's a team work. Okay. And, you know, the we have four teams right now we have four teams, just like Harry Potter. And the you know, the the professor, like Harry Potter they put their hands into the hat, and choose the name. So it's not that student choose professor. And it is random. Yeah, you choose this one, you choose another one just like that. But I think new semester, new academic year, we will change the doer because the student they complain. They don't like their mentor. So maybe we will give the students one chance. They can change their mentor. Just one chance.

**Jakub:** Definitely an improve ... or it could be an improvement, I don't know. Things are evolving changing...

**Professor B:** Yeah, we should do something, we will see something is not so good for students, we see something.

**Jakub:** So, if there was one workshop that you could add like any workshop, which one would it be?

**Professor B:** What do you mean by that?

**Jakub:** If you could add another subject to T-School, another workshop on some topic, which topic would you pick? Regardless of any physical constraints, if there was no budget.

**Professor B:** [redacted]. We can, just like SDGs, just like ESG (Environment Social Government). Just like SDGs is Sustainable Development Goals, just something like that, but purpose economies is different from SDG is from ESG whose purpose is we want the company, the brands, they should do something good, they should [emphasized] do something good for the world, they should. That is purpose mean. So and that maybe we can just say you can create, you can make profit through purpose. Okay, your business success is with social ... progress. This is the purpose economy ideas. Yeah. So maybe like this I just want to bring to our T-School because as I said humanity and digital, so humanity is always important than technology. Don't mistake, we are not against technology. We are not against technology. Okay. As you can see I forgot the name, the CEO of OpenAI, Altman. Yeah, they always say the computer, the AI is a service for human beings, a servant of humans. Okay, so we are not against the technology. So why should one bring the purpose economy workshop to the T-School? Because I want as I said "Think with your hands." You know, for the Z? Yeah, Z Generation?

**Jakub:** Gen-Z, generation Z, possibly.

**Professor B:** They want to change the world and adults. They don't trust adults. We fail you. Okay, we failed the young generation. But we don't have the solution right now. You want a solution? So you should create your solution. I mean, the young generation, you should create or, you should provide a solution to the world, to the government, to the society. And profit, you know, the capitalism is not gone ... the capital is always in the word, capitalism. This system, I think maybe it's better than socialism, communism. And so, but the capitalism is right now is something wrong with capitalism. So that's why the purpose economy is this idea wants to correct the capitalism right now. [redacted]. So I want to do something right now. Maybe when I got a chance, a budget, I want to do something in 東吳大學 [Soochow University] and just like a T-School, life is very important trends in a world. T-School means for tomorrow. This is our job, we want to train the talent for the future. And so the purpose economy, this idea, this trends should bring into T-School. Yeah, but as I said is, of course, always with a new innovation. Purpose economy is innovation. Issue is not about about right or wrong. It's about innovation is always about innovation, it is



always about you should have new imagination about the future. This is my job. My job is always bring the new imagination to the society, to the government, to the everyone they have interests. I we will always bring the new imagination to to them, but never know. The future is now, the future is right now. In the future we should prepare for everything, not everything, but we should prepare. Next is of course as we don't have budget, we don't have time in T-School. But it's the beginning, I try, I do my best that could push that at people in our university to do something they don't do.

**Jakub:** Like introduce a change?

**Professor B:** [redacted] Okay, but who knows? But I think that the importance is when you do the right thing you don't regret. That is the good thing.

**Jakub:** Oh, thank you. I'm just we are running out of time. We have more time but just want to make sure you don't you don't miss anything. Yeah, is there anything else you want to share with us, tell us?

**Professor B:** I think it's okay, just like you know, this program T-School is a new idea is ... from the error, learn the error from the doing.

**Jakub:** Learn something from doing?

**Professor B:** [mandarin word] How can we say like ... trial and error? We try the something and then we find the errors and we correct we went forward. Right now T-School is at this stage. We find some errors, we found some difficult and we try to connect we try to bring the T-School in the right direction. So, that is the first thing I want to say ... but T-School is the philosophy I want to understand I think that is our legacy. For example, I show you the writers always keep your young heart do something you want to and always keep the passion for your work, your life, always keep your passion for you. And I think right now we have AI, maybe 10 years or 20 years later maybe we got another technology, innovation can happen. And maybe sometime some from the outer space can come the alien and who knows. But we we want to the let students know humanity, I mean this philosophy as this message is more important. You should respect to your to your collective. You should learn how to work together with your colleague. Work with another student ... teamwork. So that is what we want to teach our students. So that is I [unintelligible] the detail. I think I have explain to you the detail. But yeah, the first year I'm sat ... I'm satisfied because right now we have so many as I said is experiment so we have so many things we should learn from our process. But the next year or the next academic next semester or year we will do something different, but now important thing is the budget. We tried to, we tried to get a more budget for T-

School and we tried to make T-School as a new brand for 東吳大學 [Soochow University] is a brand. Everyone when they come to 東吳大學, they should they should take something.

**Jakub:** Something special that just 東吳大學 has. In our school, I think we have the projects which are like special to our school, so I understand.

**Professor B:** And we want to open to another other professionals ... professors, I'm sorry professors, because right now is just in our our team our ... how can we say like ... social?

**Jakub:** Campus? Social circle?

**Professor B:** Department and ... how can we say like ... and the department of sociology, and department of politics, department of those. Right now the professor, four professors, all from the law school, social and the law school ... nonono, not law school. Social politic. Social Science.

**Jakub:** School of Social Science.

**Professor B:** Yeah, right now it's social science. And we want to open to another schools in university. We want to get the more resource from our university. I mean not budget, from from professors, another professors, honors professors. That's it. That's it. Sounds good.

**Jakub:** Thank you, 謝謝你.

**Professor B:** Sorry, my poor English. [laughs] Thank you.

## Appendix Q: Student EA Interview Transcript

**Interviewee:** Student EA

**Interviewer:** Sakshi Gauro

**Date:** 27 March 2024, 13:30 – 14:30

**Location:** D building of Soochow University, Room 0509

---

**Sakshi:** Okay. All right. So, interview's gonna start. What is your major and school year?

**EA:** Political Science.

**Sakshi:** And what is your school year?

**EA:** [redacted]. Okay.

**Sakshi:** So, you said you were student in T-School? Correct?

**EA:** Yes. Correct.

**Sakshi:** How did you learn about the T-School program?

**Translator:** [translates EA's response in English] It's a introduction in an event called "第一禮". It's basically the introduction of the school campus. And then events will also have the chance to promote their projects. 你是怎麼知道? [translates question to Mandarin]

**EA:** 在第一禮的介紹有提到過。 [answers in Mandarin] And I also have the "东吴"app. There were some events that we can interview. I see that to school have this project. So yeah.

**Sakshi:** So you talked about how did you learn about your program? Why did you decide to join it? You said you watched a project. Like why did you join the program?

**EA:** It's because of the scholarship. 你有獎的真高。

**Translator:** [translating Student EA's answer into English] Because they have like, high amount of scholarship.

**EA:** Yeah.

**Sakshi:** So the prize money?

**EA:** Yeah.

**Sakshi:** Okay. All right. So how long have you been in T-School? How many months?

**EA:** Since the T-School started.

**Sakshi:** Correct. So in that first semester, what project did you work in T-School?

**EA:** 人工藝術指揮跟提案工作坊，還有Stage Night。三個。就除了podcast以外。 [answers in Mandarin]

**Translator:** [translates answer partially into English] AI art class and then...

**EA:** Stage Night. 還有提案事做。

**Translator:** To... no podcast is like giving up ideas. Studying a program together.

**Sakshi:** So proposal?

**EA:** Not the proposal. It's you know that this year, we have uhh 有沒有一個展覽啊。

**Translator:** Exhibition.

**EA:** Exhibition. So only I didn't go to the podcast only.

**Sakshi:** Oh, only AI and Stage.

**EA:** No. AI, Stage, and Exhibition. Yeah.

**Sakshi:** So out of those three, which project did you find most interesting.

**EA:** Interesting. (thinking) I think it is. (struggling to answer)

**Sakshi:** Or which which project did you like the most?

**EA:** I liked the most. I think it's Stage Night. yeah. Alright. Stage Night is like where you give a speech in front. Just like talking on mic? Yes. Because I think our topic, everyone's topic topic is different. I think that is quite interesting, because I haven't had that experience before.

**Sakshi:** Oh, so. So did you like agree that T-School makes you try new things? Like because you said you didn't have any experience? Do you feel like T-School like helped you explore new things?

**EA:** Oh, 就跟他說就是我覺得因為我們那個 Stage Night 不是就是有規定時間。我覺得這個部分是最新的嘗試。

**Translator:** [translates response into English] So for them the most challenging part is that Stage Night they have like time limits. So for them this is such a new thing to try and to challenge yourself.

**EA:** Yeah.

**Translator:** It's been really good.

**Sakshi:** So did that practice like help you overcome your fears?

**EA:** No, I don't have fears about proposal or presentation but the most difficulty thing that we have is the limit time. Each slide I think that is quite difficult. Yeah.

**Sakshi:** I see. How are your public speaking skills prior to joining T-School? So were you a kid that would feel comfortable talking in public or expressing your ideas.

**EA:** Yes if it's in Chinese. Then I think I am, yeah.

**Sakshi:** Are there any parts of like T-School that you did not like?

**EA:** Yes. 我覺得在計畫還有時間的分配，還有程序上他們很不明確。 [answers in Mandarin]

**Translator:** [translates to English] So of how they plan schedules and also how they separate things in the timetable she don't really like their way to do this. Because the process doesn't work for them.

**EA:** 但我覺得可以理解因為是第一屆就是都還沒有嘗試過。

**Translator:** [translates to English] They think this is understandable because this is only the first year of this T-School program.

**Sakshi:** So there are some things you clearly do not like about T-School? So are there any areas that you would want to improve? Like the T-School, if you want to see a change in T-School.

**EA:** A change you say about class or about their...

**Sakshi:** It's just very broad. Anything that you want to see different in T-School.

**EA:** 我覺得他們在就是每一項計劃之後可能因為已經有第一屆做一個範例，所以可能要更的更加明確，比如說工作坊實際的進行提案實做這些等等。

**Translator:** [translates response to English] So they think basically is just about improving their schedule. For example, like the workshop thing, they think it could be more flexible.

**Sakshi:** So that leads me to another question. How did you feel about the workload of T-School? Because I know that you guys are all are like full time students. And T-School is just like something on top? Did you feel like it was a lot? How did you feel about the workload?

**EA:** 首先我學分本身就很多，所以T-School對我來說沒有很大的影響加上我也有拿到獎學金，所以我認為跟我的就是付出的努力是相對來說我就付出到了花很多時間。 [answers in Mandarin]

**Translator:** 那確認一下學分的部分是已經很多還是？ [asks clarifying question]

**EA:** 幾乎全滿。 [answers in Mandarin]

**Translator:** [translates response to English] So they already had a lot of credits in their own schedule. But they still didn't feel that it's too much workload on top. It's kind of like helping them to improve themselves.

**EA:** Oh, 有一點是我的重點是因為有錢，所以我不覺得workload很重。 [clarifies answer]

**Translator:** [translates response to English] Because of the money. They didn't feel like the workload is too much. They feel like they earned something from the program.

**EA:** Yeah.

**Sakshi:** So you said, it helped you a lot. What are some skills that you learned from T-School? Like it improved in T-School?

**EA:** 我覺得它讓我學了像算圖是那個部分很有興趣的。那第二個部分就是迫使我必須上台演講這件事情

**Translator:** [translates to English] So they think that the main skill they learned is the AI drawing skills. They never heard of that before. Like they never had a chance to learn that before. And also all the thing that T-School forces them to have a presentation or something with time limit also helps them a lot, to motivate themselves.

**Sakshi:** So talking about AI art. This is a very subjective question. Do you think that T-School makes you more creative?

**EA:** Okay, I know what you mean.

**Sakshi:** Because out of all other programs, it might be more like, it can be clearly shown in a AI art. So comparing your work earlier and now do you think that your creativity improved over time?

**EA:** 我不認為是T-School本身使我更有創造力  
我認為它是製造了一個環境使我們願意去創去創。 [answers in Mandarin]

**Translator:** [translates response to English] So they think personally, it's not because of this T-School program who makes them creative. They're already a creative person, but it's the environment to provide them a chance to, like promote their own ideas.

**EA:** Yes. We can talk to each other and we can have a conversation with our classmate. So because of this environment, then we have more creative ideas, I think. It's not because of this project. Yeah.

**Sakshi:** Okay. So T-School was able to create a collaborative environment?

**EA:** Yes.

**Sakshi:** So we talked to the sponsors, and we have like, noticed a few classes. And we noticed that there are students from different majors...

**EA:** Yes.

**Sakshi:** ...working together. How did that go?

**EA:** How did that go? You think this difficult?

**Sakshi:** Oh no, as in like...

**Translator:** 跟其他戲之間的合作你覺得怎麼樣。 [explains question in Mandarin]

**EA:** 是首先我們在人工智慧課，因為我沒有上Podcast  
t所以人工智慧課不太會有需要合作的這個不煩，那 Stage Night  
其實也不太需要只有提案時做的課就需要不需，但我覺得本身跟major  
沒有差，是跟他們的在細項的能力。 [answers in Mandarin]

**Translator:** [translates to English] So they think that because AI art didn't require a lot of cooperation and also Stage Night. So they think mostly, T-School needs to have a cooperation with different majors, only to like submit their ideas. And they think so far major doesn't mean a lot to them. Like, it's just about the personality.

**Sakshi:** So, comparing it to other courses that you're taking in Soochow do you think that it fostered more and had more collaboration? Or like does your other classes have more opportunities to collaborate with other students? Or is it just like individual work?

**EA:** Yes.

首先政治系的課本身就蠻多需要討論的這個部分我們也需要提出很多團隊的論點對  
這點是這個細手的特性 所以我的課大部分都是需要討論的對  
他剛剛是問這個嗎？ [answers in Mandarin]

**Translator:** 對。 [translates response to English] So because of their major in political science, they think T-School also provides a lot of chance to have group works and to like talk to each other. So they don't think that T-School is really special in this field.



**Sakshi:** So moving on to next question. How would you describe T-School to someone who has never heard it before?

**EA:** Okay. 我加入T-School之後就有跟很多人介紹這個計劃 畫我曾經不知道怎麼講 我有去人間社院的人 他們也不知道怎麼講 所以我自己的解讀是我覺得T-School 是一個讓你可以發揮創意的地方並且教很多就是我們不會接觸到AI 讓人社院的人願意去接觸對一個場所。

**Translator:** [translates response to English] So they think that the first part they said is that they also used to not know how to promote this event. And they asked the office, and the office also didn't know how to, like present these ideas. So in their personal perspective, they think that it's a place to be creative. And also T-School combines AI skills to make their majors more useful in this field.

**EA:** Yeah. Because usually, like, like my major or like Chinese, English, we don't usually know how about AI, this kind of class. Yeah.

**Sakshi:** Did you feel that you had any advantages or disadvantages when my dealing with AI or even like technology because of your major?

**EA:** Because of my major?

**Sakshi:** So let me put an example. For me, I am a robotics engineer, so I find it easier to work with AI because I have a lot of coding experience. But there are some disadvantages that I might also have. Something like that. According to your major. Did you feel like you had any advantages?

**EA:** Yes, I know.

我認為就是人工智慧藝術重點是像寫成的那樣就是比較需要硬性的姿勢重點是中文字幕中文很非常的主觀所以你想要呈現給別人怎麼用AI為你呈現那這邊的困境就是我覺得好看的東西別人不一定会讲究的這是資本課最大的關係。 [answers in Mandarin] Yes. I don't think we'll have the disadvantages like you said, because this course just a basic course. It didn't need you to have a lot of skills or the knowledge about AI.

**Sakshi:** So even though it's a beginner class, did you feel like you were intimidated by the technology. Were scared to use the technology or find it difficult. And if even if you didn't feel it. Did you see that other students felt it that way?

**EA:** 是覺得不會用嘛？還是？ [asks clarifying question in Mandarin]

**Translator:** 對，對

對於這一塊你自己有感覺到就是使用上有什麼困難或者是你看到你的同儕在使用這個對方便。 [explains in Mandarin]

**EA:** I think they don't have a lot of problems because...

我覺得大家都把這個想太難就是它其實沒有很難然後其實我覺得比較難的是怎麼把自己的想法直接轉換成AI 这个部分。

**Translator:** [translates response to English] So they think that it's not about the AI itself. It's not hard to use it it's more like hard to transform your ideas into a direct instruction to AI.

**EA:** Yes.

**Sakshi:** So let's say if you were stuck in a part where you find it difficult to translate it. Did you get any feedback or help from like instructors or professors?

**EA:** 我得到的回饋了嗎？ [asks clarifying question in Mandarin]

**Translator:** 不是,他 说...就是遇到這些事情的時候你覺得你在你那一個 AI program 裡面的教授或者是身邊的生產要得到幫助？ [clarifies in Mandarin]

**EA:** 老師確實就教我怎麼轉換關鍵字 但是畢竟AI解讀有限

或者是我想算的東西可能會被打

對，所以我覺得還是有所就是沒辦法像我們之前畫出來的這麼明確 可是確實比較精制。

[answers in Mandarin]

**Translator:** So they get they said they get some instruction from her professors. But sometimes it's not about getting ideas from the professor because when they translate their ideas to the AI, the AI might not understand them that well even if the professor tell them to like change their ideas. So they think it's just maybe professors are making things like a little bit better but not like solving the whole problem.

**EA:** Yeah.

**Sakshi:** So would you say that was the feedback like that you got from the professor? Like helpful or not?

**EA:** It is helpful. Yes. Yeah.

**Sakshi:** So this is a little harder question. Yeah. But did you feel that when you approach AI, so did you feel that you did something differently than a STEM student would do? like a traditional.

**EA:** Yeah, okay, 我的主題就是我最後報告的主題是暴力美學 所以我本身就是我選的主題就是比較會被禁的主題好, 然後我想要挑戰的也是 AI 可以算到哪裡所以這個部分我也絕。對會這個跟別人比較不一樣。 [answers in Mandarin]

**Translator:** [translates answer to English] So their topic of approaching the AI art is [redacted] so they want to challenge that what's the limit of AI to present such an idea so they think from the starting point they're kind of like different with others because the topic they choose.

**Sakshi:** This is not there's not in the questions.

**EA:** Yeah.

**Sakshi:** But, what is [redacted]?

**EA:** You want to know that the picture I have or just like the topic?

**Sakshi:** The topic.

**EA:** [redacted] [explains in Mandarin]

**Translator:** [translates to English] [redacted] Something like that as a picture it's an art.

**EA:** Yes.

**Sakshi:** Pretty cool.

**EA:** Okay, if you're listening my presentations.  
我最後有得獎了雖然老師沒有很...贊同我的主題她。

**Translator:** [translates to English] They won a prize even even the professor didn't really like like their idea but still they did.

**EA:** Yeah. Okay.

**Sakshi:** Thank you. That was not part of the interview question. That was just me.

**Translator:** It seems that like other than AI, podcasts, and Stage Night, are there any like other workshop ideas? Or like any projects you would like to add to the program?

**EA:** It's okay. In T-School?

**Sakshi:** Yes.

**Translator:** 他說在 T-School

裡面除了剛提到的這些工作坊有什麼你覺得可以融入到這集團? [translates the question in Mandarin]

**EA:** 融入? [asks further clarification in Mandarin]

**Translator:** 就比如說他們現在有 AI art然後

Podcast就是原本可能大家沒有想到可以加入這個課程，你上完以後。。。。

**EA:** 對。

**Translator:** 你覺得就是有什麼你會覺得可以融入比如說 Youtube啊，我不知道。

**EA:** 我覺得可以增加就是端影影剪輯這樣影影剪輯這種。 [answers in Mandarin]

**Translator:** [translates the answer] So they think, we can add some short video editing program into T-School.

**EA:** Yes.

**Sakshi:** So you mentioned about like learning a lot of skill in T-School. Do you see yourself like applying those skills in the future in your career, or like in your life in general?

**EA:** 就是會用到嗎？[asks further clarification]

**Translator:** 對。你覺得你越來越用這些嗎？[explains further in Mandarin]

**EA:** 呃...首先我現在目前就已經，就是人工智慧這個部分就已經應用在我的實習上 [redacted]。那 Stage 還是絕對會影響的因為我政治系嘛。未來可能也需要面對人群。最後就是策展的話我覺得這也是辦活動的一個經驗。 [answers in Mandarin]

**Translator:** [translates answer to English] So they think in general, the three courses they're taking right now are already applying in their life. The first thing is AI art. They used it in their internship [redacted]. And then also, for the Stage Night because they're from the political science department. So they definitely needs skills like that to present their ideas. And the last one is to like submit ideas and to exhibit to show like their stuff. And also they're applying.

**Sakshi:** I'm really glad that it worked out. So Oh, so this is the first time T-School being launched. Do you think the T-School does a good job and like mixing the humanities and the technology together?

**EA:**

我覺得其實我沒有看得出很明顯的結合，但是他把它當作一個口號跟一個標語我覺得就是會吸引到我的。 [answers in Mandarin]

**Translator:** [translates response to English] So they think so far they didn't really see them like technology and social science combining like super well, but they thinks this is a good idea to attract more people to join in this programs.

**Sakshi:** So we've gone through the journey of the questions, but so the last question is after we got you thinking back to school how do you like to school so far?

**EA:** 她說我喜歡，有多喜歡啊？[asks a question about what is being asked]

**Translator:** 就是她說剛我們帶過那很多問題對啊那你有覺得就是你是喜歡 T-School 的嗎？ [translates the question in Mandarin]

**EA:** 我很喜歡。上學期因為 T-School 賺了很多錢所以我當然很喜歡。 [answers in Mandarin]

**Translator:** Do I have to translate? (laughing)

**Sakshi:** Is it because...

**EA:** Of course I like it I have a lot of money come from here and  
然後我覺得就是我當時的想法就是是免費學分所以不管我有沒有獲得獎學金我都是學到一個新技能的那當然是喜歡的。

**Translator:** [translates the response in English] So they think that, about of the money they think they still has like extra credits without actually paying. They're like to learn something new. So they think in general definitely they likes it a lot.

**EA:** Yea.

**Eleanor:** Like the winning money is that only when you win, like at Stage Nights or if you win at AI?

**EA:** Both. I have scholarship, but it's not everyone.

**Eleanor:** Not everyone has it.

**Sakshi:** I see. Oh, congratulations on winning it.

**EA:** Oh, thank you.

**Eleanor:** Would you say like how many like the percentage of students in total that win the prizes?

**EA:** uhh, 大概有多少人得是不是? [asks clarifying in Mandarin]

**Translator:** 就是對，就是怎麼去評斷你有沒有得獎。

**EA:** 什麼是判斷? [asks another clarifying question in Mandarin]

**Translator:** 就是譬如說有沒有什麼 1 2 3名然後還有沒有別人是也可以得獎的? [explains in Mandarin]

**EA:** 首先一定要參加這個課程儘管你是T-School學生你可能不會參加這個課程，然後我們有分為評審講跟人氣講這是Stage Night的部分就是老師評分或是同學評分。那人工組合藝術就很看主觀了如果老師不喜歡那就可以物品給你如果老師，但是也有是主講老師給你的錢這樣這不一樣。就是我們有很多獎項。 [answers in Mandarin]

**Translator:** [translates answer to English] So T-School students have like different kinds of ways to win scholarship. For for example, Stage Night, they said that you have like somebody wins it because the people, the teachers like it. And also some is because the students like it, they have this kind of system to like, see how you judge the presentation.

**EA:** Because some presentations or maybe the teacher thinks is good is professional, but maybe students we don't like it. But both if students like it, we can get a vote. And maybe she or he will win the award. Yeah.

**Sakshi:** So do you think that this great type of grading system like worked well? Or would you want a change to it?

**Translator:** 她說... [further explains in Mandarin] [audio quality unintelligible] [translates to English] So they thinks in the like AI program. It's still ambitious. Like, they don't really know how the teacher gives the grades. So they thought maybe somehow they can change it.

**EA:** 我知道。我覺得交流職業的沒有問題，但是我覺得人工智慧的部分就是沒有很明確，因為老師怎麼評分的都沒有講。 [answers in Mandarin] Yeah, maybe they like this topic. Or maybe they didn't like this topic. The picture because the picture may just maybe teachers don't like my topic. Yeah.

**Sakshi:** So just to clarify, did the professor's like our teachers give you a certain like rubric? Or like table being like your art should have this and this in it? Or was it just like all of the teachers?

**EA:** Okay. 人工智慧藝術我們有個主講的老師。他會把他的評論標準全部寫出來，但是我們其他學院就是我們有四個學院老師T-School的學員老師我們會寫出他們不會寫去他們的評論標準。 [answers in Mandarin]

**Translator:** [translates to English] So there is a main teacher who shows their table like how they gives the grade but there are also four more teachers they are just like giving grades without any reasoning.

**EA:** The main teacher is about this AI class, but the four major teacher is about the T-School professor. So the AI class teacher shows how they grade. But the T-School professors didn't say.

**Sakshi:** What would you like to be changed? Do you want it to be like more clear on how the grading is done? Or what would you suggest for the grades?

**EA:** I want them to be more clear but ...

我有點擔心如果太明確的話可能就沒有沒有辦法呈現每個老師的想法。

**Translator:** [translates to Mandarin] So they think they definitely want it to be clear, but they also worry about if it goes too clear and then like maybe it will be less flexible and also like without knowing how exactly to teach or think about this work.

**EA:** Yeah.

**Sakshi:** Do you have any general like advice to future students taking the school program?

**EA:** T-School有什麼advice. 我會建議大家把時間都提早準備，因為其實是一個，如果要表現得好我覺得需要準備時間其實應該要不少的一個計畫所以不能確保每個人的能力都很大所以我會建議都提早因為我們組很多人都是做不完。 [answers in Mandarin]

**Translator:** [translates to English] So their main advice is like they suggest people to arrange the time better because it always takes way more time than people thought. So they suggest people who want to join T-School in the future maybe they can plan things earlier.

**EA:** Yeah.

**Sakshi:** So, out of curiosity, how much time did you spend on T-School? Outside of like the designated time?

**EA:** 每週嗎?還是我?[asks a question in Mandarin]

**Translator:** 都可以，就是以你的單位為主。 [explains in Mandarin]

**EA:** 那我大概做PPT [editor note: slang for presentation] 的時間，

大概每一個PPT如果大概三個小時內可以做完，所以我的時間算很快。 那 Stage



Night我也是不用太需要準備，所以我整個回來提出過我的時間。比起其他課程是算非常的少。 [answers in Mandarin]

**Translator:** 那你總共做了幾個ppt呢? [further questions in Mandarin]

**EA:** 就是AI人工智慧， Stage Night一個這樣子。 [answers in Mandarin]

**Translator:** [translates to English] So they said that they had so far the two presentations and each one they take it takes them like three hours to prepare it. And because of their personality, they don't really need to prepare for the presentation. So they that's their workload.

**EA:** Yeah. But still I need to ... 我還是需要查資料 練習這個是額外的時間盡量可以在課堂。

**Translator:** [translates to English] They still spend some extra time on like doing research and also practicing but they often do it in class, so they wouldn't count it.

**Sakshi:** All right. So is there anything else that you would like to share with us, that I haven't touched?

**EA:** Uhh, 我想一想，  
我覺得很特別的是我把我這個人工上圖的這個東西用在我政治學報告一下。  
然後這次一點然後還有就是Stage Night的內容我要去跟一些同事們做分享。 他們覺得這是一個很特別的經驗。 [answers in Mandarin]

**Translator:** [translates to English] So they think in AI art class, they also used the result to another presentation in their own department. And also, they shared their experience to their classmates, their mates in their like class. And they think that to present on a stage and that is a really special experience.

**EA:** Yeah. Because I have a presentation in my political science, our class, and there are a presentation about a book 1984 and I want to use the AI to know about the political violence. Yes. So I think it's very interesting because the AI used the image to tell me that 就是那個顯像我覺得是很特別用AI呈現 [explains in Mandarin]

**Translator:** [translates to English] So they can have an actual picture of this idea. Like how political violence work in AI's perspective.

**EA:** Yeah. And 然後我還要講什麼,然後, 就是另外就是我最近在策展的事情, 因為我之後也要學習。剛好有實習導覽的部分我覺得是一個就是可以環環相扣的一個經驗。

**Translator:** [translates to English] So reasonably, they're running an exhibition. And they think that their experience of... 我說你在策展。

**EA:** 你說什麼?

**Translator:** 對。 [translates to English] So they, it might be helpful because they are also planning to be like, doing something like campus tour. So they think this T-School program really provide a chance for them to prepare and practice.

**EA:** 最近在T-School的策展, 然後我之後可能要當導覽。 Yeah.

**Sakshi:** Perfect. Thank you. I personally do not have any questions.

**EA:** Okay.

**Sakshi:** Do you have questions? [looking at Eleanor]

**Eleanor:** So you're running an exhibition or you're attending an exhibition?

**Translator:** 你在策展還是你只是在參加而已? [Asks the question in Mandarin]

**EA:** 她說什麼? Ohh, 我在展還。 [answers in Mandarin]

**Translator:** [translates to English] Yes, running an exhibition. They're saying that like a lot of their like original group members, they leave the group so now they have like much more workload.

**EA:** Yes. Because we have an exhibition at July. Yeah, in Song Yan. And our group have a lot of people leave T-School 我們團體有很多人離開T-School, 所以我們瞬間少了很多人, 所以我也要幫忙。 [explains more in Mandarin] I think that T-School workload is too big. They don't have time. enough time to. Yes. So 没有更多的时间花在 T-School上。

**Translator:** [translates to English] They don't have extra time for a T-School anymore.

**EA:** Yeah.

**Sakshi:** Alright, yep. Thank you for your time. 謝謝。

**EA:** 謝謝。

## Appendix R: Student DB and DC Interview Transcript

**Interviewee:** Students DB and DC

**Interviewer:** Jakub Jandus, Sakshi Gauro

**Date:** 27 March 2024, 15:00-15:30

**Location:** H building of Soochow University, Room 0206

---

**DB:** So this project is about detecting the brainwaves. Brain brainwaves is. The intersection because we don't have time to go, yes. Okay, this thing can detect a brainwave by theme, by thing, seeing different pictures of males and females. And we want to know whether whatever the people that they like or dislike, then after and we will collect the data. And after collecting the data, we're going to sort. Yes, this this guy love girl with long hair device. We hope we can use our data to apply to some apps like Tinder. Hookup apps. Here's the data process. We pulled out we prepare both 200 pictures of males and females. Giving testers to let them see. And these testers their data from their brainwaves will state into the individual preferences. We got maybe 30 sets of data. And here's the image. Most of the data is about 50/50. This zero throw me like they're always they don't like this. The one means they like this person. So most of the data looks at this. 50/50. And here's our training model. And this is the information model. This is our step. First one is time series. And next one is nest structure and then feature extraction. Then model training and we use the random forest. Lastly, accuracy we get is 67%. We're not satisfied to this number so we call that another model is biomedical science model. The step is first we pick up the data that is abnormal. Just try it and later on have some hair meters or something. I'm not sure if I'll be involved in this project. That is a professional thing. Then let's go and as we take a third refinishing clean all the data. Our final accuracy is higher than before. That's all.

**Jakub:** Thank you. When you were working on this project or in school, do you have any opportunities to make new ideas or be creative? We have time basically infinite. It depends on the whole, but in theory it's 'till like 4, 4:30. How long can you stay?

**DB:** I did not in this project, I just help them to introduce this project to you.

**Group:** We are infinity too. You can stop anytime.

**Jakub:** Okay, so as as long as we get it. So what we could possibly do is either you showcase the project then we ask a couple quick questions and then we go on to the next person. So we're gonna have to go so that if someone needs to leave first they can go do that and even leave if they want to. So, can I just ask you what is your major and school year?

**DB:** Major is data science.

**Jakub:** Is it your first year, second year at university? Oh, okay. But in general, in your classes or your schoolwork, can you express yourself? Be creative? Make new things? Or not really?

**DB:** Masters. Sometimes. Only sometimes.

**Jakub:** Okay. Why almost sometimes?

**DB:** I haven't met a project that I was interested in.

**Jakub:** Okay. Do you work with AI at all?

**DB:** No, not too often.

**Jakub:** Not too often. Okay, and considering your major because you are a data science major. How do you think like the technology can influence humanities. are you familiar with what humanities are? Social sciences, philosophy and those other majors?

**Sakshi:** Basically, not STEM fields. No science, no technology, or mathematics. Other majors like humanities, social work, sociology, political science. How there's two categories.

**Jakub:** So what we want to ask is, how do you think technology can influence the humanities or humanities can influence the way technology develops or works? It is a tough question.

**DB:** I think those are two separate things. They don't really affect each other.

**Jakub:** They don't they have no effect on each other?

**DB:** I think not much.

**Jakub:** Why?

**DB:** Do not know how to say. I think that technology is more important than most humanity things.

**Jakub:** Okay, so you think that because of your major, you have a specific advantage or disadvantage when dealing with technology? Can you describe, an example?

**DB:** Advantage. Like what?

**Jakub:** Like an example where you have an advantage over like a humanities. Or a disadvantage. If not that is also, okay.

**DB:** I don't know the answer.

**Sakshi:** At any point, if you feel like you cannot give answer to it, that's okay. You can just pass. Then we can skip to the next question.

**DB:** Pass.

**Jakub:** Do you think your approach to technology is different than a humanities student? I can also show you the translation, I guess. That is translated using Google translator, so it might sound strange [shows question in Mandarin].

**DB:** Is it?

**Jakub:** It might sound strange. We are not sure if there are some super big mistakes or anything. Is it too hard? It's okay you can take your time. Can also respond if you want in Mandarin or in Chinese and we'll try to translate it later if that's easier for you.

**DB:** I have to see about this and sometimes.

**Jakub:** We can come back to it later.

**Group:** [inaudible questions from other students] Are you American students from TomorrowHub? This is Taiwan's TomorrowHub.

**Jakub:** We are studying at a university at WPI and we are here to do a project for two months as the IQP interactive qualifying project. So, we are not taking any classes here at Soochow University we are just working on the T-School program and like trying to interview students, survey students, and figure out what do they think, and then make the program better. And, since all of the people in T-School are humanities students, you are the technology students. And we are trying, part of it is trying to figure out how technology can affect humanities and whether you have an advantage or you're better or disadvantage you are worse at dealing with technology and AI than humanities students and then the other way around. So humanity students, whether they are more creative or better or worse than technology students. And that's the questions we are trying to ask in this interview.

**Group:** So you have interviewed them?

**Jakub:** Some of them. We are we are like both at the same time.

**Group:** Okay

**Jakub:** So we interviewed someone two hours ago. We'll interview other people tomorrow.

**Group:** Oh.

**Group:** Sometimes people are on international computer team or something and they will go to the USA to participate.

**Jakub:** Yeah no. Unfortunately, we are not part of that. We can come back to your questions later if you think of responses and we can move on to more.

**DC:** This is the robot. Just introducing. Desktop we use into object tracking and collision avoidance and following our predefined routes. And we can use the camera here to take in photos and jetbot allows we to train is programmed by using the photos internally. And after training, you can follow our directions automatically and avoid obstacles without manual control. And it's very affordable too, so we can teach the robot how to navigate without walking. Good things with very affordable price.

**Sakshi:** This is gonna be the same question again, but basically what is your, since you both are working on it, answer to ask both of you. What is your major and school year?

**DC:** Data science. Bachelor or in master's degree?

**Sakshi:** Nonono, just in Soochow. Could you say your name again? So, your project here is very cool, but I was thinking about how did you come up with this project? Did instructor help you with it or was it something else?

**DC:** Instructor, class, one machine learning class.

**Sakshi:** So, when it comes to like projects like these, I wanted to know if you use if you're given like creative freedom to do what you want. Because so does do you get opportunities to creatively see yourself or just express yourself?

**Jakub:** In classes, generally.

**Sakshi:** So, what I mean by that is you know how traditional chassis of the robot is built like this. Have you tried a new way of building to make it, I guess, more efficient? Or thinking about it?

**DC:** We only try to adjust the speed or direction trying to adjust it but we don't rebuild a new robot.

**Sakshi:** All right, so let's say when you were recording this program. Did you have any opportunity to be creative with your code? So, maybe try something new other than the professor taught?

**DC:** We haven't been taught class but maybe in our graduate project maybe.

**Sakshi:** So, I wanted to know like how familiar are you both with AI Artificial Intelligence or technology just like ChatGPT, open AI.

**DC:** If one to ten he's three. I'm maybe five. OpenAI, ChatGPT.

**Sakshi:** So, um, since I guess since you know like STEM student right? As a STEM student, do you feel like you have an advantage when dealing with technologies like these especially because AI is growing always? Do you think as a STEM student you have an advantage?

**DC:** Yes, definitely.

**Sakshi:** Could you explain what what your advantages are?

**DC:** In my code classmates colleagues, my classmate in my bachelor school doesn't know anything about GPT or data science. How to do it or how to analysis, but after I came in this school and in data science I know how to machine learning some AI knowledge. You can watch it.

**Sakshi:** If you're not comfortable with English, you can always speak in Mandarin and we will have another translator transcribe it.

**DB:** Okay, sure. Maybe later.

**Sakshi:** You said that all the other students like from your Bachelor's they didn't really know about AI. Do you think they were scared of like AI? Or, like, intimidated by the technology in any way? Or the AI?

**DC:** Yeah, I think that maybe.



**Sakshi:** How, what do you think? What do you think might be the reason why they're scared?

**DC:** Because they don't know how to use it. How to make them prompt or something like that.

**Sakshi:** So you in comparison to, were your students primarily humanities students or your classmates in bachelor's?

**DC:** Actuarial mathematics.

**Sakshi:** I guess if you're comparing the same thing with humanities students, or if you have humanities friends, and you have talked to them about AI; How intimidated do you think they might be about AI? What do you think their thoughts might be on AI?

**DC:** Can you explain again?

**Sakshi:** When you talk to like your humanities student, so non STEM students or non technology students; how do you think they perceive or they think about AI and technology?

**DC:** Technology may replace them. Maybe replace their job or create jobs like art. Or some basic analysis or management. I think.

**Sakshi:** I guess that leads me to my second question. How do you think humanities will affect technology? And how will technology affect humanities?

**DC:** I think technology will make human be more efficient. Replace some basic job. And how can humanity affect AI? Maybe can be more careful. I don't know. Caring?

**Sakshi:** Oh, I meant more humanities, like social science majors, political science majors.

**Jakub:** We are trying to compare student to student because you are technology student. And then you probably have friends, or other people here, at 東吳 [Soochow], that are social science students. Like philosophy and art. How does that compare when doing AI or technology? If you have any advantage over the other students, or if they have an advantage over you. They are better than you or you are better than them at technology or AI? And why?

**Sakshi:** An example that I think, personally for me, when you think about AI art, you know, maybe art majors might find it easier to do.

**DC:** Yes.

**Sakshi:** ... than STEM students. Something like that. Are there any advantages that you might have as a STEM students or they might have as a humanities majors.

**DC:** I think their advantages may know some dormant knowledge better than us. If they are in the health industry, then they might know more about health than us. But we have more technology skills, which can help them to be more efficient or more productive.

**Sakshi:** Alright, is there anything else you would like to share with us?

**DC:** No. Anything we want to share? No.

**Sakshi:** Thank you for your time. Thank you.

## Appendix S: Student DD Interview Transcript

**Interviewee:** Student DD

**Interviewer:** Sakshi Gauro, Jakub Jandus

**Date:** 27 March 2024, 15:30-15:50

**Location:** H building of Soochow University, Room 0206

---

**Jakub:** Okay.

**Sakshi:** Good job.

**Jakub:** 你好

**DD:** Okay, my name is [name redacted] and I am demonstrate my project which I work on. This one project I did in college and we work with [asks for help in Mandarin] sociology, yes. They find out that visually impaired people have some difficulty in Taiwan. So they told us to make some device to help them out. So we have a device, I list and we use the hardware device called Jetson AGX array to do this project. And we used YOLO [unintelligible] because YOLO is faster for the object detection and distance measurement. And with audio learning, you say response to tell the tester or visually impaired people to avoid the collision. It is our prototype just prototype and we will use the audio warning with the Bluetooth headphone. The device has a camera and inside is the Jetson AGX array and the headphone. Ever since our demo video here is in MRT station, and there's a person in front of the tester, and it will have the warning told the tester to avoid collision to take a step to the right hand side to avoid collision. In front of the, if there is some obstacle or person in front of the tester is smaller than two meters. So it will take a step and keep working. We have some cross way or we have labels some picture with our own data and plus total data set. Something like this.

**Sakshi:** That's really cool.

**Jakub:** So, what is your major or your focus?

**DD:** I like some image detection or signal detection and I have done some X-ray detection.

**Jakub:** So image processing.

**DD:** Image processing. Yes.

**Sakshi:** So, you said you worked with the sociology students, how is collaboration with I guess a student outside of your major or just like technology field in general?

**DD:** Saying they will find out or figure out more things like which happens with the impaired person or some disabled person, so we can know more about them in their social. [English struggles]

**Sakshi:** You can take your time.

**DD:** It's very long time ago [unintelligible]. They gave us a lot of advice to make our device better and better. So we can more concentrate with their needs like some person needs like this. Maybe we are not close like them.

**Sakshi:** So, when [thinking about next question], do you want to take the lead?

**Jakub:** You said that the humanities people focus more on the people side of things. Do you think because you know, the technology side, you were too focused on the technology and you didn't have opportunity to be creative or take into account the humanities side of things? You were just focused on technology too much, or no?

**DD:** I think is my a little bit. We have a lot of projects that come from our Korean drama. We look, yes, we watch a lot of Korean drama like this, we can see that there's a lot of apps or like some devices in the Korean drama. So, we take idea out to make it come true. But we need more humanity knowledge from humanities degree students, so we might work with language for more [unintelligible]. This kind of sense. Yes.

**Sakshi:** Let's say if the roles were switched now, so you were working as a humanities student and the humanities student was working in your position. What are some challenges do you think you will face through that?

**DD:** I think I am not that creative like artist or writer's mind. But I don't say that I do not have considerate or careless, something like this, but just maybe I'm not too good at writing or drawing.

**Jakub:** So, how do you think from your perspective the technology can affect the humanities, like the social sciences, or in general? And how can the humanities and the humanities people affect the development and future of technology and AI?

**DD:** We can join our technology with their creative to make some more things come true. Because I think, maybe you will not really know that much this society needs. So, maybe we can take their advice to make this device or design something for them.

**Jakub:** Do you think you need to collaborate more with other people, other majors? Do you feel that like in your classes or your work you don't collaborate enough? Would you like to collaborate more, less, or is it okay as is?

**DD:** I think for me, now it's quite okay because I participate in a lot of projects. So like medicals, society, or in manage, or economical, a lot of those. Because I'm not a medical background. So I don't know a lot of medical knowledge, so maybe we will work with some medical students, so I think it's quite okay with me for now.

**Jakub:** Do you enjoy working with other people?

**DD:** I enjoy it and I can learn more.

**Sakshi:** Going back with working with the sociology students, do you think they were intimidated by the software that you use, or were they more curious about what software you're using, the technology? Were they more scared?

**DD:** If they learn to coding, I think they will not be scared of that, but we just tell them how to, maybe we have make apps or something that they can demonstrate them to how to use it. I think it would be ok with that.

**Jakub:** So, you make it easier, you use your knowledge to make it easier for them so they are not as scared.?

**DD:** Yes.

**Jakub:** And then, what you are saying is, then you can collaborate because they can bring in their expertise to help from the non-technical side and you help from the technical side, is that what you are trying to say?

**DD:** Yes.

**Jakub:** That's a great idea.

**Sakshi:** Is there anything else you would like to share with us?

**Jakub:** Any project, any like thoughts, opinion.

**Group:** [discusses which K-drama had this project in]

**DD:** A lot of project but [English struggles]

**Jakub:** Take your time.

**DD:** They got the project that we work together but they will demonstrate later. Medical X-ray we learned with Taiwan University Hospital? 台大醫院. [clarifies with other students in Mandarin] They will gave us the X-rays and we need to like create AI doctor to see if the patient is got cancer or not. Something like this.

**Jakub:** It's a very difficult task, how is it going so far?

**DD:** It is quite difficult because the data is so, you can get a lot of data to be trained or testing.

**Jakub:** So you have experience. What is your experience with AI?

**DD:** I think it is quite difficult because it is a big build. I think AI really helped us a lot because like me, I am writing a lot of essay or report. So, I think ChatGPT, OpenAI is just very nice, help me a lot with my essay. [laughs] I will just ... yeah.

**Jakub:** Do you think when playing around with ChatGPT, because of your major you have an advantage at ChatGPT or AI compared to sociology students, or no?

**DD:** Because I use ChatGPT just for rewriting, I did not wright coding with ChatGPT or ask it about some coding questions. I think for me, I think it's really good for students because I think ChatGPT sometimes gave the wrong answer. So, I do not like it really really much, just for me writing is the best part.

**Jakub:** I understand.

**DD:** Help people and more people best health.

**Jakub:** Thank you. Thank you for your time and answers.

**Sakshi:** Thank you. Also on the same page for ChatGPT and using it for our essays.

## Appendix T: Student DE and DF Interview Transcript

**Interviewee:** Students DE and DF

**Interviewer:** Eleanor Foley, Sakshi Gauro, Jakub Jandus

**Date:** 27 Mar 2024, 15:50 – 16:10

**Location:** H building of Soochow University, Room 0206

---

**DE:** The project about K-drama, about the girls who sees smells.

**Sakshi:** Which one, which one?

**Eleanor:** I forget what it's called, but I did see it.

**DE:** Yeah, we will have some some picture on the light [and this] is just a coke, yes, yes, yeah. She can see that?

**Sakshi:** Yes. Could you introduce yourself? [redacted names]

**DF:** We do this project have two reasons. The first one because COVID-19 some people lose theirs smell and we hope we can use our project to help them recognize the food or drink they eat. And the second reason is because there are many poisonous gas in a chemical factory. Those gas maybe not have strong smell, so the people work in a factory may cannot notify the gas. We hope we can use our project to help the people works in the factory and warning them poisonous gas.

**DE:** This just a prototype. We use 3D printer to print this nose to let people know this is [unintelligible] and this one is sensor. The sensor is about like every gas in our environment and you will know because every different drinks have their own ratio of gas. If we just connect to your desktop or your MacBook or MacBook Pro, it could [laptop offered but declined, bit of mutual confusion]

**Jakub:** Just explaining.

**DE:** I put a bottle or a cup and I don't know which drink is it, and it will detect, it will show you which drink is it. Maybe is coffee or maybe it's a milk, and your screen will show you a 3D object, and this is we use we draw this with Unity 3D. It will show you like this, your screen is here, and your camera is showing you the object.

**DF:** And this is just a prototype. If we have more money to buy a sensor, better sensor, or anything else we can do we talking about the first chemical poisonous detector.

**Sakshi:** That is so cool. I feel like money is a big factor in literally all of the engineering projects.

**DF:** As a School of Drama.

**Jakub:** May we know your guys's major? Master's, data science, [group response confirming] first year? Okay.

**Sakshi:** Um, is there anything, any area that you specialize in? Even in data science?

**DF:** The same lab, so we do almost everything together. Do some things [unintelligible] [other data science majors clearing up our confusion] they are the technical mind, and they are the marketing.

**Sakshi:** They tell you that you are the creative person, um, I guess how much freedom did you have to be creative when it came to this project or even any other projects in the university? Did you make a lot of projects that require your creativity?

**DE:** Not really, not much. I just, when when our professor talking about all you have to create something and I will create. So I didn't create another, yes.

**Sakshi:** Would you like any opportunities so that you can have a space, so you can just be like okay you can create whatever you want?

**DE:** [other students help translate into Mandarin in the background] I'm free or not because [more Mandarin explanation in the background] more space is better, yes.

**Sakshi:** So, another thing is how much experience do you both have with AI and technology, in general?

**DE:** When OpenAI is start then we just [unintelligible] AI can be so useful for us.

**Sakshi:** Yes. So, what are some ways that you have used AI so far?

**DF:** ChatGPT.

**DE:** Order the AI to writing a paper.

**DF:** Yes, some question we will ask ChatGPT for an answer. Yes.



**Sakshi:** As a STEM students, do you think you had an advantage when dealing with technology or AI? In comparison to non STEM students...

**DE:** Think my friends not at all ... and other friends will think about I'm really good at computer or cell phone. My grandma think I can fix every cell phone. Every time she talking about oh, there is a problem can you fix it? But every one think that I good at this computer AI work, anything on code. Yes.

**Sakshi:** So do you think you had any advantage?

**DE:** I just have maybe a little bit but not that much. Like fix things, anything [unintelligible word].

**Jakub:** If you were learning something new, like new technology or new AI, you know the ones that draw pictures. If you were learning that, you think you would have an advantage over someone who is from the social sciences learning a new AI? You think you would do better or not?

**DE:** I think I can recognize more quickly.

**Jakub:** Why?

**DF:** I think I have basic thinking about AI. So by learning this I will more quickly than [unintelligible word]. Yes.

**Sakshi:** On the contradictory, do you think that they have any advantage over this?

**Jakub:** In something else?

**DE:** Trying something we don't know. We can notice about people who really need their own life. Yes, I think we have ... if they have something problem, and they will tell me talk about our professor, and our professor we are talking about us, will tell them about us, and we have to ... maybe have a class because we both of us have a classical Japanese student. To teach them about perhaps automate, to let them to get more technology in their .. yes.

**DF:** Teach them how to use a software to create an app like this. Easy way to know the technology.

**DE:** And they will tell us about what they need. Yes, everything like company computer or AI or anything else, what they need.

**Sakshi:** Just for clarification, if they give you ideas being like: this is what I need and then you help them.

**DE:** Yes.

**Sakshi:** So, you are the problem fixer, in technology. [both students agree]

**Jakub:** Would you say that they are more creative by making the ideas than you are? Maybe not much creative but really good at like implementing what they say? Making it real?

**DF:** Yes, they have some idea and will tell us and we will help them to fix the problem like this. Like what you say.

**Sakshi:** Do you guys feel like your friends, sometimes your friends are scared about AI? Or intimidated about AI and like technology in general?

**DE:** Yes, my friends even doesn't know what is ChatGPT right now. Every time I tell her what is works? Yeah, but [unintelligible], but they never use it.

**DF:** Maybe we teach Japanese student and some of them in a class [speak between themselves in Mandarin]

**Sakshi:** [picks up bits of Mandarin] So they are scared?

**DE:** Yes. New technologies yes. We still have to learn because there's always [English struggles]

**Sakshi:** It's just always progressing.

**DE:** Yeah, progressing.

**Jakub:** Any idea why are they scared of the new technology?

**DE:** Because they just want to learn about the language, about the history, but everything is just book and not use a computer. They don't have the computer. They always played their phones but they didn't find something new one and just, well, Facebook, Instagram, these things. They didn't want to learn a the new things. Strange.

**DF:** Upgrade to make the [speak between themselves in Mandarin]

**DE:** They afraid when problems come out and they will think: oh my god, how to fix this? And they scared to ask us, so it makes them more they don't want to learn about this, I think.

**Jakub:** They shouldn't be scared.

**DE:** I think it's every time I'm preparing for class, I will think: Oh, it's too easy. It is difficult enough to teach them we're not because we have the [editor best guess: salary?]. Yes. So interesting about ... it's too easy ... but every time we are having classes maybe some people playing on their phone and didn't do anything. You have to homework and maybe they didn't do! [mutual laughter]

**DF:** Or with us, we do example and they do the simplest example.

**DE:** Yeah, just step by step and nobody wanna do! And the professor says you have to give them maybe 80 or the grade 80 or 90. We have to do something, homework, or do something and you have 80 or 90 grade.

**Sakshi:** What?

**DE:** Their professor is like this. So, I think it will make them more that they want to new learn.

**DF:** Not only the students, the teacher is afraid of the AI. [speaking over one another]

**DE:** I they didn't know about what they doing now.

**Sakshi:** Do you have any ideas or ways you can make the humanities student fear less of AI and just like, you know, really uplift them to try to learn about technology?

**DE:** I think to combine their interest to AI is more than teach them something they didn't know. To let them interesting in it is more important. And some days you can show the final class for them, or maybe you show something really interesting or really useful for them. And they will think: oh, maybe I can do this. And you just have a class to step by step to teach them the [unintelligible word]. Easy way to teach them or the easier software to teach them.

**Jakub:** Small steps so they are not as afraid and once they learn the basics you can do more complex, complicated.

**DE:** Maybe have a patient, a lot of patient. You teach the code, they were very afraid of them.

**DF:** They just copy-paste, copy-paste ...

**DE:** And don't know what the ...

**DF:** The roles about the coding language.

**Jakub:** Yes, so you think they don't think about it much?

**DE:** Yes, I think they didn't thinking when we are [speak between themselves in Mandarin] like putting your hours in one project, in code.

**DF:** Yes.

**DE:** Maybe like even didn't want to learned, really complicated.

**Sakshi:** How old are these students [they were referring to]?

**DF:** [redacted]

**Sakshi:** is there anything else that you would like to share?

**DF:** No, I think it's enough.

**Jakub:** Thank you.

## Appendix U: Student DG Interview Transcript

**Interviewee:** Student DG

**Interviewer:** Sakshi Gauro, Jakub Jandus

**Date:** 27 March 2024, 16:10 – 16:30

**Location:** H building of Soochow University, Room 0206

---

**DG:** Okay, we are coworker. I can say the intention first. I do not know, you guys know with Taiwan How much do you know about Taiwan. In my opinion, in the past Taiwan always follow the same pace as the USA. So our fitness trend, just on the cutting edge. So that's why we want to use this technology called Open CV. And this is the only thing you'll have to do is upload your video, maybe in YouTube, or anywhere you want to, to learn or do the same exercise as the instructor. And you just need to upload this video and upload the same video as you did and do [unintelligible word] and our technology will try to, compare each both the instructor and you about your skeleton, with mask or not. Yeah, so I will introduced later. And the second reason is that we want to do is because of the two years ago, our government just announced the COVID-19 level three cautions. So all of our citizen, all our people, can do nothing, just stay home. So like me, I'm a gym rat. So from when I was a freshman, and I go to gym rat, I have to go to the gym five, six times a week. So, I'm very, very, like depressed in that time. Basically, project is designed for me. The service that is we want to decrease the risk of injuries when you are exercising. So the process is that first you have to find a device, which detect a camera, [unintelligible word] we have camera and is available to do this project. And the second one is once you upload the video, and our system will detect both instructor and user skeleton automatically and next, you will try to compare each line ... will label the each bone joint and label it. You are trying to compare this instructor is pose is maybe in this position, and your position is more lower or more upper than that, and we will try to make up the alert to the users like that. Yeah, and we aim to create a gym in home or something. Although we don't have the video, is just little more technical. Yeah, but we have some photo. This left side is the YouTube tutorial to teach you how to do that like yoga or pilates something, and this is me. First, we will upload this video, and next I will upload my video. And you try to compare each side and you can find that if my pose is wrong or something and your shoulder different color. We do not mean ... we don't have the notification, or something. But we will show in the video use the difference of color to indicate user. Yeah, and this is the more detail about the label thing. We'll label each bone joint like 1, 2, 3, 4, 5, and little easier to make the video to distinguish which side you did is wrong or something. Okay, the other part is, because this project we are designed for a start up competition. So we don't have to know, later problem, this is like a future perspective or our plan, and it is not really important. Project [proudly presents project]

**Sakshi:** I feel like that is really important, especially because I recently started to go to the gym, and you would help, so my form.

**DG:** So it has, like, if you coaching a pay to like coach or somebody is a little bit expensive and unnecessary for a beginner to pay lots of money to hire a coach, in my opinion. Because, as for a student is not really affordable for us.

**Sakshi:** Yeah. I agree.

**DG:** Also, most of the things is shitty [groups laughs in the background]. I am just a people who just go and talk the proposal, but all of it, skill or technical things, to shitty debug and their shitty coding, not me. I will say, mine ... What I am good at is boasting, is not like display, or skill set, or something. The only thing I could do is boast.

**Jakub:** Presenter, also an important part. [student excitement]

**Sakshi:** I will say: if you have ideas, but if you don't know how to present them, it's not an idea. [more student excitement]

**DG:** Oh, thank you. Thank you. [mutual light laugh]

**Jakub:** Both people are needed. Okay.

**Sakshi:** All right. So, just to confirm, you're also a data science, master's, first year?

**DG:** First year.

**Sakshi:** Do you have any specialty in that area?

**DG:** To be honest, no. Because in bachelor, usually intern in the marketing field, not really close to the IT related field.

**Sakshi:** So, I wanted to know where did this idea of fitness [came from] I guess?

**DG:** Okay, okay. Actually, I'm not quite sure. But I would say, all of the things or all of the projects we did is based on the technique or the fundamental knowledge. If we only know about Open CV, only know about another skill set, and the thing or the related project we can do is based on the skills that we have. Not just like, oh, we want to do the gym or the exercise things and we can do. We do not have that kind of dormant knowledge.

**Jakub:** So, you did not think your creativity was limited by your skills? What you know?

**DG:** Yeah, and I also think that is a common problem or common things in the computer or internet related field. I would say whatever, no matter in bachelor or master to bring the domain knowledge, we know it's really, really [English struggles] Yeah, yeah. And not quite more than the people who have gone to work. I would say, we are not really good at handling the problem we want to solve. We just can solve the problem we can solve.

**Jakub:** [helps] Specialized? So, you think you are forced because of your knowledge to stick to one way that you know, and you do not have much time or options or, sorry, room to explore the tools you have but from a day perspective? Is that what you are trying to say?

**DG:** Basically, I would say that. Because for me, I'm not really good at debugging, or handling some technical problems. So if you talk to IT special, the only thing I can do, just like you say. But in another field, like you say our humanity field or like design field, I think the thing I can do could be more better than I [unintelligible].

**Sakshi:** As a STEM student, how much do you think you have an advantage over other students when it comes to technology and stuff like that?

**DG:** In my opinion, because I have participated in some startup competition. And I would say, the problem solving skill I have could be more technical or more space to create some fortune compared to some, like humanity of students. Because just like [unintelligible word] or something, once we have the ChatGPT and stock prices skyrocketed, so I will say anything detect to the information or IT field, it will be lucrative.

**Jakub:** So you think technology influences social science? And do also think social science have any influence on technology and the development of technology?

**DG:** For ... what is social science?

**Sakshi:** Just humanities are political science, sociology ...

**Jakub:** ... so there is STEM, which we call technology, which is like science, technology, engineering, mathematics. And there is social science, which is like humanities, philosophy, art, literature, Chinese, English. So, do you think these two big like bubbles, is there a connection between them? And does one influence the other? Does technology influence the way humanities

people work or students learn? And the other way around, can students or professors or people that are social science, influence technology?

**DG:** To be honest, I think there's really little space for humanity field to influence like whole world, to be honest, because especially in Taiwan. Because I don't think we take really care about creative or innovative things in Taiwan. Like job designers, or something like Chinese teacher or something, their salary is more lower than engineer or something. I don't know the space is [English struggles] being in USA, this gap is bigger or smaller than Taiwan. But in my opinion, Taiwan is really really do not care about like creative or designing things. So in my opinion, I do not think that they can have a really big impact the whole society or the IG.

**Sakshi:** When you are working with humanities students, or if you asked me humanities, friends, do you think how aware are they of like the technology, current technology and AI? Are they up to date?

**DG:** I rarely spoke to the humanities students. I did not think about ... I consider most of them are do not know the technology. Because first in Soochow University, they do not have ... there is not really much course for structure that related to information or technology. That is the first thing. And second, I do not think students or people will try to learn new things. If they do not know why they have to do that. Especially in the students ... when you are a student, because you don't know how much they can earn, if they learn this type of skill set.

**Jakub:** Earn, you mean in terms of money, or in terms of knowledge?

**DG:** Money. What I say is based on the money, because, in my opinion, all students go to colleges for their future and their job, or their future job. So if everything you want to learn is to broaden your skill set or something, but you don't know which kind of skill you can make money when you graduated. In my opinion, student would not study if they do not know why they have to study like coding or something.

**Sakshi:** Do you think that is partially because maybe ... are they not given an opportunity to explore on their own? Or is it just because of like [gesture towards here]

**DG:** Yeah, I totally agree. In Taiwan we do not really have the gap year trend is not really popular in Taiwan, so I do not think students will do this work. Explore what they really want, or really need when they started college. So that is something I did in the current, I do not know, what kind of things I want, I have to learn, or I need to learn. So, I will say I really learned nothing in college. So, I started to work hard. [unintelligible]



**Sakshi:** All right. In your own coding-wise experience, do you tend to try to explore new ways of coding or do you stick with the ways that the professor asked you to do?

**DG:** My case, I can only do that professor told me to do because I do not have too much choice. I just learned, I'm just a beginner of coding. So yeah.

**Jakub:** You think you would need more time?

**DG:** Yeah, maybe I will be more flexible if I have more skill set to cope.

**Sakshi:** Or, um, what I mean to say is: do you go out of your way to explore new things? Like learn new things on your own? Or is it just like more...

**DG:** But in the coding part, I do not think I have I would like to try to many ways to figure out how to handle all the problems. But in another field like problem solving or all the things in the around my life, I will say I really like to explore lots of things. Yeah. I think I am a person to take light [unintelligible word] risk. But in coding part, I do not think ... I cannot do that.

**Jakub:** Is there anything else you would like to share with us? Any other opinion, something random?

**Sakshi:** What was your bachelor's in?

**DG:** Bachelor? Oh, same, data science.

**Sakshi:** Okay, thank you.

**Jakub:** Thank you for the time. 謝謝

## Appendix V: Student NI Interview Transcript

**Interviewee:** Student NI

**Interviewer:** Eleanor Foley, Sakshi Gauro

**Date:** 28 March 2024, 13:00 – 14:00

**Location:** D building of Soochow University, Room 0509

---

**Eleanor:** So, the first question we have is what is your major and your school year?

**NI:** I studying Political Science. [redacted]

**Eleanor:** And how did you first learn about T-School?

**NI:** Um, because I have an internship in [redacted] and [redacted]. [redacted]

**Translator:** 你可以跟他們講就好。

**NI:** 可以。So I work in there and have a little interesting about T-School and also I study, 怎麼講, 我選了很多[name redacted]老師的課。

**Translator:** 學了很東西, She chose a lot of ...

**NI:** Class about [name redacted] teacher. You know about them? I just [was in] another of their class. So I started have interest about T-School. So the very first time, I think I have an ability to study in there but and then I can just assume no, I'm going to [redacted]. I don't have so much empty time. So I decide to ... [inaudible but translates to drop out] drop out from that job. I don't have too much empty time. It's too busy for me. [laughs]

**Eleanor:** I see. And so why did you initially decide to join? Is it because you liked the professor?

**NI:** Yeah. Fortunately, I liked professor. And, second just wanting to change. I want to have more ability or maybe just a lot of experience about stage. Maybe they're helpful when I'm graduated to find some work. So I decided to join the T-School.

**Eleanor:** And what do you participate in T-School? Did you do the AI class and the Podcast?

**NI:** All Podcast.

**Eleanor:** Podcast?

**NI:** Yes, And I don't have too much interest in about [AI]. A little boring to me and a little hard. So my prefer is Podcast. I like to talk.

**Eleanor:** Did you also do the proposal competition or no? There's like group work.

**NI:** 你就說他們是團體了？

**Translator:** 嗯...對,應該是

**NI:** 你說喜歡團體這樣子的工作嗎?

**Translator:** Again?

**Eleanor:** It was like, it said that they made postcards. And it was a group underneath a professor.

**NI:** 她說, 你知道一組裡面是不是有一個老師然後要團體溝通這樣子? You mean I like it or not? Or I have joined or not? [pause]

**Translator:** 對。應該是

**Sakshi:** I can't type it.

**NI:** It's ok, I have Google. [laughs]

**Eleanor:** Did you only do the Stage and the Podcast? Was that it? Out of the program that you did?

**NI:** For other programs?

**Eleanor:** Yeah. Was there like, other stuff that you also did in T-School or No?

**NI:** No.

**Eleanor:** No, okay. And what did you find more interesting? Did you like the Podcast more or the Stages more? Or neither?

**NI:** Both have something I like, but obviously there's something about this I don't like it. [inaudible]. Otherwise it would be a little hard for me just sometimes. I prefer I think maybe Stage. Stage a little.

**Eleanor:** And do you feel like T-School allowed students to explore new things?

**NI:** Yes.

**Eleanor:** And at first were you ever nervous or afraid to try new things?

**NI:** I won't. I won't be nervous. Just a little.

**Eleanor:** A little, yeah.

**NI:** Maybe. If tomorrow I'm gonna go to the Stage. I will be, "Oh my God, I'm gonna die! [\*high pitched voice\*]. And when I going on to perform, I think okay I handled this okay. Just the thing has happened I can't change it.

**Eleanor:** That's good and then did you have a lot of group work outside of T-School like in other courses and classes?

**NI:** 你是說在課程以外有沒有其他關於 T-School的東西還是說除了 T-School以外?

**Translator:** 就是有沒有用課外時間在T-School上面。

**NI:** So yes, I don't have too much empty time.

**Eleanor:** And do you feel your presentational skills improved from T-School or were you not there like that long?

**NI:** Ummm [confused]

**Eleanor:** Oh, it's 8 [referring to the question 8 from the interview questions, the interviewee read the question in Mandarin]

**NI:** Not too much actually because time is too short just by meeting. Obviously can't learn too much. 很多都是天份的。Everything comes from your nature. You're someone that's very good

at it here. But somebody just need to be more trained. If I remember for all class, about Stage class, just teaching you how to speech. Just one. Then the student immediately have to prepare their stage [in] just just one week. So, the class about teaching [is] just one so they immediately just put down performance from us. I think it's too short so if you mean did I learn about the skills? I don't think too much.

**Eleanor:** Okay, and then what parts did you not like about T-School?

**NI:** Time is too short. If they can be longer, I think they will we have more time to prepare for this or even conversation with others. I think it will be better for them to ...[recording quality isn't great]

**Translator:** To fix it, the problem of time too short.

**NI:** Make the time longer or you can add more class about how to speech. You have to teach student not just a one class and then go on. [laughs]

**Eleanor:** And by too short, do you mean that there's like too few meetings? Or the two hour time block was not enough? or both?

**NI:** Both.

**Eleanor:** And then, so what parts of the program did you like?

**NI:** When you're preparing or you mean after it?

**Eleanor:** Both.

**NI:** When you are preparing this topic, you'll learn a lot when you are preparing. And of course you will be nervous when you on stage but after you will think relax. Yes, so I think it's different experience but if you mean which part is my favorite, I think maybe prepare right you can learn a lot during that experience.

**Eleanor:** And with the podcast did you learn about audio equipment at all, recording devices?

**NI:** We have device in ... [redacted]就是 in our company and we have the thing here and also we have to learn how to use them.

**Eleanor:** I see. So, the professor showed you that?

**NI:** Teacher. I think maybe they're not professor. I'm sure yes. I need to Google. [pause] External teacher and she is not a professor in 東吳. It's not a professor in Soochow University.

**Eleanor:** Was it like quick and easy to learn? How long did it take you?

**NI:** I probably tend to use about two weeks or even more because we don't have the device in our home. So if you have to practice how to use it, just one choice uh... external teachers home and and she had the device in her home and another choice is company, TomorrowHub. There has a another device but there's only two choice and this software maybe took two weeks, almost two weeks to to learn how to use it or fix it. 要習慣使用它就有點難。 [translated to "It's a little hard to get used to using it"]

**Translator:** 習慣使用它們, to, umm, like, 等我一下, [pause] She said it's difficult to do this.

**Sakshi:** Difficult to do what?

**Translator:** Software Usage.

**Eleanor:** Okay, and then how long were you in T-School for before you dropped out?

**NI:** Probably just one, just one month.

**Eleanor:** and I think you already mentioned it but so your decision to leave T-School. What was that again? [Interviewer points to Question 25]

**NI:** First, [redacted] and I don't have too much empty time. and I think what I learned didn't [match] what I imagined actually. Before, I joined in T-School what I imagined is that wasn't really what it was yeah, when I joined it. So I think another reason is, I work in [redacted] of [redacted]. I work with them so it's really busy. When the Stage, [redacted].

**Translator:** [redacted] ? [clarifies what the Interviewee said]

**NI:** 對。

**Translator:** 很難了, 等一下, when this program start to open, it say to start to ,

**NI:** [redacted]. And we were thinking that maybe T-School start and work [will] not to be so busy, we won't be so busy. But actually it's not. It keeps getting busy. I think I can't handle it anymore so I quit.

**Sakshi:** So I had a question. So did you work with Professor [redacted] T-School as well?

**NI:** Yes, a part of it. Not all, just a part of it. Maybe a process of Stage [inaudible]. [redacted]

**Translator:** 喔真的。Okay, she understand.

**Eleanor:** [redacted]

**NI:** 對。 [redacted]

**Eleanor:** So were you a student assistant? What was your role? Were you always just a student attending T-School.

**NI:** Student attending? 這怎麼解釋比較好? What does this mean?

**Translator:** Student attending T-School.

**Sakshi:** [redacted]

**NI:** Yes. Yes. [redacted]

**Eleanor:** And then question 26 [interviewer showed question 26 in Mandarin] [What would need to change at T-School for you to want to stay at T-School?]

**NI:** I think the student of the T-School is very passionate about it, but sometimes they have passion, but they don't have the ability and most of time they will make a lot of trouble and ... [redacted].

**Translator:** Uhhh.

**NI:** 這個一定要翻成英文。 [in joking manner]

**Translator:** 對。對。對。這個這句重點重點。

**NI:** The students just in trouble our staff. [redacted] I think student just like me just they don't have too much empty time. Not just me, but also them. So, they didn't 安排他們的時間可以做得很好。

**Translator:** They didn't know how to use their time.

**NI:** Yeah, so stage, just two weeks one time. 就是兩個禮拜一次而已 [translated to "Just once every two weeks"] Twice a week one. But even though the time is not so short. I think it's been quicker. In two weeks [for] you to prepare it, but the students will give us something. I don't understand. [a little exasperated]

**Eleanor:** I see. I see.

**NI:** So I think maybe the problem isn't about the time, maybe the training. We don't have too much practice to them how to perform and how to prepare the slide. And the meeting time, I remember there's a lot of group, they don't ...他们的时间也都没有 [translated to "They don't even have time"] They didn't just use their time well. Maybe just one meeting before they go to stage. It can't prepare you a lot. 我們這次的主題是永續發展 SDGs。 SDGs. 我們的主題怎麼講去?

**Translator:** Topic.

**NI:** Our topic is SDGs. Most students don't understand what is SDGs? And we didn't actually teach them what they are. Oh, we didn't teach them how to manage goal. We didn't teach them. what is SDGs and we didn't teach them what the main goal about SDGs? And then they just can go to Stage and say "Oh, I'm gonna prepare something about SDGs just now." 他們了解太片面了, 學生的了解。 [translated to "Their understanding is too one-sided. Students' understanding"]

**Translator:** They only know a little bit about SDGs. We didn't teach them.

**NI:** We didn't teach them, maybe we can ...  
安排一些更多的一些時間給他們。就是安排一些更多的課準備他們。

**Translator:** Maybe they can [struggling]

**Eleanor:** Like prepare?



**NI:** Yes, prepare. More class about SDGs or how to prepare the slide or the skill about using their time maybe there will be better when T-School 进行了。我觉得他们这样会比较好。

**Translator:** 进行嗎？when T-School it's, 进行

**Sakshi:** Like gets older?

**Translator:** Ahh, yes I think. [gets out phone to double check and show interviewers 进行]

**Eleanor:** Conduct.

**Translator:** Yes.

**Eleanor:** When people are preparing for stages, is it supposed to be like the group is helping their member prepare or is it only one person?

**NI:** I remember one person. They can ask the teacher maybe Yu-Cheng 老師 and Weizheng 老師 [老師 translates to "teacher"] You can't ask them, but I remember there is not a group meeting. It is just one people.

**Eleanor:** And then, now I'm gonna ask a little bit different questions, but considering your major how do you think humanities influences technology? [interviewer points to question 19]

**NI:** I'm sorry about my poor English.

**Eleanor:** No, this is tricky in English as well. [laughs]

**NI:** 好,我專業,人文科學 [reading question], 我怎麼覺得他們是互相也有？They influence, 這怎麼講會比較好？他們是互相影響對？

**Eleanor:** They just can influence... So they influence each other?

**NI:** Because the history tell you that technology is something we. Give me one moment. [\*low pitched voice\*] 人文科學該怎麼講？會比較好。

**Translator:** 人文科學嗎？social science like

**NI:** Social science is something kind of history about how the human, how the human experience, how make a human even stronger. Of course, it definitely needs some technology, if we don't have technology we don't can prove our alive. Even some, 我怎麼講比較好？好後悔沒有先講個英文稿下來，具體保釋在哪些方面人文科學如何影響科技？科技文章，sorry give me a sorry give me a second. [interviewee thinking really hard]

**Translator:** Humanities, 人文科學。

**NI:** 嚴謹怎麼講比較好？

**Translator:** Serious.

**NI:** Serious 是嗎[inaudible]serious.

**Translator:**[inaudible]應該是…

**Eleanor:** mmm, serious.

**NI:** Ok [laughs] technology make humanity more serious. And of course you don't have ...有個東西叫感性我不知道這樣解釋可不可以。Humanity make technology more emotional and technology make humanity more serious. So I think they both influence each other. They connect with, 具體表現在哪些方面？

**Eleanor:** Okay.

**NI:** 我們再進行一些，我覺得這個真的有點難。 [interviewee thinking...]

**Translator:** 對。

**NI:** Too hard. 如果今天在寫那個寫那個是申論題大概就可以寫出來了，人文科系如何影響科學我剛想到是什麼？等一下。

**Eleanor:** Because the humanities enables scientific and technology progress to be more humane. [pauses and a quick conversation about someone's cat shirt takes place for a minute] And then for question 20 [interviewer points to question 20]

**NI:** Yeah Oh, I like to use it maybe just ChatGPT. It helped me a lot when I do some homework oh my god it helped a lot, really helpful 而且很好的發明。 [translates to "And a very good invention"]. I don't feel afraid about it. A little worried about I think I'm more worried [about] maybe we'll be replaced with AI. I'm more prefer to find something I'm more familiar with. Do you mean a skill? Yes. I will prefer to fight to use my familiar way the if there's another choice about to learn about the technology I think I will try it again.

**Eleanor:** And I know you said you weren't afraid to using a technology do you think that other people were like other humanities majors?

**NI:** Fear about?

**Eleanor:** Fear or little nervous to use technology.

**NI:** To be honest, they always use ChatGPT but just like me, they are nervous about to be replaced with AI. Our major is now something that very it's something more emotional for me...它就是一個比較容易被取代的東西像文科啊等等之類的。

**Translator:** 比較容易被取代，對嗎？

**NI:** Mmh hmm.

**Translator:** This is easy to replace. Like Chinese, like Social.

**NI:** Also the Politics side is easy to replace.

**Eleanor:** Do you think that as a Political Science major you had any advantages or disadvantages? [points to question 21]

**NI:** [reads the question] I have to think.

**Eleanor:** It might not apply either because you said you didn't do AI?

**NI:** I didn't do AI yes. I didn't really like it. I don't understand [inaudible]

**Translator:** Don't understand how to code.

**NI:** Yea, how to code. I don't understand about this. 但我覺得人工智慧 或者是說處理技術跟我們的專業本身就比較沒有關係。

**Translator:** 沒有關係。

**Eleanor:** No relationship.

**NI:** 對。 They don't have too much relationship. We can use AI to fix the humans problem. Yes, maybe when doing some politics thing or election, something at the vote, we can use AI to do this. Or even so it will be a lot of problem. If we use AI to election or do some policy. It so some policy things, and it will be a lot of problem and people didn't much trust about AI when they fix something about human problems. Yes. So I don't think that both have too much relationship. 只能說就是人其實人名對於 AI的信任度不高。

**Translator:** They don't even trust AI too much.

**NI:** To do policy. Political science don't have too much relationship about AI is. The most, the most reason is people didn't trust AI.

**Eleanor:** And then for [question] 22, because I know T-School, it was supposed to kind of combine humanities and learning technologies. Do you think that it did a good job of that? Or can be improved?

**NI:** It can be improved. Too much should be fixed. Too much.

**Eleanor:** And for the stages, you mentioned how professors could give feedback, do you think professors gave good feedback?

**NI:** Yes. 是嘛 [unadialable] 他們說給 feedback. The professor give feedback to the student? Yeah, a lot. When they're in group, we have a Line group. There the teacher would give a lot of feedback, after the stage or after some of the meetings. 對. The professor will give a lot of feedback. He's a good teacher.

**Sakshi:** So what do you think of the grading system on which who won the prize. How do you think that grading system was?

**NI:** [redacted]

**Eleanor:** And do you think that T-School wants to make students more creative?

**NI:** They learn a lot. 讓他們學到學很多課程以外的東西。

**Translator:** They can learn a lot of things they can't learn in class

**Eleanor:** Okay, I think. Do you see yourself applying the digital skills that you've learned in T-School in your career or life?

**NI:** 她是說？

**Eleanor:** Question 18.

**NI:** 可以嗎。 If you mean in life, yes! if you mean in career, it depends on which career you choose.

**Eleanor:** And was this program different from other courses you've taken in Soochow University?

**NI:** Question number.

**Eleanor:** Question 14.

**NI:** Yay.

**Translator:** 東吳

**NI:** 学习过其他课程。 [reading question] 怎麼講？東吳它是一個 純文科學校。什麼講？

**Translator:** Soochow university, 是中文課...

**NI:** 對啊。

**Translator:** 真的嗎！

**NI:** 當我們什麼什麼學習, right? Liberal Arts school?

**Eleanor:** Mmm, yes.

**NI:** Soochow university is a liberal arts school. We have a little maybe science, Science program but 他們其實不強, they are not outstanding. 那個理科在我們這邊其實我想看啊, 然後 Science is not prominent in our school Yes. So most people in the school is studying things like me. Political Science, Chinese English or something like that and so T-School is a good way for them to learn a lot of things...但是, 其實, 不是一个很好一名。。。簡直讓他們學習一些課程以外的东西。

**Translator:** T-School is a good way to learn, they can't directly in class.

**Eleanor:** It's a good way to learn...

**Translator:** to learn the things, the knowledge that they...

**Eleanor:** That they can't learn in class?

**Sakshi:** What skills did you learn in T-School that you can't learn in class?

**NI:** 我想看T-School裡面學到的在這個課程以外的東西。其實T-School不知道要怎麼講, 因為T-School過的範圍其實很大你想講什麼都可以. If you're in AI you only can learn about the AI skills but if you are in podcast of course there's talking skill and obviously how to use device and software. And stage, Stage have the many 主題的。所以那個是, 例舉能學到的東西。其實我發現學生在准备 Stage的時候, 还是会跟他們的所學科系有所連結, 对, 但是还是学到很多除跟这个他原本的科系有連結的, 但是卻是以外的東西也很多。

**Translator:** 其实, 她剛剛的問題應該是想要请你具體舉例一下。有些学到什么? 有些, 应为其实[unabilible]学的, 它应该。。。还有

**NI:** Stage 的時候很緊張可是我其實沒有正式上台。我沒有正式上台我就只有在上台之前準備一些東西而已, 但是因為到最後我在上台之前我就退出了, 真的所以我沒有上台因為我在上台之前的時候我就會幫忙去, 同学们准备很多东西, 如果說什麼的話我覺得。wait,

**NI:** Sorry, sorry.

**Translator:** She says there's a lot things you can learn. Expect in the class too much.

**Sakshi:** If you say like instead of saying the whole thing make it into chunks we can translate it.

**NI:** 我現在這選的是比較軟體的。

**Translator:** Most of work.

**NI:** Maybe, conversation skill or even podcast 的话，使用是非的意思。

**Translator:** How to use the ...

**NI:** AI how to use code. AI is the code, how to use the code, and podcast is the way about talking still and advice use, how to use advice in this stage. Stage要怎麼講會比較好。因為Stage講學的東西完全就是沒有在課程。

**Translator:** outside.

**NI:** 對。 outside就是它真的是完全不是我們專業的東西他學的東西太多了，而且加上其實不同的老師他們的主題就不一樣。所以你能學到的東西就是相對的你跟哪一個組就是更加不一樣。

**Translator:** So she said Stage have many, many too much too much cover in class and each teacher teach something different.

**NI:** And each teacher has the different topic, so what can what can you learned is depend on which teacher. Which teacher you have. Maybe like [name redacted] topic is how to make AI, how to make AI better. 我現在有老師[name redacted]老師， 他們知道[name redacted]老師嗎？

**Translator:** Do you know [name redacted]老師？

**Eleanor:** No.

**NI:** Their topic is about the story make life better? Each Teacher has a different topic, so what can you learn is which teacher you have. My teacher is [name redacted] so what I learned is

AI, 让你一些什么一些 AI, AI 这么讲就好? 不知道,  
AI是備反而讓生活更方便。我是學到這一點。

**Translator:** AI make life more convenient.

**NI:** Is what I learn, yeah.

**Eleanor:** If there was a workshop topic you'd like to add and what would it be? Because like like the AI class, the podcast class do you think there's any other that would be good?

**Translator:** What number [question]?

**Eleanor:** Oh 17.

**Translator:** 17.

**NI:** [reading question aloud]

**Translator:** Oh, 这是说 AI, Podcast, and Stage 你覺得還可以再加什麼主題?

**NI:** Oh,

這個好問題因為其實我們當開始在安排的時候都已經固定形式了所以如果突然要跳脫一個形式的話, 研討會的主題嗎? 对不起, 没[inaudiable]

**Translator:** She never thought about it.

**NI:** I didn't think about it. I'm sorry.

**Eleanor:** How would you describe T-School to someone who hasn't heard it before? Question 15.

**NI:** I will.

**Eleanor:** you would recommend it.

**NI:** I will introduce what is T-School.



**Eleanor:** How would you describe T-School?

**NI:** I introduced T-School to my friend before. 那我其實我之前就已經跟我朋友介紹過T-School很多遍了。I introduced T-School to my friend before today a lot, and it mean recommend if you had a lot of time and really passionate about it, and you can go. And if you can't use your time well about after school or maybe home. about after school or maybe in home, 如果你已經有其他你想做的事你就不要了。

**Translator:** If you are busy you shouldn't come.

**NI:** 好像還有一個問題是怎麼subscribe 跟怎麼描述T-school? There is this difference. How will I?

**Translator:** 如果人們沒有聽過T-School, 怎麼介紹它?

**NI:** Umm,給他太快給我太多痛苦了。T-School is the place for you to learn outside the class, and the most topic is about AI and SDGs if you're wondering skills, not just Stage, maybe you can join in the AI art, AI painting and then the Podcast. Both is the way for you to learn skills, but if you want something more about society [SDGs] and environment something like that, and maybe T-School will be a good choice for you to learn and also the T-School can give you a lot of chance to train your talking skill conversation like this, yes.

**Eleanor:** Is there anything else you'd like to share with us?

**NI:** [thinking] [asks about why the WPI students are coming to T-School]

**Eleanor:** [explains IQP and how we chose the project]

**NI:** Is there T-School in American school? I think my school is pretty boring, so I was surprised you guys came to here to study T-School.

**Sakshi:** [explains PBL at WPI]

## Appendix W: Student EJ Interview Transcript

**Interviewee:** Student EJ

**Interviewer:** Jakub Jandus

**Date:** March 28, 2024, 15:30 – 16:30

**Location:** D building of Soochow University, Room 0509

---

**Jakub:** What's your major school and your year?

**EJ:** I'm [redacted] and my major is philosophy.

**Jakub:** Philosophy is cool. Do you have any specialization in philosophy or just philosophy?

**EJ:** Just Philosophy.

**Jakub:** So how did you learn about the T-School program?

**EJ:** Our teachers told us in our class, so, if we go to school, we can learn, the AI or the podcast.

**Jakub:** So is that the reason why you joined? Were you interested?

**EJ:** Yeah, because, I think learning philosophies is about only books and teachers using PowerPoint, that kind of stuff and homework. But if I go to T-School, I can learn about AI, how to write it. In the podcast you can have your own idea. And you can first write with your friends, you get a record about it, and upload it on the podcast.

**Jakub:** So were those the two projects you worked on? Or did you also work on some other projects in T-School?

**EJ:** Last year, I work on podcast but this year, I worked on AI.

**Jakub:** Are you enjoying it so far? Are you enjoying the projects?

**EJ:** The whole part of the T-School I have. I think it's not so completed. Program is not really completed. Sometimes if we have classes, but it seems like if we do it or not it's okay.

**Jakub:** Sorry, could you say it again? You're talking about like the structure or just T-School overall.

**EJ:** T-School overall.

**Jakub:** do you feel like there is no incentive? Because as far as I know, you don't receive credits for it. So do you feel you're not motivated?

**EJ:** Yes, I think most students in T-School is like, not really motivated about the program.

**Jakub:** Are you motivated about T-School?

**EJ:** So so. so so

**Jakub:** So you mentioned that you joined T-School because you thought that you can express yourself. Do you think the T-School that allowed you to express yourself and be creative?

**EJ:** Yeah, I think T-School have that.

**Jakub:** Could you elaborate a bit? How exactly did you express the new ideas? What were the new ideas?

**EJ:** T-School has the stage like Stage Night. Every student need to go on stage and express our opinion. I'm in the AR group, our group work on the AI so when I express my idea is about the AR. So yes, I have expressed my idea in school.

**Jakub:** So were those like new things to you? Did you try out new things?

**EJ:** Yes, it's new to me because like before, 18 years ago [probably meant weeks], I didn't like going on the stage and, for the PowerPoint, the teacher gave us five minutes. 10 pages of a PowerPoint and one page needs to be control in 30 seconds to finish it.

**Jakub:** Were are you afraid of it at first? Did you feel intimidated?

**EJ:** I'm not afraid to go to stage and to express myself, but I'm afraid of the time control because you need to control the time, 30 seconds.

**Jakub:** So did it feel too fast for you?

**EJ:** When I practice by my myself, I think it's a little bit. One page 30 seconds is a little bit too long. But when I go up, I think one page 30 seconds. It's really fast.

**Jakub:** So you think T-School helped you improve your public speaking skills?

**EJ:** Yep.

**Jakub:** Is there anything you didn't, specifically like? Or do not like about the Stage Nights, apart from the time constraints.

**EJ:** No, the Stage Night is the best part I like about in T-School.

**Jakub:** Your favorite part?

**EJ:** Yes, it's my favorite part.

**Jakub:** Did your projects include a lot of group work or was it all individual?

**EJ:** Group work.

**Jakub:** Which project included what?

**EJ:** AR. In this semester, we need to have exhibition about the AR, we need to work together. I think I never had an experience about how to do and exhibition.

**Jakub:** So that's something you do feel intimidated by it or scared of it? Or are you glad that you are trying new things?

**EJ:** I'm really glad I'm trying new things. Because if we don't have T-School, I wouldn't ever have this experience.

**Jakub:** Did T-School help you to overcome your fears?

**EJ:** Nope. But I think in T-School I just learned new things.

**Jakub:** Just learn new things. Are you happier learning new things?

**EJ:** Yep.

**Jakub:** When it comes to the group work, how was how is working with other people and other majors?

**EJ:** In last semester, I worked with a student who's major is history. So when we need to make a podcast, me and my friend all about just like focus on the philosophy but the student, majoring in history can give new idea about something that is not just philosophy.

**Jakub:** So, that is something new or only have only done in T-School or have you done it in your other classes or before?

**EJ:** No, it's something new in T-School.

**Jakub:** Do you liked that experience or not really? Do you enjoy working with the other people or would you rather work alone, individually?

**EJ:** I enjoy working with others.

**Jakub:** Do you get to do that in other classes, in the future and you think you will have opportunity to work in groups or with other people?

**EJ:** Yeah, I think like in Taiwan's recent education we prefer work in groups.

**Jakub:** Is there any part of T-School you specifically like?

**EJ:** The Stage Night and exhibition.

**Jakub:** Could you tell me a bit more about your exhibition and how much time are you spending on preparing for the exhibition?

**EJ:** Because the exhibition just started this semester. Now we're just talking about our imagination. We didn't really have something as we're planning. Maybe this exhibition is about how to help older people use AR to improve their life. And we hope like our exhibition can let others to know more about it.

**Jakub:** Is that like an opportunity for you to be more creative?

**EJ:** Yes.

**Jakub:** And how do you show your ideas specifically? Can I have a concrete example of your creative idea? And how did you show it?

**EJ:** Because the exhibition is in June. So, now, we're just like working only on the imagination and didn't really have a thing. So we, we didn't really make up something. So we're just talking about our imagination.

**Jakub:** In general, in the T-School workshops and everything, could you give me a specific example of an opportunity where you could show your creativity? or new ideas?

**EJ:** Can you say again?

**Jakub:** Okay, that's strange, it's a hard question for me to ask. Because my English is also not my first language.

**EJ:** Oh, no, your English didn't have any problem.

**Jakub:** Oh, yeah, it's good. So, in T-School, did you have an opportunity, a space to think of a new idea or to be creative?

**EJ:** In their program, I think podcast and Stage Night.

**Jakub:** Okay, so in the podcast, could you tell me a bit more about your podcast project, and your feeling about it? Did you enjoy it a lot? And why?

**EJ:** We're making making our podcasts about a [redacted]. So we're thinking about explaining some details about the [redacted] to our audience. And that's the first time I think that's the first time we go to a room and the room will have some equipment. So we got to record about it. And we need to find out by ourselves how to use the equipment because we have never used it before.

**Jakub:** Is there someone helping you to use that?

**EJ:** There's only a girl she just gave us a message about how to use but she didn't really tell us how to use it, so we still need to find it out by ourselves.

**Jakub:** So you had to explore on your own?

**EJ:** It took a lot of time.

**Jakub:** Okay. Did you enjoy that?

**EJ:** No. Definitely, no, because, it's really hard. We spent really lot of time to use the equipment. I think if someone just told us like how to use this. It would go faster.

**Jakub:** So did you think that because you spent a lot of time on learning the equipment, you didn't have enough time to be creative or make the new idea of the podcast or was that okay?

**EJ:** I just think it's a little bit wasting my time.

**Jakub:** Are you really busy with your schedule and other classes?

**EJ:** Not really.

**Jakub:** Is this program different than other courses you have taken at Soochow University?

**EJ:** Yeah, because like, the other classes, you go to class, listen and write your homework, it is done. But if you go to a T-School, you need to make a something. You need to make a podcasts, AI art. Or you need to plan about an exhibition, but in class you won't get this.

**Jakub:** Are you enjoying the school so far?

**EJ:** Yep.

**Jakub:** This is a question that is supposed to, like, encompass all from your experience from T-School. How would you describe T-School to someone who has not heard about T-School before? For example, your friend who never heard about T-School, how would you describe T-School to that friend?

**EJ:** I think T-School really gave us a lot of resources every time. So if you want to learn things different from your major, a lot. You want to try learning new thing, you can go to T-School.

**Jakub:** Would you recommend T-School to a friend? Or would you say don't take this class?

**EJ:** I think if T-Schools program is more completed, I will recommend but because I joined the T-School. But this is T-School first time having this class, I think it's not really completed. So now I won't really recommend it.

**Jakub:** So you would like to program more if things were different. If some things were changed, you would like it more?

**EJ:** Yep.

**Jakub:** Could you give an example? What would you like to change?

**EJ:** It can have more classes because when I had to learn how to make a podcast, the teacher only gave us four classes. And in this four classes, we need to learn how to make out a podcast but it's a whole new thing to us. So I think time for us is a little bit...

**Jakub:** so you think it's too fast?

**EJ:** A little bit too fast.

**Jakub:** How do you feel about the workload of T-School? Did it add too much on to all of your other classes already? Or did it fit well with the other classes and like social life?

**EJ:** It fit well.

**Jakub:** Right now in T-School, you are attending all the workshops, right? You're attending Stage Nights and podcast?

**EJ:** No podcast was in the last semester.

**Jakub:** Podcast was last semester. Now you're doing Stage Nights and the AI art. Is there any other workshop you would like to add in the future?

**EJ:** Teach how to make short videos.

**Jakub:** Short video so cinematography, taking, making the video, everything? making a YouTube video? Or just doing the camera, editing, or the idea what is the video about? Or all three?

**EJ:** Kind of. I think YouTube.

**Jakub:** So you have learned some skills so far right? Do you think you will apply the digital skills you learned from T-School in your career or in your life later?

**EJ:** Yes. Some people in Taiwan like making podcasts to earn money, but we do a podcast for fun. So, in the future you have no idea about your work. Maybe you can try to make some podcasts.



**Jakub:** So you think it might be useful but right now you don't know how podcast specifically will be useful?

**EJ:** Can you say it again?

**Jakub:** So you talked about podcast. So you are not sure how it will be useful in your work later.

**EJ:** Yes

**Jakub:** How about the others? How about the Stage Night? Public speaking?

**EJ:** I think it's really useful because sometimes in our final exam we need to have our presentation. So public speaking is really important.

**Jakub:** And the third one, the AI art?

**EJ:** I do not have any idea about the AI. Art for me now, it's just for fun, making some pictures I like.

**Jakub:** What are some parts of T-School you did not like? Even organization structure, some class, ways the classes is taught?

**EJ:** I think the organization of T-School is not really complete.

**Jakub:** It needs more time to like develop?

**EJ:** Yeah, I think it still needs more time to develop because for now it's the first time for T-School.

**Jakub:** So when working on your projects, did you receive feedback to help you get better from someone? Did they comment on your work? Did the people try to help you?

**EJ:** Oh, yes, I think T-Schools' teachers are really help us a lot. They're trying their best. When we're taking classes in AI art or podcasts, when teachers finished their class, they will ask us if we need any help. So yeah, I can get help from the teacher.

**Jakub:** Was it good feedback? Did it help you a lot? Or was it like they told you something but you thought this does not help me?

**EJ:** I think they help us a lot.

**Jakub:** And it was the teachers? Or was it also like the other students?

**EJ:** Oh, teachers and other students.

**Jakub:** This is going to be a slightly harder question and changing a topic a bit. But considering your major, how do you think humanities affects or can influence technology? And how can technology influence humanities? Because your major is mostly about humanities, social work, or social sciences. But in T-School you're learning some technology. Do you think one can influence the other or affect the other?

**EJ:** I think yep, I think like we're learning humanities or social science, that kind of major. We can learn, get closer to about people but if you learn about chemical or physics, that kind of major, maybe when you can combine with the technology. You're just like working out there, just about kind of academic thing. Humanity majors can use technology to improve T-School but it's different kind. so you think you have an advantage or disadvantage as like a humanities major when dealing with technology? The disadvantage is that we're not really good at writing the program that kind of thing but the advantage is like I said I think we know more about like people's lives.

**Jakub:** Do you think T-School supports both the fields, the humanities and the technology? And how well does it support each field?

**EJ:** I think as a humanities major, I can start learning technology, have classes and teacher really help us a lot so if we really don't know how to use it, we can ask teacher and we can get the answer.

**Jakub:** Were there any specific obstacles that prevented you from learning effectively or efficiently?

**EJ:** I think the classes in the last semester podcast only had four classes. But I think the information is a lot. So we need to spend our time to learn by ourselves, how to make better podcasts and stuff.

**Jakub:** Was that one of the ways of how you overcame the obstacles? You said, you felt like there is a lot of material and not enough time. So did you learn on your own a lot outside of class?

**EJ:** I work with my group, we spend our time to these discover how to make much better product.

**Jakub:** How long?

**EJ:** Within two days.

**Jakub:** Did it help in the end? Did it help all of you this group work?

**EJ:** It helped a lot.

**Jakub:** Was it just outside of classroom, sitting or was it in the actual podcast room you mentioned?

**EJ:** We work together on internet and in the podcast.

**Jakub:** Did you like your final podcast? Result?

**EJ:** So so.

**Jakub:** Could you explain a bit more about it?

**EJ:** Because we are not very good at the equipment, how to use so the podcast I think it didn't work very well. The information is good, but the equipment was not used very well.

**Jakub:** Do you think you had this space to make new ideas in that podcast and to be creative?

**EJ:** Yeah, yep.

**Jakub:** And you like that you were fighting the technology part, right? Would you like to do it again? For example: make another podcast?

**EJ:** Yes. Yeah, I will give it a try. But still, I need someone to tell me how to use the equipment more.

**Jakub:** In the AI art class that you are taking, right now, do also feel like you need someone to explain the equipment more to or is that better in there?

**EJ:** It is better in AI art. The teacher gave us a PowerPoint, so we can do it by ourselves. The teacher also told us again in class, so no problem in AI art.

**Jakub:** How well are you able to express and be creative in the AI art class?

**EJ:** So far, I don't have any idea.

**Jakub:** Now on to the third one, Stage Nights. How well was the creativity? Or the space to express yourself? And how well was the technology?

**EJ:** I think in Stage Night, we didn't have problems about the technology, because it just public presentation. But in Stage Night, I can listen about others idea, or their creation. So, I can learn more about others.

**Jakub:** Do you have any advice for someone who wants to take the course or if I wanted to take the course?

**EJ:** For Stage Night?

**Jakub:** The T-School, if someone wanted to join T-School.

**EJ:** If you want to express more about yourself, I will recommend you to go to the Stage Night or the podcast because in podcasts you can really make recording about your thing. In Stage Night, you can give a presentation to others. But if you want to learn more about technology, that kind of thing, I would recommend the AI art.

**Jakub:** Thank you. Okay. Is there anything else you would like to share with us?

**EJ:** I think in T-School, they're trying really hard to be better. But from my opinion, just because this is the first time so I think organization and classes isn't really completed. The whole thing about T-School I think it's just so-so.

**Jakub:** Do you see any improvement? You took T-School from the beginning, from September? Do you see an improvement in T-School like from the very beginning and where T-School is now? How much did it improve if it improved?

**EJ:** Oh, I think there are more classes about the AI art. I think stages are so-so.

**Jakub:** Did you attended stage before in the first semester and in this semester too?

**EJ:** The last semester, but this semester I didn't attend.

**Jakub:** If you compare, like the first Stage Night and the last Stage Night, did the organization of T-School improve?

**EJ:** Oh, I think Stage Night didn't have a problem.

**Jakub:** Stage Nights were okay from the beginning? And the podcasts, did they improve?

**EJ:** Nope.

**Jakub:** No. Why do you think they did not improve?

**EJ:** Because I didn't take this semester's podcast. So I don't know how it worked in this semester. But in the last semester, we finished the class and we take time, work by our self, then make podcasts for us. I think classes feel like we're doing all by ourselves.

**Jakub:** So it was like too individual?

**EJ:** I work with my group. But we think teacher didn't give us a lot of help.

**Jakub:** The help from a teacher directly or do also mean material, presentations from the teacher?

**EJ:** Yes. They did not really tell us how to use the equipment. But I think the equipment is really important.

**Jakub:** Okay, so overall, you're enjoying T-School?

**EJ:** So far? Yes.

**Jakub:** That's it for me. Thank you for an interview.

## Appendix X: Student EK Interview Transcript

**Interviewee:** Student EK

**Interviewer:** Eleanor Foley, Sakshi Gauro

**Date:** March 28, 2024, 15:30 – 16:30

**Location:** D building of Soochow University, Room 0509

---

**Sakshi:** All right. So, what is your major and your school year?

**EK:** In my school year ... my major is sociology, but I also have Japanese.

**Sakshi:** So, sociology and Japanese?

**EK:** Yeah, yeah, double major.

**Sakshi:** What is your school year? So, what year are you in currently?

**Eleanor:** [saw they were a little confused] Like "一年級的大學生, 二年級"

**EK:** Ahh. [redacted]年級

**Sakshi:** [redacted] year so, you said you're currently in T-School program, right?

**EK:** Yeah.

**Sakshi:** How did you learn about the program?

**EK:** I joined the AI drawing in last season. And this reason is AI, but also Podcast and we also have speech race and...

**Sakshi:** Exhibition, like at the last?

**EK:** Yeah. And a speech, um, and with our group has a project and we need to finish it in all the year. So, this project is doing 50% now. So, this year I have to finish is AI, and Podcast, and speech race work, and this projects.

**Sakshi:** Okay. So, where did you learn T-School about, where did you ... did you see a poster?

**EK:** [redacted]

**Sakshi:** [professor name redacted]?

**EK:** Yeah. Like they told me I am very fit in this project. So I joined it.

**Sakshi:** So are there any other reasons you joined the program? Besides your professor telling you: "Oh, you, you're good for this project?"

**EK:** Yeah. Because this project is in my opinion, it is to grow your soft skill. Because in university, we didn't learn how to teamwork or how to speak clearly to that your listeners very easily understand what your topic is telling about. And so T-School is a very huge but also a little bit complicated.

**Sakshi:** So, in T-School, you said you worked on AI art and podcast?

**EK:** Yeah.

**Sakshi:** And did you do Stage as well? Stage, like speech?

**EK:** Speech, yes

**Sakshi:** Out of all three, which project did you find the most interesting?

**EK:** Interesting probably AI because before joining these, this class, AI class, I just hear AI is very fast to improve our generation. But to people who don't understand technology, we didn't have the chance to touch, or just explore AI. So when I joined this class, and use it and to finish my, my 作品, my painting because I joined the job. Yeah, the AI drawing so I finished my drawing it make me feel very excited because I was a art class student before. So, I can use it to in a very short time to finish painting. To me it's very surprised.

**Sakshi:** Compared to other courses, right, you've taken at Soochow how is this AI class different? So you said you were an arts major, so you took an art class probably?

**EK:** Yeah.

**Sakshi:** So comparison to art class how is this different?

**EK:** Before?

**Sakshi:** Or just like any other courses. How is T-School different?

**EK:** Different than normal? Because in T-School teacher [English struggles] Asian education teacher usually want you to she gave us tips and you need to finish his homework. But in T-School teacher didn't want to push you very a lot, you want you, you need too [nervous English struggles]

**Sakshi:** You can throw a Chinese word and we will try to understand or like Google Translate it.

**EK:** 他會希望我們發揮我們的創意 So he wants to use his authority to...

**Sakshi:** Make you more creative?

**EK:** Yeah.

**Sakshi:** Is it only you who felt that way? Or do you think T-School makes other students more creative?

**EK:** Yeah, probably because for example we learn Midjourney. And maybe teacher just teach the same one, but if student was very interesting in it he will learn and listen to or any class didn't teach to by himself. So I think it is a very different education scheme there before we used to be taught.

**Sakshi:** Alright, so in T-School itself, did you feel like you had more freedom to try out new things?

**EK:** Because our topic was not everyone's topic is decide by themselves. So, you want to do anything ... how to do your work is decide on you. So teacher just, um [English struggles] if education of teachers he just want to see how do you ... what skill do you use in this painting? Or how many different creative than our student you used?

**Sakshi:** Were you scared of that?

**EK:** Yeah, but... No

**Sakshi:** [mutual laughter] Were you scared of trying new things?

**EK:** Because I try new things. To me, because I'm [redacted] years old now. And maybe two or three years later, I have to go to find my job. But I didn't. Because I started in sociology and for sociology it didn't have a very clear ... 目標



**Sakshi:** Target? Goal?

**EK:** Yeah, goal. It didn't have very clear goal to oh, maybe I graduated this major, I have to find some job. So be because my major is not very clearly. So I have to give me very different chance to explore different abilities. So I didn't afraid about it.

**Sakshi:** So you said about your career. Do you think that skills that you learned in T-School, the soft skills that you learned in T-School, will be applied in your future? Like career or life?

**EK:** For example, AI was very important now. And my major has sociology and Japanese. If I can combine these two and pass the AI, maybe it can create a more different kind of job in this generation. I think.

**Sakshi:** So, you said earlier that the ... hold on [computer clicking] Okay, I guess I'm just gonna do a book. But you said you got feedback from the prof... did you get any feedback from your professor? So you're like: "I don't know how to do this". Were they able to help you? Or give you feedback on your work?

**EK:** Because I said my professor inviting me. [redacted] So, if I have any question not very big but also maybe issue can talk to them. Also, I can give any advice to T-School. I can give something feedback and give to them to let them to improve the project. Yeah. But actually in normal class lesson, if I have a simple question I usually to talk to 助理, assistant. So, I got a feedback from different kinds of my teacher. T-School will not to be very difficult or pressed to me.

**Sakshi:** What are some feedback that you would give to T-School?

**EK:** Give? I give T-School?

**Sakshi:** Yeah. To improve the program, there are some things you might not like. Are there any parts of T-School you did not like?

**EK:** I think the biggest question is because in T-School's class we have to do project from professor. But professor have to teach us how to they decide a topic and for topic have for growth. So, I joined one of it and but students of T-School it usually be very have their own idea. When different kind of people want to share their inspire it usually make the situation become very mess. So, it is a question to how to make our group to doing the job very effective. It is the question.

Because when everyone wants to talk their opinion, maybe it can this situation becomes very ... 焦灼 [translates to: anxious; English struggles]

**Sakshi:** Difficult?

**EK:** Difficult. Not.

**Sakshi:** Stagnation? Like what is not improving?

**EK:** Yeah.

**Sakshi:** This is a little different. Do you think the way you approach AI art would be different from someone who's STEM major? Someone who works with AI a lot, would it be different?

**EK:** The question is, if I learned AI skill am I different to America?

**Sakshi:** When you were like, let's say if you were in a room, right, you're a humanities student. Like, sociology student. So, do you think your background in sociology helped you to deal with learn technology or AI?

**EK:** I learn AI, and does it help my major? [English confusion]

**Sakshi:** Okay, let me try to paraphrase it. As a sociology major, right, do you think you have any advantage when it comes to dealing with technology or AI?

**EK:** Maybe one years ago, we can use ChatGPT to help us to finish our homework. But now maybe I can. But the question is ...

**Eleanor:** We have the question in Mandarin. [shows written question]

**EK:** [reads question in Mandarin] 有點, I thing my major has an effective because I know nothing about technology, but we have humanity for them. Maybe they have students, so we can use very negative angle to see the problem. But not just see the what why are these technology has been stopped, we can just think about history of this. But the truth is 什麼 [English struggles]

**Eleanor:** Sounds like [inaudible] a lot.

**EK:** Ah, disadvantage. Is because we didn't very deeply understand the AI technology, so if we didn't have the education of it maybe like a reference book. We need to use it to understand this technology, because we didn't have very professionals.

**Eleanor:** With a reference book to ... AI?

**EK:** I think maybe we can ... for me I used to maybe watch YouTube, have people to upload his ... [English struggles] 心得 [thinking pause] Experience. His experience of when you use the new technology. I can just follow him to understand more quickly. And maybe there's also some AI at some topic of AI podcast. I also listening when I maybe on MRT or on a bus anytime. So okay, use my relax time to improve myself, to understand what is the situation of technology now.

**Sakshi:** For your podcast or any of the other projects, do you think you worked alone? Or did you work with a group of other students?

**EK:** When I joined T-School. I ...

**Sakshi:** Did you have to do your projects by yourself? Or was it like other students? You and the other students work together on a project or it was it only you?

**EK:** We have both because in AI class we usually finish these painting of that by myself, but, it also has ways to let our teacher to understand what their students are doing now. And also AI and speech is the two of the class we have to finish by ourselves. But podcast and project is teamwork. So, we have to have a lot of discussion to make sure our goal is clear and we have to make a schedule to understand what should we do and next we have to finish something for it. It didn't very clearly to just improve your personal skill but also it can make you to very clear how to group your self ability to talk to people or how to communication to your professor or your boss or any other [English struggle] 廠商 manufacturer outside of school. I think T-School it gave our a chance to maybe it just like an internship in university.

**Sakshi:** Do you think in T-School are humanities and technology work together? Or are they still like pretty separate?

**EK:** Because I before I joined T-School I was very anxiety. Because ChatGPT is [unintelligible], so you it can make a very complex job in maybe by three seconds or maybe a short time. It made me very anxiety, but I just very helpless, I feel. After I joined this project, I show I then add lot of skill, but also almost in AI was not very horrible things to human. Because maybe I used saying robot or technology will... [English struggle]

**Eleanor:** Take over our jobs?

**EK:** Yeah. So after I touch these, I use AI, I think it is not, AI won't hurt our history. And we don't have to be afraid of them. So, we just make sure, people who can control AI can control he can have more chance to select the job, I think.

**Sakshi:** Do you think that your major will have an effect in technology?

**EK:** [confusing voice] Has an effect...?

**Sakshi:** Yeah, effect on technology or what effects of that sociology has on technology and what effects does technology have on humanities?

**EK:** I think sociology and Japanese is very different major. In sociology, we talk very different kinds of issues, but also finding and seeing how to improve of it. But other way the I learn Japanese, but in AI it can translate very fastly. So, I think this is not just a question of does it refer to my major. It just different about how to use to improve myself and my life because life is more very, very long. I have this time to learn different skill, they may have more chance to choose which life is my, is I wanted to enjoy or I want to push you.

**Sakshi:** Let's say you have to explain T-School program to a friend, how would you describe it?

**EK:** I have done this before, maybe when after last season's AI class race. So, I told my best friend I think because he wanted to study university in Japan, but not very clearly to make a decision. So I give him advice. For him I said: if you want to learn Japanese more easily maybe you can consider about join T-School, because we learn AI, but maybe you will be interested not only in drawing, but also in maybe how AI used in your life, your job to make your real life quality to be grow up than before. Because it is not a very formal class, it didn't make a huge pressure for for students.

**Sakshi:** How did you feel about the workload of the T-School? As in how much time did T-School take to do?

**EK:** Because I very interesting in AI painting, in this year I used maybe a day in maybe two or three o'clock to practice how to painting more easily. And make sure in two or three weeks before the race I use probably four or five hours.

**Sakshi:** Besides like AI art, is there any workshops that you want to see in T-School? More ideas you want to see, like photography, film, because there's AI art.

**EK:** I didn't expected how T-School will give in future, because I find internship just two months ago, so I didn't put a lot of my time for T-School now than before. If T-School can pass any situation just how to practice English. I think English is a very important for student. It is not only just how you communicate to people. If you want to just finish a job you can just use translation app or ChatGPT or any [unintelligible]. But in the future I think language is a tool to let people work easily. And if you work easily, your own life you can have more time to find your life way. So, I think English is very important too if T-School student wants to practice their English I think is more more powerful to them, the student to to grow.

**Sakshi:** Do you have any like general advice for future students who are taking T-School? 等一下喔 [hold on, shows question in Mandarin]

**EK:** I think if your life is not have any goal or you are not very interested in your major now or your life now, you can try to join this project to explore your interests ... [English vocabulary struggle] ... ability ... or possibility ... I think ...

**Sakshi:** Is there anything else you would like to share with us?

**EK:** I said a speech is a whole year's because the form of the speech is Pecha Kucha. I didn't hear any before so, I have to practice a lot of time to to make sure I can, I can on stage, and clearly explain my opinion. For probably a people who very shy or not very outdoor, it will make a lot of pressure to those people.

**Sakshi:** In comparison to you, how did you feel about that form? Before coming to T-School, how was your speech skills?

**EK:** Very poor. [quick laugh] Because I used Chinese to report, I were very nervous. I didn't understand why am I so nervous. I make sure the content is I have very clearly understand why should I talk. But when I on Stage I just uuu [very anxious sound] I can't talk anymore. I think I have this situation it must be because in Asian education we didn't use a lot of time that student talk their opinion. We usually just listen and listen and do it. We didn't show our mind to classmate or teachers. [English struggles] How to lead student to talk their mind is very important to Taiwan's education.

**Sakshi:** Do you have any questions? What you think about the T-School workload? Was it manageable? The program. Was it too much work, T-School?

**Eleanor:** Or do you think it was good like that?

**EK:** I think because for me I really like very enjoy to let different kinds of things who filled up my mind fill up my life. So, maybe it wasn't make a lot of pressure to affect my life. But I don't think other people will think have a same thing about this question.

**Sakshi:** All right, that was it. Thank you so much for your time.

## Appendix Y: Student NL Interview Transcript

**Interviewee:** Student NL

**Interviewer:** Eleanor Foley, Sakshi Gauro

**Date:** 02 April 2024, 13:00 – 14:00

**Location:** Virtual, Zoom with cameras

---

**Sakshi:** Alright, what is your major in school year?

**NL:** My major it is [redacted], and I'm a [redacted].

**Sakshi:** Okay. So how did you learn about the T-School program?

**NL:** Learn, right.

**Sakshi:** How did you know about the T-School program?

**NL:** Is that how I known about T-School or how exactly I learned about this?

**Sakshi:** Oh, so, where did you learn about the T-School program from?

**NL:** Okay, so, because I worked in [redacted] ... teachers would telling me, oh, we have this kind of new project, like new programs at T-School. So they say, maybe you can sign up for this. You can just think about what do you want. And also, I got an email from T-School, and I just think, maybe I can try this. So it is like, email and also the word.

**Sakshi:** I see. So when you heard about the program, why did you decide to join it?

**NL:** Okay, I at that time because I think. I don't really know about the school [redacted] like a semester, and I feel I need to learn more. And I would say, I kind of I feel I need to learn more for my future, so I will not be replaced by other things. And also, I like the slogan in T-School. It is like a quote? They say. I forget how to say this in English, but is saying? Oh, forever younger. [laugh in trying to figure out how to say the slogan in English] Sounding like siding? I need to wait, okay. This is that. What ? This is English. So, you say Forever Useful. Yeah. Forever Weeping

**Sakshi:** What is the slogan? forever Used?

**NL:** Is Weeping? "w e e p i n g"?

**Sakshi:** Wait can you type it out, Please?

**NL:** Can I send you the message or. Oh I can send to Eleanor, so it is like this. [NL sends the message with translated English in Zoom's chat] I think it is this one. I hope that the translation is correct.

**Sakshi:** So "Forever Youthful, Forever Weeping."

**NL:** Yeah.

**Eleanor:** Like bad weeping?

**NL:** No, no, no. It is like a good, like it is a good way. Yeah, it is like a good way. In Chinese everything like, because you always like put effort into the thing you like, so you will always feel you're alive and you are doing something you like so because you put a lot of efforts so maybe you will cry? Because you were proud of yourself.

**Sakshi:** Goodness. So like tears of happiness?

**NL:** I would say.

**Eleanor:** Is it like it idiom or no. I actually not sure if it is like an idiom or like. I can find a way, who says this word.

**Sakshi:** You can also put the Chinese version.

**NL:** Oh, Hello. [zoom connection error]

**Sakshi:** You can also put a Line message.

**NL:** So this is the author. So this is from their novel, but from his story. So he is in a boat. And this is like the quote. So live here on the T-School. So I've said it and that I kinda like. Okay, how about I just try to join this.

**Sakshi:** So in your time in T-School, what projects did you work on?

**NL:** Sorry? [zoom connection error causing NL and Sakshi to talk over each other]



**Sakshi:** In your time?

**NL:** Can you say that again?

**Sakshi:** What projects?

**NL:** Can you say that again?

**Sakshi:** When you were in T-School? What project did you work on?

**NL:** Yeah.

**Sakshi:** Like, podcasts, AI art.

**NL:** I join two, Podcast and AI. I just joined last semester and also Stage Night and I was also in their proposal competition thing.

**Sakshi:** Oh, so out of four courses, like what are like the projects, what project was the most interesting to you?

**NL:** I would say, the most interesting.

**Eleanor:** Were none of them interesting?

**NL:** I would say AI is really interesting for me, because I did not know anything about this. And okay, I would say, I hate AI before I joined the AI workshop. I was like, Oh, I don't want AI to just come into my life because I have a kind of anxiety. Because it always told us that, oh, you study in this kind of department. [redacted] is better. Maybe it's like, we don't have to worry as much, but I still worry because people just say you would, be replaced by AI. So I would just like, No, I am better than this, so I don't want this kind of workshop. So when I know T-School have this project. I was, think about maybe this is a time for me and AI to, I can give the chance. Like I have an opportunity to try this first. So after I try, I would say is pretty good. Because it is not that horrible for me and I feel like AI is just a tool, I don't have to be worry like, I will be replaced. I think. So after I joined the AI workshop.

**Sakshi:** I see. So, when you said. Do you think your background as a [redacted] helped you a lot when dealing with AI? Like, did you have any specific advantage or disadvantage when you're learning AI?

**NL:** In this workshop?

**Sakshi:** Yeah.

**NL:** I don't think so. I think so in this workshop, because they really care about the creativity and how to embrace yourself. But because we only show the pictures, so. Oh, I think maybe I have but I don't think this ability only for [redacted]. I think it's like, the departments, like the Liberal Arts and Social Science because we need to do more. Because we need to read a lot of maybe paper or like the books and the teacher will ask like how you feel about this. And like a lot of our assignment is to talk about ourselves. So you need to think more like other students, and you need to, how do you say this like [think how to explain in English], for example, like after you watch a movie and the teacher will want you to write a nice summary is like a reflection. We need to write a lot of kind of thing so, I mean, this kind of the progress in our departments it helped me to know how to express myself more. So when I need to. Because AI we need to show people this is my designing. So I need to tell a story. When I told a story I know how to tell a good story. I know a good story needs to come to some kind of things.

**Sakshi:** So do you think?

**NL:** Yeah, I would say [redacted] helped me to figure out this kind of things.

**Sakshi:** I see. So going back, do you think T-School will let you explore new things?

**NL:** I will say yes. [emphasis on "yes"] Even I just drop out I probably say because I joined T-School like I work a lot of, I put a lot of effort into this and I work hard. Yeah, I try so hard to explore in my style thing. So I would say T-School is a good place for me to explore.

**Sakshi:** So, but, while exploring, were you scared to explore? Did you have any fears?

**NL:** Ah. I would say not really scared it is like the progress maybe you will feel like uncomfortable, because you need to work with other students and they come from different departments, and sometimes it's difficult to talk to other departments. To talk to other student from other departments because you'll feel like, oh guys your the way you think so different and you need to tell people. For example I talk with my department student maybe I don't have to, like, if I'm bored but I have to explain like more to business students and now I will feel like oh, it's kind of tired so it's not really scared but the progress in T-School it will feel really; Don't say. Sometimes it will feel like I don't know why I need to do these kind of things.

**Sakshi:** So, did you like the collaboration between other majors? What did you think about the collaboration.

**NL:** I would say, I know a lot of good students, like really great student in T-School, so I think even I have some kind of like beef [slang for disagreement] with another student, but besides this, I think cooperation is really good because you will learn from each other. You will not just because; Okay, so, if you only cooperate with your major students, you think well maybe it would be really sad; Like you will only talk about [redacted] you, will only think about that kind of things but we need to learn how to say this, I into just get out of our comfort zone something like this. So I was [unintelligible audio].

**Sakshi:** So, was that collaboration that you did something like new or did you do it in other classes into Soochow university.

**NL:** In last semester, wait, I mean, if we choose the main like in the class; For example if I didn't choose that other departments class so I will not have the opportunity to work with other students, I can only work with like our students. So T-School is kind of like in the Stage because I know [redacted] okay this is something we only we in the [redacted] there is no other [redacted] student in T-School in last semester, so I can our our only like cooperate with other students from other major so T-School has give me the front stage, but if go back to the system in school then no more system is different. It not easy to work with others, like they can't like so much from other major students who work together.

**Sakshi:** I see. So you said you took AI art right? Do you think T-School was able to make you more creative or gives you more opportunities to be creative and express yourself?

**NL:** So I would say, I not sure to about like did I really become more creative. I'm not sure about this. I would say the way T-School let us do because we have outcome proposed, outcome day, something like this. So, we need to prepare a lot of things on that day. So I did not find out from last year, I didn't find out like. How does the outcome; So last year I just I got a tutor student, I need to be on a teacher to teach other students and the parents asked me to give them a resume. So the parents really care about other things, because she wants me to show her like do I have the good talking? But it is really difficult, to show people on the resume, you can only show the composition. So I just give them the podcast I made, and also AI things. So I show her this is my, I just think whatever to show them. I just think maybe I can show when to; I have the ability to teach your child, to teach your child. So a lot of times I will feel like oh, this is like a useful thing for me from T-School, so I can, at that moments, like when I give the parent the resume I will find out so T-School is kind of good for me because I have a thing like podcasts even I don't think I really did a good podcasts, but I can show people you see it this. You can see is my Mandarin is

like improving or my pronunciation is like enough for you to teach your child. So T-School, I would say T-School is the way that different opportunity show yourself. Because in the normal school you can only use the presentation you can only like use the Canva or just show people; This is what I did. You were like a, how to you say [thing how to explain in English], your assignments, like paperwork, but T-School just different way to show people by what kind of person you are.

**Sakshi:** You know you learned a lot of skills from T-School, so do you think those skills that you learned you're able to apply it when you were asking for students to tutor. Do you think you can apply that same skills to your career or life?

**NL:** Oh, I want to make sure of the question. Do you mean a skill I learned from T-School it can help me to get something for my future? I would say the workshop, the skill I learned in podcast is not useful, because I know this before I learned this from other school. So in podcasts I just know how to do was before I entered a podcast workshop. So I would just said that for; we separate my so for podcast workshop I would say the teacher is nice, but the knowledge inside I already know. I don't really need her to teach me, so I would say she's a good advisors because I would ask the project insight. I would say I want to talk about this topic what do you think about. Do you think like audience will like it? I think she needs like a good advisor but for the professional knowledge I don't really think, because I learned from [redacted], so it's not really useful for me, because I already know about everything from this so I just want to make sure that about a topic or audience will and they like this kind of topic, and also my performance is like good enough or not, for the audience. So like skill, I how to edit the things so I don't think is that I learned from this. It is I don't know, it is different though to separate things. I try to separate that. The teacher It is like a good advisor, So you can know like the topic, like my performance, my hobby, and also my topic is good or not currently in T-School to help. It is late to teach me other skills? How to speak or how to, Yeah. I just want to make sure whether they like it or not. But she is like a good judge. Because she knows audience right now. So maybe this is other skills I learned from T-School by not how do you make a, I don't know, use AI to help you to do the podcast. But as for the AI Workshop, I think the teacher is really good. But they change the other teacher this year. So I don't know what about this years? How he is. But said the last semester the teacher like he teach me is really good. But the skill, I would say it is pretty good. But I don't like the way he talked about it.

**Sakshi:** Yes. What part did you not like about?

**NL:** So me, and other students we talk about, I would say because some students are junior and also some students almost senior. So for this, we are worried about our future, we were anxious, we are really anxious about our will, it is like, are we good enough to get a good job, like in the society worry about these kind of things. Because also our parents are worried about this. So we

need to do a lot of thing or to learn a lot of things up to prove I am good enough. Because you see, I learned this kind of things. I am not only good at my major and also good at other majors. So it's kind of sad for this, but wait. I kind of forget what I am talking about. So we are really anxious about our future, so we hope the teacher in T-School, they can change the way to speak. At first, when we want you to join T-School we want to like solve our anxiety, right? We want to for learners, all of them from this. So our anxiety will be like, over. We do not have we will not, it will just disappear. No, the teacher I would say some of the in T-School like the two teacher in podcasts and also in AI workshop. There's two teachers from outside not in the; So they invited others they invite the teacher from outside to teach us these two things. in a way, this will increase our anxiety.

**Sakshi:** Oh!

**NL:** They will not help us to decrease. No, it were just more higher because they were say, you need to learn this thing. Because this is important. And also, if you learn this, you can like help yourself you will become more valuable in the future. But why do I need to become more valuable? I have to learn this so I can become more valuable. A good teacher, it will help you to decrease the anxiety. I know this is like good to learn. But the way they speak, I will say, you know language is like this is like the arts but they don't really know why is this the situation the student face right now, for our departments.

**Sakshi:** Besides that, them not in decreasing your anxiety. Are there any parts or other parts of the school you didn't like?

**NL:** The system.

**Sakshi:** What about it?

**NL:** Like the chaos? Like really miserable because; Okay, at first I joined T-School the opening day. It is chaos because you asked something from the advisor, like from your professors, they were saying, "Oh, I don't know. I need to ask [name redacted]." and I was like, bro, you should know you are the teacher here. I'm only the student, so why do not you know? Do you know nothing? She was just, "I need to ask [name redacted]" and reply you and the student will; Because we are interested, I want to make sure that; So my classmate, they want to make sure the about the time, and a lot of things like the detail, but they do not know the detail, they just give you like a structure, like a big structure. It is like.

**Sakshi:** Empty?

**NL:** I would not say empty it is like disaster. It is not clearly enough. Not clear enough. So, they spent a lot of time to help us to figuring out like, how is the things right now? So you were you they send you the PDF, right? They advertised, like a schedule? So we can place an opening day right? No, I just like maybe after almost maybe two weeks, or three weeks. I forgot about the time. But it's nice. It's like disorganized. So for me, I do not have a good first impression on opening day. Because I would say everything is not professional enough. So a student will like, Could you really give me to the thing I want, I would dup it. Even a teacher this really nice, but this system is like not clear.

**Sakshi:** Yes. Let's see, so do you think you would have liked the program more if the structure, if the program was structured more properly?

**NL:** Do you mean a program is like T-School program? Yeah.

**Sakshi:** If let's say if the structure was more, it was more structured. Do you think that change would have made you like the program more?

**NL:** Ohh, ohh, I don't know. If it is more structure? Maybe? Because I need to say because they didn't know anything. I would feel like I am, secure or insecure?

**Sakshi:** Insecure.

**NL:** Insecure. Okay. So I feel insecure because it feels like it is unstable. For me, and everything is unstable and I need a system that is stable enough for me? I don't like, this is like too much change for me and you will feel like oh, there is like, how to describe the building just like really unstable and I would feel insecure in the system. Because even Okay, [name redacted] always say I got a lot of money, right? The prize in T-School, I put a lot effort into this, but before I got a prize, I feel I spent a lot of time to figuring out how this going on, like, what I need to do for this project and the teacher always change the things.

**Sakshi:** Oh.

**NL:** They change a lot. So the student will feel like you didn't say this at first, you just change right now and you cannot do it because I feel like I need to do other things in school. I have my homework, my assignments like other credits, and also other things to doing my life. So you just change and the student needs to spend more time to do the project. it is unstable and I don't like the feeling. It is like to unstable. [unintelligible] you feel like.

**Sakshi:** So you said you had to balance your other schools with T-School. Right? How did you feel about the workload of T-School? Do you think that T-School fit well with your other classes or did you find it difficult?

**NL:** If you want to earn the money is difficult.

**Sakshi:** I see.

**NL:** Because a lot of students want to earn the money because it is a lot, and you can share the money, like for podcasts you can share because it is for group, but I would say for me, the money is, really for me because I joined two workshops in a semester. Normal people would not do this. Normal people would just say podcast this semester and AI next semester they may realize I balanced like this but for me. Oh, I don't think they tell you about this right now because at first in the opening day they were just, they didn't really say the sentence but meaning is like this, is like a how do you say this or imply because I would have two semester and the second semester we need to proposal the competition. So we will ask like, how we need to do in this composition how kind of like how so what kind of thing I need to use, AI or podcast, they will say you can just choose whatever you want, but they just say you need to be careful because you only have a semester to just; You have two semester right for proposal but you need to learn the skills like for AI and also podcasts. So they didn't really say you need to choose those two in a semester, but they just imply I would suggest you choose those two in the semester because you will have more time and more skills to use in the second semester and you know what to do for the proposal competition. Because maybe I need for example, if I didn't choose podcasts in the first semester and I move podcast to I want to learn podcast in the second semester. But we need to like really have an outcome in the second semester it is like you will not have the time to do two podcasts totally different. Like you don't have the time and also you don't have the ability right because difficult and, so they would say just implied as I feel like it is like implied because I also asked other students like from my this kind of age, they will just say no, they just kind of implied is that we need to use their suggests to have this kind of, to have this two workshop in first semester, so you learn all the skills so you can just use this in a second semester.

**Sakshi:** Hmm, I see.

**NL:** Yeah, I feel that is not I do not express clear enough by Yeah.

**Sakshi:** Okay.

**NL:** So like not for me because I know this the loading would be really really like too heavy for me. But I feel like I have to deal with this because if I want to have a good outcome in the second semester I need to learn everything right now.

**Sakshi:** Oh, I see. So is that a reason why you left T-School because you were like oh, you had a lot of you're overloaded with a lot of stuff. Or do you have any other reasons you left T-School?

**NL:** I only overloaded because you see because I have to, so actually I should feel like, I should have more time, right, because I just I finished it two workshops so my, my loading, I will not be overloaded in the semester, but the reason for me, still want to like live. Because okay, I know this is that anonymous right?

**Sakshi:** Yea, yea, this is anonymous.

**NL:** One is like, I don't trust my group. I don't trust my like things in T-School. A lot of students in my team they drop out. I would say my team would be like the most students who dropped out in T-School, but I need to say our team will earn a lot of money so, so actually like, so a lot of students in my team we earned a lot we earned a lot, but a lot of students dropped out and their student oh it's not every my student but I earned a lot, and also my friend also earned a lot [redacted]

**Sakshi:** Do you have any reasons or insights on why other students might have dropped out of the program?

**NL:** Oh, this is stupid. This terrible student in my team, I hate them. I don't think I have a, I do not think they deserve, I put my everything to work with them. They're terrible. So I would say that the diploma, the certificate, it is not attractive anymore for me, because I would say actually T-School is not designed for this to solve our anxiety, right. it is not designed for to do this kind of thing not so I tried to have this to decrease our anxiety no. At first I would think yeah, I can use T-School to help me to not to feel kind of anxious, but the end of last semester. I will feel like I am not anxious anymore. It is kind of weird and cool because I just think about this, last week. Yeah, I don't think I feel anxious anymore I would say because I got really good grades in my departments. Like my academic, I got really high score. So in my academic, so I will say because the professor they will just tell me if you feel I really anxious about every day, maybe it's that you don't trust yourself. You don't trust your ability or you don't, you don't have a confidence for your major, so your thing your [unintelligible] so I was just thinking about this these days I was thinking about but I got really higher scores, like academic so I do not feel like I'm good enough so I don't have to worry about my major is not professional enough or not. If I feel like I learn the thing is really professional. So I can prepare myself in the future and also T-School the thing they show



me in this program, I feel like I got a lot of confidence because I analyzed but, is that, how do you say this I mean for my case? I would say the reason for me to solve my anxiety is not just through AI or podcasts or T-School, I choice my major first. [unintelligible] myself I can be a really good person. So I would have those kind of anxious so at first I want this because by the end of this semester I would feel like maybe I am good enough. I do not rely on this to fill my future. Yeah, so I don't know it's kind of difficult to explained the whole things that had happened in my life so I think about this for a really long time so why I want to drop out T-School I also talked about my advisor in T-School, like the teacher so he also say is really tired to be to stay.

**Sakshi:** It is tiring too?

**NL:** Tired because a lot of efforts in this but the cannot get a credit. Yeah, and also the teacher the give us. They need to, how do you say this. They need to spent a lot of time to T-School, but they cannot get anything, right. Maybe they can get some money, but the reason for them to do this is they have they, do not know but maybe they just want to help the students. Maybe the reason is they really easy but you know it is like Even I have a lot love. But sometimes the love would disappear, you need to do something to help you to keep the passions. May the money they give you to gives the passion, maybe. But I feel that for the teacher I heard from him is the passion were gone. If you did not, have others supporting you.

**Sakshi:** Okay.

**NL:** The passion was gone, and also the students, I would say they I do not like my team, because their, their other student is I do not trust them. I do not trust the students. So I would think I do not want to waste a semester to cooperate with them, because I think we will have a lot of fights and it is not valuable for me. I did not deserve me to put a lot of effort into this. I would rather put my efforts into T-School project.

**Sakshi:** So I have a question regarding your collaboration with other teammates.

**Eleanor:** She mentioned that passion has gone into again, have other support systems was that referring to the students, teachers?

**Sakshi:** Both. So regarding the collaboration, were you able to talk about how you felt about your team to the professors? And if you did? Do you think they were able to help you with that?

**NL:** You mean in the project?

**Sakshi:** Yeah. So if you didn't like your teammate, do you think you could talk to your professor And do you think they did anything about it?

**NL:** So I talked with my professor, and I talked about I do not trust them, and I even talking I have a lot of thing to do in this semester. This project and also my credit I have, I also have part of my job in school. So I have a lot of things in my life to do and the professor just say, I will support you if you want to drop out. Yeah, he would just say, "Oh, I do not be so tired it is this okay? You don't have to worry. Like, I will not judge you if you want to drop out you can just drop out. I know this is so tired me too." They feel so tired to, I guess, did you by interview the professor or already or not?

**Sakshi:** Yes, we did.

**NL:** So what do they say about the T-School?

**Sakshi:** I'm not sure if we can say that.

**NL:** Okay. But I heard some from the professor is like, because I also share this information to my teammates, so I think I can talk about this. So when I talk about like my situation to them, they also taught me like, because we cannot get the credit into school, right. So the professor, they the school required professor, they need to teach how many for example, 20 hours in a week. Right? Because they are professors they need to teach students. I do not sure about how many hours they are required for. But they say because T-School is that is not in the normal system. We are outside the system. So when they teach me they spend the time for us. It cannot help them to decrease the hours they need. They are required for the school, they are required for the course. So feel like it's too tired because they need to work. And he also need to after this after school, he also need to put efforts into Stage Night, like everything they did is I kind of for free.

**Sakshi:** I see.

**NL:** So this type of system is not, how do you say, It is not good. How do you say, sorry?

**Sakshi:** Is not sustainable? Sustainable? Sustainable, so it's not very long. It can't last that long.

**NL:** Yeah, I think it is that, it is not completely enough. Can I say, or maybe your word is a better.

**Sakshi:** Sustainable?

**Eleanor:** You can type it. [to Sakshi]

**NL:** Okay, let me see [looking in the zoom chat]. Yeah I think it is okay to say this. it is like.

**Sakshi:** You get burned out?

**NL:** Okay, so I would say for the student or for the professor I've heard is not, not sustainable. It is because when I said hours they need, the professor need to teach. It can T-School we are not help them they also need to spend more hours into T-School because they have T-School. Ohh, I don't know whether you know about this, and I know stuff about because our team knows about this information because someone saw this from the paper, but maybe we're going to tell you but just I mean this is like the money they got paid in T-School. Okay, so I think I can talk about this. You can know about this, but maybe just something you can decide, so I know about. So those professor worked for T-School, they can get some money, but not much. It is outside of the system, the normal system this is like from; So I think [redacted] help them to get the money because someone would donate money to our department or somewhere. So the money is ok. We do not have a problem with the money. So [redacted] paid, they paid the professor go to the Stage Night, and they made money like [redacted], Something like this. I forget, like how exactly the money is by almost [redacted]. Yeah, so if one, if I am a professor, I go to a stage, I can get [redacted], but it is separate the Stage Night. For example, we need to meet each other, my team and my professor, we need to meet each other like two weeks, Twice a week. No, twice a month, twice a month. And they can not get paid from this.

**Sakshi:** You can. They can get paid from this?

**NL:** Oh, no. It is there for free.

**Sakshi:** Ohhh.

**NL:** Yeah. So I'm not sure about the word sustainable is like, because I don't know what is word I want to say, in English. I need you look for it later. So it just like this, I feel like this system is like not really enough. Like we need to, we have a lot of things to fix the system. So teacher, so the teacher just told me what, he needs to put a lot of effort and also spent a lot of time, but they're really tired, because he also needs to teach and he also needs to do the research.

**Sakshi:** I see. That's kind of sad. All right. So what would, how would you change this T-School system? What changes do you want to see in the T-School system?

**NL:** It's difficult? is like the first one, I will say the organization like it's kind of like the administration. Like this stuff of administration having they need to know first like how to say

this, like maybe they need to organize everything, like clearly, so you announce to student, not just like just announced and you're like everything is like disorganized, because the student will have like insecurity. I would not trust your organization because it relies on reliable for me, because I'm someone who have more. So I would say in sociology, we will say, not sociology, it is like social psychology we're gonna say like, you need to show people like show people you're professional enough. Like you are the expert Something like this, but I feel like they are not professional enough. So you were my my my. Like not confidence like, like you know the credit card I have the the...

**Sakshi:** the limit?

**NL:** No no limit. Is like a, a if you if you let if you fail something like for the bank, like the customer [English struggle] wait, I know let me, I think this is, wait,

**Sakshi:** Take your time.

**NL:** Is like credit worseness? Is this word good? Or standing? You know? Credit card have a rating, right?

**Sakshi:** Yeah. Credit score, rating.

**NL:** Yeah. So is this like a same thing for me? Is that because they feel like I don't have a good impression. So. [hand gestures] Oh, for decreases? Yeah. Okay. Okay. All right. Yes.

**Sakshi:** This is very out of topic, not out of topic, changing into different topic. But when you first learned about technology in class, do you think you were like, do you feel like you were intimidated by the technology? Or do you think other students were intimidated by the technology?

**NL:** When I forget what is it? No, I mean, I forget what is it?

**Sakshi:** Ah,

**NL:** could you I'm sorry. Like, could you like, say the question again?

**Sakshi:** Yes. [coughing]

**NL:** Oh, I know. I know. You say intimidating, right?

**Sakshi:** Yeah yeah, question 20.

**NL:** So, for me, at first, yeah, it's kind of like I want to remove everything from the technology. Actually, this not difficult to learn the AI workshop. Definitely, like really easy but this sounds like a bug inside because some of student they are not really good at English, like vocabulary. So they only know how to type for the Midjourney. They can only like use Chinese, but the teacher told me but you can use Chinese, but Chinese have like limits in the language have limits in Midjourney because the designer is one American, is like is an American. Yeah. So, if you use English you will have why more a, how do you say this? Is like a privilege not privilege is like you will have more? If you know not maybe like option is like for example, because I know, I know how to type in English. I have know more vocabulary. So for me this is like more convenient for me to use Midjourney. But if your English is not really good, are you afraid of English? When you use Midjourney? It would like you would have more obstacle use. Yeah, you are you can figure it out earlier of course, but it will take more time and other students and also I don't know why but a lot of students aim Liberal Art and Social Science, English is not really good.

**Sakshi:** I see. All right. Another question which is also out of the question. So the way you approached AI art, do you think that is different from the way that STEM students would approach it? Question 23

**NL:** Okay, let me find it.

**Sakshi:** Okay, I'm going to grab water.

**NL:** Is this like okay for you? My response is useful?

**Eleanor:** Yeah, I think your responses are really good.

**Sakshi:** Don't worry about your responses. Do you feel like it's getting colder? [to Eleanor]

**Eleanor:** It's not terrible.

**NL:** Is it okay the air conditioner?

**Sakshi:** I think it's working. I can't tell. I would say it's working so.

**NL:** Say the background will help us to learn everything like if you come from different backgrounds when you will learn the new thing or see yeah, so but I would like for us for like me if we separate the thing not talk about the outcome day, good picture I will not really think it's about the major. It is because we only need to show your creativity but your creativity maybe not

about [inaudible] experience and maybe you like a movie like this so it's not about what kind of department you come from to a valid picture, you do to create.

**Sakshi:** Ah, I see so it's not dependent on the major but more on the person itself.

**NL:** I would say the... affect major we affect because our major like require us to give a lot of like this kind of assignments like we need to talk a lot. So when I say on the, when I stay in the Stage, yeah, maybe because I have more experience than other students so I know how to speak but like STEM like they can't do the department maybe they don't have this kind of experience. They were taught how to speak. Yeah, so if I separate, I will say like maybe we have for that basic presentation even a presentation you will have yeah the program the major will affect, but as for the how to create it.

**Sakshi:** creative how to create a, sorry you got cut off.

**NL:** How to create the picture. I will not the major we're not really the influence.

**Sakshi:** I see. Right so, Do you have any general advice to for the students was planning to take T-School.

**NL:** Anything. I want oh so actual a lot of students like freshman or second year they ask me oh [redacted] do you recommend T-School to me? So I got like this kind of question. And I will say maybe just take the course, like you don't really have to into the proposing proposal thing because I think it's like not complete enough like the system is is like it's the system for me right now is feel like disorganized. So I will say if you have interesting if you're interested in AI workshop or Podcasts you can just join those two as they say T-School will say this is okay, you don't have to become a T-School students. If you don't want your certificate, you can just join the thing you want. So you can just like join those two. And also I also say I say it's Stage Night is a good thing to train you like how to [zoom cuts out]

**Sakshi:** Hello. Oh, internet.

**NL:** Okay, maybe it's my internet.

**Sakshi:** I think it's mine.

**NL:** Okay, school internet is terrible, so you didn't hear right?

**Sakshi:** I didn't really,

**NL:** I would suggest my my friend or like this student who asked me, I would say maybe you can just join the [internet cuts out]

**Sakshi:** OH Noo. Okay.

**NL:** It's okay?

**Sakshi:** Yeah, you're back.

**NL:** Okay, so I would say I would just recommend them to like join the thing they want to learn like for example they, you can learn if they have interesting in AI or like a podcast they can just join these two we don't have into the T-School to become a student inside. On the skills but I also recommend the students to join the Stage Night I wanna say Stage Night, but because you know how to speak you will know how to speak on the stage and yourself and also you need to tell the story in five minutes, difficult, because you need to use 5 minutes to become real. Uhh the start the end and middle and you need the story need to be full. So a train yourself like how to you say something like this like train your brain? Yeah, our say Stage Night is the a good designing to help, to help students. So I would recommend them. the outcome like this semester, like the outcome of your company proposal composition thing. So you can decide oh, so how can you what, what do you want to join for T-School? You can really just say something first. I see.

**Sakshi:** So this means leads me to another question. How would you describe T-School to someone one of the friends that who has not heard about T-School at all?

**NL:** Let me help describe. Yeah,

**Sakshi:** if someone asks you Oh, you went to T-School program. How is it? If I have never heard about T-School.

**NL:** I would say the ideal is really good. Yeah, idea is really good. But the thing like there right now is not good enough. Yeah, it's not good enough. So you have like, a lot of space to improve. Yeah, but, oh, I feel like T-School for me right now. I would say this like a mate. You know?

**Sakshi:** Mate? like a friend?

**NL:** No, no no. Wait it's like this word?

**Sakshi:** Meet?

**NL:** Oh, I don't know. I'm sorry. In this word. This word. I text Eleanor. This. is like, so you need a lot of action right now. So you can go to the end. But sometimes you will feel like Oh, I almost like see something like I know. I know what something is, but no. Sorry.

**Sakshi:** Oh, it's a maze [emphasis on "maze"]. Mmm mm. I see. That's very interesting.

**NL:** I know. So you were just I was just oh my god. I don't have time.

**Sakshi:** All right. So wait, do you have anything else to share? Is there anything else you'd like to share with us?

**NL:** Let me think, what kind of thing you want me to say?

**Sakshi:** Anything that any opinions that you have or any like, suggestions? Oh, yes. Wait, I forgot to mention one thing. If you had a workshop topic you would like to see add to the T-School program, what would it be?

**NL:** Is difficult, really difficult? I don't know. Because [redacted] wants AI technology with the Liberal Art and the spirits? Is it difficult to show these kind of things.

**Sakshi:** But you as a student, what would you want to see in T-School?

**NL:** I'm not sure about the thing I want to learn. Like exactly the skills but I will say I hope the workshop can help me to improve my confidence. And also give me a lot of achievements.

**Sakshi:** Oh, confidence, in what sense? Confidence.

**NL:** And I'd say achievements,

**Sakshi:** yeah, confidence in like, just like confidence in your major or the way you speak or your

**NL:** No, I would confidence is not like this, confidence will be like, I think I'm a good person. Like I'm good enough right now, I don't have to worry about my future, because this is my department to design to this kind of program T-School, right. I will say I hope I can have this kind of feeling. After I joined T-School. I have confidence, I don't have to worry. And also I have achievement because I need to trust the thing. I mean, like for example, when I study, like, when I study [redacted] something like this, if I get a really higher score. I know because I put a lot of effort into this and also the teacher thing. Because the teacher also see the effort I put into us and



also the outcome is good enough because it's difficult to to get a higher score in this class. Oh, I will say the class in T-School sometimes I would feel like it's not difficult. So challenge something. Oh, and also I feel like I don't have [struggling to find the words]

**Sakshi:** you don't have?

**NL:** names is like how to say this? Is like...right. Let me see. [on phone] this one. Oh, can I say this word.

**Sakshi:** Opponent, opponent.

**NL:** How do you say?

**Sakshi:** You say, opponent, so like you want to compete with someone else.

**NL:** Yeah. So I would, because I would hope to I can challenge myself. I need to challenge myself, right? I want to become a better person. I want to my skill can be better. So I hope I can like have some kind of like, opponent, or maybe it's me, but I feel like the thing they teach. Oh, oh, I don't know how to say this in English, but I would try my so I will try my best to save this. First. It feels like because I know how to speak. When I when I was a children because I have like kind of class in those have like kind of training when I was young. So it feels like they really they didn't teach me how to speak. They didn't teach me the new things. So I just used the thing, the experience I have. So I just showed them. But that's it. They didn't teach me. So I stopped because I cannot just like go in front. No, it just I just still like sometimes I would feel I'm still missing.

**Sakshi:** So you didn't feel like your skills grew. When you were in T-School. You just apply the skills you already knew you.

**NL:** Yeah, it's like I would just rely on the experience, first Stage Night. Nice. So yeah. So the student like for me my classmate were say "Ohh [redacted] you know how to speak you have the good speaking skills in Chinese." And our feel, it's weird because I'm happy to get the, how to say this? the compliment. I also on the other way on the other way I would feel like it's alone to be there. to stay there? Because I feel like I don't know it just weird. You know, I still like figuring out all this in my life too, is like I need a person to work together to go and do this and the direction but it feels like we are in a different direction.

**Sakshi:** I see. Okay. All right. That should be all for me. Thank you so much for your time.

**NL:** I hope this can be useful for you.

**Sakshi:** Don't worry and also your all your responses are all anonymized. So this applies to all the professor and students. So we just have codename and only me. Only like the group knows your name.

**NL:** Okay, thank you.

**Sakshi:** Alright thank you. Have a good day.

## Appendix Z: Additional Graphs

Figure 29: Total Interview Themes Mentions

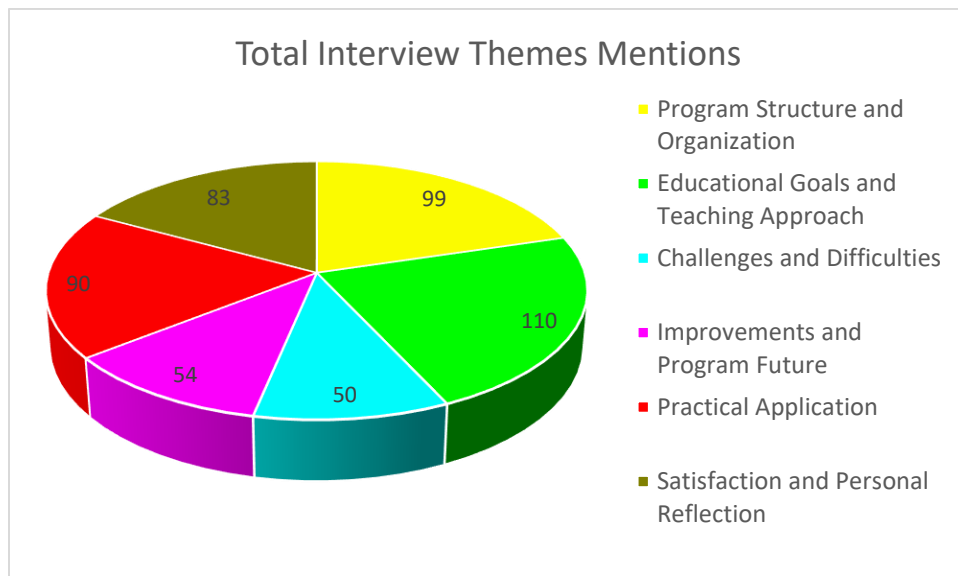


Figure 30: Overall Response Sentiment by All Interviewees

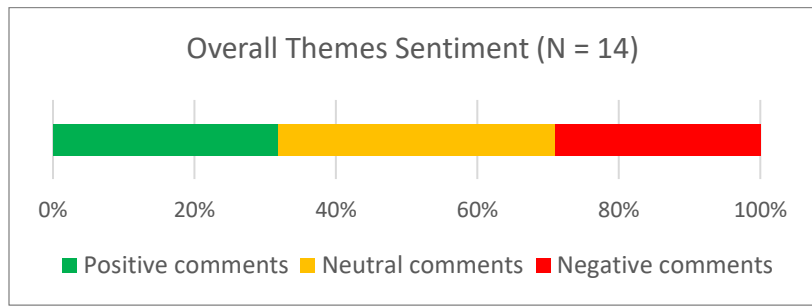


Figure 31: Program Structure and Organization Minor Themes and Overall Sentiment

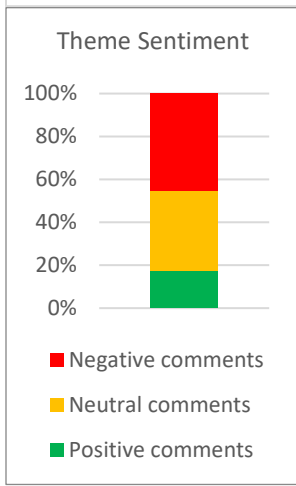
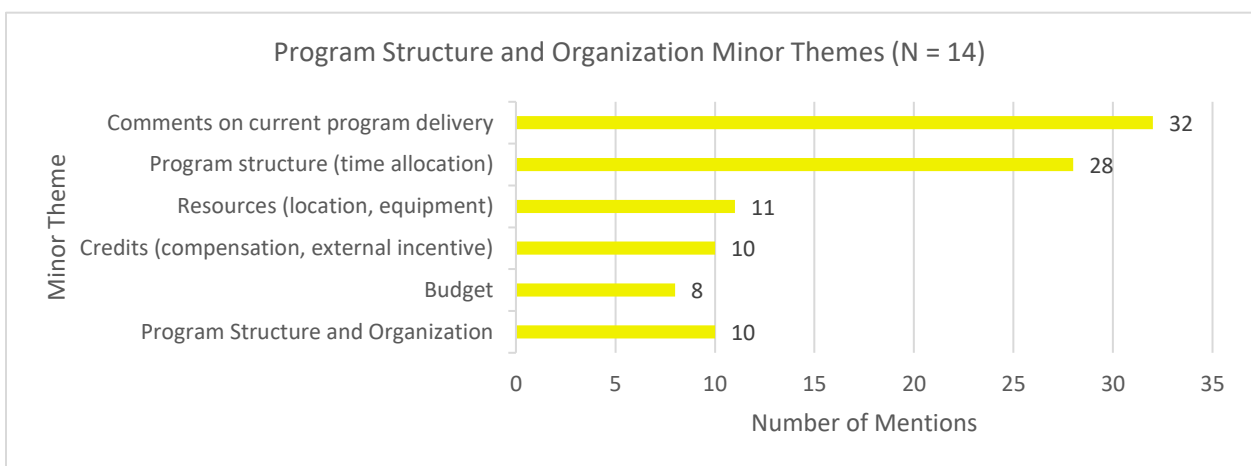


Figure 32: Frequency count of overall theme mentions by faculty and experts

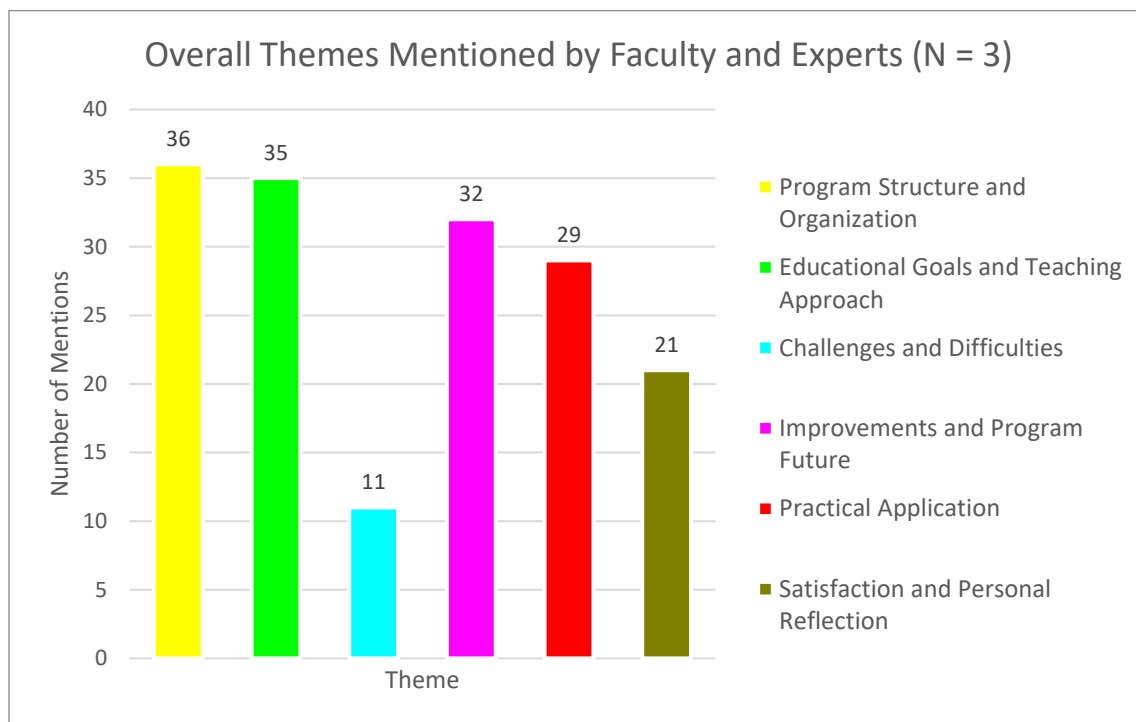


Figure 33: Frequency count of overall theme sentiment of faculty and experts

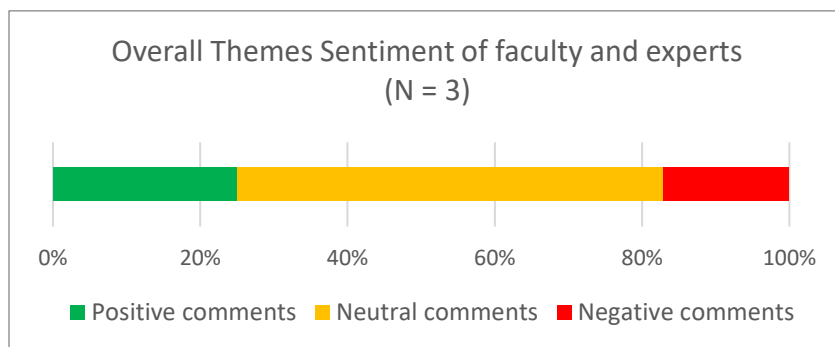


Figure 34: Frequency count of theme mentions

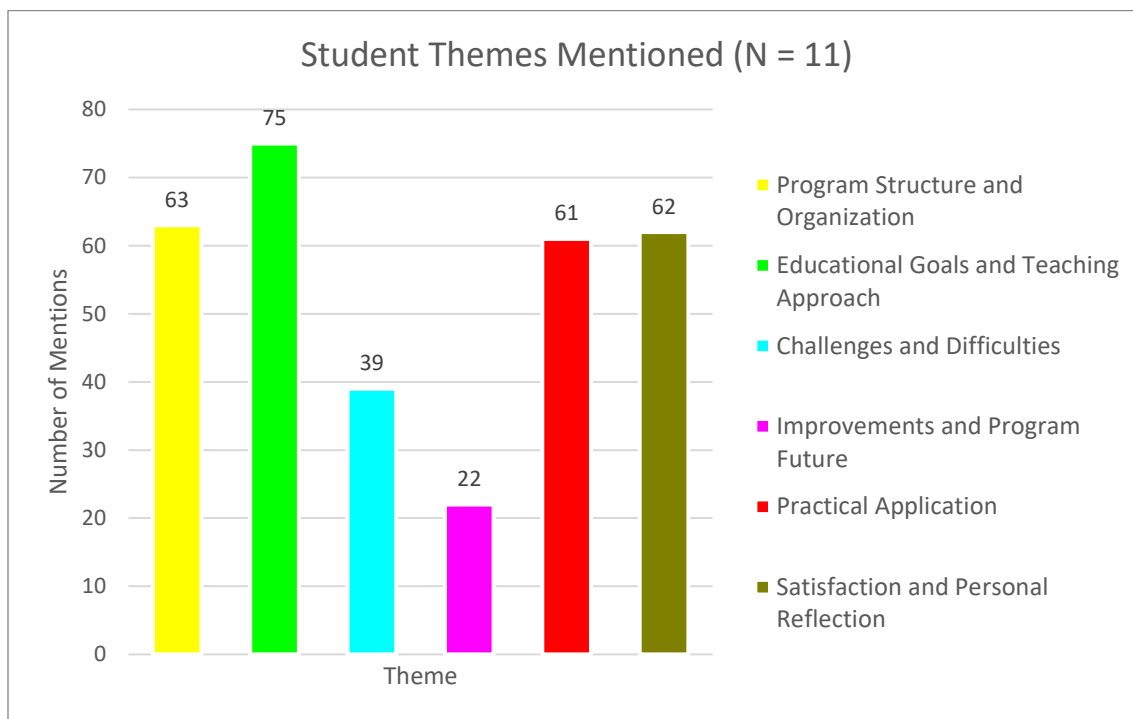


Figure 35: Overall sentiment of student responses

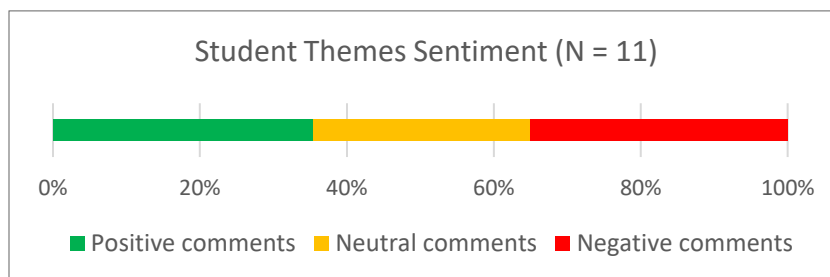


Figure 36: Educational Goals and Teaching Approach Minor Themes and Overall Sentiment

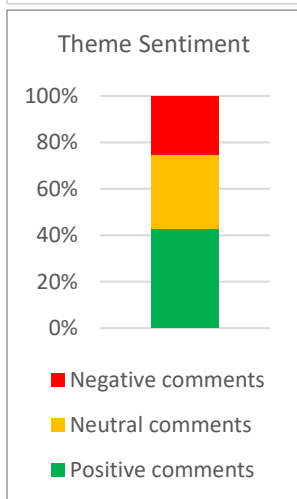
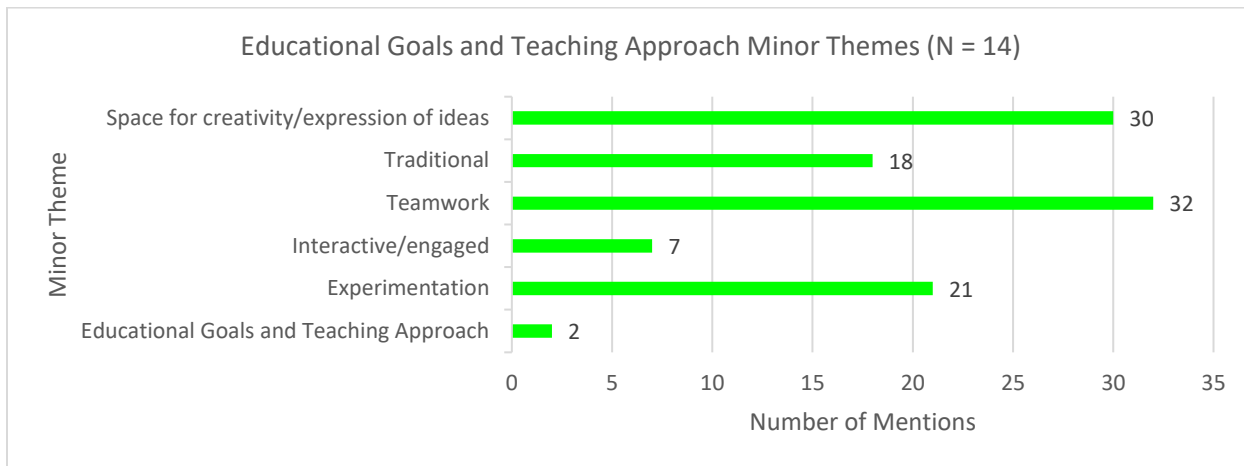


Figure 37: Challenges and Difficulties Minor Themes and Overall Sentiment

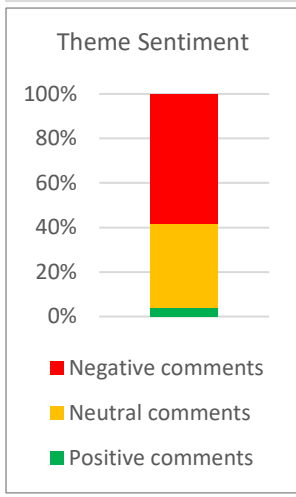
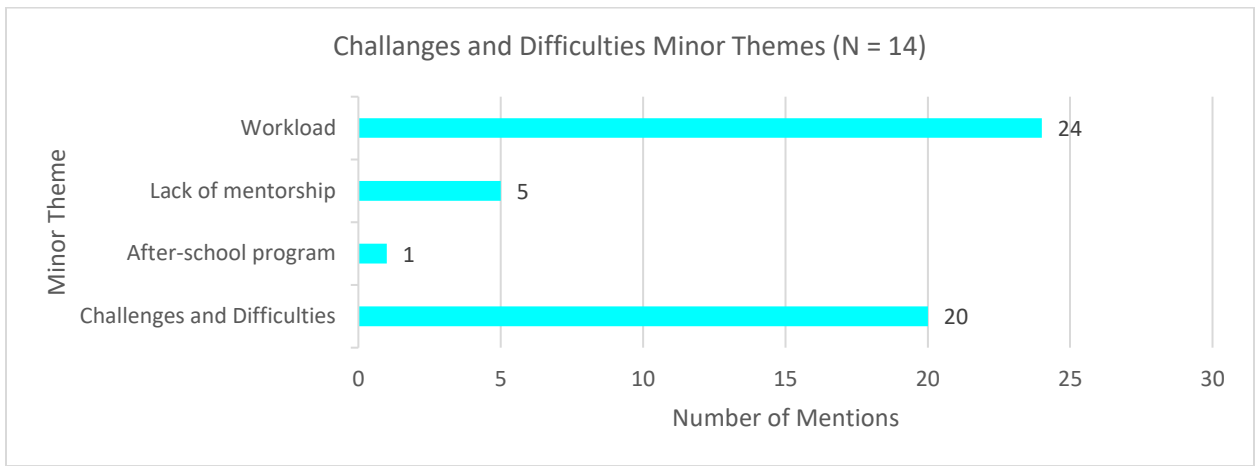




Figure 38: Improvements and Program Future Minor Themes and Overall Sentiment

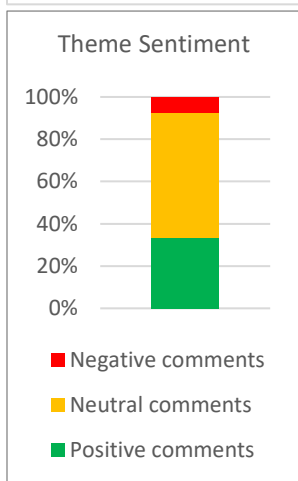
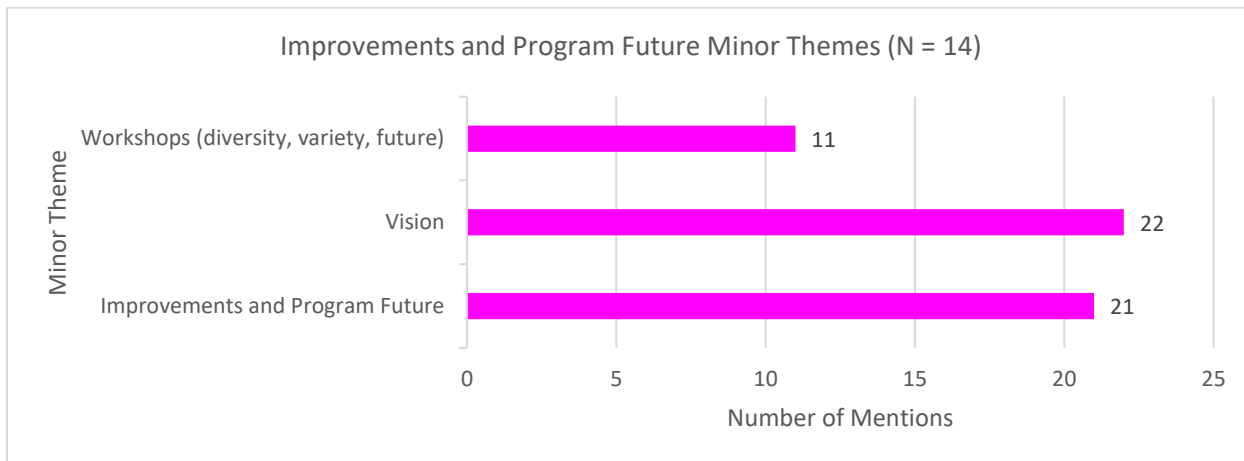


Figure 39: Practical Application Minor Themes with Overall Sentiment

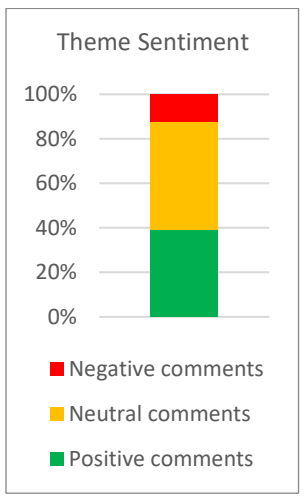
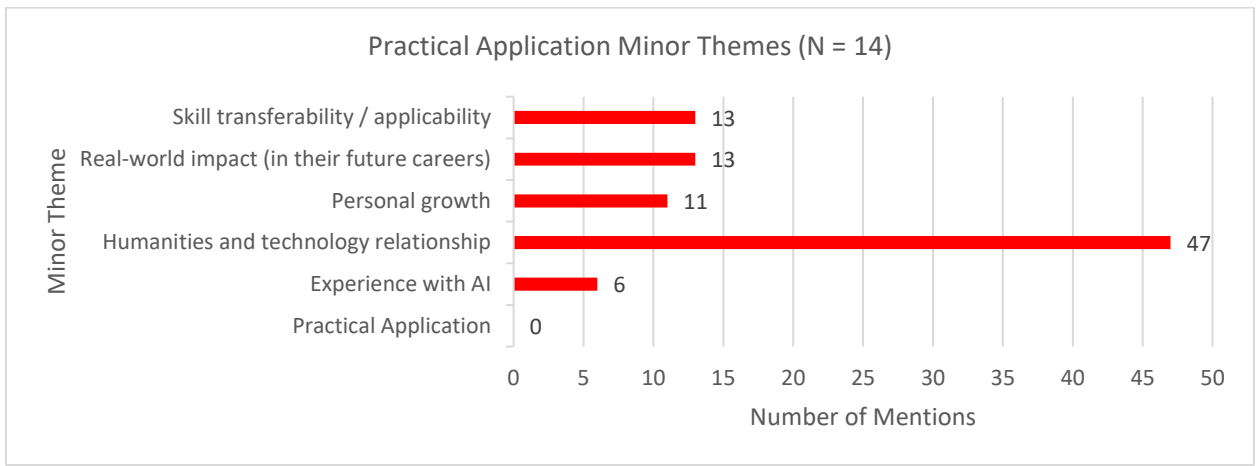


Figure 40: Satisfaction and Personal Reflection Minor Themes with Overall Sentiment

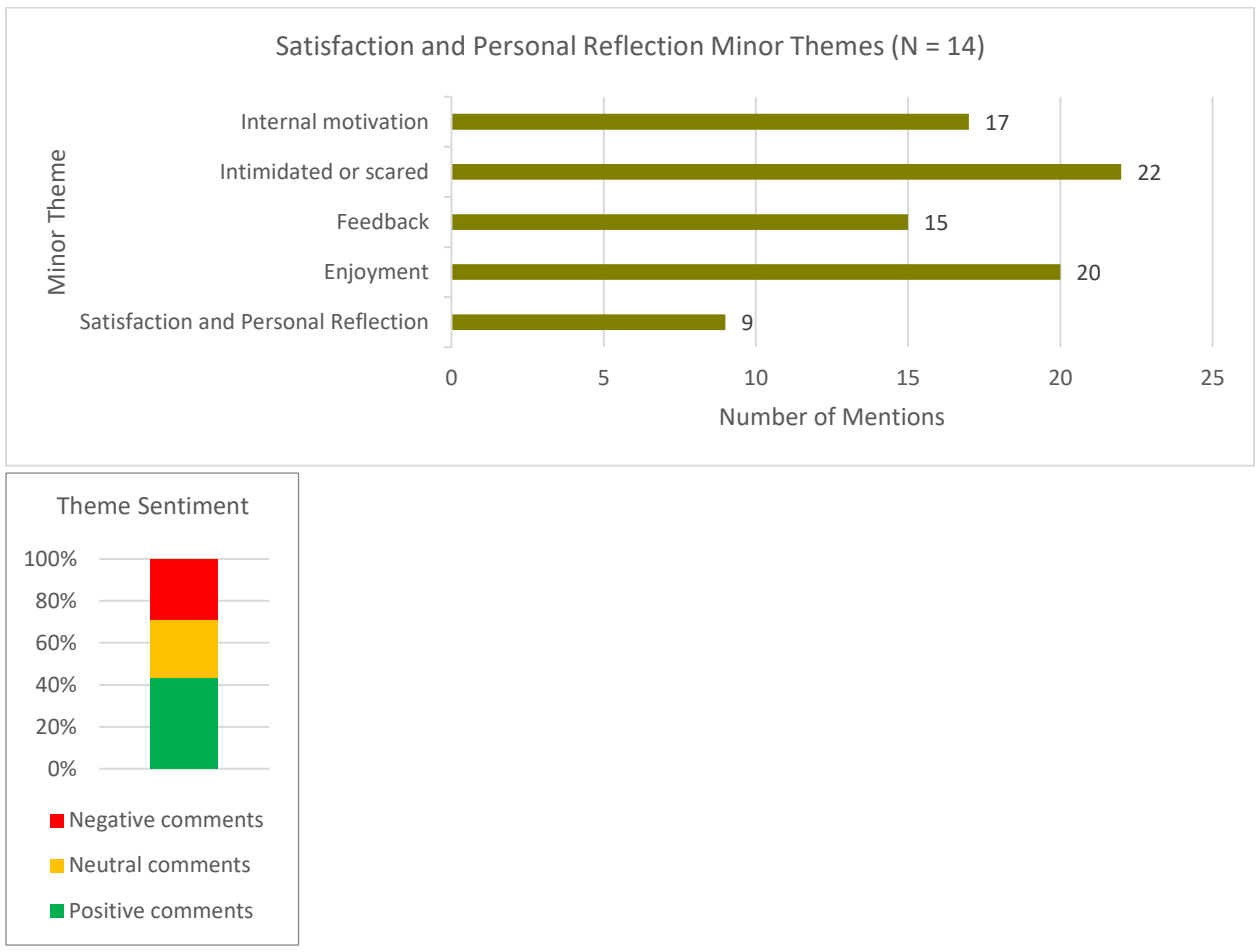


Figure 41: Survey Data Student Average Hours Outside of Class Time

On average, what were the total hours spent on work in each 7-day week outside of class time?	
0 hours/week	1
1-3 hours/week	14
4-6 hours/week	2

Figure 42: Survey Respondents Demographic

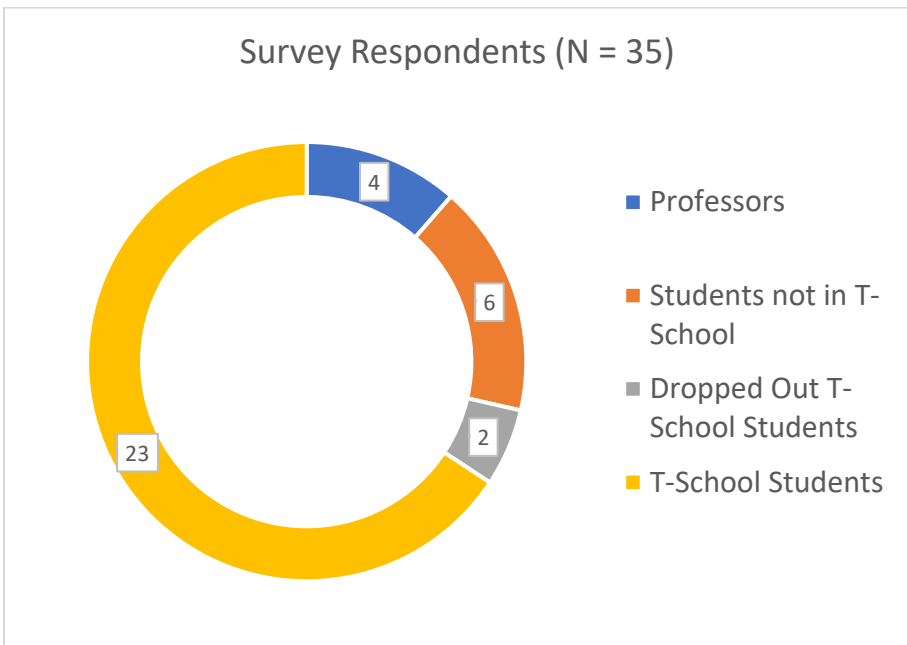
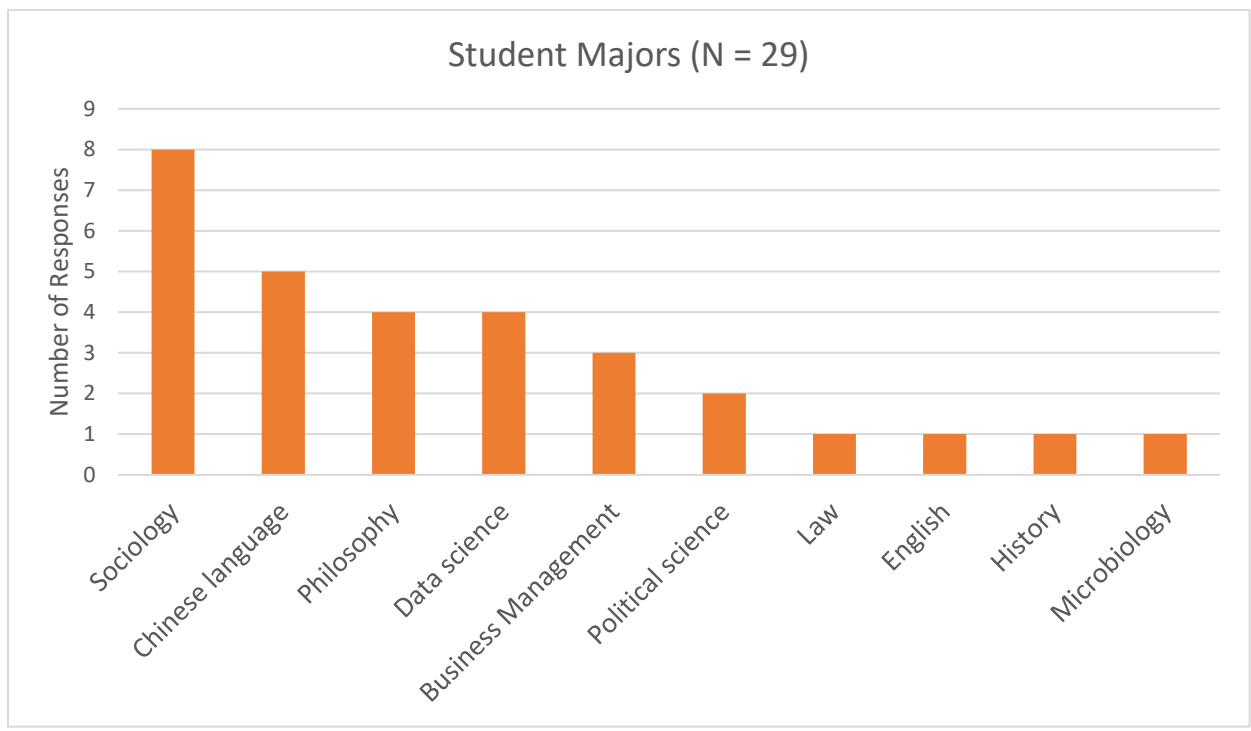


Figure 43: Survey Student Majors

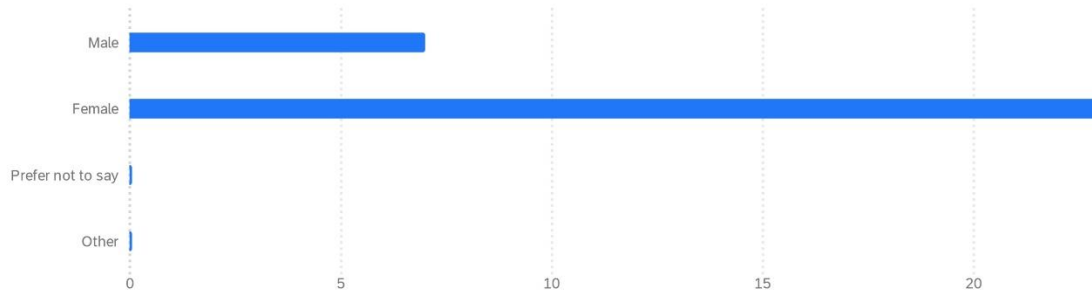


## Appendix AA: Survey Results

This appendix contains survey responses with quantitative data in simple charts, and qualitative data listed in lists. The Qualtrics platform does not offer a direct Word document export format that could be attached here; the platform can only export PDFs or images. For that reason, the team exported all the data below as images. The survey data referenced elsewhere in the report is the same, but precise values were read out directly from the Qualtrics website.



What gender do you identify with? 30 ⓘ



What is your major? ⓘ

I'm study in sociology

哲學系

Data science

資料科學系

Data science

資料科學

history

微生物

英文系

社會學

中文系

社會學

中文系

---

社會學

---

社會學

---

政治學系

---

哲學系

---

哲學系

---

中文

---

Sociology &law

---

中文系

---

社會學系

---

Business Management

---

社會學系

---

企業管理學系

---

企業管理學系

---

中文系

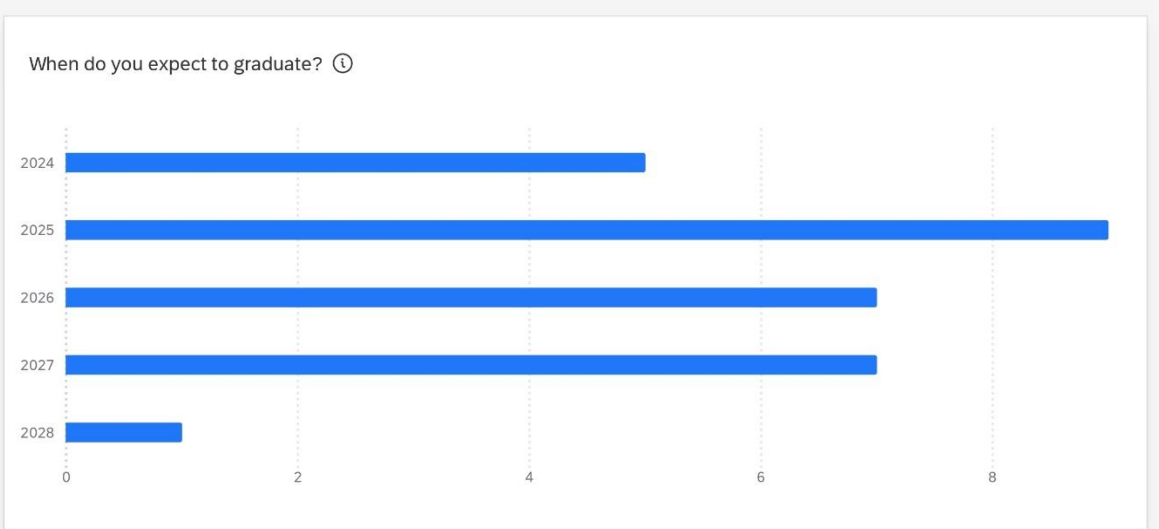
---

中文

---

政治Political science

---





Why did you decide to sign up for T-School? ⓘ

因為TS的獎金很高 吸引我參加

Because I want to learning new skill. ex:AI、Podcast

有學校沒有教的教材

對au有興趣

有興趣

增進自己的實力，認識更多優秀的同學

提升自己的實力、參加提案計畫

除了可能有獎學金外，能夠免費學到新技能也是吸引我的地方

學校第一次舉辦這種活動，想透過這個活動來增加自己的能力

可以學習到自己所沒接觸過的領域

接觸不同科系、有創意的人。學習生成式藝術和podcast的技巧

Interest in social innovation

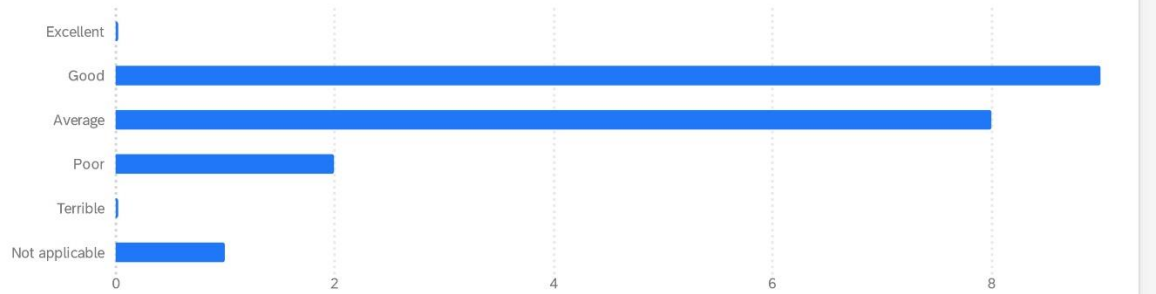
一開始是源於誤會，不過繼續待下來的原因是受到大家的熱情感染

可以練習上臺、學習新技能 (AI繪圖、Podcast)

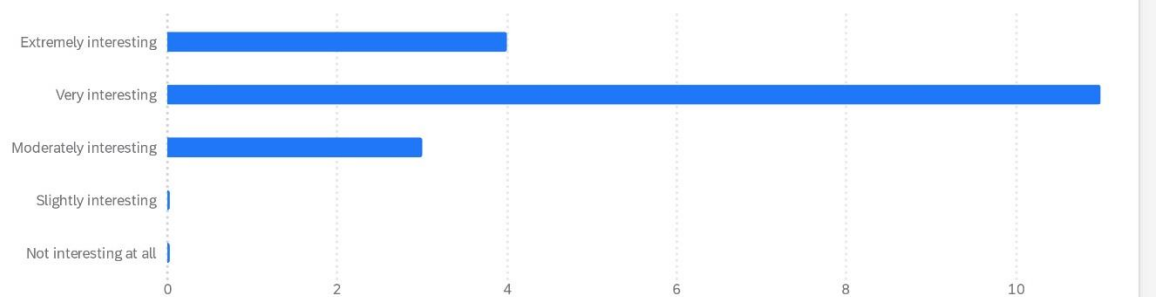
因為想多學一點本科系以外的技能

我是Staff

Thinking back, how would you rate your public speaking skills before participation in T-school? 20 ⓘ



How interesting did you find the material that was taught? 18 ⓘ



Name two or more things you enjoyed about T-School? ⓘ

1.Teachers and staffs are very nice and passionate 2.Most of my classmates are creative .

免費、實用性高

課程規劃很好、師資也很優良

Ai 創作教學

學習新事物、挑戰創作

創意大爆發：很能夠發揮創意的一個課程。數位結合人文：不論是podcast和人工算圖，都是我們目前很需要學習的新興工具，也是人文學院的學生特別缺乏的技能。

1.有兩種課程可供選擇（podcast/AI）2.效仿Ted talks 的演講方式 3.最終有設展並將成果展出

充沛的資金 學習到新的技巧

有創意的新朋友、他人精心的成果給予的啟發

Always have something new to learn,feedback is practical

1、AI算圖課程學到很多技巧。2、podcast 課的老師很善於引導、啟發同學思考

夥伴的熱情、充足的發揮空間（像是校內成果展）

獎學金豐厚、有舞台性

有趣、新奇

1.給予學生機會展現自己並且精進自己2.讓學生可以選擇有興趣的課程參加

能認識很多人、並從這些人身上學到很多在同年同系的同學身上學不到的事物，以及學習演講的技巧。

Stage交流之夜、團隊合作

List two or more things you disliked about T-School? ⓘ

I don't like to taking class at night, too tired 🙄

課程選擇較少、要自備筆電

1.一定要上兩次的課程2.上課時長太長

無

時長較長，課程較慢

因為是第一屆，企劃都沒有先例可以參考，流程上也有很多需要修改的部分

1.一開始的時候流程不是順利，給人一種比較不專業的感覺 2.整體行程有點太倉促

沒有妥善的安排 大部分還是靠自己摸索

不夠清晰的目標設定、排程資訊不易達

The schedule is unpredictable, Limited interaction with team members

1、進行交流之夜的報告前，我們只聽了「適用於普遍報告形式」的演講，而非針對pecha kucha這種從未接觸過的報告形式的技巧教學。我認為，從選題、ppt製作到語言表達都應該給適當的引導，否則以平常常見的報告方式來應對，就會因主題太大、內容太多之類的因素，跟不上簡報的速度。報告特別優秀的同學多半是本身表達能力就優秀，本身表達能力不出色的同學依然不出色。2、部分課程評分標準沒有公開，有的老師事後表示喜歡特地題材。3、我們需要應用許多設計、美感之類的技能，但沒有專門教導我們設計的老師，學校也沒有設計相關科系，只能依靠本身會設計的同學包辦工作

經費還不夠

主題受限、無法聽到他人給的建議、沒有更多練習練習再練習的機會

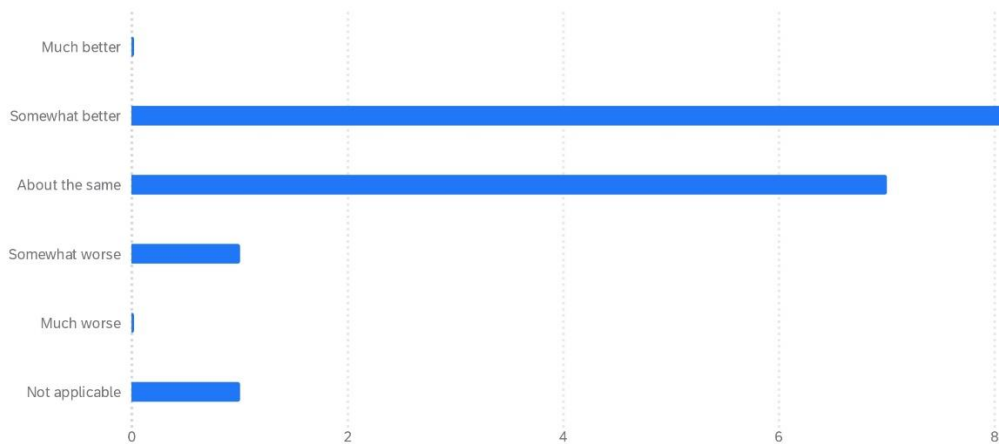
實驗性質、脈絡待梳理

1.時間安排2.獎金分配

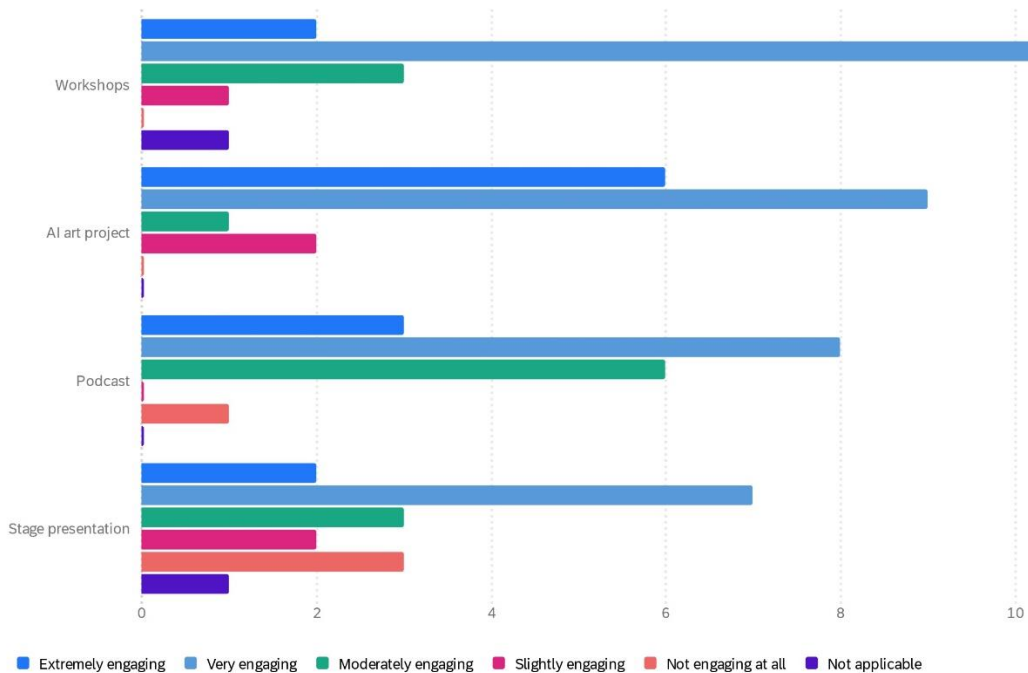
上課時間與其他課程加來太緊湊了

創新的嘗試但仍有不成熟的地方、時間安排

Now that you are going through the program, how would you rate your public speaking skills? 18 ⓘ



How engaging do you find the T-School topics? 18 ⓘ



Do you see yourself applying the skills you learned in T-School to your study major field? If yes, what are they? If no, why not?



有，圖像/影像化歷史，可輔助歷史教學

好像沒有，因為是新加入的所以目前只上了AI而已

有！有些課程會有AI繪圖的部分

有 與我的影像工作有幫助

是，演講能力是我在政治學系十分需要的能力，也是在各項場合必備的技能。stage night能夠訓練我們試著思考吸引人的主題，運用短短的幾分鐘拉近與觀眾的關係，是很特別的體驗。

Podcast，可以增加自己的口語表達能力跟清楚度

有，我可以學習到如何更好的表達

簡報方面，點出我缺乏架構能力的不足。

Social innovation

從ai 算圖的課程中，我學到以ai 打底稿，作為創作的輔助工具

Podcast製播與策展，這兩者都是協助我們把我們的知識與想法傳遞出去的媒介，我很需要這樣的練習機會

沒有太大進步，本身會的技能差不多

演講能力

演說技巧/臺風練習

演講及推銷自己的能力

What parts of the program were obstacles to your learning (and how did you overcome them)? ⓘ

最困難的部分應該是時間安排，因為課業繁忙但又要抽出時間來上課和作專案

AI要輸入英文比較容易產生出想要的圖，但我英文沒有很好。用chatgpt來協助

科技上的問題，多多嘗試不同的方式

暫時沒有

提案工作坊在寫企劃的部分很困難，沒有前車之鑑，大部分的東西都是由學生自己來，是從以前到現在都沒有的經驗。stage night則是很難思考主題，並且要在限制的時間內講完，屬實不易。

上臺演講，在演講前多排練，找周遭朋友練習，再熟悉演講內容

課程安排不是很妥當 只能自己慢慢摸索

非預期的排程與緊湊的時間壓力，多加練習處於壓力狀態工作

Topic brainstorming : Explore different place for ideas

Stage之夜這種從未接觸過的報告形式讓我很焦慮，還好團隊老師給予我相應的回饋建議

與夥伴溝通的過程，只能想辦法與不同的人相處，幸好最後結果還不錯

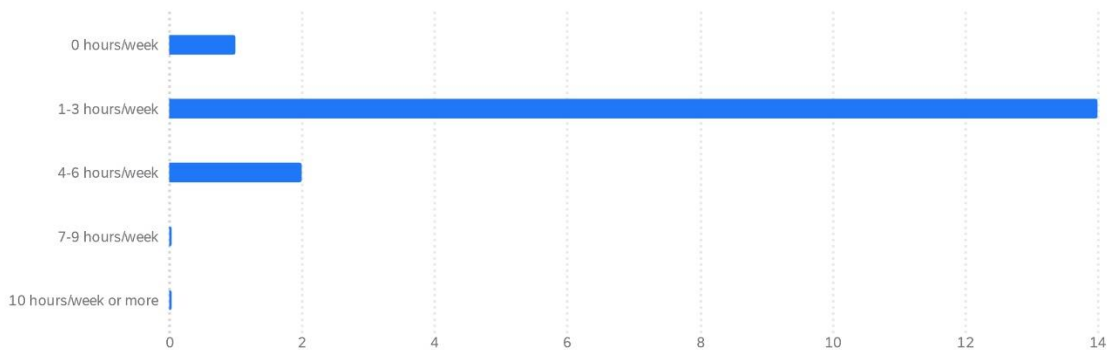
準備演講內容、準備展覽企劃，必須腦力激盪但是隨機分組的組員很不給力，只能靠自己慢慢摸索

發想主題

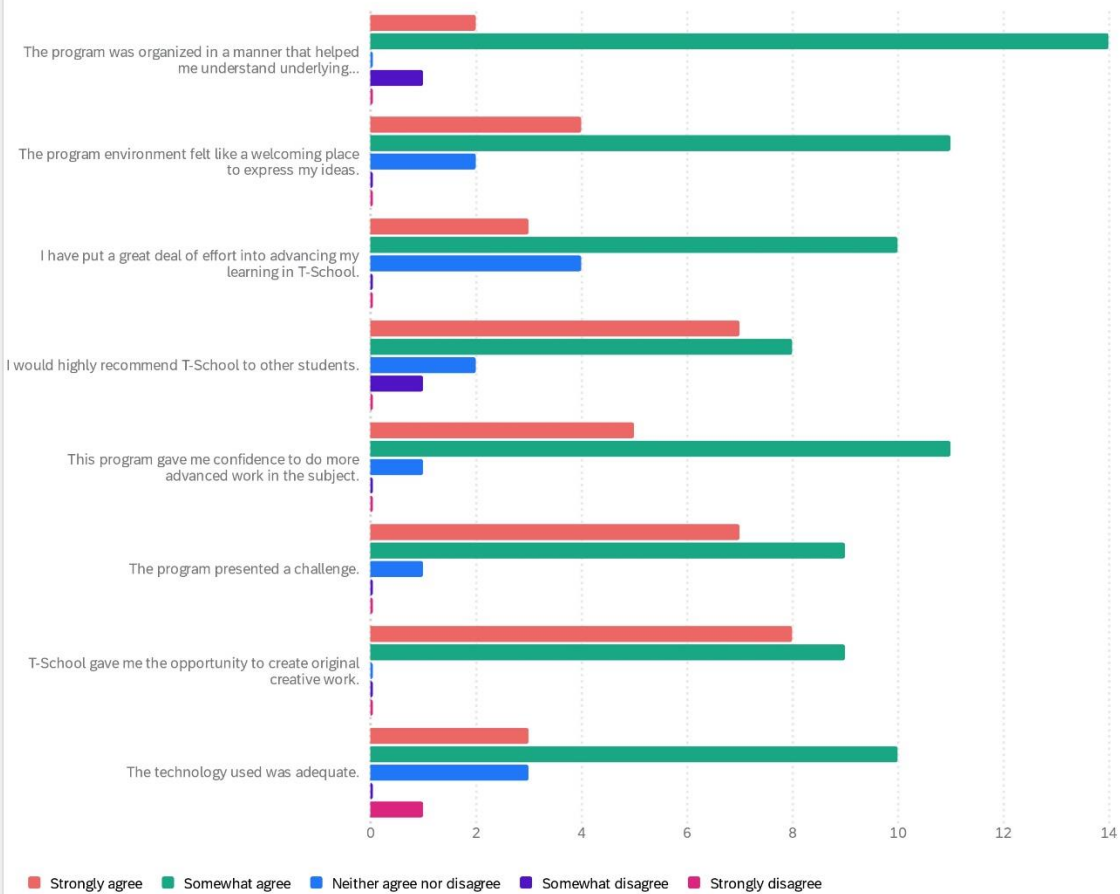
如何將想法具象化並以演說的方式呈現給大家

學習小組合作及溝通技巧

On average, what were the total hours spent in each 7-day week outside of formally scheduled "class time" on work related to T-School (including studying, reading, homework, rehearsal, etc.)? 17 ⓘ



How much do you agree with the following statements? 18 ⓘ





Are there any specific recommendations you believe could make T-School run smoother? ①

排課時間彈性一點

AI課也許可以借用電腦教室，或是插頭很多的教室

助教和學生中更多溝通

無

可以再整體活動開始前有更詳細的規劃與安排，不然過程中會很趕

更妥當的規劃安排

導師角色的重新設計，感覺與其他課程差異較少。不太像業主的身份，又難作為引導的角色。

Announce the schedule in advance

雖然明白助教與老師們都是第一次嘗試，但有些事情會到時間臨近了才公布細節，這就讓人比較不容易準備，不過我明白大家都還在嘗試中，不是他們的問題

更多的經費

讓同學自由創作想發表什麼

脈絡用清楚

可以在給出主題時，給予更多的範例，幫助學生更好的找到主題

無

What will you do differently now that you've completed parts of T-School? ⓘ

我會提早開始做專案，才不會在成果發表會前只睡3小時哈哈

不會

不會！我還是會選擇這個

無

不會，因為不同的課程都可以體驗到

不會

多認識拓展人脈，和不只組內的成員互相交流謀求進步與情感支持

ChatGPT ChatGPT To effectively apply the knowledge and skills I've acquired in my projects.

不會，因為t school 能讓我擁有特別的履歷，所以再來一次我還是會選擇過來。若是t school能早幾年開辦，我就可以提前體驗這些課程，在時間規劃上的壓力會小一些

不會

不懂問題？重新選擇課程還是加不加入還是如何表現自己？

選擇隊友

更好的準備自己，讓我在台上能有更好的發揮

無

If you had an opportunity to add workshop about a different topic, what would it be about? ⓘ

動畫製作

---

電繪

---

經營帳號

---

Ps Ai

---

文創作品推銷

---

可以添加關於資訊科技方面的課程

---

短影音創作

---

自媒體、品牌經營

---

Design-related courses

---

虛擬實境、廣告設計

---

更專業的策展知識與實務經驗

---

目前沒想法

---

論文課程

---

實際與校外合作，讓我們走出校園體驗真實的社會

---

無

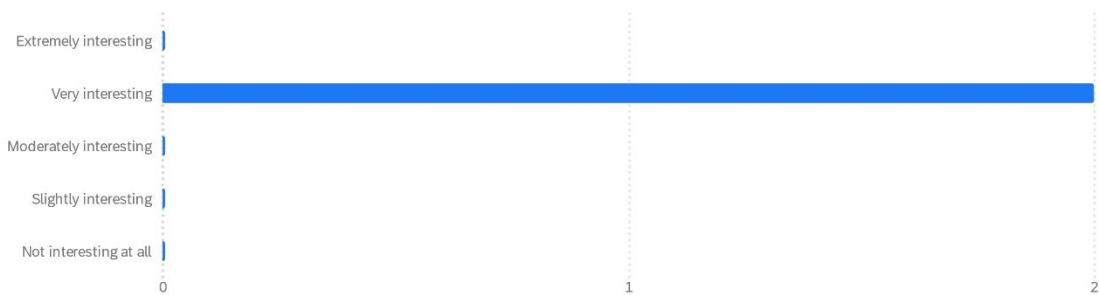
---

Why did you decide to sign up for T-School? ⓘ

聽起來很有趣

看起來有趣，想讓大學生活活潑一點

How interesting did you find the material that was taught? 2 ⓘ



Name two or more things you enjoyed about T-School? ⓘ

課程安排相當課外活動、靈活；培養讀書以外的能力

同學之間討論很熱烈，準備活動的過程也很有趣

List two or more things you disliked about T-School? ⓘ

佔用週末和放學的時間；團隊合作組員不太積極

有時候活動準備時間沒有那麼充裕，同學之間有時候也沒有共同語言

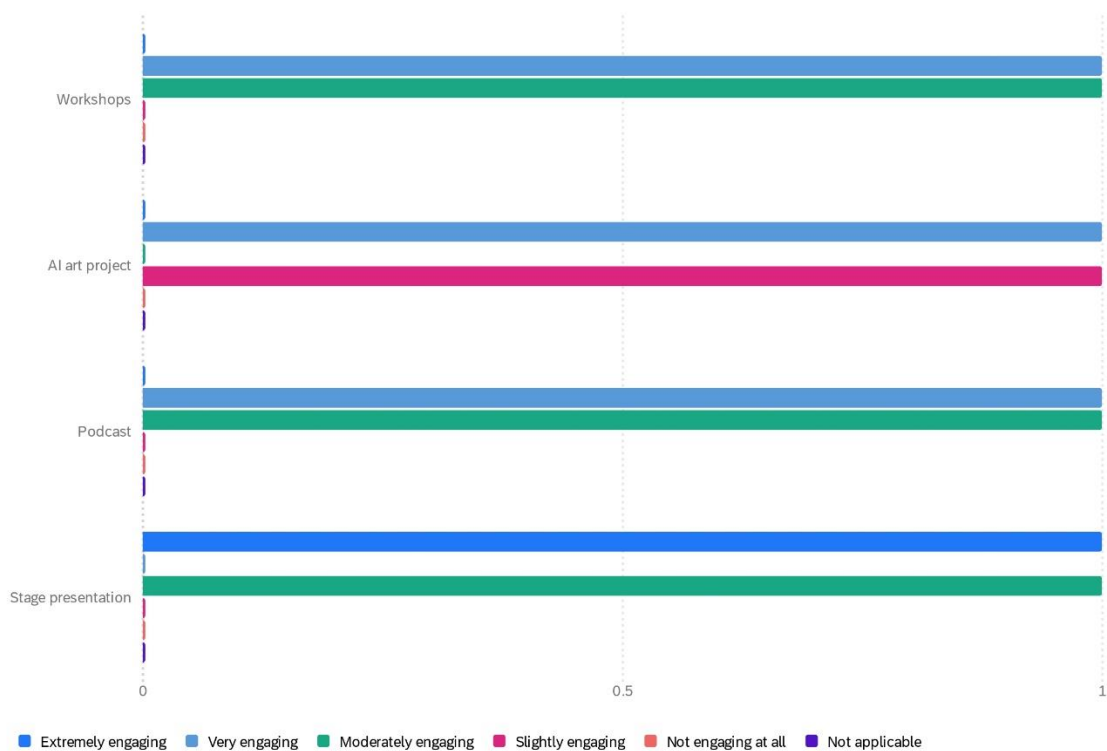
Do you see yourself applying the skills you learned in T-School to your study major field? If yes, what are they? If no, why not?



演說發表

有，反應能力變得更快

How engaging do you find the T-School topics? 2

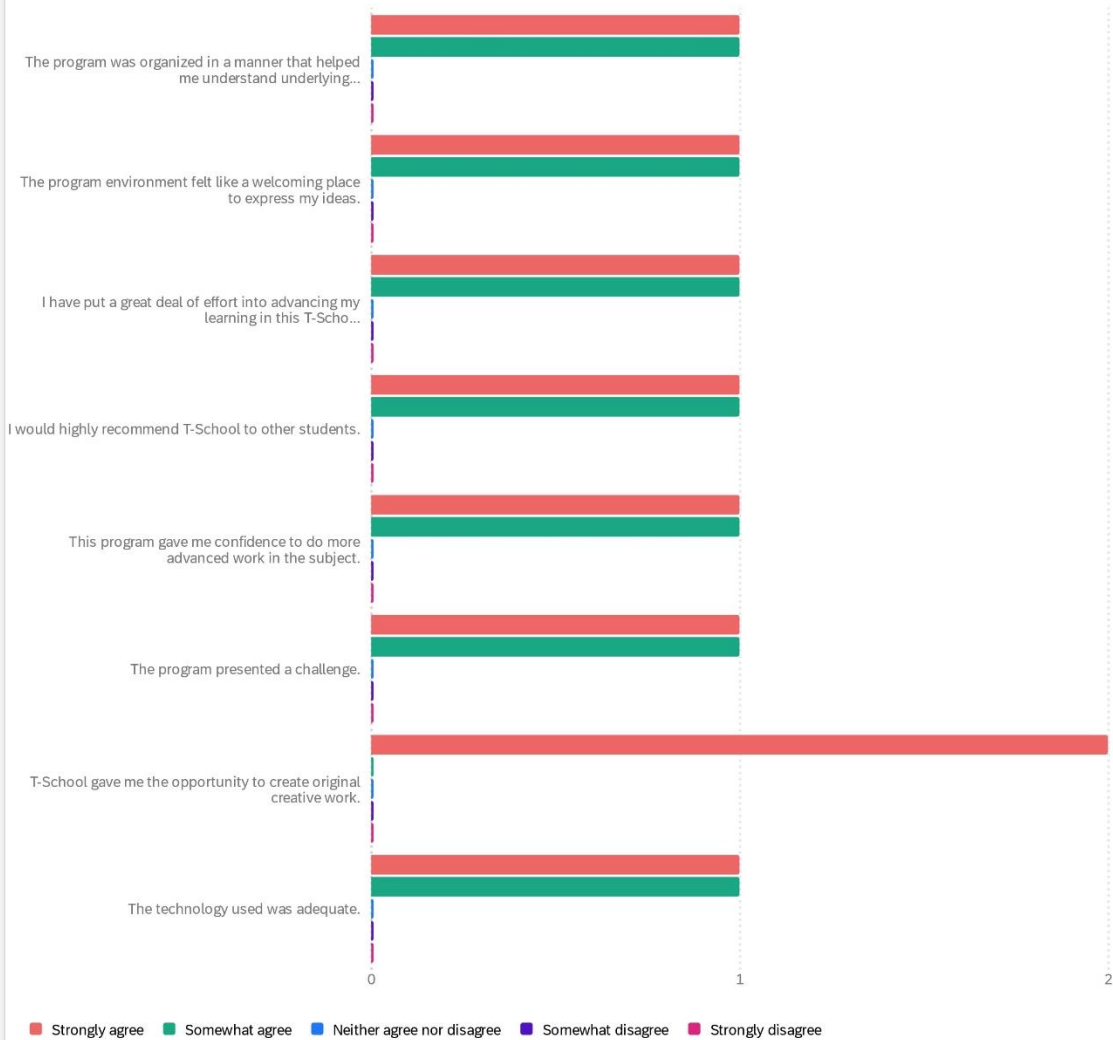


What parts of the program were obstacles to your learning (and how did you overcome them)?

演說有限時；盡量揀選觀眾感興趣的內容報導

準備資料，自信心不足

How much do you agree with the following statements? 2 ⓘ



Are there any specific recommendations you believe could make T-School run smoother? ⓘ

盡量不要佔用週末時間 (依本人而言, 我需要定期至醫院回診)

事前教學可以更多一點

What prompted you to stop attending T-School? ⓘ

時間難以配合，課業壓力大，家庭和學業都有困難需要跨越

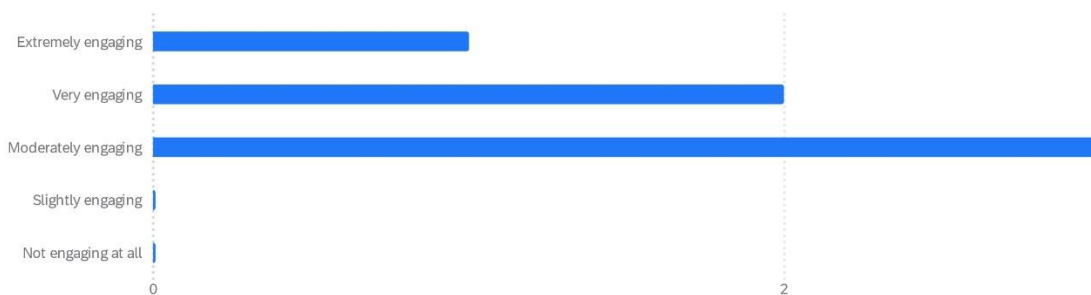
時間安排與規劃有所衝突

If you had an opportunity to add workshop about a different topic, what would it be about? ⓘ

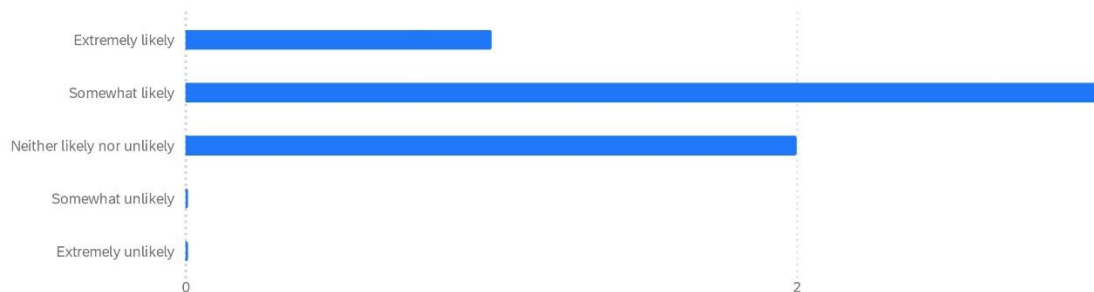
哲學

目前沒有想法

How engaging do you find the T-School topics? 6 ⓘ



Given the brief description, how likely would you be to attend T-School? 6 ⓘ



Please explain why you would (or would not) attend T-School? ⓘ

Not very interested

不太確定在做什麼

還沒有計畫

對設計、文創、策展感興趣

At first it was for the internship course, but after participating a few times, I thought it was very meaningful. ヲゴカ

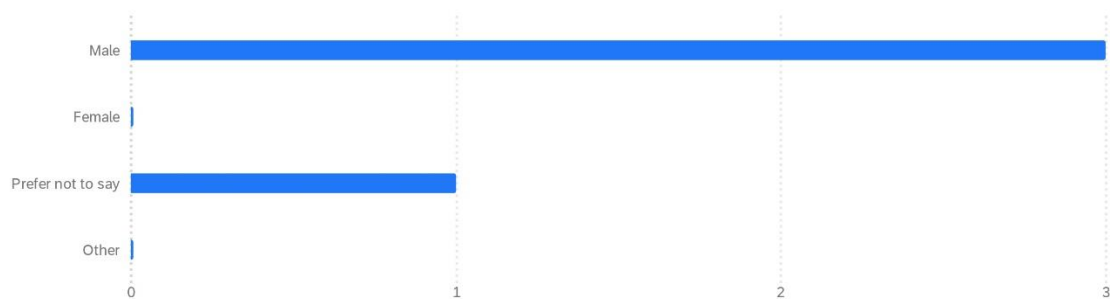
If you had an opportunity to add workshop about a different topic, what would it be about? ⓘ

人文社科

3D建模

About how to face death

What gender do you identify with? 4 ⓘ





What is your area of expertise? ⓘ

文學批評

Philosophy

專案企劃／文案撰寫（非教授為T School工作人員）

History

How many years have you been teaching? 4 ⓘ ↕

How many years have you been teaching?

5

30

0

4

Name two or more things you enjoyed about T-School? ⓘ

實作取向與不可預測的開放性

Stage and AI art generation

1. 師資的挑選非常認真，教學也很認真 2. 獎學金提供的非常大方 3. 行政人員會即時給予回覆

AI, computer science

List two or more things you disliked about T-School? ⓘ

修業規定無法形塑正向的責任義務自覺、設備場地不夠理想

None

1.因為才第一屆，有些流程與制度不算成熟 2.課程內容依舊偏制式

speech at stage

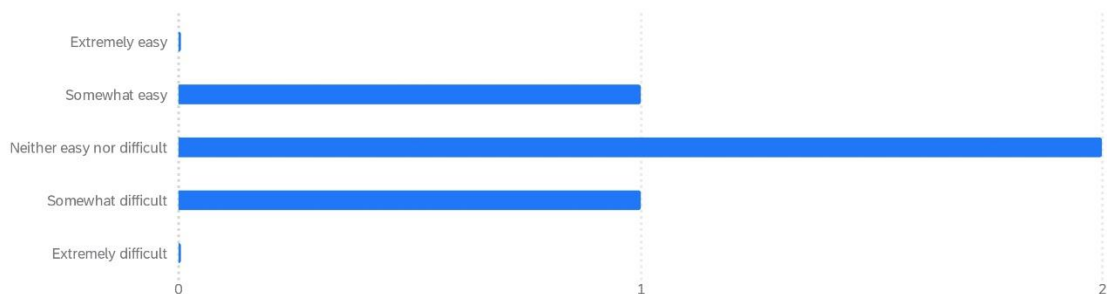
How effective was the material at supporting the student skill development? 4 ⓘ



How well did the students seem to grasp the technology taught? 4 ⓘ



How manageable was the technology instruction for the students, from a professor's perspective? 4 ⓘ



If you had an opportunity to add workshop about a different topic, what would it be about? ⓘ

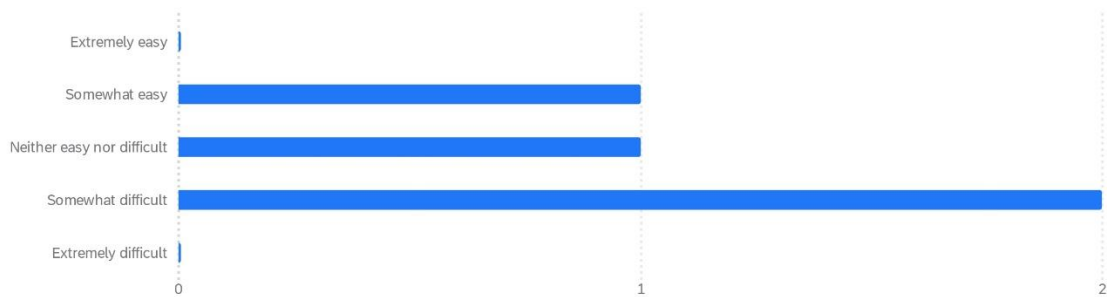
敘事、簡報設計

Short film

藝術領域相關／社群行銷／AI技能

Ai and the new idea of this age

How would you describe the experience of teaching T-School compared to your other courses? 4 ⓘ



Are there any specific recommendations you believe could make T-School run smoother? ⓘ

制定更明確的遊戲規則，提高成員的責任心

---

More variety

---

現在的大學生在本科課業與私人業務上已相當繁重，我認為T-School 若是以單純的工作坊，而非學年形式，會更受學生歡迎，相對較為輕鬆，也較能負荷（目前有不少學生因為不堪負荷而退出）以工作坊形式進行，題材也能更多元

---

You may use the box below to write your ideas ①

因為Tschool才剛起步，所以我很驚訝你們會想要來研究，不管原因是什麼，希望之後能和你們學校有互相交流的機會~

無

辛苦您們了

無

無，整體來說很有趣

身為第一屆，感覺課程中的安排規劃，還是有些許多不足，時常讓人摸不著頭緒。

建議除表達力外的課程，如專案管理能力、領導、合作的培力課程

No

謝謝哦，加油，辛苦了！

無

無

What is the role of humanity can really play in this T-school program?

無

無

否

辛苦了，謝謝

## Appendix BB: Stage Night Field March 20<sup>th</sup> Observation Transcriptions

### a. Translator Verbal Observation

Observer: Translator Date: 20 Mar 2024 Time: 18:30-20:00 Location: H203

#### Presenter 1

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Language usage	Formal language usage in the presentation	X				
Avoiding filler words	Filler words such as “umm..., like, you know” are excluded from the talk		X			
Presenter Tone	The presenter speaks confidently and clearly	X				Tone is great
Presenter Preparedness	The presentation flows throughout. Each section is well connected	X				
Quality of Response to Questions	Explanation is clear and to the point		X			

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<p>The city is become more and more urbanization → makes people reduce their creative imagination.</p> <p>Solution: People need to more connect in nature such as forest. The point during people connecting is we not only we see it, we have to FEEL it.</p> <p>- about sense of creativity – always use technology, our sense of creativity decrease, recommended going to nature, countryside,</p>	

nature sounds, feel it with our senses -> connected to 14,15 SDGs	
---	--

**Presenter 2**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Language usage	Formal language usage in the presentation		X			
Avoiding filler words	Filler words such as “umm..., like, you know” are excluded from the talk			X		
Presenter Tone	The presenter speaks confidently and clearly		X			
Presenter Preparedness	The presentation flows throughout. Each section is well connected		X			
Quality of Response to Questions	Explanation is clear and to the point	X				

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<p>Fuck up night: it is an environment that people can tell their failure. In the society, we can feel that we only can speak out our success, not failure, also we are used to be not telling things about failure.</p> <p>Solution: We should accept failure and forgive yourself for having the failure. Also, we should not let the success from outside (society) to define the success that we really think. Let's become a person that we do not afraid of screwing up.</p> <p>- Fuck up night failures (this is a saying in Taiwan), experience of failure, she talks about</p>	Looks nervous

high school to applying to college used all ways first 3 fail ->should face failure- #4 SDG, accept failure is the message	
--	--

**Presenter 3**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Language usage	Formal language usage in the presentation			X		
Avoiding filler words	Filler words such as “umm..., like, you know” are excluded from the talk		X			
Presenter Tone	The presenter speaks confidently and clearly				X	
Presenter Preparedness	The presentation flows throughout. Each section is well connected				X	
Quality of Response to Questions	Explanation is clear and to the point			X		

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<p>Fast fashion- H&amp;M, UNIQLO</p> <p>Super fashion-SHEIN (You can see the ads everywhere and It is famous for cheap). Now people are more focus on the prize, so that is why the fast fashion and super soft fashion started to pop up.</p> <p>Solution:</p> <p>Green Washing- the businesses take the responsibility to society.</p> <p>Think more clearly before buying</p> <p>Slow fashion-second hand, vintage and old fashion clothing.</p>	



fast fashion – UNICLO, SHEIN, fashion industry, pollution, green washing, slow fashion (wear 2 <sup>nd</sup> hand clothes), quality>quantity, SDG 12	
--	--

### b. Sakshi Gauro Non-Verbal Observation

Observer: Sakshi Gauro      Date: 20 Mar 2024      Time: 18:30-20:00      Location: H203

#### Presenter 1

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Posture	Standing straight and positioning the body towards the audience; no slouching		X			
Eye contact with the Audience	Holds attention of entire audience with the use of direct eye contact, rarely looking at notes		X			- made eye contact with everyone in the room (paid attention to both the corner audience)
Movement	Presents without fidgeting or swaying		X			- occasional swaying
Facial Expression	Shows positive facial expressions that convey to the audience they want to be there, even with serious topics	X				
Hand Gestures	Does not hide their hands and makes open hand gestures	X				- hand gestures were open and supported the speaker

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)

**Presenter 2**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Posture	Standing straight and positioning the body towards the audience; no slouching	X				
Eye contact with the Audience	Holds attention of entire audience with the use of direct eye contact, rarely looking at notes			X		- was constantly looking at the laptop instead of the audience
Movement	Presents without fidgeting or swaying		X			- movement was helpful on some parts as it helped them emphasis what they said
Facial Expression	Shows positive facial expressions that convey to the audience they want to be there, even with serious topics	X				
Hand Gestures	Does not hide their hands and makes open hand gestures			X		-hand movement got awkward as they started to get nervous

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
	- seemed a little nervous as they forgot some parts of their speech, but their recovery was pretty good.

**Presenter 3**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Posture	Standing straight and positioning the body towards the audience; no slouching			X		- slouching
Eye contact with the Audience	Holds attention of entire audience with the use of direct eye contact, rarely looking at notes			X		- held eye contact with only the central part of the audience
Movement	Presents without fidgeting or swaying		X			- swayed a bit occasionally
Facial Expression	Shows positive facial expressions that convey to the audience they want to be there, even with serious topics	X				
Hand Gestures	Does not hide their hands and makes open hand gestures			X		-close to body, looked like they were restricted. -arms were crossed on the armpit

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
	- seemed a little nervous at first but was able to calm down after a few slides

### c. Jakub Jandus Content Field Observation

Observer: Jakub Jandus

Date: 20 Mar 2024

Time: 18:30-20:00

Location: H203

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter opening	Presenter opens in a creative and interesting way that captures the audience	C	B	A D		
Quality of Slideshow	There is a theme throughout and readable graphics	C	B	A	D	
Visuals	Visual information was related to the topic and useful	B C		A	D	
Information was well organized	Provides clear purpose and subject; important examples, facts; demonstrates full knowledge	B C	A	D		
Creativity	Provides a new perspective of the topic, the presentation unique.	C	B	A D		
Timing	The presenter finished within 6 minutes	B – 10 sec under C – 10 sec under	A – 6 sec over D – 4 sec over			

\* speakers are denoted in the order they appeared: professor A, student B, student C, student D

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
--	---

<p>The room uses wireless microphones, very good Pretty visual banners, drawing "STAGE" on the white board behind speakers 3 out of 4 presenters now how to speak to a microphone: close and at a slight angle Pecha-Kucha style with 30s per slide Some presentations are black/white text-only PowerPoint presentations</p>	<p>High-tech equipment and nice room Someone is making presentation on-site, which as a busy student I understand Half the audience students seem distracted (on phones) People dressed up sort of formally Judges have a dedicated scoring board Student D had text overlapping their singular picture in the presentation Q&amp;A session looks smoothly organized with 2 microphones (one runner in the audience) Q&amp;A lasted as long as the presentation themselves</p>
---	--

#### d. Eleanor Foley Engagement Observation

Observer: Eleanor Foley      Date: 20 Mar 2024      Time: 18:30-20:00      Location: H203

##### Presenter 1

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter's Interest	Does the presenter seem interested in what they are saying		X			
	Presenting in an animated way to invoke the emotion you want the audience to feel.		X			- speaking like 没有办法, why, speaking to audience well, hand gestures, slide said "what can we do?"
Quality of questions	The questions are relevant and thoughtful	X				

##### Audience 1

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested			X		- still some on phone and computer

	Description	
Number of students	Total number of students who showed up to the Stage	26
Amount of question being asked	How many questions did the audience ask	1 question
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	55%
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	- still some on phone and computers 2-ish

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
- they on CANVA themselves? - SDGs on screen tranquility in some image	

- “thank you everyone” - Clapped at end	
--	--

**Presenter 2**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter’s Interest	Does the presenter seem interested in what they are saying		X			Seems good
Emotional tone to make audience engaged	Presenting in an animated way to invoke the emotion you want the audience to feel.		X			Similar to #1 but better eye contact, smiling, 活动, “isn’t this success?”, “but I think”, “I hope”
Quality of questions	The questions are relevant and thoughtful		X			-seemed nervous

**Audience 2**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested			X		- like ½ on phone

	Description	
Number of students	Total number of students who showed up to the Stage	26
Amount of question being asked	How many questions did the audience ask	2
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	55%
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	9 people

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
- slide words, image in back, <ul style="list-style-type: none"> <li>• Not looking back at slides</li> <li>• - teacher has a paper looking at</li> <li>• - got a laugh out of the audience</li> <li>• - one girl is recording the whole thing</li> <li>• “Thank you everyone”</li> <li>• Switching to something else afterwards</li> </ul>	- lots of girls on their phones <ul style="list-style-type: none"> <li>• Some people get food in the beginning</li> </ul>

**Presenter 3**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter's Interest	Does the presenter seem interested in what they are saying		X			
Emotional tone to make audience engaged	Presenting in an animated way to invoke the emotion you want the audience to feel.			X		“很奇怪” “对我来说” about clothes “受不了”
Quality of questions	The questions are relevant and thoughtful		X			N/A

**Audience 3**

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested		X			Less on phone

	Description	
Number of students	Total number of students who showed up to the Stage	26



Amount of question being asked	How many questions did the audience ask	2 questions
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	68%
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	4-ish – still some phones

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
- slides very blank White area “prada” <ul style="list-style-type: none"> <li>In beginning people focused</li> </ul>	<ul style="list-style-type: none"> <li>Might be topic that gets people interested</li> </ul>

#### Q&A Time

- Professor asked 1 question
- Teacher is asking another question sounded like lecturing though, like facing the audience – something about success & failure & fear
  - Answer not much time preparing this presenter- nervous
- 1 student question – no more audience questions for #2
- Teacher question for #3, other teacher question for #3
- Teacher question/comment at the end

#### Reflective

- Classroom very large for amount of students
- Like 1/5 of the space not encouraging
- They got great microphone (audio quality) & videographer

#### Side Notes:

- 5 part time job girls grading
- #1 person won judges & popularity vote <-- who graded the second one though?

### e. Spencer Dill Engagement Observation

Observer: Spencer Dill

Date: 20 Mar 2024

Time: 18:30-20:00

Location: H203

#### Presenter

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter's Interest	Does the presenter seem interested in what they are saying	ABCD				Present seem knowledgeable subjects and interested in what they are taking about
Emotional tone to make audience engaged	Presenting in an animated way to invoke the emotion you want the audience to feel.	BC	AD			Presenters were animated uses hand and tried to get people attention.
Quality of questions	The questions are relevant and thoughtful	ABCD				

#### Audience

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested		ABCD			-

	Description	
Number of students	Total number of students who showed up to the Stage	26
Amount of question being asked	How many questions did the audience ask	7
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	75%
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	25% 6 people

#### Presenter 1

- Using hand during presentation
- Seem knowledgeable on the subject.
- Using interesting images

- About 6 people are distracted (phone/computer)

**Presenter 2**

- Using hand during presentation with emotion
- Most of the audience seems engaged
  - Looking at the presenter
- Presenter knowledgeable

**Presenter 3**

- Very emotive
- Using hands
- Interesting slides to grab attention
- Looking around the room
- Same people on phones/computer
- More people look distracted.

**Presenter 4**

- Look nervous.
- Seem interested in the subject.
- Looking at the screen a lot
- Some audience looks distracted
- Slide look simple (text white background)

**Q&A**

- Seem Knowledgeable on presentation
- Seem interested in the explanation
- Question 1 seem dental and response seem interested.
- Same thing for question 2 as question 1
- The question seem details and related to subject thought
- Everyone is answering questions
- Professor is responding to some questions.

**Prizes**

Same person won both prizes were unclear

## Appendix CC: Stage Night Field April 10<sup>th</sup> Observation Transcriptions

### a. Eleanor Foley Verbal Observation

Observer: Eleanor Foley      Date: 10 Apr 2024      Time: 18:30-20:00      Location: H203

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Language usage	Formal language usage in the presentation	AB				- really good pausing and making use of the microphone
Avoiding filler words	Filler words such as “umm..., like, you know” are excluded from the talk	AB				- no filler words
Presenter Tone	The presenter speaks confidently and clearly	B	A			- seems nervous  - good
Presenter Preparedness	The presentation flows throughout. Each section is well connected	AB				-very good timing
Quality of Response to Questions	Explanation is clear and to the point	AB				

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<p>- before he went up, his hands were shaking (out of nerves probably)</p> <p>- critical challenges that our world faces today [title]</p> <ul style="list-style-type: none"> <li>• He brought a Lazer pointer</li> <li>• Seemed like memorized speech</li> <li>• Got 1 question from professor</li> <li>• ESG (environment, sustainability, ?)</li> <li>• Green loan, take responsibility for global warming</li> <li>• Professor said - “good English”</li> </ul>	

<p>B</p> <ul style="list-style-type: none"><li>• Water is a Human Right</li><li>• 18<sup>th</sup> water – scarce country</li><li>• Microplastic</li><li>• SDG 6</li><li>• WaSH water resources</li><li>• Donation</li><li>• Water should be organization, human right</li></ul>	
---	--

**b. Jakub Jandus Non-Verbal Observation**

Observer: Jakub Jandus      Date: 10 Apr 2024      Time: 18:30-20:00      Location: H203

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Posture	Standing straight and positioning the body towards the audience; no slouching	AB				
Eye contact with the Audience	Holds attention of entire audience with the use of direct eye contact, rarely looking at notes		A	B		
Movement	Presents without fidgeting or swaying	A	B			
Facial Expression	Shows positive facial expressions that convey to the audience they want to be there, even with serious topics	AB				
Hand Gestures	Does not hide their hands and makes open hand gestures	A	B			

Descriptive Notes (objective descriptions)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
- Stage are about students doing their best...	<ul style="list-style-type: none"> <li>• Good, people get tired as it gets later at night (18:30 to 20:30)</li> <li>• Holds mic 2-3" away</li> </ul>

### c. Eleanor Foley Content Observation

Observer: Eleanor Foley      Date: 10 Apr 2024      Time: 18:30-20:00      Location: H203

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter opening	Presenter opens in a creative and interesting way that captures the audience	B	A			- seems little nervous
Quality of Slideshow	There is a theme throughout and readable graphics	AB				
Visuals	Visual information was related to the topic and useful	AB				
Information was well organized	Provides clear purpose and subject; important examples, facts; demonstrates full knowledge	AB				
Creativity	Provides a new perspective of the topic, the presentation unique.		B	A		- idk about that SDG -> talking about banks so not so good  - Water & Taiwan
Timing	The presenter finished within 5 minutes	AB				

#### d. Jakub Jandus Engagement Observation

Observer: Jakub Jandus

Date: 10 Apr 2024

Time: 18:30-20:00

Location: H203

##### Presenter

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Presenter's Interest	Does the presenter seem interested in what they are saying	A	B			
Emotional tone to make audience engaged	Presenting in an animated way to invoke the emotion you want the audience to feel.		AB			
Quality of questions	The questions are relevant and thoughtful		AB			

##### Audience

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Audience engagement during the presentation	Does the audience seem to be focused on the presentation or uninterested	A	B			

	Description	
Number of students	Total number of students who showed up to the Stage	Around 30 including professors and staff
Amount of question being asked	How many questions did the audience ask	A: 1 question B: 1 question
Percentage of audience engagement.	Is the whole class focused on the presenter, or just a few students.	90% (high)
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	3 people



## Appendix DD: AI Workshop March 26 Field Observation Transcriptions

### a. Jakub Jandus Observation

Observer: Jakub Jandus      Date: 26 Mar 2024      Time: 18:30-21:00      Location: D1005

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes		X			The presentation almost starts out of nowhere
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes			X		Presentation ended very late, so the students wanted to leave.  Just a quick word at the end and the class is over

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	16 (4 of which staff)
Amount of question being asked	How many questions does the students ask <b>and instructor answers</b>	More than 17
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	Some do other work on laptops/phone Overall: minimal to average
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	Focused on laptops Upright
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	Very much so!

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
QR-code for online in-class Q&A to mitigate fear and let class run smoothly Led by expert, using microphone and both projectors Teacher properly in-depth showing descriptive AI keywords and their influence on the output Used same seed to make results consistent (disable randomness)	Very professional with good setup Students asking questions, even directly! Prompts/AI is only in English, so students have to know the 2nd language too Even discussion between students is taking place Class atmosphere seems relaxed Late class, students (and investigators) are tired: heads down on the table and yawning observed

<p>Some students are arriving 20 minutes late Expert introduces parameters with good live examples (--zoom; --ar 2:3; --seed) Teaches region remix and selection, with examples and exercises Image-to-image generation Students are encouraged to go try things out and explore Teaches upscaling</p>	<p>Everyone seems engaged and interested in learning/experimenting Some students are very excited at their AI creations There is a challenge task at the end: make an image of full person → I believe this is good for experimentation and lots of questions were asked by the students The teacher put on lo-fi music so it was not quiet while students were completing the challenge</p>
--	--

### b. Eleanor Foley Observation

Observer: Eleanor Foley      Date: 26 Mar 2024      Time: 18:30-21:00      Location: D1005

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes		X			- started 6:34 - Some students eating - everyone silent, 1 student got discord open
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes	X				- doing individual tasks - all doing project so N/A - so focused - ½ staff on phones

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	~11, ~4-5 missing ~4 student assistants
Amount of question being asked	How many questions does the students ask	12 (3 from 8:20-8:30)
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	- inner circle good - Outer circle a little worse than first - decently everyone interested
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	good
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	Most are - 1 girl on google drive – discord wasn't opening, now using phone to see, she is doing google drive again

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<p>- Midjourney title slide</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> class this semester I think</li> <li>• Has a way to ask question, QR code</li> <li>• <u>  </u></li> <li>• Explaining how to get some images</li> <li>• They have a discord</li> <li>• 30-minute break in middle</li> <li>• Explaining aspect ratio</li> <li>• 1 girl helping friend</li> <li>• Midjourney through Discord</li> <li>• Explained which images came 1,2,3,4</li> <li>• Sometimes AI messes up</li> <li>• Students get to try prompts on their own</li> </ul> <ul style="list-style-type: none"> <li>• Talking to students explaining</li> <li>• Can select certain parts of images</li> <li>• Something about story</li> <li>• <u>  </u> Link they prompt, copy image address</li> <li>•</li> </ul> <p>Midway through class 5 students distracted 7:14 3 on phone, 1 falling asleep, 1 on google drive 7:23 students talking with each other 2,2 so 4 in total</p> <ul style="list-style-type: none"> <li>• During break one girl sleeping (she must be tired)</li> <li>• 8pm started again</li> <li>• Explaining what AI source he likes Midjourney,... Krea AI,... Magnific AI</li> <li>• LOFI music</li> <li>• Some chatting while they have challenge (8:12-8:30pm)</li> </ul>	<ul style="list-style-type: none"> <li>- having a break allows students to learn better</li> <li>With the “Midjourney” in English translations must be off sometimes</li> <li>- teacher walks around which allows them to check students understanding and clarifies understanding</li> <li>- interesting how the teaches stuff then goes around, very interactive, reminds me of my high school CS teacher</li> <li>- just sitting &amp; speaking no movement while presenting</li> <li>- lots of images which is good</li> <li>-LOFI music 8:12 is a good idea</li> <li>- Jakub really thinks they are good at descriptions</li> </ul>

### c. Spencer Dill Observation

Observer: Spencer Dill      Date: 26 Mar 2024      Time: 18:30-21:00      Location: D1005

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes		3.5			

Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes		X			Students seem to be focused on there project
--	--	--	---	--	--	--

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	14
Amount of question being asked	How many questions does the students ask	Asking for professor to come over and help instead in front of the class. Students are asking other student for help
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	Some people are eating. Most people are focused on there work. One student left and came back later
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	Students are mostly relaxed but engaged.
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	Eye contact is manly on computers and presenter.

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<ul style="list-style-type: none"> <li>-most people seem focus</li> <li>-people are on discord (for class)</li> <li>-some people are eating</li> <li>-professor is walking around</li> <li>-lectures are recorded</li> <li>-students seem to be more distracted as class goes on</li> <li>-using tools that might be helpful outside of class (photo editing)</li> <li>-students seem to be having fun with the AI</li> <li>-some students seem engaged on their project while others are distracted on their phones</li> </ul>	<ul style="list-style-type: none"> <li>-students seem to be following what the instructors is saying rather than experimenting on their own.</li> <li>- class feels technical, might want to ass some humanity</li> <li>- feels lecture style</li> <li>- there is a freestyle part</li> <li>- feels like an IMGD class at WPI</li> </ul>

## Appendix EE: AI Workshop March 28 Field Observation Transcriptions

### a. Eleanor Foley Observation

Observer: Elenor Foley      Date: 28 Mar 2024      Time: 18:30-19:30      Location: D0101

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes		X			- some on thier phones (3 people)
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes					N/A - because I left early

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	~17 2 are assistants ~15 students
Amount of question being asked	How many questions does the students ask	15
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	- it's as expected in seats
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	- can't see their faces - I am sitting in the back N/A

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<ul style="list-style-type: none"> <li>- 4<sup>th</sup> class this semester</li> <li>- question QR code</li> <li>- explaining 2 different art styles</li> <li>- after prompt use something else</li> <li>6:45pm-Q&amp;A-6:53pm</li> <li>7pm -Q&amp;A- 7:28pm</li> <li>- goes to every single student to offer help</li> </ul>	<ul style="list-style-type: none"> <li>- this classroom is really meant for lectures, he is watching screen &amp; reading &amp; explaining</li> <li>- no eye contact much</li> <li>- work time LOFU music is hella chill</li> </ul>

<p>- students talking to each other to figure out things</p> <p>- students chatting &amp; sharing things (4 different occasions)</p>	
--	--

### b. Sakshi Gauro Observation

Observer: Sakshi Gauro      Date: 28 Mar 2024      Time: 18:30-19:30      Location: D0101

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes			X		- most of them are on their phone and are distracted by other webpages while the instructor was going over some materials
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes		X			

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	17
Amount of question being asked	How many questions does the students ask	17
Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	10
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	6
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	10

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<ul style="list-style-type: none"> <li>- students are only asking help with the professors and not really collaborating with their classmates</li> <li>- A lot of students are on their phone</li> <li>- The teacher is going around helping students</li> <li>- After roughly 45 minutes, students finally start talking to each other.</li> </ul>	- students seem a little bored and tired

### c. Spencer Dill Observation

Observer: Spencer Dill      Date: 28 Mar 2024      Time: 20:00-21:00      Location: D0101

	Description	Excellent (4)	Good (3)	Progressing (2)	Not Yet (1)	Notes
Student engagement during the start of class	Do the students seem to be focused on the class in the first 10 minutes					Was not here
Student engagement during the end of class	Do the students seem to be focused on the class in the last 10 minutes			X		People look less engaged then before

	Description	Notes
Number of students	Total number of students who showed up to the AI workshop	14
Amount of question being asked	How many questions does the students ask	Professor is walking around helping students

Amount of distraction	Are students distracted by looking at their phones/laptops. Pay attention to body language.	About three students look distracted and looking at something else
Student's body language	Are student's sitting up right, slouched, or nod in agreement.	Students are relaxed and hunched over in their chairs
Student's eye contact	Are student's looking at the professor and their computers with the AI applications	Students are looking at there computer, some on project, some on something eles

Descriptive Notes (objective descriptions) (keep in mind creativity, collaboration if applicable, and their digital skill usage)	Reflexive Notes (involve reflecting on personal thoughts... etc.)
<ul style="list-style-type: none"> <li>- some students are looking at there phones</li> <li>- same as Tuesday</li> <li>- challenge is to get a character ref and have them do something else</li> <li>- Class is casual with conversation among students</li> <li>- studens are asking for help and explaining the tools.</li> <li>- some students are packing up early</li> <li>- About half of the students are not paying attention.</li> </ul>	<ul style="list-style-type: none"> <li>- it is 8pm before a long brake. People seem tired.</li> </ul>



## Appendix FF: Self and Team Evaluation Form Example

### Self and Team Evaluation Form

This form is intended to help assess individual and team project efforts. Please complete the form honestly, carefully, and **without** consulting your partners. Take as much space as you require. Your input will be kept confidential.

Group alias:	You	Partner 1	Partner 2	Partner 3
Enter individual names here →				
1. Please rate each team member (including you) in the following categories on a scale of 1 to 9 (where 1 = unacceptable, 3 = poor, 5 = acceptable, 7 = good, 9 = almost perfect)				
Level of effort				
Quality of research				
Quality of writing				
Cooperation and teamwork				
Leadership*				
2. Please estimate the hours per week that each member committed to the project, on average				
3. Given the grade definitions below, what grade do you feel each member deserves?				
4. What grade do you think best describes the overall group effort, including both process and product, and why?				
5. What did you personally do well?				
6. Where could you personally have done better?				
7. What did your partners do well? (address each partner individually)	(Partner Name):  (Partner Name):  (Partner Name):			
8. What could your partners have done better?	(Partner Name):			

	(Partner Name):  (Partner Name):
--	--

## Grade Definitions:

- A Consistently excellent, exceeding expectations
- B Good or very good, meeting all expectations
- C Fair, meeting some expectations
- NAC Unacceptable

\* Note that leadership is not an essential component of every team member's contribution. It is typical that only one or two members will assume leadership roles.

Additional comments:	
----------------------	--