



# WPI



# Exploration to Reduce Purposelessness in the Young Adults of Taiwan

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*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>*

## Abstract

The exam-based education system in Taiwan leaves young adults without time to find their life purpose. Working with City Wanderer, this project identified factors influencing purpose and provided ways to address them through challenges called ‘Missions’. The team conducted interviews and surveys on young adults aged 18-25 and past City Wanderer program participants to discover the root causes of purposelessness and how the team should structure their proposed Missions. The team determined that City Wanderer’s work had an overall positive impact on individuals’ purpose. The team identified common themes such as social connection, self-development, and career exploration as beneficial to purpose development, which they used to create five Missions to best target young adult purposelessness.

## Acknowledgements

Our team would like to thank everyone that assisted in our project and made it all possible.

To begin, we would like to thank our sponsors; Corrie, Sofia, and Miya from the City Wanderer Education Association. They were incredibly supportive and showed us an abundance of hospitality during our time in Taiwan. Without them, this project would not have been possible.

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Finally, a special thanks to our cohort classmates for their continued feedback and a great semester together.

## Executive Summary

The Taiwanese education system puts immense pressure on students throughout their academic journey. This is due to the intense senior high school exams that determine which university students can attend, causing students to spend their time in school rigorously studying. This stress prevents students from being able to pursue their passions. Without the time to engage in their interests as children, these emerging adults do not know how to define their purpose as they enter a new stage of life exploration between the ages of 18-25. This leaves many feeling lost or purposeless during a crucial developmental period.

The City Wanderer Education Association, a non-profit organization founded in Taipei in 2013, addresses this issue with a unique solution. By encouraging young adults to step out of their comfort zone by participating in a series of exploratory challenges, called the “Wandering Challenge”, the City Wanderers help youth discover their passions and develop a stronger sense of purpose. A “Mission” is the name of each assignment in the series of challenges, and the goal of the City Wanderer program is for participants to complete 30 of these missions within three weeks. Each “Mission” is one of four categories: Self-Awareness, Connection Rebuilding, Adventure & Challenge, and Social Participation. These categories target different aspects of purpose development and aim to guide youth to a passion through exploration and meaningful connections with others. This helps young adults see their impact on the world which furthers their sense of direction in life.

This project aims to tackle the theme of purposelessness in the young adults of Taiwan by proposing 5 Missions for The City Wanderer Education Association to use in their “Wandering Challenge”. To do so, the project team identified three objectives:

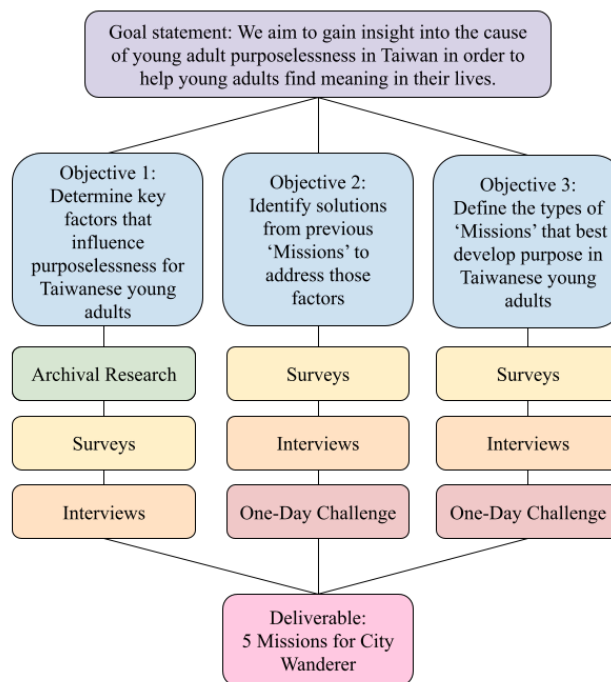
- (1) Determine key factors that influence purposelessness for Taiwanese young adults



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- (2) Identify solutions from previous ‘Missions’ to address those factors
- (3) Define the types of ‘Missions’ that best develop purpose in Taiwanese young adults

Figure 0.1 below outlines the flow that the project team used to connect their project’s overarching goal statement to the requested deliverable. To help young adults find meaning in their lives, the project aims to gain insight into young adult purposelessness in Taiwan. The three identified objectives support this overarching goal. To accomplish the objectives, the project team performed archival research, delivered surveys, and completed interviews.



*Figure 0.1 - Flowchart of the project goal, objectives, methods, and deliverable.*

The project team performed archival research to determine the key factors that influence purposelessness in Taiwanese young adults. Focusing on recent peer-reviewed journals, published after 2010 to keep data relevant, the project team pinpointed exploring the

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world, trying new things, and learning how to understand themselves better as the main positive influences of purpose.

The student group delivered 150 surveys across two different populations, young adults ages 18-25, and previous City Wanderer “Mission” participants, to accomplish the overarching goal. The first population supported the team’s initial archival research. The second population gave a broader view of personal experiences with previous Missions. Both sets of surveys were almost identical, with the project team asking the second population more specific questions about prior personal experience. This allowed the project team to observe which mission traits had worked well in previous years to foster purpose development.

Across the course of the project, the project team conducted five interviews. Three of these interviews were with young adults ages 18-25, located on Soochow University’s campus, the project team’s place of residence in Taiwan. Two of these interviews were with previous City Wanderer “Mission” participants. As with the survey questions, both populations of interview questions were nearly identical, with the questions geared towards previous participants consisting of more specific requests about interviewees’ experiences with the Wandering Challenge. These interviews targeted each of the three objectives supporting the overarching project goal.

To identify solutions from previous Missions to address key factors of purposelessness and to define the best types of Missions that best develop purpose in Taiwanese young adults, the project team had the opportunity to complete a “One-Day Challenge”. This challenge consisted of three Missions and a reflection at the end of the day. The reflection allowed the team to think upon the missions they completed and identify which ones best helped to support their sense of purpose. Overall, the team felt like the

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“One-Day Challenge” allowed them to step out of their comfort zones and become more confident individuals.

The project team used the results of the four methods as a baseline for the creation of the deliverable for The City Wanderer Education Association. Figure 0.2 is taken from the surveys delivered to populations ages 18-25, and shows that self-exploration and friends/family are the most important aspects in helping young adults find their purpose. These results are traits that the project team incorporated into their proposed Missions.

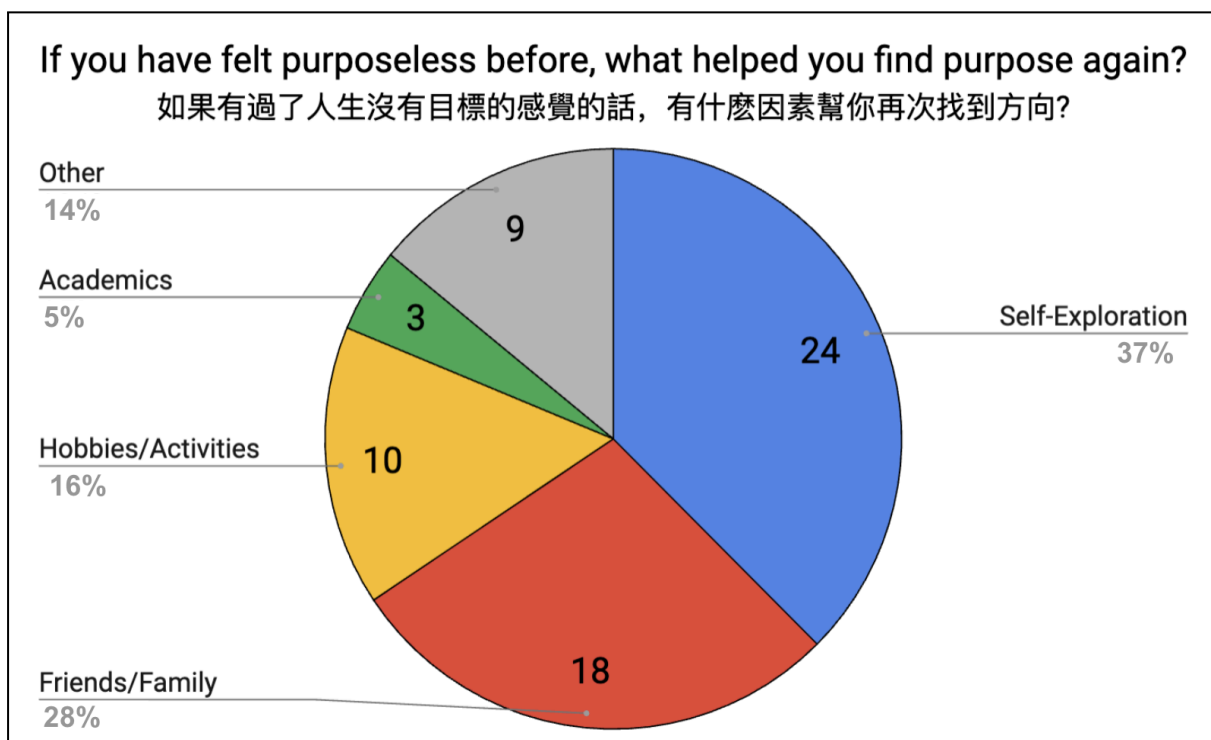


Figure 0.2 - Responses to Appendix C NQ9 (N = 64).

Figure 0.3 is taken from the surveys delivered to previous City Wanderer “Mission” participants and shows the benefits of the Wandering Challenge on young adults’ sense of purpose. This chart shows that a majority of the respondents were positively affected by their Wandering Challenge participation.

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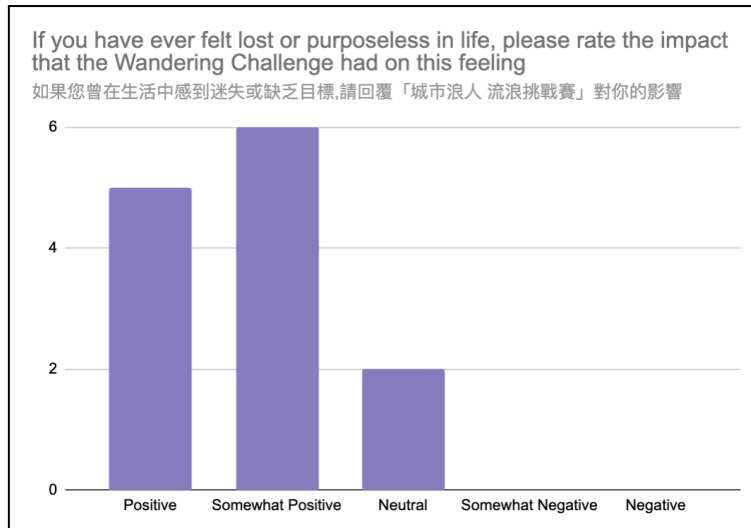


Figure 0.3 - Responses to Appendix B CQ12 (N = 13).

Presented in Figure 0.4, the overlapping traits between the methods used allowed the team to recognize that connection, self-exploration, and affordability were the most important factors in mission creation.

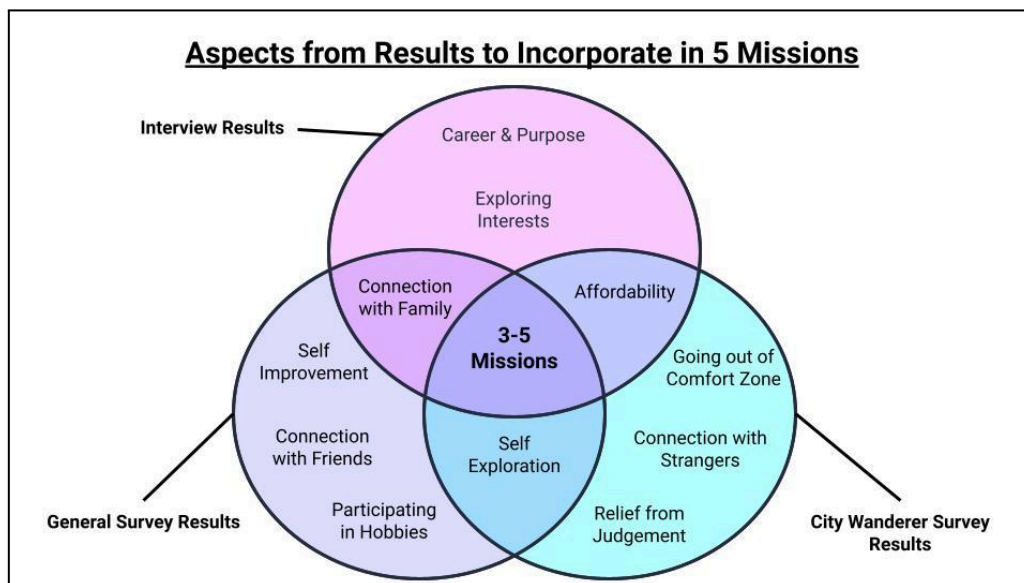


Figure 0.4 - Aspects from Results Venn Diagram.

Using these results to identify the most beneficial aspects for purpose development, the project team created 5 Missions. These missions are “Identity Tree”, “Hometown Tour”, “Striking a Chord”, “Career Shadowing”, and “Food for Thought”.

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Identity Tree: Identity Tree is of the Self-Awareness category and in this mission participants create a visual diagram of their skills, interests, hobbies, identities, etc. The goal of this mission is to help participants understand their identities and strengths and provide clarity for career choices.

Hometown Tour: The next mission, Hometown Tour, is also in the Self-Awareness category. This mission challenges participants to create a day-tour of their hometown, and to take a friend along with them on this tour. This mission aims to reconnect participants with their favorite parts of home.

Striking a Chord: “Striking a Chord” is in the Connection Rebuilding category, a mission where participants choose a song that reminds them of a friend, family member, or Wandering Challenge groupmate. Participants then exchange songs with their chosen partner, and discuss the reasoning behind their song choices. The goal of this mission is to connect with friends and family and to provide connection without words.

Career Shadowing: The fourth mission, “Career Shadowing”, is part of the Adventure & Challenge category, and challenges participants to create a resume for a career that they are interested in. The participant then emails someone in the field, asking to shadow them for a day. The hope for this mission is to provide participants with more clarity on their career decisions.

Food for Thought: The final proposed mission, titled “Food for Thought”, of the Social Participation category, tasks participants with trying a new food from a culture they do not have much experience with. The participant either asks a local chef about their experience with the dish, or researches the food’s history online. This mission encourages exploration of new cultures and perspectives to foster a broader worldview.

With the deliverables completed, the project team moved onwards to more general recommendations for The City Wanderer Education Association. The project team

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recommends that City Wanderer contact Worcester Polytechnic Institutes' Center of Well-Being for potential partnership in the United States to complete "Wandering Challenges" as many WPI students also experience a lack of purpose.

The goal of the City Wanderer program is universally influential and is able to help young people everywhere. Through these proposed missions, the team hopes to help the Wandering Challenge effectively assist young adults explore and develop their purpose. With a renewed sense of purpose, young people will be able to confidently pursue their ambitions. Thus, the overarching impact of this project and its proposed missions is to empower the next generation of Taiwanese young adults to confidently pursue their goals and purpose.

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## 1.0 Introduction

Taiwan, often celebrated for its academic accomplishments, mirrors the educational success characteristic of many East Asian countries. The island has long been recognized for producing students who excel in various academic fields, contributing to its global esteem. However, beneath this reputation of achievement lies an underrepresented concern, a burden borne by students navigating the demanding Taiwanese education system: the issue of student well-being and burnout (Kuan, P.-Y., 2018). The intense exam-based education system often demands supplemental tutoring, leaving students without time during the day to find their true passions in life (Chen, I.-C., & Kuan, P.-Y., 2021). The intense familial and societal pressure to succeed academically also leaves students suffocated by stress, anxiety, and self-doubt (Chou, C., Yuan, J., 2011). These young adults face a profound lack of clarity about their identity, passions, and aspirations, with over fifty percent of students stating that they feel lost in their lives (City Wanderer, n.d.).

The project team's sponsor, The City Wanderer Education Association, has dedicated their organization to combating this issue with an innovative solution. Founded in 2013 and formally established in 2015, they provide young adults with a sense of purpose through "Wandering Challenges". In these challenges, students in groups of three aim to complete 30 'Missions' in three weeks, with goals ranging from making food for the homeless to traveling to a location purely through hitchhiking (City Wanderer, n.d.). These challenges aim to ignite a passion in these youths through exploration and meaningful interactions with their surroundings in order to instill within them the idea that they can make a true impact on society during their lives. The non-profit organization encourages participants to explore beyond their comfort zones and cultivate a profound sense of responsibility to contribute towards creating a more positive world (City Wanderer, n.d.). Today, the organization has

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executed more than 100 wandering challenges totaling over 14,000 participants and impacted more than 1,000,000 individuals through its service around the world.

This project aims to contribute to the ongoing efforts of The City Wanderer Education Association to help young adults find meaning in their lives through exploratory challenges. To accomplish this, the team created five ‘Missions’ for The City Wanderer Education Association to use in their future Wandering Challenges, with the research focusing on sources and solutions to purposelessness. This project also works to support one of the United Nations’ Sustainable Development Goals. The 17 Sustainable Development Goals, also known as ‘SDGs’, were adopted by all United Nations members in 2015 for the 2030 Agenda for Sustainable Development (United Nations, n.d.). The SDG this project contributes to is Goal 3: Good Health and Well-Being, as this team considers mental health as a component of overall well-being. The goal of this project was to gain insight into the cause of young adult purposelessness in Taiwan to help young adults find meaning in their lives, which the team accomplished through three main objectives:

- (1) Determine key factors that influence purposelessness for Taiwanese young adults
- (2) Identify solutions from previous ‘Missions’ to address those factors
- (3) Define the types of ‘Missions’ that best develop purpose in Taiwanese young adults

To accomplish these objectives, the project team implemented archival research, surveys, interviews, and personal experience through a “One-Day Challenge”. The team identified two target groups for our research: Taiwanese young adults ages 18-25, and past City Wanderer participants. The surveys and interviews on the general population of Taiwanese young adults highlighted areas of concern that could be addressed through the team’s designed missions, while surveys on past City Wanderer participants provided clarity

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on how the team should structure the missions for a better participant experience. The team used Qualtrics to design and present the surveys, and distributed them via the internet, email, and on-the-street handouts.

In this report, the project team shares their results regarding the connection between education, life occurrences, and purpose development, along with identifying which aspects of the Wandering Challenge most benefited participants. The results from this research indicated a need for challenges that lead to self-development, connection with friends and family, and career exploration, which the team aims to address with its five recommended 'Missions'. By implementing targeted exploratory challenges, the collaboration intends to provide young adults with a sense of purpose and build a more confident next generation of Taiwan.

## 2.0 Background

To give insight into the team's Sponsor and the nature of our project, the background navigates the proposed main cause of purposelessness, the meaning and definition of purpose, and existing solutions to purposelessness that are prevalent in Taiwan. This section also discusses past City Wanderer missions and their effects. The background section provides a comprehensive understanding of the educational and mental health challenges faced by Taiwanese young adults and the potential solutions that exist for modern-day purposelessness.

### 2.1 Education in Taiwan

Chapter 2.1 begins by discussing the proposed root cause of purposelessness in Taiwanese young adults, Taiwan's exam-based education system. This chapter explores Taiwan's societal emphasis on academics, the role of cram schools, and the resulting mental health challenges faced by students.

#### 2.1.1 Taiwan's Exam-Based Education

Taiwan boasts a robust and highly competitive education system that places a strong emphasis on academic achievement. This profound reverence for academic pursuits and intellectuals, like various East Asian societies, is a value system shaped by the influence of Chinese Confucianism (Chou, C., Yuan, J., 2011). Confucianism, originating from the teachings of Confucius (Kong Fuzi) (551–479 BCE), emphasizes the significance of education and intellectual pursuits as essential components of personal and societal development. Confucian philosophy highly values the pursuit of knowledge, moral character development, and the cultivation of wisdom (Tan, C., 2017). This concept leads most in Taiwan to believe that if one can enter a better high school or university, they will become



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more successful in their careers and lives (Chou, C., Yuan, J., 2011). This historical context provides valuable insight into the importance of education in Taiwan.

Structurally, Taiwan divides its education into three main levels: elementary education (grades 1-6), junior high school (grades 7-9), and senior high school (grades 10-12). Additionally, there are vocational schools, junior colleges, and universities that students can pursue (Taiwan Ministry of Education, n.d.). Upon completing elementary school, students move on to junior high school, where they continue to study a nationally standardized curriculum controlled by the Taiwan Ministry of Education (Taiwan Ministry of Education, n.d.). The goal of junior high school is to prepare students for the high school entrance exams, which are critical for determining their educational trajectory (CAP, n.d.). While senior high school is not compulsory, the majority of students still chose to attend as it is crucial for university admissions. The main goal of high school education is to prepare students for college entrance examinations (CEEC, 2019). In order to best prepare for these entrance exams to enter highly ranked high schools and universities, many Taiwanese students decide to participate in ‘cram schools’.

Cram schools, also known as Buxiban, are a prominent feature of Taiwan's education landscape. For a significant financial cost, these private institutions offer supplementary tutoring and exam preparation to students in addition to their regular education, aiming to enhance their academic performance (Chou, C., Yuan, J., 2011). The high schools typically release their students from standard school hours at around four or five in the afternoon, with cram school typically beginning shortly after and continuing until the late evening (World TESOL Academy, 2023).

Cram schools are especially popular during high school years when students are preparing for entrance exams, but they can offer education for students even in preschool age. According to the Taiwanese Ministry of Education, more than 50 percent of senior high

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school students in Taiwan attend cram schools (Taiwan Ministry of Education, n.d.). A study by Jeng Liu in 2012 where they analyzed the academic performance of cram school attendees has proven Cram schools to be effective in improving students' academic ability: "Attendance at an academic cram school does enhance learning performance. Adding cram schooling per hour, the general analytical ability score increases [by] 0.063 (...) and the math score increases [by] 0.067 (...). And both of them are statistically significant" (Liu, J., 2012). When a result is statistically significant, it means the likelihood the result occurred through chance is extremely low. Improved academic ability directly contributes to higher chances of admittance to a better high school or university, which many in Taiwan believe directly links to success in life. While they provide additional support, the intense focus on exam preparation negatively impacts students' overall well-being (Kuan, P.-Y., 2018).

### 2.1.2 Exams and Mental Health in Taiwan

Taiwan's education system is renowned for its high academic standards and rigorous testing, placing substantial pressure on students to excel academically. While the pursuit of excellence is deeply ingrained in Taiwanese culture, the relentless focus on standardized tests creates an environment of heightened stress and anxiety among students. The fear of academic failure and the consequences it may entail weigh heavily on their minds, with parents often contributing by exerting significant pressure on their children to perform exceptionally well (Chou, C., Yuan, J., 2011). The expectations from family, coupled with societal pressure to secure a spot in prestigious universities, create a daunting environment for students.

Taiwanese students also often face demanding study schedules that extend beyond regular school hours. The integration of evening cram school sessions, weekend classes, and extensive homework contributes to long hours of study leading to burnout, exhaustion, and a

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lack of time for relaxation and leisure activities (Chen, I.-C., & Kuan, P.-Y., 2021). Social isolation is not uncommon for cram school attendees, with its time commitment undermining the development of crucial interpersonal skills through lack of social interaction. The emphasis on academic achievement as a measure of personal worth may also lead to feelings of inadequacy and self-doubt (Kuan, P.-Y., 2018).

The Taiwanese Ministry of Education has made efforts to address these mental health concerns, such as creating new versions of curriculum guidelines and textbooks in an attempt to relieve student's exam pressure and to combat rote-memory studying. However, according to the International Institute for Asian Studies, these reform efforts have failed at relieving students' stress—more Taiwanese students than ever have been attending cram schools, with the number steadily increasing over time (Chou, C., Yuan, J., 2011). City Wanderer has listed Taiwan's intense academic culture as the main contributor to purposelessness, stating that it leaves Students without time to find their true passions. It is this problem that they aim to solve through their 'Missions' (City Wanderer, n.d.).

## 2.2 Purpose

This section shifts the focus to the concept of purpose and its crucial role in mental well-being. It delves into the development of purpose with Jeffery Arnett's theory on the formative years of emerging adulthood and then highlights the mental health concerns prevalent in Taiwan. This section concludes by exploring current solutions to purposelessness, including medication, gap years, and innovative approaches like drama therapy.

### 2.2.1 What is Purpose and Why it Matters

Discovering one's meaning in life is a deeply personal process that is unique to each individual. However, many in modern society enter adulthood without ever having developed a clear sense of purpose to guide them. With purpose, life's trials and tribulations are but parts of a larger journey towards making the world a better place, and each failure is an opportunity to learn about oneself and grow into the best version of oneself. In fact, finding a sense of purpose in one's life is so impactful that one study suggests having a "strong purpose in life continues to have meaningful reductions in the risk of dying" (Hill and Turiano 2014). This study found that "for every one standard deviation increase in purpose, the risk of dying over the next 14 years diminished by 15%" (Hill and Turiano 2014). The survey results were significant across both age and sex and indicate that living a long life is closely tied to the strength of one's sense of purpose.

Further, having a strong sense of purpose can comfort a person through stressful days, while providing assurance that today's struggles are necessary components of a larger journey. Another study found that purpose-driven respondents "showed less of an increase in negative affect and physical symptoms on stressor days than on stressor-free days" (Hill et al 2018). Mental health symptoms, including suicides, often manifest themselves when one is most stressed, suggesting that a clear sense of purpose can act as a protective factor against the most harmful outcomes of mental distress. The pursuit of meaningful goals allows one to channel stress and discomfort into personal development (Lester, D., & Gunn, J. F., 2016).

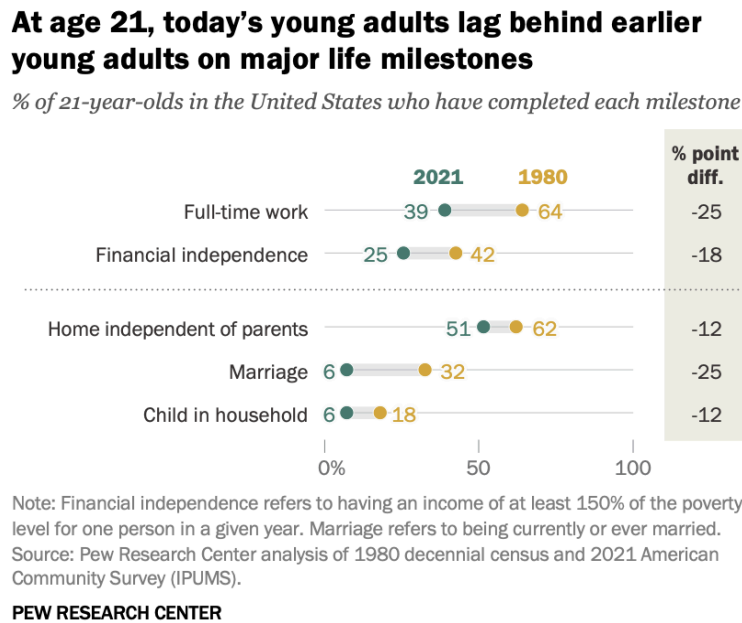
### 2.2.2 Development of Purpose

Given the importance of a strong sense of purpose to a fulfilling life, the next logical question is how do people develop such a sense of purpose during their lives? Jeffrey Arnett suggests that the most formative years for developing purpose come during the period of

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emerging adulthood from ages 18 to 25. During emerging adulthood, individuals experience frequent change and exploration. Most people leave their parents for the first time at 18 when they go on to pursue either work or higher education. By the time they reach 30, most people have settled into long-term commitments like marriage and parenthood. Hence, the age of 18 - 25 is a crucial window for emerging adults to explore various career paths, romantic relationships, and personal beliefs (Arnett 2000). During this explorational phase, emerging adults have the chance to test their limits, discover their passions, and define their values, which are key parts to developing a life's purpose.

However, in the last few decades, many of the traditional markers of adulthood have been pushed back further in life. For example, in the United States, from 1970 - 2000 the average age of marriage increased by 4 years on average for men and women (Arnett 2000). While in China, a study found that between 2010 - 2020, the average age of marriage increased by 3.63 years for men and 3.95 years for women, with the average length of education increasing from 9.08 to 9.91 years (Arnett et al 2023). A Pew Research review of US Census data (see Figure 2.1) reveals significant shifts in traditional adulthood milestones at age 25 between 1980 and 2021: the share of Americans working full-time dropped from 64% to 39%, financial independence dropped from 42% to 25%, and housing independence dropped from 62% to 51% (Pew 2023).



*Figure 2.1 - Adulthood Milestones between 1980 and 2021 (Pew 2023)*

This shift in traditional adulthood milestones has significant impacts on emerging adulthood across the world, as marriage and career development happen later in life, and they extend the period of exploration further into adulthood. This longer period of exploration allows individuals more time to refine their interests and discover their purpose, which is why it is so important that organizations like City Wanderers are providing purpose development assistance to young adults during the crucial formational window of emerging adulthood.

### 2.2.3 Mental Health in Taiwan

Mental health is an important issue in Taiwan. In 2006, rates of suicide peaked, at 19.3 per 100,000 individuals as opposed to 12.8 per 100,000 individuals in 1993. The world average at this time was 14.8 per 100,000 individuals (Chen et al., 2010). This made suicide the second leading cause of death among Taiwanese youth aged 15-24 (Chang et al., 2012). Due to societal and parental stigma associated with using psychiatric services, most patients opt into seeing their primary care physician for help before using psychiatric resources

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available to them (Chang et al., 2012). In order to mitigate these stigmatizations, Chang et al. proposes that non-psychiatric practitioners should train to recognize risk signs and school teachers should make mental health resources available to their students. In the 15-24 age group, female students were more likely to utilize mental health resources advertised in their schools. The education system is a high-stress location for Taiwanese students, so providing mental health resources in these locations destigmatizes their use and is one of the main reasons the rate of suicide in Taiwan has decreased since its peak in 2006. After this peak, various agencies in Taiwan implemented hotlines, informational websites, safety nets, and outreach visits to prevent these widespread rates. The Ministry of Health and Welfare in Taiwan reports that services such as The Protective Services and Psychiatric Care were particularly useful in enacting these positive changes (Department of Health, Taiwan 2023). Between 2010 and 2023, suicide has remained outside of the top ten leading causes of death in Taiwan (Department of Health, Taiwan 2023).

Parental and academic pressure causes a lot of stress on Taiwanese students. A student's academic and professional life is a direct result of standardized exams. Parents push extra studying upon their children with the goal to see them perform well (Gao et al., 2020). This prevents youth from exploring their identities outside of school due to their rigorous schedules. With no time to develop a sense of individualism due to education and cram schools, youth feel purposeless (Chou, C., Yuan, J., 2011). A sense of purpose is significant in positive mental health outcomes for youth.

### 2.2.4 Current Solutions to Purposelessness

In order to fully understand how purpose develops in Taiwanese youth, this chapter will examine some of the current reported solutions to purposelessness and mental health struggles in Taiwan.

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Negative portrayal of medication in the media, such as in television advertisements, decreases the rate of necessary mental health prescriptions. In 2010 during a period of negative portrayal of ADHD medication in Taiwanese media, the rate of prescription dropped abruptly, only to rise again steadily the next year once media outlook shifted to a more positive light (Wang et al., 2016). It is important to portray the positive effects of medication on mental health, in this case allowing for increased focus and functionality during school. Research performed by Ping-Yin Kuan reveals that intense cram schools, intended to academically improve high school exams, raise the risk of depression among young adults in Taiwan (Kuan, P.-Y., 2018). For students with mental health challenges, developmental disabilities such as ADHD, or learning difficulties, these high school exams are inaccurately dictating the direction their professional lives will go. In a study, a year after treatment, students performed better in comprehension and object assembly (Tsai et al., 2013). Medication is a useful tool to help students succeed academically and emotionally.

Taking a gap year after high school has recently increased in popularity among Taiwanese youth, who have noticed this concept in European education programs (Yen M., 2015). A Miley Yen survey shows firsthand the insight of Taiwanese students on gap year programs, where 75% of students knew of these programs and 97% thought they are beneficial (Yen M., 2015). This gap year allows students to explore the world and develop life skills, as well as take time to discover their purpose before diving headfirst into college career preparation (Lee, S. H., Yang, Y. C., 2021). In gap years where students travel, they report having increased communication and language skills as well as an increased understanding of global relations (Wu, H. Y., & Chou, H. C., 2020). Through this time off from school, students report finding a sense of purpose and an increased connection to the world around them.



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Drama therapy is a recent solution to the mental health crisis in Taiwan that enables students to build relationships and communication skills. In these programs, students use theater and performance as a creative outlet (Wen-Lung et al., 2019). The goal of this therapy is to strengthen the function of learning in education, understand emotions, and connect with others. This builds a sense of purpose among youth through community engagement and social activities (Araujo et al., 2014).

These solutions to purposelessness in Taiwanese youth rely on the ability to explore the world, try new things, and understand themselves better. The City Wanderer Education Association helps the youth to have an outlet to explore through their missions.

### 2.3 Missions

It is important to define what a ‘Mission’ is before moving forward, considering that City Wanderer runs them regularly. Understanding Missions and their impact was imperative for the project team while creating them. This section defines Missions and their effects.

#### 2.3.1 Mission Definition

City Wanderer makes use of a system they call the “Wandering Challenge”, where participants form groups of three and must complete at least thirty tasks in three weeks. These tasks, referred to as Missions, are all meant to push participants out of their comfort zones and explore new viewpoints while interacting with people and the world around them. There are four categories of City Wanderer Missions: Self-Awareness, Adventure & Challenge, Connection Rebuilding, and Social Participation (see Tables 2.1 and 2.2).

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*Table 2.1 - “Self-Awareness” and “Adventure & Challenge” Categories (City Wanderer n.d)*

	Self-Awareness		Adventure & Challenge	
	Perception	Self-development	Breakthrough Mindset	Grit & Perseverance
<b>1</b> <b>Beginning</b>	He/she is willing to take this mission; but from the mission result, the self-awareness on characteristics/behaviors and relevant thoughts cannot be seen.	He/she is willing to take this mission; but from the mission result, the realization and reflection on his/her own interests and abilities cannot be seen.	He/she is willing to take the mission; but through the mission result, whether he/she has challenged and broken through his/her comfort zone cannot be seen.	He/she is willing to take the mission; but through the mission result, the attitude on and resolution for encountering obstacles cannot be seen
<b>2</b> <b>Developing</b>	He/she is not good at perceiving his/her own characteristics/behaviors, but through the mission, begins to have a conversation with and reflection on himself/herself.	He/she is limited to the realization on his/her own interests and abilities, but through the mission, is gradually clarifying his/her own purpose and direction.	He/she recognizes his/her own psychological challenges, somehow fearing things beyond the comfort zone but willing to break through a little bit.	In the mission, he/she endeavors to fix the problem to achieve the goal when encountering obstacles.
<b>3</b> <b>Practicing</b>	He/she is able to perceive his/her own characteristics/behaviors, as well as willing to have a conversation with and reflection on himself/herself.	He/she shows the realization on his/her current interests and abilities, as well as recognizes what he/she still does not know well and is lack of his/her learning or understanding.	He/she has recognized his/her own psychological challenges, positively faced things beyond the comfort zone and bravely made relevant breakthrough.	In the mission, he/she endeavors to fix the problem, and finally finish the mission and achieve the goal.
<b>4</b> <b>Meet Expectation</b>	He/she is able to perceive more his/her own characteristics/behaviors, as well as dares to have a conversation with and reflection on himself/herself.	He/she shows the full realization on his/her interests and abilities, as well as recognizes what still needs understanding and think about planning the next step based on his/her own purpose and direction.	He/she bravely breaks through his/her own psychological challenges, positively faces challenges beyond the comfort zone, as well as holds the faith to fix difficulties.	In the mission, he/she can stick it out, look the positive side of the failure, fix the problem proactively, and achieve the goal.
<b>5</b> <b>Excellent</b>	He/she is able to perceive more his/her own characteristics/behaviors, as well as dares to have a conversation with and reflection on himself/herself, and even extends the mission into further step.	He/she shows the full realization on his/her interests and abilities; after recognizing what still needs understanding, he/she takes the next step of the mission based on his/her own purpose and direction.	He/she bravely breaks through his/her own psychological challenges, positively faces challenges beyond the comfort zone, as well as holds the faith to fix difficulties. Even, he/she extends the mission into further challenges on himself/herself.	In the mission, he/she can stick it out, accept the frustration and obstacles in the process, fix the problem proactively and even achieve more than the expectation of the mission.

*Table 2.2 - “Connection Rebuilding” and “Social Participation” Categories*

(City Wanderer n.d)

	Connection Rebuilding		Social Participation	
	Connectedness	Communication	Empathy	Social Responsibility
<b>1</b> <b>Beginning</b>	He/she is willing to take the mission, but whether it has strengthened his/her supportive system cannot be seen in this mission	He/she is willing to take the mission, but his/her communicability with family/friends or strangers cannot be seen in the mission result.	He/she is willing to take the mission, but his/her attitude and ability related to listening to and empathy on others cannot not be seen in the mission result.	He/she is willing to take the mission, but his/her thinking on association of that issue and himself/herself as well as his/her social responsibility cannot be seen in the result mission.
<b>2</b> <b>Developing</b>	He/she is not used to build the connection proactively to gain supports; but through the mission, he/she is willing to take the step into building the supportive system.	Through the mission, he/she begins to communicate with family/friends or strangers as well as try to get more understanding of their thoughts and standpoints.	He/she is not good at standing in others’ shoes but is willing to listen to others.	Through the mission, he/she begins to care and think about specific issues and social phenomena.
<b>3</b> <b>Practicing</b>	Through the mission, it makes him/her take the step, and hence facilitates his/her realization and relationship, as well as builds or strengthens his/her own supportive system.	Through the mission, he/she is able to realized and accept family/friends’ or strangers’ thoughts and standpoints different from theirs.	He/she is willing to listen to others as well as try to stand in others’ shoes to get understanding of others’ feelings and thoughts.	He/she cares and thinks about specific issues and social phenomena, and further finds association between these phenomena and himself/herself.
<b>4</b> <b>Meet Expectation</b>	Through the mission, he/she builds or strengthens the supportive system; furthermore, he/she recognizes what kind of support he/she needs as well as plans the way to build or maintain the connection in the future.	He/she realizes and accepts family/friends’ or strangers’ thoughts and standpoints different from theirs, as well as expresses their own thoughts gently to communicate with others.	He/she is able to listen to others and realize others’ feelings and thoughts, as well as gives responses accordingly.	He/she realizes that social phenomena are more or less associated with himself/herself, and starts to build his/her responsibility on the society as well as plan the next step he/she can take.
<b>5</b> <b>Excellent</b>	Through the mission, he/she strengthens the supportive system and realizes what kind of support he/she needs; after planning the way for connection in the future, he/she has further built and strengthened the connection.	Except for realization and acceptance of different thoughts and standpoints, as well as gentle communication, he/she has profound reflection on communication and relationship maintenance with family/friends and strangers in the future.	Not only can he/she listen to and realize others’ feelings to give responses accordingly, but further, to the best of his/her ability, take action for the relevant people or things about that issue.	He/she realizes the association between social phenomena and himself/herself; for the social responsibility, he/she takes the further action beyond the mission.

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The **Self-Awareness** category (see Table 2.1) emphasizes a participant's ability to reflect on their thoughts and actions to help them improve as they find their purpose. The **Adventure & Challenge** (see Table 2.1) category urges participants to push the limits of their comfort in different situations to help them face challenges with ease. **Connection** **Rebuilding** (see Table 2.2) focuses on one's ability to form meaningful relationships and acknowledge any support systems they may have access to in their family and friends. Finally, **Social Participation** (see Table 2.2) advocates for empathy and social responsibility among participants. Participation in these Missions encourages those involved to listen to the people in their lives.

### 2.3.2 Previous City Wanderer Missions

To get a better understanding of Missions, the project team looked over a few dozen Missions that City Wanderer hosted in the past. The team received an extensive list and handpicked a few to cover in this section. Knowledge of past Missions gave a better understanding of both the scope and the content of the project team's deliverables. The following discussion provides examples of Missions that fall under the subdivisions displayed in Tables 2.1 and 2.2.

**Life's Checklist** is a Mission from the Self-Awareness category. Participants must write down twenty actions as part of a "bucket list" for themselves. These actions could be life goals, places they want to visit, among other things. Upon completion, they write and submit a reflection on their list, highlighting any patterns they see, identifying what these items mean to them, as well as discussing how realistic it would be to achieve such goals (City Wanderer Association, Mission Description Statement).

The next sample Mission is part of the Adventure & Challenge category, titled **Journey of the Homeless**. Taking place in Taipei, those involved prepare a meal for a

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homeless person, give them the meal, and then sit with them to listen to their story.

Furthermore, the Mission requires participants to take note of their own initial biases, their reactions to the homeless person's story, as well as the reactions of passersby. Approaching and speaking to a homeless person on the street would be difficult for most, so this challenge means to push participants out of their comfort zones while building empathy (City Wanderer Association, Mission Description Statement).

Another past Mission, called **Free Hug, Free Care**, asks that participants stand with a sign that encourages anyone to claim their free hug. The goal of the Mission is to spread positivity to people who may need it, despite how uncomfortable it may be. The merit of this challenge comes from forcing someone to pluck up the courage to ask a stranger for a hug. This can be extremely difficult for most people, especially in places with cultures like Taiwan.

The last example is of the Social Participation category, created by individuals who took part in the program. This Mission took place at Taipei Main Station, where countless tourists and people of different origins cross paths daily to commute by train. Participants asked people at the station about their hometown and its characteristics, learning about all sorts of places in the process. This Mission challenges preconceived notions that the participants may have had about places they've never been to (City Wanderer, About).

The example Missions described in this chapter paint a clearer picture of what makes up a Mission, along with their estimated scope. Additionally, they helped the project team understand that each Mission includes a written reflection that participants must complete after taking part in the challenge itself. The reflection is a chance for those involved to put their thoughts on paper and digest what they did for the Mission as well as its impact on them. When creating Missions for City Wanderer, it was useful to know how to structure both the Mission itself as well as the reflection to make it a worthwhile experience. Shown below

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is the Free Hug, Free Care Mission and a separate example of a Mission in progress for City Wanderer (see Figures 2.2 and 2.3).



*Figure 2.2 - Two Wandering Challenge participants giving out hugs to strangers in the street as part of a Mission, titled **Free Hug, Free Care**. (City Wanderer, n.d.)*



*Figure 2.3 - Two Wandering Challenge participants taking a day trip to Tainan, Taiwan by hitching rides from friendly strangers as part of a Mission, titled **Zero Dollar Challenge**.*

(City Wanderer, n.d.)

### 2.3.3 Effects of the Wandering Challenge

City Wanderer has held their Wandering Challenge in more than two dozen cities across Taiwan, China, Japan, Malaysia, Hong Kong, and the United States, with over 44,000 Missions completed (City Wanderer Association, Mission Description Statement). Through describing their Missions as ‘Challenges’, they have found success by making their Missions more game-like to further engage participants.

Table 2.3 features data collected by City Wanderer themselves. They surveyed past Wandering Challenge participants. This background information also serves as an important base for the team’s methodology of data collection.

*Table 2.3 - Student results after Wandering Challenges, According to City Wanderer*

(City Wanderer n.d.)

<b>73%</b>	<b>68%</b>	<b>81%</b>	<b>73%</b>
participants more willing to face uncertainty	participants more confident in their problem-solving skills	participants willing to let go of stereotypes to understand others	participants willing to try taking actions on social issues they care about

## 3.0 Methods

This section highlights each method the team used during data collection. It begins with an overview of the project to give a basis for the support that individual methods give to each objective. It then delves into each method; archival research, surveys, interviews, and personal experience through the One-Day Challenge. The chapter finishes with brief sections on data analysis, ethics, and limitations of the methods.

### 3.1 Objectives

Before discussing methods, it is important to state the goal of the project:

*“To gain insight into the cause of young adult purposelessness in Taiwan to help young adults find meaning in their lives.”*

This project used surveys, interviews, and archival research (see Figure 3.1). With these, the project team aimed to help Taiwanese young adults find purpose. Deepening Taiwanese youth’s understanding of this was important for both the team and City Wanderer. The objectives for accomplishing that goal were as follows:

- (1) Determine key factors that influence purposelessness for Taiwanese young adults
- (2) Identify solutions from previous ‘Missions’ to address those factors
- (3) Define the types of ‘Missions’ that best develop purpose in Taiwanese young adults

The project occurred entirely in Taipei. Staying at Soochow University, as well as having local partners allowed for access to a pool of students who were both willing and

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enthusiastic about partaking in interviews. The surveys and interviews aimed to fulfill the listed objectives and move closer to the goal.

Figure 3.1 shown below links each of these methods with the objectives they support. The rest of this chapter follows each method as well as data analysis, ethics, and limitations. Combining archival research, surveys, interviews, and takeaways from the One-Day Challenge allowed the project team to neutralize individual weaknesses in each method (Cresswell and Cresswell, 2018). These methods aided the project team in creating five missions for City Wanderer.

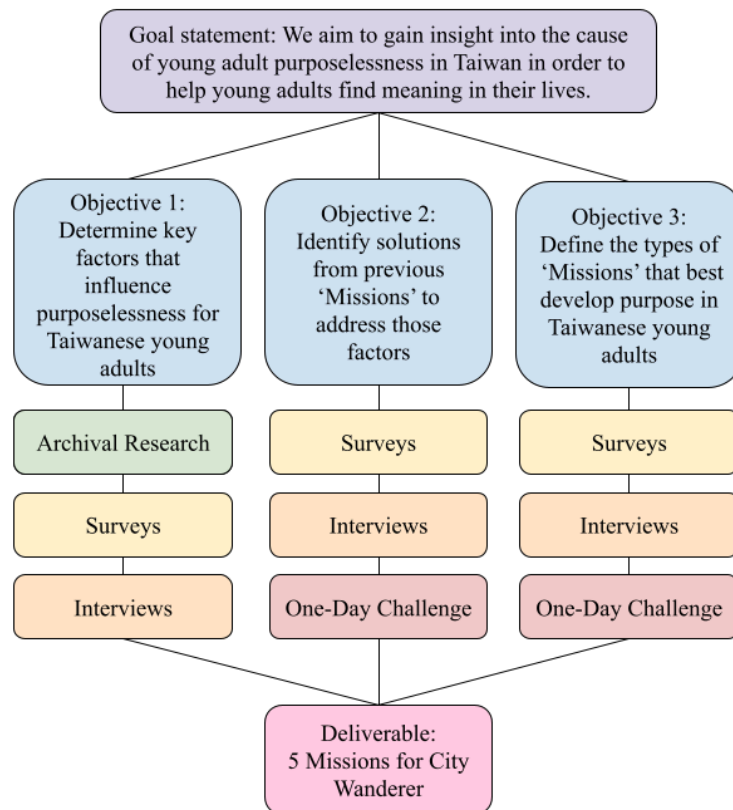


Figure 3.1 - Diagram linking methods with the objectives they support.



### 3.2 Archival Research

The project team used archival research during the pre-departure term to uncover the influences of purposelessness and how purposelessness affects young adults in Taiwan. The project team aims for the knowledge gained to be beneficial not only for themselves, but also for future researchers who may read this paper. Archival research is the process of analyzing primary sources to inform a literature review (Madden, L., n.d.).

Through archival research, the project team explored ideas on the causes of purposelessness such as cram schools, social activities, and communities. Perspectives on cram schools seen in the research informed the project team that schools in Taiwan are often strict and helped guide survey and interview questions. Also revealed through this research, social and community activities guide young adults to purpose and help them to feel more connected to the world around them. In the survey and interview questions, the project team asks what characteristics of communal activities move young adults towards a sense of purpose. Archival research was the first step in answering objective one. Researching recent peer-reviewed journals, focusing on sources published after 2010 to keep data relevant, helped the team to gain a sense of knowledge for surveying and interviewing the current generation of young adults in Taiwan.

### 3.3 Surveys

During the project team's time in Taipei, project work first consisted of conducting surveys, with questions being listed in both English and Mandarin Chinese. The surveys preceded interviews, as team members also gathered interview candidates through surveys. The team split the survey population into two groups: Past City Wanderer 'Wandering Challenge' participants (Appendix B), and the general population of Taiwanese young adults (Appendix C). The team received 150 total survey responses, 117 of them being from the general survey on Taiwanese young adults, with 33 responses originating from the survey on

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past City Wanderer participants. City Wanderer stated that the final deliverable ‘Missions’ should be executable anywhere around the world, which is why the team surveyed more than Taiwanese participants, but expanded our reach to English-speaking international City Wanderer ‘Wandering Challenge’ alumni. The sponsor aided in distributing the team’s survey by sending it to their mailing list. For the general survey on Taiwanese young adults, Soochow University ‘Buddies’ assisted in listing which locations young adults frequent in order for team members to distribute the surveys on the streets of Taipei. Project team members used on-the-street surveying at these sites, which included the Shilin MRT Station, Ximending, and the Zhongshan MRT Station. The Zhongshan MRT Station was the most successful surveying site, but generally, on-the-street surveying proved less successful than other survey distribution methods. The team only had one member who was conversational in Mandarin, which made communication with possible survey participants difficult as other team members had problems explaining the purpose of the created survey. To combat this, the team made flyers with complete explanations of the survey in Mandarin, but overall, on-the-street surveying provided less responses than the team had previously anticipated. Project work also involved making use of social media to distribute surveys, as the team posted links to the survey on Facebook and Instagram, along with posting physical flyers on Soochow University’s campus. Surveys were also beneficial for providing a means of identifying possible interviewees, as at the end of the survey, participants could leave their email if they would be interested in a follow-up interview. Both versions of the surveys contained this question.

The team used the survey platform ‘Qualtrics’ to build and distribute the survey. Only team members had access to the results of this survey and all survey responses remained completely confidential. Survey participants also had the option to skip any questions they

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did not wish to answer. The survey contained a combination of numerical responses, Likert scale ratings, and free responses to diversify the project's response data.

The surveys on the general population of Taiwanese young adults contained questions regarding how the individuals had found purpose (Appendix C, NQ9), and how certain aspects of their lives (such as education) had influenced their purpose (Appendix C, NQ4), among other questions. This contributed to the project's first objective of determining factors that influence purposelessness. Surveys on past City Wanderer participants supported the second objective of identifying solutions from previous 'Missions'. In these surveys, the team asked participants to assess the success of the 'Wandering Challenge' (Appendix B, CQ12-CQ13B) as well as requesting participants to state which missions most and least impacted their sense of purpose (Appendix B, CQ17-CQ24). The City Wanderer survey also contained a small set of questions provided by the project sponsor relating to specific aspects of the Wandering Challenge (Appendix B, CQ14-CQ16). The responses from these two methods aimed to contribute to the project's third objective: Defining the types of 'Missions' that best develop purpose in Taiwanese young adults, which we will elaborate on in our results.

In summary, the intent behind surveys on the general population of Taiwanese young adults was for the team to gain insight into which areas they could address with their designed missions, while the analysis of responses from past City Wanderer participants elaborated on how they should structure their missions for a better participant experience. The complete set of questions of both the City Wanderer and general young adult survey can be found in Appendix B and Appendix C, respectively.

### 3.4 Interviews

The project team conducted five semi-structured interviews with Taiwanese young adults to understand purposelessness and discover which mission types are best fit for

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purpose development. These interviews consisted of one interviewee and two interviewers in a quiet location aimed to help the interviewee feel more comfortable sharing personal experiences. Depending on the preference of the interviewee, the location of these interviews was either held in a booked room on Soochow University campus, or in a cafe located in the city of Taipei. Two of these interviews had translators, who the project team educated on translator bias and who the interviewee expressed that they were comfortable with.

Interviews provided more in-depth and personal answers from interviewees than surveys did. The project team asked in the surveys if people would be willing to participate in a follow-up interview. As the project team collected survey answers, they began the process of contacting people who consented to come back for an interview. These interviews had the option for in-person or online, although all interviewees chose to conduct their interview in-person. Many of the questions delivered in the interviews aligned with those given in the surveys, but went more in-depth and allowed participants a chance to think about their responses and give meaningful answers.

The project team began the interview by giving their opening introduction, explaining the goal of the project, and asking the interviewee for their consent to record the interview with the project team's smartphones (see Appendix D for the Consent Form). Table 3.1 shows the details of each interview, along with the interviewee's letter pseudonym. The interviewers conducted the interviews in Mandarin unless the interviewee preferred for it to be in English. Student buddies from Soochow University or employees of the City Wanderers sat in on the interviews for Interviews B and C and translated them. The project team properly informed the translators on translator bias before helping the student group perform these interviews. Before each interview, the interviewers sent a copy of the questions with both languages provided to allow the interviewee time to prepare.

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*Table 3.1 - Interviewee Information and Schedule.*

<b>Interview</b>	<b>Date</b>	<b>Time</b>	<b>Survey Type</b>	<b>Translator</b>	<b>Location</b>
A	4/8	3:00 PM	Non-Participant	No	Soochow
B	4/9	11:00 AM	Non-Participant	Yes	Soochow
C	4/16	7:30 PM	Participant	Yes	Cafe
D	4/18	11:00 PM	Participant	No	Cafe
E	4/19	3:10 PM	Non-Participant	No	Soochow

Appendices E and F present the project team’s interview questions, with Appendix E being the set of questions for previous City Wanderer participants, and Appendix F being the set of questions for a general population of young adults 18-25 who had not previously participated in a Wandering Challenge. Interviewing non-participants allowed the project team to explore objective 1, determining the key factors that influence purposelessness for Taiwanese young adults (Appendix F, NQ9-NQ12). For objectives 2 and 3, the interviews on past participants of the Wandering Challenge allowed the project team to identify the previous Missions that best addressed purposelessness and what aspects from those were most important to implement in the 3-5 proposed Missions (Appendix E, CQ11-CQ15). Overall, the interview questions focused on purpose and how these various factors influenced the interviewees' sense of purpose. Although similar, the questions between Appendices E and F differ slightly. The overarching theme of purpose remained the same across both, but Appendix E focused more strongly on previous experiences with the Wandering Challenge. There were questions asking about the school system in Taiwan, gap years, career paths, hobbies, and social groups.

### 3.5 One-Day Challenge

Once in Taiwan, City Wanderer invited the project team to participate in a “One-Day Challenge”. This consisted of three Missions and a reflection at the end of the day. The first Mission was “MRT Monopoly”, where the group had to ask a stranger at the train station to pick a random number. This number decided how many stops the group traveled on the MRT. Upon arrival, the team asked strangers about their experience living in Taipei, ordered tea in Chinese, and even explored parts of the city. The next Mission, titled “Friends Help Each Other”, was where each member of the group had to force themselves not to use one ability for a period of time. These included one’s ability to use their eyes, ears, speech, and even one arm. After assigning who lost what ability, the group had to work together to traverse the city. The third and final Mission, titled “Let’s Hahaha”, was where the project team had to find something they all could enjoy together. They chose karaoke, and spent time bonding over this activity. After completing all three Missions, the team reflected on their experience with the One-Day Challenge, comparing how they felt at the beginning and end of the day. By partaking in many activities that they would never think to do in their normal lives, the team felt that they grew as people and became more confident in themselves.

### 3.6 Data Analysis

With the surveys and interviews, the team collected large amounts of qualitative and quantitative data, with interviews primarily offering qualitative data and surveys offering a mix of both qualitative and quantitative data. The differences between qualitative and quantitative require different forms of data analysis for each.

The process of analyzing qualitative data, gathered through interviews and surveys, is complex. Each data point recorded the unique subjective experience of the respondent

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making direct comparison between responses difficult. To solve this, the team drew conclusions through a process called thematic analysis, where the researchers codified each individual's unique response into a set of thematic concepts based on the content of the response. In practice, this involved the researchers splitting into two groups of two and proceeding through the response in 3-5 sentence segments, thematically codifying each based on what the researchers identified as the main points. Each response's collection of themes was then compared against the themes from other interviews to discover greater trends.

With regards to quantitative data, data analysis was much simpler because the quantitative data between responses were compared directly. Most quantitative data the team collected in the surveys was from Likert scale responses, producing a 5-point response which the team then graphed to portray greater trends in the data.

### 3.7 Ethics

Since the first goal of the research was to do no harm, the team proactively mitigated several areas of ethical concern in their data collection.

In regards to privacy concerns, the team implemented informed consent in both their surveys and interviews to ensure that each respondent was completely aware of research intentions. In the surveys, this took the form of a written notice informing the respondent about the intentions of the survey. In the interviews the team ensured informed consent by having the respondent verbally consent to the interview before beginning.

In regards to sensitive topics, the team decided to make each survey question an optional response so that respondents were not compelled to answer questions that make them uncomfortable or questions which they don't feel informed enough to give a well-considered response. In the interviews, the interviewers took extra caution to lightly

introduce any sensitive topic, such as those relating to mental health, and navigate away from the topic if it seemed to make the interviewee uncomfortable.

### 3.8 Challenges/Limitations

For each method of data collection, the team preemptively identified challenges or limitations. By making careful note of the potential drawbacks of each method, the team was conscious of any possible data collection limitations during both interviews and surveys, and was vigilant about the possibility of making wrong conclusions during data analysis.

#### 3.8.1 Limitations of Surveys

While surveys are quite effective for gathering quantitative information, there were obstacles in getting a representative data pool. Firstly, online response bias: while surveying past Wanderer challenge participants, the team sent an online survey to the email addresses of those who previously signed up for a challenge. It was likely the team encountered a response bias where only those who strongly loved or hated the Wanderer challenge took the time to respond to the survey, which could skew the results.

The plan was to use a 5-point Likert scale to gauge survey respondent's answers to various questions, with possible answers ranging on a 5-point scale from strongly disagree to strongly agree. By nature, these answers were somewhat hard to interpret, because one person's subjective "strongly agree" may be different than that of another person.

Additionally, as with the interviews, the language barrier posed an issue while developing questions for the survey, but it was less of an issue since the team prepared the English and Mandarin versions of each question ahead of time and had them checked by a trusted translator.



### 3.8.2 Limitations of Interviews

While interviews offer in-depth qualitative data from respondents, there were anticipated barriers to conducting such interviews. One such barrier was the inherent difficulty and time involved in setting up interviews. Since the team scheduled each interview to take around an hour, it took considerable effort to gather the necessary interviews because potential interviewees often had few time slots in their schedules that could fit the interview, which made finding a time slot fitting both the research team and the interviewee very difficult.

In addition, the team expected the language barrier to play a role in the efficacy of interviews. The project group has no native Mandarin speakers and only one member with intermediate proficiency. If the interviewee wasn't fluent in English, communication was limited to basic Chinese, potentially missing key points. To get around the language barrier found local Soochow students to act as translators, however this potentially allowed the translator to introduce bias to the conversation and skew the interview direction.

Lastly, it is possible that mental health stigmatization in Taiwanese culture caused some individuals not to answer honestly during the interview. Since the team did not know the interviewees well before the conversation, there wasn't a built-up level of trust with the interviewee, which may have caused the interviewee to be reluctant to share personal reasons for purposelessness.

### 3.8.3 Limitations of Data Analysis

While the process of thematic analysis utilized to interpret the qualitative data from interviews and surveys is a useful tool, it comes with its own limitations.

Firstly, thematic analysis is open to interpretation. Each researcher conducting thematic analysis on our interview data can come to a subjective conclusion about which

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themes are represented in any given section. This may have led to inconsistencies between how each researcher drew conclusions, leading to inaccurate or unreliable conclusions. However the team mitigated this by conducting peer reviews to ensure mutual understanding on the data.

Secondly, thematic analysis is limited in that it only looks at the themes locally apparent in the 3-5 sentence segments the researchers used during the thematic analysis process. This can ignore the way that the interviewee related a variety of local themes to convey a greater overall message, thus leading thematic analysis to potentially report incomplete conclusions. However, this was mitigated by the fact that each pair of researchers contained one person who had attended the interview and had a good understanding about where each thematically analyzed section fit into the interview as a whole.

## 4.0 Results and Analysis

This chapter begins with the results of the archival research, then the results of the surveys, subsequently moves into the results of the interviews, and finishes with a conclusion that highlights the key takeaways from each. The archival research section pulls out the major takeaways from the research. The survey section reviews both the general survey results and the previous City Wanderer participant results, analyzing both and drawing connections between the results. The interview section focuses on the Taiwanese education system, interviewees' experience with gap years, purpose in relation to career paths, and prior Mission experience. The conclusion identifies the important parts of each set of results and uses them to identify aspects that the project team incorporated into the 5 created Missions.

### 4.1 Archival Research Results

Leading scholar Jeffrey Arnett identifies emerging adulthood as the most essential stage for purpose development. Emerging adulthood is defined as the age range between 18 and 25, a period where many people are learning to navigate the world on their own for the first time. The Taiwanese education system puts immense amounts of pressure on students during this period of their lives and leaves them feeling purposeless. Solutions to purposelessness include exploring the world, trying new things, and learning how to understand themselves better. Researching these topics gave the project team a necessary understanding to develop 5 Missions.

## 4.2 Survey Results

The project team’s two surveys received 150 responses total: 117 responses from our general survey, and 33 responses from the survey distributed to past City Wanderer ‘Wandering Challenge’ participants.

### 4.2.1 General Survey Results

The subjects for our general survey were Taiwanese young adults ages 18-25. Respondents were mostly Taiwanese with 95 responses, with 13 participants hailing from the Americas, three from France, two from Malaysia, two from Hong Kong, and one each from Thailand and China (N=117). The majority of participants listed their highest level of education as University or above at 77% (N=89).

One result that stood out to the team was responses to the question “In the last few months, I have felt prolonged periods of purposelessness in life” which was a likert-scale response question as seen below in Figure 4.1. In response to this question, 60% of respondents stated they either agreed or somewhat agreed with this statement. What this demonstrates is that young adult purposelessness is indeed prevalent in Taiwan and that there is a definite need for City Wanderer’s “Wandering Challenge”.

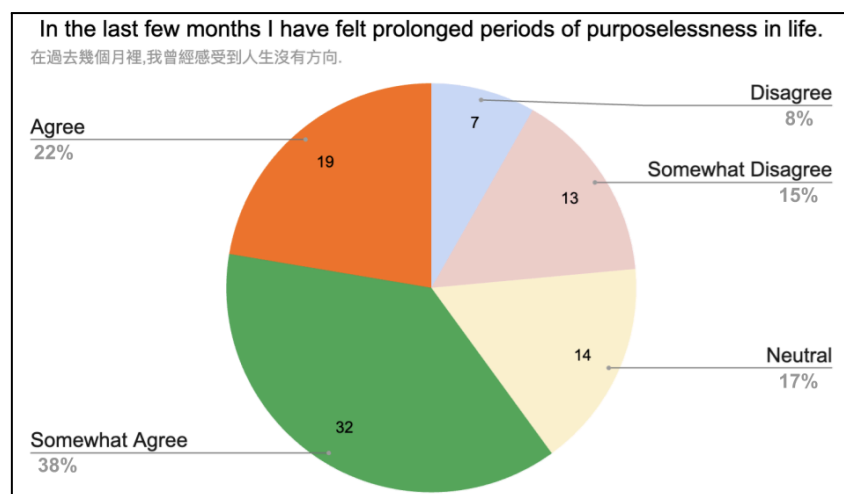


Figure 4.1 - Responses to Appendix C NQ8 (N = 85).

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In response to the question “If you have felt purposeless before, what do you think caused your purposelessness?” (Appendix C - NQ8) out of 68 responses, 13% of participants listed school or the Taiwanese education system as the source. As this was a free response question, respondents could go into specifics of their answer, and many had different criticisms of the education system depending on how they defined purpose. Of the 9 responses relating to education, 3 participants defined their purpose in relation to their passions, while 6 participants described their cause of purpose in relation to their career. One quote from a participant read: “We can’t decide whether to choose a job that makes money or a job that we like, and at the same time, we don’t dare to spend time exploring areas of interest because we are worried that we cannot afford the opportunity cost of trial and error.” Respondents either criticized the education system for not giving them the time to explore what they were passionate about, or argued it did not properly prepare them to find their career path.

Figure 4.2 below illustrates responses to the question “If you feel purposeless now, what do you believe is your biggest obstacle to finding purpose?”. Participants listed family, financials, and even themselves as their primary obstacles to finding purpose. The team found the category 'Self' once again re-emphasizes the necessity of the Wandering Challenge, as the Mission category ‘Self-Awareness’ specifically focuses on self improvement and building of self-esteem.



Figure 4.2 - Responses to Appendix C NQ10 (N = 54).

Figure 4.3 below shows responses to the question “If you have felt purposeless before, what helped you find purpose again?” 37% of participants listed self-exploration helped them, with another 28% responding that connecting with friends and family led them to find purpose again. Both of these categories overlap with aspects of the Wandering Challenge, which have Missions that foster self-exploration and connection with others..



Figure 4.3 - Responses to Appendix C NQ9 (N = 64).

The general survey’s responses reiterate the existence of young adult purposelessness and directly support many elements of our Sponsor’s work. The team found that many of the

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survey respondents would likely benefit from City Wanderer’s work, with 76% of subjects stating they had felt purposeless before (N=85). The Wandering Challenge’s focus on exploration, self-improvement, and connection with others directly overlaps with survey participants listed obstacles and solutions to finding purpose, re-emphasizing the importance of City Wanderer’s “Missions”.

### 4.2.2 City Wanderer Survey Results

The survey distributed to past City Wanderer Wandering Challenge participants received 33 responses total, with most individual questions receiving around 20 responses. This is a smaller sample size than the team had originally anticipated. Despite this, the team was still able to gather useful data. All 12 questions relating to the Wandering Challenge received responses describing it either neutrally or positively. For example, in response to Appendix B CQ12 pictured below in Figure 4.4: “If you have ever felt lost or purposeless in life, please rate the impact that the Wandering Challenge had on this feeling.”, no responses indicated a negative effect, while 84% listed it having either a somewhat positive or positive effect (N=13).

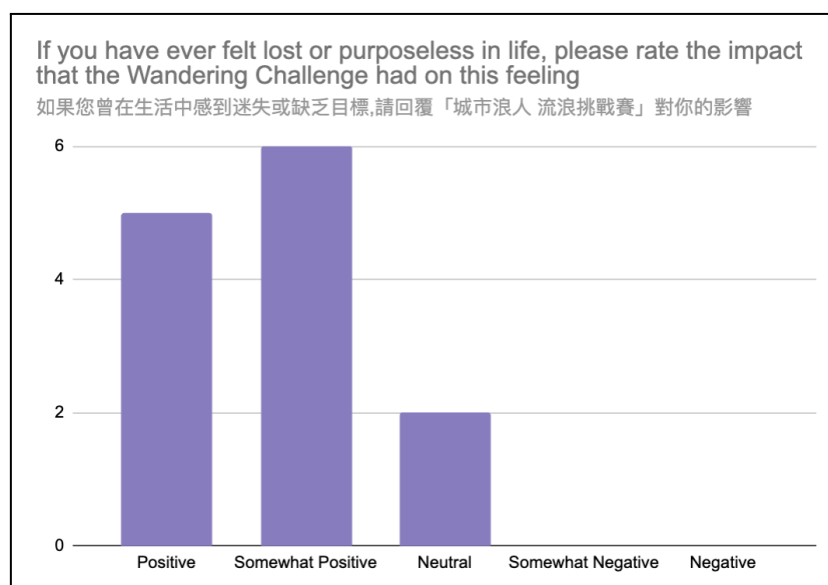


Figure 4.4 - Responses to Appendix B CQ12 (N = 13).

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One of the questions provided to the project team by City Wanderer, “Which of the following abilities are important to you for exploration?” (Figure 4.5 - Appendix B CQ14) lists eight abilities that the Wandering Challenges can impact. The survey requested participants to list which is most important to them for exploration. The most common answers were “Breakthrough Mindset” and “Self-Development”. A description of these abilities can be seen in Appendix B CQ14. The team found that abilities listed as most important to past participants overlapped with general survey participants' desire for self-development and the ability to overcome adversity.

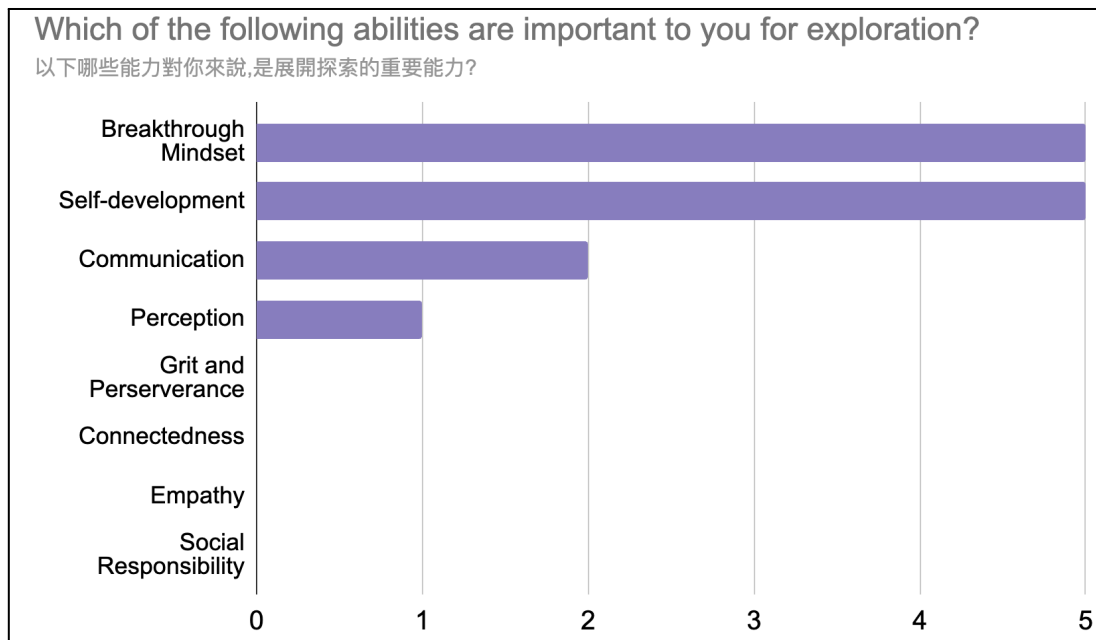


Figure 4.5 - Responses to Appendix B CQ14 (N = 13)

### 4.3 Interview Results

The research team conducted five approximately hour-long interviews. One response all the interviewees articulated was a dislike for the structure of the Taiwanese education system. Each interviewee stressed that Taiwan’s rigorous exam-based education system was detrimental to purpose development because the time-consuming exam preparation left no time for exploring passions and extra-curricular activities. One interviewee went so far as to



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claim that Taiwanese students were “cursed” by a last-generation curriculum which rigidly holds to outdated styles of teaching with extensive readings and exams instead of embracing newer technologies like the internet, which makes it hard for students to stay interested and learn effectively.

In addition, all interviewees reported having felt purposelessness during secondary and higher education. With further conversation, it became clear that each respondent’s purposelessness had come at a point when they could not understand the utility of what they were currently learning in school. For most respondents, the lack of purpose was strongest when facing the pressure of preparing for college entrance exams. One interviewee summed up this feeling, saying “School just involved taking tests and the teachers talking about things that we weren’t interested in, ... I think that didn't fit me.” For this interviewee, the education system led to a crisis of purpose where they could not find any meaning in their schooling, leading them to take a gap year away from school. This sentiment echoed among other interviewees who also felt beaten down by the intense examination culture. Thus, an overall result from these interviewees' comments is that it seems as if the Taiwanese education system is teaching in a manner which is leading students to purposelessness.

Another finding from the team’s interviews was the influence of gap years on young adults’ purpose development. According to the two respondents who took a gap year, Interviewees A and C, the year off from school gave them time to figure out what they wanted for their career and life goals. One interview the team conducted uncovered a new perspective on gap years that they didn’t think of previously. The interviewee stated that they “wanted to experience how this society works, how people survive”. Their view was an interesting one that people across the globe can relate to. Many are thrust into choosing a college major before they’ve even graduated high school, and this interviewee believed that simply experiencing life and learning how to support themselves helped them realize their

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purpose. Another interviewee didn't take a gap year, but had a similar situation to the previous interviewee. They spent a year in Australia while they worked several part-time jobs. During their time there, they discovered that their purpose didn't lie in Australia, and they returned to Taiwan to stay with their family. Upon returning home, they found their time away let them learn more about themselves and what they wanted to do with their life. Their experiences differ greatly from others that the project team interviewed. Despite being just two interviewees, it is worth noting how strong their sense of purpose was when compared to other interviewees who didn't have time to figure out their life direction through a gap year experience.

Through conducting interviews, the team realized that everyone defines their own purpose differently. Two interviewees stated that their purpose is directly related to their career, while one believed that their career was just a means of supporting themselves so they could find purpose in other life experiences. The fourth interviewee believed that they had both a career purpose and a life purpose that are completely separate from one another. Three of the five interviewees cite that both pressure from their families and the education system are linked to their lack of purpose. These two ideas led the project team to believe that the connection between purpose and careers likely stems from families that push their children too hard in school. Overall, the interviews provided a more in-depth view into purpose than the surveys could.

### 4.4 Analysis

For the duration of the project experience in Taiwan, the team's interviews and surveys provided a deeper meaning of purpose and how young people in Taiwan are disconnected from their sense of purpose. The results of the surveys and interviews most often linked the Taiwanese education system, career worries, and financial troubles as

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obstacles to discovering purpose. To encourage a sense of purpose, the most common trend in the results showed exploration, trying new things, and reconnecting with family and friends as positive attributes.

Figure 4.4 shows important aspects from each set of results. From the interview results, the relationship between career and purpose was vital to many of the conversations. The interviewees also identified that exploring their interests, if they had the funds to do so, helped them find their purpose. The general survey results showed that self-improvement, connection with friends, and participating in hobbies or clubs was beneficial to purpose development. The past participants of the City Wanderer challenges survey showed that the most important aspects to the missions that they enjoyed included ones where they were free from judgement, ones that helped show humanity in the world through a connection with strangers, and going out of their comfort zone. Through the connections between each of these results, the project team identified that the most important aspects to incorporate into the 5 Missions included affordability, connection with family, and self-exploration.

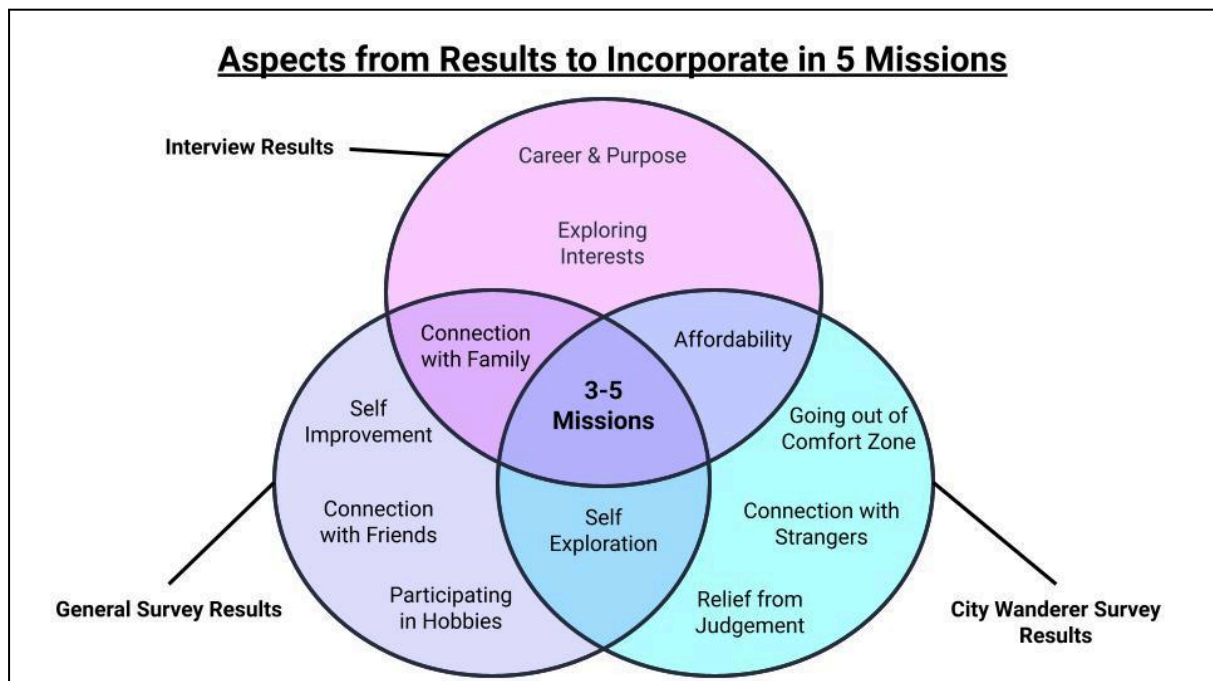


Figure 4.6 - Aspects from Results Venn Diagram.

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In conclusion, the surveys and interviews aligned with each other and both allowed for a deeper understanding on topics that contribute to purpose development within the youth of Taiwan. The education system in Taiwan came up frequently in the conversations that these methods procured. Many young adults stated that the education system diminished their sense of purpose. People who had taken a gap year reported that the experience had a positive outcome on their sense of purpose as it helped them to reflect on the association between their education and future career. Studying a field that they feel connected to helps young adults explore their passions and sense of purpose. The project team used these results as a baseline for the creation of the 5 Missions for The City Wanderer Education Association.

## 5.0 Proposed Missions

During the semester that project work took place, the team structured research with one final goal in mind: to create ‘Missions’ that the City Wanderer Education Association could execute in their upcoming Wandering Challenges. Based on the analysis of the survey and interview results, the team has created five of these Missions, with each addressing a specific need expressed by participants. As previously mentioned, City Wanderer Missions have four categories, each addressing a different concern; Connection Rebuilding, Self-Awareness, Adventure & Challenge, and Social Participation. The team has created one Mission for each of these categories, creating one additional Mission for ‘Self-Awareness’, as personal development seemed most beneficial for participants based on project research. The team suggests that City Wanderer implement these Missions in order to best combat young adult purposelessness.

### 5.1 **Mission 1: Identity Tree (Self-Awareness)**

One of the biggest obstacles to purpose development expressed by survey and interview participants was their lack of clarity about their interests and talents. When thinking of ways to combat this, the project team recalled an assignment completed during the project preparation term titled “asset mapping”. In this assignment, individuals visually graphed the perceived assets they could contribute to project work. This project team slightly altered this approach to create a Mission that leads to a more personal self-reflection that is less career oriented. The official description of the Mission is as follows:

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*“Have you ever thought about what builds your identity? Take some time to reflect, and create an ‘Identity Tree’: Similar to a mindmap, create bubbles of things that represent yourself. This can be skills (mathematics, arts, critical thinking), interests or hobbies (TV shows, games), things you identify with (religion, social movements), or even personality traits (kind, hardworking...). Start generally, and then branch off into more specific traits to grow your tree. You might find you have more strengths than you thought. Discuss your tree with other participants in your mission group.”*

This Mission aims to help participants get to know themselves and the strengths they possess. For both those who are unsure of their identity and those who are unsure about which career they should pursue, this exercise can give them clarity on their strengths. Figure 5.1 below illustrates what a possible Identity Tree could look like.

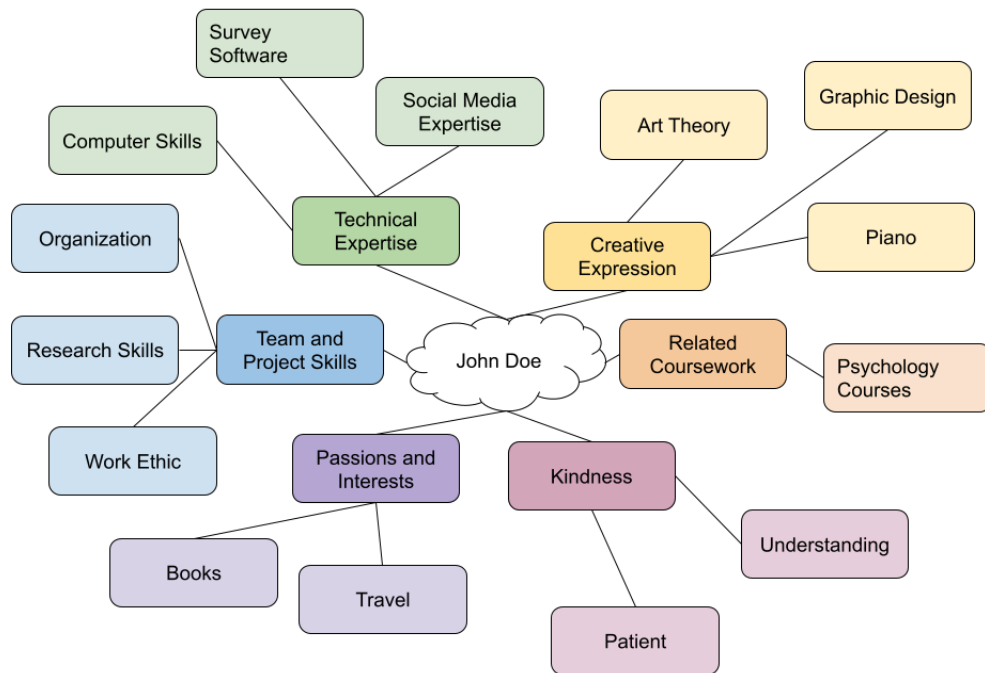


Figure 5.1 - An example of an Identity Tree

## 5.2 **Mission 2:** Hometown Tour (Self-Awareness)

Many only remember their favorite places from their hometown after they've already moved away. To help participants regain a connection to their home and appreciate it while they are able, the team developed the Mission 'Hometown Tour'. Participants are tasked to create a tour of their hometown:

*“Make a day or half-day tour about your favorite spots in your hometown or local city. Make sure to focus on spots that you like, not that other people would like. What does your town have to offer? Reflect on the memories you have from your favorite places. Maybe it will show you newfound appreciation for your home. Take a friend from outside of your home on this tour and tell them about your experiences.”*

This Mission is intended to provide participants with a means to reconnect with the place they grew up if they are feeling lost. By reminding themselves of their roots, the project team wishes to instill within participants a newfound sense of belonging.

## 5.3 **Mission 3:** Striking a Chord (Connection Rebuilding)

There are emotions that are easier to express through music than through words, and ways to connect that are unique to the artform. The team took advantage of this fact in 'Striking a Chord'. In this Mission, the participant selects a friend, family member, or a participant in their mission group to participate. Each person chooses a song or piece of music that reminds them of the other person, and then they exchange their selections and share their thoughts. This could also be done with other forms of media, like film or television. The goal of this task is to better connect with friends and family, which was often listed as an aid to finding purpose by survey participants. The team hopes this Mission can

provide ways to connect for individuals who have difficulty putting their appreciation into words.

#### **5.4 Mission 4: Career Shadowing (Adventure & Challenge)**

A common theme in both surveys and interviews was discussion of how the Taiwanese education system left participants without time to explore which careers they were interested in. This team's solution was to create a Mission that allows individuals to directly experience a possible workday. In this Mission, the participant creates a cover letter and resume for their dream job. Then, they reach out to a professional in that field to ask to shadow them for a day. The participant would be given an email template on how exactly to reach out to the professional respectfully and professionally. No matter whether or not they were able to shadow them in the end, participants should reflect on their experience. If the participant is able to shadow the professional, they would also be given a short explanation on professionalism and workplace behavior standards in order to ensure a beneficial experience for all parties involved. The goal of this exercise is not only to help participants determine why exactly it is they want a certain job, but to possibly provide them with experience of what a normal workday looks like. It is with this challenge that the project team hopes to help participants better understand if they can see themselves in certain career paths.

#### **5.5 Mission 5: Food for Thought (Social Participation)**

The final Mission category, 'Social Participation' was the least represented in our surveys and interviews, but this team still determined it had an important place in City Wanderer's challenges based on the responses we received. The project team believes that through a better understanding of the world, participants could potentially find their place within it. Additionally, this project received many responses listing trying new things as an



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aid to finding purpose. It is with these ideas in mind that this team created the Mission “Food for Thought”. In this Mission, the participants try food from a culture they haven't interacted with before that is not from their home country. The participant is tasked to ask the restaurant owner or server for a recommendation and about their story or experience with the dish. If there is a financial or mobility restriction, the participant can also complete the challenge by preparing the dish themselves and researching its history. If the individual has a friend or acquaintance from this culture, they should also invite them to join to hear their story. It is with this challenge that the team wishes to encourage participants to explore new cultures and perspectives to foster a broader worldview. By immersing themselves in unfamiliar dishes and engaging with their stories, the team hopes for participants to not only expand their culinary horizons but also gain insight into the traditions, customs, and values of other societies. Through these experiences, they may cultivate a sense of global interconnectedness and appreciation for diversity, ultimately enriching their own lives with newfound knowledge and understanding.

These five Missions were designed to cover as many identified obstacles and solutions to purposelessness as possible within a realistic scope. It is with these recommended Missions that the project team hopes to assist City Wanderer in mitigating young adult purposelessness.

## 6.0 Recommendations, Future Works, and Conclusion

This chapter begins with future works, expressing the project team's suggestions for future projects relating to the discussion of purpose. It draws from difficulties that the team ran into during the duration of the project, advising how to possibly address these issues in the future. Finally, the chapter closes with a conclusion on exploration to reduce purposelessness in the young adults of Taiwan.

### 6.1 Recommendations

The project team recommends that City Wanderer contacts Worcester Polytechnic Institute's Center of Well-Being for a potential partnership. Many students at WPI struggle with mental health and purpose development themselves, so an implementation of the Wandering Challenge could greatly benefit WPI students and expand City Wanderer's network. This project's sponsor told the team that they had attempted Wandering Challenges in the United States before, but with less success than in other countries. The Wandering Challenge could be more impactful in the United States if it were modified for a western audience.

### 6.2 Future Works

The project team recommends that future projects expand the scope of their data collection. The team believed that more of City Wanderer's past participants would respond to the survey, which led to a disparity in the number of respondents when compared with the survey for non-participants. In regard to the survey for non-participants, it may be beneficial for future projects to perform research on where young people gather before they arrive in Taipei, as the team ran into difficulties with this. Most of the surveys were handed out at

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Soochow University, Shilin MRT Station, Zhongshan, Ximending, and digitally with varying effectiveness. It may also be worth considering to survey and interview those from outside of Taipei. In addition, it may be beneficial to find young adults who aren't college students, as the team surveyed and interviewed students almost entirely. Knowledge of Mandarin Chinese would also prove useful, as the team struggled with this issue throughout the term. Only one team member was conversational, so they had to handle most of the communication with locals. The team also recommends that future projects begin executing their methodology earlier in the term, as they started much later than anticipated. This could have been because the team's methods were not defined well enough upon arrival in Taiwan. The team ran into issues as a result of the late start and had only a short timeframe for surveys and interviews.

Furthermore, it may be worthwhile to elaborate more on purpose itself in future projects. As the team gathered survey data, and especially with interview data, they discovered how different each person's sense of purpose was. Some felt their purpose was entirely reliant upon their career, while others felt it had no relation to their career whatsoever. There was no real way to draw a connection between all the responses, given the way the project team had set up the interview questions. Having more knowledge of differing perspectives could set future teams up for success.

### 6.3 Conclusion

In conclusion, this study provides valuable insight into how structured explorational missions, like those offered by the City Wanderer association, can have a profound effect in cultivating a personal sense of purpose among young Taiwanese adults. The research, conducted through both surveys and interviews identified a high occurrence of purposelessness among young Taiwanese adults and the research group received testimonials from interviewees highlighting how the Taiwanese education culture stifles personal

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exploration by valuing exams over extracurriculars, thus hindering purpose development. The team found that respondents were able to use periods of personal exploration to rekindle their sense of purpose. These findings agree with existing research from scholars like Jeffrey Arnett on the importance of exploration during young adulthood.

As a culmination of the findings, the five mission suggestions presented to The City Wanderer Association will assist their existing portfolio of missions to promote purpose development among Taiwanese young adults. The research team hopes for the research and proposed missions to act as a groundwork to help educational institutions and community organizations to reimagine education in a way that effectively prioritizes personal exploration for purpose development.

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## APPENDICES

### Appendix A: Statement of Intent and Consent (Survey)

We are Liv, Logan, Charlotte, and Tim, a group of four American college students from Worcester Polytechnic Institute. We are working on a research project with the City Wanderer non-profit organization in Taipei to help Taiwanese youth find purpose and meaning in life. We would like to survey you because we want to understand the causes of purposelessness in life among Taiwanese young adults. We will use the results of this survey for research and assisting The City Wanderer Education Association with their ‘missions’ that aim to reduce purposelessness. We want to hear about your experiences with City Wanderer’s Wandering Challenges. Taking part in this survey is voluntary and we will keep your information confidential and anonymous. You are free to stop the survey at any point if you have any concerns. You can skip any question you do not want to answer. If you have any questions before we begin, we will be glad to answer them. If you have any questions or concerns, please contact our team, at [gr-wanderers-D24@wpi.edu](mailto:gr-wanderers-D24@wpi.edu).

## Appendix B: Survey Questions for Past City Wanderer Participants

### 一般問題

#### General Questions

**CQ1.** 目前年齡

Current age

- *Drop-down menu*

**CQ2.** 參加城市浪人流浪挑戰賽的時候, 你幾歲?

What age were you when you participated in the Wandering Challenge?

- *Drop-down menu*

**CQ3.** 國籍 / 居住國

Nationality / Country of Residence

- *Drop-down menu*

### 關於教育的問題

#### Questions about Education

**CQ4.** 你的最高學歷是

What is your highest level of education?

- 國中 - Some secondary education
- 高中職 - High school degree
- 五專 - Five-year junior college
- 大學 - University
- 研究生 - Graduate School
- 其他 - Other: Write-in section

**CQ5.** 請回答您認為學校教育對您個人未來發展的影響。

Rate the impact that your school education has had on your personal purpose development.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive

**CQ5B.** 您可以分享 更多有關您給出選擇的資訊嗎?

Can you tell us more about your choice for this rating?

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**CQ6.**

如果您在高中或大學期間選擇參與一年空檔年 (Gap Year), 請回答空檔年 (Gap Year) 對您個人未來發展的影響。

If you've taken a gap year during high school or college, rate the impact that your gap year has had on your personal purpose development.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive
- 我沒有空檔年的經驗 - I have not taken a gap year

**CQ6B.** 您可以分享 更多有關您給出選擇的資訊嗎?

Can you tell us more about your choice for this rating?

---

關於人生方向的問題

**Questions about Purpose**

**CQ7.**

我曾感到人生沒有方向。人生沒有方向的感覺可以被定義為生活中缺乏動力和目標。人生沒有方向的一個例子可能是「我剛畢業, 但我決定不了我想要什麼樣的職業, 或者我該做什麼。」

I have felt purposelessness in life before. (Purposelessness can be defined as the lack of motivation and goals in life. One example of purposelessness could be 'I have just finished school but I can't decide what kind of career I want or what I should do with my life.)

- 1 - 非常不同意 - Disagree
- 2 - 不同意 - Somewhat Disagree
- 3 - 既不同意也不反對 - Neutral
- 4 - 同意 - Somewhat Agree
- 5 - 非常同意 - Agree

**CQ8.** 在過去幾個月裡,我曾經感受到人生沒有方向。

In the last few months I have felt prolonged periods of purposelessness in life.

- 1 - 非常不同意 - Disagree
- 2 - 不同意 - Somewhat Disagree
- 3 - 既不同意也不反對 - Neutral
- 4 - 同意 - Somewhat Agree
- 5 - 非常同意 - Agree

→ Questions CQ9-CQ12B only appear if question CQ7 is not answered as 'Disagree'.

**CQ9.** 如果你曾經覺得人生沒有目標，您認為是什麼因素導致這樣的感覺？  
If you have felt purposeless before, what do you think caused your purposelessness?

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**CQ10.** 如果有過了人生沒有目標的感覺的話，有什麼因素幫你再次找到方向？  
If you have felt purposeless before, what helped you find purpose again?

---

**CQ11.** 如果你現在沒有人生的目標，你覺得最大的障礙是什麼？  
If you feel purposeless now, what do you believe is your biggest obstacle to finding purpose?

---

關於城市浪人流浪挑戰賽的問題

### Questions about the Wandering Challenge

#### CQ12

如果您曾在生活中感到迷失或缺乏目標，請回覆「城市浪人 流浪挑戰賽」對你的影響。

If you have ever felt lost or purposeless in life, please rate the impact that the Wandering Challenge had on this feeling.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive

**CQ12B.** 您可以分享 更多有關您給出選擇的資訊嗎？  
Can you tell us more about your choice for this rating?

---

**CQ13.** 請回答流浪挑戰賽對你個人生涯跟發展的影響。

Rate the impact that Wandering Challenges has had on your personal growth and development.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive

**CQ13B.** 您可以分享更多有關您給出選擇的資訊嗎?

Can you tell us more about your choice for this rating?

---

**CQ14** 以下哪些能力對你來說,是展開探索的重要能力?

Which of the following abilities are important to you for exploration?

- 覺察力(Perception):能透過自己在參賽過程中所產生的情緒以及他人的反饋,了解自己的特質與行為,從而了解自己的需求、感受與價值觀。Through the emotions and feedback generated during the competition process, one can understand their traits and behaviors, thereby gaining insights into their needs, feelings, and values.
- 自我發展力(Self-development):對自我有深刻理解後,透過執行任務反思的過程,認知到對於自己清楚與不清楚的部分,能夠平衡自我能力與目標,思考下一步的規劃。After gaining a profound understanding of oneself, through the process of reflecting on task execution, one can recognize what is clear and unclear about oneself, enabling a balance between self-ability and goals, and contemplating the next steps in planning.
- 突破力(Breakthrough Mindset):擁有解決難題的信念並嘗試解決,願意突破自我做出改變,也準備好面對接下來的挑戰。Having the belief to solve problems and attempting to do so, being willing to break through oneself to make changes, and being prepared to face the challenges ahead.
- 恆毅力(Grit & Perseverance):在挑戰過程中,能正向面對舒適圈外的事物,遇到挫折能堅持到底,最後完成任務達到目標。During the challenge, one can positively face things outside their comfort zone, persevere through setbacks, and ultimately complete the task to achieve the goal.
- 溝通理解力(Communication):能清楚表達自己的想法,積極傾聽,理解並接受他人與自己相異的想法與立場。Being able to clearly express thoughts, actively listen, understand, and accept the differing thoughts and positions of others and oneself.
- 連結支持力(Connectedness):在挑戰過程中,能給予他人支持,並盤點自己擁有的社會資源,了解自己需要什麼樣的支持,強化自己的支持系統,及建立新的連結。During the challenge, being able to support others, take stock of one's social resources, understand what kind of support one needs, strengthen one's support system, and establish new connections.
- 同理力(Empathy):願意傾聽他人想法,站在對方立場設身處地思考和處理問題,能體會他人內在的情緒和想法,進而理解他人的觀點,給予回饋。Willing to listen to others' thoughts, think and deal with issues from their perspective, empathize with their inner emotions and thoughts, thereby understanding their viewpoints and providing feedback.
- 公民責任感(Social Responsibility):了解自身與社會議題的關聯,展現社會責任感及公民意識,主動關注公共議題並積極參與社會活動。Understanding the connection between oneself and social issues, demonstrating a sense of social responsibility and civic awareness, actively paying attention to public issues, and actively participating in social activities.

**CQ15.** 請根據上一題所選擇的能力,回答哪些是你想要加強的能力?

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

Based on the abilities selected in the previous question, please answer which abilities you want to strengthen.

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**CQ16.** 請問你認為什麼因素能夠吸引你展開探索？

What factors do you think can attract you to explore?

---

**CQ17.**

在你參加的城市浪人流浪挑戰賽中，那些任務是你最喜歡的。(請選擇3個) 城市浪人流浪挑戰賽。

Of the City Wanderer missions that you have participated in, which were your favorite? (Choose 3)

- *Drop-down menu with an option to input text*

**CQ18.** 在你最喜歡的挑戰中，你喜歡的原因為何？

From your favorite mission, what is one thing you liked about that mission?

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**CQ19.** 在你第二喜歡的挑戰中，你喜歡的原因為何？

From your second favorite mission, what is one thing you liked about that mission?

---

**CQ20.** 在你第三喜歡的挑戰中，你喜歡的原因為何？

From your third favorite mission, what is one thing you liked about that mission?

---

**CQ21.** 在你參的城市浪人流浪挑戰賽中，那些任務是你不喜歡的。(請選出3個選項)

Of the City Wanderer missions that you have participated in, which were your least favorite? (Choose 3)

- *Drop-down menu with an option to input text*

**CQ22.** 在你最不喜歡的挑戰中，你不喜歡的原因為何？

From your least favorite mission, what is one thing you disliked about that mission?

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**CQ23.** 在你第二不喜歡的挑戰中，你不喜歡的原因為何？

From your second least favorite mission, what is one thing you disliked about that mission?

---

**CQ24.** 在你第三不喜歡的挑戰中，你不喜歡的原因為何？

From your third least favorite mission, what is one thing you disliked about that

**(New Page)**

**CQ25.** 你還有什麼想法想讓我們知道嗎？

Is there anything else you would like to tell us that we have not covered?

---

**CQ26.**

我們的團隊很樂意進行後續訪談，以了解更多關於您的故事。您可以幫助我們更多的年輕人找到目標。這次訪談只需要您一個小時的時間。如果您有興趣進行後續訪談，請在下方填寫您的電子郵件。

Our team would love to have a follow up interview to learn more about your story. You can assist us in helping even more young adults find purpose. This interview would only take an hour of your time. Please list your email below if you would be interested in a follow-up interview.

---

## Appendix C: Survey Questions for Non City Wanderer Participants

### 一般問題

#### General Questions

**NQ1.** 目前年齡

Current age

- *Drop-down menu*

**NQ2.** 國籍 / 居住國

Nationality / Country of Residence

- *Drop-down menu*

### 關於教育的問題

#### Questions about Education

**NQ3.** 你的最高學歷是

What is your highest level of education?

- 國中 - Some secondary education
- 高中職 - High school degree
- 五專 - Five-year junior college
- 大學 - University
- 研究生 - Graduate School
- 其他 - Other: Write-in section

**NQ4.** 請回答您認為學校教育對您個人未來發展的影響。

Rate the impact that your school education has had on your personal purpose development.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive

**NQ4B.** 您可以分享 更多有關您給出選擇的資訊嗎?

Can you tell us more about your choice for this rating?

---



**NQ5.**

如果您在高中或大學期間選擇參與一年空檔年 (Gap Year), 請回答空檔年 (Gap Year) 對您個人未來發展的影響。

If you've taken a gap year during high school or college, rate the impact that your gap year has had on your personal purpose development.

- 1 - 負面的 - Negative
- 2 - 有點負面的 - Somewhat Negative
- 3 - 中立的 - Neutral
- 4 - 有點正面的 - Somewhat Positive
- 5 - 正面的 - Positive
- 我沒有空檔年的經驗 - I have not taken a gap year

**NQ5B.** 您可以分享 更多有關您給出選擇的資訊嗎?

Can you tell us more about your choice for this rating?

---

關於人生方向的問題

**Questions about Purpose**

**NQ6.**

我曾感到人生沒有方向。人生沒有方向的感覺可以被定義為生活中缺乏動力和目標。人生沒有方向的一個例子可能是「我剛畢業, 但我決定不了我想要什麼樣的職業, 或者我該做什麼。」

I have felt purposelessness in life before. (Purposelessness can be defined as the lack of motivation and goals in life. One example of purposelessness could be 'I have just finished school but I can't decide what kind of career I want or what I should do with my life.').

- 1 - 非常不同意 - Disagree
- 2 - 不同意 - Somewhat Disagree
- 3 - 既不同意也不反對 - Neutral
- 4 - 同意 - Somewhat Agree
- 5 - 非常同意 - Agree

**NQ7.** 在過去幾個月裡, 我曾經感受到人生沒有方向。

In the last few months I have felt prolonged periods of purposelessness in life.

- 1 - 非常不同意 - Disagree
- 2 - 不同意 - Somewhat Disagree
- 3 - 既不同意也不反對 - Neutral
- 4 - 同意 - Somewhat Agree
- 5 - 非常同意 - Agree

→ Questions Q8-Q10 only appear if question Q6 is not answered as 'Disagree'.

**NQ8.** 如果你曾經覺得人生沒有目標，您認為是什麼因素導致這樣的感覺？  
If you have felt purposeless before, what do you think caused your purposelessness?

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**NQ9.** 如果有過了人生沒有目標的感覺的話，有什麼因素幫你再次找到方向？  
If you have felt purposeless before, what helped you find purpose again?

---

**NQ10.** 如果你現在沒有人生的目標，你覺得最大的障礙是什麼？  
If you feel purposeless now, what do you believe is your biggest obstacle to finding purpose?

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**(New Page)**

**NQ11.** 你還有什麼想法想讓我們知道嗎？  
Is there anything else you would like to tell us that we have not covered?

---

**NQ12.**  
我們的團隊很樂意進行後續訪談，以了解更多關於您的故事。您可以幫助我們更多的年輕人找到目標。這次訪談只需要您一個小時的時間。如果您有興趣進行後續訪談，請在下方填寫您的電子郵件。  
Our team would love to have a follow up interview to learn more about your story. You can assist us in helping even more young adults find purpose. This interview would only take an hour of your time. Please list your email below if you would be interested in a follow-up interview.

---

## Appendix D: Statement of Intent and Consent (Interview)

We are Liv, Logan, Charlotte, and Tim, a group of four American college students from Worcester Polytechnic Institute. We are working on a research project with the City Wanderer non-profit organization in Taipei to help Taiwanese youth find purpose and meaning in life. We would like to interview you because we want to understand the causes of purposelessness in life among Taiwanese young adults. We will use the results of this interview for research and assisting The City Wanderer Education Association with their ‘missions’ that aim to reduce purposelessness. We want to hear about your experiences with City Wanderer’s Wandering Challenges. If you are comfortable, we would like to record the audio of this interview to help us with transcription. We will only use this audio recording for transcription, and we will delete it afterwards. We will not be releasing this recording publicly or posting it on any social media platform. It will remain private and confidential. If you are not comfortable with this, please inform us and we will not record the audio of this interview. Taking part in this interview is voluntary and we will keep your information confidential and anonymous. You are free to stop the interview at any point if you have any concerns. You can skip any question you do not want to answer. If you have any questions before we begin, we will be glad to answer them. If you have any questions or concerns, please contact our team, at [gr-wanderers-D24@wpi.edu](mailto:gr-wanderers-D24@wpi.edu).

我們是來自伍斯特理工學院的四名美國大學生：Liv、Logan、Charlotte 和 Tim。我們正在與台北的非營利組織「城市浪人」合作，進行一項研究項目，旨在幫助台灣青年找到人生的目的和意義。我們希望能夠訪問您，因為我們想了解台灣年輕人中生活目標缺失的原因。我們將使用這次訪談的結果來進行研究，並協助「城市浪人」旨在減少生活無目的的「宗旨」。我們想聽聽您參與城市浪人的「流浪挑戰」的經歷。如果您同意，我們希望錄下這次訪談，以幫助我們進行轉錄使用。我們僅將此錄音用於轉錄，之後將其刪除。我們不會公開發布這段錄音，也不會在任何社交媒體平台上發布。它將保持私密和機密。如果您對此感到不舒服，請告知我們，我們將不會錄下這次訪談。參加這次訪談是自願的，我們將保密您的信息，並保持匿名。如果您有任何疑慮，可以隨時停止訪談。您可以選擇不回答任何問題。如果在我們開始之前您有任何問題，我們將很樂意回答。如果您有任何問題或疑慮，請聯繫我們的團隊，信箱為 [gr-wanderers-D24@wpi.edu](mailto:gr-wanderers-D24@wpi.edu)。

## Appendix E: Interview Questions for Past City Wanderer Participants

**CQ1.** 您的最高學歷是什麼？

What is your highest level of education?

**CQ2.** 您對台灣的教育系統有什麼看法？如果您已經畢業，請談談您從學校學到的技能以及畢業後您做了什麼。如果您還在學，請談談您從學校學到的技能和經驗對您有什麼影響。

What is your opinion about the school system here? If you have finished school, tell me more about your experience with the skills you learned and what you did after you finished school. If you are still in school, tell me the impact of the skills and experience you have learned from school.

**CQ3.** 學校是否讓您找到了熱情或人生目標？請多一點分享這方面的事。

Did school lead you to a passion or purpose? Tell us more about it.

**CQ4.** 您在生活中有過迷茫/漫無目的的時候嗎？是什麼導致的，又是什麼讓您走出來的？

Were you lost/purposeless in life at any point in time? What caused it, and what led you out of it?

**CQ5.** 您有沒有休過Gap Year？它是否讓您找到了熱情或人生目標？請多一點分享這方面的事。

Have you taken a gap year? Did it lead you to a passion or purpose? Tell me more about this.

**CQ6.** 您從事什麼職業/您的職業規劃是什麼？

What do you do for a career/what is your career path?

**CQ7.** 您是如何找到這份工作的？您是如何做出這個職業規劃的？

How did you find this path/what led you here?

**CQ8.** 如果您沒有一個職業規劃，您是否在積極尋找？

If you don't have one, are you actively trying to find one?

**CQ9.** 是什麼幫助您在生活中找到目的？一項愛好還是一個社交團體？請談談您參與的活動或您擁有的關係，這些是如何幫助您找到這個目標的。

What helps you find purpose in life? Is this a hobby or a social group? Tell me more about the activities you do or the relationships you have that help you find this purpose.

**CQ10.** 請描述您在高中和大學的經歷。請告訴我們您與學校的關係。如果學校對您的心理健康或生活決定有影響，請描述一下。

Please describe your experience in high school and university. Please tell us the relationship that you had with school. If school had an effect on your mental health or your life decisions please describe that as well.

**CQ11.** 您在學校的經歷是否影響了您對生活的目標或幫助培養熱情？如果是，如何影響的，您的學校生活中哪些具體部分對您的個人成長和發展影響最大？

Did your experience in school influence your sense of purpose in life or help develop passion? If so, how and what specific parts of your schooling had the most impact in your personal growth and development?

**CQ12.** 請描述「使命感」、「更大的目標」或「熱情」對您生活的影響。如果您有使命感，您是怎麼找到他的？如果您沒有使命感，讓您生活前進的動力是什麼？

Please describe the role that a purpose, larger goal or passion has had in your life. If you do have a sense of purpose, what caused you to find it? If you do not have a sense of purpose, what are your efforts in this journey?

**CQ13.** 以下哪些能力對您來說,是展開探索的重要能力?(複選題)

Which of the following abilities are important to you for exploration? (Multiple choice question)

- a. 覺察力(Perception):能透過自己在參賽過程中所產生的情緒以及他人的反饋,了解自己的特質與行為,從而了解自己的需求、感受與價值觀。

Through the emotions and feedback generated during the competition process, one can understand their traits and behaviors, thereby gaining insights into their needs, feelings, and values.

- b. 自我發展力(Self-development):對自我有深刻理解後,透過執行任務反思的過程,認知到對於自己清楚與不清楚的部分,能夠平衡自我能力與目標,思考下一步的規劃。

After gaining a profound understanding of oneself, through the process of reflecting on task execution, one can recognize what is clear and unclear about oneself, enabling a balance between self-ability and goals, and contemplating the next steps in planning.

- c. 突破力(Breakthrough Mindset):擁有解決難題的信念並嘗試解決,願意突破自我做出改變,也準備好面對接下來的挑戰。

Having the belief to solve problems and attempting to do so, being willing to break through oneself to make changes, and being prepared to face the challenges ahead.

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

- d. 恆毅力(Grit & Perseverance):在挑戰過程中,能正向面對舒適圈外的事物,遇到挫折能堅持到底,最後完成任務達到目標。  
During the challenge, one can positively face things outside their comfort zone, persevere through setbacks, and ultimately complete the task to achieve the goal.
- e. 溝通理解力(Communication):能清楚表達自己的想法,積極傾聽,理解並接受他人與自己相異的想法與立場。  
Being able to clearly express thoughts, actively listen, understand, and accept the differing thoughts and positions of others and oneself.
- f. 連結支持力(Connectedness):在挑戰過程中,能給予他人支持,並盤點自己擁有的社會資源,了解自己需要什麼樣的支持,強化自己的支持系統,及建立新的連結。  
During the challenge, being able to support others, take stock of one's social resources, understand what kind of support one needs, strengthen one's support system, and establish new connections.
- g. 同理力(Empathy):願意傾聽他人想法,站在對方立場設身處地思考和處理問題,能體會他人內在的情緒和想法,進而理解他人的觀點,給予回饋。  
Willing to listen to others' thoughts, think and deal with issues from their perspective, empathize with their inner emotions and thoughts, thereby understanding their viewpoints and providing feedback.
- h. 公民責任感(Social Responsibility):了解自身與社會議題的關聯,展現社會責任感及公民意識,主動關注公共議題並積極參與社會活動。  
Understanding the connection between oneself and social issues, demonstrating a sense of social responsibility and civic awareness, actively paying attention to public issues, and actively participating in social activities.
- i. 其他(Else):

**CQ14.** 請根據上一題所選擇的能力,回答哪些是您想要加強的能力?(簡答題)

Based on the abilities selected in the previous question, please answer which abilities you want to strengthen. (short-answer question)

**CQ15.** 請問您認為什麼因素能夠吸引您展開探索? (簡答題)

What factors do you think can attract you to explore? (short-answer question)

## Appendix F: Interview Questions for Non City Wanderer Participants

**NQ1.** 您的最高學歷是什麼？

What is your highest level of education?

**NQ2.** 您對台灣的教育系統有什麼看法？如果您已經畢業，請談談您從學校學到的技能以及畢業後您做了什麼。如果您還在學，請談談您從學校學到的技能和經驗對您有什麼影響。

What is your opinion about the school system here? If you have finished school, tell me more about your experience with the skills you learned and what you did after you finished school. If you are still in school, tell me the impact of the skills and experience you have learned from school.

**NQ3.** 學校是否讓您找到了熱情或人生目標？請多一點分享這方面的事。

Did school lead you to a passion or purpose? Tell us more about it.

**NQ4.** 您在生活中有過迷茫/漫無目的的時候嗎？是什麼導致的，又是什麼讓您走出來的？

Were you lost/purposeless in life at any point in time? What caused it, and what led you out of it?

**NQ5.** 您有沒有休過Gap Year？它是否讓您找到了熱情或人生目標？請多一點分享這方面的事。

Have you taken a gap year? Did it lead you to a passion or purpose? Tell us more about this.

**NQ6.** 您從事什麼職業/您的職業規劃是什麼？

What do you do for a career/what is your career path?

**NQ7.** 您是如何找到這份工作的？您是如何做出這個職業規劃的？

How did you find this path/what led you here?

**NQ8.** 如果您沒有一個職業規劃，您是否在積極尋找？

If you don't have one, are you actively trying to find one?

**NQ9.** 是什麼幫助您在生活中找到目的？一項愛好還是一個社交團體？請談談您參與的活動或您擁有的關係，這些是如何幫助您找到這個目標的。

What helps you find purpose in life? Is this a hobby or a social group? Tell me more about the activities you do or the relationships you have that help you find this purpose.

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**NQ10.** 請描述您在高中和大學的經歷。請告訴我們您與學校的關係。如果學校對您的心理健康或生活決定有影響，請描述一下。

Please describe your experience in high school and university. Please tell us the relationship that you had with school. If school had an effect on your mental health or your life decisions please describe that as well.

**NQ11.** 您在學校的經歷是否影響了您對生活的目標或幫助培養熱情？如果是，如何影響的，您的學校生活中哪些具體部分對您的個人成長和發展影響最大？

Did your experience in school influence your sense of purpose in life or help develop passion? If so, how and what specific parts of your schooling had the most impact in your personal growth and development?

**NQ12.** 請描述「使命感」、「更大的目標」或「熱情」對您生活的影響。如果您有使命感，您是怎麼找到他的？如果您沒有使命感，讓您生活前進的動力是什麼？

Please describe the role that a purpose, larger goal or passion has had in your life. If you do have a sense of purpose, what caused you to find it? If you do not have a sense of purpose, what are your efforts in this journey?



Appendix G: Survey Handout Flier

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# 此問卷發放對象針對 18到25歲青年



們是Liv, Logan, Charlotte, and Tim，來自美國沃斯特理工學院的四名大學生。我們正在與非營利組織「城市浪人」合作進行一項研究項目，幫助台灣年輕人找到人生的目標和意義。我們想進行調查，了解台灣年輕人生活中缺乏目標的原因。這次調查結果將作為研究樣本，並協助「城市浪人」實現減少年輕人缺乏目標的理念。此調查是自願的，我們將保密並匿名處理您的資訊。如果您有任何疑慮，您可以隨時中止調查。您可以跳過任何不想回答的問題。如果在開始之前您有任何問題，我們將樂意回答。如果您有任何問題或疑慮，請聯繫我們的團隊，[gr-wanderers-D24@wpi.edu](mailto:gr-wanderers-D24@wpi.edu)，謝謝!

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Survey Flier

## Appendix H: Interview A Transcript

SPEAKER\_00: , " Alright, so we want to spend the first couple minutes of this interview explaining more thoroughly what it is that we are doing, just so you fully understand."

SPEAKER\_00: , " We are coming from our college in America, Worcester Polytechnic Institute."

SPEAKER\_00: , "We've come here for two months."

SPEAKER\_00: , "We're working on a research project."

SPEAKER\_00: , "Now this research project is for our graduation requirement, so we can't graduate until we do a project like this."

SPEAKER\_00: , " So our project here is working with a local non-profit group called the City Wanderers."

SPEAKER\_00: , "So their purpose is that they make challenges and games to help young people kind of explore, get out and push their boundaries to learn a little bit more about themselves."

SPEAKER\_00: , " So our goal with working with them is to do some surveying of young Taiwanese people to find what it is that is affecting young people here to find their purpose, to find their meaning."

SPEAKER\_00: , " So we want to survey young people to understand what factors affect them finding their meaning."

SPEAKER\_00: , "And then we are going to create three to five of our own challenges for the city wanderers to help them develop it."

SPEAKER\_00: , "And this way we hope"

SPEAKER\_00: , " that these challenges and missions that we create will help young Taiwanese people around the ages of 18 to 25 explore and learn a bit more about themselves."

SPEAKER\_00: , "Does that make sense to you?"

SPEAKER\_00: , "Yeah, completely."

SPEAKER\_00: , "Do you have anything to add, Logan?"

SPEAKER\_02: , "Nothing outside of what you said, no."

SPEAKER\_01: , " So you have it developed like three to five challenges?"

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "Like little activities?"

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "Ah, I see, it's kind of meaningful."

SPEAKER\_01: , "We need that, we need that."

SPEAKER\_01: , "Students need that, yeah."

SPEAKER\_00: , "So, just an example of some of the ones, we've actually participated in a few of them."

SPEAKER\_00: , "One of them was called MRT Monopoly."

SPEAKER\_00: , "Ah, MRT Monopoly."

SPEAKER\_00: , " we would walk up to just a random person at the train station and we would say yes give us a number one to six and that number will decide which is how many stops we go on their station and how many steps like no how many um train stops so just it'll bring us to like a random spot on the line yes and then we explore there ah i see so do you make something that will get you"

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SPEAKER\_00: , " It'll put you places where you hadn't been before, talking to people you hadn't talked to before."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "And just that way to kind of force you to expand and push yourself a little bit."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "Do things you wouldn't have done."

SPEAKER\_00: , "Exploring."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "It matters the surroundings or people."

SPEAKER\_00: , "Right."

SPEAKER\_01: , "Yeah."

SPEAKER\_00: , " So do you have any questions about, I'm trying to make sure you understand."

SPEAKER\_01: , "Yeah, I fully understand, but like, I think I'm more, I have some like questions about like our interview."

SPEAKER\_01: , "Is it like, I'm going to talk my experience or generally like people's thoughts."

SPEAKER\_00: , "So we are working."

SPEAKER\_00: , " to survey young people to understand how they find their purpose, if they have found their purpose."

SPEAKER\_02: , "Mostly, yeah, the questions will mostly be looking for like your experiences, I suppose."

SPEAKER\_01: , "And my, maybe my set, like how I explore until now, right?"

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "Like we want to know specifically about you."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "Not about the people in general here."

SPEAKER\_00: , "Okay."

SPEAKER\_00: , "So be more"

SPEAKER\_00: , " object no subject subject yes okay okay and this way we can kind of if we understand how people think about their purpose here we will be able to better develop our own missions for the city one to help people find their purpose"

SPEAKER\_01: , " So it's nice."

SPEAKER\_00: , "You understand?"

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "I understand."

SPEAKER\_01: , "Okay."

SPEAKER\_00: , "Awesome."

SPEAKER\_01: , "So I would try to be more subjective as I could."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Perfect."

SPEAKER\_01: , "Yeah."

SPEAKER\_00: , "Okay."

SPEAKER\_00: , "Um, if at any point you are a bit confused, just let us know."

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SPEAKER\_00: , "Okay, cool."

SPEAKER\_00: , "So first I just want to give you a chance to introduce yourself and just tell us about your backgrounds."

SPEAKER\_01: , "Oh, my background."

SPEAKER\_01: , "Okay."

SPEAKER\_01: , " So I'm [Interviewee A], and my family name's [FAMILY NAME], like [FAMILY NAME]."

SPEAKER\_01: , "I'm now 22 years old, and I do my [MAJOR] here in Soochow University."

SPEAKER\_01: , "And I'm deciding to do physics next semester."

SPEAKER\_01: , "I'm like double major, but I just wanna... you know... because we are... German is quite like... you know,"

SPEAKER\_01: , " you work not, you've worked none of with the, uh, scientific stuff."

SPEAKER\_01: , "So I want to kind of like just do physics to, you know, have some, I want to be more scientific because I do like German for three years."

SPEAKER\_01: , "Like, I think I did like it, but I think I need more."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "Inspirations."

SPEAKER\_00: , "Yes."

SPEAKER\_01: , "That's, that's my main thoughts."

SPEAKER\_01: , "Um, I, I'm local Taiwan and"

SPEAKER\_01: , " So I grew up here, I grew up since I was three years old in Taipei."

SPEAKER\_01: , "I went to the elementary school, junior high, senior high until college."

SPEAKER\_01: , " And do I need more?"

SPEAKER\_01: , "As much as you want to share, the more is better."

SPEAKER\_01: , "So yeah, my parents are also local from Taiwan."

SPEAKER\_01: , "And my father, he runs a chicken farm in South Taiwan."

SPEAKER\_01: , "And my mom, at the moment, she didn't need work."

SPEAKER\_01: , "So she's just, you know, chilling."

SPEAKER\_01: , "Chilling on her own time."

SPEAKER\_01: , " And my sister, I do have a sister, she like to became, like to become a flight attendant."

SPEAKER\_01: , "So she's now, you know, uh, preparing for those, um, qualifications."

SPEAKER\_01: , "Then she have to apply for that."

SPEAKER\_01: , "So she, she, she's now, yeah, she's graduated."

SPEAKER\_01: , " And she, yeah, at the moment she just, I don't know if she do some part-time jobs."

SPEAKER\_01: , "I'm not sure."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "I think she, she do some and she's preparing for the attendance, uh, qualifications, like tests or language abilities."

SPEAKER\_01: , "But yeah, basically look at that."

SPEAKER\_01: , "Yeah."

SPEAKER\_00: , "That's yeah."

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SPEAKER\_00: , "That's great."  
SPEAKER\_00: , "Thank you for that."  
SPEAKER\_01: , "I didn't, I didn't write any texts beforehand."  
SPEAKER\_01: , " most, how to say, infield language."  
SPEAKER\_01: , "I tried to make proper words, but I think I couldn't do it too precise."  
SPEAKER\_01: , "You're doing great."  
SPEAKER\_00: , "Thank you."  
SPEAKER\_00: , " So you said you've done German here and you're doing physics to get a little bit on the scientific side."  
SPEAKER\_00: , "Yes."  
SPEAKER\_00: , "Do you want to kind of explore the more practical like sciences?"  
SPEAKER\_01: , "Yeah, I would say that practical, you can, yeah, I can say practical or different because it's like what inspire you is not only just because"  
SPEAKER\_01: , " If you kind of experience what we're doing here, language is a part, and culture, and politics, and the comparison between Taiwan and Germany."  
SPEAKER\_01: , "It's basically the four main things we do."  
SPEAKER\_01: , " So language is a big part because language is hard."  
SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "So we definitely spend a lot of time on it."  
SPEAKER\_01: , "So through German, I can understand German."  
SPEAKER\_01: , "I can understand people there, their situations, their economics, whatever, like technology as well."  
SPEAKER\_02: , "Right."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "So that's my thought, but I do need another stuff to inspire me back to what I really like."  
SPEAKER\_01: , " what I'm interested in, like for example cars, German cars or German technology."  
SPEAKER\_01: , "Oh I see."  
SPEAKER\_01: , "Then I need maybe a thesis on the actual subject there, some of the more like more um not it's like scientific oriented subject to inspire myself and I do like it yeah."  
SPEAKER\_00: , "So are you saying you want to"  
SPEAKER\_00: , " kind of combine the knowledge that you have of German, like with the German cars and the German engineering."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Just an example."  
SPEAKER\_01: , "Like, yeah."  
SPEAKER\_01: , "So I think my thought is like quite simple."  
SPEAKER\_01: , "Like I'm, because we have in Suzhou, we have like chemistry, physics."  
SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "And what else?"  
SPEAKER\_01: , "Oh, micromatics."  
SPEAKER\_01: , "I mean, microbiology."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "And what another is like,"  
SPEAKER\_01: , " Mathematics?"  
SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "I think so."  
SPEAKER\_01: , "Physics is the thing I'm most interested in more than others."  
SPEAKER\_00: , "I like physics too."  
SPEAKER\_01: , "Yeah, it's quite fun."  
SPEAKER\_01: , "Because you guys are from engineering, of course you guys... We've done the physics before."  
SPEAKER\_00: , "Of course, of course."  
SPEAKER\_00: , "What type of physics is it?"  
SPEAKER\_01: , "It really depends because like, you mean here?"  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , " I think the freshman year and sophomore year here is like, you're doing like those basic knowledge, like you have to know."  
SPEAKER\_01: , "It's like those, oh shit, I don't know the English name, but I know general anyways."  
SPEAKER\_01: , "So like those, you need to know beforehand, you do some professional stuff."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "I think they call it general education."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "A bit more like general knowledge."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "And I think until third year,"  
SPEAKER\_01: , " I think they started to do some projects with professors, so it really depends on what you like."  
SPEAKER\_01: , "It's pretty self-oriented, like what you like and you can do it."  
SPEAKER\_01: , "If you don't have thoughts, the professor will give you one."  
SPEAKER\_01: , "So it's quite wide."  
SPEAKER\_01: , " Yeah, so you could do anything you like to get into."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "That's good."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "Now, is the classes here, are you required to take physics or are you choosing to take physics?"  
SPEAKER\_01: , "I could do like, you mean I'm required to do physics?"  
SPEAKER\_01: , "No."  
SPEAKER\_01: , "It's like all my choices, my willing to do like,"  
SPEAKER\_01: , " Like it's like second bottom."  
SPEAKER\_01: , "Right."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "Or a minor is what you call it?"

SPEAKER\_01: , "Yeah, minor or."

SPEAKER\_00: , "Fusio."

SPEAKER\_01: , "Or yeah, or not a major."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "You can say, because if you have, if you're committed to that, people's school won't, won't stop you to do that because they already, already like, oh, they always encourage people to learn more."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "You know?"

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So yeah, I'm, I'm willing to do that on my own."

SPEAKER\_01: , "Yep."

SPEAKER\_00: , " Now, when you say that, in your experience, is choosing to take another class, like you're a German major, you're choosing to take physics, is that something that's very common, or do most people only stick taking classes to their major, like only taking German classes?"

SPEAKER\_01: , " My classmates, some of them don't like science department, more of them choose those classes from politics here or maybe economics."

SPEAKER\_01: , "So I think it's relatively less."

SPEAKER\_01: , " people choose physics, I think I might be the only one that in my ear, I plan to do it."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Some of the people, some of the people in physics, they do, they come to learn German as well because they like it because you know, physics in Germany is kind of like, they're very big into the engineering and the physics."

SPEAKER\_01: , "Some of them, some of them work hard."

SPEAKER\_01: , " that would want to learn German, maybe they could do further study in Germany when they graduate from here."

SPEAKER\_01: , "I think not so much people do that."

SPEAKER\_00: , "Not too many."

SPEAKER\_01: , "Not so common."

SPEAKER\_00: , "So most people kind of stick to the one thing that they're studying?"

SPEAKER\_01: , " Yeah but like I would say some people they don't have thoughts like on what exactly it is like what exactly the class means to themself you know like German major like what are the things we discuss in class like um so"

SPEAKER\_01: , " they wouldn't, they didn't even understand the German, their major, original major."

SPEAKER\_01: , "So they won't be able to choose another class or whatever."

SPEAKER\_01: , "I say Taiwanese students, their mindset is like that."

SPEAKER\_00: , "Can you explain a little bit more about that?"

SPEAKER\_01: , "Oh, okay."

SPEAKER\_01: , "I think, so for example, I feel,"

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SPEAKER\_01: , " And I couldn't handle my German class."

SPEAKER\_01: , "I mean, for example, like we have politics situations."

SPEAKER\_01: , "We have also like language practicing class, like all of them."

SPEAKER\_01: , "I even couldn't handle it."

SPEAKER\_01: , "How could I be able to, you know?"

SPEAKER\_01: , "And some people, they don't think German, they don't think they are into it."

SPEAKER\_01: , "I mean, they just think, oh, he has the language, whatever, I just learn it, whatever I could."

SPEAKER\_01: , " So it's like kind of the motivation is different because I learned German because I chose it."

SPEAKER\_01: , "And I have some point like connected to Germany."

SPEAKER\_01: , "Like, like I have like institutional school when I was in high school."

SPEAKER\_01: , "I'm doing those activities when I was, I think it's the second year of the high school."

SPEAKER\_01: , "Then I've been to Germany for one month and my uncle was there."

SPEAKER\_01: , "He is now there as well."

SPEAKER\_01: , "Like he worked there."

SPEAKER\_01: , "It's kind of like having some information."

SPEAKER\_01: , " from him."

SPEAKER\_01: , "And I like, I like, yeah, because English is quite common, right?"

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "Not gonna lie, but like German language is not so popular here."

SPEAKER\_01: , "Right."

SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "Even less popular than French."

SPEAKER\_01: , "French and Spanish."

SPEAKER\_00: , "So it's special here."

SPEAKER\_01: , "It's quite, yeah."

SPEAKER\_01: , "And so many,"

SPEAKER\_01: , " and companies like in Taiwan companies like they do you know they trade with German companies and they also have like the branch in Germany yeah and"

SPEAKER\_01: , " Actually, a lot of Germans like Taiwan as well."

SPEAKER\_02: , "So is that something you're looking to get into in terms of work in the future or something?"

SPEAKER\_02: , "Yeah, as you mean the company or... Something like that, yeah."

SPEAKER\_02: , "Like communicating with Germany in German companies and stuff."

SPEAKER\_02: , "Or maybe even working at a German company or something."

SPEAKER\_01: , " My perspective would be, yeah, I definitely hope that my language ability could be a part of my work in the future."



## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "But at the same time, I would say, I would like to do more, okay, they caught me, sorry."

SPEAKER\_01: , "And I think I would like to do more like,"

SPEAKER\_01: , " Non, I mean, I would say that I don't know the English, like working for the government."

SPEAKER\_01: , "No, um, non, non-private employed."

SPEAKER\_01: , "I mean, just like those, you know, you know, so for example, diplomat, right."

SPEAKER\_01: , "Those are from government, right."

SPEAKER\_01: , "I would like to do those things more."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "I see."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So, or."

SPEAKER\_01: , " I'm kind of into tourism."

SPEAKER\_01: , "I want to be a guide."

SPEAKER\_00: , "A tour guide for Germans?"

SPEAKER\_01: , "Yeah, or take Taiwanese people to Germany or whatever."

SPEAKER\_01: , "I like history stuff more."

SPEAKER\_01: , "Like those funny culture stuff."

SPEAKER\_01: , "So yeah, mainly like that."

SPEAKER\_00: , "So you want to use what you've learned here in your future career."

SPEAKER\_00: , "You want to use the German that you've learned."

SPEAKER\_01: , "Yeah, language ability, the cultural background."

SPEAKER\_01: , " of Germany, history background, politics background, whoever wants to learn more about Germany."

SPEAKER\_01: , "I think I could be the one that could have my share in the future, maybe be my job."

SPEAKER\_01: , "The money is not, I didn't consider how much I earned."

SPEAKER\_01: , " Yeah, of course people always want more, you know, income."

SPEAKER\_01: , "So that's not a thing that many think about."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "You're just thinking about, are you thinking about the job you enjoy the most?"

SPEAKER\_01: , "Of course."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "I mainly like that."

SPEAKER\_01: , "Just income is like..."

SPEAKER\_01: , " As long as I can survive, it's fine."

SPEAKER\_01: , "But I hope that more people can learn more, can make their lives better through me."

SPEAKER\_01: , "That's my main thought."

SPEAKER\_01: , "I think that's a good mindset."

SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "But unfortunately, I think people nowadays, they couldn't."

SPEAKER\_01: , " understand that."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "Like most of my friends, they say, hey [Interviewee A], why are you thinking like that?"

SPEAKER\_01: , "Like, I think it's quite, you know, it's just people's choice."

SPEAKER\_01: , "Yeah."

SPEAKER\_00: , "And different label, you know."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "Do you want to swap sides?"

SPEAKER\_00: , "You're getting distracted by the people back there."

SPEAKER\_00: , "That's fine."

SPEAKER\_00: , "It's fine."

SPEAKER\_01: , "They just kind of be, to be loud, but it's fine."

SPEAKER\_01: , "Yeah."

SPEAKER\_02: , " We're talking about jobs and using German."

SPEAKER\_02: , "Yes."

SPEAKER\_00: , "So, is that, from your experience, the things that you've been studying... Yes."

SPEAKER\_00: , " you generally want to use them like later in life."

SPEAKER\_00: , "Do you feel it would be a waste if you'd studied German and then went into a career where you never needed the German language?"

SPEAKER\_01: , "Oh, I personally, I didn't, I never thought about that."

SPEAKER\_01: , "Never."

SPEAKER\_01: , "Because, um, okay."

SPEAKER\_01: , "It came, it comes to another thought I have now is that I don't think even if I couldn't"

SPEAKER\_01: , " work with German in the future or anything related to Germany in the future, that's fine for me."

SPEAKER\_01: , "Why I do study here, it's just only because it's my things I'm interested in, that's it."

SPEAKER\_01: , "Does it answer that?"

SPEAKER\_00: , " Yeah, I think so."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So it's separate."

SPEAKER\_01: , "I separate it, like the career and the study."

SPEAKER\_01: , "I see."

SPEAKER\_01: , "The best, yeah."

SPEAKER\_01: , "The best, the best thing is like we could combine together, but it's fine when it's couldn't work."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Your interests take priority."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "And what drives you like to just want to do it."

SPEAKER\_01: , "It's the main thoughts that lays the main"

SPEAKER\_01: , " I think it's my main value, I would say."

SPEAKER\_00: , "How would you rate the importance?"

SPEAKER\_00: , "Do you have your career?"

SPEAKER\_00: , "Some people put their whole life into their career."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_00: , " How would you compare yourself to that?"

SPEAKER\_00: , "Would you say that's something that describes you or something that pretty much does not describe you?"

SPEAKER\_00: , "Describe me."

SPEAKER\_00: , "Would you say that you are the type of person who is very focused on putting your entire life into a career or someone who is not as much focused into that?"

SPEAKER\_01: , "Oh, I see."

SPEAKER\_01: , "So my thoughts about them."

SPEAKER\_01: , " Of course, we can ask anyone to be pretty motivated, pretty know exactly what they want."

SPEAKER\_01: , "But I think it's the goal that everyone should think about."

SPEAKER\_01: , "It's fine if you couldn't do the things, do your jobs with your own profession."

SPEAKER\_01: , "But as long as you could be happy with that, with the situation or life you're having now, I think it's fine."

SPEAKER\_01: , " Is that correct?"

SPEAKER\_01: , "I know."

SPEAKER\_01: , "Wait, I think... Yeah, of course, like, if you've been in WPI, not everyone, like, they measure, right?"

SPEAKER\_01: , "I'm not gonna lie, right?"

SPEAKER\_01: , "But you can... It's the same here."

SPEAKER\_01: , "It's the same here."

SPEAKER\_01: , "I think it's the same all over the world."

SPEAKER\_01: , "Like, people here, like, in my German department, not everyone like it."

SPEAKER\_01: , "It could tell."

SPEAKER\_01: , "It could tell."

SPEAKER\_01: , "It really could tell."

SPEAKER\_01: , " But they choose to continue studying?"

SPEAKER\_01: , "Yeah, because I think some people they just don't actually have that much motivation or nothing drives them to do certain stuff."

SPEAKER\_01: , "Because those people who have"

SPEAKER\_01: , " and aware of that beforehand, they already do their way, on their way, like they go to different schools, they turn to go to other majors, they like turn to other majors, no matter if it's in Central or other schools."

SPEAKER\_01: , "Yeah, so only people that like, that"

SPEAKER\_01: , " stay here that may that i don't know like they this is just like like i said they don't have enough drive i would say yeah you know that's a good answer like that you can ask yourself like if you like your nature"

SPEAKER\_00: , " I mean, I personally like my major."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "I mean, I know Logan you were talking about."

SPEAKER\_00: , "Logan has changed majors."

SPEAKER\_00: , "Yeah."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_02: , "I, um, I used to be, I used to do what Tim did, uh, computer science."

SPEAKER\_02: , "And then I, I swapped out of it."

SPEAKER\_00: , "And, um, yeah, that's probably short of it."

SPEAKER\_00: , "Explain that, that whole process a little bit more like you were telling me earlier."

SPEAKER\_02: , "Well, um,"

SPEAKER\_02: , " I got to a point where I did a bunch of computer science classes and stuff and I was like, I really hate this."

SPEAKER\_02: , "And I got to a point where I was like, I don't have to do this."

SPEAKER\_02: , "Why am I"

SPEAKER\_02: , " putting myself through this."

SPEAKER\_02: , "Luckily, you know, I know not everyone has that, like, avenue where they can just, like, switch majors, like, on a dime like that, but thankfully I did, and then I, yeah, I'm doing the game development stuff now, and I like that a lot better."

SPEAKER\_02: , "Well, I was always doing that, but I just dropped, I was originally computer science and game development double major."

SPEAKER\_02: , "But, yeah, so I dropped the computer science after that."

SPEAKER\_01: , " you change major to game development."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "That's, that's nice."

SPEAKER\_01: , "And I think you could do it right now."

SPEAKER\_01: , "I mean, when you're tired, because you have more time, I don't know if you guys have less busy routine here."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "You're less busy."

SPEAKER\_01: , "Buy a PS5 here."

SPEAKER\_01: , "Buy a PS5 here."

SPEAKER\_01: , "Start gaming."

SPEAKER\_01: , "I guess."

SPEAKER\_01: , "Because if you, because you're doing game development, you have to play some games."

SPEAKER\_02: , " I have been a little bit since I've been here, but I think buying a PS5 might be a bit of an investment for seven weeks here."

SPEAKER\_02: , "It might not fit in my luggage on the way back."

SPEAKER\_02: , "I already have one back home."

SPEAKER\_01: , "Oh, you have one."

SPEAKER\_01: , "We can throw it in the game on Steam or whatever."

SPEAKER\_01: , "Start doing some games."

SPEAKER\_01: , " Because I'm quite into games."

SPEAKER\_01: , "I didn't get a lot, like, I didn't get every day."

SPEAKER\_01: , "Like, on the weekend, of course."

SPEAKER\_02: , "I remember you saying that you play Forza."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "Yeah, Forza."  
SPEAKER\_01: , "Simulator stuff."  
SPEAKER\_02: , "Yeah."  
SPEAKER\_02: , "Like the cars."  
SPEAKER\_02: , "Yep."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Like, I like simulator stuff more."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "I think it's incredible."  
SPEAKER\_01: , "So I really, I mean, I'm really looking forward to your... My creations in the future?"  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Your development."  
SPEAKER\_01: , " I might see your name in the development group."  
SPEAKER\_02: , "I will try to make something that people enjoy."  
SPEAKER\_01: , "Because games, no matter what kind of, Nintendo or whatever, it's like, it's an artist part of life."  
SPEAKER\_01: , "People feel"  
SPEAKER\_01: , " They're, they're express, um, wait, how's that?"  
SPEAKER\_01: , "Expressing themselves."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Expressing yourself in the games, no matter what kinds of, of course, even street fighters, you know, street fighter."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Even, even this game is like, all of the people have their, their way to, you know, control the craft."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "So that's the, the, um, I would say the mental, not mental."  
SPEAKER\_01: , "This is like,"  
SPEAKER\_01: , " The, oh shit."  
SPEAKER\_01: , "The exciting part of life."  
SPEAKER\_00: , "Yes."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "I agree."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "People feel really relaxed and they can express themselves."  
SPEAKER\_01: , "So gaming is not like people say, ah, people are wasting time."  
SPEAKER\_01: , "Right."  
SPEAKER\_01: , "No, it's not for me."  
SPEAKER\_01: , "It's not wasting time for me."  
SPEAKER\_01: , "It's the joy of your life."  
SPEAKER\_00: , "Yes."  
SPEAKER\_00: , "Yeah."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , " If you, if you do like some research, like also some psychology, um, statics or whatever, most of the people like who like gaming, they have positive, positive, more positive, positive, uh, mindset and, and, um, psychology health."

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "Psychological health."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Psychological health."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So give me more."

SPEAKER\_00: , "I like that one."

SPEAKER\_00: , " Um, so I want to ask you about purpose purpose."

SPEAKER\_00: , "So I'll just, I'll explain a little bit first."

SPEAKER\_00: , "Um, so we're looking into how people find their purpose and what has it felt like if you ever have not had purpose?"

SPEAKER\_00: , "Um, it's so the way we define purpose is."

SPEAKER\_00: , " just knowing what you want to do with your life, like having a set of skills and knowing that this is the kind of career I want to live, or this is how I want to get up and live my day."

SPEAKER\_00: , "I know, Logan, we were talking a little bit before about"

SPEAKER\_00: , " When you're feeling purposeless, say if you had been like Logan, and you'd taken all these computer science classes, and then you decide, I don't want to do this anymore."

SPEAKER\_00: , "He transferred to game design, and has been doing great there."

SPEAKER\_00: , "But for some people, they might get to that point where they realize they don't want to do their major."

SPEAKER\_00: , " but then they don't know what to do instead."

SPEAKER\_00: , "So that's how we would define purposelessness."

SPEAKER\_00: , "When you're kind of... Or, sorry, you can continue if you want."

SPEAKER\_00: , "It's like when you don't know what the next step should be but you know what you are doing right now is not what you want to do."

SPEAKER\_02: , "But what I was going to add was that like some people may even like get all the way through college and graduate and maybe even then they don't know like what they want to do or maybe they feel like they"

SPEAKER\_02: , " don't actually want to do anything in what they just, you know, spent four or more years of their life studying."

SPEAKER\_02: , "So yeah."

SPEAKER\_00: , "Okay."

SPEAKER\_00: , "So how I, my thoughts on that."

SPEAKER\_00: , "I want to know, is it something that you have experienced?"

SPEAKER\_00: , "What are your thoughts on it?"

SPEAKER\_00: , "And if you have not experienced it yourself, have you seen it in other people?"

SPEAKER\_01: , "Oh, okay."

SPEAKER\_01: , "Oh, it's a lot to talk about."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , " Hey, can we do the break?"

SPEAKER\_01: , "Sure."

SPEAKER\_01: , "Yeah, and then I'm gonna... Is that okay?"

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So, it started with... I think it started the second year of my high school."

SPEAKER\_01: , " I was in, because in Thai school system, you have to do, I'm in like the normal high school."

SPEAKER\_01: , "I would have to do all subject stuff."

SPEAKER\_01: , "No matter math, or biology, whatever."

SPEAKER\_01: , "Whatever you can solve, like in high school."

SPEAKER\_01: , "Like those subjects."

SPEAKER\_01: , "But I feel struggling with certain subjects like math."

SPEAKER\_01: , "I'm quite bad at math."

SPEAKER\_01: , " But my physics is nice, and my chemistry is shhh."

SPEAKER\_01: , "I don't know, it's the contrary."

SPEAKER\_01: , "I'm doing so, I mean the scientific subject, I'm doing great at physics."

SPEAKER\_01: , "Earth science?"

SPEAKER\_00: , "Geology?"

SPEAKER\_01: , "Geology, yeah."

SPEAKER\_01: , "Geology."

SPEAKER\_01: , "Geology."

SPEAKER\_01: , " I'm biology and I'm bad at chemistry and math itself and pretty much like that."

SPEAKER\_01: , "I'm so scrabble, I feel like I'm not so capable to others."

SPEAKER\_01: , " then I start, I'm so bad then, I start to just drop, just don't go to school without telling my parents."

SPEAKER\_01: , "I just don't go."

SPEAKER\_01: , "Even if I just, I get up early and leave my place, I didn't go to school."

SPEAKER\_01: , " It's hard to tell the situation then because I think I just don't like to go there because I couldn't... I just feel lost."

SPEAKER\_01: , "So it lasts about... Oh yeah, it lasts about like a year."

SPEAKER\_01: , "So after... Before... After the end of this..."

SPEAKER\_01: , " second year of that high school, I take a gap year."

SPEAKER\_01: , "I just quit the school for a year."

SPEAKER\_01: , "And in this year, I just go work wherever I could."

SPEAKER\_01: , "I've been waiters in restaurants."

SPEAKER\_01: , "I've been in McDonald's."

SPEAKER\_01: , "I've been in the kitchens of Japanese restaurants."

SPEAKER\_01: , "And whatever, what I could do is just working and just trying to find a purpose of life."

SPEAKER\_01: , " But at the same time, what I want to go with is I want to experience how this society works, how people survive."

SPEAKER\_01: , "The purpose is not just earning money, it's just to experience it."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "I would say, I know good students back in the time."  
SPEAKER\_01: , "All the teachers in the office know me."  
SPEAKER\_01: , " But I'm not a bad case."  
SPEAKER\_01: , "I still like knowledge stuff."  
SPEAKER\_01: , "But I just don't find the purpose why I'm doing that because I couldn't make, I couldn't manage everything."  
SPEAKER\_01: , "That's why."  
SPEAKER\_00: , "I just quite lost back in time."  
SPEAKER\_00: , "If you have any more, can you explain a bit about what kind of, you were saying, I just want to know a bit more about what caused it and then how did you find out"  
SPEAKER\_02: , " Sorry, just to add on to that, did you not enjoy the way school was set up or how it worked in general?"  
SPEAKER\_01: , "Part of that, yeah."  
SPEAKER\_01: , "The school system, how teachers instruct students, it's the way I didn't like it."  
SPEAKER\_01: , "And I think"  
SPEAKER\_01: , " that it makes students couldn't have their own..."  
SPEAKER\_01: , " more place to express themselves."  
SPEAKER\_01: , "Because you're normally taking tests and teachers talking about the things that we didn't want to and teach to students."  
SPEAKER\_01: , "I think that didn't fit me."  
SPEAKER\_01: , "And I didn't do, I didn't achieve good grades."  
SPEAKER\_01: , "I'm not, that's why, yeah."  
SPEAKER\_01: , "I don't know, like my set back then, I would say, yeah, I shouldn't be that,"  
SPEAKER\_01: , " shouldn't be that, like that, when I was in high school, but like, who, I couldn't know, I couldn't say anything because it's already been through that."  
SPEAKER\_01: , "Yeah, it's all the past."  
SPEAKER\_01: , "But like how I turned out to be able to come through that struggle, it's, I was like, some of the teachers, like they talked to me, and um,"  
SPEAKER\_01: , " I would say, me personally, I didn't quit learning."  
SPEAKER\_01: , "That's why."  
SPEAKER\_01: , "I just don't like to go to school."  
SPEAKER\_01: , "Because I don't like the school system."  
SPEAKER\_01: , "And the vibe, you know."  
SPEAKER\_01: , "The students' vibe."  
SPEAKER\_01: , "And the teachers' vibe."  
SPEAKER\_01: , "That's why I don't like it."  
SPEAKER\_01: , "What about the vibe?"  
SPEAKER\_01: , "The vibe is like, quiet."  
SPEAKER\_01: , "Like, boring."  
SPEAKER\_01: , "And people just seeing you, like, they just don't understand why you didn't want to come."  
SPEAKER\_01: , " They like judge you for it."  
SPEAKER\_01: , "They don't judge me."  
SPEAKER\_01: , "I don't care about their judgement."



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SPEAKER\_01: , "Actually, I don't know that."  
SPEAKER\_01: , "Maybe they judged me before."  
SPEAKER\_01: , "Like back then."  
SPEAKER\_01: , "This is fine."  
SPEAKER\_01: , "I mean, I didn't care about what others felt on me."  
SPEAKER\_01: , "I just focused on myself."  
SPEAKER\_01: , "Because I know I just don't like to go there."  
SPEAKER\_01: , "But it doesn't mean I quit studying."  
SPEAKER\_01: , "I quit learning."  
SPEAKER\_01: , "I knew back then."  
SPEAKER\_01: , "I knew I'm the person who likes to learn."  
SPEAKER\_01: , " I just couldn't find my own way."  
SPEAKER\_01: , "And I couldn't use my own way in the school system in Taiwan."  
SPEAKER\_01: , "That's the thing that I'm struggling with the most."  
SPEAKER\_01: , "And for other subjects like Chinese, we do literatures."  
SPEAKER\_01: , " And English, of course I do, I mean my English grade is probably the highest."  
SPEAKER\_01: , "I don't know, somehow I might have the talent of language."  
SPEAKER\_01: , "I'm not sure, I'm not sure."  
SPEAKER\_01: , "So, I think that's, and after the gap year, I just went back to school then again."  
SPEAKER\_01: , " It's a struggle year as well."  
SPEAKER\_01: , "It's just like, ah, yeah, I need to finish it."  
SPEAKER\_01: , "Whatever."  
SPEAKER\_01: , "I'm not being so behaved as well."  
SPEAKER\_01: , "Sometimes I just skip school."  
SPEAKER\_01: , "But anyway, I just finished the school and I go to college after that."  
SPEAKER\_01: , "Because we have to take SAT stuff."  
SPEAKER\_01: , "In Taiwan, as long as you score enough,"  
SPEAKER\_01: , " You can go to college, whatever."  
SPEAKER\_01: , "So it's to separate."  
SPEAKER\_01: , "You didn't actually have to finish your high school."  
SPEAKER\_01: , "Not completely or whatever."  
SPEAKER\_00: , "I see."  
SPEAKER\_00: , "How do you think that taking that year off and working, how do you think that like, did that change your mindset?"  
SPEAKER\_00: , "Did that make things better?"  
SPEAKER\_00: , "You mean the gap year spirit?"  
SPEAKER\_01: , "Yeah, I think"  
SPEAKER\_01: , " Changed a lot."  
SPEAKER\_01: , "Yeah, because if you go working you might it's like somehow you feel You feel like oh, yeah, that's the feelings when you go You we graduate we really have to pay yourself For your surviving, right?"

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "that somehow turns me up like oh if I didn't do full studies, I might just I"

SPEAKER\_01: , " That's the things I could do right now."

SPEAKER\_01: , "That's the words I could employ for."

SPEAKER\_01: , "Maybe I've just been so... I think I would say if you work in a restaurant, it's so practical."

SPEAKER\_01: , "You do what you earn."

SPEAKER\_01: , "You earn what you do, right?"

SPEAKER\_01: , "But it's hard."

SPEAKER\_01: , " It's tired."

SPEAKER\_01: , "And it's just like that."

SPEAKER\_01: , "It's not fun."

SPEAKER\_01: , "If you do it every day."

SPEAKER\_01: , "I want my life to be more colourful."

SPEAKER\_01: , "In some ways."

SPEAKER\_01: , "That's why."

SPEAKER\_01: , "I didn't judge on those people who work in the kitchen or whatever."

SPEAKER\_01: , " It's not, I wouldn't say, oh, it's the jobs I would never do, or judge them, oh, it's like, it's non-educated jobs, or whatever."

SPEAKER\_01: , "Some people like that, right?"

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Maybe they judge on people who, but I never like that, because I've been through that."

SPEAKER\_01: , "I knew."

SPEAKER\_01: , " I mean it's not because everybody has their own background."

SPEAKER\_01: , "Maybe they're forced to do that because their family needs them to work immediately so they don't have time or resources to do it for the education."

SPEAKER\_01: , "It's so common in Taiwan."

SPEAKER\_00: , "So would you say the"

SPEAKER\_00: , " taking that year off, if, I'm just trying to understand, it made you understand, like, you worked the jobs for a year, working in restaurants and... Yeah, back and forth, like, I pulled, like, yeah, you can say that."

SPEAKER\_00: , "And then you realized that that was something you didn't want to do for the rest of your life?"

SPEAKER\_00: , "Is that what you learned from your gap year?"

SPEAKER\_01: , "No, I didn't mean that, I mean, like, it's, it's not as..."

SPEAKER\_01: , " It's quite boring."

SPEAKER\_01: , "It's quite boring if I just keep doing that."

SPEAKER\_01: , "It's quite boring, not just the things I don't want to do."

SPEAKER\_01: , "I don't know, if I couldn't work with my gym, I might keep going with the restaurants."

SPEAKER\_01: , "Because it makes you have income."

SPEAKER\_01: , "And you can survive that, why not?"

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "But that's not the things I want to do because it's..."

SPEAKER\_01: , " It's just like that."

SPEAKER\_01: , "It can make you, you know, to see this world better or explore more."

SPEAKER\_00: , "So you wanted to go back to school to learn more and explore more?"

SPEAKER\_01: , "No, I mean, go back to school is like, it's a process that I need to finish it."

SPEAKER\_01: , "But because as I said before, like I didn't quit learning."

SPEAKER\_01: , " Right."

SPEAKER\_01: , "You only go back to school when you, and you can start learning with, I mean, better resources."

SPEAKER\_01: , "And I could, and German, I think, well, I took German."

SPEAKER\_01: , "It's like, yeah, it's another language."

SPEAKER\_01: , "I mean, my purpose is quite simple."

SPEAKER\_01: , "It's like, I just want to learn."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "So I go to college and I didn't regret it."

SPEAKER\_01: , "That's it."

SPEAKER\_01: , "Then you've been the time that I,"

SPEAKER\_01: , " why what let me what lead me here it's like yeah i didn't i just said i mean you mean finish the score is sorry i couldn't remember so i'm just trying to really understand like what was the biggest thing that you learned from your gap year what and your gap"

SPEAKER\_00: , " and then one day go to college?"

SPEAKER\_01: , "The gap year just takes me... The first thing's like, I want my life to be more colourful."

SPEAKER\_01: , "And I just stop in there."

SPEAKER\_01: , "And I think education's the only way I could do that."

SPEAKER\_01: , "And another is like, I didn't quit learning."

SPEAKER\_01: , " Even I do not like school."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "That's it."

SPEAKER\_01: , "That makes sense."

SPEAKER\_01: , "Mainly from this three perspective."

SPEAKER\_01: , "Any questions later?"

SPEAKER\_02: , "I was going to ask..."

SPEAKER\_02: , " I was going to ask if you've ever gone to cram school before or anything similar to it."

SPEAKER\_01: , "Cram school?"

SPEAKER\_01: , "Never."

SPEAKER\_01: , "I knew a lot of Taiwanese students had been to cram school."

SPEAKER\_00: , " If we've heard a lot about them, people really don't seem to like them."

SPEAKER\_01: , "Oh, no, no one's like that."

SPEAKER\_01: , "It's an Asian culture, one of the Asian cultures."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "People like to, you know, get good grades, go to good colleges because they have good incomes."

SPEAKER\_01: , "I don't think, I mean, in the US, people thought like that, never, right?"

SPEAKER\_00: , " I think some people think like that, but it's on a lower scale."

SPEAKER\_00: , "The amount of people who are going to the... They have cram schools, per se, in the United States."

SPEAKER\_00: , "Ah, they're not... They're not as intense and not as many people take them."

SPEAKER\_02: , "Of course."

SPEAKER\_02: , "Some people just get like a tutor, like a personal tutor."

SPEAKER\_01: , "Yeah, exactly."

SPEAKER\_02: , "Yeah."

SPEAKER\_01: , "I shouldn't say that about myself, but like..."

SPEAKER\_01: , " And I think my experience is relatively more, it's not so common if you compare it to Chinese students."

SPEAKER\_00: , "Because you think they wouldn't take the gap year?"

SPEAKER\_00: , "They wouldn't?"

SPEAKER\_00: , "Yeah, especially when it's a high school."

SPEAKER\_01: , "And I didn't, you know, when I decided to do it, I didn't ask my parents."

SPEAKER\_01: , "I was like, hey mom, I'm going to do it."

SPEAKER\_01: , "Because my parents were quite open."

SPEAKER\_01: , " They are also the unusual Asian parents."

SPEAKER\_01: , "Do you think that usual parents are a bit more strict?"

SPEAKER\_01: , "Oh, that's a thing that you guys might not understand."

SPEAKER\_01: , "When I was in high school, when people, like when the students normally, if they want to drop out of school,"

SPEAKER\_01: , " Oh, your mom will be so... Most of the parents will be, especially your mom or dad, maybe both."

SPEAKER\_01: , "They might be like, what are you doing now?"

SPEAKER\_01: , "What happened to you?"

SPEAKER\_01: , "Is something okay with you?"

SPEAKER\_00: , "It's not so cool."

SPEAKER\_00: , "It's not allowed."

SPEAKER\_00: , "You can't stop going to school."

SPEAKER\_00: , "It's the what?"

SPEAKER\_00: , "Like the parents wouldn't let their children stop going to school."

SPEAKER\_00: , "Most of the parents in high school, yeah."

SPEAKER\_01: , " And not even just go working or go to the booths in restaurants on this database."

SPEAKER\_01: , "That's so common."

SPEAKER\_01: , "But my parents don't let me."

SPEAKER\_01: , "I think they trust me because as I said, I didn't quit."

SPEAKER\_01: , "I didn't hate learning."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , " And I think what inspired me the most is my dad."  
SPEAKER\_01: , "Because we didn't live together."  
SPEAKER\_01: , "We'd see each other maybe once every two months."  
SPEAKER\_01: , " My dad in South, he used to take care of the chickens."  
SPEAKER\_01: , "And my mum was in Taipei to do her things."  
SPEAKER\_01: , "He worked before, but she quit."  
SPEAKER\_01: , "She didn't work anymore."  
SPEAKER\_01: , "And we stayed in Taipei."  
SPEAKER\_01: , "We are originally from Taipei, and because my dad had to open a chicken farm, he went to South to open it, because it's bigger, it's cheaper, it has land."  
SPEAKER\_01: , "And that's the reasons."  
SPEAKER\_01: , " But like, what is running the most is like, my dad said, you know, I just need time."  
SPEAKER\_01: , "So just take your time."  
SPEAKER\_01: , "Like that."  
SPEAKER\_01: , "Just don't waste it."  
SPEAKER\_01: , "Or if you waste it, it's fine."  
SPEAKER\_01: , "Just find your previous work."  
SPEAKER\_01: , "Because he knew I'm not just being sort of rebellious or hate his work."  
SPEAKER\_01: , "I just don't like the school."  
SPEAKER\_01: , "Right."  
SPEAKER\_01: , "Yeah, like that."  
SPEAKER\_01: , "But I had to finish it anyways."  
SPEAKER\_01: , " It's an obligation."  
SPEAKER\_01: , "Right."  
SPEAKER\_01: , "Maybe."  
SPEAKER\_01: , "You have to at least get your high school."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "But, honestly, I didn't finish that, actually."  
SPEAKER\_01: , "I didn't finish my high school, like, because I dropped out too many classes."  
SPEAKER\_01: , "Even I have a grade, I couldn't get, like, the certificate, like, where I finished."  
SPEAKER\_01: , "I only do, I could get my notes sheet."  
SPEAKER\_01: , " But that's fine, I'm just getting into high school and college, I'm doing great here."  
SPEAKER\_01: , "You can say I'm a bad kid."  
SPEAKER\_01: , "A bad kid."  
SPEAKER\_01: , "A high school teacher."  
SPEAKER\_00: , "So would you say that now, compared to back then, would you say now that you've more found your purpose?"  
SPEAKER\_00: , " Yeah, I would say that."  
SPEAKER\_01: , "I nailed how society works more."  
SPEAKER\_01: , "I nailed it more."  
SPEAKER\_00: , "Speaking of now compared to then, what would you... How would you say your purpose is now?"

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SPEAKER\_00: , "My purpose?"

SPEAKER\_00: , "You mean... Or just the way you look at... You mean the school or life or... Both."

SPEAKER\_01: , "Both."

SPEAKER\_01: , "My purpose?"

SPEAKER\_01: , "I think..."

SPEAKER\_01: , " I would try to be more..."

SPEAKER\_01: , " So like, the salaries for me, I mean the income is like, I didn't consider that."

SPEAKER\_01: , "I just try to understand this world better through language or whatever."

SPEAKER\_01: , "I also want to learn Japanese."

SPEAKER\_01: , "I'm doing my Japanese right now."

SPEAKER\_01: , "I mean, when I was three, I started learning those vocabularies, grammars, stuff."

SPEAKER\_01: , "Because language is for me, it's really a way to know the world."

SPEAKER\_01: , " I understand German like 100% deeper and more detailed when I didn't know that."

SPEAKER\_01: , "It's different, it's different."

SPEAKER\_01: , "So it changed my thoughts a lot, just through I know the language."

SPEAKER\_01: , " And the people I've been through, I've talked to, they give me a lot of feedback."

SPEAKER\_01: , "And some of the people that teach German here and a lot of the people I've met during these three years, I think somehow they help a lot."

SPEAKER\_01: , " But it's because I devoted to explore about it more."

SPEAKER\_01: , "About the school, what school can give me, what the teachers can give me, the professor can give me, what can I have from them."

SPEAKER\_01: , "Because I have the motivation to learn what I want to."

SPEAKER\_01: , "Whether it's the language part or the culture part."

SPEAKER\_01: , "And even the career part, yeah."

SPEAKER\_01: , " Oh yeah, that's a good answer."

SPEAKER\_01: , "Yeah, purpose."

SPEAKER\_01: , "You mean purpose, right?"

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "So that's, I think I have that motivation."

SPEAKER\_01: , "And I think it's both things that people should think about and just find your own way, no matter what."

SPEAKER\_01: , "Right."

SPEAKER\_00: , "Yeah, I think so."

SPEAKER\_00: , "And for you, that was language and culture?"

SPEAKER\_01: , "Yeah, my goal is like, I help myself."

SPEAKER\_01: , "I could do interpreters, like oral."

SPEAKER\_01: , "Right."

SPEAKER\_01: , " It's still kind of far from it."

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SPEAKER\_01: , "I think my English is still a bit better than my German."

SPEAKER\_01: , "It's kind of quite rare to use that, to use it."

SPEAKER\_00: , "I don't think either English or German, you don't see that many native speakers in Taiwan to practice with."

SPEAKER\_01: , " our professors, German professors."

SPEAKER\_01: , "And some people, I mean, in bars, you know, Germans like to drink."

SPEAKER\_01: , "Who else?"

SPEAKER\_01: , "Oh, Charlotte."

SPEAKER\_01: , "You guys call her Charlotte or Charlotte?"

SPEAKER\_01: , "Charlotte."

SPEAKER\_00: , "Charlotte is German pronounced."

SPEAKER\_00: , "You seem like, at least to me, I don't understand much German at all, but it sounded like you were quite fluent."

SPEAKER\_01: , " I'm quite fluent."

SPEAKER\_00: , "In German?"

SPEAKER\_01: , "I don't know, you can find Charlotte to prove it."

SPEAKER\_01: , "But I can do it."

SPEAKER\_01: , "Reading is not a problem."

SPEAKER\_01: , "But when it comes to the cultural stuff, it's hard."

SPEAKER\_01: , "It's quite hard."

SPEAKER\_01: , "When you read something you know, like a talk show, oh shit, the jokes, the slang, it's like, I couldn't understand that."

SPEAKER\_01: , " So this is the cultural part."

SPEAKER\_01: , "And practical part is like, yeah, you have to... I mean, the most practical way to use language ability is like translation, right?"

SPEAKER\_01: , "Interpreter, voice-over, like, yeah, pretty much like that."

SPEAKER\_01: , " And it takes time to improve it."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Of course."

SPEAKER\_00: , "I feel the same way whenever I'm studying about Chinese."

SPEAKER\_00: , "Yeah, language."

SPEAKER\_01: , "Language is different."

SPEAKER\_01: , "Language is different."

SPEAKER\_01: , "I would say each language could be the subject."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "Because every language has its own culture."

SPEAKER\_01: , "Culture, background, grammar, meanings."

SPEAKER\_00: , "It's all together."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "And linguistic stuff."

SPEAKER\_02: , " I was saying we've gone through most of what we wanted to say."

SPEAKER\_00: , "We've gone through the big questions on our list."

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SPEAKER\_00: , "I was wondering if you had any final or things you'd like to add to this conversation before, like just last things to add."

SPEAKER\_01: , "I think I kind of want to go through the questions real quick."

SPEAKER\_01: , " happier if you have any questions for us even oh I should be you guys so yeah what what drives you in your life oh it's like the same kind of kind of curious about that so I know for me"

SPEAKER\_00: , " I do two things."

SPEAKER\_00: , "I studied two things mainly at school."

SPEAKER\_00: , "I studied computer science and I was studying Mandarin Chinese."

SPEAKER\_01: , "Wow, nice."

SPEAKER\_01: , "In WPI?"

SPEAKER\_00: , "Yes."

SPEAKER\_01: , "Do you guys have Chinese major?"

SPEAKER\_00: , "Yeah."

SPEAKER\_02: , "No."

SPEAKER\_02: , "没有主修,但有副修。 Oh, minor."

SPEAKER\_02: , "Yeah."

SPEAKER\_01: , "Okay, cool."

SPEAKER\_01: , "Nice, nice."

SPEAKER\_02: , "I considered doing the minor at one point, but then I found out that the elementary classes don't count towards it at all."

SPEAKER\_02: , "And you have to like, yeah."

SPEAKER\_02: , "Intermediate."

SPEAKER\_02: , " Do you guys have Japanese?"

SPEAKER\_02: , "They like just added it this year."

SPEAKER\_01: , "Take Japanese, because you do a game industry."

SPEAKER\_02: , "I'm in it."

SPEAKER\_02: , "I've learned a little on my own time, but I don't have any flexibility left in my schedule if I want to graduate on time to take Japanese."

SPEAKER\_02: , "I wish I could."

SPEAKER\_01: , "Yeah, yeah."

SPEAKER\_01: , "If you could,"

SPEAKER\_02: , " The game industry, yeah."

SPEAKER\_01: , "Japanese love gaming."

SPEAKER\_01: , "Taiwanese as well, but Japanese are more crazy."

SPEAKER\_00: , "I don't know."

SPEAKER\_00: , "I just think that for myself, learning about other cultures is kind of..."

SPEAKER\_00: , " eye-opening."

SPEAKER\_00: , "I think it's better understanding the way other people think about things."

SPEAKER\_00: , "It helps me understand myself a bit more."

SPEAKER\_02: , "It's very interesting."

SPEAKER\_02: , "It's not something that I'm really going into for my career, but"



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SPEAKER\_02: , " I mean at least like everybody, I don't know, having like conversations like this with people since we've come to Taiwan has been so interesting and it's been like, I don't know, changed a lot of my perspectives on so many different things and how I think about what I do in my daily life compared to other people."

SPEAKER\_02: , "It's just... Yeah, it's..."

SPEAKER\_00: , " an eye-opening experience like Tim said."

SPEAKER\_00: , "Because I think when you hear other people talk about the way their views and their beliefs, like when you were telling us about the story you've gone through,"

SPEAKER\_00: , " If I see the differences between my story and your story, then it helps me understand, oh, why did I make the choices I make?"

SPEAKER\_00: , "Why did you make the choices you make?"

SPEAKER\_00: , "If I've only ever studied American culture, then I would never question it because I'd never know if there was a different way of looking at things."

SPEAKER\_01: , " Maybe I'm the one that's not so calm in my experience."

SPEAKER\_01: , "But I think that's why I have my thoughts on the situation and the society nowadays."

SPEAKER\_01: , "That's my reckon, yeah."

SPEAKER\_02: , "And Logan, you haven't mentioned yours."

SPEAKER\_02: , "Oh, what drives me?"

SPEAKER\_02: , "Well, I..."

SPEAKER\_02: , " I really, like, just... I've realized in the last year or two that I really like making things."

SPEAKER\_02: , "Things that I'm proud of."

SPEAKER\_02: , "And that's very vague, I know."

SPEAKER\_02: , "In the last six months to a year, it's become more clear to me that I really like"

SPEAKER\_02: , " drawing and animating."

SPEAKER\_02: , "So when I'm able to make something like that, along those lines, I find it very satisfying, I suppose."

SPEAKER\_02: , " Granted, I'm also very critical of myself."

SPEAKER\_02: , "Critical of what?"

SPEAKER\_02: , "Of just my own work and stuff."

SPEAKER\_02: , "I'm kind of a perfectionist."

SPEAKER\_02: , "Oh, perfectionist."

SPEAKER\_02: , "And it's a very toxic trait for myself."

SPEAKER\_02: , "And so I make things that people go, oh, it's great."

SPEAKER\_02: , "And then I tell them, oh, but here's 20 things that I found wrong with what I just made."

SPEAKER\_00: , "Oh, I see."

SPEAKER\_02: , "And I always want to make it better."

SPEAKER\_02: , " But, so yeah, I want to keep making cool things, but the problem is I feel like I haven't made anything cool yet."

SPEAKER\_02: , "So it's just kind of the never-ending pursuit, I guess."

SPEAKER\_02: , "But at the same time, it's also fun."

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SPEAKER\_02: , " Yeah, it's great."  
SPEAKER\_02: , "It's great."  
SPEAKER\_02: , "It's not the only thing that like, you know, drives me, but it's something that I've discovered in like the last year that I think is, you know, like something that has pushed me to like, it gives me a, you know, gets me out of bed in the morning."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , " You guys, I think 100% of the students here, not 100, I said 90 or 100."  
SPEAKER\_01: , "You said 100."  
SPEAKER\_01: , "Oh shit, sorry."  
SPEAKER\_01: , "It's too much."  
SPEAKER\_01: , " a half percentage of students here, I mean, in all of Suzhou."  
SPEAKER\_01: , "Because in other schools I didn't know it, so I assume I couldn't say anything about that."  
SPEAKER\_01: , "But in the school of Suzhou, I mean, half of the students didn't know it, like, straight away."  
SPEAKER\_01: , "Like, for example, you asked me, and I can tell you straight away what I hope."  
SPEAKER\_01: , "But I think maybe half of the students here couldn't."  
SPEAKER\_01: , "But that's not the problem, I would say."  
SPEAKER\_01: , " This, I think this is the whole education system and the, I don't know, different, I mean, how to say, it came with the German words in my head, but the English words."  
SPEAKER\_01: , "The countries, how the national, the surroundings,"  
SPEAKER\_01: , " The vibe."  
SPEAKER\_01: , "How does society give the people's vibe?"  
SPEAKER\_01: , "What lends them to do things?"  
SPEAKER\_02: , " That might be too complex."  
SPEAKER\_02: , "Or like... It might be... Oh, is it?"  
SPEAKER\_02: , "Oh, I didn't know that."  
SPEAKER\_02: , "Okay."  
SPEAKER\_02: , "Do you know what?"  
SPEAKER\_01: , "Seitsgeist."  
SPEAKER\_01: , "Seitsgeist."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "You mean German?"  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Geist is spirit."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "Okay."  
SPEAKER\_00: , " So, what do you mean, what do you want to say?"  
SPEAKER\_00: , "Oh, I said, um, it's the word zeitgeist that you're looking for."  
SPEAKER\_00: , "Zeitgeist?"  
SPEAKER\_00: , "Zeit, like time."  
SPEAKER\_00: , "Zeitgeist?"  
SPEAKER\_01: , "Yeah."

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SPEAKER\_01: , "Time?"

SPEAKER\_01: , "No."

SPEAKER\_01: , "No."

SPEAKER\_01: , "Because if you say geist, it's like spirit."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "Your mind, your thoughts, your, you know, your, I don't know, basically like that."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "But in mental ways."

SPEAKER\_01: , " I see."

SPEAKER\_00: , "Do you have anything else?"

SPEAKER\_00: , "Nothing that comes to mind."

SPEAKER\_00: , "In that case, I think... Do you have anything else, [Interviewee A]?"

SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "I have to go through it."

SPEAKER\_01: , "Do your experience in school influence your sense of purpose in life or health development?"

SPEAKER\_01: , " Oh yeah, for 11, this one?"

SPEAKER\_00: , "Yes."

SPEAKER\_01: , "I do have something to say, like, I think the college here..."

SPEAKER\_01: , " Because the teachers I've met until now, they're so nice."

SPEAKER\_01: , "They really have their own professions."

SPEAKER\_01: , "Some of them are professionals in German politics, and some of them are interpreters before."

SPEAKER\_01: , " And some of them have pretty long years in Germany to study."

SPEAKER\_01: , "And some of them, because you know like philosophy."

SPEAKER\_01: , "Philosophy in Germany is like, so many philosophers from there."

SPEAKER\_01: , "So we do have professors doing philosophy."

SPEAKER\_01: , " And yeah, all those things make you inspired."

SPEAKER\_01: , "Different class every day, different questions from professor every day."

SPEAKER\_01: , " And you can say, oh yeah, I know this language, this culture, this world, this country."

SPEAKER\_01: , "I mean, Germany, not only Germany, just German-speak country."

SPEAKER\_01: , "Austria, Germany, Switzerland, and a bit Belgium."

SPEAKER\_01: , "Yeah, right."

SPEAKER\_01: , "So all this is kind of come to, yeah."

SPEAKER\_01: , " So it inspired me really a lot."

SPEAKER\_01: , "And I started... It's a process, because I knew nothing about German when I was a freshman year."

SPEAKER\_01: , "So we all started with language."

SPEAKER\_01: , "And it came down to now I can read news."

SPEAKER\_01: , "I think it takes power."

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SPEAKER\_01: , " to do with German."

SPEAKER\_01: , "I mean, only language."

SPEAKER\_01: , "But I didn't do that intense right now."

SPEAKER\_01: , "But I think in my sophomore year, kind of like that."

SPEAKER\_01: , "But what inspired me is those thoughts."

SPEAKER\_00: , "Just being exposed to all the thoughts?"

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "It's quite fun as well to go through those things."

SPEAKER\_01: , " And Germany, their history is quite interesting."

SPEAKER\_01: , "Yeah, lots of history."

SPEAKER\_01: , "I couldn't say interesting, but quite creepy to say that."

SPEAKER\_01: , "A lot of things went down."

SPEAKER\_01: , "I watched a lot of documentary about the Second World War."

SPEAKER\_01: , " Yeah, and all the things they mentioned, it makes me want to understand this country more."

SPEAKER\_01: , "Why Nazi comes up, why the Jewish things, and end up when they lost the war, and how this country, you know, being alive again."

SPEAKER\_01: , "Probably the most, I think,"

SPEAKER\_01: , " I think probably the country that received the most of the refugees."

SPEAKER\_01: , "You guys know that?"

SPEAKER\_01: , "In the UN?"

SPEAKER\_01: , "United States?"

SPEAKER\_01: , "United Nations?"

SPEAKER\_01: , "No, not United Nations."

SPEAKER\_01: , "EU."

SPEAKER\_01: , "EU."

SPEAKER\_01: , "They'd be probably the country that received the most refugees."

SPEAKER\_01: , "For Syria?"

SPEAKER\_01: , "For Syria, or Turkey, or Iraq, or Iran."

SPEAKER\_01: , "It's really a lot."

SPEAKER\_01: , " Why they could accept that?"

SPEAKER\_01: , "Because it didn't help their economy?"

SPEAKER\_01: , "And how are they still doing so well?"

SPEAKER\_01: , "This is a lot of things I can mention."

SPEAKER\_01: , "At the moment, it comes to mind like that."

SPEAKER\_01: , "Some of the main topics, like history, Nazi, refugees,"

SPEAKER\_01: , " It's the strike."

SPEAKER\_01: , "At the moment, it's the strike."

SPEAKER\_01: , "Because Germany is now, everywhere, it's a strike."

SPEAKER\_01: , "It's like people strike, you guys know that?"

SPEAKER\_01: , "Yeah, like they don't work."

SPEAKER\_01: , "They protest."

SPEAKER\_01: , "It's happening now."

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SPEAKER\_01: , "Because people are kind of like, they don't satisfy."  
SPEAKER\_00: , " That's interesting, trying to understand all the different aspects."  
SPEAKER\_01: , "I didn't know if you guys want to analyze people's... You guys want to know why people don't have motivation?"  
SPEAKER\_01: , "You guys don't want to know that, right?"  
SPEAKER\_01: , "Unfortunately, I couldn't answer that."  
SPEAKER\_01: , "I've never been through that process."  
SPEAKER\_02: , " Yeah."  
SPEAKER\_02: , "Your opinions and everything have been incredibly valuable to us."  
SPEAKER\_00: , "Really?"  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "I mean, we're going to base... We need a lot of different opinions on our..."  
SPEAKER\_00: , " a purpose that kind of fully understands how people think about things here."  
SPEAKER\_00: , "You said that your story might not be the normal."  
SPEAKER\_01: , "Might not be so common."  
SPEAKER\_00: , "Right."  
SPEAKER\_00: , "But I think it's still valuable just to get perspective because there's certainly more people who experienced what you experienced."  
SPEAKER\_01: , " Taiwanese people just need more inspiration."  
SPEAKER\_01: , "Yeah, so that's what we're trying to do."  
SPEAKER\_01: , "Yeah, from different angles."  
SPEAKER\_01: , "Because, I don't know, I don't like capitalism."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "Not so much."  
SPEAKER\_01: , "I mean, you could be talking about capitalism."  
SPEAKER\_01: , "Because I could say radicalism, capitalism."  
SPEAKER\_01: , "I'm a bit of a German financier."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , " I don't like the system, but I think it's the most healthy way that this society works."  
SPEAKER\_01: , "But I assume people don't need to be that really stuck into it."  
SPEAKER\_01: , "Like, how much income?"  
SPEAKER\_01: , " define what I want to do in daily life."  
SPEAKER\_01: , "That's so... What type of things can I buy with this money?"  
SPEAKER\_01: , "How much do I earn?"  
SPEAKER\_01: , "Come on, it's not fun."  
SPEAKER\_01: , "It's so tiring if you think about that in your daily life and it defines what you do in daily life."  
SPEAKER\_01: , "It's quite sad."  
SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "I didn't say I came from a wealthy family or I didn't have to..."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , " care about that."

SPEAKER\_01: , "I mean, my career in the future, I didn't mean that."

SPEAKER\_01: , "At the moment, we have to find the passion in life."

SPEAKER\_01: , "That's more important than the money that you assume you can make."

SPEAKER\_01: , "Because, I think it's not a battle for me."

SPEAKER\_01: , " Because this world won't be better if one person could buy, like one more person could buy a Ferrari, right?"

SPEAKER\_01: , "It's like the people thought, in general, people have to have that."

SPEAKER\_01: , "Because one person could buy, oh yeah, we have one more billionaire coming."

SPEAKER\_01: , " It doesn't make the country better."

SPEAKER\_01: , "That's my thought."

SPEAKER\_01: , "A bit communism."

SPEAKER\_01: , "I don't know if it makes you happy."

SPEAKER\_01: , "I want everyone to be happy."

SPEAKER\_01: , "A bit like communism, but not as much."

SPEAKER\_00: , " You've given us plenty of inspiration to draw from."

SPEAKER\_01: , "But you guys are going to do transcription as well?"

SPEAKER\_01: , "Yes."

SPEAKER\_00: , "We're hoping there's a... One of our friends told us there's a software you can upload the file."

SPEAKER\_01: , "I see."

SPEAKER\_01: , "Oh, that's quite convenient."

SPEAKER\_01: , "That one saves us a lot of time."

SPEAKER\_01: , "Do you need to stop it?"

## Appendix I: Interview B Transcript

SPEAKER\_00: , " First, we want to explain to you what our project is."

SPEAKER\_00: , "So, our project is we're working with a local non-profit group called [City Wanderer]."

SPEAKER\_00: , "So, for them, we want to understand how young people in Taiwan view life's purpose."

SPEAKER\_00: , " We want to further understand how people find their purpose, how people lose their purpose."

SPEAKER\_00: , "And we want to use this understanding of purpose to help [City Wanderer] with their mission."

SPEAKER\_00: , "Their mission is to create challenges and games to get young people to explore"

SPEAKER\_00: , " bit more about themselves."

SPEAKER\_00: , "So, for example, one mission that we both went on with [City Wanderer] was that we"

SPEAKER\_00: , " We did something called MRT Monopoly."

SPEAKER\_00: , "It's a game where you go to the train station and you ask a person, oh, give me a number one through six."

SPEAKER\_00: , "And based on the number they give you, so if they give you one, you might go one stop down the red line."

SPEAKER\_00: , "If they give you a number six,"

SPEAKER\_00: , " In this way, you explore parts of the city that you've never been to before."

SPEAKER\_00: , "You talk to people that you would not have talked to."

SPEAKER\_00: , "And it kind of forces you to explore more of the world."

SPEAKER\_00: , "And that way, I think you learn a bit more about yourself."

SPEAKER\_00: , "This is just one mission, but they have plenty of missions."

SPEAKER\_02: , "You can join a big program of TV, you know?"

SPEAKER\_02: , " Sounds like."

SPEAKER\_02: , "Yeah."

SPEAKER\_02: , "So [City Wanderer] is just a TV program?"

No speaker available: , "不是,不是."

SPEAKER\_02: , "Sounds like, you know, TV program from a dice, or I go to any stops and I talk to strange people."

SPEAKER\_00: , "Yeah."

SPEAKER\_02: , "Sounds very interesting, but just like TV program, you know."

SPEAKER\_00: , "I think we did it."

SPEAKER\_00: , "It was actually really fun."

SPEAKER\_02: , "We enjoyed it."

SPEAKER\_02: , " You enjoyed it."

SPEAKER\_02: , "So you want to talk me to, well, you know."

SPEAKER\_02: , "I'll translate it for you."

SPEAKER\_02: , "Because actually, if you want to write, it's about finding the purpose and meaning of life."

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SPEAKER\_02: , "Because I wrote a paper about the meaning of life when I was in the math class."

SPEAKER\_02: , "And I can say that I think"

SPEAKER\_01: , " So she did write a paper about finding the purpose of life."

SPEAKER\_01: , "And so the way she, like a hot take, she thinks the event that [City Wanderer] has made you guys do, she thinks that does not have the connection with finding"

SPEAKER\_01: , " The thought."

SPEAKER\_01: , "Sorry."

SPEAKER\_01: , "Sorry."

SPEAKER\_01: , "I'll call you back later."

SPEAKER\_02: , "Hello?"

SPEAKER\_01: , "Yeah, so she thinks the things you guys are doing are related to the topic."

SPEAKER\_01: , "That's what I think her thought is."

SPEAKER\_02: , "Okay."

SPEAKER\_02: , "Sorry, I was at McDonald's before."

SPEAKER\_02: , "I won't go back now."

SPEAKER\_02: , "I'm a little busy now."

SPEAKER\_02: , "Thank you."

SPEAKER\_02: , "Bye bye."

SPEAKER\_02: , " I think that is just one of the..."

SPEAKER\_02: , " My teacher said, some philosophers think repeat is not meaning about your life."

SPEAKER\_02: , "And I just... You can go in."

SPEAKER\_00: , " Okay, so what we're doing for City Wanderer is we are creating three to five of our own missions to add to their missions."

SPEAKER\_00: , "And we want our missions to be very helpful for helping people find their purpose."

SPEAKER\_00: , "So in order to make very helpful missions, we need to very well understand"

SPEAKER\_02: , " So in Taiwan we find professor, we usually use counsellor."

SPEAKER\_02: , "There's a bug."

SPEAKER\_02: , "A bug."

SPEAKER\_02: , "I hate bugs."

SPEAKER\_02: , "So we use a counsellor, physical counsellor to find our professor, but I don't think this is a"

SPEAKER\_02: , " good idea to find my proposal."

SPEAKER\_02: , "I think young people, say Taiwan's people, every year we need to find proposal is our life goal of our whole life."

SPEAKER\_02: , "All life to find our proposal."

SPEAKER\_02: , "Maybe I die, maybe I die, until I die I can't find my proposal."

SPEAKER\_02: , " So I have a depression, so I think so."

SPEAKER\_02: , "I said to Professor Du, I said, 18 to 25, this generation we call the Qianxi Shidai in Chinese."

SPEAKER\_02: , "It's like Gen Z. Yeah, Gen Z, because we are born"



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SPEAKER\_02: , " Birth kind of start from 2000."  
SPEAKER\_02: , "So we call Chinese in 千禧世代."  
SPEAKER\_02: , "So I think 千禧世代 is a curse generation."  
SPEAKER\_02: , "You know curse?"  
No speaker available: , "詛咒?"  
SPEAKER\_01: , "Yeah, curse."  
SPEAKER\_01: , "That's right, that's right."  
No speaker available: , "我有說什麼笑話嗎?"  
No speaker available: , "沒有沒有沒有。 我在經歷的願望裡面有表白嗎?"  
No speaker available: , "沒有沒有,我是笑說你覺得我是個詛咒師,沒什麼事。 沒關係,沒關係,這只是我的一個觀點而已,你可以有點..."  
SPEAKER\_02: , " Because I say we are the first generation because we were born and the world has changed."  
SPEAKER\_02: , "Just like me, I was born in 2002, so I'm the first generation."  
SPEAKER\_02: , "I was born and the world changed, technology changed."  
SPEAKER\_02: , "We have Apple, we have smartphones."  
SPEAKER\_02: , " And we have, you know, Nintendo and new game, new video, new every technology."  
SPEAKER\_02: , "But my parents, my teacher, not."  
SPEAKER\_02: , "They are not our generation, so they... So the people who counsel, they are our counseling."  
SPEAKER\_02: , "They are from the different..."  
SPEAKER\_01: , " What she mentioned, Gen Z, is kind of weird."  
SPEAKER\_01: , "It's what she thought, because they have totally different experience."  
SPEAKER\_02: , "I want to express one thing."  
SPEAKER\_02: , "Why do I say we are a curse generation?"  
SPEAKER\_02: , "It's because we were born in this generation."  
SPEAKER\_02: , " So what she thinks is like, our life depends on how the technology has evolved."  
SPEAKER\_02: , "So like, all the stuff changed, our life changed due to"  
SPEAKER\_01: , " Like right now, AI changes every week, and in our college application, they tell us, oh, you have to advocate for certain stuff, like philosophy, they will say that's not useful anymore."  
SPEAKER\_01: , "So she thinks that our life depends a lot on how the world has gone on."  
SPEAKER\_01: , "It won't be like your choice anymore."  
SPEAKER\_02: , "Because my teacher, my senior high school teacher, he very reject any change."  
SPEAKER\_02: , " about the technology."  
SPEAKER\_02: , "So he doesn't use smartphone yet."  
SPEAKER\_02: , "He don't use this phone."  
SPEAKER\_00: , "Yeah, the flip phone."  
SPEAKER\_02: , "Flip phone, yeah."  
SPEAKER\_02: , "And he usually say, oh, don't use your smartphone."  
SPEAKER\_02: , "Smartphone will control your mind."  
SPEAKER\_02: , "And technology will control your mind."

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SPEAKER\_02: , "And everything will control your mind."  
SPEAKER\_02: , "So don't change yourself."  
SPEAKER\_02: , " Don't follow the trend."  
SPEAKER\_02: , "I think our generation can't reject this."  
SPEAKER\_02: , "Our life is changing."  
SPEAKER\_02: , "Our life is generation changing, time changing, technology changing."  
SPEAKER\_02: , "So I say we are the first generation because of this."  
SPEAKER\_02: , "Because our parents,"  
SPEAKER\_02: , " Teacher can reject this, can reject all the changing, but we can't."  
SPEAKER\_02: , "And they will say, you are controlled by technology, by smartphone, by Tim Cook."  
SPEAKER\_01: , " that you will be controlled by them."  
SPEAKER\_02: , "Yeah, like Apple."  
SPEAKER\_02: , "Yeah, like Apple."  
SPEAKER\_01: , "She means Steve Jobs."  
SPEAKER\_01: , "I think of the CEO."  
SPEAKER\_02: , "They always say you're controlled by Apple, so you can't be good people in future."  
SPEAKER\_02: , "My teacher always, senior high school teacher."  
SPEAKER\_02: , "But college teacher doesn't say, my professor doesn't say anything about this."  
SPEAKER\_02: , "You know, my professor,"  
SPEAKER\_02: , " our group people, they were teaching us to use AI, and they say AI will the future, so you need to learn AI, use AI, and control AI, not AI control you."  
SPEAKER\_02: , "So I think this is a way to lead us to find proposal."  
SPEAKER\_02: , "Different teaching, different teaching."  
SPEAKER\_02: , " different about my senior high school teacher, my college professor, use a new education to find my proposal."  
SPEAKER\_02: , "So I think the question point is, Taiwan teaching model,"  
SPEAKER\_01: , " Yeah, I think system."  
SPEAKER\_02: , "System, yeah, system."  
SPEAKER\_02: , "Taiwan teaching system is not very good."  
SPEAKER\_02: , "I always think about this."  
SPEAKER\_02: , "I love college."  
SPEAKER\_02: , "I love my university."  
SPEAKER\_02: , "I love my professor."  
SPEAKER\_02: , "But I hate Taiwan teaching system."  
SPEAKER\_02: , "Let me can't find my proposal."  
SPEAKER\_02: , "So that's my..."  
SPEAKER\_02: , " I don't know how to say it."  
SPEAKER\_01: , "You can tell me why you think it's not possible for you to find your purpose."  
SPEAKER\_02: , "You can tell me and I can translate it for you."  
SPEAKER\_02: , "I can tell you because I think it's because it's a different way of education."

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SPEAKER\_02: , "If I have to explain it in detail, it's because in high school, before college, it was a very closed school."

SPEAKER\_02: , " She's trying to say that before college, in our high school or junior high, we are always studying, the environment is kind of"

SPEAKER\_01: , " environment where only tests matter so that's why she thinks it's kind of hard to find your purpose in life because after you got into a college you're going to your major and you start to find what you like or you're interested in after college like in high school"

SPEAKER\_01: , " Or in junior high, you didn't have a way to learn new stuff."

SPEAKER\_01: , "Like, I couldn't know I have an interest for, let's say, baseball or something, because you're always studying for the test."

SPEAKER\_01: , "So that's why she thinks the studying system in Taiwan is kind of lame."

SPEAKER\_01: , "I see."

SPEAKER\_02: , " I think it's closer."

SPEAKER\_02: , "We only study, study, study every day."

SPEAKER\_02: , "Just repeat our life every day in senior high school, junior high school."

SPEAKER\_02: , "Just studying, studying, studying."

SPEAKER\_02: , "We also have a club."

SPEAKER\_02: , "For example, I'm the big club in my senior high school."

SPEAKER\_02: , "So we also have a club, but you say our club active,"

SPEAKER\_02: , " No, not very much because our main mission in senior high school is just to study, study, study and get some good fucking good college."

SPEAKER\_02: , "Then my teacher said, my senior teacher said, oh get some fucking good college that you can be a good man in future."

SPEAKER\_02: , "So I don't like Taiwan teaching assistant."

SPEAKER\_02: , " I forgot what I was going to say."

SPEAKER\_01: , "You said Taiwan's system is very bad."

SPEAKER\_01: , "You think the education system is very closed."

SPEAKER\_02: , "Yes, and it makes it hard for me to find my direction in life."

SPEAKER\_02: , "You can say that I think there is a certain problem with the skin difference."

SPEAKER\_01: , " So she thinks like how rich you are depends to like if you're richer of course you can get to get to learn a lot of new activities but if you're poor you can only go to like schools and and have like after-school club so that's what she she thinks that how rich you are it depends too I'm 21 so"

SPEAKER\_02: , " We have a debate game, and you know, we have a debate game."

SPEAKER\_02: , "Debate game need money."

SPEAKER\_02: , "We need money to pay for debate game, and we need to move to the debate game city."

SPEAKER\_02: , "So, another money."

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SPEAKER\_02: , "Money, money, money, and more money."  
SPEAKER\_01: , "Always money."  
SPEAKER\_02: , "Always money."  
SPEAKER\_02: , "So, I'm poor and I can't have two..."  
SPEAKER\_02: , " too much choice, you know."  
SPEAKER\_02: , "I want to join every debate game."  
SPEAKER\_02: , "I want to learn new debate skill, but always need money."  
SPEAKER\_02: , "So this is another reason I think I can find my proposal."  
SPEAKER\_02: , "Because we are not having too much money, so we can maybe in America you can"  
SPEAKER\_02: , " You can have many interesting and you can try it."  
SPEAKER\_02: , "But in Taiwan, we can't."  
SPEAKER\_02: , "For example, I like football."  
SPEAKER\_02: , "I very, very like football."  
SPEAKER\_02: , "Soccer."  
SPEAKER\_02: , "Not American football."  
SPEAKER\_02: , "Soccer."  
SPEAKER\_02: , "I very, very like soccer."  
SPEAKER\_02: , "But Taiwan is a soccer dessert."  
SPEAKER\_02: , " So I came to watch Taiwan soccer game."  
SPEAKER\_02: , "Although I want to watch Taiwan soccer game, I need to move to another city."  
SPEAKER\_02: , "So money, you know, money."  
SPEAKER\_02: , " see soccer game and soccer game is very very not not too much not not very much and not too much so always just the last game you don't have that much games to watch right yeah so because i think is taiwan's"  
SPEAKER\_02: , " Tell us people, education next generation about studying, studying, just studying, don't football, don't AI, you don't need AI, you don't need football, you don't need to ride horse, you don't need anything, you just study."  
SPEAKER\_02: , "We can't find our proposal because we proposal just studying, studying, studying."  
SPEAKER\_02: , "My parents, my teacher always tell us, studying, studying, studying, studying, studying."  
SPEAKER\_02: , " What is our future?"  
SPEAKER\_02: , "No, we don't know."  
SPEAKER\_02: , "And they always say, you need to be success."  
SPEAKER\_02: , "You need to be successful."  
SPEAKER\_02: , "You need to be a perfect man."  
SPEAKER\_02: , "You need to be a rich man in future."  
SPEAKER\_02: , "Taiwanese is fucking like rich, you know."  
SPEAKER\_02: , "We have a God of rich."  
SPEAKER\_02: , "So we always want us,"  
SPEAKER\_02: , " So the ultimate goal is to be wealthy?"  
SPEAKER\_01: , "Right."

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SPEAKER\_01: , "It's like the purpose of life, what she got from the teachers or the people she rings."

SPEAKER\_02: , "We're starting just to get rich in the future, be a perfect man in the future, be a successful man in the future."

SPEAKER\_02: , "So what is a successful man?"

SPEAKER\_02: , "What is a perfect man?"

SPEAKER\_02: , " in film, what it means."

SPEAKER\_02: , "We don't know."

SPEAKER\_02: , "And we don't know how to be."

SPEAKER\_02: , "We just listen."

SPEAKER\_02: , "My teacher, my parents say, oh, you need to be, you need to be, you need to be."

SPEAKER\_02: , "And how to be, they don't know."

SPEAKER\_02: , "Well, they know why I am a poor one."

SPEAKER\_02: , " If her parents know how to get rich, how come she is still on the poor side?"

SPEAKER\_01: , "If her parents know how to be wealthy, to earn money"

SPEAKER\_02: , " She wouldn't be still in like to think herself in the poor side But it always tells you just starting studying can lead to to a successful and when I started to the college I See this is not real not real not study study and you will be a rich man."

SPEAKER\_02: , "Maybe you study study study and you just an engineer and you you are"

SPEAKER\_01: , " So you're like a dog of the economic system or something?"

SPEAKER\_02: , "Yeah."

SPEAKER\_01: , "Like you became like a slave in the system."

SPEAKER\_02: , "Yeah, you're just a slave."

SPEAKER\_02: , "You're just a slave of work, you know."

SPEAKER\_02: , "So how can everyone want to be a successful man?"

SPEAKER\_02: , "Everyone want to be a perfect man."

SPEAKER\_02: , "How can I be?"

SPEAKER\_02: , " How to be?"

SPEAKER\_02: , "Don't know."

SPEAKER\_02: , "We just study, study, study."

SPEAKER\_02: , "They just say you study, study."

SPEAKER\_02: , "So when we're studying at the college, we call the top of the Taiwan teach system."

SPEAKER\_02: , "We almost won."

SPEAKER\_02: , "Come to here, college is the best one."

SPEAKER\_02: , "It's a last step in my education life."

SPEAKER\_02: , "Yeah, yeah, yeah."

SPEAKER\_02: , " We stand here and we see the future."

SPEAKER\_02: , "We can't find the future because we are in college learning and we're just starting, but we find starting just let us be a slave of the world."

SPEAKER\_02: , " good man, not the perfect man, not the rich man in future."

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SPEAKER\_01: , "Yeah, so it's like you cannot be like a financial independent."

SPEAKER\_01: , "I don't know whether that's the word."

SPEAKER\_02: , "We cannot be a Bill Gates, you know."

SPEAKER\_02: , "We're just a normal student."

SPEAKER\_02: , "Yeah, we are just normal students."

SPEAKER\_02: , "So we can't find our proposal."

SPEAKER\_02: , "So our college have a"

SPEAKER\_02: , " counselor about your life."

SPEAKER\_02: , "But I don't think this is useful, because our future actually have infinity, you know, our future is infinity."

SPEAKER\_02: , "But in this time, I still not understand why, what my proposal, you know, so I think..."

SPEAKER\_01: , " Even though you're in college, you still haven't found your purpose."

SPEAKER\_02: , "I think this is the reason why all the young people in Taiwan can't find their purpose in life."

SPEAKER\_01: , "It's because they're always studying."

SPEAKER\_02: , "It's because we don't know how to become a so-called useful person."

SPEAKER\_02: , "We don't know how to become a successful person."

SPEAKER\_02: , "Let me sum it up for you."

SPEAKER\_01: , "The answer to their question is because we don't know how to become a successful person."

SPEAKER\_01: , "That's why we're at this stage."

SPEAKER\_01: , " so like the conclusion is she thinks the reason that people are wandering around this age is because we don't know how to be like a successful person how to achieve all the things she just said so that's why we are kind of like"

SPEAKER\_01: , " Still wandering around, like we don't know what to do to change this."

SPEAKER\_01: , "Just trying to like figure things out."

SPEAKER\_01: , "Yeah, so that's why it's kind of hard for the generations, this generation to figure it out."

SPEAKER\_01: , "Because you don't know how to become a successful person."

SPEAKER\_02: , " So she thinks the next generation will be"

SPEAKER\_01: , " I should say that"

SPEAKER\_02: , " It will be different from the problem we are facing now."

SPEAKER\_02: , "Because in Taiwan, my parents and my next generation's parents and their teacher always say, study, study, study, study, study."

SPEAKER\_02: , "So, you know, next generation, their education system they face can"

SPEAKER\_02: , " maybe will be changed to good way, but not quickly right now."

SPEAKER\_02: , "So they maybe face a different problem from us."

SPEAKER\_02: , "So I say we are a cursed generation."

SPEAKER\_02: , "That's what I say, yeah."

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SPEAKER\_02: , " OK."

SPEAKER\_02: , "Yeah."

SPEAKER\_01: , "She's just finished."

SPEAKER\_00: , "So tell us, you've told us a lot about how it's very hard for students to develop their purpose because they're always studying, studying, studying."

SPEAKER\_00: , "But tell me, would you say that right now, you personally, have you been able to find your purpose?"

SPEAKER\_00: , " What options do you have to go and find your purpose?"

SPEAKER\_01: , "Keep walking."

SPEAKER\_01: , "Actually not."

SPEAKER\_01: , "Actually not."

SPEAKER\_01: , "I'm not buying my proposal."

SPEAKER\_02: , " So she couldn't find her purpose of life."

SPEAKER\_02: , "So she got an application to the grad school."

SPEAKER\_01: , "So after college, studying more about the major she was in."

SPEAKER\_01: , " So she's like half paid, half studying for the job she has right now."

SPEAKER\_02: , "I don't think I have a proposal."

SPEAKER\_02: , "I don't think I have anything about my future."

SPEAKER\_02: , "I'm trying, trying to be... I'm trying to be... I want to be a writer because I like to write."

SPEAKER\_02: , " In Taiwan, you need to be a... I want to write some drama, drama writer, and... Drama writer, and in Taiwan, you be drama writer."

SPEAKER\_02: , "I'm Department of Philosophy, so I don't have any professor training about writer."

SPEAKER\_00: , "Right."

SPEAKER\_02: , " I need to learn how to be a drama writer."

SPEAKER\_02: , "I need to study."

SPEAKER\_02: , "But studying needs money."

SPEAKER\_02: , "I don't have money."

SPEAKER\_02: , "So I can't be a drama writer."

SPEAKER\_02: , "I can't train, study to be a drama writer."

SPEAKER\_02: , " still think my proposal, still think my future."

SPEAKER\_02: , "I have a girlfriend, so I want to be a good future with her."

SPEAKER\_02: , "So I still think, still think, still think, but I just, what I say, right now, I see future, I don't know how to be a perfect man."

SPEAKER\_02: , "I don't know how to be a"

SPEAKER\_02: , " Successful man, so I can't find my proposal."

SPEAKER\_00: , "I can't find my future yeah, and How do you how do you think do you do you know ways to find your purpose or have you"

SPEAKER\_00: , " Have you found the way to find your purpose, or are you confused about how to find your purpose?"

SPEAKER\_01: , " Do you have a clear direction on how to find your purpose?"

SPEAKER\_01: , "Or do you still say, I don't know where to start?"

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "A clear direction is to talk to a counselor or a professor, or to participate in something."  
SPEAKER\_02: , " Actually, I'm a confused one."  
SPEAKER\_02: , "But I'm trying."  
SPEAKER\_02: , "I'm always trying, trying everything."  
SPEAKER\_02: , "Because last night, before I sleep, I think I'm so young, so I need to... I can try everything."  
SPEAKER\_02: , "I have every, you know, possible."  
SPEAKER\_02: , "I have very, very much... I have more possible in mind."  
SPEAKER\_02: , " yeah I had so I can try but I still confused what are my future so she's still not finally yeah but she's trying the reason she"  
SPEAKER\_02: , " because she hasn't find it yet."  
SPEAKER\_01: , "So she didn't find the way to go on the road to be a successful person, so she's trying every possible way."  
SPEAKER\_02: , "In the department of philosophy,"  
SPEAKER\_02: , " I am a senior one right now."  
SPEAKER\_02: , "And I think successful man or perfect man is not our life goal."  
SPEAKER\_02: , "It can't be our life goal."  
SPEAKER\_02: , "It's wrong."  
SPEAKER\_02: , "So it's wrong."  
SPEAKER\_02: , "So I don't want to be a successful man."  
SPEAKER\_02: , "I just want to be a rich man."  
SPEAKER\_02: , "Taiwanese always want to be a rich man."  
SPEAKER\_02: , "So maybe I will go to temple and"  
SPEAKER\_02: , " face the god of the rich, say, oh, please, please, give some money, please."  
SPEAKER\_02: , "Yeah."  
SPEAKER\_02: , "I finished."  
SPEAKER\_00: , "What do you think would help you?"  
SPEAKER\_00: , "What kind of support would help you to find your purpose?"  
SPEAKER\_02: , "I think you can do just give us a lot of chance to"  
SPEAKER\_02: , " like about training, training to be a AI engineer or drama writer, you can give us this chance with not too much money."  
SPEAKER\_02: , "Because I'm a department of philosophy, so I just learned philosophy for years."  
SPEAKER\_02: , "I don't have any spell skill."  
SPEAKER\_02: , "Like department of"  
SPEAKER\_02: , " Department of English, they can be translator in future, but Department of Philosophy, I'll graduate in Taiwan is not work."  
SPEAKER\_02: , " We don't have a job in Taiwan."  
SPEAKER\_01: , "It sounds so sad."  
SPEAKER\_01: , "I feel sad too."  
SPEAKER\_01: , "Studying philosophy, you won't have a steady job right after you got off."



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SPEAKER\_01: , "It's not like studying, let's say, tech."  
SPEAKER\_01: , "Like she said, English, you can just go to be a translator or be a teacher."  
SPEAKER\_01: , " Like economic, you can just go into any banks or something like that is what she meant."  
SPEAKER\_01: , "And she said philosophy is the only major that does not have like a, so like every major in Suqiao has like a, like ways you can go after you graduate, like you have A, B, C, D, E to choose, but like philosophy you have none."  
SPEAKER\_02: , "Yeah, we have none."  
SPEAKER\_02: , " Our company don't know philosophy."  
SPEAKER\_02: , "What does philosophy do?"  
SPEAKER\_02: , "What are you doing?"  
SPEAKER\_02: , "What's philosophy learning?"  
SPEAKER\_01: , "So they... So they won't hire her because they have absolutely no idea what her major is doing."  
SPEAKER\_01: , "So they don't know what she has learned for the past four years."  
SPEAKER\_02: , "So graduating first one, find a work that..."  
SPEAKER\_02: , " I don't have a work, I give some resume to any company and they always say, oh philosophy, department of philosophy, I don't know what are you doing, I don't know what are you learning, what is your profession, I don't know."  
SPEAKER\_02: , " No, you can't."  
SPEAKER\_02: , "You can't come in my company."  
SPEAKER\_01: , "This might be a bit of a question mark."  
SPEAKER\_01: , "Because they're asking if you think you can provide some tips."  
SPEAKER\_02: , "No, you can't."  
SPEAKER\_02: , "So back to the question."  
SPEAKER\_02: , "So I think you can give us a chance to let us get some second skill."  
SPEAKER\_02: , " For me, I want to be a drama writer, but I need a drama writer lesson."  
SPEAKER\_02: , "But drama writer lesson always need very much money."  
SPEAKER\_02: , "Like... How do I express this?"  
SPEAKER\_02: , "More than 10,000 yuan."  
SPEAKER\_01: , " Like 10,000 NT per courses."  
SPEAKER\_02: , "It's a big one."  
SPEAKER\_02: , "It's a big money."  
SPEAKER\_01: , "I don't have money to be the listening in outside."  
SPEAKER\_02: , "So you can give us a counselor and chance to let us"  
SPEAKER\_02: , " try, try, try, try."  
SPEAKER\_02: , "I think Richmond, rich students, they have"  
SPEAKER\_02: , " So the same point, like the richer student, they have a lot more chances to experience lots of stuff, like learning piano, learning violin, or take like soccer lesson."  
SPEAKER\_02: , "But if we are poor, if you are poor, you don't have those kind of money or time to spend on those."

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SPEAKER\_01: , " different courses other than what school has taught you."

SPEAKER\_00: , "Right."

SPEAKER\_02: , "So you can give us a chance to try or give us a lesson to try."

SPEAKER\_00: , "Explore a little bit more?"

SPEAKER\_01: , " I think what she's trying to say is that you guys can give out a lot of different courses about different topics, but make it a little bit cheaper so it's more affordable."

SPEAKER\_01: , " go there and study and learn some new stuff but without spending that much like what she said she wants to learn how to ride or like soccer stuff so you guys maybe can hang out it's just like an example maybe people out there you need to spend like 100k but maybe right now you only have to pay like 1k"

SPEAKER\_02: , " I think this is not something that an NGO can provide us."

SPEAKER\_02: , "It's an experience."

SPEAKER\_02: , " Oh, this is one of my questions."

SPEAKER\_02: , "Because I think you're thinking about becoming a soccer coach."

SPEAKER\_02: , "But I can't find a way to become a soccer coach."

SPEAKER\_01: , "Oh, you mean how to become a professional player?"

SPEAKER\_02: , "A guide."

SPEAKER\_02: , "Because I looked it up online, but I couldn't find it."

SPEAKER\_01: , "So she said, like, she wants to be a soccer coach."

SPEAKER\_01: , "And maybe you guys can provide, like, maybe you find a soccer coach."

SPEAKER\_01: , "Like, for example, I am a soccer coach right now."

SPEAKER\_01: , " and you guys contact me and I can tell people like how I became a soccer coach like I went to what kind of test or what game I went to so what people I have in contact with so I became a soccer coach so I think you guys can provide this kind of like the way you become the jobs they want to be so you guys can provide like a certain experience those people have to the Wanderers"

SPEAKER\_02: , " All information."

SPEAKER\_02: , "I need information to be a soccer coach."

SPEAKER\_02: , "I don't have information."

SPEAKER\_02: , "I just search in internet, how to be a soccer coach."

SPEAKER\_02: , "And I didn't find any information."

SPEAKER\_02: , "So one of my proposal, you can give us information and lesson or chance."

SPEAKER\_00: , " Okay."

SPEAKER\_02: , "Yeah."

SPEAKER\_00: , "So that way just have more opportunities to learn."

SPEAKER\_00: , "Right."

SPEAKER\_01: , "So, uh, so, uh, for example, like I want to be a YouTuber."

SPEAKER\_01: , "So maybe you guys can find a PewDiePie or something."

SPEAKER\_01: , "So you will cut, you can come to explain."

SPEAKER\_01: , "Yeah."

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SPEAKER\_01: , "Mr. Beeson."

SPEAKER\_01: , "And he was all, I start out of a workout."

SPEAKER\_01: , "I didn't need to learn how to edit it."

SPEAKER\_01: , "You wouldn't need to buy it."

SPEAKER\_01: , "I buy certain cameras and."

SPEAKER\_01: , " how I think of an end topic, so the person, the YouTuber can provide how he came onto the way to become a YouTuber."

SPEAKER\_01: , "So that's what she thinks is like a, so you were asking that how do you think you can find the purpose you want, so she think that can be like a way you guys can do it, to provide these kind of chances for people to know the career, the job."

SPEAKER\_02: , "His English is fucking good."

SPEAKER\_01: , "Thank you."

SPEAKER\_01: , "So good."

SPEAKER\_01: , " I had a question and so we've been talking a lot about how like our like career ties into our purpose but do you think that maybe there are ways outside of your like your main career and your main way of making a living for yourself that"

SPEAKER\_01: , " also would affect your purpose in a way?"

SPEAKER\_01: , "Or do you think it's mostly tied to your career?"

SPEAKER\_01: , " My answer is absolutely yes."

SPEAKER\_01: , "Yes, yes, yes."

SPEAKER\_02: , " relation about your career and your proposal."

SPEAKER\_02: , "Maybe I'm... Purpose."

SPEAKER\_02: , "Purpose."

SPEAKER\_02: , "My purpose and my career is different."

SPEAKER\_02: , "That made me well confused about my future."

SPEAKER\_01: , "Can you repeat the questions again?"

SPEAKER\_01: , "I think she didn't really get it."

SPEAKER\_01: , "And I didn't too."

SPEAKER\_01: , "So like... Yeah."

SPEAKER\_01: , " So say, like say you become a drama writer, say you become a soccer coach, do you think that there's still a chance that"

SPEAKER\_02: , " Do you think that guarantees that you find your purpose, or do you think that there are outside factors that may affect your purpose as well?"

SPEAKER\_01: , " If you become a professor or a writer, do you feel like you've found your purpose in life?"

SPEAKER\_01: , "Do you understand what I mean?"

SPEAKER\_01: , "I've always understood that the purpose here is the direction of life."

SPEAKER\_01: , " Does your purpose mean like the direction of your life?"

SPEAKER\_01: , "Do you really think you're in Taiwan?"

SPEAKER\_01: , "Does it count that you didn't find your purpose?"

SPEAKER\_02: , "There's a problem with this."

SPEAKER\_02: , "We have a myth that we treat our career as our life direction in Taiwan."

SPEAKER\_01: , "Okay, so she thinks in Taiwan there's a myth about your career is your purpose of life."

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SPEAKER\_02: , "But after they said that, I realized that we should be separated."

SPEAKER\_01: , " So after what you guys said, she thinks now it's like a separate stuff It's not like together, the two things are there, you can be separated to talk about it So purpose is about meaning in life"

SPEAKER\_02: , " Just like he said, in Taiwan, our purpose, just it call our career, our work."

SPEAKER\_02: , "So what do you guys want to know about this purpose?"

SPEAKER\_02: , "What does this purpose mean?"

SPEAKER\_02: , "I always think this is my, talk about my career, my future."

SPEAKER\_02: , "So what does this purpose mean?"

SPEAKER\_02: , " You want to talk."

SPEAKER\_01: , "To, like, mean, what does purpose mean to us?"

SPEAKER\_01: , "And so, like, you were asking, like, if she became, like, a soccer coach."

SPEAKER\_00: , "Yes."

SPEAKER\_01: , "You were asking, did she find, like, the purpose of her life?"

SPEAKER\_01: , "Right?"

SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "So she's asking what the purpose in this question means."

SPEAKER\_01: , "Because this purpose is about, oh, I became a soccer coach, and I find the purpose in life, or I stop thinking about what"

SPEAKER\_01: , " I'm sorry all things became so philosophical."

SPEAKER\_01: , "But yeah, she's focusing on what you guys, the purpose, what's the meaning of this word to you guys."

SPEAKER\_01: , "Because she's trying to understand, because you have a totally different"

SPEAKER\_01: , " purpose means different stuff yeah yeah so maybe you guys can explain a little bit more like with you guys so the way that at least I'm thinking about the word purpose is purpose is kind of the one thing that"

SPEAKER\_00: , " you're working towards, and as long as you're working towards it, you're content."

SPEAKER\_00: , "Like, for some people, their purpose is their job."

SPEAKER\_00: , "As long as they're making progress in their career, then they're happy with the way things are going."

SPEAKER\_00: , " I've talked to some people who say, I don't care so much about my career, as long as I'm learning about new cultures and languages, that's my purpose."

SPEAKER\_00: , "That's not my work."

SPEAKER\_00: , "I don't learn about cultures and languages for my job."

SPEAKER\_00: , "But as long as I'm making progress towards that, it doesn't matter so much to me how my job is going."

SPEAKER\_00: , " I think I got it."

SPEAKER\_00: , "I think I got it."

SPEAKER\_01: , "Then explain it."

SPEAKER\_01: , "It's like, let's say I want to debate."

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SPEAKER\_01: , "I'll explain it this time."  
SPEAKER\_01: , "It's okay, you can continue."  
SPEAKER\_01: , "Let's say I want to learn logic."  
SPEAKER\_01: , "But my real purpose is because I want to debate better than everyone else."  
SPEAKER\_01: , "So I'm very serious about learning logic."  
SPEAKER\_01: , "But learning logic is not my purpose."  
SPEAKER\_01: , "My purpose is actually to debate."  
SPEAKER\_01: , "It's just a process."  
SPEAKER\_01: , "Yes, yes, yes."  
SPEAKER\_01: , "So what he means is"  
SPEAKER\_01: , " But is he your real coach?"  
SPEAKER\_01: , " Does this count as your life purpose?"  
SPEAKER\_02: , "If you put it that way, whether I'm a soccer coach or a drama writer, it's already my goal."  
SPEAKER\_01: , "So the answer to your question is yes."  
SPEAKER\_01: , "Becoming a drama writer or becoming a soccer coach is her life purpose."  
SPEAKER\_01: , "She achieves the goal."  
SPEAKER\_01: , " what she wants."  
SPEAKER\_01: , "She wants to become a soccer coach."  
SPEAKER\_02: , "But she thinks that after she became the dream job she has, she will have another life purpose come out."  
SPEAKER\_02: , "Because of a famous philosopher, I forgot his name."  
SPEAKER\_01: , "He said, our life just..."  
SPEAKER\_02: , " find another, a new one, a new goal."  
SPEAKER\_02: , "I achieve the goal, and a new goal will appear."  
SPEAKER\_02: , "And I achieve this new goal, and appear another new goal."  
SPEAKER\_02: , "Just repeat this."  
SPEAKER\_02: , "Just repeat, repeat, repeat."  
SPEAKER\_02: , " Oh, that's my friends."  
SPEAKER\_02: , "My next meeting is there."  
SPEAKER\_02: , "Do you guys understand what she said?"  
SPEAKER\_02: , "Yes."  
SPEAKER\_02: , "She said her Japanese is better, so if one of you guys know how to say, that's awesome."  
SPEAKER\_01: , "And she said, do you guys have any other questions about"  
SPEAKER\_00: , " No, I didn't."  
SPEAKER\_02: , "I envy them for being able to live a self-reliant life with this organization."  
SPEAKER\_02: , "As far as we are concerned."  
SPEAKER\_02: , "What do you mean by that?"  
SPEAKER\_02: , "Didn't they just give you some missions?"  
SPEAKER\_02: , " That kind of life, at least for me, is something I long for in this day and age."  
SPEAKER\_02: , "This kind of opportunity is quite nice."

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SPEAKER\_02: , "Because we don't suddenly go to a certain station with a coin and chat with other people, or go out to do something new."

SPEAKER\_02: , "We don't usually have this kind of opportunity and time."

SPEAKER\_02: , "This kind of life is something we long for."

SPEAKER\_01: , " I don't know, jealous is the right word, but yeah, it's kind of like she wants to have the life you guys have right now, like doing this kind of project and just go ahead, just go any place and to have like flip a coin or something to just visit anywhere because she thinks that this kind of opportunity is kind of, you don't, you seldom reign as one in like,"

SPEAKER\_01: , " her student career in Taiwan I don't think jealous is the right word but the life you guys are having right now, she's kind of jealous Envy is a stronger word I'll look it up Envy They told me envy, but I think envy is a heavier word"

SPEAKER\_01: , " I think jealous gets the point across."

SPEAKER\_01: , "It's not in a bad way."

SPEAKER\_01: , "I'm jealous of Jaylen Brown signing the biggest contract."

SPEAKER\_02: , "I'm also jealous of Messi."

SPEAKER\_02: , "Messi can have a good wife, good children, a good boss and a good soccer skill."

SPEAKER\_02: , "Messi, you know."

SPEAKER\_02: , " But I like Cristiano Ronaldo, so I don't like Messi."

SPEAKER\_02: , "I think that's it."

SPEAKER\_01: , "Do you guys have another question?"

SPEAKER\_00: , " Do you have anything else you'd like to say before we end the recording?"

SPEAKER\_01: , "No, no, no."

SPEAKER\_01: , "No, I'm okay."

SPEAKER\_01: , "Thank you."



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SPEAKER\_01: , "I decided to go to the train station. So she said that mission, she can feel more freedom."

SPEAKER\_01: , "你不需要限制自己,你可以去做你自己想做的事,就像這樣。所以我們是富豪嗎?"

SPEAKER\_01: , "I'm not sure if I give this mission to you. I don't know actually the name of the mission. But it's kind of mission like take a dice and throw a dice and just go like maybe three stations and just get down the station and go around. 差不多是這樣嗎?就是下車然後...對 下車然後去那邊觀...四個站"

SPEAKER\_01: , "我那時候我們那時候是吃三對一天大概會有三次那一張所以她會去三到四個地鐵站。一天她們好像也有做類似說他們有做一個在台北捷運搭火車我們是火車所以我們有搭310它是一個"

SPEAKER\_01: , "只有火車才到得了的地方所以這兩項任務是最適合你的嗎?"

SPEAKER\_01: , "这两个是你觉得对你来说最有帮助的那两个吗?在当时?对!你能解释一下吗?你曾经有过无意义的感受吗?比如说你不知道自己想要做什么或是"

SPEAKER\_01: , "在你的生命當中有感受到覺得很忙或是不知道要做什麼或是很困惑的事嗎兩次吧一次是在高中考大學的時候就是因為我考爆了"

SPEAKER\_01: , "就是畢竟我讀的學校是比較好的學校然後又是"

SPEAKER\_01: , "就是比較好的班級的然後當你的所有的同學們都考得不錯的時候然後考了一個私立的然後就壓力就很大反正那時候就是就是我考試沒有考好所以我那時候的志願真的就亂填填到哪我就去哪填到"

SPEAKER\_01: , "海珊高中 帆氣對面的一間因為在高中的時候她在"

SPEAKER\_01: , "而且她的同學都是很好的同學。她的大學不是很好的。"

SPEAKER\_01: , "我以為要補充我想說我就幫你順著念對 大概是這樣"

SPEAKER\_01: , "錯亂所以我那時候就不知道我自己要幹嘛所以就選了一個我的分數剛好能上的所以其實會計不是我本來想讀的科系所以我那時候對我未來就很迷茫就是不知道我畢業後要幹嘛因為她沒有很好的成績所以她就選擇"

SPEAKER\_01: , "選擇帳號因為帳號是"

SPEAKER\_01: , "主要是有證照,然後感覺比較不會失業她選擇銀行為她的主要目標,但她不喜歡銀行為什麼她選擇銀行呢?因為她覺得銀行可能不會有改變"

SPEAKER\_01: , "她可以在大學畢業就很容易找到工作所以這就是她選擇的原因,但她並不認為她很喜歡教育"

SPEAKER\_01: , "然後所以我在那時候大一的時候我有想過要考轉學考然後但其實我也不知道我要轉去哪所以就是後來我才決定就是我後來因為要生活嘛所以其實我打了很多工所以也沒有時間可以讀書"

SPEAKER\_01: , "OK, so at freshman, she was thinking that she can transfer to other schools, other universities or other subjects, but she didn't know."

SPEAKER\_01: , "你希望我有翻譯錯誤嗎?有翻譯錯誤可以跟我說嗎?差不多啦 差不多要補充也可以跟我說畢竟我不是口譯系的我是監管系的但我說過一堂口譯課"

SPEAKER\_01: , "沒關係 總該都比我好然後就是因為我後來也沒轉成功嘛就是沒有很認真準備考試然後我後來就是去參加了很多社團然後我想說那我就復修好了所以我復修了社工系然後去做了很多不同的工作找找看就是我自己到底想要什麼東西"

SPEAKER\_01: , "所以其實我大學的時候就嘗試過很多工作然後去修很多不同的科系是為了讓我知道就是我未來想做什麼As she said she wants to change her major subject but she failed"

SPEAKER\_01: , "所以她加入了很多卡牌,包含了她的妻子"

SPEAKER\_01: , "Sing 吃了...And I also should have a minor chapter in the school.No, social work.Social work.差不多差不多我剛剛在拍你笑我知道我知道,差不多就斷在這裡差不多是這樣子"

SPEAKER\_01: , "然後這是我第一個迷茫的時候第二個迷茫的時候是在澳洲的時候因為在澳洲大家都在做一樣的工作"



## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_01: , "然后大家都不太想回台湾就是大部分的人不会想回去台湾但是其实在欧洲的生活环境很舒服就是你不会有压力你也不需要符合谁的社会期待我只要做一样的东西就好了所以你在澳洲工作的时候大部分人都做相同的工作因为他们不需要"

SPEAKER\_01: , "期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待當初期待"

SPEAKER\_01: , "那為什麼讓你感到迷茫?為什麼讓我感到迷茫?因為我不可能做這樣的工作做一輩子她覺得自己一輩子都不能做這樣的工作"

SPEAKER\_01: , "你那時候是做Packing就是它是就是它是勞力性質在工廠裡面In factory and Packing Vacuum, vegetables, that's it That's vacuuming 差不多了差不多了來來"

SPEAKER\_01: , "所以就是所以那時候有點迷茫就是不知道到底是要繼續二遣三遣還是要回台灣面對現實那個生活是我喜歡的不看工作內容我喜歡那樣的下班生活跟休閒日子"

SPEAKER\_01: , "因為我們有一個月的簽證,所以她想要留多兩年,所以就回來台灣了。"

SPEAKER\_01: , "她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?她在澳大利亞的生活是怎樣的?"

SPEAKER\_01: , "我在澳洲跳過山,也開過飛機喔是工作嗎?還是玩?不是,是玩我工作要跳山當兵?當軍人我當過齊田兵真的喔?就是在大學的夏令營啊沒有,大學的夏令營,齊田我還搭過軍用飛機耶現在才...現在才...parachute parachute嗎?"

SPEAKER\_01: , "在澳大利亚乘坐飞机吗?"

SPEAKER\_01: , "大概是這樣就是兩個迷茫的時光我其實比較好奇就是在澳洲的她說這是她的兩次失去的時間你可以問她更多的問題我很好奇你能不能解釋一下你第一次失去的時間"

SPEAKER\_01: , "他想知道就是想請你多說一點第一段事情就是在高中的地方然後可能想要解釋一下就是關於在這裡的教育然後還有大學的入學考試喔~~學到了education and exam in Taiwan他可能在這裡找一個入學考試這兩個東西可能跟你"

SPEAKER\_01: , "應該說就是我們我從小接受到的教育就是你要考到一個好的學校你之後才會有一個好的工作好 你要的education in Taiwan"

SPEAKER\_01: , "所以其實爸爸媽媽 爸爸媽媽賦予了很多期待在我們身上所以會讓我們去補習"

SPEAKER\_01: , "或是什麼之類的會花很多錢在你身上但是你沒有得到一個好的答案給他們因為我們的父母會花很多錢去學校"

SPEAKER\_01: , "是嗎?我不能給更多的很無助很無助然後因為就是還有一點點就是"

SPEAKER\_01: , "就是如果你没有考好,你知道亚洲文化嘛,就是会回乡下嘛,不算是回乡下啦,清明节过年,亲戚们嘛,会开始比较就是,欸你是要读哪里啊什么之类的,啊如果你考了一个不是很好的学校,就是爸爸妈妈会觉得没有面子。"

SPEAKER\_01: , "回家见亲戚对不对我帮你解释你用点的英文是什么?我觉得是什么?因为我们没有过年和庆祝节是什么?我们没有时间"

SPEAKER\_01: , "Chinese New Year or this April."

SPEAKER\_01: , "我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿我們有兩隻腿"

SPEAKER\_01: , "相比起彼此,如果我們沒有找到好工作或好工作"

SPEAKER\_01: , "就是所以就是就是針對沒有考到好學校就是會覺得很抱歉吧或是覺得就是那個抱歉是對你的父母還是你覺得"

SPEAKER\_01: , "我覺得都有因為畢竟就除了除了罪惡感類似這種就是除了父母之外你也要看就是我有兩年不敢回去我的高中因為我同學們都考得很好然後你會覺得就是我怎麼就是跟大家對對怎麼會有臉就是回去面對我的老師跟同學這種感覺她覺得她覺得自己是罪惡的因為她沒有考上一個很好的學校"

SPEAKER\_01: , "她很感激她的父母和高中同學因為她的高中同學他們去了比較好的大學所以她覺得很失望"

SPEAKER\_01: , "刺激丟臉丟臉可是那你的你的那個愧疚感跟你的禮貌是怎麼還是我們兩個問還是我們兩個問好啊要啊要啊ok you can ask moreok yeah好我再往左一點對要哭一下要哭"

一下我四個人就剩他一個可以那你不要用那種慘的態度像抱在一旁那種慘的態度那你的生活不該就是"

SPEAKER\_02: , "你怎麼重新在這樣的狀況下你怎麼找到自己的使命感或是你的目的就是你想要往什麼方向前進"

SPEAKER\_01: , "我想說我都考爆了反正就是我都這樣了人生總不能更差了吧就是我都已經這樣了畢竟我已經失去了我的目標了那人生也就也不可能更差了"

SPEAKER\_01: , "那就是我覺得第一就是我得先養活我自己嘛畢竟我出來我學費要自己付就是第一我沒有考好學校我爸媽不會幫我付學費是因為你沒有考好學校所以你不付對我爸媽不會幫我付學費是公立才會付公立才會付但是生活費一定是自己付對但我還需要負擔我私立的學費所以她說因為"

SPEAKER\_01: , "我錯過了什麼?錯過了電台秘訣因為她說"

SPEAKER\_01: , "所以我需要賺錢來付學費她需要自己賺錢因為她沒有讀到好的大學她的父母會付學費給她所以她需要自己賺錢來付學費但如果她讀到好的大學她的父母會付學費給她這是...你知道的"

SPEAKER\_01: , "ok"

SPEAKER\_01: , "學業都這樣了那我能夠去就是其他的方向嗎所以我就去試試看我適合做什麼工作所以我做了很多不同的工作"

SPEAKER\_02: , "她覺得自己處於最糟糕的狀態,所以沒有任何事情比現在更糟糕她正在嘗試更多的工作,嘗試任何她想做的事她也知道她需要賺錢的原因"

SPEAKER\_01: , "Earner money is the life saving something. So one reason is to try lots of job and try to earn the money."

SPEAKER\_01: , "就是我透過這些工作然後去找找看我的興趣或是我未來想要做什麼然後我也同時參加過很多社團然後去收不同的主修像是她的工作是在辦演唱會還有一些她未來可以做的事情還有做一些"

SPEAKER\_01: , "然后就是其实在这些过程中你会认识到很多人然后其实因为一开始的高中大概都是大家都是考到这个高中的嘛所以其实大家的生活就会差不多对,会差不多但是当你就是"

SPEAKER\_01: , "也不能说掉了一个层次反正就是进入了另外一个生活圈的时候你会认识像这样的生活圈的人然后当你在找到更多不同的工作的时候你会再认识更多的人During this time she met so many people it's different from the original"

SPEAKER\_02: , "因為在高中的時候"

SPEAKER\_01: , "我們是從中學開始學的但是中學的同時有些學校就在你住的鄰居的鄰居的家鄉我相信我們的同學也會有同樣的經驗但是她在大學讀書之後她就變成了另一個"

SPEAKER\_01: , "差不多吧70分認識很多人之後你才發現其實就是"

SPEAKER\_01: , "就是其實像他們不是成績很好但他們依然很優秀就是他們在他們的領域方面也是閃閃發光的人她說即使她的高中成績不是很好不是很好的台灣高中但是他們也很...很..."

SPEAKER\_01: , "shiny or actually I don't know how to say it in other words, not only from the grades yeah, they are good at speak up 實踐嗎?"

SPEAKER\_01: , "practice"

SPEAKER\_01: , "我剛才想一下,她的高中是很擅長藝術和設計的所以有些我的朋友也從她的高中畢業我在她的大學,她的大學是關於他們學習衣服設計,在台灣非常有名所以,對,謝謝我幫你補充,補充我的補充"

SPEAKER\_01: , "反正就是你當看到這些人就是在他們的領域閃閃發光的時候你會覺得說其實就是就算就是我真的沒有套好那我其實應該還是有其他套路可以讓自己像他們也是閃閃發光的當她看到她的大學同學他們他們不是他們不是他們很"

SPEAKER\_01: , "Brightness 我學習BrightnessThey do very well in their own area. So she feel like I can also do well in my own area. Even though I didn't get into a very good university. I hope you can understand."

SPEAKER\_01: , "所以就大概是這樣吧在這大學的過程中你會寫什麼書他說大三大三"

SPEAKER\_02: , "你對那時候的旅行挑戰有什麼想法?有什麼你喜歡或不喜歡的地方嗎?"

SPEAKER\_02: , "或是你覺得沒那麼喜歡,或是你覺得沒那麼有幫助再給他,再給他力氣"

SPEAKER\_01: , "先說一件實話,挑戰賽離我的年紀有一點距離了,所以我對於實際上發生什麼,有一些事情其實不太有那麼深刻的印象。因為她參加了挑戰賽?"

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

- SPEAKER\_01: , "5年前5年前所以她可以恢復回憶"
- SPEAKER\_01: , "我印象比較深刻的有淨灘然後大富翁滿然後街友我記得好像因為我們是分組所以我們不是每個任務都有做因為有些是給其他人還有捐血但我沒捐因為我怕針"
- SPEAKER\_01: , "這也是一個印象深刻的任務對這是一個讓我印象深刻的任務就是反正我打死鬼因為我怕我怕針所以我是不太可能的然後其實我學一下怎麼講Bambi囉She talked more about some missions at that timeSo one ofShe have talked about the"
- SPEAKER\_01: , "一個是清潔牆壁,另一個是刮鬍刀,對,刮鬍刀她沒有做這個任務,因為刮鬍刀"
- SPEAKER\_01: , "然後還有扮演盲人你喜歡扮演盲人嗎?"
- SPEAKER\_01: , "我覺得扮野蠻人就是我是一個很比較靠自己的人類比較就是我是一個比較靠自己的人類那你在扮野蠻人的時候其實你是需要去依靠別人的然後必須給予你的傷心所以就是透過這件事情你會比較"
- SPEAKER\_01: , "去信任別人或者是當別人把信任給予你的時候你會就是就是一種感覺這樣子的她說到感受她以前是個獨立的人她很依靠別人但是她要完成任務她必須"
- SPEAKER\_01: , "You have to rely on her power.You have to give her trust to other people.So this is kind of trust.Trust gift.Yes.OK."
- SPEAKER\_01: , "還有什麼?我有不喜歡的任務嗎?抽血吧!她不喜歡的任務是什麼?還有什麼不喜歡的任務嗎?應該其他的我覺得都不錯。"
- SPEAKER\_01: , "也沒有這麼說因為有些任務我沒有做她沒有做所有任務她喜歡的一些任務她不喜歡尤其是做化妝的任務她不喜歡其他任務對,就是這樣所以"
- SPEAKER\_02: , "第二次哦嗯嗯"
- SPEAKER\_01: , "我覺得是我覺得是我家人吧因為因為因為就是像"
- SPEAKER\_01: , "要養家沒有啦就是你會有一個責任感是我必須回報我的家或是我的家人就是在催我要回去的我需要去付出他們虔誠對我的這些付出所以我該回去賺錢養他們對"
- SPEAKER\_01: , "你应该知道这首歌的名字哦真的吗?我认为的是你会翻译这首歌吗?我会翻译这首歌所以说"
- SPEAKER\_02: , "是为了你的家人,你必须回来支持他们,你必须为你的家人承担这种责任。是的!太棒了!"
- SPEAKER\_01: , "所以我姊姊會催我就是因為我姊姊比我大四歲然後她其實也有去澳洲打工度假過所以她其實有類似的經歷然後也大概知道"
- SPEAKER\_01: , "我為什麼會這樣那個為什麼是停在在澳洲的民航嗎對因為就是大部分去過澳洲的人可能都會經歷要不要留下來還是要回台灣這件事情"
- SPEAKER\_01: , "因為她的姊姊比她年長四歲她也去過澳洲很多次所以她知道為什麼會有這種感覺"
- SPEAKER\_01: , "所以你剪的時候沒什麼建議嗎他說你該回來賺錢啦沒有啦他其實有說就是他有分析一下就是如果你就是留在澳洲那兩年三年以我的年紀來說就是你再過兩年你再過三年對你的履歷來說其實沒有多好看他的姊姊說如果她留在德克薩德亞多於一年或兩年三年這不會幫助"
- SPEAKER\_01: , "比較獨立吧"
- SPEAKER\_01: , "你不是够独立了吗我觉得他们觉得我不够啊我家人觉得我不够"
- SPEAKER\_01: , "因為她離開了台灣"
- SPEAKER\_01: , "就是沒有知識系統啦所以在建立舒適圈的過程你必須自己去認識很多陌生人你要自己想办法下廚你要自己想办法没有车的状况下找得到工作 去得了超市就是..."
- SPEAKER\_01: , "是第二天嗎?"
- SPEAKER\_01: , "当她抵达澳大利亚时,她的室友在开车时,她被车砸死了。她的室友还活着。"
- SPEAKER\_01: , "所以就是應該說因為澳洲的生活方式跟台灣其實有很大的不同所以其實就是等於就是重新建立一個生活方式然後會變得就是"
- SPEAKER\_01: , "需要去做很多你平常不會做的事情?需要去做...需要去學習很多我們在台灣沒有學到的東西因為我們的生活方式跟台灣不一樣所以需要去學習"
- SPEAKER\_01: , "然後你會比較努力也會比較勇敢吧比較勇敢去做一些自己曾經想就是自己曾經沒有想過說我真的會去幹這種事例如開飛機跳傘或者去爬石頭山"

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SPEAKER\_01: , "或是我一個人去烏魯魯旅遊所以她可以做一些她從來沒有試過的事情例如駕駛飛機或空中拍攝"

SPEAKER\_01: , "烏魯魯是一個石頭對不對?烏魯魯是一個很大的石頭在澳洲沙漠嗎?紅土沙漠烏魯魯我要教烏魯魯叫什麼?就烏魯魯嘛在中間嘛對不對?對在我英文不好的情況下然後去了一個都是英文的公園她的英文不是很好她在澳洲住了一年"

SPEAKER\_01: , "所以在澳洲學了很多大概是這樣"

SPEAKER\_01: , "你对澳大利亚高中有什么想要问的问题吗?你会想要问她什么吗?我会想要问她在澳大利亚的巨石"

SPEAKER\_02: , "在澳洲生活或是練獨立這件事情對於找到想做的事情或你的使命可能是有幫助的"

SPEAKER\_01: , "都可以有沒有都可以這沒有標準卡你是你的標準卡嗎?算有吧應該說因為我覺得工廠這種工作我都做過我做什麼工作我都沒差她說她有"

SPEAKER\_01: , "應該有點類似於說就是我做過就是我做過類似於這種工作那假設就是我真的回了台灣然後其實台灣真的餓不死就是如果你真的願意做的話其實是不會餓死的"

SPEAKER\_01: , "其實在台灣,我們有很多工作,但他們都不理我們。"

SPEAKER\_01: , "很多年輕人在台灣想要找到工作在咖啡廳或辦公室但其實我們有很多工作在工廠或農場他們用他們的"

SPEAKER\_01: , "勞力 體力而且我在澳洲就是一个人"

SPEAKER\_01: , "独立了这么久基本上我回了台湾这是我的舒适圈我从小长大的地方所以其实我觉得我在台湾我也可以活得很好因为她在台湾生活了一年回到台湾她的身体状态很好这是她从小长大的地方"

SPEAKER\_01: , "你现在在工作跟你想做的食品感有关系吗?没有没有吗?她现在的工作跟她的目标没有联系"

SPEAKER\_01: , "應該說就是目前對我來說工作對我來說只是賺錢養活我自己的手段I don't knowIt's a...It's a challenge of life in the worldThe job...The job is kind of a way to live in the worldOnly thisSo...Would you say that?"

SPEAKER\_01: , "妳的工作跟妳的目標有什麼差別嗎?呃...不完全是但是就是因為我現在的工作是比較彈性的所以我可以有很多的時間去做我想做的事情她現在的工作是有更多的自由她有更多的時間去做她想做的事情"

SPEAKER\_01: , "但因為我想做的事情不是什麼會賺錢的事情"

SPEAKER\_01: , "我覺得應該有也應該沒有對我以前對以前的我來說可能就是找個好工作然後"

SPEAKER\_01: , "就是滿足社會或是家人對我的期待但對現在的我來說第一我現在已經有穩定工作了它是彈性的我餓不死我也有辦法回饋給我的家人那等於其實家人對我的期待我已經達成了那我覺得我可以有其他時間去做我想做的事情就是我的使命感類似於"

SPEAKER\_01: , "我覺得現在對我來說不是滿足於誰的期待而是我想要把我自己的生活過得比較好就是我可以去做我想做的事情對我來說我活得好好的就是我的使命感了"

SPEAKER\_01: , "應該說我比較想要的是體驗更多的人生"

SPEAKER\_01: , "不仅是工作,也不仅是生活"

SPEAKER\_01: , "所以我的使命感比較像是我可以做任何我想做的事那我想做的事情大部分就不怎麼"

SPEAKER\_01: , "能够赚钱,大部分是比较烧钱的所以目标不是做你想做的东西而是想赚钱"

SPEAKER\_01: , "我喜歡旅遊喜歡旅遊然後喜歡體驗生活就像我之前跳傘或是開飛機之類的就是我想去做一些不一樣的事所以旅遊跟之後沒有做過的事情算是你的事"

SPEAKER\_01: , "嗯算吧所以我也想我有想過就是我學過很多東西就是我也學過精油香水然後學過放療或是香氛浪就這種的所以就是可能以後可能開一個小工作室或是去擺擺桌"

SPEAKER\_01: , "So she thinks her purpose is to have more experience in her life.And she has a hobby for parachuting or driving.And also she has a hobby for arrogance.What's arrogance called?Essential.Essential.Essential."

SPEAKER\_01: , "然後我也喜歡做紙狗所以我現在"

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

- SPEAKER\_01: , "這應該很難翻譯 我現在在天使心基金會擔任長期執董事我們去解釋天使心基金會是什麼基本意義這是照顧身心障礙兒童的基金會她是一位幫助小孩在台灣的一個組織"
- SPEAKER\_01: , "欸 你是說我最近只有吃日子嗎?好 我解釋給你們聽應該說因為好 講個故事 還沒有講個故事反正就是他們是身體障礙者家庭"
- SPEAKER\_01: , "那台灣其實已經有很多是在照顧身心障礙的那其實這些爸爸媽媽或家庭他們長期照顧這些小孩生息會懼疲就是會很累那我們主要的功能就是爸爸媽媽可以把小孩丟給我們照顧"
- SPEAKER\_01: , "他們可以去做任何他們想做的事情他們可以放心把小孩交給我們然後基金會可能會給他們心理輔導或是講座之類的或是讓他們出去玩去逛街去看書什麼都好就是他們可以去活自己想要的樣子對然後把小孩交給我們照顧是每週的某些事?每個月的一次那organization should be the volunteers"
- SPEAKER\_01: , "照顧無辜的小孩,讓他們可以做他們想做的事因為如果我有個無辜的兒子或女兒,我必須照顧他們24小時如果他們可以讓他們的小孩參與,他們的父母可以休息"
- SPEAKER\_01: , "所以這就是她現在在做的第二是就是我們會帶他們出去玩因為他們比較特別所以就是他們在路上或是其實學校的社會教學他們其實不太能玩在一起那基金會會辦活動然後讓我們帶著他們玩然後我們陪他們玩這樣所以她的組織也會有一些活動"
- SPEAKER\_01: , "有點像是小旅行或是會舉辦兩天一夜的營隊過夜的營隊"
- SPEAKER\_01: , "我們會舉辦一些活動讓一般民眾更了解他們可以跟他們一起玩我們會在旁邊協助讓他們在路上能夠感覺被這些人所接納"
- SPEAKER\_01: , "還有一些公開的活動來探訪示威者學習如何跟他們互動大概是這裡"
- SPEAKER\_02: , "你覺得對你來說賺錢這件事情是"
- SPEAKER\_01: , "賺錢的多寡對你來說是重要的問題賺錢的多寡對我來說是重要嗎重要吧就是對我來說賺錢多寡取決於我的生活品質能有多好跟我能回報多少給我的家庭所以對我來說多寡是重要的但它沒有重要到足以讓我捨棄我的某些"
- SPEAKER\_01: , "I translate into likeDo you think money is kind of importantEarning money less or more is important for her lifeAnd she saidEarning money is important but it's not that importantThey can't change some of her"
- SPEAKER\_01: , "應該說像我現在的收入加上我的投資我覺得足以負荷我的興趣跟我的其他業餘的一些體驗那如果能夠賺更多的錢當然很好"
- SPEAKER\_01: , "我喜歡我現在的生活所以我不會為了去賺更多的錢去換對去放棄我現在的生活或是去換一些業務啊這種性質需要有業績壓力的或是需要花很多很多很長的時間去工作才有辦法換取金錢的"
- SPEAKER\_01: , "所以她現在的生意非常好,可以支撐她的生活和興趣。"
- SPEAKER\_01: , "所以她不會選擇她可以賺更多錢的工作但她必須放棄她的興趣她必須放棄她的興趣所以現在她覺得很平衡很平衡"
- SPEAKER\_01: , "还行,还可以,可以再吃几个还可以,还行,还不错你可以当一个专业的翻译师我学过一个语言的翻译语言的翻译?对,一个语言的翻译语言的翻译语言的翻译语言的翻译语言的翻"
- SPEAKER\_01: , "很难诶对我学到的每一句话都要写在嘴边对 因为我们要记住中文的意思然后转化成英语的语言在她说话的过程中 她就会这样她会这样"
- SPEAKER\_02: , "我們沒有其他問題如果你還有什麼東西跟我們說聊天時間聊天時間嗎他們的反抗唱得差不多正常就是反抗唱得差不多我們比較常在一起"
- SPEAKER\_01: , "或是妳有什麼想分享的我有什麼想分享的或是妳對他們有什麼好奇的有什麼好奇的你們喜歡台灣嗎喜歡例如例如嗯呢呢妳想要跟他們給個地點或是就是原因是什麼原因是什麼原因是什麼"
- SPEAKER\_02: , "也许因为我有好多时间的旅游,但我知道台湾有不同的文化,所以我很有兴趣。我从来都住在美国东北,没有离开,只住在别的地方。"
- SPEAKER\_02: , "这个景点很特别,很特别在这边。我这个走这边的速度特别好。我喜欢台湾。我非常喜欢台湾。我很喜欢台湾。我很喜欢台湾。"
- SPEAKER\_02: , "我現在要分享給你們看我外拍的照片這是我"

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SPEAKER\_01: , "这是我的另一种有趣的业务有趣的业务吗?不是,但就是给人家当模特儿的有趣的模特儿是谁?"

SPEAKER\_02: , "祝福你 祝福你 祝福你"

## Appendix K: Interview D Transcript

SPEAKER\_01: , " Okay, so thank you for meeting with us today."

SPEAKER\_01: , "Let us first start by just explaining a bit about what we're doing."

SPEAKER\_01: , "So we come from America in a school right outside of Boston."

SPEAKER\_01: , "We've come here for two months to work on a project."

SPEAKER\_01: , "We do this project so that"

SPEAKER\_01: , " we can graduate from our school."

SPEAKER\_01: , "It's a graduation requirement."

SPEAKER\_01: , "But we all chose to come to Taiwan."

SPEAKER\_01: , "And we're working with the Changshina people."

SPEAKER\_01: , "And for them, we're doing surveying and interviewing."

SPEAKER\_01: , "And we're trying to figure out what people think about the wandering challenge."

SPEAKER\_01: , "And also, we want to find how do people think about their life purpose here."

SPEAKER\_00: , " Why would you choose to come to Taiwan and cooperate with Taiwan?"

SPEAKER\_01: , "So, at least, speaking for myself, I do really like Taiwan."

SPEAKER\_02: , "I think..."

SPEAKER\_01: , " Well, first of all, the weather, it seems nicer than it is back home."

SPEAKER\_01: , "I know, it was here like 70 degrees, or maybe 25 degrees, nice and comfortable."

SPEAKER\_01: , "Back at home it's snowing and it's all cold."

SPEAKER\_01: , "I don't know, the food here is good."

SPEAKER\_01: , "So much cheaper as well."

SPEAKER\_01: , "The transportation, the jiajiu, so convenient."

SPEAKER\_01: , "So convenient."

SPEAKER\_00: , "Ah, I see."

SPEAKER\_01: , " I like it."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "I think I had been interested in some of the culture beforehand and so I selected Taiwan as one of my top choices."

SPEAKER\_00: , "There are places to go."

SPEAKER\_00: , "I'm very happy to be here."

SPEAKER\_01: , "Both of us."

SPEAKER\_01: , "We're happy to be here."

SPEAKER\_01: , "We have to go in three weeks."

SPEAKER\_01: , "It's so sad."

SPEAKER\_01: , "We're trying to enjoy every moment of it."

SPEAKER\_00: , "Really got here."

SPEAKER\_01: , " So, yeah, that's my train of thought."

SPEAKER\_00: , "I can't wait for this."

SPEAKER\_00: , "So why would you cooperate with 城市浪人?"

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SPEAKER\_01: , "So, our school has a lot of contacts with local organizations."

SPEAKER\_01: , "Our school put us into contact with 城市浪人."

SPEAKER\_01: , " that they put us into contact and we actually did have a choice about which organization we worked with and I liked their, I liked the work they're doing because"

SPEAKER\_01: , " I think that is very important."

SPEAKER\_01: , "Like, a lot of young people don't have direction."

SPEAKER\_00: , "It's a really great organization, I'll say that."

SPEAKER\_01: , "It seemed interesting from what I've read about it, so I chose to work with them."

SPEAKER\_01: , "They have not disappointed me."

SPEAKER\_01: , "So, we've come here for two months to work on a project."

SPEAKER\_01: , " We're doing surveys, interviews, and we want to create three new missions for TomSka.com, which are very effective at helping young people."

SPEAKER\_01: , "So the surveys are to learn more about how young people are thinking here, and then use that to make new missions, so that they can be good missions."

SPEAKER\_02: , "Does that make sense?"

SPEAKER\_02: , "Yeah, it makes sense."

SPEAKER\_02: , "That's great."

SPEAKER\_01: , "Do you have anything to add to that?"

SPEAKER\_00: , " Would I have a straw from them?"

SPEAKER\_00: , "I could get it for you."

SPEAKER\_00: , "Do you need that?"

SPEAKER\_01: , "If you could just point out where it is."

SPEAKER\_00: , "I could get two straws for you."

SPEAKER\_00: , "Thank you."

SPEAKER\_00: , "Okay, thank you."

SPEAKER\_00: , "You're welcome."

SPEAKER\_01: , "Does it taste like ice cream?"

SPEAKER\_01: , "No, this is very good."

SPEAKER\_01: , " I was going to get one of the other ones but I looked at it closer and it had raisins in it."

No speaker available: , " Thank you."

SPEAKER\_01: , " I was just wondering if you could tell us your story."

SPEAKER\_01: , "What made you want to take the Wandering Challenge in the first place?"

SPEAKER\_00: , " Since the challenge and the wandering sounds really fun, so my friends asked me to join them together, so I'm going."

SPEAKER\_00: , "I didn't think of it really much, but it sounds really funny."

SPEAKER\_00: , "It sounds fun."

SPEAKER\_01: , "How did your friends learn about it?"

SPEAKER\_00: , " They want to do something different, different from what they'll do in school."

SPEAKER\_00: , "And the challenges are really, they'll make us to stand out of our comfort zone."



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SPEAKER\_00: , "So they're really interested in that."  
SPEAKER\_01: , " Were you in college when this happened?"  
SPEAKER\_01: , "What part of your life were you in when you did the challenge two years ago?"  
SPEAKER\_01: , "Were you still in college?"  
SPEAKER\_00: , "Nah, back at that time, I'm in third grade in my college."  
SPEAKER\_00: , "What's my question again?"  
SPEAKER\_01: , "No, that's it."  
SPEAKER\_00: , "Third grade."  
SPEAKER\_00: , "But my friends are in their seventh grade."  
SPEAKER\_01: , " So what made it seem different than other challenges, like other things on campus, other activities?"  
SPEAKER\_00: , "Like normally in college, the activity we'll have is the clubs or the competition, like the business competition, startup competition."  
SPEAKER\_00: , "But we won't have the activity that make us to do something that we won't do in our normal life."  
SPEAKER\_00: , " So 城市浪人 is a different organization from what we approached in our school."  
SPEAKER\_01: , "So, tell me, what were your thoughts?"  
SPEAKER\_01: , "Tell me about the challenges that you did, and tell me then, how did you like it?"  
SPEAKER\_00: , " We did a lot of challenge."  
SPEAKER\_00: , "The thing I like the most is free hug."  
SPEAKER\_00: , "Since back at that time, it was the final week of NTU, like National Taiwan University."  
SPEAKER\_00: , "And back at that time, many negative"  
SPEAKER\_00: , " negative news happened in that time."  
SPEAKER\_00: , "So students feel depressed and many students feel depressive then."  
SPEAKER\_00: , "So back at that time we have the free hug and we give the students some free chocolate and give them some warmth."  
SPEAKER\_00: , "And many people think that it is a really meaningful activity that we do."  
SPEAKER\_00: , "So it makes me feel a great sense of achievement."  
SPEAKER\_00: , " And other challenges we did like I met one of my old friends that I haven't met for quite a long time."  
SPEAKER\_00: , "Yeah, it's one of the challenges."  
SPEAKER\_00: , "And other challenges..."  
SPEAKER\_00: , " Go to one 獨立書店 like 獨立書店"  
SPEAKER\_01: , " Did you do any other missions?"  
SPEAKER\_00: , "Yeah, we did a lot of missions, but let me think about it."  
SPEAKER\_00: , "I have to check my file."  
SPEAKER\_01: , "Okay."  
SPEAKER\_00: , "Can I?"  
SPEAKER\_00: , " Wait a sec."  
SPEAKER\_00: , " There's a mission that you have to choose one of your friend, your family and"

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SPEAKER\_00: , " do the things that she's really interested in."  
SPEAKER\_00: , "So do it with them."  
SPEAKER\_00: , "So back at that time, I choose my mom, and since she loves to cook, so I cook with her."  
SPEAKER\_00: , "So we do it together, do what she admires."  
SPEAKER\_00: , "And also there's a mission, it's called 心電日記, and you have to, like,"  
SPEAKER\_00: , " How do you say 記錄?"  
SPEAKER\_00: , "You have to note your emotion for a week."  
SPEAKER\_00: , "So you can see that when do you feel depressed and when do you feel happy."  
SPEAKER\_00: , "And you can see what the emotion looks like for one week."  
SPEAKER\_00: , "And also..."  
SPEAKER\_00: , " Also, there's a mission called... There's so many missions that we conducted back at that time called 筆墨的悸動 It's really hard to understand."  
SPEAKER\_00: , "And what you have to do is that you have to write a letter for a person that you could express your thankful for her."  
SPEAKER\_00: , "So you could write a letter."  
SPEAKER\_00: , " And the last one is free hug."  
SPEAKER\_00: , "Yeah, that's almost it."  
SPEAKER\_01: , "So it's a lot of missions there."  
SPEAKER\_00: , "It's a lot of missions."  
SPEAKER\_00: , "So many missions."  
SPEAKER\_01: , " What parts of the missions did you like?"  
SPEAKER\_01: , "What did you like about them?"  
SPEAKER\_00: , "I like that we could do something that normally we won't do."  
SPEAKER\_00: , "Like I said, stand out of your comfort zone."  
SPEAKER\_00: , "It's normally the things that you won't do in your normal life since as students we usually study."  
SPEAKER\_00: , " and use our computer, but we won't take care of your family or your friends."  
SPEAKER\_00: , "So I really admire that the mission will ask us to do something that we won't do in the normal life."  
SPEAKER\_01: , "So these are a lot of missions that kind of force you to get out of your comfort zone."  
SPEAKER\_01: , "For some people that can be kind of scary."  
SPEAKER\_01: , " What gave you that energy, the motivation to go ahead and get out of the comfort zone?"  
SPEAKER\_00: , "I think the most scary one for me is free hug."  
SPEAKER\_00: , "Since I don't like to interact with strangers normally."  
SPEAKER\_00: , "But we did it with my friend."  
SPEAKER\_00: , "So they're really interested about, they're really excited about the mission."  
SPEAKER\_00: , "So they accompanied me to make me feel less afraid."  
SPEAKER\_01: , " So you had the confidence from the other person to boost you?"

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SPEAKER\_00: , "Yeah."

SPEAKER\_01: , "Is there anything about the missions that you didn't like?"

SPEAKER\_00: , "I didn't like?"

SPEAKER\_00: , "I think it's something that I didn't like."

SPEAKER\_00: , " Like I said, I didn't like to interact with strangers."

SPEAKER\_00: , "So if I have to interact with strangers on my own, I won't do the mission."

SPEAKER\_00: , "Since we can choose what we want to do, we don't have to do all the missions that they listed."

SPEAKER\_00: , "So if there's something that I have to interact with strangers on my own, I will choose that."

SPEAKER\_01: , "But you like to do it in front of a group?"

SPEAKER\_00: , "Yeah, I like to do it with my friends."

SPEAKER\_01: , " Yeah."

SPEAKER\_01: , "So when you say the free hugs would be different if it was just you, as opposed to you and a friend."

SPEAKER\_00: , "If it was just me, I won't do that."

SPEAKER\_01: , "That could be kind of scary."

SPEAKER\_00: , "Yeah, it's really scary for me."

SPEAKER\_01: , "I agree."

SPEAKER\_01: , "I don't know if I would do it either way."

SPEAKER\_00: , "True."

SPEAKER\_00: , "You could do the missions of the wandering."

SPEAKER\_01: , "We did a few ourselves, actually."

SPEAKER\_00: , "Oh, what did you like?"

SPEAKER\_01: , "We did one where they call it MRT Monopoly."

SPEAKER\_00: , " Oh, yeah, yeah, yeah."

SPEAKER\_00: , "It's funny."

SPEAKER\_00: , "Oh, it's fun."

SPEAKER\_01: , "Did you do that one often?"

SPEAKER\_00: , "My teammates did that, but I didn't."

SPEAKER\_01: , "Yeah, so we were just going around different places, different stops, exploring the city."

SPEAKER\_02: , "Yeah, we got boba."

SPEAKER\_01: , "Yeah, we got boba."

SPEAKER\_02: , "Yeah, it's really fun."

SPEAKER\_01: , "Of course, if you used to explore somewhere, I would never go."

SPEAKER\_01: , "But I wouldn't just choose to go six stops and see what happens."

SPEAKER\_00: , "It's a great passion."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Did you look?"

SPEAKER\_01: , " So you did this like two years ago, right?"

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "Not two... One and a half."

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SPEAKER\_00: , "One and a half, yeah."

SPEAKER\_01: , " What do you think the impact was?"

SPEAKER\_01: , "What do you think you learned from doing this?"

SPEAKER\_00: , "I think that makes me to do some... The first thing is I'll express my feeling more often, like I'll say to my mom that I love you, or do the things she likes with her."

SPEAKER\_00: , "And the other thing is"

SPEAKER\_00: , " You have the concept of stand out of your comfort zone."

SPEAKER\_00: , " like you'll be more dare to do the things that you're afraid of in your normal life, I think."

SPEAKER\_00: , "Like for example, I did the MRT mission before, but not in the mission, but on my own."

SPEAKER\_00: , "One time when I was down, I just go on a random bus and go to wherever the bus takes me."

SPEAKER\_00: , " So I think it is the impact that the mission brings me."

SPEAKER\_01: , "Would you say that it has helped you in any way?"

SPEAKER\_01: , "Has it given you any skills or a different perspective?"

SPEAKER\_00: , "Skills?"

SPEAKER\_00: , " I won't say it's the impact of skills."

SPEAKER\_00: , "I will say that it's the concept."

SPEAKER\_01: , "Explain more about that."

SPEAKER\_00: , "Like I said, it makes me to stand out of my comfort zone more often."

SPEAKER\_00: , "I won't be afraid to do something different."

SPEAKER\_00: , "But I can't think of the skills that it brings me."

SPEAKER\_01: , "It doesn't have to be a skill like that."

SPEAKER\_01: , " Something like what you said gets you out of your comfort zone."

SPEAKER\_01: , "So you're feeling more prepared to get out of your comfort zone?"

SPEAKER\_00: , "Yeah, like I won't be afraid of doing that."

SPEAKER\_00: , "And I won't think that I'm different from others."

SPEAKER\_00: , "I will think it is scary."

SPEAKER\_01: , "Okay."

SPEAKER\_01: , "So on a slightly different question."

SPEAKER\_01: , " Have you ever felt purposeless in your life before?"

SPEAKER\_00: , "Yeah, I think from time to time we'll feel purposeless."

SPEAKER\_00: , "For example, a few weeks ago I am waiting for my offer applying to the grad school in the States."

SPEAKER\_00: , "And I have applied for five universities but I received two rejections in the first place."

SPEAKER\_00: , "So back at that time I was so depressive and I feel purposeless."

SPEAKER\_00: , " And however, I think I have an ability to cheer myself up, to put myself together whenever I feel that I am depressive."

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SPEAKER\_00: , "So I feel purposeless for a short time, and then I put myself together."

SPEAKER\_00: , "But yeah, I think students will feel the sense of the feeling from time to time."

SPEAKER\_01: , " Have you ever felt purposeless like that for a long period of time?"

SPEAKER\_00: , "Maybe when..."

SPEAKER\_00: , " When preparing for my, preparing for the final test of getting the university, we call 学测, it's the test that every student has to take to get in the university."

SPEAKER\_00: , "And when preparing for it, I feel really purposeless and I feel really depressed."

SPEAKER\_01: , " Can you explain a little bit more about that?"

SPEAKER\_01: , "Give us your story."

SPEAKER\_00: , "In Taiwan, the educational system is that"

SPEAKER\_00: , " whether the politics or the culture, we have to get in a good university, we have to get a higher level of degree, and so people will think that it's the right path."

SPEAKER\_00: , "And so under this system, we won't have the chance to really think of where our passion is."

SPEAKER\_00: , " and what we really like to do."

SPEAKER\_00: , "So, when preparing for the test, I just know that, oh, I have to get higher grades, but I don't know why I'm doing this, and I know that I hate it."

SPEAKER\_00: , "So, back at that time, it's really, it's not a good time for me."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "Like, how long would you say you were studying?"

SPEAKER\_00: , "Preparing for it for half of a year to one year."

SPEAKER\_01: , " How many hours of the day would you spend preparing?"

SPEAKER\_00: , "I'd say that I'm not a hard-working student, so maybe six hours."

SPEAKER\_00: , "No, six to eight."

SPEAKER\_01: , "Is that in addition to the class work?"

SPEAKER\_00: , "No, in the library or at my home."

SPEAKER\_01: , "So every day you just spend six to eight hours studying?"

SPEAKER\_00: , " Yeah, more students spend much more time than me."

SPEAKER\_01: , "I think that's more than any student in America spends."

SPEAKER\_00: , "Yeah, way more."

SPEAKER\_00: , "Yeah, Taiwan's educational culture is scary."

SPEAKER\_01: , "Can you tell us a bit, go into some detail about this educational culture that you were talking about?"

SPEAKER\_01: , "Especially how it relates to you and your experience."

SPEAKER\_00: , " Many, many teachers will ask us to get a higher grade or get in a better university as they said that we'll have a better future, we'll get high salary, job in the future if we get in a good university."

SPEAKER\_00: , "So all of the students will strive for getting higher grades to get in a good university."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_00: , "But it will be really"  
SPEAKER\_00: , " It will be hard for the students that"  
SPEAKER\_00: , " not good at studying or not fancy with studying."  
SPEAKER\_00: , "So, yeah, it would be harmful for us."  
SPEAKER\_00: , "And also, if I didn't get into a great university, we're afraid that people won't think that we're good enough."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "Yeah, that's almost it."  
SPEAKER\_01: , "So,"  
SPEAKER\_00: , " I know."  
SPEAKER\_00: , "We'll have the sense of being that we'll compare ourselves to each other."  
SPEAKER\_00: , "And we'll feel that if we didn't have a better university, we'll lose in some places."  
SPEAKER\_01: , "Tell me more about that feeling, like, oh, I'm not as good at the university as this person."  
SPEAKER\_00: , " Maybe you'll feel a little bit less confident standing in front of her."  
SPEAKER\_00: , "And also when doing the interview, getting for a job, maybe you won't get in a good company if you don't have that high level of university."  
SPEAKER\_01: , " How does that impact the way people feel about themselves?"  
SPEAKER\_01: , "Do people feel ashamed of going to bad universities or doing bad in grades compared to their peers?"  
SPEAKER\_00: , "Maybe some of the students will feel that way, but not all of the students."  
SPEAKER\_01: , "What about you personally?"  
SPEAKER\_00: , " normally I am a confident person but when facing to the academic level I'm less confident of it since if something will despite me something despite me despite is it a is it a correct phrase?"  
SPEAKER\_00: , "despite I don't think so if someone said that my since I'm studied at National Taiwan Normal University"  
SPEAKER\_00: , " And it's like the middle school in Taiwan."  
SPEAKER\_00: , "So if someone said that my school is bad in front of me, I'll feel furious."  
SPEAKER\_00: , "I'll feel bad for myself."  
SPEAKER\_00: , "So I think, yeah, I'm kind of less confident with my university and with my grades."  
SPEAKER\_01: , "Right."  
SPEAKER\_01: , " I think that National Taiwan University, it's a very good university here, right?"  
SPEAKER\_01: , "So does that make you feel more confident?"  
SPEAKER\_00: , "National Taiwan University is the best university in Taiwan."  
SPEAKER\_00: , "But I am from National Taiwan Normal University."  
SPEAKER\_00: , "But I have attempted many activities in National Taiwan University."  
SPEAKER\_00: , "And normally I won't think that I am like"

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SPEAKER\_00: , " I would like to be worse than them."

SPEAKER\_00: , "I think I'm actually as good as them."

SPEAKER\_00: , "So yeah, it depends."

SPEAKER\_00: , "But I would say my label is National Taiwan Normal University."

SPEAKER\_00: , "So some people will still think that it is not as good as NTU."

SPEAKER\_00: , "But I have many NTU friends and they're all nice."

SPEAKER\_01: , " So, have you ever... You were telling me that when you first applied to graduate school, the first two said, we reject."

SPEAKER\_01: , "Can you explain that feeling that you had then?"

SPEAKER\_01: , "You say purposeless?"

SPEAKER\_00: , "Yeah, it's really..."

SPEAKER\_00: , " Oh, the feeling is so bad, since it makes me feel that I'm not good enough to getting that university, as long as I spend so many times to preparing for it."

SPEAKER\_00: , " and like taking the tests and all the things."

SPEAKER\_00: , "So when I get the two rejections, at first I'll feel really I'm not confident of myself."

SPEAKER\_00: , "I'll feel that I am a bad person and I'm not qualified for the good schools in the States."

SPEAKER\_00: , "But in a short time, I put myself together."

SPEAKER\_01: , " When you say that you felt that, does that relate to the education culture in Taiwan?"

SPEAKER\_00: , "Yeah, I think that."

SPEAKER\_01: , "Explain how you think that relates."

SPEAKER\_00: , "I think since I'm not really confident with National Taiwan Normal University where I'm studying now, so I'll seek for a better education."

SPEAKER\_00: , " I get an NYU now, so it's the better education that I'm seeking for."

SPEAKER\_00: , "So the sense of not so confident will make me to pursue for a better education."

SPEAKER\_01: , "NYU is a very good school."

SPEAKER\_00: , "Thank you."

SPEAKER\_01: , "It's a special effort."

SPEAKER\_01: , " So pretty famous in America."

SPEAKER\_00: , "But the most important reason that I'll choose NYU is that I have a dream to living in New York."

SPEAKER\_01: , " Do you think New York's even bigger than Taipei?"

SPEAKER\_00: , "Yeah, it's bigger than Taipei."

SPEAKER\_00: , "Since I've lived in Taipei for my whole life, for 23 years."

SPEAKER\_00: , "I'm 23 years old now."

SPEAKER\_00: , "So I like to live in a different city to feel the culture and feel the different people there."

SPEAKER\_01: , "Right."

SPEAKER\_01: , "That's kind of what I feel coming to Taipei."

SPEAKER\_01: , "Because it's so much bigger than Boston."

SPEAKER\_00: , "Oh, really?"

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SPEAKER\_00: , "It's so much bigger."  
SPEAKER\_01: , "It's maybe four times bigger."  
SPEAKER\_00: , " Really?"  
SPEAKER\_00: , "Is it?"  
SPEAKER\_01: , "I think so."  
SPEAKER\_00: , "I think Boston is big as well."  
SPEAKER\_00: , "Isn't it?"  
SPEAKER\_01: , "It's a smaller city."  
SPEAKER\_00: , "Oh, really?"  
SPEAKER\_01: , "That's kind of the same feeling I got coming here."  
SPEAKER\_00: , " Can you understand what I'm talking about in my English?"  
SPEAKER\_01: , "English is so good."  
SPEAKER\_00: , "So good."  
SPEAKER\_00: , "Since we don't have the chance to speaking with a foreign person, speaking to Americans in Taipei."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "I think you have the best English of all of the interviews we've done."  
SPEAKER\_00: , "Oh, really?"  
SPEAKER\_00: , "Thank you!"  
SPEAKER\_00: , "Okay, I'll practice it more."  
SPEAKER\_01: , "Yes."  
No speaker available: , "加油! 谢谢!"  
SPEAKER\_01: , " I know."  
SPEAKER\_01: , "It's so hard for me to practice my Chinese in America."  
SPEAKER\_00: , "Oh, it's hard, right?"  
SPEAKER\_01: , "There's so few people to talk to."  
SPEAKER\_00: , "Few people?"  
SPEAKER\_01: , "There's not that many people."  
SPEAKER\_00: , "But isn't it many, like, Chinese students there?"  
SPEAKER\_01: , "There are, but they like to stay in the same groups."  
SPEAKER\_00: , "Oh, hang out with themselves."  
SPEAKER\_01: , "Like, the people from China talk to the people from China."  
SPEAKER\_00: , "Oh, yeah."  
SPEAKER\_00: , "I see."  
SPEAKER\_01: , "And they have a Chinese club at our campus."  
SPEAKER\_00: , "Oh, yeah."  
SPEAKER\_01: , "For the Chinese culture."  
SPEAKER\_00: , "Oh."  
SPEAKER\_01: , " They only do their announcements over WeChat."  
SPEAKER\_01: , "They don't like other people coming."  
SPEAKER\_00: , "It's hard to practice."  
SPEAKER\_00: , "Yeah, I see that."  
SPEAKER\_00: , "I believe so."  
SPEAKER\_01: , "Can you tell us, what kind of things do you do for your hobbies or passions?"



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SPEAKER\_01: , "Outside of school, what are you spending your time on?"  
SPEAKER\_00: , " Oh, I have many activities besides school."  
SPEAKER\_00: , "Like I joined an app original service club."  
SPEAKER\_00: , "And also I participated in a startup company as well."  
SPEAKER\_00: , "And also I am a lecturer in a class besides school."  
SPEAKER\_00: , "But as for my personal hobbies, I like to edit videos."  
SPEAKER\_00: , " Since my family, we travel a lot."  
SPEAKER\_00: , "And after we travel, I'll edit today's travel vlog and upload it on YouTube."  
SPEAKER\_00: , "But it's only the hobby."  
SPEAKER\_00: , "I don't want to be a YouTuber."  
SPEAKER\_00: , "And also, I like to read."  
SPEAKER\_00: , "I like to watch some TV shows."  
SPEAKER\_00: , "And travel."  
SPEAKER\_01: , "You like traveling?"  
SPEAKER\_00: , "Me too."  
SPEAKER\_00: , "I just came back from Malaysia."  
SPEAKER\_00: , "Yesterday."  
SPEAKER\_01: , "How was that?"  
SPEAKER\_00: , " It was so hot."  
SPEAKER\_00: , "So hot there."  
SPEAKER\_00: , "But it's really fun."  
SPEAKER\_00: , "It's a different culture from Taiwan."  
SPEAKER\_01: , "I think a lot of people in Malaysia speak Mandarin though, right?"  
SPEAKER\_00: , "Yeah, some of them speak Mandarin."  
SPEAKER\_00: , "Some of them speak Indian."  
SPEAKER\_00: , " It's a good place."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_01: , "I'd like to go one day."  
SPEAKER\_00: , "Oh, it's just so hot."  
SPEAKER\_00: , "Different from America."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "It gets so cold in New York."  
SPEAKER\_02: , "True."  
SPEAKER\_01: , "So, do you... What would you say, like, your..."  
SPEAKER\_01: , " What would you say your purpose is?"  
SPEAKER\_01: , "Do you have something driving you?"  
SPEAKER\_00: , "Purpose?"  
SPEAKER\_00: , "Could you say more about purpose?"  
SPEAKER\_01: , "What I'm talking about is... Some people... Some people feel they don't really have any good reason to keep going."  
SPEAKER\_01: , "They find it hard to..."  
SPEAKER\_01: , " find a reason to do what they're doing."  
SPEAKER\_01: , "They think, oh, I don't know what I'm doing."  
SPEAKER\_01: , "I don't know why I'm doing it."  
SPEAKER\_01: , "So they kind of get confused and lost."

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SPEAKER\_01: , "So that would be not having purpose."

SPEAKER\_01: , "But some people have purpose and they think, oh, I really, I know what I like to do."

SPEAKER\_01: , "When I do this activity or I do this work, it makes me feel good."

SPEAKER\_01: , "It makes me feel like I'm making the world a better place."

SPEAKER\_00: , " I'll say that I have purpose but I don't have the clear purpose I just feel that like I'm doing a thing and I like it and I'll keep doing it so is that counts?"

SPEAKER\_00: , "Can you say your question again?"

SPEAKER\_01: , "So I was talking about purpose like some people"

SPEAKER\_01: , " I know you were talking to one person who really finds a lot of meaning in exploring new cultures and learning new languages."

SPEAKER\_01: , " He was saying that was his purpose."

SPEAKER\_01: , "To him it didn't matter how much money he was making in his job as long as he had this one thing he really loved to do and he was happy doing that as long as he was making progress towards that thing that he loves."

SPEAKER\_00: , "So you're asking me if I have my purpose?"

SPEAKER\_01: , "Yeah, you can take it."

SPEAKER\_01: , "If you want to, just please tell us a little bit more."

SPEAKER\_00: , " I think I love my life, so that means that I have purpose for my life, right?"

SPEAKER\_00: , "However, I don't think I find a purpose for my job since I don't know what my passion and the job is right now."

SPEAKER\_00: , "Like I don't know the correct path for me, correct career path for me."

SPEAKER\_00: , " for now."

SPEAKER\_00: , "So I'll say that I find my life purpose for now, but I didn't find my career purpose."

SPEAKER\_01: , "So can you tell us a little bit more about your life purpose?"

SPEAKER\_00: , " life purpose since I really like living in Taipei since I live with my family and I have many friends here so I really like the feeling of like hang out with my friends and spending time with my family and also traveling or having the great meals here in Taipei so I really like love my life here I really love how I how I'm living"

SPEAKER\_01: , " It's"

SPEAKER\_01: , " Can you tell us a little bit more about the work purpose?"

SPEAKER\_00: , "Since my major in college is, I have double major, which is education and business administration."

SPEAKER\_00: , "But it's not, it's not, I don't think that I really love the thing I learned at university."

SPEAKER\_00: , "So that makes me to feel confused of what, what to do in the future."

SPEAKER\_00: , "So I still don't know what I'll be doing."

SPEAKER\_00: , " After graduation, I'll say that I haven't find the purpose, my career purpose."

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SPEAKER\_01: , "So you say you don't want to do a career in the things that you studied at school?"

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , " Since most of my classmates are going to be a teacher, but that's not what I like to do."

SPEAKER\_00: , "So I'm different from them."

SPEAKER\_00: , "I would say I'm confused of what I'll do in the future."

SPEAKER\_01: , "So if you don't want to be a teacher, then how are you going to find"

SPEAKER\_00: , " For now, I think that I will definitely go into a company."

SPEAKER\_00: , "What I plan for now, my dream is to become an entrepreneur."

SPEAKER\_00: , " But it's really difficult for me for now."

SPEAKER\_00: , "So I'll say that it is a goal, but it is not what is suitable for me right now."

SPEAKER\_00: , "So I'm still finding a way to achieve it."

SPEAKER\_01: , "How do you go out and decide"

SPEAKER\_01: , " How do you go and choose the direction that you want your career to go?"

SPEAKER\_00: , "Since my dad, he started up his own company and I grew up seeing what he's doing and what his lifestyle is and I think that it is"

SPEAKER\_00: , " fit for me."

SPEAKER\_00: , "It is great and it's challenging, but I think I like the life like him."

SPEAKER\_00: , "And last year, I participated in a start-up competition."

SPEAKER\_00: , "So our team, we have six people and we started up our own business plan."

SPEAKER\_00: , "And I feel that the process is really fun and I really like what we are doing."

SPEAKER\_00: , "So I feel maybe that is my passion, but it's hard to achieve, but I like to do it."

SPEAKER\_01: , " So, you found this passion just by going out and participating in that start-up club?"

SPEAKER\_00: , "In the start-up competition."

SPEAKER\_00: , "I see."

SPEAKER\_01: , "Are there any other passions that you were able to find just going out and participating in clubs or activities?"

SPEAKER\_00: , "Also, I like to become a..."

SPEAKER\_00: , " lecturer in a company since I was a lecturer in a course in MTU for over two years and I really like the feeling of standing on the stage and talking to the students and convey my concept, my thoughts and also I have been an intern in a"

SPEAKER\_00: , " a cosmetics company and in a training department."

SPEAKER\_00: , "And I also like what they're doing in the training department."

SPEAKER\_00: , "And we will have the lecture."

SPEAKER\_00: , "We have to train our employees."

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SPEAKER\_00: , "And I find it's fun as well."  
SPEAKER\_00: , "So that would be my another passion for my career path."  
SPEAKER\_01: , " It's good."  
SPEAKER\_01: , "Thank you."  
SPEAKER\_01: , "You got this."  
SPEAKER\_01: , "Going back to the city wandering challenge, what are some things that you think that you would recommend for them with their missions?"  
SPEAKER\_01: , "Things that would have helped you personally?"  
SPEAKER\_00: , " I think it could be more focusing on our own passion, since it is really hard for Taiwanese students to find our own passion, find what we really like to do."  
SPEAKER\_00: , " I'll say that it could be more personal."  
SPEAKER\_00: , "Like we could establish our own career path and we could set up our own mission that is fit for ourselves."  
SPEAKER\_00: , "So we could have a chance to do something that is really helpful for our career path."  
SPEAKER\_01: , "Right."  
SPEAKER\_01: , "Do you think that?"  
SPEAKER\_01: , " Do you think there's not a lot of support for people finding their career path?"  
SPEAKER\_00: , "Again?"  
SPEAKER\_01: , "Is it hard to get support finding your career path?"  
SPEAKER\_00: , "I don't think it's hard to get support if we get a career path, but it will be hard for us to find out what we really like to do."  
SPEAKER\_00: , "So as long as we know where our passion is, it will be much more easier to get support."  
SPEAKER\_01: , " But is it hard for people here to discover that passion?"  
SPEAKER\_01: , "Yeah, it's hard."  
SPEAKER\_01: , "What's making that hard for them?"  
SPEAKER\_00: , "I think what makes it hard for Taiwanese students to find our own passion is the culture of educational system."  
SPEAKER\_00: , "Since in high school, what we got is that we have to study hard, studying for the text in the textbook instead of"  
SPEAKER\_00: , " really searching for what we like to do and really have the chance to do the extracurricular activities."  
SPEAKER\_00: , "Since in high school all we do is study."  
SPEAKER\_00: , "And after we get in the university, suddenly we don't know what we have to do since we all study in our high school."  
SPEAKER\_01: , " Do the high schools offer extracurricular activities?"  
SPEAKER\_00: , "Oh, yeah."  
SPEAKER\_00: , "We also offer that."  
SPEAKER\_00: , "But for me, as for me, I joined a dancing club in my high school."  
SPEAKER\_00: , "However, my classmates or my crime school students, they don't agree with that."

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SPEAKER\_00: , "They'll say that, oh, no, come back to study and don't participate in that kind of clubs."

SPEAKER\_01: , " So would you say that those kind of clubs are, people are saying, oh that's a waste of time?"

SPEAKER\_00: , "Yeah, our teachers will say that."

SPEAKER\_00: , "But I feel that it's really meaningful."

SPEAKER\_00: , "It's great."

SPEAKER\_00: , "I never regret participating in the dancing club in my high school."

SPEAKER\_00: , "It's such a great memory for me."

SPEAKER\_01: , "Yeah, it's like so fun to meet new people."

SPEAKER\_00: , "Yeah, it's so fun."

SPEAKER\_00: , " And I have a bunch of great friends."

SPEAKER\_01: , "I think in America we have much more emphasis on the clubs and activities."

SPEAKER\_01: , " I'd say everyone kind of identified themselves almost with what activities they were doing."

SPEAKER\_00: , "Yeah, it's great culture in the States."

SPEAKER\_01: , "Yeah, so that's one of the big shocks that I got coming here is everyone's so laser-focused on their studying."

SPEAKER\_00: , "Yeah, especially in high school."

SPEAKER\_00: , "Not in university."

SPEAKER\_00: , "In university we'll have a lot of chances to have different extracurricular activities, but in high school we only focus on study."

SPEAKER\_01: , " So is it kind of a shock going from so focused on studying in high school and then you get to college and then there's like more opportunities."

SPEAKER\_01: , "Do you feel kind of unprepared just going everyone's so focused on studying and then you get to this one point and now you're allowed to go."

SPEAKER\_00: , "Many students will don't know what they could do when they first came in the university."

SPEAKER\_01: , " I had a question on that."

SPEAKER\_01: , "I forgot."

SPEAKER\_00: , "Take your time."

SPEAKER\_00: , "Think of it."

SPEAKER\_00: , "Take your time."

SPEAKER\_01: , "Do you have any questions, Liv?"

SPEAKER\_02: , "No, I don't know."

SPEAKER\_02: , "Maybe go through some more ones."

SPEAKER\_01: , " If you were ever in a position where you kind of lost your sense of purpose, say, imagine if all of your applications had been rejected."

SPEAKER\_01: , "Who are the people you can rely on for support?"

SPEAKER\_01: , "What would be your process of getting back on track?"

SPEAKER\_00: , " It will definitely be my mom."

SPEAKER\_00: , "Like she always be supportive for my whole life."

SPEAKER\_00: , "So I will always rely on her."

SPEAKER\_00: , "And also I rely on my boyfriend as well."

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SPEAKER\_00: , "Since he is actually really supportive for all of my choices and what I'm doing as well."

SPEAKER\_00: , "So it will be my mom and my boyfriend."

SPEAKER\_00: , " I'll say that I am a lucky person to have my mom since she never asked me to like to get a higher grades or to getting some great university."

SPEAKER\_00: , "She always to let me to be myself."

SPEAKER\_00: , "So I'm really grateful to have her in my process of growing up."

SPEAKER\_00: , "Would you say that's"

SPEAKER\_01: , " Having a parent who is not so focused on their grades, is that common or is that rare?"

SPEAKER\_00: , "I have no idea actually, but I think both kinds of parents exist in Taiwan."

SPEAKER\_01: , "We were talking to one person who was saying, I didn't get into the good universities, so my parents say, we're not paying for your school."

SPEAKER\_00: , "Oh no!"

SPEAKER\_01: , "And I didn't know if that was the common thing here."

SPEAKER\_00: , " I don't think it's common actually, but I'm not quite sure."

SPEAKER\_00: , "But I'll say like 50% of parents will ask for the higher grades for their children."

SPEAKER\_00: , "And that actually makes huge pressure on children."

SPEAKER\_00: , "How do you feel that pressure?"

SPEAKER\_01: , "Do you know what that pressure feels like?"

SPEAKER\_00: , " My parents won't ask me to get into any great university, but my cram school teachers will."

SPEAKER\_00: , "It forces you to do something that you don't like, but you have to strive for it."

SPEAKER\_00: , "The feeling is so bad."

SPEAKER\_01: , "Can you tell me a bit more about the cram school?"

SPEAKER\_00: , " the cram school process here oh you know what cram school is right a little bit we don't have them in america oh yeah i see since um you have to you go to your high school and after that you'll go to cram school to"

SPEAKER\_00: , " learn again, to get a better education."

SPEAKER\_00: , "And it's really, it will be under much more pressure than in school."

SPEAKER\_00: , "And the cram school teachers will ask us to have higher grades, get a better university."

SPEAKER\_00: , "And all of the students who go to cram school study really hard, so you have to do so."

SPEAKER\_00: , " and it caused me much more, many pressure there."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "Did you spend a lot of time at the cram school?"

SPEAKER\_00: , "No, I quit."

SPEAKER\_01: , "You quit?"

SPEAKER\_00: , "I quit, yeah."

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SPEAKER\_00: , "I quit after I joined the club since I don't feel the culture is good."  
SPEAKER\_00: , "I don't think that it fits me."  
SPEAKER\_01: , "Yeah."  
SPEAKER\_00: , "Then I quit."  
SPEAKER\_00: , "I study on my own."  
SPEAKER\_01: , "I think it's better that way."  
SPEAKER\_00: , "Yeah, but my mom's support."  
SPEAKER\_00: , " So, yeah, I just did it."  
SPEAKER\_01: , "Do you have any more questions, Lynn?"  
SPEAKER\_02: , "No, I can't think of any more."  
SPEAKER\_01: , "Do you have any... Before we end the interview, do you have any other things you want to share or maybe some more suggestions for those wandering challenges?"  
SPEAKER\_02: , "Um... Um..."  
SPEAKER\_00: , " Actually, I think the wandering challenge is really great now."  
SPEAKER\_02: , "So... I don't think so."  
SPEAKER\_00: , "I think... No."  
SPEAKER\_00: , "Do you have any questions?"  
SPEAKER\_01: , "Is there any single type of mission that you think would be very helpful for you?"  
SPEAKER\_01: , "Single type of... Like, if you had to suggest another challenge to add on."  
SPEAKER\_01: , "If you could go back and then you'd have one more challenge, what would that be?"  
SPEAKER\_00: , "Oh..."  
SPEAKER\_01: , " The perfect challenge."  
SPEAKER\_00: , "I like to choose two."  
SPEAKER\_00: , "The first one I like most is the free hug."  
SPEAKER\_00: , "And then is the MRT one."  
SPEAKER\_00: , "The two is two of my favorite."  
SPEAKER\_01: , "Okay."  
SPEAKER\_01: , "And if you had to make another one?"  
SPEAKER\_00: , "Oh, make another one."  
SPEAKER\_00: , "Another challenge?"  
SPEAKER\_00: , "What do you think of it?"  
SPEAKER\_02: , "Make another challenge."  
SPEAKER\_00: , " Um... I can't think of it right now."  
SPEAKER\_01: , "It's no problem."  
SPEAKER\_01: , "No problem."  
SPEAKER\_01: , "In that case, I don't have any more questions."  
SPEAKER\_00: , "No."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "Thank you so much for this interview."  
SPEAKER\_01: , "Thank you."  
SPEAKER\_01: , "Yes."  
SPEAKER\_01: , "I'll end the recording."

## Exploration to Reduce Purposelessness in the Young Adults of Taiwan

SPEAKER\_02: , "No problem."

SPEAKER\_02: , "Thank you so much."



## Appendix L: Interview E Transcription

SPEAKER\_00: , " So thank you for meeting with us today."

SPEAKER\_00: , "It's so helpful."

SPEAKER\_00: , "I think I want to spend the first minute kind of just explaining the project that we're working on."

SPEAKER\_00: , "So we are both from America, Boston."

SPEAKER\_00: , "We're at college."

SPEAKER\_00: , "We're juniors as well."

SPEAKER\_00: , "We've come here for two months to work on a project."

SPEAKER\_00: , " in coordination with a non-profit here in Taipan called 城市浪人 and so they do their whole project"

SPEAKER\_00: , " mission is that they make like challenges and games to help young people around the ages of 18 to 25 explore and find what is meaningful to them."

SPEAKER\_00: , "It just forces them to get out of their comfort zone, learn new things and perhaps find their purpose."

SPEAKER\_00: , "So that is their mission."

SPEAKER\_00: , "Our project here is we're surveying image of young people like yourself and we're trying to find"

SPEAKER\_00: , " How do young people in Taipei think about purpose?"

SPEAKER\_00: , "And once with this data, we want to get a better understanding of purpose so that we can create missions to help the Chungsun Aga with their project."

SPEAKER\_00: , "We want to create some of these challenges and games for young people."

SPEAKER\_00: , "Does that make any sense?"

SPEAKER\_01: , "OK."

SPEAKER\_01: , "It's cool."

SPEAKER\_01: , "It's my first time hearing this kind of thing."

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "OK."

SPEAKER\_00: , " So first, I was just wondering, could you give us your story here about, have you ever felt any purposelessness in your life before?"

SPEAKER\_01: , "Again, sorry?"

SPEAKER\_00: , "Have you ever felt like kind of like a loss of direction, like you didn't really know what to do?"

SPEAKER\_01: , " I actually set up my goal at a very young age about being a teacher, but when I was in senior high school, I found out that there's low birth in Taiwan, which means that there are less children for teachers to teach, which means that there are less and less needs for new teachers."

SPEAKER\_01: , " And they also extend the retirement year for those people who work for a government and teacher is one of them."

SPEAKER\_01: , "So it's a little bit hard for me to stick to this goal to become a teacher in junior high school or senior high school."

SPEAKER\_01: , " I feel a little bit lost at that time."

SPEAKER\_01: , "I feel like this is my biggest dream, but if I don't want to become a teacher or I cannot become a teacher, what should I do?"

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SPEAKER\_01: , "So I spent about like one or two years thinking about this."

SPEAKER\_01: , "So that's why I chose German department because I want to or maybe I can learn another language, maybe become an interpreter, translator or things like that."

SPEAKER\_01: , "Right now, I'm still working on becoming a teacher, but I have more choices right now."

SPEAKER\_01: , "I'm still thinking about taking a master's degree in translating, but since AI is a little bit too good right now, it's very interesting."

SPEAKER\_01: , "I was in the third grade of senior high school."

SPEAKER\_01: , "I feel like, okay, I cannot become a teacher."

SPEAKER\_01: , "So after I get into the college, I'm going to learn another language."

SPEAKER\_01: , "I want to become an interpreter."

SPEAKER\_01: , "And after that, I started to study myself more a year, and AI just comes out."

SPEAKER\_01: , "So the dream of to become an interpreter, it just become a little bit weak right now."

SPEAKER\_01: , "But my new explore about my future right now is that there are more and more"

SPEAKER\_01: , "people in Western countries or English-speaking countries, they want to learn Chinese."

SPEAKER\_01: , "So right now I'm working on to become a Chinese teacher and work abroad."

SPEAKER\_01: , "Yeah."

SPEAKER\_01: , "So it's a process."

SPEAKER\_00: , "It's a big process."

SPEAKER\_01: , "A big process."

SPEAKER\_00: , "So that's kind of like a big story, a lot of changes."

SPEAKER\_00: , "Yes."

No speaker available: , "Yes."

SPEAKER\_00: , "And I feel kind of a bit uneasy myself, but the AI can do all this coding now, and that's what I do."

SPEAKER\_00: , "So how did you decide that you wanted to be a teacher?"

SPEAKER\_01: , "I don't know."

SPEAKER\_01: , "I just want to work with people."

SPEAKER\_01: , "And I feel like I have disabilities."

SPEAKER\_01: , "telling others that I have this ability and tell them that having this ability is really cool and I want to let everybody learn that I what I what I'm doing like I started to learn English when I was the third grade of elementary school it's kind of young and in the very beginning is very difficult but I"

SPEAKER\_01: , "learn with some of my teachers, my parents, and I figure out how to learn English, so my way of learning English has become more and more easier."

SPEAKER\_01: , "And this process is really exclusive."

SPEAKER\_01: , "I really want to teach others, tell others that"

SPEAKER\_01: , "Even though English is a little bit hard, but you can still learn it in a very easy way or you can learn it with some other ways."

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SPEAKER\_01: , "And after I grew up, I felt that maybe I cannot only become an English teacher, just maybe Chinese teacher is also one of them."

SPEAKER\_01: , "But an English Chinese is only two things that I can do with."

SPEAKER\_01: , " Okay, so I can only teach English and Chinese but becoming the teacher is somehow become a very special and a very important dream for me after that."

SPEAKER\_01: , "Yes."

SPEAKER\_01: , "I was quite influenced by one of my English teacher from cram school."

SPEAKER\_01: , "She teaches, she taught us with a very very patiently and"

SPEAKER\_01: , " Even though some of them just cannot get what she's talking about, she can still spend more and more extended hours with those students until they can understand what they're learning right now."

SPEAKER\_01: , "I think patience is something that I'm a little bit lack of."

SPEAKER\_01: , "So I was influenced by her."

SPEAKER\_01: , "I feel like, okay, before I become a teacher, I can start to"

SPEAKER\_01: , " For example, become more patient and something like that."

SPEAKER\_01: , "So becoming a teacher is like for a career, but the thing that I need to equip with before becoming a teacher is also something that I think I really want to learn."

SPEAKER\_01: , "So that's also a reason I want to be a teacher."

SPEAKER\_01: , "Yes."

SPEAKER\_00: , "It's a good reason."

SPEAKER\_00: , "There's plenty of"

SPEAKER\_00: , " open spots to teach Chinese in America."

SPEAKER\_00: , "I know that they're always looking for new teachers."

SPEAKER\_01: , "I'm still thinking about if I want to teach in America because I've heard that if I want to be, if I want to teach in America, I have to take some math exams or something like that."

SPEAKER\_01: , "Okay, that is something that I cannot deal with."

SPEAKER\_01: , "Math."

SPEAKER\_01: , "Math is a little bit too difficult for me."

SPEAKER\_00: , "Yeah, it's not for everybody."

SPEAKER\_00: , " So, I was wondering, you said you had gone to a cram school before."

SPEAKER\_00: , "Can you tell us about your experience there?"

SPEAKER\_01: , "Experience in cram school?"

SPEAKER\_00: , "Because we don't have them in America, so we don't really understand much about it."

SPEAKER\_01: , "I went to the cram school that's, there's two kinds of cram school in Taiwan."

SPEAKER\_01: , "One is for just some new abilities or like something you are not going to learn in school."

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SPEAKER\_01: , " And the other thing is that if you study in this cram school, you're going to get better grades because they're helping you to preview and review the things you are learning."

SPEAKER\_01: , "So the cram school I mentioned previously is about for the parents to send their children there and they can learn English earlier than others."

SPEAKER\_01: , "So for the children who graduated from that cram school,"

SPEAKER\_01: , " they have a higher level of English than their peers so that's the difference and the time in the cram school for those talent cram school they will like for English they will teach you in a different way for example playing games or listening to music or"

SPEAKER\_01: , " They have a lot of competitions."

SPEAKER\_01: , "For example, I learned to speak English through impromptu speech competition."

SPEAKER\_01: , "So they have this kind of things to build up your interest and your ability in this kind of talent."

SPEAKER\_01: , "And of course, there's a lot others."

SPEAKER\_01: , "I've been to piano cram school and English cram school or any other things like that."

SPEAKER\_01: , " When I was in senior high school, I'm going to do the entrance exam for college."

SPEAKER\_01: , "And that is not that interesting, that kind of current school."

SPEAKER\_01: , "They will ask you to do a lot of quizzes, tests."

SPEAKER\_01: , "They are going to test you any time and they will"

SPEAKER\_01: , " Write down all your grades and send it to your parents and discuss with your parents."

SPEAKER\_01: , "And if your grades is a little bit too bad, they will arrange a meeting with you and your parents."

SPEAKER\_01: , "They will make sure everyone is improving, everyone is studying."

SPEAKER\_01: , "So like things like that."

SPEAKER\_00: , "How much time would you spend at cram school every week?"

SPEAKER\_01: , "For English cram school, I spent like, I went there once a week."

SPEAKER\_01: , " maybe about three or four hours there."

SPEAKER\_01: , "But for the current school I went to during senior high school, I went there every single day."

SPEAKER\_01: , "For example, I have English class on Monday, and I will have a test day on Wednesday or something like that."

SPEAKER\_01: , "So I did a lot of, I took English, math, and I think"

SPEAKER\_01: , " Chemistry?"

SPEAKER\_01: , "I'm not really sure."

SPEAKER\_01: , "So I have to go there every single day because I have to do the test and I also take the class."

SPEAKER\_01: , "So every day."

SPEAKER\_00: , "So every day."

SPEAKER\_00: , "That sounds like a lot of time that you're spending."

SPEAKER\_00: , "Yeah."

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SPEAKER\_00: , "So, like, combined with school and then cram school, how much time are you spending between the two of those every day?"

SPEAKER\_00: , "Would you say how many hours?"

SPEAKER\_01: , " You mean preparation or?"

SPEAKER\_00: , "Like just in studying in general."

SPEAKER\_01: , "Studying in general."

SPEAKER\_00: , "Like anything that you're studying either at school or preparing for school."

SPEAKER\_01: , "Preparing for school."

SPEAKER\_00: , "Like studying for a test."

SPEAKER\_00: , "Wow."

SPEAKER\_01: , " I don't even know when did I take a rest, okay, so it's a little bit stressed out."

SPEAKER\_01: , "I'm not really sure."

SPEAKER\_01: , "I go to prim school at six, the class started at six, so I started to study until"

SPEAKER\_01: , " If it's a lucky day, it will be 2 hours."

SPEAKER\_01: , "So I will stay there for 2 hours."

SPEAKER\_01: , "But if it's some day for math, I will stay there until like 10 or something."

SPEAKER\_01: , "So 4 or 5 hours is kind of general for math day."

SPEAKER\_01: , " And every day for senior high school is like eight hours, I think."

SPEAKER\_01: , "Yeah, in the morning."

SPEAKER\_01: , "Like regular school, cram school, depends."

SPEAKER\_01: , "Yes, a little bit different."

SPEAKER\_01: , "For preparation, yeah, it also depends on what am I going to do the next day."

SPEAKER\_01: , "If I have exam, maybe I will stay up until 2 or 3."

SPEAKER\_01: , "But if I don't have test, maybe I can go to bed at 12."

SPEAKER\_01: , "So the preparation time also depends."

SPEAKER\_00: , "That's so much work."

SPEAKER\_00: , " Way more than we did in America."

SPEAKER\_00: , "Really?"

SPEAKER\_00: , "Yeah, because we don't have a trans school."

SPEAKER\_00: , "In America, we have school for maybe 7 hours a day."

SPEAKER\_00: , "And then after that, you're done."

SPEAKER\_00: , "If you want to, you can go play sports or join a club."

SPEAKER\_00: , "But you don't have to."

SPEAKER\_02: , "Oh, club."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , "So that's kind of what I want to ask you about."

SPEAKER\_00: , "In America, people have a lot of chance after school to go join like a soccer club or"

SPEAKER\_00: , " to join like an acting club or a choir to sing."

SPEAKER\_00: , "And we can do that because we have lots of extra time after school."

SPEAKER\_00: , "The grades aren't as important."

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SPEAKER\_00: , "Like, are people able to do anything like that here?"

SPEAKER\_00: , "Do people have that opportunity to go join different clubs and see what they like to do?"

SPEAKER\_01: , "Okay, so for... Okay, I will just take Taiwanese as an example."

SPEAKER\_01: , "We care a lot more"

SPEAKER\_01: , " We carry grades a lot more than other any talents."

SPEAKER\_01: , "So yes, we do have clubs for students, but The teachers will ask you not to spend too much time on your club or my parents for example."

SPEAKER\_01: , "I Joined English club."

SPEAKER\_01: , "It's actually for like kind of English studying or like for a culture thing when I was a member of the club it was okay, but When"

SPEAKER\_01: , " After you become like a second year in a senior high school, some seniors will ask you to become like the club leader or any other things like that and that takes time."

SPEAKER\_01: , " I really want to become a leader."

SPEAKER\_01: , "I feel like it's very interesting and it's very cool."

SPEAKER\_01: , "So I asked my parents about that."

SPEAKER\_01: , "My mom said, if you are insisting doing that, I'm not, I'm going to stop you to going to those clubs."

SPEAKER\_01: , "So yeah, it was very stressed out."

SPEAKER\_01: , "Of course in the end, I figured that out and yes, I become the leader of that, but the process was not really good."

SPEAKER\_01: , "I, we have to,"

SPEAKER\_01: , " convince our parents to let us to do those things that's not related to the test or that's not related to the like requirements for you to get into a college or a senior high."

SPEAKER\_01: , "So we do have club and actually we still have like a two-hour class"

SPEAKER\_01: , " in school that everyone needs to go to their own club and spend two hours there and go back to the original class."

SPEAKER\_01: , "But if you want to spend more time on that, I don't think that's accepted."

No speaker available: , "Yeah."

SPEAKER\_00: , "Can you explain to me a little bit more about like the attitude that your parents have towards education, like why tests are so important?"

SPEAKER\_01: , " Because if you want to get into a better school, you need a better grade."

SPEAKER\_01: , "And according to my mom, she said if you want to study better, you need a better environment."

SPEAKER\_01: , "So if you go to a"

SPEAKER\_01: , " a school that doesn't require a high grade, the environment there will be that the teachers think about, oh, maybe you don't really care about what you're studying, so I just teach whatever I want, and I don't really care about your attitude about this, and the students around you will be like, I don't really care about studying, and after that, you will be influenced."

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SPEAKER\_01: , "So for my parents, they think you have a better grade, you get into a better school, and the environment there will help you to improve more."

SPEAKER\_01: , " and the teachers there, and the resources there will help you more."

SPEAKER\_00: , "Why is it so important to be studying and to get into those good schools?"

SPEAKER\_00: , "Why is it so important that you get such a good education?"

SPEAKER\_01: , "Good education?"

SPEAKER\_01: , "To fulfill, it's not fulfill, it's like making your resume looking better, or like"

SPEAKER\_01: , " I'm not really sure."

SPEAKER\_01: , "I think there's a lot of people care about that in Taiwan when you're hiring a job."

SPEAKER\_01: , "So it actually like right now is not always related to school."

SPEAKER\_01: , "It's also related to your department."

SPEAKER\_01: , "For example, Suzhou University is not"

SPEAKER\_01: , " It's a private school."

SPEAKER\_01: , "It's not a really good school."

SPEAKER\_01: , "But the law department here is kind of good."

SPEAKER\_01: , "So there's a lot of famous lawyers who come from Suzhou University."

SPEAKER\_01: , "So it depends on the resources and the environment."

SPEAKER\_01: , "And after you graduate, you get the name of the school and the department."

SPEAKER\_01: , "And with this title, maybe you can get into a better company if you want to study in"

SPEAKER\_01: , " But I've never hired, I've never thinking about going abroad and doing like the resume for the companies in foreign countries."

SPEAKER\_01: , "So I'm not really sure if they care that a lot."

SPEAKER\_01: , "But for Taiwanese people, I think the Taiwanese companies cares a lot about where did you study."

SPEAKER\_01: , "Yeah, maybe."

SPEAKER\_00: , " You said it was very hard to convince your parents to let you do clubs in high school, right?"

SPEAKER\_00: , "Is that an experience that's universal for all the students there, or most students at least?"

SPEAKER\_01: , " for those parents cares about their grades."

SPEAKER\_01: , "There are still some of the students, their parents care nothing about their grades."

SPEAKER\_01: , "They just need to not to be expelled from school."

SPEAKER\_01: , "Okay, and that's the basic level."

SPEAKER\_01: , "And they can go to those fancy clubs."

SPEAKER\_01: , "Like for me, those fancy clubs."

SPEAKER\_01: , "For example, they can, maybe I think it's about like dancing or like those, like they can make movies."

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SPEAKER\_01: , " And that takes a lot of time and that's really interesting."

SPEAKER\_01: , "But for universal team, I'm always being with people, the students who cares a lot about their grades."

SPEAKER\_01: , "So yes, their parents cares about the time they spend in the club."

SPEAKER\_01: , "So maybe it's a little bit like a universal thing, but it still depends on the family."

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , " So if you're spending so much time studying, and if you're one of the students and your parents care very much about your grades, then what do you do for fun?"

SPEAKER\_00: , "What do you do for your hobbies?"

SPEAKER\_01: , "How do you have time for that?"

SPEAKER\_01: , "My hobby."

SPEAKER\_01: , "My hobby."

SPEAKER\_01: , "Cool."

SPEAKER\_01: , "Before I get into a college, I really don't have that much me time."

SPEAKER\_01: , " Sometimes I don't even have a time for myself sitting down and watch a movie."

SPEAKER\_01: , "So, also like what I mentioned, if I have test, I have to stay up really late."

SPEAKER\_01: , "If I have time, I go to bed really early."

SPEAKER\_01: , "I just want to sleep as much as I can."

SPEAKER\_01: , "But for my hobby, watching movies or hanging out with friends or I love to watch those series."

SPEAKER\_01: , " I love friends."

SPEAKER\_01: , "And if I have time, during maybe summer or winter vacation, I have some time for myself."

SPEAKER\_01: , "I can do that."

SPEAKER\_01: , "But during the semester, it's impossible."

SPEAKER\_01: , "It's impossible."

SPEAKER\_01: , "Yeah."

SPEAKER\_00: , "So do you think that not having time to explore your hobbies, to really put time into that, does that, do you find that it limits you?"

SPEAKER\_00: , "Because you don't, in America, we get"

SPEAKER\_00: , " When we were younger, in middle school and high school, we'd have time to explore our hobbies."

SPEAKER\_00: , "Like, I really got into cycling, and I was really into bands."

SPEAKER\_00: , "Like an instrument."

SPEAKER\_00: , "So, we had time to develop those hobbies when we were in high school, and I still am big into the hobbies I developed in high school, so those hobbies, for me, I really like to do them, they add some meaning to my life."

SPEAKER\_00: , "But here,"

SPEAKER\_00: , " I feel like you don't have that."

SPEAKER\_00: , "Do you think that's limited?"



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SPEAKER\_01: , "Like for myself, I tried some instruments."  
SPEAKER\_01: , "I did a lot."  
SPEAKER\_01: , "I think my club life is a lot better than some of my friends."  
SPEAKER\_01: , "Like right now, I've already explored my hobby of doing my own nails, like things like that."  
SPEAKER\_01: , "Yeah, but"  
SPEAKER\_01: , " It just happened last week."  
SPEAKER\_01: , "I hang out with one of my friends."  
SPEAKER\_01: , "She's really, really diligent."  
SPEAKER\_01: , "She spent her whole life in studying."  
SPEAKER\_01: , "So she's getting to a really good university."  
SPEAKER\_01: , "And she came to me and she asked me, how did you found your hobby?"  
SPEAKER\_01: , "I was like, it's like a found thing."  
SPEAKER\_01: , "It just happened naturally, right?"  
SPEAKER\_01: , "She"  
SPEAKER\_01: , " feels like everyone is doing something like not related to study and she feel panic about that."  
SPEAKER\_01: , "She started to force herself to read books to see if she's interested in reading books."  
SPEAKER\_01: , "So this, this is really interesting."  
SPEAKER\_01: , "Like when you ask me what my hobby is, I will think that's really weird."  
SPEAKER\_01: , " And before my friends told me that, I feel it's a natural thing."  
SPEAKER\_01: , "But after she told me that she feels like it's really hard to find a hobby, it occurs to me that"  
SPEAKER\_01: , " We really need time to explore hobby instead of just doing all those studying thing."  
SPEAKER\_01: , "But I'm not really sure if it's easy to change to things like this in Taiwan."  
SPEAKER\_01: , "But I still like I'm teaching right now."  
SPEAKER\_01: , "I'm always tell my students that when you feel a little bit"  
SPEAKER\_01: , " frustrated by your grade or you feel a little bit stressed out."  
SPEAKER\_01: , "You can just forget about everything."  
SPEAKER\_01: , "Give yourself some one or two hours doing anything you want."  
SPEAKER\_01: , "If you want to go to sleep, it's fine."  
SPEAKER\_01: , "If you want to listen to music, it's fine."  
SPEAKER\_01: , "I just want them to know that exploring a hobby is kind of important."  
SPEAKER\_01: , "So it's like when you"  
SPEAKER\_01: , " When you finally have some time, you want to relax, and you don't know what to do."  
SPEAKER\_01: , "I think it's also a thing that frustrated my friend, I think."  
SPEAKER\_01: , "Yeah, so you mean limited."

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SPEAKER\_01: , "I'm not really sure what limited means, but I think exploring a hobby is a really big problem for the students in Taiwan."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_00: , "So what is the process that people go about when they try to discover a hobby here?"  
SPEAKER\_01: , " I'm not really sure but some of the parents send their children to those talent grant school and after a few years that become their hobby."  
SPEAKER\_01: , "So some of the if you ask some of the students there they might say oh playing piano that is the most like a most common hobby here or like"  
SPEAKER\_01: , " hobby."  
SPEAKER\_01: , "Oh, they're saying doing some sports, playing basketball or things like that."  
SPEAKER\_01: , "And they will do that maybe after school, after a few hours."  
SPEAKER\_01: , "But I'm not really sure."  
SPEAKER\_01: , "Like, okay, I feel a little bit confused right now."  
SPEAKER\_01: , "Okay, I have to rearrange."  
SPEAKER\_01: , "Question again."  
SPEAKER\_01: , "I have to think again."  
SPEAKER\_00: , " So, how do people discover their hobbies here?"  
SPEAKER\_01: , "So, how?"  
SPEAKER\_01: , "That's a very deep question."  
SPEAKER\_01: , "How do we explore?"  
SPEAKER\_01: , " I really doubt that we do have this kind of skill in exploring a hobby."  
SPEAKER\_01: , "But just like what I mentioned, I think when parents send you to a current school and after a few years, that will become your hobby."  
SPEAKER\_01: , "That might be the most common way for us to find a hobby."  
SPEAKER\_00: , "Do people get the chance to explore their own hobbies?"  
SPEAKER\_01: , " I think after you get into college, everything will be more relaxing."  
SPEAKER\_01: , "You can start to do that."  
SPEAKER\_01: , "That will spend more time because it's too late."  
SPEAKER\_01: , "It's not too late but it's later in your life."  
SPEAKER\_01: , "How to explore a hobby?"  
SPEAKER\_01: , " Not gonna lie, I'm not really sure about that."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_01: , "It's so hard."  
SPEAKER\_00: , "It's a hard question."  
SPEAKER\_00: , "But I think in America, it's just more, we start at an earlier age, so it's kind of more natural to us."  
SPEAKER\_00: , "But... I don't know."  
SPEAKER\_00: , "Yeah."  
SPEAKER\_02: , "It's a hard question."  
SPEAKER\_00: , "It is a hard question."

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SPEAKER\_00: , "So..."

SPEAKER\_00: , " I had a question."

SPEAKER\_00: , "I forgot the question."

SPEAKER\_00: , "I was just about to ask and try to remember it."

SPEAKER\_00: , "What would you say, like, the main purpose for you is?"

SPEAKER\_00: , "What is, like, the main goals that you're kind of going towards in your life?"

SPEAKER\_01: , "Main goal?"

SPEAKER\_00: , "Yeah."

SPEAKER\_00: , " You were talking a lot about teaching."

SPEAKER\_00: , "Is that something that really drives you?"

SPEAKER\_00: , "Are there other things that are really interesting for you and you just want to spend time pursuing that?"

SPEAKER\_01: , " for something that I can earn money, yes, teaching."

SPEAKER\_01: , "But like for right now, I'm still, I spend some of my time in like the nail technique."

SPEAKER\_01: , "I spend money and of course when I have time, I watch those like reels or like YouTube videos to learn how to do that by myself."

SPEAKER\_01: , "And I think when I learn a new technique, I feel happy, I feel satisfied and"

SPEAKER\_01: , " That is the goal."

SPEAKER\_01: , "But if you mean man goal, yes, teaching it might be."

SPEAKER\_01: , "When I'm doing anything, I'm learning new things, I will think, oh, maybe it's connected to my teaching career."

SPEAKER\_01: , "So I think it's all about the main goal."

SPEAKER\_01: , "I do a lot of things to make myself become a better teacher."

SPEAKER\_01: , "So yes, teaching will be the goal."

SPEAKER\_00: , "And do you ever have the opportunity to explore"

SPEAKER\_00: , " You said you want to do teaching, but there's lots of different types of teaching, right?"

SPEAKER\_00: , "How do you explore the different options that you have?"

SPEAKER\_01: , "Because I don't really care"

SPEAKER\_01: , " Where do I work?"

SPEAKER\_01: , "I just want to teach."

SPEAKER\_01: , "So I've tried online tutor."

SPEAKER\_01: , "I've tried face-to-face tutor."

SPEAKER\_01: , "I've tried prim school teacher."

SPEAKER\_01: , "And I cannot try to work in those junior high school teacher, but I've once worked in the junior high school just for like one or two, one hours once a week."

SPEAKER\_01: , " and teaching those students who cannot keep up with their classmates in English."

SPEAKER\_01: , "So for teaching, I try different ways to see which one is the most suitable thing for me or which one I like the most."

SPEAKER\_01: , "And yes, I compare them a lot of times."

SPEAKER\_01: , " It's quite a coincidence."

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SPEAKER\_01: , "So yesterday, my mom actually asked me, if you cannot become a teacher, what do you want to be?"

SPEAKER\_01: , "And I just think a lot about that."

SPEAKER\_01: , "Maybe I want to become an interpreter."

SPEAKER\_01: , "It's a little bit hard."

SPEAKER\_01: , "I want to become a flight attendant."

SPEAKER\_01: , "But it's a little bit different from I want to be in the very beginning."

SPEAKER\_01: , " I always compare those works that require language skills because I have to say I don't have much choice."

SPEAKER\_01: , "I cannot study the only thing that I can."

SPEAKER\_01: , "Maybe I'm good at"

SPEAKER\_01: , " Good at is a language."

SPEAKER\_01: , "I'm learning German, I'm learning English, maybe I can teach English."

SPEAKER\_01: , "But some words also require other skills."

SPEAKER\_01: , "So if I have only those language skills, I limit my choices."

SPEAKER\_01: , "So..."

SPEAKER\_01: , " Yes, I'm still trying to look for those new choices for myself, but it's a little bit hard."

SPEAKER\_01: , "I've already spent like three years."

SPEAKER\_01: , "I've been thinking about this since I started my freshman year."

SPEAKER\_01: , "And teaching right now is the most promising choice for me."

SPEAKER\_01: , "And I have been teaching in Cram School for two years."

SPEAKER\_01: , " the salary is quite good but I have to work until a very late time because I started working at 6 and sometimes you have to help those students about their questions or things like that and after I got home is about like 10 or 11 I and I have class at 8 on next day so oh my god so becoming a cram school teacher is still a"

SPEAKER\_01: , " and I'm still unsure about that."

SPEAKER\_01: , "My, of course, my biggest dream is to become a teacher, a junior high school teacher, but it's a little bit hard right now, just like what I mentioned, the low earth."

SPEAKER\_01: , " So another thing, like I mentioned I want to go to another country to study, to teach Chinese, but of course everything is a little bit too vague."

SPEAKER\_01: , "I still have a lot of tests to do and those certificate things."

SPEAKER\_01: , " Yes, it's a little bit hard for me to be exploring new careers."

SPEAKER\_01: , "I'm still trying to make sure that I can seize the chance to teach."

SPEAKER\_01: , "That's something I'm doing right now."

SPEAKER\_00: , "How important would you say the amount of money you make in your job is towards the way you feel about your purpose?"

SPEAKER\_00: , "If you were making"

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SPEAKER\_00: , " If you were teaching something, and you like to teach, but you were making a very low amount of money doing it, would you be happy with that?"

SPEAKER\_00: , "Or would you try to change your career and do something you didn't like to get more money?"

SPEAKER\_00: , "How important is the amount of money you make to work for you?"

SPEAKER\_01: , " Like for me right now."

SPEAKER\_01: , "Yeah, there's also a topic I discussed with my mom."

SPEAKER\_01: , "Yo, okay My mom actually wants me to sit in the office doing those something like secretary or like Something related to language, but it's basically in an office nothing related to teaching and she said that's more stable you can earn more money, but I said"

SPEAKER\_01: , " Like right now, this is my dream."

SPEAKER\_01: , "I still want to do that."

SPEAKER\_01: , "And she said, how about after you get married, after you have kids?"

SPEAKER\_01: , "Okay, that's a little bit too far away future for me."

SPEAKER\_01: , "I don't want to think about that right now."

SPEAKER\_01: , "So if you ask me now, I will say I will stick to the teaching career."

SPEAKER\_01: , "But I'm not really sure if my answer will change after a few years."

SPEAKER\_01: , "Yeah, after I have to face those realities."

SPEAKER\_00: , "Right."

SPEAKER\_00: , " about it later."

SPEAKER\_00: , "We've talked to some people who, one person we talked to, the money is very important for them."

SPEAKER\_00: , "They say, I need to work on the hobbies I do, my purposes, I need to make more money in my career."

SPEAKER\_00: , "We talked to one person who said, I really enjoy learning languages, that's my passion."

SPEAKER\_00: , "I don't care if I make as much money in my career as long as I'm able to do"

SPEAKER\_00: , " to learn about language and culture to the other side."

SPEAKER\_00: , "So which of those would you say best describes your work?"

SPEAKER\_00: , "Does that make sense?"

SPEAKER\_01: , " Which one is more important, passion or salary?"

SPEAKER\_01: , "For me right now, my passion is a lot more important."

SPEAKER\_01: , "I'm really willing to go to the countryside to teach those students who cannot keep up with their peers or keep up with the students in the city, which means that I have to live there."

SPEAKER\_01: , " Have like very weak Wi-Fi or like I can make low money because they don't have that much resources But I'm willing to do that right now Yes, yeah, I think like for me right now passion is a lot more important than my salary But you say that's a view that's common with Taiwanese people or you say I"

No speaker available: , " No."

SPEAKER\_01: , "Like for my parents, they think a lot about my salary."

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SPEAKER\_01: , "Like for my classmates, they're thinking about maybe they can... they're double majoring to those business things because they think if they can work in a business, like in a company, they can make more money or they're... I'm not really sure."

SPEAKER\_01: , " what they are thinking but one of my friends who studies German because she studies in those business thing and she thinks oh maybe I can work in a company and when I quit with German I can like getting more money so what they are learning is they are thinking about I'm learning this thing to get more money it's a little bit different"

SPEAKER\_01: , " from me but I'm still thinking maybe after a few years I would change my mind."

SPEAKER\_01: , "Money is more important or something like that."

SPEAKER\_01: , "I'm just thinking that I still have time to do what I want."

SPEAKER\_01: , "If I want to change to a higher salary job there will be maybe"

SPEAKER\_01: , " 10 years later I will think about it later like right now I'm young I want to still want to do what I really want to do instead of being limited by those money thing right yeah so"

SPEAKER\_00: , " Overall, when you say like the Taiwanese education, which is very exam focused, would you say that's helpful for you developing your passion for teaching or developing a passion for anything?"

SPEAKER\_00: , "Or would you say that because it's so exam focused, it's a bit less helpful?"

SPEAKER\_01: , "Let me think about that."

SPEAKER\_01: , "I think the"

SPEAKER\_01: , " exam aiming thing is not totally related to how I explore my passion."

SPEAKER\_01: , "But for those people who don't know what to do in the very beginning, they can, um, learn things in a very straight way."

SPEAKER\_01: , "So after they can think about it later, like, um,"

SPEAKER\_01: , " Because when you're in junior or high school, you don't have to think about your future that much."

SPEAKER\_01: , "So at that time, you just spend more time on your study and just study every day."

SPEAKER\_01: , "And after you get a good grade, you have a better choice."

SPEAKER\_01: , "And at that time, you can think about what you want to study."

SPEAKER\_01: , "And I think it also helps that just gives them more time"

SPEAKER\_01: , " just think, give them more time on studying, thinking about their future."

SPEAKER\_01: , "They don't have to make decision in the very early time or like something like that."

SPEAKER\_01: , "I think maybe the education in Germany asks their students to make up their mind in a very early age."

SPEAKER\_01: , "I don't think that's a very good way for those students who"

SPEAKER\_01: , " Don't know what they're doing in the future."

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SPEAKER\_01: , "I think I'm quite lucky that I know what am I going to do in the future, but most of my Classmates around me."

SPEAKER\_01: , "They really don't know they started to think about it other 30 in the third year of senior high school."

SPEAKER\_01: , "Yeah so when they were choosing their college, so exam ang me sometimes is a little bit stressing, but They just built a very"

SPEAKER\_01: , " very, what can I say, a very good fundamental for them in their future career life or study life."

SPEAKER\_00: , "So, bringing it back to the organization we're working with, the Tok Sulamian, so their challenges, their missions, it's the type of thing you can, you find a group of friends or strangers and you sign up for one of their challenges."

SPEAKER\_00: , " And then you do a list of challenges, such as various challenges."

SPEAKER\_00: , "Like, you have to go talk to a homeless person in your group and just kind of learn a bit about their story and share."

SPEAKER\_00: , "You bring up some food for them and share a meal together."

SPEAKER\_00: , "Or you do something called a MRT monopoly, where you go in the MRT and just go to random stations and just explore parts of the city you haven't done before."

SPEAKER\_00: , " What kind of challenges or mission do you think would be best?"

SPEAKER\_00: , "Can you suggest or think of something that would be very helpful for young people here?"

SPEAKER\_00: , "Would there be some kind of challenge that would push young people out of their little bubble, out of their comfort zone?"

SPEAKER\_02: , " A challenge?"

SPEAKER\_00: , "Something you can do with your friends that you wouldn't normally do, but a challenge would force you to get out of your comfort zone and maybe learn a little bit about your passion or help you grow."

SPEAKER\_01: , "Wow."

SPEAKER\_01: , "It's something that we rarely do here."

SPEAKER\_01: , "It's a little bit hard to come up with that kind of challenge in a very short time, but... Okay, there's no but."

SPEAKER\_01: , "I don't have the answer."

No speaker available: , "Okay."

SPEAKER\_01: , "Wait, it's a little bit hard."

SPEAKER\_02: , " I think maybe we can ask them to work in different"

SPEAKER\_01: , " filled for one or two days and get to know more about the detail in those works."

SPEAKER\_01: , "But I think it's a little bit hard to be doable because you have to collaborate with those people."

SPEAKER\_01: , " There once was an amusement park, maybe."

SPEAKER\_01: , "It's only for kids until 10 or something."

SPEAKER\_01: , "And in there, oh, the name is Baby Boss."

SPEAKER\_01: , "I'm not really sure if I've ever heard that, but the kids can go to the amusement park and you will go there and you can experience their work."

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SPEAKER\_01: , " I learned to do my nails and that was my first time doing my nails as a nail tech... nail... I'm not... what's that in English?"

SPEAKER\_01: , "Yeah, nail technician."

SPEAKER\_01: , "Or like babysitter."

SPEAKER\_01: , " or like firefighter or things like that, you can go there and experience different things."

SPEAKER\_01: , "I think maybe that's how I came up with that idea of working in a different place for one or two days."

SPEAKER\_01: , "So I'm not really sure if it's doable for a student, a teenager like me, but that's a cool way."

SPEAKER\_00: , "But that's just kind of like something that would get you exploring different options, right?"

SPEAKER\_00: , "And you think that's very valuable?"

SPEAKER\_02: , " Again, sorry."

SPEAKER\_00: , "Do you think that's something that people kind of lack here, that ability to go and explore different career options?"

SPEAKER\_01: , "Okay, I'm a little bit, I'm not really sure that question."

SPEAKER\_00: , "Do you think that's something people don't really have the opportunity to do here, to explore different possibilities for their job, like whether they want to be a nail technician or a firefighter?"

SPEAKER\_01: , " For some of the people like, if you want to go to, if you want to work in this kind of field, you have to have this knowledge related to this."

SPEAKER\_01: , "But if you want to try different fields, you have to, for example, you have to take a lot of bachelor things or like master degrees."

SPEAKER\_01: , "So I think it's a little bit hard for people to explore works from different fields."

SPEAKER\_01: , " Yes."

SPEAKER\_01: , "Is that true?"

SPEAKER\_00: , "No, that's a good answer."

SPEAKER\_00: , "Yes."

SPEAKER\_00: , "Do you have any other questions?"

SPEAKER\_02: , "I guess the only other question that I would have, kind of just going back to the way your parents look at your education, I'm just wondering, do you think your family has helped you find your passion at all?"

SPEAKER\_02: , "Or do you think that the pressure from them"

SPEAKER\_02: , " My father is always supportive to whatever I'm doing"

SPEAKER\_01: , " what I want to do, but my mom will never force me to do something."

SPEAKER\_01: , "I mean, not related to study, I mean my future career things."

SPEAKER\_01: , "I have decided to become a teacher, but when I tell them that they're fine with that, but for my mom, she's worried about my future, maybe my salary or things."

SPEAKER\_01: , "She will tell me that what"



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SPEAKER\_01: , " Concerned her but she will say tell me that you are young I'm telling you and this is my experience, but I'm not going to force you, but I'm just telling you This is the problem."

SPEAKER\_01: , "I've found out right now."

SPEAKER\_01: , "So you can think if you want to change or not She recommend me to take those business courses But I really don't want to deal with numbers."

SPEAKER\_01: , "So yeah, so I didn't do that."

SPEAKER\_01: , "But that's a recommendation she"

SPEAKER\_01: , " rarely force me to do something related to my future career."

SPEAKER\_01: , "So I think they were quite open."

SPEAKER\_01: , "They were quite funny."

SPEAKER\_02: , "That's good."

SPEAKER\_00: , "Do you have anything else you'd like to share with us?"

SPEAKER\_01: , "About?"

SPEAKER\_00: , "Anything you choose."

SPEAKER\_00: , "We don't have any other questions for you."

SPEAKER\_01: , "Other things I want to share?"

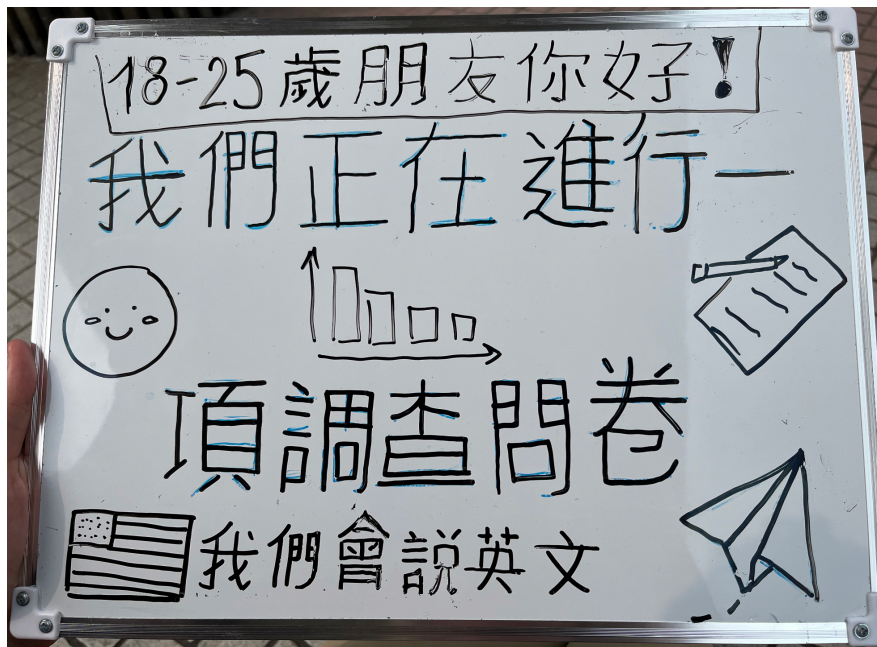
SPEAKER\_01: , "I cannot think of any right now."

SPEAKER\_00: , " no i don't think so all right okay well we don't have any other questions so we'll end the interview thank you"

Appendix M: Photos



Logan and Tim conducting an interview.



Sign used to conduct on-the-street surveys.

Translation:

*"Hello 18-25 year old friends!  
We are conducting a survey  
We speak English"*