



Mentors have the closest relationship with their students, playing the role of a bridge of communication between students and the University. They are the best listeners to students and the most critical part in the university counseling and guidance system.

If mentors think that some students may need counseling services, they can share what they know with the Counseling and Guidance Section. Together we can help students.

Counseling and Guidance Section:
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STAND
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MENTORS' INSPIRING GUIDANCE EXPERIENCES
AT I-SHOU UNIVERSITY

OFFICE OF STUDENT AFFAIRS,
I-SHOU UNIVERSITY

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MENTORS' INSPIRING GUIDANCE EXPERIENCES AT I-SHOU UNIVERSITY



Referring students
to the Counseling
and Guidance Section



STAND BY YOU

Over the past 30 years, I-Shou University has dedicated itself to nurturing students to become pragmatic and innovative professionals who have good manners, behave with integrity, and always show their dynamism. Advisors have always not only engaged in academic research and adaptive teaching but also supported students with their attitude and actions, in the hopes that I-Shou University can be a fertile ground for students to grow. Without advisors' effort, I-Shou University would not be flourishing and successful. Only those involved can know what we have been through.

University is an important step before someone enters the workforce, and advisors are here to help students learn to interact with different people in different environments and overcome various challenges in life. The aim of advisors is to encourage students to try and experience everything as much as possible. Although sometimes things cannot go their way, at least they have tried. Failure is a valuable learning experience for students because, with that, they can develop professional skills, build inner resources, see things from a different perspective, and further become competitive talent in the future workplace.

The inspiring counseling experience shared by advisors in this book presents their wisdom and creativity when they provide student counseling services. I hope that their experience can set an example for others to follow and that we can all create a lovely and warm campus where faculty members and students help each other grow.

President

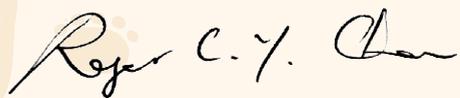
A handwritten signature in black ink, reading "Roger C. Y. Chan". The signature is written in a cursive style with a large, stylized 'R' and 'C'. The background of the page features a light blue and yellow abstract design with a large, faint paw print graphic.

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COLLEGE OF INTELLIGENT SCIENCE AND TECHNOLOGY

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SHOWING CARE:

FROM FRESHMEN TO GRADUATES



*Chien-Hsuan Chang Associate Professor
Department of Electrical Engineering*

Time flies, and I still remembered the time clearly when I just took the post of the mentor for class C of the first-year grade at Department of Electrical Engineering in September 2016. The freshmen in the class were from different senior high schools all over Taiwan, and I divided the students into groups of 4-5 people in order for me to know them as soon as possible and also for them to know each other faster. We held small lunch meetings every week, where students not only enjoyed the sumptuous lunch but also were able to understand the situation of each classmate in the class in depth, thereby further helping each other to solve the problems they encountered in life as well as in study. It facilitated better interaction among students and helped them adapt the life in the university. In addition to speeding up the mutual understanding between the mentor and the students, this kind of meeting also allowed students to share their dreams towards life in the university as well as their career plans after university with one another.

When the students went up to the second year, the department usually arranged the mentor to instruct the course of circuitry in order to make sure the mentor has regular time with students every week. In class, I used the power point slides put together by myself matching with writing on the tablet as teaching method. Moreover, teaching materials were uploaded to the



teaching resource platform for students to download and use. However, some students mistakenly thought the simplified power point slides were sufficient for their studying and had very low willing to purchase textbooks, and their learning effectiveness was not good. Therefore, I contributed my mentor fee to subsidize students in the class to purchase circuitry textbooks in order to encourage them to buy the textbook so that they could enhance their learning effectiveness through the cross reference of detailed explanation on the textbook and the simplified power point used in class. Additionally, they had more opportunities of practicing through exercises provided in the textbook, enabling them to understand the skills of analyzing circuits thoroughly.

Furthermore, I assisted students in organizing a circuitry study group with the help of the Center for Teaching and Learning Development in order to enhance the learning atmosphere among students in the class during their spare time. It was an opportunity provided to students in their spare time to strengthen their learning in basic theories of circuitry and review the teaching content in class so that students had a clear mind in the logic used for circuitry analysis. The purpose of the study group was not only to help students solve questions they had towards circuitry, but also enabling students to apply similar thinking logic on strengthening their learning ability in other courses. Before mid-term exam and final exam, I also assisted students in reviewing by solving the sample questions and exercises related to the scope of the exam, making sure they were familiar with what had been delivered in class and fully presented the knowledge they learned in class on exams.

The courses in the second year for the students at the Department of Electrical Engineering were a big challenge. It contained three compulsory courses of basic electricity, including Electronics, Circuitry, and Electromagnetism, plus the Engineering Mathematics that was a required course for engineering department. The difficult content of the courses often made students out of breath. On top of that, the loadings of elective courses and common courses, made some students encounter huge difficulties in learning. For some students who were not good in interpersonal relationships, the situation was even worse because they were not able to discuss coursework with students. Hence, we got part-time subsidy with the



assistance of the Counseling and Guidance Section and then discussed and requested two academically brilliant students, Hsiao Kuang and Hsiao Liang, to be the learning assistants for those students' academic study in their spare time in order to help them break through the bottleneck on the academic study as well as catch up to the learning schedule of the course. By doing so, it helped the students catch up to the learning schedule, obtain credits successfully, as well as strengthen the interpersonal exchange and interaction among students.

When students went up to the third year, they must select one from the three professional areas offered by the Department of Electrical Engineering according to their own interests as well as plan the required professional elective courses. The three areas include Intelligent Signal and Control Group, Communications and Photonics Group, or Energy and Power Systems Group. Therefore, I especially focused on the explanation of the features for the three professional areas during my lunch meetings with students at the first semester in the third year to timely guide the students in choosing a proper professional area, as well as arrange and plan their future. It provided an opportunity for students to find out the appropriate direction through discussing with other students, in addition to allowing them to understand how to take responsibility for their future.

When it came to the second semester in the third year, I would check with students individually about their learning situation in the professional area during the class meeting. The course content for each professional area became more difficult so that I could provide proper suggestions for the difficulties and problems that students encountered based on my own experience. My own professional research area is Energy and Power Systems, and I focus on researching electrical energy processing systems related to green energy. Therefore, I often shared the features and future development in this area with students in our meeting or in class. There were a lot of students in the class choosing to develop further in the area of Energy and Power Systems. There were 8 students in the class asked me to be the supervisor of their topic research, and it was an exceptionally grand occasion for me. During the process of supervision, I held a topic research meeting every two weeks and asked research students to report their progress and



share the problems they encountered so that all students who were doing research in the same area could study and work together as well as solve difficulties encountered together in order to make sure the same mistake would not happen again. In the research room suitable for learning from each other and growing with each other, not only the peer research students could exchange ideas with each other but also the senior students in the master program cared for the progress of junior students in the lab. They would provide proper assistance to the junior students when they encountered difficulties. Research students also actively helped keeping the research room clean and tidy, and together they established a harmonious and warm research team.

When the student continued to the fourth year, which was their last year in the university, I decided to throw a grand celebration in order to make sure they had an unforgettable class gathering, and we chose an all-you-can-eat grilled food restaurant that was popular among big boys. That was the last dinner meeting with all the peer students and the mentor in the university because they would become fresh graduates in the society. Many students started to recall and sighed with emotion about what happened in the university, and some of them felt so excited that they were going to start their career soon. I couldn't help recalling the ignorance of the students when they first entered the university and their staying up to work hard in the second and third years in order to learn more professional knowledge, and now they transformed into mature and promising young men under the encouragement and supervision of their supervisors in their research projects. Most of the students made the decision on what they wanted to do after graduation. Some wanted to perform their military service before starting their career while some decided to continue pursuing a master's degree to study advanced professional knowledge. Of course, there were few students failed to meet the graduation credits required and had to stay for another year. However, no matter what the future plan for each student was, I only hoped that every one of them could work hard for their future, leaving no regrets.





ACCOMPANYING AND LISTENING

*Ke-Nung Huang Associate Professor
Department of Electronic Engineering*



In academic year 2020, I resumed the post of being the mentor for the freshmen in the university. Most freshmen in the university leave their warm and cozy home for the first time to face the unfamiliar campus life, new lifestyle, and students to get familiar with. There are too many new experiences as well as all sorts of adaption issues during the university, especially in the first year, such as life adaption, social life, interpersonal relationship, academic learning, and others. In less serious cases, students might appear anxious and unsettled; while in serious cases, students might have severe anxiety and dodge the situation. Therefore, meeting and chatting with the freshmen in the university more frequently is the only way to become their friend. Hence, I try my best to deliver a course for the freshmen, participate in the activities held for the students of the first year, and actively organize the study group for the freshmen. In the early stage when they start to learn anything related to electronics engineering, I give them some in-depth understanding towards the industry of electronics and try hard to keep students staying in I-Shou University.

The duty of the mentor involves with various aspects, including life, academic study, career, and physical and mental health. A mentor should



accompany students to get in touch with anything they are interested in because students generally hold a passive attitude towards the mentor. They want to get close to the mentor but do not want to start conversation actively. On the other hand, they also find it difficult to interact with the mentor. Basically, their mindset is trying not to bother the mentor, but they sometimes hope that the mentor could provide some guidance in the professional area and general life. That is why the mentor must not hold an attitude of perfunctory; instead, he/she should take the initiative and provide care and guidance actively at an earlier stage. As a result, being the mentor for the student in the first year of university this academic year, I spent a lot of time chatting with each student, added each student to my LINE contact, and established a LINE group for the whole class to carry out group conversation at any time and understand the situation of students timely. In conclusion, the approach I use when working as a mentor is to try to increase the opportunity of interacting with students as much as I can. When talking to students, it is important to listen to students and understand the key problems. Meanwhile, I will use the guidance strategy provided by the university to deal with students with empathy and assist them to solve problems. They have no channel to release their negative emotions led by troubles. If there is anyone who would listen to and understand quietly what they want to say, the problems might not be that serious. “Accompanying and listening” is the faith that I set up for myself when I worked as a mentor for the first time. It is still my mission now, and it makes me value the duty of a mentor even more. It helps me maintain my passion towards my work, feeling no fear to deal with challenges, and seeking methods to solve problems actively. I could see the change of the student during the process of guidance. As long as they say “thank you, teacher” lightly to me, I feel it was all worth it.

Moreover, we shall deal with students with **care**, **love**, and **patience**. My experience in the past taught me that the way to convince students is to have frequent interaction with students before we can establish camaraderie with each other and further convince them. As long as the mentor cares for students, gives them love and patience, and insists on doing right things for them, they eventually would realize our true heart and further love, respect, and listen to us. I summarize my approach used for teacher-student



relationship as below for the reference of anyone who is interested:
(1) keeping the communication gate between the teacher and students open;
(2) respecting students' autonomy; (3) reserving enough time for students to ask any question about their life or academic study; (4) encouraging students to ask questions and providing them suggestions as well as listening attentively and responding timely; (5) using the sense of humor well to draw the distance with students closer as well as providing examples when appropriate for explanation.

In terms of student activities, I used to hold lunch gatherings and seminars related to career planning. I was the initiator to gather the affection among students in the class together and cared problems that students encountered in life to avoid them from doing something silly. I shared my experience with them and provided them guidance and suggestions towards their career in the future. It was a pity that our budget was limited, so I contributed my subsidy in mentoring to the lunch gathering but students had to pay for the insufficiency. The most important thing was the mentor taking the initiative in leading and playing the role of an initiator to gather everyone's affection and the cohesion of the class together. Besides, the handling of students' situation is different for students in different years. For freshmen, the focus is the adaption to life and mixing in with peers in the class. For sophomore, the focus is the academic study, encouraging students to analyze, provide solutions, and carry out creative ideas and judgment without limiting students' thinking for students to experience the fun of studying and further enhance their inner motivation of learning, and further helping students gain confidence in themselves and see their own progress. For the junior and senior students, the focus is their career planning and issues related to continuing learning and employment. The mentor provides experiences and guides their career direction in the future. It is always what the senior students especially appreciate.





SINCERE COMPANY AND BEING SURROUNDED BY JOY

*Wu-Chuan Yang Associate Professor
Department of Information Engineering*



I was the chair of Department of Information Engineering from academic year 2016 to 2018. After passing the duty to the successor, I took the post of the mentor for the freshmen at the Department of Information Engineering in the past few years again. The class size was up to 56 students, and I did feel the heavy load both mentally and on work. Moreover, I noticed that one student suffered from depression, and it brought me pressure and disturbance. However, after interviewing with the parents and discussing with the professional counselor at Counseling and Guidance Section, I decided to talk to the student first and ask the Counseling and Guidance Section for assistance. Out of my expectation, the student still found it difficult to adapt to the environment and applied for suspension directly. It made me feel a little bit frustrated.

After mid-term exam, another student who had good academic performance appeared to have severe auditory and visual hallucination. I encountered another bigger challenge again. After inquiring and discussing with the counselor at Counseling and Guidance Section, I initially realized that it was “Schizophrenia”, and that was the first time I understood how critical the symptom was. The student, Hsiao Ming, deteriorated gradually every day since he had auditory hallucination for the first time and liked to stay on the top floor of the building at midnight. He felt anxious in the dorm.



He also felt some interfering electric wave when sitting on the lecture; he got a lot of funny looks from other students. On top of that, he posted some improper opinions on Dcard, I, as his mentor, had to coordinate with the Counseling and Guidance Section and contact his parents for medical treatment; on the other hand, I also had to consider the feelings of other students.

It was full of twists and turns when contacting the parents and assisting the student for medical treatment because the student was very keen to return to the class for studying. Once, the student ignored the discouragement from the parents and returned to the university himself. None of the parents, the management team of the accommodation, the mentor, and the other students knew where Hsiao Ming was. I sought the assistance from the Safety Section in the university urgently (it was midnight at that moment), and we finally found out the student in the university after spending a lot of effort. We settled him down urgently in the Security Station first (after 2 o'clock in the morning), transferred him to Military Education Office after 8 o'clock in the morning, and finally worked with the military instructor to convince Hsiao Ming to return home and get ready for medical treatment in the hospital after his parents arrived at the university by noon. Thereafter, he was discharged (in fact, there were some difficulties when being discharged) from the hospital with the consent of the doctor and the nurse after being treated in E-Da Hospital for one month. He had a break for around 2 months for sick leave and medical treatment, and I discussed with the parents to apply for suspension for that semester. It was expected that he would go back to school this semester to continue studying with the original class. To my frustration, the student decided to apply for suspension from the university during the winter vacation and participated in the entrance examination again due to the improper opinions posted on Dcard even though he was recovered. After contacting the student and his parents, I decided to send him my wishes. In addition, we arranged health education activities particularly for the rest of the students in the class after discussing with the Counseling and Guidance Section to help the students with more positive understanding towards Schizophrenia.

The parents, many enthusiastic colleagues in the university, and me all



learnt some positive energy from the issue. I especially appreciated the Safety Section and the on-duty personnel in the Security Station, the counselor at Counseling and Guidance Section, and military instructor for their assistance as well as the assistance from many students. It also increased the cohesion among the students in the class, and we went through the difficulty with Hsiao Ming this time in the end. I really appreciated everyone's hard work. Frankly speaking, this case was beyond everyone's capability, including parents and the teachers, military instructor, and students participated. However, I felt a lot of positive energy in life because everyone faced challenges positively and helped each other.

Compared to the time when I first started my career in teaching more than 20 years ago, I feel the workload in current teaching, research, service, and guidance is heavier. In conclusion of what mentioned above, my impression is to accompany students with enthusiasm and passion, and the support and joy will come along with it. I hope that everyone will be happier and happier in the future.





COLLECTING TIMELESS MEMORIES

*Chin-Chun Wu Assistant Professor
Department of Information Management*



Opening remarks on the farewell letter and those sincere words fill my heart with happiness and deep affection.

“Thank you for taking care of me, teacher. My first impression of you was your hearty laughter when you walk through the classroom. I thought that you must be a nice teacher.” After further contact, it was the same as you thought. I carried serious attitude towards teaching and interacted with my lovely students. I have always tried to provide more knowledge to my students through multiple teaching modes, and I hoped my students have better capabilities when entering the workforce... The student said “You relieved my tension and you have been nice to me. I like your smile and sincerely wish you good health and all the best.”

I always liked to use the time in class engaging with more students and understanding their demands and needs. However, they always gave me more feedback, and I have always felt touched. That year, the class that I mentored for two years was going to graduate. The whole class celebrated with me on my coming birthday. All the students in the class prepared simple food in person at the classroom and wanted to give me a big surprise. They prepared a lot of gifts and words of love for me. I never expected that I would get more than what I gave. Thank you for the huge return that you gave me;



thank you very much... I was really happy to have so many words of love accompanying me...

“Thank you for being with us during the four years of our university life as well as all the timely assistance you gave us. We all love you so much!”

“Thank you, teacher, for the exchange in my study, life, and career planning during the four years in I-Shou. In the future, I hope that I still have the chance to learn from you.”

My career in teaching at I-Shou University is going to go beyond 15 years. I have a lot of memories in the university, especially the heartwarming experience in the areas of being a mentor and guidance. I feel so warm in my heart, specifically the interaction with the students who are like my own children. Rather than giving them a lot of warmth and encouragement, I appreciate their company all the way on my career more. They give me a more abundant and livelier career. I cherish every moment with my students very much. Therefore, I started the post of guidance counselor other than serving the students in my class and the students I mentored in the department. The four-year career in working as a guidance counselor granted me many opportunities to know students in other departments other than the students in my own department. The experience expands my learning in consultation service. My impression towards the students in our university is that they are lovely kids. Most of the students are very thoughtful and polite. As long as providing them sincere care and encouragement, they all give back more to you. After many years of guidance experience, I found the problems that students encountered were mainly interpersonal relationship, academic study, career planning, and disadvantaged family. These all require someone to have the empathy, to listen, find out the problems, and assist. Nowadays, students are the treasure of their parents. They tend to enter the interaction of interpersonal relationship late and usually have difficulty in adapting to the interaction with students in the small society of university. Besides, most of our students have lower sense of learning achievement and lack of learning motivation so that they do not have sufficient motivation to learn. According to my guidance experience in the past, these students require positive encouragement and guidance. With assistance and life experience sharing, we usually find many students are able to find the sense



of identity back gradually. Quite a few students ended up with unexpected performance and found their learning interest and direction.

The problems that students encountered have the same trace as my own experience when I was young. I always shared my experience in the past to guide students. When facing the problems that students encountered, I often use my empathy and think that my own children might have the similar problem in the future. Empathize how they might feel attentively and learn how to care and guide students step by step in order to give students a warm memory of their university life and make sure they are always positive to move forwards to an open road in the future career. It is the responsibility and obligation of the teacher and my belief in guiding students.





PATIENCE AND CARE

*Ping-Cheng Chen Assistant Professor
Department of Intelligent Network Technology*



In one academic year, a student that I mentored, Hsiao Mei, was prescribed medication treatment by her psychiatrist due to mental illness and almost unable to attend class as normal. Her guardian was planned to apply suspension for Hsiao Mei. However, Hsiao Mei was now recovered from her mental illness after the intensive attention from the Counseling and Guidance Section, the guardian, and the mentor, the lecturers as well as the communication with the guardian to provide proper care and appropriate counseling. She was able to graduate successfully on time in the normal academic year.

When Hsiao Mei was attacked by neurotic disorder, the main symptoms were unpredictability, insecurity, poor memory, irritability, and anxiety. Suffering from the mental illness, she was almost unable to attend class. She nagged with her guardian all day for suspension from university. The guardian negotiated and communicated with the mentor and wanted to find out whether there was any possibility to help Hsiao Mei completing her study of that semester since she nearly completed the credits required for graduation. The subsequent study would be evaluated whether to continue or not according to the recovery of Hsiao Mei after the semester.

First of all, Hsiao Mei needed professional treatment. The guardian took



Hsiao Mei to seek the assistance from the professional psychiatrist to relieve the symptoms of Hsiao Mei's physical and mental interference. Meanwhile, she was referred to the Counseling and Guidance Section to arrange professional and regular counseling. We hoped that these approaches could establish her confidence and faith, provide correct perception on the illness, assist her to adjust herself to have a personality with better flexibility, learn to handle pressure, and help her overcome neurotic disorder successfully. In addition, the care and encouragement from the mentor were also very important. I talked to the guardian every two or three days to understand Hsiao Mei's studying status, life situation, and development of the illness. I also talked to Hsiao Mei to understand and care her studying status and life situation as well as encouraged her to attend class and complete her academic study. The whole process was a hard work. The main symptoms that Hsiao Mei suffered included unpredictability and forgetfulness. It often happened when I talked to her on the phone and reminded her to leave for class, she called me three minutes later and said that she didn't want to go to school. During the long term process, the mentors have to be patient and kind. Lastly, for the guidance of her academic study, all the lecturers of the courses that Hsiao Mei took were contacted by the Counseling and Guidance Section and the mentor for the explanation of her current situation and the extra attention, support, and encouragement she needed in class.

The process that lasted for a long time was jointly assisted by the mentor, the Counseling and Guidance Section, the guardian of the student, and the doctor in the hospital. The mental illness that Hsiao Mei suffered was getting better and better, and she was almost fully recovered before graduation and successfully completed her university study in the end.

Through this student, I realized that the mentor is an important link for protecting mental health of students. If the mentor has good connection with the student and the student is willing to open the heart to the mentor for the real thoughts, the mentor can have a great positive impact on the student. Moreover, the quality of guidance done by the mentor can be enhanced effectively at the same time. To obtain the trust from students, we shall maintain an attitude of acceptance, respect, and sincerity as well as the two-way communication. Meanwhile, we shall listen to what students want to



express patiently, empathize how they feel, and most importantly, provide continuous support and care so that they know their mentor is always there for them.





I'VE EARNED A YEAR



*I-Fan Sun Assistant Professor
Department of Data Science and Analytics*

After being admitted to I-Shou University, Hsiao Ching studied at the Department of Data Science and Analytics. The reason why she chose the department related to mathematics was because she felt a little bit more confident in mathematics among all the subjects in the senior high school. However, the rich and colorful free life at the university led her to spend very little time on her studying. She was dating with a senior fellow student in the department, who liked to have fun as much as she did, for a couple of years. When she was a senior student, she finally started to worry about her future. After breaking up with the senior fellow student, she focused on her academic study.

For Hsiao Ching, she was still not sure whether it was too late after wasting so many years. However, Teacher Sun encouraged everyone in the very first lecture of discrete mathematics he delivered that the course required no foundation. For anyone who failed to learn mathematics well in the past, a new start would be carried out from here as long as taking the study seriously. She believed what the teacher said, and she actually worked a lot harder than before. She went over to the teacher after class for any part of the lecture that she failed to understand or organized a study group with



fellow students before exams. Teacher Sun also saw her obvious change and often encouraged her that it was never too late as long as taking it seriously. By the end of the semester, she achieved the performance of top three students in the required course for the first time. Not only she was so pleased but also Teacher Sun shared the joy of seeing her changed with other teachers.

At the end of the semester, Hsiao Ching went with a group of students to join the dinner gathering with Teacher Sun. Teacher Sun preferred to meet with small group of students for dinner each time so that he was able to have a chat with each of the students for what happened in the life. At that moment, they were at the first semester of the fourth year, and the university was going to have winter vacation and Chinese New Year. Teacher Sun chatted with every student and learnt from them for the gossips among students as normal, and he then started to ask their plan after graduation.

Hsiao Ching: "I want to participate in the entrance exam for graduate school, but it will be next year."

Teacher Sun: "Are you not confident in our university? Don't you have the courage to submit the application form and want to make sure that you prepare it well before applying for it?"

Hsiao Ching: "Isn't it normal?"

Teacher Sun: "Believe me. None of you is worse than students in other universities academically. At least, you shall try it. It won't cost you too much for a try. Even though you fail this year, the money spent can be treated as buying an experience for next year. You will understand the whole situation better than other students and feel less nervous. It is a little bit too late now, and many universities close the deadline for application. Listen to me and have a quick check for how many universities still open for the application when you go home later. The time of a year is also precious, and you will earn the time of the year if you can be admitted to the graduate school this year."

In the beginning, Hsiao Ching felt a little bit pressure to have dinner gathering with the teacher even though he was always kind. However, the gathering earned Hsiao Ching the time of a year. She actually listened to Teacher Sun and checked which universities still open for application.



Although it was a little bit late, she found several universities to submit the application forms. After the winter vacation, she was very pleased to report to Teacher Sun that she received an offer from the Institute of Applied Mathematics in one of national universities for the same year of being a new graduate. She really appreciated Teacher Sun to earn the time of a year for her.





SIMPLE CARE AND LOVELY RESPONSE

*Liang-Yu Hsieh Assistant Professor
Department of Data Science and Analytics*



When Mei walked into my office for the first time, my instincts told me that she came from a family with good social and economic status. After a small talk, as my expectation, her parents worked in the educational circles, her older sister was studying abroad, and her younger brother was studying in the top senior high school in Kaohsiung. During our conversation, she revealed the pressure she suffered for studying in our department. I always encouraged students dropped in to say hello when they “passed by” my office even though they just came in to ask for a lollipop. Since then, Mei became my regular visitor. She liked to talk about her twin sister especially. She had always been talented since she was a kid, maintained excellent academic performance, played piano very well, and she was the proud of the family. However, she tended to complain more about her brother, who was in the senior high school and prepared for university entrance exam. She said, “He attacks me when he is not happy and says that I study in a rubbish university.” I heard Mei talked about it very often. As a mentor, I actually had no power to solve the family problems for students. Other than giving Mei some sympathetic response, I could only continue being a listener. Mei’s



expression of her opinions might deviate from the script, taking about her sister's excellent performance in Harvard and her brother's bullying at home. Except that, Mei's behavior in the school was normal. I didn't think I shall contact her parents. After an academic year, I thought everything was fine.

One day during the summer break, Mei's mom called me. She was panicking on the other end of the phone and hoped that I could talk to Mei. "She registered transfer exam on her own and insisted to study in Taipei. I do not agree her going. She is now standing by the window and said that she will jump out of the window if I try to stop her going!" My gosh! When the phone was passing to Mei, I told myself to carry out a conversation with her in the calmest ever tone. Mei kept repeating that she did not want to continue studying in this rubbish university. She wanted to go to Taipei and left the home. I promised her and said, "Let me talk to you mom. If there is no other special reason, I will persuade your mom to let you study in Taipei. Leave the window now and sit down on the chair." I never knew that the promise from a mentor could be so effective. Mei sat down and asked me to promise not telling what she told me to her mom before passing the phone over to her mom. I made my promise. On one hand, it was not the time to talk about those things now. On the other hand, it is difficult for me to remember what she said. Persuading her mom would be a lot easier. Her mom did not strongly oppose to the idea but felt that Mei should discuss with family for such an "important" thing first. Mei never left home, and her mom was not able to relax for that. I said to her mom, "Taiwan is a small island and Taipei is not far away. Sooner or later, the child would leave home. Although she failed to discuss it in advance, it is not a bad thing to sit for transfer exam. Now that Mei has passed the exam, let her go." At that moment, I felt both of the mom and the daughter insisted on something unnecessary and made the communication so difficult. Was it worth the trouble? Next semester, Mei did not return to the department.

The story did not end here. Around one year later before the end of the semester, I received the phone call from Mei's mom again. She invited me to have a chat with her at home. The living room was huge, and the decoration was cozy; it was right, this was a family with good social and economic status. However, other than this, the whole story was different from the one I knew.



Mei's father passed away when he was young, and the property he left behind was sufficient for the pair of mom and daughter having a good life. The truth was there were only two of them in the family! Her mom said Mei continued telling her own story when she studied in Taipei. The difference was none of the teachers would spend time listening this time. It turned to be the mom knew Mei's story. That was the reason why the mom was hesitated for Mei to leave home. The mom knew everything from the beginning. Mei was expelled by the university in Taipei, and her mom wanted her to continue her study in our department. She wanted to find out whether I could continue helping her.

That was it, and Mei returned to the department. She no longer came into my office regularly for a chat as she did in the past. However, we had a communication book like what elementary school students used. I signed on it every day to prove that she attended the classes as well as wrote down something that shall be paid attention, including what the deadline for assignment was or when the exam be held. Her mom also signed on it and sometimes wrote down some words to thank me. In the end, Mei successfully graduated from I-Shou University and moved to Taipei with her mom after her mom retired from the teaching career. Until now, we will still send text messages to each other and maintain our contact during the Chinese New Year or other traditional holidays.

The student case often reminds me that never assume you understand something, and the fact might be you actually understand nothing. After that, I always listen attentively on the statement from both the student and the parents but no longer make any comment. If it is possible, I try to talk to both sides and evaluate whether I shall refer the case to the Counseling and Guidance Section. When I received the phone call from Mei's mom for help, I was thinking it was beyond what I could handle. Shall I reject it or refer it? Was I a little bit unlucky? However, sometimes the simplest care you provided returned you with the loveliest response. I feel I am very lucky!



NOTE

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COLLEGE OF ENGINEERING

Life mentor
Chih-Sheng Ku Professor

Students are like my teacher
Huy-Zu Cheng Associate Professor

Spiritual growth during the 30 years in I-Shou
Mei-Lee Hwang Associate Professor





LIFE MENTOR



*Chih-Sheng Ku Professor
Department of Civil Engineering*

I establish students' confidence through the guidance methods like experience transferring, teaching sharing, and class management to help students trust themselves. Moreover, I start from understanding students, focusing on problems that students encounter, proceeding from the demands of students, caring with love, assisting with a sincere heart, guide with patience, think with empathy, communicate carefully, and praise attentively. I engage with constant interaction with them as a "life mentor" and learn from them humbly to establish profound relationship in order to obtain career wisdom and grasp the opportunity of success.

One student who was mentored by me during the five-year bachelor-master program. He passed national professional technician exam one year after successfully obtaining the master's degree in 2020 and became a qualified civil engineer. The achievement of Mr. Huang was the result of his effort, and I, as the mentor, didn't contribute anything. The reason why I told the story here was what I learnt from the successful case of the



student.

The student is a child of a friend of mine working in drilling survey industry, whom I have known for many years. His personality is gentle and honest, and his academic performance in high school was ordinary. After entering our department, he carried a good learning attitude and achieved academic performance within top range of ranking in the class as a result. He started to consider participating in the professional technician exam in his third year of university. Therefore, he registered in a tutoring course for the exam. It was a pity that his first professional technician exam after completing his four-year bachelor's degree was unsatisfactory. After the five-year bachelor-master program, he worked very hard to prepare for the exam for around half a year before participating in the professional technician exam again. Unfortunately, it still failed to end up with the result he wanted. However, the score he obtained from the exam had huge progress. He was not frustrated but getting stronger instead. He made up his mind to fully concentrate on the exam preparation in the upcoming year. I had a chance to meet the student's father before the exam, and he said that the student studied very hard recently. After the tutoring course in the cram school, he returned to his room for study immediately after dinner. The attitude was totally different from the past. I said to the friend that the student shall pass the exam this time. As expected, I heard the good news of him passing the exam.

The passing rate of technician exam is 16% maximum, and the exam candidates for civil engineer every year are almost more than 3000 people. Therefore, exam candidates will have to achieve the score in the top 84% before they can pass the exam. The students who enter our department are usually with the entrance exam score below 50%. That is, seeing a student from our department passing the technician exam also represents the recognition on the teaching performance in our department other than showing the student's academic level has been hugely advanced. For the students in our department, most of the freshmen do not have sufficient confidence and feel the national exam of senior and junior examinations and professional technician exam are all out of their reach. I always grasp every opportunity in class to encourage students again and again that the natural



endowments among all the candidates are roughly the same. As long as working hard and fully concentrating on the preparation, it is not a miracle to pass senior and junior examinations and professional technician exam. The success of their senior fellow student sets up a very good model. Some of my research students achieved good performance, but most of the cases were the performance after they continued their education at the graduate school in national universities. The student I mentioned above was trained 100% in our university from the immature freshman to the graduate completing the master program. He obtained the qualification of civil engineer within a short time, and that was something extraordinary pleasing. If you ask me what achievement I made to brag about as a mentor, I will say seeing students that I attentively accompany to cultivate achievement they want and be successful. This kind of expectation and hope is the greatest motivation that I continue teaching and accompanying students year after year.





STUDENTS ARE LIKE MY TEACHER



*Huy-Zu Cheng Associate Professor
Department of Materials Science and Engineering*

When I was six years old, I decided that I was going to be a professor in the university. I often asked myself during the process of my education that what kind of teacher would be regarded as a good teacher by students. How can I really help students as a professor in the university? Carrying the belief of “a strict teacher brings up accomplished disciples”, I was strict on the requirements for students. Before too long, I was called the “devil” by students because I was expecting too much. Students were suffering and felt miserable, and the course I delivered gradually became “a broadsword of the compulsory course”! As a result, students were further and further away from me. I found it was more and more difficult to understand students. What I couldn’t comprehend was “why I failed to obtain the recognition among students even though I worked so hard on my teaching.” The university always asked us “bending down to be on the same height as students.” However, I never really grasped the true meaning of it. I thought it was to lower the standard to make sure students could catch up. The truth was I



found lowering the standard did not actually do anything good for students. Without requirements, students lost their learning motivation. On the other hand, I also spent a lot of time trying hard to improve my teaching methods. I used various short videos to enrich the content of the whole course and hoped to enhance students' interests in learning. Unfortunately, it only achieved very limited effect on improvement and was not what I expected. Until I met my spiritual mentor, through learning and verifying, I was fully aware of the complete wrong direction that I was on!

A student giving me headache is in poor learning progress and constantly absent from class

One day, the head of the department asked me whether I was willing to guide a student who was in poor learning progress and constantly absent from class. In fact, the student was more nervous and frightened than me when he knew that I was going to be his mentor and thought this was going to be a big trouble! The student felt a worm of unease and paced up and down by the entrance of my research room, and he did not have the courage to enter the room. After several times, he screwed up his courage and decided to face the “devil” teacher recognized by students in the department. When the student passed me the form and asked me to sign on it, he said with a smile that was even worse than tear that he managed to squeeze out that “you can directly sign to give, and you don’t need to force yourself. After all, there are a lot of teachers not willing to be my mentor!” I looked at him in great surprise and thought how come he had such a thought! In the beginning, the student only told me that the reason why he was constantly absent from class was because he did not have solid foundation for his studying. He struggled to keep up with the course and lost his interests as time went by. Interestingly, he showed up on time for our appointments several times in a row. I realized that the aboriginal student was not the kind of problem student with bad attitude and poor learning. On the contrary, he cherished it a lot that there was someone willing to accept him!

After several times, he started to talk about his personal situation and family status as well as the value caused by his growing background. He treated gambling by playing Mahjong was something more than normal and



even believed providing a place for friends to play Mahjong and charging for cleaning fee of offering them tea, coffee, and snack was a good thing to help and serve friends. It was also a normal way of making a living. While he talked with confidence and composure, I decided to give up measuring him with my own value; instead of censuring him and telling him off, I listened to him quietly and asked some details. He was so pleased when he found that he knew many things that I had no idea at all! He asked me in one of our guidance sessions, “Why didn’t you tell me off? Don’t you think playing Mahjong and gambling are bad?” I asked him in return that “Will it be possible if I say I hope that you will never do it again?” He told me that there would be some difficulties, but he would change it gradually. After all, he must be responsible for his friends. I agreed with his opinions and complimented him to be responsible. I drew up the timetable for improvement with him, and we planned to have it done within three months. To my surprise, he told me that he already closed the self-managing Mahjong room completely in two weeks. Although his academic performance was never improved too much, at least I never received his absence notice anymore.

I learnt from these students that each student is like a book with various thoughts and all sorts of brilliant stories. As a teacher, we shall hold a very humble heart; without humbleness, we would fail in reading and understanding. We must read it attentively, carefully, and seriously and never evaluate them with a narrow-minded thought. Only by doing it, we will be able to walk into their lives and comprehend the fascinating book!

Many people, including us, do not understand ourselves well. If we can help students “observe” their own potential traits, we will be able to inspire students from their inner hearts. They will be able to find out their capabilities and admire themselves. When they make small progress, give them your recognition. The encouragement is not superficial but shall be from your true heart with sincerity. To get rid of our habits or walk out of our comfort zone, it requires a lot of courage. It will never be as simple as how you image it.

In addition, I also found during the interaction with students that it is not necessary for teachers to establish their images as “100% strong and tough”. My confusion in the past was “I am a teacher, you are a student, and the duty of the teacher is to teach the student.” In fact, there is also an important duty



of being a teacher; that is, “being a good student” and learning to consult students with an open mind. If you create a tough image for yourself, students will feel that you do not need any care or attention. They will take the contribution of the teacher for granted. Hence, they feel nothing when you are troubled and the distance between the teacher and the student will become further and further away. On the contrary, students will not carry out any behavior that makes the teacher upset if they understand it. Moreover, they understand the hard work that the teacher does for them and are willing to help the teacher for any difficulty. It is a great support and encouragement for teachers!

I appreciate all the students entering my life in the golden period of their lives a lot to enrich my life, increase the thickness of my life, and help me learn a lot. Thank you very much!





SPIRITUAL GROWTH DURING THE 30 YEARS IN I-SHOU



*Mei-Lee Hwang Associate Professor
Department of Chemical Engineering*

During the time working at I-Shou for nearly 30 years, I accumulated more than 20 years of experience in mentoring. I experienced different mentoring system, and it could be regarded as the process of my spiritual growth at I-Shou as well. In the first year of my teaching career, the students I encountered were not in huge age difference from me. Therefore, there was no obvious distance between me and the students. We participated in the students' activities together and learnt together. For a cycle of four academic years, we achieved excellent teacher-student relationship. I would say we were like teachers like friends. Therefore, we still get together occasionally since they graduated instead of only seeing them when they invited me to the wedding reception. Along with the increasing age difference and family-related factors, the teacher-student interaction was not engaged as fully as it used to be in the past, but I still maintained to keep close contact with the students. Only a few years ago, I suddenly realized that my own child was older than the students I mentored. Looking at their faces that still



possess the innocence of childhood but look mature and shy, my mindset changed from the role of like teachers like friends to be more inclusive and encouraging like a mother. The greetings I received from students during this period of time changed from Sister Mei-Lee to Mom Hwang and to Mei-Lee. I seemed to become virtually younger again. This is probably the biggest gain from the interaction with students!

The arrangement of mentor in the department was not necessarily carrying out from year 1 to year 4. For the convenience of getting in touch with students, it was modified to the approach of assigning the instructor from one of the required courses in the class to be the mentor in the later period. Lunch/dinner gathering with students would be arranged every semester. For working as the mentor of the class for the first time, small group meeting would be used for the first semester to know and get familiar with students. From the second semester when everyone knew each other, it would be focused on the lunch/dinner gathering for the whole class. In the early period of my career, the mentoring covered from year 1 to year 4. I was often at the request of student, invited students to my house for kiln activities, BBQ, hot pot, making dumplings, and making pizza. I always prepared a pot of braised pork knuckle, braised bean curd, and soup for everyone. After spending time with each other for four years, I established a deeper relationship with those students. Even after graduating from the university, they came to visit me at home every year. As time went by, everyone was engaged with work and getting busier after getting married and having children. Even though we had few gatherings, they occasionally made appointments with each other and came to see me. With them coming to me with their family, I virtually felt that I became a grandmother. In the later period of my career, I usually delivered the required course for the students in year 2 so that I often took the post of mentor for the second-year students. Although I managed to remember the name of each student in that year, I was so embarrassed that I could not remember their names when they came to see me after graduating from the university. My memory deteriorated, and it was a little bit sad!

There is no shortcut for student guidance. Soon after a few more years, I will be retired. I hope that I can carry my original intention and play the role of being a mentor well and perform my obligation so that students can feel my



sincere concern, treat me like their friends, feel free to share their daily life, interpersonal relationship, their joy and trouble towards love, and their advanced study and career plans with me. I will try my best to provide my helping hands when they feel helpless, and I will accompany and encourage my students when they don't know what to do. As a teacher, the thing that makes me happy is students actually receive the help or assistance in their study, the moral character, or their life when they need it. I want to help students understand themselves, recognize themselves, find their interest on the path of their education and further bring out their creativity and imagination doing their best to achieve their dreams.



NOTE

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COLLEGE OF MANAGEMENT

Waiting

Tzu-Jou Liao Associate Professor

When the flowers bloom the butterflies will gather

Ming-Chi Tsai Associate Professor

Becoming better people together

Yuan-Hsien Chuang Assistant Professor

Mentor and friend forever

Sheng-Yeh Wu Associate Professor

A life-time mentor

Yung-Cheng Huang Associate Professor

Like teachers like friends & like teachers like mothers

Sue-Tzeng Chuang Lecturer

Those bygone years and those things
that we experienced

Yi-Yu Shih Associate Professor

Serving students with passion

Wu-Hua Chang Assistant Professor





WAITING



*Tzu-Jou Liao Associate Professor
Department of Industrial Management*

After planting, some seeds go with the flow for flowering and fruiting when the season is right. Some seeds fail to carry out flowering and fruiting in season and have to wait for longer before sprouting and flowering. Being a mentor, I not only need to help students who can make progress but also wait patiently for those who stand still without advancing. Those students who encounter problems in their studying frequently also feel shy to contact their teachers. That is why a mentor sometimes has to spend a lot of time waiting patiently for them to step out some day and accept the assistance from the mentor.

I once supervised a student who was in the third year of the university and study for 4+1 master program at the same time. He has submitted the hardback master dissertation to the library in the past few years and obtained her graduation certificate as well as completed the procedure of application to leave school. The background of the student studying for the program at the graduate school was extraordinary. I was his mentor in his third year in the university and received a phone call from his mother. She hoped that I could persuade her child to apply for 4+1 master program so that he could start the



courses in master program in the fourth year and obtained the master's degree in the academic year next, which was the fifth year. The mother was not able to persuade the child successfully and the child had his own concern and worries; hence, she asked the help from the mentor. After communicating carefully with the student at that moment, I understood that he was not confident in the advanced studying for a master's degree. His father was confined to bed for a long time, and he needed to share the responsibility of family care. That was why his academic performance was not good, and he was worried about finding a teacher to sign on his application form for 4+1 program as his referee and finding a supervisor for his dissertation. He was not able to make up his mind to apply for the 4+1 program because of these concerns. I promised him immediately that I could write and sign on a recommendation letter for him, be the supervisor of his dissertation, and invite him to be a teaching assistant for each semester if the application was granted. With the assistance provided, I hoped that he could start the 4+1 master program with ease. His mother believed the program would be a great help for his future, and she really wanted him to grasp the opportunity obtaining a master's degree while she could afford.

At that moment, I thought that after making the decision on the 4+1 master program, what he needed to do next was following the regular routine in studying master program and carrying out dissertation step by step. He shall be able to obtain the master's degree within two years, the same as other students who studied the 4+1 program, which was in the fifth year of his university. The result was we have been waiting for five academic years after he applied for the 4+1 master program, and he finally obtained the master's degree recently. The reason of the delay was not because he failed on the modules for the master program or unable to produce dissertation. In fact, the student completed the dissertation and passed the oral exam for the degree in the academic year of 2015.

During the process, he actually worked very hard and made great efforts to finish the courses and dissertation within three years. He even worked at night shift in Nanzi Processing Export Zone since 2015. I knew that he carried a lot and always tried my best to help him and encourage him completing his dissertation. Finally, he completed the dissertation in the academic year of



2015. The oral exam for the degree was scheduled, and he successfully passed the oral exam for the degree. Originally, the last part was revising the dissertation based on the suggestions from the panel of oral exam before the end of July of the same year, checking by the supervisor before printing the hardback dissertation to submit to the library. By doing this, the last part of the process would be completed for collecting the degree certificate. However, the student seemed to suddenly lose all motivation or suffered from family or work problems. Although we still keep in touch now, he has never told me the real reason for his delay on the last part of the work, which was submitting the hardback dissertation to the library. The delay made us wait for another two academic years. During the two years, I was anxious but knew that he and his family would feel worse. I send him a LINE message every 2-4 weeks to check whether he needed help, whether he wanted to discuss with me in my office and tried many times to talk to the department assistants and students who were close to him to understand his situations. He said to me hundreds of times during that period of time that he had sorted out the dissertation and would email me tomorrow for me to check or his computer was out of order and under the maintenance; the dissertation could be completed next week. I knew he was not brushing me off or tried to avoid, and he must have some troubles or problems that he didn't want to talk about it. In order not giving him any pressure, I normally sent LINE message to check his situation. I talked to him a few times on the phone or bumped into him in the university sometimes, he only told me that he was working hard but saying nothing else. Every time when I passed the research room of the master students, I always looked at the light in the research room to see whether he was there or not. I sincerely hoped that he could step out the difficulty soon and told me what kind of help he required.

Finally, before the eve of the Chinese New Year, he contacted me and told me that he completed the modification of the dissertation and ready to email me to check. He asked me whether I could complete checking before the administrative units and the library in the university having the holidays for Chinese New Year so that he could complete the process required for graduation. If it could be achieved, he would not need to come to the university in the semester after holidays. Time was so tight, but I called the



colleague at the library in charge of reviewing dissertation several times in order to encourage the student insisting on what he was doing. I really appreciated the colleague sacrificing the holidays to work on it. Although some of the procedures were not able to complete in the schedule he planned, he finally completed the whole process required for the graduation of master's degree recently and collected his certificate of master's degree.

Sometimes, it takes time to see if our guidance work. Even though we do our best, the effect of guidance might still be obscure. However, when seeing the changes of the students in the end, it feels like finding a treasure. Lastly, I cited some words sent to me from the student when he studied in the graduate school in Australia. "I have always wanted to say thank you. I am not the kind of students who are easily liked by teachers. Thank you for giving me your attention even though I was not a good student. I really feel very warm in my heart... When you said that you would write a recommendation letter for me, I was nearly in tears because I was so touched. I never thought that any teacher would be voluntary to write the letter for me. Thank you a lot, my teacher."





WHEN THE FLOWERS BLOOM THE BUTTERFLIES WILL GATHER



*Ming-Chi Tsai Associate Professor
Department of Business Administration*

I have worked as the mentor for the class for more than 20 years now, and I really feel the problems that students, who are 17 or 18 years old just graduating from senior high schools until they are adults, have to face cover a wide range. It is not an easy task to do a good job in the role of a mentor. I personally still feel there is still a lot to learn, and I can only barely share the following feedback related to manage a class.

Lunch meeting between the teacher and the students

Along with the promotion of multiple entrance programs and the enhancement of international level, students are from different countries, different schools, and different family background. Even though entering the department of choice, most students are still confused with their career planning and fail to know clearly for their life direction. In addition, the domestic education in the past was focused too much on the academic performance by parents. Exam is supposed to be the mean of evaluating the learning outcome and is gradually turned into the purpose of learning. It causes many students losing the confidence in learning, and learning has no fun at all. After entering university, students are easy to set themselves free



without the reminding from parents. Therefore, they do require someone to accompany them during the path of studying.

Universities are adult education. Other than attending the lecture, students have a lot free time. Some of them have part-time job, some go travelling everywhere, and some participate in club activities. Except students staying in the dorm, the rest of students almost keep themselves away from school if they do not have a lecture to attend to. Even though I want to make an appointment with students, they might not want to come to school. Normally, the university only hears about it when things happen. In order to draw the distance with students closer, the approach I use is making an appointment with students directly for lunch on the day when they have lectures to attend to. I will not set up any topic to talk about during our lunch to avoid causing pressure to students as well as increase their motivation to participate in. Through relaxing conversation, I establish the sense of trust with students gradually as well as the friendship with students. I want my students to see me as a friends instead of a strict senior.

The professors for each subject are busy teaching and doing research in their daily routine, and they are not able to deeply investigate the life situation and learning status of students. Some students have to do the part-time job because of the financial issue, and it affects the normal attendance in class. Some of them have with low learning motivation because of relationship problems. Most of these rely on the daily conversation the mentor carries out with students or the leasehold visit to find out. Therefore, I want to establish friendship with students from their first year in the university so that students will actively come to me to discuss any problem they have. By doing so many problems can be prevented.

Comprehensive network of care

Other than teaching, the mentors at the university have to continue the research work every day. The time that they can spend in guidance is actually not a lot, but they still try their best to understand the characteristics and specialty of each student as much as they can. Due to the lecture time of the mentor will not be consistent with the timetable of students, the roles that the class officers play are very important. When I have meetings with students, I



usually encourage them to participate in the class or club affairs to learn the management competence of planning, organization, leadership, and controlling as well as develop their interpersonal relationship. After the election of class president and other officers in the beginning of the semester, I will meet all the class officers to clearly explain the importance of their duty and work. I encourage focusing on their duty but working in cooperation so that the class officers can assist the mentor to implement class affairs. Meanwhile, the mentor will also be able to find out things require special attention in the class.

In the third and fourth years, students have to complete topic research. I often use my own free time to supervise their research. Some students obtain excellent performance because of it. Besides, I also encourage students join club activities in their free time, such as orientation camp held by the student association in the department, volleyball game in the department, and singing competition or even organizing teams to participate in the competitions inside and outside of the university. If necessary, I will work as their formal supervisor. No matter they obtain good result or not, I give them some rewards for participating in the competition. By doing this, students gradually find out their potentials in different areas other than their studying. They gain the sense of achievement from it, and the cohesion of the class is gathered at the same time.

Moreover, I also coordinate with each teaching unit in the university to hold various topic competitions. No matter I am the host or co-organizer of the event, I assist the hosting unit to complete the event with satisfactory in my personal professionalism.

Listening to the voice of students

Most of the process of learning and growing of university students happen in the university. They usually need to face many emotional, mental, and relationship problems at this stage, such as gender exploration, family difficulty, and relationship problems. However, some students never talk too much on any occasion and might not want to reveal how they feel. Once the teacher-student trust relationship is established, they sometimes are willing to open their heart and talk about what troubles them. Students at this age



especially do not feel like to talk to their parents for many things, specifically those students with single parent and under grandparenting. They normally need someone who can listen to their voice, and their mentor is usually the one that they trust the most and feel free to talk about anything. We can try to be the life changer of students and provide them support and assistance on their life path. Of course, the mentor is not a magician. Only by timely referring students with critical situation to the Counseling and Guidance Section or helping students find resources, we are able to provide the best help to students. The environment of the society is changing all the time, and each student has different characteristics. Making sure students are not alone during this period of learning stage, accompanying them while they are growing patiently, and watching them spread their wings and fly high are the important gain in my career.

Implementing innovative teaching

The learning in the university is mainly related to the future career. Whether students are able to integrate what they learnt and comprehend it well has a direct relation with their performance in the workplace after graduation. If special professional knowledge is required at work but failing to be learnt well, it not only affects the performance at work but also the promotion and even the reputation of the university that they graduated from. With the education of teaching to the test for a long time, students get used to not knowing how to ask questions and getting to the bottom of the problem. When encountering problems, they always face the problems quietly on their own. They are afraid of bringing up the question in class to discuss with the teacher and the students. Therefore, it is also a very important challenge in teaching that a professor shall explain the ideas patiently and continue trying innovative teaching methods to motivate students talking about their thoughts. I often design different teaching methods for students in different years and classes; some of them focus on the explanation of theory while some focus on practical application. Supporting above with many practical cases, I always receive positive feedback from students.





BECOMING BETTER PEOPLE TOGETHER

*Yuan-Hsien Chuang Assistant Professor
Department of Business Administration*



Adjusting mindset

I have never taken any course related to teaching theory and mental counseling, and I am not good at interpersonal relationship. When I first started my teaching career, I was terrified and fearful. I was not confident in getting along with students. When contacting some students who have special conditions, I instinctively reflected the failure of understanding or doubts on students because I didn't know what to do. After several experiences, I found both of us would fall into the emotions of embarrassment and discomfort once I blamed the student because I was angry. It only made the relationship between both side worse and had no advantage to solve the problem at all. I often doubted myself at that moment and felt that I was not qualified to be a teacher. I once hid my head in the sand and thought it was normal that teachers in the university had no idea of counseling students because they have never studied any course related to teacher training nor from the psychology background. Teachers in the university only needed to focus on the knowledge and skills in the professional areas. Why should they make efforts in taking care of students' private life? All my mental struggle and escape solved nothing and I returned to the thinking style of how to do a good job as a mentor in the university. Recalling my own time when I was a student in the university, I was full of



confusion and worried about academic study, financial problems, the relationship with family, interpersonal relationship, part-time job, intern, and development of future career. I stumbled through the life in the university and overcome a lot of hurdles. Could I just share my own experience and accompany students through this period of time?

Guidance philosophy

I remembered when I studied in Japan, I often felt the cultural difference between Taiwan and Japan. Japanese people always recognized other people's opinions first, but it was not necessary for them to express the real thoughts in their mind. I thought Japanese people liked to say something socially, like to praise the other side, pay attention to group awareness, and rarely claimed their own opinions and thoughts. However, after getting familiar with Japanese culture, I gradually understood that there was a good intention of being considerate for the other side in Japanese culture. To express the recognition to the other person so that he/she felt that being recognized and respected, it would be easier for them to accept what you said so that the conversation between both sides could carry out smoothly and achieved effective communication. In addition, when talking about Japanese education, we often hear the sentence “ほめてのばす”. It means only the praise helps the growth of students, and the blaming will be ineffective. Students will only grow and develop when the approach of praising is used for education. When I am dealing with students, I always remind myself to have a deep breath and think before speaking out. I tend to control my own emotions first. Word is like a sharp blade, and I demand myself to not say anything that hurts people but without constructive effect. I try not to make assumptions and listen to students first before thinking about how to respond. After the actual contact with students, I often find any behavior done by students has its own background cause. To guide or assist students to the right track, it requires knowing the root cause so that the proper solution can be provided. Only by listening to students and then judging the subsequent guidance and assistance available, the work of guidance can be carried out effectively.



Class management

Because I do not have counseling background, I can only think from the perspective of marketing. The subjects of marketing communication are students. They require different assistance at different stages of life in the university. Class management activities are designed according to the demands.

Students in the first year are not familiar with each other. If they are asked to introduce themselves, they tend to be shy and always only share where they are from and what their interests are; it is very boring. I draw up an activity called “introducing my good friend” for the class gathering of students in the first year. There are always a few friends around each student, and we assign a student through a lucky draw and ask the student to introduce one of his/her good friends. It is to assist everyone to know the students in the class through the point of view from the third person, including personality, hobby, or habits. Out of my expectation, it receives very good comments among students. The context of interpersonal relationship can be observed from it. In the second year, there are always several small groups in the class. However, there is not too much interaction between groups. Therefore, I arrange the activity called “say something good about your classmate”. They are asked to say something good about the students in different groups. It is to observe the lateral communication among different groups and facilitates the exchange between groups. These two activities receive good feedback from students.

During the small group lunch gathering every semester, I try to guide students to spill the beans of each other in order to understand students’ personality and situation. I use boxed meal and bubble tea as the incentive for leasehold visit to be close to the life of students. After the visit, going to Dashe Night Market with students is also a pleasant and lovely memory.

Interaction and feedback

Amazingly, some students maintain their interaction with me after leaving the university. I had a student who transferred to another university and still wrote to me several times for the feedback about his life in our university as well as shared his life in the new university. Another student who transferred



to other university and graduated there came back with his bachelor gown and invited me to have a photo with him. One graduate worked as a salesperson in the electronics industry but wanted to pass the exam to work in the banking industry. She came back to ask for the preparation of apply the job and the interview skills. After several written information modification and interview simulation practice, she finally reported back that she passed the exam and now worked in a public bank.

Moreover, one student who passed the exam for the master scheme in one national university left message on my FB, "I appreciate Teacher Yuan-Hsien the most. She continued correcting my personal statement at the last minute as well as provide huge assistance on the research topic. The most important thing is the rigorous attitude and life value I saw from the teacher. I always remember what she said to me, including "Knowledge requires accumulation, and it cannot be achieved in the short time. You are too hasty!", "If you don't want to live that only consider about your daily living, work hard to make a change.", and "With altitude, you will have the corresponded vision." I really appreciate all the support from each professor, and I will never forget it in my life." The student has graduated from the master program and still reports the working situation to me from time to time.

Thoughts and reflections

As a mentor, I do not have profound foundation of counseling theories and solid counseling skills. I am always groping and learning, but I still feel what I know is insufficient. During the process of dealing and interacting with students, I try my best learning new things in order to understanding the thoughts of young people. It keeps my mindset young. During the process of accompanying students to grow and develop, it also enriches my life. When I assist students, I dare not to say how much it helped or improved the life of students. However, I really appreciate them helping me to see different dimensions of the society and make me be a person with empathy and depth. I also cherish the relationship with people more. I hope that I can help more students who are confused in the future, share the sweetness and bitterness in their life, accompany them through the period of youth and inexperience, and become a better and more mature person with them.





MENTOR AND FRIEND FOREVER



*Sheng-Yeh Wu Associate Professor
Department of Finance*

I have worked as a mentor every year during the 26 years of service in I-Shou University. My hairs have turned grey, and I still constantly modify my moods, thoughts, and approaches. The only purpose is to maintain the unchanged attitude, sincerity, and fairness when dealing with students. For the teacher to get along with students, it is like getting along with friends. Without sincerity, it might cause a wide gap that is difficult to across to those who have a sensitive heart. I usually keep the door of my research room open to welcome students drop in at any time, and I am always ready to leave what I am handling behind temporarily. However, sometimes, you need to think before showing the sincerity; for example, a female student might think I am telling her she is getting fat when I sincerely suggest her to pay attention on the diet for not gaining more weight. Since my first day in I-Shou University, I always tell students that they do not need to carry excessive courtesy when dealing with me. Of course, there is a certain gap in age, background, and thinking style between me and my students. It is impossible to be fully equal between students and teachers. If we can all maintain an impartial mind, the mentor will be more than happy to listen to the voice of students and think from the students' point of view of more easily.

As for how to be a mentor, I classify all activities contribute to students'



development outside academic study as guidance work. Hence, a mentor's duty is not necessarily limited to the scope of mental guidance or life guidance. In fact, mentors in the campus are mostly without specialty in mental guidance. In the early stage, what I wanted to do was merely "not to be a teacher whom is hated by students". When I was a student, I hated those teachers who were late, left class early, constant made up class, and just went by. It seems too passive, and some positive approaches include always telling students small life stories before formal class. I hope these normal small stories will be able to deliver some attitude towards life. Guidance work is not to enhance students' wisdom. I only hope students have a sound heart and be joyful, kind, and positive. These cannot be achieved through "preaching".

I think teachers need to have more time talking and communicating with students to understand their potential aptitude from the interaction or which direction they shall move forward for research. I hope I can give my students this kind of feeling that they can share anything with me. Of course, I understand how they think about it, and they usually won't take initiative on doing it. That is why I believe it is important to chat with them more. We will get familiar with each other if we chat with each other more. Without chatting and getting to know each other, they will definitely come to us if they need help.

For the freshmen who just start their first year in I-Shou, I hope they can know each other, like the university, develop a happy learning environment, and maintain good habit in studying. In the second year, the ratio of professional subjects related to finance is getting heavier. Therefore, the first semester in the second year was a critical period for students. It will affect the process of education in the future. Because students face heavy academic pressure, I spend more time encouraging students and caring their whole situation. Then in the second semester of the second year, students will be able to progress to the next research direction and stage more smoothly. In the third year, more professional knowledge required in the study. I normally remind students to take as more advanced courses as they can. Before the start of the second semester in the third year, students need to consider applying for graduate school or participating in the screening test. The



direction of preparation will be different after they make the decision. In the fourth year, the mentor can spend more time talking with students for their future career plans as well as listening to students' thoughts or mood so that they have the chance to carry out slight mental adjustment to relieve or balance. Next is to believe students without any doubt and encourage and accompany them to move towards new roads.





A LIFE-TIME MENTOR



*Yung-Cheng Huang Associate Professor
Department of Accounting*

Time flies, and I have been working as a teacher for nearly 19 years since I switched my career from computer technology industry to the teaching career in August 2002. I am going to withdraw from the workplace after one more year. All the way, I have taught various students and experienced all sorts of joy and difficulties during the interaction with students. All these memories of yesterday are well preserved in my mind, but the good thing is I have never regretted choosing the career of teaching. I worked as a mentor in the past 19 years, and the mentoring system in the university changed from class system to family mentor and then back to class system. I have guided a lot of student, and most of them went through the difficulties without any major problem. However, there were some unforgettable cases; some were joyful, and some were sad while some were faded from my memory along with the time. If you want me to talk about stories during my mentoring, it might be easier to talk about those unforgettable memories from the numerous cases! Let's call it: a life-time mentor.



A life-time mentor – Student C

Before the eve of Teacher’s Day every year, I will receive an email from Student C. I couldn’t remember how long ago she graduated. As a teacher, the thing that makes me happiest is the greeting from students who graduated long time ago or they come back to visit you in the university. I was a mentor of Student C in her fourth year. Just like more of the students in the Department of Accounting, Student C was also quiet and spoke gently.

I always feel happy when receiving the email from Student C. When I reply, I always ask her how everything is recently. Hence, we always have a chat for the current situation. Sometimes, I will make an appointment with her to visit the department. Every time when we meet and have a chat, I can sense the pressure on her shoulders. The main source of the pressure is the expectation in work and in marriage from her mother. I could not do anything about it; therefore, I listen to her again and again to provide a space for releasing her pressure. Of course, she will also share the funny things in her life and in her work. There is no start or end each time we meet and talk. It is always a chance let go everything she accumulates in her mind. I think I can be her “life-time” mentor.

Just one more year, I can be retired after the 19-year teaching career. I won’t say that I have students all over the world, but there are students who are always in my mind. I wish them all the best at any time!

Perhaps the situation that Student C encounters is like a miniature for most of graduates! The pressure from the workplace, the pressure for love, and expectation from the parents after graduation; therefore, students need a person that they can talk to, they can trust, and is able to have a long conversation with them without any reservation. Perhaps, your “teacher” is the best person for this.

It has been always the greatest comfort for a teacher when students send greeting occasionally, send wishes on FB, say hello through LINE message, bring a cup of coffee to visit me in my research room, talk about everything freely, and share what happens in the life with each other. I really hope that I am a “life-time mentor” for these students.





LIKE TEACHERS LIKE FRIENDS & LIKE TEACHERS LIKE MOTHERS



*Sue-Tzeng Chuang Lecturer
Department of Accounting*

I still remembered on one occasion more than 10 years ago, one of the first-ever graduates in my teaching career told me that she was changed because of something I said. In fact, I had no idea for what I said at that moment, which apparently caused so much impact on her.

The impact a mentor caused to students could just end on the delivery of the knowledge in class. However, it could be a warm guiding light for students when they are lost after class. I believe teachers also have the responsibility to bring more and better impact to students. It might only be a small sincere care, some encouragement, or something that provides direction to students. It is likely that these might become the motivation to support them climbing up from the bottom of the valley. There are different types of students; some are active while some are passive who need attention from teachers. There are several methods for teachers to interact with or guide students. For many years, my relationship with students is like friends but also like their mother. Some students directly call me Mom Chuang after class, and I want to share



the methods I often used for guiding students in the past as below:

1. Grouping students for lunch gathering- take an initiative in caring the learning situation and adaption of freshmen

Over the past more than 10 years, I worked as the mentor of the class for freshmen every year. I personally believe it is very important to establish the recognition of freshmen towards the department and the university to make sure they have the sense of belonging. Therefore, I will ask the students to group themselves into small groups of 5-10 students per group in the third or fourth week after the start of semester to have lunch with me. On one hand, it is to increase the interaction between me and the students as well as help students getting to know and exchanging ideas with each other. On the other hand, it helps me to understand students' learning and adaptation status after the semester starts, the courses they take, the arrangement of their daily routine, and the problems or troubles they encounter at the moment. I also use the opportunity to remember the names of students as quickly as possible. In addition, I want to let students know that they might feel free to leave home and start their life at the university, but they need to learn self-management, self-enhancement, and be responsible for themselves. Through the gathering, students will also be able to know clearly what kind of resources that the university provides, the possible career development after graduation, and exams related to certificate. I will also share my personal experience with them and hope students knowing their life and study at the university better.

2. Using group LINE message or private LINE message for timely interaction

To help freshmen getting used to the life in our university as soon as possible, I set up LINE group with students in the beginning of the semester. Through LINE, students can contact me any time, and it is also convenient for me to deliver messages, and I can assist students to solve their problems in their study, life, and career when appropriate. Although it is time-consuming, I am able to solve various problems and difficulties that students encountered



at an earlier stage as well as enhance the chemistry and affection with students. It is still considered as a good method and very efficient.

3.Individual interview with high-risk students and students who use internet excessively

Work with the list screened out by the Counseling and Guidance Section in the beginning of the semester and carry out individual interview skillfully (do not let students mistakenly think they are problematic students) to understand the current status of students and whether they need further assistance in order to achieve the effect of preparing for the worst. For students who use internet excessively, I will carry out a private interview with them separately to understand what they are searching on internet and provide proper suggestions. I will ask students who live in the accommodation to keep an eye on each other for the time spending online.

4.Using the existing resources well and sharing experience

Because of the working hours of our alumni, it is rarely that they will take a day off and visit the university (unless receiving our invitation). We usually ask alumni who have a day off and who visit the university or senior fellow students in the university to share their learning experience with students in class. It is to establish the confidence of freshmen and provide them reference for their learning plans in the future at the same time.

5.Holding activities for freshmen that I mentored and inviting experts from the industry to carry out career development seminar

To help students clearly understand the future development of the department that they study with as well as the working attitudes and skills required in the workplace in their first year to create self-advantage, I will also invite the experts in the industry to deliver seminars other than providing class guidance. For example, inviting the certified public accountant to deliver a topic lecture on the career development for students in the Department of



Accounting to help students understand the direction of future career as well as make sure they are clear for the plans and efforts required at the moment. Students are interested in the future development of the areas they major. With the assistance of the Counseling and Guidance Section and Career Development Center, we invite counseling psychologists to give speeches and hold activities. I usually will think in advance or ask students for what they need. In the past, I organized the sessions like interpersonal communication and time management. If I have time, I normally will stay and listen to the lecture with students. Class guidance is to help freshmen realize the methods of enhancing interpersonal relationship and the skills used for communication as well as how to manage time effectively when they have more time to regulate freely and flexibly. Most of the students benefit a lot from these sessions.

6. Understanding and guiding students from activities they participate

I learnt from my experiences of many years that leading students to actually participate in service learning or competition helps me understand students better and find out their characteristics that are not easy to be seen in class. I always ask students to make full preparation before leaving for activities and help them notice the recognition from others to enhance the self-confidence of students. I am so pleased that I can see the changes on students from the reflection after the activity. With the self-confidence and the experience of sense of achievement, they usually generate positive impact on students' studying afterwards.

7. My guidance philosophy: patience, sensitivity, empathy

- (1) "Patience": Showing your patience and approachability when dealing with student affairs, and students will be more willing to approach you actively. As a result, the functions of a teacher will be fulfilled more easily.
- (2) "Sensitivity": Observing the individual difference among students attentively and using different motivating and methods.
- (3) "Empathy": Do not be mired in detail when interacting with students and



learn to think in the thinking style of the new generation. Treat students as your own children and understand how parents feel with empathy.

Sometimes, you might not be able to get instant results on the guidance you provide to students. I took comfort from many of the works during the process, but there were few cases frustrated me. I was upset and struggled, but I still told myself never give up and shall continue working hard on it.

The duty of a mentor is like a business of conscience. It is not necessary that everyone else knows how much you devote to or contribute to your duty. However, each effort you make will definitely end up with some effectiveness.





THOSE BYGONE YEARS AND THOSE THINGS THAT WE EXPERIENCED

*Yi-Yu Shih Associate Professor
Department of International Business*



“As long as the time is long enough, any short-term fluctuation means nothing”

Every September, the classroom of freshmen is always full of the atmosphere of nervousness, anxiety, curiosity, and disturbance. In class, students carry the excitement of sitting in the lecture in the university for the first time. By thinking it again, it is not something strange. They work hard just for getting a place in the university, and how can they not excited when the dream comes true in the end. They might be thinking about how the course in the university be different or what’s the difference between the “teacher” in the senior high school and the “professor” in the university for the course delivery. All of these scenarios almost repeat again and again every September!

Zhiming, who sat on one of the seats in the classroom, had a different kind of feeling. He looked at the students surrounded him and could not reconcile himself to this and thought, “how would I end up studying with this group of people? How come I end up studying in this university? It makes no distinction between the wise and the foolish.” The intangible contempt to the fellow students made him even more lonely! Besides, his academic study seemed not smooth, either. By the end of the first semester in the first year,



Zhiming achieved all-pass on the course, but his ranking was in the middle of the class. When the semester started after the winter vacation, Zhiming was still alone and had no friend even after a semester. As normal, I divided the students into small groups and invited them to have lunch with me over a chat. For Zhiming, I could only arrange it separately with him. By noon, Zhiming came to my research room as we appointed. Two of us, the teacher and the student, ate the boxed meal without saying anything to each other. After finishing eating, I said to Zhiming, "Thank you for coming to have lunch with me!" "You are welcome!" Zhiming left the room quietly after saying that to me. Looked his figure from behind getting further and further away, I thought to myself, "come for a chat any time when you are ready! Without sufficient causes, any effort will be in vain!". Time went by day after day.

"Okay. That is for today. Welcome to ask questions if you have any." Each class always ended with this sentence, and students normally just listen without any special attention. Students would not ask questions until the exam was coming. "Teacher, are you free in the next session? Can I ask questions?" I was sorting everything out in front of the lecture table and looked up, "Zhiming, okay. I have time for you to ask questions." We walked towards my research room together. After sitting down, "what do you want to ask?" "Teacher, can I ask something irrelevant to the lecture in class?" "No problem. I am also very good at chatting!" Zhiming smiled, and it was very rarely to see! Zhiming talked tirelessly and vividly about the whole story. He, studied at the first choice of senior high school, was always a winner for all sorts of exam. His academic performance in the elementary, junior high school, and even in senior high was always at the top. His performance for General Scholastic Ability Test was not ideal and decided to give up application; instead, he chose to work hard for the university entrance exam. Out of expectation, he failed to achieve good performance as well. With the suggestion from the family, he studied at this department in the current university. His classmates in the senior high school whose academic performance was normally not as good as him were all now studying at a national university! "I am not willing to accept this." "I don't belong here." "After a semester, I still cannot persuade myself to accept it!", Ziming said. "Re-take the exam!", I suggested Zhiming. "Re-take the exam and get into the



university that you believe good for you!” “I do not have confidence. I lacked confidence last year, and that was why I accepted the suggestion from my family to study here.” That was the response from Zhiming. I told him, “as your mentor, I cannot give you any suggestion. This is your life and you must make the decision yourself. However, as long as we live long enough, there are always some stories to share. Shall I tell you a story?” Zhiming nodded his head.

Back to the era when I was a senior high school, we called the exam “Joint College Entrance Examination”. All students who participated in the exam had to make choice and submit the choice card before the exam. The exam was always carried out on July 1st and 2nd. It included group A, B, C, and D; it was not allowed to cross the group. After exam, we would be allocated to a university according to the exam score and our choice. If you were successfully allocated a university, male students had to join the six-week intensive training session at Chenggongling during the summer vacation. For those who failed at the exam, they went to a cram school to register for the re-sit class; we called it the fourth year of the senior high school. As a student who studied at the bottom class in senior high school, I was very lucky to pass the exam and allocated a university. Back to that era, it was a big thing for students who studied in the level of senior high school that I was in to be admitted to a university in the same year of graduation. After all, the acceptance rate of the exam was less than 15%! My senior high school treated us like heroes. Other than posting the poster and awarding, they arranged the experience sharing with the junior fellow students in the school. I obtained very high marks in composition; 31 out of 40. In that year, there were only three students in the whole country achieved marks over 30. Therefore, I was in charge of the experience sharing in composition! The admiring expression from the junior fellow students at the venue and the exaggerate introduction from the teacher... At that moment, it seemed that the spotlight all over the world was on you. It was the most complacent and floating moment in my life! However, my classmates who failed in the exam went to cram schools quietly without making any nose or went for the “junior college exam”. After 20 or 30 years, we had various social media due to the development of communications software. I started to get in touch with the



classmates in the senior high school from FB and other media one after another. Those classmates who disappeared quietly in the fourth year of senior high school were all admitted to universities, including National Cheng Kung University, National Sun Yat-sen University, National Central University, National Chengchi University, and others! I, who passed the exam in the same year, was graduated from Tunghai University! Our life was long, and the theory taught us: any short-term fluctuation means nothing as long as you extend the time long enough. Will the university be your final destination? It was normal to feel proud at your peak and feel down when you are in the valley. However, as the time went by, these would not be so important!

After listening to the story, Zhiming looked as if absorbed in thought. “Things that are done, it is needless to speak about; things that have had their course, it is needless to remonstrate about; things that are past, it is needless to blame.” We shall always look forward. The thing you thought serious and bad at the moment would not be that critical after you experienced everything and looked back! You were very smart and would know how to make the decision after thinking about it. What I could do was telling you the story, and you had to make the decision yourself.





SERVING STUDENTS WITH PASSION

*Wu-Hua Chang Assistant Professor
Department of International Business*



I have worked as a mentor for many years. The experience of dealing with students helps me let go of my excessive stubbornness, and I also find some things that might look impossible or very easy but are not the same as I thought in reality. It enhances my wisdom.

The biggest challenge that a mentor encounters during the class management is having to face students from different family and growing background. The most positive function of the class mentor is to provide students class stability and trustful sense of belonging as well as offering the functions of consultation and communication. Therefore, I normally adjust the focus of my duty based on students in different years.

For example, the freshmen in the first year, I think it requires more patience in guiding groups and finding out personal difficulty. Therefore, my focus is on student assistance, especially helping foreign students adapt to the new environment, interpersonal relationship, and academic study. For students in the fourth year, I normally use one of the days that they have required courses to attend to hold class gathering. Other than increasing the opportunity to interact with students, I can discuss with students and help them judge which information they collect has a significant impact on their career or in the workplace under the current situation of information overflow.

The experience of being a mentor in the past years also tests my



emergency-responding ability; such as handling the problems of car accident on students nearly every semester (this is something I don't want to see it happened), including following up with doctors to ask for the injury situation, comforting parents' mood. Moreover, I receive frequent phone calls from parents because they worry about the life adaptation of their children at the university or student complaining they do not have source to maintain their living cost. Along with the increase of foreign students, I carry out leasehold visit during their study in our university. If I have holidays, I will visit their countries to further understand their culture and customs. The tests and lessons on the path of the mentor help me develop continuously. I also cherish the opportunity of working as a mentor each time because I hope each student is able to learn happily and live safely in the university. Furthermore, my students never let me down. They participate in club activities, take the post of class officers or key leaders, and achieve excellent performance in national competitions. They put group reputation first at any time. Meanwhile, they continue working hard on certification and academic study to enhance their competitiveness and strength. Being a mentor, this is something that brings me comfort.



NOTE

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COLLEGE OF TOURISM AND HOSPITALITY

Serving students with devotion
Ien-Fen Chen Associate Professor

My slash life in I-Shou
Hsu-Kuan Liu Associate Professor

A mentor as warm as a mother
Chih-Yu Wang Associate Professor

Serving students with a sincere heart
Tuan-Liang Hong Associate Professor





SERVING STUDENTS WITH DEVOTION

*Ien-Fen Chen Associate Professor
Department of Leisure Management*



1. Case of foreign student care during quarantine after returning to the university

Hsiao Xi, a student from Hong Kong, had to carry out 15-day isolation when he returned to the university due to the pandemic. Other than having the meal delivered for lunch during the isolation in the hotel, Hsiao Xi normally ate the snack and light meal he brought with him as the breakfast and dinner. He was alone in Kaohsiung without any relative, I, as his mentor, was concerned about him. In addition to maintaining daily contact with him, I would make some food for him, deliver the Hong Kong style boxed meal made by the chef from Hong Kong, prepare fruit and dessert in person as long as I had free time or chances. I even asked my son to deliver that for me. I wanted to let the student feel the care and warmth from me. He specifically shared the photo of the boxed dinner made by the teacher and posted a message saying, "it has been a long time since I ate home-made meal last time, and I feel so happy". Therefore, the relationship between Hsiao Xi and the mentor became closer. He was matched with three units for the off-campus internship



required in the department, but he failed after the interview. He was panic by the end of semester and kept in touch with me closely discussing how to solve the problem of internship. I suggested him to go to the job bank to find out the internship unit he liked. During that period of time, Hsiao Xi interviewed with at least four units. He was so pleased when he finally received the response from Kura Sushi. I also grasped the opportunity to contact the HR in Kura Sushi actively to specifically recommend the excellent characteristics of Hsiao Xi. After waiting for nearly 10 days, he finally received the confirmation and was carrying the internship smoothly now.

2. Case of student guidance on transferring to another university but successfully kept the student in our university

One day, I suddenly received a message from A-Bin, “I want to tell you one thing, teacher. I participated in the transfer exam to other universities this semester. Originally, I asked the Department Assistant to hold my internship contract. However, the result of the exam showed that I was in the first on the waiting list, and I asked the assistant to submit my contract. Out of my expectation, I received the notice of acceptance from the new university. I do not know how I shall deal with the contract now. The internship company asked me to check with you.” After communicating with him and further investigation, I found that A-Bin and Hsiao Yang both passed the transfer exam and were accepted by Feng Chia University. I felt so sad to see them leave as their mentor because they both had excellent performance and helped me dealing with a lot of things. I further analyzed the problem and impact that might need to face when transferring in the third year and asked both students to consider it carefully as well as communicate with family. In the evening of the same day, I received the email from A-Bin telling me that he decided to stay. He said, “I think it is correct for what you shared with me this afternoon and it impressed me. I also felt so touched. I will continue staying at I-Shou University for my study.” I also felt comfort for what he said. If A-Bin did decide to leave, I would be very sad. Unfortunately, Hsiao Yang still decided to transfer because of the family and his personal career plan.





MY SLASH LIFE IN I-SHOU



*Hsu-Kuan Liu Associate Professor
Department of Tourism*

Slash is a popular term in the modern society. The term is originally from the book “Dual Career” written by the columnist, Marci Alboher, in “New York Times”. He said, “more and more young people do not satisfy with the lifestyle of single career anymore. They choose a diversified life with multiple professions and capacities.” These people use slash (/) to introduce their many titles or capacities. I also have multiple titles, including being called my name directly, boss, dong-a, and lao-a (instead of calling me teacher). Let’s talk about my slash life at the university.

In class

With only one diploma, the university students nowadays seem to have difficulty to be successful in the competitive workplace. Therefore, they have to work hard to obtain relevant certificates before graduation, hoping all the achievements listed on the resume can draw attention of the manager in the company. Therefore, since I started my career in the university, I use my free time to supervise the students in the department other than the time spent in class. I hope that they can obtain three computer certificates successfully



before graduation. In addition, I am also a proctor of Level C technician for beverage preparation. I remind students the matters that they need to pay attention to during the technical operation based on the experience as a proctor. I also act as an AI robot to accompany students carrying out mock-up practice for oral exam of tour guide again and again.

In life

1. Strict teachers are no longer popular in the university campus now. Other than paying attention on students daily routine and learning situation, teachers must become good friends with students so that I can maintain good interaction with them. There are a lot of students in our department with nearly 100 students in each grade. In order to draw the distance with students closer, I make sure I remember the name of each student with the skills I developed in remembering guests' names well when I was working in the hospitality industry. Some quiet and introvert students always feel surprised that I am able to remember their names (due to the good intention of parents nowadays, I often encounter some new words because the consideration of the traditional elements that kids require for good luck when they are naming their kids. It increases the difficulty when I carry out the rollcall). I believe students feel very happy when they find the teacher who can remember their name as well as have something they are interested to talk with them. Moreover, they feel that they are valued and noticed. My vanity is satisfied when I see their surprised and admiring expression.
2. Other than caring students' learning and life situation in class during the daily routine, I also provide my free time after my office hours for students to find me any time through the social media (thanks for the development of social media) if they have any question. In addition to accept their challenges with all sorts of different problems, I also communicate and interact with students through social media. As a result, I also witnessed the development of social media from MSN little green man in the early years, SKYPE (I had to keep reminding students that last E must not be pounced), to Facebook being regarded as old man software by students. Therefore, I have to use Instagram to show



that I am progressing with time. Moreover, the LINE software that is compulsory on mobile phone; I am always available to receive message from students who are known as night owls at 2 or 3 o'clock in the morning. They normally only send three words, "are you there?" and then disappear. The latest technology shall be the so-called ice pop, ZENLY. Everyone cares where I am and kindly reminds me that "teacher, you only have 6% of power on your mobile phone. The reason why I am so down to earth is only hoping that my students accept me and trust me as well as never think I am from Jurassic.

In workplace

In our department, we divide student into two groups in junior year for the 6-month off-campus internship at spring and fall semester. The duty of the class mentor is to assist the allocation of students to the internship unit based on their interests. After that, the mentor has to visit each student at the internship unit. These units are all over the country, and I have gone around Taiwan twice within one year. I even encourage students to have their internship overseas in order to expand their international perspective, including Hong Kong, Japan, and Singapore. I promise my students that I will visit them at any corner of the earth (this is true, and I have been to Taroko, Green Island, Kinmen). As a result, I actually spend a lot of time doing domestic and overseas visit. Students have to submit the biweekly internship journals and final term reports during the internship. As a mentor, I have to talk tough and urge students to submit them on time. The biweekly internship journals submitted by students are reviewed by the class mentor. I learn the internship situation from the biweekly journal and contact actively with students to assist them solving problems or give them some support if I find any difficulty or frustration they encounter during the internship. My job is to turn their sensitive hearts into a diamond that lasts forever.

Tips

We have quite a lot of transfer students in our department. The number of the transfer students in the sophomore and junior year plus the foreign students almost occupies half of the total class size. However, the original



students get along very well with the transfer students and foreign students without any barrier. This shall be contributed to the approach of mixed grouping between the original students and the transfer students after an incentive and a threat (in fact, it is nearly begging them) when carrying out on-campus internship grouping in order to help the transfer students and the foreign students blending into the class operation and university life rapidly. Through holding function parties for group discussion in a whole semester and spending long time to cooperate with each other, it is to makes sure the foreign students and the transfer students will not feel they are excluded or will not form a small group themselves. Meanwhile, the foreign students are able to adapt to the life in Taiwan and improve their Mandarin ability (the growing pains in the beginning are the different languages used at the same time; feel like we are travelling overseas) as soon as possible. It is a great help for the off-campus internship in the future and for the foreign students who want to stay in Taiwan for their career development after graduation.

Practice

I am getting better in handling class management and student guidance because the university holds various seminar activities for us. From the activities, I learn how to comprehend the behavior of students through different points of view and with empathy. Then, I will use the method that is acceptable to communicate with them.

Among many sessions of guidance training and class activities, I am most interested in the seminar related to interpersonal communication. The development of internet makes students engaging with less and less interaction with people in the real world. They have insufficient experience in interpersonal communication. In a seminar, the speaker used the method of lively conversation and interaction through small games to help participants understand themselves better as well as how to interact with others. It helped me guide students in the development of interpersonal relationship. I also learnt the communication skills from the activity, how to be a good listener, how to be a person with empathy, and how to observe other people's emotions through body language as well as what body language shall be paid attention to while dealing with others.



Other than participating in seminar, I also set up helping-each-other learning groups called “interpersonal relationship comes from human nature” and “learning arts for communication”. I hoped that all the students participated in the group could improve their interpersonal communication and never become the greatest contributor of home economy.

I have accumulated a lot of experience since then and voluntarily take the post of guidance counselor at the Counseling and Guidance Section. I hope I can provide my own life experience and help students adapt to the university life as well as assist students in issues related to career planning and interpersonal relationship. In the future, I will continue my slash life. More slashes might be added, but it shall make the future life in I-Shou more colorful.





A MENTOR AS WARM AS A MOTHER



*Chih-Yu Wang Associate Professor
Department of Tourism*

At the first semester in one of the academic year when it was close to Mid-Autumn Festival, several of students that I mentored invited me to join their BBQ at one of their relatives' in the southern Taiwan as well as celebrated the birthday for one of the students at the same time. It was merry and busy for the whole night, and we all had a very happy evening for Mid-Autumn Festival.

Next day, one of the male students told me that 8 people were going to travelling around the island for one week by motorcycle. I asked many questions but still couldn't make them change their minds. In the end, I asked them to make sure their parents and family knew it and they must take out insurance. Besides, they had to let me know when they arrived at the B&B. Although they felt that I was more demanding than their mothers, they promised me everything I mentioned above, and the 8 of them would all do the same.

They departed from Kaohsiung on the first day and headed toward Taitung. They couldn't help but ride to Kenting for a short visit before continuing their journey to Taitung. They planned to ride to the B&B in



Hualien at the same night. I did feel that they were young and reckless. We, adults, felt tired of driving from Kaohsiung via Taitung to Hualien; it was impossible for them to ride there without feeling tired. I was worried about them for the whole day, wondering where they were, whether the motorcycles were okay, and how they felt. However, I dared not to call them because I didn't want to interrupt them while they were riding.

Finally, it was nearly 6 o'clock in the evening. I thought they shall stop for having something to eat. I could call them and ask them whether they had anything to eat yet. The phone call was through, but it was answer by another student who was the girlfriend of the male student I called. I did not feel good about it and my instinct was right. The girl was almost in tears, and the boy grabbed the phone and said, "teacher, Hsiao Hua and Hsiao Mei followed each other too closely, and we had car accidents on the coastal highway. We bumped into each other (the motorcycle behind hit the one ahead) and fell off the motorcycles." I asked, "how is everybody?" One was just picked up by the ambulance and sent to Mennonite Christian Hospital, and the other three had minor injury. I asked them to contact me after they were in the hospital. The one who was picked up by the ambulance had to be hospitalized while the rest three was okay to leave after dressing.

At that moment, I asked each of them called their parents and explained what happened. I contacted the parents of the student who was hospitalized for dealing with the subsequence. I also asked one of them staying in the hospital to company the injured student, and the rest of them shall return to B&B to have some sleep. They shall arrange the transportation of motorcycle back to Kaohsiung next morning while all of them came back by the train. They said they would discuss it in the evening.

In the evening, I asked student to have video conversation with me so that I could see how badly they were injured. They kept saying to me it was only minor injury. When I saw them covering in wounds, I couldn't help but cry. The two pairs of class couples decided to continue their journey, and I could only persuade them again and again. I said to them there would be other opportunities in the future. I begged them considering the safety and hoped that they changed their minds. Luckily, the students said that they didn't want me to worry about them and agreed to follow my suggestion-arranging



motorcycles to be transported and taking a train back to Kaohsiung themselves.

After they returned to Kaohsiung, I drove them to the hospital for examination and treatment for a few days. I also asked students deliver food to those who were injured. We also discussed this in class to make sure everyone paying more attention on safety issue when riding a motorcycle. I was very lucky that I had good relationship with students, and these young students were willing to take my advice to save the worries of parents, teachers, and the university.





SERVING STUDENTS WITH A SINCERE HEART



*Tuan-Liang Hong Associate Professor
Department of Culinary Arts Management*

Since I started my teaching career, I had trouble figuring out why the thinking style of young people was so different, why they always stayed in their comfort zone, why they made no effort to seek progress, why they failed to hold a positive attitude towards life, why they were biased when dealing with people, and why they could not carry proper manner after dealing with students in the early years. After taking the post of the mentor for a few years, I finally understood young people's thinking style more. The growing background of each person affects their current thoughts and behaviors. To assist students from different background, a lot of time is needed to spend on caring them before you achieve success. Therefore, I really admire all excellent mentors.

I often asked students whether they needed any help from me, and it has become my pet phrase. The response from most students were no; a few of them would ask questions, and I would help them solving them immediately. Some of them felt that it was a shame to talk about their problems, and I normally made an appointment with students separately. After knowing their difficulties, I could propose solution. Helping students be independent and growing is the most important working objective for my duty as a mentor.



Some students had low attendance rate or dared not to tell the truth to the parents, classmates, and teachers when they had any problem on or off the campus, and even misled the parents so that the parents visited the university to question teachers. To improve attendance rate and the problems of students, I encourage students to develop an attitude of taking responsibility. If they do anything wrong, they shall face it bravely and take the responsibility. They must not worry about parents and shall learn to undertake the problems and solve them on their own.

I usually spent three minutes in the lecture on the class of the students that I mentored to care their academic study and life or encourage them to develop positive life attitudes as well as inspire them with cases of setting up their goals and working hard for it to reach final destination of success. After class, I also often discussed with students for their thoughts at the moment, and it generated the effect of rubbing off on the students. Moreover, I played some motivating and touching short films for them when there were chances to strengthen their correct value towards life. The power of heart was stronger than anything. I reminded students when it was appropriate that they shall be grateful and cherish their blessings and find a good model of success to imitate the path to the success in order to motivate their ambition. Besides, using social communications software could achieve instant interaction with students. With the frequent interaction and messages through the software of social media, we will be able to gather consensus and establish strong cohesiveness among students rapidly. In the era of smart phone is ubiquitous in our life, the social communications software, LINE, is a very useful tool. Establishing a LINE group for the class and inviting all students to join in for communication and express care and blessing at any time. It can achieve the purpose of instant communication for announcement or interaction in discussing things. Lastly, what means a lot is to be active in participate in students' activities, including sports day on university anniversary, team competition on ball games among departments, singing competition, and activities held by the student association at the department. I always try my best to make the time for it, and it can shorten the distance between the teacher and the students as well as establish a relationship of like teachers like friends. When I want to give students some good advice, they can feel



the care from me easily and generate positive thinking and behaviors.

When interviewing with students, a few students had to stand on their feet making their own living or take part-time jobs to share the family finance burden because of the difficulty in the family. When talking about family problems, they had sad expression on their faces. Some students were under huge pressure and considered suspension or withdrawal from the study. I helped them apply subsidy and matched part-time jobs for them so that they could complete their academic study. Having the opportunity to assist students and accompany them on the path of growth brings me happiness, especially when I see the progress of them on study or in their interpersonal relationship.





COLLEGE OF COMMUNICATION AND DESIGN



Listen to new voice of the world
Chia-Kun Lee Associate Professor

Choosing to do what you like is a blessing
Chung-Neng Lin Associate Professor

Decentralized teacher-student relationship
Chia-Wei Chen Assistant Professor

Combination of teaching and coaching
Kuo-Hsiung Tu Assistant Professor





LISTEN TO NEW VOICE OF THE WORLD

*Chia-Kun Lee Associate Professor
Department of Mass Communication*



In the educational practice, creating an interactive setting is critical for learning support to students. This interactive setting does not only contribute to students' professional growth, but also help fostering their collaboration mindset and interpersonal relationship. Because of this notion, Voice of I-Shou (VOIS), the campus radio broadcasting station on the Internet, was collaboratively developed by a group of volunteer students and me since 2001.

VOIS started its broadcasting service at the instructional building, which is operated by the students with their enthusiasm. It is more than a campus unit that the students can do internship of radio broadcasting. The students actively get involved in managing of this radio station, which includes organizational vision, radio positioning, program strategy, and target audience. Also, the students take care of content development, human resource management, equipment maintenance, and quality control. As an



advisor, I simply provide guidance and assistance to them without personal domination. The number of the student assistants annually grows, which is now two times more than the beginning. Those student assistants might come to VOIS for the dream of being a radio host in the first place. However, they figure out that working along with right companions in a special space is so encouraging and inspiring to their professional growth. However, the more they engage in VOIS, the easier they can meet the companions with the same interest to explore more possibility for their career development.

So far VOIS has celebrated its 7-year-old birthday. Looking back to the past, many voices reflected the concerns or worries. For example, “it is impossible to continue if there is no specific for the students.” “The students only do it for fun. Their passion will not last long.” “Many internship opportunities are available off-campus. It is pointless to run a campus radio station.” What is the answer of survival from VOIS? I believe that is the core values of this radio station: 6E spirits.

The 6E spirits are “explore,” “embrace,” and “encourage,” which were developed by me and the students in the beginning. I expect the students of VOIS can step out their comfortable corners and touch the incredible world with multiple approaches. In the process, they can respect and be willing to understand diverse voices or thoughts. No matter what challenges they will encounter in the process, they can always have hope and bring positive energy to the world. Due to these beliefs, VOIS can insist their service and share new voices of the world to this campus.

Speaking of student guidance, I personally believe in mutual trust and real-time communication. Through these, a teacher can get close to his or her students and open their mind. As an advisor, I need to keep contacted with the students by many ways to know how they adapt school lives, such as observation in class, checking attendance, examining academic growth, figuring out their adaption at school. When finding a student in need, I can collaborate with the school consultants and other faculty members to assist him/her. Also, it is critical to align school policies, including checking accommodation and being attentive to freshmen. This is an endless journey, in which every effort can benefit students in various ways. And I think seeing students’ growth is the biggest reward.





CHOOSING TO DO WHAT YOU LIKE IS A BLESSING

*Chung-Neng Lin Associate Professor
Department of Mass Communication*



Major in journalism, teach journalism, and exchange with students from journalism

With me majoring in journalism and working as a journalist, journalism has stayed in my life ever since. I remembered that I was struggled in my heart about switching to a different path of career twenty years ago when I left my favorite position in journalism. It was all because I wanted to teach in the university. In the end, I chose the work in the Department of Mass Communications to extend my working experience of journalism in my teaching job. During the process of my teaching, students and I were linked together by the topics of news all the time, and the common topic between me and my students is usually the discussion of the new issues at the moment. Because the social status of journalism is low nowadays and there



are more and more deviant concepts towards journalism, some people actually believe anyone can be a reporter without a formal degree. Facing such a wrong value, I am motivated to correct the incorrect thoughts among students through my teaching. I encourage them to learn correct news production attentively with positive learning attitudes to change the misunderstanding on journalism among general public.

In fact, a lot of situations from my working experience in journalism in the past were very difficult for students nowadays to realize. They now tend to think all the news can be sorted out by copying other newspaper, the information obtained on the internet, or several monitors and dash cams. During the teaching experience of more than ten years in the past, I kept discussing various news events with students and also understood the funs of news production. Therefore, the activity that I participate in the most during my free time is the interaction with students from my teaching in journalism, and it also draw students and me closer.

Enjoy delicious food, love delicious food, and get closer to students with delicious food

When mentioning delicious food, it seems to be loved by everyone. Discussing delicious food always enhances the relationship with students rapidly. As long as talking about where to go to enjoy delicious food, it feels like a great enjoyment in the life, and we will regret if failing to taste it as soon as possible. Enjoying delicious food, loving delicious food, and talking about delicious food are blended into my teaching. One of the students wrote on the feedback report, “In class, the teacher told us doing news interview and operating news issues required cutting in various angles through sharing information of delicious food with students. It is important to understand whether there is any story that warm people’s heart in the background of production. Through these heart-warming stories, the listener and the audience not only can taste delicious food but also know the process and experience that no one knows behind the production of the delicious food. Everyone will know it better through the new report. He also told us there were different ways of telling stories when producing news and asked us try to think how to use different points of view on the same story. When we enter



the workplace in the future, we will have different views to bring listeners and audience a different level instead of looking at one thing from a single perspective. Multiple thinking can also train students to cut in many angles within a shorter and limited time. In the future, no matter it is news production or hosting activities, it requires different new styles and new appearance for listeners and audience to see different things. After all, the Department of Mass Communication requires many different new tricks so that it is unlikely that we will be eliminated from the current era that is rapid information circulation and instant updating in messages. Maintaining the interest towards fashion not only can grasp the trend but also create new ideas that lead the fashion. Therefore, the practice of assignment in class and the discussion in class help students to reflect. After submitting the assignment, students can think about different approaches to present the same news if they want to. By thinking about the presentation, the news report can reveal the fact from diverse perspectives, and also train students' ability in thinking from multiple perspectives." It is true that I have real passion towards journalism. With delicious food, journalism, and teaching integrated with one another, students have fun in learning and have fun in hands-on practice.

Chat about the past, talk about the future, and fully express what life is from the experience in the workplace

After we are at the age of 40 or 50 years old, there is a saying in Taiwanese that "always talking about the past and the talk disappears in the air afterwards." It means mid-aged adults like to talk about what happened in the past. When we are at such an age, we have to show off our great achievement in the past in order to make sure students know how brilliant we were. Of course, talking about the achievements in the past is to make sure students understand the principle in the workplace will not change along with the background of time and space. Truth is always the principle. It is good that I had working experience in the industry, and I have kept in touch with the industry. Such practical experience will provide students a deep impression as well as remind them dealing with their future carefully. Students also mentioned in the feedback report, "Except the knowledge in class, Teacher



Chung-Neng Lin also uses his free time to share his life experiences in the past many years with us selflessly. He told us the principles of dealing with people in the workplace. One thing I will never forget is that I spoke too carelessly, and the teacher was not happy about it. However, he didn't keep it quiet. He called me after he finished his work and told me directly that I had to learn to "observe". I benefited a lot from this, I will never forget it. I really appreciated the instruction and assistance that the teacher gave me in my university life, especially related to job exploration and career development. He never refused to be a bay for us to have a break there. He often cheered us, who are like runners for distance running competition, with his sense of humor as well as provided us direction and suggestion in the critical moment. He helped us who were temporarily lost to find a faint light. Instead of saying that he is a light tower that guides us, I will say he is the one who leads us to the channel. Other than lighting up and providing direction, he helps us find our own blueprint from learning."

It is late at night, and I am tired. It is my body that feels tired, but I feel so good in my spirits. It is all because I choose a job that I like very much. I will stop writing now.





DECENTRALIZED TEACHER-STUDENT RELATIONSHIP

*Chia-Wei Chen Assistant Professor
Department of Film and Television*



At the first semester in academic year 2019, the elective course “New Media Art” lectured by Teacher Chia-Wei Chen obtained the support from the Center for Teaching and Learning Development as wished to unfold the trial and implementation of teaching methods. For the technical questions and confusion on the new technology of media art, the teacher and students find out and comb through the answers together online as well as commonly recognize the future changeability of the answers. The core of the course design takes reference to the book “Who can you trust?” authored by Rachel Botsman (2019) with the attempt of interacting with students on the social network platform and re-establish the trustful teacher-student relationship based on the concept of sharing technology. The purpose is to solve students’ gradually impatient attitude towards one-way teaching in class under the situation of information explosion in the past few years. However, they still need teachers to supervise and accompany them professionally due to their insufficient experience. It creates a difficult situation of teachers wanting to pass on their knowledge but students refusing to receive. On the other hand, students want to grow and develop, but teachers are unable to be



their company.

Rachel Botsman emphasized that the characteristics of “decentralization” of modern technology gives a birth of a new path of trust, such as Airbnb, Uber, Facebook, and virtual currency. They all make the information open through technology, popularize the rating of “good” and “bad”, separate responsibility, and re-define the path of trust among human beings. I boldly presume that if a teacher wants students to develop a bottom-up and self-directed learning, it will also rely on the assistance of new technology. Through network community, students recognize 1. They can decide the content of learning, 2. Teachers will help to complete learning path, 3. Teachers and students share the results together and humbly accept the changeability of the knowledge through the functions of community vote, community collaborative writing, and community discussion.

Teacher Chia-Wei Chen concretely implements the following methods to encourage students carrying out self-learning and information collection:

- (1) Topic of voting on ZUVIO: Students vote the research topics for the 1st half of the semester and 2nd half of the semester at first through online voting on ZUVIO.
- (2) Explaining the basic spirit of the course: The first class in the semester is very important. Teachers will lead students to recognize a new learning spirit together.

“We encourage talking nonsense to each other or even citing rumors or urban tales. However, everyone shall require themselves to sort out a reason, a logic, a derivation process, and remark the date.”

“We are brave enough to jump into the data sea to find out unexpected information as well as accumulate our self-confidence, but please remark the date.”

“We acknowledge no concept in this era can last forever, and no famous teacher can possess a secret and private answer. Therefore, we have to timely abandon the answers we find and remark the date.”

“We have to find a temporary presenting method for the answers we sort out that is comprehensible. It shall be as natural as possible and remark the date.”

- (3) Teaching material sharing through MOODLE: Teachers have to upload



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- the reference data to moodle before class every week for students to preview and carry out after-class discussion on the topic.
- (4) Using MOODLE forum: Encouraging students to use moodle forum for organization of mid-term report and final report data.
 - (5) Using ZUVIO online discussion: In class, ask students to use their mobile phone to answer the question at any time to achieve even better effect.
 - (6) Using FB fan page for live streaming: The online live streaming will be around half an hour every time. Ask students to use microphone speaking out their thoughts; meanwhile, allow sit-in students participating online and have fun. During the process, students have to organize the information, make sure their logic are smooth, and also interact with people lively and actively. EX: Chit-chatting film and television in I-Shou 2019/10/25 chit-chatting “AI- artificial intelligence”.
 - (7) Using LINE group for instant LIVE interaction: The course used the subsidy granted to rent the projection hall on the third floor of Kaohsiung Film Archive on November 22nd, 2019 to carry out the topic teaching of playing volume. In class, we invited the projectionist to join us for the discussion of technical difficulties. Students were not able to see a lot of numerical values on the equipment carefully, and we then used LINE group for live streaming as the instant magnifier. The tool made the details at the teaching site that originally difficult to present successfully presented.
 - (8) Actual discussion between teachers and students for the result: We started to study the technical difficulties of technology, including “VR surrounding sound”, “noise reduction tool”, “playing volume”, and “musical sub-recording”. The teacher uploaded the reference information before class as usual before grouping for course discussion and completing the record. Students tried to find out the part that they could cut in based on the topic to write a technical report after class. The report was submitted to the teacher for modification, and the final conclusion of knowledge was jointly possessed by the teacher and the student. Take the research done by the fifth group, “noise reduction tool” as an example, the teacher demonstrated all the tools in the recording room, students made notes and carried out hands-on operation, and kept the screenshot of the



picture. After class, each student produced a technical report independently and submitted to the teacher for modification. In the end, remarked the date and the list of authors to mutual acknowledge the technical report was completed by the teacher and the student together as well as the result had it limitation. It makes students braver and humbler when facing knowledge.

- (9) Actively participating in the students' activities: After the students from academic year 2019 took over the work at the student association in the department, Teacher Chia-Wei Chen tried to lead students creating atmosphere of movies. The main activity was to host online ceremony for the 57th Golden Horse Awards. A quiz contest was held using Kahoot! Software to implement the atmosphere of the grand film ceremony in the campus life.





COMBINATION OF TEACHING AND COACHING

*Kuo-Hsiung Tu Assistant Professor
Department of Digital Media Design*



In terms of the skills of student guidance, I will establish full-time comprehensive communication channels between me and students to know them and understand them in depth. The implementation of guidance is continual with the goal of gather the cohesiveness as well as try my best to solve students' problems. More information is provided below:

1. Establishing full-time comprehensive communication channels with students: It includes face-to-face communication, instant response, and grasping students' dynamic situation at any time. I usually spend a long time in the university. Other than in class, students can come to my research room to talk to me any time they need. Besides, I also provide my mobile phone number to student. If they have any question or problem after I am off work, they can contact me any time through mobile phone and communications software. Lastly, establishing a communication platform through FB social network to understand students' dynamic situation and



thoughts through long-time and continuous exchange in order to provide timely encouragement and suggestion.

2. Knowing and understanding students in depth: Grouping students for interview after their enrollment to find out the general situation and personality of students as the foundation for future guidance work. Meanwhile, it is the opportunity to establish and activate trustworthy teacher-student relationship through.
3. Achieving implementation of guidance without interruption: I will continue the group interview every semester or host activities for the whole class. The interaction between teacher and students as well as between peers is effective in understanding the recent situation of students and providing continuous guidance.
4. Gathering the cohesiveness among the whole class: I use guidance activities and measures to enhance the friendship among peers and gather the cohesiveness of the class. I will borrow a certain classroom regularly every semester for the students in the class to have the class meeting or carry out activities in order to enhance the friendship and affection among students so that they can care and assist each other through the power of peers. Generally speaking, I meet with the students in the class all together for meal at least once every academic year to gather the cohesiveness of the class through the whole class activity.
5. Assisting in solving students' problems actively: For students who come to my office individually for assistance, I will provide proper suggestions. If I find any student is with difficult family financial situation, I will actively assist in applying scholarship or subsidy as well as arranging part-time work in the university. For students who have accidents (such as car accident), I will take an initiative caring them and visit them at their home.
6. I participate in the meal gathering hosted by students every semester to understand the problems of students in the relaxing atmosphere. If I find any student needs consultation, I will make an appointment with the student through other methods to help them solving all difficulties. In addition, I also try my best to join the activities hosted by the student association in the department or by the class as well as encourage students.



NOTE

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COLLEGE OF LANGUAGE ARTS

Sharing experience of giving guidance
Yen-Chi Fan Associate Professor

The matter of being a teacher
Grace Fang Assistant Professor





SHARING EXPERIENCE OF GIVING GUIDANCE



*Yen-Chi Fan Associate Professor
Department of Applied English*

I have always felt that I am very lucky to be able to work in my favorite profession. Other than delivering knowledge and solving confusion, I can also accompany students on the journey of exploring life. I personally put great emphasis on getting along with students, providing advice related to their academic learning, interpersonal relationship, family problems, extra-curriculum activities, and career planning. In order to maintain good relationship with students, I also host meal gatherings irregularly. Other than delivering knowledge and solving confusion, I also provide other guidance and consultation to students. For example, students want to go abroad for advanced study and ask for my advice on relevant information, including the preparation for English ability test, how to choose the university, the difference of studying in U.S.A. and UK, and difference of local culture. I always assist them based on my own experience in the past. Moreover, I also encourage students to apply for exchange to study abroad during their university if they have the chance. Last year, I invited Student Zhao, who had the exchange study in Republic of Lithuania for one year when she was a senior student to share her experience with the sophomore fellow students in the department. Although the pandemic of COVID-19 at the moment makes it



hard to study abroad, quite a few students in the department are considering starting the preparation for application. They look forward to exchanging with our sister university overseas to broaden their horizons. In addition, I had several students who suffered from relationship problems and turned to me for help. I enlightened them patiently that they must deal with the relationship problems with sincerity and healthy attitudes. Because of my good interaction with students, many students still keep in touch with me after graduation to share what happened in their workplace and in life.

Among the cases that I provided guidance, some of them left deep impression on me. One of them was the victim of New Taipei water park explosion that shocked the whole Taiwan several years ago. The victim who suffered from 60% burn injury all over the body, Student V, was one of my mentees. After the incident, I provided her and her family necessary assistance other than continuing visiting her in the hospital. At the same time, I also launched the donation in the department to assist her going through the extreme hardship. Even when she suspended from university and required long recovery time after several operations, I continued keeping in touch with V and her mother to keep up with her convalescence status. After she resumed her study, V maintained a positive attitude when facing the huge physical, mental, and academic pressures. She tried her best to face all the challenges. She not only achieved top performance for each subject she took but also was elected by all the senior students to be the coordinator for the graduation play, one of the biggest student events in our department. During nearly one-year preparation, she experienced a lot of challenges in script selection, playwriting, rehearsal, property making, lighting, and sound effects. In the beginning, I was a little bit worried that this would go beyond what she could take in terms of her physical and mental conditions. However, she held the attitude of persistence and not afraid of difficulties and she worked hard with the senior students to deal with the difficulty and find out solutions to every challenge. Everything was sorted in the end. It further created the most unforgettable shared memory among students in their university life. After graduation, V worked at one elementary school in Taipei as a substitute teacher. We still keep in touch and she mentions that she always wears short sleeves in the beginning of the semester to deliberately show the scars on



her body. She takes it as an opportunity to teach students knowing the seriousness of burn injury and the procedures of dealing with the injury. She not only teaches students how to face the frustration and pain in life honestly but also inspires numerous people around her for how to present great perseverance and strength when facing trials in our life and continue moving forward bravely in the life path!

Besides, it seems that we have more and more cases of students suffering from physical and mental disorder, especially depression or bipolar disorder. In the past three years, I helped around 20 students who have been suffering from physical and mental problems or emotion impairment. Several of them took the courses I delivered and were able to meet with me regularly so that I could continue caring, encouraging, and helping them. One of them, Student H, suffered from bullying in the senior high school, and it caused her mental problems. In the second year, she suspended from university because she had severe insomnia. After she resumed her study, she took some of my courses but were usually absent from class because the medication caused her low-spirited. Besides, she had nearly zero interaction with other students. I often gave her some attention, cheered her up, and encouraged her after class as well as communicated and discussed with her parents. I sought for the other teachers in the department to assist H's study. What comforted me was the student was progressing gradually. Although she did not make good progress in her academic performance, her spiritual situation was obviously improved. Once, I hosted pizza gathering with the whole class of the students and also invited all the other students who took my course joining us. During the gathering, she had some good interaction with other students. It showed she was more confident in interpersonal interaction than before. She successfully graduated from the university two years ago. However, not each student who has physical and mental problems will have a family full of love and support, like Student H has. A lot of more cases are the issues without solution and required more assistance and attention from different aspects.

For so many years, I still have a lot to learn about student guidance, but my passion towards it has never reduced. I hope to accompany these young students going through a part of their life path with love, empathy and sincerity!





THE MATTER OF BEING A TEACHER



*Grace Fang Assistant Professor
Department of Applied English*

Since I entered the Department of Applied English in I-Shou University, I almost worked as a class mentor or a career mentor every year. In terms of class management, I particularly focused on how to get along well with my students. As a class mentor, one must arrange a lot of office hours to satisfy all sorts of demands from students, like the issue of relationship, the communication with parents, and the problems of making friends or interpersonal relationship as well as the falling behind of academic study, in order to establish closer relationship with students like friends. Students will also find some time to seeing me in my office to release their emotions or send me LINE message in order to solve the problems they encountered in life or in study. I personally believe that the most important thing to be a mentor is to give students time and to listen to them. I think the guidance work is a very professional specialty, and it requires continuing advancement and improvement. When participating the guidance forum held by the



university, I often engage with lecturers actively for different communications. Hence, I obtain more inspiration and resources related to guidance; for example, the career development zone on the official website of Youth Development Administration provides a series of teaching materials for university student career planning. I hold one to two class meal gatherings every semester, and I always design all the details carefully from the selection of food, the arrangement of time, to the content of the gathering. In terms of time, I normally use session Z (12:10-13:20); for content, I usually design a career activity, such as the activity of personality platter to help students review the concepts towards themselves from the real life and consolidate their self-images to clarify the differences between the real self and the ideal self. Moreover, I sometimes share meaningful songs, like “A Letter to My 15-Year-Old Self” by Angela Aki. The purpose is to help students understand the variety of career choice, open up their vision, and give them more confidence to face the life in the future. Amazingly, as long as you have the good intention, God will give you the opportunities to grow and learn. You will meet some very special students, and they will become the blessings in your life.

I remembered several year ago, God gave me the chance to meet student A-Bee, who has Asperger syndrome. During the process of teaching and being with him, I found the kids with Asperger syndrome are the favorable angels by God. They can be taught and guided step by step. The messages communicated will be twisted constantly, but it is all right as long as you follow certain principles. Students can still learn from you. For example, you must continue repeating what you taught and slow down the speaking speed because the images and pictures presented in the brain of students with Asperger syndrome are rather different from the recognition of normal people. I taught him Spanish, and A-Bee progressed all the way from basic Spanish, applied Spanish, to advanced Spanish. It usually happens on the students with excellent performance in our department or on the students obviously have talents on language learning. A-Bee was extraordinarily persistent in remembering and understanding the grammatical rules, but he was relatively weaker in the whole comprehension and application. He felt often frustrated when talking and interacting with people and was not



welcomed by other students. Therefore, I usually encouraged him and constantly made sure the message he received was the message that I intended to deliver.

Once, we had a pop quiz in class. The questions were related to present perfect tense, but all the answers he provided were written in future tense. He answered with completely correct future tense, but that was not meant on the questions. I was not able to give him any score, and he was very disappointed while I felt also frustrated. However, I learnt a precious lesson from it; that was, never thought it was enough to teach him once. For students with Asperger syndrome, it is necessary to continue repeating. Even though it is mechanical repeating, it is very important for them. Besides, it is important to arrange several “angel of mercy” to help him complete group assignment in class. Therefore, I picked up several boys with an out-going personality and also very kind to be his team members. Most of female students were a little bit afraid of him, and the male students accepted my arrangement happily.

Other than the obtuseness, slowness, and weirdness in the oral expression, A-Bee never cared about his appearance, didn't like to have a shower, and always carried an odd smell. However, he was gentle, kind, not aggressive, and longed for interaction with others. He often came to my office to ask questions, but most of the questions had nothing to do with Spanish learning. Some questions were even a bit embarrassing to me and made me dumbfounded. However, these would not affect my attention to him. I participated in the two seminars about Asperger syndrome in the past and roughly knew the extraordinary behavior they might have so I didn't find it odd for his speech or behavior. I could accommodate that and know how to deal with it.

When teaching students with Asperger syndrome, everything must be written in bigger size on the blackboard and very clearly shown apart from being repeated. A-Bee didn't like to submit assignments in hard copy, and he submitted all assignments through email. Once, I asked students to apply the seven different Spanish tenses to write seven sentences and to select pictures to produce their life story. They had to submit the writing assignment before carrying out their oral presentation. The pictures chosen



by A-Bee were all the same (the picture of Peppa Pig with her brother George to see the dentist), and he also repeated the same sentence, which did not form a story and did not contain any logic. I explained what the requirement was again patiently and asked A-Bee to submit the assignment again. However, A-Bee submitted the same assignment without any modification. I realized from the experience that the message that A-Bee received was “to submit it again” instead of “to re-do it”. Gradually, I started to appreciate the uniqueness he had, which could be rather different from others. The oral exam by the end of that semester was presented by group drama. In class, I used a detective novel “Pepe y el Apagón” (Pepe and the power-cut) as the reading material and asked students to change the original ending and to present the newly made detective story as a drama performance. In A-Bee’s group, everyone agreed that A-Bee shall play the role of the protagonist, Pepe, in the drama. They designed that Pepe found out all the conspiracy before being killed by the bad guy. When they were doing the performance, A-Bee was always half-beat slower. When Pepe who was killed, shall be out of the stage, he still walked around on the stage. It made all the students laugh. However, the commendable thing was that all the lines were in Spanish. A-Bee overcame his fear and read out the lines fluently in Spanish, and he did a good job. Hence, I gave this group another chance to perform again, after the performance of other groups, to show us the “normal version” of the group-designed drama. They had a wonderful performance and obtained the cheering and recognition from other classmates. In the end, A-Bee received 79% for the final score in this course; that was very good achievement to him. The precious experience in teaching him also inspired me very much, and I think we shall gather some teachers with guidance experiences to hold seminars in the department and share the experience with one another. Being able to make efforts for students, spend time with them, and accompany them on the path in the university make me feel being a teacher is something great with special meaning. I am so pleased and honored to be a teacher here.

All good things come to an end. Sometimes I felt sad and sentimental once I get familiar with students, and it is about the time to say goodbye. However, looking at the photos on the mobile phone or “them” under my



brush, I could still feel the sense of achievement. My life is very different and has special gains, though not all the memories are good moments. I think that is the way it is for being a teacher!



NOTE

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INTERNATIONAL COLLEGE

Walk the journey with you: from darkness into light
Poh-Theng Loo Associate Professor

My way of being a mentor, let students grow
Robert Kiss Assistant Professor

Understanding new-generation students
with empathy
Tai-Chi Wu Assistant Professor

Embracing the colorful campus
Hui-Jane Yang Assistant Professor





WALK THE JOURNEY WITH YOU: FROM DARKNESS INTO LIGHT

*Poh-Theng Loo Associate Professor
Department of International Tourism and
Hospitality*



Over the years serving in I-Shou University, I met many different kinds of students with special needs. More importantly is to build a trustworthy relationship with them. So that, whenever they encounter problems or they found out problems about others who have needs, they are willing to share with us. I hold on my beliefs and values about integrity and kindness in relationship building as well as with certain boundaries as necessarily. In my point of views, true help is consistent follow up and care about the person until the person's situation is stable or safe. I will work together closely with the professional counseling team in ISU and also communicate with parents if needed after discussing with counselors. I believe caring should be in a team. In certain critical situations, students think of me to share or ask about their personal issues or ask for information. I always tell my students, I am willing to respond and meet whenever I am available and not restricted to the scheduled office hours. I encourage students to write email to make appointments with me. Sometimes, in the conversations isn't keep listening to them but also sometimes I will share with them my experiences and values for their reference in their choice making decision. I hope to guide students they themselves have the ability to face problems, think about it and be responsible with the decisions they made.



One of the stories that was memorable was about a mentee who was poor in English and uncertain about his life future in second year of study. He started part time job and his relationship with his classmates was bad because he was quiet and introvert. He always skipped classes and failed in many courses as either worked part time or played online game. He tried to avoid the consequences that he had to face in his study. However, he couldn't until his father discovered his poor academic results and performance in classes. We had a session with counselor, father, student and me, at the end of the meeting, the father was willing to let his son to suspend study for a semester and let the student tried out working full time. There was a day, I met this student in campus, I was surprised and happy asking him the reason he was in campus. He told me that he plans to resume his study and continue to study in our department. I affirmed his courage and decision as he took the challenge to improve his English and continue study. Over the semesters, before he finishing his study, I cared and concerned about him when we met in classroom or in campus. Keep giving encouragements, study tips and support. At the end, finally this student graduated. He wrote me a thank you card for the consistent support and encouragement to him. I am happy isn't because of the card but because I was able to witness and join his journey from loss until he felt proud of himself for the accomplishments. From the moment the student was avoiding problem until he learned to face and deal with problem.

Mentoring is more than consultation. It is the opportunity we can walk and grow together with the students. Witness the changes and transformation happen in their life.





MY WAY OF BEING A MENTOR, LET STUDENTS GROW

*Robert Kiss Assistant Professor
Department of International Tourism and
Hospitality*



The skills of a Mentor

Being a mentor of any students is as huge responsibility, similar to teaching them, it needs preparedness and good leadership. Meanwhile, being a mentor, is about helping young adults in finding their individual career path in their life of turning mature and experienced future-to-be-employees, teaching helps them broadening their knowledge and improving their skills. One doesn't exist without the other.

As a mentor, professionals should be a role model for their students, and that is what I considered a lot for myself. All my teaching and mentor activities were focusing on this perspective, and I always tried to raise their interest towards their future, regardless they stayed in the industry or not. I trained and guided them how to be able to respond those challenges waiting for them in 'LIFE'. Being a mentor meant to find the excellence in these young talented individuals and coaching them as well. Based on my experiences, one needs the following three soft skills to be a good mentor: (1) having enthusiastic



empathy, (2) good listening skills (special attention towards the small details) towards students, and (3) build trust (based on understanding) with them. The first two are criteria for establishing the third one. The necessity of understanding and sharing feelings of other people is crucial, as people forget what they were told, or what others did for them, but sharing their feelings to someone, they will remember forever (Maya Angelou). Being a good listener means need to have the consideration paying attention to the person talking to you, and effectively need to interpret what those people are saying. With these two competences it is easier to provide a comfortable environment for Mentees, and achieving small commitments to build a step-by-step developing mutual trust.

I believe in a proverb that I regularly use for how to deal with the talented students: "A smooth sea does not make a skilled sailor." Those Mentees who are capable to extend their own limits, pushing forward their barriers, and eager to develop their self-confidence and self-esteem need to be pushed harder, proving them, that they could achieve much better results, much higher goals. In these cases, I easily turn from a teacher to a tutor for those showed evidence of their willingness of achieve a better personal development, mostly related to their professional performance they can use in their later stage of their careers. My way of thinking completely in line with Steve Jobs' as well, "My job is not to be easy on people. My job is to take these great people we have and to push them and make them even better."

The rhythm of consultation, coaching

The Mentees' academic studies have their annual rhythm, and according to that, I witnessed some regular issues they were facing with. As freshmen, they got into a completely new, international environment, where everybody speaks a common language, which isn't their mother tongue. That is already a huge challenge to take, and also, to adjust being far from home, surrounded by never-seen place of living, regardless if that is a dorm, or a rented apartment. New situations, procedures they meet with in the academic environment, they meet previously haven't tested teaching methods and tools. All in all, it is an enormous shift from the prior family bubble these young people lived in to their new location. And this brings up huge amount of



issues they have to response, have to adjust to, and also carries problems to solve and needs professional guidance. As sophomores, Mentees already adjusted to the university lifestyle, their professional fields' (tourism and hospitality) curriculum initiates huge variety of specialized courses, and based on those studies they expand their knowledge, and make decision of going for internship (abroad or domestic), or study exchange during their third year. They also get more involved in socializing and having fun, participating in group activities, which may also bring up interpersonal issues. In their junior year, they are gathering work-based experiences, showing enormous personal and professional changes as interns, with changing their attitude towards employers, organizations and companies, or learning self-management during studying in a third country alone. Gradually increasing their responsibility for themselves, must understand to be reliable, punctual as standards in the industry, and also opening their eyes for opportunities and possible career paths they might turn later. Their final year is about completing their studies with a more enthusiastic, reliable way, before either continue studying or starting their working career. The study-related Mentor tasks adjusting to this rhythm, and follow as a cycle in every 4 years, coaching the Mentees through these stages.

Therefore, a Mentor's major (coaching) tasks are the following:

- To provide advice and guidance to students on a wide range of issues throughout the academic year.
- To support and help students during those huge changes that university lifestyle and environment mean to them (leaving their families, sometimes, even their countries).
- To notice and realize when students may be faced with difficulties and put together a solution or support for them, and if necessary, contact student counselling unit for further help (in more serious cases, when psychological aid is needed).
- To organize and administer regular (once a semester) meetings with students, special focus on confidential issues, and manage both curricular and extra-curricular issues with them.
- To reflect and respond students with providing further (re)sources of help.



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- To precisely record sensitive and confidential information about students.
 - To help deliver awareness-raising events and activities on issues facing students (e.g. finding accommodation, handling exam stress and personal safety).
 - To provide written support (e.g. recommendation letters) for those talented ones who are requesting for their further studies and deserving that support with their outstanding performances.
 - To recognize your own limitations and work within them, seeking further support and guidance as necessary, take part in training, coaching.
 - To develop a general knowledge of their self-growth or exploration, career planning, or in CV-writing.
 - To remind them for keeping and following the strict health protocol during the pandemic.

As a mentor, creating a positive self-image among Mentees is a crucial step forward to boost young talents' beliefs and catalyzing their performance, such as Bob Proctor suggested: "A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you." With this helpful initiative, Mentors can also let their Mentees feel, what their interest is, providing coaching for them and achieve their professional flourishing.

Summary of being a Mentor

I am completely agree with Steven Spielberg, the famous American director, who stated: "The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves." Mentors need to find the characters, the strengths and weaknesses of their "Actors/Actresses", the Mentees, and direct, manage their pre-career paths in shifting from the university to start their "LIFE". Helping them believing in themselves and in their qualities, with boosting their self-confidence, preparing them for the coming decision-makings and problem-solving, which are those core areas, what local and international students can add to their personal development portfolio. Our ITH's



curriculum, with its Special Project as a senior core course, strongly contributes and helps faculties to build strong relationship, guidance, and tutoring their team members, as students need to trust, rely on each other during their common work.

I believe, my previous success of being awarded as a Distinguished Mentor of 2018 was also related to that attitude that students understood, and my Mentees appreciated all those things I did for them: finding solutions for their special cases. My honest support, unconditional attention, good listening skills, and plenty of empathy all helped to create such an attractive environment for them, due to which they opened up for me. I felt privileged that they let me that close to them, and sharing their difficulties, problems without any barriers. This is exactly, what am I doing right now with my current cohort of Mentees, and I also hope they will show the same openness as their fellow graduated ones.





UNDERSTANDING NEW-GENERATION STUDENTS WITH EMPATHY

*Tai-Chi Wu Assistant Professor
Department of International Media and
Entertainment Management*



I worked in the International College and Office of International and Cross-Strait Affairs for many years. I have also visited many countries and had a certain understanding on the life environment and cultural background in different countries. Most of my time is spending on either recruiting or taking care of international students. Therefore, it is easier for me to understand foreign students' behaviors and values when I help them. In terms of guidance to Taiwanese students, I can empathize those who are with low learning achievement because I experienced more twists and turns during the process of my education, plus I was a student who never followed the rules and had my own thoughts. I struggled a long time in the educational environment of traditional cram education and get beaten by the teachers according to the marks achieved until I studied my degrees in master and PhD in U.S.A. before finding the sense of achievement in my study.

The teaching and guidance skills I use are always facing the reality, empathy, and listening. These help students to open up their heart to me and share the secret in their minds and their real thoughts with me.



Let go the subjective self-value and recognize yourself and your students

Most of the professors in the university are the successful products of the tradition education system. They normally established good academic foundation since they were young, went through all the exams smoothly with the talents and efforts all the way to brilliant research outcome under the full cooperation with the supervisor in the PhD program. To this point, they have both fame and fortune as well as a smooth life. Therefore, they are most likely to have the same expectation on students - listening to lectures attentively, attending to class on time, carrying out self-learning, and be a good student.

This kind of expectation is not realistic nowadays. In the most recent years, the most common topic in teachers' daily conversation is complaining how terrible students' level is. We complain the quality of students getting worse each year, and how excellent the students were in the past; the current students cannot even spell the 26 English letters. After the complaint, we use the same teaching approach and the same value for guidance and teaching. The same complaint is carried out again next year; the history keeps repeating.

Educational inequality is a problem existed in Taiwan for a long time. A student's family environment will affect the education he/she receives and further affect his/her learning attitude and level. In private schools, the ratio of students from disadvantaged family is high up to 17%. Not to mention the declining number of students enrolled in private schools after the low birth rate. Teachers must realize first that our students are not the one with the best talents, and it is inappropriate to use elite education.

Huge difference in the family background of students

I had a girl student whose academic performance was moderate and often ask questions actively. She had bright smile and maintained good relationship with teachers and students, and she was a well-behaved and thoughtful young girl. She came to me many times to talk about her career plans, and I kept encouraging her to apply for exchange program overseas.



Once, we talked about her family background. She said her parents' business was related to sound and stage equipment, and she helps the family business when she was free. She further talked about the economic downturn affected the income of her parents, and she wanted to transfer to the university that was close to home. By doing that, she could reduce the load on the parent on one hand, and on the other hand, she could help the business while she was closer.

After several sessions of consultation, we added each other as friends on Facebook, but she decided to transfer to another university in the end. After a while, I saw her photos on Facebook one day unintentionally. In the photos, she was in an activity of temple fair and wore temple costume, held accessories for temple performance, and surrounded by a group of young people who engaged with temple activities for a long time. Betel nuts and cigarettes were the items that appeared in the photo the most. I suddenly understood the so-called sound and stage were the sound equipment for temple parade formation plus the mobile stage converted from the light truck. Her social circle was surrounded around activities of temple fairs and folk belief.

No wonder she always said that she was not interested when I encouraged to apply for exchange program overseas. She found the project management I instructed was not realistic. Without understanding the background and the growth environment of the student, I only forced my own value on the student from my thinking style of high above and the whole package (no victory but smoothness). It was of course difficult to achieve the effect in the end. At most, we only pretended that we cared and provided guidance to students.

Teaching and guidance must be pragmatic

I have worked as a university teacher for nearly 15 years and always regarded teaching and getting along with students are the fun in the life. However, I am getting old and losing my charm in the recent years. I started to encounter bottlenecks in my teaching and join in other teachers to complain students. After learning innovative theories and innovative teaching few years ago, I suddenly realized what I did in the past was pretending



working hard; that is, spending a lot of time in doing some things but the outcome seems to fall between something and nothing.

Spending a lot of time in delivering lectures in class for 54 hours, but what students learnt is between something and nothing.

Spending a lot of time in promoting my statement of value very hard, but the attention among students is between something and nothing.

Spending a lot of time in writing some articles, but the contribution to the knowledge for human beings is between something and nothing.

Not until recent few years, everyone realizes it is not the quality of our students getting worse. The fact is the students all over Taiwan are “out of shape”. Lan HUNG criticized the students in National Taiwan University College of Medicine eating chicken drumsticks and instant noodles in class. If the students in National Taiwan University College of Medicine are so disrespectful to Lan Hung, how can you expect drawing the attention of our students with the traditional teaching methods? Traditional “standard” teaching methods are losing the recognition among students gradually.

Guidance methods for students of new generation

The emerging of internet era changes the pattern of how young people exposed to information. The absorption of huge amount of internet information brings the globalization of information and the change of value; for example, the concept of de-stratification from the west caused the respect from students to teachers less and less. The dependence on internet in a great deal makes the reading habits worse but the dimensions wider. Students of new generation are usually more flexible and diverse in their thinking style due to the easy accessibility of information and the rapid change of information. They also make good use of internet tools, like LINE and IG, to make internet an important channel for expression and communication.

In response to the changes of era and technology, Ministry of Education and many teachers realize in recent years that teaching sites must be modified to satisfy the learning methods of new-generation students. Therefore, teaching improvement measures like teaching practice program and design thinking are proposed. Similarly, we also need to use new



strategies and different methods when providing guidance to the students in this new generation.

The basic functions of “transmitting knowledge, providing for study and dispelling confusion” among the traditional duties of a teacher remain the same. The only thing changed is the demand of putting students in the center instead of focusing on the subjective value of the teacher. Hence, the communication shall be changed from one-way communication to “understand” the problems before carrying out student-oriented thinking. Moreover, we shall respect the thoughts of students and adjust the process of guidance to fit them. It is suggested to cut in from the life of students, understand more about what interests the new-generation students to be used as the topics of conversation, and find out their interpersonal interaction to extend from it. Most of the problems students encounter are from their interpersonal relationship. After collecting above information, think for, exchange with, and listen to students based on their perspective as well as timely guide and communication with them.

Lastly, remember to wear a smile on your face. When I studied in U.S.A., I always felt Americans were not friendly to me in the beginning. Afterwards, I was reminded by a student that I was very nervous when talking to people because my English was poor so that I looked very serious without any smile; it was no wonder people were not friendly. When you help students, make sure your expression is as gentle and relaxing as possible to create a scenario of easy communication. Treat students as friends standing in the same line as you and replace preaching with conversation and sharing; listen attentively and pay attention on students’ reaction.

I had the experience in guiding teachers who had problems in teaching. I found these teachers did not have sufficient understanding towards students or tended to add their own experience and value on students. They thought they worked so hard, they were right, but students did not understand their intention, and they started to feel sorry for themselves. When it happens, I suggest everyone to open up the mind to listen to what draws students’ attention and what their world is about before guiding and solving their problems step by step. While we are solving students’ problems, we usually solve our own problems at the same time. Each life deserves attention. When



you understand the stories behind students, you are usually inspired. Helping students solve problems smoothly is also the greatest achievement of our career as a teacher.





EMBRACING THE COLORFUL CAMPUS

*Hui-Jane Yang, Assistant Professor
Department of International Media and
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A teacher once said to me, “It is serendipity that brings students and the teacher together. Why is he/she your student and why you are his/her teacher?” It was shocking when I first heard it. He was a very senior and responsible educator. After that, it changes my teaching philosophy. I will think from another angle when dealing with my students or perhaps treat them as my own children no matter they are students sat in my lecture or students mentored by me. When you put yourself in their shoes, all things change accordingly.

The students I mentor this semester are different from those in the past. They are students in the International College, including domestic students in Taiwan and foreign students from Japan, Indonesia, Hong Kong, and Vietnam. Therefore, I want to talk about it in two parts: the guidance to Taiwanese students and to foreign students.

In terms of Taiwanese students, I found most of them have no problem in adaption. Students who live at the southern Taiwan will go home regularly to spend time with family, or some parents will come to the campus every week to take students home and send them back on Sunday. Students who live at the other places in Taiwan tend to go home during the long holidays. They have less problems in the communication with and support from their family.



As for academic study, part of the students in the dual degree program with NTU (Nottingham Trent University) in UK, and they are busier in their study but have better planning for their future. Besides, some students are lively in the activities of student association or are more passive towards academic study. I will remind them to remember to go to class on time and pay attention on their situation in making friends. Of course, some of the domestic students could have better English ability. I hope they can find the balance between their life and their academic study as well as grow and develop healthily in the campus both physically and mentally.

In terms of foreign students, I was an “international student” when I studied in U.S.A., and I have empathy for these foreign students because of that. My own experience helped me understand the impact of culture shock when you are in a different culture as an international student. Some literatures highlight foreign students with different cultures customs might experience four stages based on different adjustment problems, adaptability, and cultural shock, including (1) Infatuating phase: Students are curious about everything, feel fresh, and full of excitement when they just settle in a foreign country; (2) Disappointing phase: Students start to feel a little bit unaccustomed due to cultural shock and language barrier; (3) Adjusting phase: Students gradually adapt to the environment and are willing to understand local culture, and to (4) Accepting phase: Students can accept different cultures, adjust to different cultural difference, and develop their own behavioral pattern (Lian-Hua Huang and Han-Chiang Lo, 1996). In addition, I also found from some literatures and my own experience that there is huge similarity on the problems foreign students encountered no matter which country they go for further education, such as homesick, financial difficulty, language barrier, academic requirements, the anxiety on academic performance, cultural conflict, and making friends. There are also some in the aspects like establishing a relationship with the different sexual orientation friend, racism, and lack of confidence. When encountering problems, most of the foreign students will seek the help from the students in the same nationality as them. They all have a student association in their own nationality and will support each other when necessary.

Take the class I mentored as an example. They do not have too many



problems in adapting to a new life because the reminder from the senior fellow students from their country. Only a few of them need assistances because of homesick or other relationship problems. In terms of academic study, most foreign students might have bilingual education in their home country since they were young or their mother tongue is similar to English system, and they normally have no problem of the lecture in classes of International College that is delivered in English. However, they will study very hard for scholarship because our university offers the incentive of scholarship. Only very few of them require the reinforcement of English language. Besides, I also encourage them to attend Chinese language lessons. It will do them good for their future to learn more languages, and they can blend into the society more. Moreover, they can practice their Chinese language ability by watching TV and movies in Taiwan or listening to music in Chinese as well as interacting with the domestic students more. These are helpful in reducing cultural shock, and it also reminded me the process of improving my English ability when I first studied in U.S.A. In addition, some of the foreign students in the class have a part-time job to support their cost of living due to the financial pressure. Some of them apply for installment plan on the payment of tuition and emergency relief assistance due to COVID-19. I will try my best to help them for the application.

How to make all the students in the class harmonious and getting along well with each other? In fact, the approaches I used are the same as most mentors did.

1. Organizing meal gathering in small groups each semester, and the number of students in the group will be arranged according to the time and good friends of students. One of the largest gathering was the hardcore members in the student association of the department. The number of this group was up to 10 people, including students from Taiwan, Thailand, Indonesia, Japan, and Hong Kong. The group is colorful and contains all voices. Even though they are from different countries, everyone can still be good partners with each other and work together for the activities in the department. Furthermore, no matter how many people are in the group for meal gathering, I can know students' preference through the conversation, such as their favorite flavors, idols,



and famous food in different countries. It is really a different type of “teaching is learning”, and I know a lot of idols for young people, features of different cultures, and relevance between Vietnamese and English.

2. Joining the LINE group of the class for students to contact me instantly if they have any problem. Some students like to contact me through university email. No matter which, I try my best to make sure they can contact me to solve their problems.
3. Taking an initiative in caring some special students, like those who are absent from class too often or students with learning problems. After knowing the real reasons from the conversation, I will be able to provide suggestions on how to handle the problem. The most important thing is to let students know that you are there to support them.

Moreover, I always believe counseling is a professional assisting process when working as a guidance counselor helping students understand themselves, knowing the environment, and establishing a life target that is good for themselves and for the society based on their own development to obtain good growth and development in their study, interpersonal relationship, and future career planning. I believe each student has potentials I use the consultation and guidance skills to help each student as much as I can, accept students, listen to student’s problems and description, and deal with students with empathy without criticizing whether they are right or wrong and good or bad. I try my best to accept them and help students solving problems themselves and going through difficulties. I want to share a case from many years ago here. He was a freshman in the first year and wanted to participate in the orientation activity but was too shy to interact with students. During the process of guidance, he kept saying he was very shy but really wanted to participate in the activity and know new friends. After listening to him quietly, I said to him many students might feel the same as you because you were all freshmen in the first year; no need to be afraid. He suddenly realized and smiled, and I knew he understood what I said. Seeing that, we ended our conversation.

**At last, I want to share the famous quote from Maslow with you:
The change of your mind brings about the change of your attitude.**



**The change of attitude brings about the change of your habit.
The change of habit then brings about the change of your character.
The change of character therefore brings about the change of your life.**



NOTE

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COLLEGE OF MEDICINE

Each person is the architect
of their own destiny
Li-Ching Chang Professor

Reducing fears and worries
by accompanying each other
during the pandemic
Tsui-Ling Ko Assistant Professor

Flying in the light dance
Tzu-Ching Sung Assistant Professor

Helping students walk away from
the emotional shadow by listening only
Wen-Ni Huang Associate Professor

Predestined relationship with
indigenous students- Hsiao Bei's view in gender
Tzu-Chun Chang Lecturer

My impression of being a mentor
Li-Wen Fang Associate Professor

Watering in the origin of the tree-
my career of guidance in I-Shou
Wei-Yi Cheng Assistant Professor

As long as you need any assistance,
I, as your mentor, will always be there
Ying-Ying Lo Associate Professor





EACH PERSON IS THE ARCHITECT OF THEIR OWN DESTINY

*Li-Ching Chang Professor
School of Medicine for International Students*



In the past three years, I taught many students with huge difference in their growing and learning background. I worked as a mentor and delivered courses in School of Medicine for International Students, Department of Occupational Therapy, and the Bachelor's Degree Program for Indigenous Peoples in Long-term Care of College of Medicine. Let me cite the famous sentence from ancient Roman politician, Appius Claudius- each person is the architect of their own fortune. I am going to share my reflection on accompanying students on their path to learn and grow when they transit from senior high school to university, and I hope every student is the architect of their own fortune.

Listening and positive encouragement: A teacher and a friend

I have a lot of students in the courses I instruct as well as mentor a lot of students. Many of them might only interact with me in a split second when I



am doing rollcall. Students might be shy or cannot be bothered to talk to me too much. If there is nothing significant happening, we might only have this kind of light interaction. However, when I occasionally bump into them on the corridor and remember their names, ask why they are late when doing the rollcall, or encourage them by saying well done for your progress when returning their exam papers to them, I normally see the spark in students' eyes. They are surprised that they have been lurkers for a long time, and how come the teacher notice them! That's right. The small action to validate students' existence might be an important step to draw the distance closer and understand them more.

After the first step of establishing relationship, the next important stage is to make sure students will come to talk to the teacher for advice when they have problems in their life, in their study, or in the interpersonal relationship with peers and even when they are hesitated for their future career plans. When listening to students, I suggest teachers can make good use of body language so that students can feel the attention, open and gentle attitudes, and eye contact from teachers. I would like to remind teachers that never use mobile or computer while you are talking to students to show students respect. For the things that trouble students, teachers shall try hard to guide students talk more about it and help students to sort out their thoughts from the expression. We shall guide them to find out solutions because it is the opportunity for self-development. Teachers can briefly summarize the problems that students encounter to confirm whether you understand the problems correctly on one hand, and on the other hand, students will feel they are respected and feel the warmth in their heart. We shall use a positive and active attitude when talking to students and use encouragement instead of praise. According to Adler, everyone is seeking sense of belonging and self-value. Frustration usually comes from the lack of sense of belonging. Teachers can transform reward and punishment to encouragement and give students the power and responsibility for self-development to enhance their confidence.

Read out the inner beauty of each student

I teach students in the School of Medicine for International Students.



These foreign students all completed their university education, and some of them might have already work for many years before going across the world to Taiwan for further education. The students in the special program are from more than 10 countries, and students I mentor might be from 3 or 4 countries. Their home tongues could be Spanish, French, or English. Foreign students are normally good at independent thinking, analysis, and critical thinking. However, in terms of affection, it is difficult to understand students in a short time because of the unfamiliar environment, language barrier, or the lack of common life topic. Therefore, I often use the learning activities and small games in class or the meal gathering after class to chat with students for their life and work in the past as well as understand students' future expectation through these opportunities. Finding out the advantages of students helps them fully understand their own value and characteristics so that they can devote more in their study as well as move towards their goals actively.

I worked as the mentor for indigenous students for four years. I was worried about students' learning status in the beginning and then worried about the efforts they made for their future to later on, I found students had their own expectation and planning; they were actually very pragmatic. Some students worked part time after class to earn their living cost and also increase the interpersonal experience. Some chose the part-time work related to the future career to accumulate professional experience in advance. With their optimistic and cheerful personality, students are tougher and more persistent in moving towards their future. Due to the multiple channels of university entrance, other than academic performance, students often have different specialties, including street dance, ball games, athletics, music, art creation, and of course the computer games that are favored by the god of modern homebody. I often encourage and support students to start from their own interests and grasp the opportunity to interact the students with the same interests in other departments during the university, and even the students from other universities. It is a very good way to enrich their own interpersonal experience.



Strict requirements on knowledge and flexible adjustments on teaching methods to fit students

After completing the study in the College of Medicine, the working areas for most of the students are closely related to the maintenance of public health. Therefore, it is very important that medical personnel shall equip with professional knowledge and literacy. For the study in the College of Medicine, I personally think teachers shall deal with teaching in a serious attitude to deliver and pass on the knowledge. However, the methods of knowledge delivery (teaching method) can be adaptively adjusted according to the traits of students. Adjustment doesn't mean to reduce standards but help students to achieve anticipated core competence and learning goal in a quick or slow speed.

In terms of teaching methods, they shall be adjusted according to students' background and demands while the course content shall be the guided learning centered around students. Take the course of pharmacology I deliver as an example. After the basic theory learning of the subjects, I will implement the discussion of clinical medication, encourage peer learning, exercise abilities of critical thinking and problem solving, and further establish correct clinical decision and medication through exploring and analyzing medical problems and data collection. Through the case analysis of clinical cases on the difficult and complicated pharmacology, students understand how to use medication and the difference between different drugs as well as cultivate students' habits and abilities in self-learning.

Another interesting teaching experience is to make the teaching lively through the acting and feedback of the role of standard patient. Standard patient must get into the character of the teaching case according to the script of the clinical case, including patient's medical history, physical symptoms, examination report, emotion, personality, and body language. Students have to simulate the inquiry, learn to collect the information of patient's medical history, carry out physical examination, apply doctor-patient communication skills, and integrate the above problems of the patient before applying their clinical medical knowledge to solve clinical problems. After the activity, students often reflect they start to learn how to carry out inquiry and deal with patients through this kind of hands-on practice.



Teachers shall progress along with the time; you will either move forward or fall back

Students in the university now are progressed from millennials (Generation Y) to new human being of Generation Z. People in Generation Z was born between 1995 to 2010, and they are emerging generation between 10 to 25 years old. Teachers' background in growth and learning has bigger and bigger gap with the students year after year. When facing the macro-environment with rapid and high changes, Generation Z makes good use of network technology to find out the difficulty more actively and rapidly as well as deal with it directly. They have strategic plans in handling problems and are a pragmatic and smart generation. In terms of information, the dividing line of age profile in the social media platforms is 30 years old to separate the two generations of "text vs. image". Teachers above 30 years old usually use Facebook while university students have moved to use Instagram and YouTube. According to the research, Generation Z in Taiwan makes friends on Instagram, finds out entertainment on YouTube, and discuss on Dcard! Of course, teachers have to progress with the time. The students we teach now are different, and we can only reach the effect of making more efforts but achieving less results if we still use the same methods from 10 or 20 years ago. Some say the formula of success for teachers is attitude + progress with time + education wisdom.

Each student is like a flower that is going to bloom. Let's work together with students during their special and important period time for development and learning!





REDUCING FEARS AND WORRIES BY COMPANYING EACH OTHER DURING THE PANDEMIC



*Tsui-Ling Ko Assistant Professor
School of Medicine for International Students*

First day at work

I started my teaching career in School of Medicine for International Students in the academic year 2017. The students were in different background from the countries of diplomatic relations with our country. My mind was full of various imagination and anxiety in facing those special and different students. Even today after four years, I can still feel my anxiety at that moment just like it was only yesterday.

Feel the same feeling

After dealing with foreign students, I found their anxiety and pressure were no less than how I felt four years ago. I immediately had empathy with them. I often speculated the situation of these students; a group of students who left their home countries for their study in an unfamiliar country that was far away. Not only the language barrier they had to overcome, but they also



needed to adapt to the living environment and conditions that they did not know well, including food, clothing, housing, and transportation. Besides, they did not have the actual company and support from relatives and friends and had to study hard under the huge academic pressure in the School of Medicine in order to complete their study. During the process, the encouragement or an expression of care from teachers was like the timely rain to moisten their thirty heart.

Physical and mental health care

Students who studied in a foreign country tended to be more emotionally fragile when they were not well. If the illness and discomfort lasted for a longer time, it would be unbearable pressure for foreign students. We had a student who was injured in the car accident in his home country. He relied on the wheelchair and walker to move around when he studied in Taiwan. I normally checked with him for the recovery status in class or when meeting him on the campus. Around half a year later, I found his recovery was not progressed much. I reminded the student to examine it in the hospital. The examination revealed the medical treatment that the student received in his country was not appropriate, and it made recovery difficult. Currently, the student had recovered well. We also had a female student who looked tough suffered from severe period pain and huge amount of bleeding. She was too afraid of having the operation that was suggested by the doctor. She was in tears when I talked to her. I told her that it was very common symptom in Taiwan, and the doctor would handle it very well; she did not need to worry. Currently, the student had recovered and regained her demeanor in the past.

Guidance in calming the mind down and dealing with the problem

Other than above situations and illness that each foreign student might encounter, part of married students carried bigger pressure and anxiety when they came to Taiwan for education. One student considered submitting application of suspension from his study due to family factors. The memory of the anxiety and frustration in his eyes during our conversation was still fresh. I was so sorry and sad for him then and encouraged the student trying to



evaluate again whether there was other method or resource available to help his difficulty. Currently, the student is going to graduate and return to his country this year. I feel so proud of him and happy for him when I recall what happened in the past.

The company and comfort during the pandemic

Although we handle the outbreak of COVID-19 well in the past one and half years and the situation is not as severe in other countries, the foreign students in our department are not able to go home to see their family. At the same time, they are worried whether their family is infected, especially those who have young kids and elderly at home. I use questionnaires to understand more, and on the question of whether there is anything they want to share with me, some students express their emotions of homesick. It is important for us to think about and make efforts on relieving the depression caused by the pandemic among the foreign students. I had a chat with a foreign student on a bus, and she said she had three young sons. She was not able to get together with them because of the pandemic. I could sense she really missed them and felt guilty from our conversation. Luckily, she is going to graduate and return home this year to be together with her sons. However, I am really worried about the students in their first, second, and third years. I am not sure when they can go home to see their family, and the company from the peers and the mentor is extraordinarily important at the time like this.

Core value of education- learning from doing

I teach the subject of anatomy and participate in delivery of many modules among students in the first and second years. Therefore, I often keep reminding and encouraging students in class to make good use of their time in Taiwan to learn Chinese. I anticipate delivering the course in Chinese someday (though it hasn't happened so far). Meanwhile, I also ask students practice more and think more as well as try hard to implement the learning procedure of "learning from doing" in class. I used to use the platform of "anatomage" in the course of gross anatomy to propose the innovative teaching plans in the university. Students can use this platform for self-learning and reflection. I also used team-based learning in my class to



help students understand the advantages of discussing with and learning from peers. I also asked students to produce their own teaching video to understand the principle of teaching benefits teachers as well as students. At the same time, I asked students to design game-based learning by using cards to help students understand what they have learned in depth. I really hope that it can enhance the fun of learning among students.

Daily company

My office is on the eighth floor in the building C, the same as the location of students' classroom. It is very convenient for students to come to me for any question every day. I also have a lot of opportunities to meet students on the corridor, in the washroom, in the elevator, or even on a bus. These are good chances to spend some time with students and have a chat with them. If we have special activities like meal gathering with the students I mentored, we normally discuss things about different cultures. Sometimes, I will give students some food that they have never tasted before, like mullet roe, spicy peanut, and garlic broad beans. I once took a few students to Qiaotou Sunset Market to experience the traditional market in Taiwan. Students felt it was novel and interesting.

A relationship of “like teachers like friends” with students

Students in the special program for international students are not familiar with or have abundant resources, like local students, when they study in Taiwan because of their special background. Therefore, the company and guidance from mentors are extremely important. The School of Medicine for International Students is a post baccalaureate program. Most students are more mature in terms of personality compared to the normal university students. Mentors usually help them to clarify their thoughts and point out their blind spots to solve their confusion just like friends. I believe all mentors all work towards to the direction of helping students understand they can seek assistance from mentors when they have problems as well as feel mentors are reliable friends to them.





FLYING IN THE LIGHT DANCE



*Tzu-Ching Sung Assistant Professor
School of Medicine for International Students*

Hsiao Wu was a student in the course of general education that I instructed. She normally sat in the area close to the middle in the classroom during the course. In class, I carried out a lot of interaction with students. She also raised her hand to ask questions during the Q&A session. She left a deep impression on me. Therefore, I also noticed that even though she listened to the lecture attentively, she sometimes yawned a lot and looked tired or rested her head on the desk for break. It continued like this for a few weeks. One day, Hsiao Wu was obvious slow in organizing her stuffs after class. Until most of the students left the classroom, she started to stand up and walked after them to leave the classroom. When she came to me and I looked at her, I could feel that she wanted to say something. I walked towards her and asked her, “do you have any question for me?” She stopped and looked at me and hesitated for a while before saying, “In fact, I have been thinking about it for a while, and I wonder whether I can seek for your



guidance? I know that you are on the list of guidance counselors. I am not in good health and have chronic conditions. I also have the questions related to health and academic study, and I also hope to talk to you about my plans in the future. I might need more time.” I said to her, “you are more than welcome to come to me for guidance. I have fixed time for guidance at session 3 and 4 on Tuesday morning. It is on the 2nd floor in the International College. When you get out of the elevator, just follow the instruction on the poster. It shall be very easy for you to see the consultation classroom.” Hsiao Wu said that she would still be in the lecture then, but she really hoped to be able to talk about things as soon as possible. She didn’t know what to do. I said to her not a problem at all, and I would wait for her. Just came over when she finished. Therefore, we made an appointment to see each other at noon next Tuesday.

Finally, it was the time of our appointment. Not long after the bell rang in the university, Hsiao Wu appeared with a smile. She looked at me and said, “hello. I am sorry and I hope that I do not keep waiting for too long.” Then, we started the consultation immediately. She mentioned first, “I really want to know from you that whether this is the suitable major for me. Shall I continue my study? Although I have studied for a semester, I found some subjects are different from my expectation in terms of content. I am not in good health and not sure whether I can actually work in this area as my future career. I heard that night shift is a must, and it causes serious burden to the liver.” Hsiao Wu talked about a lot of her opinions towards her confusion related to her major. She also talked to her mentor and was encouraged having a chat with other teachers for advice. After organizing her thoughts for her and clarifying the subjects that concern her more, Hsiao Wu sighed and said frankly, “I didn’t hate these subjects, and perhaps I was not confident in myself in the beginning. After your analysis, I felt that it was normal.” For her confusion related to academic study, she felt that she could carry on after the encouragement and support from the teacher.

Hsiao Wu’s main problem was not her study but her health. She mentioned last time that she had chronic conditions. She talked about her health issues during the guidance session and said to me, “the chronic conditions I mentioned last time is actually systemic lupus erythematosus. It was in my first year of junior high school. I had a fever and went over to the



clinic nearby for several times. The fever continued. The doctor at the clinic felt something wrong and directly referred me to the Medical Center for further examination. I was diagnosed systemic lupus erythematosus, and continued treatment and control by taking medication. I made return visits to hospital regularly and follow the instruction from the doctor for regular medication! The doctor also confirmed to me that I control it very well at the moment.” I highly recognized her medication adherence and emphasized that systemic lupus erythematosus is a disease with the form of onset that is with high variability, variety, and very complicated. It might impact the daily life in different methods. I also checked with her for the situation of going to the hospital for return visits and medication. She said, “She chose I-Shou University because the demand of regular return visit to hospital. It is close to home and to the hospital. I live in Fangliao, and it takes around 30 minutes by motorcycle from the university to the hospital for return visits and collecting medication. I take five types of medication regularly every day, including steroid and drugs of anti-side effect. I have to take it in the morning and in the evening. However, I always have an upset stomach after taking medication in the morning as well as strong sickness, feeling vomit, and flatulence. As a result, I normally have nothing for lunch.” I told her it would be better to not keep the stomach empty at noon if she could. I suggested her to have some low-sugar and high-calcium irritating foods, like oatmeal or yogurt. Low blood sugar would also cause poor concentration and fatigue. Besides, no one else knew about her physical conditions except me. I further recommended her, “I will respect your wish, but I hope that you can reveal a little bit more to the teachers in the department, such as explain to the teachers that you are taking some medication and the side effect is fatigue and might need to rest your head on the desk in class.”

Moreover, I kept reminding her when facing the unknowns and uncertainty of the disease, it was likely she felt confused or doubt other than under the pressure. She must remember to ask for help when the emotions were unstable or even severe enough to affect her daily life in the university and cause confusion. I was always here and would the strong support that she could rely on. I also wanted to highlight my concern and support and said, “it is nearly 8 years since your first diagnosis until now, which also means that



you have visited the hospital and taken the medicine regularly for almost 8 years. Hsiao Wu, you are really working very hard. Facing this kind of autoimmune disease requires long-term fighting and getting along with it. The most important thing is to maintain good physical and mental conditions and keep the disease under the control steadily. Do not make your family worried.” When Hsiao Wu heard the word “family”, she had tears in her eyes immediately and said, “Do you know? My mother is the one in my family who worries about me the most. When I was hospitalized due to the onset of the disease, she kept crying when she saw I was very weak and had the intravenous dripping. It made me sad to see her like that.” I said to her parents rather suffer from the pain themselves but bear not to see such a pain on any of their children. Therefore, she must live each day well to return the love from the parents. Other than regular return visits to the hospital and medication, adequate and sufficient break and exercise were also good for her life. I also suggested her, “perhaps, you can set up a timetable for your daily life. It will help you follow the routine for things and have free time to face new challenges and study. In the premise of avoiding too much sunshine exposure, you can carry out appropriate exercise. Exercise not only helps your blood circulation but also increases your cardiovascular function as well as good in training your muscular endurance and releasing your physical and mental pressure.” Hsiao Wu nodded her head and said, “thank you for spending so much time in listening to me as well as telling me so many things. I will listen to your advice and take good care of myself, continue regular medicine and return visits as well as maintain a regular life routine.” In the end, before Hsiao Wu left the classroom, she smiled gently and said to me, “Bye bye! I will remember to come here when I need it.” Looking at her expression full of energy, I seem to see her dancing lightly and flying on the bright future that belongs to her.

For me, a guidance counselor is like a key that opens the lock in students’ heart. It can open up the inner world inside students’ heart that carries many secrets. Hsiao Wu was willing to let me unlock her inner world, and the key was the trust. She was willing to open her heart to me and step out her first step bravely. I think I am lucky to be a guidance counselor and cherish it a lot. Through this opportunity, I want to share with everyone the



experience of the passion, energy, sincerity, and care I gave to Hsiao Wu and accompanied her on the small journey of her learning career.





HELPING STUDENTS WALK AWAY FROM THE EMOTIONAL SHADOW BY LISTENING ONLY

*Wen-Ni Huang Associate Professor
Department of Physical Therapy*



Since working as a mentor, I have a lot of opportunities to carry out deep conversation with students. In the beginning, I always thought that my responsibility as a mentor was to give students a clear direction and instruction after listening to various problems as well as various complicated and simple troubles in order to help them solving specific problems. However, as time went by, I accumulated more experience in talking to students and shocked that “giving students clear direction and instruction” not necessarily followed by “helping students solving specific problems.” Of course, it involves with a lot of reasons, such as I do not have professional counseling background or the expectation from students on our conversation. After exploration and accumulation of experience, I suddenly find perhaps what we need to do is to listen patiently. When we listen attentively, students will talk about their confusions and troubles. When we listen attentively, students might get some clues by talking through it. When we listen attentively,



students might find their way out by pouring out their emotions. Here is one case of guidance that explains the importance of listening.

Story of Hsiao Ya, a foreign student

Hsiao Ya was from Malaysia and was very straightforward. However, she had difficulty in adapting to the environment after she came to Taiwan for study. She also had problems in interpersonal interaction and had no good friends in the class. Her behavior was a little bit abnormal in class one day, and she looked ahead with hollow eyes and seemed to think about something. I asked her how everything was going after class. Hsiao Ya's tears suddenly fell along her cheek, and I took her back to my office. After talking with her in details, I realized that Hsiao Yu received a scam phone call and lost a lot of money. That was the living fee that her parents gave her, and she felt very guilty without knowing what to do. The worse thing was she didn't have sufficient peer support, and the sense of guilty almost broke her down. She felt down and had poor sleeping quality, and it future caused her daily life out of routine. She often had trouble sleeping at night and was unable to attend the class in the daytime. It serious affected her life. After knowing Hsiao Ya's situation, I chatted with her when I had time. During each conversation, Hsiao Ya told me a little bit more. Most of the time, I just listened quietly. During that period of time, a conversation in my research room became a part of daily life. After several times, the problems that she concerned started to come to light. Other than the scam had a great influence on her emotions, she also felt very sorry for her parents that her academic study was not going well. She had been carried heavy sense of guilty so that she was thinking about suspending her study. I arranged Hsiao Ya to receive professional counseling and hoped that she got some help. On the other hand, I contact her parents through phone call and text messages to reveal her situation in the university. The counselor at the Counseling and Guidance Section diagnosed the source of Hsiao Ya's problems was stress disorder after evaluation, but it had not reached the stage that she had to go to the hospital. Therefore, the psychologist suggested the people around you gave her more chances to express her thoughts to relieve her pressure. Her parents were very worried about her poor adaptation but also understood



some traits of Hsiao Ya's personality might cause her failing to fit in the class. During the process, I acted as the bridge between the counselor and Hsiao Ya's parents and informed them the subsequent development and the content of conversation with the mentor. Hsiao Ya's parents felt at ease a lot. Through the efforts of her parents and Hsiao Ya's concept development as well as her friends come to Taiwan from Malaysia to visit her, it provided great help on Hsiao Ya's emotions. Of course, it was a story with a happy ending. Hsiao Ya calmed down gradually, decided to continue her study, graduated successfully, and returned to her country for work.

During the process of providing guidance to Hsiao Ya, I deeply felt it was really helpful to students by just listening to their problems. Listening created a space for students' emotions as well as reassurance. Hsiao Ya usually proposed why she thought the problem was existed after she talked about it. For example, why she had good friends in her home country but had difficulty on making good friends in Taiwan or her problems on getting along with other students in the class. Sometimes, she made a joke on her problems but proposed how she thought the problem could be solved in the end. Hsiao Ya also had a solution for dealing with her negative feelings and worked hard to implement it. She started to carry out exercise regularly every day and went to bed on time. It actually worked on her. The experience taught me perhaps we do not need to find out solutions for students. They are usually able to clarify their thoughts and judge the source of the problem when they describe their problems. It is likely that they can find out the solution themselves. The value of a mentor is to provide students mental reliance and emotional acceptance to obtain trust from students and provide them support.

Listening helps students releasing their emotions and clarifying their problems. It is likely that they will be able to find out solutions themselves. When a group of people suffer from some trauma together, exchanging and sharing in small groups also has an obvious effect of relieving pressure. For students with more unsteady emotions, timely referral to the Counseling and Guidance Section brings a great help for them. Mentors do not need to hurry out finding the solutions for students during the interaction with students. Listening and accompanying might be the easiest way to help students walk away from the darkness of their emotions.





PREDESTINED RELATIONSHIP WITH INDIGENOUS STUDENTS- HSIAO BEI'S VIEW IN GENDER



*Tzu-Chun Chang Lecturer
Department of Nursing*

During the process of student guidance, the most common guidance required is the pass rate of academic study and the attendance in class. However, the topic I am going to talk about is the gender awareness that I encountered and discussed with students for the first time.

Hsiao Bei was the student I encountered at the second semester in the first year of his university. He wore his hairs above the shoulders like a junior high school female student and responded to what you said with a gentle voice. Because of the arrangement of courses I delivered, I saw Hsiao Bei on the corridor, in the elevator, and at student restaurant in the university mostly on Monday and Tuesday. Every time he was always very stylish, such as putting on foundation, blush, and lipstick on his face, wearing smoky eye shadow in bright colors, wearing eye-catching hanging earrings, in long skirts or long dress, or have hair extension and coloring. Frankly speaking, I who was his mentor never wore makeup but only focused on skin maintenance. I thought to myself that he was really good at putting on makeup (I never wore it and maybe I shall say I never like it). Therefore, Hsiao Bei always drew my attention. Every time when he saw me in the campus, he sometimes lowered



his head down and was shy to look at me in the eye and sometimes greeted me joyfully. At that time, a few teachers and students talked to me about Hsiao Bei's appearance and said he was very different. I kept thinking that I had to talk to him. I also evaluated how I shall start the conversation, whether I might say something wrong, whether he would tell me the truth, whether he thought I intervened too much, and whether it caused him any extreme behaviors like taking it personally and vice versa....

I finally found the time for both of us free to talk. I remembered when we met for the first time for the conversation, he was a little bit shy and worried by the time he came in. I asked him to sit down and the first thing I said was I wanted to know whether everything in your study and accommodation was okay, and how often you went back home since you lived in the east. I started from asking about his daily life and academic study step by step before cutting into the point of his opinions on the way he dressed and his appearance. He told me his opinions towards himself were "being yourself" and "as long as I am happy" since he studied in the senior high school. He honestly talked about his classmates in the senior high school thought he was very brave and had the guts to be himself in terms of how his dressed up (he only wore foundation). The school ethos was on the side of liberal, and the teachers in the senior high school said nothing. In his junior high school, he was marginalized and excluded by his classmates because of his gentle voice. He had an unpleasant experience. He had very strong desire to be a female in the university. Under the influence from the celebrity, his gender awareness started to get stronger. Therefore, he started to wear makeup. When he met other besties who had the same tastes as him, the impact enhanced.

During the process of guidance with Hsiao Bei at that time, I knew although he was a man physically, he wanted to be a woman in his real mind and dressed up accordingly. Perhaps, it caused some discussion and investigation in the university with liberal learning atmosphere. However, what I worried more was the clinical nursing practice after the third year. He had to wear the male nurse uniform and shall dress like a man. It was unlikely he could wear female nurse uniform and dress like a woman. It was important that he maintained himself in clean and neat conditions. Besides, such



dressing was still unacceptable in the current workplace in the hospital. The role expectation in the society was still unable to completely accept it, and people might get confused by calling you mister or miss. Of course, Hsiao Bei agreed on what I told him. He might actually have other thoughts in his mind. Therefore, I always found some time once each semester or use the interval between classes to chat with him. Before the Capping Ceremony at the second semester in the second year of his university study, I thought I would have a chat with Hsiao Bei to find out his opinions towards dressing. When we met for a chat, I notice he had long hairs below the shoulders and still dressed like a girl. I reminded him again to cut his hairs short so that he looked fresh at the ceremony. Hsiao Bei held it back and only said you would see it on the day for what I promised you. Hsiao Bei did cut his hairs short for the day, but other students told me that he was very sad and cried a lot. The long hairs took him a long time to grow, and he would grow his hairs again after the ceremony. Hence, I also asked Hsiao Bei to think carefully. I did explain to Hsiao Bei that it was no problem at all for me to accept his dressing like a girl, and I knew he had to satisfy himself in this way. However, I still hoped that he dressed like a male nurse when carrying out the internship in the hospital. Afterwards, Hsiao Bei had to postpone his internship due to prerequisite mechanism. He returned to his female dressing, which he felt more comfortable.

Later on, Hsiao Bei started to think about the situations of dressing like a girl in his third year because of the delay of the course. Moreover, the online media reported some negative news on gender transition. He had some other thoughts. In addition, the internship and academic study kept him very busy, and he chose to spend more time on his study. He also reflected what the mentor said to him, “why not keep your appearance clean, tidy, and neat.” It was not a problem to dress like a man when it was appropriate, and the short hairs was actually refreshing. As time went by, Hsiao Bei indeed made changes. In the university, I sometimes saw him dressing like a woman and sometime like a man, just followed how he felt on that day. However, when he was in the workplace for his internship, he showed up as a man and gradually adjusted himself. Hsiao Bei told me that all the classmates felt he changed a lot and asked him whether he was forced by the mentor and had no choice.



Hsiao Bei answered them firmly that he started to reflect everything and also thought there were a lot of negative cases in the society. He then reminded himself the things he discussed with the mentor in the first year.

Hsiao Bei is in his fifth year now. Currently, he is taking the courses for the fourth year. He tried to apply for a part-time job in a clinic at his free time. When he interviewed with the head nurse, he received a very direct comment on his dressing. The head nurse said, "it is impossible for you to work at the reception in the clinic. When people come in and see how you dressed up, they might find it very strange and don't know what to do!" He suddenly realized that he had to adjust his attitude of "being myself". I also mentioned to Hsiao Bei that perhaps he could dress up flexibly according to the circumstance so that he still had some space for him to be himself. I also said to Hsiao Bei we didn't want to lose your professional ability that you developed with us. No absolutely right or wrong in terms of gender awareness. When I talked to Hsiao Bei recently, he said that he could see himself in some of the junior male students now. He shared what he had experienced with them. Seeing how much he has changed brings me a lot of comfort. With the refining of time, one sentence might be able to make changes.

Through the guidance with Hsiao Bei, I won't say that I actually achieved anything. Currently, gender awareness actually involves in a lot of dimensions and choices. Although government has approved same-sex marriage, social desirability still various from person to person. I appreciate the experience of guiding Hsiao Bei. It helps me develop, and a sentence during our conversation helps him calm down and reflect to find the balance between the gender awareness.





MY IMPRESSION OF BEING A MENTOR

*Li-Wen Fang Associate Professor
Department of Nutrition*



Before my teaching career, the term of mentor that I could recall from last time shall be my memory in the university. I always believed I was an adult and shall be responsible for everything when I studied in the university. Therefore, my impression towards mentor in my university was only a term, and I never had any actual interaction with my mentor. When I first started my career in I-Shou University, the students were just like my junior fellow students in the lab because I just entered the workplace from the lab. I believed we should have a relationship like friends, and I was very close to students. Because of the closeness to students as friends, I kept thinking about how to give students the best resources during our interaction. It even included the requirements on students' future plans and their positive attitudes. As a result, my emotions were often affected by the interaction with students and felt angry and down. Besides, I often had conflicts with students. Every time when I recalled my impression towards mentor when I was a university student and myself as a mentor, I always felt the two dimensions of the mentor are extremely different. Luckily, after adjustment for a period of time, I keep reminding myself that students are adults and independent



individuals, and I must not intervene their life too much. I am still adjusting myself on the path of being a mentor. Currently, I position the role of the mentor for university students as a “company”.

Since working as a mentor, I realize that the problems that students encounter involve with many dimensions, including problems in academic study, life, finance, or relationship. The methods I used on student guidance include the followings:

Class guidance

I host at least one class meal gathering every semester to strengthen the teacher-student relationship. I carry out conversation with student by having something to eat with the whole class of students. I will set up topic based on the year of their studying in the university before the gathering as well as collect some information related to students’ planning for their studying or their future career in advance. I use the opportunity of gathering to gradually establish the abilities that students required in the workplace other than their professional knowledge. For example, I communicate with students in their first year of university the importance of “time management”. At the same time, I introduce several time management methods to students. In the second year, I explain the importance of “personal statement” to students. I make sure they understand the principle of writing personal statements is that the description must change along with the reader of the statement. When they are in the third year, they have studied professional subjects, and I will introduce the career choices for dieticians after graduating from Department of Nutrition as well as analyze the professional knowledge, skills, and proper personal character. I encourage students to explore and think about the area of nutrition career that they are interested in during the internship. The only purpose is hoping students can invest in their future as soon as possible and develop the strength required for professional career in the future.

Guidance on hospital internship

Students in the Department of Nutrition have to carry out internship in the hospital during the summer vacation before their fourth year in the university. Therefore, students will start to prepare the information related to the



internship in the hospital from the first semester in their third year. I can feel that students are confused with the selection of hospital from the interaction with them. When each of them comes to me for more information, I analyze the characteristics and the personality required at the Department of Nutrition in each hospital to guide them and clarify a list of hospitals suitable for the internship from consideration of personal professional ability, personality, and the areas of improvement during the internship. After that, I teach them how to organize and present their strengths and key personality from the piles of disorganized personal information when they prepare the documents required for application. During the whole process, I can see students getting more and more stable. Before internship, I will design various scenarios students might encounter during the internship with the senior fellow students that finished their internship last year to help student understand the possible situations before their internship. It helps students calm down and feel ease at their internship. During the internship, I will visit the hospital that students carry out their internship in person to understand their life and learning situations as well as provide proper help. I will correct part of the teaching direction according to the suggestions from intern students and dieticians in order to make sure students in the future have better performance.

Foreign student guidance

There are always several foreign students in each grade at the Department of Nutrition. They leave their country and come to Taiwan for better learning environment. Other than busy in academic study, they have to adapt to the difference in culture and language as well as the environment. They require the assistance of environmental resources more. Therefore, I will arrange a meal gathering with foreign students each semester to understand their demands and the difficulties they encounter so that I can try my best to solve problems for them.

Personal guidance

Each student has their own problems. After chatting with students, I can understand the matters in psychological dimension, physical dimension, and financial dimension that students require or want. I will combine the current



resources inside and outside the campus to provide students the greatest help and support.

Academic guidance

Academic guidance is also one of the important duties of being a mentor. Students at the Department of Nutrition will face the trial of passing professional certificate in the national exam after graduation. In responding the essay questions in the national exam, students must get familiar with the analysis of questions and answering skills during their study in the university. Hence, from the beginning of my teaching career, I use the learning situations of the students in the current semester as the standard for evaluation and discuss with students after class about how to summarize key course content. With this opportunity, I further discuss effective learning methods with students and teach them how to carry out effective note taking. After mid-term exam at each semester, I make sure I am available for students during their free time or in the evening that they can come to my research room to discuss the questions in the mid-term exam. By doing so, there are usually 4 to 5 students maximum discussing together. I can understand the learning methods used by students during the discussion and provide proper advice. At the same time, I will have better ideas about the characteristics of each student. It helps the guidance to different students in the future. Through this approach, I can also understand the performance of the students who receive warning after the mid-term exam. For students with poor foundation, I normal suggest them to read a textbook in basic level to solid their foundation. Once, I had a transfer student at the second semester in the second year of the university, student H. Because of the transfer, he had problems adapting to his study plus he was not able to concentrate during the course discussion, it created a gap with students and caused poor performance. He felt very down about it, and his academic performance was poorer under the bad cycle. He was so worried about his academic performance was too poor to participate in internship while his parents kept giving him pressure. He was very anxious. When I realized it, I continued providing him guidance. Other than analyzing the principle of course selection, I concerned more about the improvement of studying method. After further investigating the reason why student H fails to



improve his academic study rapidly, I found he studied a vocational school in the Department of Engineering in his senior high school. He was not good at the concept related to biology, and it caused the effect of half the work, twice the effect between his preparation and performance. It was really frustrating. Hence, I accompanied student H to learn the biology courses from the level of junior high school. After the efforts, his performance was getting better and able to participate in the discussion with student. Currently, student H has successfully graduated.

After my experiences of working as a mentor, I realized that implementation of positioning the relationship with students as friends will happen after they graduated from the university. There are always some students entering to the workplace keep in touch with me no matter it is something frustrates or pleases them to discuss and share with me. It is not the relationship to be together all the time; instead, it is a gentle hope to wish everyone safe and well. It is my impression on the role of “mentor”.





WATERING IN THE ORIGIN OF THE TREE- MY CAREER OF GUIDANCE IN I-SHOU



*Wei-Yi Cheng Assistant Professor
Department of Nutrition*

Recalling my teaching career in I-Shou, I can't believe it has been 13 years now. During these years, I have a lot of work to do every day and am always busy. However, I feel it is so great to be able to accompany students in each academic year and see them grow and develop. The heart-warming feedback from students during my teaching career pours more and more energy to me.

I believe for every teacher, drawing the distance with students closer is very important. I usually observe students after class or on the corridor every day and pay more attention on students with special conditions. I remembered when I worked as the mentor for the first-year students for the first time, I designed small Q&A questionnaire for the first meeting with the class in order to know the motivation in choosing Department of Nutrition as the major among students better. I asked each student to fill it out, and the questions include: (1) Why do you choose Department of Nutrition? (2) During the process of choosing your major, who has the greatest impact on



you other than your own thoughts? Why? (3) Do you have any question related to the courses in the Department of Nutrition? (4) Do you have any question related to the future development after graduating from the Department of Nutrition? With the returned questionnaires, I could initially understand the expectation and thoughts on the Department of Nutrition among students as well as the impact of family members on students. After that, I divided students into small groups for interview. Each group has around 6-8 students. During the interview, I answered the questions that students wrote down on the questionnaire as well as answered the individual questions from students. With the initial contact, I was able to monitor the status of most students in the class. That was very helpful to the subsequent guidance. In addition, in terms of knowing students, I use the time in the experiment class to remember each student in groups, including names and personality. In the experiment class, it is easy to observe a person's personality and attitude clearly. I normally classify students roughly in my mind into the types of out-going, shy, hard-working, and slacking before matching the students on the photos of small groups. When I can remember their name well, I sometimes call the names of students when seeing them on the corridor and ask about their learning situation. When students find that the teacher remembers their names, they normal have good progress of performance in class. This is the first step I use to draw the distance with students closer.

In terms of the delivery of professional courses, I ask students to come to me in person for explanation if they want to take a leave other than applying it on the application system. I think it is very important to ask them to do so. Other than developing their responsible attitudes towards their study, it also helps me understand their situation better. I remembered once a student was absent from class all the time. I found out the student through all sorts of channels and learnt the reason for his absence was because a senior was hospitalized. He had to go to the hospital to take care of the senior and was not able to attend the class. Furthermore, some students might stay at the dorm when they are ill. Their symptoms become worse because of taking the over-the-counter drugs instead of going to the doctor and it causes them unable to attend the class. There are a lot of reasons for students not



attending the lecture. As a teacher, I must know the reason so that I can help them solve problems. Of course, there are always some naughty students who just give you an excuse. Once, I was doing the rollcall. A student was absent but came into the classroom later. I asked him why late, and he said, "I was helping a grandma walking across the road, and that's why." All the students in the class laughed loudly, but I praised him instead saying that was a good deed. After class, the student came to me and said, "Teacher, do you really believe me?" I said, "I of course do. As long as you say it, I will believe it." As a result, the student said embarrassedly, "Teacher, I was actually overslept." I told him, "Remember to set up the alarm next time. Do not oversleep again!" The student had never been late in my class after that. In fact, naughty students or students with poor academic performance also need to be noticed and encouraged. Never denying students in our own thoughts at the first moment is very important during the consultation.

The course of Quantity Meal and Management Laboratory I delivered is a course requiring students to learn to be a manager and arrange the tasks for all students. I always feel the role I play in the course is not an instructor for the professional course but an advisor for students' emotions. In this course, the leader has to coordinate the whole plan and usually carries big pressure. I remembered when I returned to my office after class one day, I found a note on my desk. It wrote "I could choose to be deducted grades, failed, blamed as a loser. All my efforts ended with nothing. Could I choose to end my life in the end? Thank you, teacher. Sorry, everyone! From OOO." It freaked me out when I read it. I was so frightened the student would really do something silly. I immediately ordered all students to find out the student. Fortunately, we found him, and he was riding his motorcycle around the island. It turned out to be he was the group leader, but students in his group and even students in other groups would not listen to him. Therefore, he felt very frustrated. After that, I was on his side when he allocated the work and helped him communicate with other group members. It had a happy ending in the end.

Mentors play a very important role in the university education. No matter facing issues related to academic study, troubles in life, or even the contradiction of family and relationship, students need a teacher who will



listen to them and help them. Students in the School of Medicine carry huge academic pressure. Therefore, I always add small activities related to life education in the course and hope students can cherish their life and have expectation towards it. When I mentored freshmen for the first time in the academic year 2019, I was pleased to have the subsidy of ISU Freshmen Interdisciplinary Learning Scheme. I used empathy as the topic to design many interactive activities (including my little book, the tree of hope, and mind reading). Students felt that they learnt a lot after their participation, and I cited some of the feedback and opinions from students as below:

The teacher used an easy and relaxing interactive course, such as drawing and meditation, to calm everyone down plus soothing music as the background in order to help us having some time to talk to ourselves and think about everything related to us carefully. Our short-term, mid-term, and long-term goals and whether we clearly about the real purpose for what we are doing at the moment; he guided us understand ourselves better. In the course, I realized the importance of empathy through the film that the teacher showed us. We also carried out actual production of picture books to implement the spirit of empathy. He taught us to look at the picture book from the point of view of children to produce picture books that are interesting and informative to children. Empathy is essential. I learnt the attitude of dealing with people and things that I would never learn from the textbooks during the activity.

I thought it would be very difficult to guide students in the first year of the university because they were not familiar with the environment in the department and the mentor. However, I received many positive feedback during the whole activity. Students were willing to try, to share, and to feel their inner heart. I gained a huge sense of achievement during the activity. As a result, although the location of the lecture of the class of freshmen I mentored this year was not in the campus of School of Medicine but in the main campus, the students had very strong cohesiveness towards the department and the teacher.

It is unavoidable that some cases are beyond my capability during the process of guidance. If students don't open up to me, I will try to ask them whether they want to be referred to the Counseling and Guidance Section. I



usually tell students that the professional counselor knows professional approaches and will be able to help them. I will also let them know that there will not be any record left for referral to the Counseling and Guidance Section. I want to make sure they are not troubled about it. Currently, students are willing to talk to the counselor. Sometimes, the professional intervention from the Counseling and Guidance Section will make the guidance provided by the mentor more effective. If you ask my tips for providing guidance, I think “listening” and “empathy” are very important. We must spend some time on guiding students to talking about the main concern in their mind before providing further assistance.

Watering the origin of the tree matters. We must make student touched before carrying out the work of guidance smoothly. Hope my simple sharing will be able to give anyone who reads this something to take away. As long as working hard on it, we can see all the seeds planted flowering and flourishing someday. Let us encourage each other in our endeavors.





AS LONG AS YOU NEED ANY ASSISTANCE, I, AS YOUR MENTOR, WILL ALWAYS BE THERE

*Ying-Ying Lo Associate Professor
Department of Healthcare Administration*



I often tell my students, “as long as you need help, I will always be there.” My personal thoughts towards university students are mentors only play the role of assistance. We must let students know that we care about them first, and we will be and are willing to help them solving problems as much as we can if they need any help. When I take the post of a class mentor, I normally take the advantage of group gathering other than trying to understand each student individually. On one hand, I can understand the situation of students making friends in the class through grouping done by students. On the other hand, students know each other well, and it normally makes the atmosphere of gathering more relaxing. During the gathering, the conversation among students might be the topics that I have no chance to encounter in my daily life. It helps me know more different dimensions of students. After I have more understanding on students, I will know which of them require more attention and what kind of peer resources we have in the class.

The students usually contact me through LINE. If I find they need more



discussion, I will actively make an appointment with them. They will come to my office directly, and I will always have a chat with them as long as I am free. During our conversation, I keep my curiosity on the content of our conversation, hoping to have more understanding towards them. I also remind myself of not making a judgment or expressing an opinion based my subjective thoughts too soon. I anticipate myself to fully understand students' thoughts and expectation before discussing with them for what I can do for them. Here are some situations I experienced in the past:

1. One morning, a student sent me a LINE message and informed me urgently of the strange behaviors from his roommate in the dorm. After understanding the situation, I immediately accompanied the student reporting to Student Housing Section and Counseling and Guidance Section to join the conversation together. It was suggested to inform the parents and department teachers of the roommate. After conversation, I coordinated the adjustment of room in the accommodation. After confirming the student calmed down and was accompanied by the students in the class, we continued following up his situation in the accommodation and his emotional stability. I also told him at the same time that I would provide company and resources if he needed any help. After that, the student was doing well.
2. A student came to my office to ask questions related to the course, but I found she had some other problems during our conversation. Therefore, I encouraged her to talk more. After talking a little more, I realized she had emotional distress but worked very hard to deal with it without bothering other students. However, she only achieved limited results. Hence, I provided her the information of the Counseling and Guidance Section in the university and encouraged her to talk to professional counselors to clarify her thoughts. It would be helpful in relieving his emotional distress. Later on, the student reported back to me her appointment with the Counseling and Guidance Section. Other than thanking her for the information, I also asked her to appreciate herself for taking the first step.





COLLEGE OF MEDICAL SCIENCE AND TECHNOLOGY

Companing students to find out their own way

Wen-Chuan Hsieh Professor

Each companionship,
until the moment of leaving the deep valley

Chien-Sen Liao Professor

Mentor guidance like teachers like friends

Yu-Chi Wang Assistant Professor

Like teachers like friend and grow up together

Ming-Cheng Shih Assistant Professor

Sharing experience of guiding university students

Ting-Sheng Lin Associate Professor

Be students' life-long friend

I-Fen Chen Assistant Professor

Guidance program specially made for students

Chia-Jung Tsai Assistant Professor

New-established Department of Medical Laboratory Science;
friends made with a true heart

Cheng-Hsun Ho Assistant Professor





COMPANYING STUDENTS TO FIND OUT THEIR OWN WAY



Wen-Chuan Hsieh Professor

Department of Biological Science and Technology

The greatest wish of teachers is to see their students “achieving better performance than them”, and each student will be able to perform their best at the society in 10 or 20 years. This is the greatest comfort for being a teacher. I believe each teacher carries the principle of three hearts (love, patience, and passion) and two intentions (willing and pleased) to assist and serve any student who needs help. We deal with students’ problems with the angle of educating people and managing things to make sure students have correct concept and find their life value.

Although there is no special skill in providing guidance to students, I normally say to students that we have to deal with everything fairly and impartially. Due to the problems of students might cover a wide range, especially the fairness of the academic performance among students, it is very important to deal with it fairly and impartially. Besides, the most important thing when dealing with students’ troubles is listening, never intervening forcibly, and supporting them all the way with empathy. Sometimes, I might break the rule due to my personal emotions. I normally say sorry to students bravely. It establishes the trust from the students and earn their confidence on me naturally.



My philosophy in guidance is to hope students having correct concept. With positive thinking style, students will be able to find the path and life value for themselves. Because I have always held this kind of faith, it helps me making sure my approach in guidance when students break through difficulties and send me the good news even though I am not 100% success in the path of providing guidance.

~ Accompanying you all the way until graduation ~

I am the head of the department, and I can almost monitor the situation of all the students in the department. However, everyone has their personal privacy. I always carry the approach of not intervening students, appropriate interference and guidance, and care and support them from behind. Some students are pure in thoughts, more directly, and do not know how to adapt situation flexibly. Therefore, some transfer students have no idea of how to deduct the courses they have taken. Even though I teach them how to do it, they do not know what courses they shall choose. Hence, I normally tell and remind them during their oral exam for the transfer that they must make an appointment with me to meet at the meeting room in the department or department office to understand the course selection as well as the graduation requirements in the department if they are admitted to the university.

Hsiao Ming was a student transferred from Continuing Education Division to the Department of Life Science. His academic performance in the Department of Life Science was not good, and he failed in many subjects. It was because he was in the constrained family conditions and had to do a part-time job to earn his living as well as support his mother. The student often fell into the bad life cycle and had to work very hard for his living. He was not able to get balance between the part-time job and his academic study and was failed on several subjects and unable to graduate on time. He had to extend the length of his study. Another student called Hsiao Chun also encountered the similar problem. After talking to students, I suggested them trying to change current life routine as well as gritting their teeth working hard through the following three years. They shall try to maintain the lowest basic living cost; for example, switch the part-time work from Monday to Sunday to



only on Saturday and Sunday. Besides, they shall grasp the opportunity to apply scholarships for students under poverty line or disadvantaged students. In addition, I always checked with them for their learning situation through Facebook or when I met them in the department and informed them other part-time opportunities in the university or other departments. In terms of course selection, I told them no matter which year they were transferred to, they must take the compulsory courses from lower level to gain foundation knowledge before selecting the compulsory courses in the higher level. By doing this, it increased the chance they passed the course. Hsiao Chun followed my advice and adjusted her original life routine and course selection. In the end, she failed fewer subjects and successfully graduated in the fourth year. It was the most successful case in providing guidance to transfer students.

A good education program takes a long time to develop. The biggest wish from teachers is to help students walking away from the difficulties and achieve what they want while a simple thank you from students will make us delighted.





EACH COMPANIONSHIP, UNTIL THE MOMENT OF LEAVING THE DEEP VALLEY

Chien-Sen Liao Professor

Department of Biological Science and Technology



Beginning

Since I first started my teaching career in 2007 until now, I have faced numerous student guidance. I feel that I am listening another different life story during each of the guidance. Some bring me joy, some bring me confusion, but most of them bring me frustration and sad. Each year, different people come to me and talk about the same story. What I can do most of the time is accompanying and listening other than some problem solving and encouragement. I only want to let the student in front of me know that there is a teacher here who will listen to your story and then accompany you walking through the downs in your life, no matter it is falling out of love, pressure, illness, family calamity, or bullying by peers, until the moment you get out of the darkness.

Writing this short article of techniques and principles of mentoring is also an opportunity for me to record my feelings when I provide guidance to students. Recalling many students that I guided in the past, the latest one was last week and earliest one was more than 10 years ago. However, I can still remember the face of each student clearly. Some of them returned to the



life path that they set up originally after the guidance of the mentor or the Counseling and Guidance Section while some of them failed to walk out of the darkness. As a result, they suspended from the university or transferred and even were hospitalized due to the illness. As a mentor is like being a doctor, it is very limited to reverse what happens on people when facing other people's life. Even if we devote ourselves, the result sometimes is still frustrating. Meanwhile, we, as mentors, are also inspired during the process of each guidance. It reminds us to cherish every day in front of us, cherish each person, thing, and event surrounding you, and be grateful to life

A student who was bullied by others and tried to commit suicide; the parents were here in the university and said they wanted to see the mentor...

In the class that I mentored, a student took sick leave for a few weeks. I received the phone call from the Counseling and Guidance Section later, and they said that the student went to them for counseling and mentioned she had the thought of committing suicide. As the mentor, I was immediately invited to the joint counseling system. When I looked at the student in front of me who was in tears but carried a gentle attitude and was well-mannered, I learned she was excluded by someone who was originally her best friend just because she took the post of being the leader of a club. In the end, she received language bullying and wanted to commit suicide. It was very difficult for me to imagine how she bore this for such a long time. What I could see from the screen of her mobile phone was the language full of bullying. I said to myself that how heartbroken, angry and sad I would be if my daughter was treated like this. Several days later, I received a phone call from the Counseling and Guidance Section again. The parents of the students has come down to us from Taipei to handle the application of suspension for the student. Hence, they needed to talk to the mentor in person and obtained the signature from the mentor as consent before they could complete the procedures for suspension. I, at that moment, sat in the office and prepared in my mind to face the parents of the student. They might express their anger and sadness on me for how their daughter suffered from bullying in the university. Later on, when the parents and the student entered my office and



sat down, I could see the parents sitting in front of me were a couple who had high education. The mother spoke first, and she made an apology to me sincerely. She said she felt sorry to bother me and occupied my time and hope that I could excuse them. Then, she told me that they were very sad when they knew what happened on the daughter in the university and also, they blamed on themselves. They were from Taipei, and they both encouraged the daughter to study in the south when she finished the entrance exam. They hoped that she could learn to be independent by leaving home as well as knowing some friends in the central and south of Taiwan, but they didn't expect this happened. They had a long conversation with the daughter and respected her decision in the end. She hoped to suspend from the university, returned to home for recovery, and sat for the entrance exam again next year. They hoped I could understand it and inform the university and the department that they did not wish to investigate the responsibility of the bullying students. The case ended up with the student suspended and returned home while those students who bullied her continued their studying in the university. I will never forget the conversation with the student and the parents in my office. It was a conversation containing thoughtfulness and forgiveness.

Future

In 2020, I took the post of the guidance counselor in the university level and also received guidance training in many aspects. However, I am not a counselor with professional background at all. If I really want to devote myself in this area in long term, I believe I have to continue advancing the guidance skills and adjusting my own mindset. Therefore, I participate in the on-campus and off-campus consultation seminars and teacher growing groups regularly every semester and every year in the past few years. I hope to advance myself by learning and listening other teacher's guidance experiences during the discussion to equip myself with more abilities to face any unpredictable matter now and in the future. However, it is important to carry out student guidance with professional skills and attitudes.





MENTOR GUIDANCE LIKE TEACHERS LIKE FRIENDS

*Yu-Chi Wang Assistant Professor
Department of Biological Science and Technology*



I worked as the mentor for students in the fourth year at the Department of Biological Science and Technology at the first semester in the academic year 2017 and was their career mentor at the second semester. I mentored the class of the students since their first year, and I usually was their class mentor at the first semester and career mentor at the second semester. In fact, I knew the personality of these students very well. The only difference was as time went by, the students had turned from the soft and immature freshmen to mature students with liberal opinions in the fourth year. They were going to fly high and start their next journey in their life.

I decided the key points of the class management before the start of the semester in their first year. These were as follows: 1. Establishing a cohesive big family; 2. Understanding and finding out the strength and demand of each student; 3. Setting up the basic regulations and goals for the whole class; 4. Assisting and caring students' personal demands in the academic study and in life. The management methods were individual guidance and group activity. Group activities were able to gather the cohesiveness in the class while individual or small group consultation was able to provide customized solution for the personal problems students encountered. My goal was to



provide general attention to all the students I mentored and carry out key guidance to students in need.

In terms of life guidance, I asked students to fill out the student information sheet in the first year and arranged small groups of 3 to 5 people to have lunch with me in group separately. Through the student information sheet, I was able to understand student's background before university, personality, and interest in a short time and provided guidance according to problems. Student information sheet not only allowed me to know students quicker but also let students know each other better. In addition, I also held the group activities for the whole class every semester. It was round the time of Christmas at the first semester. All the students in the class had pizza or burritos together and exchanged presents. I also arranged PK competition of stories related to Christmas to increase interaction and relationship among students. At the second semester, I continued the activity arrangement during the lunch time. This time, it combined with the counseling activities held by the university so that students could carry out the activity and learn time management at the same time or learn interpersonal communication through group activities. In order to establish a good communication channel and platform with students, we set up a class fan page on FB that was the most popular among students in the beginning of the semester for sending messages and exchanging and communication between students and me and among students. Besides, to respect students' privacy, I asked students to organize a LINE group without me participating in. However, I asked the class officers to keep an eye on everything for me. Any important, out-of-order and urgent matters still had to be reported to the teacher for assistance. Over the years, the communication channel had become an important bridge between students and me. Students contact me with private messages for any personal issue, and we handled it online directly or made an appointment to meet each other for deeper conversation. By adding each other as friends on FB, I could also care and pay attention on their current situation through the articles they posted. In fact, it was not easy to implement in-depth guidance because it required fully trust between the mentor and the student. In the normal time, I humbled myself so that students felt I was approachable and reliable. I shared bitterness and sweetness with



students, tried my best to think in their shoes, and participated in the students' activities if I could, including BBQ in the department, concert and orientation. Meanwhile, we have to understand the thinking styles and behavior patterns of the current university students, use the communication methods and platforms that they use the most, and use the language of student to talk to them. The most important thing is to give students corresponding respect so that students will interact with the mentor regularly, and they will open their heart when they need if they acknowledge and trust the mentor.

In terms of guidance in academic study, I asked students to fill out learning method evaluation and timetable in their first year. They had to provide their short-term (every week), mid-term (to the end of semester), and long-term (in the following year) plans. Through the timetable, I could understand the learning mode of students, their weekly planning, short-term to long-term career planning, and students could reflect their studying method and carry out proper time planning. After students completed learning method evaluation and timetable, I discussed with them regularly to see whether they shall implement according to the timetable and discuss whether any modification was required. After mid-term exam, I checked with students for the situation of their academic study and whether they carried proper arrangement on various matters. After the mid-term warning, I arranged interview with students who received warning above three subjects to understand the reason and the attitude from students. Most of students who received warning in several subjects knew what they wanted to do. If they were not interested in part of the elective courses, they tended to withdraw from them. For the compulsory courses, I normally encouraged them participating in the session of teaching assistant or the study groups organized by students. I assisted in arranging proper study pal to study together or accompanying them for their study. When it was close to final exam, I offered timely attention and reminder to students, including assignment submission, preparation for final exam, and the plans for next semester. After using timetable, students said that they had obvious improvement on time management.

In terms of other guidance, I have worked as the chairman of the Teacher-Student Consultation Committee at the Department of Biological



Science and Technology for many years. One of the important businesses is the guidance to the transfer students from other departments or universities. We have around 10 transfer students from other departments or universities joining the big family at the Department of Biological Science and Technology each academic year. These students require assistance and guidance, especially in course selection, course learning, interpersonal relationship, and class integration. Therefore, the concrete method of assistance is to hold a course selection presentation for the transfer students during the stage of course adding and dropping in the first week after the start of semester. Other than explaining the regulations of course selection in the department, we also talk to student the course mapping in the department and information and notes related to some courses. In order to help the transfer students making the most proper course planning. After that, we invite senior fellow students in the department who are also transfer students to share their life experience during the teacher and student seminar in the beginning of the semester, common compulsory courses, or the transfer student guidance and care association to let all the students at the Department of Biological Science and Technology knowing the new students, especially the new members in the same year as them to help them find out proper study pals and adapt to the new environment faster. Moreover, I will ask them to fill out a transfer student (from another department or university) information sheet. It is mainly to ask whether students have any problem or request in life, course arrangement, academic study, and getting along with the peers. The main problem related to academic study for most transfer students from other departments or universities is the textbook in English and the exam questions in English. Therefore, we provide extra English learning for the students suffering from it and encourage students to strengthen their English as well as arrange timetable for students to pass the threshold of English level.

Lastly, as a teacher in I-Shou University, I am more than happy to provide students timely guidance and advice no matter they are from the Department of Biological Science and Technology or other departments. Furthermore, I am a teacher that is easily found by students. In the university, my office is open to students at any time. After class, I sometimes stay in the classroom to know more about what happens in the life with students. Most



students come to see me because of recommendation letter, their career planning, and their advanced education, or they hope that I can help coordinating the problem between them and some other teachers. Meanwhile, some of them just want to share with me the things make them happy or sad. For the students that are not mentored by me, I always try my best to provide assistance and attention in their life or study. Although it takes a lot of my time, my best harvest is the feedback from students.





LIKE TEACHERS LIKE FRIEND AND GROW UP TOGETHER



*Ming-Cheng Shih Assistant Professor
Department of Biological Science and Technology*

For me, a mentor is a role that have a lot of interaction with students and have the most direct interaction with students in the university campus. Therefore, this role contains various functions, including teaching, guidance, motivation, and inspiration. Meanwhile, a mentor shall be the first person to know the difficulty and demand of students in their university life. I had my education in Taiwan until university and then went to U.S.A. for my master's degree and PhD. I know the difference between how students feel towards a teacher or a mentor. Teacher-student relationship in Taiwan seems to have invisible shackles in hierarchy and from top to bottom, and even the Taiwanese teachers that I interacted with in U.S.A. were the same. However, the American teachers and mentors that I interacted with were just like my friends. My supervisor was even older than my father, but the attention he provided me was just like my friends or my father. He never left the impression of hierarchy and the relationship from top to bottom. Therefore, when I returned to Taiwan to start my teaching career, I always said to myself that I wanted to be a teacher like my supervisor. Students treat me as their friend instead of a teacher. The term of teacher is only for the role delivering knowledge in class. However, when students have questions, I shall treat them like my friends. My teaching career in I-Shou has been nearly 20 years.



In the beginning, there was a course about depression. In the era 20 years ago or even nowadays, very few students would tell other people about their suffering from depression. 20 years ago, I was not a mentor but only a teacher. Some students came to my office and told me they suffered from depression and even shared their stories because they treated me as a friend. When the Department of Biological Science and Technology was established later on, I started taking the post of a mentor. When I met students for the first time, I told students to just see me as their friend instead of a teacher. Even the students took the course I delivered but not in the class that I mentored, I also told them to treat me as their friend instead of a teacher. Therefore, students also came to my office for a chat during their free time and also told me about what happened in the family or things related to their relationship. At the class I mentored in one academic year, a female student told me her family situation, and it made me sigh for her longing for education. She told me that her father was never at home, and it was more like he completely abandoned his family and children. He never gave the family any financial support. Her mother suffered severe bipolar disorder because of it and was not able to go out for work. The family had no source of income at all. Fortunately, they owned the apartment they lived without needing to pay any rent. Because of the property, they were not qualified for the application of low-income family even through the head of village could certify it. They couldn't sell the apartment either because her father would take the money away once they sold it for cash. Therefore, she discussed with her younger brother that they took turns in their study in the first year and second year of university. One suspended from study for full-time work while the other studied in the university but had to do part-time job to maintain the cost of living. By taking turns for university study and saving some money at the same time, they wanted to complete the third year and fourth year with their savings and the income from part-time work. Of course, the subsidy provided by the university to students with poor family income helped. Once, she poured out her complaints before me and said her father called her to ask for money. Her father was so cheeky and asked her for all the money she had, but she only gave him some in the end. At that moment, I asked her why gave the money to the father, and she said helplessly that he was her father at all. I



suggested her not biting off more than she could chew and not gave him any money next time. She looked at me helplessly and said she would try, but it was very difficult hearing the begging from the father. I told her to just give him a little bit, and she said sadly I would try my best. She and her brother completed their university education in such a difficult situation later on, and the student was admitted to a graduate school in a national university. She applied deferral for one year because she wanted to save some money and took her mother with her when she studied her master program. It was a pity that she earned too little and failed to save enough money so that she had to give up the education in the graduate school. It was a very rare case, but the student shared it with me because having someone to talk to and listen to them was helpful in releasing some pressure.

I do not like to provide guidance for the whole big group when doing the mentoring, but it is unrealistic for one-to-one guidance. Therefore, I always ask the class president to group students for me by putting students who are familiar with each other in the same group. The small groups will have lunch with me in turns so that I can understand their situation. In the first year, I mainly focus on the family background. In the second and third years, I start to understand and guide their future career based on their family background. In the fourth year, we talk about their plans. Students who are admitted to the master program will talk about their development direction for their future career. Students who will not carry on their study after graduation will talk about their plans for life. From the conversation with the students I mentored in the past years, I found that they carried the invisible shackles of traditional hierarchy and a top to bottom relationship in the beginning. I taught the courses of calculus and organic chemistry (I) and had very frequent daily contact with them. From the interaction in class and answering their questions, students actual felt my sincerity of treating them as my friends. As a result, they will come to me for discussion if they have and problem. For example, a student studied with us two years ago went out with her classmates from the senior high school during a holiday. One of her friends had a car accident and hit the guard rail on the side of the road and passed away at site. She was so shocked in her mind. Next week, she came to me and talked about it. I could feel that she was distressed when she talked



about it because her good friend passed away in front of her. Anyone who encounters the situation would be as shocked as her. In fact, I could only listen to her to let go her emotions before guiding her that it was not her fault. After all, I do not have the professionalism in psychology, and it might require the counseling from the counselor to handle the treatment of the symptom similar to perpetration-induced traumatic stress. Therefore, I suggested her to receive the counseling from the counselor at the Counseling and Guidance Section, but I also said to her she could come to me to release the emotions any time.

During my experience of working as a mentor for so many years, I found students' thinking styles and ways of handling things changed along with the advancement of the era. Fortunately, the university also holds many courses that are helpful to mentors in responding the trend. Especially in recent years, the issues related to students' mental status are getting more and more serious. The university also held several courses related to depression and suicide prevention to help mentors making adjustment according to the actual situation and take initial action on students who have mental problem. In fact, mentors shall help students understand themselves other than helping student solve problems passively. They can also understand the potential problems and pressures they might face in their future career during the conversation. At this moment, we can guide them seeking their life direction for the future as well as train them thinking how to equip themselves with the ability required for social adaptation in the current university environment. Of course, to achieve such purpose, mentors must maintain close contact and good interaction with students, earn students' trust, and break through the division of hierarchy. By doing it, students will ask for your help at the first moment. We will be able to help immediately to reduce the happening of some things that make us regret. Of course, the establishment of these conditions cannot be achieved by only having lunch once with students each semester or by an interview. We shall make good use of current various tools for communications, such as LINE and Messenger to interact with students at any time. Besides, we can have a chat with students during the break in class to understand the current situation in the class and find out problems actively. In normal time, I sometimes share the life philosophy and value with students



after the end of exam when they are free as well as my personal experience to guide them finding out and correcting their own judgment standards and core values. If students make mistakes, like cheating on exam, I usually ask them to see me in my office and guide them to admit their mistakes with a tolerant attitude as well find out their mistakes and make a correction on their concepts. In fact, it will be easier to help students understand their problems if mentors can put themselves in students' shoes and think with empathy. Students will also know they are not alone. I believe we can earn student's trust and let them come to us for help through above methods. Of course, we sometimes find we have similar weakness when guiding students and will be able to improve ourselves. Therefore, we are not only guiding students but also ourselves.





SHARING EXPERIENCE OF GUIDING UNIVERSITY STUDENTS



*Ting-Sheng Lin Associate Professor
Department of Biomedical Engineering*

University teachers in the current society have to know and able to do everything. Other than the daily work in teaching and research, we are also responsible to assist the work of student guidance. As the saying goes, “a teacher is one who could propagate the doctrine, impart professional knowledge, and resolve doubts.” Other than the original role of knowledge delivery, we are required to play the role of providing answers for problems and confusion. Along with the development and progress of the industrial and commercial society, students’ problems and confusions cover a wide range fueled by the new technology in the current era of information explosion. At the moment, there is a popular thought of “teachers are supposed to serve students” in the society. People use it as a requirement for teachers. However, I have different opinions. I regard my duty is to “guide” and “accompany” students but not serve them. Therefore, the approach I use is to maintain a teacher-student relationship with mutual respect but be friends to share experiences with each other outside the class.

Looking at the process of my education, people normally think I am “the whole package”. However, the fact is the process was not as smooth as you thought. Although I was admitted to the first choice for senior high school education successfully, I suddenly fell into a difficult situation that I was



inferior to my classmates in every aspect under the environment that gathered the brilliant students from all over the country. In my impression, I never got rid of the rank within the bottom 10 in my academic performance during that three years. Some of my classmates were good at four arts, some were good at all sorts of musical instruments, and some participated in International Physics Olympiad overseas and were the winners of gold medal. Perhaps, it was urged by my personality plus I was good in sports since I was young. I organized a ball team with classmates. With the company of the classmates, I went through those bitter days. However, I failed to achieve good performance in university entrance exam. I was able to come to Tainan after retaking the entrance exam. I nearly dropped out of university because I spent too much time on playing balls and had doubts on whether I was the material for academic study. During this period of time, fortunately, a lot of teachers in the department continued to encourage me. I had to retake many compulsory subjects, but it gave me an opportunity to consolidate my foundation and rebuilt my confidence. I might not understand then, but the process of “the fake whole package” will become the important nutrient when I provide students guidance.

It might be development during the process of our growth. Students normally think “teachers are always right” or “teachers must know everything”. Therefore, they have the stereotype of respecting and fearing teachers. Most of students who need help usually think these whole-package teachers are not able to comprehend the distress from losers like me. With my own life experience in the senior high school and in the university, I usually started with my experience of failure when I dealt with students who need help. It might be the “empathy”, and I found it effective in shortening the distance with students. Gradually, students became more willing to talk to me about the difficult situations they encounter. I usually use my own experience to guide students finding out a balanced way to deal with the problems. I hope students treat the process as the nutrient that makes them mature in the future. Although my own experience might not definitely help students to find the solution, I at least hope to provide a shoulder for students to cry on no matter it is the failure to make progress on their study, the difficulty in moving the research for dissertation forward, the hardness of getting over the



emotions of ending a relationship, or even the heavy load of financial pressure. Another channel that I use to maintain relationship with students is on the internet. I have to thank my teachers in the university for this. It was the time when internet started to get popular, and the teachers in the university asked us to use email and BBS. Hence, I was able to obtain the source of information the same as the students in the department in a wide range from PTT or Facebook in the earlier stage to IG and Dcard that are popular now. The information on above media is a good material for me to interact with students, and it is the reason why I always know what students are talking about when having a chat with them. Many students who are so-called with underachievement in their learning under the traditional concept are actually afraid of and even reject the attention and invitation from teachers. Through the channel of social media network, it makes things possible because they do not need to face the pressure of face-to-face conversation. By opening the first window, I can have the chance to carry out further conversation with them.

In addition to solving the problems students encounter, the thing I hope to teach students the most is actually “correct attitudes”. However, it is the most difficult part. No matter it is in class or in private, I try my best to treat each student equally and make no difference in my attitude towards them for their academic performance. I want students to receive the message, “I will not treat you differently because of your academic performance and will not give up any opportunity of providing you my attention, but it must be based on you having an attitude to work hard for change!” Everyone has different aptitude and requires different length of time for learning, and the results we achieved will also be different. As long as you try your best to do what you need to do, you deserve to be encouraged. Another thing I want to teach students is “the thinking logic for problem solving.” The change in the modern society is too fast, and many demands of work might be emerged after students graduate from university. Therefore, the importance of learning the thinking logic for problem solving might not be less significant than learning a skill for making a living in the future. That is, as long as we know the logic of problem analysis and problem solving, students can adapt to the environment and survive in the working environment no matter which working areas they



are in. Once, a student in the department was always very attentive in the lecture and taking notes every time when I saw him in the course that I delivered since he was a freshman, but he was nearly at the bottom for the performance of each exam. He did not have the courage to talk with me in person when choosing the supervisor for the research project. He asked his classmate to tell me that he wanted to learn things from me. According to his attitude in class, I promised to supervise him without any hesitation. He didn't let me down and turned the topic research into his dissertation for his master's degree. He also applied and obtained two invention patents on the research results. He is now working as an engineer at a famous orthopedics device supplier in Taiwan. I asked him afterwards that why he was not brave enough to talk to me in person. He said he felt that his academic performance was not good plus he was an athletics student with recommendation direct to university. He did not have good foundation and was worried about being disliked by me. I said to him that your attitude gave yourself an opportunity to change life. You had to believe you could achieve your target as long as working hard. I often share this example in class to tell students that current attitudes help them increase different opportunities for development and choose a different path.

Providing guidance to students is the part of my career gives me the most sense of achievement. Even though my research work might be delayed by spending a lot of time with students, it's all worth it! Teachers are very few people in the world that have chances to change other people's life and help them having a better one. Everyone says that education is a business of taking a century to see the result. We might not be able to see the results after making efforts at that moment, but I really hope the time and energy that every teacher devotes to guide students will be able to cultivate future talents for the country and the society.





BE STUDENTS' LIFE-LONG FRIEND



*I-Fen Chen Assistant Professor
Department of Biomedical Engineering*

Skills used by mentors for student guidance

Mentors could deliver general promotion or remind important things to advisee in class. They can take the initiative in academic guidance (making an appointment with students for conversation). However, matters related to life guidance or career guidance will mostly rely on students to talk to the mentor actively. Of course, mentors will be able to find out problems in an early stage through class officers or enthusiastic students. Mentors shall observe students sensitively every day and interact frequently to get familiar with each other. Besides, we shall let students know the concern from us.

Core philosophy of guidance done by mentors

I have always tried hard to manage a relationship with students as “like teachers like friends” for years. Other than academic study, I pay attention on the interaction among students all the time. For students who come to me, I will listen to their voices first. I will find out the problem during our conversation and provide students some suggestions based on my guidance experience in the past. If I encounter special cases, I will ask the Counseling and Guidance Section to join me for consultation.



The most important thing during the process of guidance is to think of ways to help students open up and talk about their problems. The precondition of it is to obtain the trust from students. Some students have emotional distress and just want to pour it out to someone and release the pressure. Some require mentors to provide effective methods to change the current situation. After that, mentors must continue paying attention on students' life routine and changes in behaviors. When it is necessary, we can try to understand more from their friends. All these process requires the respect to students' willingness.

As a mentor, it is important to have empathy, love, and patience. With "love", we will be able to care those students in need actively. With "empathy", students are willing to come to us. With "patience", we can continue following up the situation of guidance. Other than intention, mentors also need professional competence of guidance. It is essential to read books related to guidance and participated in the seminars related to consultation. In recent years, I make good use of LINE group for instant interaction with students, deliver my attention and encouragement at any time, and understand the class atmosphere and students' characteristics from it.

Experience of interaction with students as a mentor

During my career as a mentor for more than 10 years, I always have meal gatherings with the students I mentored every semester. Under relaxing and pleasant atmosphere, we are having the class meeting and interacting with each other at the same time. Because I cherish each gathering with students a lot, I always take photos with them for future memories. I sometimes celebrate students' birthday with them and even go singing with them. These activities always leave good memories for everyone. Normally, I will send an application for an off-campus psychologist to the university for class guidance activity- emotional education and interpersonal interaction for students in the first and second years. It also helps students to explore themselves. These kinds of interaction outside the class help students and the mentor know each other better, and students will be willing to open up their heart to express their true feelings. Before the graduation in the fourth



year, I will spend some time to make a video with all the photos I collected in the past four years no matter it is in class or extra-curriculum activities as the graduation gift I give them. Some students will have tears because they are touched after seeing the video. I always believe continuing expressing the attention to students and let them feel the care and dedication from the teacher to obtain students' trust. If I can achieve it, my work in guidance will be halfway to success.

Feedback from students to mentors

In my career as a mentor, there were twice that I worked as a mentor for the class from their first year to the fourth year. It is easy to imagine how deep my relationship with the students are. I still get in touch with several students who were graduated more than 10 years ago, and they even invited me for exercise and dinner gathering. I really appreciated that several students came together to celebrate my birthday with me in the past. I felt surprised, happy, and also touched. In addition to the comfort of students having brilliant performance at work, I am especially moved by the fact that they get in touch with me from time to time. Another student who impressed me a lot was the one who was usually absent from class in the first year of study and his parents called me when they could not find the student. Although the student dropped out in the end, I received a LINE message from him many years later before the graduation of the class studied with him. He told me that he was in USA for his undergraduate education and really appreciated my guidance to me back to that year. I did not expect the student to still remember me after so many years. I was fully touched at that moment, and it was the best feedback I had from students as a mentor.





GUIDANCE PROGRAM SPECIALLY MADE FOR STUDENTS



*Chia-Jung Tsai Assistant Professor
Department of Medical Imaging and Radiological
Sciences*

Teaching students in accordance with their aptitude and never defining students by their academic performance

I used to provide guidance to a Hong Kong/ Macau student. He was a graduate from the Department of English Language and was relative weak in the courses related to physics and mathematics. Because the financial situation in his family was not good and he had no advantage in the employment environment, he decided to come to Taiwan studying at the Department of Medical Imaging and Radiological Sciences, hoping to enhance his employment competence when returning to his home country. After talking with him about his purpose of studying in Taiwan and growing background, I provided encouragement and support in his academic study in class. After class, I offered some suggestions in his learning. Moreover, I also assisted him to complete his study by applying student loan. Because the R.O.C. certificates were not recognized in Hong Kong in the area of radiology, I still provide some suggestions and encouragement. He also passed the exam and obtained the license for radiological technologist when he graduated.



After graduation, the student sent me a private message on Facebook and asked for guidance. He found out he could only operate the instrument of non-ionizing radiation (such as ultrasound and magnetic resonance imaging) if he returned to Hong Kong for work but not instrument related to ionizing radiation (such as medical diagnostic x-ray machine) (because R.O.C. certificates were not recognized in Hong Kong). He also found work opportunities (operating medical diagnostic x-ray machine was permitted) at hospitals in Singapore. He learnt more skills and experiences for medical diagnostic x-ray machine during his study, and he wanted to get my advice on how to make the choice. After discussing it for a few times, the student decided to return to Hong Kong for work. In the beginning of his career, I also assisted him to obtain the skills required for ultrasonic scanner or provided suggestions on image interpretation. Within less than half a year, he was very skillful because of practice at work. One year after his graduation, he came back to Taiwan to participate in the activity in the department. During our conversation, I realized the student wanted to contribute what he learnt to the people in his village. Therefore, I suggested him to host free ultrasound service and diagnosis through community activities or provide proper community service through simple blood pressure meter or blood sugar meter. Currently, the student is a district councilor in Hong Kong to serve people.

Listening to students, understanding students, and supporting students

I helped a student to obtain the license for radiological technologist and radiation protection personnel when he graduated. He encountered the situation of finding a job, but his family was ill unexpectedly. He was under big pressure of balancing for both and hoped to have the advice from me. At that moment, his family needed treatment and accompanying, and I suggested him to put the family in priority. After a stage of the treatment of his family was completed (around half a year), he started to seek job opportunities. However, the job hunting was not going well in the beginning. Therefore, I continued life guidance and encouraging him for a while. In the end, he got posts in both National Taiwan University Hospital and China Medical University Hospital



Tainan Branch and wanted to discuss future direction with me. I knew his interest was in radiotherapy, but his family wanted him to stay in the hometown. I suggested him to accumulate his experience in China Medical University Hospital Tainan Branch and then transit to Department of Radiotherapy Division to work as a medical physicist after on-the-job program in the graduate school.

In terms of class management, I will make an appointment with students during the first week to the fourth week after the start of each semester to have one-on-one conversation in my office for around 30 minutes. The key is to get familiar with the student. Therefore, the topics of discussion vary from life background to career planning. I keep a record on students' career planning and the problems they have step by step as well as establish career goals and plans with them. We normally review whether the goals are achieved during next session of conversation. In addition, I will hold activities every semester based on different years of their university study, co-sponsoring or actively hosting different activities like inviting a news anchor sharing working experience, inviting a medical physicist working in the hospital sharing the career planning to help students understand their interests and objectives, inviting a customs officer and a staff from Kaohsiung Customs sharing career planning to help students understand the job description, and inviting senior fellow students who completed internship sharing their experiences and matters that need attention. Moreover, I also assist our department to host pre-internship briefing in the third year and filling out internship choice sheet, visit different hospitals who provide internship opportunities in the north of Taiwan, and assist in understanding students' situation. Through different activities, the only purpose is to help students carrying out their career planning and understand their own interests.





***NEW-ESTABLISHED DEPARTMENT OF
MEDICAL LABORATORY SCIENCE;
FRIENDS MADE WITH A TRUE HEART***

*Cheng-Hsun Ho Assistant Professor
Department of Medical Laboratory Science*



When I started my teaching career in the university, I worked at a new department that was only established for one year. Not until recently, I finally found some balance on my teaching, research, service, and life. As everyone knows being a teacher is a conscious business. It is also a profession that helps us grow and getting along with students makes us young at heart as well as grow and develop continually (of course, the age is growing). As a teacher in the Department of Medical Laboratory Science and my working experience as a clinical laboratory technologist in the past, I combine knowledge delivery and practical experience sharing in class in many subjects that I instruct to help students learn the knowledge related to medical laboratory technology and strengthen their practical skills. I am not an entrepreneur but keep reminding myself all the time that I am certainly do a great deal of good if I can help students pass the qualification test, be permitted to the graduate school, and find stable jobs with the specialty I learnt. Therefore, I put a lot of efforts on preparing each slide used in class and deliver the lecture attentively. Besides, I demand myself to set a good example for my student by strict self-requirement. I also encourage myself to be a good friend of students and provide them with warmth and care in their



academic study, life, or other aspects. I have never tried to please students because I want them to give me a high mark in the teacher elevation sheet. Instead, I want to make sure students are happy to learn from me and trust me from the bottom of their heart. Although I worked very hard and encountered a lot of frustration during these years, I received a lot of encouragement and advice from my senior colleague as well as learnt a lot and received recognition and encouragement from students. I anticipate continuing moving forward, and I don't need to be the best but just want to become better and better.

The first class

At the first semester, students entered the laboratory and saw the unfamiliar face in front of them. They whispered in each other's ear and exchanged views with each other on the new face; the atmosphere in the lab was getting tense. That was the second year after the establishment of our department, and they were the students of the first enrollment in our department. When I started to call the roll to know each student and explained the course outline and rules of academic grading, everyone looked very focused. I believed they probably were thinking "whether the teacher is mean and harsh". After I announced the list of grouping, I also told them a joke. It seemed to calm the atmosphere down, and everyone started to conduct the experiment. In the three-hour class of lab, I worked so hard to remember the names of students and how they looked while students also stared at me a lot. When the bell rang for class dismissal, I completed my first delivery in class. I who had teaching experience was not nervous at all, but students felt relieved after class. They were still trying to find out my personality and bottom line. After two weeks, I received the first gift for

Teacher's Day in my life -- a card with the image of the monster with a single big eyeball (they might think my eyes are too small).



Heart to heart, teaching with my true heart

I am a little bit “younger” among the teachers in our department. Because I also have two kids, it makes less barrier between students and me during our interaction with each other. I played volleyball when I was a student, so I also invited students to play volleyball after class. After we established a volleyball team in the department, I normally stay after class with them while they are practicing, I also participate in the dinner party held for the volleyball team, and students always remember to produce one for me when they customize the team uniform. I am a member of the volleyball team in the department. In class, I have strict demands on students but am a friend of true heart to students after class. I try to make sure students maintain manners to me but want to be a mentor who can be a friend with them. I remembered at the course of biochemistry laboratory in the class I mentored last year, one group of them always failed in the experiment so that I often ended up “rescuing” them. Once, they asked me when I would be available because they wanted to treat me ginger duck soup as a compensation. I said to them making sure you all understand it was my job. In the end, we reached a conclusion that I would go with them, but we shared the cost so that we had no burden. After having the agreement, we set off!

One of my students, who was academically brilliant. He told me he was actually more interested in physical therapy but failed on the application of department transfer inside the university. Hence, he wanted to register the university transfer exam. I was glad he knew his goal clearly and encouraged him to try it bravely. Fortunately, he transferred to the Department of Physical Therapy in another university successfully. Right one day before he left our university, he came to my office for a chat and saying goodbye briefly. He passed me a thank-you card. It is the best evidence and recognition to me when students give me such a positive feedback. As for teacher’s evaluation, I think it is just some figures piled up with performance!

Trying my best to help disadvantaged students

After having face-to-face conversation with students, I found the family situation of a lot of students is not very good. Some are from single-parent family, or their father or mother only have a humble income. Some students



even lost both parents and are taken care of by relatives. Many students in such conditions must do part-time jobs in the evening to earn their living cost. It causes their energy level in the daytime low and unable to concentrate on their study. In the end, their learning situations are getting worse. I always have strong feelings when writing recommendation letters for these disadvantaged students. Other than feeling grateful that I have a steady job, I keep telling myself that I must help these students complete their academic study successfully. In addition to assist them in scholarship application, I normally put them in priority when choosing the teaching assistants in my class. Their working attitudes are usually very active and able to complete the work I assigned with high efficiency. They even ask whether there is anything else they can do actively. Moreover, I provide them opportunities to participate in the off-campus competition to expand their vision and absorb experiences. It is less important for their performance and ranks. I truly hope these students continuing working hard on their study and obtain the license of Medical Technologist. I will try my best to help them finding a suitable job after graduation.

Providing guidance to “little partners at the corner” attentively

For students who are not able to get along with the peers and require special care and guidance, I prefer to call them “little partners at the corner” than “outsiders”. These students are our partners. They, however, just lock their heart up. I, as their mentor, am not necessarily able to unlock the door successfully. However, I will never give up. It is not easy to provide guidance to these little partners at the corner. I am nobody to them, and they are not obliged to reveal their inner world to me. Perhaps, they, who have never known how to get along with others in the past twenty years, are afraid of others' peculiar look, or never trust anyone. How am I supposed to obtain their trust within a short time?

Among the students I mentored, one called Little White Bear required special attention. The Little White Bear suffered from moderate anxiety disorder and was the object of high attention at the Counseling and Guidance Section. His parents had very high expectation on him, and it gave him a lot



of stress instead. He always wanted to run away from home. The Little White Bear's mental status in the normal time was sometimes good and sometimes bad. His learning situation was not good, and he felt sorry for himself when getting along with students. Therefore, he sat at the far-end corner in the classroom during class, hid in the place where no one is there and ate alone, and was unable to participate in the group discussion and the experiment operation in the lab. As a result, he dropped the course by the mid of the term. I said to him it was okay, and we would start again when he was ready.

One time, the Little White Bear had an argument with his friend off campus. It even threatened his personal safety. Therefore, it was reported to the military instructor, the police, and the parents to deal with further. Although it was resolved smoothly afterwards, his physical and mental status suffered from a severe blow. Therefore, I continued providing guidance in the methods of getting along with his peers and enhanced his confidence. Several weeks later, he told me that he recovered a lot from his previous mental status and was able to concentrate more on his study. Even though his academic performance was not improved a lot, his physical and mental status was not that worrying. The next year, I arranged him to be the group leader in the same lab course I instructed to give him an opportunity to perform. I also taught him how to blend into the group and enhance the frequency of his communication with the group members. He successfully completed the lab course. Later on, the Little White Bear's learning status also got better and better and was going to carry out his internship at an off-campus hospital. Other than continuing paying attention on these advantaged students' off-campus internship and learning on the job, I also keep close contact with their clinical teachers to avoid any accident. I wish they all have a smooth life in the future.

It's time to spread your wings and fly!

I am happy that when students' learning in the university getting into the next stage. They have to use all the knowledge they learnt in the university to the clinical laboratory practice. Besides, I also encourage students participating in the workplace-based learning to experience the workplace in advance. It will also develop their down-to-earth, hardworking, and



get-to-the-bottom attitudes of doing things so that they will have the professionalism and competence required before entering the workplace in order to enhance their workplace adaptability and employability. Go for it, my students.

Conclusion

I will not set up the standard to imitate the approach taken by any teacher, but remind myself to remember what others failed to do well. I must not make the same mistake. With a heart of teaching attentively, providing guidance as much as possible, setting myself as an example, and having a clear conscience when guiding students, I want to help them grow and develop. I do not want to become a teacher in the level as an internet celebrity or a movie star, but I encourage myself to commit to it quietly in order to become a teacher who earns the respect among students from the bottom of their heart.



NOTE

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COLLEGE OF INDIGENOUS STUDIES

Transformation and guidance experience in
I-Shou as an indigenous teacher
Che-hao Hu Lecturer





TRANSFORMATION AND GUIDANCE EXPERIENCE IN I-SHOU AS AN INDIGENOUS TEACHER

*Che-hao Hu (Valagas Gadeljeman) Lecturer
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In class, I often say to students, “it is important to know a place in depth. The importance is how we can comprehend the relationship between people and environment, between people and land, and between lands through the description of a local place by the indigenous people as well as the methods of recognizing local issues.” All the courses I instruct in Bachelor’s Degree Program for Indigenous Peoples of College of Communication and Design are all compulsory. Most of the course content is helping students understand their identity, knowing the culture in the tribe, and how to apply the knowledge learnt in class to the tribe and to solve the demand in the tribe. Moreover, I personally emphasize a lot on the understanding towards indigenous students. Only by understanding family background, learning motivation, and future plans of the indigenous students, I will be able to provide students guidance for their life and academic study as well as the resources available in each township based on student’s learning situation. According to the statistics done by the university, the total number of indigenous student in the



academic year 2020 was 657 students. 378 of them were in the College of Indigenous Studies and 73 among them were in the program I work with from year one to year four.

In order to fully understand all the indigenous students in the program, I use a special approach, that is, to establish an indigenous meeting house and adopt family system in the College of Indigenous Studies. The establishment of the meeting house and family system is based on the original organizational and educational models used in the indigenous tribes. Through the meeting house and family system that students are familiar with at their native tribes, I can monitor different personal traits of students and their general situation in the daily life as the reference for my guidance and multiple teaching design. Because of this, I have very good relationship with students and often have a chat or have the lunch with students at the meeting house (the classroom of “art performance and exhibition” exclusive to the program). Students also come to my research room and chat with me when they are free. Students usually share what happens in their daily life with me through these occasions and are used to ask my opinions on their future career plans. Because I know their background (economy, family background, ethic features) well, I can provide different advice for different situations. It helps me realize the true meaning of caring and helping each other in the tribe.

Most of my students know the questions that I normally ask: “what are your thoughts for your future?” How will the knowledge you learn from the university help your tribe if you can return to the tribe for work? For students, these are questions that they keep reflecting on all the time. I usually find out students’ thoughts from the activities held in the College of Indigenous Studies. I never ask any student to provide specific answers towards above questions but want them to find out self-value through the “process”; for example, how to contribute personal capability to the activity or how to develop the ability of organization through the activity. I often say to students that they have to participate in the activities hosted in the department and in the college as much as they can so that they can apply the knowledge they learnt in class through the participation of the activity as well as learn how to help each other. In fact, I provide guidance to students very often when they



are hosting any activity. I want to guide them to think about what they can do in the future and even hope the work they are doing can be related to their future career. Specifically speaking, I will inspire student's potentials in the hands-on course. If they encounter any problem, I will assist them thinking about how to deal with it. If any student has the potential to be admitted to the graduate school, I will share with them in my research room for how to prepare the research proposal. For students who are ready to go into the job market after graduation, I keep an eye on their preparation before entering the workplace as well as the current situation of job market.

Cultural identity is very important for the indigenous students in I-Shou University. Other than drawing the distance with students through accompanying, I often share my personal growth experience as an indigenous teacher with students. I help students to obtain sense of achievement from the knowledge through hosting activities and compulsory courses. Other than delivering knowledge, I believe the most important thing for being a mentor is to accompany students who suffer from learning frustration and discrimination during the process of their study. Indigenous students require different methods of guidance when teaching them, and we have to understand their demands from their daily life. Instead of regarding them as problem students, we need to create opportunities for them and provide them a stage to fulfill their talents.





Stand by You
Mentors' inspiring guidance experiences at I-Shou university

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