Daily Journal Entries

May 18th by Jonathan Sarfin

Our first full day in Shanghai was very cool. We had a delicious breakfast with dumplines and coneee, tofu and fried dough and then we went off to our first seminar at Shanghai University. I didn't know exactly what to expect, what the format would be or how formal the conversation was, but we were all very pleased and a little surprised to be engaged in a casual but lively conversation with our 10 counterparts from Shanghai U. It took us a little while to get acclimated, but all of us were very curious and had many questions to ask, not necessarily about politics or economics (although those did come up) but mostly about our lives in general, about our schooling and our thoughts about university. Some of our group was amazed that it only costs 6000 kuai per year to go to such a well-renowned university. On the other hand, Eric and Lynn (two of the Shanghai U students) were similarly shocked that tuition is so expensive in the United States. They expressed this sentiment again at lunch, which I really quite enjoyed. All 20 of us had lunch together, intermingling at tables with our food before us and getting to know each other. The lunch, even more casual than the seminar (for we were not separated by a long table as at the seminar) was probably my favorite part. Unfortunately we had to depart sooner than I would have liked, but it made me happy that we could exchange contact information like email addresses and even WeChat or WhatsApp numbers, and I look forward to staying in contact with my new friends.

We spent the afternoon at the free trade zone in Shanghai, which was also very interesting. The Chinese government, as I understand it, is conducting an experiment of sorts by letting businesses trade without any restriction or much oversight, which seems like quite a departure from what one might expect from China. We saw three "exhibitions" from different countries: Italy, Australia, and Russia, as well as the Factory to Consumer (F2C) wine zone. The exhibitions, which showcased all sorts of different products one could buy from each country, were very artfully constructed and displayed: Russia's sold matryoshka dolls, Australia's sold kangaroo skin rugs, and Italy's had some very expensive clothes from the fashion houses in Milan. The F2C was also very aesthetically pleasing in its construction and full of wine from hundreds of countries. We had a very informative tour and saw lots of very expensive wine (too expensive for me!) but what I thought was most interesting was the idea behind the F2C: it is to combat fraud and counterfeit or inferior wine, which is apparently a problem here. It was a little odd to me that one could not inherently trust the source from which one buys one's products, but I think it is better that the government is attempting to solve the problem rather than ignore it.

In the evening we took the metro into the heart of the city and went to Jing'an temple, which was so beautiful in the cool night air, surrounded by flashing lights and skyscrapers. We spent several hours strolling in the area and watching the people go by, which was so pleasant, and going into stores with brands we recognized and brands we

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Nancy Areglado, Mary Dill

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Journal Keeping Dannelle D. Stevens, Joanne E. Cooper, 2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader's purposes Classroom Assessment for Student Learning Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover Student Writing in the Quantitative Disciplines Patrick Bahls, 2012-03-06 Designing interesting problems and writing assignments is one of the chief tasks of all teachers but it can be especially challenging to translate and apply learning theory good teaching techniques and writing assignments into STEM and other quantitative disciplines Student Writing in the Quantitative Disciplines offers instructors in math based disciplines meaningful approaches to making their coursework richer and more relevant for their students as well as satisfying institutional imperatives for writing curricula This important resource provides instructors with the hands on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students general cognitive and intellectual growth Comprehensive in scope the book includes Ideas for using writing as a means of learning mathematical concepts Illustrative examples of effective writing activities and assignments in a number of different genres Assessment criteria and effective strategies for responding to students writing Examples of ways to help students engage in peer review revision and resubmission of their written work Those of us who spend our lives urging faculty in all disciplines to integrate more writing into their courses have wished for the day when someone like Patrick Bahls would step forward with a book like this one Chris M Anson University Distinguished Professor and director Campus Writing and Speaking Program North Carolina State University Written by a mathematician this readable theoretically sound book describes practical strategies for teachers in the quantitative sciences to assign and

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