"In CETI, I worked in a team in changing locations, a skill that most careers now require."
- Tasha Schoenstein
In 1996 MIT students Jake Seid and Ron Cao established the MIT Computer Education Technology Initiative (CETI) following a trip to China. CETI is now called MIT Access Team China (MIT-ATC) and has five staff. The program has experienced an explosive growth in recent years, recruitments often exceed the capacity to support, and the impact is significant. In January 2014, 2500 students trained and learned Mandarin, and in March 2014, 150 students trained and learned Mandarin in a one-week program.

MIT-ATC, China is now called the MIT China Educational Technology Initiative (CETI), part of the MIT International Science and Engineering Program (ISEP). CETI promotes online access to MIT's course materials. The program promotes academic and educational technology in China and supports China's students and institutions. CETI promotes student teams to work with universities in China on the Internet and introducing basic web design techniques. CETI promotes China's students to work with MIT on sustainable development projects in China. CETI promotes China's students to work with MIT on sustainable development projects in China. CETI promotes China's students to work with MIT on sustainable development projects in China. CETI promotes China's students to work with MIT on sustainable development projects in China. CETI promotes China's students to work with MIT on sustainable development projects in China.

The CETI program has trained over 3000 students, many of whom have become teachers, researchers, and entrepreneurs in China. CETI is proud of its achievements and the impact it has made on China's education and the world. CETI is committed to continuing its work and promoting online access to MIT's course materials for China's students and educators.

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HOW DO YOU APPLY?

Students apply online to CETI by October 31st at http://web.mit.edu/mit-ceti/www.apply.htm. Resume, statement of interest, transcript, and letter of recommendation are required.

HOW MANY APPLICANTS ARE ACCEPTED?

Each year approximately 60 MIT students apply for 18 CETI positions. Those accepted are organized into 6 teams that teach at 2-3 Chinese universities or high schools over the summer.

WHEN AND WHERE DOES CETI TAKE PLACE?

CETI takes place during the summer as workshops or "camps" that extend to 12 universities spanning Xining, Chengdu, Kunming, Yulin, Wahan, Wuxi, Dalian, Fuzhou, Hangzhou, Hong Kong, and Taiwan.

HOW MANY PARTICIPANTS ARE IN THE CAMPS?

Over 1,000 student participants each summer attend these 12 university camps, with each camp having anywhere from 30 to 200 Chinese, Hong Kong, and Taiwanese students.

CETI News

The program occasionally receives inquiries from the U.S. State Department on CETI projects when U.S. government leaders schedule visits to China. In 1998 the U.S. State Department arranged for President Clinton to visit a CETI high school project in Shanghai. The following year, then First Lady Hillary Clinton visited another CETI high school project in Shanghai. Dr. George Atkinson, former Scientific & Technology Adviser to the Secretary of State, Condoleezza Rice, referred to MISTI China at a Washington D.C. conference as “a model U.S. program for educating students in a global economy.”

"101" TIPS

TO MAKE THE MOST OF A SUMMER IN CHINA

Dear New CETIzens,

After returning from our journey to the Wonderland of the East (China!), we have imparted infinite amounts of practical wisdom, a little of which is now shared with you here in what is collectively called the “101 TIPS to Make the Most of a Summer in China.” Here you will find the Funny, the Good, the Bad, the Ugly, and the Not-So-Desirable (among many others). Remember that some advice should be taken with a grain of salt and that all advice should undergo your own filtering! All MISTI students’ China experiences have been truly life-defining, and we hope that with your newfound knowledge, you, too, will become as “China-Street-Smart” as other CETI veterans. With that, we leave you to this reading and sincerely hope you also have a wonderful journey in the Middle Kingdom! Enjoy!

Your CETI-Exec

ceti-exec@mit.edu

Yiping Xing, Alice Wen, Tasha Schoenstein, Emma Nelson, Sally Lin, Harlin Lee, Rex Lam, Dmetri Hayes, Emmanuel Carrodeguas

CETI ORGANIZATION

Each year approximately 10 CETI alumni who interned in China the preceding summer form CETI-Executive and work with the incoming 18 CETI students. In collaboration with MISTI-China program’s managing director, they administer the following:

- Program info sessions
- Design and dissemination of program materials
- Online applications
- Student interviews and acceptance decisions
- Team organization
- Curriculum development adapted to specific schools in China (ice-breakers; course content from MIT OpenCourseWare; cross-cultural topics for English practice; professional training for graduate school applications, resumes, and job interviews)

Following their summers in China, many CETI students take up China industry internships and continue taking Chinese language courses.
101 TIPS
TO MAKE THE MOST OF A SUMMER IN CHINA

Pre-Departure & Packing
1. Schedule a travel health consultation with MIT Medical two months prior to departure
2. Bring your family or MIT medical insurance cards and MISTI provided travel medical insurance policy
3. Pack lightly. Large backpacks rather than suitcases. What clothing you forget to bring, you can buy cheaply in China. Don’t take more than one week’s change of clothes
4. Bring the following: Imodium tablets; sunscreen, your favorite deodorant; band aides; USB drive; bug spray; umbrella to use for rain or for shade; an outlet converter so you can plug your American electronics into Chinese outlets
5. Re-check your plane ticket itinerary and airline’s website for departure times.

Arrival
6. Upon arriving in China, go to airport taxi queue and don’t accept any offers for taxis outside of the queues
7. Don’t need to “go local” immediately upon arrival. It is okay to eat at western fast food restaurants the first few days to help you get acclimated

Transport
8. Best way to travel within China is by train (ruan wo); unless you are in a rush.
   • Overnight trains sell out the day they become available
   • Hard sleepers are cheaper than soft sleepers and offer longer beds
   • Top bunks are cheaper than middle bunks, middle bunks are cheaper than bottom bunks
9. Motorcycles….be careful of exhaust pipe burns on your legs!

Teaching: Adapt to the local environment
10. Be prepared to change your curriculum when you arrive at a new school.
11. Improvise as you learn about your students’ levels.
12. Get to know your students well and learn from them.
13. Be persistent about communicating with host schools before the summer. Some schools might take a while to respond.
14. Don’t be afraid to ask for supplies, materials, or access to labs.

Lifestyle
15. Cell phones, skype, and wáng bā
16. Facebook, Youtube, and Twitter are not so easily accessible. Try using Renren, Youku, and Sina Weibo instead to maintain contact with Chinese friends!
17. Contact CETI-Exec with questions on internet access.
18. To book hotels, do your research on the Internet but call them to book
   • Confirm how long hotels will hold your reservations (how late you can check in)
   • Suggested hotel websites: hotel.qunar.com, ctrip.com
   • We stayed in hostels in Shenzhen, Shanghai, and Beijing which were all part of the Youth Hostel Association – an international hostel organization. To find YHA hostels, look up YHA China

Managing Money & Your Assets
20. ATMs are everywhere.
21. Cash is the preferred method of payment in China
22. Some options of how to manage your money
   • Consider setting up a bank account in China: accessible from any ATMs (no fees), but may be some restrictions for foreigners
   • Set up a Bank of America account: you can withdraw money from any China Construction Bank ATM without paying ATM fees
   • Use traveler’s checks: safer than carrying cash because they can be replaced if lost, but only large bank branches tend to cash them
   • You might want to look into a money belt or some other way to carry your money and passport safely

Shopping
23. When shopping, do not be afraid to bargain, aim for 25% of original offer and only settle for less than 50%
24. Things will be cheaper in China than the U.S., but try not to convert prices back to U.S. dollars and then compare them to prices in the U.S. Instead, think of 1 yuan as 1 dollar, compare that to prices in the U.S.

Did you know....
MIT-CETI offers significantly more training and responsibility than does a traditional MISTI internship. CETI is a year plus long China project management training program. While company internships conclude on the final day at the company during the late summer, more than half of CETI students commit to the program as “Exec,” an 18-month commitment (one year longer on average than regular MISTI internships).

Many of these recommendations from CETI-2011 veteran Brandon Lowe
CETI was started by two graduate students in 1996 to set up Chinese high schools with internet access and teach students basic web design. From 1999 to 2001, curriculums were based heavily on the use of computers and were taught at schools in very urban areas. As students in big cities gained access to an increasing number of technological resources, the CETI executive committee decided CETI needed to take a new approach. The result was a special CETI development team that went to rural towns in China and reached out to students who had little contact with foreigners and technology/ engineering education.

Main Goals of CETI

One main goal of the CETI development team was to visit schools in various provinces throughout the country to better understand the education system as a whole and to find ways to make CETI more useful for Chinese students. Another goal of the CETI development team was to design a curriculum independent of computers and the internet, which included three main non-tech modules: (1) a bridge design competition, (2) English pronunciation, and (3) environmental protection.

From CETI Development Team Report: Summer 2002 by Sal Scaturro, Chang She, and Bob Yin.

The education system in China rarely allows for students to work together, or apply their knowledge of math and science by physically building something.

At each school, ice-breakers were the first activities we used to get the students comfortable working with us and each other. Smaller modules included brief lectures on genetics and fluid mechanics.

1. Bridge design competition: We taught basic engineering design principles and gave the students a chance to work in teams. We gave an introductory lesson on types of bridges, tools, and materials. We had each group brainstorm design ideas, select one all team members agreed on, then build and test over two days.

2. English pronunciation: We gave an hour lecture outlining common pronunciation errors that Chinese students have. We played language games which focused on pronunciation and word association and had students work in groups to develop and perform 3-5 minute skits using only English.

3. Environmental protection: We introduced problems like air pollution and desertification, issues pertinent to China. The lecture was followed by an English-language video about deforestation on the Northern China plains and efforts being taken to help prevent the negative effects due to desertification.

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CETI History: the founding

MIT-CETI’s expansion would not have been possible without a sudden change in direction and vision when a pioneering CETI development team took the program to new heights throughout China. This year, 2014, marks the 12-year anniversary of that pioneering team, formed by Sal Scaturro, Chang She, and Bob Yin.

The concept behind OpenCourseWare is so revolutionary; I am certain that it will change the face of education around the world. It already has begun to do so, as I’ve seen it applied here in Qinghai.”

– Salvatore Scaturro

B.S. 2004, Civil & Environmental Engineering, MIT

2000-2005: 5 time MIT-China Program Intern

For more information on their experiences as MISTI-China students in 2002, please see page 36.
What is MITx?
In summer 2013, MITx student ambassadors were sent to universities in Hong Kong, Taiwan, Qinghai, and Shaanxi to introduce the new MITx/edX initiatives. MITx is an educational initiative determined to provide high-quality online courses to a global audience. The new edX, MITx, and OCW programs have shown great potential to be further developed as part of MISTI China.

Hong Kong Institute of Vocational Education (IVE)
(with Annabeth Gellman, John Chen, & Sally Lin)

What is your overall impression of introducing MITx to IVE in HK?
- In my opinion, Hong Kong is the location where students would be most likely to become involved in edX and possibly enroll in an MITx course due to the students having a greater mastery of the English language and the ease of Internet access there. – Annabeth

What were some of the biggest concerns?
- The students’ biggest concern was the language barrier. – Annabeth
- Another concern was course terminology: many students might have learned similar concepts in secondary schools and at IVE but in Cantonese; thus, they faced initial challenges understanding material presented in English. – John

How can we address these concerns?
- One of the students suggested that the online courseware can include more basic, entry-level classes and related materials to permit international students a better opportunity to understand the terminology the way content is presented on OCW. – John

Where there any unforeseen difficulties?
- I was able to give a presentation on MITx to students from the Hong Kong Institute of Vocational Education in Fo Tan. Unfortunately, the Internet connection at the Fo Tan campus was not consistent that day, and the students were unable to navigate the edX website while we were there so I showed them the MITx platform through screenshots of lecture videos, textbooks, assignments, and exams. – Sally

HKU in Hong Kong (with Sally Lin)

What is your overall impression of introducing MITx at the University of Hong Kong (HKU)?
- Out of all the universities I visited this summer, HKU was the most developed with regards to edX. I met with Professors Ricky Kwok and Iain Doherty, head of the Massive Open Online Courses (MOOCs) at HKU, to discuss the edX initiative at their university. They indicated that they plan to have online courses ready in Fall 2014 and are in the midst of working with professors to create interesting, novel courses that would only be possible using digital technology.

What did the students think?
- An interesting point that came up was that HKU’s main audience for MOOCs is faculty, and the university does not publicize it much to students. We spoke of a possibility for students (potentially future MITx ambassadors) to introduce edX/MITx to other students.

What were some of the biggest concerns?
- Since HKU is a research institute, faculty are concerned that students would not be too interested in online learning and would rather want to spend their time in research. They are also concerned about how the development of online courses will impact universities.
What is your overall impression of introducing MITx to Yuan Ze University (YZU), Taiwan (with Annabeth Gellman and Sally Lin)?

- Overall, there was a good deal of excitement over MITx and edX courses among the YZU students and faculty. I found that the TAs, rather than our YZU campers, were better suited for the program due to their high English comprehension levels. I presented MITx to them and to Professor Ying Li, an MIT alumnus who teaches communications engineering. - Annabeth

What did the students think?

- I met with Professor Ying Li, Dr. Chia-Huang Wang, and Ms. Nai-Ling Lu at YZU to discuss the edX initiative at their university. YZU was not previously involved with edX. However, they expressed great interest in the initiative. Professor Li, an MIT alumnus, was eager to promote MITx both to her students and to other professors as a way to help improve teaching methods. - Sally

What were some of the biggest concerns? How can we address them?

- There was a concern over whether students would be able to balance taking classes during the academic year with taking an MITx class. Professor Li noted that senior year students have fewer required classes and thus would probably be able to handle enrolling in an MITx course. - Annabeth

- When discussing the possibility of YZU joining the edX platform, the three professors expressed concerns about both the cost of creating a course and the language barrier. They believe that there is not much edX traffic in China, Hong Kong, and Taiwan because of bandwidth issues on the mainland and lack of familiarity with English. To address this concern: a possible course YZU could work on would relate to Chinese literature, inspired by a similar course by Peking University (Beijing), which also recently joined edX. The lectures would be in Mandarin. This bilingual course could open the way for more MITx/edX involvement in East Asian countries. - Sally

Qinghai University; Yulin University, Shaanxi (with Annabeth Gellman)

What is your overall impression of introducing MITx to Qinghai University and Yulin University?

Unfortunately, I was unable to introduce MITx/edX at Qinghai University and Yulin University because of bandwidth and internet access issues. Until people in Western China have the ability to access it directly (or, better yet, through a Chinese video hosting service such as YouKu), I do not foresee students in Western China being able to take an MITx class.

Chengdu, Sichuan University (with John Chen)

What are your overall impressions and how did students react when you introduced MITx to Sichuan University?

I showed a sample course on the mechanisms of drug actions. The subsequent question-and-answer session and discussion were very lively, with questions on how students manage coursework, stress and attending classes at MIT.

What were some of the biggest concerns? How can we address them?

- One of their main obstacles was the terminology in the online course materials. Some of the students could make educated guesses on certain words; for others this may be a much larger barrier for an efficient learning process.

- Students suggested including more basic-level classes and resources so that they can follow the coursework more easily.

Where there any unforeseen difficulties?

- One of the students reported having problems watching the online lectures on OCW, possibly due to Internet connection issues or slow connection speed. During my time in mainland China, I also found that certain websites were much easier to access in terms of downloading rate and connection speed. Perhaps in the future, local website links can be used in different regions of the world to take advantage of different downloading rates of websites.
The MISTI-China Experience

“The MISTI-China experience gave me a fresh perspective of the current China. I was surprised by the economic development and city infrastructures, especially in the city of Guangzhou.”
- Weihua Li (2015)

App Inventor Project

“During the summer of 2013, Prof. Hal Abelson, Arun Saigal, and I hosted a mobile phone App Inventor workshop at Sun Yat-sen University. The workshop had over 60 participants, mostly middle school teachers and some high school teachers. The first lecture was a general introduction covering basic and advanced tutorials; the second was project-based where participants presented their projects at the end. Many participants demonstrated strong and excellent projects -- we were amazed. Overall, the workshop went very well.”
- Weihua Li

How has the MISTI-China experience affected you?

“I was planning to pursue a career in the United States before, but after my MISTI-China experience, I plan to become more involved in the MISTI program and obtain more overseas experience. I see many opportunities to use the knowledge acquired from MIT in China and plan to work with both the United States and China.”

MIT-China Educational Technology Initiative

“We are very grateful to MIT for sending a team of students so far from home to teach OpenCourseWare at Qinghai University this summer. It has been an eye-opening experience for our students to interact with American students and observe MIT teaching methods. Since Qinghai University is located in a remote, high altitude region, we face many challenges particularly in areas of environmental and biological engineering and distance education. Our faculty and students have discussed these challenges with the MIT students, and we hope over time that MIT faculty and students will be able to collaborate with us on projects unique to the Tibetan-Qinghai Plateau.

- Yu Hongxian, Director of Teaching, Qinghai University

10 Things To Do When In China

Rule: It didn’t happen unless you come back with photographic evidence!

1. Use Chinese social media (Renren, Youku, etc.)
2. Take high speed trains
3. Get lost in a ‘hutong’
4. Eat ‘xiaolongbao’ in Shanghai (dumplings)
5. Be careful with ‘baijiu’!
6. Bring gifts to your host schools
7. Climb Huangshan
8. Ride a yak in Qinghai
9. Practice your Chinese with taxi drivers
10. Spend an evening at Laoshe Teahouse

“Our students said that they hope the MIT-CETI project can continue year after year so that they have more chances to widen their view and experience different educational technologies and culture. We will improve and perfect our arrangements in the future so that MIT-CETI can come to our school every year and have further interaction between the two universities and students. We definitely believe this program was very successful. We do want to invite an MIT team to visit Kunming University of Science & Technology next summer. Actually, the invitation is not from our college, it is from our students.”

Ji Kaifan, Vice President
Kunming University of Science and Technology
Yunnan Province
Daniel Wang

“The Chinese youth that I met during my CETI trip were completely different from the Chinese of my parents’ generation. Many students consciously tried to embrace western standards instead of adhering to Chinese customs. Even in Qinghai province, our students knew of singers like Taylor Swift and had heard of classic rock songs like ‘We Will Rock You.’”

Alice Wen

Our team had a two-week curriculum that included icebreakers, science and math lectures, English grammar lessons, teamwork activities, and American culture discussions. The first week in Hong Kong taught me to adjust our curriculum to accommodate our students. Although our students were shy at first, they opened up very quickly, gave us a tour of the most famous places in the city, and took us out to karaoke. They gave us feedback which helped transform our class from an ambitious and severe summer school to a more fun, less stressful summer camp.

In Taiwan, we had relatively formal classes of 50 students each. Because the students came in a variety of ages and educational backgrounds, we developed a mixed curriculum. We had little chance to socialize with all our students but became close with our TA’s, who all studied at YZU and volunteered to help show us around Taipei on weekends and set up wireless internet around our dorms - they even gave us care packages.”

By the time I left Taiwan for Qinghai, I had gained a lot more confidence in my ability to navigate through Asia. Like in Taiwan, the Qinghai school administrators wanted us to lecture, so our relationship with our students was again rather formal. We spent more of our free time with the program coordinator, who took us to Kumbum Monastery (called Ta’ersi in Mandarin)—a Tibetan temple located on the cliff of a mountain—and Qinghai Lake. We also contacted an MIT graduate who was teaching in Xining, and she took us out to tour the city.

After we left Qinghai, we spent our last two weeks of CETI in Yulin, a prefecture-level city in the Shaanbei region of Shaanxi province. This was the most difficult teaching job of the four places we visited: the program coordinators designated each team member to teach an individual class for the entirety of the two-week program. We had five-hour teaching days, and although we had a lot of teaching materials from the last five weeks, I still had to write new lectures and brainstorm more class activities to cover the extra time that I had to teach alone. For my afternoon class, I chose to teach English majors at Yulin University. It turned out that the Yulin students loved to hear about life at MIT. In place of assignments and formal lessons in the afternoons, we would chat about these topics or play games like Taboo and Pictionary.

The CETI program definitely helped me understand Chinese culture better. Although I was raised in a Chinese-American family, I had a very narrow view of China, having only visited Chengdu and tier-one cities like Shanghai and Beijing. CETI allowed me to travel to places that I had never heard of before—Qinghai and Shaanxi—as well as places that I had always wanted to visit but never had a chance—Hong Kong and Taiwan—and as a result, I realized that even within the regions of the world heavily influenced by Chinese culture, there are subtle differences. Someday, I hope to revisit China.

Annabeth Gellman

In my MISTI-CETI team, Daniel, a math major, taught numerous lectures on problem solving techniques; these challenged our students to think outside of the box. Alice, a brain and cognitive science student, gave lectures introducing psychology as well as Greek mythology, an interest of hers. As a civil engineer, I focused on civil engineering and business skills.

Teaching an introductory civil engineering lecture in Taiwan
and rotated between the classes each morning. I taught a group of 17 high school and college students. We did a range of listening, reading, writing, and speaking activities. The most successful was a “teach me” activity I did towards the end where each student had to teach the rest of the class something. I particularly enjoyed this activity because I learned a lot about my students’ hobbies and interests, as well as aspects of Chinese culture and history. At the end of the two weeks, I witnessed both my students’ English and confidence levels increase.

This past June I completed my undergraduate career at MIT. CETI was the ideal way to spend my summer. I was exposed to different attitudes, customs, and foods. For example, at the house of one of our hosts in Yulin, I watched my host use a traditional tea set to prepare our drink for the evening. I had never before seen so many steps taken to prepare a cup of tea! I developed a sense of respect for the lifestyles of my students and hosts.

We began the program teaching at the Hong Kong Institute of Vocational Education (IVE). Our team spent two weeks teaching 16 college-aged students, with majors ranging from architecture to civil engineering to urban planning. For the most part they were there to achieve a mastery of the English language. For this reason, we catered our lessons to include activities that forced them to make presentations in English. Debates, impromptu presentations, and storyboard activities were the most successful.

From Taiwan we flew to mainland China. We began our mainland teaching experience outside of Xining, where we taught at Qinghai University for a week. Approximately 30 college-aged students attended our camp there. The English level of the students there was significantly lower, and they came to the camp to gain listening practice, so our team gave a lot of presentations and spoke slowly. By the end of the week, they were more confident and were able to make final presentations in front of their peers.

We concluded our CETI experience by spending two weeks at Yulin University. We had approximately 45 students who were middle school, high school and college aged. The students had a range of English abilities and were split into three classes. As a result, our teaching experience in Yulin was different logistically, as my team members and I taught individually.
Our teaching materials and schedule for MY CAMP are available on http://mityzcamp.wordpress.com. Feel free to reuse or remix our materials.

General Info

Because we had to fill in one of our original teammates slots, we started out very busy. As we saw what worked and didn’t, by the time we reached our last two weeks in Taiwan, we were able to plan the schedule entirely beforehand.

Lesson Objectives/Topics

Not all objectives were covered for all camps - in general, we went for breadth rather than depth.

- Culture exchange
- Understanding the differences between US and Taiwan/Hong Kong culture, and being able to compare them in a presentation or conversation.
- Having a basic knowledge of American food, geography, history, holidays, education, etc.
- Understanding some American songs!
- English communication
- Communicating better in English (learn more vocabulary and grammar, and talk more fluently), especially on common topics.
- Being able to make/take apart a debate.
- Math
- Knowing how to approach an unfamiliar math problem/puzzle; developing a toolbox of problem-solving strategies.
- Understanding how mathematics helps in communication technologies.
- Finding your direction
- Being better prepared to answer the questions who am I, why am I here, and what am I good at.
- Making a portfolio/web site on what you’ve done and where you’re going.
- Job skills: being able to apply for a job or school in the US.

HONG KONG

In Hong Kong, we started with an icebreaker and taught two sessions each in the morning and afternoon. As some students were unable to attend each session, there were some challenges in teaching lessons that depended on prior classes. Also, many students were only fluent in Cantonese which meant we had to rely on some students to act as interpreters and could not follow student discussions. Advice: talk to the organizers about the expectations for student attendance and work your lessons around it if necessary.

YUAN ZE U., TAIWAN

The first day, we gave students index cards and, to better understand who they were, had them: 1. Write their names. 2. Write what they wanted to do in the future. 3. Write what they wanted to get out of the camp. 4. Draw a picture of themselves. We also asked students to write a personal story for homework. The stories were a joy to read: some were amusing and others were touching. Communication was easier in Taiwan, as we could use Mandarin if the students didn’t understand English (they were pleasantly surprised that they could talk to us in Chinese), and TAs were on hand to help translate difficult terms.

Schedule & Activities

Our schedule below shows our activities for the last camp. Except for a few sessions where we switched teachers, we taught the blue sessions while Harlin, Rachel, and Steven taught the green sessions. We found that interactive activities worked the best.

<table>
<thead>
<tr>
<th>Time/Date</th>
<th>15-Jul</th>
<th>16-Jul</th>
<th>17-Jul</th>
<th>18-Jul</th>
<th>19-Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9:00-10:20 (80 minutes)</td>
<td>Opening Ceremony Welcome Party</td>
<td>Math: Problem Solving</td>
<td>Information Theory: Telegraph</td>
<td>Math Games</td>
<td>Jigsaw Activity, Debate 2</td>
</tr>
<tr>
<td>10:40-12:00 (80 minutes)</td>
<td>Introduction, Ice Breakers, and Skits</td>
<td>Popular Culture and Alternative Culture</td>
<td>Python</td>
<td>Circuits</td>
<td>Acoustics</td>
</tr>
<tr>
<td>12:00-13:20 (80 minutes)</td>
<td>Introduction, Lesson, Overview</td>
<td>Math: Problem Solving</td>
<td>Information Theory: Telegraph</td>
<td>Math Games</td>
<td>Jigsaw Activity, Debate 2</td>
</tr>
<tr>
<td>1:20-3:20 (70 minutes)</td>
<td>MIT Culture</td>
<td>Linguistics</td>
<td>Acoustics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-5:00 (70 minutes)</td>
<td>MIT Stories</td>
<td>Lifelong Learning</td>
<td>Creative Writing</td>
<td>Acoustics</td>
<td></td>
</tr>
<tr>
<td>5:00-6:00 (70 minutes)</td>
<td>Identity</td>
<td>Linguistics</td>
<td>Product design, Debate 1</td>
<td>Food, Holiday, Karaoke</td>
<td></td>
</tr>
<tr>
<td>7:00-7:30 (70 minutes)</td>
<td>Comparison of US and Taiwan culture</td>
<td>Lifelong Learning</td>
<td>YZU: Gyro Painting and Game</td>
<td>Creative Writing</td>
<td>Acoustics</td>
</tr>
<tr>
<td>7:30-8:00 (70 minutes)</td>
<td>Show and Tell</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9:00-10:20 (60 minutes)</td>
<td>Oobleck and Egg Drop</td>
<td>Probability</td>
<td>Bridge Building</td>
<td>Biology &amp; signals and systems</td>
<td>Jeopardy and Games</td>
</tr>
<tr>
<td>10:30-11:30 (60 minutes)</td>
<td>Game Design</td>
<td>Portfolio, grad school</td>
<td>Game Theory</td>
<td>Sorting</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>12:00-13:00 (60 minutes)</td>
<td>Oobleck and Egg Drop</td>
<td>Probability</td>
<td>Bridge Building</td>
<td>Biology &amp; signals and systems</td>
<td>Jeopardy and Games</td>
</tr>
<tr>
<td>13:00-14:00 (60 minutes)</td>
<td>Game Design</td>
<td>Portfolio, grad school</td>
<td>Game Theory</td>
<td>Sorting</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>1:20-2:30 (70 minutes)</td>
<td>Python 2</td>
<td>Search</td>
<td>Debate</td>
<td>Field day: puzzle hunt, dodgeball, water balloon toss, capture the flag, flag football</td>
<td></td>
</tr>
<tr>
<td>2:50-4:00 (70 minutes)</td>
<td>Number Theory</td>
<td>Game Design</td>
<td>Debate</td>
<td>Closing Ceremony and Presentation</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Team 2

Learning from Students

Students in Hong Kong and especially Taiwan spend more time in school than U.S. students: in Taiwan, school goes until 5pm and nearly everyone takes revision classes/cram school (補習班). I thought this would make students less clear about what they want to do in the future—as they did not have the freedom to explore like American students have—but they had very definite dreams too, as I learned from the personal stories they wrote. For many students, this was just one of several camps they were participating in for the summer. There seem to be camps for everything—for being a teacher, a doctor, etc.: the camps give students an opportunity to learn what they wouldn't learn in school.

I tried to learn different dialects and learned from one student to improve at a foreign language by continuously talking when responding to a question. Students in Hong Kong gave a presentation on their Internet, pop culture, and popular Hong Kong movies. In Taiwan, we loved the student’s final performances (acting, singing, dancing). They were very creative and made us wonder: how could we have brought more of that energy into the classroom?

In Hong Kong, on Sun. 6/23 some students took us to Changzhou (長洲), an island about 45 minutes away from Hong Kong, where we rented bicycles and went through a pirate cave. On Tuesday 6/25, the organizers planned a trip to The Summit. We went to Mang Kok (the night market) several times. The organizers took us out to dim sum many times. Not too much dim sum is vegetarian, but I found some good vegetarian restaurants in the area.

In Taiwan the TA and organizers took us to many yummy local places; on the first day they gave us a warm welcome at a hot pot buffet. We went to Hsinpeng Night Market where I tried stinky tofu, fried mushrooms, sweet potatoes, and shaved ice. During the weekend we went to Taipei and visited the Shida Night Market, the Chiang-Kai Shek Memorial, and Tamshui. A group of students even took us golfing.

Advice to future CETI teachers

• Teaching isn’t just about what happens during class time and what’s related to the curriculum—it’s also about developing personal relationships with students. Get to know them!
• Try to plan beforehand but make the material covered and schedule flexible. You can also tell the TAs how they can help, making your job easier.
• You have more to teach than you might think: Teach the perspective from your field (e.g., problem-solving strategies for math; have them experience the engineering design process by building a bridge) and various soft skills (e.g., how to make an argument, give an elevator pitch or presentation). Think about what would be useful to the students: for example, applying to US schools.
• Especially with American culture, it’s often hard to teach what “canonical” American culture is (especially if you’re lived too long in an MIT bubble)—because there isn’t a “canonical” culture. Just teach from the specific angle that you know! Often things you take for granted will surprise the students (and vice versa).
• Tell stories! Harry told some stories about his friends at MIT, and the students liked it.
• Think about teaching less as filling up time with a set content, but rather as creating a context for interaction. Ask yourself about your teaching plan: am I giving the students an opportunity to do something unique and to teach me? The best activities are when students have an opportunity to express themselves and to teach the teachers! Good examples include having them present their culture/history in English (after giving the analogous presentation on the US), the TED jigsaw, and game design activity.
• Establish ground rules at the beginning. There’s no need to be creative with rules; the important thing is that they work. For instance, tell your students that when you tap on the table and raise your hand, then everyone else should be quiet, look front, and raise their hands as well.
• Have a collection of icebreakers/English games (Big Wind Blows, Taboo, Charades, Telephone, Survival activity, Wa, etc.), useful if you find yourself needing to fill a little time.
• Make sure you have examples for what you teach—my lessons on “lifelong learning” and creative writing didn’t work very well because I didn’t provide examples of what I expected.
• Differentiation: have harder activities for students who finish early.
• Keep track of time to make sure classes don’t run over. (Write down your planned and actual times if you have to.)
• Make a big effort to get all students to participate, especially those who are shy. Students wrote on the feedback form that they wanted us to “force” them to participate more. You have to be persistent if you want them to get better at English. Annabeth started a point system; still, we had to constantly encourage participation.
I. Kunming University of Science and Technology, Oxbridge College (昆明理工大学大学院，昆明，云南)

Steven Keyes, Rachel Wang, Harlin Lee

"CETI was an incredible experience... It was inspiring to see them so excited to practice their English and learn about America. One of the students said that before meeting us, he wouldn’t have thought that going to America was a possible reality." - Rachel

We were initially anxious about teaching college students in all three of our schools because, of our team, two were freshmen and one was a sophomore, but it turned out working with college students was really rewarding" - Steven

“CETI has also taught me a lot about teaching: how much I enjoy it, and how difficult it is....Through CETI, I learned how much I need to grow as a teacher. And not surprisingly, it has also taught me to be a better student.” - Harlin

II. Southwestern University of Finance and Economics (西南财经大学) Chengdu, Sichuan Province, China June 6 – 13, 2013

July 6—29, 2013
6/17 MIT Culture and Icebreakers
6/18 Chinese and English language differences
6/19 Physics & Egg Drop
6/20 Chemistry & Experiments (oolieck, acid-base cabbage experiment)
6/24 Bridge Building & Game Theory
6/25 Python

6/20 Circuits, Debate
6/22 Acoustics, Food, Holiday, Karaoke
6/24 Bridge building, Debate
7/23 Probability, Search(computer science)
7/24 Bridge building, Debate
7/25 Biology
7/26 Jeopardy

Before arriving, our main contact was Alice Yuan. We taught a different class from the EECS Department every day, ranging from about 10-15 students. We stayed in spacious rooms in the girls’ dormitories. They gave us 100 RMB meal cards and we usually ate in one of the school’s five cafeterias. On weekends, we visited famous Kunming attractions, including the Stone Forest, Western Hills, Golden Palace, Minorities Village, downtown, and Foreigner’s Street. We also visited Dali Ancient City, ate a lot of street food, and went to Naxi Jun in Lijiang. From Lijiang Ke Yun Bus Station, we rode the bus to Quotou (30元 per person) to explore the Tiger Leaping Gorge (虎跳峡).

II. Kunming University of Science and Technology, Oxbridge College (昆明理工大学大学院，昆明，云南)

Our main contact before arriving was Ariel. The CETI camp is run by a group of students at SWUFE (a city about one hour outside of Chengdu). We stayed for one week in a hotel near campus. Though we were too busy and it rained too much to do much exploring, we went downtown on Tuesday and went to karaoke and hotpot on Saturday before leaving.

III. Yuan Ze University (元智大學)

Taoyuan, Taiwan July 15—27, 2013

During the summer, we mainly contacted Tammy who has been organizing the MIT-YZU CAMP for many years. We met with Tammy a few times but would often contact TAs if we needed anything -- a group of 16 Yuan Ze students who helped us with whatever we needed. MIT-YZU Cooperative Program (MYCAMP) is incredibly well-organized. We taught in the second session -- two classes of about 40-50 students. The students ranged from freshman to senior year and came from all majors. Many studied communications engineering or business. Their English ranged from okay to great. Since there were two CETI groups, we took turns teaching and taught each class twice (once to Class A and immediately after to Class B). We had two 80 minute classes in the morning (9:00-10:20 and 10:40-12:00), and two 70 minute classes in the afternoon (1:20-2:30 and 2:50-4:00).

We taught a variety of subjects, from math and science to English and American culture. We also taught the students some sports (ultimate frisbee, dodgeball, capture the flag) and offered puzzles. The students probably would have enjoyed more sports time scattered throughout the week.
We stayed in the dormitories and were provided with spending money for the two weeks we were there, and it was plenty. A lunch box was provided every day, and we would pay for breakfast (although the TAs would buy it). For dinner, we often went to nearby restaurants or into town, or we ordered in.

Rachel Wang

CETI was an incredible experience -- the students and people we met over the six weeks made our trip extremely memorable. At first, I thought that the students would be very different from us since the culture they grew up in was so different; however, I found that they had many of the same interests.

At least in Yunnan and Sichuan, some of the biggest cultural differences I noticed were in the educational system and quality of life. We could buy most of our meals for a few dollars (when converted to US dollars) and street foods were sold for less than a dollar. Overall, the dorms, public restrooms, and most places were quite clean. An oddity we found was that while fast food restaurants were the "bottom" of our food culture, they were actually pretty "high" in China -- fast food restaurants are the "bottom" of our food culture, whereas a lot of our meals for a few dollars (when converted to US dollars) and street foods were sold for less than a dollar. An oddity we found was that while fast food restaurants were the "bottom" of our food culture, they were actually pretty "high" in China -- fast food restaurants were the "bottom" of our food culture, whereas a lot of our meals for a few dollars (when converted to US dollars) and street foods were sold for less than a dollar. Over time, the dorms, public restrooms, and most places were quite clean. An oddity we found was that while fast food restaurants were the "bottom" of our food culture, they were actually pretty "high" in China -- fast food restaurants were the "bottom" of our food culture, whereas a lot of our meals for a few dollars (when converted to US dollars) and street foods were sold for less than a dollar.

Steven Keyes

I really liked the opportunity to visit China and Taiwan through the MIT-CETI program. CETI is better than other MISTI programs because rather than living in one city and working for the entirety of the summer in one place, I got to travel to and work in several cities. Moreover, the students at each place were great hosts and were excited to show us touristy things during our stay. We were initially anxious about teaching college students in all three of our schools because, of our technical jargon from many of our presentations. One presentation that worked out well was our Introduction to Linguistics presentation, which was taught through the theme of Chinese vs English. For each linguistic term, we introduced both the Chinese and English word. Moreover, this presentation was interactive because we provided examples of linguistic phenomena in both English and Chinese (e.g., the existence of tone sandhi in Chinese), but we prompted the students to say examples themselves and come up with more in both languages.

Harlin Lee

Since I have grown up in Korea and the Philippines, I thought I was quite "fluent" in Chinese culture. I had been to China and Taiwan a couple times, I learned hanzi in elementary school, and I was taught to respect elders. I can even eat chicken feet like it's corn chips. So when I decided to join CETI, I did not think I would go through anything remotely close to a culture shock in China. "That's for Americans who've never been to Asia," I thought. However, travelling around and interacting with actual Chinese college students turned out to be a completely different experience from family vacations in tourist cities. Talking to students my age in the classroom, out in a grass field, or in a hotpot restaurant, we learned a lot about their lives; the different college application systems, the lounge-less dorm culture, academics (their schedules are impossible to survive without lunch naps), how those in mainland have to take a class on Marxism before graduating college, karaoke nights, scooters, the list goes on. Our team was very lucky to have experienced schools in different environments, both in the rural (Kunming) and urban (Chengdu) area.

In Kunming, neither the students nor the teachers spoke very fluent English, so we had no choice but to speak Chinese. In other places, Chinglish became my main form of communication. I used Chinese vocab and there, something like: "zhèn de? ah, it's so ma fan!" Now after 6 weeks of struggling through the country with broken Chinese, I am considering picking up the language again at MIT.
Kong. I felt as though being with my parents caused me to have a much more touristy experience of Shang-hai and Hong Kong. While I was with my teammates, on the other hand, my experience of China and its culture felt much more genuine; I didn't feel as though I was only seeing the polished version that the tourists are supposed to see. I saw much more of the “real” China, partly due to the fact that while I was participating in CETI, I interacted with Chinese people in a much more extended way: instead of only interacting with the people through commercial exchanges, I had become a friend and teacher to Chinese students. Doing so allowed me to see deeper into the core of Chinese culture.

Working abroad this summer also helped me to learn things about myself. Even though I already knew that I could be independent, being in a foreign country, forced to communicate on my own when I was without teammates in a language other my first language, showed me that I was stronger than I expected. Understanding this about myself will help me to better speak up for my needs and goals while at MIT; if I can do this in Chinese, I can do this in English!

Through CETI, I have gained important insight into myself and the world I live in. Additionally, I got to see fascinating and beautiful places that I might never have gotten a chance to visit without the connections I made through this program. Ultimately, CETI has immensely enriched my college experience by giving me access to unique opportunities in one of the most important and interesting countries in the world.

Dmetri Hayes

I would have gone to China through MISTI had it not been for something Sean said: “You’ll be able to see more of China through CETI,” Mr. Gilbert said nonchalantly, although with a twinkle in his eye. He grinned, adding, “And the application for CETI is due this evening.” It was Halloween- what a trick that was!

My trip to China was precipitated by a desire to seek out something different. I wanted to taste a new culture. My ancestors had surrendered theirs to the melting pot, leaving me with less of a cultural identity than a personal one. A truly new culture would be in a new country. After a year and a half of Mandarin studies, my first international destination was set: China. I felt the stirrings of that old fire - it hungered for China, with its long history of dynasties, cultural upheaval and distinctly Eastern characteristics.

As the months passed, my desire for something different honed in. It changed from a lumbering wildfire to a pinpointed laser, which burned three holes in the map: Xi’an, Guangzhou and Fuzhou. The fire chose these, citing the thousands of miles distance as its key reason. Eventually volition made way to reality, and by mid-June I found myself in China.

One difference loomed immediately: competition. It was the middle of the summer when I arrived in Xi’an, but it was no vacation for the teachers. The ones we saw were under a great deal of pressure. Their behavior reflected the fear that competitor high schools would become academically superior if their own school lagged at all. In Guangzhou our English teacher, who often functioned as a translator, was too busy to attend outings with us. I couldn’t even imagine how overwhelming his work must have been in the regular school year.

The haunting specter of competition was the economic reality of overpopulation and few desirable jobs. Our meetings with the administrators there, consequently, were serious. We needed to entice the students into staying at their high school and introduce only interesting lessons and activities. The middle school students at Guangzhou were more carefree. The university students at Fuzhou represented a class of “post-college examination” students. They were less stressed than the others, having already taken the exam, but competition still awaited them after graduation, as one student noted. “They told us that once we got into the university, we wouldn’t have to worry anymore, that we wouldn’t have to work as hard as in high school!” He turned to us, looking a little sad, “But that’s a lie.”

Working in China helped me realize that I want to teach college students - not middle or high school students. This is very important because I have considered becoming a teacher, and CETI helped me to avoid making career decisions that I would ultimately be unhappy with.

Additionally, unlike working in the U.S., working in China allowed me to experience how another culture operates in the workplace. For example, in Xi’an, the teachers were constantly under immense pressure and sometimes forced to change their plans at a moment’s notice. Compared to these Chinese teachers, American teachers have much less pressure and much more stability. Seeing these differences has given me a greater appreciation for workplace expectations in the United States.

Working in China helped me improve certain interpersonal and communicative skills more than working in the U.S. could have done. By interacting with new superiors regularly, I practiced being able to work well with a boss. Additionally, by frequently changing locations, I learned how to make new friends and connections. If I had stayed at MIT or gone home, I would have had significantly fewer opportunities to meet new people. Furthermore, CETI gave me the opportunity to practice working in a team to successfully complete a task, a skill that most careers require.

Visiting China as a part of a CETI team was a very special experience. I was able to experience China in a way that typical tourists cannot. After going to Xi’an, Guangzhou, and Fuzhou with my CETI teammates, I met up with my parents to visit Shanghai and Hong Kong. I felt as though being with my parents caused me to have a much more touristy experience of Shang-hai and Hong Kong. While I was with my teammates, on the other hand, my experience of China and its culture felt much more genuine; I didn’t feel as though I was only seeing the polished version that the tourists are supposed to see. I saw much more of the “real” China, partly due to the fact that while I was participating in CETI, I interacted with Chinese people in a much more extended way: instead of only interacting with the people through commercial exchanges, I had become a friend and teacher to Chinese students. Doing so allowed me to see deeper into the core of Chinese culture.

Tasha Schoenstein

My decision to spend my first college summer in China was a perfect decision. I experienced a new country and culture, while also learning things about myself. Of course I saw the significant historical tourist attractions, but I also visited mountains and beautiful scenic locations in both Xi’an and Guangzhou that are not part of the typical tourist itinerary. I saw the cities of Guangzhou and Fuzhou, which gave me a more complete view of modern China.

Working abroad this summer also helped me to learn things about myself. Even though I already knew that I could be independent, being in a foreign country, forced to communicate on my own when I was without teammates in a language other my first language, showed me that I was stronger than I expected. Understanding this about myself will help me to better speak up for my needs and goals while at MIT; if I can do this in Chinese, I can do this in English!

Working in China helped me realize that I want to teach college students - not middle or high school students. This is very important because I have considered becoming a teacher, and CETI helped me to avoid making career decisions that I would ultimately be unhappy with.
math knowledge, the students would again play the game and try to discover the most elegant strategy. I hoped to engender creativity in the students by letting them learn as much on their own as possible.

Some students said of my lessons that they “learned a new way of thinking from [my] way of teaching.” In my school in California, teachers had always given me the opportunity to explore on my own the intricacies of whatever I was learning. In fact, I often took it for granted. It was enlightening to see students thanking me “for helping [them] experience the fun of exploring.” With all Chinese students pushed toward studying for the Gaokao, they are not encouraged to think about things their own way; rather, they must learn everything the way it will be tested on them. CETI gave me the opportunity to see what education in China was like. Furthermore, I feel like I have made a significant impact on the students I had the chance to meet in China. Hearing that my lessons were like “an amazing journey full of excitement and happiness” made me even more passionate in what I was teaching.

Being able to communicate in Chinese was also especially helpful at times. Guangzhou’s CETI coordinator was not fluent in English, so being able to use Mandarin to communicate with him was essential to our CETI team. Also, I would use Chinese to describe some math-related vocabulary that the students would not have learned in English. Some important words were the Chinese for odd and even, “the golden ratio, ” and “binary.”

In Guangzhou, we were told a television station would be doing a skit that included a parody of our Guangzhou CETI coordinator, which he ended up enjoying.

The experience I had with CETI gave me a lot more confidence in myself, and was a great experience. I met a lot of nice people, and have no regrets signing up for CETI.

Daryl Neubieser

The primary reason I chose my topic of game theory was to appeal to younger students. In the summer, I felt that the students would not appreciate long lectures, so I tried to incorporate as much competition and as many activities in my curriculum as possible.

Every lesson would begin with explaining the game of the day. Tasha, Dmetri, and I would then turn the students loose, encouraging them to play the game with their peers. The students engaged in friendly competition, and we asked the students questions about how they might discover the optimal strategy for the game.

Then, I would call the class together to discuss what they had learned in their exploration of the game. After sharing certain students’ empirical analysis with the whole class, I would introduce a mathematical concept like an invariant, induction, etc. Armed with this new
Zhaoguan Middle School (Jiangsu Province)

“As we walked through the gate, we were met by bright lights and saw students sitting silently over their books, studying late into the night. Most of them came from farming families that worked in rice paddies and cornfields. This work ethic was apparent in the way they handled all challenges. Their enthusiasm fueled us.”

Anxian Middle School (Sichuan Province)

“Despite the intense pressures faced by Chinese middle school students, the students in our classes at Anxian were cheerful, positive-thinking children, who surprised us with their enthusiasm from the very beginning. They warmly welcomed us into [their] “extended family” and introduced us to regional delicacies such as fiery hot-pot eaten over a raging flame. We were able to talk individually to almost all 80 students. Each one of them left a lasting impression on us.”

“We did not have to break the ice with our students at Anxian. It had melted before we got there.”

CETI iLabs 2012

Dalian University of Technology

Phitchaya (Mangpo) Phothilimthana, 2012
Louis DeScioli, 2014
Julian Yuen, 2012

Mangpo, Louis, and Julian — all EECS majors — taught 57 third year students at Dalian University of Technology. Their course was divided into three components which included the following topics: (1) Technical Lectures - intro to Python programming, entrepreneurship, etc.; (2) Soft-skill lectures - how to present; how to prepare for an interview; and (3) Cultural lectures - in America and at MIT; applying and what to expect for studying abroad.

DUT iLab Team

Mangpo lecturing on Game & Graph Theory

Daniel Mokhtari (2014), William Doenlen (2012), and Diana Zhu (2012) explored Kunming, Chengdu, and Xining, China

Kunming University of Science and Technology (Kunming), Oxbridge College

“During the Dragon Boat Festival, students taught us how to make zongzi (粽子).”

Southwestern University of Finance and Economics (Chengdu)

“Charles greeted us when we arrived at SWUFE. We taught each day from 9-11 AM and from 2-4 PM with a fun cultural activity at 7 PM.”

A Village School (贵州村小)

Will met Yu Xiao who worked for an NGO that seeks to educate underprivileged children in surrounding provinces. Will taught about 40 students (ages 10-14) for four days. Most students did not speak English very well but were very eager and well-behaved. A chemistry experiment included making homemade ice cream. Will highly recommends sending future CETI teachers to this NGO.

Qinghai University (Xining)

The first-year students’ English levels ranged from very poor to mid-range, so we had to readjust our lectures based on what they could understand and how much we could translate. We spent time playing language games and watching English versions of Aladdin, YouTube videos, and the Olympics.

“Our basic engineering project--to build match-stick bridges with teams of students--turned into an unforgettable experience defined by teamwork and cross-cultural communication.”

- Bob Yin

Phitchaya (Mangpo) Phothilimthana (Mangpo) Phothilimthana, 2012
Louis DeScioli, 2014
Julian Yuen, 2012
Juliann Shih (2014), Sally Lin (2015), and Cynthia Wang (2012) explored Hong Kong, Taiwan, and Chengdu.

Hong Kong Institute of Vocational Education
- Lessons taught on Management (Sally), Finance (Juliann), and interviewing techniques (Cynthia)
- Taught from 10AM to 4:30 PM
- Two weeks ended with a miniature “final project” of writing a business proposal
- Went out to eat every night; toured on weekends

Yuan Ze University (MY Camp), Taiwan
- “MY Camp is honestly one of the best experiences of my life.”
- “The students and TAs definitely made a positive impact on my life”
- Taught Game Theory (Sally); Economics, Math, and Biology (Rex & Juliann)
- 220 students - by far the busiest!
- Taught two lectures at 9 AM, lunch, one lecture, computer lab until 5:30 PM, dinner, night activities at 7 PM, dessert at 9:30 PM.

Sichuan University, Chengdu
- Taught Management with Marketing focus (Sally); Biology, Spanish (Will); Economics (Rex)
- 10-15 students due to late advertising
- Spent the most time with these students of the three schools; students showed CETI students tourist sites
- Visited the Panda Research Facility

HOST SCHOOL TESTIMONIAL
“The MIT-China Program at Tsinghua University was really successful this summer. The MIT students, Chang She, Shiling Seow, and Vanessa Hsu-Chen, worked very hard and received the respect and friendship both from the faculty members and the students here. In all, we are glad to see the good beginning of our cooperation. For later communication, we want to learn more details about the relationship between different MIT courses. Maybe we can try other courses that follow 6.001 (better in C++ or Java) and courses on system structure. We also want to learn more about iCampus.”

Letter from Tsinghua University, Department of Computer Science & Technology, Beijing

“We were treated like rock stars. It’s the closest most of us will come to being famous. I learned a lot about China, my teammates, teaching and cultural exchange; and I learned a lot about myself.”

Gil Patrice Zamfirescu-Pereira

“This program was everything I had hoped it would be--My only disappointment was that I only participated in CETI after my senior year, meaning I won’t have another chance to take part in this amazing program!”

-Vibin Kundukulam, B.S. Mechanical Engineering

Sean Liu, Department of Electrical Engineering & Computer Science, MIT 2010

“My CETI experience was unforgettable. The CETI experience required all the skills I had available. I think most importantly, it was the students that made the experience truly unforgettable. David and Wang Wei created a multi-touch screen as a 10-day project. The final product was fully functional and extremely fun to use. I was able to take a trip around China visiting Shanghai, Suzhou, Nanjing, Xian, Dunhuang, Fuzhou, and Macau. Together, along with my CETI internship at Dalian and Hangzhou, it made for one of the best summers. Ever.”

-Vibin Kundukulam, B.S. Mechanical Engineering

Sean Liu, Department of Electrical Engineering & Computer Science, MIT 2010
“The CETI 2002 Development Team marked a transition and expansion of MIT activities in China. In spring 2002, I worked with Sal Scaturro, Chang She, and Bob Yin to form a “CETI Development Team” that expanded CETI’s outreach from mainly large east coast cities to inland and western regions of China. Starting in 2004, OpenCourseWare (OCW) was introduced to universities across China, Hong Kong, and Taiwan. That same year Sal left MIT for one year to implement OCW activities at Qinghai University in Xining.

Today Sal is a water engineer in Australia; Chang is a financial analyst in Connecticut; and Bob is a pediatrician in New York City. All very different individuals and lives, but they each shared a pioneering China experience together as 20 year olds—binding them in some respects for life.”  
- Sean Gilbert, MISTI-China Managing Director

Before & (12 years) After

Chang She | EECS, 2005

“I could not have asked for better teammates (for the CETI 2002 Development Team). After spending 5 years in quantitative finance, I recently took the dive into entrepreneurship and co-founded a financial analytics software company called Lambda Foundry. While my plans for a startup career in China are currently on-hold, I’m always watching the financial markets in China with a keen interest...”

Salvatore Scaturro | Civil & Env. Engineering, 2004

Sal has called Australia home for the past five years and has recently obtained citizenship there. As a Water Engineer at Parsons Brinckerhoff in Sydney, Sal has had the opportunity to work on several major infrastructure projects, like the Victorian Desalination Project. Sal’s work experiences have recently inspired him to re-enter the academic world – he is now also a part-time PhD student at the University of New South Wales.

Xiaomin Mou | BS EE ’00, PhD HST ’06

CETI Xi’an 1998
UNIDO Beijing, 2001
CETI Microfinance Team, Tianjin, 2004

* Performed cochlear implant surgery at Shanghai ENT Hospital with support of MISTI and HST
* In Beijing since Sep 2010, focusing on cleantechnology opportunities in China/SE Asia

Warren Bennett | Cambridge Uni. CMI at MIT 2004
CETI Xi’an & Zhaoguan Jiangsu, 2004

* After CETI, traveled through Tibet and ended in Nepal
* Taught at a third school where he became friends with tailor *
* Founded A Suit That Fits, the UK’s most popular bespoke tailor.

Jennifer Deboer | B.S. Physics, 2005
CETI Anxian & Guangzhou, 2004

Postdoctoral researcher at MIT in engineering education; active in international engineering education organizations.

Chris Varenhorst | EECS M. Eng, 2011

“Currently I am finishing my training in orthopedic surgery at Columbia University Medical Center, and I will be doing a fellowship in sports medicine in Los Angeles. This coming April I will be travelling to Chengdu with the Children of China Pediatrics Foundation to perform charity surgery for children and orphans who are in need of surgical treatments. I hope this will be the first of many medical missions to China for me.”

Piotr Mitros | Ph.D., EECS, 2007
CETI; 2006 Dalian and Hangzhou iLabs team

* “Following MISTI China... I spent a substantial amount of time prototyping solutions to problems facing the developing world, chiefly in the area of education.”
* Technical co-founder of MITx
* Developed most of the software and much of the pedagogy that powered the first MITx class: 6.002x.
* Currently the Chief Scientist of edX, focusing on ways to improve the quality of education

Since 1997, MIT-CETI has prepared and sent more than 300 MIT students to mainland China, Hong Kong, and Taiwan. The following are just a few examples of how former internship experiences have shaped students’ post-MIT lives and opened doors to more exciting possibilities.
Frank Johnston
EECS, 2001
CETI Shanghai 2001
- 2001: experienced fever and painful shingles rash on face and right eye but was exceedingly well cared for by expatriates and locals; spent one week in the Hong Kong Hospital and Sanatorium
- Asia partially influenced transition to medicine.
- After a short stint in the electrical engineering working world
- Currently: fourth year medical student at the David Geffen School of Medicine at UCLA.

Matthew Lahaie
B.S. Biology, 2002
CETI Chengdu & Shanghai, 2001
- China Center for Disease Control, Institute for Health Education, 2002
- Worked as a research technician at the Partners AIDS Research Center
- Completed both medical and law school
- Now a physician training in the Harvard Adult Psychiatry Residency Program at Massachusetts General Hospital and McLean Hospital.

Susannah Dorfman
B.S. Earth, Atmosphere, Planetary Sciences, 2006
CETI Kunming & Hangzhou, 2006
- Postdoctoral researcher at the Ecole Polytechnique Federale de Lausanne in Switzerland.
- Studies materials properties at extreme pressures and temperatures with applications to planetary formation.

Peter Jeziorek
M.S. Mechanical Engineering, 2005
CETI Qinghai OpenCourseWare Team, 2004
Tsinghua University research internship, 2005
- Location: Silicon Valley, California, USA
- Currently working for Apple as a product design engineer
- When in China... “I like to take long walks along the Apple’s production lines in Shanghai and Shenzhen, exchange life stories with Shanghai taxi drivers, eat hairy crab in Suzhou in September, and watch episodes of 七龙珠 curled up next to a bag of dried sweet potatoes.”

Sean Liu
EECS, 2009 | CETI Dalian & Hangzhou, 2007
Trigmax Fuzhou, 2008
- Current location: Boston, Massachusetts
- Attending Harvard Business School.
- Previous two years spent in California working at Google as an Associate Product Manager
- Established CETI’s partnership with Fuzhou University and connected Fuzhou University and government with his “MeshConnect” wireless organization.

Ryan Miller
Economics, 2000 | CETI Shanghai 1999
- “I returned to the Far East in 2005 to co-found a company called MerchantRun in Taipei. As MerchantRun grew, we established strong ties with eBay China and ultimately moved our headquarters to Shanghai in 2007, where I remained until 2009”
- Current location: San Francisco
- “I am now in charge of the Cross Border Trade department at Rakuten, Japan’s leading online marketplace. In my current role, I frequently travel to Tokyo.”

Alumni Stories

Alumni Stories
Forrest Funnell  
B.S. Physics 2009 | CETI Xi’an ’07  
- Currently working with Lee Equity Partners, a private equity firm in New York  
- Frequently in communication with China investment groups  
- Formerly at Boston Consulting Group, focused on the energy and industrials industries.

Ron Cao  
B.S. EECS, 1995; M.S. EECS, 1997  
Co-founder of MIT-CETI (1996-7)  
- Co-Founder and Managing Director of Lightspeed China Partners (LCP), a China-focused early-stage venture capital firm with investments in Internet, mobile, services, and information technology.  
- Former Managing Director with Lightspeed Venture Partners (LSVP); started the firm’s China operations in 2006.  
- Former Managing Director of KLM Capital  
- Board member of Maitian Education Foundation  
- Venture advisor to the Shanghai Yangpu District KIC Project.  
- In 2011, named by Forbes China as one of the “Top 50 Chinese Venture Capitalists”

Jake Seid  
B.S. EECS, 1996; M.S. EECS, 1997  
Co-founder of MIT-CETI, 1996-7  
- Co-President at Auction.com.  
- Previously, Managing Director at Lightspeed Venture Partners based in Menlo Park, California.  
- Former product line manager for Cisco Systems.  
- Seid serves on the Board of the MIT-Stanford Venture Lab and the Advisory Board of Nexus India Capital  
- Co-founded the MIT-China Educational Technology Initiative (MIT-CETI).

Scot Frank  
B.S. EECS, 2010  
CETI Beijing & Xi’an, 2005; CETI Dalian & Hangzhou, 2006; Yahu.com, Shanghai 2007; Qinghai University OCW, 2007; MISTI-China D-Lab Qinghai  
- Founded three start-ups  
- Worked as a computer scientist in IBM’s India Research Lab  
- Managed the renewable energy portfolio for the Clinton Global Initiative  
- Taught in the Himalayan region since 2005  
- Founder of One Earth Designs

Michael Sung  
Ph.D EECS, Media Lab  
CETI Shanghai, 2001  
- Founder and CEO of SinoDiamondLED  
- Manufacturing HQ near Nantong, Jiangsu; sales HQ in Shanghai; R&D centers in Penang, Malaysia, Hsinchu, Taiwan

Sally Yu  
B.S. EECS, ’99; CETI Beijing ’97  
- Location: San Francisco with husband Jeff Shen and two daughters Sophia and Serena  
- Working full time at a hedge fund affiliated with Renaissance Technologies.

Douglas Fuller  
Ph.D. Political Science  
Internship at U.S. Technology Information Office, Beijing 1998  
- Lecturer of Int’l Business and Comparative Management, King’s College, London (since 2008); research on technology development strategies of firms in emerging economies (with a focus on Asia)  
- Former post-doc fellow at Stanford on Regions of Innovation and Entrepreneurship

CETI intern: Chang She

A classic elephant pose with a CETI intern in China
Join us! MIT-CETI

...until next time!

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