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- Exegesis -

A social platform connecting Chinese international students with local New Zealanders.

Liang Yu

2019

KIWI CIRCLE

A social platform connecting Chinese international students with local New Zealanders.

A thesis submitted in partial fulfilment

for the degree of

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"If you give people a better way to share information, it will change people's lives."

- Mark Zuckerberg (Kirkpatrick, 2011, p.278).

Abstract

In the past 25 years, international education has grown to become New Zealand's fourth largest export industry, generating around 5.1 billion dollars to its economy (New Zealand Education, 2018). While Chinese students comprise the largest proportion of consumers within this sector, research indicates that Chinese international students in New Zealand are less satisfied than students from all other countries.

This research proposes to design an online social platform to facilitate connections between these Chinese international students and local New Zealanders, in order to assist them in adjusting to studying and living in New Zealand. Furthermore, the platform would provide a channel for local New Zealanders who are interested in the Chinese culture to learn about and interact with it through contact with Chinese students. This research project aims to add value to New Zealand's international education industry, by improving the overall quality of international students' experience.



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In addition, I would like to thank my friend, James Hurley, who has helped with proofreading. Many thanks to my wife and parents, who strongly support me not only financially, but also psychologically, on my journey to completing my Masters study.

Finally, I would like to say: "Thanks Lord, for everything I have experienced. Though it was not easy, it was the true way."

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1. Background



1.1. My story

I am Liang Yu. I was a graphic designer for several years in Shanghai, 9 years ago. I love graphic design work that creates and combines media such as symbols, pictures, and texts in variety ways to convey visual expressions. Furthermore, I love photography. For me, a camera is not just an instrument for recording, but also to observe people, scenes, objects, events, to uncover their essence behavior, and to express emotions. I try to photograph as though I were drawing. In the last 5 years, I have photographed hundreds of newlyweds, portraits, and won five international photography awards in 2018. (Figure1-5)



Figure1-5 : Four Excellence Awards of the AWPA international photography competition 2018, and a Third Place of the Ipa international photography competition 2018.



As I am a Chinese international tertiary student, studying in New Zealand for several years already, I personally understand challenges faced by others arriving here and facing a different language, culture, and educational system. The number of Chinese international students in New Zealand has increased steadily during the last decade (Figure: 6), and New Zealand's education sector is keen to further improve the quality of the international student experience, in order to continue attracting more to select New Zealand as their studying destination.

Top Enrolments by Place of Origin

Country of origin	2010	2011	2012	2013	2014	2015	2015 % of total	2015 % change cf. 2014	2015 % change cf. 2010
1 China	23,669	25,286	26,068	26,919	30,177	34,058	27%	13%	44%
2 India	11,791	12,613	11,650	12,093	20,222	29,235	23%	45%	148%
3 Japan	9,157	8,698	8,893	9,703	9,744	9,471	8%	-3%	3%
4 Korea	14,944	12,376	9,886	8,446	7,910	7,352	6%	-7%	-51%
5 Philippines	912	1,200	1,220	1,191	1,995	3,643	3%	83%	299%
6 Thailand	3,450	3,123	2,929	3,101	3,692	3,329	3%	-10%	-4%
7 Germany	4,683	4,160	3,623	3,452	3,467	3,311	3%	-4%	-29%
8 Brazil	3,166	3,092	2,561	2,333	2,728	2,983	2%	9%	-6%
9 Saudi Arabia	5,322	5,686	4,267	3,352	3,245	2,780	2%	-14%	-48%
10 USA	2,797	2,719	2,501	2,542	2,466	2,764	2%	12%	-1%

Figure 6: Table of top enrolments by place of origin (New Zealand International Education Snapshot, 2015, p.30). Retrieved from <https://enz.govt.nz/assets/Uploads/2045-ENZ-SnapShot-Full-Year-Report-VISUAL.pdf>



1.2. International education in New Zealand

New Zealand's GDP has grown by 3-6% as a result of the university education has on the productivity of the workforce (Hensen, & Pambudi, 2016).

International students have rated New Zealand as a desirable study destination. Factors this is attributed to include its safety, the reputation of its universities, the opportunity to engage with a different culture, and tourism (University New Zealand, 2018).

As is well-known, all international students note challenges when studying abroad. They tend to experience a variety of adjustment concerns. Not only must they deal with academic issues, such as adjusting to second languages or new educational systems, but also with cross-cultural difficulties such as understanding and adjusting to new social norms (Perrucci & Hu, 1995).

Studies have shown there to be a strong link between social contact with locals, and individuals' satisfaction when living in a new environment (Furnham & Erdmann, 1995). Rates

of depression decrease (Klineberg & Hull, 1979), language acquisition improves, (Noels, Pon & Clement, 1996) and stress levels can remain lower as well (Redmond & Bunyi, 1993).

International students have to cope with difficulties participating in discussions and understanding lectures, as well as personal conversations in social situations (Jang, 2010). Such barriers often lead to feelings of loneliness and isolation (Geary, 2016). Moreover, related studies revealed that lack of organisations aimed at helping international students make local friends is seen as a major problem (Burns, 1991; Mills, 1997). In addition, research undertaken with international students distinctly showed that international students are interested in, and open to, interaction with local people, and that they expect to find connecting with them easier than it tends to be practice (Ward, 2001). It is almost certain that interventionist strategies need to be introduced to promote more and better cross-cultural activities for international students (Ward, 2001).

According to the results of the national survey of the experiences of international students in New Zealand, 40% of international students think that making local friends is difficult, although 70% like to have more local friends (Ho, Holmes, Cooper, Newton, & Crabbe, 2004).



1.3. Chinese international students in New Zealand

Some research identified that international students from Asian encounter more difficulties accessing information than students from other regions (Bethel & Ward, 2014).

Although the students have already met the language level requirements necessary for enrollment, there is a difference between the what is learned in the classroom and how it is applied in a practical setting (Song, 2011). The New Zealand Ministry of Education's commissioned study by the University of Waikato revealed a huge gap between Chinese students' expectations and what they really experienced, directly impacting their ability to adapt to their new surroundings (Ho, Li, Cooper & Holmes, 2007).

Furthermore, some research shows that Chinese international students in New Zealand are less satisfied than students originating from any other country (Figure 7). This arises in large part due to the language barrier, different cultural identities, and other factors. They are also the least satisfied with their accommodation, homestay arrangements, and social support

(Ward & Masgoret, 2004). Moreover, they must deal with the loss of previously-established social networks (Ward & Kennedy, 1993).

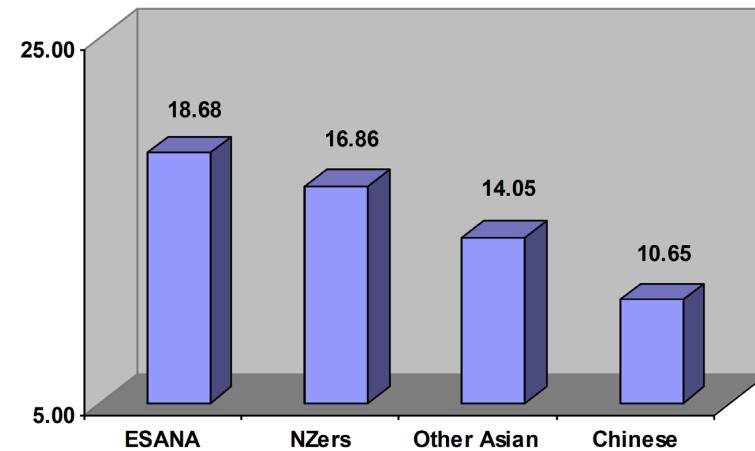


Figure 7: Mean life satisfaction scores for New Zealand and international students (Ward & Masgoret, 2004).



In the national survey, Chinese students described themselves as having fewer New Zealand friends and fewer international friends than students from all other countries. The survey also indicated that Chinese students in tertiary education had less contact with New Zealanders than secondary students. Chinese international tertiary students were also found to be less satisfied with the level of social support than the students attending secondary school (Ward & Masgoret, 2004).

Similar situation has showed from a current research consistently:

"I cannot keep asking answers from just one friend, I don't want to bother him." Taro (zhang, 2017, p.4)

"I don't know where to ask for help and I don't know who can actually help me." Ping (zhang, 2017, p.4)

The above findings are particularly important because of Chinese international students' significance within the marketplace. Statistics show that in 2017, more than 22,000 Chinese nationals were granted student visas in New Zealand (Figure 8). (New Zealand Immigration Statistics, 2018). There 43% of all international tertiary studnets are from China, more than students from any other country of origin. (Figure 9)

Rank	Name	Number of clients
1	China	223,954
2	India	120,868
3	Korea	57,859
4	Japan	29,326
5	Philippines	24,979
6	United States of America	24,028

Figure 8: Number of people granted student visas for New Zealand (New Zealand Immigration Statistics, 2018).

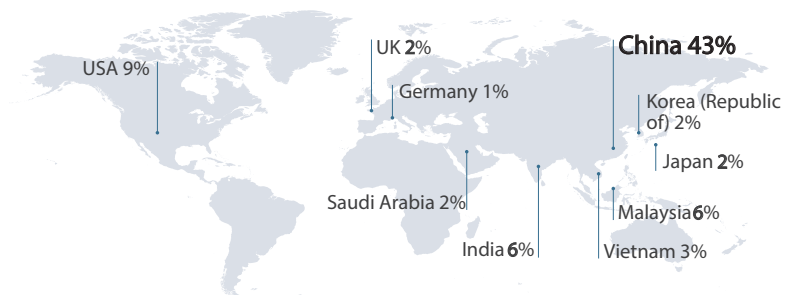


Figure 9: Citizenship of international students enrolled in NZ universities in 2018 (Universities New Zealand, 2018).



1.4. Target audience

The target audience for this study is the Chinese international tertiary students in New Zealand who are facing challenges with assimilating into the local community. Furthermore, this scope will also consider students who are presently in China, preparing come to New Zealand for tertiary study.

1.5. Reflected perceptions: Understanding the attitude of New Zealanders toward Chinese culture and people

The results of the national survey in The experiences of international students in New Zealand (Ward & Masgoret, 2004) showed that more than half of international students think that local Kiwis would like to know international students better. However, less than half believed that New Zealanders have positive attitudes towards international students. On the

other hand, some research below showed that many local New Zealanders are interested in Chinese culture, history, food, language, and expressed a desire to connect with Chinese people.

“My greatest regret in business is I don’t have the skills to speak the Chinese language, due to the significant amount of time and impact the Chinese creative industries have had on my career. We are intimately linked to China and a good understanding of each other’s language can only further advance this already rich relationship.”

— Sir Richard Taylor, Weta Workshop (Chinese Language Week, 2016).



“Terracotta Warriors: Guardians of Immortality” officially opened to the public in the Museum of New Zealand Te Papa in December 2018. The exhibition drew strong attendance, providing significant exposure for the Chinese cultural and historical artifacts on display. (Figure: 10-12)

“The mighty warriors in various poses, the authentic exhibits of the vicissitudes of life, and the music and lighting with Chinese elements, I truly felt the life style and cultural atmosphere of the Chinese Qing Dynasty. I have never been to China before. The wonderful terracotta exhibition inspired me to travel to China,” said. Jennifer Knowles, a citizen of Wellington, New Zealand (China Cultural Centre in New Zealand, 2018).



Figure 10: Visitors in the Terracotta Warriors exhibition.
Photograph by Liang Yu.



Figure 11: Visitors photographing the artwork.
Photograph by Liang Yu.



Figure 12: Visitors in the Terracotta Warriors exhibition.
Photograph by Liang Yu.



In September last year, Lower Hutt City Council has opened a Chinese language training course for their government employees (Figure 13,14). Since the beginning of the course, the students have maintained a great enthusiasm for learning, and improved their Chinese language skills in a relaxed setting (China Cultural Centre in New Zealand, 2018).

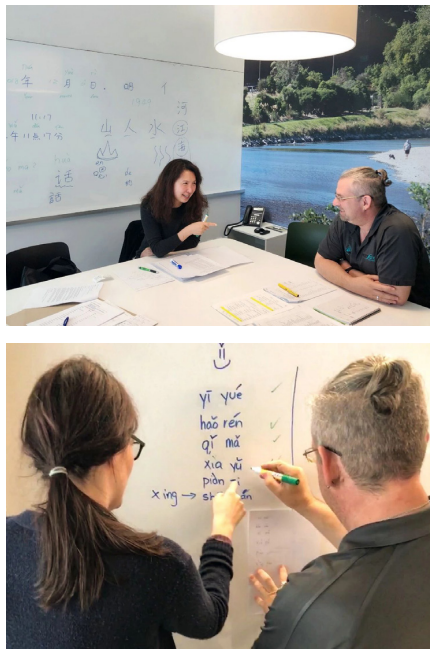


Figure 13,14: Government employees was learning Chinese language in the class. Retrieved from https://mp.weixin.qq.com/s/Q49dRhSvQyZ4BP_EmMn6gA

“China is really amazing! Seeing the tremendous changes in modern China over the past decade, we will have many opportunities to cooperate with China in more fields and develop together in the future. Thanks so much for the China Cultural Centre providing the Chinese language training. We hope to learn more about Chinese culture, and lay a good foundation for a better and deeper cooperation with China.” Said by Lei Hull, the mayor of Lower Hutt City (China Cultural Centre in New Zealand, 2018).



Figure 15: The Mayor of Lower Hutt City Lei Hull met with the director of the New Zealand Chinese Cultural Center, Mr. Guo. Retrieved from https://mp.weixin.qq.com/s/Q49dRhSvQyZ4BP_EmMn6gA

Furthermore, there is a Canadian language exchange website (figure 16), with more than 600 New Zealanders registered as members, who desire to make Chinese friends.



Figure 16: mylanguageexchange.com. Retrieved from <https://mylanguageexchange.com/>

Other reasons local New Zealanders cite as sparking their interest in Chinese culture include the desire to travel, and business opportunities with the Chinese market.



Figure 17: Travelling at the Great Wall, China. Retrieved from <https://www.fluentin3months.com/wp-content/uploads/2011/06/mandarin-chinese-is-easy.jpg>



Interpretation

Considering these examples, the effects of encouraging connection between Chinese international students and local New Zealanders is likely to yield benefits both ways. Kiwis stand to gain increased cultural awareness and sensitivity, establishment of international friendships, and opportunities for future work, study abroad, and travel (Smart, Volet & Ang, 2000).

1.6. Research aims and importance

The purpose of this research project is to exercise design to provide support to Chinese international tertiary students who wish to better connect with local New Zealanders. It will aim to make them feel welcome, and overcome cross-cultural and language difficulties, so that they can enjoy a high-quality education and feel valued for their contributions to New Zealand.

Improving the experience of Chinese international students studying in New Zealand holds many potential benefits for its education industry and its economy. There are 27,690 international tertiary students studying in at New Zealand

institutions, totaling is 16% of all university students. For every \$1 million spent by international students, GDP is increased by \$1.6 million, supporting around 32,000 jobs (Universities NZ, 2018). There are an estimated five million internationally-mobile students, expected to increase to seven to eight million by 2025. The first goal of the new international education strategy is delivering an excellent overall international student experience, aiming to achieve a 90% satisfaction rating by 2025 (NZ International Education Strategy, 2018-2030).

2. Methodology

2.1. Human centered design

In the 1960s, the trend of thought of Humanism was put forward in the field of psychology, which emphasized the value of humanity, and the responsibilities of its individuals. Humanism emphasises respect for people, and adoption of its ethics and methods across various fields led to the emergence of human-centered design (Mike, 1989).

Human-centered design focuses not only on the human ontology, but also pays more attention to the deep relationship between people, society, and their environment. It can articulate and use this deep relationship to produce graphic design works more conducive to people's growth and care (Buchanan, 2001). Human-centered design refers to design in line with the needs of people, with the "human factor" as a primary condition to consider, to make the product suitable for people, rather than letting people to adapt to the product. The process of designing a product unfolds from this central consideration; the needs of the user will contribute to design decisions. It aims to seek responses to the most common and basic needs of people. Human-centered design strives to combine the value of use, cultural value, and the aesthetic value together into one (Abrams, Maloney-Krichmar & Preece, 2004).

The ultimate purpose of human-centered design is not just for a product's own sake. It is concerned with making them better suit the needs of the service's users and customers (Shostack, 1982).

2.2. Design Thinking Process

Design Thinking is a design concept that provides a solution-based approach to the proposal of new products, especially if it is ambiguous or unknown, through context analysis, problem-finding and framing, ideation and solution-generating, creative thinking, sketching and drawing, modelling and prototyping, testing and evaluating, to solve complex problems (Nigel, 2011). This project applies the design models proposed by the Hasso-Plattner Institute of Design at Stanford (d.school).

According to Stanford's definition, the five stages of Design Thinking are: the empathy process, the process of defining the problem, ideating, prototyping, and the testing process. (Figure 18)

The process guides how a product is built for a certain target market. This project does not just aim to create a useable product, but a product which is useable for its specific target audience.

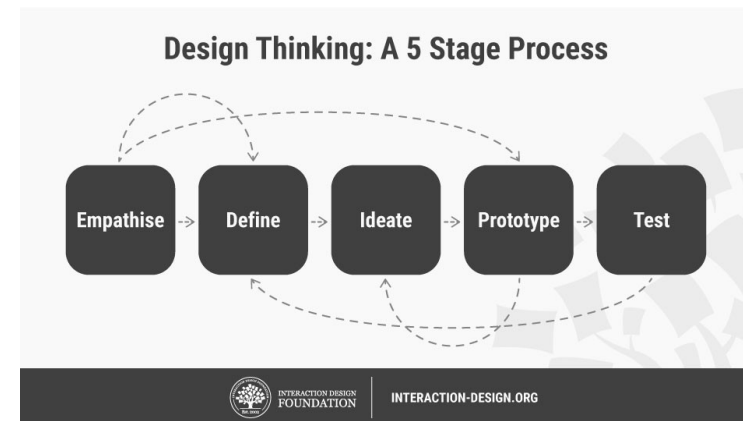


Figure 18: Design Thinking: A 5stage process
Author/Copyright holder: Teo Yu Siang and Interaction Design Foundation. Copyright licence: CC BY-NC-SA 3.0
(As interpreted by the original concept of Stanford D. School)

2.2.1. Empathising

Empathy is the centerpiece of a human-centered design process. Observing what the target audience do and how they interact with their environment, which lead to understand what they think, and learn what they physical and emotional need (Hasso, 2010).

For the Empathising Stage, it would involve the interviewing and photographing of a number of participants, and the creation of online surveys for both the Chinese tertiary students and the local Kiwis. The purpose of this is to observe the target audience, and the collection of critical feedback and comments, identifying problems and proposing solutions.

Concerning human rights and ethical practices, all activities involving participants would be totally voluntary, and respectful of their beliefs, values, and cultures. Interviews will be anonymous. Moreover, all participants would be required to read an information sheet and sign a consent form. In the consent form, participants will be notified of the rights and obligations they have. The ethics approval form is attached in the Appendix section.

2.2.1.1. Using photography

This research project uses documentary photography to observe and represent the target audience, and propose suitable solutions. Marie Curie's daughter Joliot-Curie hailed observation as "a scholar's first virtue", and Ivan Pavlov held "observation, observation, observation" as his motto (Hamblin, 2005).

In 1940, American documentary photographer Dorothea Lange (1895-1965), identified theoretical implications for the concept of documentary photography: Documentary photography reflects the present and makes an image demonstration for the future (Song, 2011).

Documentary photography is to observe with the lens, to obtain a distinct, vivid, concrete perceptual understanding of the subject, accumulate a wealth of perceptual experience through abstract generalization, to achieve rational understanding, record the life of the object real, and truthfully reflect what is seen (Song, 2011). The function of documentary photography is not only to convey information, it also guides the audience from the truth, it reveals to a certain level of society. Documentary photography is an explanatory photograph that portrays the interrelationships between people and the environment, and

between people and social activities. Documentary photography takes the main line of people and life, presents stories of people, expresses the moods of people, reveals the essence of human nature, and solidifies life's nuances (Gabriel, n.d.).

For example, "Face of the Times" (Sander, 2003), from the photography master August Sanders, photographs comprehensive representations of the subject, with a large number of styles and forms in a unified group of photos depicting the causes and consequences of things, communicating the story's context clearly. Each of these photos, individually, bears no inherent association to a plot, as each person is not directly related, but shows the character of a nation. (Figure 19, 20)



Figure 19, 20: Photos from the photography book "Face of the Time" (Sander, 2003).

Photographic comparative analysis of Chinese tertiary students in both Shanghai and Wellington

I used photography to observe Chinese tertiary students in the university campuses both in Shanghai and in Wellington. Shanghai Tongji university is a famous institution in China. Photographs (Figure 21-24) Students there appear happy, confident, smiling, and gregarious. In contrast, the photos taken in Wellington (Figure:25-28) show them looking withdrawn, less confident, and lonely.

Anecdotes from locals suggest that most Chinese students are quiet, and look shy. Through photographic comparison of the university students both in Shanghai and Wellington, shows that this is less likely to be due to their individual personalities, but possibly a result of culture shock, living in a different language environment, and other challenges present in connecting with locals. Hence, helping them to interact with local people, and assimilate into the local community is important.



Figure 21



Figure 22

Figure 21-24: Chinese tertiary students in Shanghai, China. Photograph by Liang Yu.



Figure 23



Figure 24



Figure 25



Figure 26

Figure 25-28: Chinese tertiary students in Wellington. Photograph by Liang Yu.



Figure 27

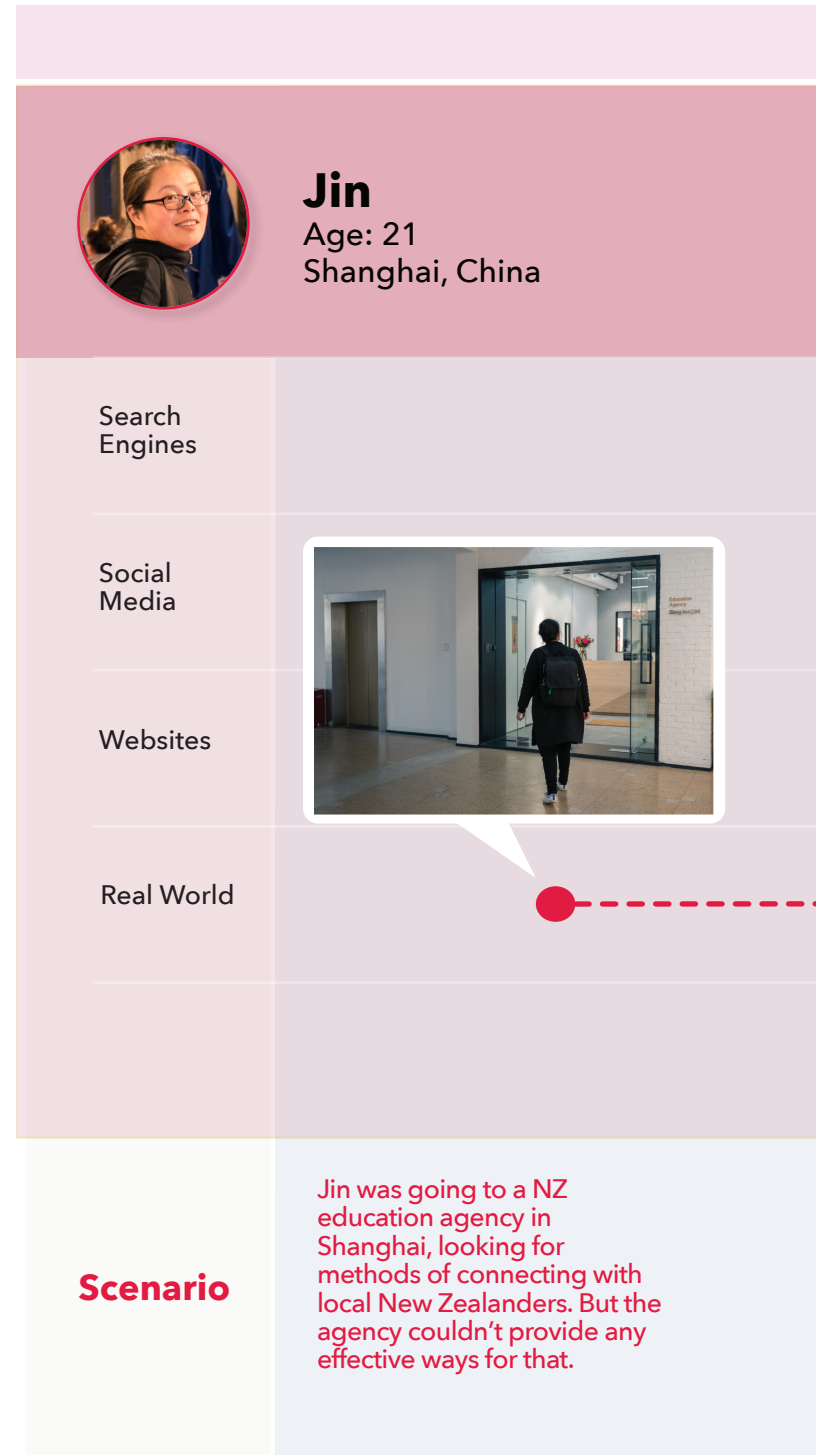


Figure 28

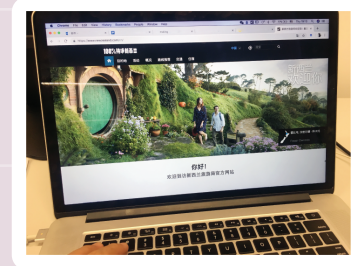
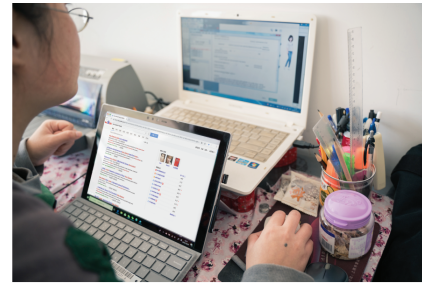
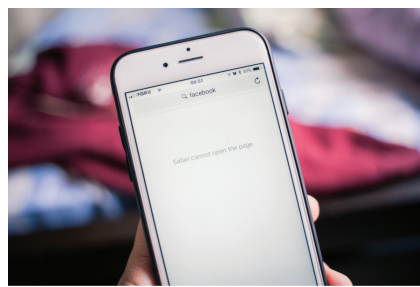
Photo story one (a Chinese tertiary student in Shanghai)

I used photography to represent a student's experience of preparing to study abroad from Shanghai. Her name is Jin, and she plans to come to New Zealand for her bachelor study next year. Before arriving, she wants to find local friends to help her understand the local customs first, to make the transition easier. Furthermore, because she wants to find a good homestay, she would like to connect with the family first. If she can build up a basic relationship with the family, it will be very helpful in the process of fitting in. (Figure 29)

Figure 29: Empathy map of a Chinese tertiary student in Shanghai, preparing to study in New Zealand. Photograph by Liang Yu.



Empathy Map



The teacher of the university couldn't help her as well.

Jin tried searching on WeChat, but she had no ideal to find NZ local people on Chinese social media. And those common social media which people are using in the world, like Facebook, Instagram, are not available in China.

She searched relative websites on the Chinese search engine Baidu.

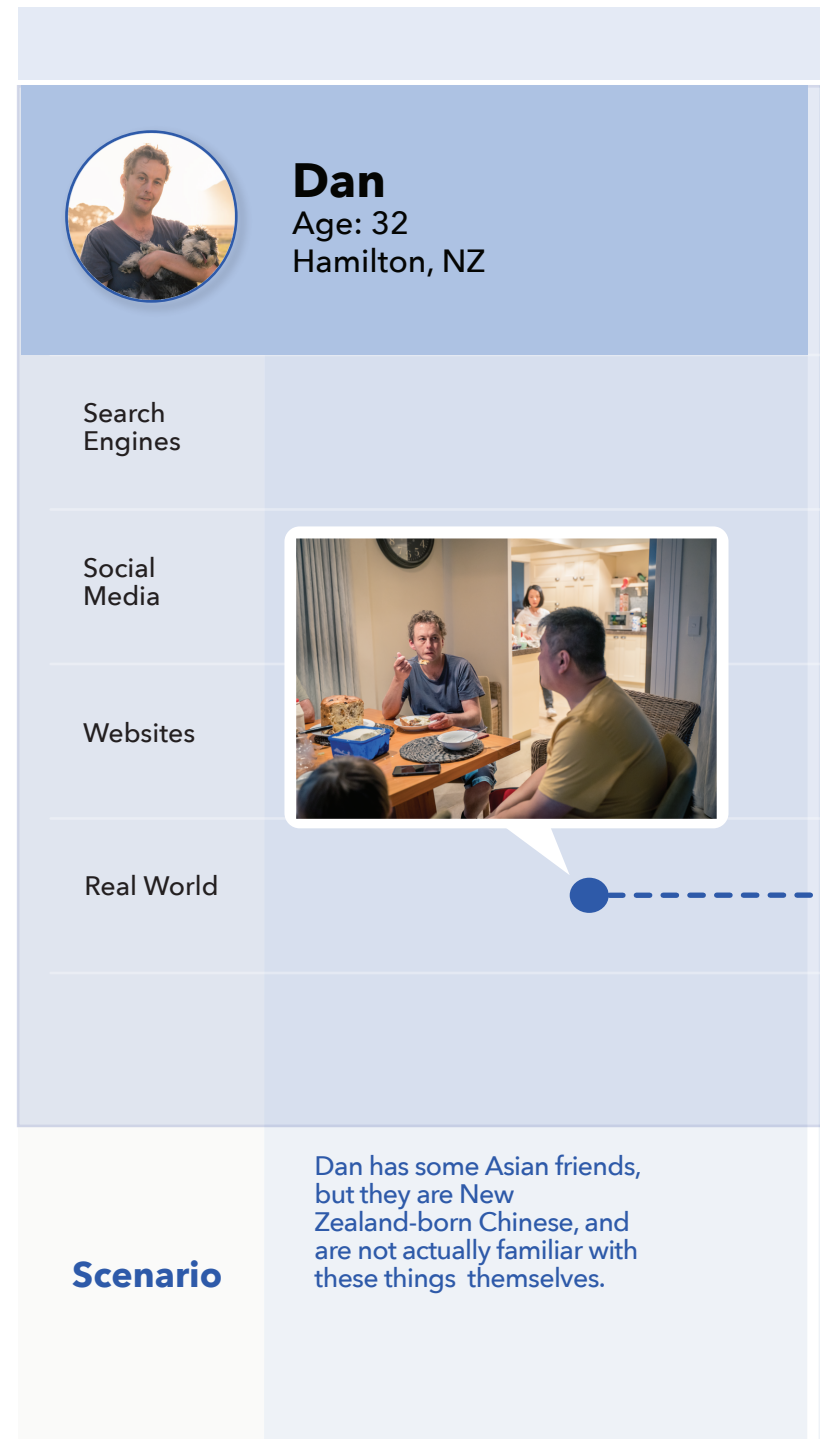
Jin only found the New Zealand official website. However, it doesn't provide any methods for international students to interact with local Kiwis.

Finally, she flew to NZ, with worries about fitting in the new and different cultural environment.

Photo story two (a local Kiwi in New Zealand)

A local Kiwi, Dan, is interested in learning about Chinese language and culture. He loves meet Chinese people, to hear interesting stories, and learn Chinese language. (Figure 30)

Figure 30: Empathy map of a local New Zealander in Hamilton, looking Chinese friends. Photograph by Liang Yu.



Empathy Map



Dan tried attending a Chinese church, to connecting with Chinese people there. Unfortunately, most Chinese people there were not interested in connecting with locals, preferring to talk instead with their Chinese friends.

He tried searching on Facebook and Instagram. However, he couldn't find any Chinese people who were willing to spend time sharing their knowledge, and practicing the language with him, and who has similar hobbies.

Dan was searching relative websites on Google.

Regrettably, there is no website designed specifically for local Kiwis to interact with Chinese people, only sites providing basic information of China.

Finally, Dan hasn't found any Chinese friends for his goals.



2.2.1.2. Online surveys:

I used online surveys to collect data, due to their ease-of-use for participants, and simplicity of conducting analysis. Two surveys were created on the Typeform.com website, for Chinese international tertiary students, and the local Kiwis. The aim of these surveys was to understand the situation of the students studying in New Zealand, and likewise, the attitude of local Kiwis to these students. To obtain impartial and reliable data, the surveys were produced in the participants' native languages, so that they could feel free to express themselves without the constraints of a language barrier.

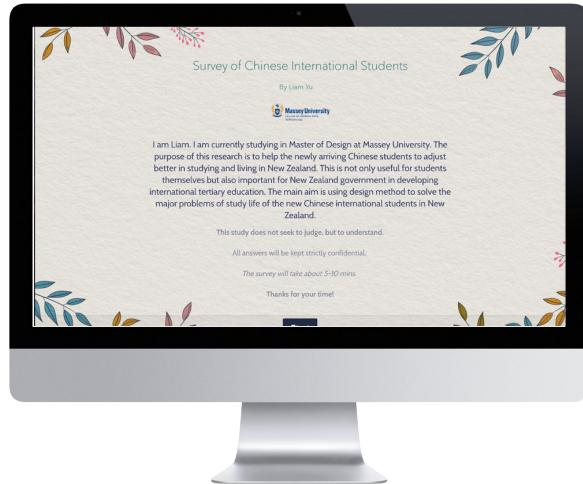


Figure 31: The introduction page of the online surveys.
<https://liamyu.typeform.com/to/I2LW8u>

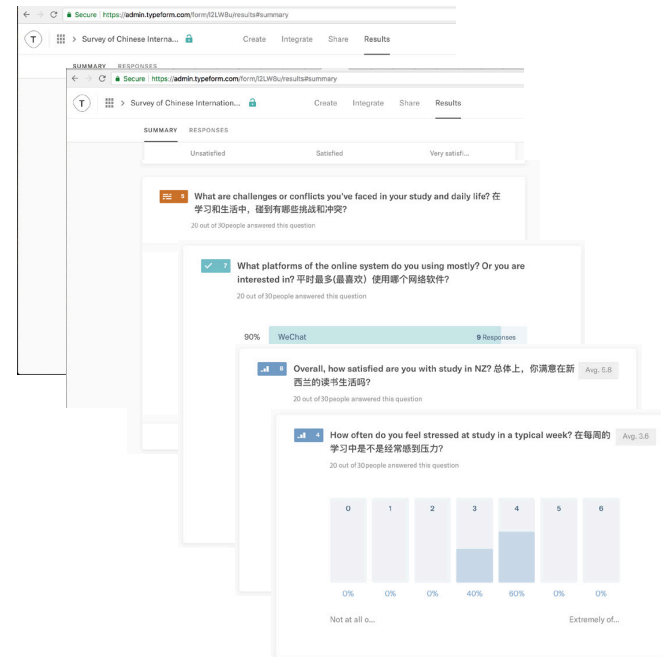


Figure 32: Screenshots of results of the survey.
<https://liamyu.typeform.com/to/I2LW8u>



Survey results:

There were more than 30 respondents, of whom 20 were studying at different universities in New Zealand.

The results showed that most of them were facing difficulty with the language barrier, cultural differences, and felt it hard to assimilate into local culture and social settings. (Figure 33)

"Most of the challenges are about learning English and the education system."

- Student 1

Find challenges on

"Assimilate into the local culture."

- Student 2

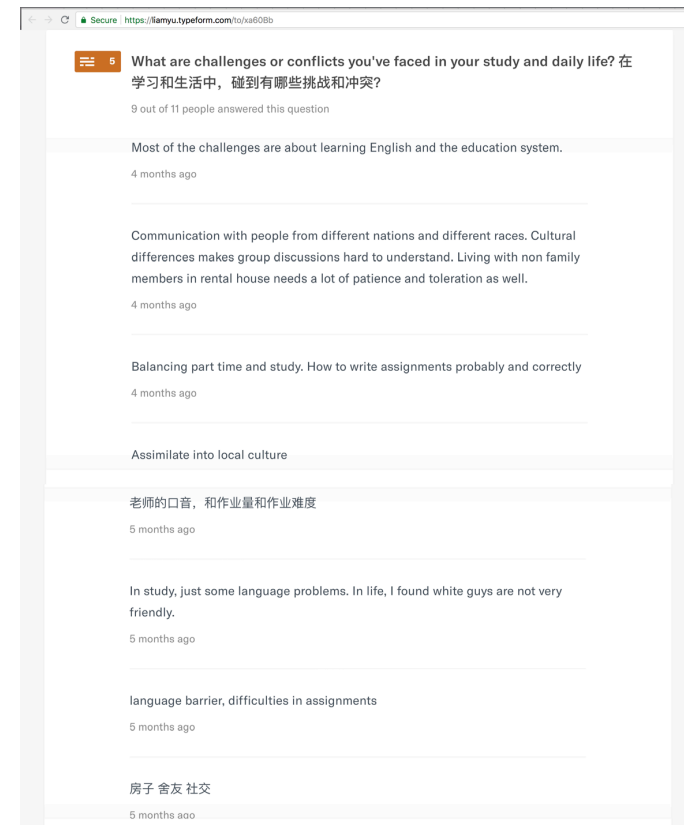


Figure 33: The result of the question: what are challenges you (Chinese international tertiary students) have faced?



Results from local people also showed that most of them feel positively towards Chinese international students studying in New Zealand. Furthermore, comments from teachers of local tertiary institutions said that Chinese international tertiary students normally prefer to remain with their Chinese friends, rarely making friends with locals, which would slow down their language learning and fitting in the local community. One of the teachers suggested that to solve these problems, the students should keep practicing English in their home environment, and instead speak their own language when they are not at school. This will enhance their language learning progress and integration into the local culture and community. In addition, one respondent noted that there can be problems with not having a supporting social network available to them here in New Zealand. (Figure 34)

“... problem can arise when students do not get the opportunity to practice English in their home environment and instead speak their own language when they are not at school. This slows down their language learning progress and hinders successful integration into the new culture and country.” - Local teacher 1

“Develop a local support network as soon as possible. Take every opportunity to engage with native English speakers and the local culture.” - Local teacher 2

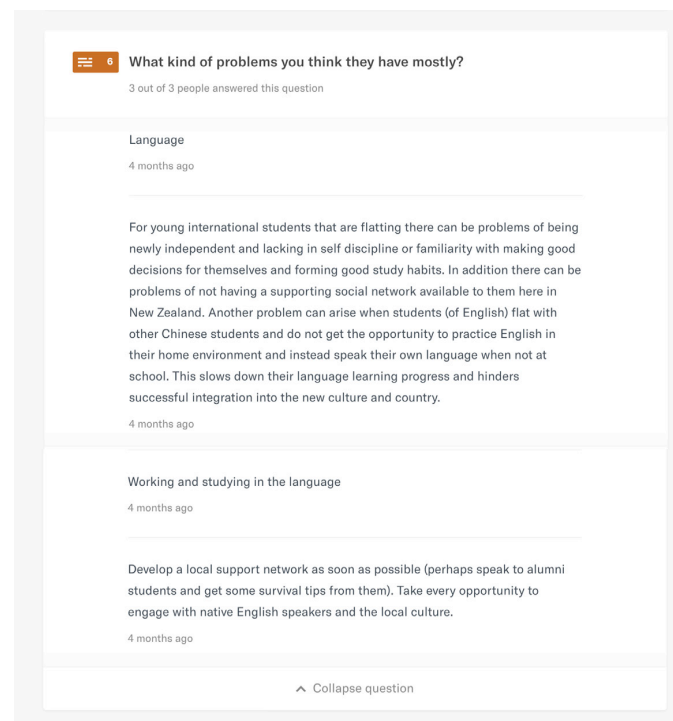


Figure 34: The result of the question: what kind of problem you (locals) think the Chinese international tertiary student have mostly?

2.2.1.3. Interviews:

There were 10 interviews conducted either in person or through instant messaging. Interviews were recorded in different ways, such as video recording, audio recording and screenshots of messages. There three examples shown below:

Example A: A Chinese international tertiary student

Yanchao is a PHD student (Figure 35), studying at Victoria University. He had been in Wellington for around 6 months, and feels that New Zealand is a safe, egalitarian country which has wonderful natural scenery. Compared to China, he finds it much less crowded, and most locals are friendly and enthusiastic. But although he had completed the IELTS course, he found it challenging to communicate with local Kiwis, even when ordering dishes at a local restaurant. Moreover, because of different dietary habits, it was hard to adapt the food of his homestay. He spent around three hours per day on internet, usually on his laptop, as it received better signal than his phone. YouTube and Weibo were his favorite web platforms.



Figure 35: A screenshot of the video record of the interview with Yanchao(the person in the left). The person in the right side is Liang Yu.

Example B: A tertiary institution teacher

Cherie is a member of staff in the International Student Support Office at Massey Wellington. She said that, presently, there around 90 Chinese students studying there, making up nearly half of the 200 international students there. For supporting international students, New Zealand's government and the University have provided various kinds of activities for students to help them adapt to the new environment. However, only a small number of Chinese international students have attended these events. The same faces always show, but the majority never do, preferring stay at home, or keep with their Chinese friends.

Example C: A local Kiwi

A local woman was interviewed online through WeChat messaging. She is lawyer, living in Wellington. She is interested in Chinese culture, and wants to connect with Chinese people. Some of her clients are from China, so improving her Chinese language skills and understanding the customs are important for her business. She had tried using WeChat to seek out Chinese people to talk with, but finding a suitable person who has common interests or complementary needs has been a slow process.

2.2.1.4. Interpretation

Based on the results of the surveys, interviews and the photographic observation, the study reveals that a large part of Chinese international tertiary students face several challenges when studying in New Zealand, making it difficult to develop friendships with local people. They have not developed confidence in their ability to connect with locals with the language issue being seen as the major barrier to them doing so. Hence, the students tended to congregate with their fellow Chinese, speaking their own language. This slowed their acquisition of English, exacerbating the issue. However, the results also showed that a part of local New Zealanders also desire to communicate with Chinese people, and understand their culture as well.

The results of this part of the study are consistent with the findings of the secondary research. Thus, it is the right time to make an effort to provide channels for both the Chinese international tertiary students and the local Kiwis to interact with each other, developing better relationships.

2.2.1.5. User personas

According to the results of those interviews, online surveys and photographic observations, eight user personas were created. Four of them are in the group of the Chinese international tertiary students who are studying in New Zealand, and encounter different problems, or the group of students still in China, preparing to study in New Zealand. The other 4 personas are in the group of the local Kiwis who are desire to connect with Chinese people for a variety of reasons. (Figure 36)













Figure 36: Eight user personas (Personal details are attached in Appendix, p.124-131).

User Complementary Needs

Furthermore, the interaction between two groups should involve equal-status contact (Ward, 2001). If the students are set up as the learner or recipient role, and the locals only in the donor role, the project are less likely to enhance intergroup relations. It should be designed to benefit the local Kiwis as well, to encourage mutual investment. Hence, though users have different needs and offers, each user should have opportunities to be matched with the user of the opposite group. Through the interaction, users of both groups would meet their own needs, answer their questions, or solve problems, while the same time sharing their own knowledge and experience to help meet the needs of their partners. (Figure 37)

Figure 37: User Complementary Needs table (The right page)

User Complementary Needs

 <p>Local New Zealanders</p>  <p>Chinese international tertiary students</p>	 <p>Lucas, Wellington</p> <p><i>Persona L1</i> Lucas has accepted an invitation of a backpacking tour going to China next year. Hence, he wants to connect with a Chinese people to improve her Chinese language, and understand more about Chinese culture.</p>	 <p>Dan, Hamilton</p> <p><i>Persona L2</i> I am interested in learning about Chinese language and culture. I love meet Chinese people, to hear interesting stories, and learn Chinese language.</p>	 <p>Sarah, Auckland</p> <p><i>Persona L3</i> I am a business lawyer. During last 3 years, the number of Chinese customers has steady increased. Hence, I would like to know more Chinese language and its people.</p>	 <p>Ann, Dunedin</p> <p><i>Persona L4</i> I am a host mother in Dunedin. I would like to connect with international students, and looking for a right student for our family.</p>
 <p>Feng, Wellington</p> <p><i>Persona C1</i> I am studying Victoria University. Because of the culture difference, sometimes, I couldn't understand local customs, and feel shy to meet local people. However, I am keen to communicate with locals. I would like to communicate with locals, to assimilating the local community well.</p>	<p>Matched</p>			
 <p>Lee, Hamilton</p> <p><i>Persona C2</i> I am studying at a polytechnic in Cookery in Hamilton. I am studying at a polytechnic in Cookery in Hamilton. Due to language issues and lack of confidence, it's difficult to communicate face-to-face with locals. I would like to connect with local Kiwis on internet, to find local online friends.</p>	<p>Matched</p>			
 <p>Hong, Auckland</p> <p><i>Persona C3</i> I have been in NZ around 3 months. I am studying at The University of Auckland. Because of the cultural different, it's hard to build up the relationship with locals. I desire I could have some local friends.</p>	<p>Matched</p>			
 <p>Jin, Shanghai</p> <p><i>Persona C4</i> I will come to NZ for a bachelor study. I decided choosing living in a homestay. Before arriving, I would like to connect with the family. Therefore, we can build up a basic relationship first, then might be easier to join the new family.</p>	<p>Matched</p>			

2.2.2. Defining

Through the Empathising Stage, results showed clearly that Chinese international tertiary students are facing challenges on limited English language proficiency, including poor language skills and strong accent, and a lack of New Zealand cultural comprehension, all of which affect their ability to communicate with the local Kiwis in the real world. However, due to the lack of connections with locals, their progression in the English language and integrating into the local culture is inhibited.

2.2.3. Ideating and concept exploration

The purpose of this stage is to find an effective solution to encourage the students connecting with local Kiwis and, by implementing unique ideas, become an innovator with an understanding of international students.

2.2.3.1. Brainstorming

"The best way to get a good idea is to get a lot of ideas." -Linus Pauling

A brainstorm was used to produce a series of ideas and methods. Brainstorming is a way of generating ideas to solve

design issues by creating connections between ideas in a free-thinking environment, thereby broadening the solution space (Interaction Design Foundation, n.d.).



Figure 38: Ideas from brainstorming



Several main concepts of helping international students were raised through brainstorming.

Concept A: student city, virtual reality

One idea was for a student city, which would involve all of the students living together, including both the international students and domestic students, from all universities of a city. This would be a great intercultural environment for the international students, and provide an opportunity for domestic students to understand other cultures.

An example of this concept already exists. With 26,000 students and a wide variety of clubs and bars, Enschede, Netherlands is a veritable student city. Enschede is a popular choice among many students, due to its extensive development space and facilities, as well as a welcoming atmosphere. Compared to other student cities, international institutions and international students are much more common, which has led Enschede also becoming an attractive intercultural city (University of Twente, n.d.).

Another characteristic of Enschede is the variety of different student unions and clubs, allowing students to participate in a range of sports, cultural and social projects, bringing them closer together.

Concept B: Sports and Games

Sports and games can be methods helping the students better interact with others, providing a good context for students to connect. It could create opportunities and conditions that enable the students to fully express themselves and experience new things.

Concept C: Courses

1, Extra curricula: Opening a specific course could be another method. An introductory Intercultural Studies course might be run, which is open to all members of the campus. This could teach students about multicultural role models, and demonstrate that people of all genders, ethnicities, and appearances can have a positive influence on the world and deserve to be respected and emulated. This might be an ideal way of encouraging the students to interact each other.

For example, in America, Arizona Western College has been an innovator in reaching international students by implementing unique ideas. The three-credit culture course is composed of both Americans and international students, and involves daily group work to help overcome the difficulty international students normally have in communicating and connecting

with American students. This assists international students with the transition to a very different life in the United States, and helps the students embrace diversity (Bloom-Wilson, as cited by Bowman, 2011, p. 52).

2, Another idea could be to offer a cross-cultural adaptation courses at students' home universities in China, and hire foreign lecturers or returning students to teach and train the language knowledge and skills required within the New Zealand local education system. This might include lecture preparation and presentation skills, basic classroom communication language, and common academic vocabulary. This could encourage students to develop a habit of actively asking questions and participating in class discussions. However, learning about a new culture and learning in a new culture may have different values and beliefs.

Concept D: Outdoor activities

Because New Zealand has a wealth of attractions, Universities could organize a variety of outdoor activities, such as a day trip, city sightseeing, hiking, or a sea cruise. This would lead international students to becoming more familiar with the local culture, and become friends with other students.

2.2.3.2. Current situation in New Zealand

Those above concepts seem to be ideal methods for helping international students to deal with issues of studying overseas. Therefore, Have these concepts been applied in New Zealand?

As Cherie said in the interview, New Zealand universities do provide special support for international students, such as clubs, workshops and social activities. For example, the international student orientation, which introduces the new learning system, provides information to helping international students to settle into their new surroundings.

Example 1:

Massey University's Wellington campus provides outdoor activities for international students at the beginning of every semester, such as day trips, city bus tours and deep-sea fishing trips. (Figure 39)



Figure 39: International day trip, Massey University, Wellington.
Retrieved from https://scontent.fakl7-1.fna.fbcdn.net/v/t31.0-8/13640864_10154528741002240_2251548552155761380_o.jpg?_nc_cat=103&_nc_ht=scontent.fakl7-1.fna&oh=b9d1ce822f4b88b1b0d56cae3fed0347&oe=5CE65897

Example 2:

Otago University offers the Otago International Friendship Network (OIFN) for new incoming international students connecting with returning students, helping incoming students settle into Dunedin and adjust to the living arrangements (Figure 40). Each international student will be placed in a cluster group with two host partners and 2-5 other international students. Those newcomers will also be invited to networking events, which is a great way to meet local people who can help them explore the local area.



Figure 40: The screenshot of the web page of The Otago International Friendship Network, Otago University.
Retrieved from <https://www.otago.ac.nz/international/oifn.html>

Interpretation

Positive results are reported from these programs, and research shows that New Zealand provides large funds and social support for international students, to promote international understanding via personal relationships, offering students the opportunity to make new friends and become part of a country-wide family.

However, only a few Chinese international students participate in those clubs and social activities (Obong's 1997). Data from an unpublished article shows that only 20% of the 224 Asian students in a study were involved in local clubs or associations in Canterbury University, Christchurch, New Zealand (Chen, & Chieng, n. d.). These numbers are similar to those reported in the interview with the International Student Support staff member. Due to language issues and diverse culture, Chinese international tertiary students encounter more difficulties than other international students while trying to develop friendships with local kiwis. Hence, what is the best effective method for the students?

2.2.3.3. Social media

The emergence of Internet-based social media has made it possible for one person to communicate with hundreds or even thousands of other people (Mangold, & Faulds, 2009).

As of 30 June 2018, the estimated total number of Internet users was 4.2 billion in the world (Internet World Stats, 2018). Websites are always available to anyone with internet access, and web-based platforms provides channels connecting people interpersonally. People are using social media to share stories, or message their friends. These are effective ways for connecting friends all around the world.

There are a few reasons for why many people prefer to make friends on the Internet:

1. Not Everyone is a Social Butterfly

Making friends online is easier for some people because there's a screen between them. There is time to think of what to say, and appearances are less of a factor. Therefore, it presents a low-risk way of putting oneself in a position to meet new people (Ready Education, 2018).



2. Convenience. Internet technology is maturing, other media for social contact such as phones or written letters. Especially after the invention of mobile phones, people can be online anytime, anywhere, without missing any opportunity to make friends (Computer Hope, 2017).

3. People have opportunities to connect with friends from around the world. More people online means more opportunities for success (Essays, 2018).

Chinese social media

Compared to social media around the world, Chinese social media is a unique network. Due to the restrictions of the Chinese Internet, Chinese people are unable to use most of the world's common websites and social media, such as Facebook, YouTube, Twitter, and Google. China has almost established its own intranet, parallel to the standard internet. According to the data from CNZZ (a provider of online statistical analysis services in China), In February 2012, there were 628 social network sites in China receiving daily visits, and the SNS active users maintain a steady growth. Daily visits have reached 82,020,000, 3.57% growth compared to January 2012, 15.78% growth over February 2011 (Umeng, 2012).

Chinese social media mainly includes social networking websites Weibo, WeChat, blogs, forums, and podcasts. Social media thrives on the fertile soil of the Internet, and the information it disseminates has become an important tool for sharing content and perspectives. Data shows that adults in China spend an average of more than 4 hours per day with digital media, which is more than 50% of total major media (Maigoo, 2018).



According to eMarketer's report in 2017, per-capita total media consumption in China totaled 6 hours and 13 minutes a day. Of this, online media took up to 3 hours and 14 minutes a day. Traditional television dropped to 2 hours and 38 minutes a day, the radio dropped to 11 minutes, and print media fell to 10 minutes, with newspapers taking 09 minutes and magazines only 1 minute (eMarketer, 2017).

Average Time Spent per Day with Major Media by Adults in China, 2012-2017
hrs:mins

	2012	2013	2014	2015	2016	2017
Digital	2:07	2:33	2:49	2:57	3:05	3:14
Mobile (nonvoice)	1:06	1:30	1:45	1:56	2:04	2:13
—Smartphone	0:39	0:54	1:03	1:11	1:18	1:26
—Tablet	0:11	0:22	0:30	0:33	0:36	0:38
—Feature phone	0:16	0:14	0:13	0:12	0:11	0:10
Desktop/laptop*	1:01	1:03	1:04	1:02	1:01	1:00
TV**	2:42	2:42	2:41	2:40	2:39	2:38
Radio**	0:11	0:11	0:11	0:11	0:11	0:11
Print**	0:14	0:12	0:11	0:10	0:10	0:10
—Newspapers	0:12	0:11	0:10	0:09	0:09	0:09
—Magazines	0:01	0:01	0:01	0:01	0:01	0:01
Total	5:14	5:38	5:53	6:00	6:06	6:13

Figure 41: Table of average time spent per day with major media by adults in China, 2012-2017. Retrieved from <https://www.emarketer.com/Chart/Average-Time-Spent-per-Day-with-Major-Media-by-Adults-China-2012-2017-hrsmins/189275>

2.2.3.4. Precedents

Facebook

At this present moment, Facebook is translated into 75 different languages, and operates in 180 countries across the globe. Even though there are dozens of successful social media websites today, Facebook is the world's most popular platform (Kirkpatrick, 2011). On Facebook, people can not only message friends, but also instantly express their own mood, let friends pay attention, and pay attention to the stories of friends in return.

Furthermore, Facebook is social network for acquaintances. At present, there are several ways to add friends in Facebook:

1. If you know a friend's Facebook profile page, you can visit the profile page to send a friend request;
2. Through friends' email, or name search (Figure 42);
3. Facebook will automatically recommend some people you might know based on your existing friends.

While it is possible, though difficult, to seek out new friends with a specific purpose in mind, people do not tend to add people they don't know. For example, on Facebook, I cannot find a new local friend who has similar interests to myself, or who loves Chinese culture. (Figure 43)

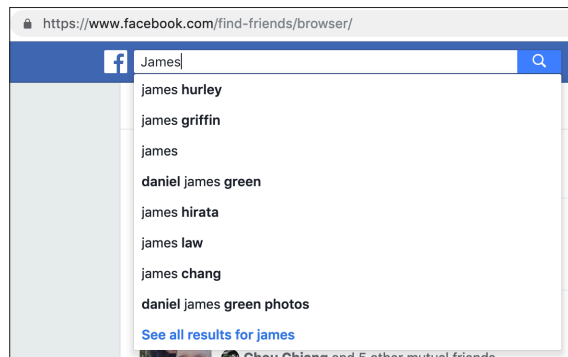


Figure 42: A screenshot of search friends in Facebook.

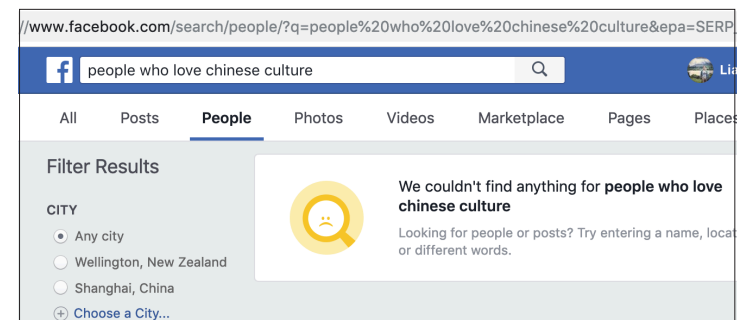


Figure 43: A screenshot of search people who love Chinese culture in Facebook.



WeChat

WeChat is a free instant messaging service, launched by Chinese company Tencent on January 21, 2011. As of the second quarter of 2016, WeChat has a presence on more than 94% of China's smartphones, with monthly active users reaching 806 million, and users covering more than 20 countries and using more than 20 languages (Baiké, n.d.).

Furthermore, WeChat is an all-in-one hub for socializing, playing games, paying bills, booking tickets and more. The Chat function supports sending voice messages, videos, pictures, emoji, and text. It is a piece of chat software that supports multi-party group chats of up to 200 members.

The "Moments" in WeChat (Figure 44) are similar to the Home page on Facebook; it is a social interactive channel. Users can post text and pictures through the Moments, and share articles with friends. The user can "comment" or "like" friends' posts, and the user can only view the comments or likes of their own friends.

There are a few ways to search and make a new friend on WeChat:

1. User can add new friends by looking up a friend's WeChat ID;
2. Add a friend using their mobile phone number;
3. Use WeChat Shake, which is a random searching function in WeChat. By shaking the phone or clicking the button to simulate the shake, it will match other users who trigger the function at the same time;
4. Add a friend by searching for nearby people.

However, there are still some shortcomings. When searching for a friend, users cannot analyze and get the personal information of the new people, so they do not know who will be suitable. On WeChat, users almost never connect with people who are not already prior acquaintances or friends. WeChat as a social tool does not help improve social quality. It just provides a chance to try a social adventure. Moreover, although the users of WeChat cover most major countries and languages, only a few Western people use WeChat. The user base is almost exclusively Chinese. (Figure 45)



Figure 44: The "Moments" page in WeChat

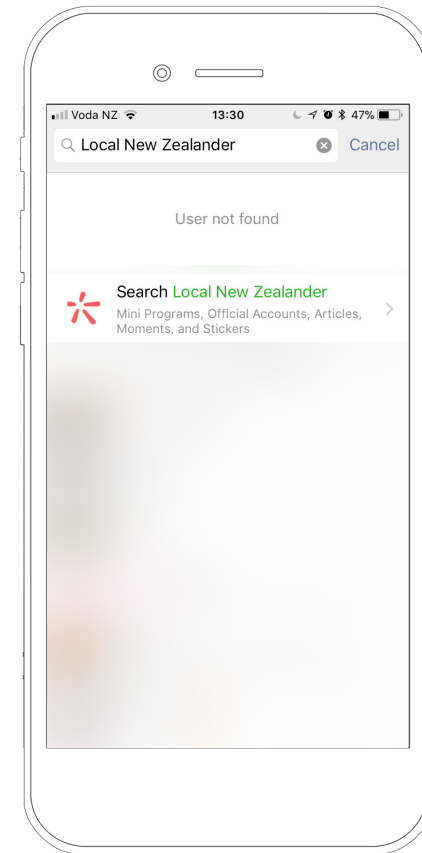


Figure 45: The "Search people" page in WeChat



Elite Singles (a dating website)

Elite Singles is an online dating website, which offers a platform that lets members take dating further than ever. It offers the most direct and successful approach to meeting singles anywhere in the world. The website applies the original “Matching Test System”, which matches members automatically by collected personal information, including ages, personalities, interests and expectations, improving matching efficiency between members of the opposite sex. The resulting matches will therefore basically meet the needs of members. The service is an effective approach for people searching an appropriate partner, which would be a perfect function apply in this project for connecting the two specific groups.



Conclusion

Many people are using social media to share their daily stories, or message friends. In China, this takes the form of WeChat and Weibo. Effective social media provides channels for people to connect with friends all around the world.

“Social media could play an important role in assisting students to expand and manage their online social network.” (Magro, Ryan, Sharp, & Ryan, 2009, p. 528)

Presently, social media does provide a forum for students and faculty to communicate informally about both educational and personal issues. There has been an initial exploratory study to discuss how social media can help Chinese international students to easily adapt to the local environment (Cao, & Zhang, 2012), which revealed that the social relationships of Chinese international tertiary students are influenced by social media they have used both in China and New Zealand. These interactions help them to adjust to their new social environment.

Despite this, another study shows that Facebook, as the most popular social medium used in Western young people, is perceived as the second choice for Chinese international students to build social networks (Cao & Zhang, 2011). These famous social media platforms including Facebook and WeChat, do not exactly help users discover new potential friends, or find a specific desired group to connect with. It is worth mentioning that it is necessary to build a connecting platform specifically for these two groups of people.

2.2.3.5. Design proposal

The research of precedents has shown, there are limited commonality social networks between the Chinese international tertiary students and the local New Zealanders. This proposal proposes to design a new communication platform specifically for connecting these two groups. On this platform, users could not only gain useful information on both cultures, such as histories, cuisines and local customs, but also share their stories and pictures, as shown earlier in activity examples. It would function like a social community similar to established platforms, while also allowing users to be matched with new people, similarly to a dating service. Furthermore, for those students who are feeling lonely, but because of language and cultural barriers, do not feel confident in communicating face-to-face, the web-based platform would give them a recognisable channel to chat with people freely from behind the screen. So far, in New Zealand, there is no such online platform for this purpose, and certainly none that are built for a specific community. Therefore, developing such a platform to connect these two communities would be an appropriate approach to improve Chinese international students' experience in New Zealand. It would also be an innovative approach for the local Zealanders who love Chinese culture and its people, and are seeking an opportunity to connect with them.

Responsive web design

As mobile traffic already accounts for more than half of total internet traffic (Cisco, 2015), responsive web design has become increasingly important. Hence, the platform should be compatible with multiple devices. Whether the user is using a laptop or a smartphone, all pages should be able to automatically switch resolutions, image sizes and related scripting functions automatically, in response to the user's device environment. And optimizing the functionality of the site on mobile devices, ensuring that the user journey is simple and straightforward. Furthermore, comparing to the mobile App, as the platform will be a nonprofit project, website is more cost-effective. Most successful mobile apps cost upwards of 10,000USD to build due to features, level of expected design, connection to a website (Commite, n.d.). In addition, the reason for progressing the concept with a responsive website is that it is accessible to a far wider group of people. The community in China and New Zealand might be divided between Android and iOS. When the vastly different markets that both countries operate within. Whereas the web is still available for both.



Moments page

The platform would have a Moments page, which is similar to the Moments in WeChat, where users can post text, images and share articles with other users on the platform. The user would be able to “comment” or “like” all the new photos, stories that other users post.

People can directly post pictures, sharing up to nine at a time. They could also be captioned, as with the Moments in WeChat.

Matching function

The matching function would be the main innovative part of the platform. The inspiration for this was gained from the dating website. Users would not only search for a desired people to talk with by selecting specific options manually, but would also have the option of the platform providing matches automatically.

The matching method is matching people base on their needs, interests and locations, that each member in one subgroup would be matched to the member(s) in another subgroup. Through the matching, the platform would provide matched people for audiences of both groups to communicate with, and eventually find a friend.

The matching algorithm will draw from an initial questionnaire and individual information. The demographic data to be considered would include gender, age range, residence, profession, or field of study. In addition, in order to match personal preferences, users would be requested to provide various details during the registration that could be significant for their friendship prospects, such as personal interests, needs, offers and the personality of the user. According to the results of this demographic data, the platform will be able to identify users who are particularly well-suited to a friendship together, and suggest them to each other.

User Journey Map (Persona C1)



Feng

Age: 27

Wellington, NZ

Home city:Guangzhou, China

Goal:

I am studying Victoria University. Because of the culture difference, sometimes, I couldn't understand local customs, and feel shy to meet local people. However, I am keen to communicate with locals. I would like to communicate with locals, to assimilating the local community well.

Phase	Research
Kiwi Circle	
Search Engines	
Social Media	Facebook
Other Websites	
Real World	In the class
Scenario	Feng couldn't find real friends in her class. Most local students look like uninterested in become friends with the international students. Furthermore, it is hard to find a close friend on Facebook. She searched on Google.

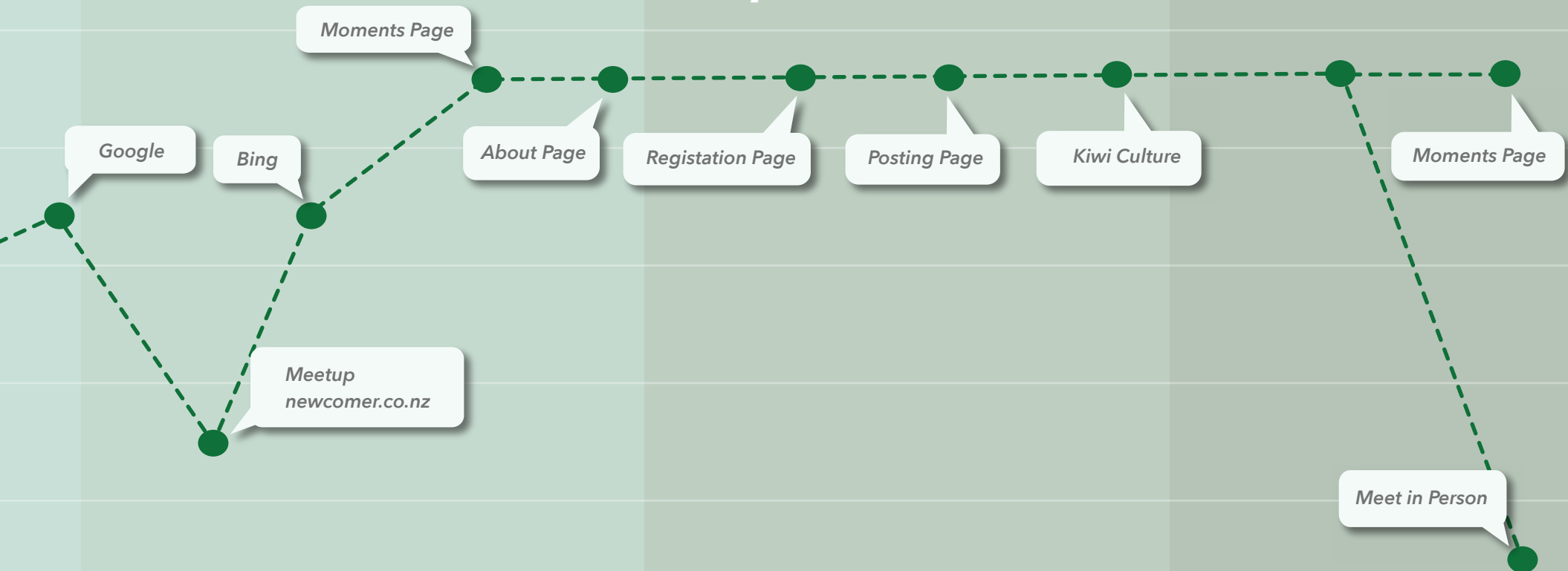
Figure 46: User journey map of the persona C1

Research

Interactive

Outcome

Touch Point Map



There websites which can be found only provide information or opportunities of attending group events or clubs. She felt difficult to join events directly. Feng would like to communicate with locals online first. That would be easier for her to understand others before meet in person. Finally, she found a website through the search engine Bing, called Kiwi Circle. Through reading the Home page, she understands that Kiwi Circle is particularly for connecting between local kiwis and Chinese international students.

Feng registered on the website, begin to share, comment on "Moments", connect with local Kiwis. In addition, she looked at the "Kiwi Culture" page to learn more local customs and people.

Finally, Feng was chatting with a local Kiwi (Persona L1) who wants learning Chinese language and understand more about Chinese culture. They have met in person, become friends. They both achieved their goals from each other. Furthermore, Feng was continuing enjoy Kiwi Circle, interacting with other locals.

User Journey Map (Persona C2)



Lee

Age: 24
Hamilton, NZ
Home city: Chengdu, China

Goal:

I am studying at a polytechnic in Cookery in Hamilton. I am studying at a polytechnic in Cookery in Hamilton. Due to language issues and lack of confidence, it's difficult to communicate face-to-face with locals. I would like to connect with local Kiwis on internet, to find local online friends.

Phase	Research
Kiwi Circle	
Search Engines	
Social Media	Facebook
Other Websites	
Outdoor Activities	Group Trip

Scenario

Firstly, Lee attended some international student events, try to meet up local students. However, because of the language barrier, it was a bit hard connecting with them in person. he hopes he could communicate with locals online first, before face to face. There are most people using FB for connecting with friends. But, it is still challenging to find a right people who are interested in interacting with Chinese people.

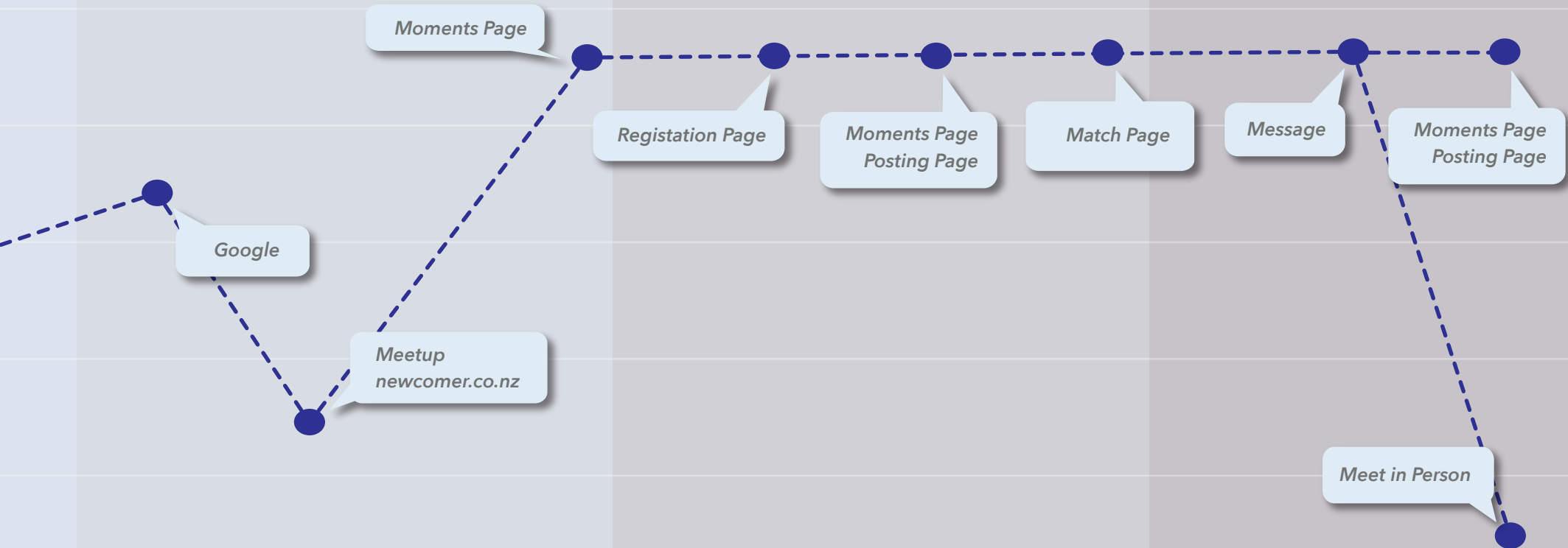
Figure 47: User journey map of the persona C2

Research

Interactive

Outcome

Touch Point Map



Lee tried searching on Google, looking for relative websites. After browsing a couple of sites, he only found Kiwi Circle platform which is particularly for Chinese students connecting with locals.

On the "Moments" page, some local kiwis are posting stories in the Chinese language. Those locals are interested in Chinese history and connecting with Chinese people. Lee thought it should be a right place for interacting with locals.

Lee registered on the Kiwi Circle, start to share, comment on the "Moments". And looked at the "Kiwi culture" page to learn about the local culture.

Finally, Lee found a local friend (Persona L2) who loves Chinese foods and happy to improve his English to a good level. They have met in person, be friends. Furthermore, the Lee was continuing to enjoy the platform, connecting with other Kiwis.

User Journey Map (Persona C3)



Hong

Age: 25
Auckland, NZ
Home city: Beijing, China

Goal:

I have been in NZ around 3 months. I am studying at The University of Auckland. Because of the cultural different, it's hard to build up the relationship with locals. I desire I could have some local friends.

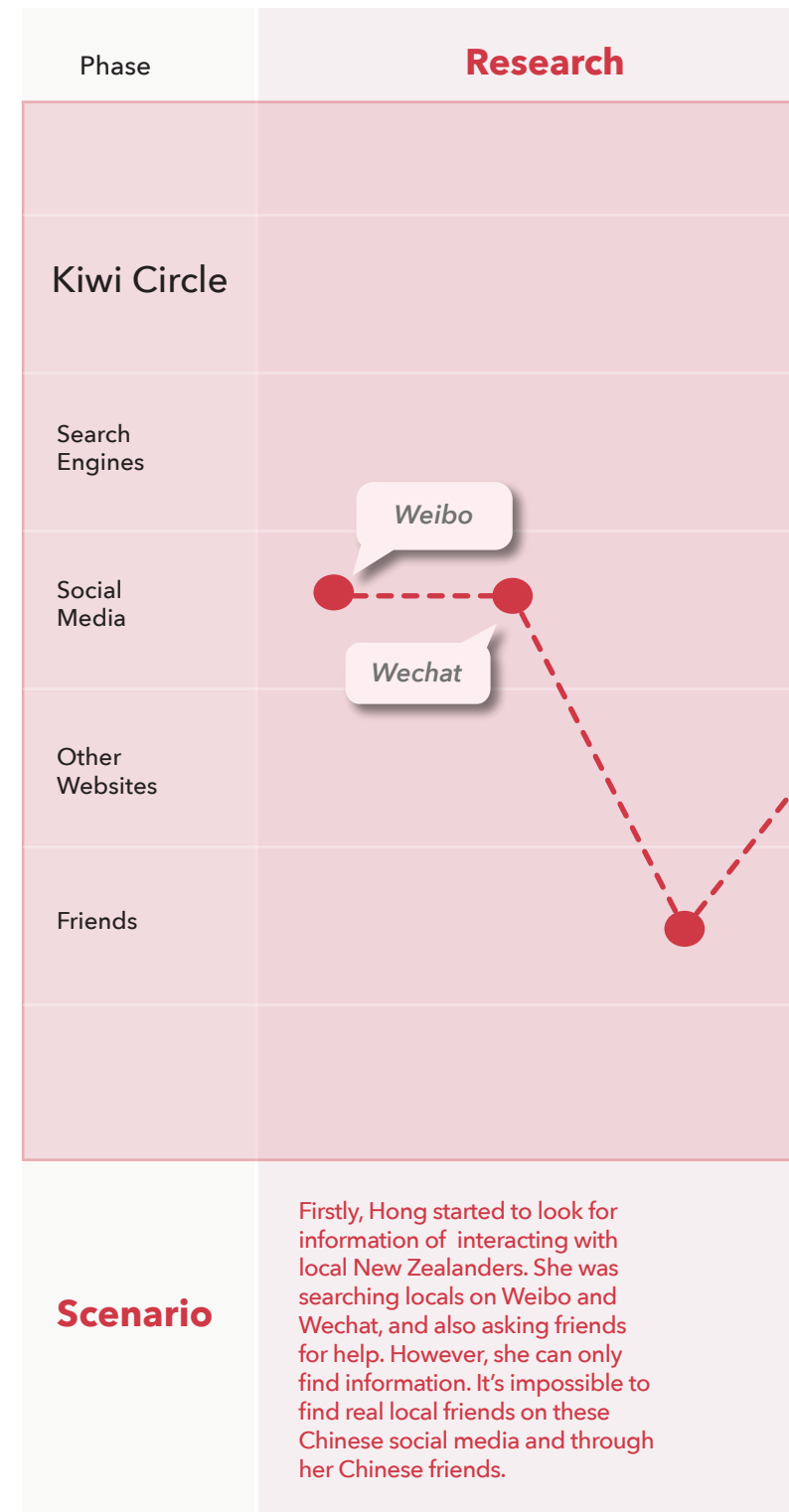


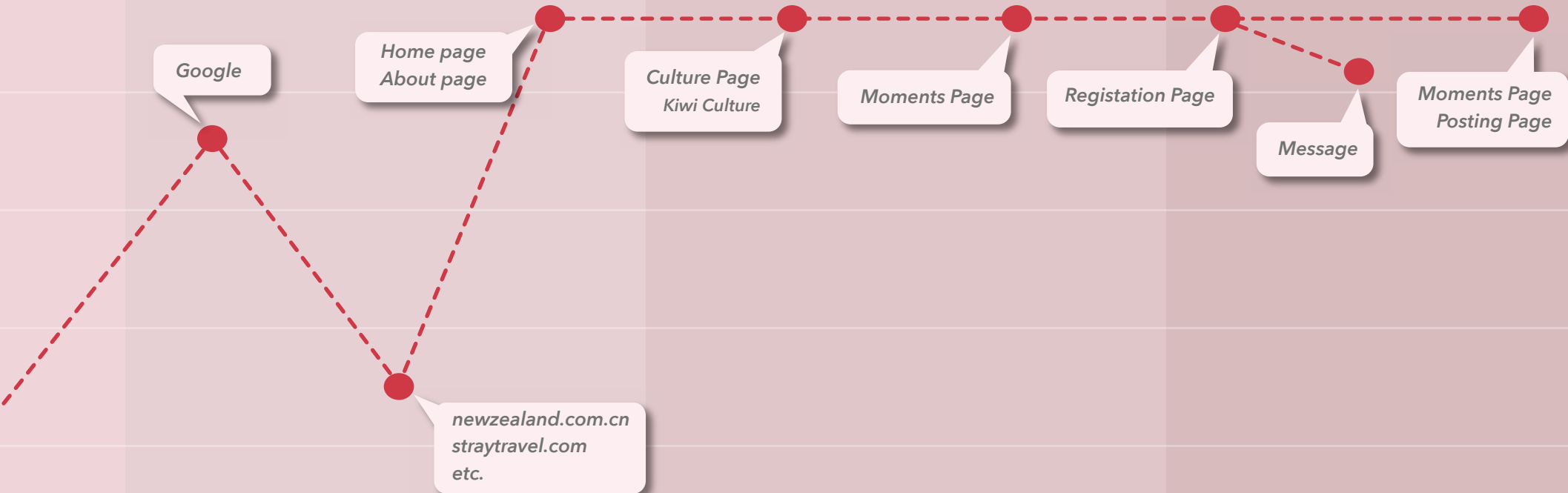
Figure 48: User journey map of the persona C3

Research

Interactive

Outcome

Touch Point Map



Hong was searching on Google, looking for any useful websites. There are many website providing information of traveling to NZ.

Hong found only one website called "Kiwi Circle" which is about interacting both Chinese international students and local Kiwis.

She looked at the "Kiwi Culture" page getting information about European and Māori culture in NZ, that were much helpful. In addition, Hong went to the "Moments" page which is an interactive channel for Chinese international tertiary students and locals to post stories, sharing with other members.

Finally, Hong found a local girl (Persona L3), who has similar interests as Hong. They are sending message to each other, exchange information. Through the friendship, Hong had learnt more about Kiwi culture and Local people.

User Journey Map (Persona C4)



Jin

Age: 21
Shanghai, China

Goal:

I will come to NZ for a bachelor study. I decided choosing living in a homestay. Before arriving, I would like to connect with the family. Therefore, we can build up a basic relationship first, then might be easier to join the new family.



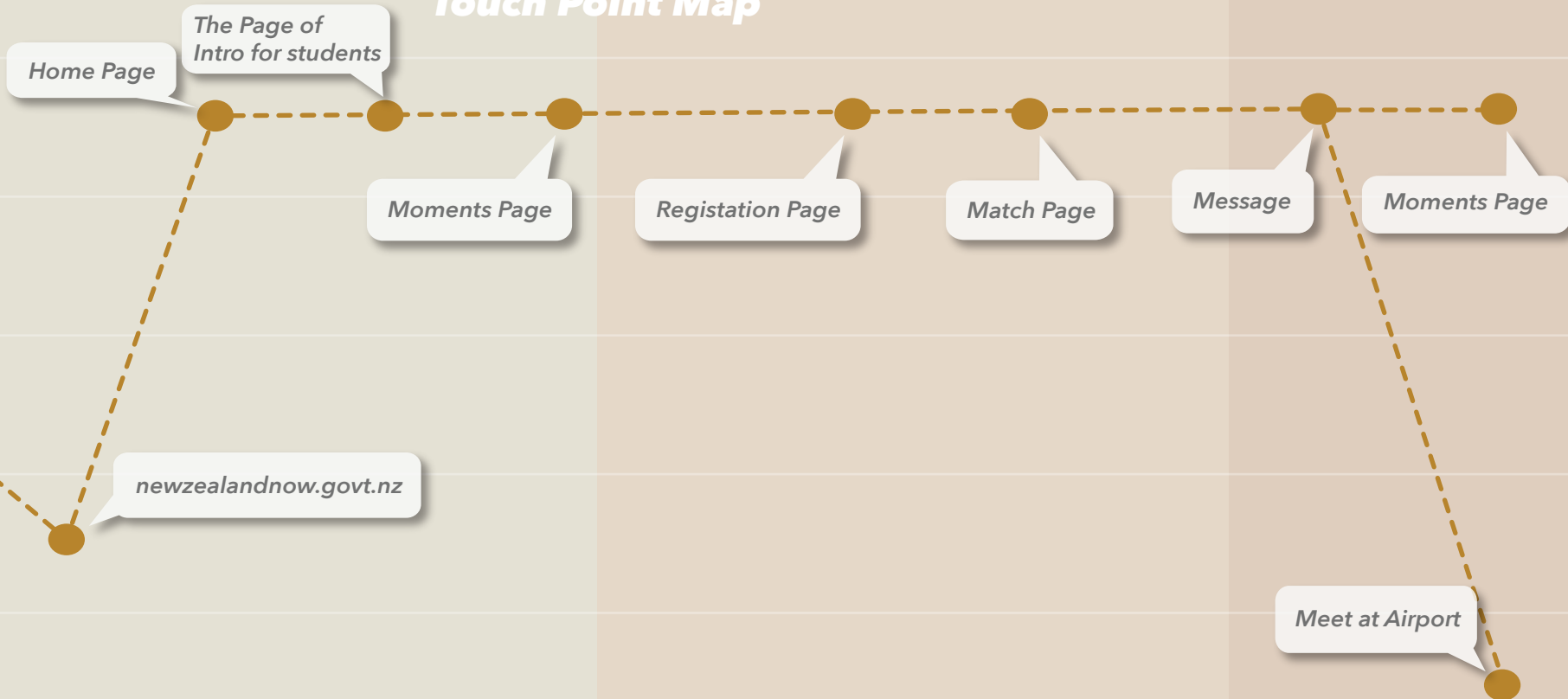
Figure 49: User journey map of the persona C4

Research

Interactive

Outcome

Touch Point Map



Jin found the New Zealand official website. However, it doesn't provide any methods for the international students to interact with local people. Jin found the only website called Kiwi Circle. Through the "Home" page, she understood the website is online platform for connecting the local people.

Jin registered an account on Kiwi Circle, searching a right people on the "Match" page.

Jin found a host mother (Persona L4). Her son has got similar age and hobbies as Jin herself. Jin decided living within the family. They were both happy to find each other. Finally, they have met at the Dunedin airport.

User Journey Map (Persona L1)



Lucas

Age: 24
Wellington, NZ

Goal:

Lucas has accepted an invitation of a backpacking tour going to China next year. Hence, he wants to connect with a Chinese people to improve her Chinese language, and understand more about Chinese culture.

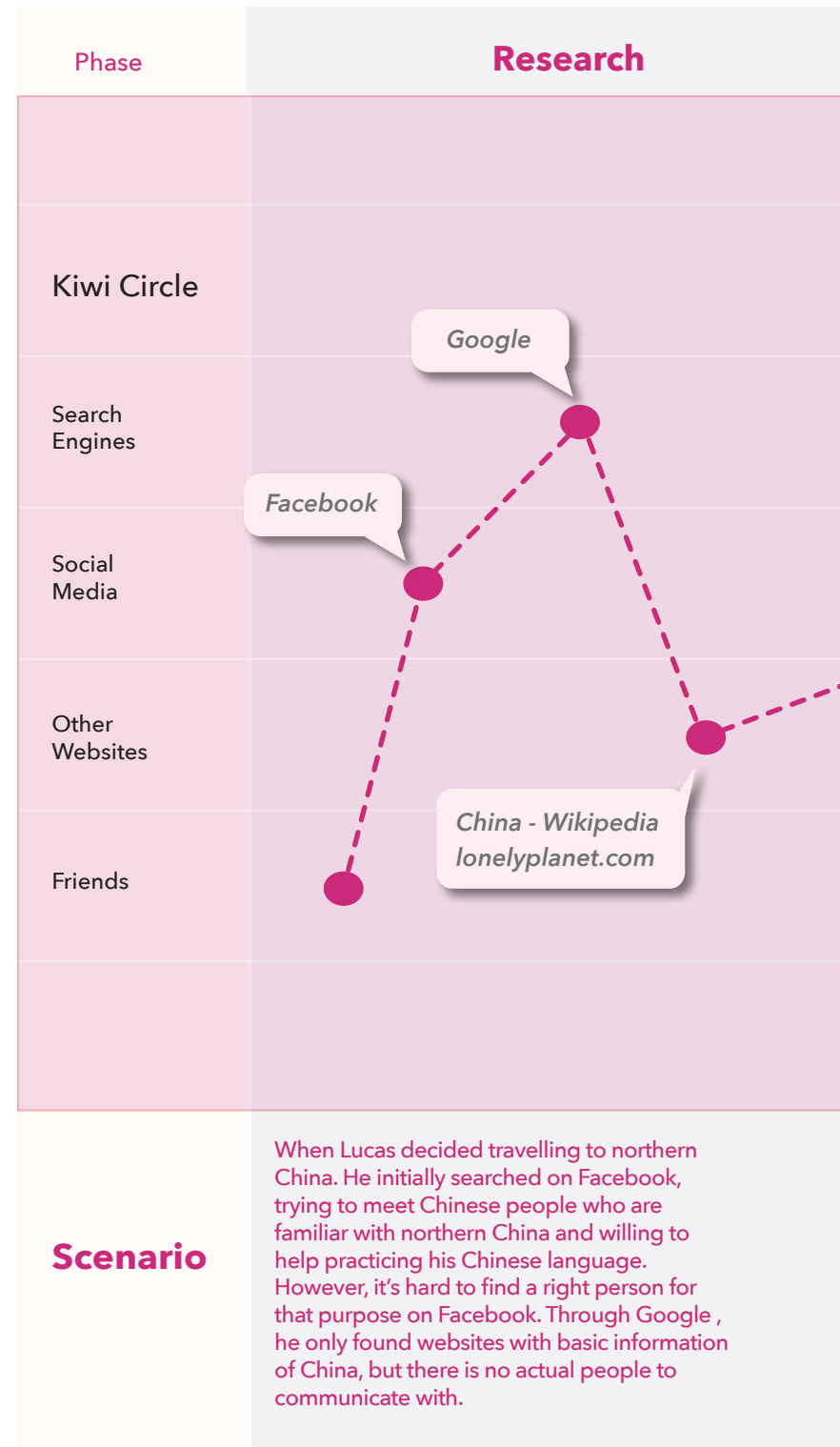


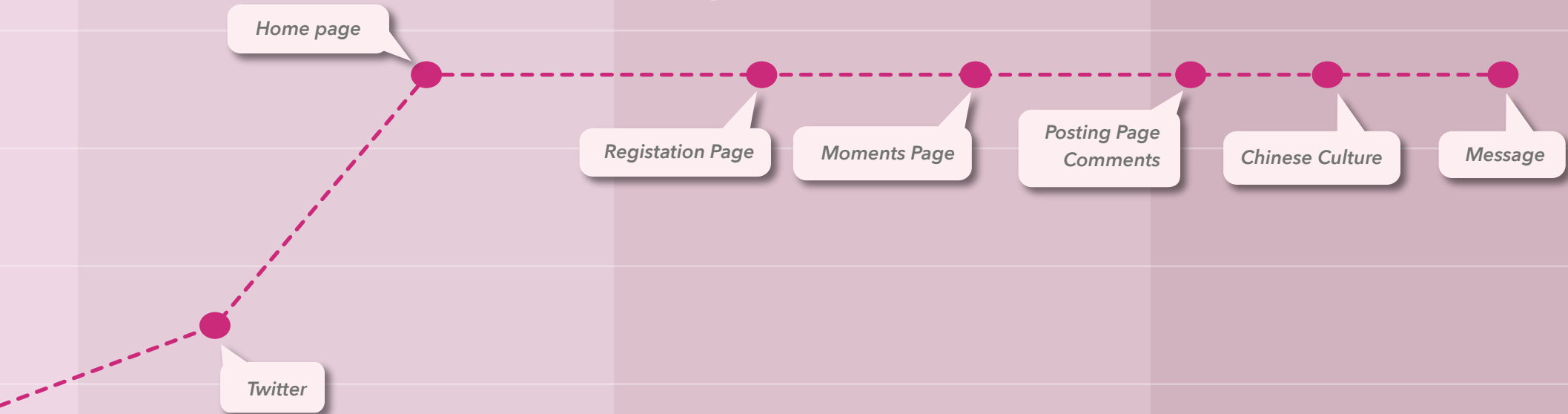
Figure 50: User journey map of the persona L1

Research

Interactive

Outcome

Touch Point Map



A friend on Twitter recommended a website called "Kiwi Circle" to Lucas. After he read the "Home" page, Lucas understood that Kiwi Circle is a social platform for connecting between local Kiwis and Chinese international students.

He thought the website should be a right place for his purpose.

He registered an account on Kiwi Circle, started to comment and post on the "Moments" page.

Lucas had learnt about Chinese culture from the "Chinese culture" page.

Finally, Lucas found and message with a student (Persona C1), who loves traveling too, and provided suggestions of traveling in Northern China to Lucas. Through communicating with the Chinese student, Lucas had improved his Chinese language, they became good friends.

User Journey Map (Persona L2)



Dan

Age: 32
Hamilton, NZ

Goal:

I am interested in learning about Chinese language and culture. I love meet Chinese people, to hear interesting stories, and learn Chinese language.

Phase	Research
Kiwi Circle	
Search Engines	
Social Media	
Other Websites	
Real world	
<p>Scenario</p>	<p>Firstly, Dan doesn't have any Chinese friends in the real world. On Facebook, Dan has some Asian friends, but they are New Zealand-born Chinese, and are not actually familiar with these things themselves.</p> <p>A friend recommended a website for Dan, which called Kiwi Circle.</p>

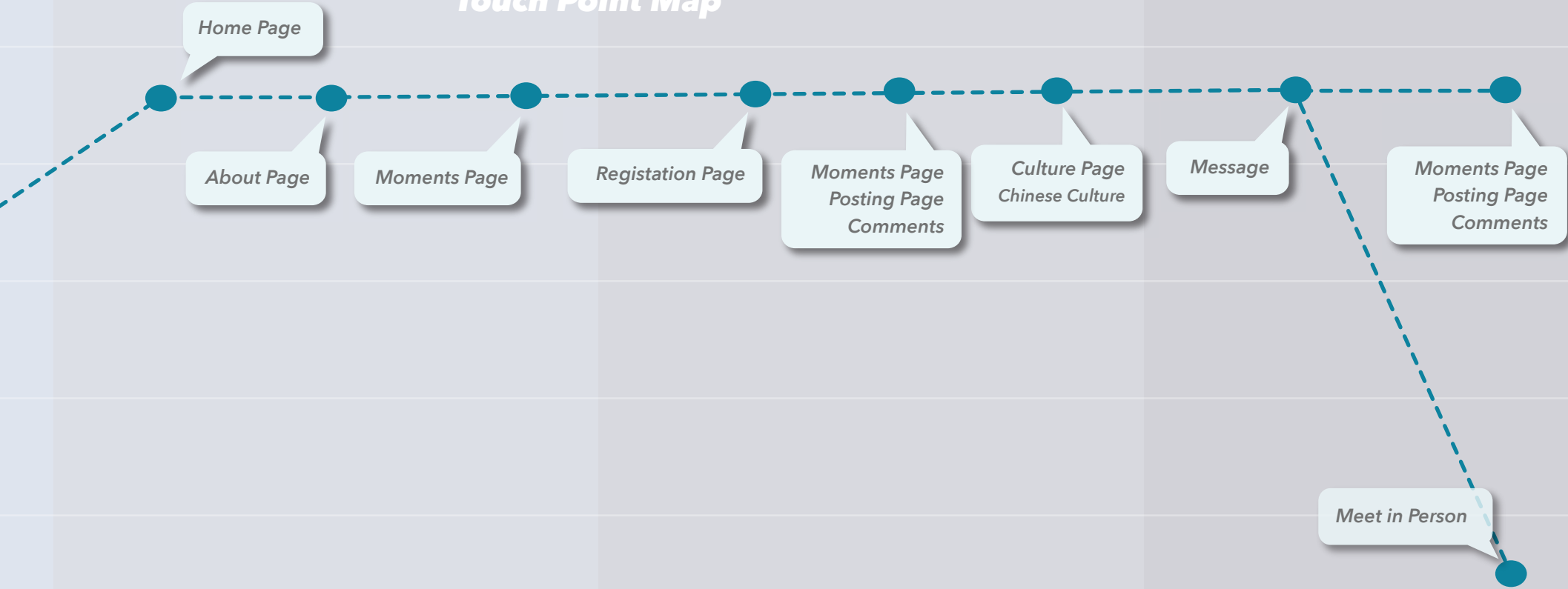
Figure 51: User journey map of the persona L2

Research

Interactive

Outcome

Touch Point Map



He found Kiwi Circle. Read through the "Home" page, he understood it is a well-designed web service for local kiwis interacting with Chinese international students. That truly suit his purpose. On the "Moments" page, both groups of people share their stories and photos.

He registered on the platform, start to share and comment on "Moments". In addition Dan looked at the "Chinese culture" page to learn more the Chinese culture and customs.

Finally, Dan was connecting with a Chinese student (Persona C2) in the message. The Chinese student loves food as well. They have met in person, become real friends.

Dan has kept interacting with other Chinese students on the "Moments".

User Journey Map (Persona L3)



Sarah

Age: 27
Auckland, NZ

Goal:

I am a business lawyer. During last 3 years, the number of Chinese customers has steady increased. Hence, I would like to know more Chinese language and its people.

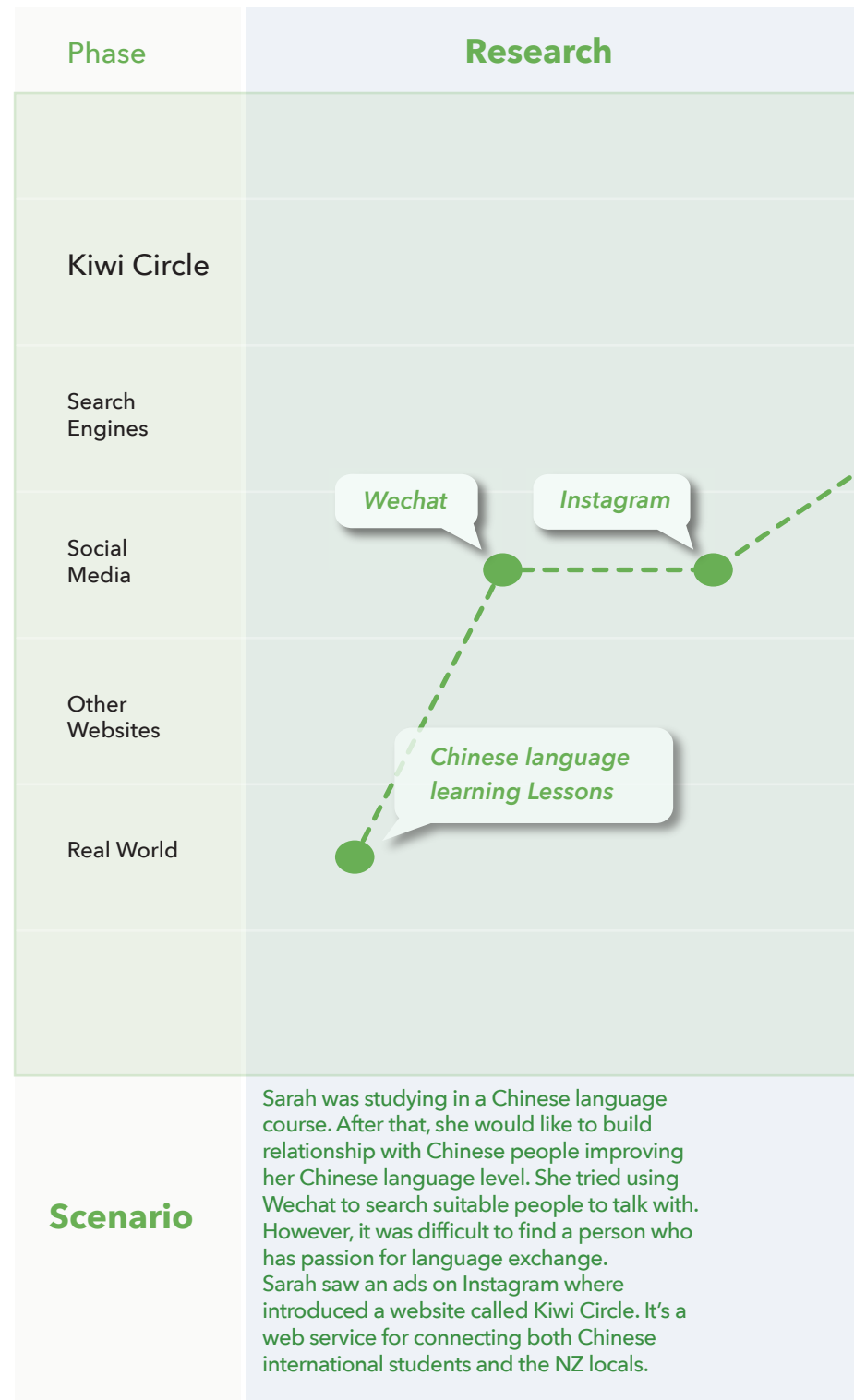


Figure 52: User journey map of the persona L3

Research

Interactive

Outcome

Touch Point Map



Sarah looked at the "Home" page. She felt excited that the platform is for connecting both Chinese international tertiary students and local New Zealanders.

She created an account on the website, started sharing, commenting on the "Moments". And looked at the "Chinese culture" page to understand everything about China and its people.

Sarah found a Chinese student (Persona C3) who wants understanding NZ local customs and assimilating in local community. They have exchanged their experiences and knowledge, became friends. Finally, Sarah had improved Chinese language. Furthermore, she is continuing to enjoy Kiwi Circle, interacting with other Chinese students.

User Journey Map (Persona L4)



Ann

Age:45
Dunedin, NZ

Goal:

I am a host mother in Dunedin. I would like to connect with international students, and looking for a right student for our family.



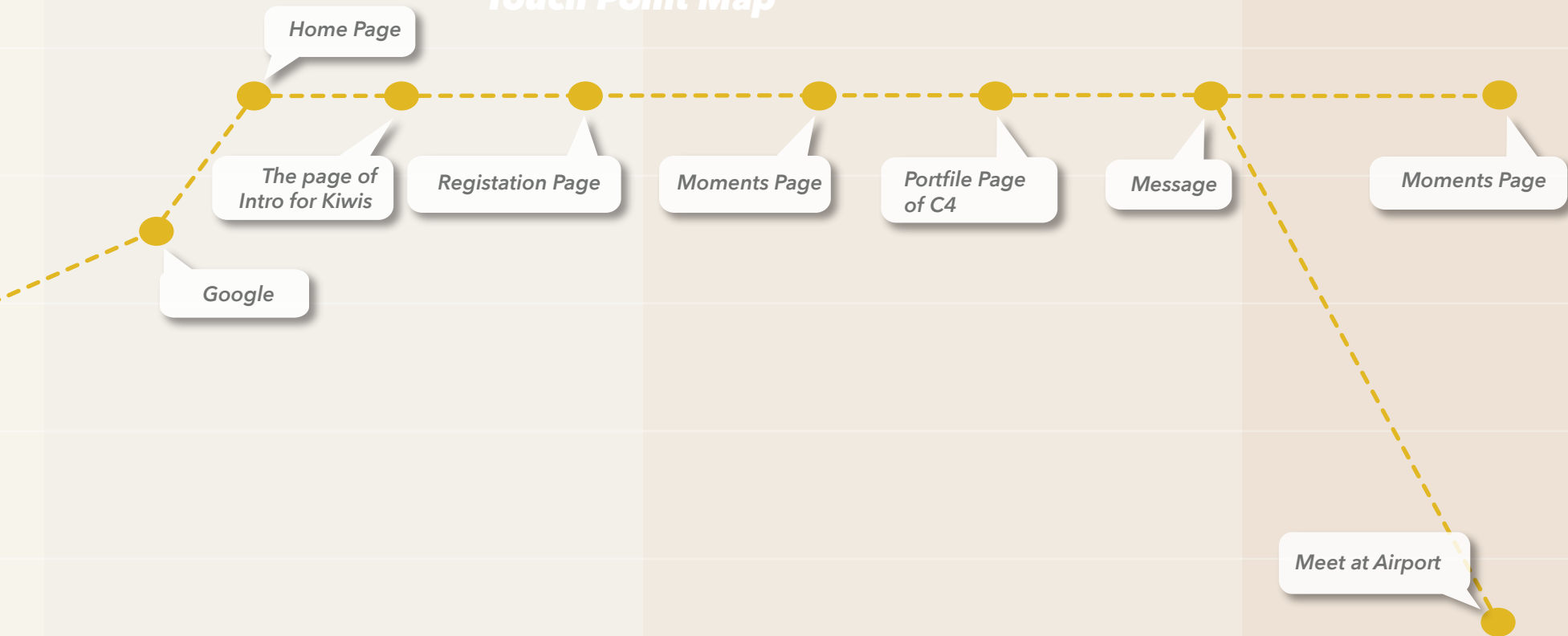
Figure 53: User journey map of the persona L4

Research

Interactive

Outcome

Touch Point Map



Ann was searching on Google, looking for relative websites. The website she can only found suiting her purpose, which is the Kiwi Circle. On the "Home" page, Ann understood Kiwi Circle is particularly for both the Chinese international students and the NZ locals to connect with each other. Which is a wonderful platform for knowing a student deeper.

Ann registered on Kiwi Circle, start to share and interact with others on "Moments". And Ann looked at the "Chinese culture" page to learn more about Chinese people.

Ann found and communicated with a Chinese student (Persona C4), who will study in Dunedin two months later. The student has similar hobbies with their son and same favorite foods as her family. The student decided would live within Ann's family. They are both happy found each other. Finally, they have met at the Dunedin airport. Furthermore, Ann continue communicating with students on the website, to understand the Chinese students better.

3. Iteration: Prototypes & Testing

In this stage of the design process, I worked on iteration by creating prototypes and testing them with target audiences. By doing this, it can be ensured that issues and problems will be identified, and feedback used to modify the prototype before testing it again. Maintaining the intention of ensuring that the new product will provide a genuine improvement from the user's perspective will make the work more effective.

3.1. Paper prototype one

The first paper prototype of the website was designed, which presents basic functional pages. (figure 54-61)

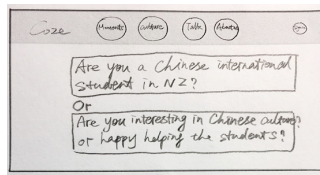


Figure 54: Home page

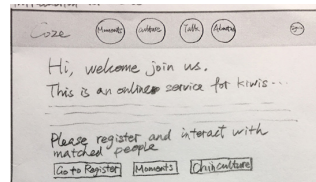


Figure 55: Introduction page

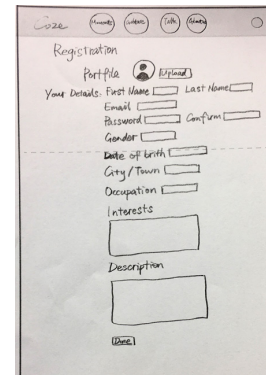


Figure 56: Registration page

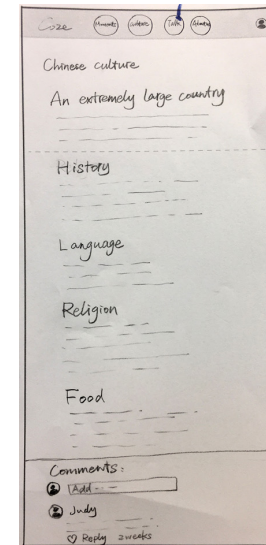


Figure 57: Chinese culture page

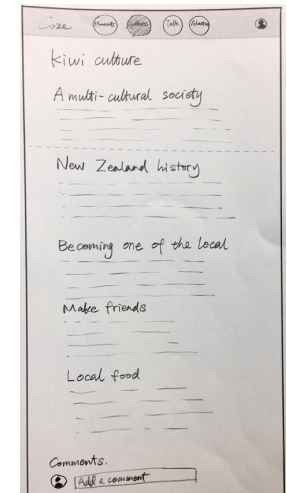


Figure 58: Kiwi culture page

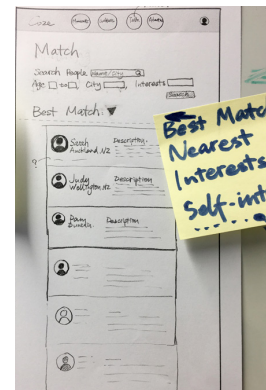


Figure 59: Match page

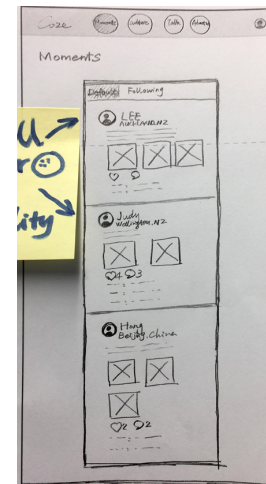


Figure 60: Moments page

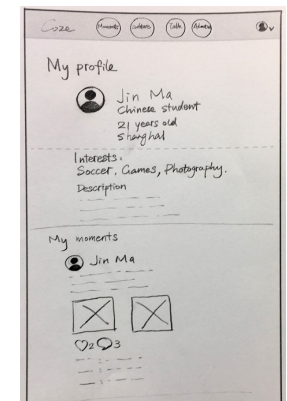


Figure 61: Profile page

3.2. User testing one

Participants, who were mostly Chinese international tertiary students, involved in the first user trial. (Figure 62,63)

There was useful feedback received during the user testing phase which identified problems with user interaction.

Feedback 1: *"The personal information (for example, members' interests, needs) which is requested in the registration page looks useful for knowing each member, but I do not want to spend too much time on writing words. If those pages could provide preset options to select, that would be easier for users."*

Feedback 2: *"The information about the website on the home page is limited, I do not exactly understand the function of the website when I first reach the home page. I would like to know more about the website and how the platform works, then I can know whether the website is suitable for me or not."*

Feedback 3: *"Every guest can access each page and view members' personal information. That is dangerous for the privacy of all members. Maybe users should need to register an account first, before they can get access to the other pages."*

Feedback 4: *"On the match page, there should be a following button and a message button for each matched profile photo, so I could follow someone's activities or write a message to them."*

Feedback 5: *"The name of the platform (Coze) does not seem meaningful."*

Feedback 6: *"If the website has a version translated into Chinese, it would be helpful for me."*



Figure 62,63: Participants in the first user trial

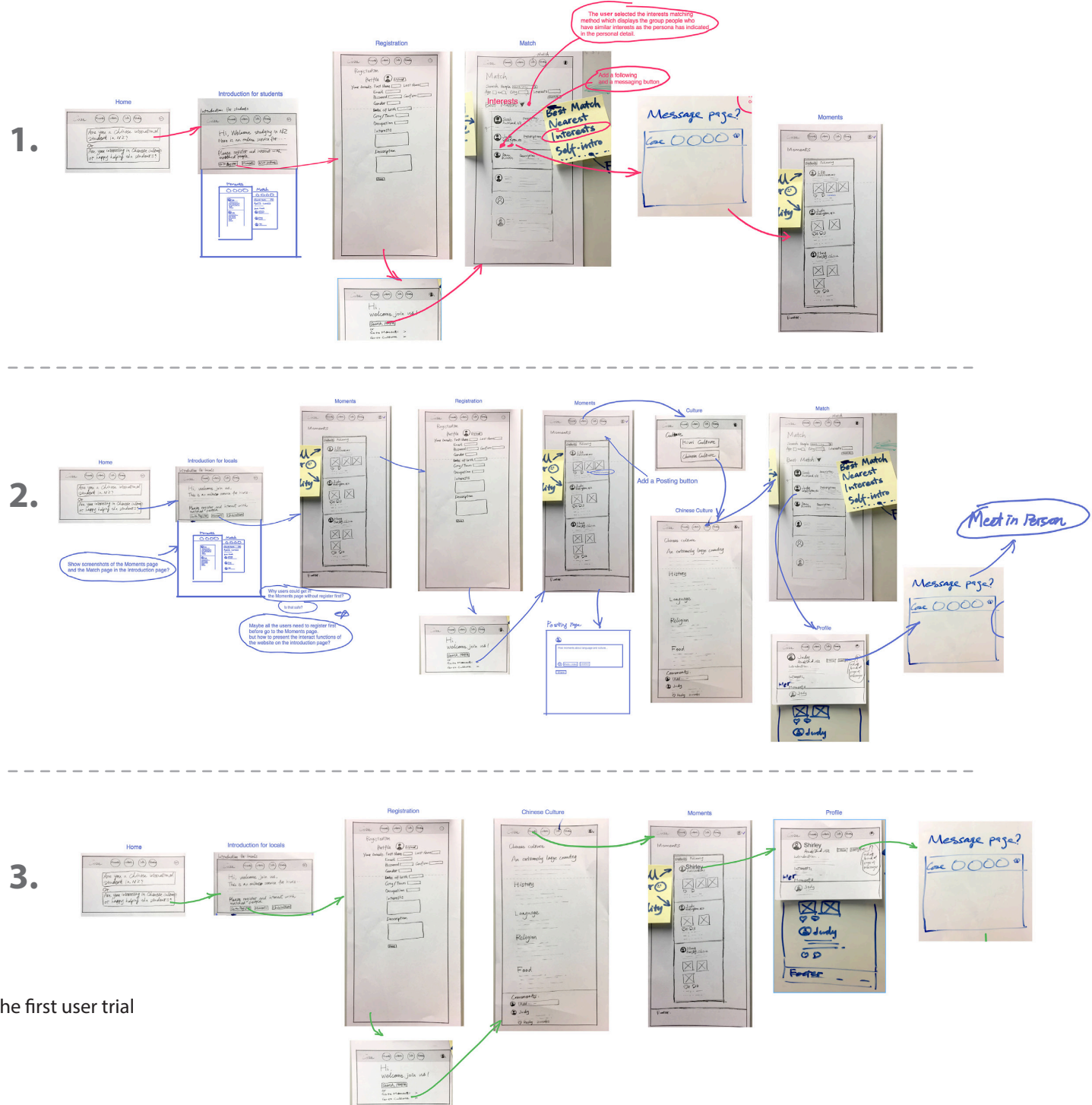


Figure 64: User journeys of the first user trial

3.3. Prototype two

According to feedback of the first user trial, the prototype was modified, such as by adding ready-made options in the registration process, adding a translation function, and revising the name. Additionally, the smartphone version was designed. (Figure 65, 66)

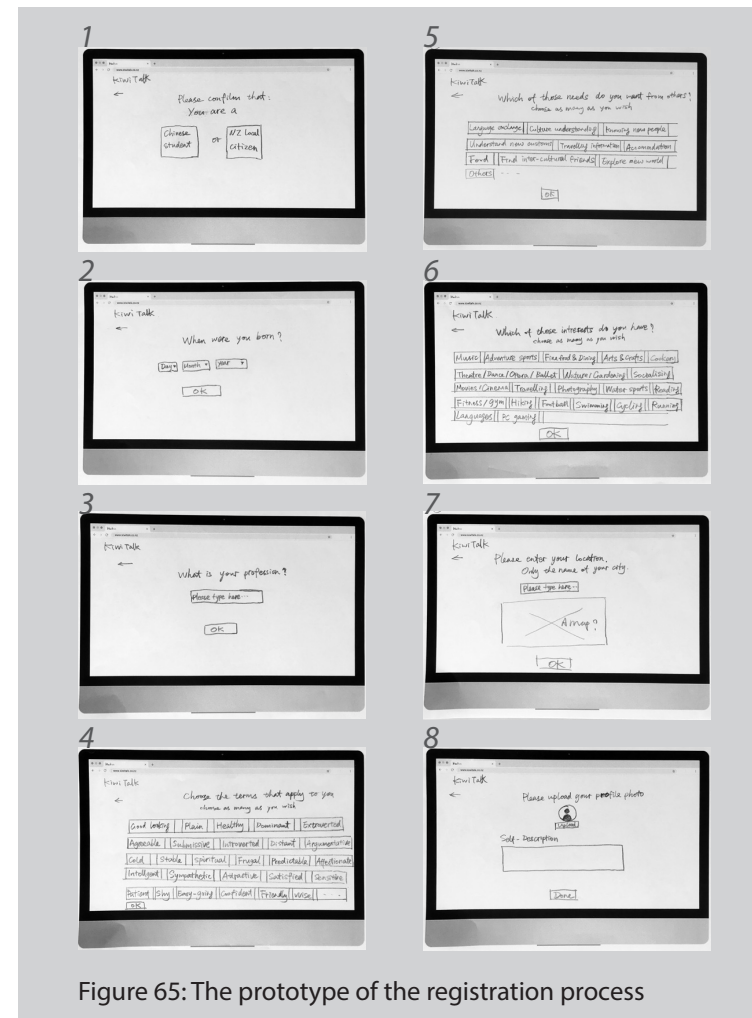


Figure 65: The prototype of the registration process



Figure 66: The prototype of the smartphone version

3.4. User testing two



Figure 67

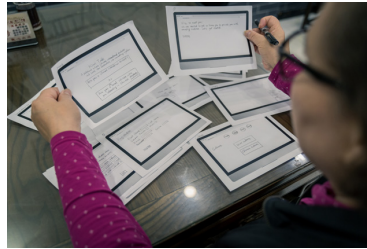


Figure 69



Figure 68



Figure 70

Feedback 1: *"The Moments page and the Culture page are good for getting information and interacting with people. But the layout of the Match page is not clear."*

Feedback 2: *"Details of each member on the Moments page don't show which group they belong to. Only shows the location and the name of the member."*

Feedback 3: *"I worry about the security of the platform. Is the website safe for every member? What is the privacy policy of the website?"*

Feedback 4: *"It is difficult to know that there are any comments or replies in my posts. I think there needs to be a notification function, which can alert users to any messages."*

Figure 67-70: Participants in the second user trial.
Photograph by Liang Yu.



Privacy policy

According to the feedback was mentioned. The proposed platform should care about protecting users' privacy. It will place an emphasis on the responsible use and protection of personal information. Therefore, a system of technical and organizational measures will be established to provide maximum personal information security.

While a lot of data are collected and stored for scientific purposes, no attempt to track users will ever be made, either across the site or to other websites on the internet using cookies or other methods. All the personal information that users send to the website after registration or login (e.g., contact information and profile information) will be SSL-encrypted (Secure Socket Layer). Firewalls protect the information from unauthorized access. Access to users' information is granted only to properly trained personnel and only in certain cases.

The Platform will recommend members follow guidelines:

Email address: Kiwi Circle asks for this information when you set up your account but it's not visible to anyone on the platform.

Your stories on "Moments": Adding images to your Story that will be visible to all other members.

"If you choose to have a face-to-face meeting with another member, always tell someone in your family or a friend where you are going and when you will return. Never agree to be picked up at your home. Always provide your own transportation to and from your date and meet in a public place with many people around." (New Jersey state law, 2017. NJ Rev Stat 56:8-171).

3.5. Digital Prototype

Based on feedback from the second user trial, the platform was revised again. For instance, layouts of pages were re-ordered, and a flag icon was added on each profile photo to signify users' respective groups.



Figure 71: Home page

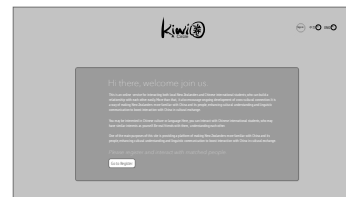


Figure 72: Introduction page

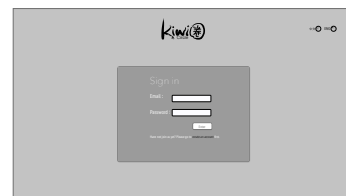


Figure 73: Sign in page



Figure 74: Registration pages

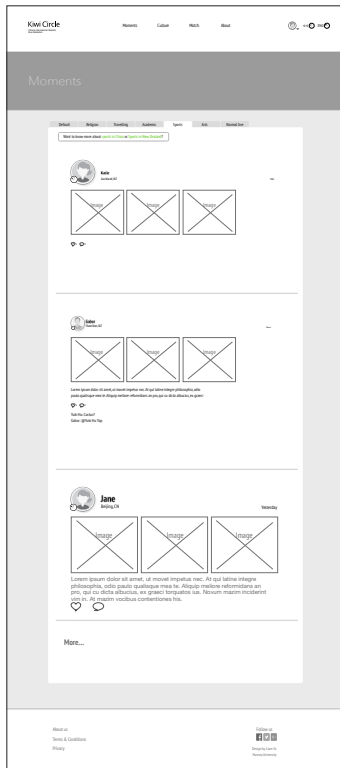


Figure 75: Moments page

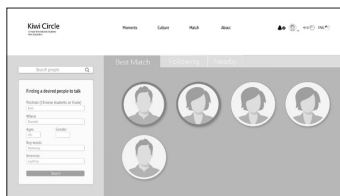


Figure 76: Match page



Figure 77: Chinese culture page

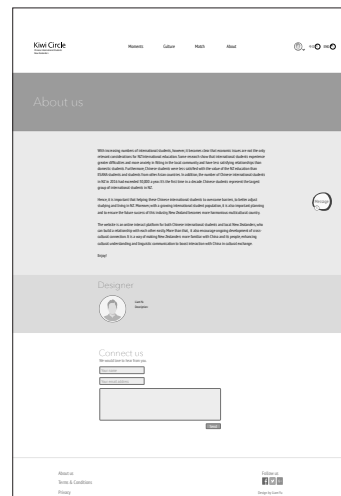


Figure 78: About page

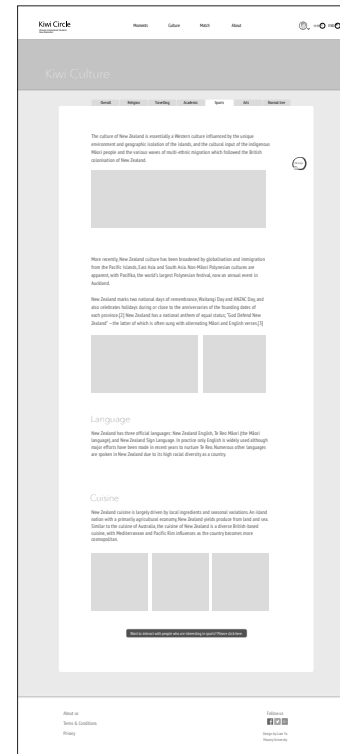


Figure 79: Kiwi culture page

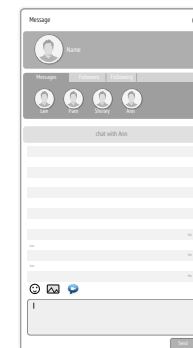


Figure 80: Message window

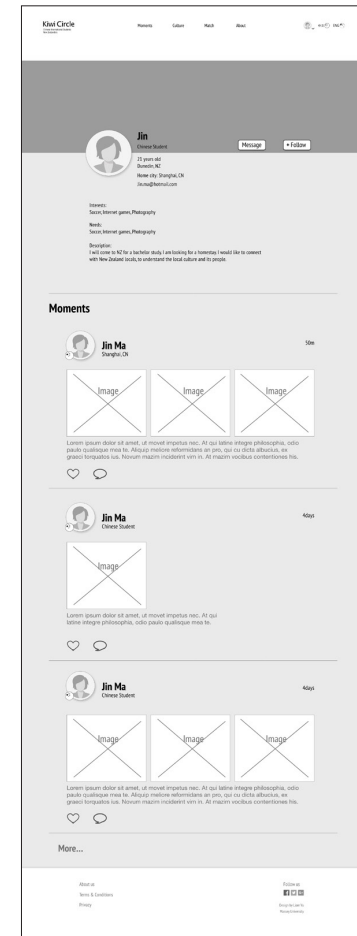


Figure 81: Profile page

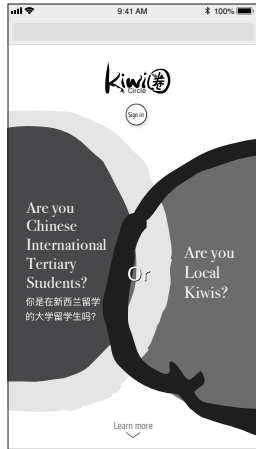


Figure 82: Home page

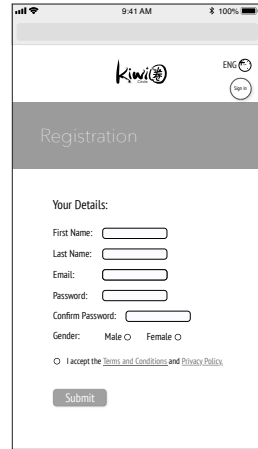


Figure 84: Registration page

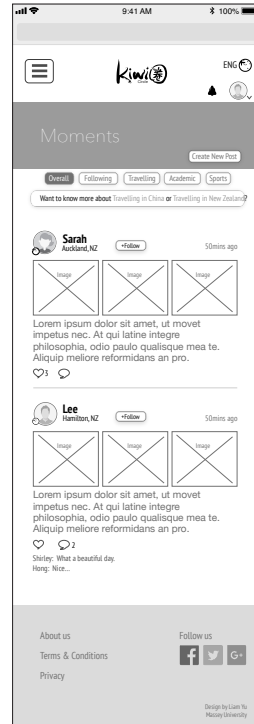


Figure 86: Moments (Overall) page

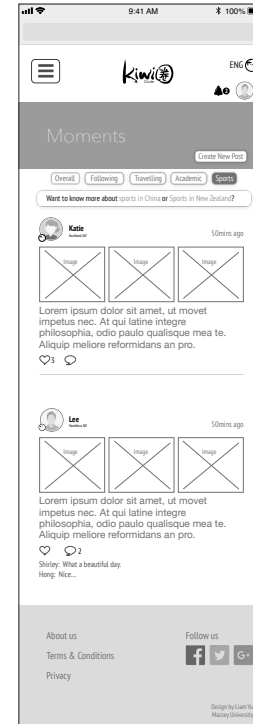


Figure 87: Moments (Sport) page

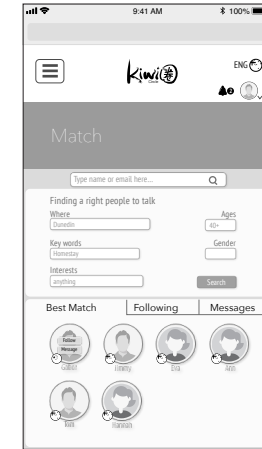


Figure 88: Match page

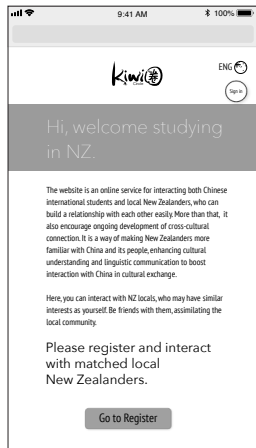


Figure 83: Introduction page

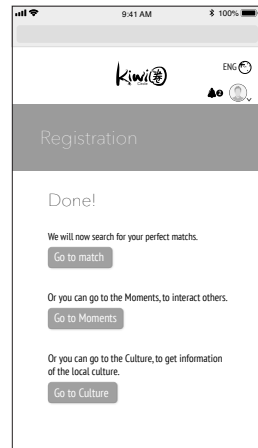


Figure 85: Registration (Done) page

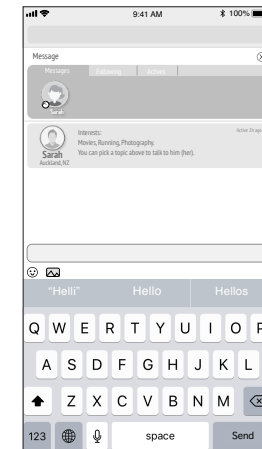


Figure 89: Message page

Figure 82-95: Digital prototype of the smartphone version.



Figure 90: Kiwi culture page

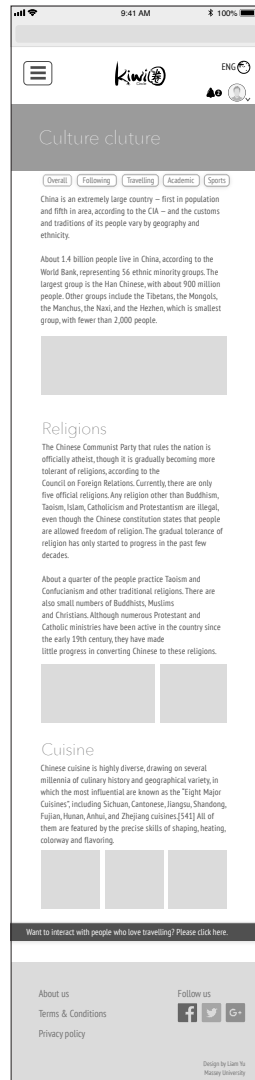


Figure 91: Chinese culture page

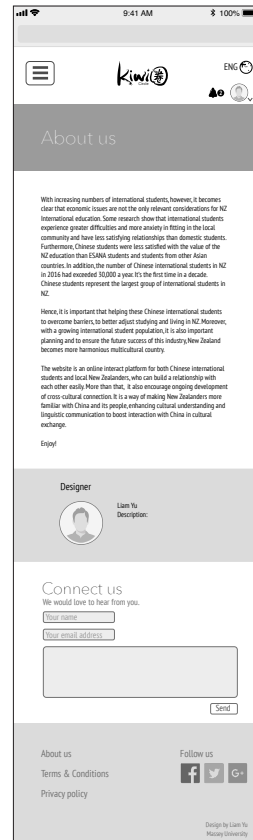


Figure 92: About page

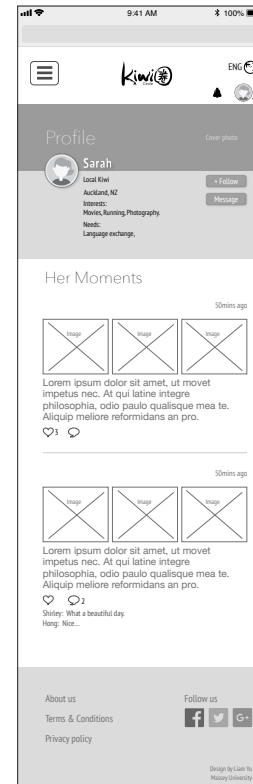


Figure 93: Profile page

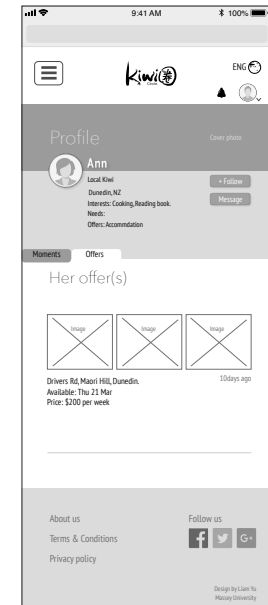


Figure 94: Profile (offers) page

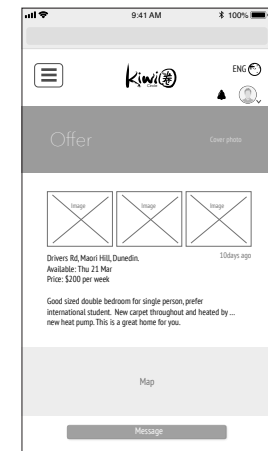


Figure 95: Offers page

3.6. User testing three

There was useful feedback received from the third user trial, with the digital prototype (Figure 96-99).

Feedback 1: *“On the Moments page, all the posts are collected together. For me, it is difficult to find posts that I am interested in. If the page has different themes, such as learning, travel or games, then the user can more easily find their posts that interest them.”*

Feedback 2: *“The website is great for the locals connecting with Chinese students. I could easily find the right people to talk with. But if there a specific page where I could post an offer, like accommodations or tutors, that would attract more locals to join Kiwi Circle.”*

Feedback 3: *“ If there are more comments below a post, that would make it hard to read the moments page. It probably needs a page for each individual post and its comments. That will be easier for users’ viewing.”*



Figure 96



Figure 97



Figure 98

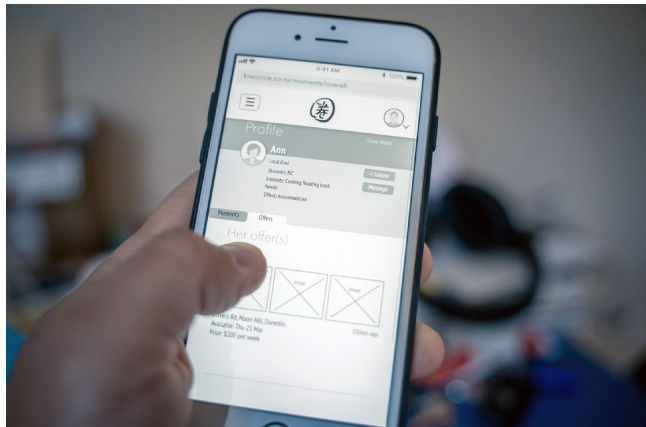


Figure 99

3.7. User journeys of eight personas

According to the iteration of the prototype and user testing, eight user journeys were created to test how those personae achieved their goals by using the optimized platform.

(Figure 100-107) *Shown on next pages.*

User journey C1

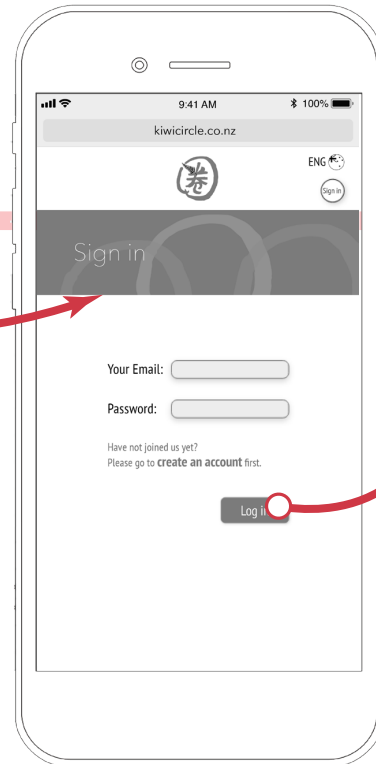


Feng Age: 25
Chinese student. Wellington, NZ,
Home city: Guangzhou, China.

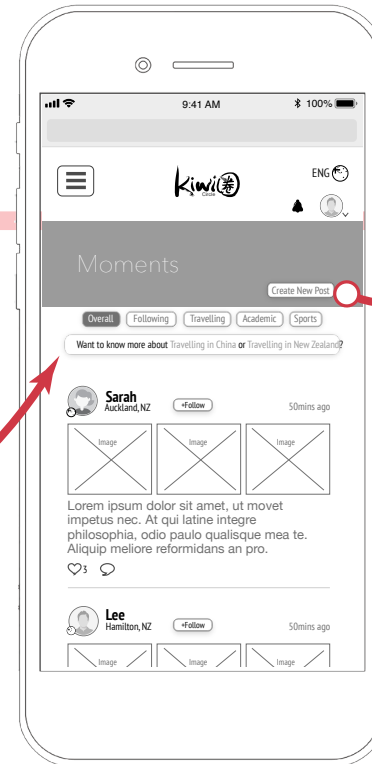
Goal: I am studying at Victoria University. Because of the culture difference, sometimes, I couldn't understand local customs. I would like to communicate with locals, to better assimilating the local community.



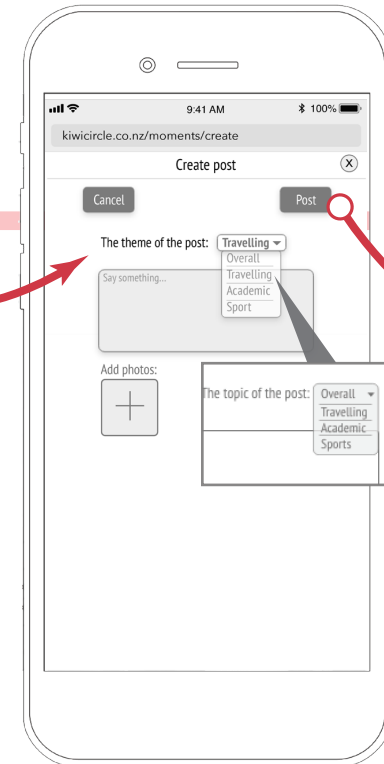
Feng has got the link of the Kiwi Circle website from the international students support office, and registered.



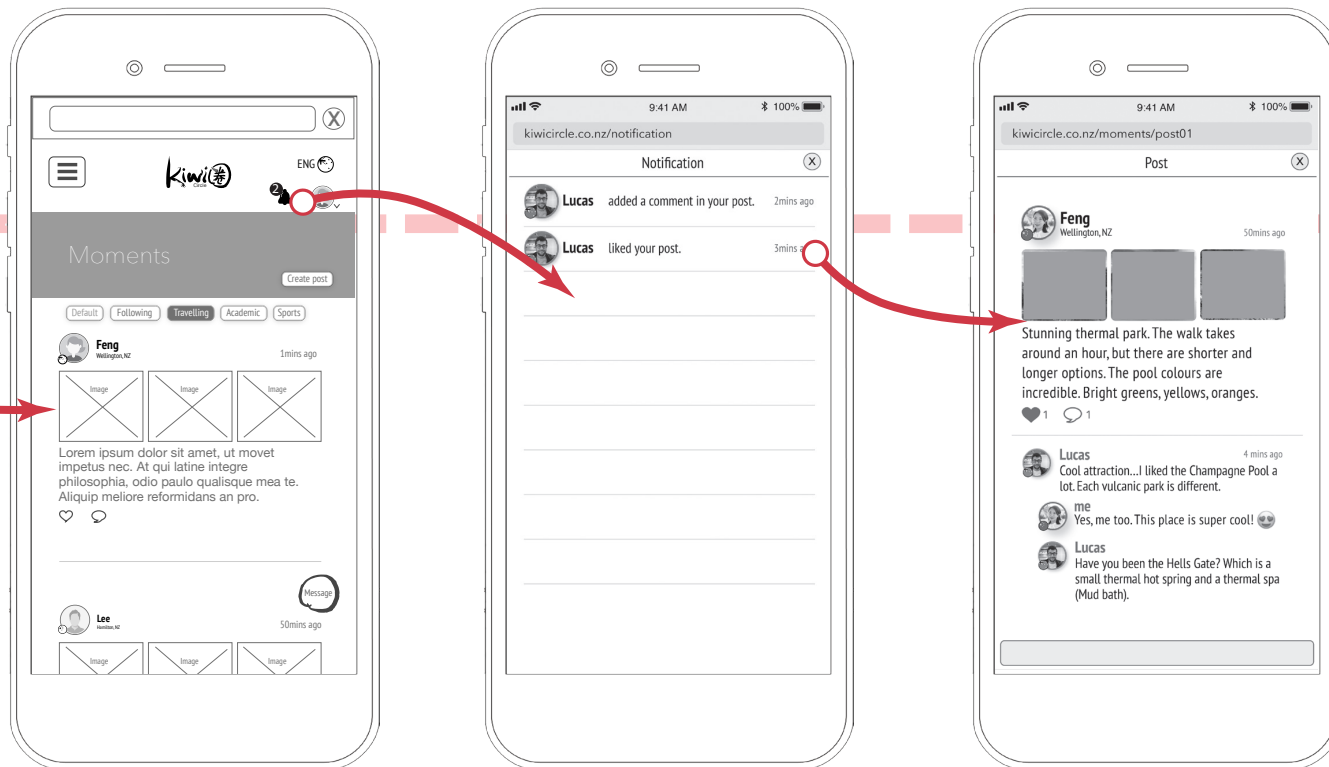
She is logged in to the website.



On the "Moments" page, Feng saw members sharing stories and images. She thought this is a right place for connecting with local people.



Feng created first her post, to share a trip, which she had been few days ago.



After a while, a reminder of notification was appeared which shows a comment came from a local guy Lucas.

Feng had a conversation with Lucas in the "Comments".

Outcome
 Feng and Lucas became friends. They were both happy to find each other. Feng gave Lucas some suggestions of travelling in China. And Lucas helped Feng to understand the NZ local culture and customs.

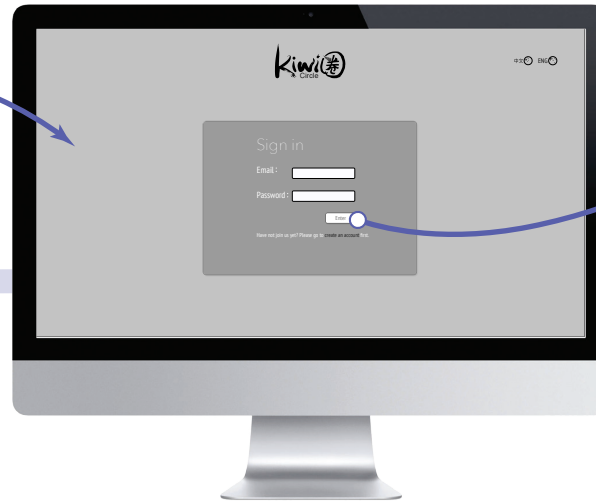
Figure 100: User journey of persona C1

User journey C2



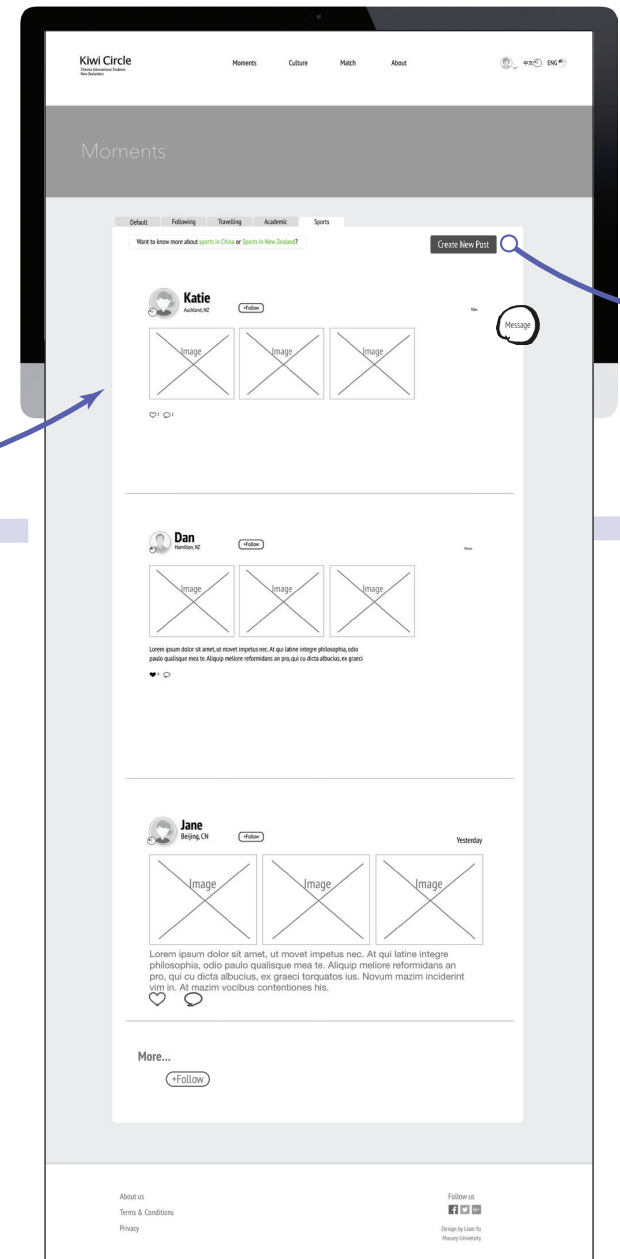
Lee Age: 24
Chinese student. Hamilton, NZ.
Home city: Chengdu, China.

Goal: I am studying at a polytechnic in Cookery in Hamilton. Due to language issues and lack of confidence, it's difficult to communicate face-to-face with locals. I would like to connect with local Kiwis on internet, to find local online friends.



Lee has already registered an account on Kiwi Circle.

Lee logged into the website.



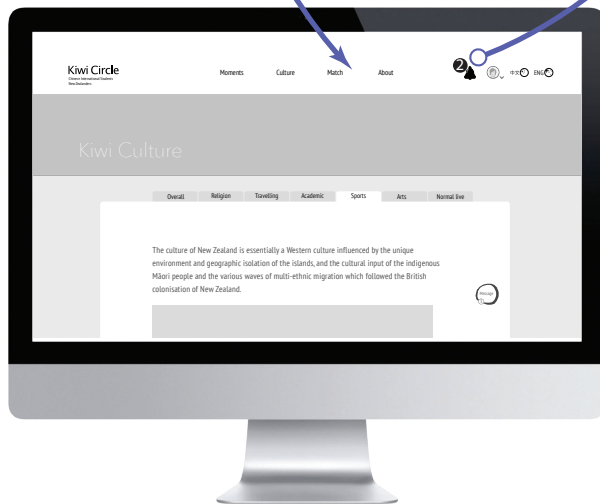


On the "Moments" page, Lee created a post for a snooker game, which he played few days ago.

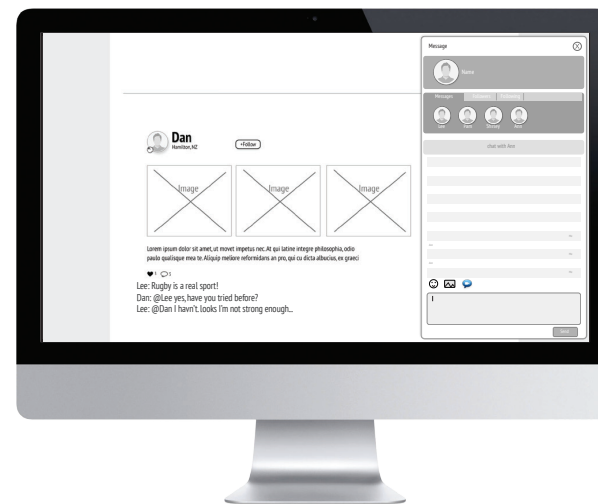


Lee had communicated with Dan in the "Comments" of the post.

Outcome
Lee and Dan have met in a club and played snooker together.



After a while, a reminder of notification was appeared which shows a comment came from a local guy Dan.



Lee and Dan had been continuing communicate in the Message.

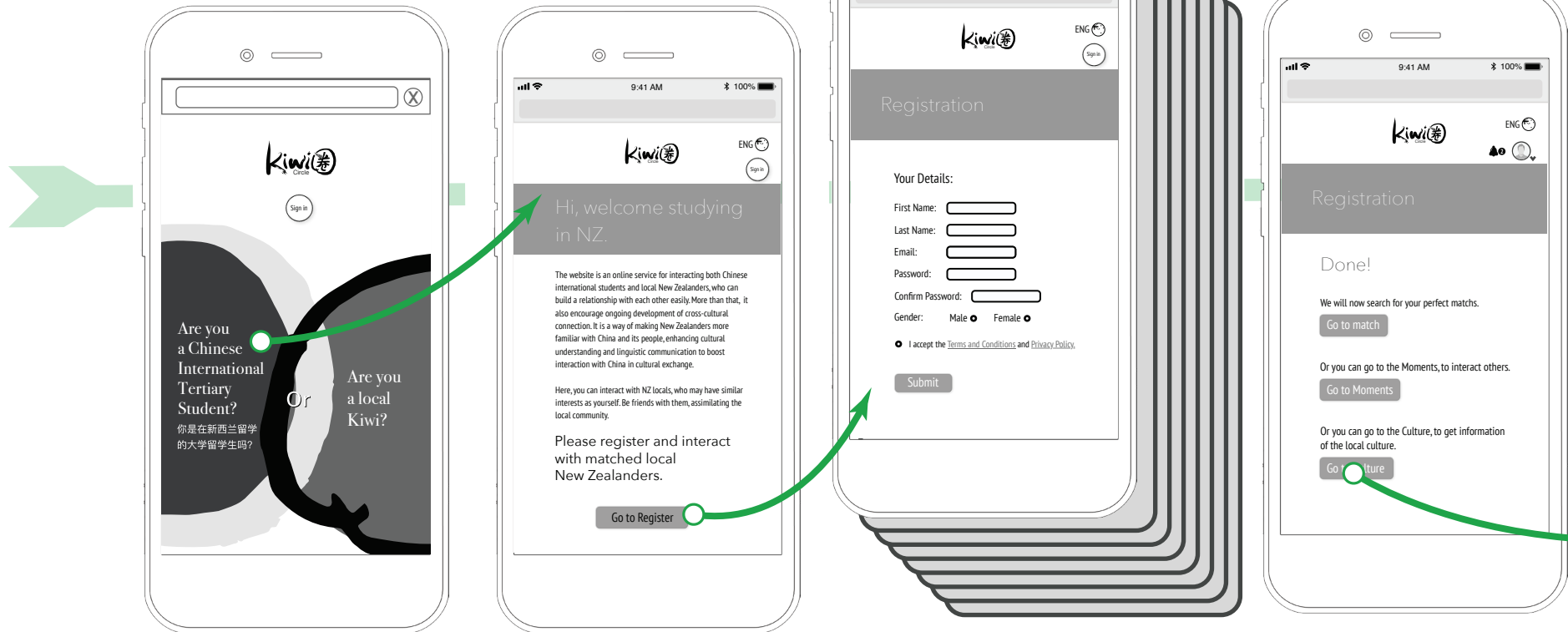
Figure 101: User journey of persona C2

User journey C3



Hong Age: 25
Chinese student. Auckland, NZ.
Home city: Beijing, China.

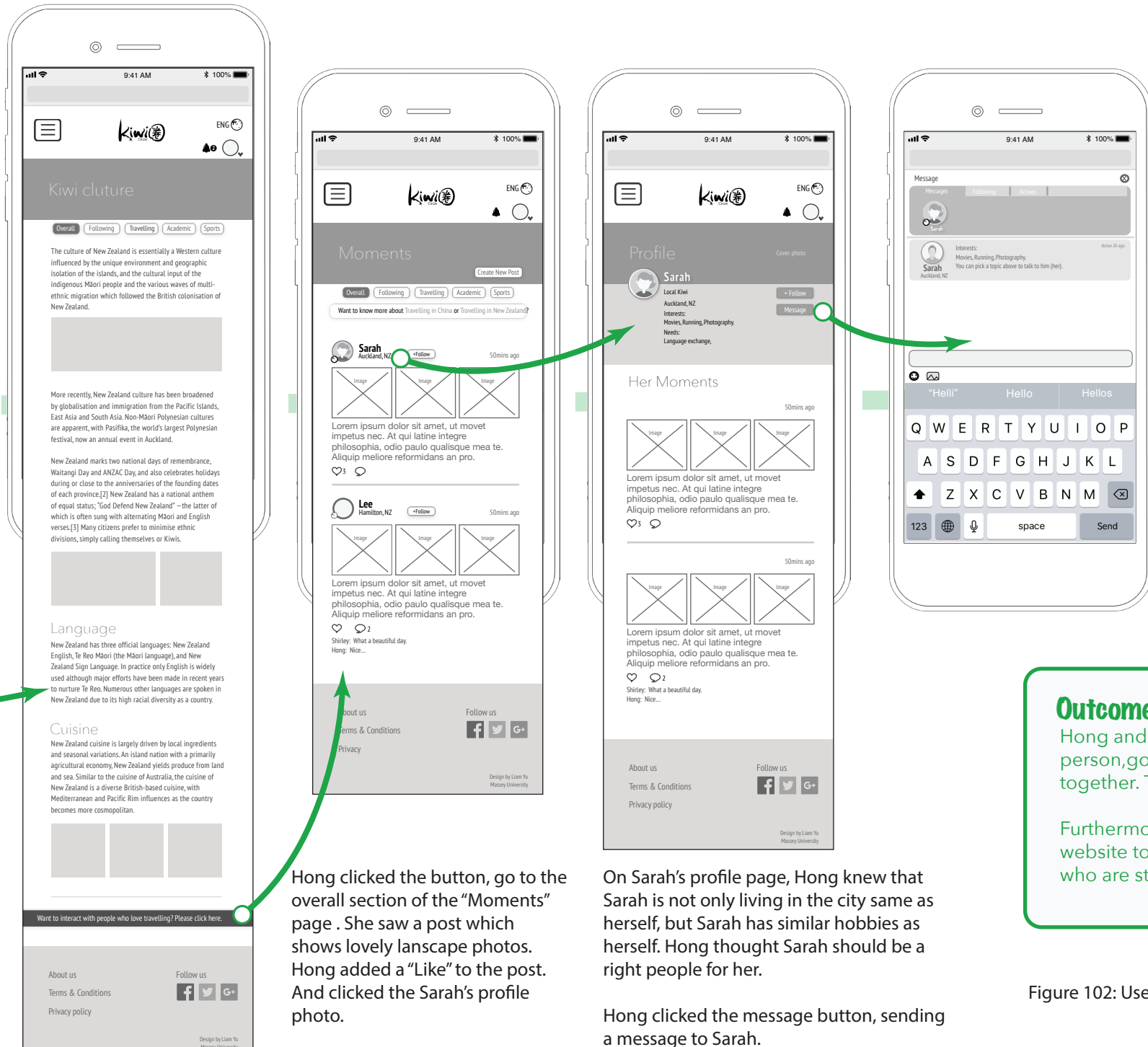
Goal: I have been in NZ around 3 months. I am studying at The University of Auckland. Because of the cultural different, it's hard to build up the relationship with locals. I desire I could have some local friends.



On the Home page, Hong saw 2 main sections, one is for Chinese international students, and the other one is for local Kiwis. She was going to the introduction page by the students button.

There is a short description of the website. She read and understood that the platform likes a community which is for Chinese international tertiary students and local New Zealanders, to connect each other, and help each other. She thinks it should be effective channel for her to find local friends, to learn about language and local people.

When she had done the registration. She was going to the "Kiwi culture" page. In the Overall section. There basic information are about the local culture.



Outcome
 Hong and Sarah had met in person, going to take photos together. They became friends.
 Furthermore, Hong shared the website to her Chinese friends, who are studying in NZ.

Hong clicked the button, go to the overall section of the "Moments" page. She saw a post which shows lovely landscape photos. Hong added a "Like" to the post. And clicked the Sarah's profile photo.

On Sarah's profile page, Hong knew that Sarah is not only living in the city same as herself, but Sarah has similar hobbies as herself. Hong thought Sarah should be a right people for her.

Hong clicked the message button, sending a message to Sarah.

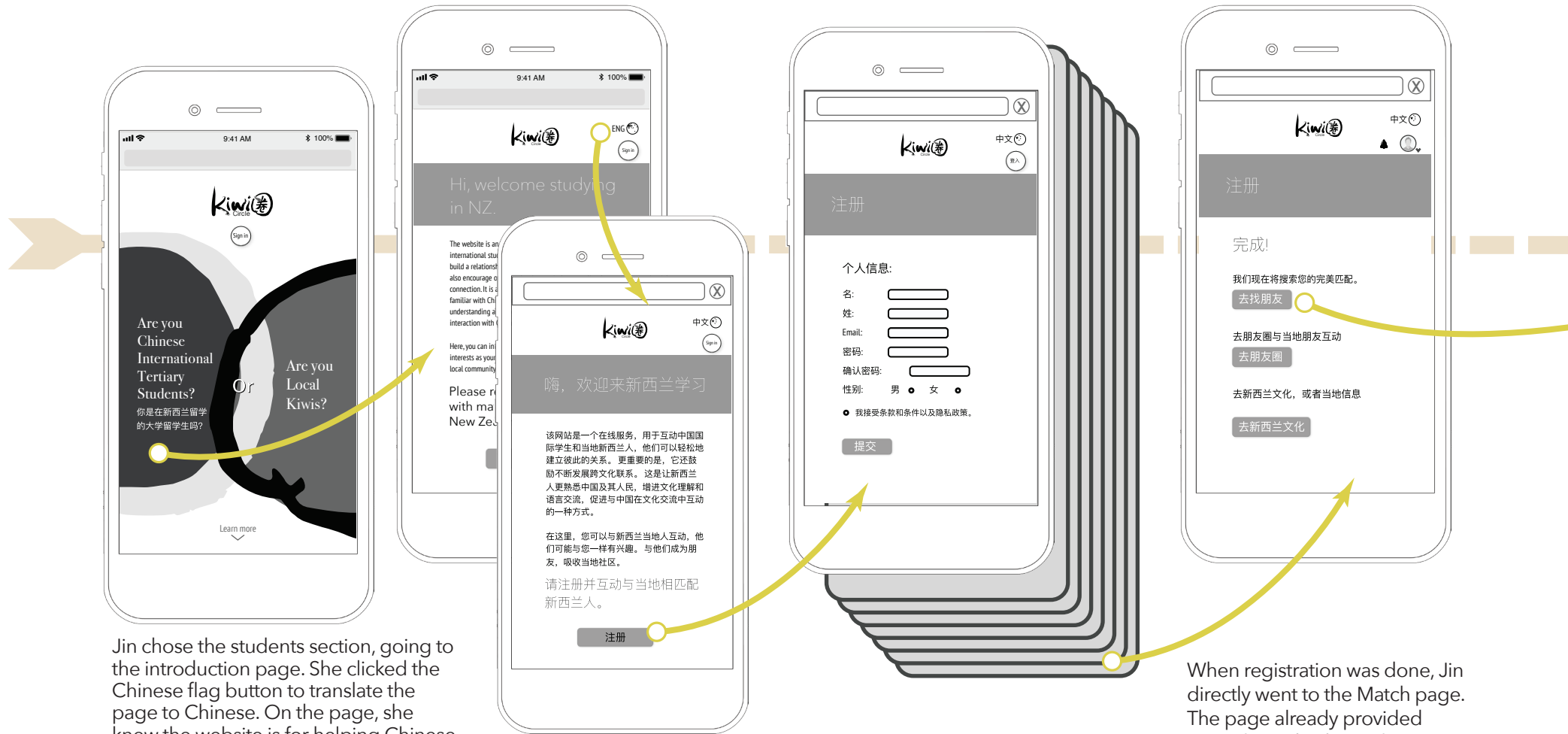
Figure 102: User journey of persona C3

User journey C4



Jin Age: 21
Chinese student. Dunedin, NZ
Home city: Shanghai, China

Goal: I will come to Otago University for a bachelor study. I decided choosing living in a homestay. Before arriving there, I would like to connect with a local family. Thus, we can build up a basic relationship first, then might be easier to join the new family.



Jin chose the students section, going to the introduction page. She clicked the Chinese flag button to translate the page to Chinese. On the page, she knew the website is for helping Chinese international tertiary students connect with the local Kiwis. Jin felt excited.

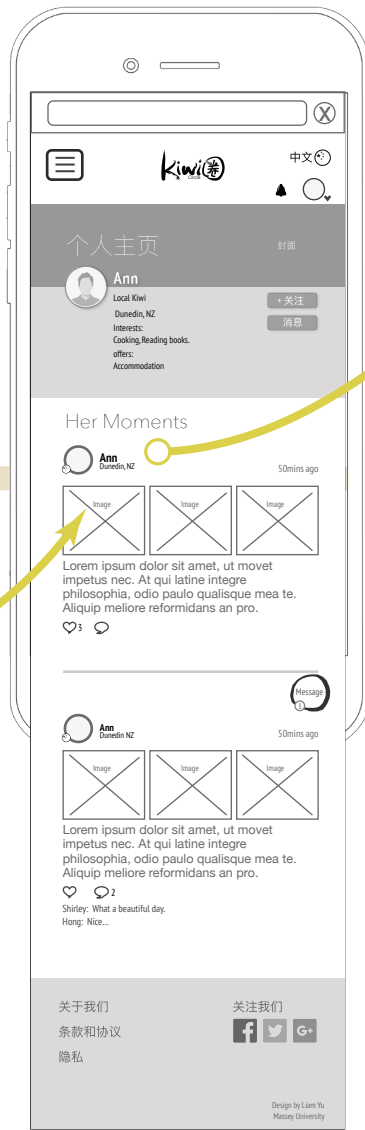
Jin clicked register button.

When registration was done, Jin directly went to the Match page. The page already provided several matched people.



Jin chose click Ann's photo who looks like a mum.

On the offer page in Ann's profile page, Jin knew that Ann's family has a room for renting in Dunedin, and she preferred finding a international student. Jin looked at photos of the house , Jin felt the room is suitable for her.



Jin clicked the message button, to send a message to Ann.



Outcome

Jin decided living in Ann's family. They were both happy finding each other.

They have met at Dunedin Airport.

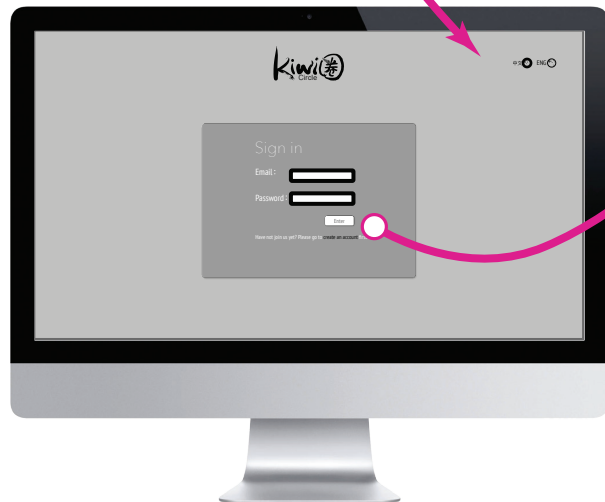
Figure 103: User journey of persona C4

User journey L1

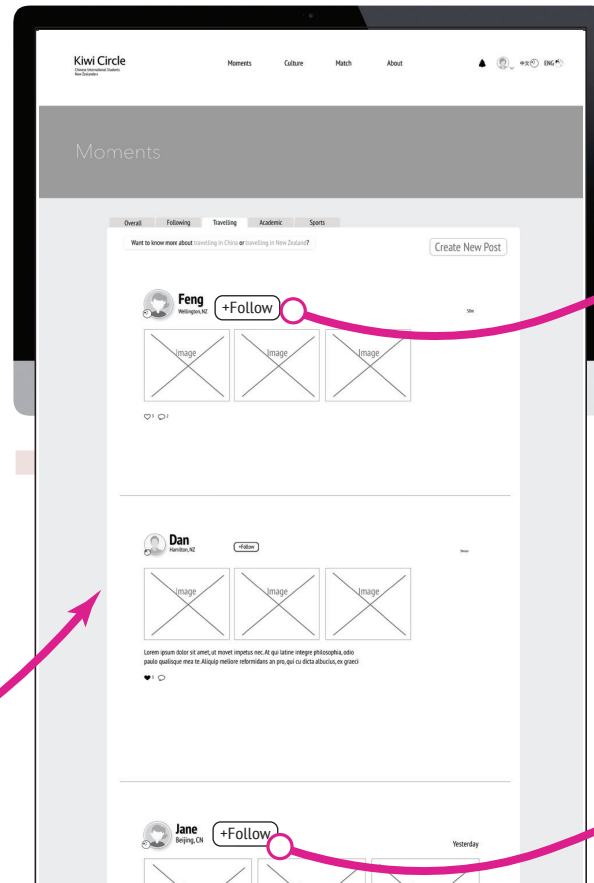


Lucas Age: 24
Local Kiwi. Wellington, NZ.

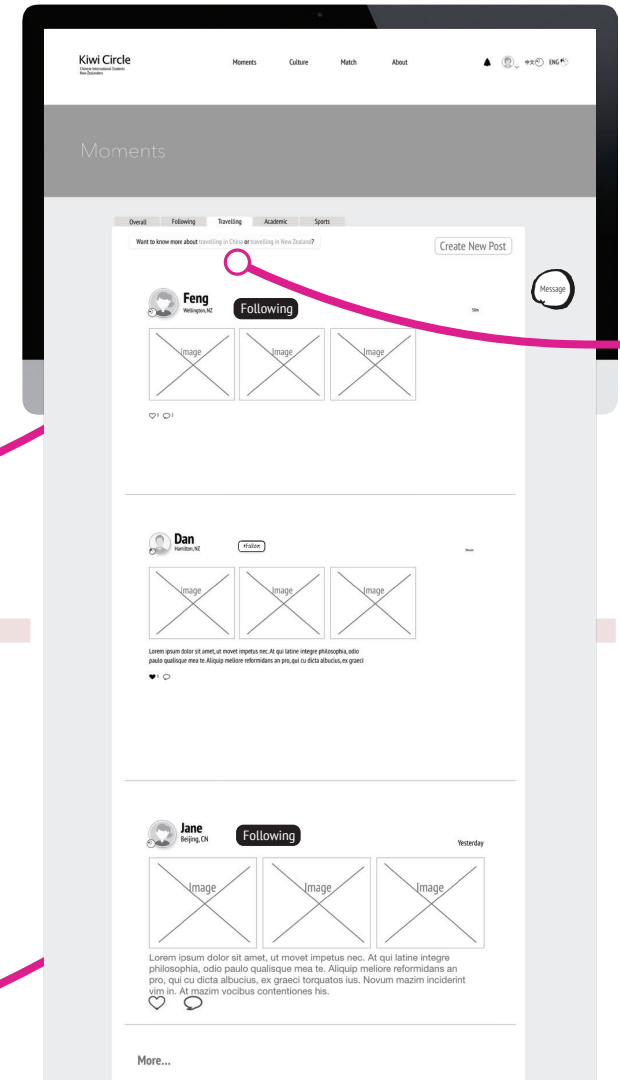
Goal: I am intended to go on a backpacking tour in Beijing and Xian, China next year. I am trying to improve my Chinese language, and get information about traveling in China.



Lucas has already registered on Kiwi Circle. He logged in.

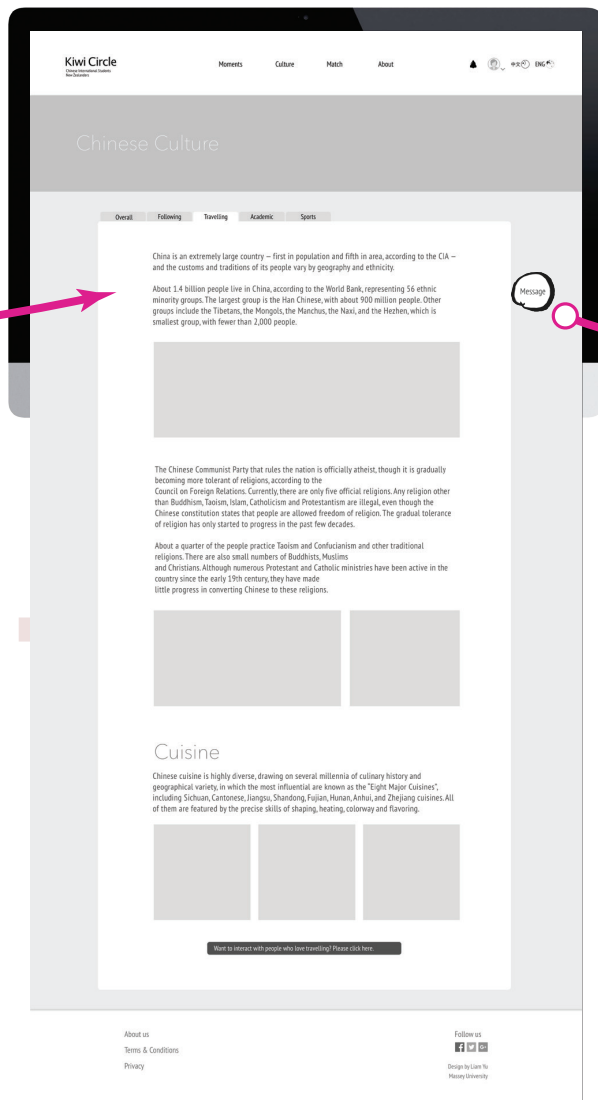


As Lucas loves travelling, on the travelling section in the "Moments", Lucas saw that Chinese international students share their stories about travelling in New Zealand and China.

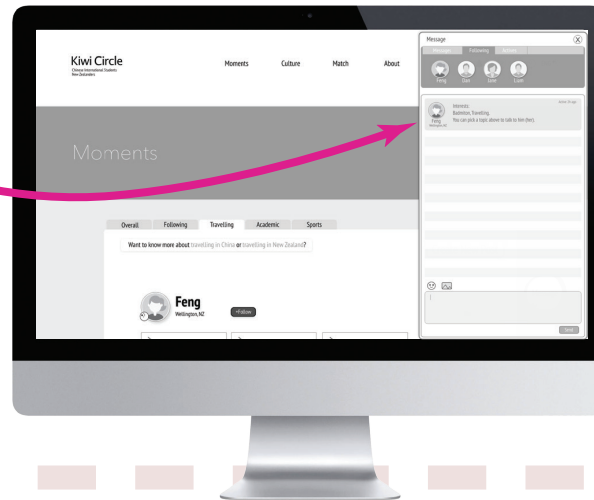


Lucas has added two Chinese students for his following friends as they are all love travelling.

Lucas was going to the travelling section of the "Chinese culture" page.



Lucas has got information about travelling in north China, where he will be going to. After that, Lucas clicked the message button, and the Message window moved in.



In the message window, Lucas selected the "Following page", people showed in the page who have been following by Lucas. He clicked Feng's profile photo, according to the personal information, Lucas knew Feng loves badminton and travelling, same as Lucas himself. And they are both living in Wellington. Lucas sent a message to Feng.

Figure 104: User journey of persona L1

↓

Outcome

Lucas had met Feng and played badminton together. They became real friends.

Feng has given suggestions for traveling in north China to Lucas.

Lucas shared the Kiwi Circle website to other local friends who is attend the same trip to China.

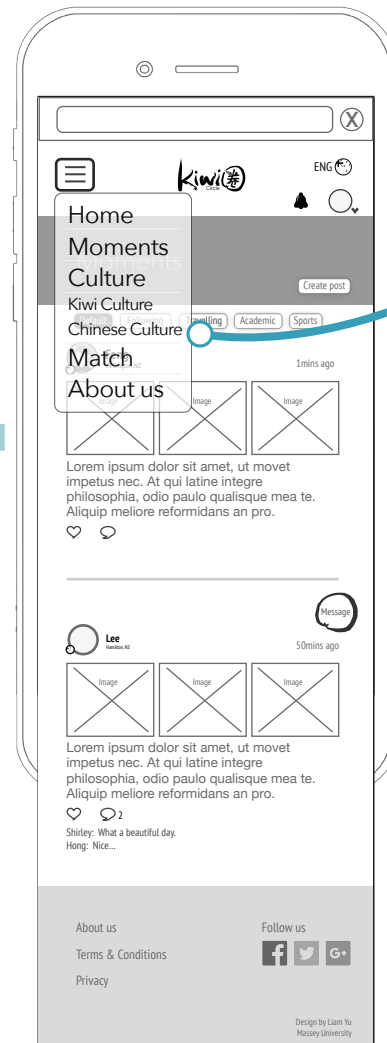
User journey L2



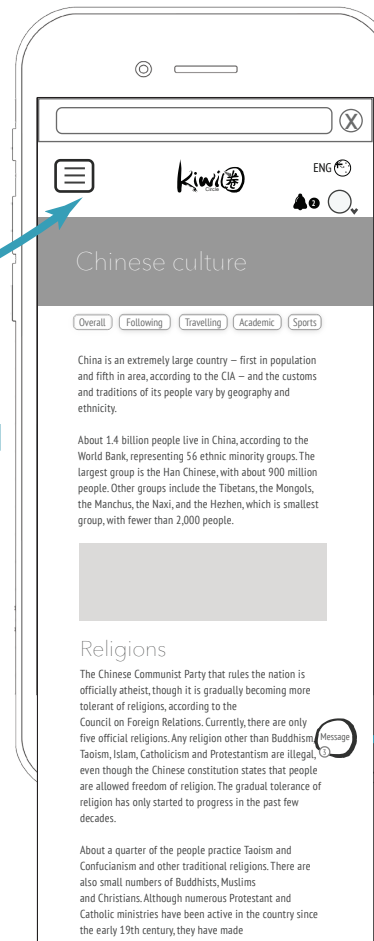
Dan Age: 32
Kiwi, Hamilton, NZ

Goal: I am interested in learning about Chinese language and culture. I love meet Chinese people, to hear interesting stories, and learn Chinese language.

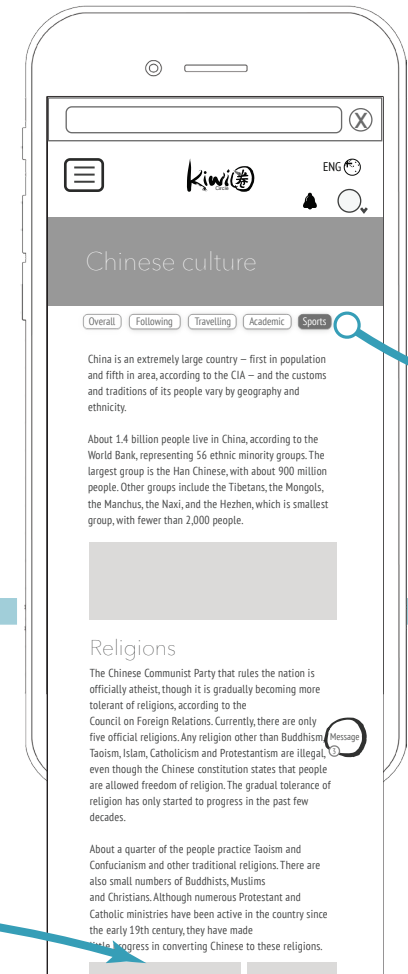
Dan has already registered an account before.



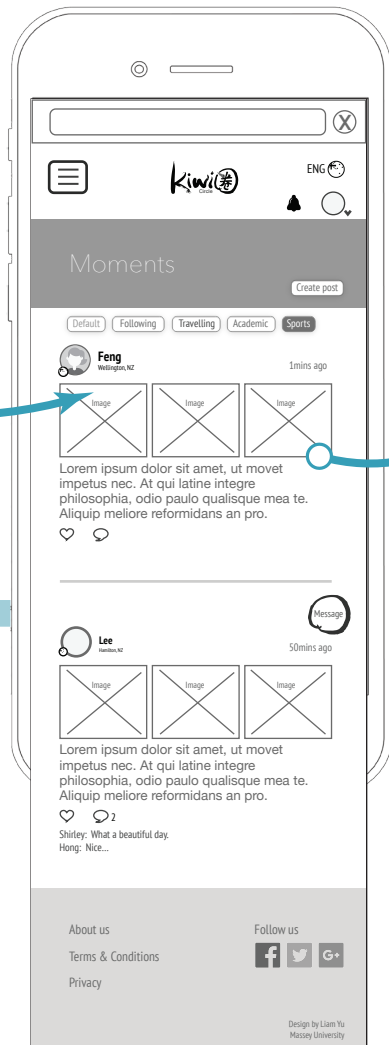
When open the website, first page is the Moments page. Dan was going to the "Chinese culture" page, to learn about the Chinese culture.



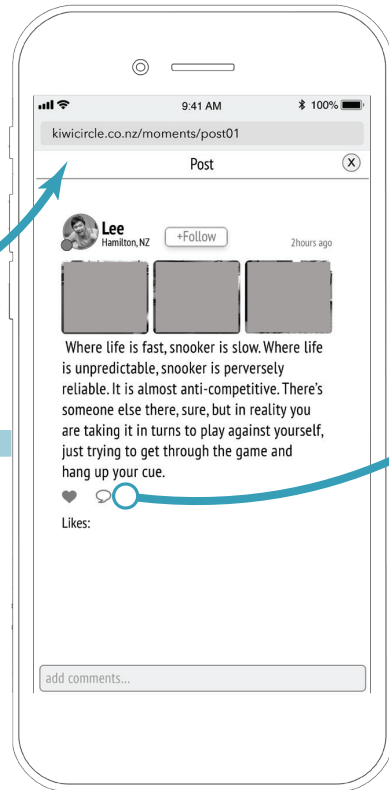
On the page, Dan was clicked the sport section as he loves sport.



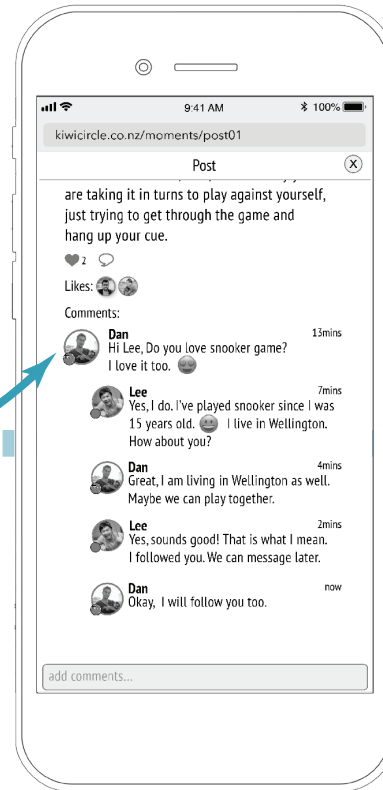
After Dan looked at the sport theme of the "Chinese culture" page, he was going to the sport section in "Moments" page.



On the Sport page of the "Moments", Dan saw a post about a snooker game, which is Dan's favorite game.



Dan added comments below the post, had a conversation with Lee.



Outcome

Finally, Dan and Lee have met and played the snooker together.

Through the interaction, Dan has knew more about Chinese and practiced Chinese language. And also helped Lee to improve his English, let him have more confident to talk with locals.

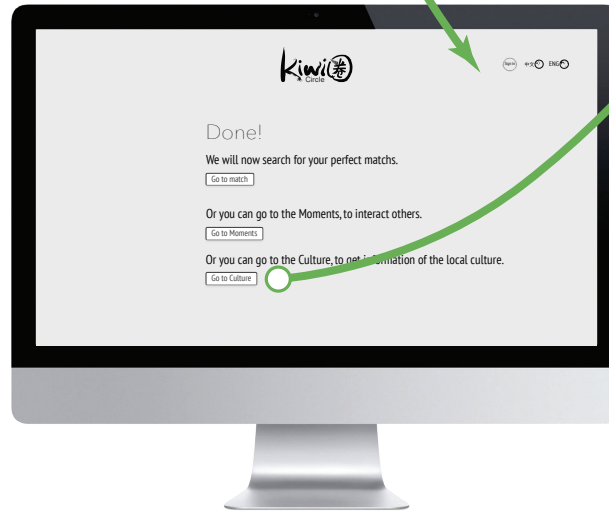
Figure 105: User journey of persona L2

User journey L3



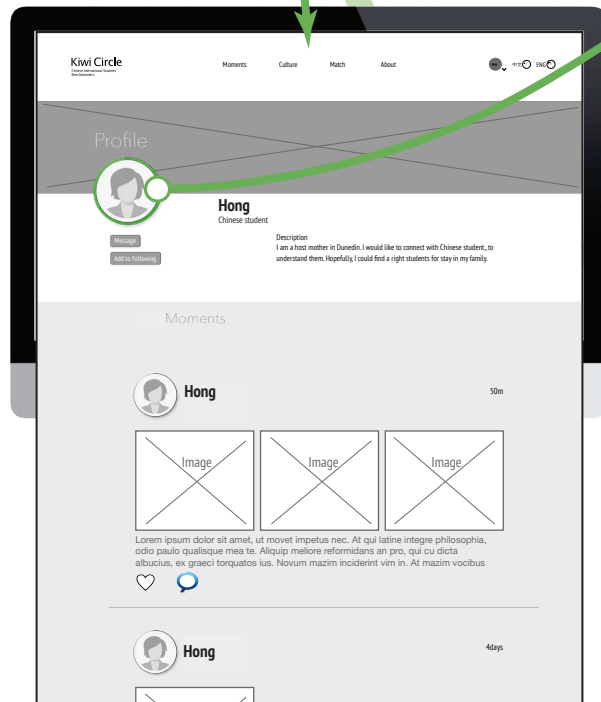
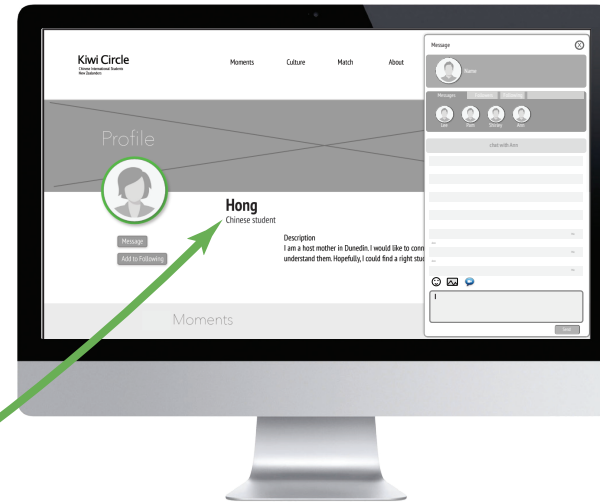
Sarah Age: 31
Kiwi, Auckland, NZ.

Goal: I am a business lawyer. During last three years, the number of Chinese customers has steady increased. Hence, I would like to learn more Chinese language and understand Chinese people.



After Sarah registered, she clicked the culture button, went to learn about Chinese culture first.

On the Chinese culture page, Sarah got basic information of Chinese culture. And She clicked the Match in the menu.



Outcome

Finally, Sarah has found Hong who is a Chinese student, has same hobbies as Sarah herself. They have met in person, be real friends.

In the best match, Sarah chose Hong's profile photo, going to her profile page.

On Hong's profile page, Sarah understood that they are living same city. And Hong also has similar interests as herself. Sarah thinks that Hong could be a right people to talk with.

Sarah clicked the message button, the message window appeared. She sent a message to Hong, start to talk to Hong.

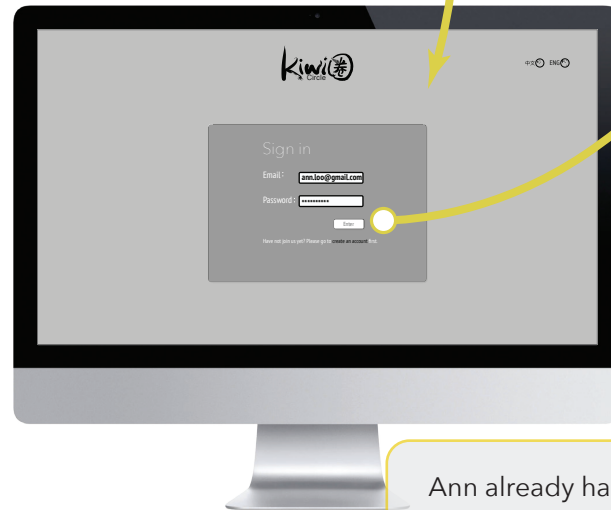
Figure 106: User journey of persona L3

User journey L4

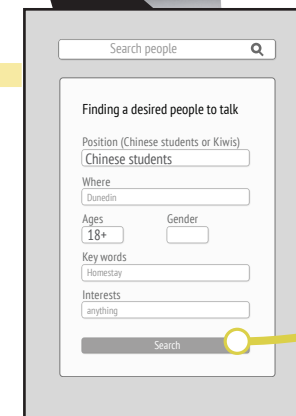
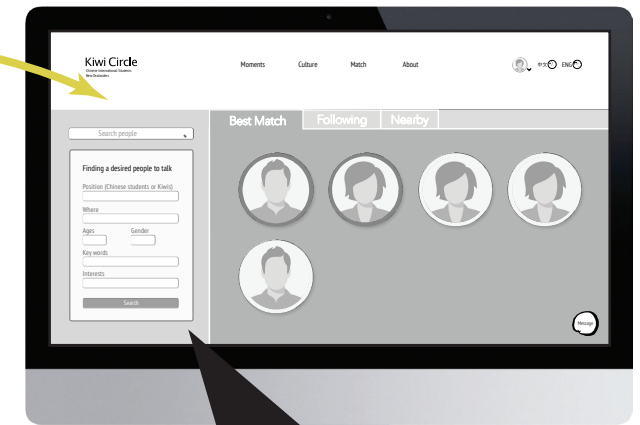
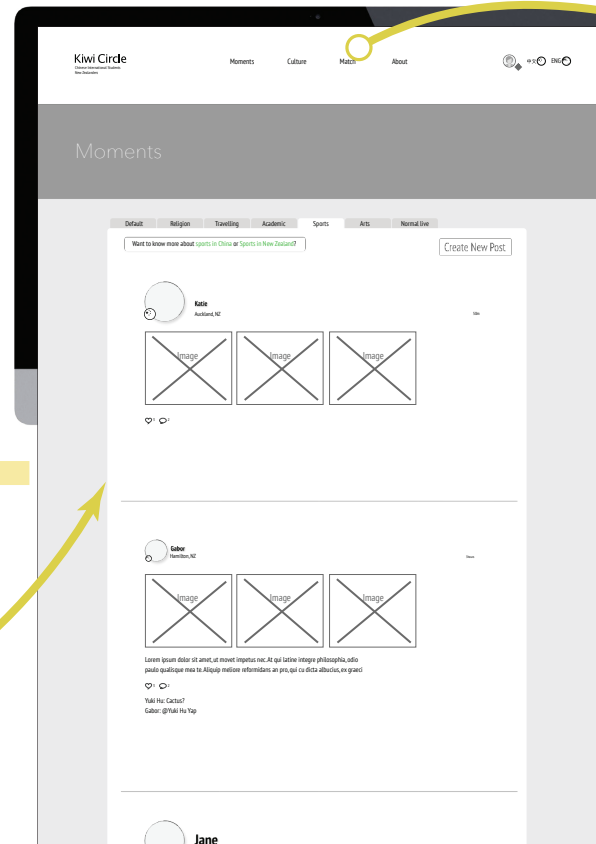


Ann Age: 45
Local Kiwi, Dunedin, NZ.

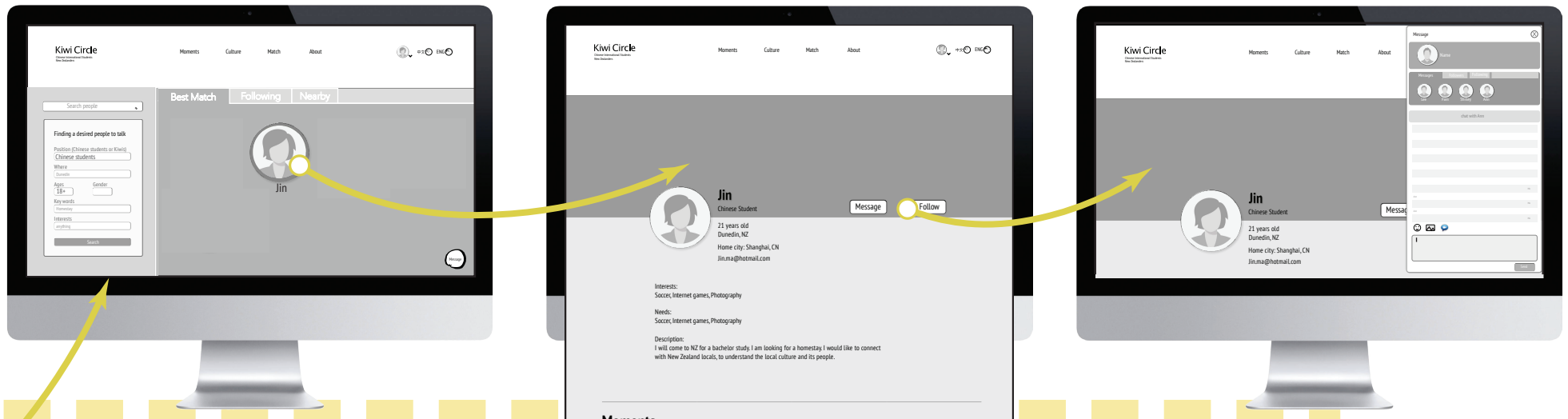
Goal: I am a host mother in Dunedin. Normally, we only get basic information of the Chinese students from universities. However, because of different personalities or culture difference, sometimes, we have problems with communicating with them. Therefore, I would like to connect and meet with them online first. That will be useful for finding a right student for our family.



Ann already has an account.



Ann went to the Match page, filled in keywords for searching a student for her family.



The result of searching showed a student Jin. Ann clicked Jin's profile photo.

On the profile page, Ann knows that Jin will come to Otago University for studying, and want to find a homestay.

Ann felt that Jin could be a student for her family.

Ann clicked the message button, start to talk with Jin on the message window.

Outcome

Ann and Jin had been connecting by messaging. They are both happy with finding each other.

The student Jin decided living in Ann's family. Finally, they have met at the Dunedin airport.

Figure 107: User journey of persona L4

3.8. User interface design

“Good design is aesthetic—The aesthetic quality of a product is integral to its usefulness because products we use every day affect our person and our well-being. But only well-executed objects can be beautiful.” – Dieter Rams (Vitsoe, n.d.)

3.8.1. The concept of the design

This section will discuss aesthetics, and how to make each page look beautiful and attractive, which is also important for this design project. As the platform is designed for Chinese students and local New Zealanders, the concept of its design is to apply both Chinese and Kiwi elements matched together to represent the connection between both communities.

3.8.2. Branding

The name of the platform has been changed a few times: COZE, LET’S CHAT, KIWI CHAT, KIWI TALK, and KIWI CIRCLE, based on feedback from participants in user testing. The current name is Kiwi Circle, which indicates that the platform is a local friend circle for the Chinese students, as well as a specific social circle where the local New Zealanders interact with the Chinese students.

The logo (Figure 108), which features the Chinese character “圈”, meaning circle, combined with the English text “Kiwi Circle”, in the style of Chinese calligraphy and the pattern of the fern leaf, which is a symbol of New Zealand. The use of Chinese red and kiwi black further communicate this aesthetic through the color scheme. This illustrates that the platform is committed to intercultural connection between Chinese and Kiwi.



Figure 108: The logo of Kiwi Circle

3.8.3. Aesthetic

Multiple versions were designed (figure 109), which attempted different styles, using different colors, patterns, layouts, typefaces and images. However, there challenges faced when using design to make users better understand the platform, and it was difficult to represent the theme of connecting both the Chinese students and the local Kiwis. For example, The drafts of the home page (figure 110), did not express the theme clearly. The two groups of people were depicted isolated, not integrated.



To solve this issue, I applied the circle element from the logo. Using two circles to represent the two target groups, and overlapped them to express the interaction and linking between the Chinese students and the local New Zealanders. (Figure:111)

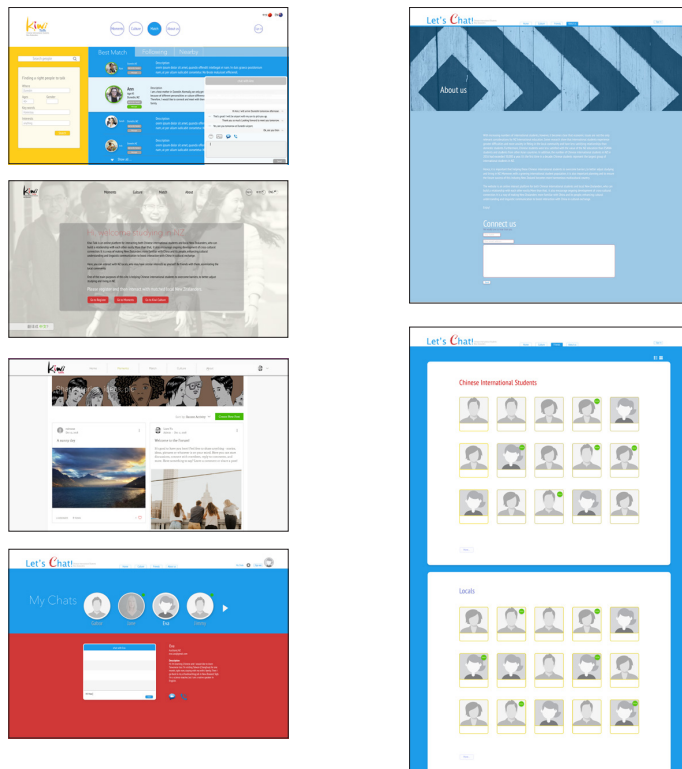


Figure: 109: The previous design



Figure 110: Drafts of the Home page.



Figure 111: Final design of the Home page

3.9. Final prototype

In the final design, each page of the platform consistently applies the motif of Chinese calligraphy in conjunction with the English typeface, and using circular elements for items, such as the navigation bar and message button. It also uses illustrations and photographs which match the color scheme, featuring red, black, and white, and applying all of those elements to make the platform aesthetically appealing to the audience, and helping them to understand the platform. (Figure 112-138)

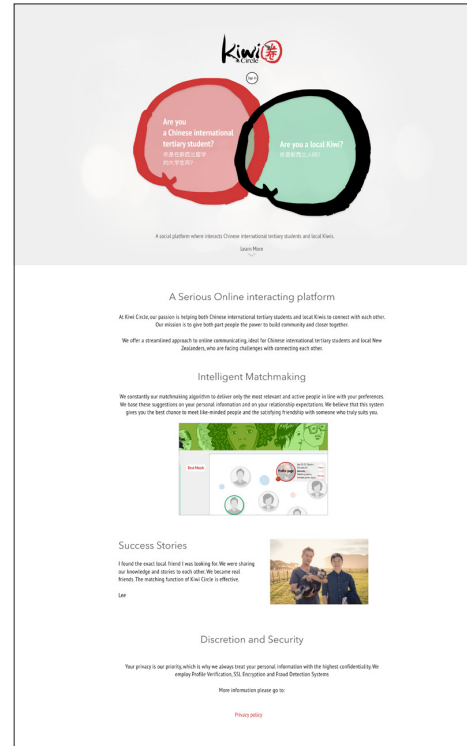


Figure 112: Home page

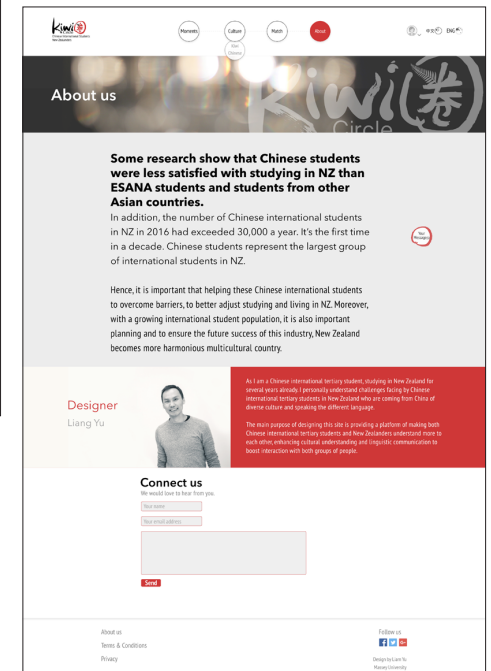
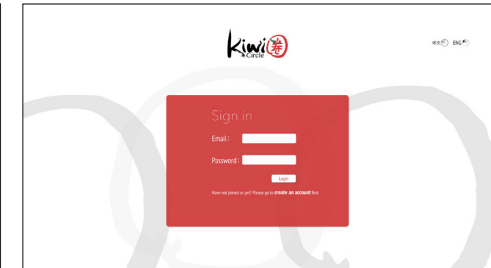


Figure 113: About page



Computer version

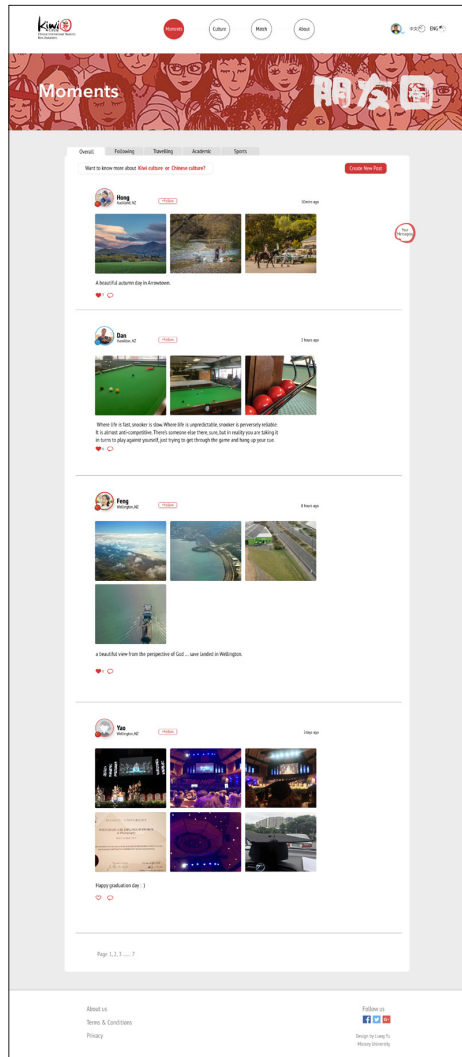


Figure 114: Moments page.
Photographs by Liang Yu

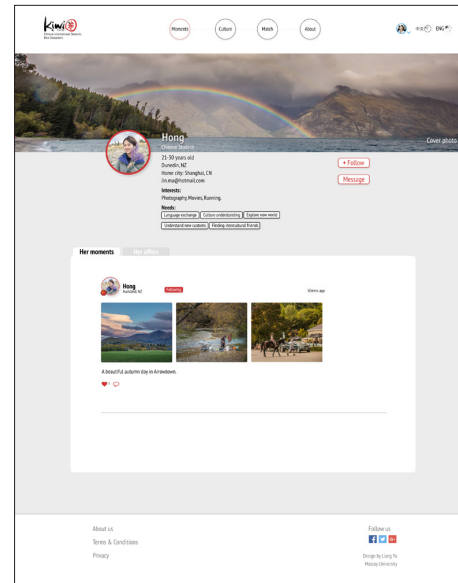


Figure 115: Profile page
Photographs by Liang Yu



Photo retrieved from <https://i2.wp.com/psychlearningcurve.org/wp-content/uploads/2016/03/I-am-Psyched-Blog-Post.jpg?resize=672%2C372>
Photo retrieved from <http://atlabblackstar.com/wp-content/uploads/2016/06/Only-Black-Person-Bold-Italic.jpg>

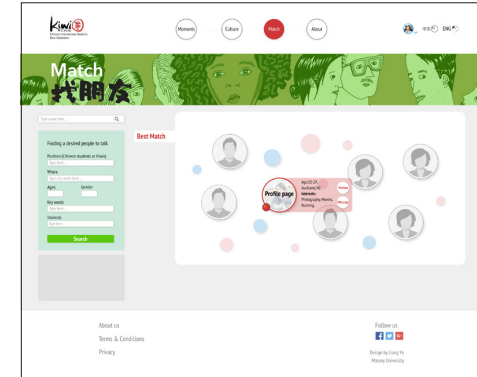


Figure 116: Match page



Photo retrieved from <http://atlabblackstar.com/wp-content/uploads/2016/06/Only-Black-Person-Bold-Italic.jpg>

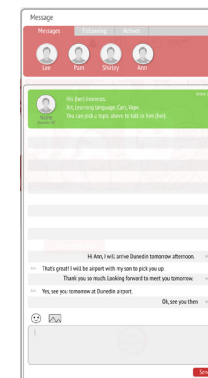


Figure 117: Message window

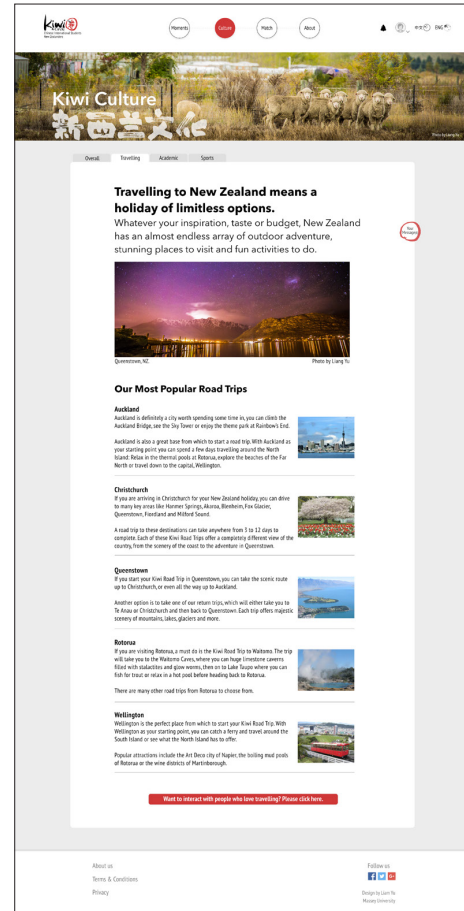
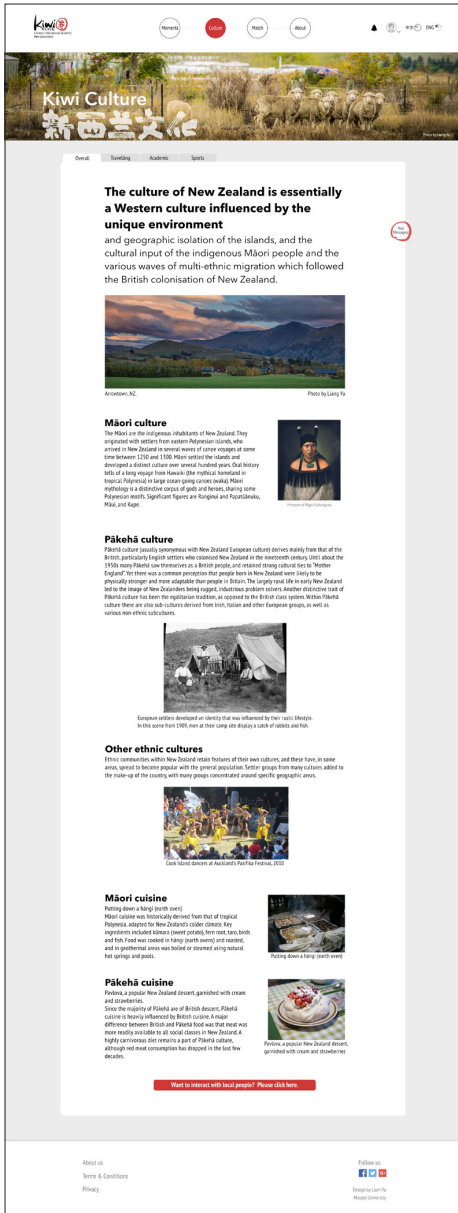


Figure 119: Kiwi culture page-Travelling
 Contents of this page retrieved from <https://www.tourism.net.nz/>

Figure 118: Kiwi culture page-Overall
 Contents of above page retrieved from https://en.wikipedia.org/wiki/Culture_of_New_Zealand

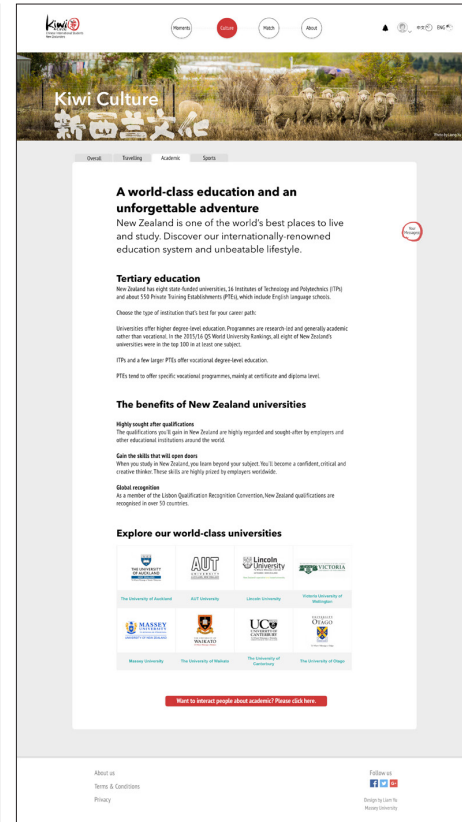


Figure 120: Kiwi culture page-Academic
 Contents of the page retrieved from <https://www.studyinnewzealand.govt.nz/why-nz/education-system/>



Figure 121: Kiwi culture page-Sport
 Contents of this page retrieved from: https://en.wikipedia.org/wiki/Sport_in_New_Zealand



Computer version

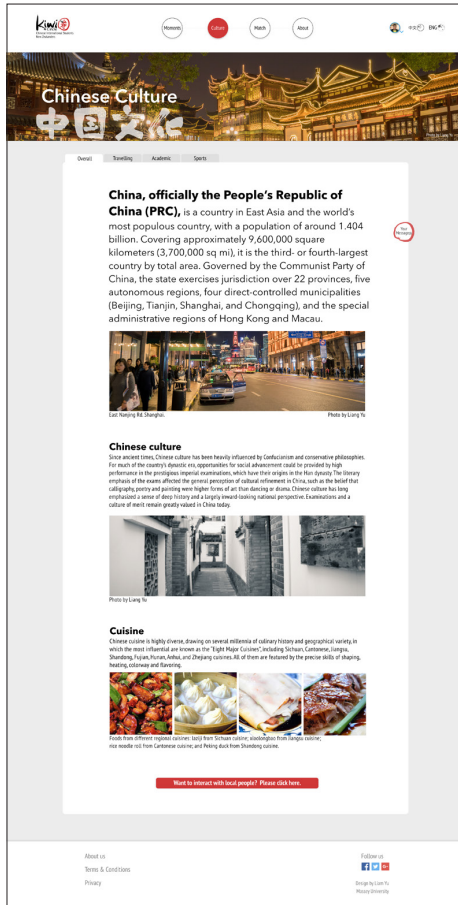


Figure 122: Chinese culture page-Overall
 Contents of above page retrieved from https://en.wikipedia.org/wiki/Culture_of_New_Zealand

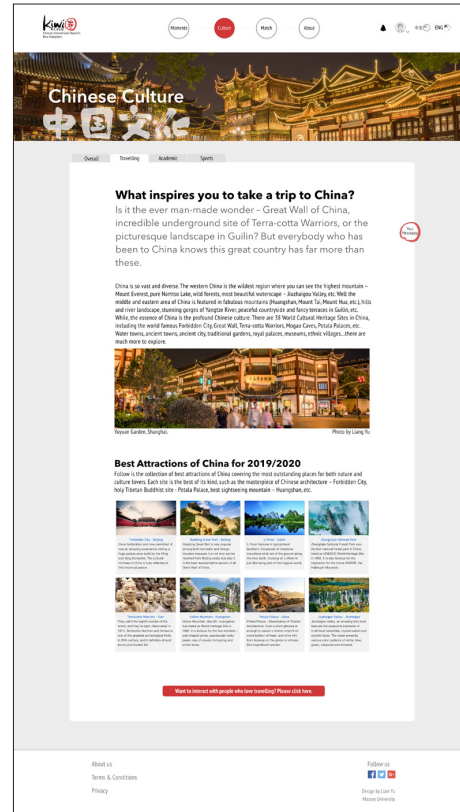


Figure 123: Chinese culture page-Travelling
 Contents of above page retrieved from https://en.wikipedia.org/wiki/Culture_of_New_Zealand

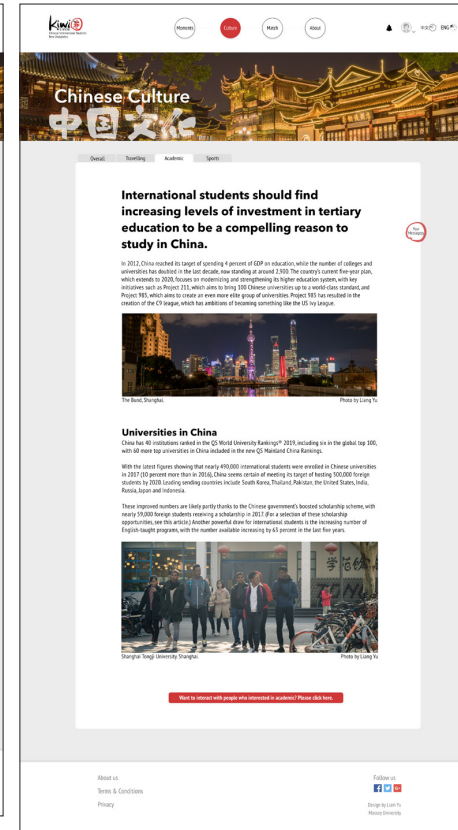


Figure 124: Chinese culture page-Academic
 Contents of above page retrieved from https://en.wikipedia.org/wiki/Culture_of_New_Zealand

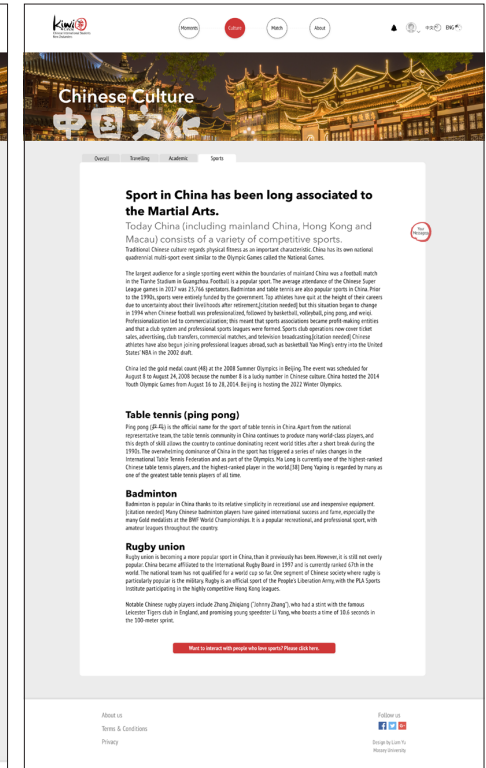


Figure 125: Chinese culture page-Sport
 Contents of above page retrieved from https://en.wikipedia.org/wiki/Culture_of_New_Zealand

kwicircle.co.nz/chineseculture/overall

Chinese Culture 中国文化的整体

China, officially the People's Republic of China (PRC), is a country in East Asia and the world's most populous country, with a population of around 1.404 billion.

Covering approximately 9,600,000 square kilometers, it is the third- or fourth-largest country by total area. Governed by the Communist Party of China, the state exercises

Overall Travelling Academic Sports



East Nanjing Rd, Shanghai. Photo by Liang Yu

Chinese culture

Since ancient times, Chinese culture has been heavily influenced by Confucianism and conservative philosophies. For much of the country's dynastic era, opportunities for social advancement could be provided by high performance in the prestigious imperial examinations, which have their origins in the Han dynasty. The literary emphasis of the exams affected the general perception of cultural refinement in China, such as the belief that calligraphy, poetry and painting were higher forms of art than dancing or drama. Chinese culture has long emphasized a sense of deep history and a largely inward-looking national perspective. Examinations and a culture of merit remain greatly valued in China today.



Photo by Liang Yu

Cuisine

Chinese cuisine is highly diverse, drawing on several millennia of culinary history and geographical variety, in which the most influential are known as the 'Eight Major Cuisines', including Sichuan, Cantonese, Jiangsu, Shandong, Fujian, Hunan, Anhui, and Zhejiang cuisines. All of them are featured by the precise skills of shaping, heating, coloway and flavoring.



Foods from different regional cuisines: Lanzhou from Sichuan cuisine; xiaolongbao from Jiangsu cuisine; rice noodle roll from Cantonese cuisine; and Peking duck from Shandong cuisine.

Want to interact with local people? Please click here.

kwicircle.co.nz/chineseculture/academic

Chinese Culture 中国文化的学术

International students should find increasing levels of investment in tertiary education to be a compelling reason to study in China.

In 2012, China reached its target of spending 4 percent of GDP on education, while the number of colleges and universities has doubled in the last

Overall Travelling Academic Sports

Chinese universities up to a world-class standard, and Project 985, which aims to create an even more elite group of universities. Project 985 has resulted in the creation of the C9 league, which has ambitions of becoming something like the US Ivy League.



The Bund, Shanghai. Photo by Liang Yu

Universities in China

China has 40 institutions ranked in the QS World University Rankings' 2019, including six in the global top 100, with 60 more top universities in China included in the new QS Mainland China Rankings.

With the latest figures showing that nearly 490,000 international students were enrolled in Chinese universities in 2017 (10 percent more than in 2016), China seems certain of meeting its target of hosting 500,000 foreign students by 2020. Leading sending countries include South Korea, Thailand, Pakistan, the United States, India, Russia, Japan and Indonesia.

These improved numbers are likely partly thanks to the Chinese governments boosted scholarship scheme, with nearly 59,000 foreign students receiving a scholarship in 2017. For a selection of these scholarship opportunities, see this article. Another powerful draw for international students is the increasing number of English-taught programs, with the number available increasing by 65 percent in the last five years.



Shanghai Tongji University Photo by Liang Yu

Want to interact with people who interested in academic? Please click here.

kwicircle.co.nz/chineseculture/travelling

Chinese Culture 中国文化的旅行

What inspires you to take a trip to China? Is it the ever man-made wonder – Great Wall of China, incredible underground site of Terra-cotta Warriors, or the picturesque landscape in Guilin? But everybody who has been to China knows this great country has far more than these.

Overall Travelling Academic Sports

Featured in fabulous mountains (Huangshan, Mount Tai, Mount Hua, etc.), hills and river landscape, stunning gorges of Yangtze River, peaceful countryside and fancy terraces in Guilin, etc. While, the essence of China is the profound Chinese culture. There are 38 World Cultural Heritage Sites in China, including the world famous Forbidden City, Great Wall, Terra-cotta Warriors, Mogao Caves, Potala



Photo by Liang Yu

Best Attractions of China for 2019/2020

Follow is the collection of best attractions of China covering the most outstanding places for both nature and culture lovers. Each site is the best of its kind, such as the masterpiece of Chinese architecture – Forbidden City, holy Tibetan Buddhist site - Potala Palace, best sightseeing mountain – Huangshan, etc.



Want to interact with people who love travelling? Please click here.

kwicircle.co.nz/chineseculture/sports

Chinese Culture 中国文化的体育

Sport in China has been long associated to the Martial Arts. Today China (including mainland China, Hong Kong and Macau) consists of a variety of competitive sports.

Traditional Chinese culture regards physical fitness as an important characteristic. China has its own national quadrennial multi-sport event similar to the Olympic Games called

Overall Travelling Academic Sports

sport. The average attendance of the Chinese Super League games in 2017 was 23,766 spectators. Badminton and table tennis are also popular sports in China. Prior to the 1990s, sports were entirely funded by the government. Top athletes have quit at the height of their careers due to uncertainty about their livelihoods after retirement, [citation needed] but this situation began to change in 1994 when Chinese football was professionalized, followed by basketball, volleyball, ping pong, and weiqi. Professionalization led to commercialization: profit-making entities and that a club system and professional sports leagues were formed. Sports club operations now cover ticket sales, advertising, club transfers, commercial matches, and television broadcasting [citation needed] Chinese athletes have also begun joining professional leagues abroad, such as basketball Yao Ming's entry into the United States' NBA in the 2002 draft.

Table tennis (ping pong)

Ping pong (乒乓球) is the official name for the sport of table tennis in China. Apart from the national representative team, the table tennis community in China continues to produce many world-class players, and this depth of skill allows the country to continue dominating recent world titles after a short break during the 1990s. The overwhelming dominance of China in the sport has triggered a series of rules changes in the International Table Tennis Federation and as part of the Olympics. Ma Long is currently one of the highest-ranked Chinese table tennis players, and the highest-ranked player in the world [S]. Deng Taping is regarded by many as one of the greatest table tennis players of all time.

Badminton

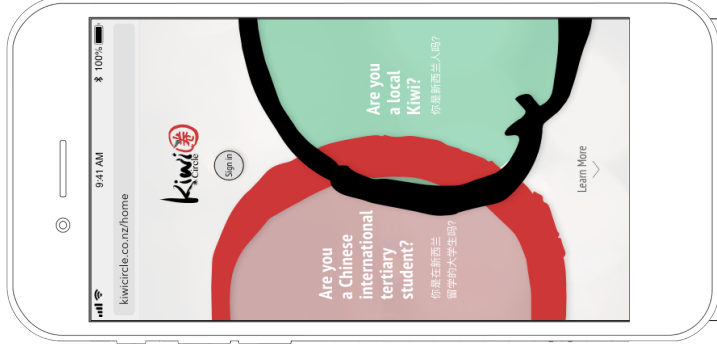
Badminton is popular in China thanks to its relative simplicity in recreational use and inexpensive equipment [citation needed]. Many Chinese badminton players have gained international success and fame, especially the many gold medalists at the BWF World Championships. It is a popular recreational, and professional sport, with amateur leagues throughout the country.

Rugby union

Rugby union is becoming a more popular sport in China, than it previously has been. However, it is still not overly popular. China became affiliated to the International Rugby Board in 1997 and is currently ranked 67th in the world. The national team has not qualified for a world cup so far. One segment of Chinese society where rugby is particularly

Figure 127: Chinese culture page -Academic

Figure 126: Chinese culture page-Overall(above)

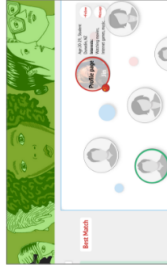


tertiary students and local Kiwis to connect with each other. Our mission is to give both part people the power to build community and closer together.

We offer a streamlined approach to online-communicating, ideal for Chinese international tertiary students and local New Zealanders, who are facing challenges with connecting each other.

Intelligent Matchmaking

We constantly our matchmaking algorithm to deliver only the most relevant and active people in line with your preferences. We base these suggestions on your personal information and on your relationship expectations. We believe that this system gives you the best chance to meet like-minded people and the satisfying friendship with someone who truly suits you.



Success Stories

I found the exact local friend I was looking for. We were sharing our knowledge and stories to each other. We became real friends. The matching function of Kiwi Circle is effective.

Lue



Discretion and Security

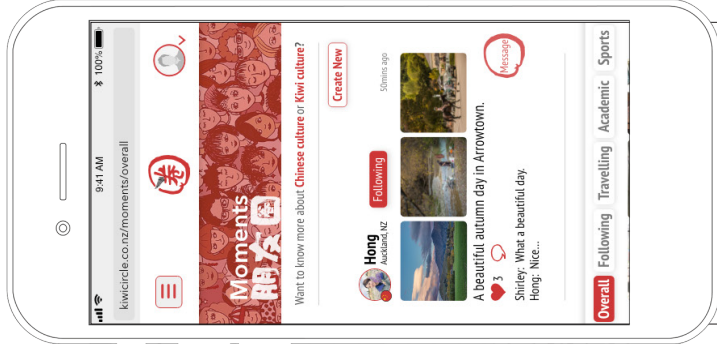
Your privacy is our priority, which is why we always treat your personal information with the highest confidentiality. We employ Profile Verification, SSL Encryption and Fraud Detection Systems.

More information please go to:

[Privacy policy](#)
[Terms & Conditions](#)

Figure 130: Home page

Figure 128: Chinese culture page -Travelling



IS UNPREDICTABLE, SPOOKIER IS GENEREALLY reliable. It is almost anti-competitive. There's someone else there, sure, but in reality you are taking it in turns to play against yourself, just trying to get through the game and

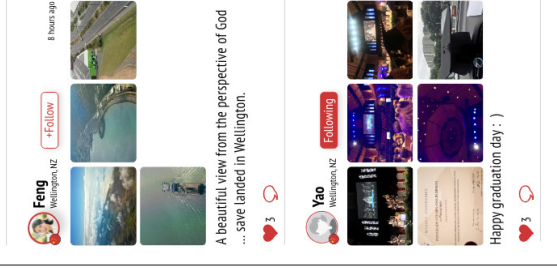


Figure 131: Moments page

Figure 129: Chinese culture page -Sport

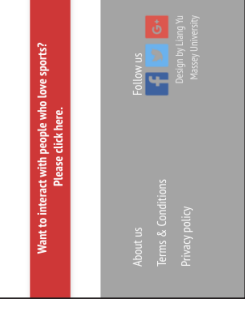


Figure 129: Chinese culture page -Sport

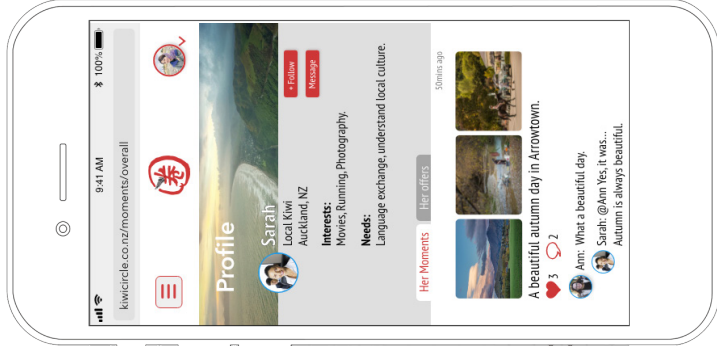


Figure 132: Profile page

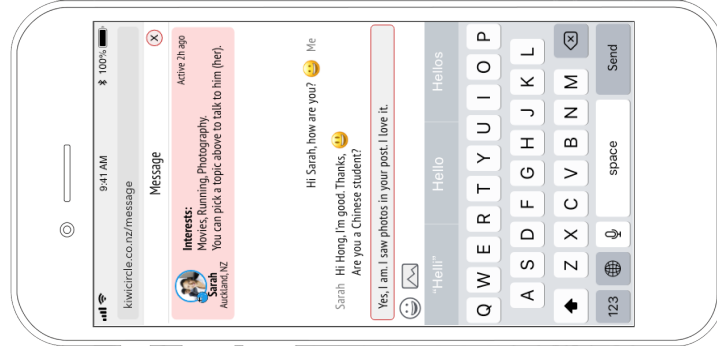


Figure 133: Message page

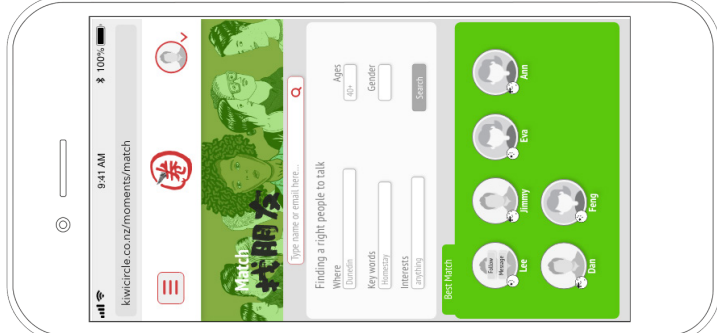


Figure 134: Match page

kiwicircle.co.nz/kiwiculture/overall

The culture of New Zealand is essentially a Western culture influenced by the unique environment, and geographic isolation of the islands, and the cultural input of the indigenous Māori people and the various waves of multi-ethnic migration which followed the British colonisation of New Zealand.

Overall Travelling Academic Sports

Māori culture

The Māori are the indigenous inhabitants of New Zealand. They originated with settlers from eastern Polynesian islands, who arrived in New Zealand in several waves of canoe voyages at some time between 1250 and 1300. Māori settled the islands and developed a distinct culture over several hundred years. Oral history tells of a long voyage from Hawaiki (the mythical homeland in tropical Polynesia) in large ocean-going canoes (waka). Māori mythology is a distinctive corpus of gods and heroes, sharing some Polynesian motifs. Significant figures are Ranginui and Papatūmaku, Maui, and Kupe.



Hongiare of Ngati Kahungunu

Pakehā culture

Pakehā culture (usually synonymous with New Zealand European culture) derives mainly from that of the British, particularly English settlers, who colonised New Zealand in the nineteenth century. Until about the 1950s many Pakehā saw themselves as a British people, and retained strong cultural ties to "Mother England". Yet there was a common perception that people born in New Zealand were likely to be physically stronger and more adaptable than people in Britain. The largely rural life in early New Zealand led to the image of New Zealanders being rugged, industrious problem solvers. Another distinctive trait of Pakehā culture has been the egalitarian tradition, as opposed to the British class system. Within Pakehā culture there are also sub-cultures derived from Irish, Italian and other European groups, as well as various non-ethnic subcultures.



European settlers developed an identity that was influenced by their rustic lifestyle. In this scene from 1909, men at their camp site display a catch of rabbits and fish.

kiwicircle.co.nz/kiwiculture/travelling

Travelling to New Zealand means a holiday of limitless options. Whatever your inspiration, taste or budget, New Zealand has an almost endless array of outdoor adventure, stunning places to visit and fun activities to do.

Overall Travelling Academic Sports

Auckland

Auckland is definitely a city worth spending some time in: you can climb the Auckland Bridge, see the Sky Tower or enjoy the theme park at Rainbow's End.

Auckland is also a great base from which to start a road trip. With Auckland as your starting point you can spend a few days travelling around the North Island. Relax in the thermal pools at Rotorua, explore the beaches of the Far North or travel down to the capital, Wellington.



Christchurch

If you are arriving in Christchurch for your New Zealand holiday, you can drive to many key areas like Hammer Springs, Akaroa, Blenheim, Fox Glacier, Queenstown, Fiordland and Milford Sound.

A road trip to these destinations can take anywhere from 3 to 17 days to complete. Each of these Kiwi Road Trips offer a completely different view of the country, from the scenery of the coast to the adventure in Queenstown.



Queenstown

If you start your Kiwi Road Trip in Queenstown, you can take the scenic route up to Christchurch, or even all the way up to Auckland.

Another option is to take one of our return trips, which will either take you to Te Anau or Christchurch and then back to Queenstown. Each trip offers majestic scenery of mountains, lakes, glaciers and more.



kiwicircle.co.nz/kiwiculture/academic

A world-class education and an unforgettable adventure. New Zealand is one of the world's best places to live and study. Discover our internationally-renowned education system and unbeatable lifestyle.

Tertiary education

Overall Travelling Academic Sports

YOUR SUBJECT PICKS

Universities offer higher degree-level education. Programmes are research-led and generally academic rather than vocational. In the 2015/16 QS World University Rankings, all eight of New Zealand's universities were in the top 100 in at least one subject.

ITPs and a few larger PTEs offer vocational degree-level education.

PTEs tend to offer specific vocational programmes, mainly at certificate and diploma level.

The benefits of New Zealand universities

Highly sought-after qualifications. The qualifications you'll gain in New Zealand are highly regarded and sought-after by employers and other educational institutions around the world.

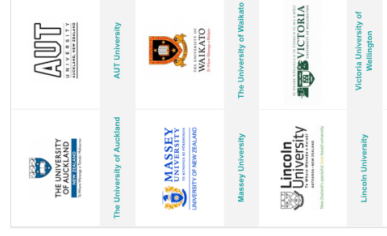
Gain the skills that will open doors

When you study in New Zealand, you learn beyond your subject. You'll become a confident, critical and creative thinker. These skills are highly prized by employers worldwide.

Global recognition

As a member of the Lisbon Qualification Recognition Convention, New Zealand qualifications are recognised in over 50 countries.

Explore our world-class universities



kiwicircle.co.nz/kiwiculture/sports

The sports that most New Zealanders participate in are rugby union, cricket, basketball, netball, association football, rugby league and hockey. Also popular are golf, tennis, cycling and a variety of water sports, particularly sailing and rowing. The country is known for its extreme sports, adventure tourism and strong mountaineering tradition, as seen in the success of notable New Zealanders Sir Edmund Hillary.

Overall Travelling Academic Sports

UNIVERSITY OF AUCKLAND

Identity. It has the largest spectator following of all sports in New Zealand. New Zealand's national rugby team, the All Blacks, has the best winning record of any national team in the world, and is currently ranked first in the world[2]. The All Blacks won the first Rugby World Cup in 1987, and again on home soil in 2011. They won their third World Cup in 2015 in England, becoming the first holders to successfully defend their title. The All Blacks traditionally perform a haka, a Māori challenge, at the start of international matches. This practice has been mimicked by several other national teams, notably the national rugby league team, and the basketball teams.



South African Victor Matfield claims a line-out ball in a 2006 Tri Nations Series test match.

Basketball

Basketball has experienced a gigantic growth in popularity since 2013, being the 3rd most popular sport in terms of secondary school participation after netball and rugby union. New Zealand competes in the NBL (National Basketball League of Australia) with their own team, the New Zealand Breakers. Outside of this league, they have created players that have gone on to play in the NBA, such as Steven Adams and Kirk Penney.

New Zealand have not succeeded on the international stage. In 2002, the Tall Blacks (New Zealand's national team) came 4th place at the 2002 FIBA World Championship. In recent years, the national team has not done as well.

Cricket

Cricket is the national summer sport in New Zealand, which is one of twelve countries (with the recent addition of Afghanistan and Ireland) competing in Test match cricket. The provincial competition is not nearly as widely followed as the case with rugby, but international matches are watched with interest by a large proportion of the population. This parallels the global situation in cricket, whereby the international game is more widely followed than the domestic game in all major cricketing countries. Historically, the national cricket team has not been as successful as the national rugby team.

Netball

Netball is the most popular women's sport, both in terms of participation and public

Other ethnic cultures

Ethnic communities within New Zealand retain features of their own cultures, and these have, in some areas, spread to become popular with the general population. Settler groups from many cultures added to the make-up of the country, with many groups concentrated around specific geographic areas.



Cook Island dancers at Auckland's Pasifika Festival, 2010

Māori cuisine

Putting down a hāngi (earth oven)
Māori cuisine was historically derived from that of tropical Polynesia, adapted for New Zealand's colder climate. Key ingredients included kūmara (sweet potato), fern root, taro, birds and fish. Food was cooked in hāngi (earth ovens) and roasted, and in geothermal areas was boiled or steamed using natural hot springs and pools.



Putting down a hāngi (earth oven)

Pākehā cuisine

Pavlova, a popular New Zealand dessert, garnished with cream and strawberries. Since the majority of Pākehā are of British descent, Pākehā cuisine is heavily influenced by British cuisine. A major difference between British and Pākehā food was that meat was more readily available to all social classes in New Zealand. A highly carnivorous diet remains a part of Pākehā culture, although red meat consumption has dropped in the last few decades.



Pavlova, a popular New Zealand dessert, garnished with cream and strawberries

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Figure 135: Kiwi culture page -Overall

Rotorua

If you are visiting Rotorua, a must do is the Kiwi Road Trip to Waitomo. The trip will take you to the Waitomo Caves, where you can huge limestone caverns filled with stalactites and glow worms, then on to Lake Taupo where you can fish for trout or relax in a hot pool before heading back to Rotorua.

There are many other road trips from Rotorua to choose from.



Wellington

Wellington is the perfect place from which to start your Kiwi Road Trip. With Wellington as your starting point, you can catch a ferry and travel around the South Island or see what the North Island has to offer.

Popular attractions include the Art Deco city of Napier, the boiling mud pools of Rotorua or the wine districts of Martinborough.



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Figure 136: Kiwi culture page -Travelling

interest in New Zealand.^[4] As in many netball-playing countries, netball is considered primarily a women's sport, with men's netball largely ancillary to women's competition. The sport maintains a high profile in New Zealand, due in large part to its national team, the Silver Ferns, which with Australia, has remained at the forefront of world netball for several decades. In 2008, netball in New Zealand became a semi-professional sport with the introduction of the trans-Tasman ANZ Championship. The sport is administered by Netball New Zealand, which registered 125,500 players in 2006.



ANZ Championship match between the Tactix and Mystics

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Figure 138: Kiwi culture page -Sport

4. Conclusion



4.1. Outcome

Through the experience of the project, I have learnt more about using the human centered design process, which is always centered around the needs of target audience. Through the process of Empathising with the audience to understand what they are looking for, the major problems they face can be defined. Following this, the Ideation process helps to devise an effective solution to solve these problems, and testing it allows the function to be defined organically.

It is exciting that the web-based social platform was designed successfully. It will be the first online social platform which was specifically built for both Chinese international tertiary students and local New Zealanders. It helps these people begin to understand one another. Connection is the primary goal of the platform, encouraging both groups of people to communicate meaningfully and develop constructive relationships, improving the study experience of Chinese international tertiary students. This is in line with New Zealand's international education strategy (New Zealand Education, 2018) to attract more international students for the boost they provide to the economy. Furthermore, it will provide a channel for intercultural practices that will assist the locals in becoming competent and confident communicators as global citizens. It is the right time to build up the right platform.

"A thriving and globally connected New Zealand through world-class education'. It takes a broad view of 'international education.' The vision of New Zealand International Education Strategy (New Zealand Education, 2018, p.5).

4.2. Future value

In the future, the feedback on users' experience will be obtained after the platform is published, which will give more insight into how the platform might be enhanced. The idea of this social platform can be applied for Chinese international students in any other country with diverse languages and cultures, helping them better assimilate into the local community. Likewise, a similar service can be promoted to other countries for their own international students. Further, the platform would be an effective approach for connecting and encouraging interaction between any two specific groups of people.

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7. Appendix



Survey questions:

For Chinese international tertiary students:

1, Where do you come from? And your email address?

来自哪个城市和电子邮箱地址?

2, Where are you studying? and What's your major?

就读的学校和专业?

3, What were the reasons you choose NZ as your destination of studying abroad? & What is the difference of impression of before and after arriving NZ?

当初为什么选择新西兰作为你出国留学的目的地? 以及, 来到新西兰后, 感觉和之前想象中的新西兰有什么区别?

4, How often do you feel stressed at study in a typical week?

每周的学习中是不是经常感到压力?

5, What are challenges or conflicts you've faced in your study and daily life?

在学习和生活中, 碰到有哪些挑战和冲突?

6, Which device you are using mostly for browsing the internet?

日常在浏览网络时, 使用最多的是哪个设备?

7, What platforms of the online system do you using mostly? Or you are interested in?

平时最多(最喜欢)使用哪个网络软件?

8, Overall, how satisfied are you with study in NZ?

总体上, 你满意在新西兰的读书生活吗?

9, Finally, do you have any comments or concerns you would like to raise about studying in NZ?

最后, 关于留学新西兰, 您是否有任何意见或疑虑要提出?

For local Kiwis:

1, What kind of problems you think they have mostly?

2, What's the main issue you think they should solve?

3, In your opinion, are there any methods which could help them to solve the problems?

4, Overall, how satisfied are you with Chinese international students studying in NZ?

5, Would you mind that I may ask you further questions during the project process?

Feng



Age: 27

Wellington, NZ

Home city: Guangzhou, China

Photograph by Liang Yu

Persona C1

Occupation: International student

Personal statement:

I am studying Victoria University. Because of the culture difference, sometimes, I couldn't understand local customs, and feel shy to meet local people. However, I am keen to communicate with locals. I would like to communicate with locals, to assimilating the local community well.

The major of the study: Accounting.

Hobbies: Badminton, Travelling.

Platforms of most using online: Wechat, Facebook.



Lee

Age: 26

Hamilton, NZ

Home city: Chengdu, China

Photograph by Liang Yu

Persona C2

Occupation: International student

Personal statement:

I am studying at a polytechnic in Cookery in Hamilton. I am studying at a polytechnic in Cookery in Hamilton. Due to language issues and lack of confidence, it's difficult to communicate face-to-face with locals. I would like to connect with local Kiwis on internet, to find local online friends.

The major of the study: Cookery.

Hobbies: Food, running, Snooker.

Platforms of most using online: Wechat, QQ.

Hong

Age: 24
Auckland, NZ
Home city: Beijing, China

Photograph by Liang Yu

Persona C3

Occupation: Chinese international student

Personal statement:

I have been in NZ around 3 months. I am studying at The University of Auckland. Because of the cultural different, it's hard to build up the relationship with locals. I desire I could have some local friends.

The major of the study: Business

Hobbies: Photography, Movies, Running.

Platforms of most using online:

Wechat, Weibo, Facebook.



Jin

Age: 29
Shanghai, China

Photograph by Liang Yu

Persona C4

Occupation: Chinese student

Personal statement:

I will come to Otago University for a bachelor study next year. I would like to choosing a homestay for living. Before arriving, I want to connecting with some local families. Therefore, I can build up a basic relationship with them, then when I am being there, it might be easier to join the new family.

The major of the study: Civil Engineering.

Hobbies: Watching movies, Internet games, music.

Platforms of most using online: Wechat, Weibo

A portrait of a young man with dark hair, a beard, and glasses, wearing a blue jacket over a bright green t-shirt. He is smiling slightly and looking directly at the camera. The background is a blurred indoor setting, possibly a library or study area.

Lucas

Age: 24
Wellington, NZ

Photograph by Liang Yu

Persona L1

Occupation: Traveler

Personal statement:

I am intended to go on a backpacking tour in Beijing and Xian, China next year. I am trying to improve my Chinese language, and get information about traveling in China.

Hobbies: Badminton, Motorbike, Travelling.

Platforms of most use online: Facebook. Instagram.

Dan



Age: 32
Hamilton, NZ

Photograph by Liang Yu

Persona L2

Occupation: Freelance

Personal statement:

I am interested in learning about Chinese language and culture. I love meet Chinese people, to hear interesting stories, and learn Chinese language.

Hobbies: Cooking, Rugby, Snooker.

Platforms of most using online: Facebook, Instagram.

Sarah



Age: 31
Auckland, NZ

photo from: <http://www.bizbuilder.com/wp-content/uploads/2013/04/Business-Lawyer.jpg>

Persona L3

Occupation: Business Lawyer

Personal statement:

I am a business lawyer. During last 3 years, the number of Chinese customers has steady increased. Hence, I would like to know more Chinese language and its people. Continue developing the Chinese market.

Hobbies: Movies, Running, Photography.

Platforms of most using online:

Twitter, Facebook.



Ann

Age: 50
Dunedin, NZ

photo from: www.advanced.style/media/IMG_0566_2-682x1024.jpg

Persona L4

Occupation: Host Mother

Personal statement:

I am a host mother in Dunedin. Normally, we only get basic information of the Chinese students from universities. However, because of different personalities or culture difference, sometimes, we have problems with communicating with them. Therefore, I would like to connect and meet with them online first. That will be useful for finding a right student for our family.

Hobbies: Cooking, Reading book.

Platforms of most using online: Facebook.

INFORMATION SHEET

项目介绍书

Hello, my name is Liang Yu.

I am currently enrolled in a study in Master of Design at Massey University. I am currently undertaking a design project about new Chinese international students. I would like to apply photography and interviews a selection of current new Chinese international students in NZ.

你好，我是虞亮

我目前在梅西大学就读设计硕士课程。我目前正在进行一项关于华人留学生的设计项目。我会拍摄和采访一些现今在新西兰的华人留学生。

Background 背景

NZ welcomes international students at all of its educational institutions, offering a high-quality studying environment. That attracts a wide range of international students from around the world. Including those from Chinese. Some surveys show that the number of Chinese international students in 2016 had exceeded 30,000 a year. It's the first time in a decade. (Radionz, 2016).

Many students who choose to study abroad are leaving their home for the first time. Specially, because of the language barrier and cultural differences, most Chinese international students find studying and living in NZ challenging.

My research will propose that helping newly arriving Chinese students to better adjust to studying and living, that is not just great useful for those students, it is important for New Zealand government, international education and universities. If we understand the needs of the Chinese student, advance their studying experiences. At the same time, more Chinese students may choose NZ for their abroad study destination. The main aim is using design to solve the major problem of studying and living in NZ for the new Chinese international students.

新西兰政府以及各大院校欢迎国际学生，并且为他们提供个高质量的学习环境。因此吸引了世界各国的留学生，包括来自中国的留学生。数据显示 2016 年中国留学生超过了 30,000，这个数字是十年来最高。

很多留学生来到海外，是第一次离开父母。特别是由于语言障碍和文化差异，大多数中国留学生在新西兰读书和生活面临着挑战。

此研究将建议帮忙这些新华人留学生，去更好的调整和适应在新西兰的学习和生活。这不但对这些留学生有益处。同样对新西兰政府，国际教育和大学也很重要。如果我们能够更多的理解华人留学生的需要，提升他们的学习体验。那么可能更多的华人留学生会选择新西兰为他们海外留学的目的地。这个研究的目的是应用设计去解决新华人留学生在新西兰的难处。

Process 过程

In the project, I would apply photography and interviews to reveal the normal life of new Chinese international students in NZ. And discover your own story or opinion of study in NZ. The interview will be with a series of specific questions. And additional questions might be arising from the questions or the photographic session. Interviews will be video recording.

在这个项目中，我会运用结合摄影和采访，以揭示华人留学生在新西兰的生活状况，以及您在新西兰留学的一些故事或看法。采访将会有一系列具体问题。在采访和摄影中可能会产生一些其他问题需要您回答。采访将被录像。

This study does not seek to judge, but to understand.

这项研究并不是要评判，而是要寻求了解。

If you take part in the study, you have the right to:

如果你参加这个研究，你有权利：

* refuse to answer any particular question, and to withdraw from the interview at any time.

*拒绝回答任何特定的问题，并随时取消采访。

* ask any further questions about the study that occur to you during your participation.

*询问任何有关在您参与过程中会发生的情况的其他问题。

* be given access to digital files of your photographs at the conclusion of the project.

*在项目结束时您将会得到您的数码照片文件。

Copies of images, and video recording will be stored securely by the researcher. As the file transcript release form shows, the files will be stored for a period of five years and then destroyed.

图像和录像将由研究人员安全存储。按照相关的录制规定，文件将被存储五年，然后被销毁。

Outcome 结果

The outcome of the photographic session and interviews will form the basis of a body of the research. photographs and records of interviews would be collected to display in an exhibition. I would also like to use the photographs and excerpts from the interviews in a thesis based on the results of the project.

摄影和采访记录将会是这个研究项目构成的基础。一部分照片和采访记录会被挑选在展览中展出。我也会根据项目的结果，在论文中使用这些照片和相关采访记录。

Researcher (研究生): Liam Yu 虞亮

Supervisors(导师): Tristam Sparks T.Sparks@massey.ac.nz

Lucid Brian B.Lucid@massey.ac.nz



CONSENT FORM

同意表

I have read the information sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

我已经阅读了这份资料，并已经详细了解了这项研究。我的问题已经得到满意答复，我明白之后我可以随时提问题。

I understand I have the right to withdraw from the interview at any time and to decline to answer any particular questions.

我明白我有权随时取消采访，以及拒绝回答任何特定的问题。

I agree to provide information to the researcher on the understanding that my name will not be used without my permission. (The information will be used only for this project and publications or exhibitions arising from this research project).

我同意向研究人员提供信息，但我的名字在未经我许可的情况下不会被使用。（信息仅用于本研究项目的研究和出版物或展览）。

I agree to the researcher using photographs and records of the interviews on their website in the future, as a part of this project.

作为本项目的一部分，我同意摄影师在未来的网站上使用我的照片。

I agree to being photographed. I agree to the interview being video recorded.

我同意拍照。我同意采访录像。

I agree to the photographs and interviews being used in the project and publications, the thesis or future exhibitions.

我同意照片和采访记录使用在这个项目和出版物，论文或之后的展览中。

I also understand that I have the right to ask for the camera to be turned off at any time during the interview.

我也明白，在采访过程中，我有权随时要求停止录像。

I agree to participate in this study under the conditions set out in the information sheet.

我同意在项目介绍书所列出的条件下参与本研究。

Signed 签字：

Name 姓名：

Date 日期：

Date: 13 September 2018

Dear Liang Yu

Re: Ethics Notification - **4000020122** - **Human Ethics Application (Low Risk) for user testing of the web design.**

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

If situations subsequently occur which cause you to reconsider your ethical analysis, please contact a Research Ethics Administrator.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director - Ethics, telephone 06 3569099 ext 85271, email humanethics@massey.ac.nz."

Please note, if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to complete the application form again, answering "yes" to the publication question to provide more information for one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely



