**The Cuenca Experience**



A handbook developed by the Cuenca B’15 Team

from Worcester Polytechnic Institute for students traveling to Cuenca, Ecuador.



***Laureen Elgert, Center Director***

***Gary Pollice, Local Coordinator***

# Table of Contents

[Table of Contents 2](#_Toc438034138)

[Introduction 3](#_Toc438034139)

[Prior to Your Departure Date 3](#_Toc438034140)

[Preparatory Checklist 3](#_Toc438034141)

[Required Report Work for ID2050 and PQP 4](#_Toc438034142)

[Orientations 4](#_Toc438034143)

[Travel Documents 5](#_Toc438034144)

[Vaccinations 5](#_Toc438034145)

[Credit Cards/Debit Cards/Money 6](#_Toc438034146)

[Packing Checklist 6](#_Toc438034147)

[Site-Specific Information for Your Stay in Cuenca, Ecuador 7](#_Toc438034148)

[Project Dates 7](#_Toc438034149)

[Cultural Summary 9](#_Toc438034150)

[Spanish Classes 9](#_Toc438034151)

[Student Housing 10](#_Toc438034152)

[Food/Groceries/Dining Out 10](#_Toc438034153)

[Travel & Transportation 10](#_Toc438034154)

[Phone/Internet/Electricity 10](#_Toc438034155)

[Health 11](#_Toc438034156)

[Safety & Security 11](#_Toc438034157)

[Weather 11](#_Toc438034158)

[Clothing & Dress 12](#_Toc438034159)

[Excursions & Weekend Travel 12](#_Toc438034160)

[Money 12](#_Toc438034161)

[Information about Your Project 12](#_Toc438034162)

[Project Center Grading & Performance Rubric 13](#_Toc438034163)

[Project Opportunities 18](#_Toc438034164)

[Meeting with Sponsors 18](#_Toc438034165)

[Project Website and Blog 19](#_Toc438034166)

[Helpful Websites 19](#_Toc438034167)

[Previous Team’s Project Websites and Blogs 20](#_Toc438034168)

# Introduction

The purpose of this handbook is to provide students with a quick reference guide to information pertaining to Cuenca, Ecuador. Some general information that can be found in this handbook is checklists, preparatory course work, orientations, travel documents, vaccinations, and finance options. Site specific topics include project dates, a cultural summary, Spanish classes, housing, food, transportation, telecommunications, health, safety, weather, attire, and excursions. An overview of each project is also given with grading and performance rubrics.

# Prior to Your Departure Date

Before you leave, review checklists, complete all required report work, attend orientations, obtain travel documents, receive necessary vaccinations, and situate all financial matters.

## Preparatory Checklist

In preparing for your upcoming participation in the Global Projects Program, please ensure that you:

* Make sure all paperwork is completed on the WPI Global Portal.

* Fill out the ATC Laptop Form and submit it to the IGSD if planning to use a WPI laptop abroad.

* Make sure that your passport is up-to-date and has at least six empty pages.

* If you require a visa, contact Erin Koontz-Bell to review your visa application.

* Let your health insurance provider know you are traveling abroad.

* If interested, buy a guide book for your country of destination.
* Book and plan your travel itinerary.

* Attend orientations and complete online modules.

* Make copies of important legal documents to bring with you and leave at home.

* Be sure to have proper amounts of any prescription medication for the entirety of the trip.

* Discuss all necessary aspects of the trip with your legal guardian.

* Make sure that you have enough funds for your stay abroad and your bank is informed of your travels.

## Required Report Work for ID2050 and PQP

During the prior terms, you are required to take ID2050 for 1/3 credit and PQP for 1/6 credit. These courses will help prepare students for their projects at the project center.

ID2050: Students will be required to complete a proposal including their introduction, background and literature review, and methodology sections prior to arriving at their project center. These chapters will be included in the final IQP report.

PQP: Students will be required to attend meetings with their advisors at least once a week which may include their sponsors as well. As a requirement of this course, you will be expected to improve your Spanish skills by taking a Spanish class, utilizing the help a Spanish mentor, or using online tools.

## Orientations

All students in the Global Projects Program are required to complete at least 4 mandatory pre-departure orientations:

1. Travel health orientation
2. Sexual assault awareness and prevention orientation
3. On-line orientation on myWPI.edu
4. Site-specific orientation
5. Other orientations

The travel health orientation is facilitated by WPI Health Services staff. This is offered twice a year to prepare students for the steps they should take to prepare to manage their health abroad.

The sexual assault awareness and prevention orientationis facilitated by staff from the Student Development & Counseling Center (SDCC). You will view a video depicting a realistic sexual assault scenario in a study abroad location, and then participate in a discussion facilitated by SDCC staff.

In the on-line orientation**,** you will view four video clips that provide a general overview of safety issues relevant to studying abroad. At the end of each clip, there will be a brief quiz. There is also a comprehensive quiz as the final module of the orientation. The quizzes are graded and you must complete all modules by a specific date.

At the site specific orientation, your entire team will gather together with the Project Center Director, an IGSD staff member, and your on-site advisor(s) for a more in-depth review of safety issues and behavioral obligations specific to your project center.

Other orientations or supplemental activities may be organized by your faculty advisors, the center director, or IGSD staff in response to specific needs in your particular group.

## Travel Documents

Passport

A U.S. citizen needs a passport to depart or enter the United States or foreign countries. U.S. Immigration requires you to prove your U.S. citizenship and identity when you reenter the United States. It is your responsibility to acquire a passport. The IGSD does not administer this process for students. *Note that it can take six weeks or more for a passport to be issued. If you require a new passport to travel, begin this process prior to your preparatory term.*

If your passport is expiring less than 6 months after your planned departure from your destination, you will need to get a new one. If you return to the United States with an expired passport, you are subject to a passport waiver fee of $100, payable to U.S. Immigration at the port of entry.

If you are not a U.S citizen, contact the embassy or consulate of the country you are planning to travel to, as well as the U.S. Embassy in order to receive specific entry instructions. Much of this information can be found online. We suggest that students register in the Smart Traveler Enrollment Program (STEP) which informs the embassy about your travel plans. In case of emergencies, the embassy contacts you via email.

Ecuador requires one blank passport page in order to enter. Please make sure your passport meets Ecuador’s requirements so you are not turned away when entering the country.

How to get your passport

1. You can get passport photos taken at the U.S. Post Office, CVS, Walgreens, or other local stores.
2. Pick up a passport application form from the U.S. Post Office or download from the Internet.
3. Turn in all required documentation to the nearest federal post office with the appropriate fee.

Visas

A visa is an endorsement or stamp placed in your passport by a foreign government that permits you to visit that country for a specified purpose and a limited time. For your time in Ecuador, a visa is not needed unless staying over three months.

If you are a citizen of Afghanistan, Bangladesh, China, Cuba, Eritrea, Ethiopia, Haiti, Kenya, Nepal, Nigeria, Pakistan, Senegal or Somalia, you will require a visa to enter the country.If you fall under this category, you must make an appointment with Erin Koontz-Bell to review your visa application.*Students who require a visa to enter a country are encouraged to begin this process early as it can take up to 2 months to have a visa processed and a delay will mean a late arrival that can impact the success of your project and overall experience.*

## Vaccinations

Prior to your departure, you will need to be up-to-date on your vaccinations as well as receive two specific vaccinations to travel to Ecuador: typhoid and yellow fever. Up-to-date vaccinations include measles-mumps-rubella (MMR), diphtheria-tetanus-pertussis, varicella (chicken pox), polio, and your yearly flu shot. For most travelers, Hepatitis A and typhoid will be needed. Some travelers should get Hepatitis B, malaria, rabies, and yellow fever vaccines.

## Credit Cards/Debit Cards/Money

Ecuador operates with the U.S. dollar as its currency. There are banks with reliable ATMs throughout Ecuador. Most transactions are cash, but MasterCard and Visa credit cards can be used in select restaurants and stores. Do not bring large bills ($50 or more) as it is difficult to use them. We recommend that students arrive with a minimal amount of cash and use bank ATMs to withdraw funds as needed. There are some credit cards, such as Capital One that have no fees for international ATM transactions.

Estimated Budget

|  |  |
| --- | --- |
| **Budget Item** | **Cost** |
| Housing and Program Fee | $885.00 |
| Billable subtotal: | **$885.00** |
| On-site commuting costs | $50.00 |
| Tourist activities and incidentals | $400.00 |
| Airfare | $700.00 |
| Food | $600.00 |
| IQP related project incidentals | $150.00 |
| Non-billable subtotal: | **$1,900.00** |
| **Total:** | **$2,785.00** |

##

## Packing Checklist

Clothing:

* Suit
* Cocktail Dress
* Shirts
* Button Downs
* Blouses
* Blazers
* Jackets/Sweatshirts
* Ties
* Polos
* Dress Pants/skirts
* Jeans
* Shorts
* Socks
* Undergarments
* Inexpensive Jewelry
* Pajamas

Electronics:

* Surge protectors
* Laptop
* Phone
* Phone chargers
* Laptop chargers
* Battery packs
* Camera

Toiletries:

* Toothbrush
* Toothpaste
* Hairbrush
* Mouthwash
* Deodorant
* Cologne/Perfume
* Shampoo/Conditioner
* Soap
* Nail clippers
* Q-Tips
* Razors
* Hair products
* Shaving Cream
* Hair Clips
* Makeup
* Medications
* Personal hygiene products
* Contacts/Glasses
* Moisturizer

Miscellaneous:

* Empty bag for souvenirs to travel home
* Beach towel
* Sunglasses
* Sunscreen
* Bathing suit
* Hat
* Bug spray
* Cover up
* Raincoat
* Shoes:
* Rain boots
* Hiking shoes
* Running Shoes
* Heels or flats
* Dress Shoes
* Sandals/Flip Flops

Bring on plane:

* Change of clothes
* Headphones
* Toothbrush
* Chargers
* Snacks
* Laptop
* Wallet
* Passport
* Money
* Plane ticket
* Medications
* Travel size shampoo and conditioner
* Handbook
* Contacts/Glasses

# Site-Specific Information for Your Stay in Cuenca, Ecuador

This information provides you with helpful tips and materials you may need while staying in Cuenca.

## Project Dates

Students will be expected to arrive to the project site in early to middle January and will depart in early March.

January 2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| **1** |  | **2** |  | **3** |  | **4** |  | **5** |  | 6 |  | 7 |  |
| 8 |  | 9 |  | 10 |  | 11 |  | 12 |  | 13 |  | 14 |  |
| 15 |  | 16 |  | 17 |  | 18 |  | 19 |  | 20 |  | 21 |  |
| 22 |  | 23 |  | 24 |  | 25 |  | 26 |  | 27 |  | 28 |  |
| 29 |  | 30 |  | 31 |  | 1 |  | 2 |  | 3 |  | 4 |  |

February 2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 29 |  | 30 |  | 31 |  | **1** |  | **2** |  | 3 |  | 4 |  |
| 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  |
| 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 8 |  |
| 19 |  | 2 |  | 21 |  | 22 |  | 23 |  | 24 |  | 25 |  |
| 26 |  | 27 |  | 28 |  | 1 |  | 2 |  | 3 |  | 4 |  |

March 2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 26 |  | 27 |  | 28 |  | **1** |  | **2** |  | 3 |  | 4 |  |
| 5 |  | 6 |  | 7 |  | 8 |  | 9 |  | 10 |  | 11 |  |
| 12 |  | 13 |  | 14 |  | 15 |  | 16 |  | 17 |  | 18 |  |
| 19 |  | 20 |  | 21 |  | 22 |  | 23 |  | 24 |  | 25 |  |
| 26 |  | 27 |  | 28 |  | 29 |  | 30 |  | 31 |  | 1 |  |

## Cultural Summary

Cuenca is the capital of the province of Azuay and is a UNESCO World Heritage Trust site due to its many historical buildings and culture. Cuenca’s culture is heavily influenced by the Cañari, Incas, and Spanish. Throughout the city, you can find the Chola Cuencana who are the indigenous women of Cuenca that dress in colorful skirts, blouses, and Panama hats. They braid their hair and can be found selling goods, such as food, flowers, and artisan merchandise on the street. They work on farms in the outskirts of the city and produce handcrafted clothing and art. Cuencano men and women commonly wear tight jeans and are rarely seen wearing shorts. On occasion, women are seen wearing a dress. The rest of their attire is similar to what is seen in the United States.

The city’s architecture is heavily influenced by the Spanish and European style, and the streets are set up in a grid-like pattern. Most of the buildings date back to the 18th century, but were modernized in the 19th century during an economic boom. The buildings have red clay roofing and cement exteriors that are painted with different colors.  They are lined with arched doors and windows with small balconies off of them. Some of the most famous pieces of architecture are the 52 churches throughout the city.

The Spanish introduced Roman Catholicism and now 94% of the people claim to be Catholic. The other 6% of people in Cuenca are Protestant, Jehovah’s Witness, Mormon, Buddhist, Jewish, and Islamic. Many of the holidays in Cuenca are religious celebrations. During these holidays, it is common for people to wear costumes, be in parades, and light fireworks.

Some common cultural mannerisms that you will see in Cuenca include:

* hugging and kissing women on the cheek, regardless of your gender
* shaking hands with men if you are a man or hugging and kissing them on the cheek if you are a woman
* toasting at celebrations
* greeting people that you may not even know

Some things to be wary of include:

* pointing at something because it may be considered rude
* catcalls if you are a girl because they are considered a sign of respect and flattery here
* crossing crosswalks without looking because people walking don’t necessarily have the right-of-way

Being one of the best cities to retire and live in, Cuenca has become a melting pot of foreign cultures. Cuenca was recently named the number one ‘American City of the Future’ based on the city’s lifestyle, urban planning, quality of environment, and culture for innovation and entrepreneurship. Additionally, Cuenca has been cited for its intentions to renovate El Centro, implement a new tram system, improve air and water quality, and promote the arts.

## Spanish Classes

Upon arriving to Cuenca, students will partake in a Spanish immersion course in order to improve upon the language and learn about the culture of Ecuador. Topics will be covered to best suit the needs of the IQP team. It is essential to cover the history and culture of Cuenca in order to better understand and have a better respect for the culture. This course will help students get out of their comfort zone and practice speaking and writing Spanish with a professional to guide them along the process. The project advisors will decide the most fitting curriculum for students to gain this knowledge throughout their eight weeks.

## Student Housing

This will be determined by Faculty Advisors closer to the project date.

## Food/Groceries/Dining Out

Three major locations to buy groceries are Supermaxi, Marcado 10 de Agosto, and Fería Libre. Supermaxi is a more U.S. style store that offers a wide variety of options and brands at a fair price. The two markets offer fresh produce that is very inexpensive. Avoid buying any meat here because most are unrefrigerated. The produce needs to be cleaned by either placing it in boiling water or washing in vinegar.

There are many restaurants located throughout Cuenca. Most places offer a good meal for under $5 making it almost as cheap as buying groceries. Some recommended restaurants are Red Angus, Telepizza, Black Olive, and Akelarre.

The water in Cuenca is clean but to those who are not native to it may lead to sickness. We advise that students purchase a Brita water bottle to avoid getting sick. Other options are boiling your water or buying bottled water.

## Travel & Transportation

Cuenca is an extremely walkable city. Most work and meetings for projects will not require motorized transportation. For extended trips around Cuenca, there are buses (currently $0.25 per trip) and taxis. Most taxi rides will cost less than $2.50 anywhere in town. The minimum rate for taxis during the day is $1.39 while the minimum rate at night is $1.67.

For travel outside the city of Cuenca, there are inter-provincial buses and vans, drivers for hire, and inexpensive in-country flights from the Cuenca airport. If taking a bus, make sure to pack light and keep track of your belongings at all times.

In order to flag down a taxi, you must hold your hand at a 45 degree angle from your side. When getting into the taxi, inform the driver of your destination and make sure he/she turns the taxi meter on. It is polite to pay the taxi driver a little bit more (approximately 10 to 20 cents more) than what the taxi meter says.

## Phone/Internet/Electricity

Students will be expected to have a phone with an Ecuadorian phone number. There are two cellphone providers in Cuenca: Claro and Movistar. Both have good service throughout Cuenca and major areas of Ecuador, but can be spotty in the mountain region. Claro is a little cheaper than Movistar, but it is ultimately up to the student when choosing a provider.

      The Internet in Cuenca can be a spotty at times, but is able to handle streaming music and videos. It is recommended to use Google Hangouts instead of Skype. Wi-Fi in the city is available in many restaurants and in other public places, such as the universities, but the password is needed because they are secured networks.

Ecuador operates on the same electrical current and standards as the U.S. so adapters are not needed, but surge protector are useful for electronic needs.

## Health

If emergency service is needed, visit Hospital Santa Inés as recommended by your local coordinator. The number for this hospital is (593-7) 2827888 and they are located on Av. T.

Daniel Córdova and Agustín Cueva 2-67. Local pharmacies are recommended for non-emergencies as they supply you with over-the-counter drugs and other medicinal options such as Pedialyte.

## Safety & Security

In general, Cuenca is a safe city when compared to others located within Ecuador, but there are safety precautions that should be taken each day: carry your wallet and phone in your front pockets, do not carry large amounts of money in public, never travel alone in the city, travel in well-lit areas at night, and do not leave your possessions (backpacks, laptops, etc.) unattended.

Most thieves will often try to distract their victim, making it necessary to stay alert and use good judgment when traveling in public. Thieves will often be more tempted to steal from someone when they are traveling alone.

The most common types of crimes that occur are pickpocketing, purse snatching, robbery, bag slashing, and hotel room theft. Pickpocketing is the most common type of crime that occurs within Cuenca itself. The possible places where pickpocketing will occur include active tourist areas, airports, restaurants, on public transportation, in crowded streets, bus terminals, public markets, and grocery stores.

The most effective service to call when in a dangerous or uncomfortable situation is ECU 911. Their services strive to maintain the public security of Cuenca and its surrounding areas.

Cuenca has a large number of police officers and guards that are located on the streets for duty. There are traffic police officers, security police officers, and many others. The police officers provide a sense of safety within Cuenca due to their presence and availability to help those in need.

## Weather

Cuenca enjoys a moderate climate due to its altitude (approximately 8,400’ above sea level) and proximity to the equator. The weather in Cuenca is quite variable since most days will have temperatures that range from 50°F to the low 70°s. Students may experience sun, clouds, and some rain showers all in one day.

## Clothing & Dress

Due to the rapidly changing weather in Cuenca, dressing in a layered fashion is recommended. Light jackets or sweaters are sufficient for the cooler temperatures whereas during warmer periods of the day, short-sleeved shirts and blouses may be more appropriate. In the mountains students should be wary of the cool temperatures that dipping down to the upper 30°s or low 40°s. We suggest that students bring a good pair of waterproof boots or hiking shoes since many locations are muddy or have rough terrain. This is useful information for when students decide what clothes to pack for the center location. Since we are higher up in altitude, the sun is much stronger; therefore, it is helpful to bring hats and sunscreen to help protect against the sun. Students should also be prepared to bring other clothes, depending on excursions they take.

Most students and young people dress casually; however, for business meetings and appointments, Ecuadorians are somewhat more formal than we experience in the United States. On most days, students will be able to dress casually. Students are recommended to bring business casual attire since it will be appropriate for meetings and work around Cuenca. Meetings with potential sponsors and other contacts in the city may require more formal business attire. Male students should bring at least one neat jacket and slacks combination or suit. Female students should bring a business suit, dress skirt and blouse, or dress for these meetings.

## Excursions & Weekend Travel

Excursions add to the IQP experience, so it is recommended that you travel when you can if time and your budget allow. Some places that are worth your time are the Galápagos, Salinas, Baños de Agua Santa, and Baños de Cuenca.

We recommend that students carry the necessary amount of money when going on an excursion. Make sure to have safe and secure transportation to your location and if you are unsure make sure to ask the hotel or someone with that knowledge. Ensure that you have a place to stay or book lodging beforehand to avoid being stranded in an unknown area. Do not be afraid to ask questions or for directions, most people are willing to help out and point you in the right direction. Ask the front desk of your hotel or your tour guide for cheap places to eat and points of interest. Often times, since they are local to the area, they can show you the hidden treasures of the location. Make sure to do your research beforehand in order to go during good weather.

## Money

There are many different banks in Cuenca. Banco Pichincha does not charge you when using their ATM, so it is recommended that you use their ATM for bank transactions. You should only carry with you the necessary money needed as all else should be left in your housing accommodation.

# Information about Your Project

In this section, projects, proper etiquette for meetings with sponsors, and presentations will be addressed.

## Project Center Grading & Performance Rubric

The following rubrics are how your faculty advisors will be grading your project, report, supplements, and teamwork.

|  |
| --- |
| ***1. Formulate and complete a project, detailed in a project report that provides compelling evidence for or against Ecuador as an IQP project center. Produce a complete model of the culture, economy, environment, safety, and other issues that are important for assessing the suitability for Cuenca, Ecuador as a base for an IQP project center. (35%)*** |
| *IQP learning outcomes:* 1-5, 9; *Sources of evidence:* Meetings, and report.  |
| **A (Excellent)** | **B (Good)** | **C (Fair, Acceptable)** |
| Project has a well-conceived goal and objectives, and the goal is achieved. There is a clear, overriding strategy to the project that indicates a well-defined direction. | Project has a stated goal and objectives, and the goal is achieved. | Project has a stated goal and objectives, and the goal is partially achieved.\* |
| A sophisticated understanding of social, cultural, and technical issues related to the project is evident throughout the students’ work. | Shows a good understanding of social, cultural, and technical issues related to the project. | Does not consider some important social, cultural, and/or technical issues related to the project or shows a poor understanding of them, limiting project outcomes and credibility. |
| Students select and implement sound methodologies to achieve the goal, understanding and communicating their limitations. | Students select reasonable methods, and implementation of methods is mostly sound. Limitations are acknowledged. | Weaknesses in methodology are often unrecognized or could have been anticipated and addressed, or students do not approach project systematically. |
| Students analyze data or design alternatives systematically, in-depth, and with critical thinking. Students are proactive in developing ideas and alternatives. | Data or design alternatives are analyzed mostly systematically. Critical thinking is usually evident. | Little evidence that a systematic process was used to analyze data or design alternatives. Critical thinking is often weak. |
| Delivers clear, comprehensive recommendations that are well supported by project findings. | Delivers useful recommendations to the sponsor that are supported by project findings. | Recommendations may not be useful to sponsor or are weakly supported by project findings. |

*\*Sometimes the project goal is not entirely achieved for reasons that are beyond the students’ control. Advisors evaluate only what is within the students’ control.*

|  |
| --- |
| ***2. Conceptualize and produce informative, creative, useful supplementary tools and resources (i.e.: handbook, website, databases, compile materials for a ‘library’ or ‘resource corner’) for students and faculty. (20%)*** |
| **A (Excellent)** | **B (Good)** | **C (Fair, Acceptable)** |
| Supplementary tools are innovative, comprehensive and very useful, and ready to be implemented with only minor updates.  | Supplementary materials are reasonably or potentially creative and useful, but need to be substantially revised before implemented. | Supplementary materials are not very useful and need to be completely redesigned before implementation.  |
| Supplementary tools are accessible and easy to reuse or enhance by other student teams and faculty without too much specialized knowledge. | Supplementary materials require a significant amount of specialized knowledge. | Supplementary materials are static and cannot be changed except without significant difficulty. |

|  |
| --- |
| ***3. Communicate the process and outcomes of the project persuasively and professionally both in written and oral form (25%)*** |
| *IQP learning outcomes:* 7,8; *Sources of evidence:* Presentations, report |
|  | **A (Excellent)** | **B (Good)** | **C (Fair/Acceptable)** |
| **Team products** | Students clearly make use of writing guidelines, such that each section meets its expected purpose. Students learn from advisor feedback such that advisors’ role in writing improvement decreases as project progresses.  | Students attempt to make use of writing guidelines, and each section/chapter mostly meets its expected purpose. Reliance on advisor feedback for writing improvements may be steady throughout the project. | Students often do not make use of writing guidelines. Report requires high levels of advisor effort to make it acceptable. |
| Writing and presentations reflect critical thinking: claims are persuasive because they are supported by credible evidence and because they are qualified appropriately. | Clear progress is shown in making writing and presentations more persuasive. Most claims are supported by credible evidence and are qualified appropriately, but some are overstated or exaggerated. | Some progress is shown in making writing and presentations more persuasive, but many claims are still not supported by credible evidence or qualified appropriately. |
| Writing and presentations are logically organized with a coherent line of reasoning. Formatting assists in conveying structure of paper or presentation. Paragraphs feature clear topic sentences and are tightly written about that point. Almost all transitions are smooth. | Writing and presentations are usually logically organized with a coherent line of reasoning. Formatting usually conveys structure of paper or presentation. Readers occasionally struggle through wandering paragraphs or unclear transitions. | Writing and presentations don’t show much improvement in organization and coherence, and readers often struggle to identify a line of reasoning. |
| Writing is mostly clear and concise. Active constructions and a “research voice” is used throughout. Mostly free of errors in writing mechanics (e.g., grammar, spelling, punctuation, sentence structure). Word usage is almost always varied and appropriate. | Writing is usually clear and concise. Passive constructions may occasionally obscure meaning, and some writing may be conversational in tone. Most elements of writing mechanics are correct, and errors do not obscure meaning. Word choice sometimes does not convey intended meaning.  | Frequent writing errors begin to obstruct meaning or cast doubt on the professionalism and credibility of the authors. Overuse of passive constructions may obscure meaning and make reading hard to follow. Word choice often does not convey intended meaning. Conversational tone may not be consistent with credible research. |
| Visual aids are creative, engaging, and convey messages effectively to diverse audiences. | Visual aids are professional and add value beyond spoken remarks. | Visual aids are professional but do not add much value beyond spoken remarks. |
| **Individuals** | Authorship page indicates a reasonable amount of writing contribution. Produces writing of good quality that requires minimal revision and editing by team members. | Authorship indicates a reasonable amount of writing contribution. Produces writing of sufficient quality that team members can proceed with reasonable levels of revision and editing. | Authorship indicates few writing contributions. Or produces writing of insufficient quality such that it cannot be used without substantial revision from team members. |
| Demonstrates professional presentation skills. Clearly prepared and succeeds in engaging the audience. Speech patterns are sensitive to audiences that include non-native English speakers.  | Shows noticeable effort and improvement in presentations skills. Clearly prepared and attempts to engage the audience. Shows some improvement in speaking appropriately to non-native English speakers. | Shows some effort and improvement in presentation skills. Sometimes does not seem prepared or is unable to engage the audience. Shows little progress in modifying speech for non-native English speakers. |

|  |
| --- |
| ***4. Work productively as a team, make effective use of all person-power, and reflect critically and constructively on group process (20%)*** |
| *IQP learning outcome*: 6; *Sources of evidence:* Meetings, report authorship, feedback from sponsor and other host country parties |
|  | **A (Excellent)** | **B (Good)** | **C (Fair/Acceptable)** |
| **Team as s whole** | Team can identify specific processes, norms, and/or guidelines used to work effectively and respectfully together. Team regularly monitors group processes along with individuals’ ideas, feelings, and contributions. Team can identify actions or adjustments made as a result. | Team can identify processes, norms, and guidelines used to work effectively and respectfully together. Team regularly monitors group processes along with individuals’ ideas, feelings, and contributions. Team may have some difficulty showing useful, tangible outcomes and actions from that monitoring.  | Team attempted to develop processes, norms, or guidelines to work effectively and respectfully together. Team tried to monitor group processes but often did not succeed in making adjustments. Team tried but did not always succeed in monitoring individuals’ ideas, feelings, and contributions. |
| Team reflects critically on its effectiveness and communicates with each other and with advisors regarding challenges it is facing and how it has responded effectively to those challenges. | Team reflects critically on its effectiveness and attempts to communicate with each other and with advisors regarding challenges it is facing and how it has attempted to respond to those challenges. | Team does not critically reflect on its effectiveness or does not communicate with each other or with advisors regarding challenges it is facing. |
| **Individual*s*** | Partners would say that I am always reliable and deliver my best effort. | Partners would say that I am almost always reliable and deliver solid effort. | Partners would say I am inconsistently reliable and don’t always deliver solid effort. |
| When partners or advisors target an issue that relates to me, I am not defensive and always open to discussion. I try to resolve the issue promptly and succeed in doing so. | When partners or advisors target an issue that relates to me, I am usually not defensive and am usually open to discussion. I try to resolve the issue promptly and usually succeed. | When partners or advisors target an issue that related to me, I sometimes am defensive or not always open to discussion. I still try to improve the situation satisfactorily. |
| I show critical introspection in identifying my strengths and weaknesses as a team member from the perspective of diverse others. I can identify specific actions I have taken to modify my behavior. | I can identify my strengths and weaknesses as a team member from others’ perspectives. I can identify some general ways in which I have attempted to modify my behavior. | I can identify some of my strengths and weaknesses as a team member but not always from others’ perspectives. I have difficulty showing evidence of actions I took that led to noticeable improvement. |
| I regularly share my feelings and opinions and elicit those of others. I give constructive, actionable feedback to team members and support their efforts to improve. | I usually share my feelings and opinions and consider those of others. I show attempts to give constructive feedback to team members and support their efforts to improve. | I occasionally share my feelings and opinions and sometimes disregard those of others. I show little progress in learning to give constructive feedback to team members. |

## Project Opportunities

This will be determined by the faculty advisors.

## Meeting with Sponsors

You will meet with your sponsor regularly. Meetings can be made through calling, emailing, or through advisors. Meetings can be in the form of video calling, conference calling, or voice calling. Always have an agenda prepared before the meeting and have it sent out to meeting attendees at least 24 hours in advance. In every meeting, there should be a chair to facilitate and a designated minute taker.

## Project Website and Blog

It is recommended that each team have a website and blog to document their project and experience. These will serve as supplements to the project report and can be shared with others back home.

# Helpful Websites

Policies and Procedures

* Global Projects Program Policies - <http://www.wpi.edu/academics/igsd/policies.html>

Written Report Draft Material

* IQP Writing Guidelines - <https://www.wpi.edu/Images/CMS/IQP/IQP_Writing_Guidelines.pdf>

Presentations

* Presentation Guidelines - <https://www.google.com.ec/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiD2pf0qN_JAhXGtBoKHcWFDE0QFggaMAA&url=http%3A%2F%2Fece.wpi.edu%2FCityLab%2FID2050%2FHandouts%2FSkills%2FPresentation_Skills%2FPresentations_Guidelines.doc&usg=AFQjCNHx5vu0Lhxe6j6DuY8j96feul35tQ&bvm=bv.110151844,d.cGc>

Language Preparation

* DuoLingo App for iOS and Android - <http://www.duolingo.com/mobile>
* Mango Languages - <http://libguides.wpi.edu/mango>
* Rosetta Stone - <http://www.rosettastone.eu/>

Student Travel Agencies

* Sta Travel - <http://www.statravel.com/home.htm>
* Student Universe - <http://www.studentuniverse.com/>
* Platinum Travel - <http://www.platinumtravel.com.ec/>
* GecoTours - <https://www.facebook.com/GecoToursOperator/>

Phone Applications

* EasyTaxi
* WhatsApp
* Facebook Messenger
* Skype
* Google Hangout
* FaceTime

## Previous Team’s Project Websites and Blogs

* Local Coordinator’s Project Center Website - [https://sites.google.com/site/wpiepc/](https://exchange.wpi.edu/owa/redir.aspx?SURL=B4XBoc759fmWEk5O5pSgG9WHcdm9jHEyHqibJVAOECYEAMd6wAXTCGgAdAB0AHAAcwA6AC8ALwBzAGkAdABlAHMALgBnAG8AbwBnAGwAZQAuAGMAbwBtAC8AcwBpAHQAZQAvAHcAcABpAGUAcABjAC8A&URL=https%3a%2f%2fsites.google.com%2fsite%2fwpiepc%2f)
* IQP B’15 Team Blog - <http://cuencab15.wix.com/wpi15>