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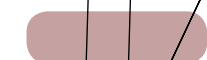
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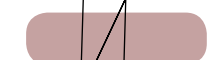


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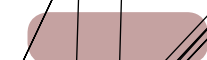
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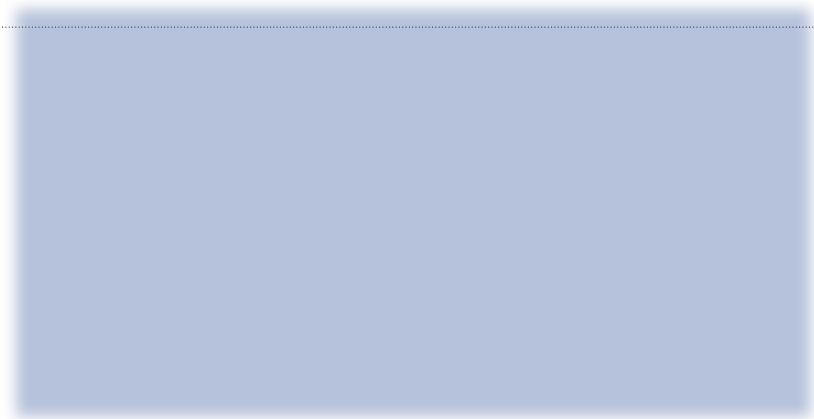


打造华东师范大学校园文



5/2019

PROFILE 【人物】



ECNU LIFE 【校园生活】



SPOTLIGHT 【校园】

LITERATURE 【美文荟萃】



STUDY ABROAD 【他山之石】

 “Dear, please let me open a door for you.”

—Professor He Huizhong’s Career in Interventions with Autistic Children

As a pioneer in the field of special education studies, Prof. He Huizhong currently works in the Department of Special Education of East China Normal University where she became the first to study eye movements in testing the reading abilities of deaf individuals and the first to bring Pivotal Response Treatment for children with autism into the awareness of the local environment in China. Her field of expertise is the study of language and cognitive development of people with hearing loss and people with autism¹ spectrum disorder. Since she is one of the earliest autism researchers in China, Prof. He’s research work has attracted increasing attention among the upcoming scientists in the field. We asked her to talk about her research experience and achievements in order to open the door that leads to a greater understanding about special education to all of the readers out there.

ECNU Circle: We know that both your master’s degree and doctor’s degree are in the area of psychology. Please tell us why you ultimately chose special education as your career path?

Prof. He: Most researchers are aware that the purpose of special education is to design educational interventions according to the law of physical and mental development of all kinds of people with special needs. This is to prevent, eliminate, and overcome physical and mental barriers.

We then enable them to participate in school functions, encourage social life and foster their own achievements. Therefore, the research I obtained in developmental and educational psychology of my master’s program and in the basic psychology of my doctoral program (cognition of special people) has sought to lay a solid theoretical and scientific foundation in special education.

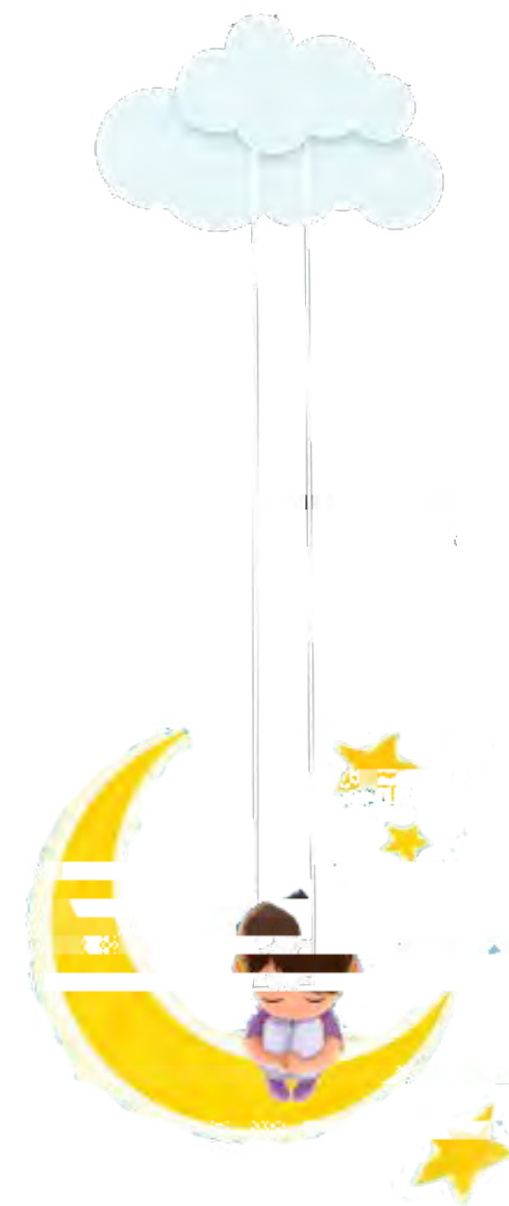
It’s noteworthy that special education is an interdisciplinary² subject. The Department of Special Education (DSE) of ECNU was established on the basis of the branch of special education of the Department of Psychology. By combining the advantages of special education and psychology, we can give full play to the function of interdisciplinary research and thereby cater to the needs of individuals with special needs more adequately.

That’s why it makes sense I decided to devote my whole life and career to special education. It is said that there are currently 85 million disabled people in China whose vulnerabilities³ in society have an impact on their right to pursue a normal existence among others in society.

Choosing special education as a lifelong career in an era of lifelong learning is to make people with special needs fully benefit from the education received and improve their quality of life based on their physical and mental development. This is where I can do my own modest efforts to help with the process to getting them on track.

E: Could you please briefly introduce your previous research

H: My two research areas are cognitive and social development of children with special needs and inclusive education. I focus on deaf and autistic individuals. I’m proud to share that my doctoral dissertation “Cognitive Comparison of Discourse Comprehension Process Between Deaf and Hearing Students” was accepted by the Shanghai humanities and social sciences doctoral library and it was awarded the “8th Shanghai Outstanding Achievement Award” in social sciences.



As for reading abilities, most of my research explored the root causes of their reading difficulties from the perspective of cognitive psychology and through the use of eye movement tracking technology testing for the recognition of words, sentences and discourses. Afterwards we found that the root cause of reading difficulties for deaf people lies not in word recognition or sentence comprehension, but in the establishing of connections between sentences in discourse comprehension and the overall coherence of establishing connections between paragraphs.

For example, we found that the fundamental cause of dyslexia⁴ was the impairment⁵ of reasoning abilities and working memory. Later on, in the period of 2009-2010, I got the opportunity to visit Professor Keith Rayner’s Eye-movement Tracking Laboratory in the Department of Psychology at the University of California, San Diego (UCSD).

It goes without saying that Prof. Rayner is a key leader in international eye movement research; students and visitors from around the world frequently go to his lab. That is where I learned how to use various research patterns of eye movement tracking technology in order to discuss the real-time processing of reading and the model of eye movement reading.

This method however only allows us to know that these individuals have a low level of reading comprehension. But as for the problems in the process of reading comprehension, we are limited by such research methods that cannot reveal the root cause of their reading difficulties from the perspective of dynamic information processing.

Secondly, this is a scientific and technological innovation of great significance. In the course of my master’s degree, I remember the words that Prof. Zhou Aibao told me: “Only scientific research methods can ensure scientific research results, and each innovation of science and technology can promote the progress of science.” In addition, my doctoral supervisor Prof. Fang Junming encouraged me to use new research techniques to further explore the root causes of reading difficulties of people with hearing loss.

Eye-movement tracking technology has subsequently been used repeatedly to record the real-time eye-movement records of the dynamic information processing in the process of their reading of Chinese characters. And a series of valuable discoveries have been achieved. My advisers were prophetic in saying that the development of science and technology has proven to go hand in hand with the further understanding and advancement of certain contributions to revealing the root cause of deaf people’s reading barriers and

E: Please elaborate on the importance of using eye movement to study deaf people’s reading abilities.

H: It’s true I have applied eye-movement tracking technology to research on the reading processing of deaf individuals in China. I can tell you its significance lies in the following aspects. Firstly, now that we have more diversified methods to study the reading abilities of people with hearing loss, we can obtain more valuable results from previous studies conducted through the results of reading comprehension, for example, by asking them to read a passage and then answer some questions about it.

improvements on them.

E: In recent years, your research interest has clearly shifted to the theoretical studies and interventional practice on autism. Can you tell us the purpose for this change in research direction?

H: In fact, I began to put more focus on autism studies after getting my Ph. D. degree in 2003. When I first worked in the DSE at ECNU, the department arranged a new course for me called ‘Development and Education of Autistic Children’. I consequently became the first person in China to teach autism courses since. At that time, there was little concern about studies on autism; Chinese materials were virtually non-existent,

not to mention textbooks, so I mainly prepared for my lessons by collecting foreign materials on the subject.

By 2010, I had started to study practical interventions of people with autism and thus began to explore the effectiveness and influencing factors of its educational intervention. Materials on the studies from the U.S. opened a new window for me about autism education, although I had already had six years of experience in teaching and researching autism before going abroad. This experience taught me pragmatic facts about my field work: a lack of foundational psychological knowledge, guidance from experts and clinical instructors in the field makes it extremely difficult to implement autism treatment scientifically and effectively without them.

During the 2009-2010 visit to Prof. Rayner's lab at UCSD that I mentioned earlier, I also worked in Laura Schreibman's laboratory, an expert in early autism intervention. One important thing to share about this kind of intervention is that it is required to obtain the qualified certification for the use of relevant technologies in the field, such as Pivotal⁶ Response Treatment (PRT). Luckily, due to my work experiences along with their theoretical guide and supervision in the lab at UCSD, I successfully got the certification for this technology.

It also set me up for an enriching understanding of the future prospects. When I witnessed the children's surprising changes due to my consistent work with them, I was then able to realize the essence of our goal when Laura Schreibman told me that she was "absolutely hopeful" in finding a cure for autism. I learned more about autism than I ever could have imagined at UCSD.

E: *You are a pioneer in China as the one to introduce Pivotal Response Treatment (PRT) from the U.S. Now, can you tell us more about the*

H: Pivotal Response Treatment (PRT) is a natural behavioral intervention technique that was first publicized by the couple Robert and Lynn Koegel alongside Laura Schreibman in the 1980s. Based on games that can target the key areas of aiming at core obstacles of autistic children, it undoubtedly has produced the highest rate on the impact of intervention effect so that children can return to the normal development track more easily.

It has also been sufficiently backed up by scientific research and evidence. This technology not only focuses on children's learning motivation but also gives parents/teachers an important role in the process by gauging suitable behavioral responses according to children's behavior. PRT places most of its emphasis on interventions facing natural situations, especially the authenticity⁷ and naturalness of the teaching scenarios in which it opposes the simulation of teaching scenarios.

After all, the purpose of autism intervention is to improve upon the social skills of children to cope with interpersonal interactions while improving their life quality, so that they can eventually socialize with others in society. PRT also equips autistic children with various skills such as communication, game, self-initiation, academic skills, etc. The effectiveness of PRT in teaching these aspects to children with autism has been demonstrated at the behavioral and neuroscience levels, yet it still has major room for improvement in other scientific fields.

E: *How do you assess the current level of autism research and treatment in China? And how about the service Chinese society provides for autistic patients?*

H: The good news is that more and more people are becoming aware of autism in China, even though, at the institutional level, knowledge and awareness on the subject are spread out disproportionately. Many colleges and universities still are growing in regards to the field, offering courses about autism, publishing papers and writings on emerging topics, and an integrated organization that covers autism research and interventions in universities, special studies schools, the Disabled Persons' Federation, and relevant government departments has taken shape in China as well. But when it comes to the service here, the priorities are not addressed properly.

The most immediate problem is that they de-emphasize people's curiosity, which results in autistic children performing everywhere. The second is accommodation tendency whereby they unconditionally meet children's requirements instead of imparting skills. The third problem is that people tend to wholeheartedly believe in the possibility of miracle treatments as opposed to research and development at the expert level. Some institutions even use the media to overstate that certain drugs can cure autism. Autism, however, is a lifelong disorder and currently has no cure.

E: *Which case impressed you the most in your experience of working with deaf children?*

H: Among the deaf children I came into contact with there was one girl whom I was so impressed by—the youngest one I ever saw—only half-a-year-old, with beautiful eyes and a clever mind. The child did not pass the newborn hearing screening at birth, and the hearing loss in both ears reached above 90 decibels; she was not suitable for cochlear implants⁸. Moreover, it was so painful for me to see that the mother had been tearful all day long.

The questions she asked were mainly focused on: (1) They don't know how to communicate with their child in the future, and which language

to use for communication; and (2) They do not want their child to go to a school for deaf children, but to go to a normal school for education in order for her to receive a higher education in the future. Nevertheless, it's very difficult for a child whose hearing is so severely impaired to achieve those goals.

Many young parents even don't know how to raise such a child, and, in addition to the child's support, they also need lots of encouragement to be positive for their situation. Based on my expertise, I gave them the following suggestions. (1) Early intervention and oral language training should be taken as soon as possible to ensure that the child will be able to speak. It lays a good foundation for her future social communication and reading abilities; (2) The child should start early reading as soon as possible, from reading picture books to texts with fewer pictures to improve her reading ability, so that the reading and learning problem caused by the hearing impairment will be reduced. (3) In the primary school stage, the child must

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Opportunities Are Only for the Prepared

Whether it’s in academic studies, internships or entrepreneurship, ECNU’s Chai Yilin has impressed many ECNUers by displaying amazing progress in work and study. Her attitude is also an important factor that brings out such success in those areas. The ECNU Circle team set out to discover how Yilin could excel in both her academic performance and extracurricular work. Chai Yilin is a senior-level student in the School of Economics and Management(SEM) at ECNU where she has proved to be nothing short of excellent in this field. Performing well in specialized courses, she was able to stand out among the other students, and managed to be admitted into the competitive program of the Department of Accounting. In addition to a good standing reputation, her academic performance enabled her to win scholarships for three consecutive years. Here is what we gathered about Yilin’s standards to excel in and out of the classroom.



“Fortune Favors the Earnest, Surefooted¹ and Studious² People”

First of all, high efficiency in class must be a top priority. And so she firmly believes that classroom learning should be obtained with high efficiency so that is far superior to the compensation for time after class. For instance, when pushing herself to concentrate on each of the lectures, she allows the knowledge formed by the professors to facilitate a network of knowledge accumulation, which lays a solid foundation for the process of revision of what has been learned to take place throughout the rest of her studies.

Secondly, a good grasp of review methods, with efficiency in going over the class materials and content, is a necessity when preparing for final exams. During the final revision process, she can refer to each of the lessons given by the professors, listening to it as many times as she wants on her recording device; it would thus be quite easy for her to get hold of³ the content structure and map it out in her brain. Then, she just needs to list all the key points and add details to the her already-established network of knowledge accumulation.

Last but not least, communication with professors outside of the classroom shouldn't be taken lightly. That's why Yilin holds onto the belief that engaging in frequent and open dialogues with professors is essential. Because it not only allows students to foster great passion for their course work but brings out intrinsic motivation for their independent study. More importantly, as a result of teacher-student communication, they will learn to see things from a different perspective all the while gaining a more profound insight into what has been learned in the classroom. It is worth mentioning that her ideas on entrepreneurship were generated from a discussion with her Western Economics' professor.

The results accumulated from her academic performance along with experiences in competitions and interviews made it possible for Yilin to come to the fore⁴ of the internationally acclaimed Peking University. It's no wonder that postgraduate recommendations to the number one university in Beijing were easy to come by for Yilin. In fact, she had previously planned to go abroad to further her study, thus postgraduate recommendations to Peking University seemed to be an unexpected surprise of joy. As the saying goes, success doesn't happen accidentally, just like what we have demonstrated in this article that long-term knowledge accumulation helped her to jump at the first chance⁵.

The proud ENCUser joked with us about her experiences. "Many things grow in the garden that were never sown there," she said. "I hope to equip myself with multi-dimensional professional backgrounds". In terms of further development, Yilin has made a rough sketch of it by providing us with her trials and errors. On the other hand, she expects that her solid background in quantitative methods will provide a solid foundation for future academic research. Demonstrating a financial expertise would result in breakthroughs of new ground in a variety of research fields.

Yilin was honored as one of the Top Ten SEM Figures of 2018. In referring to what we have learned so far, it could be accountable to her down-to-earth attitude and presence of mind⁶ in confronting various challenges. It's by no means an easy endeavour to

come up with ground-breaking ideas when there are evenly-matched entrepreneurial teams and projects to go up against. Constantly polishing a business plan, standing up to⁷ the challenges of successive competitions, and then finally putting the theory into practice is what it takes to get to the top.

No doubt it is all quite time-consuming and nerve-racking⁸ whereby the team must go through a lengthy process until the project is eventually implemented. The awards normally go to those who laugh last, maintain strong perseverance and move forward with a positive mindset. Yilin said that these are essential traits to be shared by all entrepreneurial teams for them to succeed and make their way through difficulties⁹. In her favor, she got through most of the interviews smoothly by displaying virtues of persistence and tranquility.

Like most honorable students, Yilin pursued diversification in her academic studies. She finished her undergraduate studies in Accounting and majored in Education for her postgraduate studies. When asked to clarify for the reasoning behind such a bold

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Outstanding achievements in academic studies, and rich experiences in student work are favorable in higher education. Yilin holds several positions simultaneously—the League Branch Secretary¹¹ of Accounting Department, the Deputy Director of Employment and Entrepreneurship Office of SEM, and the director of the Public Relations Department of the Guitar Association. She attributes it to the two C’s: concentration and circumspection. Concentration means to display a high level of enthusiasm for the work, while circumspection comes down to all of the details being put in place in advance. Only by grasping the two C’s can everything be done perfectly.

“Concentration and Circumspection¹⁰ Are Essential in Student Work”

Meanwhile, the rational use of resources and the reasonable allocation of time are also important factors. Yilin mentions that the wisdom and team-building measures are effective ways to alleviate pressures, whether it’s to help out other associates or seek advice from instructors. On time allocation, full concentration and attention during classes is all it takes in order to effectively get around to¹² fulfilling the obligations of student work. Among the several roles that she has had in her student work, the Deputy Director of Employment and Entrepreneurship Office of SEM is undoubtedly one of the most special ones. She even founded an employment workshop.

Initiated in 2017, two or three job interviews have been held at a fixed time each week. Well-known experts, senior managers and employment guidance teachers of ECNU were invited as guests, so that the students could have a taste of corporations’ demands and counsel with professional teachers in one-on-one or one-on-many settings. Since its inception¹³, the workshop has been well received by the students. The number of people participating ranges from 10 to 20 in order to ensure that everyone can get one-on-one guidance. The counseling sessions also focus on internships and other opportunities for students to be more active.

Furthermore, from becoming a member of the Class Committee to working in the Publicity Commissary¹⁴ and League Branch Secretary, this three and a half years’ work experience is most unforgettable. Yilin and others in the committee worked hard to construct a culture and an image for the class, which took a lot of efforts in publicity and promotion. One of the aims was to make students feel relaxed while working, in which Yilin organized a lot of activities to make them feel at home.

“Collision and Cooperation”

As the director of the “Squirrel Hug Project”, Chai Yilin won the gold award of the “2018 China College Students’ Entrepreneurship Competition”. This kickstarted her achievements in innovation and entrepreneurship. Squirrel Hug Carton Recycling Limited is an environmental-friendly enterprise based on environmental protection and the use of innovative and green technologies to promote the recycling of paper. There’s an interesting story about the name "Squirrel Hug", an idea that originated from the four members of her dormitory. At that time, they wanted to use the image of a cute animal for their company’s brand, hence they chose a squirrel.

In the same way that their company retrieves small boxes or other packaging materials for environmental protection, a “Squirrel Hug” manifests the squirrel’s collecting of pinecones in nature. Although the project won the gold award, there were a bunch of setbacks in this competition. For example, the team had already experienced problems such as the

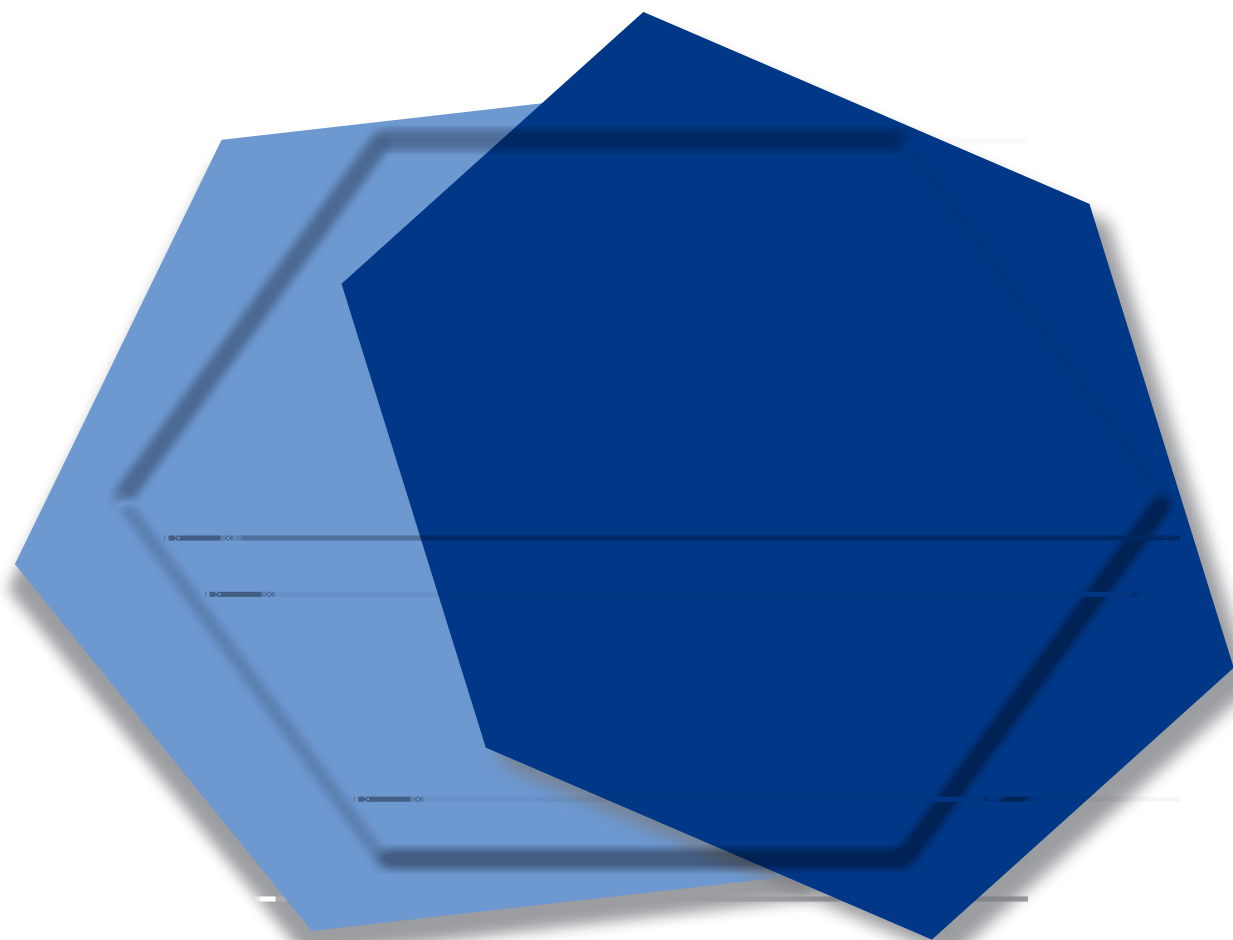
insufficiency of their professional complementarity¹⁵ and work enthusiasm at the onset. With gradual adjustments accompanied with the growth of the team spirit, they explored a path which seemed completely impossible thanks to the other two C’s: collisions and cooperation.

No matter the degree of difficulty, the team managed to pull through in the end owing to their persistence through the struggles. The whole team indeed gained a lot from the competition. For Yilin, the highest individual gain was the improvement of her psychological health. Since she served as the main person-in-charge, she then had to be adept in modifying the business plan, coordinating road shows, and interacting with team members, classmates, professors, experts and the audience. Consequently, her communication skills and psychological qualities benefited greatly from the experience.

- 1. surefooted: adj.
- 2. studious: adj.
- 3. get hold of:
- 4. come to the fore:
- 5. jump at the chance:
- 6. presence of mind: ,
- 7. stand up to:
- 8. nerve-racking: adj.
- 9. hacked one’s way through difficulties:

- 10. circumspection: n.
- 11. League Branch Secretary:
- 12. get round to do:
- 13. inception: n. ,
- 14. Publicity Commissary:
- 15. complementarity: n.
- 16. preaching: n.

The Consultative Council with Bridge Building Efforts



The Consultative Council¹ of East China Normal University is a student organization affiliated to the Student Union. Since its founding in 2003, it has served as a bridge connecting students with the various functional departments, and has made significant contributions to the betterment of our university. *ECNU Circle* journalists interviewed the Chairman Zhou Yihang and Vice Directors Ye Ziqian of the Consultative Council to know more about this popular student organization.

About the Council

Zhou Yihang: The Consultative Council was founded in June, 2003 during the time when the first batch of students moved from Zhongbei Campus to the newly constructed Minhang Campus. Initially, a group of students volunteered to form this organization as a platform for negotiations between students and school authorities on various issues concerning the relocation. The founding of the Consultative Council became well-known among Chinese universities at that time because it was the first exploratory practice of the student democratic management. After problems about the relocation receded with the passage of time, the Council remained in function and became a sub-department of the Student Union.

In Minhang campus, the Consultative Council consists of the Press Group, the Equity Group and the Student Working Group. The Press Group is responsible for the online official account as well as advertising and activities. The Equity Group solves problems students come across in daily life by communicating and negotiating with various offices and functional departments. Student Working Group carries out surveys among the students, including designing questionnaires, doing interviews, making data analysis and so on. The Consultative Council also documents files, supervises events organized by the Student Union, and gives advice during the progress of events. In Zhongbei Campus, there are Communications Group and the Press Group, which perform similar functions.

The Council contacts various functional departments, such as the Logistics Department, School Infirmary, the Office of Academic Affairs and the Security Office to address the students' needs, and help students solve problems they meet in daily life, including campus security, the infrastructure construction, etc.

Ye Ziqian: Contrary to what the name of our organization implies, the members of Consultative Council are not just a bunch of young cynics² serving as the mouthpiece³ of the university. We are

committed to building a proper campus environment by promoting communication and understanding between students and functional departments.

As one of the vice directors of the Consultative Council, I am now in charge of the Press Group. At present, the Press Group is mainly responsible for the operation of an official account on WeChat named "ECNU The Consultative Council". We write articles for the promotion on Wechat account, and try to perfect functions of the account because it is a window for ECNUers to know about us and our goals.



What the Council Brings to Campus

Z: I want to start with the students' issues on the inconvenience of Campus ID cards. At first there were only a few designated spots in the campus, so many students complained about the inconvenience of the recharge and hoped they could do it via Wechat. With regard to the students' opinions, the Consultative Council made a proposal in 2017 and soon the Information Office set out to solve the problem. Since then, all ECNUers can recharge campus cards via Wechat anytime and anywhere.

In 2018, we launched an online lost-and-found program in cooperation with students from the College of Software Engineering. It took us a year to design and develop the right software for the job, and we were lucky to get help from the Information Office along the way. Prior to this, students who lost things could only check out the lost-and-found cabinet, search by themselves, or ask friends for help; finding the owner of lost items was also a big problem. Now our app has made it much easier to make the match.

the Consultative Council made a proposal on students' common concerns including the effective punch time and range of sports areas. It was decided that the punch time was adjusted to 5:00a.m.—10:00p.m.. Registration posts in distant or out-of-the-way areas were cancelled to ensure the safety of students, and there was an upgrade of software to ensure prompt registration. The requirement of the course was divided into several levels and students could decide on the most suitable level for themselves. Overall, such measures increased the students' satisfaction with CLUB sports.

Y: The Consultative Council held about twenty major sessions on campus life during 2017 and 2018, covering issues related to dormitory, canteen, educational administration, delivery service, shuttle buses, and safety.

We got in touch with Cainiao Delivery Station in Minhang Campus and addressed the students' concerns about the delay of package in Wujing Town by Baishihuitong, iR!

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1. Consultative Council:
2. young cynic:
3. mouthpiece: n.

A Brief Journey into the ECNU Museums



the Museum of Ancient Arts, the Museum of Ancient Coins, the Museum of ECNU History, the Museum of Biology and the Museum of Shanghai Folklore. The highlights of the ECNU Museum are in the variation and dynamics of each exhibit that display its own unique attributes and style. Ancient coins specimen³, among which giant pandas, Chinese alligators and crested ibis, are of the most popular exhibits and attract many visitors. ECNU Circle did an exclusive interview with the museum volunteers

The Museum of Ancient Arts & the Museum of Ancient Coins

ECNU Circle: In your opinion, what are the features of the ECNU Museum compared with other university museums?

Ms. Lin (Museum Volunteer): One striking feature of our museum is the variety of its exhibits. In terms of coin exhibits, the most representative coins of each historic stage are on display here among which some are extremely rare and thus valuable to historians since the evolution of Chinese social systems and the development of Chinese history are manifested in the evolution of its ancient coins. In terms of historical relics, the museum contains a wide range of exhibits ranging from weapons, sacrificial vessels, sculptures to daily accessories. Being a living reflection of the social life in ancient China, our exhibits give supreme value to academic research.

E: What are the most unique exhibits of the Museum of Ancient Coins?

Lin: First of, we have the earliest known currency in China, the cowries⁴ from ancient times. And then there are another two special exhibits: Qixiang Tongbao (Currency in Qing Dynasty) and Daming Tongxing Baochao (Paper Currency in Ming Dynasty). The former is a copper coin with the shortest life of circulation⁵ and the latter is the largest banknote in terms of its size. Lastly, we have a complete collection of oracle bones⁶ thanks to the donation from Mr. Xie Boshu, an avid collector, to go along with the eaves tile of Han Dynasty honoring the founding emperor of Han Dynasty, Liu Bang.



E: Who do you think are the majority of visitors to these two museums?

Lin: Since the Museum of Ancient Arts and the Museum of Ancient Coins are highly professional and serve as the venue for school field-trips, they are frequently visited by history majors and postgraduates. The history professors often organize their students to conduct fieldwork and do research here. Besides, the museum recruits volunteers from the undergraduates majoring in history every year. Moreover, it also functions as an education center for elementary school students and is regularly visited by students from the Elementary School A f liated to ECNU.

Lin: Honestly, except for those students who major in history, many of the ECNU students are completely unaware of the museum’s existence. Students seem to have little interest in the knowledge of other majors outside of their own, ignoring the pragmatic lessons to be gained from other majors on the overall learning process. On the other hand, they may have never heard about the learning resources in the museum. But the truth is that the museum is staf ed with professional and enthusiastic volunteers who will o fer the visitors a thorough and detailed explanation on each cultural exhibit.

E: Could you further illustrate on some of the achievements the museum has achieved in recent years?

Lin: ECNU museum joined the Yangtze River Delta Museum Education Alliance last May. As one of the first university museums to join this organization, we shoulder the mission of promoting the Chinese cultural heritage and innovation. The Museum published a book titled *Chinese Ancient Coins* last year, which includes lots of exquisite pictures and detailed introductions about all the coin exhibits in our museum.

E: What role do you think the museum should play in building up the ECNU campus culture?

Lin: Those two museums are not just exhibition halls with relevant cultural relics to be viewed for learning purposes but also fun places for ECNUers to see and feel the history and culture of China. In comparison with knowledge from textbooks, what they see here is real, vivid and explicit to their imaginations, thus greatly arousing their interest in history as if they can relive the time. Meanwhile, as a prestigious university in China, ECNU is supposed to play on its own unique cultural features and standards. The ECNU museum shoulders the mission of promoting ECNU's cultural heritage and plays an indispensable role in the construction of ECNU campus culture.

The Museum of Biology in ECNU

The Museum of Biology is a special attraction of the ECNU Minhang campus due to its long history and rich collection of specimen including birds, insects, mammals, amphibians, fish, invertebrates and so on. It also displays seeds, ferns, mosses, algae and other plant specimen. Apart from the colorful exhibits, the museum offers a variety of multimedia videos for visitors to understand the stories behind the specimen.



The Museum of Biology was built in 1952 when it was formerly known as the Zoological and Botanical Herbarium of the Department of Biology. In 2007, with the establishment of the second ECNU campus at Dongchuan Road in Minhang, the museum was moved to the new campus location along with the new College of Life Sciences. At this juncture, a large number of the museum exhibits were rearranged and digitized. More importantly, though, the transition of the museum to Minhang helped it grow (like a specimen) contributing more to the new environment, recording the history of ECNU and passing down the torch of its spirit from generation to generation.

E: Could you tell us the most impressive exhibits in the museum?

He: I would say the platypus⁷ specimen is the most precious one because only three of them can be found in the whole country. Furthermore, research on this specimen is very valuable to understand the platypus and probably makes a great contribution to the development of zoology. Our platypus specimen also has an interesting backstory. It originally belonged to St. John's University when it was stolen during the political unrest and sold to a meagre local fea market. Fortunately, the Biology Professor Xue Deyu bought it back and donated it to ECNU Museum, restoring it back to life so to speak.

E: What events or activities have ever been held in this museum?

He: To increase ECNUers' awareness of ecological protection and the harmonious relationship between man and nature, the museum hosted the campus-based contest for bird photography and bird paintings in

2016 with the College of Life Sciences. Altogether the teachers and students in ECNU submitted 117 works, including 104 pieces of photographs and 13 paintings. Later, the prize-winning works were put on display in the museum exhibition. The museum also invited Mr. Bo Shunqi, who works in Shanghai Wildlife Protection Association, to give ECNUers a lecture titled "Bird Story" to supplement the bird paper-cutting art class taught by the craftsman of Shanghai-style paper-cutting. Those events helped to build up the public awareness that museums are everywhere at ECNU and are becoming a vital part of the ECNU landscape.

E: Could you elaborate a little on the digital forms of the museum in terms of its function and application?

He: As a supplement to the physical museum, the digital museum will reach a wider range of visitors. It is now available on ECNU's official Wechat platform. It can offer visitors a faster access to information online to all the specimen in ECNU Museum of Biology, including 1743 animal specimen and 44,672 plant specimen. As time goes by, the Museum of Biology has become increasingly prominent in terms of its role as a showcase for ECNU culture and an education-research center. The digital platform takes it a step further. Now, I also want to tell about the importance of "The Story Behind the Specimen". It is a 10-minute documentary about the history, feature and significance of the Museum of Biology showing the highlights of the museum ranging from the origin of the platypus specimen, the past and the present of the museum to the volume of tourists. It has witnessed such a rise in popularity among ECNUers. If you want to know more about the museum, you can watch this documentary.

E: It is said that two acknowledged specimen masters in China are "the Southern Master Tang and great contributor to the Museum of Biology. How about Prof. Tang and his story with the Museum?

He: Professor Tang Sixian from the College of Life Sciences at ECNU is the Deputy Director of the ECNU Museum of Biology and the Director of the Ornithology Committee affiliated to Shanghai Wildlife Conservation Association. In the summer of 2017, he appeared on the front page of *Shanghai Daily* in a story titled "*Breathing New Life into Ecological Study and Research*". Statistics have revealed that nearly half of the modern specimen in Chinese museums were from the upkeeping of Master Tang's Family. More than 30 people among the 4th-and-5th generation of descendants of Master Tang have been engaged in the professional work on specimens. They have dedicated most of their precious gems to the universities, research institutes and museums all over China. Prof. Tang is one of them and his specimen works are now on exhibition for everyone to enjoy in the Museum of Biology at ECNU.

- 1. ceramics: n.
- 2. epitome: n.
- 3. specimen: n.
- 4. cowry: n.
- 5. circulation: n.
- 6. oracle bones: n.
- 7. platypus: n.

A Comeback Victory in the 2019 Spring Festival Gala Evening



Professor Zhou Yan

ECNU Circle: The participation of our Aerobics and Cheerleading Team in the 2019 Spring Festival

Professor Zhou: The Aerobics and Cheerleading Team was founded twelve years ago in 2007, right after I started my work in the Physics and Health Department of ECNU. As the founder and coach of the team, I am very happy to see it grow from anonymity to the best team in China and literally becomes a Dream Team. So far, this team has won over three hundred gold medals at national level, and over one hundred gold medals at international level. Winning the opportunity to perform in the 2019 Spring Festival Gala Evening is for us another dream come true.

the Spring Festival Gala Evening?

Z: Participating in a competition brings the school into the public view and, if it wins, also an honor for a city like Shanghai and the whole country. But as only a small number of sports fans may watch these competitions, thus the influence is relatively small compared to the Spring Festival Gala Evening, which is broadcast and highly promoted throughout China. Its influence goes far beyond any sports competition we have ever participated in. We are very fortunate to have played a part in this televised event because many people become interested in the aerobics and cheerleading sports due to our performance. However, performing on the stage of Spring Festival Gala Evening is just as stressful as other sports competitions, but our players also had a lot of fun amid the joyous atmosphere.

E: We know that every program in the Spring Festival Gala Evening had to undergo lengthy and meticulous reviews and adjustments. How did the team face up to the pressure of such a big event?

Z: Yes, lots of pressure led to even more uncertainties on the stage of Spring Festival Gala Evening, and any program could be called off for the tiniest detail. The good thing for us was that our players were able to cope with the pressure after participating in so many upscale competitions in recent years.

As for me, this has been a dream of mine for ten years. More importantly, it was not only my dream but

also the dream of our entire team after the unfortunate turn of events at the Spring Festival Gala Evening in 2009, when one of our players got injured during the rehearsal. As there was no substitute, we had to forfeit¹ the show. The director in charge of the 2019 Gala Evening happened to be the same director ten years ago, who still hoped for this team to make up the regret. So winning back the opportunity was a blissful event for us all.

There were lots of adjustments and changes to our performance on the Gala Evening, since we coordinated with singers, fancy basketball players and other teams. How to do our parts well, at the same time having a perfect cooperation with others as a whole was a challenging task. We didn't rest our mind until the performance was completed with success.

E: We know that the cheerleading team achieved the dream of the Spring Festival Gala Evening through program?

Z: Our program was to express the dream of all our players, the dream of our team, of our university, and of our country. These dreams have always been the driving force for us to move forward.

E: You are responsible for the design of the players' costumes for various competitions. Can you tell us about the costume design for the 2019 Gala Evening?

Z: Our team has won many honors for China on international stages. Also, for each competition we participate in, we are winning honors for ECNU, and hope that more people will get to know and like our university through our performance. Therefore, when I design costumes for our players, I always include "ECNU" in a prominent position. At first, the directors of the Spring Festival Gala Evening demanded that we remove the logo from the costume, because there should be no advertisement on the Gala Evening. I negotiated with them, and they finally agreed with us to keep the ECNU logo, which shone together with our performance on the stage.

For the design of costume for the Gala Evening, I first called for ideas from the teachers and students, but did not get a satisfactory one, so I finally designed it by myself. It was a pity that the color did not turn out as bright as my original design.

Our players worked very hard for the Gala Evening. The directors all liked them and said, "No wonder you are world champions; no wonder you are ECNUers."

E: We think the crossover with Zhu Yilong and Li Yifeng had to be a big highlight for many of our players. How was the cooperation with these two stars?

Z: The whole team was ecstatic on hearing about the crossover, and getting to share the spotlight with the two young singers gave them the chance to see with their own eyes the hardships that celebrities must undertake. As the show had to be modified constantly, they always adapted themselves to the changes without any complaints, and they polished their performance through persistent practice day-and-night. It was an enlightening and educational experience for our players, and they were deeply motivated to struggle for their own glory.

Meanwhile, the singers also admired our players for their outgoing personalities, and were deeply impressed with the sportsmanship characterized by passion and vitality. Actually all participants in this program treasured this precious opportunity for cooperation.

E: We hear that the former team leader Nie Yanxin also returned for the performance in the Gala Evening. How important was her contribution?

Z: I'm glad to tell you that besides Nie Yanxin, who was the team leader ten years ago when we missed the opportunity, three other former members also joined us. In fact, they were even more thrilled when we were informed of the opportunity to stand on the stage of the Spring Festival Gala Evening. I always expect for the fine tradition of our ECNU team spirit to be carried forward through the interactions between former team members and new ones. I can't express how pleased I am of our joint efforts. We eventually made our past dream come true ten years later.

E: What are your expectations for the future development of the team?

Z: The road ahead will be rough and rugged. It is a great challenge to survive in a climate where sports has yet to receive its due attention. Last year we visited the University of Michigan for a scholarly exchange where our team members got a general picture of the organizational system of collegiate² sports in an American university: the management and training level of their sports team, and the current development of Cheerleading Exercise in America. It is quite meaningful to broaden the horizon of young team members because the development of sports in our country largely depends on the younger generations.

Sports is considered as a way to unite students from all over the world, serving an indispensable role in the construction of campus culture in America. I sincerely hope that we can try our best to promote such sports culture in China at ECNU.

E: What are your thoughts on the progress of aerobics and cheerleading in China?

Z: I wish that more attention would be paid to aerobics exercises and cheerleading so that more people will

ECNU Circle also interviewed Li Lingfei. He and his twin brother Li Lingxiao are both members of the ECNU Aerobics Team where they shared the stage in the Spring Festival Gala Evening. For Li Lingfei, the Spring Festival Gala Evening had a special significance considering the missed opportunity in 2009.

He told us that during the rehearsal of the Spring Festival Gala Evening, the team members realized that they lacked professional training in dancing, so they had to increase the intensity of their practices to meet the challenge. As a result, they were under great pressure, and several members got ill due to the intensity of training. Nevertheless, it bonded them together as everyone was fighting for the same goal.

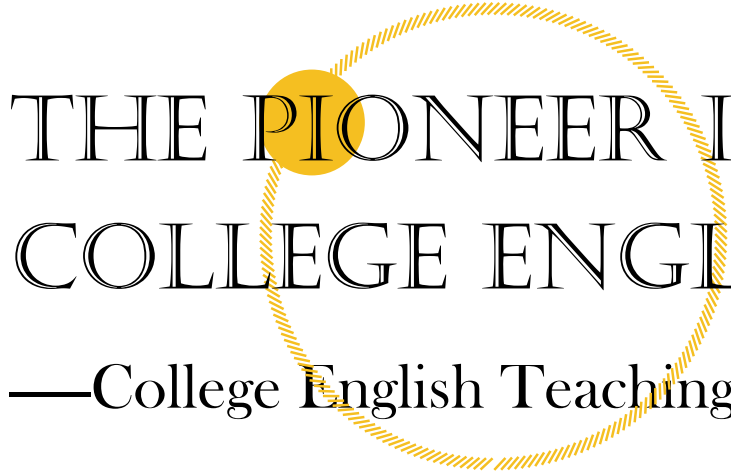
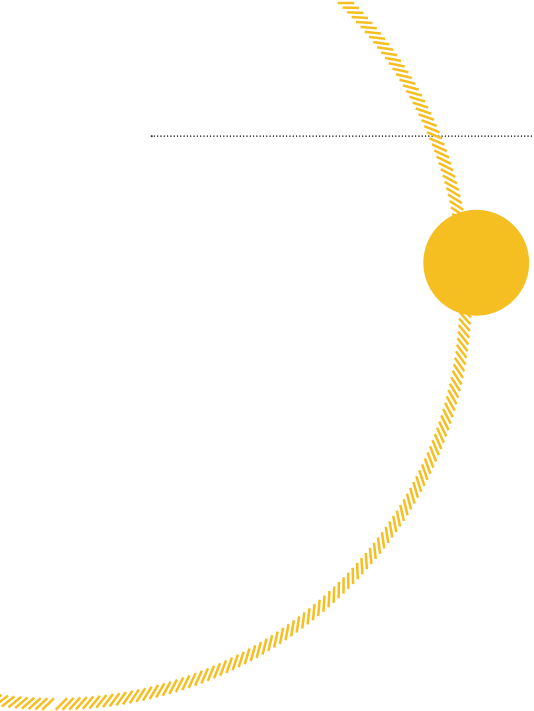
Li Lingfei shared some interesting anecdotes about him and his twin brother Li Lingxiao in their training. Having grown up together, they seem to have a certain chemistry that enables them to understand each other through a single gesture or glance. During the training period for the Gala Evening, they were nearly overwhelmed by physical and mental pressures, however, it was their mutual encouragement and support that motivated them all the way through the difficulties to laughing on the podium³ when it was all said and done. It will be a lasting memory for both of them, also for the rest of the team.

The ECNU Aerobics and Cheerleading Team has long been a symbol of our campus culture—radiating youthful passion and spirit as well as enjoying a high reputation home and abroad. Shining on the stage of the Spring Festival Gala Evening is undoubtedly a milestone in their sports career. Looking ahead, ECNU Aerobics and Cheerleading Team is sure to embrace new challenges and, as a team with a new reputation, strive for greater success by working in unison on their goals.

1. forfeit: v.

2. collegiate: adj.

3. podium: n.



THE PIONEER IN COLLEGE ENGLISH REFORM

—College English Teaching Department of ECNU





“The most beneficial points lie in the new and improved teaching capabilities that are accommodated by the high satisfactory results in the anonymous students’ evaluation.”

An interview with Prof. Chen Jiagang about English teachers’ capabilities for academic research

promote the career growth of its English teachers?

Prof. Chen Jiagang: We always motivate teachers, especially younger ones, to upgrade their professional qualifications. One channel is to pursue a higher degree of academic research. In the past five years, six teachers from our department have gained their Ph.D degrees while four more teachers are still working on it. By contrast, the number of teachers who were reportedly committed to such endeavors before 2010 only added up to three. As a result of years of experience in teaching, those young teachers tend to have more reflections on their teaching practices, thus contributing to the improvement of their teaching efforts. Secondly, we encourage teachers to apply for the visiting scholar programs sponsored by the China Scholarship Council³. Since 2013, we have successfully dispatched 22 teachers to several English-speaking countries such as Canada, U.S. and Britain. Most of the universities our teachers have visited belong to the top-50 universities in the world—University of Cambridge, University of Pennsylvania, George Mason University, University of California, University of North Carolina and University of Waterloo and so on. Thirdly, we provide our teachers with tremendous opportunities to attend academic seminars and conferences. So far, we have hosted 29 college English teaching seminars here on campus in the past 5 years—altogether, 90 teachers have participated in 39 events during the past three years. We also visited other prestigious and subsidiary universities for a total of 18 trips nationwide. Fourthly, we aim to promote cooperation and mutual learning among all our teachers. This can be done by setting up demonstration classes that regularly update teachers on the demands in classroom teaching; it also encourages teachers to evaluate their colleagues’ class every semester. Meanwhile, three staff seminars are held at the beginning, middle and the end of the semester respectively so that our teachers can give immediate feedback about their teaching and make proper changes where it deems necessary. Finally, we encourage our best teachers to take part in the school-wide or even the city-wide teaching contests. Recently, our teachers have won the First Prize at ECNU Teaching Contest and the Third Prize at Shanghai Teaching Contest.

Prof Chen: Absolutely. The most beneficial points lie in the new and improved teaching capabilities that are accommodated by the high satisfactory results in the anonymous⁴ students’ evaluation. The recent evaluation results show that a majority of our teachers gained a rating of 4.5/5 in the evaluation system while teachers with a rating of 4.9 are no longer a rarity. About ten teachers won teaching rewards (school level and above). Besides, we successfully hosted the Open Class in Audio-Visual-Oral English last May, which attracted more than 100 teacher participants from more than 40 universities nationwide.

An interview with Prof. Zhou Xiaoyong about English teachers’ capabilities for academic research

ECNU Circle: *How has the College English Curriculum Reform at ECNU contributed to the personal career development of its English teachers?*

Prof. Zhou Xiaoyong: For one thing, it's certain that the number of teachers who succeeded in promotion advancements have significantly increased. During the five years before the reform, only two teachers had earned senior professional titles, while this number increased to nine in the last five years following the reform. Secondly, our English teachers have published extensively in CSSCI⁵ (Chinese Social Sciences Citation Index) with a total of nearly 50 academic papers; this was about 5 times the quantity of papers published in the previous five years. Finally, there is a significant growth of successful project applications, with one National Social Science Fund Project, five municipal projects and 36 teaching reform projects at the university level. We have also received 18 educational honor rewards at municipal level or above, published 30 textbooks, 6 academic monographs and translations and held nearly 30 academic symposiums. Thanks to these professional achievements, our teachers no longer feel that they need to strive harder to keep a list of their merits and achievements. Instead, they now get enormous pleasure and satisfaction from their work.

“So the current curriculum reform exposed our teachers to many new problems, which actually motivated them into making reflections on what and how they should teach.”

E: How can the College English Curriculum Reform bring about an increase in teachers’ capabilities for academic research?

Prof. Zhou: Scientific research originates from finding solutions to practical problems. So the current curriculum reform exposed our teachers to many new problems, which actually motivated them into making reflections on what and how they should teach. For example, it is first time that we college English teachers begin to think about why we take this curriculum system; how English courses embody the unique feature of ECNU students; what is the difference between college English and senior high school English; and why we prefer English for General Academic Purposes instead of General English. Actually, more than half of the papers our teachers published in CSSCI are trying to answer the questions listed above.

Reform?

Prof. Zhou: College English Curriculum Reform indeed brought about a large number of the sub-projects concerning English teaching under the new curriculum system. In fact, the number of project applications from the College English Teaching Department approved by the experts ranked No.1 among ECNU departments in 2013. The total amount of sub-projects can be summarized as following: four projects at provincial levels, such as Key Courses of Shanghai Municipal Education Commission and Shanghai Excellent Courses; and more than 30 projects at the university level, such as MOOC construction projects (Listening and Speaking for General Academic Purposes) and Standard-driven College English Teaching and Evaluations.

E: Have you ever built up a particular competition format for rewarding teachers

Prof. Zhou: Not yet. We merely rely on a kind of benign competition to encourage teachers to pursue their scientific research where we put teachers into different teams according to the subjects they teach and research rather than the grades of their students. If a team hasn’t received any approved projects, they should naturally feel like they are lagging behind, which will encourage them to try their best to catch up. All the team leaders have made attempts to apply for the project and sometimes one team may have several project applications approved simultaneously. This field of prosperity among teachers and their project applications was never to be anticipated before College English Curriculum Reform.

ECNU Circle: Could you tell us about the measurement indexes for students’ Eng

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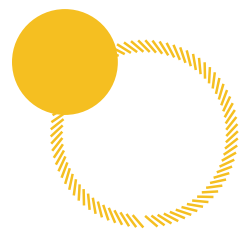
W H D

on the process of language learning. By contrast, the ratio of formative assessment to culminating assessment in other universities is 2:8, which we used to adopt for our school in the past. Here's an analogy for you to understand. Just like the conductor will use a baton in a concerto to lead his orchestra, the new assessment system designed by College English Curriculum Reform will guide the most committed students in their daily progress of English learning. This is certainly more beneficial to them than staying up late and cramming for the finals.

Since the launch of the 2012 College English Curriculum Reform, the College English Teaching Department has tried to develop our own English Proficiency Test. The test was put on a trial basis in 2013 and formally introduced in the following year. So far, it has been put to use five times, plus the two make-up tests for the graduating class. Thanks to the joint efforts of the department and language testing specialist Professor Jin Yan, the Chairman of the National College English Test Committee, we have gradually developed an influential and standardized testing system with high levels of reliability and validity.

Another thing worth mentioning is that we successfully introduced an online scoring software system in 2017. It not only considerably improved the efficiency and validity of test scoring but also provided a massive, useful data bank for the department to review the test results in which the effective feedback on English teaching is provided instantly.

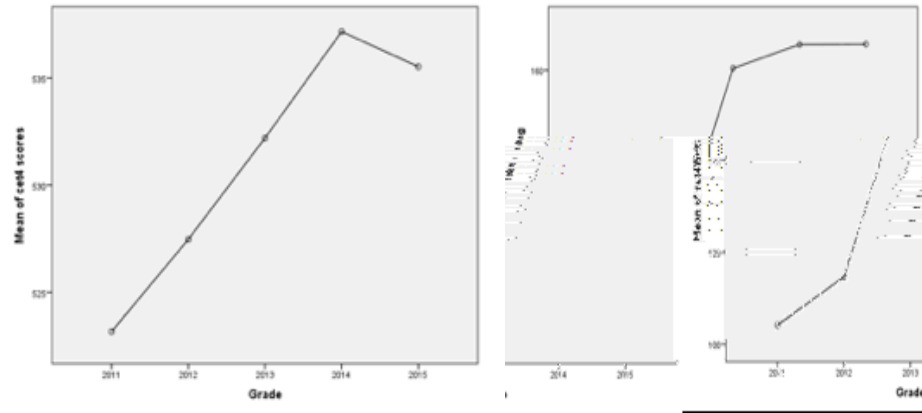
about the comparison of their performance before and after the reform?



As in the graph depicted above, the average CET4 score of ECNU students from Grade 2011 to Grade 2014 is rising on a year-by-year basis, with a slight decline for Grade 2015. It begs the question: are these score differences statistically significant? To get the right answer, we need to make more analyses. An ANOVA analysis of the data on SPSS produces the table below:



As the above table shows, test scores of the students from Grade 2011 to Grade 2015 are clustered into three groups. Within each group, score differences are not statistically significant ($P>0.05$), but between each group, the differences are significant. In other words, students of Grade 2013 to 2015 performed significantly better in CET-4 than those of Grade 2011 and 2012. The curriculum reform indeed made a difference. As in the line graph below, the writing section sees the most remarkable improvement in scoring for students of Grade 2013 when compared with other test sections of CET.



To find the answer, we can compare the CET4 scores of ECNU undergraduate students with the average CET4 scores of other universities nationwide.

Type	Number of test-takers	Listening	Reading	Translation and Writing	Total score
ECNU	3959	171	169	155	495
211 key universities	302862	148	151	139	439
All universities	3908387	134	134	125	393

From the chart, it's clear that ECNU undergraduate students perform remarkably better than those of 211 key universities in both the CET4 total scores and the average scores in each section. I can only attribute this as solid proof of the achievements we have made in College English Curriculum Reform.

1. pedagogy: n.
2. EEPT:
3. China Scholarship Council:
4. anonymous: n.
5. CSSCI (Chinese Social Sciences Citation Index) :
6. complement: v.
7. formative assessment:
8. culminating assessment :

The Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overfowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne’er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers fow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate’er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o’er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

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2015 NETHERLANDS



Jacob is an eccentric³ multimillionaire who has been emotionless since he lost his father in his childhood.

Following the death of his mother, he feels relieved from his filial⁴ duty and does not want to carry on with his life. After a few unsuccessful suicidal attempts, he goes to a an illegal assisted-suicide firm and opts for their surprise service to have his life ended.

According to this service, his death will be a non-cancelable surprise and they do not tell him where, when, or how it will happen. Jacob meets another ‘client’ when he is choosing an eco-friendly co f n for himself. While waiting for their death, they have fun together and fall in love with each other.

Having found his beloved one, Jacob wants to call off the contract but gets himself into trouble. Later, he fnds out that Anne is actually the daughter of the frm’s owner and the executer of his death service.

As in most romantic comedies, Jacob and Anne together overcome all the difficulties and their love story has a happy ending.

For Jacob, death is not the surprise in his life; love is. There has been radical changes in his emotions since he met Anne: he is worried and rushes to her apartment when he knows there is an explosion; he is afraid of losing her when they are almost run over by a truck; he is angry when he knows she is lying to him; he feels sad when his housekeeper dies.

Love makes Jacob a real human with emotions and flls him with hope. Although her seems to be seeking death, he turns out to be looking for the meaning of life – one’s life is worth living when they have things to look forward to and love is one of those things.

Paloma is an eleven-year-old girl who is more of an intellectual thinker than her peers. Born in a luxurious family, she is bored from her observations of people’s repetitive and destined life, so she plans to kill herself on her twelfth birthday.

Before that day, she decides to document and ridicule her life and her immediate circle with her father’s old camera. During the process of flming, she gets to know the concierge⁶ of the building – Mrs. Renee Michel. This acquaintance changes her mind.

To most people, Renee is a grumpy and reclusive concierge and widow who lives on her own. However, Paloma as well the new bourgeoisie⁷ resident Mr. Kakuro Ozu finds out about her softness and elegance beneath her hard cover and compares her to a hedgehog. Renee is passionate about literature and has a secret library, and she is in fact a sensitive person. She and Kakuro have the same taste and share the same interest, but she is hesitant to take a step further in their relationship, because she feels insecure and unconfident. Not long after she fnally gets over her struggle and makes up her mind to open up and to love, she is hit and dies in a tra f c accident.

The death of Renee strikes Paloma, not only because she has established a friendship with Renee and Kakuro despite the age difference, but also because she begins to see the lovely side of life: what matters is not the fact of dying or when you die; it is what you are doing at that precise moment.

In the case of Renee, she is ready to love and be loved when she dies. Maybe Paloma’s metaphor is right to some extent. Like fsh trapped in a fsh tank, we h xtd

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- 1.rigid: adj.
- 2.fashback: n.
- 3.eccentric: adj.
- 4.flial: adj.
- 5.hedgehog: n.
- 6.concierge: n.
- 7.bourgeoisie: n.

FRANCE 2009



LEARNING LAW AND CULTURE AT ECNU

ECNU alumni¹ Yerishova Aigerim graduated from ECNU with a master's degree in economic law in 2018. She later joined an investment corporation in Shanghai where she is now in charge of a project between China and Georgia. She shared with ECNU Circle about her experiences at ECNU and how she made her way to China after growing up in her home country Kazakhstan². We were also happy to learn more about the differences and similarities between China and Kazakhstan, so without further ado let's learn about them from Aigerim!

ECNU Circle: What initially³ triggered your interest to apply at ECNU?

Yerishova Aigerim: Actually, I began to consider pursuing my academic studies abroad directly after graduating in Kazakhstan, at that time, the first country that came to my mind was none other than China. After I succeeded in applying for the scholarship from the Chinese government, I can still remember the day when I got the admission notice from ECNU. I was so excited! That's the day when my story in Shanghai began almost six years ago on August 30, 2013.

E: Seeing that you enrolled at ECNU in 2013, what is your overall impression of the university?

Y: At the first sight of this university I was instantly impressed with its beauty. Tall trees, vigorous flowers, and a large open-grass courtyard mixed in well with the fast-paced life in ECNU which required me to learn the most efficient way to allocate⁴ my time. After studying Chinese for two years at the Zhongbei Campus, I went to the Minhang Campus as a postgraduate studying in law. During the first year of being a graduate, there were many classes, presentations, research papers, and opportunities to learn more about the

law system in China. By the winter vacation of the next year, I began my practical session in a company recommended by my supervisor⁵ Prof. Yu Feng.

E: How did your university life at ECNU have an impact on your decision to work in Shanghai as a legal consultant?

Y: When our company started to make preparations for the co-operation with former U.S.S.R. republic and now independent Georgia⁶, the company was searching for an employee mastering the languages of both Russian and Chinese. Based on these qualifications, I was hired to work in their company. I honestly hadn't realized the importance of practicing my Chinese language skills in the beginning of my graduate studies. I still recall the day when I was studying with my Mongolian friend in the library when Prof. Yu Feng found me and told me that: "Aigerim, you should learn Chinese in the real environment instead of studying in the library for the whole day."

ECNU and Kazakhstan.

Y: From my personal experiences I can tell you that studying in ECNU and Kazakhstan are totally different. ECNU is as large as a small city, where I could study and enjoy a wonderful life with my friends on campus; there are very few of these universities in Kazakhstan. Meanwhile, I was able to make friends with people from many different countries and cultural backgrounds while I studied Chinese language here. In addition to learning about the customs of other countries, the academic atmosphere in ECNU is awesome and the learning facilities are convenient for students.

E: How about ECNU professors? Were you accustomed to their teaching methodologies and lecture styles?

Y: As in Kazakhstan, classes are led by the teachers. They would make preparations for PPTs and other reading materials, following these materials in classes. On the other hand, the teachers in Kazakhstan are more inclined to request for the students' participation in discussing something interesting about the class content to check if the students learn the lesson well.

In turn, Chinese teachers pay more attention to practical knowledge than theoretical giving a lot of case studies as examples. Moreover, there are so many optional courses and lectures which students can attend as well as participate in according to their study areas.

University teachers and school office always strive to help students to manage all the problems occurring during their study and it's not only about the courses and grades, but also about their life on campus.



E: We know that the laws in China and Kazakhstan are not the same in many aspects. How do you study law in ECNU?

Y: Of course, the law system in China and Kazakhstan come from different historical and cultural backgrounds. I chose to study the laws on the Special Economic Zones (SEZ) in China for my own interest. The class I took at ECNU consisted of the Chinese students with three other overseas students. I was at a loss in the beginning since I could not understand anything that the teacher taught in classes in the first two years, so I had to put more effort into studying after class with the help of PPTs and books. Fortunately I was then able to understand 80% in the class.

E: What kind of plans do you have for the future?

Y: In the future, I will go back to Kazakhstan to

characteristics and charm. That's something I enjoy most about traveling here.

E: From your point of view, what are the biggest differences between living in China and Kazakhstan?

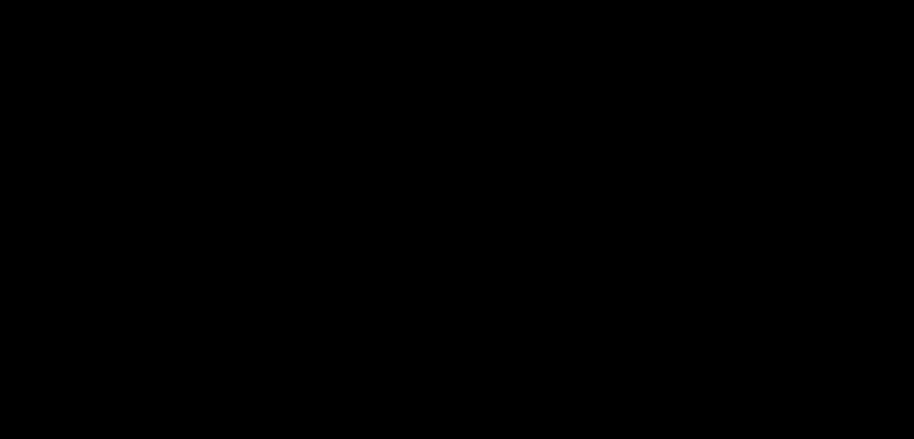
Y: To begin with, there are not nearly as many people in Kazakhstan as there are in Shanghai. The Shanghai metro is always crowded with people, especially during the rush hour. In this city you could always see people busy with their jobs living in a fast-paced environment. It is widely acknowledged that Shanghai is not only an international financial center, but also the first priority for many international exhibitions and shows. It's no wonder that time management is so important here. Yet when it comes to the similarities between these two countries, it is surely the high level of inclusiveness that comes to mind.

E: Could you share with ECNU Circle about some interesting

Y: Well, I have two funny stories about cultural differences. The first thing that comes to my mind is the day when I first arrived in Shanghai when I was on the metro with my friends, suddenly an old man appeared with a small stereo-device playing loud music in his hand. He looked so poor that I stood r _ o wh wd

From the River Cam to Radcliffe Square

a summer course



Life in Cambridge a

The British Museum, the Royal Observatory Greenwich, and the financial institutions are all good places to learn how business and finance emerged from here and how the development of technology contributed to the rise of an empire. London itself has become a cultural symbol and one of the greatest cities in the world. I think the people of Great Britain do a fantastic job of promoting their culture and protecting cultural heritage sites, in addition to the popular literature, film and television culture.

I still remember the day before departure, walking on the quiet street, seeing the twilight dye the top of the castles—gold and pink—wishing this moment could last forever. For this trip, one month was entirely not enough time; it made me feel like a mere passerby. Nonetheless, I’m now filled with new knowledge, expanded horizons, and joyful memories with all the friends I made during the journey in which I will treasure these days with all my heart. In 1928 Chinese poet Xu Zhimo wrote some beautiful lines to express his own infatuation for Cambridge. Every time I go over the photo album, I feel like no other words could better describe the memorable moments I spent there, from the River Cam to Radcliffe Square:

“To seek a dream? Just to pole a boat upstream,
To where the green grass is more verdant;
Or to have the boat fully loaded with starlight,
And sing aloud in the splendor of starlight.”

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Today is February 20th, 2019. I’ve been in Gainesville for nearly half-a-year now. My relatives and friends in China have just celebrated the 2019 New Year of the Pig and have enjoyed the happy family reunion feasts of Lantern Festival. On such a special occasion I was moved to express my feeling of homesickness while away from my family, looking back on the past and looking ahead to the future.

I can still clearly remember the day on August 27th, 2018, when the small plane that my family and I took from Atlanta dived through the sea of fluffy, streaky, marshmallow-like clouds and landed down firmly at our final destination--- Gainesville Regional Airport.

Awarded the full scholarship from China Scholarship Council, I was allowed to stay here for one year, studying and researching as a research scholar at the College of Education, University of Florida. To my beloved friends, I would like to start by introducing the city and the university followed by sharing my life experiences here.

Gainesville, the county seat, is not only the largest city in Alachua County but also the largest in the region of North Central Florida. In Spanish language the word Florida means "the land of flowers". It is the southernmost contiguous¹ state in the United States, bordered by the Atlantic Ocean to the east and the Gulf of Mexico to the west. Because of its subtropical to tropical climate and annual average of 230 days with sunshine, Florida is also referred to as the Sunshine State. The nickname was officially adopted by the Florida State legislature in 1970, so it’s common to see the “Sunshine State” slogan on many of the people’s license plates.

On my first impression of Gainesville, I’d say it is a cozy town embraced by natural beauty and nestled in towering oak forests. Everything is green here all-year-round: the bushes are green, the tall straight palm trees are green, and the luxuriant oak trees are green. Among all the plants, oak trees

attract my attention the most. In summer, the oak tree branches covered with grey tassel-like moss sway with the warm breeze. Acorns start falling to the ground in sign of the coming of autumn in October. When I set foot among the moss-draped oaks, it felt as if I had wandered mysteriously into Harry Potter’s Hogwarts School of Witchcraft and Wizardry.

Gainesville is also home to the University of Florida (UF) where a college-town vibe² fuses with its natural beauty creating a unique connection between nature and culture. This university is ranked at No. 8 among top public universities by U.S. News & World Report; the nation’s fifth-largest university according to enrollment numbers. In addition, UF has nearly 5,000 faculty members, the vast majority of whom have distinguished teaching and academic research field work. It also has 43 faculty elections to the National Academy of Sciences Engineering, the Institute of Medicine or the American Academy of Arts and Sciences.

My host teacher, Dr. Zhihui Fang, is a highly respected Professor and Head of Reading and Literacy Education in the School of Teaching and Learning at UF. Under his guidance, my duty is to audit courses, attend colloquia³ and conduct extensive research on academic English reading and writing.

I certainly remember the first time I strolled by the Gothic-style red-brick buildings dating back to 1905, within the 2,000-acre campus, I was just amazed with its beauty. The bells sounding from the ivory tower, known as the Tower Auditorium, ring out from the carillon⁴, their music echoing off the ivy-clad red bricks and through the oak-lined plazas.

Libraries are always the best places on campus, of which the three-floor Education Library is my favorite place to go. The Education Library contains more than 80,000 print books, and approximately 600 print and electronic journal subscriptions on educational theory, counseling, teaching and learning. In front of the Education Library stands a huge oak tree that can hold only by three adults together. What a giant tree! I’m wondering how old the oak tree is! It’s so great a pleasure for me to sit on the wood bench reading and meditating under the tree shadow.

There are a variety of visitor’s attractions on the campus too, from the Florida Museum of Natural History, Harn Museum of Art and University Galleries to the Bat Houses at Lake Alice. Visitors may feel amazed to be surrounded by hundreds of dancing butterflies in the Butterfly Rainforest of the natural history museum; they may be attracted by the chirping of Northern Cardinals; they may be amused by naughty squirrels playing hide-and-seek in the leaves of the oak trees. Newcomers will also be shocked at the first sight of live alligators at Lake Alice. In fact, Alligators are extremely popular among the local residents. Costumed in plush, Albert E. Gator and Alberta Gator are the official mascots⁵ of the University of Florida’s football teams, hence the UF students are also called the “Gators”.

A wide variety of holidays are celebrated in the U.S, like Spring Holidays, Fourth of July, Labor Day, Veterans Day, Thanksgiving Holiday, Winter Holiday, M. L.K Jr. Day and President’s Day. Gainesville even celebrates its own holiday—UF Homecoming. On this day, local schools were closed, and from 12 p.m. to 2 p.m. the University Avenue sidewalks were lined with alumni, students and the local community, cheering on the University of Florida Homecoming Fancy Car Parade. Over 120 participants ranging from local charities, businesses, and student organizations made the parade a widely anticipated event for the whole city.

With the support of my host teacher, I’m able to take full advantage of my stay at UF by auditing

- 1.contiguous: adj.
- 2.vibe n.
- 3.colloquia n.
- 4.carillon: n.
- 5.mascot n.
- 6.ambulatory adj.
- 7.gridiron n.

MAY DAY

May Day is a public holiday usually celebrated on 1 May. It is an ancient Northern Hemisphere spring festival and a traditional spring holiday in many cultures. Dances, singing, and cakes are usually part of the festivities. International Workers' Day can also be referred to as "May Day", but it is a different celebration from the traditional May Day.

Europe

Since the 18th century, many Roman Catholics have observed May—and May Day—with various May devotions to the Blessed Virgin Mary. Traditional English May Day rites and celebrations include crowning a May Queen and celebrations involving a maypole.

May Day is also celebrated in other European countries in different ways. In Serbia, people go in the nature or even leave the day before and spend the night with a camp fire. In Czech Republic, May Day is traditionally considered as a holiday of love and May as a month of love. On 1 May, couples in love often kiss each other under a blooming tree.

North America

May Day used to be celebrated by some early European settlers of the American continent.

In some parts of the United States, young people make May baskets on this day. They fill the small baskets with flowers or treats and send them as gifts to their lovers. Modern May Day ceremonies in the U.S. vary greatly from region to region and many unite both the holiday's "Green Root" (pagan) and "Red Root" (labour) traditions.

In Canada, May Day is celebrated in some parts of the provinces of British Columbia, New Brunswick and Ontario. In Toronto, on the morning of 1 May, various Morris Dancing troops from Toronto and Hamilton gather on the road by Grenadier Cafe, in High Park to "dance in the May". The dancers and crowd then gather together and sing traditional May Day songs such as Hal-An-Tow and Padstow.

Credit: https://en.wikipedia.org/wiki/May_Day

Weng Weiqi: ECNU, Where I Begin Feeling the Simple Things

Having graduated from ECNU for more than three years, I still remember the old days when I stared at the abstract algebra formulas and partial differential equations on the blackboard and got absent-minded.

There's no denial that the coursework at ECNU is demanding. However, it's the simple peace, satisfaction and fun that perfect my campus life. I usually did group study with best pals in university library or in classroom 102 of the No. 4 Teaching Building. Once we spent a big chunk of time studying, we would have meals in Huamin Café as a reward for our hard work. We could soak up the sun and relax on Hexi Sports Field and I bet the cats and dogs outside NO.15 Dormitory Block could tell you the same story. Fortunately, I carry these simple things over to my next life stage.

Now I've finished my master's degree program for one year and have been working as a Data Scientist at Wayfair, where I leverage mathematics and deep learning techniques to build recommender system powered by computer vision. I can still find those simple things every time I crack a technical problem with my team in a hackathon, interact with the speaker in a conference/team project deep dive huddle, or tell a nice joke during the department pod outing. Aren't those the simple things I've got from my life at ECNU?

Lastly, to my beloved ECNU and ECNUers, may you also find your simple things in the near future. And most importantly, make them your lifelong cherished memory.

Profile:

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