The Post-COVID Classroom:
Can virtual teaching make real classes better?

Transitions:
Saying goodbye to Chancellor Yu Lizhong and welcoming Chancellor Tong Shijun
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The cast took the challenges of performing online in stride, finding virtual "Reality Show". When continuing anti-COVID travel restrictions left NYU Shanghai’s student body scattered across the world, the 10-member cast of the campus’s fall 2020 Reality Show had to turn to Zoom to write, choreograph, and perform an entire 34-minute musical introducing first-year students to the joys and challenges of life “on” Century Avenue.

The cast took the challenges of performing online in stride, finding ways to use props from their homes creatively, learning new videography skills, and working hard to find innovative ways to “dance” in synchrony without sharing the same physical rehearsal space. “The creativity, passion, and devotion from this cast went above and beyond. They truly embraced every aspect of what life is like for college students during these challenging times,” said Dean of Students David Pe.

MAY 29
229 members of the Class of 2020 graduate from NYU Shanghai in a virtual commencement featuring Alibaba Group founder Jack Ma as keynote speaker. (See p. 10)

APRIL 28
Campus reopens for mixed-mode teaching. Nearly 350 students and over 100 faculty members returned to campus between April 28 and May 15 amid a host of new measures to combat the spread of coronavirus, including additional campus access control, body temperature checks, and social distancing. Return to campus was optional for students and faculty, since many were unable to re-enter China due to travel and border restrictions. Professors outside China continued with online teaching, while those who returned to campus held “mixed mode” classes—live classes simultaneously delivered online through a battery of digital tools.

SEPTEMBER 14
Fall classes begin in mixed mode. Nearly 500 new students from 36 countries and 29 Chinese provinces arrived both in person and online to join the Class of 2024, NYU Shanghai’s largest incoming class yet. Some 250 members of the class—the majority of them Chinese—arrived on campus, while the remaining international students joined their classmates for Orientation Week activities from home. Under the NYU Global Network’s “Go Local” program, the university also welcomed about 2,200 students from NYU New York and NYU Abu Dhabi who were unable to travel to their home campuses due to border restrictions. 52 new full-time faculty joined campus, while the remaining international students joined their classmates for Orientation Week activities from home.

MAY 31
62 students receive Master’s degrees in NYU Shanghai’s first-ever graduate convocation, also held virtually.

JUNE 1
Founding Chancellor Yu Lizhong retires. Tong Shijun, Professor of Philosophy at East China Normal University (ECNU), is named the university’s second chancellor. (See p. 6, 8)

Global Honors for the Class of 2020
Despite the uncertainty and upheaval that the Class of 2020 faced in the final semester of their college careers, NYU Shanghai’s graduates finished strong. Members of the Class of 2020 are attending graduate programs and starting careers around the world.

1. Harry Zixin Wang, Frank Jiaqiao Xiang, and Owen Junan Zhang were named Schwarzman Scholars at Tsinghua University’s Schwarzman College.
2. Madison Pelletier received a Fulbright Study Award scholarship to attend Vrije Universiteit Amsterdam.
3. Ms Haitian won a Clarendon Scholarship to fully fund a master’s degree at Oxford University.
4. Song Yung won an Erasmus Mundus scholarship from the European Union (EU).
5. Vittoria Vitucci received a post in the Fulbright English Teaching Assistant Program in South Korea.
**Who Can Become an Expert?**

Why do some people become experts in their fields while others don't? A team led by NYU Shanghai’s Chief Scientist and Associate Provost for Sciences Michael Hout and colleagues found that when a magnetic oxide material is reduced to a monolayer—a layer only a few atoms thick—and embedded in monolayers of another insulating material, new properties of the magnetic oxide emerge. These properties reveal more possibilities for the development of multi-state memory devices, which can store data more densely and more efficiently than current technology.

**Poetry Holds Key to Speech Perception**

Researchers know a lot about how syntax and vocabulary impact the way humans interpret language, but little is known about how structure impacts our perception of speech. NYU Shanghai Assistant Professor of Neural and Cognitive Sciences Tian Xing was part of a team that sought to remedy this using the unique structure of Classical Chinese poems. The researchers developed AI to generate and read aloud jueju, traditional Chinese quatrains with a set number of characters in each line. Tian and his team identified a brain rhythm showing that study participants’ brains automatically broke up the language into the structure they expected a jueju to follow. Tian believes the findings can help uncover new links between neuroscience, education, the arts, and culture.

**Monolayer Reveals New Properties**

In research published in April 2020 in Science Advances, Assistant Professor of Physics Chen Hanghui and colleagues found that when a magnetic oxide material is reduced to a monolayer—a layer only a few atoms thick—and embedded in monolayers of another insulating material, new properties of the magnetic oxide emerge. These properties reveal more possibilities for the development of multi-state memory devices, which can store data more densely and more efficiently than current technology.

**Healing Locked-Down Wuhan**

Yufeng Global Professor of Social Science Wu Xiaogang, the Director of NYU Shanghai’s Center for Applied Social and Economic Research, is investigating how community ties affected individuals’ well-being under anti-coronavirus restrictions. Wu and his team used WeChat to survey over 4,200 Wuhan residents in lockdown in February and March 2020. Analysis by team members including Assistant Professor Faculty Fellow of Sociology Miao Jia shows that residents’ committees and neighborhood volunteer groups significantly moderated the COVID-19 outbreak’s adverse impact on Wuhan residents’ mental health by supporting social cohesion—residents’ sense of whether their neighbors and fellow community members could be trusted to help in times of need. Wu is collaborating with NYU Professor of Sociology and Director of the Center for Advanced Social Science Research Michael Hout on a parallel study in the United States.

Photo by Li Changlin, CNSPHOTO.

**Enthusiasm Eclipses Experience**

If you were a contestant on the reality singing competition “The Voice” and all four coaches offered you a spot on their teams, how would you choose? Assistant Professor of Management and Organizations Jinzi Mac Huang and researchers at NYU’s Courant Institute of Mathematical Sciences have shed new light on the mechanism that shapes stone forests, mysterious rock formations in regions of China, Madagascar, and other locations. Using a mathematical model and computer simulations, researchers simulated the formation of these pinnacles, taking into account how dissolving rock alters surrounding fluid flows, impacting further rock dissolution. The team’s findings, published in Proceedings of the National Academy of Sciences (PNAS), also offer promise for the manufacturing of sharp-tipped structures, such as the micro-needles and probes needed for scientific research and medical procedures.

**How Do Stone Forests Form?**

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For more research news and to read the full papers, visit research.shanghai.nyu.edu
“This is a time that needs people and institutions that value inclusiveness, that can bring diverse people together to recognize differences, but focus on shared values and goals to build a solid and peaceful future,” Yu says. Here, we look back fondly on the road that Chancellor Yu and NYU Shanghai have traveled together. Come “home” often, Chancellor Yu! You will be greatly missed.

On June 1, 2020, NYU Shanghai’s founding chancellor Yu Lizhong stepped down after leading our university through eight transformative years.

THANK YOU, CHANCELLOR YU!

FOUNDING
Celebrating NYU Shanghai’s ground-breaking with John Sexton, then-president of New York University. “Li is one of those rare human beings who are centered in virtue and great values,” Sexton says. “He had a great vision for education and for the world, one of a human-kind that was united for the progress of all. And it was clear that he had the courage to pursue that vision.”

EXPLORING
Joining the festivities at the annual Cultural Expo. Years later, NYU Shanghai graduates say they still remember Chancellor Yu’s question for them when they first visited campus: “Are you ready to take a different path that has more risk but also more unexpected opportunities?”

CONNECTING
Yu was the first university president in China to open a Weibo account. Today, he has 1.7 million followers. He was known to accept friend requests from all students. “Through social media, I can speak directly to students, and know their concerns wherever they are,” he says. “I realized that most students just wanted a sincere response.”

BUILDING
Visiting the site of NYU Shanghai’s new 115,000-square-meter campus, slated to open in Fall 2022. “NYU Shanghai’s value and significance have only become stronger since its establishment. Its spirit of exploration, reform, and innovation has taken root here,” Yu said.

WELCOMING
During his tenure, Chancellor Yu did not miss a single First Year Move-in Day, arriving early in the morning to greet the newest members of the NYU Shanghai community and to help them with their luggage. “He is probably one of the most approachable chancellors a school can have,” said Tim Wu Guangyu ’20.

INSPIRING
Checking out a student-developed prototype in the Interactive Media Arts lab. “Chancellor Yu’s leadership has enabled NYU Shanghai to blossom into a vibrant success, with award-winning faculty and students, research centers and curricular innovations that benefit the entire NYU ecosystem,” said current NYU President Andrew Hamilton.

Photo: Eric Ling

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Tong credits his interest in contemporary life's dichotomies to a childhood straddling two Chinas—one the ultra-modern Shanghai neighborhood where he attended school, the other the rural China of his grandparents' village, where Tong spent his earliest years. Tong's grandparents were farmers and silkworm keepers who did everything the traditional way, from watering crops to weaving clothes. Tong says he still remembers the sound of silkworms munching mulberry leaves late into the night.

When Tong entered ECNU in 1978—part of the first class of students to attend university after the Cultural Revolution—he wanted to learn how the two Chinas could be reconciled.

Tong traveled to the University of Bergen in 1988, ultimately earning a PhD in Philosophy in 1994. There he studied a host of contemporary philosophers, but was most intrigued by Habermas's concept of "communicative rationality"—the idea that no society or institution can develop both rationally and humanely without engaging in real debate. Tong realized this was something in which he deeply believed, and something he had been trying to practice in his own teaching since he joined ECNU's faculty in 1984.

"In philosophy... we imagine what other people would think about all the things we are analyzing, but imagining others' perspectives is not enough," Tong says. "If you want to cultivate really cosmopolitan minds, you must create conditions for real interactions for young people."

ECNU students had already recognized Tong for doing just that, voting him one of the university's five best teachers in 1987. "Of all the awards I have been given, I am most proud of this title," Tong says. "For me, it was an affirmation that I had successfully established a platform for my students to freely exchange ideas."

Tong took a post at the Shanghai Academy of Social Sciences (SASS) in 2004, returning to ECNU in July 2011 as Professor of Philosophy and secretary of the university's Party Committee. Tasked with creating forums for dialogue across the university, Tong says his work as an administrator is the culmination of his practice of philosophy. "Philosophy can mediate between different academic disciplines, and between academic disciplines and everyday life," Tong says. "Working as a university administrator... I can integrate my passion as a philosopher with my application of these principles. I can unify two sides."

Chancellor Emeritus Yu is confident that Tong will be up to the task of leading this interdisciplinary and intercultural institution to ever more meaningful engagement with its global community.

"He is modest and gentle, an excellent communicator and happy to be a friend of faculty, staff and students," says Yu. "I am sure NYU Shanghai will sustainably develop and continue to flourish under the joint leadership of Chancellor Tong and Vice Chancellor Lehman."
NYU Shanghai honored the Class of 2020 in a first-ever virtual commencement ceremony on May 29. Thousands of viewers signed on to celebrate this year’s 229 graduates from 24 countries and regions, while keynote speaker and Alibaba Group founder Jack Ma called upon graduates to find “a common path forward, a common path for cooperation” between China and the United States.

Whether in pre-recorded or live speeches, the commencement speakers—from Ma to NYU President Andrew Hamilton, to student representatives Isabel Adler ’20 and Casey Pan Yunzhu ’20— all noted that NYU Shanghai graduates have unique tools to meet the challenges of these uncertain times.

Chancellor Yu praised graduates for the courage with which they faced the unexpected crisis of completing their education during a pandemic, demonstrating “the value and significance of constructing a university dedicated to multicultural integration, and to cultivating international, innovative talents with global vision and a sense of social responsibility.”

Student speaker Pan, who spoke via video from her home in Shandong province, reminded classmates of all the residence hall conversations they had had “bringing two or more different worlds together” and how those conversations might become the foundation for a better world.

From her home in the United States, student speaker Adler said that the Class of 2020’s determination only proved what she has known since the moment she stepped on campus: that she was surrounded by a group of driven, talented classmates.

“We are … the class that persevered through the most unknown of times and entered into a world that was a state of complete and utter chaos,” Adler said. “But like we’ve overcome the challenges of the last four years, we will overcome this too. NYU Shanghai’s Class of 2020 is ready for the world, and the world is ready for us. Now more than ever, the world needs people like us to be the light in the darkness,” Adler said.

As the ceremony neared its conclusion, Chancellor Yu and NYU President Hamilton, who joined via video, formally conferred NYU Shanghai and NYU degrees on the graduates. Shanghai’s iconic landmark, the Oriental Pearl Tower, was once again illuminated in violet in honor of the NYU Shanghai Class of 2020.

“Looking ahead, for China, for the United States, and for the world, finding a common path forward—a common path for cooperation—is a mission that only young people can complete. This is your responsibility.”

Jack Ma at NYU Shanghai Class of 2020 Commencement
“Time is Life”

Wang Ying ’17 Supplies the Frontlines of the Pandemic

by Rhine Lu

Back when she became part of NYU Shanghai’s first graduating class in May 2017, Business and Finance major Wang Ying ’17 never imagined that she would one day be working around the clock to find lifesaving supplies for the front lines of a pandemic.

But in early March, as New York City became an epicenter of COVID-19 infections, the State of New York asked Wang’s employer, Tractus Asia, to help source personal protective equipment (PPE) and other life-saving medical supplies. Wang, a native of Anhui Province, became the liaison between New York and hundreds of potential Chinese suppliers.

For Wang, March to May felt like a non-stop race. “Time is life,” she says. “I wanted to help more people as much as I can.” Wang found herself working 20 hours a day—from 7 a.m. until 3 a.m.—assessing Chinese PPE vendors by day and taking conference calls with New York at night.

“Everything was happening so quickly. No one knew where to get all these medical supplies and PPE in such a short time,” Wang recalls. “But no one folded their arms and stood aside. We all knew our deadline was ‘as soon as possible.’”

With the clock ticking, Wang had to navigate many challenges she had never dealt with before. Wang says she was grateful for the “problem-solving mindset” she developed at NYU Shanghai.

In the end, after many sleepless nights, she was able to help New York buy 106 desperately needed ventilators.

“A lot of people are going to be inspired by us makes us really strive for perfection and keep our intentions pure,” he said. “The more people you help, the bigger the gallery gets. Use your blessing, and it makes the blessing bigger.”
ne fall afternoon, 13 students in Assistant Professor of Interactive Media Arts Yuan Yanyue’s Design Thinking class are hard at work writing on each other’s sticky notes, finding phrases to describe a random noun. Students are learning how to use chaotic data points to inspire solutions for projects designing improvements to NYU Shanghai’s “Go Local” program (see p. 3 for more on “Go Local”).

But the sticky notes aren’t exactly real. They’re virtual notes on Jamboard, a “collaborative whiteboard” app that lets students share images and text simultaneously with classmates. And the students aren’t all in the classroom—seven are in Shanghai, while the others have signed on from homes across Asia and North America. Lillie Yao ’23, who attended Yuan’s class from Gainesville, Virginia, says Jamboard and tools like it not only ensure the quality of her distance learning experience, but also add a new dimension to class discussions and activities. “It’s a really efficient and fun way for us to communicate,” Yao says.

Yuan agrees, and she is already integrating Jamboard and other online tools into her live classes. Like Yuan, faculty across the university are finding that the tools and strategies they adopted for online classes are improving learning outcomes regardless of whether classes are live, online, or somewhere in between.

“We developed and practiced many new methods and skills due to the pandemic, and I don’t think we’re going to throw them away,” says Assistant Arts Professor of Interactive Media Arts Jung Hyun Moon, who together with IMA colleagues uses similar collaborative editing platforms like Glitch, Google Docs, and Miro to workshop student coding and multimedia projects. “I believe we are going to make them more blended and hybrid, and apply them to face-to-face teaching and learning activities as well.”

In February 2020, when NYU Shanghai became one of the world’s first universities to move all instruction online due to COVID-19, everyone had their own doubts and fears. Over 140 faculty members were faced with an especially daunting task: How to migrate nearly 300 courses online in less than two weeks.

The Post-COVID Classroom

How can going virtual transform live teaching?

by Sarah Bellemare

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Assistant Professor of Interactive Media Arts Yuan Yan Yue uses Jamboard to help students visualize how much trash they produce as part of the first step in an anti-pollution design activity.

NYU Shanghai’s Center for Teaching and Learning, Information Technology office and Library Services provided a gamut of tech tools and round-the-clock emergency support, creating a “Digital Learning Toolkit” to help faculty across dozens of disciplines create the best possible distance learning experiences.

But the mission to deliver engaging courses led faculty well beyond digitally mirroring in-person classrooms. As they return to in-person teaching, NYU Shanghai instructors are using tools like asynchronous lectures (content not delivered live to the whole class at the same time), simultaneous editing platforms, and direct messaging tools and round-the-clock emergency support, creating a “Digital Learning Toolkit” to help faculty across dozens of disciplines create the best possible distance learning experiences.

When the all-online phase began, Yuan said she thought the biggest obstacle for her course was finding time to cover enough content. But as her experience grew, and as she began to see the results of tools like Jamboard, she realized that all along—both online and in-person classes—the real obstacle had been building a community among her students.

“Students really learn from each other rather than from me,” says Yuan. “Having synchronous teaching isn’t enough to create an environment for building better relationships with students. We have to turn classes into more of a workshop.”

Even though English for Academic Purposes Lecturer Marcel Daniels now teaches all in-person classes, he is still using Flipgrid, a tool that lets students record brief speaking assignments online. The Flipgrid recordings let Daniels give feedback to each individual student, and they allow students to listen to everyone’s classmates’ response, something they couldn’t do when they were breaking out into small groups to practice. Daniels says adding the opportunity to record and replay outside of class teaches students to learn from each other’s approaches.

“It’s important for students to be able to hear the other discussions that are happening, finding the other language skills that were used there, and comparing and contrasting their abilities, skills, and techniques to one another,” Daniels says.

Adding tools like Flipgrid and Jamboard to in-person classes not only provides students with more opportunities to share ideas, but also encourages students to interact with class material in times and places outside the classroom. That’s what makes informal learning so effective: It gives learners space to relate course themes to their daily lives, leaving a deeper and longer-lasting impression than a textbook reading.

“The gaps between the times that we see each other are one of the most important aspects we can redesign when we’re teaching online,” said Hargis. “What are we doing at the end of a shared class session that creates a springboard, so that the next time we see our students, we’re able to take productive conversations further?”

Chinese Language Lecturer Lu Hui-Ching says she took a cue from her students’ constant use of direct messaging app WeChat to reinforce language skills that would normally be bolstered by conversations with friends, roommates, and community members. Lu created a group chat where she shared course tips, but where she also used Chinese to ask students about their weekend plans or family and friends’ well-being, and where she shared some of her own experiences under anti-COVID restrictions.

Director of the NYU Shanghai Program on Creativity and Innovation Adam Brandenburger says he was surprised by how fruitful course discussion was when he and “Creativity Considered” co-instructor Vice Chancellor Jeff Daniels give feedback to each individual student, and they allow students to listen to each other’s responses. As they read course materials, students used Slack to ask questions and get answers—answers from classmates as well as from Brandenburger and Lehman. Students began bringing in examples of course themes that they encountered in their own lives, posting articles and starting new discussions linking the course to their own interests and current events.

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“We’ve all felt disconnection and loss of community during this time, so that raises the question of what universities can do post-COVID to be even better at in-person education,” he says.

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Chinese Language Lecturer Lu Hui-Ching says she took a cue from her students’ constant use of direct messaging app WeChat to reinforce language skills that would normally be bolstered by conversations with friends, roommates, and community members. Lu created a group chat where she shared course tips, but where she also used Chinese to ask students about their weekend plans or family and friends’ well-being, and where she shared some of her own experiences under anti-COVID restrictions.

Director of the NYU Shanghai Program on Creativity and Innovation Adam Brandenburger says he was surprised by how fruitful course discussion was when he and “Creativity Considered” co-instructor Vice Chancellor Jeff Lehman encouraged students to use group direct messaging platform Slack between classes. As they read course materials, students used Slack to ask questions and get answers—answers from classmates as well as from Brandenburger and Lehman. Students began bringing in examples of course themes that they encountered in their own lives, posting articles and starting new discussions linking the course to their own interests and current events.
Culinary history was not on NYU Shanghain Provost Joanna Waley-Cohen's mind when she began working on her PhD in history in the 1980s. But one afternoon in her office at Yale University, as she struggled to understand an 18th-century military campaign report written in classical Chinese, a whole new field of study revealed itself.

“I thought, ‘Ugh, this is so difficult, what does it mean?’ Then I realized what it said: ‘What should we serve to the troops? We should serve rice noodles because you can soak them in water...and you don’t have to light a fire, so the enemy on the opposite hillside can’t see where you are.’”

“I was actually eating rice noodles at the time! I had soaked them in the morning and mixed them with vegetables. So it dawned on me, ‘This is a topic I should study,’” says Waley-Cohen.

On Mondays and Wednesdays at 8:15 a.m. last fall, you could find Waley-Cohen teaching “Food in Chinese History” where she led students on an exploration of Chinese culinary history’s far-reaching influence on culture, society, and politics. Along the way, students consider such issues as the Chinese taboo against beef, the introduction of foods from the New World, and street food.

“[Some academics] don’t think food is a serious topic, whereas in fact it applies to everything,” says Waley-Cohen. To illustrate her point, she points to the arrival of New World foods in China at the start of the 16th century—peanuts, corn, and most importantly, sweet potatoes. “Really soon after 1492 when Columbus arrived in the Americas, these foods got across the world, including sweet potatoes, which will grow where nothing else will grow,” says Waley-Cohen. “Some smart official realized he could address the risk of famine by growing this strange new crop, which meant that [the sweet potato] was the foundation of the population expansion. By 1800, the population of China more than doubled. So it’s about agriculture and trade and demography, as well as architecture and medicine, about social life and the rise of a consumer society. Food is about everything.”

Victoria Fu ’21, a business and finance major minoring in mathematics and history, says that courses like Food in Chinese History have shown her a different approach to studying the past. “It’s more about cultural history than my previous courses, which focused on political and economic history,” says Fu, who now intends to pursue East Asian Studies in graduate school. “From food, I can understand the daily life of the Chinese population and how it changed over time in an individual way that is very human.”

Students in Waley-Cohen’s course work closely with historical documents like “Cloud Forest Hall Collection of Rules for Drinking and Eating” (云林堂饮食制度集) by Ni Zan, a Yuan Dynasty painter, and Yuan Mei’s “Recipes from the Garden of Contentment” (随园食单), a well-known 18th-century collection of recipes and culinary advice.

The subject is rich in primary historical texts, Waley-Cohen says, since many Chinese scholars considered writing cookbooks and essays about food to be roughly comparable to painting and composing poetry.

“In China, a cultivated person would be expected to know about food, tea, and spring waters,” says Waley-Cohen. “You know about poetry, about painting, about literature, and you know about food and what’s healthy and what isn’t.”

For the course’s final project, Waley-Cohen asks students to do their own in-depth study of a regional Chinese cuisine of their choosing. Christina Bowllan ’22 chose the cuisine of Inner Mongolia for her project.

“I looked at Inner Mongolia because I was up there for a week over the National Day holiday. I learned that Mongolian and Chinese cuisine come together within Inner Mongolia, and it’s sort of this hybrid province,” says Bowllan. “The food there is very similar to a lot of Muslim-majority areas like Xinjiang and Pakistan. But they also have milk tea and shumai and lamb, so it felt like this cool middle ground.”

Bowllan says that the course’s innovative approach to studying history helped her rethink trends she has observed in Shanghai, such as the disappearance of street food.

“I saw some remaining street food vendors by our dorms, and I thought... ‘Wow, this might just be one of the last times I can be a part of that community,’” says Bowllan. “In the push to develop and modernize Shanghai, [we’re losing] something that brings people together. This is a real-life example of what we’ve been studying: how it’s not just about the food, but about the community and social aspects as well.”

THE SHOW MUST GO ON: THESPIANS TAKE TO ZOOM STAGE

CREATIVELY CONNECTED:

STUDENTS VIRTUALLY SHOWCASE ARTS

Despite being oceans apart, students in visual arts, music, dance, and Interactive Media Arts & Business came together in online shows and performances to present their course projects.

1. “BUTTERFLY DREAMS,” digital animation, Daisy Chen ’21
2. “CORONAHACK,” wearable thermal imaging system, Fei Zeping ’20
3. “LOCATING THE SELF — WOODEN SEA,” woodblock print on paper, Ma Haitian ’20
4. “ART ON A CHAIR,” digital art program, Joseph Yang ’22

NYU Shanghai Thespians Society made history with the successful staging of their first-ever virtual performance and their first full-length original play, reaching nearly 200 live viewers across two shows staged on Zoom on May 8-9.

“The Zoom Play That Goes Wrong” revealed the hilarity in frustrations that are all too familiar to audiences who spent the semester trying to connect meaningfully with classmates and loved ones despite technical difficulties and awkward online moments. Highly choreographed video freezes, semi-serious injuries, poorly timed parental intrusions, and bathroom emergencies transformed the play from standard murder mystery to romping comic take on Zoom life in the time of coronavirus.

Thespians Society President Ryan Hoover ’22 of Easton, Maryland, who wrote the original 20,000-word script in just two weeks, says he was inspired by the chaos comedy “The Play That Goes Wrong” by Henry Lewis, Henry Shields, and Jonathan Sayer.

“The show ended up being a creative collaboration among the cast and crew—I think more than a physical show usually is,” said cast member Karla Liwanes ’23. “That makes it pretty special, because we all had a hand in making the show what it was: a wild and hilarious mess.”

ARTFUL TRANSFORMATION

From September 24 to December 19, NYU Shanghai’s Institute of Contemporary Arts hosted STRESSED HERMS, SWEAT, AND PERIOD GAS, featuring a collaboration by Candice Lin and Patrick Staff, whose installation Hormonal Fog hacked machines and plants to generate a mist of hormone-altering herbs. Videos, paintings, and sculptures by each artist reflected on our shared vulnerability by queering concepts of the self, contagion, and well-being.

STRESSED HERMS, SWEAT, AND PERIOD GAS

featuring a collaboration by Candice Lin and Patrick Staff,
whose installation Hormonal Fog hacked machines and plants to generate a mist of hormone-altering herbs. Videos, paintings, and sculptures by each artist reflected on our shared vulnerability by queering concepts of the self, contagion, and well-being.
**Understanding COVID Risk:**

*Pandemic control hinges on careful communication*

by Yan Dengfeng, Associate Professor of Marketing

Containing a pandemic depends on many factors: the nature of the contagion, the availability of medical resources, and how quickly a vaccine can be developed. But the public’s awareness of the health risk and their willingness to take preventive measures are always crucial, and these are shaped by the effectiveness and persuasiveness of public communication about health risks.

There is no dispute that the best way to limit COVID-19’s spread is for individuals to stay at home as much as possible, wear a mask in public, wash hands, and practice social distancing. Compliance with these precautionary behaviors has, however, been dramatically uneven. At least some of this unevenness can be attributed to the relative strength of weakness of health communications, which shape the public’s perception of risk and their subsequent willingness to take preventive measures.

Linking the virus to a single location, for example, can mislead many people outside those areas to underestimate their infection risk. A study by Arul and Himanshu Mishra found that when selecting a hypothetical home site, study participants who were more likely to select a site in a state where no earthquake was reported, even though home sites in both states were equidistant from an earthquake’s epicenter. Participants similarly perceived out-of-state locations to be safer. This implies that when assessing risk, people often disregard relevant factors like actual distance; instead, basing decisions on unrelated factors like political boundaries. Similarly, when Italy became an early epicenter of the coronavirus’s spread, people in many European countries mistakenly believed they were safe. As a result, many governmental agencies and hospitals were underprepared. Health communicators must therefore do more to inform people that physical distance is a better risk indicator than political boundaries.

Media and policymakers must also consider public data literacy when communicating risk information. Take for example the United States’ report of more than 77,000 new positive coronavirus cases on one day, July 16, 2020. Few people can make sense of this number without good context. The July 16 report exceeded the previous single-day reported case record by nearly 10,000, representing a significant upick in the speed of the virus’s spread. But in many cases, reports failed to make this connection, instead highlighting the 3.5 million total confirmed cases in the United States at the time and overshadowing the infection rate spike. Consider efforts to communicate the risk of smoking, which often cite the number of people who die from smoking every day or every year. Even though the “every day” and “every year” versions communicate the exact same information, researchers Sucharita Chandran and Geeta Menon found that study participants who viewed health data presented in an “every day” frame perceived greater risk and showed greater concern about behaviors that increased their risk. Thus, to help the public perceive health risk more accurately, health communicators must put key numbers into perspective.

These examples illustrate that pandemic containment efforts will only be effective if health information communicators frame information in ways that consider the public’s data literacy and risk assessment habits.
Farheen Foad ‘22 and Mao Jiayi ‘22 (Jasmine) have stayed close since they were paired as roommates in their first year. The friends have spent many late nights talking about their Global Perspectives on Society (GPS) course, and they have traveled to each other's hometowns in Zhejiang and Pakistan. Whether they're teaching each other how to keep their room organized or helping each other find the best cafes in town, the pair say their relationship has kept them grounded.

Interview: Charlotte San Juan, Leigh Johnston

Farheen Foad and Mao Jiayi, at Shah Allah Dita Caves, Islamabad, Pakistan
后疫情时代的课堂
虚拟课堂于线下教学有何启示？

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关于我们

上海纽约大学成立于2012年，是经教育部批准，在上海市及浦东新区政府大力支持下，由华东师范大学和纽约大学合作创办的中国第一所中美合办研究型大学，也是纽约大学全球体系中具有学位授予资格的三个校园之一。学校现有来自中国、美国及其他70多个国家的近2000名本科生和研究生，汇集了来自全球顶尖学府的学术精英和创新人才。

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Ⓒ 上海纽约大学2021
2月7日
上纽大“为武汉祈福”，三天筹款五万美金
疫情期间，上纽大发起“孔明灯飞满天为武汉祈福”筹款活动。短短三天，700多位上纽大家庭成员捐款约21万人民币（3万美元），用以驰援首受疫情影响的地区。此次活动募集到的个人善款数额从10元至1万元不等。另有一位上纽大的挚友单独为疫区匿名捐出约14万元人民币（2万美元）。善款通过Give2Asia、壹基金、上海慈善基金会、GlobalGiving等各大组织投入抗疫。

2月17日
春季学期远程“开学”
2020年春季学期，因新冠肺炎疫情防控需要，上海纽约大学发挥教育创新优势，通过先进的数字技术手段远程开展293门课程的教学工作。来自各大洲的820名本科生和130名研究生在线参加了课程学习，另有620名上纽大本科生在纽约大学全球教育体系的各大校园参加海外学习。

2月28日
以“线上+线下”混合模式复学
4月28日至5月15日，近350名学生及100多名教师继续返回校园，学校采取了出入管控、体温检测、保持社交距离等一系列防疫防控措施，保障全体师生员工的健康安全。

9月24日
Reality Show移师线上，精彩依旧
新冠疫情肆虐，分散在世界各地的十名上纽大Reality Show剧组成员另辟蹊径，在家中通过Zoom为大家带来了一场妙趣横生的音乐剧演出。全剧总长34分钟，向大一新生展现了世纪大道校园生活的喜怒哀乐。

5月29日
229名上纽大本科毕业生参加了2020届线上毕业典礼。阿里巴巴集团创始人马云在典礼上致辞。（详见第10页）

5月31日
上纽大首届研究生毕业典礼在线举行，为62名硕士毕业生授予学位证书。

2020届毕业生斩获全球知名奖学金
2020届毕业生在大学生涯临近尾声之际经历了诸多动荡。面对不确定因素，他们克难攻坚，为四年大学生涯画上了圆满的句号，开启了求知和职场之旅。

9月24日
Reality Show移师线上，精彩依旧
新冠疫情肆虐，分散在世界各地的十名上纽大Reality Show剧组成员另辟蹊径，在家中通过Zoom为大家带来了一场妙趣横生的音乐剧演出。全剧总长34分钟，向大一新生展现了世纪大道校园生活的喜怒哀乐。

现实中，不少 societies、Amber Dunlop等人的音乐剧成员穿梭在世界各地，通过Zoom为在家的小伙伴带来一场妙趣横生的音乐剧演出。全剧总长34分钟，向大一新生展示了世纪大道校园生活的喜怒哀乐。

纵然疫情给音乐剧的编排带来了重重挑战，但剧组成员充分利用各种资源，通过Zoom为大家带来了一场妙趣横生的音乐剧演出。全剧总长34分钟，向大一新生展示了世纪大道校园生活的喜怒哀乐。

9月14日
秋季学期，线上线下启程出发
上海迎来了来自38个国家的约500名新生，其中中国学生来自全国29个不同省份，这是学校自建校以来人数最多的一届。共有约250名学生到校注册，大部分为中国学生；而无法及时到校的国际学生在线参加了迎新周活动。

另有来自纽约大学和纽大阿布扎比校园的约2200名中国籍本科生和680名中国籍研究生，通过“就近入学”（Go Local）项目和上纽大同一年级学生一起在上海开启新学期的生活。此外，25名学生以全职教师的身份加入上纽大，其中包括18名教师主要参与“就近入学”项目的教学工作，学校师资力量进一步壮大。截至12月，已有约140名国际生返回了上海校园。

6月1日
上纽大创校校长俞立中卸任
华东师范大学哲学系教授童世骏履新。（详见第6至9页）
社会学

社区纽带缓解武汉封城压力

社会经济研究中心（CASEER）主任吴晓刚深入研究疫情隔离下社区纽带对个人幸福感的影响。2020年2月至3月武汉封城期间，吴教授率领包括上纽大社会学助理教授缪佳在内的研究团队，利用微信对4200余名武汉居民展开调查。分析结果显示，居委会和居民志愿者群体显著缓解了封城期间疫情对居民心理健康的负面影响。这些群体可以增强社会凝聚力——即在危机之下，个体对从社区成员处获得帮助的信任度增加。吴教授还与美国国家科学院院士、纽约大学社会学教授Michael Hout合作，在美国开展了一项类似研究。

物理学

单原子层的磁性氧化物可显现新特性

在2020年4月发表于《科学进展》（Science Advances）的研究中，上纽大物理学助理教授陈航晖与中美研究人员发现，当一种磁性氧化物材料变薄到只有单原子层的厚度时，磁性氧化物可以呈现出新的物理特性。这些特性为开发多状态存储设备提供了更多的可能性。与现有技术相比，多状态存储设备可以更密集高效地存储数据。

数学

石林是如何形成的?

上纽大数学助理教授黄金紫与纽约大学柯朗数学科学研究所新发表了一项研究，提出了解释石林等自然景观成因的新思路。石林是一种岩溶地貌景观，在中国、马达加斯加等地十分常见。科学家们通过数学模型和计算机仿真，模拟了石林尖峰的形成过程。他们考虑了岩石溶解如何产生流动，以及这些流动如何影响岩石结构。这项研究发表在《美国国家科学院院刊》（PNAS）上，该发现也展现了科研和医用微针、探针等尖头结构制造行业的发展前景。

诗歌结构是影响言语感知的关键

研究者们对于句法和词汇如何影响人类的语言认知已有不少了解，但对结构的影响却知之甚少。上纽大神经与认知科学助理教授田兴在一项合作研究中，利用中国古诗独特的结构探究文本结构对人类言语感知的影响。研究人员开发了人工智能程序，自动生成并播放古诗绝句，同时监测受试者的大脑活动。结果发现，受试者的脑波会自动“解析”所听到的内容，并将其切分为四句的结构。田兴教授相信，这一研究发现将为神经科学、教育、艺术和文化等领域的跨学科研究搭建新的桥梁。
2020年6月1日，上海纽约大学创校校长俞立中在任职八年后光荣退休。

“这是一个需要兼容并包的时代。不同的人和群体需要团结一心、求同存异，着眼于共有的价值观和目标，以建设更稳固和谐的未来。”俞校长如是说。谨以此图集回顾俞校长和上纽大一同走过的点滴过往。经俞校长之手创办的上纽大，期盼他“常回家看看”！
欢迎童世骏校长：
对话中的人生

撰文：Sarah Bellemare

几年前，昔日的小学同窗邀请童世骏在54周年同学聚会上发言。收到邀请后，他清楚地知道自己要讲《金银盾》的故事——这是当年小学二年级教科书上的一则寓言。

故事中，两位将军就一块盾牌的金属材质问题争论不休。经过工匠讲解后二人意识到，他们都没弄清楚。两位将军只看到了盾牌的一面，所以都未弄清盾牌真正的材质。

“这个故事之所以给我留下了深刻印象，原因在于我们这代人有两重性，”童世骏解释道，“对比文化大革命前和改革开放前后，我们真正见证了整个社会现代化过程中的许多变化。”

渴望探究事物的两重性一直是童世骏孜孜前行的力量源泉。这份动力驱使他在美国攻读博士学位，引导他通过当代哲学家尤尔根·哈贝马斯的作品研究现代化的未来和缺陷，激励他以富布赖特访问学者身份在美国哥伦比亚大学工作，也促使他在华东师范大学担任校领导职务。

如今，在这份求索动力的引领下，童世骏来到了一所独一无二的“具有两重性”的院校——上海纽约大学。他于6月1日起从创校校长俞立中手中接过“帅印”，就任上海纽约大学校长及理事会理事长。

在童世骏看来，他对当代生活两重性的兴趣源于其独特的成长经历：他在童年亲历了两个截然不同的“中国”——儿时与外公外婆在浙江萧山偏远的农村度过了六年时光；后来到上海，在计划经济时代与当代社会主义社会度过了小学和中学时代。

“……仅仅想象他人的观点还不够。要想培养具备真正世界主义精神的人才，就必须为年轻人创造参与对话的环境和条件。”童世骏表示，这段行政管理经历将他的哲学实践推向了高潮。哲学家通常要独立思考——想象他人对我们正在分析的事物会有何想法，但仅仅想象他人的观点还不够，必须为年轻人创造参与对话的环境和条件。
马云在上纽大2020届本科生毕业典礼上致辞

未来,为中国和美国、为世界找到共同的方向,共同的合作的方向——这个使命只有年轻人去完成。这是大家的担当。
校友故事

我与疫情赛跑
2017届校友王莹驰援疫区前线

撰文：吕娜婉倩

“能在疫情的压力下工作是挑战也是历练……（这段经历）让我看到我工作的价值。”

来自安徽芜湖的王莹是上海纽约大学首届学生，毕业于金融学（商学与金融）专业。2017年5月毕业时，她从未想到自己会有一日会手拿席卷全球的疫情，亲身参与防疫战斗。

2020年3月初，美国纽约成了全球新冠肺炎疫情的“震中”。王莹所在的公司Tractus Asia受纽约州政府之托协助其采购关键医疗设备。于是，王莹担当起联络纽约州政府和数百家潜在中国供应商的要职。

对王莹来说，2020年的3月到5月就像是一场毫无喘息机会的赛跑。“时间就是生命，”她说，“我想尽我所能帮助更多的人。”最繁忙的那段时间，王莹甚至每天工作20个小时，从早上7点忙到次日凌晨3点，白天评估国内供应商，晚上参加和纽约客户的电话会议。

“疫情扩散之迅速始料未及，没有人知道如何在这么短的时间内获得足量的救命设备，”王莹回忆道，“但也没有人愿意袖手旁观，大家都知道我们在与疫情赛跑。”

其间，王莹遇到了许多前所未有的挑战，但她表示，很感激上纽大的四年历练培养了她以解决问题为导向的思维模式，使她得以从容应对。

最终，经过数个不眠夜，王莹帮助纽约州政府采购到了106台呼吸机。

随着纽约的疫情态势日渐趋稳，王莹也逐渐回归正常的工作节奏，继续帮助纽约创业公司和中小企业进入中国市场。

“能在疫情的压力下工作是挑战也是历练。这段经历不仅大大提高了我的专业能力，也让我看到我工作的价值。”王莹说。

设立行业标准
2017届校友Mark West为艺术创造平等机会

撰文：Kate Magill

“未来我们总会留下，无论多久，一想到这一点，我们就越发渴望追求卓越，同时坚守初心，”他说，“画廊惠及的群体越广，才能做得越大。我们要用所得的祝福去祝福更多的人。”

大学刚毕业的头几年，2017届世界史（综合人文）专业学生Mark West换了好几份工作。他带着一份漂亮的简历从上纽大毕业，但回到纽约后，却觉得有些无所适从，先后做过几份工作都不甚理想。几次尝试无果后，他逐渐意识到需要开辟一条属于自己的职业道路。

“这段经历让我看到世界上存在各种不同的可能性，也让我意识到自己是生活的缔造者——你完全可以开辟一条自己的道路。”West说。

在不同工作辗转间，West开始从事艺术创作。他起初是为了装饰自己公寓内空无一物的白墙，随后不久开始在曼哈顿第14街的露天艺术市场出售自己的原创作品。West的首幅大作以2500美元售出。短短六个月内，他的画作销售额便十分可观。这给了他放手一搏的底气。他辞去工作，成为一名全职艺术家，并于2019年4月，在纽约长岛市开设了自己的第一家画廊。

作为纽约屈指可数的黑人画廊老板之一，West希望通过自己的领导力引领他找到了人生方向。
季学期的一天下午，互动媒体艺术（IMA）助理教授袁雁悦的“设计思维”课上，13名学生正在彼此的“便利贴”上写字，尝试用合适的短语描述某个名词。学生们在学习利用随机信息构建创意灵感，以改进完善上海纽约大学的“就近入学”项目（“就近入学”项目详见第3页）。

其实这些并不是真正的便利贴，而是Jamboard上的虚拟便条。Jamboard是一个“协作式白板”应用程序，供学生之间实时共享图片和文本。而上课的学生并非都在教室，他们分散在世界各地——七人在上海，其余学生则是在亚洲和北美的家中远程上课。

2023届学生Lillie Yao在美国弗吉尼亚州的盖恩斯维尔远程参加了“设计思维”课程。她表示，Jamboard及其他与之类似的工具不仅保证了远程学习的质量，也为课堂讨论和活动增添了新的维度。“这种交流方式真的既高效又有趣。”Yao说道。

袁雁悦对此观点也颇为赞同，她正在将Jamboard等在线工具融入自己的实时课堂教学。包括袁雁悦教授在内的许多上纽大教师都认为，不论是线上、线上还是混合模式课堂，线上教学工具和策略都有助于改善学生的学习效果。

“我们应对疫情，我们开发、实践了许多新的教学方法与技巧，日后也会在课程中继续沿用。”互动媒体艺术助理教授Jung Hyun Moon说。他和IMA的同事们利用Glitch、Google Docs、Miro等类似的线上协作编辑平台，组织编程工作坊，开展多媒体项目。“我相信在我们的共同努力下，这些工具未来会更加浑然一体。相辅相成，也会陆续被运用到线下课堂活动中。”
As作为课堂环保设计讨论的第一步，互动媒体艺术助理教授袁雁悦鼓励学生用Jamboard展示他们在日常生活中产生的垃圾。中文语言讲师柴晶用GoFormative为线上学生设计小测验和互动任务。许多学生都表示，希望类似这样的工具在线下课堂也能继续使用。

为此，上纽大教师教学发展中心、信息技术部门及图书馆服务部门特提供了一系列技术工具及全天候的技术支持服务，并创建了“数字化教学工具包”，协助各学科的教授一同为学生打造最优质的远程学习体验。

不过，老师们并不是简单地将线下课堂照搬到线上，而是以打造互动有趣的在线学习体验为教学使命。随着线下教学工作逐渐恢复，上纽大教师运用异步教学方式(学生可根据自己的时间学习课程内容)、协作编辑平台和即时通讯工具，为学生打造更具协作性的课堂;最重要的是，重构“课堂”的时间与空间。

Jace Hargis在疫情暴发之初担任上纽大教师教学发展中心主任。早在20世纪90年代，Hargis教授就开始研究当时还是新生事物的互联网在还原水族馆、动物馆、博物馆和科技馆学习体验方面的潜力。线上教学工作逐渐恢复，上纽大教师运用异步教学方式(学生可根据自己的时间学习课程内容)、协作编辑平台和即时通讯工具，为学生打造更具协作性的课堂;最重要的是，重构“课堂”的时间与空间。

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学生艺术作品线上展览

虽然阻隔疫情，上纽大利用数字、音乐、舞蹈、互动媒体艺术、互动媒体与商学课程的学生通过线上艺术展和线上表演共聚一堂，展示课程成果。

创意联结

1. 《蝶梦》
   数字动画，2021届Daisy Chen

2. “新冠黑客”
   可穿戴热成像装置，2020届费泽平

3. 《自我定位——木海》
   雕版印刷书册，2020届马海天

4. “椅子上的艺术”
   数字艺术程序，2022届Joseph Yang

表演仍要继续：上纽大戏剧社首部线上话剧成功上演

5月8日和9日，上海纽约大学戏剧社历史上首部线上话剧暨该社首部原创多幕剧成功上演，两场Zoom演出共吸引了近200名观众线上观看。

以舞释哀思

在艺术副教授Aly Rose的指导下，六名学生排演并录制了舞蹈作品《天堂之躯》，以纪念所有新冠逝者。

精巧转化

上海纽约大学当代艺术中心于9月24日至12月19日举办了“两性花、汗和经血云”展览，展出了洛杉矶艺术家林从欣和Patrick Staff的作品。两位艺术家用改造的机器和植物，将可影响人类荷尔蒙的草药制成粉剂，展览以视频、绘画、雕塑等为媒介，反映了我们共有的脆弱性。
新冠疫情风险认知：
信息传播决定疫情防控

撰文：严登峰（上海纽约大学市场营销学副教授）

疫情的防控效率受诸多因素影响，譬如传染病的性质、医疗资源是否充足，以及疫苗研发的速度。除此之外，公众的健康风险意识和采取预防措施的意愿在很大程度上还取决于健康风险知识宣传的有效性及说服力。

毫无疑问，对个人来说，最有效的防控新冠病毒传播的途径是少出门、戴口罩、勤洗手和保持社交距离。然而，人们遵守防控措施的情况却各不相同。这种差异或多或少是由相关卫生知识的传播效果不同造成的，因为传播内容决定了公众对风险的认知以及采取相应防控措施的意愿。

例如，强调疫情的地域性可能会对疫情防控造成负面影响。当新冠疫情在武汉或纽约出现的时候，这两地之外的居民往往会低估自己被感染的风险。Arul Mishra和Himanshu Mishra两位学者让一群受访者从离地震震中距离相同的两地中选择一处作为居住地，其中一处和震中位于同一州，而另一处在外州，受访者通常会选择前者。这一结果表明，信息传播时，人们常常会忽略诸如实际距离这样的相关因素，而是根据行政区划等非相关因素来决策。事实上，州的边界并不能阻隔风险，同样，当意大利成为新冠疫情重灾区时，欧洲其他国家的公民可能认为自己是安全的，导致许多当地政府机构和医院没有对疫情风险做充足的准备。由此可见，信息传播者必须更清楚明白地告知公众：与行政区划相比，实际距离是更有效的风险判断指标。

媒体和政策制定者在传播风险信息时，还必须考虑公众对信息的解读能力。例如，据报道，美国在2020年7月16日这一天之内新增了7万7千例新冠确诊病例，但在不了解背景知识的情况下，几乎没有人能解读这个数字背后的含义。与之前的每日新增确诊病例数相比，7月16日6159例新增病例数比此前1天的约19000例新增病例数要高，表明病毒的传播速度急剧加快。然而，许多报道并未指出这一点，只是强调美国的新增病例数已达到350万，导致公众忽略了传染病急速上升这一关键信息。再如科普吸烟的危害为例，卫生部门在宣传时通常会引用每日或每年吸烟致死的人数。学者Sucharita Chandran和Geeta Menon在一项研究中发现，尽管“每日”和“每年”对应的数据传递的信息相同，但收到“每日”数据的受试者认为吸烟带来的健康风险更大，也对可能增加患病风险的行为表现出了更大的担忧。因此，为了帮助受众更加准确地评估风险，健康信息的传播者还需要通过不同方式帮助受众理解关键的数字。

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Hometown: Karachi, Pakistan
Major: Business and Economics double major

Nightly chats: Jasmine and I had a habit of coming back to our room and talking about our days with one another. Even when we would see each other less, we were still connected because we’d see each other at the end of the day.

New traditions: We both realized we were getting too busy, so we made it a thing to explore new cafes together every Sunday. That way we could study and still spend time with each other.

What our cultures share: I visited Jasmine’s hometown, Zhuji, during spring break our first year. Her parents were always taking us out for food! It was amazing that we are from different cultures but we have some things that are very similar in terms of taking care of others.

The best thing about Jiayi: Jasmine is so true to herself. She is one of the most genuine people I’ve met at NYU Shanghai. She doesn’t care if she has a whole crowd following her, she always does what she thinks is right. Seeing somebody staying true to their morals and staying strong meant having an ideal person to look up to.

Farheen Foad ’22 and Mao Jiayi ’22 (Jasmine) have stayed close since they were paired as roommates in their first year. The friends have spent many late nights talking about their Global Perspectives on Society (GPS) course, and they have traveled to each other’s hometowns in Zhejiang and Pakistan. Whether they’re teaching each other how to keep their room organized or helping each other find the best cafes in town, the pair say their relationship has kept them grounded.

Interview: Charlotte San Juan, Leigh Johnston
Photo: Farheen Foad and Mao Jiayi
at Shah Allah Ditta Caves, Islamabad, Pakistan

Hometown: Zhuji, Zhejiang, China
Major: Social Science, minor in Business

Communicating honestly: Sometimes in Chinese culture, I feel we avoid confrontation and try to keep everything harmonious. Farheen told me early on that if we have any disagreements, we could just talk about it. I felt so lucky that we could be honest with each other.

New cultural practices: Farheen is a religious person, so it was mind-opening for me to see how she would pray really early in the morning. It came as a shock to me, but in a good way, how people can be so devoted and peaceful when they are praying. It was the first time in my life to be close to someone who holds religious beliefs.

What she’s taught me: I was shy when I first came to campus, and I tended to hide my opinions during class. Farheen gave me the courage to speak up and even argue with people I disagreed with, and I like that.

The best thing about Farheen: I’m a month older than her, but she’s always taking care of me like an older sister. I love how she listens to me. She won’t question my feelings, but instead will be supportive.

FARHEEN FOAD ’22 (2022届)

MAO JIAYI ’22 (贾家翌)

2022届学生毛家翌(Jasmine)和Farheen Foad自大一入学便被安排做室友以来，关系就一直很好。这对好友常常彻夜长谈，讨论“全球视野下的社会”必修课，也曾前往对方家乡浙江和巴基斯坦做客拜访。平日里彼此对对方所住房间，或结伴去咖啡馆探店一一二人也都表示，亲密的室友关系对她们弥足珍贵。