



Spring 2021 Volume 1 Issue #4

Ms. Bella Zhang
Faculty Interview

Mu-Yen (Snow) Lee
Alumni Interview

Derron Yu
Alumni Interview

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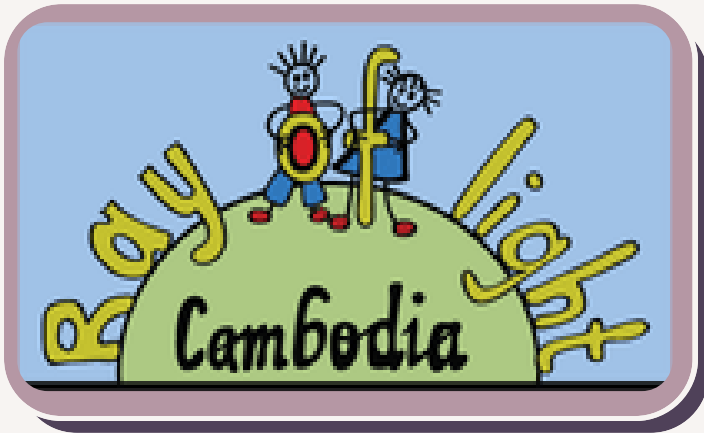
IB MYP/DP English A Teacher,
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Yewon Jang

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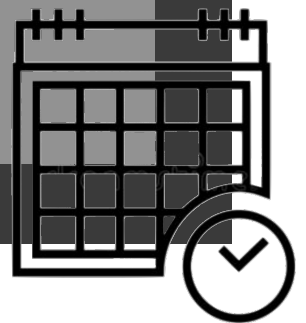
When Life Gives You Chicken Feet....



By Ms. Trina Ryan
Layout by Romana Xu



Here it is, the year we have all been waiting for! 2021. As the old year draws to an end, it is usual for most of us to look back and appraise the year that has passed. At the end of an untypical year, this holiday season gave food for thought on many fronts. 2020 was the year when we all embarked on an online learning adventure. Some of us were traveling when Covid hit, and found the path back to Nanjing difficult. Some of us stayed put, weathering the everchanging rules and norms and forms and masks at home. Some of us did both, and yet more of us did neither, having yet to set foot on campus. It has been a pick and mix year of unusual circumstances, topped with unpredictable sprinkles of randomness.



2020-2021

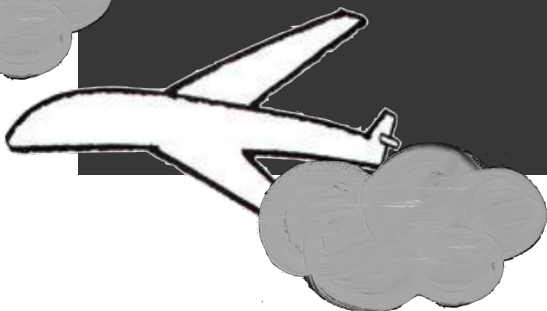
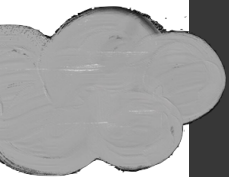


Here are some random happenings that stuck out whilst doing my mental repass of the year:

- *traveling on an empty plane, and not feeling like a celebrity for having done so
- *ear fatigue (mask, sunglasses, earrings, earbuds)
- *Christmas dinner by the pool, not a brussels sprout in sight
- *Microsoft Teams
- *wholeheartedly approving of homegrown ASA's during online learning (including Russian language learning, fire dancing, and cooking with kale)



Overall, the sensation is that 2020 did not do what it was supposed to do- neither by offering the same old set of seasonal experiences nor the atypical travel ones that we, as a community, tend to enjoy as a lifestyle. Instead, 2020 served a menu of diverse challenges, which tested us personally and collectively. And yet, here we are at the year's end with a toolkit of survival strategies that helped us to overcome all that came our way and thrive in the process.



As I write this, I am coming to the end of our atypical Christmas holiday- no Christmas lights, no pantomime with thousands of children yelling “Oh no it isn’t” in a Dublin accent thick enough to walk across, no gagging after mistakenly scoffing a coffee-flavored Cadbury’s Roses chocolate. Instead, a diverse and wonderful series of hotels in the southernmost province of China, Hainan, enchanted and challenged our preconceptions of what the winter solstice break should be like.



Some hotels served us club sandwiches in various guises day in, day out. Bacon and eggs for breakfast, the same again in a club sandwich for lunch, and something for dinner. Hotel food seems to morph into one big carb-fest after a time. To offset this effect, we tend to change hotels after a couple of days. This can add to the diversity of the gastronomic experience- the coffee may be freshly brewed espresso and the orange juice freshly squeezed, or you might end up faced with a big plate of chicken feet and freshly brewed soy milk on which to breakfast.



There was a time when the chicken feet made me gag worse than the Cadbury's Coffee Roses, but 2020 has taught me, and all of us, a lesson or two in turning problems into challenges, in facing diversity in the form of change or irregularity with a positive attitude. 2020 put us all through our paces, pivoting from on-campus to online learning in the twinkle of an eye, removing the "outside" dimension of all our lives for some amount of time, and you can mentally fill in here the unique challenges faced by you and yours. Doubtless, there were times when we all secretly considered throwing our hands in the air and calling for a re-do. Yet, here we are, all in one piece, hale and hearty and full of optimism for the year ahead. Our community has survived a stormy year.

And whilst the degree to which each of us has thrown up hands, is in one entire piece, is in a hale and hearty condition may vary, as we ourselves vary in innumerable ways, one thing is clear: come what may- pandemics, physical breakdowns, mental ones, chicken feet at the breakfast buffet- we shall overcome. 2020 has shown that, both within and without, there are reserves of resilience that will act as a raft when the sea is too rough to swim across. There comes great peace knowing that.

How Do We Treat Infectious Disease?

Prevention and Treatment

Antibiotics are an effective treatment method against bacterial diseases. They trigger the natural defense of the body, helping to kill or inhibit the bacteria from reproducing.

A **vaccine** is a preventive method. It is a weakened version of the disease-causing organism that is incapable of causing actual illness. When injected into the body, the vaccine make the body recognize, kill, and 'remember' it.

Antibiotics cannot function against viral diseases; therefore, **antivirals** are used. Similar to antibiotics, antivirals kill and restrain the reproduction of the virus. The difference is that unlike antibiotics, the range of antivirals is relatively small.

Food borne diseases are preventable. With **well-structured agricultural system and manufacture**, the number of microorganisms with the potential of causing disease can be reduced significantly.



ECONOMIC

U P D A T E

By Yewon Jang

Layout by Gayeon Sim

Covid-19 has had a significant effect on the world economy in 2020. Many businesses that rely on the sharing economy are going through a hard time, while online entrepreneurship is thriving.

The sharing economy, which was active before, has changed to an isolated economy as the coronavirus transmits through person-to-person contact. Since the government has implemented telecommuting and high-intensity social distancing to prevent the spread of the virus, the sharing society that needs physical contact will gradually shrink in size but, a sharing economy based on digital technology or platforms will expand.

Sharing Economy:

Uber Technologies is an example of a business that has relied on the sharing economy. However, after the coronavirus became an epidemic, the ride-hailing industry revenue fell by 75%, forcing them to undergo restructuring. They shifted their focus from ride-hailing service to food delivery. As a result, their delivery business profits grew by 113%. Still, their general business profits continued to fall by 20%.

Online Business:

2020 was a great year for social media like Netflix. Its fourth-quarter 2020 sales increased by 30% from its fourth-quarter 2019 sales, and 8.76 million paid subscribers joined: an increase of more than 20% compared to 2019. Moreover, 321 million people started their social media accounts just in January 2020 alone. Consequently, internet-based, non-contact businesses are making enormous amounts of money in current times: a new economic trend resulted from Covid-19. However, the fact that online businesses are benefiting greatly is not just positive. This is because small enterprises are collapsing because they cannot follow up on the new trend. Unlike Uber Technologies or other large companies that relied on the sharing economy, small enterprises are unable to change their main business focus because they don't have enough money for doing so. Therefore, in a broader view, the new economic trend that 2020 has introduced, is not highly positive.



Alumni Interview with Mu-Yen (Snow) Lee

(B.S. and M.Arch. in Architecture at the University of Illinois at Urbana-Champaign, 2017-2018 Architecture Exchange Program at Universitat Politècnica de Catalunya, 2019 Architecture Exchange Program at Technical University Munich), an Architectural Designer at Hofer Wysocki)

Interview by Steven Yeh

Layout by Seohyeon Kim



When first coming to NIS after moving away from the local middle school in Taiwan, what were your challenges? How did you adapt to life in Nanjing and NIS's challenging IBDP curriculum?

I presume that I joined our class at NIS when it was the last year of MYP (grade 10). I had a good amount of time to prepare for the upcoming DP in terms of familiarizing myself with the IB program, as well as getting to know the cultural diversity of the school. Academically speaking, it was challenging for me to think outside of the box with most of the tasks and homework I had being open-ended questions that encouraged us to be creative. Nevertheless, the DP at NIS surely prepared me for college life and improved my research skills significantly. Furthermore, it was my first time meeting so many people from all over the world. When I first arrived, I was lacking in English-speaking skills. However, the students here at NIS were very open-minded and embraced a multicultural environment. This made me feel at ease when I started my school life here. In addition to this, having the opportunity to spend time with classmates, who were from all around the world, certainly improved my English-speaking skills promptly!

What were the most memorable times at NIS you had?

I often reminisce about the time I spent taking part in non-academic activities at NIS. It was such an important and valuable time for me. In comparison to NIS, the education system in Taiwan asks us to mostly focus on our academics. A specifically memorable time that I had at NIS, was the workweek we had, where we were asked to find a local company with the purpose of being an “intern” there for a week. That was the week that had completely changed my career path. I always thought I would love to do magazine editing or work at an advertising-related job, but through the week, where I was working at an editorial company, I realized that it was not my passion. Other memorable times were all the trip weeks that we had. They were not typical travel trips. The itineraries of the trips were designed for us to experience things we would not have experienced otherwise. Every Discover China trip was a perfect opportunity for self-realization, fun, and learning new things. NIS organizes various mandatory schedules and events for a reason, and by participating in them, we can learn more about ourselves.

What advice would you give to new NIS students coming from non-English and non-IB schools?

I would recommend new students to join as many events and clubs as possible. NIS has such a wonderful program that allows each one of us students to explore our own personal interests. It also gives us the chance to meet and get to know students from other grades. Although IB is famous for being difficult, through staying open-minded and engaging in discussions with students and teachers, we slowly realize that the IB inspires us to become problem-solvers. Moreover, discussions help us improve our listening and speaking skills. Through the multi-sensory learning experience that we have here at NIS, we are able to learn the necessary content much faster than if we were to solely read out of textbooks. It is also worth mentioning that NIS has a great schedule because it leaves us with a lot of time after school to plan, do, and attend our studies and activities. I would suggest utilizing the time we are given!

What were the most memorable times at NIS you had?

I often reminisce about the time I spent taking part in non-academic activities at NIS. It was such an important and valuable time for me. In comparison to NIS, the education system in Taiwan asks us to mostly focus on our academics. A specifically memorable time that I had at NIS, was the workweek we had, where we were asked to find a local company with the purpose of being an “intern” there for a week. That was the week that had completely changed my career path. I always thought I would love to do magazine editing or work at an advertising-related job, but through the week, where I was working at an editorial company, I realized that it was not my passion. Other memorable times were all the trip weeks that we had. They were not typical travel trips. The itineraries of the trips were designed for us to experience things we would not have experienced otherwise. Every Discover China trip was a perfect opportunity for self-realization, fun, and learning new things. NIS organizes various mandatory schedules and events for a reason, and by participating in them, we can learn more about ourselves.

Can you describe college life at the University of Illinois at Urbana-Champaign? What were some challenges you faced? How did you adapt after graduating from the IBDP?

Academically, IBDP fully prepared me to transition into UIUC college life without a problem. I would even say I spent more time studying during the IB than during college classes. A challenge I was facing was not being up to date with the school events. NIS was highly informative when it came to what was going on around campus. In college, however, we are expected to be very independent and keep track of things that are happening on campus on our own. Thus, I had fewer involvements in different activities and clubs attending college compared to the time I spent attending NIS.

During your years at the University of Illinois at Urbana-Champaign, how did the exchange programs in Spain and Germany supplement your college learning experience?

I am extremely grateful for the two exchange programs I took part in at UIUC. I encourage everyone to step out of their comfort zone by applying and taking part in such opportunities. When will there be another opportunity to live abroad like this ever again? With my major being architecture, it is important for me to study the architectural concepts related to buildings by being at the sights of the buildings in person. However, one thing that applies to all majors is the chance to work with people who are from have distinct cultural and academic backgrounds. It was certainly challenging to adapt to each other's workflow and abilities. Nonetheless, my communication skills and teamwork have certainly improved and gotten more flexible ever since I attended college and I am confident that I can work under any circumstances. The concepts learned in architecture can be quite broad in study abroad programs, which allowed me to find my passion for sustainable design specifically. Sustainable design is about finding a way to extend the lifetimes of buildings and to reduce waste and energy consumption. When comparing Spain and Germany to the U.S., I found that not only building operations but also waste management seems to be vastly different. In which, buildings account for 40% of the total energy used globally and 40% of the solid waste stream that is produced from construction and demolition. The exchange programs allowed me to "experience" and learn about the diverse types of building treatments that moreover gave me the skills to be able to design more sustainably and reduce the climate impact architecture has.

GUEST INTERVIEW

with PYP Mandarin Teacher,
Learning Strategist and Deputy Head
of Primary,

MS. BELLA ZHANG

(M.A., Jilin University, China)

*Interview by Steven Yeh
Layout by Lydia Meng*

How long have you taught at NIS? What made you want to stay?

This year is my 9th year working at NIS. NIS has always been a home for me that I would like to spend time here. And the feeling of belonging may come from NIS's vision is. The sense of inclusion from all members of the school is presented. As a local Chinese staff member working at an international school located in my country. There are always different angles and perspectives provided here to help me see the world, the people better.

How did you become an IB PYP Mandarin Teacher?

I started working at NIS as a homeroom teaching assistant before NIS I was a Chinese teacher in a public middle school in South Korea. Teaching a language is a great way to get to know the culture and the people of where the language is from because you really cannot learn one without the other. When you learn a language and experience the culture behind it, that learning becomes a part of your understanding of the world. We want all students in our school to see the world better and be part of a better world in the future. That also matches what IB belief is, and what NIS does, burst the bubble and learn from it.

How is IB PYP Mandarin different from traditional elementary Mandarin classes?

The differences are huge from the traditional elementary Mandarin class. The knowledge of the language might be the same and how students approach them are different. We differentiated students from where they are for Mandarin learning, each class may focus on different skills of the language and there still could be the concept connecting between all classes. Traditional Chinese classes might focus more on how well you mesmerize the knowledge of the language, and our focus is how well students adapt that knowledge to develop the skills of learning that could help them in all areas of learning.

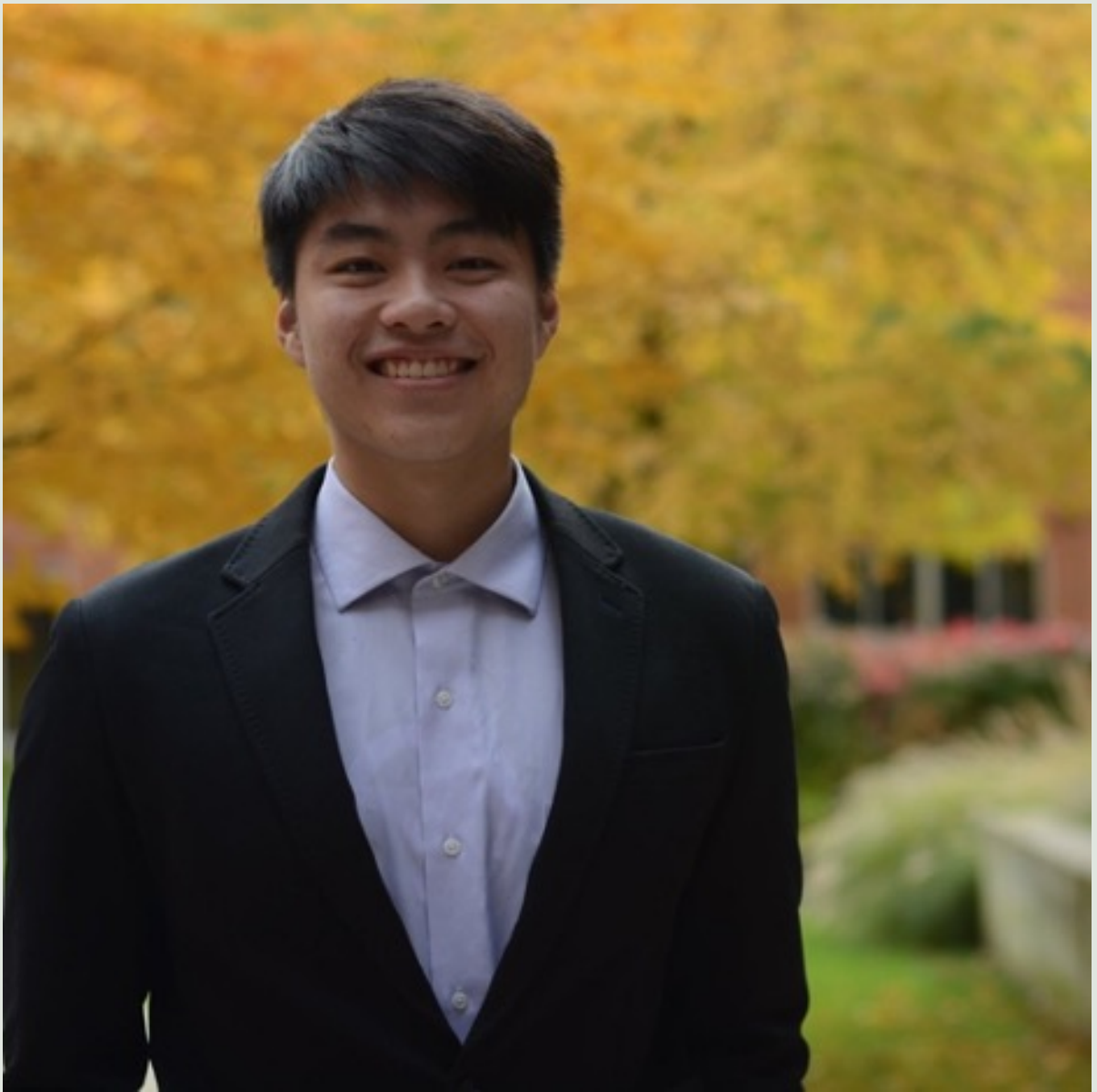
How did your knowledge and skill in education expand overtime at NIS?

I learned to work with a team when I worked as a teacher assistant at NIS. I learned to communicate when I was reading the CAFE coordinator. I learned to differentiate the learners and listen to their voice and choice when I was a Mandarin teacher. I learned to make connections that may support student learning when I was an EARCOS teacher rep of NIS. I learned innovative strategies in teaching Chinese when I was an ACAMIS Chinese conference planning member. I learned how the small success in teaching may become the big innovation of the school to support student learning as a learning strategist. I am still learning every day now as the Deputy Head of Primary.

What are your hobbies outside of the classroom?

I love to spend time with my family after school, and I do a different exercise after work too, such as biking and yoga.





Alumni Interview with Derron Yu (B.A. the University of Toronto – University College), a Finance Intern at the University Health Network

Interview by Steven Yeh

Layout by Yerin Lim

What were the most memorable times at NIS you had?

Hi there! Thank you for the opportunity of me to being able to share my experiences.

When I think back on memorable times at NIS, what comes to mind is the people that made it such a treasured part of my life. Being part of a tight-knit and welcoming international community made me extremely comfortable to learn and grow. In addition to my friends, events such as the Discover China “Trip Week” held every year, as well as sporting tournaments to cities around China were so fun and I will always cherish those memories. Finally, I’m especially fond of the behind-the-scenes individuals that made NIS, NIS; the administrative staff, guards (or bao’ans), and cleaning ladies all made me feel like I belonged, studying after school in the Diploma Lounge or café.

Many students are not sure what they want to major in. What was your experience in deciding what to pursue? What were your deciding factors?

That’s a very valid point, and it was true for me. The decision behind deciding what to pursue was influenced by my extended essay, DP courses, and different social science courses at college that led me to explore the social sciences more thoroughly. I wanted to major in things that I was genuinely interested in, but also subjects that cultivated applicable skills to the labor force after graduation.

How did you choose your IBDP and university courses?

For IBDP, I wanted to focus more on the natural sciences, since my brother had focused on that combination, and he’s a big influence in my life. I also initially wanted to go to university for engineering but became more interested in the tangible and intangible decisions that shape society through the fields of geography, history, and economics.

For university, I came in as an undeclared social science major and chose a broad range of courses to eventually help me decide my major combination. I kept on attending classes from different fields to refine my programs and made a final decision at the end of my third year.

Over the years in IB, what study habits did you find the most helpful? How did they help you adapt to college life at the University of Toronto and work?

I’ve always struggled with procrastination, going back to before I started the IBDP. One habit that stuck with me was a system of small, concerted bursts of focus, so I’d use the Pomodoro technique to complete different assignments and essays. Other study habits, such as flashcards, straight memorization, past tests all worked in high school, but I feel as though the workload for university courses is a whole other level. So, I can’t say that study habits that give you success in high school will result in the same success at college.

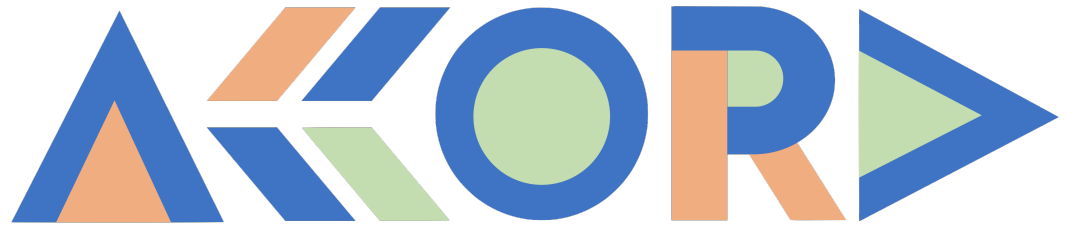
In the years at the University of Toronto, what fields have you explored? How did they prepare you for your work experiences?

I’ve been fortunate to take courses from a wide range of fields, such as Mathematics, Statistics, International Relations, Environmental Studies, Political Science, Philosophy, and Media Studies. UofT also introduced me to some interesting extracurricular activities, such as pro-bono consulting work, mentorship programs, and case competitions.

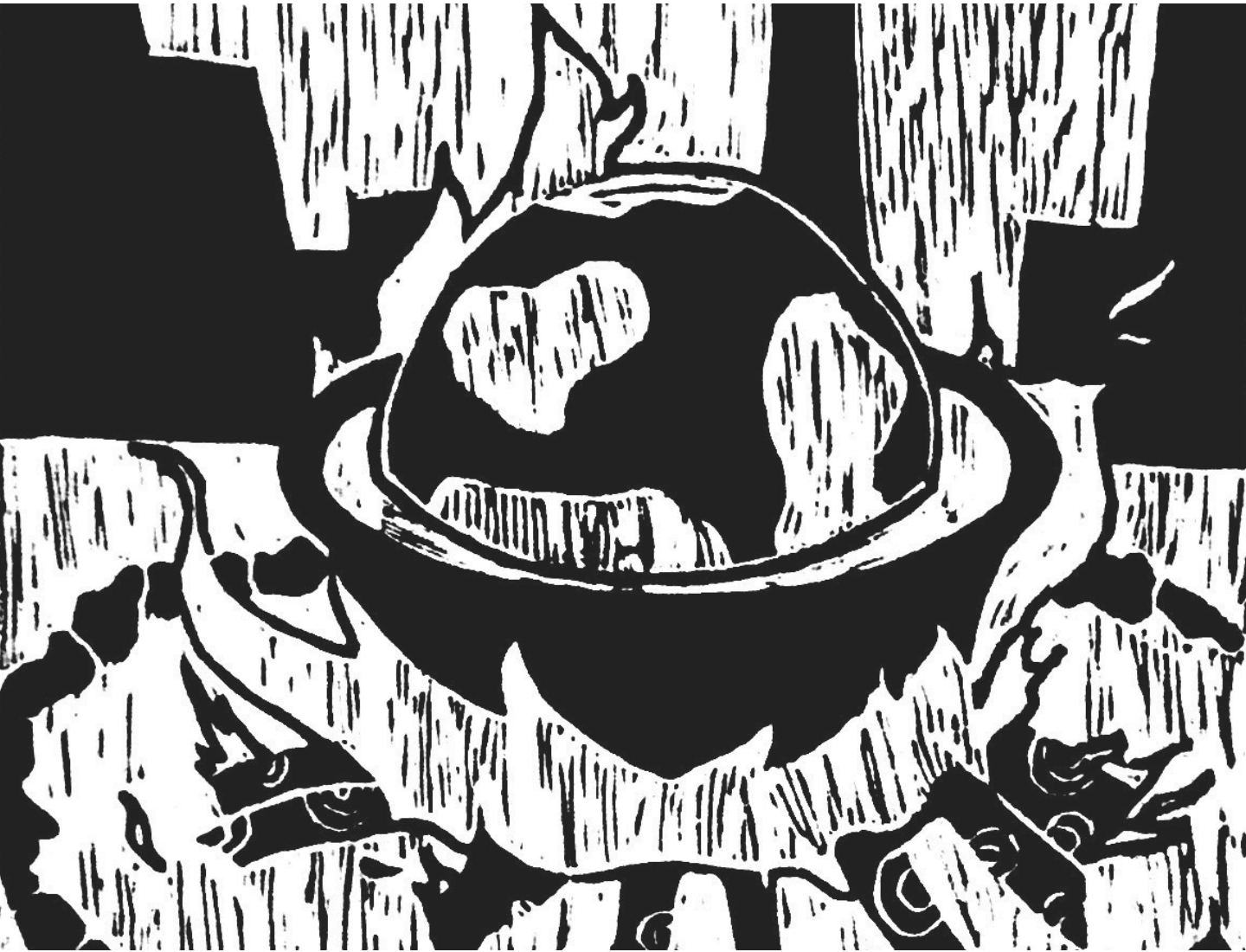
By involving myself and trying different things that I didn’t get the chance to in high school, I was able to develop my interpersonal and technical skills, which have prepared me better for life beyond graduation.

Any anecdotes you want to share when studying at the University of Toronto?

Like NIS, the best anecdotes I have while studying at the University of Toronto involve the friends and people I’ve gotten to know and interact with. Pulling consecutive all-nighters before a midterm, being nervous before my first class of the semester, waiting in line for a final exam, the sigh of relief after each semester ends are all experiences in which I wouldn’t take back.



BUILD A STRONGER SENSE OF COMMUNITY BY CONNECTING PEOPLE
THROUGH LITERATURE AND ART



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