



中華教育學會

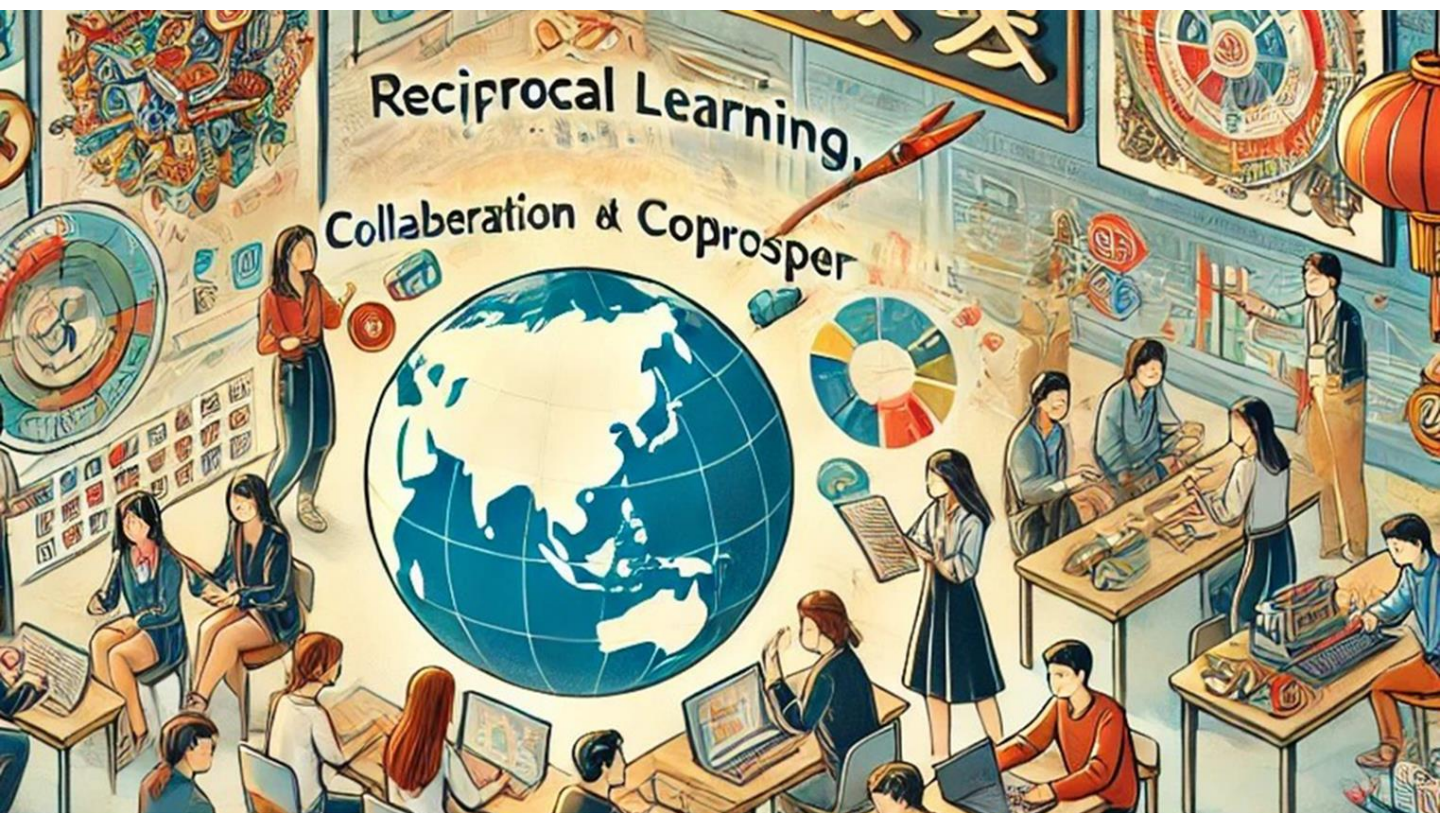
THE CHINESE SOCIETY OF EDUCATION

互学、合作与共荣：全球视野下的中华教育

Reciprocal Learning, Collaboration and Co-prosperity:

Chinese Education in Global Perspectives

CSE 2024 · 会议手册 · Program



中华教育学会成立庆典暨首届年会 · CSE INAUGURATION & 1ST ANNUAL CONFERENCE

2024年7月28-29日，加拿大伦敦 · JULY 28-29, 2024, LONDON, CANADA

主办 Host



西安大略大学

协办 Co-Hosts



北京师范大学教育学部
FACULTY OF EDUCATION, BEIJING NORMAL UNIVERSITY



清华大学教育研究院
Institute of Education, Tsinghua University



香港中文大學中國教育研究中心
Center on Chinese Education



浙江大学教育学院
COLLEGE OF EDUCATION
ZHEJIANG UNIVERSITY

成立庆典暨首届年会日程表

Inauguration Ceremony & Program Schedule

7月28日 (周日) Sun, July 28	时间段 Timeslots	7月29日 (周一) Mon, July 29
分組论坛一/Concurrent Sessions #1 (FEB2023, FEB2025, or FEB2027)	9:30 am - 9:45 am	分組论坛三/Concurrent Sessions #3 (FEB2023, FEB2025, or FEB2027)
	9:45 am - 10:00 am	
	10:00 am - 10:15 am	
	10:15 am - 10:30 am	
	10:30 am - 10:45 am	
	10:45 am - 11:00 am	
	11:00 am - 11:15 am	
	11:15 am - 11:30 am	
	11:30 am - 11:45 am	
	11:45 am - 12:00 pm	
哥大招待会/Reception of Columbia U. (FEB1139)	12:00 pm - 12:15 pm	西大茶歇/Western U. Tea Break (FEB1139) 主旨演讲三: "未来的大学和大学的未来: 数字时代的全球视野" (李树英教授) /Keynote 3 by Prof. Shuying Li on "The University of Future and the Future of the University: Global Perspectives in the Digital Era" (FEB1162)
	12:15 pm - 12:30 pm	
	12:30 pm - 12:45 pm	
	12:45 pm - 1:00 pm	
主旨演讲一: "翻译在中国跨文化合作中的作用" (许美德教授) /Keynote 1 by Prof. Ruth Hayhoe on "The Role of Translation in China's Cross-Cultural Collaboration" (FEB1162)	1:00 pm - 1:15 pm	浙大招待会/Reception of Zhejiang U. (FEB1139)
	1:15 pm - 1:30 pm	
	1:30 pm - 1:45 pm	
	1:45 pm - 2:00 pm	
西大茶歇/Western U. Tea Break (FEB1139)	2:00 pm - 2:15 pm	会长演讲: "作为国际叙事的中华教育" (李军教授) /Presidential Address by Prof. Jun Li on "Chinese Education as an International Narrative" (FEB1162)
	2:15 pm - 2:30 pm	
分組论坛二/Concurrent Sessions #2 (FEB2023, FEB2025, or FEB2027)	2:30 pm - 2:45 pm	全体会员年度例会/Annual General Meeting (AGM) (FEB1162)
	2:45 pm - 3:00 pm	
	3:00 pm - 3:15 pm	
	3:15 pm - 3:30 pm	
分組论坛二/Concurrent Sessions #2 (FEB2023, FEB2025, or FEB2027)	3:30 pm - 3:45 pm	闭幕式/Closing Ceremony (FEB1162)
	3:45 pm - 4:00 pm	
	4:00 pm - 4:15 pm	
	4:15 pm - 4:30 pm	
	4:30 pm - 4:45 pm	
	4:45 pm - 5:00 pm	
	5:00 pm - 5:15 pm	
	5:15 pm - 5:30 pm	
	5:30 pm - 5:45 pm	
	5:45 pm - 6:00 pm	
西大茶歇/Western U. Tea Break (FEB1139)	6:00 pm - 6:15 pm	西大教育学院与各校代表团工作会议 (邀请制) / Faculty Meeting with Chinese Delegates (By invitation) (FEB1010)
	6:15 pm - 6:30 pm	
	6:30 pm - 6:45 pm	
	6:45 pm - 7:00 pm	
主旨演讲二: "教师教育体系重构——中国经验和国际参考" (朱旭东教授) /Keynote 2 by Prof. Xudong Zhu on "Reconstruction of Teacher Education System in China: Chinese Experience and International Implications" (FEB1162)	6:00 pm - 6:15 pm	北师大招待会/Reception of Beijing Normal U. (FEB1139)
	6:15 pm - 6:30 pm	
	6:30 pm - 6:45 pm	
	6:45 pm - 7:00 pm	

自助报到时间及地点/Self-Check-in Hours & Venue:

27日/July 27: 14:00-20:00pm, 教育学院大楼正门大堂报到处/Reception Desk inside Front Entrance of Faculty of Education Bldg.

28日/July 28: 8:45am-17:45pm, 教育学院大楼正门大堂报到处/Front Entrance of Faculty of Education Bldg.

29日/July 29: 8:45am-14:30pm, 教育学院大楼正门大堂报到处/Front Entrance of Faculty of Education Bldg.

会场地图/Floor Map: 请见会议手册/Please refer to CSE 2024 Program Book.

提醒一/Reminder 1: 所有参会者必须佩戴在自助报到处领取的自己名牌/All participants must wear your name badge all the time

提醒二/Reminder 2: 每次会议开始前, 请静音手机/Before any session starts please mute your cell phone



楼梯口上楼

楼梯口上楼

侧门
(通向安大略堂)

茶歌室
招待会
(FEB1139)

主会场
(FEB1162)

自助报到处
(大堂)

正大门

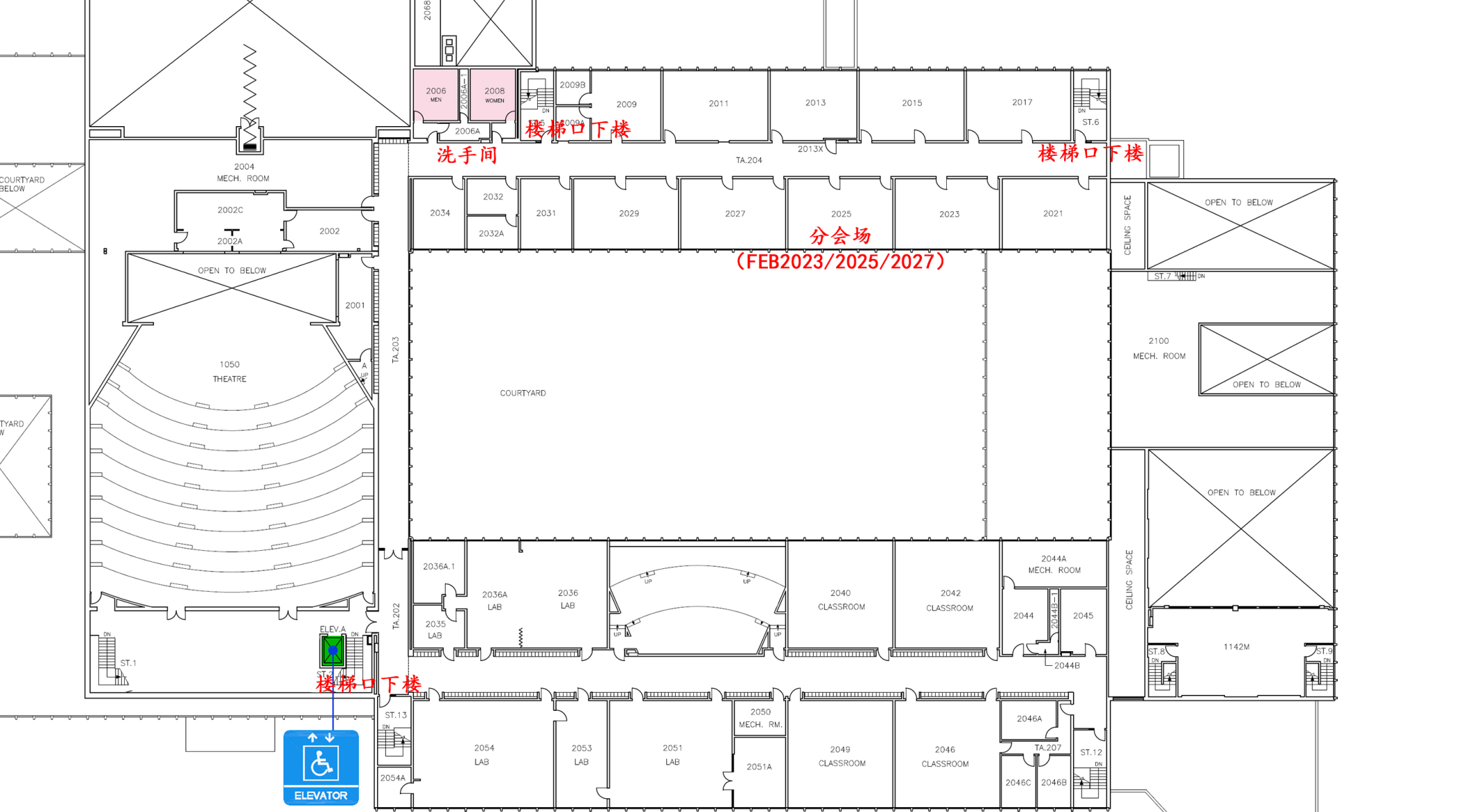
楼梯口上楼

一楼

一楼：报到处、主会场、茶歌室/招待会
二楼：分会场

GROUND FLOOR

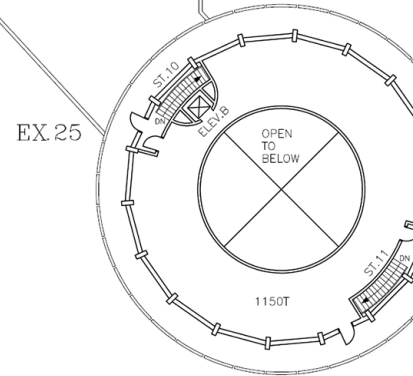
EX.22



二楼

一楼：报到处、主会场、茶歇室/招待会
 二楼：分会场

FIRST FLOOR



EX.24

目录 Table of Contents

简介 Introduction	1
关于中华教育学会 About the Chinese Society of Education	2
中华教育学会会名书法轶事 Anecdote about the CSE Calligraphy.....	3
中华教育学会会徽设计轶事 Anecdote about Designing the CSE Emblem	4
参会须知 Guidelines of Your Participation.....	5
欢迎 Welcome	6
名誉会长 Honorary Presidents	7
创会会长 Founding President.....	10
院长及主任 Deans & Director.....	11
领导 Leadership	20
理事会 Board of Directors	21
轮值会长 Rotating President	22
名誉领导 Honorary Leadership.....	23
国际顾问委员会 International Advisory Board	24
办公室 Office.....	26
成立庆典暨首届年会筹备 Planning of Inauguration & 1 st Annual Conference.....	27
特色节目 Featured Events	28
成立庆典及开幕式 Inauguration Ceremony	29
主旨演讲 I-III Keynote Speech I-III	30
会长演讲 Presidential Address	33
全体会员年度例会 Annual General Meeting.....	34
特别旨趣 Of Special Interest	35
哥伦比亚大学招待会 Reception of Columbia University.....	36
北京师范大学招待会 Reception of Beijing Normal University.....	37
浙江大学招待会 Reception of Zhejiang University	38
西安大略大学茶歇 Western University Tea Breaks	39
特别鸣谢 Special Acknowledgements.....	40
平行组会 Concurrent Sessions	45
组会一 Concurrent Session 1	46
组会二 Concurrent Session 2	48
组会三 Concurrent Session 3	49
报告者索引 Index of Presenters	51
创会伙伴 Founding Partners	69
机构伙伴 Institutional Partners	70
广告：院校 Advertisers: Institutions	71
广告：期刊 Advertisers: Journals	80
广告：书籍 Advertisers: Books	88
中华教育学会 2025 年会主题 CSE 2025 Theme	89
西安大略大学教育学院 Western University Faculty of Education	Backcover



简介 Introduction

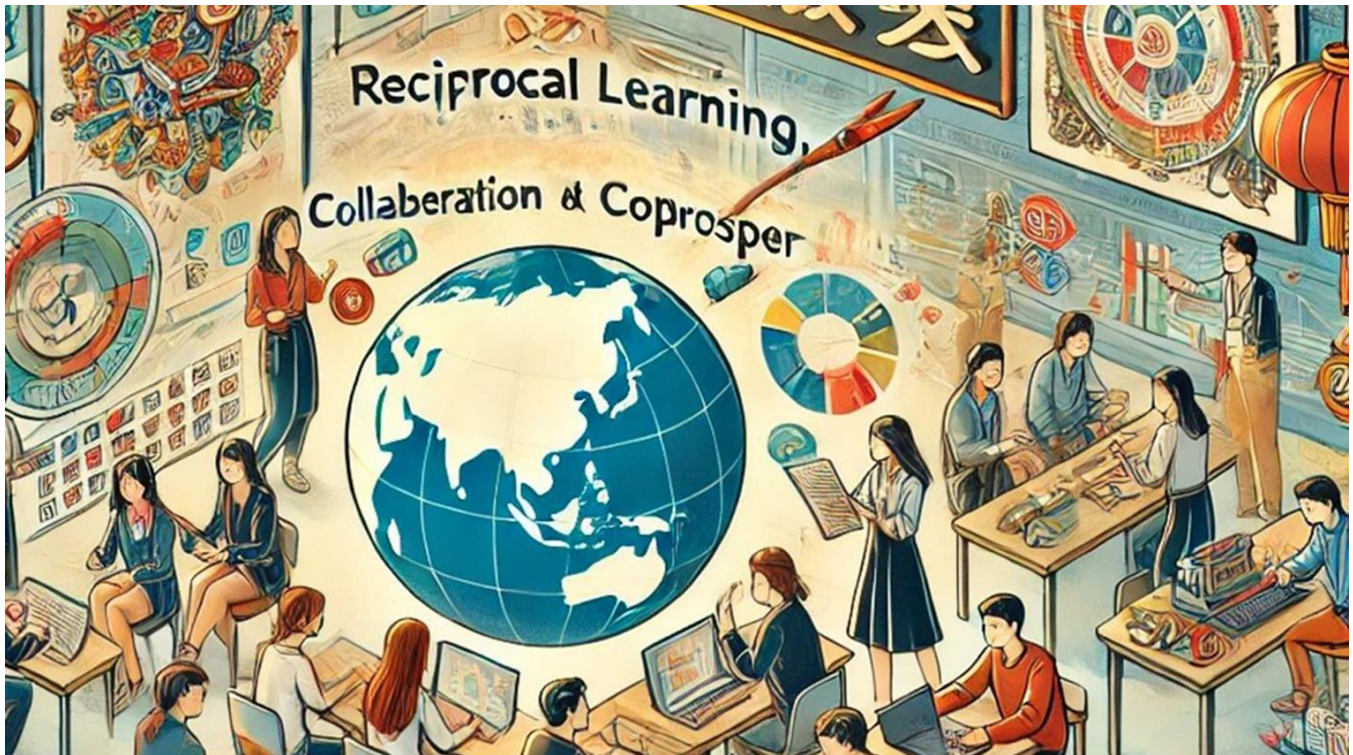
关于中华教育学会 About the Chinese Society of Education

中华教育学会会名书法轶事 Anecdote about the CSE Calligraphy

中华教育学会会徽设计轶事 Anecdote about Designing the CSE

Emblem

参会须知 Guidelines of Your Participation



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中華教育學會簡介

About the Chinese Society of Education

中華教育學會（The Chinese Society of Education）由一批在中華教育領域深耕的學者和實踐者於2023年12月12日正式創立，並註冊為非盈利專業組織。成立伊始，本學會得到中華教育界中外老前輩們的一致支持，由主要來自東亞、北美、大洋洲和西歐逾百位創會會員共同推動，並得到海內外十大共同創會機構的鼎力相助，如中國北京師範大學、北京大學、香港教育大學、英國倫敦大學學院、美國哥倫比亞大學及加拿大西安大略大學等。本學會致力於建立一個專注於中華及其相關教育研究與實踐的全球共同體，並在大中華地區及全球範圍內推動中華及其相關教育研究與實踐。

本學會的願景是為擁有中華文化背景的教育研究者和實踐者，以及對中華教育研究與實踐充滿熱情的人士，提供一個跨越國界、跨越學科的交流平台。本學會通過建設和賦能全球中華及其相關教育研究與實踐共同體，促進中國與世界其他地區之間的理解、交流與合作。

引以為豪的是，這是全球首家超越地緣政治邊界、旨在促進中華教育的學術、實踐和合作三駕並驅的專業學會。本學會誠摯歡迎和我們有着共同興趣和願景的在中華教育領域的領導者和管理者、研究人員、教育工作者及其他實踐者，包括博士後學者和研究生等，加入我們的事業。

The Chinese Society of Education (CSE) (中華教育學會) was founded by a group of academics and practitioners in the shared field of Chinese education, strongly supported by many senior colleagues in the field with over a hundred founding members mainly from East Asia, North America, Oceania and West Europe, in addition to ten partners as our founding institutions, such as Beijing Normal University, Peking University and the Education University of Hong Kong in China, University College London in the U.K., Columbia University in the U.S., and Western University in Canada. The newly established Society is a global community of research and practice focusing uniquely on and promoting Chinese and related studies and practices of education in the greater China region and beyond.

The CSE envisions a borderless, transdisciplinary platform for researchers and practitioners in the field of education with cultural origin from China and those who have passion about educational studies and/or practices of China. The CSE aims to promote the understanding, exchange and collaboration between China and the rest of the world by building and empowering together the global community of Chinese and related studies and practices of education.

We are proud that the CSE is the first of its kind fostering the global trinity of scholarship, practice, and partnership of Chinese education beyond geo-political boundaries. The CSE warmly welcomes leaders and administrators, researchers, educators, as well as other practitioners in the field of Chinese education, including post-doctoral scholars and graduate students, who share the same interest and vision with us.

中文（普通話）和英文是中華教育學會官方語言。

Chinese (Mandarin) and English are the two official languages of the Chinese Society of Education.



中華教育學會會名書法軼事

Anecdote about the CSE Calligraphy

一批共同耕耘中華教育領域的學者和實踐者在草創中華教育學會之初，於2024年春天恭請中國教育學會名譽會長、北京師範大學教授顧明遠先生題寫學會名稱。

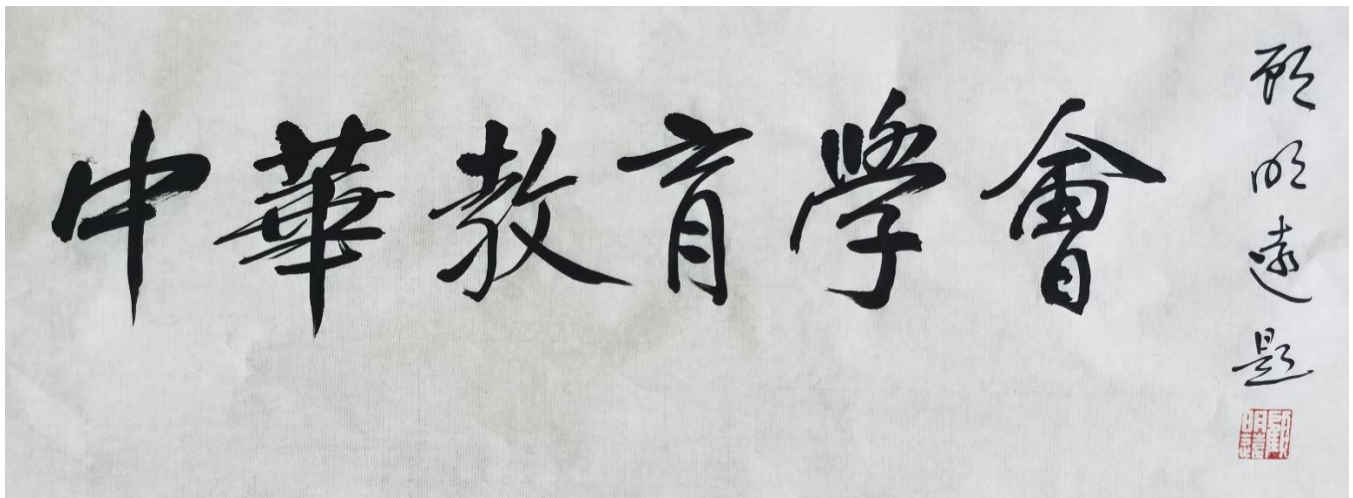
承蒙顧先生欣然應允，並隨即展卷揮毫，題寫了如下瑰麗會名，成為學會草創伊始的佳話。

When a group of academics and practitioners in the shared field of Chinese education initiated the Chinese Society of Education, Professor Mingyuan Gu, Honorary President of China's National Association of Education, was invited to serve as the calligrapher of the Society.



顧明遠 Mingyuan Gu

The invitation was accepted joyfully by Professor Mingyuan Gu with his beautiful calligraphy delivered right after. This becomes a wonderful legacy in the initial history of the Chinese Society of Education!





中華教育學會會徽設計軼事

Anecdote about Designing the CSE Emblem

我七歲時設計了中華教育學會的會徽。

首先我在一張紙上畫了一個會徽，然後畫了竹筒。上面有一條授帶，上面寫着“CSE”，下面還有一條授帶，上面寫着“中華教育學會”。原來的背景是全白色的。當我在紙上完成初稿後，我收到了反饋意見。

然後我就嘗試在我的 iPad 上重新設計一個電子版本。我在 iPad 上做了一些更改。例如，我將背景塗成紫色，然後去掉了頂部的授帶，只將“CSE”留在頂部。

我為自己感到非常自豪，因為世界上每個人都可以在谷歌搜索上找到我！



朱書瑤 Sienna Zhu

——朱書瑤

I designed the emblem for the Chinese Society of Education when I was seven.

First I drew an emblem on a piece of paper and I drew bamboo slips. On the top there is a ribbon that says “CSE” and on the bottom there is another ribbon that says “the Chinese Society of Education”. The original background was all white. After I finished the draft on the paper, I received feedback.

Then I tried to create a digital version on my iPad. On my iPad I made some changes. For example, I colored the background purple and I took off the ribbon on the top and just left “CSE” on the top.

I felt really proud of myself because every single person in the world can find me on Google search!

—— By Sienna Zhu



參會須知

Guidelines of Your Participation

年會發言者及討論者 **For Presenters, Discussants and Commentators**

1. 提前 10 分鐘到達您的會場並預設播放文件（如 ppt）
Arrive at your venue 10 minutes before your session begins, and play your ppt.
2. 準時完成自己的發言、討論或點評
Punctually finish up your presentation, discussions, or comments.
3. 如有答問環節請和聽眾互動
Interact with your audience during Q & A if you have one.
4. 如有需要，請志願做計時者或者為其他發言者做主席
Volunteer to serve as a timekeeper or chair for others' presentations, if needed.

平行組會主席和共同主席 **For Chairs and Co-Chairs of Concurrent Sessions**

1. 提前 10 分鐘到達您擔任主席或共同主席的會場
Arrive at your venue 10 minutes before your session begins.
2. 介紹自己、每位報告者及討論者，以及發言順序
Introduce yourself, each presenter/discussant and the agreed order to start your session.
3. 為每位發言者控時，並請共同主席或其他人在您發言時控時
Keep your presenter(s) on time, and ask your co-chair or somebody else to be the timekeeper for your own presentation.
4. 在所有報告結束之後，預留 5-10 分鐘給答問環節
Leave 5-10 minutes for Q & A after all presentations are finished.
5. 確保該平行組會準時結束，並感謝所有報告人和聽眾
Ensure the session finishes on time and thank all presenters and the audience for participating.
6. 共同主席在主席缺席時擔當主席的職責
Co-chair serves as chair while the chair is absent.

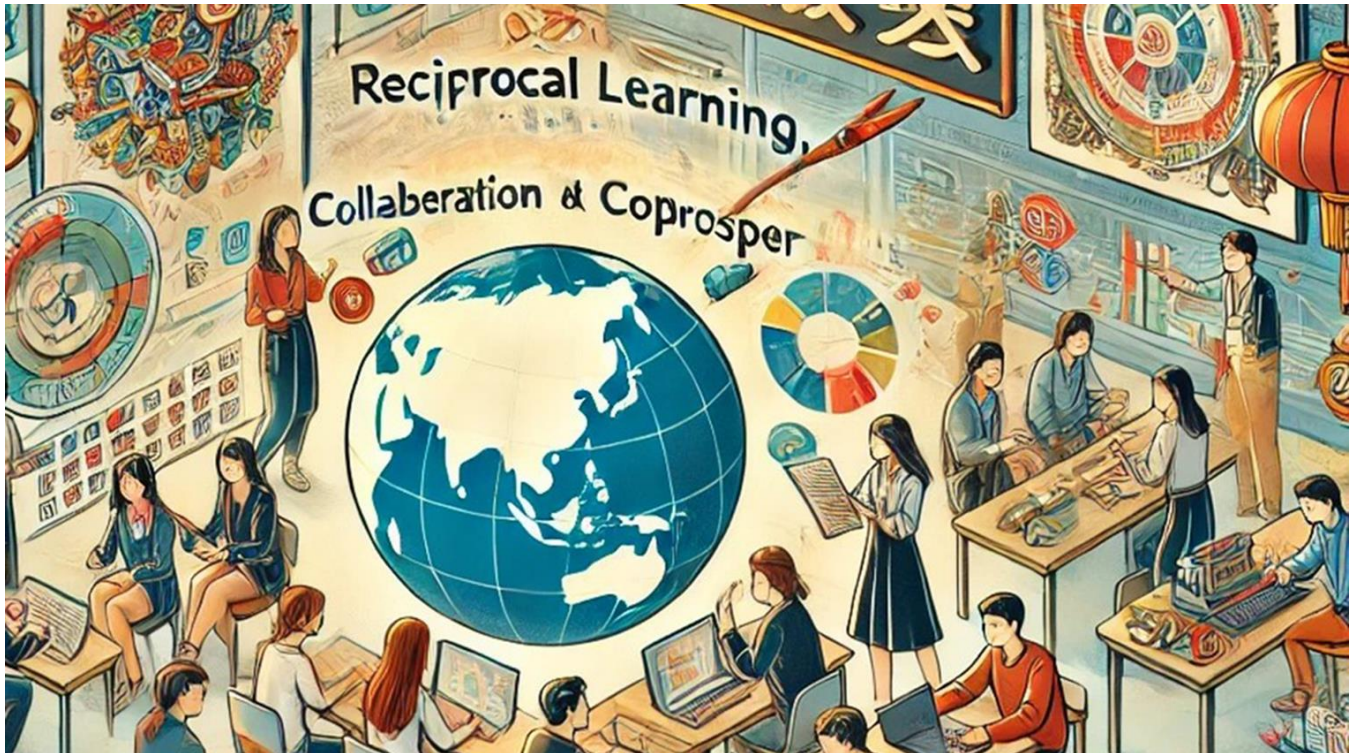
其他參會者 **For Other Attendees**

1. 提前到達你感興趣的會
Arrive at your venue before your interested session begins.
2. 積極參與聆聽和討論
Actively engaging yourself and participating in discussions.



歡迎 Welcome

名譽會長 Honorary Presidents
創會會長 Founding President
院長及主任 Deans & Director



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名誉会长欢迎词（一）

Welcome from Honorary President (I)

中华教育学会第一届年会即将召开，我向你们表示热烈的祝贺！

当前世界进入了一个新时期，人类面临着种种危机。世界遇到百年未有的大变局，国际政治动荡不安、环境恶化、资源浪费、青年就业困难。教育怎么办？教育是一件仁爱的事业，是促进人和人类的发展，追求真善美的事业。靠教育传承文化、创造知识、培养人才，人类才得以发展，社会才得以进步和日趋文明。因此，正如联合国教科文组织在《反思教育》报告中说的：教育应该“以尊重生命和人类尊严、权利平等和社会正义、尊重文化多样性、国际团结和分担责任为基础”，应该是通向和平的桥梁。通过教育的国际交流与合作，促进世界各国的理解，促进世界和平。

中国教育正迈入新的历史时期，中国已经全面普及了九年义务教育，高等教育毛入学率已达 59.6%。今天已是有 2.5 亿学生在校学习教育大国，正在努力提高教育质量，实现教育现代化，建设教育强国，为全国人民共同富裕和中国式社会主义现代化提供人才支撑。

在全球化背景下，一国的教育不能独善其身，需要国际间的交往上合作。实现中国教育现代化，一方面继承和发扬中华优秀传统文化传统，另一方面是要吸收世界文明的一切优秀成果。同时，为了应对当前遇到的种种危机。我们必须互相交流、互相合作，为人类的可持续发展承担责任。教育，是促进各国各民族交流和理解的桥梁。我们应该本着习近平主席“人类命运共同体”的理念和“一带一路”的倡议，开展广泛的交流与合作，促进民心相通，共建共享共同繁荣。

朋友们！新时代已经到来，让我们加强教育交流与合作，让我们的下一代尊重生命和人类尊严、坚持权力平等和社会正义，期待世界和平的到来！

谢谢大家！



顾明远 Mingyuan Gu



The 1st Chinese Society of Education Annual Conference is here for you. I extend my warmest congratulations to you all!

As the world enters a new era, human beings face all kinds of crises. The world today is undergoing fundamental changes unseen in a century, such as environmental degradation, resource wastage, and youth employment challenges. How can education respond to them? Education is a benevolent cause aimed at promoting individuals and human development, and pursuing truth, virtue, and beauty. Human development, and societal progress and more advanced civilization are only possible by counting on education for cultural heritage, knowledge production and talent cultivation. As indicated in UNESCO's *Rethinking Education*, education should be “based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity, and shared responsibility for a sustainable



future”, and education should serve as a bridge to peace. The understanding among nations and global peace can be promoted through fostering international exchange and cooperation in education.

China's education system is stepping into a new historical phase. China has achieved universal 9-year compulsory education, with gross enrolment in higher education reaching 59.6%. Today, with 250 million students enrolled, China is striving to enhance educational quality, achieve educational modernization, build a strong educational nation, and provide talent support for nationwide prosperity and the modernization of socialism with Chinese characteristics.

In the context of globalization, international collaboration is essential because no country's education system can exist in isolation. To realize China's educational modernization, we should inherit and promote excellent traditional Chinese culture on one hand, and on the other hand, absorb the outstanding achievements of world civilization. Additionally, to address current crises, we should engage in mutual exchanges and cooperation, taking shared responsibility for sustainable human development. Education acts as a bridge for promoting mutual understanding between countries and ethnic groups. With President Xi Jinping's ideal of “a Community with a Shared Future for Mankind” and “the Silk Road Economic Belt and the 21st-Century Maritime Silk Road”, we should embark on extensive exchanges and cooperation, facilitating people-to-people connectivity and jointly building a prosperous and shared future.

My friends, a new era has dawned! Let us strengthen educational exchanges and collaborations, nurturing our next generation to cherish life and human dignity, uphold equal rights and social justice, and anticipate the advent of world peace!

Thank you very much!

名誉会长欢迎词（二）

Welcome from Honorary President (II)

非常荣幸地欢迎各位参加新成立的中华教育学会首届年会。在撰写这篇欢迎致辞时，我回想起2016年在北京师范大学举办的世界比较教育学会联合会大会，当时我注意到中国在教育、社会和经济发展方面的成就终于得到了广泛认可，显然这些成就植根于丰富的儒家传统，应该在全球范围内交流和分享。

有什么比介绍儒家思想的五常（仁、义、礼、智、信）更有价值的呢？作为一名基督徒，我不禁注意到这些价值观对于基督教思想同样至关重要，因而我乐意分享两段名言，或许会在我们的教育分享和学术旅程中给每个人带来启迪。《论语》曾记载，曾子说：“吾日三省吾身：为人谋而不忠乎？与朋友交而不信乎？传不习乎？”（《论语·学而》）在《路加福音》中，耶稣指出：“因为多给谁，就向谁多取；多托谁，就向谁多要”（《路加福音》12:48）。

请允许我这样结束：看到这么多人不远万里来到位于加拿大伦敦的西安大略大学，探讨我们每位作为中华教育学会的一份子应当为全球社会贡献什么，是多么地令人不尽喜悦！

It is truly an honor to welcome you all to this very first annual gathering of the newly established Chinese Society of Education. In writing this Welcome, I found myself looking back on the World Congress of Comparative Education Societies held at Beijing Normal University in 2016, when I noted how China achievements in educational, social and economic development were finally being widely recognized and it is clear that they are rooted in rich Confucian traditions which need to be communicated and shared globally.

What could be more worthwhile to introduce than the Five Constant Virtues of Confucian thought: Empathy (仁), Responsibility (义), Ritual (礼), Wisdom (智) and Trust (信). As a Christian I cannot help noting how fundamental are these values also to Christian thought and so would like simply to share two quotations that may challenge each of us in our educational sharing and journey of scholarship. In *The Analects* Master Zeng is reported as saying: “Daily I examine my person on three counts. In my undertakings on behalf of other people, have I failed to do my utmost? In my interactions with colleagues and friends, have I failed to make good on my word? In what has been passed on to me, have I failed to carry it into practice?” (*The Analects* 1:4) In Luke’s Gospel, Jesus makes the point that “from everyone who has been given much, much will be demanded, and from the one who has been entrusted with much, much more will be asked” (*Luke* 12:48).

Let me close by saying how happy we are that so many are travelling considerable distances to be together at Western University in London, Canada and consider what we as members of the Chinese Society of Education should bring to the global community.



许美德 Ruth Hayhoe

多伦多大学



创会会长欢迎词

Welcome from Founding President

我备感荣幸，在此喜迎诸君！

我们备感荣幸，在此相聚并共同开创历史：一个从无到有的全球中华教育社群从此诞生了！

荣幸属于在座的每一位——同仁们或来自加拿大、或来自它方，甚至不远万里。这是什么精神？这是胸怀中华、放眼世界、拥抱寰宇的真精神！这是我们翘首神往的一种全球公民力量，不是吗？

有了这份精神和力量，大家信念一致、使命一致、目的一致、努力一致——那就是再检视和再审视中华文化及其传奇，向全球贡献中华教育的理念、方式和智慧精髓。尤其重要的，是中华教育原善性的互学、互教、互惠、互睦和互美。有了这“五互”，我们就能打破囿于地域政治、国别、人种、文化以及教育之间的隔阂、误会和争执，促进互学、合作和共荣，达成天下大同的人类理想！

感恩有志同道合的诸君——期待与您同怀梦想、广筑疆宇、共创辉煌！

It is my highest honor to welcome you all here!

It is indeed our highest honor – being here together to create a history: A global community of Chinese education comes into being, without precedent!

The honor belongs to everyone – you come locally in Canada, or from a different country or region, even further away. What is this spirit? This is the true spirit that humbles oneself with a Chinese heart, and with an open mind to the world by embracing the whole multiverse! It is a force for global citizenship that we have all longed for, isn't it?

With such a spirit and force, we share our faith, mission, aims, and endeavors, re-examining and re-reflecting on the Chinese culture and legacy, and contributing to the globe the valuable ideas, approaches and wisdom of Chinese education. Among them from Chinese education are virtue-grounded reciprocal learning, reciprocal teaching, reciprocal benefits, reciprocal respect, and reciprocal appreciation, which are all of paramount importance. Equipped with these Five Ways of Reciprocity, we are empowered to break down the boundaries, misunderstandings, and confrontations resulting from geopolitics, nationalism, race, culture and education, to promote reciprocal learning, collaboration and co-prosperity, and to pursue and realize our dream in this shared planet for everyone tomorrow!

I am truly grateful for your comradeship, and I look forward to dreaming, adventuring, and creating together with you all!



李军 Jun Li

西安大略大学



西安大略大學教育學院院長歡迎詞

Welcome from Dean of the Faculty of Education, Western University

我謹代表西安大略大學教育學院以及創會會長李軍教授，熱烈歡迎大家出席新成立的中華教育學會成立典禮暨首屆年會。今年的主題是“互學、合作與共榮：全球視野下的中華教育”。互學、合作與共榮的重要性不容小覷，尤其是在我們最近經歷極其艱難的時期之後，這一緊迫性更加顯著。

西安大略大學及其教育學院位於加拿大安大略省倫敦市，是加拿大和全球頂尖的高等教育機構之一。我們為通過互相學習和國際合作，特別是與擁有悠久教育傳統和龐大教育及學習人數的中國的合作，推進更公平的世界而感到無比自豪。我們的使命是通過教育改變生活，並推動社會的各个方面。我們的校友遍布全球，走在變革的前沿。

西安大略大學坐落在阿尼什納貝克、霍頓諾紹尼、魯納佩瓦克和喬諾頓民族的傳統領地上，這些土地與1796年的倫敦鎮條約和松柏條約以及“一勺之約”盟約相關聯。如今這片土地依舊是多元化的原住民（包括第一民族、梅蒂人和因紐特人）的家園，我們承認並尊重他們作為這片土地的現代守護者，並對社會做出的重要貢獻。作為教育學院和機構，我們致力於與加拿大的原住民進行和解。我邀請與會者更多地了解西安大略大學教育學院，我們的課程項目以及研究人員。

在這一年度盛會上，學者們將分享研究成果，提出解決方案，傾聽意見並採取行動。這些貢獻對於在全球疫情和許多地區的政治動蕩之後，促進急需的集體行動至關重要。衷心感謝會議組織者、學會領導和所有與會者的參與。

祝大會圓滿成功。

On behalf of the Faculty of Education at Western University, and Founding President, Dr. Jun Li, I am very pleased to welcome delegates to the Inauguration Ceremony and the 1st Annual Conference of the new Chinese Society of Education housed at our faculty. This year's theme is "Reciprocal Learning, Collaboration and Co-prosperity: Chinese Education in Global Perspectives". The importance of reciprocal learning, collaboration and co-prosperity cannot be understated. More than ever, there is an urgency – especially over our recent and tremendously challenging past. [Western University](#) and our [Faculty of Education, one of the top higher education institutions in Canada](#) and globally, are located in London, Ontario, Canada. We are tremendously proud of how we are advancing a more equitable world through our reciprocal learning and international collaboration, especially with China, a country with a long history of educational legacy and a huge population of learning and teaching. Our mission is to transform education and transform lives in every aspect of society. Our alumni across the globe are leading the way.



多娜·科措珀樂絲

Donna Kotsopoulos

西安大略大學





Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society. As a Faculty of Education and as an institution, we are committed to reconciliation with Canada's first people. I invite conference attendees to learn more about the Faculty of Education, Western University, our programs, and researchers.

Scholars at this annual gathering will be sharing findings, proposing solutions, listening, and taking actions. The contributions promise to be critical to advancing a world that is urgently in need of collective action following the global pandemic and political unrest in many regions of the world. Thank you very much to conference organizers, the society's leadership, and all of the attendees for your engagement.

Best wishes for a productive gathering!

北京师范大学教育学部部长欢迎词

Welcome from Dean of Faculty of Education, Beijing Normal University

我谨代表北京师范大学教育学部，对各位的到来表示热烈欢迎。非常高兴能够邀请各位参加第一届中华教育学会年会。

作为本次会议的共同主办方之一，我们很荣幸能够在加拿大西安大略大学齐聚一堂，共商教育发展的前景。“互学、合作与共荣：全球视野下的中华教育”这一主题在当今这个互联互通的世界中具有重要意义，正如联合国教科文组织在《一起重新构想我们的未来：为教育打造新的社会契约》中所言，“在人类及其居住的星球都面临严重危机的今天，我们必须紧急重塑教育以帮助我们应对共同的挑战。这种重新构想意味着要共同努力，去创造休戚与共且相互依存的未来。”中华教育有悠久的历史传统，在数千年的发展过程中积累了丰富的教育智慧。特别是在过去的百年间，中国与世界不断碰撞、链接、融合，传统教育智慧在现代化的过程中不断更迭、蜕变，呈现出丰富、立体、充满活力的历史画面。

我们相信，通过拥抱多元视角，通过彼此学习、相互合作，在全球视野下重新审视中华教育的历史、现在与未来，不仅可以促进中国自身的教育发展，更能通过为世界教育的发展贡献中国方案。

教育学部承载了北京师范大学教育学科的辉煌成就，肩负着人才培养、学术研究、政策咨询和实践探索的重要职责。学部教师专注于培养未来的教育工作者和领导者，致力于营造一个鼓励创新、激发批判性思维和深厚社会责任感的 learning 环境。

作为教育学部的部长，能够领导这个由优秀的教职员和学生组成的学术社群，我深感荣幸。追求卓越，上下求索，着眼未来，学部将继续成为研究、学习和教师培训的前沿阵地。

我衷心祝愿本次会议取得圆满成功，搭建一个交流思想、求新求实、长期合作的平台。我相信，本次会议期间与会者分享的见解和进行的讨论将对推动中华教育及其全球视野的发展做出重要贡献。

祝大家乘兴而来，满载而归！

On behalf of the Faculty of Education at Beijing Normal University (BNU), it is my great pleasure to extend a warm welcome to each and every one of you. We are delighted to have you join us for the 1st Chinese Society of Education Annual Conference (CSE 2024).

As one of the co-hosts of this conference, we are honored to gather at Western University to discuss the prospects of educational development. The theme of “Reciprocal Learning, Collaboration, and Coprosperity: Chinese Education in Global Perspectives” holds significant importance in today’s interconnected world. As stated by UNESCO in *Reimagining Our Futures Together: A New Social Contract for Education*: “Today, however, as we face grave risks to the future of humanity and the living planet itself, we must urgently reinvent education to help us address common challenges. This act of reimagining means working together to create futures that are shared and interdependent.” Chinese



朱旭东 Xudong Zhu





education has a long-standing historical tradition and has accumulated rich educational wisdom throughout its thousands of years of development. Especially in the past century, China has constantly collided, connected, and integrated with the world. Traditional educational wisdom has evolved and transformed in the process of modernization, presenting a rich, three-dimensional, and vibrant historical panorama. We believe that by embracing diverse perspectives, learning from each other, and cooperating with one another, we can reexamine the history, present, and future of Chinese education in a global perspective. This approach will not only promote China's own educational development but also contribute Chinese solutions to the global development of education.

BNU Faculty of Education has a rich heritage of excellence in education. We take on major responsibilities for talent cultivation, academic research, policy consultation, and practice exploration. Our institution takes pride in its dedicated community of scholars, who are passionate about nurturing future educators and leaders. We strive to create an environment that fosters innovation, critical thinking, and a deep sense of social responsibility among our students.

As Dean of BNU Faculty of Education, I am honored to lead this wonderful scholarly community comprising esteemed faculty and exceptional students. Driven by the commitment to educational excellence, constant pursuit of knowledge and visionary thinking, FOE will continue to be a preeminent place for learning, research and training in education.

I would like to express my sincere wishes for this conference to be a resounding success. May it serve as a platform for the exchange of ideas, the exploration of new possibilities, and the forging of lasting collaborations. I am confident that the insights shared and discussions held during this gathering will significantly contribute to the advancement of Chinese education and its global perspective.

Wishing you all a full accomplishment with joy!



清华大学教育研究院院长欢迎词

Welcome from Dean of the Institute of Education, Tsinghua University

值此中华教育学会成立暨首届年会召开之际，我谨代表清华大学教育研究院并以我个人的名义表示热烈祝贺，对为学会成立和年会举办付出辛苦努力的李军会长和其他所有人表示衷心的感谢。

李军教授研究生时期的专业是中国教育史，对于中国文化和教育的传统有比较系统和深入了解。后来他从事比较教育研究工作，将对中国文化和教育的理解带到国际学界，帮助西方学者更好地了解中国教育传统与现实。当他和我谈起拟发起成立中华教育学会时，我当即就表示了兴趣和支持。我相信在他及其伙伴们的卓越领导下，该学会一定会成为东西方之间相互了解彼此文化和教育传统的一扇窗户、一座桥梁，增进全球的相互理解、信任与合作。

清华大学教育研究院有悠久的历史，可以追溯到1911年清华学堂的成立。在百十年的发展历程中，清华大学为国家培养了大量的教育人才，成为国内外著名的教育研究机构。面向未来，清华大学教育研究院秉持着“自强不息，厚德载物”的校训精神，努力建设中国特色、世界一流的教育学院。我们热情欢迎各国教育学者尤其是华人教育学者和青年学生来美丽的清华园交流、讨论，共同探讨全球、各国或地方教育发展的趋势、成就、困难与最佳实践，为人类社会的可持续发展贡献智慧与力量。

On the occasion of the establishment of the Chinese Society of Education and the convening of the first annual conference, on behalf of the Institute of Education at Tsinghua University and in my personal capacity, I am honored to extend my warm congratulations and heartfelt appreciation to President Jun Li and all others who have worked hard for the establishment of the society and the organization of the annual conference.

During his postgraduate studies, Professor Jun Li majored in the history of Chinese education, gaining a systematic and in-depth understanding of the tradition of Chinese culture and education. Later, he engaged in comparative education research, bringing his understanding of Chinese culture and education to the international community, helping Western scholars better understand the tradition and the latest state of Chinese education. When he discussed with me the idea of initiating the establishment of the Chinese Society of Education, I immediately shared the same interest and supported. I believe that under his and his colleagues' outstanding leadership, the Society will undoubtedly become a window and a bridge for mutual understanding of each other in terms of culture and educational tradition, promoting mutual understanding, trust, and collaboration globally.

The Institute of Education at Tsinghua University has a long history, dating back to the establishment of Tsinghua School in 1911. Over the past century, Tsinghua University has cultivated numerous talents in the field of education for China, becoming a renowned institution for educational research both domestically and internationally. Looking forward to future, the Institute of Education at Tsinghua



石中英 Zhongying Shi



清华大学教育研究院
Institute of Education, Tsinghua University



University upholds the spirit of the University Motto “Self-Discipline and Social Commitment”, striving for a world-class institute of education with Chinese characteristics. We warmly welcome scholars in education from various countries, especially those and young students from abroad in the field of Chinese education, to exchange ideas and engage in discussions on the beautiful Tsinghua campus. Together, we can explore the trends, achievements, challenges, and best practices in global, national, and local education development, contributing wisdom and strength to the sustainable development of human society.



浙江大学教育学院院长欢迎词

Welcome from Dean of College of Education, Zhejiang University

值此中华教育学会及首届年会隆重启幕之际，我谨代表浙江大学教育学院向学会的成立和首届年会的召开表示热烈的祝贺！

济济多士，乃成大业。教育具有变革的潜力，是我们通往可持续共同未来的路径。正如《联合国教育变革峰会愿景声明》所指出的，教育变革需要怀着坚定的信念和团结精神，需要有远见的政治领袖、家长、学生、教师以及广大公众的共同承诺和行动。在教育危机与变局中，我们需要在互学互鉴寻新机开新局，也惟有通过合作交流赢共享求共荣。

树我邦国、天下来同。浙大教育始于中华危难之秋，率先开启教育救国、实学兴邦的探索历程。在今天实现民族伟大复兴和建设人类命运共同体的新征程中，中华教育学会提供了新的合作与共荣的契机。浙大教育学人愿以“启尔求真”的科学态度、“开物前民”的创新意识、“无吝于宗”的合作理念、“海纳江河”的开放胸襟，与海内外教育同仁共同致力于教育发展，开创和平与可持续发展的未来。



闾阅 Yue Kan



On behalf of College of Education Zhejiang University, I extend my warm congratulations on the Inauguration of the Chinese Society of Education (CSE) and the 1st CSE Annual Conference!

Education has the potential to bring about change, and it is the path to a sustainable common future. As urged in the Vision Statement of the UN Transforming Education Summit, educational reform requires a firm belief and a spirit of unity, as well as the joint commitments and efforts. We can seek opportunities and prospects through mutual learning and exchange, and only through cooperation and exchange can we win shared benefits.

The College of Education Zhejiang University was founded in the time of national crisis, and it pioneered the exploration of education for national salvation and prosperity. In the new journey of realizing the national rejuvenation and building a community with a shared future for humanity, the CSE provides a new opportunity for cooperation. The College of Education Zhejiang University is willing to work with you all from home and abroad to promote educational development and create a peaceful and sustainable future.

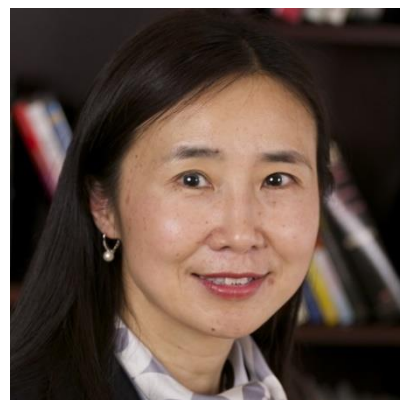


哥伦比亚大学中国教育研究中心执行主任欢迎词

Welcome from Executive Director of the Center on Chinese Education, Columbia University

非常荣幸能够在西安大略大学与大家相聚，共同见证中华教育学会成立庆典暨首届年会这一历史性时刻。我谨代表哥伦比亚大学教育学院中国教育研究中心，向大会的顺利召开致以最诚挚的祝贺，并向远道而来的各位同仁们表示热烈的欢迎！

教育是文明的传承，是智慧的启迪，更是社会进步的重要动力。哥伦比亚大学教育学院自1887年创立以来，一直秉承着追求卓越的教育理想，致力于推动全球教育合作、增进人类的共同福祉。作为全美历史最悠久、规模最大的教育学院，我们的宗旨是为社会创造更多的教育机会，让更多人能够受到教育。哥伦比亚大学教育学院与中国教育有着深远的历史渊源。郭秉文、陶行知、蒋梦麟、张伯苓、陈鹤琴等一大批中国教育领袖先后在哥伦比亚大学教育学院师从杜威，孟禄，罗素，桑代克，克伯屈等世界著名教育泰斗。他们在哥大教育学院学习期间，还建立了海外最早的中国教育研究团体——“中国教育研究协会”，凌冰、陶行知、张伯苓曾先后担任会长。



程贺南 Henan Cheng

哥伦比亚大学



2000年，哥大教育学院中国教育研究中心在知名教育经济学家曾满超教授的主持下正式成立，标志着哥大教育学院与中国教育的关系进入一个新阶段。我们作为全美第一所专注于中国教育研究的学术研究和交流机构，与中国教育界进行了多年的深厚合作，共同合作进行了中国教育的多方面研究，见证了中美教育理念的交融和学术成果的丰硕。

本次大会以“互学、合作与共荣：全球视野下的中华教育”为主题，正是我们对全球教育未来的共同愿景。教育不仅是知识的传递，更是心灵的沟通与文化的融合。在当今全球化背景下，面对诸多共同的挑战，唯有通过深入的交流与真诚的合作，我们才能共同探讨教育变革之道，推动教育的可持续发展，实现文化的共同繁荣。

《礼记·学记》中有言：“独学而无友，则孤陋而寡闻。”愿我们在互学互鉴中汲取智慧，在合作交流中共谋发展。在此，我衷心希望通过此次大会，我们能够进一步加深理解，扩大合作，携手并肩，共同推动华人教育事业的发展，共同探索教育的新途径，共同开创教育的新未来，为人类社会的和谐共荣贡献我们的热情和努力！

It is a great honor to gather with you all at the Western University to celebrate this historic moment of the Inauguration and the First Annual Conference of the new Chinese Society of Education. On behalf of the Center on Chinese Education at Teachers College, Columbia University, I would like to extend my warmest congratulations on the successful convening of the conference and a heartfelt welcome to all colleagues who have traveled far to attend!



Education is the advancement of civilization, the enlightenment of wisdom, and an important driving force for social progress. Since its establishment in 1887, Teachers College has been committed to promoting global communication and cooperation in education. As the oldest and largest school of education in the United States, we aim to create more educational opportunities for society and enable more people to receive education. Teachers College has remarkable historic partnership with China. A large group of prominent Chinese educators such as Kuo Pingwen, Tao Xingzhi, Jiang Menlin, Chang Poling, Chen Heqin collaborated with their mentors, to name a few, John Dewey, Paul Monroe, William Kilpatrick, to promote educational development in China. They also established the first overseas Chinese Education Research Association at Teachers College in 1915. Ling Bing, Tao Xingzhi and Chang Poling served as presidents of the Association. At the beginning of the new millennium, under the leadership of renowned education economist Professor Mun C. Tsang, the Center on Chinese Education was officially established in 2000, marking a new stage in the relationship between Teachers College and the Chinese education community. As the first academic research and communication institution in the United States dedicated to Chinese education, we have profoundly cooperated with the Chinese education community for many years, jointly conducting multi-faceted research on Chinese education, and witnessed the harmonious blending of educational philosophies between China and the US, as well as the abundant harvests of academic achievements.

The theme of this conference, “Reciprocal Learning, Collaboration, and Co-prosperity: Chinese Education in Global Perspectives,” precisely embodies our shared vision for the future of global education. Education is not merely transmitting knowledge, but also fostering communication between souls and cultures. In today’s globalized context, facing numerous sharing challenges, only through in-depth communication and genuine cooperation can we explore a path of educational reform together, promote the sustainable development of education, and achieve mutual cultural prosperity.

The saying from *The Book of Rites* goes, “Learning alone without friends leads to narrow-mindedness and limited knowledge.” May we draw wisdom through mutual learning and exchange and achieve progress through collaboration and communication. I sincerely hope that through this conference, we may deepen our understanding, broaden our cooperation, join hands to promote the development of Chinese education, explore new avenues in education, and create a new future for education, contributing our passion and efforts to the harmonious co-prosperity of human society!



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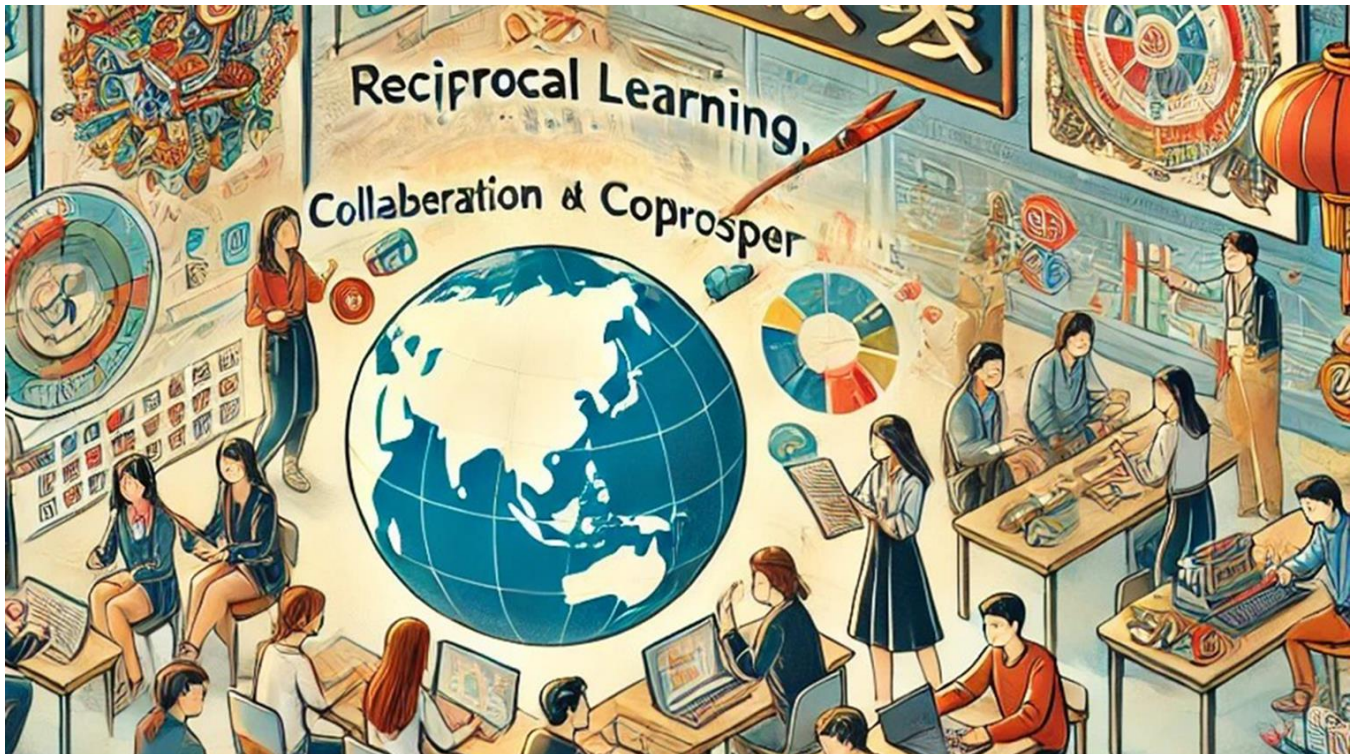
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成立典礼暨首届年会 Inauguration & 1st Annual Conference



中华教育学会成立庆典暨首届年会 · CSE INAUGURATION & 1ST ANNUAL CONFERENCE

2024年7月28-29日，加拿大伦敦 · JULY 28-29, 2024, LONDON, CANADA



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成立典礼暨首届年会筹备

Planning of the Inauguration and the 1st Annual Conference of the CSE

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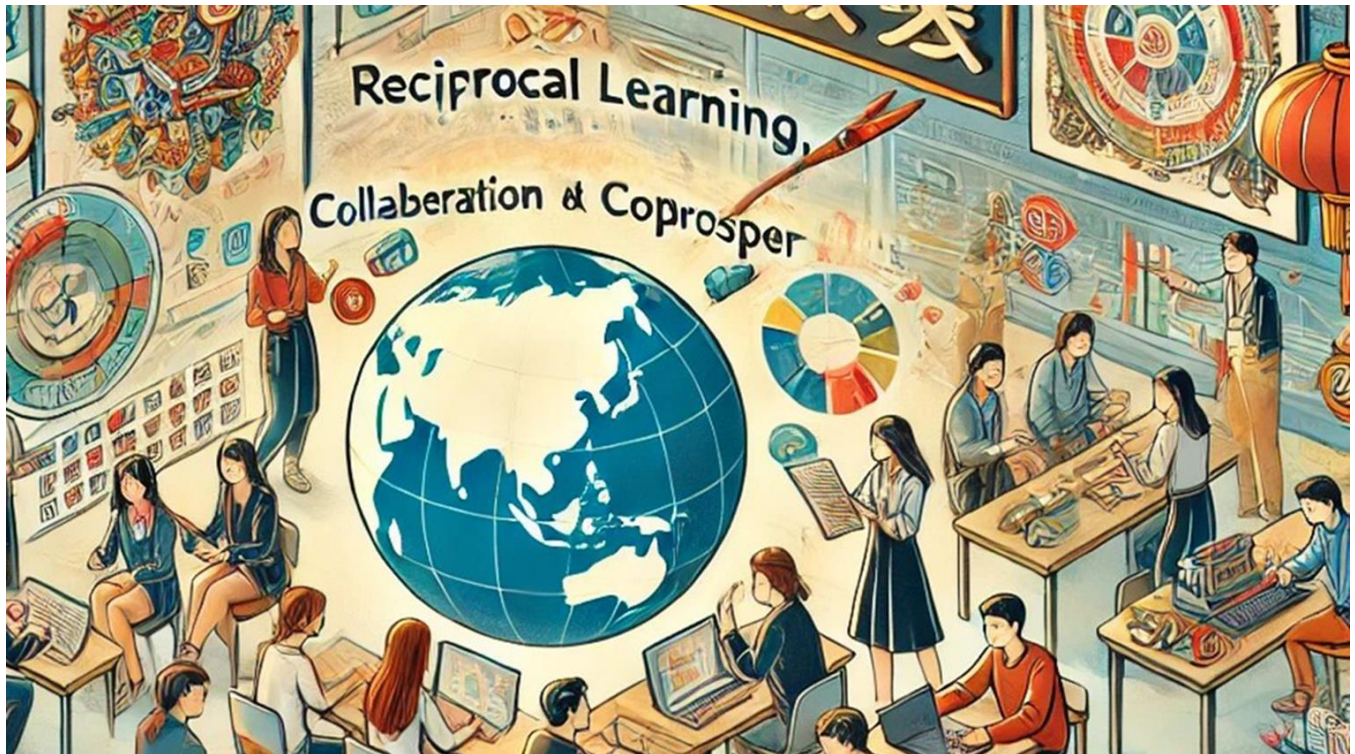
特色节目 Featured Events

成立庆典及开幕式 Inauguration Ceremony

主旨演讲 I-III Keynote Speech I-III

会长演讲 Presidential Address

全体会员年度例会 Annual General Meeting



中华教育学会成立庆典暨首届年会 • CSE INAUGURATION & 1ST ANNUAL CONFERENCE

2024年7月28-29日，加拿大伦敦 • JULY 28-29, 2024, LONDON, CANADA

成立典禮及開幕式

Inauguration Ceremony

9:30-10:00, July 28, FEB 1162

主持人：蔡馨惠/Host: Gabrielle Lee

共同見證中華教育學會成立的历史性時刻！共同祝賀成為中華教育學會的創會會員或創會機構！
本場历史性的活動將揭開中華教育學會成立典禮暨首次年會的序幕，並交接本會中方名譽會長、中國教育學會名譽會長、北京師範大學教授顧明遠先生為學會題寫的會名墨寶。歡迎您的致辭者將包括學會代表、主辦方代表、協辦方代表等。

Witness together the historical moment of the inauguration of the Chinese Society of Education!
Congratulate together on being a founding member or institution of the Chinese Society of Education!

This historical event marks the birth of the Chinese Society of Education, and will hand over the calligraphy of the title of the Chinese Society of Education by Mingyuan Gu, CSE Honorary President, Honorary President of China's National Association of Education and Professor at Beijing Normal University. Leaders of the Chinese Society of Education, the host and co-hosts will be delivering their warm welcome to each of you!



主旨演讲一：翻译在中华跨文化合作中的作用

Keynote Speech I: The Role of Translation in China's Cross-Cultural Collaboration

13:00-14:15, July 28, FEB 1162

主持：程贺南/Host: Henan Cheng

摘要：本次演讲将探讨翻译在中国跨文化合作历史中的作用。公元635年，叙利亚僧侣将基督教经典传入中国，并将其从叙利亚语翻译成中文。1580年代，天主教耶稣会传教士利玛窦与中国教友领袖徐光启合作进行翻译，将儒学引入了欧洲，同时将科学和基督教经典带入中国。19世纪，威尔士传教士李提摩太将中国的《法华经》翻译成英文，而中国学者及学术界人士马相伯则将欧洲哲学的核心思想与中国古典思想联系起来。

Abstract: This presentation looks at translation in the history of China's cross-cultural collaboration. Beginning in 635 CE, Syrian monks brought Christian texts to China and translated them from Syriac into Chinese, then from the 1580s Italian Jesuit Matteo Ricci collaborated with Chinese leader Xu Guangqi in translation projects that introduced Confucianism to Europe, while bringing scientific and Christian texts to China. In the 19th century Welsh missionary Timothy Richards translated China's Lotus Sutra into English, while Chinese scholar and academician Ma Xiangbo connected core ideas of European philosophy to Chinese classical thought.



许美德 Ruth Hayhoe

多伦多大学



UNIVERSITY OF TORONTO
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讲者简介：许美德教授是多伦多大学安大略教育研究院终身教授。她于1980年至1982年在上海复旦大学任教，1989年至1991年在加拿大驻北京大使馆担任文化参赞，1997年至2002年担任香港教育学院院长，现担任香港教育大学名誉校长。她最近的著作包括《宗教与教育：比较与国际视角》（Symposium Books, 2018）、《比较与国际教育：教师问题》（2017）和《加拿大大学在中国转型中的角色：一个不为人知的故事》（McGill Queens University Press, 2016）。2015年，她的《比较教育视角下的中国：许美德文选》许美德教授获得了诸多荣誉，包括香港特别行政区银紫荆星章（2002）、法国政府学术界棕榈叶高等骑士勋章（2002）、明远教育海外中国教育研究杰出贡献奖（2015）和维多利亚大学授予的人文学荣誉博士学位（2019）。

Bio-Sketch: Ruth HAYHOE is a professor at the Ontario Institute for Studies in Education, University of Toronto. She taught at Fudan University in Shanghai from 1980 to 1982, served as Cultural Secretary at the Canadian Embassy in Beijing from 1989 to 1991, and Director of the Hong Kong Institute of Education from 1997 to 2002, and is now President emerita of the Education University of Hong Kong. Recent books include *Religion and Education: Comparative and International Perspectives* (Symposium Books, 2018), *Comparative and International Education: Issues for Teachers* (2017) and *Canadian Universities in China's Transformation: An Untold Story* (McGill Queens University Press, 2016). *China through the Lens of Comparative Education* (Routledge 2015) Ruth has received many honors including the Silver Bauhinia Star of the Hong Kong SAR Government (2002), Commandeur dans l'ordre des Palmes Académiques of the Government of France (2002), Mingyuan Laureat for Outstanding Contribution to Chinese Education Research (2015) and Honorary Doctorate in Humane Letters from Victoria University (2019).

主旨演讲二：教师教育体系重构——中国经验和国际参考

Keynote Speech II: Reconstruction of Teacher Education System in China: Chinese Experience and International Implications

16:15-17:30, July 28, FEB 1162

主持：李军/Host: Jun Li

摘要：中国人口变化，无论是人口质量还人口数量的变化，对教育，尤其是对教师队伍建设和发展带来的影响从而对高质量教师培养和培训的需求提出了挑战，从而影响到教师的培养和培训体系的重构，本研究以人口变化可能对教师供需关系的变化预测为基础进行教育体系重构探讨，从需求预测、师资配置、培养、培训、条件保障和评价六个方面构建了认知框架，并基于已有数据进行若干要素的分析，揭示人口变化与教师供需之间关系，提出重构教师教育体系的若干建议。



朱旭东 Xudong Zhu



Abstract: China's population changes, both in terms of population quality and population quantity, have a profound impact on education, especially on the construction of teaching force. This impact is mainly manifested in the impact on the development of teacher supply and demand, which challenges the demand for high-quality teacher preparation and training, and thus affects the reconstruction of teacher education and training systems.

This keynote speech explores the restructuring of the education system based on the prediction of changes in the supply and demand relationship of teachers that may be caused by population changes. This paper constructs a cognitive framework from six aspects: demand forecasting, teacher allocation, Teacher preparation, in-service training, condition guarantee and evaluation. Based on the existing data, this paper analyzes several factors, reveals the relationship between population change and teacher supply and demand, and puts forward some suggestions for restructuring the teacher education system.

讲者简介：朱旭东博士系二级教授，博士生导师，北京师范大学教育学部部长，教育部普通高校人文社会科学重点研究基地北京师范大学教师教育研究中心主任，教育部长江学者特聘教授。

Bio-Sketch: Dr. Xudong Zhu holds the esteemed position of Dean at the Faculty of Education, Beijing Normal University. He fulfills the role of Director at the Center for Teacher Education Research at Beijing Normal University and is awarded as Ministry of Education Yangtze River Professorship. He serves as Secretary-General of the National Advisory Expert Committee on Teacher Education under the Ministry of Education, in addition to his role as Secretary-General of the Teacher Education Branch of the China Association of Higher Education.

主旨演讲三：未来的大学和大学的未来：数字化时代的全球视野

Keynote Speech III: University of the Future and Future of the University: Global Perspective in A Digital Era

11:15-12:30, July 29, FEB 1162

主持：蔡馨惠/Host: Gabrielle Lee

摘要：未来的大学会是什么样？我们现在的大学该如何为未来的大学做好准备？数字化时代、元宇宙时代、人工智能时代和后疫情时代让人类更快地迈向未知的未来时代。百年老店，少之又少，千年学府，依然健在。一方面，大学经历千年之后，即将面临颠覆性的变化；而另一方面，大学作为人才培养的机构，“怎么培养人才”这个以前看似简单的问题现在变得复杂起来。本报告将围绕大学之变与不变之争，从技术前瞻的角度，结合已有的文献，来探讨未来的大学发展和人才培养的趋势。

Abstract: What does it look like for a future university? How should the current university prepare for the future? Digitalization, metaverse, artificial intelligence and post pandemic effect accelerates the pace towards the future of uncertainty. Companies with one hundred years now become rare, but universities of one thousand years are still robust. On the one hand, we feel the disruptive change about to take place to university structure; on the other hand, university as an institution for teaching and learning, “how to educate people”, this seemingly simple question now becomes very complicated and challenging. This presentation will share the research findings with the support of the available literature, to explore the future development of university, especially, in the area of teaching and learning, the most important mission for a university.



李树英 Shuying Li



讲者简介：李树英，深圳大学教育学部特聘教授、教育研究院院长。曾在加拿大阿尔伯塔大学、香港教育大学、澳门城市大学等国内外多所高校从事教科研工作，担任过其中3所大学的副校长或校长职务；李树英博士拥有35年的跨学科、跨文化、跨区域教学、科研、高校行政管理经验。李树英教授研究兴趣广泛，涵括教育现象学、教师专业发展、教育教学评价、课堂教学创新、教育行动研究、教育技术与教育智慧、基础教育与高等教育发展等多个领域。

Bio-Sketch: Dr. Shuying Li is Distinguished Professor, Director of Institute of Education Research at Shenzhen University. He worked at universities across countries and regions including University of Alberta, Hong Kong Education University, City University of Macau, Nanjing University of Information Science and Technology, etc., and among three of them he served as Pro-rector or President. Dr. Li has 35 years of experience in cross-cultural teaching, research and administrative work. His research interest is wide and extensive, including phenomenological pedagogy, teacher professional development, educational assessment, learning study, teaching innovation, action research, pedagogical thoughtfulness in both basic and higher education domains.



会长演讲：作为国际叙事的中华教育：挑战与展望

Presidential Address: Chinese Education as an International Narrative: Challenges and Prospects

13:45-14:30, July 29, FEB 1162

主持人：朱旭东/Host: Xudong Zhu

摘要：始于 2010 年代中期以来的中美脱钩，给中华教育在国际上的叙事与传播带来新的挑战与机遇。通过对领导国际教育学会的经验与反思，本报告批判性地审思中华教育的国际使命与广阔应用，倡扬后新冠时代中华教育的国际话语，以中华教育的国际叙事促进全球对话、多元理解和互惠共荣，并展望中华教育对构建人类利益共同体的全球愿景。

Abstract: The decoupling between China and the United States since the mid-2010s has brought new challenges and opportunities to the international narrative and dissemination of Chinese education. Based on the experiences and reflections of leading international education societies, this keynote talk critically reflects on the international mission and wide applications of Chinese education, advocates the international narrative of Chinese education in the post-COVID-19 era, and promotes global dialogue, diverse understanding and co-prosperity by developing the international discourse of Chinese education. The speaker also envisions the global prospects of Chinese education for building a shared community for the common good.



李军 Jun Li

西安大略大学



讲者简介：李军博士是加拿大西安大略大学教育学院终身教授，中华教育学会（CSE）创会会长、比较与国际教育学会（CIES）前会长、海内外多所大学顾问或名誉教授（如北京师大和北京大学），以及明远教育奖获得者，是具有全球领导力和影响力的著名海外华人学者。李教授拥有教育史专业（1992年）及国际教育政策专业（2006年）双博士，出版逾百种英、中或日文期刊论文或学术论著，新著《教育改进科学——迈向改进型组织的艺术》即将面世。

Bio-Sketch: Dr. Jun Li is a tenured full professor at Western University Faculty of Education, Founding President of [Chinese Society of Education \(CSE, 中华教育学会\)](#), Immediate Past President of [Comparative and International Education Society \(CIES\)](#), an Executive Committee Member of [World Council of Comparative Education Societies \(WCCES\)](#), an adjunct, advisory or honorary professor at multiple institutions, such as Beijing Normal University and Peking University, a recent Laureate of the Ming Yuan Education Prize (2022-23), and a renowned overseas Chinese scholar with impactful global leadership. With two PhDs - one in Educational History (ECNU, 1992) and another in International Education Policy (UMCP, 2006), Dr. Li has extensively published, with many academic books and over a hundred journal/newspaper articles or book chapters in English, Chinese or Japanese, including his new authored book entitled *Educational Improvement Science: The Art of the Improving Organization*.



全體會員年度例會

Annual General Meeting

14:30-15:00, July 29, FEB 1162

主持人：李軍/Host: Jun Li

中華教育學會官方註冊為非盈利機構，每年舉行由全體會員自主決定參加的學會年度工作會議，審定年度報告，並討論各項重大議題。

歡迎各位註冊有效的會員踴躍參加全體會員年度例會。

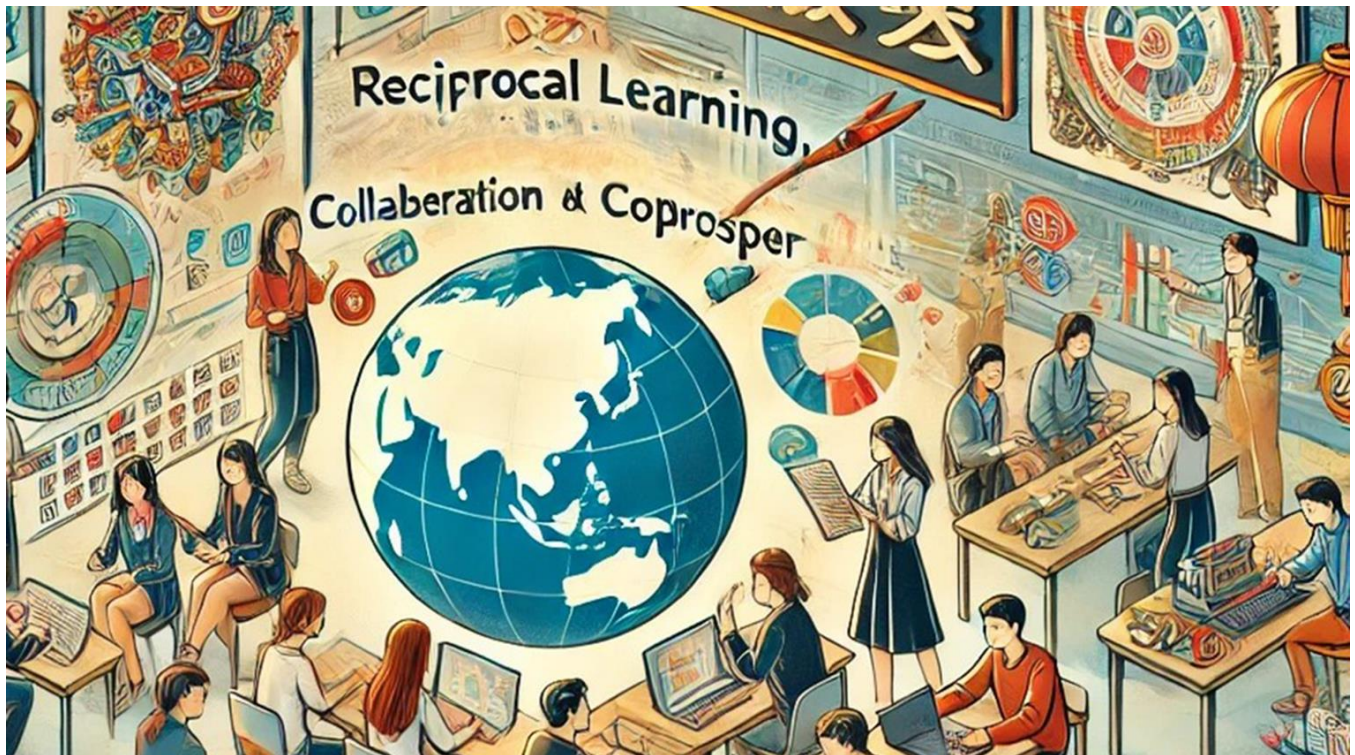
The Chinese Society of Education is registered officially as a non-for-profit organization and housed at Western University, and holds an Annual General Meeting (AGM) every year. AGM reviews, discusses and passes annual reports, and opens to discussions of important agenda items.

All current CSE members are welcome to participate in the AGM.



特别旨趣 Of Special Interest

哥伦比亚大学招待会 Reception of Columbia University
北京师范大学招待会 Reception of Beijing Normal University
浙江大学招待会 Reception of Zhejiang University
西安大略大学茶歇 Western University Tea Breaks
特别鸣谢 Special Acknowledgements



中华教育学会成立庆典暨首届年会 • CSE INAUGURATION & 1ST ANNUAL CONFERENCE

2024年7月28-29日，加拿大伦敦 • JULY 28-29, 2024, LONDON, CANADA



哥伦比亚大学招待会

Reception of Columbia University

时间 **Time:** 11:45-13:00，7月28日（周日）

11:45-13:00, July 28 (Sun.)

地点 **Venue:** FEB1139

FEB1139

主持 **Host:** 程贺南执行主任、博士
(哥伦比亚大学中国教育研究中心)

Director & Dr. Henan Cheng
(The Center on Chinese Education,
Columbia University)

诚邀所有参会者！

All CSE Participants Are Warmly Welcome!



北京師範大學招待會

Reception of Beijing Normal University

時間 Time:	17:30-19:00，7月28日（周日）	17:30-19:00, July 28 (Sun.)
地點 Venue:	FEB1139	FEB1139
主持 Host:	朱旭東學部長、博士 (北京師範大學大學教育學部)	Dean & Dr. Xudong Zhu (The Faculty of Education, Beijing Normal University)

誠邀所有參會者！

All CSE Participants Are Warmly Welcome!



浙江大學招待會

Reception of Zhejiang University

時間 Time:	12:30-13:45，7月29日（周一）	12:30-13:45, July 29 (Mon.)
地點 Venue:	FEB1139	FEB1139
主持 Host:	闕閱院長、博士 (浙江大學大學教育學院)	Dean & Dr. Yue Kan (The College of Education, Zhejiang University)

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All CSE Participants Are Warmly Welcome!



西安大略大學茶歇

Western University Tea Breaks

时间 Time:	14:15-14:30, 7月28日(周日)	14:15-14:30, July 28 (Sun.)
地点 Venue:	FEB1139	FEB1139
时间 Time:	16:00-16:15, 7月28日(周日)	16:00-16:15, July 28 (Sun.)
地点 Venue:	FEB1139	FEB1139
时间 Time:	11:00-11:15, 7月29日(周一)	11:00-11:15, July 29 (Mon.)
地点 Venue:	FEB1139	FEB1139

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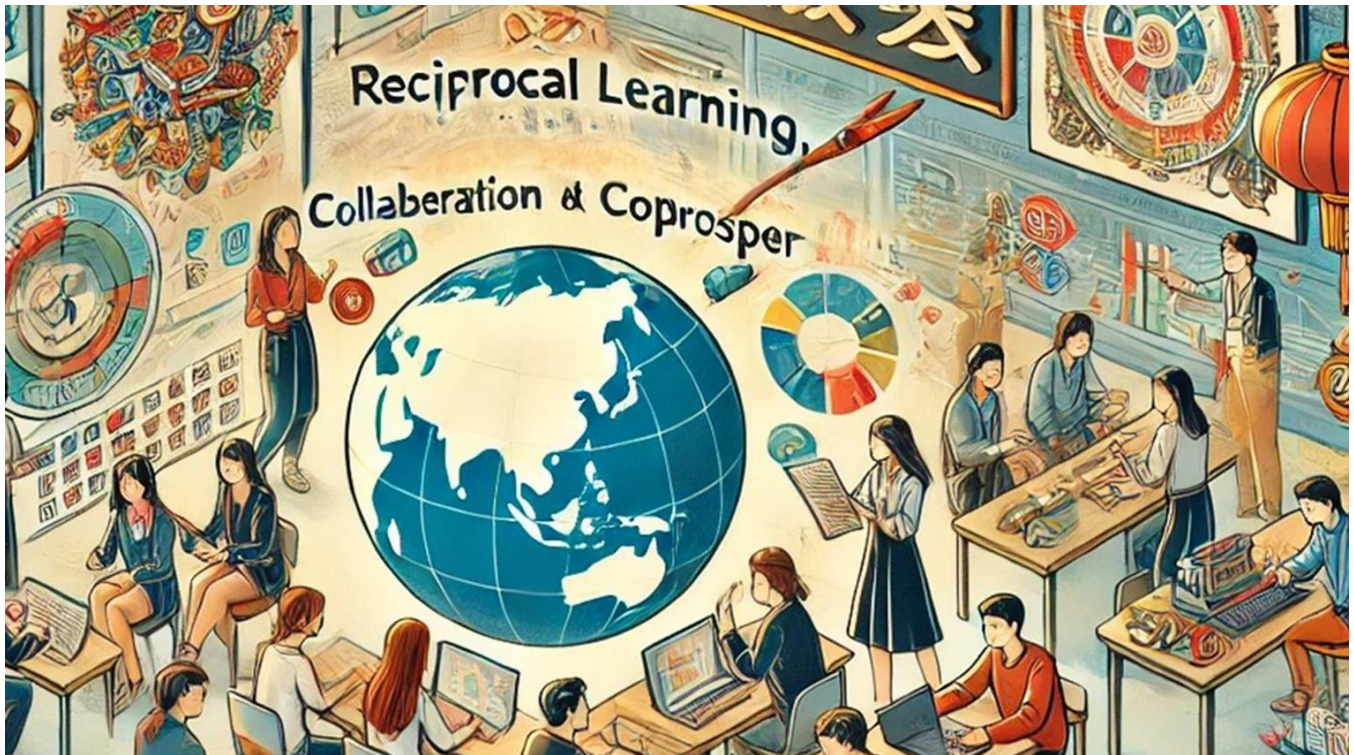
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平行組會 Concurrent Sessions

- 組會一 Concurrent Session 1
- 組會一 Concurrent Session 2
- 組會一 Concurrent Session 3
- 報告者索引 Index of Presenters



中華教育學會成立典禮暨首屆年會 • CSE INAUGURATION & 1ST ANNUAL CONFERENCE
2024年7月28-29日，加拿大倫敦 • JULY 28-29, 2024, LONDON, CANADA

平行组会/CONCURRENT SESSIONS

平行组会一/CONCURRENT SESSION 1

(7月28日/July 28)

10:15-11:45am

CS1.1 地点/Location: FEB 2023

主席/Chair: BAERMAN, Ann.

共同主席/Chair: 高学敏/GAO, Sammi

综合性题目/Theme: Educational Reforms

Paper 1: 從環球經驗中看臺灣教育缺什麼？

周祝瑛/CHOU, Chuing (政治大學/Chengchi University)

Paper 2: 全球化背景下的“双减”政策与密集式育儿/“Double Reduction” policy and intensive parenting in the context of globalization

常瀚文/CHANG, Hanwen (西安大略大学/Western University)

Paper 3: 中国教育政策变革绩效评价：基于 2018-2023 年的实证分析/Evaluation of the performance of educational policy reforms in China: An empirical analysis from 2018 to 2023

高学敏/GAO, Sammi (云南财经大学/Yunnan University of Finance & Economics)

Paper 4: Chinese public primary school students' experiences following the Double Reduction policy: A comparison across social classes

BAERMAN, Anna (SIT Graduate Institute)

CS1.2 地点/Location: FEB 2025

主席/Chair: 户秀美/HU, Xiumei

共同主席/Co-Chair: 梁瀨文/LIANG, Jingwun

综合性题目/Theme: 教育公平/Educational equity

Paper 1: A critical policy analysis of teachers' institutional inequity backed by performativity regime in China

陆伊萌/LU, Yimeng (西安大略大学/Western University)

Paper 2: The unequal process: A typology of Chinese students' transition to top universities

谢婉怡/XIE, Wanyi (清华大学/Tsinghua University)

Paper 3: 提升弱勢學生入學比例：政大「政星組」政策分析與招生策略建議/Increasing the proportion of disadvantaged students in university admissions: Policy analysis and admissions strategy for Chengchi University

梁瀨文/LIANG, Jingwun (西安大略大學/Western University); 李淑菁/LEE, Shu-ching (政治大學/Chengchi University)

Paper 4: 基于增强现实技术的孤独症儿童情绪识别的干预研究/Exploring the effects of augmented reality on the emotion recognition skills of children with Autism Spectrum Disorders

户秀美/HU, Xiumei; 胡晓毅/HU, Xiaoyi; 刘红梅/LIU, Hongmei; 杨财水/YANG, Caishui (北京师范大学/Beijing Normal University)

CS1.3 地点/Location: FEB 2027

主席/Chair: 郝晓伟/HAO, Xiaowei

共同主席/Co-Chair: 罗鸿海/LUO, Honghai

平行组会/CONCURRENT SESSIONS

综合性题目/Theme: 教育和政治及经济的关系/Education, politics, & economy

Paper 1: 中国访问博士生访问加拿大大学的满意度:案例研究/Chinese visiting doctoral student satisfaction in visiting a Canadian university: A case study

程茗/CHENG, Ming (西安大略大学/Western University)

Paper 2: 大中小学体育运动会中的思想政治教育研究——基于构建学校体育运动会推进大中小学思想政治教育一体化建设中的可行性研究/Research on ideological and political education in sports meeting of universities, middle schools, and primary schools——A feasibility study on playing a dominant role in the integrated construction of ideological and political education in universities, middle schools, and primary schools

杨媛媛/YANG, Yuanyuan; 温全/WEN, Quan (北京体育大学/Beijing Sport University)

Paper 3: 产教融合视域下研究生教育结构与产业结构的适切性/A study on the adaptability of postgraduate education structure and industrial structure in China's Pearl River Delta Region under the perspective of industry-education integration

罗鸿海/LUO, Honghai; 彭婵娟/PENG, Chanjuan; 魏航/WEI, Hang (澳门城市大学/City University of Macau)

Paper 4: 绿色经济社会发展指数构建及教育在其中的贡献/Research on the index for sustainable development of economy and society and the impact of education on its evolvement

郝晓伟/HAO, Xiaowei; 曹晓婕/CAO, Xiaojie; 丁小浩/DING, Xiaohao; 闵维方/MIN, Weifang (哥伦比亚大学/Columbia University)

平行组会/CONCURRENT SESSIONS

平行组会二/CONCURRENT SESSION 2

(7月28日/July 28)

2:30pm-4:00pm

CS2.1 地点/Location: FEB 2023

主席/Chair: 程贺南/CHENG, Henan

共同主席/Co-Chair: 周国强/ZHOU, Guoqiang

综合性题目/Theme: 跨国教育合作/Cross-border educational collaboration

Paper 1: The role of student initiative in enhancing educational collaboration: Experiences from the University of Toronto China Education Forum

刘亦凡/LIU, Yifan (多伦多大学/University of Toronto) ; 李明怡/LI, Mingyi (多伦多大学/University of Toronto) ; 岑程/CEN, Gladys Cheng (多伦多大学/University of Toronto)

Paper 2: The fundamental education movement: A perspective of interaction between UNESCO and China

阚阅/KAN, Yue (浙江大学/Zhejiang University)

Paper 3: Reciprocal learning between Canadian and Chinese schools through the nature notes program

周国强/ZHOU, Guoqiang (温莎大学/University of Windsor)

Paper 4: Cooperation of Dr. Y.C. James Yen and his American supporters to mass education movement and social progress in China

程贺南/CHENG, Henan (哥伦比亚大学/Columbia University)

CS2.2 地点/Location: FEB 2025

主席/Chair: 黄菊/HUANG, Ju

共同主席/Co-Chair: 邓雨涵/DENG, Yuhan

综合性题目/Theme: 跨文化合作&保护少数语种/Intercultural collaboration & maintenance of minority languages

Paper 1: Language endangerment among the Zhuang: Challenges and opportunities for preservation

韦佳/WEI, Jia (西安大略大学/Western University)

Paper 2: “Overseas” or “local”: Social capital in international research collaboration networks

赵鑫/ZHAO, Xin (上海交通大学; 多伦多大学/Shanghai Jiao Tong University; University of Toronto)

Paper 3: 加拿大职前教师的中国跨文化经验: 汉语学习与英语教学的互惠学习之旅/Canadian pre-service teachers' international intercultural experience: Learning Chinese as a foreign language and teaching English as a foreign language in China

邓雨涵/DENG, Yuhan & 许世静/Xu, Shijing (温莎大学/University of Windsor)

Paper 4: “遇见未知的自我”: 通过教师教育互惠学习项目探索一名新手英语教师的身份发展/“Meeting an unknown self”: Exploring a novice EFL teacher's identity development through teacher education reciprocal learning program

黄菊/HUANG, Ju; 郭浩君/GUO, Haojun; 何茜/HE, Xi; 袁讯/YUAN, Xun (西南大学/Southwest University)

平行组会/CONCURRENT SESSIONS

平行组会三/CONCURRENT SESSION 3

(7月29日/July 29)

9:30-11:00am

CS3.1 地点/Location: FEB2023

主席/Chair: 肖红缨/XIAO, Hongying

共同主席/Co-Chair: 黄莹/Huang, Ying

综合性题目/Theme: 高等教育/Higher Education

Paper 1: 国家力量的介入与应对：1927-1937年间的中国私立大学/"Top-down Policy, Bottom-up Countermeasures": Game-playing between Chinese Private Universities and the Party-state, 1927-1937

金国/JIN, Guo (苏州大学/Soochow University)

Paper 2: 国际高等教育质量保障组织何以参与全球风险治理？——基于风险社会理论的考察/How does the international higher education quality assurance organization participate in global risk governance? —— An analysis based on risk society theory

周奕/ZHOU, Yi (厦门大学/Xiamen university)

Paper 3: 如何改进学生在在线学习中的参与度：加拿大某研究生课程的案例研究/Improving student engagement in online learning: A case study of a graduate program in Canada

黄莹/HUANG, Ying (西安大略大学/Western University)

Paper 4: 提升大学形象的策略：中国一所大学的案例研究/ Strategies to promote the images of universities: The case study of a university in China

肖红缨/XIAO, Hongying; 陈德祥/CHAN, Tak Cheung (清华大学/Tsinghua University)

CS3.2 地点/Location: FEB 2025

主席/Chair: 申南/SHEN, Nan

共同主席/Co-Chair: 张泽慧/ZHANG, Zehui

综合性题目/Theme: 艺术教育&数字化时代的教育/Art-based education & education in the digital era

Paper 1: Digital transformation and innovation in Chinese higher education institutions: Governance and strategy

SZIEGAT, Hongmei (University of Tuebingen)

Paper 2: 数智时代中国研究生教育的管理改进/Improvement of graduate education management in China in the digital age

张泽慧/ZHANG, Zehui (北京理工大学/Beijing Institute of Technology)

Paper 3: 拥抱“附近”：后疫情时代艺术教育新思考——以云南为例/Embracing “the Nearby”: Transformative pathways for art-based museum education in post-pandemic Yunnan Province

李睿康/LI, Ruikang (北京大学/Peking University); 申南/SHEN, Nan (复旦大学/Fudan University)

CS3.3 地点/Location: FEB2027

主席/Chair: 付海志/FU, Haizhi

共同主席/Co-Chair: 任可欣/REN, Kexin

综合性题目/Theme: 学生体验和学生学习积极性/Student experience & student engagement

平行组会/CONCURRENT SESSIONS

Paper 1: 博士生感知导师指导潜在类别与自我效能感——基于中美德法英五国数据的实证研究/The relationship between doctoral students' perceived mentoring profiles and self-efficacy: An empirical study based on data from China, the United States, Germany, France, and the UK

黄洁琼/HUANG, Jieqiong (Xiamen University)

Paper 2: 超越导师制：社科类博士生指导三元组研究/Beyond mentorship: Research of mentoring triplets for doctoral students in the social sciences

任可欣/REN, Kexin (Xiamen University)

Paper 3: 混合研究方法：在中国的“随班就读”政策下，国际象棋可否提高有特殊需求学生的学业表现/A mixed approach: Can chess improve math academic performance of students with exceptionalities under “Learning in Regular Classrooms” policy in China

董泽弘/DONG, Zehong(西安大略大学/Western University); 付海志/FU, Haizhi (西安大略大学/Western University)

Paper 4: Exploring and Presenting Students' Differentiated Instruction Needs in China: A Photo-Autonarrative Study

付海志/FU, Haizhi (西安大略大学/Western University)

INDEX OF PRESENTERS

BAERMAN, Anna (SIT Graduate Institute) (CS 1.1)

Chinese public primary school students' experiences following the Double Reduction policy: A comparison across social classes

This comparative case study explores the impact of policy change on educational equity in an eastern coastal city in China. This research explores changes to the educational experiences of Chinese public primary school students undergoing Double Reduction, a 2021 policy that regulates homework and private supplementary tutoring. The conceptual framework for this study looks at socially transformative versus reproductive and individual versus collective forces, drawing on cultural reproduction theory (Bourdieu, 1986), cultural production theory (Levinson et al., 1996), concerted cultivation (Lareau, 2001), and governmentality theory (Foucault, 1991).

The comparative case study (CCS) (Bartlett & Vavrus, 2017) approach uses three axes of comparison to examine the problem across different research sites, multiple levels of analysis, and over time. A horizontal comparison of participants from different social classes reveals that Double Reduction has lessened academic aspirations among low-income urban students but provided new learning opportunities for low-income rural students. Horizontal comparison revealed that both lower and upper-class participants reported favorable changes to educational experiences following Double Reduction, while middle class participants report the highest levels of non-compliance with the policy. A key finding along the vertical axis is a decoupling between societal and individual level goals. A transversal analysis indicates that Double Reduction is a highly impactful policy, with more transformative potential than many past reforms.

Double Reduction is a noteworthy policy, as it seeks to achieve the broad and somewhat conflicting goals of equity, child wellbeing, and human capital development. This study leverages critical comparison to make a unique contribution to the growing body of work on education reform in China. It highlights the heterogeneity of Chinese students and listens to participants as they grapple with the purpose of education in a changing society.

常瀚文/CHANG, Hanwen (西安大略大学/Western University) (CS 1.1)

全球化背景下的“双减”政策与密集式育儿/ “Double Reduction” policy and intensive parenting in the context of globalization

在全球化背景下，中国经历了从中央计划经济向社会主义市场经济的转变，政府在规范市场活动方面的作用减弱，从而促进了市场上的自由贸易。教育发展为全球性产业，密集式育儿方式在中国家庭中日益盛行，导致儿童面临严重的学业压力。故，中国政府颁布了“双减”政策来尝试减轻学生因家庭作业和课后辅导而产生的学业压力。本研究旨在论证当密集式育儿在现代中国家庭中盛行时，“双减”政策是国家层面减轻儿童学业压力的有效对策。本研究将采用文献综述的研究方法，通过系统梳理，论证在全球化背景下中国实施“双减”政策的重要性。

The intensive parenting style has become increasingly prevalent as globalization has enlarged the wealth gap in society (Doepke & Zilibotti, 2019). This parenting style is children-centered, where parents spend much time, energy, and money cultivating their children. In the context of globalization, China's

INDEX OF PRESENTERS

economy has experienced significant growth, witnessing a shift from a centrally planned economy to a socialist market economy (Jabbour et al., 2022). Therefore, the government's role in regulating market activities weakens, encouraging more free trade in the Chinese market. During this process, education has developed into a global industry, encouraging the bloom of varied after-school tutoring services in China. This contributes to the prevailing intensive parenting style in Chinese families, resulting in severe academic pressure on Chinese children.

As a response, the Chinese government issued the "Double Reduction" policy, a formal attempt to reduce students' academic pressure caused by homework and after-school tutoring (Xue & Li, 2023). The proposed research recognizes the importance of this education policy in addressing the negative impacts of intensive parenting on children's health and well-being in the long run. Thus, the proposed research will aim to justify the necessity of the "Double Reduction" policy as an effective nation-level response to reduce children's academic pressure when the intensive parenting style becomes prevalent in modern Chinese families. It argues that the "Double Reduction" policy is a significant education policy contributing to the overall well-being of Chinese students. The literature review will be employed as the research methodology to gather and review existing peer-reviewed research articles about essential concepts like "globalization and socialist market economy," "globalization and inequality," "intensive parenting," "academic pressure," and "Double Reduction" policy. By systematically reviewing the existing relevant literature, the proposed research will justify the importance of the implementation of the "Double Reduction" policy in China in the context of globalization.

程贺南/CHENG, Henan (哥伦比亚大学/Columbia University) (CS 2.1)

Cooperation of Dr. Y.C. James Yen and his American supporters to mass education movement and social progress in China

This paper aims to shed light on Yen's groundbreaking efforts to collaborate with prominent Chinese and American educators, political and religious leaders, and philanthropists to improve education and social development through comprehensive investigations on primary archival sources and published English and Chinese literature. Important connections are drawn between the revolutionary Mass Education Movement (MEM) founded by Dr. Y.C. James Yen and his colleagues in 1923, the subsequent Ting Hsien Experiment in 1926, Yen's efforts to persuade the U.S. Government to fund postwar rural reconstruction through the 1948 China Aid Act, and his lifelong commitment in promoting social justice and international cooperation.

程茗/CHENG, Ming (西安大略大学/Western University) (CS 1.3)

中国访问博士生访问加拿大大学的满意度:案例研究/Chinese visiting doctoral student satisfaction in visiting a Canadian university: A case study

由于世界知识经济的激烈竞争,中国一直是出国访问学生最多的国家之一。许多学生还认为,获得国际学习经验可以增强他们未来职业生涯的竞争力。因此,中国访问博士(CVDS)的数量在包括加拿大在内的许多国家都有所增加。然而,针对这一特定群体的研究并不多。因此,本研究旨在解决这一空白,并探索 CVDS 访问加拿大大学的满意度。本研究将采用案例研究的方法,重点

INDEX OF PRESENTERS

研究 CVDS 在加拿大大学的生活经历和他们的访问满意度。通过了解 CVDS 在访问期间的满意度和面临的挑战，本研究旨在促进其大学政策变化，以改善他们在未来的体验。

Due to high competition within the world knowledge economy, China has been among the leading countries to send the most visiting students abroad (Institute of International Education [IIE], 2018). Many students also believe that gaining international study experience could enhance their competitiveness for their future careers (Wu, 2014). Therefore, the number of Chinese visiting doctoral students (CVDS) has increased in many countries recently, including Canada (Shen et al., 2017). However, not many research focuses on this specific group. Therefore, this research aims to address this gap and explore CVDS's satisfaction of visiting Canadian universities. By using case study methodology, this study will focus on CVDS' lived experiences in a Canadian university and their satisfaction of their visit. By understanding CVDS's satisfactions and challenges during their visit, this study aims to promote for policy change in their university and improve CVDS experiences in the future.

周祝瑛/CHOU, Chuang (政治大學/Chengchi University) (CS 1.1)

從環球經驗中看臺灣教育缺什麼？

本文試圖從作者近期環球四個月的經歷中，分析沿途所見各國對於氣候變遷、文化保存、環境保護、殖民歷史、語言教育與國際交流等方面的反思與作法，藉此檢討臺灣近三十年來教育改革的政策，在鬆綁與快樂學習等主軸下，出現「解構有餘、建構不足」等後遺症。尤其，在面對當前全球科技創新的趨勢中，臺灣教育如何在文化保存與自我定位上，面臨哪些方面的挑戰。

邓雨涵/DENG, Yuhan; 许世静/XU, Shijing (温莎大学/University of Windsor) (CS 2.2)

加拿大职前教师的中国跨文化经验：汉语学习与英语教学的互惠学习之旅/Canadian pre-service teachers' international intercultural experience: Learning Chinese as a foreign language and teaching English as a foreign language in China

本研究采用叙事探究调查了四名加拿大职前教师们参加加拿大与中国两所大学之间的教师教育互惠学习项目跨文化实习经历，聚焦他们在中国的汉语学习和英语教学经验。本研究采用多种方法收集数据，包括参与者观察、田野笔记、加拿大参与者的汉语笔记、小组讨论和后续访谈。研究结果显示，加拿大职前教师在行程前后对汉语学习的目的和态度各不相同，其中对汉字学习的态度尤为显著。此外，通过汉语和文化学习，职前教师们更深入地理解了如何向非英语母语学习者教授英语。最后，本研究还揭示了东西方互惠学习概念在促进跨文化交流中的重要性。

董泽弘/DONG, Zehong (西安大略大学/Western University); 付海志/FU, Haizhi (西安大略大学/Western University) (CS 3.3)

混合研究方法：在中国的“随班就读”政策下，国际象棋可否提高有特殊需求学生的学业表现/A mixed approach: Can chess improve math academic performance of students with exceptionalities under “Learning in Regular Classrooms” policy in China

INDEX OF PRESENTERS

This research explicitly examines the relationship between chess and mathematics academic performance of students with exceptionalities under the “Learning in Regular Classroom” policy in China. Due to the poor academic performance of students with exceptionalities, they are marginalized within regular educational settings. The researcher advocates using chess to improve their academic performance. Although many empirical studies have previously demonstrated that chess was beneficial for students’ cognitive abilities and academic achievement, those research methods overemphasized null hypothesis significant testing (NHST) and cognitive factors of academic performance. That leads to those studies remaining problematic in methodology and theoretic framework. Therefore, this research will adopt a mixed approach. We are going to use quasi-experiments to investigate the relationship between chess and the mathematic achievement of students with exceptionalities studying in the Dongchen school district in Beijing, China. At the same time, we will explore the relationship between chess and those students’ academic behaviors in mathematics by observation and interview.

付海志/FU, Haizhi (西安大略大学/Western University) (CS 3.3)

Exploring and Presenting Students’ Differentiated Instruction Needs in China: A Photo-Autonarrative Study

Every person in the world has one’s uniqueness and different instruction (DI) needs. The 2001 Eighth Basic Education Reform encouraged and supported teachers to become curriculum developers and accommodate curriculum content and instruction with students’ individual needs. Since 2001, more than 3,000 DI studies have been published by teachers and professional researchers in China. Despite the popularity of DI research and praxis as a student-centered approach, few studies addressed how students can engage in DI design and praxis. Moreover, few studies conducted an art-based approach to research DI. Therefore, this proposed study will investigate students’ DI needs through self-reflection and photo-autonarrative. Since narrative, or storytelling, is inherently self-reflexive and follows a recursive pattern, this approach will position students themselves in the center of research. On the other hand, photos capture, revisit, and retell the stories. Therefore, this approach integrates various forms of media into storytelling, enabling students to articulate their not only verbally but also visually. The proposed paper will draw from Tominson’s (2014) DI six principle framework and use a thematic analysis approach to evaluate the produced students’ photo stories. Through this method, the study will illustrate how students’ life experiences and prior knowledge situate their roles in the classroom and articulate the DI needs produced in classroom interaction and evolving DI needs throughout the ongoing learning process.

高学敏/GAO, Sammi (云南财经大学/Yunnan University of Finance & Economics) (CS 1.1)

中国教育政策变革绩效评价：基于 2018-2023 年的实证分析/Evaluation of the performance of educational policy reforms in China: An empirical analysis from 2018 to 2023

本文旨在对中国近五年来教育领域的重要政策进行实证分析，重点关注小学双减政策、中考考试政策和高考招生政策。通过对这些政策在不同阶段的影响进行细致分析，探讨其对学校、家长、学生、教育培训机构等相关方的影响。研究发现，这些政策变革并未完全实现最初的教育改

INDEX OF PRESENTERS

革目标，导致家长焦虑、学生学历追求过度、教育行业资本扩张问题等。这些挑战反映了教育政策绩效受多方面因素影响，具有较高不确定性。唯有理性分析中国教育政策，方能建立符合国家发展需求的人才培养平台和体系。

This paper focuses on the most significant policies implemented in the field of education across three stages in China over the past five years, such as the primary school "double reduction" policy, the middle school entrance examination policy, and the college entrance examination enrollment policy. By selecting different dimensions within these three stages, the analysis examines the impact of changes in educational policies on stakeholders such as schools, parents, students, and educational training institutions. The study analyzes the current three most representative and phased changes in educational policies, indicating that the subsequent performance evaluation of these policies has not fully achieved the initial goals of educational reform. Simultaneously, issues such as parental anxiety, students' relentless pursuit of academic credentials, the stagnation in the education industry's capital expansion, the underground resurgence of private tutoring, and the counter-trend growth in overseas education trends reflect various elements and variables influencing the performance of educational policies, exhibiting significant uncontrollability. A rational analysis of Chinese educational policies is essential in cultivating a talent education platform and system that aligns with China's development.

卢秀美/HU, Xiumei; 胡晓毅/HU, Xiaoyi; 刘红梅/LIU, Hongmei; 杨财水/YANG, Caishui (北京师范大学/Beijing Normal University) (CS 1.2)

基于增强现实技术的孤独症儿童情绪识别的干预研究/Exploring the effects of augmented reality on the emotion recognition skills of children with Autism Spectrum Disorders

本研究评估以小组形式提供的增强现实情绪识别课程(ARERP)对自闭症儿童情绪识别的影响。研究问题包括：ARERP 能否提高孤独症儿童的情绪识别能力？ARERP 是否能够帮助孤独症儿童从AR 卡通情绪泛化到未经教学的真人情绪？干预的效果维持多久？研究采用跨行为多探测研究设计，目标行为包含积极、消极以及复杂情绪。结果显示，被试干预后均达到了100%的情绪识别准确率，并且观察到对未经教学的真人情绪泛化，维持效果良好。本研究为基于增强现实结束的小组干预对孤独症儿童情绪识别的干预提供了初步的实证证据。

Purpose: The purpose of this study was to evaluate the effect of an augmented reality emotion recognition program (ARERP) delivered in a group format on the emotion recognition of young children on the autism spectrum. Three questions were investigated: (a) Can ARERP improve the emotion recognition of children on the autism spectrum? (b) If an effect exists, does the ARERP facilitate generalization from AR cartoons (i.e., animated AR cartoons of elves who are showing particular emotions) to untrained still pictures (i.e., still pictures of a person illustrating a particular emotion) and GIFs (i.e., moving pictures of a person exhibiting a particular emotional process)? (c) How long are the effects of the training maintained after completion of training?

Method: This study employed a concurrent multiple probe design across behaviors (three emotion sets) to evaluate the effects of the training on children's emotion recognition. The target behavior was recognizing three emotion sets: positive, negative, and complex. The sequence of conditions included pre-test, baseline, training, post-test, and follow-up sessions.

INDEX OF PRESENTERS

Results: Positive results were found across all four children who all achieved 100% accuracy in identifying emotions during the training. Further, the emotion recognition skills were successfully maintained for four to seven weeks post-training, with observed generalization to untrained still pictures and GIFs.

Conclusion: This study provides preliminary evidence supporting the effectiveness of AR-based group training for young children on the autism spectrum.

郝晓伟/HAO, Xiaowei; 曹晓婕/CAO, Xiaojie; 丁小浩/DING, Xiaohao; 闵维方/MIN, Weifang (哥伦比亚大学/Columbia University) (CS 1.3)

绿色经济社会发展指数构建及教育在其中的贡献 /Research on the index for sustainable development of economy and society and the impact of education on its evolvement

本研究通过构建绿色经济社会发展指数，尝试解决传统 GDP 和绿色 GDP 在反映经济发展质量上的一些局限性。绿色经济社会发展指数不仅包括环境和资源消耗等因素，还涵盖了经济社会发展质量的各个方面，以更加综合地反映经济和社会的高质量发展水平。在此基础上，探讨了教育在推动绿色经济社会建设中的重要性。对不同国家的绿色经济社会发展指数的计算结果显示教育与绿色经济社会发展指数之间存在密切的关系，这一关系相较传统 GDP 和绿色 GDP 来说更强。

In the context of the increasingly deteriorating global climate, resources, and environment caused by economic activities, and the burgeoning momentum of domestic green productivity, it is particularly important to comprehensively examine the quality of global economic and social development. However, there is still a lack of relatively systematic theoretical discussions on the importance of this issue and the construction of relevant indicators. This study attempts to address some limitations of traditional GDP and green GDP in reflecting the quality of economic development by constructing the Index for Sustainable Development of Economy and Society. the Index for Sustainable Development of Economy and Society not only includes factors such as environmental and resource consumption but also covers various aspects of the quality of economic and social development, providing a more comprehensive reflection of the high-quality development level of the economy and society. On this basis, the importance of education in promoting the construction of a green economy and society is discussed. The calculation results of the Index for Sustainable Development of Economy and Society for different countries show that there is a close relationship between education and the green economic and social development index, which is stronger compared to traditional GDP and green GDP. Vigorously developing education and building a strong educational nation can accelerate the formation of new quality productivity, achieve coordinated development of economic growth, environmental protection, and social welfare, and promote high-quality and sustainable economic and social development.

黄洁琼/HUANG, Jieqiong (Xiamen University) (CS 3.3)

博士生感知导师指导潜在类别与自我效能感——基于中美德法英五国数据的实证研究 /The relationship between doctoral students' perceived mentoring profiles and self-efficacy: An empirical study based on data from China, the United States, Germany, France, and the UK

本研究旨在分析《自然》杂志 2022 年的全球研究生调查数据，探究中国、美国、德国、法国

INDEX OF PRESENTERS

和英国的博士生感知导师指导潜在类别对其自我效能感的影响。通过潜在剖面分析，研究识别出基础指导型、卓越领航型和稳健引导型三种主要的博士生感知导师指导潜在类别，它们在不同文化和教育体系中呈现出显著差异，并显著影响了博士生的科研自我效能感和一般自我效能感。这一发现，为优化全球博士生导师指导方式提供了重要视角，同时也对提高全球博士教育质量和有效性提供了重要的实证支持。

This study aims to analyze data from the Nature Careers Graduate Survey 2022 to explore how doctoral students in China, the United States, Germany, France, and the United Kingdom perceive different types of mentoring and how these perceptions influence their self-efficacy. Latent profile analysis identified three distinct mentoring profiles based on doctoral students' perceptions: the Basic, the Excellent, and the Steady. These profiles show significant differences across diverse cultural and educational systems, which in turn markedly affect doctoral students' research self-efficacy and general self-efficacy. This finding provides valuable insights for optimizing global doctoral supervision methods and offers substantial empirical support for enhancing the quality and effectiveness of doctoral education worldwide.

黄菊/HUANG, Ju; 郭浩君/GUO, Haojun; 何茜/HE, Xi; 袁讯/YUAN, Xun (西南大学/Southwest University) (CS 2.2)

“遇见未知的自我”：通过教师教育互惠学习项目探索一名新手英语教师的身份发展/“Meeting an unknown self”: Exploring a novice EFL teacher's identity development through teacher education reciprocal learning program

本研究基于一位中国初中新手教师的前两年教学经历，探讨了她在参加促进中国和加拿大职前教师跨文化交流的教师教育互惠学习计划期间教授英语作为外语(EFL)的职业身份建构。研究收集了反思、田野笔记、访谈、课堂观察和日常对话等，并用定位理论分析文本。结果表明在 TERLP 期间该教师将自己循环定位为反思观察者，她在日常教学同事合作以及学生互动中积极发展反思实践者关爱的教师和教师研究者的新身份。在 TERLP 期间和之后对新手 EFL 教师身份的循环重新定位可能有助于在国际和跨文化背景下为职前和在职教师的教育提供建议。

This narrative inquiry explored the professional identity construction of a Chinese teacher who taught English as a Foreign Language (EFL) during her participation in the Teacher Education Reciprocal Learning Programme (RLP), a program that fosters a two-way intercultural exchange between teacher candidates in China and Canada, and her first two years of teaching as a novice junior high school teacher in China. Reflective portfolios, field notes, interview transcripts, classroom observations and casual conversations were collected and positioning theory was used in field text analysis. Findings show that the novice EFL teacher positioned and repositioned herself as a reflective observer and formed the ideal identity as a caring teacher and teacher-researcher during the TERLP. During the first two years of teaching, she proactively developed new identities as reflective practitioner, caring teacher and teacher-researcher in daily teaching practices, collaboration with colleagues, and interaction with her students. The positioning and repositioning of novice EFL teacher's identity during and after the TERLP may shed light on teacher education for pre-service and in-service teachers in the international and cross-cultural context.

INDEX OF PRESENTERS

黄莹/HUANG, Ying (西安大略大学/Western University) (CS 3.1)

如何改进学生在在线学习中的参与度：加拿大某研究生课程的案例研究/Improving student engagement in online learning: A case study of a graduate program in Canada

高等教育领域在全球范围内经历了向在线学习的变革性转变，尤其是在 COVID-19 之后。由于学生参与度在学习成果和学术成功中起着至关重要的作用，在线学习中的学生参与度成为了一个关键的研究领域。尽管已有大量研究探讨了传统面对面环境中的学生参与度，但在理解在线学习环境，特别是研究生阶段的参与度方面，仍存在显著差距。本研究采用了改进科学和在线学生参与度理论相结合的综合框架，利用质性案例研究方法，考察了一所加拿大大学提供的完全在线研究生课程中学生的参与体验。通过认知、情感、行为、协作和社交参与的视角，在改进科学的整体分析指导下开展了研究。研究发现，教学、组织及社会结构因素与在线学习中的学生参与度密切相关。研究提出了改进互动、提供个性化支持和培养共同体的策略，同时在政策层面建议提倡以学习者为中心的方法和质量保证机制。本研究加深了对在线学生参与度的理解，为致力于改善加拿大及其他地区研究生在线学习环境的教育工作者、政策制定者和机构提供了宝贵的见解。

The landscape of higher education has undergone a transformative shift towards online learning globally after COVID-19. Student engagement in online learning emerges as a pivotal area of inquiry due to its critical role in learning outcomes and academic success. While extensive research has explored student engagement in traditional face-to-face settings, there remains a notable gap in understanding engagement in online learning environments, particularly at the graduate level. Adopting an integrated framework of improvement science and an online student engagement framework, this study examines the engagement experiences of graduate students in a fully online program offered by a Canadian university, utilizing a qualitative case study methodology. Through the lenses of cognitive, emotional, behavioral, collaborative, and social engagement, this study is guided by the holistic analysis of improvement science. Pedagogical, organizational, and socio-structural factors are identified as closely linked to student engagement in online learning. Strategies are proposed to improve interaction, provide personalized support, and cultivate a sense of community, while policy recommendations advocate for learner-centric approaches and quality assurance mechanisms. This study provides a better understanding of online student engagement, offering valuable insights for educators, policymakers, and institutions striving to improve the online learning environment for graduate students in Canada and beyond.

金国/JIN, Guo (苏州大学/Soochow University) (CS 3.1)

国家力量的介入与应对：1927-1937 年间的中国私立大学/"Top-down Policy, Bottom-up Countermeasures": Game-playing between Chinese Private Universities and the Party-state, 1927-1937

国民政府奠都南京之后，虽实现统一，但面临诸多挑战。为稳固政权国民政府强化了私立大学治理。国民政府通过立案制度加强了私立大学整顿，并且借助包括党化教育、变革内部治理结构以及经费补助等方式，强化国家力量在私立大学日常办学中的呈现，使之逐步纳入至国家监管

INDEX OF PRESENTERS

体系之中。本文从“日常办学”的视角，以教育部立案私立大学为中心，在详述国家力量如何强势介入日常办学的基础上，着重探讨私立大学如何因应。通过本研究，有助于深化理解近代中国私立大学的生存状况及其与政府之间的互动，也有助于深化理解当今民办高等教育的发展逻辑。

This study revisits the private universities' encounter with the Party-state in China from 1927-1937. Previous research has tended to view private universities as passive recipients of the Nationalist government's instructions from a top-down perspective, offering little insight into how they responded and reacted to state intervention from the bottom-up, thus neglecting the game-playing between private universities and the Party-state. Private universities did become compliant under the Nationalist government due to political and financial considerations, but they variously resisted state intervention, with some having manipulated the existing policies and institutions to serve their ends.

阚阅/KAN, Yue (浙江大学/Zhejiang University) (CS 2.1)

The fundamental education movement: A perspective of interaction between UNESCO and China

The Fundamental Education is the first educational program initiated by UNESCO in its early years after establishment followed by its first educational report Fundamental Education: Common Ground for All Peoples published in 1947. Both the report and program embodied the ideal and ambition of building a peaceful and prosperous world through education. This presentation firstly reviewed the emergence and development of fundamental education from a historic perspective. One of sources of the idea of fundamental education came from “Education for the Masses” (平民教育) originated from China in 1920s - 1930s. And this idea was promoted by Dr.Kuo Yu-Shou the then UNESCO's Director of Education. Three distinguished Chinese scholars also contributed to the development of first report on fundamental education. The presentation mainly elaborated the development of fundamental education movement around the world in general and in China in particular. The first report was translated and published in Chinese as soon as it was published by UNESCO. And then Chinese scholar represented by Prof. Wang Chengxu borrowed this idea and put it into practices. The pilot area and academic journal was launched in China along with the UNESCO's fundamental education program. The presentation concluded with the active influence of fundamental education movement to various countries and especially to China and its historical limitations together with the implication to the current China's involvement of global educational governance by UNESCO.

李睿康/LI, Ruikang (北京大学/Peking University); 申南/SHEN, Nan (复旦大学/Fudan University) (CS 3.2)

拥抱“附近”：后疫情时代艺术教育新思考——以云南为例/Embracing “the Nearby”: Transformative pathways for art-based museum education in post-pandemic Yunnan Province

艺术教育在促进地方参与方面的作用一直是该领域的一个争议话题。先前的研究主要使用了“社区参与”这一术语，以强调艺术教育在加强社区成员之间的具体区域参与方面的重要性。本研究旨在探讨“附近”概念如何为艺术教育提供创新的视角。研究将重点放在展览“追寻香格里拉”的艺术教育项目上，考察“附近”概念的整合如何促进来自不同地点的参观者体会归属感。本研究旨

INDEX OF PRESENTERS

在为当前艺术教育在促进多元社会背景下包容性参与方面的不断发展的讨论做出贡献，并提出在高度流动和不稳定的现代社会，特别是在疫情之后，增强人们情感纽带的可能性。

The role of art education in fostering local engagement has been a subject of debate within the field. Previous studies have predominantly utilized the term "community engagement" to underscore the importance of art education in strengthening concrete regional participation among community members. "community", as a static spatial concept, is no longer meet resident's desire for emotional support in the space and communication across geographic boundaries.

The concept of "the Nearby" introduced by anthropologist Biao Xiang presents an intriguing perspective on social encounters and the dynamics of daily life. It suggests that a lived space where individuals regularly encounter people from diverse backgrounds can enrich their experiences and understanding of the world around them. In the context of art education during the COVID-19 pandemic, leveraging this concept provides a compelling framework for analyzing art education in a region with a mix of diversity customs, emphasizing the enrichment of experiences and understanding through regular encounters with individuals from diverse backgrounds.

This proposed study seeks to explore how the concept of "the Nearby" contributes an innovative perspective to art education. The study will focus on the art education program within the exhibition "Chasing Shangri-La: The Epic of Migration and Mobile Dialogue on the Eastern Slope of the Qinghai-Tibet Plateau" and conduct a case study to examine how the integration of "the Nearby" concept can facilitate visitors from various locations in experiencing a sense of identity with their customs and belonging in the wake of the pandemic. Through interviewing the participants, the study aims to contribute to the ongoing discourse on the evolving role of art education in fostering inclusive engagement in diverse social contexts, and put the possibility of enhance people's emotional ties in modern society with high mobility and instability, particularly in the wake of the pandemic.

梁灝文/LIANG, Jingwun (西安大略大學/Western University); 李淑菁/LEE, Shu-ching (政治大学/Chengchi University) (CS 1.2)

提升弱勢學生入學比例：政大「政星組」政策分析與招生策略建議/Increasing the proportion of disadvantaged students in university admissions: Policy analysis and admissions strategy for Chengchi University

為落實高等教育公共性與大學社會責任，回應台灣高教深耕計畫社會面「提升本校弱勢學生入學比例」的指標，政治大學招生辦公室爰以著手針對台灣五間頂尖大學現行學士班之扶弱招生方案內涵進行比較分析。本研究以政策社會學為理論基礎，首先以文件分析法檢視各校在大學申請入學扶弱招生機制的簡章內容、對外宣傳資訊，比較各種資格條件的門檻，並邀約學生進行深度訪談，從使用者端瞭解申請時的困難、考量與經驗，綜整出目前弱勢學生的共同能力與特質；同時側面透過一般生的角度瞭解其對扶弱招生管道的看法與態度，及學生間的日常融合現況。

To realize the public good of higher education and the social responsibility of universities in response to the social aspect of Taiwan's Higher Education Sprout Project (HESP), Chengchi University (NCCU) aims to increase the proportion of disadvantaged and under-represented students admitted to the university. In 2023, NCCU's Admissions Office initiated a comparative studies to analyze the existing undergraduate

INDEX OF PRESENTERS

admission schemes of the top five universities in Taiwan. This study based on the theory of policy sociology, first employs document analysis to examine the content of the brochures and external promotional information regarding the mechanisms for admitting disadvantaged students at each university, comparing the various qualification thresholds. It also invites students to participate in in-depth interviews to understand the difficulties, considerations, and experiences they face during the application process from the user's perspective, thereby synthesizing the common abilities and characteristics of students from disadvantaged backgrounds. Additionally, from the perspective of regular students, it seeks to understand their views and attitudes toward the channels for admitting disadvantaged students, as well as the current situation of daily integration among students and faculty members on the university campus.

刘亦凡/LIU, Yifan; 李明怡/LI, Mingyi; 岑程/CEN, Gladys Cheng (多伦多大学/University of Toronto) (CS 2.1)

The role of student initiative in enhancing educational collaboration: Experiences from the University of Toronto China Education Forum

In an era where educational challenges require global collaboration, the University of Toronto China Education Forum (UTCEF) provides a compelling case study on the critical role of student initiative in enhancing educational dialogue and collaboration. This abstract outlines how UTCEF leverages student-driven activities to foster significant educational partnerships and innovative learning environments, particularly between Canadian and Chinese educational sectors. This research highlights how student initiatives facilitate meaningful exchanges that extend beyond traditional educational frameworks. UTCEF's emphasis on cross-cultural partnerships enriches the educational experience by providing students with the tools to initiate and manage international cooperative projects. The reflective practices incorporated into the forum's structure enhance learning outcomes and ensure that the insights gained from these collaborative experiences contribute to the continuous improvement of the educational models. At UTCEF, students are not merely participants but leaders who actively shape the forum's agenda and engage with complex global educational issues. This leadership role empowers them to spearhead discussions and projects that bridge cultural and educational divides, thereby fostering a more inclusive and collaborative educational landscape.

陆伊萌/LU, Yimeng (Western University) (CS 1.2)

A critical policy analysis of teachers' institutional inequity backed by performativity regime in China

With the proliferation of neoliberalism around the globe, performativity regime penetrates into education reforms and recontextualizes in China. This regime boasts a mechanism of comparisons, judgments, and displays on the foundations of material and/or symbolic rewards and punishment for the objectives of control and incentive (Ball, 2003). Performative policies exert controversial influences on teachers' professional life in China. Predominantly, shaped by performativity, institutional inequity is widely recognized as a problematic issue hindering teachers' healthy, authentic, autonomous, and professional development. Some studies have revealed that perceived inequity is a significant factor

INDEX OF PRESENTERS

linked to a variety of aspects of teachers' working life in terms of psychology and organizational behaviours in schools.

In order to examine inequity experienced by teachers in schools in China for the purpose of alleviating the negative impacts of performative policies on justice, this study probes into the major dimensions of institutional inequity perceived by teachers and how their inequity is shaped and substantiated by performativity regime. A critical policy analysis framework is adopted to answer research questions by drawing on theories concerning Foucault's panopticon (Foucault, 1995) and its successor performativity (Ball, 2000, 2003, 2012). Accordingly, a systematic review—a series of comprehensive and rigorous review processes—is employed as a suitable method for this study to answer research questions based on teachers' perceptions of inequity from related literature. By reviewing 19 previous research, the study identifies five dimensions of inequity including distributive, procedural, interactional (informational and/or interpersonal), and leadership equity. Also, it is found that performative policies implemented in China's schools create these dimensions of inequity between different groups of teachers, through which, teachers are struggling over 'individual schizophrenia' and 'institutional schizophrenia'.

罗鸿海/LUO, Honghai; 彭婵娟/PENG, Chanjuan; 魏航/WEI, Hang (澳门城市大学/City University of Macau) (CS 1.3)

产教融合视域下研究生教育结构与产业结构的适切性/A study on the adaptability of postgraduate education structure and industrial structure in China's Pearl River Delta Region under the perspective of industry-education integration

产业与教育一体化是解决产业需求与人才供给不匹配的重要途径。本研究旨在从产业与教育整合的角度，探讨中国珠江三角洲地区研究生教育结构与产业景观的适应性。这一问题对提高区域工业竞争力和教育质量具有重要意义。本文采用文献分析、案例研究和实证分析等方法，深入考察了产业和教育整合的理论基础和实践现实。此外，它还详细研究了珠江三角洲各大学与工业部门之间的互动动态。在此基础上，本研究利用统计学方法来制定和检验影响行业-教育整合的定量模型。该方法揭示了影响研究生教育结构与产业格局适应性的机制和关键因素。

The integration of industry and education is an important way to solve the mismatch between industrial demand and talent supply. From the perspective of industry-education integration, this study seeks to explore the adaptability of the postgraduate education structure and industrial landscape in China's Pearl River Delta region. This issue holds substantial significance in bolstering regional industrial competitiveness and educational quality. Employing methodologies such as literature analysis, case studies, and empirical analysis, the paper thoroughly examines the theoretical underpinnings and practical realities of industry and education integration. Furthermore, it scrutinizes the interactive dynamics between universities in the Pearl River Delta and the industrial sector. Building on this foundation, the study utilizes statistical methods to formulate and test quantitative models that influence industry-education integration. This approach reveals the mechanisms and key factors that impact the adaptability between the postgraduate education structure and the industrial landscape. The findings suggest a certain degree of adaptability in the current postgraduate education and industrial structure in the Pearl River Delta region of China, while also bringing to light several shortcomings and challenges. In light of these results, the paper proposes multiple policy recommendations with the aim of further

INDEX OF PRESENTERS

deepening the integration between education and industry, ultimately enhancing the adaptability and interaction effects of both entities.

任可欣/REN, Kexin (Xiamen University) (CS 3.3)

超越导师制：社科类博士生指导三元组研究/Beyond mentorship: Research of mentoring triplets for doctoral students in the social sciences

指导是博士生教育中最关键的培养要素。本研究为社科类博士生提出指导三元组这一集体指导模式，区别于现存的师生二元指导模式。这是一种符合高深知识生产规律与社科类博士生人才培养规律的指导模式，具有构建的合理性与必要性。基于 29 位社科类博士（生）以及 5 位博士生导师的访谈数据，采用三角互证的方式证实普遍存在任务型、导师主导型、同门替代型、松散放养型、组织化有机型以及家庭型指导三元组。其中，组织化有机型与家庭型是社科类博士生满意度较高的两种指导模式。

Supervision is the most critical training element in doctoral education. This study proposes a collective guidance model of the guidance triad for social science doctoral students, which is different from the existing dual guidance model of teachers and students. This is a guidance model that conforms to the laws of advanced knowledge production and the training of social science doctoral students. It has the rationality and necessity of construction. Based on the interview data of 29 social science doctoral students and 5 doctoral supervisors, a triangular mutual verification method was used to confirm that there are generally task-based, tutor-led, peer-substitute, loose-stocking, organized and organic types, and Family-type mentoring triad. Among them, the organized and organic type and the family type are the two mentoring models with higher satisfaction among social science doctoral students.

SZIEGAT, Hongmei (University of Tuebingen) (CS 3.2)

Digital transformation and innovation in Chinese higher education institutions: Governance and strategy

This study conducts case studies of digital transformation and innovation in Chinese higher education institutions. From an organizational perspective, Chinese higher education institutions prioritize digital transformation and innovation as one of the key strategic goals in their action plans aligned with national digital transformation policies and strategies in higher education. Chinese higher education institutions facilitate digital transformation and innovation with different strategies to gain competitiveness advantages. This study could serve as a reference for governance and strategies in digital transformation and innovation in higher education institutions to mitigate challenges in digital transformation and innovation and how to integrate digital governance into traditional governance as hybrid governance.

韦佳/WEI, Jia (Western University) (CS 2.2)

Language endangerment among the Zhuang: Challenges and opportunities for preservation

INDEX OF PRESENTERS

The Zhuang are the biggest ethnic minority group in the People's Republic of China, and the majority of Zhuang speakers are in the Guangxi Zhuang Autonomous Region and Yunnan Province. Although Zhuang is one of the most widely spoken minority languages in the country, it continues to face challenges that threaten its sustainability and preservation. There are several factors involved, including the dominant status of Mandarin Chinese as the official language and the focus placed on its utilization in educational and official settings. As a result, younger generations are speaking Mandarin more frequently, which has led to a decrease in the fluency of the Zhuang language as well as its level of usage. In addition, the Zhuang language is missing any standardized writing systems or uniform orthographic rules, which is an obstacle to its development and recognition. In the absence of linguistic standards, there is a barrier to education and literary expression, which further restricts the visibility and preservation of the language. Young people from Zhuang move to metropolitan cities in search of work and educational opportunities. The migration caused disruptions in the transmission of the language from one generation to the next within families and communities. In order to preserve minority languages, there are educational initiatives as part of the efforts to revitalize Zhuang and other ethnic minority group languages, such as bilingual Mandarin and Zhuang language programs, and a need for greater levels of societal awareness.

肖红纓/XIAO, Hongying; 陈德祥/ CHAN, Tak Cheung (清华大学/Tsinghua University) (CS 3.1)

提升大学形象的策略：中国一所大学的案例研究/ Strategies to promote the images of universities: The case study of a university in China

The purpose of this study is to explore the strategies used by universities to promote their positive images. A university in China known for its success in promoting its image is cited as a typical example of the strategies it employs. The researchers were given permission to review related files of the university offices and relevant university websites. The data collected through this review process were verified by a university administrator to be valid. The findings of the study identified not only the unique strategies employed by the university to promote its image, but also the aggressive legal actions taken by the university to sue the infringers of the university image and trademarks.

The findings of this study have indicated that the promotion of the image of a university is actually the work of advertising the success stories of the university. First, the university has to be publicly recognized to be good with evidence of professional accreditation. Then, there is a good collection of many success stories to tell. The strategies of promoting the image of a university are dependent on the identified targets of disseminating the gospel and the many progressive channels to be used to achieve the purpose. The unique strategy used by this university to promote its image is the counter-attack on the infringers who acted to damage the reputation of the university for their own selfish benefits. The decisive strategy of the university to beat the infringers through legal action is to be applauded.

本研究旨在探讨大学改进和提升正面形象的策略。中国一所顶尖研究型大学以其在提升自身形象方面的成功而闻名，被引用作为本研究所采用策略的典型例子。研究发现，该大学所采用的以促进其形象改进和提升的独特策略是有效的，大学采取各种积极行动包括法律手段维护大学良好的声誉品牌形象。首先，大学必须得到公众认可，有专业认证证据。然后，有很多很好的成功故事可以讲。提升大学形象的策略取决于所确定的传播正能量的目标，以及为实现这一目标而使

INDEX OF PRESENTERS

用的许多渐进的渠道，包括用法律手段反击侵权者为一己私利而损害学校声誉的行为。

谢婉怡/XIE, Wanyi (清华大学/Tsinghua University) (CS 1.2)

The unequal process: A typology of Chinese students' transition to top universities

The transition of students into higher education (HE) has garnered increasing importance recently, with a growing number of countries moving towards universal access to HE and the consequent widening of participation to include previously under-represented groups. Despite China's rapid expansion of its HE scale and emphasis on "double world-class" university construction to cultivate elite talents, little research has been conducted on students' transitions to these academically rigorous and selective university settings. This study addresses this gap in the literature by exploring the typologies of transitions Chinese students experience when moving from high schools to top universities. Utilizing a longitudinal diary-interview approach, this research focuses on the lived experiences of 44 freshmen undergraduate students during their first semester at 2 top Chinese universities. It identifies three types of transitions—the self-oriented, the community-supported, and the aspiration-driven—based on the students' college preparation experiences and their pathways into the top universities. The findings highlight the importance of recognizing the diversity of students' backgrounds in the era of universal access to HE, particularly within the context of top-tier universities. The study advocates for collaboration between schools and universities to provide individualized support for diverse students during this critical transition.

杨媛媛/YANG, Yuanyuan; 温全/WEN, Quan (北京体育大学/Beijing Sport University) (CS 1.3)

大中小学体育运动会中的思想政治教育研究——基于构建学校体育运动会推进大中小学思想政治教育一体化建设中的可行性研究/Research on ideological and political education in sports meeting of universities, middle schools, and primary schools——A feasibility study on playing a dominant role in the integrated construction of ideological and political education in universities, middle schools, and primary schools

中国高度关注推进大中小学思想政治教育一体化建设，就当下的实践研究而言，侧重于思政课程一体化建设，即对课程设计、教师队伍建设、思政课评价机制等方面，关于利用体育资源用好活“第二课堂”实现大中小学思政教育一体化建设的研究极少。此研究通过初探基于构建学校体育运动会推进大中小学思想政治教育一体化建设的研究意义、深化对思想政治教育资源一体化的内涵及现状、理论及应用价值、实践研究四个方面证明学校体育运动会作为思想政治教育资源在大中小学思想政治教育一体化建设中发挥显性作用具备可行性。

Promoting the Integration of Ideological and Political Education in Universities, Middle Schools, and Primary Schools is a new requirement proposed by the report of the 20th National Congress of the Communist Party of China. At present, the practical research on the integration of ideological and political education in universities, middle schools, and primary schools in China focuses on the field of integrated construction of ideological and political courses in universities, middle schools, and primary schools. The current focus is on curriculum design, the construction of ideological and political course teacher teams,

INDEX OF PRESENTERS

and the evaluation mechanism of ideological and political courses. There is very little research on how to use sports resources to effectively utilize the "second classroom" to achieve the integration of ideological and political education in universities, middle schools, and primary schools. This research is an innovative attempt. Finding the research significance of promoting the integration of ideological and political education in universities, middle schools, and primary schools based on the construction of school sports meetings, deepening the exploration of the connotation of ideological and political education resources, integrating the current research status in China and abroad, and combining practical research to prove the feasibility of school sports events, inter school sports events, as ideological and political education resources, playing a dominant role in the integrated construction of ideological and political education in universities, middle schools, and primary schools.

张泽慧/ZHANG, Zehui (北京理工大学/Beijing Institute of Technology) (CS 3.2)

数智时代中国研究生教育的管理改进/Improvement of graduate education management in China in the digital age

信息技术极大地推动着高等教育领域的发展，使研究生教育管理模式发生根本性变革。数智时代，多元的主体通过监测和评价参与研究生教育的管理，监测和评估作为研究生教育质量保障的作用也越来越突出。研究生教育监测平台的建立可以实现政府、社会对研究生教育高质量发展全过程、全方面、全天候的监测，及时发现和诊断研究生教育高质量发展过程中存在的问题，并通过过程性评价、增量评价、成效评价等评价方式，反馈研究生教育高质量发展的状态、结果和成效，加快研究生教育高质量发展数字化转型的步伐。

In recent years, with the continuous application of information technology in the field of education, information management tools primarily based on computer and network technologies have been widely used in universities, significantly promoting the development of higher education and causing fundamental changes in the management models of graduate education. Under digital intelligence thinking, traditional graduate education management organizational forms have been subverted, shifting from segmented management to open management, from hierarchical systems to 'flattened' organizational models, and from fragmented management to systematic management.

The establishment of data platforms marks the beginning and is a precursor to the digital transformation of graduate education. In 2022, the National Education Intelligence Education Platform launched its graduate education section. This section includes five modules: online open courses, case teaching, academic research, mentor development, and industry-academic-research services. Furthermore, graduate education units are actively incorporating the concept of intelligent construction into graduate education management through digital means, with graduate management platforms and graduate information platforms becoming almost standard in each unit.

In the digital intelligence era, an increasingly diverse range of entities participate in the management of graduate education through monitoring and evaluation. The role of monitoring and assessment as quality assurance in graduate education is becoming increasingly prominent. The establishment of a graduate education monitoring platform allows for comprehensive, continuous, and all-around monitoring of the high-quality development of graduate education by the government and society. It

INDEX OF PRESENTERS

enables timely identification and diagnosis of issues in the high-quality development process of graduate education. Through process evaluations, incremental evaluations, and outcome evaluations, feedback is provided on the status, results, and effectiveness of high-quality development in graduate education, thereby accelerating the digital transformation of high-quality graduate education development.

赵鑫/ZHAO, Xin (上海交通大学；多伦多大学/Shanghai Jiao Tong University; University of Toronto) (CS 2.2)

“Overseas” or “local”: Social capital in international research collaboration networks

In the era of global science, cross-national, cross-regional, and cross-institutional scientific research cooperation is increasingly becoming increasingly common, with collaborative research through international co-authored papers as the prevailing paradigm (Wagner et al., 2015), especially in the science and engineering disciplines. International research cooperation networks offer advantages such as fostering scientific elites, enhancing research capabilities, and contributing to the rapid development of countries or regions, which is not only considered part of the internationalization process of universities (Hamann, Zimmer, 2017) but is also highly valued in national and institutional policies (Cohen, et. al., 2014). Chinese researchers have outstanding performance in international research cooperation networks. Research collaboration networks, viewed from a social network perspective, provide an important category of analysis that reflects not only scholars' academic interactions but also their interpersonal relationships (Wang, 2016). This study draws from Nahapiet and Ghoshal's (1998) definition of social capital, which encompasses actual and potential resources embedded in the relational networks, and divides it into structural, relational, and cognitive dimensions. This provides a framework for examining scholars' research collaboration networks. However, the enduring relationship between collaborators and their teams within core networks remain a “black box of collaborative research” (Jeong & Choi, 2015). This study employs CV analysis, bibliometrics, and social network analysis · the individual network data of 18 Chinese academicians were analyzed, and aims to explore the social capital present within scholars' international research cooperation networks, guided by two research questions: First, what are the characteristics of academicians' international research cooperation networks? Second, does the network change across different career stages? The findings are as follows: First, in terms of structural capital, academicians demonstrated strong network activity, high communication efficiency, and significant influence. The distribution of international scholars within the core collaborative network was uneven in relational capital. Third, the cognitive capital of academicians exhibits typological characteristics.

周国强/ ZHOU, George (University of Windsor) (CS 2.1)

Reciprocal learning between Canadian and Chinese schools through the nature notes program

The nature notes reciprocal learning program was collaboratively conducted between one Canadian university and one Chinese university in partnership with a pair of sister schools from two countries. The teachers from the two sister schools integrated the program into their curriculum. The students conducted nature observations in their local communities, and based on these observations, the

INDEX OF PRESENTERS

students completed their projects step by step in a group or individually. Video conferencing takes place between the schools for participating teachers and students to exchange ideas and share works. This study does not aim at comparing students' achievements, but explore participating teachers' and students' international collaborative experience and the impact the program has on both teachers and students who participated in this unique teaching and learning journey. To study the success of this program, the research team conducted a participatory qualitative research and accumulated many kinds of data, which can be summarized in three types: documentary data, observation data, and interview data. Data showed that the program was a rewarding experience for participating teachers and students from both countries. Participating teachers and students enjoyed the cross-cultural experiences. They developed a broader knowledge and deeper understanding of each other's culture. The understanding of each other's differences equipped participating teachers and students with an open-minded attitude so that they could not only sense each other's strengths but also understand each other's limitations. Such open-mindedness is necessary for any participants to have in a reciprocal learning program.

周奕/ZHOU, Yi (厦门大学/Xiamen university) (CS 3.1)

国际高等教育质量保障组织何以参与全球风险治理？——基于风险社会理论的考察/How does the international higher education quality assurance organization participate in global risk governance? —An analysis based on risk society theory

作为全球首个非政府性非营利性的质量保障实体组织，INQAAHE 在全球风险治理中发挥了重要作用。基于风险社会理论的分析发现，在传统高等教育质量保障组织效力受阻、世界高等教育体系发生变革及全球社会系统受到多方面冲击的背景下，INQAAHE 应运而生并经历了数次变革，形成了清晰的全球风险治理逻辑，为世界高等教育质量持续改进与全球风险防控提供了经验参考。这一逻辑主要包括三大方面：强化质量保障能力，推动治理范式转型；超越工具理性思维，构建全球质量文化；基于人类共同价值，助益全球可持续发展。

As the world's first non-governmental and non-profit quality assurance entity, INQAAHE plays an important role in global risk governance. Based on the analysis of risk society theory, it is found that against the backdrop of traditional higher education quality assurance organizations facing obstacles, the transformation of the world's higher education system, and multiple challenges to the global social system, INQAAHE emerged and underwent several transformations, forming a clear logic for global risk governance. This logic provides experiential references for continuous improvement in the quality of higher education worldwide and global risk mitigation. The logic mainly includes three aspects: strengthening quality assurance capabilities and promoting governance paradigm shifts; transcending instrumental rationality thinking and building a global quality culture; and based on common human values, contributing to global sustainable development.



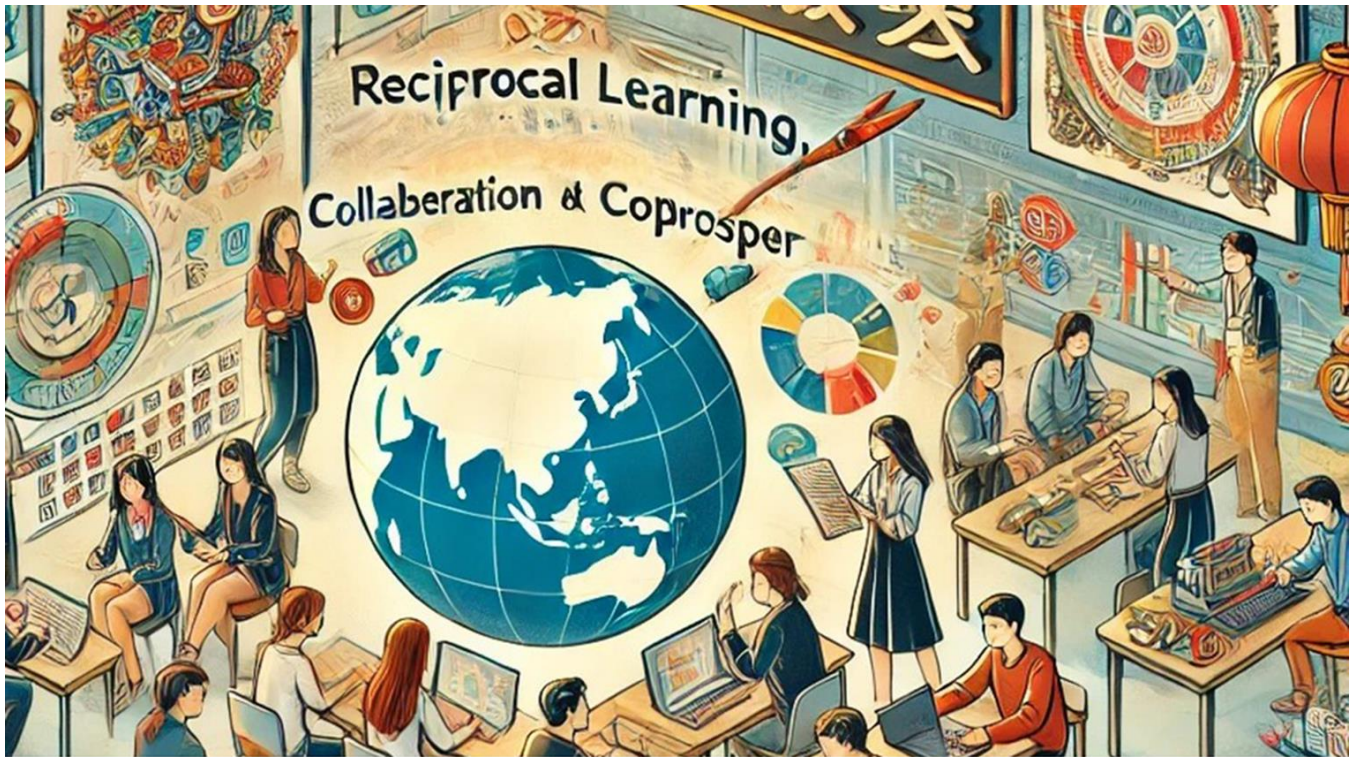
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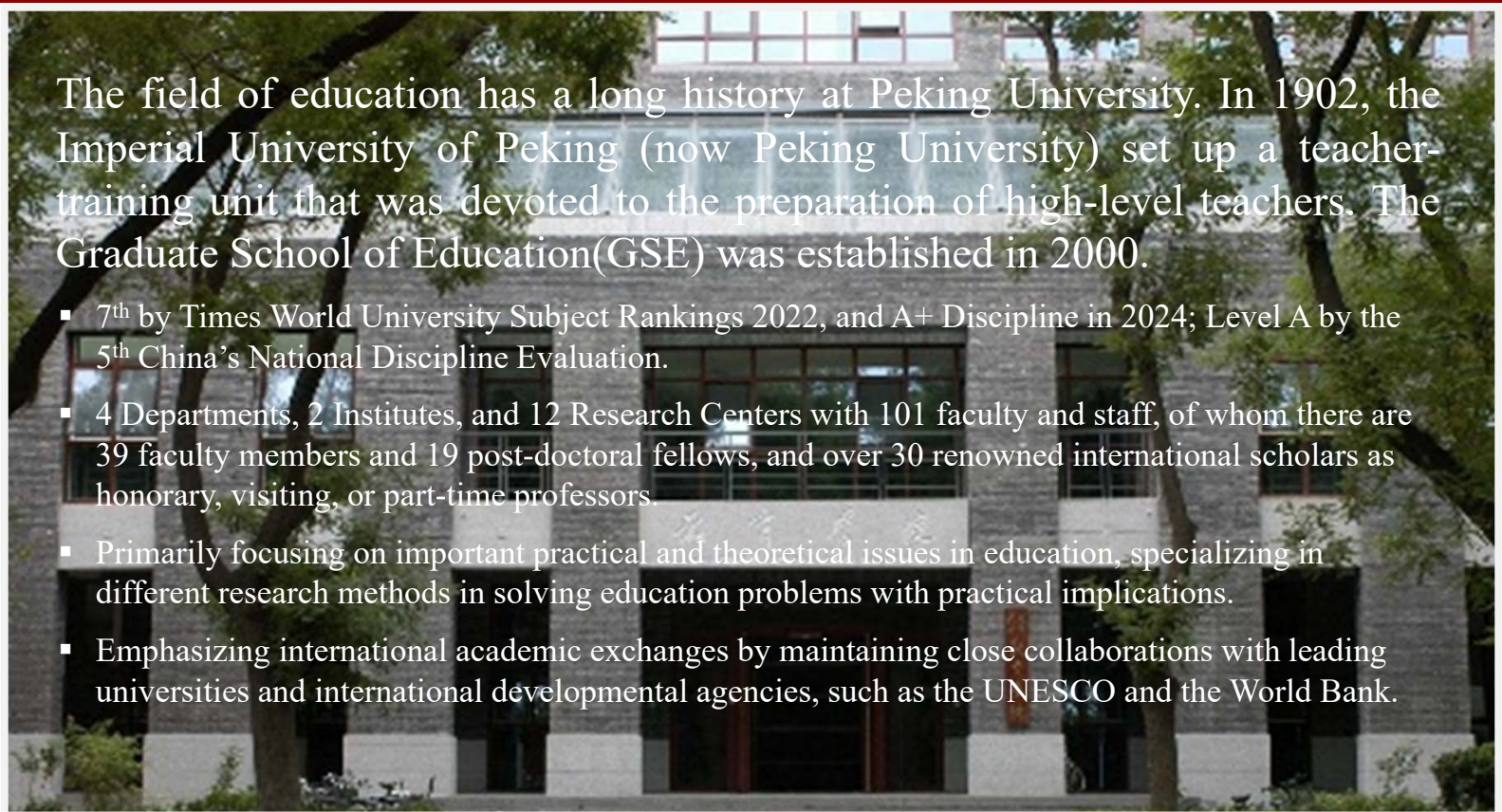




北京大学教育学科历史悠久。早在1902年，北京大学的前身京师大学堂设立师范馆，开设教育学课程，培养教育专门人才。2000年，北京大学教育学院成立。

- 在泰晤士高等教育2022年全球教育学科排名中，北京大学教育学科**排名为第7位**，2024年为**A+学科**。**第五轮国家学科评估中，北大教育学科评估结果为A。**
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The field of education has a long history at Peking University. In 1902, the Imperial University of Peking (now Peking University) set up a teacher-training unit that was devoted to the preparation of high-level teachers. The Graduate School of Education(GSE) was established in 2000.

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- Primarily focusing on important practical and theoretical issues in education, specializing in different research methods in solving education problems with practical implications.
- Emphasizing international academic exchanges by maintaining close collaborations with leading universities and international developmental agencies, such as the UNESCO and the World Bank.



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FACULTY OF EDUCATION, BEIJING NORMAL UNIVERSITY

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(截止 2024年5月)

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第19名

- 2023 泰晤士高等教育世界大学教育学科排名

13

- 学术机构

17

- 省部级以上教育研究中心或社会服务机构



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- 56 位全职行政管理人员

学生

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- 来自全球40多个国家的143名国际学生。

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北京师范大学教育学部

FACULTY OF EDUCATION, BEIJING NORMAL UNIVERSITY

Faculty of Education, Beijing Normal University is a renowned national leader in advancing knowledge and learning through teaching practices, research projects and public service in education and related fields. Its missions are to improve the quality of educational innovation nationwide, to educate and prepare professional teachers and future educators, to house think tanks in education, to offer opportunities for international educational exchange and to facilitate educational and cultural undertakings in China and beyond.

Facts about Faculty of Education, BNU

(data by May, 2024)

No. 1

- for Education in Chinese Mainland

No. 16

- in QS World University Rankings by Subject 2024

No. 19

- in THE World University Rankings by Subject 2023

13

- Academic Institutes & Schools

17

- Key Institutes for Research and Social Service (Provincial and Ministerial Platforms)



Faculty and Staff

- 217 Professors, Associate Professors, Lecturers including 6 international staff
- 56 administrators and staff members

Students

- A total enrollment of 2158 students; 563 undergraduates; 1219 master students; 233 full-time doctoral students
- 143 international students from more than 40 countries

Learning Programs

- 43 Chinese-taught Programs
- 6 English-taught Programs

13 Academic Institutes/Schools

1.School of Foundations in Education	2.Institute of International and Comparative Education
3.Institute of Education History and Culture	4.School of Educational Technology
5.School of Education Administration	6.Institute of Curriculum and Pedagogy
7.Institute of Teacher Education Research	8.Institute of Economics of Education
9.Institute of Early Childhood Education	10.Institute of Special Education
11.Institute for Vocational and Adult Education	12.Institute of Higher Education
13.Institute of Educational Psychology and School Counseling	

We are seeking accomplished individuals to fill various academic positions, including Professors, Associate Professors, and Assistant Professors, across a range of educational disciplines. We welcome researchers and educators who are eager to contribute to our academic programs, supervise students, and lead innovative projects.

For more information or to discuss potential opportunities, please do not hesitate to reach out by visit our website: <https://fe.bnu.edu.cn/html/index.html> or send email to oie-foe@bnu.edu.cn

Institute of International and Comparative Education (IICE)

Established in 1961, IICE at Beijing Normal University is the oldest comparative education research institute in China and is the only National Center for Comparative Education and National Center for International Education approved by the Ministry of Education.

The mission of IICE includes:

- To explore the principles of educational development as well as the trends of worldwide education reform and development.
- To cultivate high-level international talents with global perspectives and international competencies.
- To provide consultation and advisory services for government policy making as well as intellectual support for school development at all levels of education.
- To act as a platform for cultural and educational exchange and cooperation.

The research of IICE focuses on comparative educational policy and administration, comparative higher education, comparative basic education, comparative culture and education development, international education and development education, theories and methodologies of comparative education, and so on.

IICE is the largest base for the training of high-level professionals in comparative education in China and also a pioneer providing English-taught MA and Ph.D programs for international students. Besides, IICE applied for the EU Erasmus Mundus program Research and Innovation in Higher Education in conjunction with Austrian, German and Finnish universities, and now enrolled around 30 Chinese students and 50 international students annual year.

IICE serves as a bridge for international cultural and educational exchange and cooperation between China and the rest of the world. It has established an extensive network in over 30 countries as well as with international organizations such as UNESCO, the World Bank, and UNICEF. Since 2002, IICE has hosted the Worldwide Forum for Comparative Education every three years, And the Eighth Worldwide Forum for Comparative Education will be held in the autumn of 2024.

IICE is striving to become globally recognized comparative education research center. We are seeking accomplished individuals to joint in us, for more information, please do not hesitate to reach out by visit our website: <https://www.compe.cn> or send email to yinhj@bnu.edu.cn



哥倫比亞大學中國教育研究中心

Center on Chinese Education



CENTER ON CHINESE EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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20th

2024 QS World University Rankings:
20th in the World in Education

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教育领域名列全球第二十

38

38 academics in the World's Top 2%
Most-cited Scientist list (compiled
by Stanford University)

38名学者荣登史丹福大学
全球首2%科学家名单

200+

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and institutions in 42 countries and places

逾200间伙伴大学及院校
遍布世界42个国家及地区

清华大学教育学科历史悠远。清华大学建校伊始，就设有哲学教育学科。1926年秋，清华大学建立教育心理学系，属于清华最早设立的学系之一。1979年10月，在改革开放、百废待兴的形势下，清华大学教育研究室成立。1985年11月更名为清华大学教育研究所。2009年3月，清华大学教育研究院正式成立。

教育研究院以“小而精”的学术队伍、特色鲜明的研究领域、高质量的研究成果，全力打造高端人才培养基地、学校战略研究中心和国家教育政策智库，为清华大学的双一流建设和国家教育现代化贡献力量。

教育研究院下设高等教育研究所、教育政策与管理研究所、教育技术研究所、工程教育研究所和基础教育研究所；有联合国教科文组织国际工程教育中心、国家工程教育多学科交叉学科创新引智基地、教育部-清华大学教育战略决策与国家规划研究中心等多个交叉研究平台。

教育研究院设有教育学一级学科博士学位授权点，以及教育学学科博士后流动站。已具有学术型硕士、学术型博士和专业学位教育博士等学位项目，在读研究生300余人。同时是教育部新时代中小学“名师名校长培养计划”名校长培养基地。

教育研究院师资队伍实力雄厚、学术视野开阔、研究经验丰富、国际化水平高。截至2024年3月，教育研究院共有教师20人，其中长聘教授8人，包括文科资深教授1人，人文讲席教授1人，13位教师在国际学术组织和学术期刊担任重要职务。

经过多年积累，教育研究院学科建设已呈现多学科交叉与融合、高水平国际合作、基于数据的循证研究、基于实践探索的院校研究、学科发展与政策咨询相促进的特色。在2023年QS教育学科全球排名中居第24位，在泰晤士世界大学排行榜教育学科排名中居第7位。

The Institute of Education Tsinghua University (IOE) has a notable history of accomplishment in developing talent, scientific research, teaching, faculty development, and discipline building.

As early as 1926 Tsinghua established the Department of Educational Psychology. In October 1979 the Office of Educational Research at Tsinghua University was established in response to China's reform and opening-up. In November 1985 the Office of Educational Research became the Division of Educational Research at Tsinghua University.

Established in 2009, the IOE Tsinghua University built on the foundations of its precursors. Today, IOE comprises many divisions, centers and institutes, and hosts academic organization secretariats.

IOE's elite faculty leads strategic research and develops talent. The team serves as a think tank that is transforming Tsinghua into a leading global university, advancing China's development of double world class higher education. IOE keeps broadening its interdisciplinary expertise, expanding high-level international cooperation, intensifying its focus on data- and evidence-based research, invigorating practice-based university research, and securing benefits from disciplinary development and policy consultancy.

IOE provides master's, doctoral, postdoctoral, and professional doctoral programs. The programs cover higher education, education policy and management, and education technology.

Tsinghua University is ranked the 24th in the QS Global Rankings and the 7th in the Times World University Rankings for Education subjects in 2023 .



Welcome to CIDE/C, a research centre and graduate collaborative specialization. CIDE is one of the world's largest, most diverse and dynamic graduate specializations in the field of comparative education. CIDEC's mandate is to promote excellence, collaboration, and innovation in comparative and international educational research at OISE and support the learning and professional development of CIDE students. The CIDEC community includes over 50 faculty members, adjunct faculty, and visiting scholars. More than 250 graduate student researchers with an interest in international issues and comparative methodologies in the field of education are affiliated with the Centre.

The collaborative specialization in **Comparative, International, and Development Education (CIDE)** can be added to participating degree programs across 3 OISE departments and 6 programs:

- **Department of Curriculum Teaching and Learning (CTL)**
 - Curriculum and Pedagogy (C&P): MA, MEd, PhD
 - Language and Literacies Education (LLE): MA, MEd, PhD
- **Department of Leadership, Higher, and Adult Education (LHAE)**
 - Adult Education and Community Development (AECD): MA, MEd, PhD
 - Educational Leadership and Policy (ELP): MA, MEd, EdD, PhD
 - Higher Education (HE): MA, MEd, EdD, PhD
- **Department of Social Justice Education (SJE)**
 - Social Justice Education: MA, MEd, EdD, PhD

Our students and affiliated faculty use theory and methods from a variety of disciplines in their education work, including, anthropology, economics, geography, linguistics, philosophy, political science, psychology, and sociology. Through applied and basic educational research, and from functionalist to critical approaches (and beyond), members of the CIDEC community contribute to international and domestic education research, practice, and policy.

CIDE/C is proud to offer a range of academic and professionally oriented learning and networking opportunities for CIDE students and the wider CIDEC community, including for example via our CIDEC Seminar Series (2-3 events per month), CIDEC Professional Development Series, CIDEC Interest Groups (regional and topic-based and including an East Asia Interest Group which is very active throughout the year); visiting scholars, practicum opportunities, and partnership projects.

For more information, visit the [CIDEC site](https://www.oise.utoronto.ca/cidec/comparative-international-and-development-education-centre/) at: <https://www.oise.utoronto.ca/cidec/comparative-international-and-development-education-centre/> For inquiries, please email, cidec.oise@utoronto.ca



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Study Programs

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- 12 PhD programs and 2 EdD programs

Academic Journals

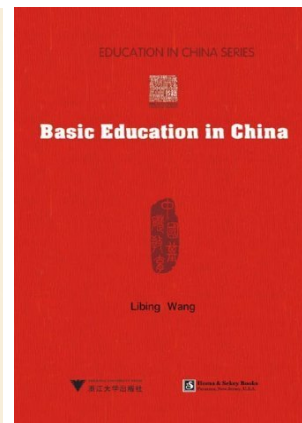
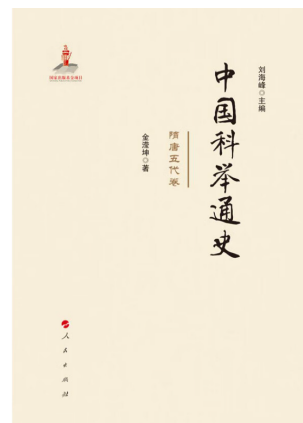
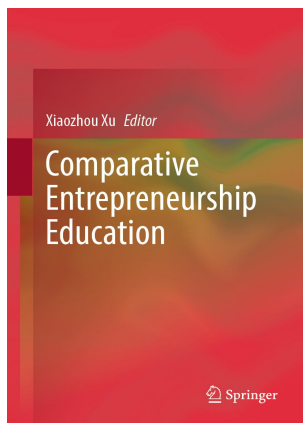
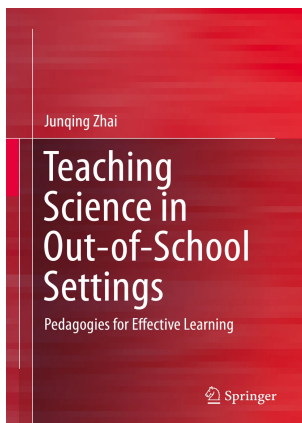
serial publications in English and Chinese

- Scopus-indexed journal *Entrepreneurship Education* published by Springer Nature
<https://link.springer.com/journal/41959>
- Newly released journal *Zhejiang University Journal of Education* 《浙大教育学报》 in Chinese published by Commerce Press

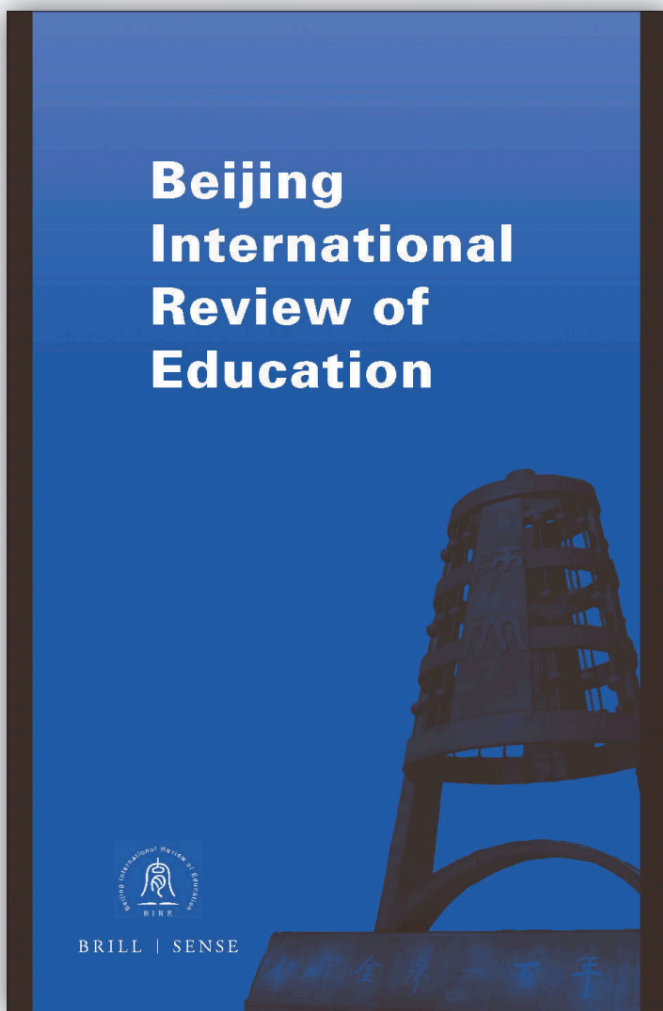
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Beijing International Review of Education

Official Journal of Beijing Normal University

Professor Zhu Xudong, Dean, Faculty of Education, Beijing Normal University, PR China

This international journal is a subscription-based, peer reviewed, general review of educational theory, history, philosophy and related empirical sciences that aims to publish a wide range of articles in English. It has a particular focus on the contribution of education -- socially, morally and economically -- to society, culture and economy. The

journal welcomes articles on significant new research as well as material of a more reflective nature. The Beijing International Review of Education aims to publish articles that are of interest not only to academics and policy makers but also teachers and members of the public. All articles in this journal undergo rigorous peer review.

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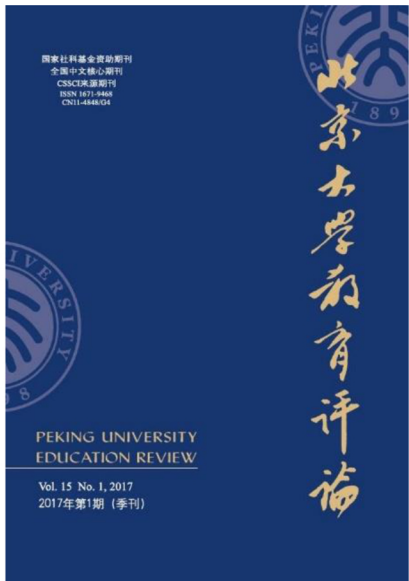
80

BRILL

《北京大学教育评论》期刊简介

Peking University Education Review

自 2003 年首次发行以来,《北京大学教育评论》(季刊)已成为中国国内顶尖且在国际上享有声誉的教育类期刊。它目前已被中国社会科学引文索引(CSSCI)收录,并被列为国家社会科学基金首批资助期刊之一。在“百花齐放,百家争鸣”的原则指导下,该期刊为促进教育研究,为教育改革与发展做出了贡献。



投稿链接:

https://www.oaj.pku.edu.cn/Journalx_jypl/authorLogOn.action

《北京大学教育评论》采用三阶段评审流程和双盲同行评审制度,精选探讨地方、国家、区域及全球教育重大问题的文章、论文和书评。期刊内容涵盖教育理论、教育史、课程与教学、教育经济与金融、教育管理与政策、教育技术、基础教育、高等教育、教育改革与发展以及国际比较教育等多个领域。它欢迎跨学科研究和创新学术成果。此外,期刊还不定期出版专题,就教育领域的重要理论或实践问题进行广泛和深入的探讨。

《北京大学教育评论》创刊主编为汪永铨教授,编辑委员会主任为北京大教育学院名誉院长闵维方教授,现任主编为陈洪捷教授。

First released in 2003, *Peking University Education Review* (Quarterly) has become a national top journal in China with international reputation. It is currently included in the Chinese Social Science Citation Index (CSSCI), and listed as one of the first batch of journals funded by the National Social Sciences Fund. Guided by the principle of “Letting Hundred Flowers Bloom and Hundred Schools of Thoughts Contend”, the journal has nurtured educational research and has contributed to educational reform and development.

The *Peking University Education Review* adopts a three-stage review process and double blind peer review to select articles, essays, and book reviews that address significant issues in education in local, national, regional, and global contexts. Columns in the journal range from education theory, history of education, curriculum and teaching, economics and finance of education, educational administration and policy, and educational technology, basic education, higher education, reform and development in education to international and comparative education. It welcomes cross-disciplinary studies and innovative scholarship. From time to time, special issues will be published to have more extensive and thoughtful discussion on certain important theoretical or practical issues in education.

The founding editor-in-chief *Peking University Education Review* is Professor Wang Yongquan. The current director of the editorial board of the journal is Professor Min Weifang, Honorary Dean of Graduate School of Education, Peking University. The current editor-in-chief is Professor Chen Hongjie.

Chinese Education & Society

Journal Overview

How is China's vast population being educated in the home, the school, and the workplace? Chinese Education & Society is essential for insight into the latest Chinese thinking on educational policy and practice, educational reform and development, pedagogical theory and methods, colleges and universities, schools and families, as well as the education for diverse social groups across gender and youth, urban and rural, mainstream and minorities.

Editorial Board

- Co-Editor: Ailei Xie, South China Normal University, CHINA
- Co-Editor: Tanja Sargent, Graduate School of Education, Rutgers University, USA
- Founding Editors: Gerard A. Postiglione, University of Hong Kong, HONG KONG
- Founding Editors: Stanley Rosen, University of Southern California, USA

Call for Papers:

We are currently inviting submissions for upcoming issues and special issues. Topics of interest include, but are not limited to:

- Educational Policy and Reform
- Teacher Education and Professional Development
- Student Mobility and International Education
- Educational Inequality and Social Justice

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For inquiries, contact us: xieailei@m.scnu.edu.cn or tanja.sargent@gse.rutgers.edu

Join Our Editorial Board

We are expanding our editorial team and welcome applications from qualified scholars. Join us in shaping the future of educational research in China.

Chinese Education & Society

Vol. 56 Nos. 5-6

September-December 2023

Learning and Teaching in Transnational Education in China

Guest Editors:

Mattia Miani

Shih-Ching (Susan) Picucci-Huang

University of Nottingham Ningbo China

 Routledge
Taylor & Francis Group

ECNU Review of Education



CiteScore 4.9, Q1



JIF 2.7, Q1



Indexed by ESCI, Scopus, DOAJ, ERIC



Diamond Open access Journal

ECNU Review of Education (ROE) is an international, peer-reviewed journal established by the East China Normal University (ECNU) in Shanghai, China. This open-access journal seeks to facilitate in-depth dialogues among various stakeholders, and build a global community of scholars. ECNU sponsors the journal by covering open-access article processing charge (APC), so there is no APC for the authors.

The journal accepts empirical and conceptual papers, integrated research reviews, and scoping reviews, policy reviews, and voices. It is interested in scholarship that theorizes educational experiences in the non-English speaking contexts and timely reviews of important educational researches, policies, and issues. It also welcomes proposals for themed group articles from large-scale research or emerging interests.

《华东师范大学教育学评论》(ROE)是由中国华东师范大学创办的国际性同行评审期刊。本期刊旨在促进全球教育学者之间的深入对话,并建立一个全球学者社群。本刊由我国著名教育学家、华东师范大学教育学部主任袁振国教授担任名誉主编,华东师范大学教育学部常务副主任陈霜叶教授任主编。本刊由全球知名人文社科出版社世哲(SAGE)国际出版公司和国内一流大学出版社华东师范大学出版社联合出版,为国际出版伦理委员会COPE的成员单位,采用双盲审同行评议制度。华东师范大学和上海市一类高峰学科建设经费支持英文刊采用“钻石开放获取”出版模式,作者和读者均不需付费。



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Future in Educational Research (FER) 是由西南大学与国际著名出版机构威立 (Wiley) 联合推出的一本教育类英文期刊, 是西南大学教育学“双一流”建设的重要平台。**FER** 发布关于教育相关的新趋势、新理论、新政策、新进展, 传播具有前瞻性的、指向未来社会和人类可持续发展的教育研究动向, 旨在通过连结现在与未来, 引领教育研究者和实践者基于科学研究和可信证据, 开创教育之未来。

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2. 数字技术或信息科学在教育中的理论与实践
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4. K-12 教学和教师教育研究
5. K-12 教育中领导与管理研究
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International Journal of Chinese Education (IJCE)

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执行主编: Hamish Coates 开放阅读(Open Access): 2021
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Managing Editor: Juan Yang

The *International Journal of Chinese Education (IJCE)* aims to improve education research and development in ways relevant to China and Chinese education. IJCE is a fully peer-reviewed and open access journal. The journal welcomes empirical, theoretical and technical studies. Articles can address all China-relevant education research, policy and practice, including comparative and multi-disciplinary studies. Articles should be of interest to scholars, advanced students, policy makers, and the interested public.

IJCE publishes Special issues on important topics. Proposals should be emailed to the IJCE Editorial Office detailing: volume title; guest editors; theme; abstract; keywords; focus; rationale; paper requirements; potential authors; procurement methods; and timelines for submission, review and publication.

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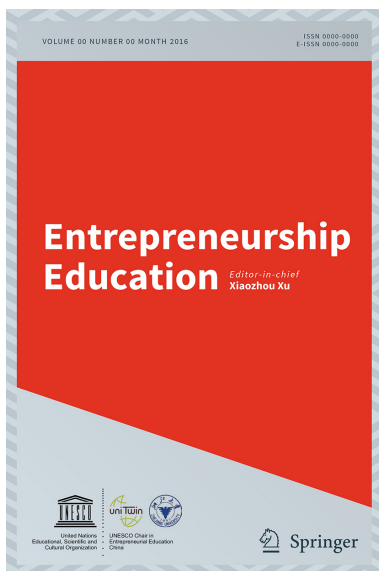
One of China's Leading Schools of Education



浙大教育学刊

主编：张应强

- 本刊坚持面向学术前沿、政策前沿、实践前沿，聚焦重大教育理论和实践问题，坚持“理论联系实际，倡导交叉研究，鼓励学术争鸣，服务教育学科建设，促进教育改革发展”的办刊方针。
- 本刊倡导实现中国情境、历史意识、时代眼光、国际视野有机统一，发展立足中国国情、扎根中华优秀传统文化教育传统、回应时代之问、面向人类未来的教育思想理论，服务教育学自主知识体系建设，促进教育科学繁荣发展。
- 来稿请发送至编辑部邮箱：zdyjxk@zju.edu.cn。



Entrepreneurship Education

Editor-in-Chief: Xiaozhou Xu

- This journal is dedicated to exchanging the latest academic research and practical findings on various aspects of entrepreneurship education.
- It serves as a forum for the exchange of ideas among academic researchers, policy makers, and entrepreneurs, in order to explore practical experience and summarize theoretical reflections.
- The journal primarily focuses on entrepreneurship education with a wide spectrum of sub-fields such as innovative education, technical and vocational education and training, maker education, skill development, social entrepreneurship, entrepreneurial universities, curriculum and instruction, policy and governance.
- Find out more information and submit manuscript at <https://link.springer.com/journal/41959>

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「中华教育文库」集聚众多知名教育学者，并由金耀基教授和顾明远教授担任总顾问，李子建教授担任主编。文库涵盖教育学的核心科目和广泛的教育议题，如STEAM教育、人工智能教育、数位学习、语文教育、历史与文化教育、生命与价值观教育，以及21世纪的创造力与批判性思维等多元领域。「文库」将由历史悠久、享有盛誉的中华书局（香港）出版。



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中华教育学会第二届年度大会主题 数字时代的全人发展：全球脉络下的中国视角与实践

主办：香港教育大学

协办（字母排序）：美国哥伦比亚大学师范学院
中国教育研究中心、北京大学教育学院、
加拿大西安大略大学教育学院、
浙江大学教育学院

子曰：知之者不如好之者，好之者不如乐之者。
（《论语·雍也》）



李子建
中华教育学会2025年轮值会长

数字工具与教育的结合为教学过程、课程发展和学生参与开辟了新途径。这些技术的采纳也正在改变历来以注重教育而著称的中国的教育格局。新的变革不只是提升学业成绩，更为促进学生的全面发展，以应对当代世界的复杂挑战做准备。本次会议将探讨这些技术与中国教育实践的结合，以及在促进学生全面发展中的作用。同时，我们还将采用跨文化比较的国际视角，在全球背景下更深入地理解中国的教育取向。

本次会议将涵盖广泛的主题，包括但不限于：

- 人工智能（AI）与数字时代人力资源的机遇与挑战
- 中国教育传统在培育全人发展的角色及对数字化学习的启示
- 跨文化视角下的数字时代课程改革
- 中国情境下的评估、创新和学习参与
- 支持教育者在教、学、及评估中使用技术和数字资源
- 数字时代的私人辅导学习会如何重新定位
- 科学、技术、工程及数学(STEM)教育
- 数字学习和高等教育发展：中国经验
- 中国学校整合人工智能和数字元技术的案例研究及其对全球学校教育的启示
- 数字时代教育中出现的伦理议题和挑战

本次会议旨在探讨在技术不断更迭的大背景下，人类发展和教育转型所面临的前沿问题。通过汇集不同的视角，会议的讨论将进一步帮助我们厘清如何利用数字技术提升学术学习和促进学生的社会及情绪幸福感、伦理道德和心灵健康的发展。以全观取向出发，这对于培养学生适应数字化、全球化的社会未来发展至关重要。



会议信息

会议日期：2025 年 7 月 10-11 日

会议方式：所有活动皆现场进行(以在线方式辅助)。

会议地点：香港教育大学

示范语言：普通话或英语

报告方式：

- 主题及专题演讲
- 个人论文报告
- 研讨会
- 圆桌会议

会务费：待公布

The 2nd Chinese Society of Education Annual Conference

Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context

Host: The Education University of Hong Kong

Co-hosts (in alphabetic order): The Center on Chinese Education, Teachers College, Columbia University; The Graduate School of Education, Peking University; The Faculty of Education, Western University; The College of Education, Zhejiang University

*The Master said, “They who know the truth are not equal to those who love it, and they who love it are not equal to those who delight in it.” (Yong Ye, The Analects of Confucius)**



John Lee Chi-Kin
CSE Rotating President (2025)

The integration of digital tools in education has opened new avenues for teaching and learning processes, curriculum development, and student engagement. In China, where education is highly valued, the adoption of these technologies is rapidly transforming the educational landscape. This transformation is not just about enhancing academic performance but also about fostering holistic development to prepare students for the complexities of the contemporary world. As such, this conference will explore the integration of these technologies in China’s educational practice and their role in promoting whole person development. Additionally, we are interested in adopting a comparative cross-cultural perspective to better understand and contextualize the Chinese approach in a global context.

The conference will cover a wide range of topics, including but not limited to:

- The opportunities and challenges associated with artificial intelligence (AI) and human capacity in the digital era
- The role of the Chinese educational tradition in fostering whole person development and the implications for digitalized learning
- Cross-cultural perspectives on curriculum reforms for the digital era
- Assessment, innovation and learning engagement in Chinese contexts
- Supporting educators to utilize technology and digital resources in teaching, learning and assessment
- The re-orientation of private tutoring in the digital era

* Translated by James Legge (1815-1897). Retrieved from <https://ctext.org>.



- Science, Technology, Engineering and Mathematics (STEM) education
- Digital learning and higher education: The Chinese experience
- Case studies on the integration of AI and digital technology in Chinese schools, and their implications for schooling globally.
- Ethical considerations and challenges posed by the digital era in education

This conference seeks to explore the cutting-edges issues within the sphere of human development and educational transformations, particularly in the context of rapid technological progress. By bringing together diverse perspectives, the conference aims to enrich the discourse on how digital technologies can be harnessed not only to enhance academic learning but also support social-emotional well-being and moral/spiritual development of students. This holistic approach is crucial in preparing students to thrive in a digitalized global society.

Conference Information

Conference Dates: July 10-11, 2025

Conference Mode: All presentations at the conference will be delivered in person (Supplemented by online).

Conference Venue: The Education University of Hong Kong

Presentation Languages: Mandarin Chinese or English Presentation

Formats:

- Keynote & plenary speeches
- Parallel Paper Presentation
- Symposium
- Roundtable

Registration fee: To be announced.

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