

中華教育學會第二屆年度大會

The 2nd Chinese Society of Education Annual Conference

數字時代的全人發展： 全球脈絡下的中國視角與實踐

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

10.7.2025 – 11.7.2025

協辦機構 Supporting Organisations

會議日程 / Programme Schedule

2025 年 7 月 9 日 / 9 July 2025

時間 / Time	會議活動 / Sessions
18:30-21:00	會議晚宴 / Conference Dinner (僅限已登記參加者 / For registered participants only)

首日：2025年 7 月 10 日 / DAY 1: 10 July 2025

時間 / Time	會議活動 / Sessions
8:30-9:00	報到 / Registration (地點 / Venue: D1-LP-02 前廳 / Foyer)
9:00-9:30	會議開幕與歡迎 / Conference Opening and Welcome (地點 / Venue: D1-LP-02)
9:30-10:45	主旨演講 I-III / Keynote Speech I-III (地點 / Venue: D1-LP-02) 主旨演講 I / Keynote Speech I 李子建教授 (香港教育大學) / Prof. LEE Chi-Kin John, JP (The Education University of Hong Kong) <i>Perspectives of Whole-Person Education and Whole-Person Development: Insights from Life Education, Chinese Culture and Education, and Beyond</i> 主旨演講 II / Keynote Speech II 顧明遠教授 (北京師範大學，線上) / Prof. GU Mingyuan (Beijing Normal University, Online) <i>數字技術赋能教師成長 / Digital Technology Empowers Teacher Development</i> 主旨演講 III / Keynote Speech III 李崑教授 (倫敦大學學院) / Prof. LI Wei (University College London) <i>Co-Learning in The Digital Age</i>
10:45-11:05	Tea Break / 茶歇 (地點 / Venue: D1-LP-02 前廳 / Foyer)
11:05-12:20	傑出學者論壇 (一) / Distinguished Panel Forum (I) (地點 / Venue: D1-LP-02) 教育創新與發展對話：全球視角與中國經驗 / Dialogue on Education Innovation and Development: Global Perspectives and the Chinese Experience
12:20-13:30	午膳 / Lunch 地點 / Venue: 飯堂 / Canteens
13:30-15:00	分組論壇 (一) / Concurrent Session 1 Session 1A (地點 / Venue: D2-LP-02) AI 赋能教育變革：跨文化課程創新與協同教學 / AI-Empowered Educational Transformation: Cross-Cultural Curriculum Innovation and Collaborative Teaching Session 1B (地點 / Venue: D2-LP-04) 跨階段 AI 赋能教育：從評估到高質量發展 / Cross-Stage AI-Empowered Education: From Assessment to High-Quality Development Session 1C (地點 / Venue: D2-LP-07)

時間 / Time	會議活動 / Sessions	
	<p>全人發展：傳統與創新的融合 / Whole-Person Development: Integrating Tradition and Innovation</p> <p>Session 1D (地點 / Venue: D2-LP-12) 數字化教育：區域合作與未來 / Digital Education: the Future of Regional Collaboration</p> <p>Session 1E (地點 / Venue: D2-LP-13) 全人教育與數字治理：創新，協作與風險管控 / Whole-Person Education and Digital Governance: Innovation, Collaboration, and Risk Management</p> <p>Session 1F (地點 / Venue: D3-LP-02) 跨文化交流與數字化教育創新 / Cross-cultural Exchange and Digital Educational Innovation</p> <p>Session 1G (地點 / Venue: B2-LP-14) AI 時代創新教育範式：跨學科能力與人才培養 / Innovative Educational Paradigms in the AI Era: Interdisciplinary Competence and Talent Cultivation</p> <p>Session 1H (地點 / Venue: B3-LP-04) 教育變革與未來人才培養：媒介化、AI 賦能與資源整合 / Educational Transformation and Future Talent Cultivation: Mediatization, AI Empowerment, and Resource Integration</p> <p>Session 1I (地點 / Venue: B3-LP-06) 數智時代全人教育：話語革新、技術賦能與文化融合 / Whole-Person Education in the Digital-Intelligent Era: Discourse Innovation, Technological Empowerment, and Cultural Integration</p> <p>專題論壇（一） / Symposium (I) (Part 1, 地點 / Venue: D1-LP-03) 中國教育學自主知識體系建設學術論壇：京港教育學學科的經驗與共識 / The Construction of Independent Knowledge System for China's Discipline of Pedagogy and Education: Experiences and Consensus between Beijing and Hong Kong</p>	
15:10-16:25	<p>傑出學者論壇（二） / Distinguished Panel Forum 2 (地點 / Venue: D1-LP-02)</p> <p>面向未來教育的評估 / Assessment for Future Education</p>	<p>傑出學者論壇（三） / Distinguished Panel Forum 3 (地點 / Venue: D1-LP-03)</p> <p>數位時代的課程與教師發展 / Curriculum and Teacher Development in the Digital Era</p>
16:25-16:45	<p>Tea Break / 茶歇 (地點 / Venue: D1-LP-02 前廳 / Foyer)</p>	
16:45-18:15	<p>分組論壇（二） / Concurrent Session 2</p> <p>Session 2A (地點 / Venue: D2-LP-02) 教育中的公平與數字創新：家長決策、社會情感學習與城鄉發展 / Equity and Digital Innovation in Education: Parental Decisions, Social-Emotional Learning, and Urban-Rural Dynamics</p> <p>Session 2B (地點 / Venue: D2-LP-04) 全球視野中的 STEM 教育：策略共識、可持續發展與 AI 賦能 / STEM Education in a Global Perspective: Strategic Consensus, Sustainable Development, and AI Empowerment</p> <p>Session 2C (地點 / Venue: D2-LP-07) 教育變革與全球公民培養：技術倫理、跨文化參與與社會責任 / Educational Reform and Global Citizenship Cultivation: Technological Ethics, Cross-cultural Engagement, and Social Responsibility</p> <p>Session 2D (地點 / Venue: D2-LP-12)</p>	

時間 / Time	會議活動 / Sessions
	<p>跨文化數字教育創新：AI 賦能、情感體驗與協作教學法/ Innovations in Cross-Cultural Digital Education: AI Empowerment, Emotional Experience, and Collaborative Pedagogy</p> <p>Session 2E (地點 / Venue: D2-LP-13) 數字時代大學生發展：研究素養、學習轉型與就業挑戰 / College Student Development in the Digital Era: Research Literacy, Learning Transition, and Employment Challenges</p> <p>Session 2F (地點 / Venue: D3-LP-02) 數智時代的教育革新：AI 賦能、教學主權與課程重構 / Innovation in Education in the Digital-Intelligent Era: AI Empowerment, Pedagogical Sovereignty, and Curriculum Reconstruction</p> <p>Session 2G (地點 / Venue: B2-LP-14) 數智時代教育創新：角色轉型與人才培養 / Educational Innovation in the Digital-Intelligent Era: Role Transformation and Talent Cultivation</p> <p>Session 2H (地點 / Venue: B3-LP-04) AI 時代的支持與賦能：安全關懷、知識重構與教學創新/ Support and Empowerment in the AI Era: Safety, Knowledge Reconstruction, and Pedagogical Innovation</p> <p>Session 2I (地點 / Venue: B3-LP-06) 數智時代教育革新：AI 賦能、課堂互動與價值培養 / Educational Innovation in the Digital-Intelligent Era: AI Empowerment, Classroom Interaction and Value Cultivation</p> <p>專題論壇 (一) / Symposium (I) (Part 2, 地點 / Venue: D1-LP-03) 中國教育學自主知識體系建設學術論壇：京港教育學學科的經驗與共識 / The Construction of Independent Knowledge System for China's Discipline of Pedagogy and Education: Experiences and Consensus between Beijing and Hong Kong</p>

翌日 2025 年 7 月 11 日 / DAY 2: 11 July 2025

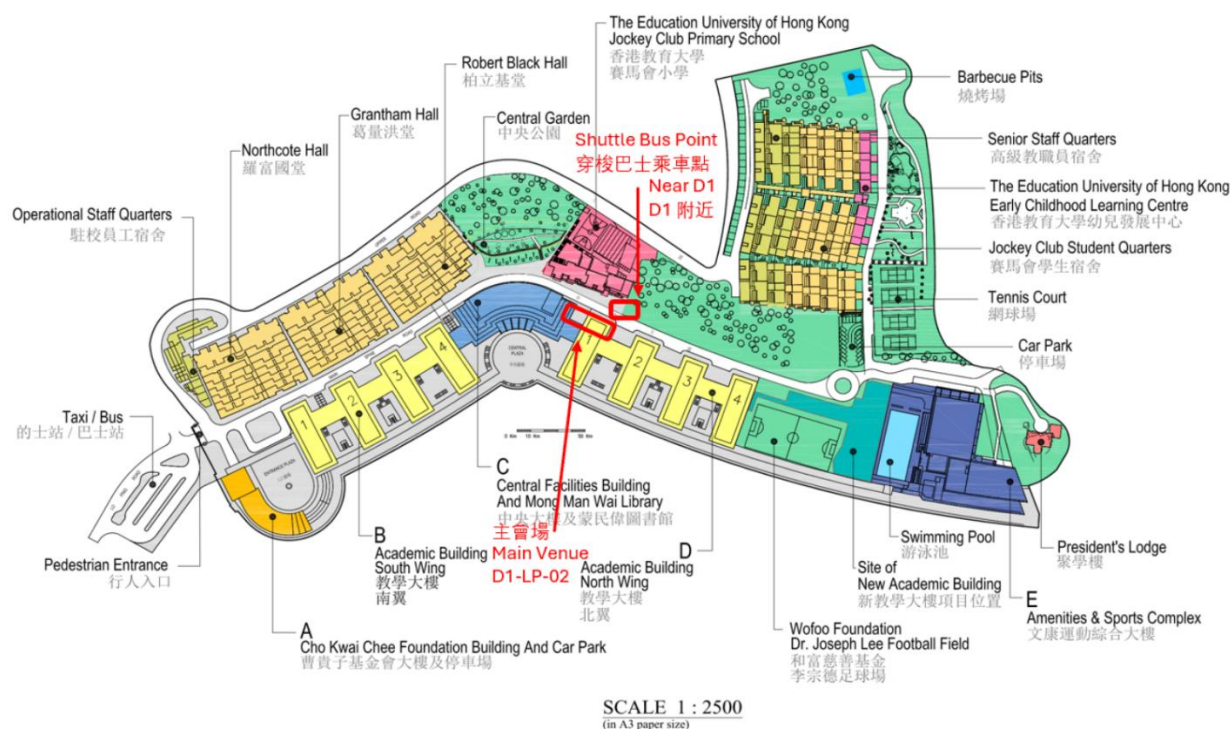
時間 / Time	會議活動 / Sessions	
8:30-9:00	報到 / Registration (地點 / Venue: D1-LP-02 前廳 / Foyer)	
9:00-10:15	主旨演講 IV-VI / Keynote Speech IV-VI (地點 / Venue: D1-LP-02) 主旨演講 IV / Keynote Speech IV 鄭美紅教授 (香港教育大學) / Prof. CHENG May Hung (The Education University of Hong Kong) <i>Science Education in the AI era: Affordances and Challenges</i> 主旨演講 V / Keynote Speech V 許美德教授 (多倫多大學) / Prof. Ruth HAYHOE (University of Toronto) <i>Creativity and the Chinese Language</i> 主旨演講 VI / Keynote Speech VI 李軍教授 (西安大略大學) / Prof. LI Jun (The University of Western Ontario) <i>作為專業改進者的教師和作為改進型組織的學校 / Teachers as Professional Improvers, Schools as Improving Organizations</i>	
10:15-10:30	Tea Break / 茶歇 (地點 / Venue: D1-LP-02 前廳 / Foyer)	
10:30-11:30	明遠講座 / Mingyuan Lecture (地點 / Venue: D1-LP-02)	
11:30-12:00	中華教育學會會員年度例會 / CSE Members Annual General Meeting (地點 / Venue: D1-LP-02)	
12:00-13:00	午膳 / Lunch (地點 / Venue: 飯堂 / Canteens)	
13:00-14:15	傑出學者論壇 (四) / Distinguished Panel Forum 4 (地點 / Venue: D1-LP-02) 教育創新：利用學習科學推動亞洲教育系統的可持續發展 / Innovating Education: Leveraging Learning Sciences for Sustainable Development in Asian Educational Systems	傑出學者論壇 (五) / Distinguished Panel Forum 5 (地點 / Venue: D1-LP-03) 教育中的價值觀與倫理 / Values and Ethics in Education
14:20-15:50	分組論壇 (三) / Concurrent Session 3 Session 3A (地點 / Venue: D2-LP-02) 數字時代的教育國際化與本土創新：全球視野下的中國探索 / Internationalization and Local Innovation of Education in the Digital Era: China's Exploration from a Global Perspective Session 3B (地點 / Venue: D2-LP-04) 智慧技術驅動下的教師角色變革與主體現代性 / Transformation of Teacher Roles and Modern Subjectivity Driven by Intelligent Technologies Session 3C (地點 / Venue: D2-LP-12) 數字與智慧時代的師生發展：國際化與跨文化賦能 / Development of Teachers and Students in the Digital and Intelligent Era: Internationalization and Intercultural Empowerment Session 3D (地點 / Venue: D2-LP-13) 智慧技術背景下的教育倫理、價值與全人發展 / Educational Ethics, Value, and Holistic Development in the Era of Intelligent Technology	

	<p>Session 3E (地點 / Venue: D3-LP-02) AI 時代教育系統的多元創新與能力進化 / Multidimensional Educational System Innovation and Competency Evolution in the AI Era</p> <p>Session 3F (地點 / Venue: D2-LP-01) 面向未來的學生素養與倫理：跨界課程與數字創新 / Future-Oriented Student Literacy and Ethics: Cross-curricular and Digital Innovation</p> <p>Session 3G (地點 / Venue: B2-LP-14) 多元主體與制度創新：數字智慧賦能下的教育公平探索 / Diverse Actors and Institutional Innovation: Exploring Educational Equity in the Digital Intelligence Era</p> <p>Session 3H (地點 / Venue: B3-LP-06) 中國教育轉型中的素養與德育創新：傳統智慧與數字化融合 / Literacy and Moral Innovation in Chinese Educational Transformation: Integrating Tradition and Digital Convergence</p> <p>Session 3I (地點 / Venue: B1-LP-03) 人工智能賦能下的課程與教師專業成長 / AI-Empowered Curriculum and Teacher Professional Growth</p> <p>專題論壇 (二) / Symposium (II) (地點 / Venue: D1-LP-03) 大轉型時代：教育理念重塑與技術賦能的未來教育 / The Age of Great Transformation: Future Education through the Reshaping of Educational Philosophy and Technological Empowerment</p>
15:50-16:10	<p>茶歇 / Tea Break (地點 / Venue: D1-LP-02 前廳 / Foyer)</p>
16:10-17:45	<p>分組論壇 (四) / Concurrent Session 4</p> <p>Session 4A (地點 / Venue: D2-LP-02) 數字時代的基礎教育與教師發展：創新應用、評價變革與遊戲化學習 / Basic education and teacher Development in the digital age: innovative applications, assessment reform and gamification learning</p> <p>Session 4B (地點 / Venue: D2-LP-04) 數字時代的健康與教育倫理 / Health and Educational Ethics in the Digital Era</p> <p>Session 4C (地點 / Venue: D2-LP-12) 學生發展與教育創新：心理健康、學習動力與教師成長 / Student Development and Educational Innovation: Mental Health, Learning Motivation, and Teacher Growth</p> <p>Session 4D (地點 / Venue: D2-LP-13) 數字化學習創新：動機、參與與教師實踐 / Innovations in Digital Learning: Motivation, Engagement, and Teacher Practice</p> <p>Session 4E (地點 / Venue: D3-LP-02) 數字轉型時代的教育者與學習者：心理健康、數字領導力與成長機制 / Educators and Learners in the era of Digital Transformation: Mental Health, Digital Leadership, and Growth Mechanisms</p> <p>Session 4F (地點 / Venue: D2-LP-01) 技術賦能與主體成長：數字時代教師發展、教育倫理與學生多元智能 / Technology Empowerment and Human Agency or Growth: Teacher Development, Educational Ethics, and Multiple Intelligences of students in the Digital Era</p> <p>Session 4G (地點 / Venue: B2-LP-14) 教育創新與倫理堅守：學科實踐、評價與教師發展 / Educational Innovation and Ethical</p>

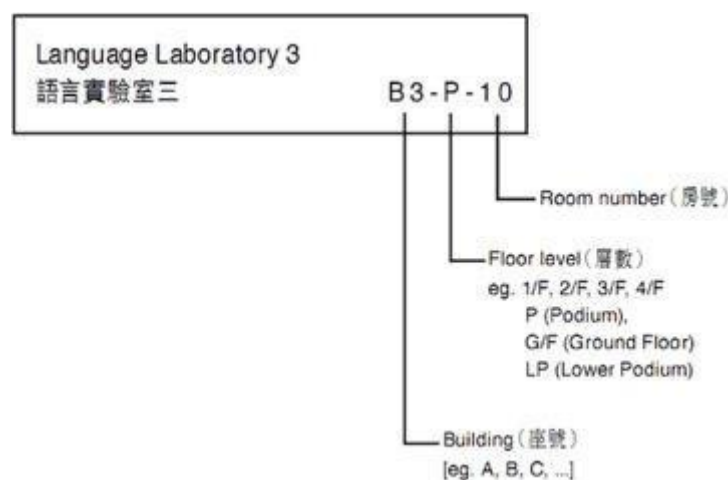
	<p>Adherence : Disciplinary Practice, Assessment, and Teacher Development</p> <p>Session 4H (地點 / Venue: B3-LP-06) 數字化與全球化背景下的教師發展、學生體驗與教育公平 / Teacher Development, Student Experience, and Educational Equity in the Digital and Global Era</p> <p>Session 4I (地點 / Venue: B1-LP-03) 數字與人工智能時代的教育適配、制度張力與能力創新 / Educational Adaptation, Institutional Tension, and Competency Innovation in the Digital and AI Era</p> <p>專題論壇（三） / Symposium（III） (地點 / Venue: D1-LP-03) 數字時代的全人發展：全球脈絡下的中國視角與實踐 / Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context</p>
17:45-18:15	<p>閉幕式 / Closing Ceremony (地點 / Venue: D1-LP-02)</p>

香港教育大學校園地圖/ EdUHK Campus Map

The Education University of Hong Kong
Tai Po Campus
香港教育大學大埔校園



房間的編號包括了座號、層數及房號的資料/ The room numbering system comprises a building code, floor level code and a room number:

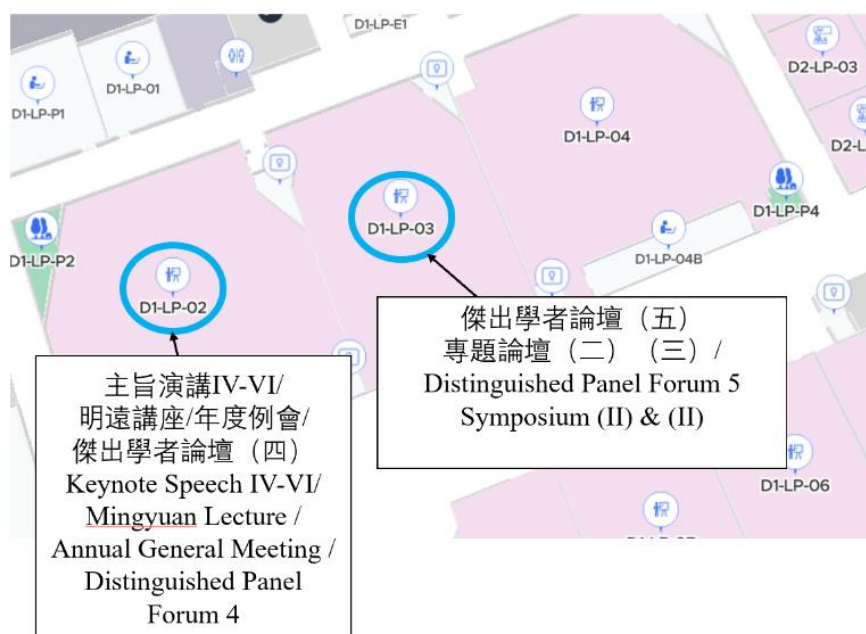


首日：2025年7月10日 / 10 July 2025





翌日：2025年7月11日 / 11 July 2025





交通 / Transportation

7 月 9 日會議晚宴 / Conference Dinner on 9 July:


地址 / Location: 科學園會所一號-盛宴 / ClubONE (Science Park) Limited, The Grand

新界沙田科學園科技大道西 12 號 12W 大樓地下 S061-S066 舖 / ClubONE (Science Park) Limited, The Grand, Shop 061-066, G/F, Building 12W, Science Park West Avenue, Hong Kong Science Park, Pak Shek Kok

會議免費穿梭巴士服務 / Free Shuttle Bus for the Conference:

會議將提供免費穿梭巴士服務，往返於港鐵大學站和科學園會所一號盛宴之間。座位採取先到先得的原則。

A free shuttle bus service will be provided between the MTR University Station and the Clubone (Science Park) Limited, The Grand. Seating is available on a first-come, first-served basis.

2025 年 7 月 9 日 9 July 2025	
時間 Time	登車地點 Boarding Point
由 港鐵大學站 開出往 科學園會所一號-盛宴 Departure from MTR University Station to Clubone (Science Park) Limited The Grand	
18:10 - 18:20 (乘車順序先到先得 / Seating is available on a first-come, first-served basis)	 <div data-bbox="1235 853 1386 907">Pick-up & Drop-off Point</div>
時間 Time	登車地點 Boarding Point
由 科學園會所一號-盛宴 開出往 港鐵大學站 Departure from Clubone(Science Park) Limited The Grand to MTR University Station	
21:15	科學園會所一號-盛宴 Clubone(Science Park) Limited The Grand

7 月 10-11 兩日會議 / Conference on 10-11 July:

地址 / Location: 香港教育大學，香港新界大埔露屏路十號 / The Education University of Hong Kong, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong

會議免費穿梭巴士服務 / Free Shuttle Bus Service for the Conference:

會議將提供免費穿梭巴士服務，往返於港鐵大學站和教大校園之間。座位採取先到先得的原則。

A free shuttle bus service will be provided between the MTR University Station and EdUHK campus. Seating is available on a first-come, first-served basis.

2025年7月10日(週四) 10 Jul 2025 (Thursday)	
時間 Time	登車地點 Boarding Point
由港鐵大學站開出往香港教育大學D1座 Departure from MTR University Station to Block D1, EdUHK	
08:10-08:25 (乘車順序先到先得 / Seating is available on a first-come, first- served basis)	 <div data-bbox="1220 795 1348 846"> Pick-up & Drop-off Point </div>
由香港教育大學D1座開出往港鐵大學站 Departure from Block D1, EdUHK to MTR University Station	
18:30	香港教育大學 D1座 (暫定) Block D1, EdUHK (Tentative) 請跟隨現場會議工作人員指引 Please follow the guidance of the conference staff on site
18:35	
18:40	
18:45	

2025年7月11日(週五) 11 Jul 2025 (Friday)	
時間 Time	登車地點 Boarding Point
由港鐵大學站開出往香港教育大學D1座 Departure from MTR University Station to Block D1, EdUHK	
08:10-08:20 (乘車順序先到先得 / Seating is available on a first-come, first-served basis)	 <div data-bbox="1225 902 1358 958">Pick-up & Drop-off Point</div>
由香港教育大學D1座開出往港鐵大學站 Departure from Block D1, EdUHK to MTR University Station	
18:30	香港教育大學 D1座 (暫定) Block D1, EdUHK (Tentative) 請跟隨現場會議工作人員指引 Please follow the guidance of the conference staff on site
18:35	
18:40	

其他公共交通工具/ Other Public Transportation:

- 巴士/ Bus: 74K
- 小巴/ Minibus: 26
- 的士/ Taxi: 大埔墟港鐵站或太和港鐵站到校園的費用約為 50 元 / Cost approximately HK\$50 from Tai Po Market MTR Station or Tai Wo MTR Station to the campus

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簡介 / Introduction

關於香港教育大學 / About the Education University of Hong Kong

關於中華教育學會 / About the Chinese Society of Education

參會須知 / Guidelines of Your Participation

香港教育大學簡介

About the Education University of Hong Kong

香港教育大學為一所政府資助的高等學府，致力透過提供師訓教育，以及社會科學和人文科學多元學術及研究課程，推動學與教的發展。

我們致力培育敏於思考、關懷社會及放眼世界的教育工作者及社會領袖，使之能夠服務社區，推動變革。我們尤著重研究實力 — 積極促進研究發展，提升知識、學術及創新，務求對社會與人類發展，作出不懈的貢獻。

我們專注教育領域的研究、發展及創新，並進一步加強本校在亞太地區及以外的先導地位。

The Education University of Hong Kong is a publicly funded tertiary institution dedicated to the advancement of learning and teaching, through a diverse offering of academic and research programmes on teacher education and complementary social sciences and humanities disciplines.

We nurture educators and social leaders who are intellectually active, socially caring, and globally aware, to become agents of change in the communities that they serve. We place great emphasis on research capability —our research will contribute to the advancement of knowledge, scholarship and innovation, with sustainable impact on social progress and human betterment.

EdUHK aims to be a leading university in the Asia Pacific region and beyond, with a focus on educational research, development and innovation.

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夥伴機構的鼎力相助，如中國北京大學、北京師範大學、明遠教育基金會、清華大學、香港教育大學、浙江大學、英國倫敦大學學院、美國哥倫比亞大學、以及加拿大西安大略大學等。本學會致力於建立一個專注于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、跨越學科的交流平臺。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著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, Education University of Hong Kong, Peking University, Tsinghua University, Zhejiang University and the Mingyuan Education Foundation 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.

參會須知

Guidelines of Your Participation

年會發言者 For Presenters

1. 至少提前 10 分鐘到達您的會場並預測播放檔（如 PPT）
Arrive at your venue at least 10 minutes before your session begins, and play your PPT.
2. 如果需要在現場將 PPT 放入電腦，請提前攜帶用於複製的 USB。
If the PPT needs to be transferred to the computer on-site, please bring a USB for copying in advance.
3. 準時完成自己的發言（在分組論壇中，演講者將有 12 分鐘進行演講，隨後留出 3 分鐘問答）
Punctually finish up your presentation (Each speaker in the concurrent session will have 12 minutes for their presentation, followed by 3 minutes for questions and answers).
4. 如有答問環節請和聽眾互動
Interact with your audience during Q & A if you have one.
5. 如有需要，請協助計時員或者擔任主持
Volunteer to serve as a timekeeper or chair for others' presentations, if needed.
6. 中文和英文都是會議的官方語言
Both Chinese and English are official languages of the Conference.

分組論壇主席 For Chairs

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，以及發言順序
Introduce yourself, each presenter 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. 確保該分組論壇準時結束，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議
Arrive at your venue before your interested session begins.
2. 積極聆聽和參與討論
Actively engaging yourself and participating in discussions.

歡迎 / Welcome

輪值會長 / Rotating President

名譽會長 / Honorary Presidents

創會會長 / Founding President

院長及主任 / Deans & Director

香港教育大學校長（暨中華教育學會 2025 年輪值會長）歡迎詞

Welcome from President of The Education University of Hong Kong and 2025 CSE Rotating President

作為香港教育大學（教大）的校長及2025年中華教育學會的輪值會長，我深感榮幸，能夠在此向來自世界各地的嘉賓致以熱烈的歡迎，歡迎大家參加中華教育學會第二屆年會。首先，我要特別感謝大會選擇教大作為本屆年會的主辦場地。作為一所以社會使命為己任的公立大學，教大一直致力追求卓越的學術研究和教育品質，並在過去數年中積極發揮自身優勢，不斷提升在本地、區域乃至國際上的聲譽與影響力。根據最新的《2025 QS世界大學學科排名》，我校教育學科榮登全球第12位，亞洲第四，香港第二，這充分展現了我們對學術卓越的追求、對影響力研究的堅持，以及構建具有國際視野的學習環境的努力。



今天，我們相聚於此，共同探討「數字時代的全人發展：全球脈絡下的中國視角與實踐」這一富有前瞻性而影響深遠的重要議題，讓我感到既振奮又充滿期待。

在當今科技迅猛發展、數字化變革席捲全球的時代背景下，全人發展不僅關乎個人素養與能力的全面提升，更是推動社會進步與國家長遠繁榮的關鍵所在。數字技術的應用，為教育創新提供了前所未有的機遇，也帶來了諸多挑戰，如資訊過載、數據隱私保護、數字鴻溝，以及價值觀的轉變等，這些都促使我們重新思考如何在數字時代實現真正的全人發展。

在全球化的背景下，中國作為世界第二大經濟體系，正積極融入數字浪潮，並在教育改革、科技創新和社會治理等層面進行深入探索。中國在促進教育公平、強化心理健康、提升公民素養等方面，累積了豐富的實踐經驗，並不斷推動相關政策與措施，為全球提供了寶貴的中國方案。

在本次研討會中，我們將共同探討數字時代背景下的全人發展理念、策略與實踐經驗。我們希望透過多元的觀點交流，啟發創新思維，促進國際合作，共同推動全球全人發展，為人類的共同未來貢獻智慧和經驗。同時，也期待本次會議能成為促進國內外學術與實務界交流的橋樑，協力應對數字化帶來的挑戰，抓住數字經濟的巨大機遇。

展望未來，我們深知肩負的使命任重而道遠。為此，教大在今年五月發佈了《2025-2031戰略發展藍圖》，以創新、可持續發展和合作共贏為核心，描繪了一幅具有遠見的教育願景。教大將

繼續積極回應國家的發展策略，將高等教育、科技創新與人才培養緊密結合，推動三者協同發展，探索最佳融合途徑，為國家的長遠繁榮和實現「教育強國」的宏偉目標提供堅實支撐。

最後，感謝各位嘉賓的蒞臨與支持。讓我們攜手合作，以開放的心態和創新的精神，共同推動數字時代的全人發展，為建設人類命運共同體貢獻智慧與力量。祝願中華教育學會第二屆年會圓滿成功！謝謝大家！

李子建教授

香港教育大學校長

聯合國教科文組織區域教育發展與終身學習教席

中華教育學會2025年輪值會長

Welcome

As the President of The Education University of Hong Kong (EdUHK) and the Rotating President of the Chinese Society of Education (CSE) for 2025, I am deeply honoured to extend a warm welcome to our distinguished guests from around the world to the Second Annual Conference of the Chinese Society of Education. First, I would like to express my special gratitude to the Conference for choosing EdUHK as the venue for this year's event. As a public university driven by a profound social mission, EdUHK has consistently committed itself to academic excellence and educational innovation. Over recent years, we have actively leveraged our strengths to elevate our reputation and influence both locally and internationally. According to the latest 2025 QS World University Rankings by Subject, our Education discipline is ranked 12th globally, 4th in Asia, and 2nd in Hong Kong. This achievement exemplifies our dedication to academic excellence, impactful research, and the cultivation of an internationally oriented learning environment.

Today, as we gather to explore the theme ‘Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context,’ I am filled with both enthusiasm and anticipation. This forward-looking and profoundly meaningful topic resonates deeply with the current global landscape.

In an era marked by rapid technological advancement and pervasive digital transformation, whole person development—encompassing the comprehensive growth of individuals—is essential not only for personal fulfillment but also for societal progress and long-term national prosperity. The integration of digital technology presents unprecedented opportunities for educational innovation; however, it also brings significant challenges, including information overload, data privacy concerns, the digital divide, and evolving value systems. These issues compel us to rethink how to truly realize the goal of whole person development in the digital age.

Against the backdrop of globalization, China, as the world’s second-largest economy, is actively engaging with the digital wave and conducting in-depth explorations in areas such as educational reform, technological innovation, and social governance. The country has accumulated rich practical experience in promoting educational equity, strengthening mental health initiatives, and enhancing civic literacy. Through continuous policy refinement and implementation, China offers valuable solutions and insights to the global community.

During this conference, we will jointly explore the concepts, strategies, and practical experiences of whole person development in the digital era. We hope that through the exchange of diverse perspectives, we can inspire innovative thinking, foster international cooperation, and collectively advance global whole person development, contributing our wisdom and experience to the shared

future of humanity. At the same time, we look forward to this conference serving as a bridge for exchange between domestic and international academic and practical communities, enabling us to collaboratively address the challenges of digitalisation and seize the immense opportunities of the digital economy.

Looking ahead, we are deeply aware of the significant and long-term mission we bear. To this end, EdUHK launched its Strategic Plan 2025-2031 in May this year, outlining a forward-looking educational vision with innovation, sustainable development, and win-win cooperation at its core. EdUHK will continue to actively respond to national development strategies, closely integrating higher education, technological innovation, and talent cultivation. We will promote their synergistic development and explore the best pathways for their integration, providing solid support for the nation's long-term prosperity and the realisation of the grand goal of becoming a "Strong Nation in Education."

Finally, my thanks to all our distinguished guests for your presence and support. Let us work hand in hand, with an open mindset and an innovative spirit, to jointly promote whole person development in the digital age and contribute our wisdom and strength to building a community with a shared future for mankind. I wish the Second Annual Conference of the Chinese Society of Education a complete success! Thank you!

Professor John Lee Chi-Kin

President, The Education University of Hong Kong

UNESCO Chair in Regional Education Development and Lifelong Learning

Rotating President, The Chinese Society of Education (CSE), 2025

名譽會長歡迎詞（一）

Welcome from Honorary Presidents (I)

中華教育學會第二屆年會即將召開，我向你們表示熱烈的祝賀！當前世界進入了一個新時期，人類面臨著種種危機。世界遇到百年未有的大變局，國際政治動盪不安、環境惡化、資源浪費、青年就業困難。教育怎麼辦？教育是一件仁愛的事業，是促進人和人類的發展，追求真善美的事業。靠教育傳承文化、創造知識、培養人才，人類才得以發展，社會才得以進步和日趨文明。因此，正如聯合國教科文組織在《反思教育》報告中說的：教育應該「以尊重生命和人類尊嚴、權利平等和社會正義、尊重文化多樣性、國際團結和分擔責任為基礎」，應該是通向和平的橋樑。通過教育的國際交流與合作，促進世界各國的理解，促進世界和平。



顧明遠 Mingyuan Gu

中國教育正邁入新的歷史時期，中國已經全面普及了九年義務教育，高等教育毛入學率已達59.6%。今天已是有2.5 億學



生在校學習教育大國，正在努力提高教育質量，實現教育現代化，建設教育強國，為全國人民共同富裕和中國式社會主義現代化提供人才支撐。

在全球化背景下，一國的教育不能獨善其身，需要國際間的交往上合作。實現中國教育現代化，一方面繼承和發揚中華優秀文化傳統，另一方面是要吸收世界文明的一切優秀成果。同時，為了應對當前遇到的種種危機。我們必須互相交流、互相合作，為人類的可持續發展承擔責任。教育，是促進各國各民族交流和理解的橋樑。我們應該本著習近平主席「人類命運共同體」的理念和「一帶一路」的倡議，開展廣泛的交流與合作，促進民心相通，共建共用共同繁榮。

朋友們！新時代已經到來，讓我們加強教育交流與合作，讓我們的下一代尊重生命和人類尊嚴、堅持權利平等和社會正義，期待世界和平的到來！

謝謝大家！

The 2nd 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!

名譽會長歡迎詞（二）

Welcome from Honorary Presidents (II)

我感到非常榮幸，在此熱烈歡迎大家參加中華教育學會第二屆年會。本次大會以「全人發展」為主題。我尤為欣喜能夠重返香港——我的第二故鄉，並在香港教育大學這座美麗的校園，與來自世界各地的教育同仁們共襄盛會。

在思考中華教育學會「為教育研究者與實踐者搭建一個無邊界、跨學科的平台」這一願景時，我深切體會到，中華文明中蘊藏著豐厚的思想資源，為這一使命提供了堅實支撐。對我而言，最具代表性的核心理念，便是「和而不同」。我常常思索儒家與道家這兩大傳統之間的互動：儒家主張通過明確的社會角色分工，實現對公共利益的積極貢獻；而道家則強調人與自然的深度聯結，宣導個體內在精神的自由生長。這兩種看似對立的思想，實際上構成了中國文化獨特的辯證結構，在避免簡單貫通的同時，保持著持續的動態平衡。



許美德 Ruth Hayhoe

多倫多大學



印度佛教的傳入為中國精神世界增添了另一個來源。佛寺在演

變過程中催生了書院，成為超越儒家官僚體系之外、類似公民社會的一種組織。最後，在這幅多元精神傳統的圖景中，基督教同樣被視為中國宗教傳統的一部分。早在西元 635 年，敘利亞基督教士便沿著絲綢之路來到中國，受到佛教領袖的歡迎與接納。在我們探討教育如何貢獻於「和而不同」的時候，我想與大家分享一段來自（早期基督教之一的）景教領袖景淨神甫的碑文。他於西元 781 年為《大秦景教流行中國碑》撰文，其中寫道：「若使風雨時，天下靜，人能理，物能清，存能昌，歿能樂，念生回應，情發目誠者」。

中國這種「和而不同」的歷史凝結，為本屆年會宣導的「全人發展」主題提供了啟迪。在當今各國地緣政治極性紛爭的背景下，我期待我們都能從中華文明的核心特徵得到激勵。

（注：括弧內容系譯者所加。中文譯文：焦藝鴻；校閱：李軍、許美德）

What a pleasure for me to welcome all of you to this second conference of the Chinese Society of Education, where we will focus on the theme of Whole Person Development. It is a particular joy for me to return to Hong Kong, my second home, and meet with colleagues from around the world on this beautiful campus!

When I think of the CSE's vision of providing "a borderless, transdisciplinary platform for researchers and practitioners in the field of education" there are clearly rich resources in Chinese civilization to undergird this task. The core concept for me is Harmony in Diversity. I have often reflected on the interaction between a Confucian tradition dedicated to the public good through clearly structured social roles for all and a Daoist tradition that encourages development of the inner life through a deep connection to nature. These opposites form a unique dialectic that provides an ongoing balance while avoiding synthesis.

The introduction of Buddhism from India added another source of spiritual understanding with Buddhist monasteries evolving into Chinese *shuyuan*, which served as a kind of civil society independent of the Confucian scholar-official bureaucracy. Finally, in this collage of spiritual traditions Christianity can be seen as a Chinese religion embraced not long after Buddhism when Syrian monks crossed the Silk Road in 635 CE and were welcomed by China's Buddhist leaders. As we reflect on how education can contribute to harmony in diversity, I would like to share this quote from Jing Jing, a Christian monk who elaborated on the purpose of *Jingjiao* (The Luminous Religion) in words carved on a stone stele in 781 CE: "to calm people in stormy times, to help them understand the nature of things, to maintain purity, to nourish all things, to respect all life, and to answer the needs of those whose beliefs come from the heart."

China's historic embodiment of harmonious diversity should provide insights for the whole person development that is the theme of this conference. Given the extreme geo-political polarization within and across many countries at present, I hope we can be inspired by this core feature of Chinese civilization.

創會會長歡迎詞

Welcome from Founding President

盛夏時節，享有全球教育之翹楚的香港教育大學主典中華教育學會第二屆年度大會。在這一年一度的歡聚時刻，能夠代表中華教育學會理事會，歡迎中華教育界的逾三百位海內外同仁，是我的莫大榮幸！

在當今國際尤其是中美脫鉤的嚴峻形勢下，中華教育學會是來之不易、意義重大的全新教育團體。謝謝各位鼎力支持，自 2023 年底發端伊始，至 2024 年在加拿大西安大略大學舉辦第一屆年會，到今夏由香港教育大學主辦、北京大學、哥倫比亞大學、西安大略大學和浙江大學協辦第二屆年會，已經綽約成姿。本次年會是中華教育界新老各代同仁的共同成果，是全球中華教育社群的共同驕傲，是值得來自全球各地的各位擊掌慶賀的共同盛事，具有特別的國際和歷史意義！



李軍 Jun Li
西安大略大學



本次年會主題「數字時代的全人發展：全球脈絡下的中國視角與實踐」，不僅是當今廣為關注智能與教育的時代使命，為國際教育界提供中華教育所貢獻的答案與智能，而且是以教育、學術和民間的多重方式促進國際之間、制度之間和文化之間的「五互」——互學、互教、互惠、互睦和互美，有利於打破囿於地域政治、國別、人種、文化以及教育之間的隔閡、誤會和爭執，更是促進全球人類共同體及聯合國所宣導可持續發目標的重要力量和聲音。

要實現這個重大歷史使命，每一位中華教育學會會員和年會參會者都重任在肩。只有各位都能視自己為全球中華教育社群的有機力量，我們才能共同達成這些美麗的梦想。感恩有志同道合的諸君相伴相隨——期待與您同懷夢想、廣築疆宇、共創輝煌！

As a globally leading institution in the field of education, the Education University of Hong Kong (EdUHK) is hosting the second annual conference of the Chinese Society of Education (CSE) in the summer of 2025. It is my highest honor on behalf of the CSE Board to welcome over three hundred delegates of the global CSE community at this yearly gathering, including all of you!

The CSE did not come into being easily and was significant when it was established as a new community of education, especially in the context of deglobalization driven by the decoupling between the United States and China. From its inception at the end of 2023, to its first annual conference at the University of Western Ontario in the summer of 2024, to the second one this year

hosted by the EdUHK and co-hosted by Columbia University, Peking University, the University of Western Ontario and Zhejiang University, the CSE community has grown steadily and is in great shape, thanks to the enthusiastic support given by each of you! The second yearly gathering is exceptionally international and historical – it is not only the co-cultivated fruit of colleagues in the field of all ages from around the globe and the shared pride of the global CSE community, but also a shared event that is appreciated by all of us.

The conference theme, “Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context,” is a mission for education in this era of artificial intelligence that has aroused wide concern, and provides responses and wisdom contributed by Chinese education to the global community in the field. Also, it promotes Five Ways of Reciprocity - reciprocal learning, reciprocal teaching, reciprocal benefits, reciprocal respect, and reciprocal appreciation, among nations, among systems, and among cultures through the multiple approaches of education, scholarship and civil society. In fact, it is conducive to taking down the boundaries, misunderstandings and arguments that are due to differences in geopolitics among nations, races, cultures and educational systems. It is an important force and a voice for the promotion of a shared global community and for reaching the Sustainable Development Goals advocated by the United Nations.

To achieve this crucial historical mission, each of our dear members and participants must bear responsibility together. Only when we recognize ourselves as powerful agents of the global CSE community, can we make this beautiful dream come true!

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

哥倫比亞大學中國教育研究中心執行主任歡迎詞

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

非常榮幸能夠在香港教育大學與大家相聚，共同見證中華教育學會第二屆年會的召開。我謹代表哥倫比亞大學教育學院中國教育研究中心，向大會的順利召開致以最誠摯的祝賀，並向遠道而來的各位同仁們表示熱烈的歡迎！

教育是文明的傳承，是智能的啟迪，更是社會進步的重要動力。哥倫比亞大學教育學院自 1887 年創立以來，一直秉承著追求卓越的教育理想，致力於推動全球教育合作、增進人類的共同福祉。作為全美歷史最悠久、規模最大的教育學院，我們的宗旨是為社會創造更多的教育機會，讓更多人能夠受到教育。哥倫比亞大學教育學院與中國教育有著深遠的歷史淵源。郭秉文、陶行知、蔣夢麟、張伯苓、陳鶴琴等一大批中國教育領袖先後在哥倫比亞大學教育學院師從杜威，孟祿，羅素，桑代克，克伯屈等世界著名教育泰斗。他們在哥大教育學院學習期間，還建立了海外最早的中國教育研究團體——「中國教育研究協會」，凌冰、陶行知、張伯苓曾先後擔任會長。



程賀南 Henan Cheng

哥倫比亞大學



哥倫比亞大學中國教育研究中心
Center on Chinese Education

Teachers College, Columbia University

2000 年，哥大教育學院中國教育研究中心在知名教育經濟學家曾滿超教授的主持下正式成立，標誌著哥大教育學院與中國教育的關係進入一個新階段。我們作為全美第一所專注於中國教育研究的學術研究和交流機構，與中國教育界進行了多年的深厚合作，共同合作進行了中國教育的多方面研究，見證了中美教育理念的交融和學術成果的豐碩。

本次大會以「數字時代的全人發展：全球脈絡下的中國視角與實踐」為主題，直面時代核心命題。數字技術正深刻重塑社會形態與人的發展路徑。在此背景下，如何堅守教育本質——促進人的全面發展，在擁抱技術紅利的同時規避風險，確保技術賦能而非異化教育，成為全球教育者的共同挑戰與機遇。中國教育在數字化轉型中積累了獨特經驗，其傳統智能與現代理念的融合提供了寶貴思想資源。探討「全球脈絡下的中國視角與實踐」，不僅有助於理解中國路徑，更能為全球應對數字時代共性問題提供多元方案與深刻洞見。教育在數字時代，比以往任何時候都更需要成為心靈的溝通、文化的融合與智能的共創。

Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context
The 2nd Chinese Society of Education Annual Conference, 10-11 July 2025, The Education University of Hong Kong

《荀子·勸學》有言：「君子生非異也，善假於物也」。這句古老的智能，在數字時代煥發出新的光芒——它啟示我們，面對日新月異的科技洪流，真正的教育智能在於引導人如何「善假於物」，即如何智能地駕馭技術，使之服務於而非凌駕於人的全面發展。在此，我衷心希望通過此次大會，我們能夠聚焦數字技術賦能與全人發展的平衡之道，深入交流全球脈絡下的中國經驗與實踐，進一步加深理解，擴大合作，攜手並肩，共同推動教育事業的創新發展，共同探索教育的新途徑，共同開創教育的新未來，為人類社會的和諧共榮貢獻我們的熱情和努力。

It is a great honor to gather with all of you at The Education University of Hong Kong to witness the opening of the Second Annual Conference of the Chinese Society of Education. On behalf of the Center on Chinese Education at Teachers College, Columbia University, I extend my heartfelt congratulations on the successful convening of the conference and offer a warm welcome to all colleagues who have traveled from afar!

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.

With the theme “Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context,” this year’s conference tackles one of the most important issues of our day. Human development pathways and social structures are being drastically altered by digital technology. How can we embrace the advantages of technology, reduce its risks, and make sure that it enhances education rather than detracts from it while maintaining the core goal of education, which is to promote holistic human development? For educators worldwide, this has become a common challenge and opportunity.

The digitalization of education in China has produced unique experiences. It provides a wealth of ideas by fusing conventional knowledge with contemporary ideas. Examining “Chinese perspectives and practices in a global context” provides deep insights and a variety of approaches for tackling common global challenges in the digital age, in addition to aiding in our understanding of China's educational trajectory. Today, more than ever, education needs to become a means of bridging cultural differences, fostering intellectual exchange, and co-creating wisdom.

As Xunzi wrote in Exhortation to Learning: “The gentleman is not born different from others; he is

simply good at making use of external things.” This ancient wisdom shines anew in the digital era—it reminds us that amidst the rapid surge of technological change, true educational wisdom lies in guiding people to “make good use of tools,” that is, to master technology wisely so it serves human development rather than overrides it.

With this in mind, I truly hope that this conference will help us find a balance between digital empowerment and whole-person development, have meaningful conversations about Chinese experiences and practices in a global context, deepen our understanding of each other, work together to drive innovation in education, and work together to drive innovation in education. Let’s work together to find new ways to improve education and make it better for everyone. Let's do it with passion and dedication so that it helps society as a whole.

北京大學教育學院院長歡迎詞

Welcome from Dean of the Graduate School of Education, Peking University

值此中華教育學會第二屆年會隆重召開之際，我謹代表北京大學教育學院，並以我個人的名義，向來自世界各地的教育同仁表示熱烈的歡迎和誠摯的問候！對學會的不斷髮展和年會的順利召開致以最熱烈的祝賀！

中華教育學會自創立以來，始終致力於推動中華教育傳統與全球教育對話的深度融合。作為創會人，李軍教授憑藉其深厚的學術積累和跨文化視野，凝聚了一批富有使命感和創造力的教育學者，共同搭建了這一具有歷史意義的國際學術平台。第一屆年會的成功舉辦，標誌著一個跨越中西、連接古今、面向未來的教育共同體正在逐步形成，其開放性、專業性與文化自覺自信令人欣喜

教育關乎國家前途、民族命運，更關乎人類的共同未來。在全球面臨深刻變革與不確定性的當下，中華教育思想所蘊含的整體性、生成性與實踐智慧，正展現出愈加重要的價值與活力。從經世致用到知行合一，從重道崇德到育人為本，中華教育傳統不僅孕育了中國文化的根脈也為世界教育提供著思想滋養和製度啟示。



蔣凱 Kai Jiang

北京大學



北京大學
PEKING UNIVERSITY

本屆年會以「數字時代的全人發展：全球脈絡下的中國視角與實踐」為主題，聚焦技術變革背景下的人本教育議題，回應了全球教育面臨的時代挑戰，也彰顯了中華教育對於數字時代教育價值、育人方式與整體發展的獨特理解。我們相信，本次大會將成為一場富有深度的思想交鋒，為國際教育注入來自中國的思考與方案。

北京大學教育學院作為中華教育學會的十大發起單位之一，同時作為本屆年會的協辦方，始終秉持民主開放、嚴謹求實、創新卓越的理念，致力於推動教育理論的創新、教育實踐的深化與教育對話的拓展。我們期待與來自不同文化背景的教育同仁深入交流、攜手合作，共同構建一個立足本土、溝通世界、面向未來的教育知識體系。

預祝本次大會圓滿成功！衷心祝願各位專家學者在思想的交匯中啟發共鳴，於合作的探索中共創未來！

On behalf of the Graduate School of Education, Peking University, I extend my warmest congratulations on the successful convening of the 2nd Annual Conference of the Chinese Society of Education (CSE). I warmly welcome all scholars and colleagues from around the world, and commend the continued growth of the Society and the thoughtful organization of this meaningful event.

Since its inception, the CSE has served as a vital platform linking Chinese educational traditions with global dialogues. Under the visionary leadership of Professor Li Jun, the Society has brought together a dedicated international community of committed and forward-looking scholars, fostering mutual understanding and shared insight across cultures. The success of the first annual conference marked an important step toward building a truly global academic network, one that bridges East and West, links past and future, and embodies openness, professionalism, and cultural reflection.

Education shapes national destiny and our collective future. In an era of rapid global change and shared global challenges, the holistic, ethical, and practice-based wisdom embedded in Chinese education is gaining new relevance. From the unity of knowledge and action to the cultivation of virtue and whole-person development, Chinese educational traditions offer valuable perspectives for reimagining education worldwide.

The theme of this year's conference, "Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context," speaks directly to the urgent challenges and possibilities of human-centered education in the digital age. It addresses the critical challenges confronting global education today, while offering unique insights from Chinese educational traditions into the values, approaches, and holistic goals of education. We believe this conference will serve as a platform, contributing original perspectives and practical solutions from China to the global educational conversation.

As one of the ten founding institutions of the CSE and co-host of the 2nd CSE annual conference, the Graduate School of Education at Peking University remains committed to openness, excellence, and collaboration. We look forward to working with colleagues from across the world to advance research, foster dialogue, and build an inclusive, future-oriented knowledge community.

We sincerely wish the conference great success, and may all participants find inspiration in the exchange of ideas and strength in the pursuit of shared endeavors.

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

我謹代表加拿大西安大略大學教育學院及中華教育學會創會會長李軍教授，衷心歡迎各位蒞臨第二屆中華教育學會年會。去年，我院有幸承辦首屆中華教育學會年會暨成立大會。這是一項意義重大、使命光榮的工作，我們深感責任重大，十分榮幸。今天，我們也由衷欣喜地看到，這一接力棒已交至香港教育大學手中，相信大會必將精彩紛呈、碩果累累。

本屆年會以「數字時代的全人發展：全球視野下的中國理念與實踐」為主題。在數字化時代，我們研究和回應技術如何帶來教育變革是如此重要。在西安大略大學教育學院，我們始終如此前行。例如，我們近期將教育學學士項目優化為 16 個月學制後半段課程全部於線上開展。這一全新培養模式獲得了廣泛好評，我們也欣喜地看到，該項目被加拿大《麥克林》雜誌評為全國最具特色的教育項目之一。這份肯定既是對我們的鼓舞，更是前行的動力，促使我們攜手廣大師生和校友，繼續致力於教育轉變和生命轉變。世界各地的我們校友也正發揮引領作用。

首屆年會盛況仍歷歷在目，我相信本屆年會必將帶來更多的參與性、興奮性和教育性。在此，我謹向年會主辦方、學會領導表示衷心感謝！感謝你們讓我們有機會與哥倫比亞大學中國教育研究中心、北京大學教育學院、浙江大學教育學院等夥伴共襄盛舉。能與諸位同行，我們倍感榮幸。

最後，預祝大會成果豐碩！



多娜·科措珀樂絲

Donna Kotsopoulos

西安大略大學



（中文譯文：焦藝鴻；校閱：李軍）

On behalf of the Faculty of Education at Western University, and Founding President, Dr. Jun Li, I am very pleased to welcome you to the 2nd Chinese Society of Education Annual Conference. Last year, our faculty had the distinct pleasure of hosting the Conference, along with the Inauguration of the then-new Chinese Society of Education (CSE). We are truly honoured to have been trusted with such an important task and are delighted to see this privilege passed on to the Education University of Hong Kong.

This year's theme is "Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context". In the digital era, it is so important that we study and respond to how technology is transforming education. At the Faculty of Education, we are constantly working to do the same. An example can be found in our Bachelor of Education program, which was recently condensed into a 16-month model with the second half of the program taught entirely online. This new delivery model has garnered praise and we are proud to share that we were recently named as one of Canada's standout education programs by *Maclean's* Magazine. This accolade provides us affirmation and motivation as we continue to transform education and transform lives alongside our talented students, faculty and staff. Our alumni around the world are leading the way.

The 1st Chinese Society of Education Annual Conference was a tremendous experience, and I can assure you that this year's Conference will be even more engaging, exciting and educational. Thank you very much to the conference organizers and the society's leadership for allowing us to serve as a co-host alongside the Center on Chinese Education at Columbia University, the Graduate School of Education at Peking University and the College of Education at Zhejiang University. We are grateful to be in such good company.

Best wishes for a productive gathering!

浙江大學教育學院院長歡迎詞

Welcome from Dean of College of Education, Zhejiang University

值此中華教育學會第二屆年會隆重啟幕之際，我謹代表浙江大學教育學院向學會的成立和年會的召開表示熱烈的祝賀！

濟濟多士，乃成大業。教育具有變革的潛力，是我們通往可持續共同未來的路徑。正如《聯合國教育變革峰會願景聲明》所指出的，教育變革需要懷著堅定的信念和團結精神，需要有遠見的政治領袖、家長、學生、教師以及廣大公眾的共同承諾和行動。在教育危機與變局中，我們需要在互學互鑒尋新機開新局，也惟有通過合作交流贏共用求共榮。

樹我邦國、天下來同。浙大教育始於中華危難之秋，率先開啟教育救國、實學興邦的探索歷程。在今天實現民族偉大復興和建設人類命運共同體的新征程中，中華教育學會提供了

新的合作與共榮的契機。浙大教育學人願以「啟爾求真」的科學態度、「開物前民」的創新意識、「無吝於宗」的合作理念、「海納江河」的開放胸襟，與海內外教育同仁共同致力於教育發展，開創和平與可持續的未來。

On behalf of College of Education Zhejiang University, I extend my warm congratulations on the 2nd 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.



關閱 Yue Kan



主旨演講 I-VI / Keynote Speech I-VI

2025 年 7 月 10 日 / DAY 1: 10 July 2025 9:30-10:45

李子建教授（香港教育大學） / **Prof. LEE Chi-Kin John** (The Education University of Hong Kong)

Perspectives of Whole-person Education and Whole-person Development: Insights from Life Education, Chinese Culture and Education and Beyond

顧明遠教授（北京師範大學，線上） / **Prof. GU Mingyuan** (Beijing Normal University, Online)

數字技術賦能教師成長/ Digital Technology Empowers Teacher Development

李鬼教授（倫敦大學學院） / **Prof. LI Wei** (University College London)

Co-Learning in The Digital Age

2025 年 7 月 11 日 / DAY 2: 11 July 2025 9:00-10:15

鄭美紅教授（香港教育大學） / **Prof. CHENG May Hung** (The Education University of Hong Kong)

Science Education in the AI era: Affordances and Challenges

許美德教授（多倫多大學） / **Prof. Ruth HAYHOE** (University of Toronto)

Creativity and the Chinese Language

李軍教授（西安大略大學） / **Prof. LI Jun** (The University of Western Ontario)

Teachers as Professional Improvers and Schools as Improving Organizations

主旨演講 I / Keynote Speech I

Perspectives of Whole-Person Education and Whole-Person Development: Insights from Life Education, Chinese Culture and Education, and Beyond

Prof. LEE Chi-Kin John (The Education University of Hong Kong)

Abstract:

There are many perspectives of whole person development including its domains and measurement. Some perspectives may highlight life planning, life education and lifelong learning aspects (Lee, Cheung & Li, 2019) while others may emphasize the integration of knowledge, skills and values and attitudes and competency development (Kennedy, Pavlova & Lee, 2023) as well as philosophical and socio-cultural perspectives (Chan and Chan, 2022). Traditionally, five essential Chinese domains such as ‘Ethics, Intellect, Physical Development, Social Skills, and Aesthetics’ (德、智、體、羣、美) are mentioned (Education Bureau, 2010; Sivan & Kwan, 2017, p. 180).

In Hong Kong SAR, China, the University Grants Committee (UGC) announces the establishment of Whole-person Development Fund (WPDF) with the following four areas: (a) cultivation of leadership with compassion and empathy through service learning; (b) promotion of a stronger sense of social responsibility and good citizenship; (c) emphasis on positive education and psychological well-being; and (d) stimulation of curiosity, creativity and lifelong self-improvement.

In schools, there could be varying emphasis on academic achievement orientation and whole person development orientation. The latter is defined by schools’ provision of the five essential learning experiences highlighted by the Education Bureau HKSAR (2022a, 2022b): intellectual development, moral and civic education, community service, physical and esthetic development, and career-related experiences (Ho, Lu & Liu, 2024, p.1424).

At the Education University of Hong Kong (EdUHK), the Whole Person Development Inventory (WPDI) was developed which comprises six domains such as intellectual, physical, professional, psychological, social and spiritual domains.

What are the meanings, scope and worthwhile knowledge of whole-person education and development? What are the implications for whole-person education and development from life education perspectives and from the perspectives of Chinese traditional thoughts? This keynote will raise questions and issues for our reflection.



Bio-Sketch:

Professor John Lee Chi-Kin is the director of the Academy for Educational Development and Innovation and Chair Professor of Curriculum and Instruction at The Education University of Hong Kong. Professor Lee’s research interests focus on curriculum and instruction, geographical and environmental education, life and values education, and teacher development and school improvement. He is active in leading education research and development projects and has a solid track record in securing external grants. Professor Lee was named among the top 2% most-cited scientists in the world in terms of career-long impact, in the latest list released by Stanford University. He was a Fellow of the Hong Kong Primary Educational Research Association. Professor Lee has actively participated in education and social service in Hong Kong, mainland China and overseas. He has held many visiting, guest and adjunct professorships at universities overseas and in mainland China. He has served as Changjiang Scholar Chair Professor, conferred by the Ministry of Education of the People’s Republic of China. He is also a Member of the Academic Committee of the Guangdong-Hong Kong-Macao Greater Bay Area Primary and Secondary Schools Principal Federation and Chairman of the Academic Committee of the

Center for Hong Kong and Macao Research of South China Normal University. In addition, he was appointed by the Hong Kong SAR Government as a Justice of the Peace (JP). Professor Lee is a member of the 14th National Committee of the Chinese People's Political Consultative Conference, the UNESCO Chair in Regional Education Development and Lifelong Learning, a Research Fellow of The Southeast Asian Ministers of Education Organization (SEAMEO), and Director of the Academy for Educational Development and Innovation, and Centre for Religious and Spirituality Education at EdUHK.

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Acknowledgment

The views presented in this speech are personal only and do not necessarily represent those of the Education University of Hong Kong (EdUHK) and the UNESCO, and do not commit the respective organisations.

主旨演講 II / Keynote Speech II

數字技術賦能教師成長 / Digital Technology Empowers Teacher Development

顧明遠教授（北京師範大學）

摘要 / Abstract:

數字技術的發展，為教育質量的提升提供了有力的手段。數字技術可以幫助教師設計、檢測、評估等工作。我國教育數字化已經啟動，建設了智能教育平台。教師使用數字技術需要解決認識問題和技術問題。要認識數字技術的優勢和風險，要加強教師智能技術的培訓。運用數字技術還需要處理好技術與人文、現代與傳統、虛擬與現實的關係。

Digital technology has provided powerful tools for enhancing the quality of education which can assist teachers in tasks such as instructional design, assessment, and evaluation. China has already initiated educational digitization, establishing a smart education platform. To effectively utilize digital technology, teachers need to address both conceptual and technical challenges. It is essential to recognize both advantages and risks of digital technology while strengthening training in intelligent technologies for educators. The application of digital technology also requires balancing the relationships between technology and humanities, modernity and tradition, as well as the virtuality and the reality.



講者簡介/ Bio-sketch:

顧明遠是北京師範大學資深教授，中國教育學會名譽會長，國家教育諮詢委員、國家教育考試指導委員會委員、教育部社會科學委員會副主任、國家教師教育認證專家委員會副主任、國家教育發展研究中心專家諮詢委員會副主任、教育部教師教育諮詢委員會主任。曾任北京師範大學副校長、研究生院院長、教育管理學院院長、世界比較教育學會聯合會副主席。全國優秀教師，北京市「人民教師」。香港教育學院、澳門大學、日本創階大學名譽博士、美國哥倫比亞大學師範學院名譽教授。2014 年獲吳玉章獎終身成就獎。著有《思考教育》、《中國教育的文化基礎》、《比較教育導論》，主編《教育大辭典》、《中國教育大系》、《中國教育大百科全書》等。

Distinguished Professor at Beijing Normal University; Honorary President of the Chinese Society of Education; Member of the National Education Advisory Committee; Member of the National Education Examination Guidance Committee; Deputy Director of the Social Science Committee of the Ministry of Education; Vice Chairman of the National Expert Committee for Teacher Education Accreditation; Deputy Director of the Expert Advisory Committee of the National Center for Education Development Research; Chairman of the Teacher Education Advisory Committee of the Ministry of Education. Former Vice President of Beijing Normal University, Dean of the Graduate School, Dean of the School of Educational Management, and Vice President of the World Council of Comparative Education Societies. Recognized as “National Outstanding Teacher” and “People’s Teacher of Beijing”. Holder of honorary doctorates from the Hong Kong Institute of Education, University of Macau, and Soka University of Japan, as well as an honorary professorship at Teachers College, Columbia University, USA. In 2014, he was awarded the Wu Yuzhang Lifetime Achievement Award. His notable works include *Reflections on Education*, *The Cultural Foundations of Chinese Education*, and *Introduction to Comparative Education*. He has also served as the chief editor of *The Great Dictionary of Education*, *The Compendium of Chinese Education*, and *The Encyclopedia of Chinese Education*, among others.

主旨演講 III / Keynote Speech III

Co-Learning in The Digital Age

Prof. LI Wei (University College London)

Abstract:

Digital transformation of education entails a recast of the power relationship between the teacher and the student. When large quantities of information are freely accessible at one's fingertips, what is the role of the teacher in front of the class? Do teachers understand how social media savvy students learn? Moreover, how should teacher education programmes address the new challenges that the posthuman society presents?

This presentation explores the concept of 'co-learning' and its practical professional implications for education in the digital age. Coming from AI and computer simulation, co-learning in essence is a process in which several agents simultaneously try to adapt to one another's behaviour so as to produce desirable global outcomes that would be shared by the contributing agents. When applied to teaching and learning, co-learning entails the teacher and the learner constantly monitoring and adapting their actions and learn from each other in order to achieve desirable learning outcomes. Co-learning in the classroom does not simply involve the teacher in developing strategies to allow equitable participation for all in the classroom; co-learning requires much unlearning of cultural conditioning and challenges the traditional authoritative, dominant and subordinate role sets in schooling environments and the unequal power relationships in wider spheres of our world. It empowers the learner, and builds a more genuine community of practice. It moves the teacher and the learner towards a more dynamic and participatory engagement in knowledge construction.



Bio-Sketch:

Li Wei is Director and Dean of the UCL Institute of Education, University College London, where he is also Chair Professor of Applied Linguistics. He is a Fellow of the British Academy, Academia Europaea, Academy of Social Sciences (UK), and the Royal Society of Arts (UK).

主旨演講 IV / Keynote Speech IV

Science Education in the AI era: Affordances and Challenges

Professor May Cheng May-hung (The Education University of Hong Kong)

Abstract:

The digital era brings new affordances for science teachers in facilitating learning, teaching and assessment. Challenges come with these innovative applications. This presentation summarizes recent literature on AI and science education, and introduces a number of ways which AI may be applied to enhance science education including self-directed science learning, instructional support of science teaching, and innovations in assessment. Major challenges include balancing virtual and hands-on science learning, provisions for teacher preparation and professional development, equality in access to AI tools, facilitating the development of complex scientific concepts, and ensuring the ethical use of AI in science education. In responding to the themes of this conference, the presentation will conclude by discussing the inclusion of cultural elements in science education in light of the challenges of the AI era. Recent research has studied the impact of local culturally responsive learning activities, incorporated with historical values and traditions, and has found that this approach effectively promotes greater interest in science education, particularly among "indigenous students". Through a community-led

science program, students are provided with new pathways for learning in their community as educators create imaginative opportunities by linking historical, environmental, economic, and sociopolitical contexts to science education. Learning from ethnoscience not only enhances the learning experience, but also promotes inclusivity and respect for diverse cultural perspectives. This approach prepares students to think critically about the world around them, which is a very important skill in the AI era.



Bio-Sketch:

Professor May Cheng May-hung is currently Vice President (Academic) and Chair Professor of Teacher Education of The Education University of Hong Kong (EdUHK). Between 2010 and the end of 2011, Professor Cheng was a Reader in Professional Education in the Department of Education at the University of Oxford, and a fellow of the Governing Body at Kellogg College. Professor Cheng graduated from The University of Hong Kong with a BSc (First-class Honours) degree, a Certificate in Education (Distinction) and a Master's in Education. She obtained a PhD at the University of Waikato, New Zealand. She served as President of the East Asian Association for Science Education (EASE) from 2016 to 2019. Professor Cheng has actively participated in and made contributions to the international teacher education and science education arena. She has been an International Committee member of the National Association for Research in Science Teaching in the US, and has chartered status as a fellow of the Royal Society of Biology in the UK. She is on the editorial boards of various international journals, such as Cogent Education, Teaching and Teacher Education, Teachers and Teaching, and Asia Pacific Journal of Teacher Education. She has obtained various research and project grants from the General Research Fund, the Quality Education Fund and the Education Bureau. She is also a prolific writer, having edited and written more than 13 books and published over 140 journal articles and book chapter.

主旨演講 V / Keynote Speech V Creativity and the Chinese Language

Prof. Ruth HAYHOE (University of Toronto)

Abstract:

This paper will elaborate on core elements in Chinese learning traditions that may facilitate a deepening of mutual cultural understanding between Chinese education and the global world of education. Given the nature of the Chinese written language and the art of calligraphy, children gain a fundamental understanding of the arts in their earliest years of schooling. The Chinese word for “culture” *wénhuà* (文化) means “to be transformed” (*huà*) “by writing” (*wén*). Given that writing involves the use of the brush in ways that are parallel to traditional watercolour painting, young children are taught a skill with creative artistic possibilities when still very young. When it comes to speech most Chinese dialects require the mastery of complex tonal structures that lays an early foundation for musical understanding and creativity. It may not be well known that Howard Gardner’s influential theory of “multiple intelligences” was developed when he was spending considerable time observing education in music and the arts in China, as evident in his 1989 book *To Open Minds*. It will be my pleasure to share a new open access book entitled *Musical Talent and Its Promotion in the Chinese and Western Worlds* containing chapters written by scholars in China and Europe and presented recently at a conference in Lucerne, Switzerland. It was inspired by appreciation of the incredible talents of such Chinese musicians as *Fù Cōng* and *Lang Lang*, and the reality that Europeans need a better understanding of Chinese educational traditions.



Bio-Sketch:

Ruth Hayhoe is a professor at the Ontario Institute for Studies in Education, University of Toronto. Her Asian engagements have included First Secretary for Education, Science and Culture in the Canadian Embassy in Beijing (1989-1991), Visiting Professor at Nagoya University (1996) and Director of the Hong Kong Institute of Education (1997-2002), now the Education University of Hong Kong, where she holds the title of President emerita. Recent books include *China Through the Lens of Comparative Education* (2015), *Canadian Universities in China’s Transformation: An Untold Story* (2016), *Religion and Education: Comparative and International Perspectives* (2018), *Authentic Chinese Educational Thought* (2022) and *Liberal Arts and the Legacy of China’s Christian Universities* (2023). In 2002 she was awarded the Silver Bauhinia Star by the Hong Kong SAR Government and the title of Commandeur dans l’ordre des Palmes Académiques by the Government of France. She holds honorary doctorates from the Hong Kong Institute of Education (2002), the Open University of Hong Kong (2015) and Victoria University in Toronto (2019).

主旨演講 VI / Keynote Speech VI
作為專業改進者的教師和作為改進型組織的學校 /
Teachers as Professional Improvers, Schools as Improving Organizations

Prof. LI Jun (The University of Western Ontario)

摘要 / Abstract:

改進教育是諸多教育系統普遍關注和反復出現的問題，從教育改進科學角度出發的相關研究也很有限。中國乃至全球的一個共同問題是，教育改進從來沒有被已有的文獻關切得足夠——如果不是被完全忽略。事實上，在教育改進科學出現之前，政策行動者和研究者並未真正把它作為一個學科性的探討物件。從新興交叉的教育改進科學出發，本演講挑戰教師和學校廣被接受的傳統角色，並辨明教師不僅只是專業學習者，學校也不只是學與教空間，因為教師還必須是窮盡職責的專業改進者、學校必須是可持續的改進型組織。

提倡這對新理念伴隨著第三個相關的新概念：專業改進共同體。它包納了共同體所有的改進者，如學生、教師、學校領導及管理者、家長和其他持份者，並聚焦改進能力建設。這些新理念和探索對於中國乃至全球的教育進步都至關重要。



Improving education has been a widely concerned and recurring issue in many systems, and related studies are limited from the perspective of educational improvement science. A common problem in China and globally is that educational improvement has never been addressed enough – if not totally ignored – in the existent literature of educational research. In fact, it is not really included nor focused as an object of disciplinary inquiry by policy actors and researchers until the recent emergence of educational improvement science. Based on the emerging, transdisciplinary Educational Improvement Science, this address challenges the conventional roles of teachers and schools. It is argued that teachers are not just professional learners and that schools are not merely learning and teaching spaces by advocating that teachers must be professional improvers who should strive for careerlong improvement and that schools must be sustainable improving organizations. The twin new concepts are proposed with the third, related new one, i.e., professional improving communities, where all members, including students, teachers, school leaders and administrators, parents and other stakeholders, are improvers whose capacity building of improvement are key. The new ideas are critical to the real advancement of education in China and globally.

講者簡介/ Bio-sketch:

李軍博士是西安大略大學教育學院教育政策與領導學系主任和終身教授，中華教育學會會長、西安大略大學前校務委員、比較與國際教育學會前會長、明遠海外教育獎獲得者、及多所大學名譽或客座教授，如北京大學、浙江大學、北京師範大學等。作為多個國際團體的學術領袖，李教授著有逾百種學術成果，包括新著《教育改進科學：邁向改進型組織的藝術》。

Dr. Jun Li is Chair and Professor of the Academic and Research Cluster of Critical Policy, Equity and Leadership Studies at the Faculty of Education, the University of Western Ontario (UWO). He is President of the Chinese Society of Education, a Past Senator of the UWO, a Past President of the Comparative and International Education Society, and a recent Laureate of the Mingyuan Education Prize, in addition to his advisory or honorary professorship at multiple institutions, such as Peking, Zhejiang and Beijing Normal Universities. Serving as an academic leader for various international communities, Professor Jun Li has extensively published, with over a hundred journal articles, news reports and books, including his new volume *Educational Improvement Science: The Art of the Improving Organization*.

傑出學者論壇（一） / Distinguished Panel Forum (I)

教育創新與發展對話：全球視角與中國經驗 / Dialogue on Education Innovation and Development: Global Perspectives and the Chinese Experience

時間 / Time: 7 月 10 日 / 10 July 11:05-12:20

地點 / Venue: D1-LP-02

主持 / Chair: 晏子教授（香港教育大學） / **Prof. YAN Zi** (The Education University of Hong Kong)

講者 / Speakers:

麥博思教授（香港教育大學） / **Prof. Bruce MACFARLANE** (The Education University of Hong Kong)

Old wine in new bottles – the lecture is dead, long live the lecture

程賀南博士（哥倫比亞大學） / **Dr. CHENG Henan** (Columbia University)

Implications of John Dewey's Educational Philosophy in the Age of Artificial Intelligence

蔣凱教授（北京大學） / **Prof. JIANG Kai** (Peking University)

數智時代的大學生AI素養 / AI Literacy of College Students in the Digital Intelligence Era

闕閱教授（浙江大學） / **Prof. KAN Yue** (Zhejiang University)

The Global Governance in Open Science: Towards a Global Social Contract and Common Goods

傑出學者論壇(一) / Distinguished Panel Forum 1 Old wine in new bottles – the lecture is dead, long live the lecture

Prof. Bruce MACFARLANE (The Education University of Hong Kong)

Abstract:

‘Innovation’ is one of the most over-used adjectives in the higher education lexicon along with other familiar rhetorical terms such as ‘excellence’ or ‘world class’. Educational innovation needs to be understood as a relative concept and technology does not always result in the innovations we imagine they will. When Johannes Gutenberg built a printing press in 1440 it directly led to the division of Christianity when Martin Luther’s version of the Bible was published. However, it has never brought about the death of the lecture. In fact the massification of higher education since the early 1990s means that the lecture has never been more central to teaching in higher education and remains the main means of educating STEM undergraduates (Stains, *et al*, 2018). Educational innovation is often presented as tech-based but rarely is. Most universities only signed up to zoom in 2020 (Bonk, 2020) due to Covid and largely used it as a synchronous lecture tool. Even the tools available, such as the chat room function, replicate well established face-to-face techniques. Real educational innovation results not from technology but from faculty with an open-mindedness about change and a commitment to making their teaching more student-centred.



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Stains, M., et al (2018). Anatomy of STEM teaching in North American universities, *Science*, 359 (6383), 1468-1470.

Bio-Sketch:

Bruce Macfarlane is Chair Professor of Educational Leadership at the Education University of Hong Kong, where he is also Dean of the Faculty of Education and Human Development and Co-Director of the Centre for Higher Education Leadership and Policy Studies (CHELPS). He has held chairs at five other universities including the University of Hong Kong, the University of Southampton and the University of Bristol. Bruce’s work centres on developing conceptual frameworks for interpreting academic practice, ethics and leadership in higher education and his publications include *Freedom to Learn* (2017), *Intellectual Leadership in Higher Education* (2012), *Researching with Integrity* (2009), *The Academic Citizen* (2007) and *Teaching with Integrity* (2004).

傑出學者論壇（一） / Distinguished Panel Forum 1

Implications of John Dewey's Educational Philosophy in the Age of Artificial Intelligence

Dr. CHENG Henan (Columbia University)

Abstract:

Remembered as one of the most important philosophers and educational reformers of the modern period, John Dewey's ideas still affect our life today. Dewey thought of education as life itself, saw school as a living component of society, and advocated learning by doing. This presentation will re-examine these key components of Dewey's educational philosophy and how they are still relevant and influence our learning, and our perception of the function of education in a society under tremendous changes brought by technology and artificial intelligence.

Bio-Sketch:

Dr. Henan Cheng is the Executive Director of the Center on Chinese Education (CoCE) at Teachers College, Columbia University. Following the historical tradition of Teachers College's engagement with China established by John Dewey, Paul Monroe, William Kilpatrick and other prominent educators, the Center on Chinese Education is a leading academic center on Chinese education research, training, and academic exchange in the U.S. Dr. Cheng has been taking a leadership role in the overall management of a wide range of programs at the Center, including: collaborate with Chinese scholars on the research related to education policy and equity issues; design and implement seminars on educational reforms and leadership development for Chinese education leaders across China; actively participate in community outreach programs to promote the U.S.-China educational and cultural exchanges, mutual understanding and cooperation.

Dr. Cheng has more than twenty years of experience in teaching and research at universities in both China and the U.S. She has been a faculty member in the Department of International and Transcultural Studies and the Department of Education Policy and Social Analysis at Teachers College since 2012. Her primary research interests include international and comparative education, holistic education, cost-benefit analysis, educational development and equity issues, especially issues related to education of ethnic minorities and children of internal migrants in China. Dr. Cheng's mixed- method research on education of migrant children in China have been published on various academic journals and cited in national and international media outlets including Time Magazine, Huffington Post, Hechinger Report, and Reference News.

Dr. Cheng has extensive interdisciplinary experience and training. In addition to teaching and research, Dr. Cheng has also been actively involved in educational development work at several renowned international organizations over the past twenty years, including Boston-based Tibet Poverty Alleviation Fund, the UNESCO International Institute for Educational Planning (IIEP), and the Yale-China Association. Before pursuing a career in education, Dr. Cheng worked as a design engineer at Dongfeng Motor Corp. – one of the largest auto companies in China. Dr. Cheng holds degrees in mechanical engineering and economics from Chongqing University and the University of International Business and Economics respectively, an Ed.M. from Boston University, and a doctorate from Teachers College, Columbia University.



傑出學者論壇（一） / Distinguished Panel Forum 1

數智時代的大學生 AI 素養 / AI Literacy of College Students in the Digital Intelligence Era

蔣凱教授（北京大學） / Prof. JIANG Kai (Peking University)

摘要 / Abstract:

生成式人工智能（GenAI）的迅猛發展對高等教育的人才培養既是機遇也是挑戰。隨著 GenAI 日益廣泛地融入大學生的學業活動，學界開始對學生依賴盲從 GenAI、高階思維能力弱化等問題表示擔憂，並由此引發了對 AI 素養的關注和探討。本研究基於 2024 年對中國大陸某所頂尖高校數千名本科生的深入調查，對他們在學習中如何使用 AI 進行了畫像，並從四個方面瞭解了本科生的 AI 素養水準，在此基礎上進一步討論在數智背景下如何加強培養大學生 AI 素養以及警惕數字鴻溝的產生。



The rapid development of Generative Artificial Intelligence (GenAI) presents both opportunities and challenges for talent cultivation in higher education institutions. The growing integration of GenAI within university students' academic pursuits, has ignited widespread concern among scholars and educational administrators. Notable apprehensions include students' uncritical reliance on GenAI tools, potentially compromising their higher-order thinking skills, and the consequent widening of educational disparities. Focusing on this emerging field, this study constructs a nuanced profile of AI utilization in academic learning among undergraduates and evaluates their AI literacy across four dimensions, based on a comprehensive survey of thousands of undergraduates at leading mainland institution in 2024. Building upon these empirical insights, the study proposes further strategies to cultivate AI literacy among college students while remaining vigilant against the emergence of New Digital Divides in the digital intelligence era.

講者簡介:

蔣凱，北京大學博雅特聘教授、教育學院院長，長江學者特聘教授，國家重大科研項目首席專家，曾任香港大學博士後研究員、哈佛大學高級研究學者。獲高等學校科學研究優秀成果獎（人文社會科學）、全國教育科學研究優秀成果獎、北京市哲學社會科學研究優秀成果獎、霍英東教育基金會高校青年教師基金、「明遠教育獎」（研究類），獲評北京大學優秀博士學位論文指導教師。兼任中國教育學會常務理事、中國高等教育學會高等教育學專業委員會副理事長、中國教育學會中青年理論工作者分會副理事長、英國社會科學院院刊 *Contemporary Social Science* 編委。

傑出學者論壇(一) / Distinguished Panel Forum 1

The Global Governance in Open Science: Towards a Global Social Contract and Common Goods

闕閱教授（浙江大學） / Prof. KAN Yue (Zhejiang University)

Abstract:

As a global scientific and academic movement, the open science (OS) seeks to make scientific research and its dissemination accessible to all levels of an inquiring society as part of the co-creation of knowledge for the global public good. This study is based on the five elements to global governance, namely, value, rules, bodies, targets and results. The data were collected by documents review, including the strategies and legal documents of international organizations (IOs) and policies of national governments, and interviews of policy makers, specialists and scholars.

The findings show that: open science is increasingly concerned and appealed by the community of scholars and science. It aims to make multilingual scientific knowledge openly available, accessible and reusable for everyone, increase scientific collaborations and sharing of information for the benefits of science and society, and open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. (a) Knowledge has been amongst the most powerful of public goods. Science is a special form of knowledge and a formalised approach to knowledge. Two fundamental attributes that form its bedrock, and which are ultimately the source of its value as a global public good. (b) The social contract is shifting to one in which science is open to society: transparent and participative. The open science movement is the contemporary manifestation of this progressive evolution. It seeks to make scientific research and its dissemination accessible to all levels of an inquiring society as part of the co-creation of knowledge for the global public good. (c) The unanimous adoption by UNESCO Recommendation on Open Science in 2021 could be a major step in the direction of such a new normal. Such an intergovernmental agreement could be a powerful lever for change, but the deep engagement of the international scientific community and its representative bodies is vital if the governance of a new era of science is to be well adapted to the service of the global public good.



Bio-Sketch:

闕閱現任浙江大學教育學院院長、教授，博士生導師，教育部「長江學者」特聘教授，浙江大學聯合國教科文組織研究中心（教育部國別與區域研究備案中心）主任，聯合國教科文組織「亞太地區教育革新為發展服務計劃」（APEID）浙江大學聯繫中心主任，全球大學創新聯盟亞太中心（GUNI-AP）秘書處執行秘書長。闕閱教授還兼任國家督學，中國教育學會比較教育分會常務理事，中國高等教育學會教師教育分會常務理事，中國教育發展戰略學會國際勝任力培養專業委員會學術委員會副主任，中國聯合國教科文組織全國委員會諮詢專家。闕閱教授曾擔任聯合國教科文組織《承認高等教育相關資歷全球公約》起草委員會委員。

Yue Kan is professor of comparative education and Dean of College of Education, Zhejiang University China. He now serves as the Director of UNESCO Research Center at Zhejiang University, Director of UNESCO Asia-Pacific Program of Educational Innovation for Development (APEID) Associate Center at Zhejiang University and Executive Secretary-general of Secretariat for Global University Network for Innovation: Asia and Pacific (GUNI-AP). He is also the Executive Member of International and Comparative Education Commission, The Chinese Society of Education (CSE), Executive Member of Teacher Education Commission, China Association of Higher Education (CAHE), and the Member of Advisory Committee of Chinese National Commission for UNESCO. He has been a member of Drafting Committee of UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education.

傑出學者論壇（二） / Distinguished Panel Forum 2

面向未來教育的評估/ **Assessment for Future Education**

時間 / Time: 7 月 10 日 / 10 July 15:10-16:25

地點 / Venue: D1-LP-02

主持 / **Chair:** 晏子教授 (香港教育大學) / **Prof. YAN Zi** (The Education University of Hong Kong)

講者 / **Speakers:**

Gavin BROWN 教授 (奧克蘭大學) / **Prof. Gavin BROWN** (The University of Auckland)
Teachers Think Testing and Assessment Cause Personal Development in Students: An Interesting Chinese Phenomenon

Therese N. Hopfenbeck 教授 (墨爾本大學) / **Prof. Therese N. Hopfenbeck** (University of Melbourne)
The Future of Classroom Assessment: Integrating AI, Critical Thinking, and Self-Regulated Learning

Dragan GAŠEVIĆ 教授 (蒙納士大學) / **Prof. Dragan GAŠEVIĆ** (Monash University)
Educating The Whole Person in the Age of Generative AI: Opportunities, Risks, and Global Lessons

晏子教授 (香港教育大學) / **Prof YAN Zi** (The Education University of Hong Kong)
The Student-centred Assessment-driven Adaptive Learning

傑出學者論壇（二） / Distinguished Panel Forum 2

Teachers Think Testing and Assessment Cause Personal Development in Students: An Interesting Chinese Phenomenon

Prof. Gavin BROWN (The University of Auckland)

Abstract:

What does testing do for students? Clearly, it evaluates their learning and potentially rewards those with higher performance. It also forces, scares, or inspires students to learn. Frequent testing is widely and frequently used in PRC and HKG with the endorsement of society and teachers themselves. Concerns about over-reliance on bookish knowledge and formal testing are raised regularly by academics and even the China government. Nonetheless, teachers, despite the advocacy of teacher education institutions to be more progressive, continue to test their students. Why might that be?

An interesting phenomenon that we have discovered in multiple surveys of teachers in China and Hong Kong is that teachers associate testing for improvement with personal development, not just greater subject or content knowledge. These correlations clearly point to the idea that being tested is how students become better human beings as future citizens and contributors in society. The idea of assessment leading to personal development suggests that assessment aims to enhance the overall quality of students as humans by encouraging them to establish correct attitudes towards learning (e.g., effort, persistence, diligence). Assessment helps students develop their personalities and character, strengthen their interpersonal and organizational skills, fosters a sense of responsibility and honour, and helps them become self-regulating, cooperative and creative beings.

To the western ear, this seems alien, but it helps teachers justify the frequent use of testing, which has been expressed as: exam, exam, exam, teacher's magic weapon, grade, grade, grade, students' lifeblood. It may also explain why China and Hong Kong's performance on international large-scale assessments is so good.



Bio-sketch:

Prof. Gavin Brown is the Director of the Quantitative Data Analysis and Research Unit in the Faculty of Arts & Education at The University of Auckland. He holds honorary positions at Umeå Universitet, Sweden, the Education University of Hong Kong, and Thammasat University, Thailand. He is a Fellow of the Association for Psychological Science, the lead host for the International Test Commission Conference 2026 (June 30 to July 3 in Auckland), and the Chief Section Editor for Assessment, Testing, and Applied Measurement in *Frontiers in Education*. He is a psychometrician with a strong research focus on the psychological impact of assessment processes on the attitudes, beliefs, and behaviours of teachers and students. He is currently editing the 2nd edition of the *Handbook of Human and Social Conditions of Assessment* (Routledge).

傑出學者論壇（二）/ Distinguished Panel Forum 2

The Future of Classroom Assessment: Integrating AI, Critical Thinking, and Self-Regulated Learning

Prof. Therese N. Hopfenbeck (University of Melbourne)

Abstract:

In an era of rapid technological advancement, artificial intelligence (AI) is fundamentally transforming educational assessment, creating both challenges and opportunities for classroom-based practices (Hopfenbeck et al. 2023).

This presentation explores the emerging intersection of AI technologies with formative assessment and self-regulated learning, examining how these integrations are reshaping the future of educational assessment (Afzaal et al 2021).

Recent research has demonstrated that AI-enhanced formative assessment can provide real-time individualized feedback, support student' self-regulation through personalized learning pathways, and assist educators in identifying specific learning gaps (Trajkovski & Hayes, 2025). The implementation of AI-powered tools significantly transforms assessment processes by enhancing scoring accuracy, enabling continuous assessment rather than single snapshots of understanding, and freeing teacher time to focus on students' overall development.

Studies indicate that students using AI-supported formative assessment systems for ongoing self-assessment report higher grades and better understanding of analytical methods. However, the integration of self-regulated learning and formative assessment theories remains underdeveloped, despite holding significant potential to better tailor instructional practices for improved cognitive and non-cognitive learning outcomes (Brandmoe et al. 2020).

As educational assessment evolves in this AI-driven digital age, there is a critical need to develop new frameworks that support both formative and summative assessment practices which prepare students for dynamic, real-world scenarios. This presentation argues for the ongoing importance of self-regulated learning and a renewed emphasis on critical thinking for more effective implementation of formative assessment in this new AI-driven educational landscape. The development of critical thinking skills becomes particularly crucial as students learn to navigate, interpret, and evaluate AI-generated feedback, fostering a more discerning approach to their own learning processes and outcomes.

By examining current innovations, challenges, and future directions, this presentation offers a vision for how educational assessment can be reimagined to harness AI's potential while maintaining pedagogical integrity and promoting student agency through self-regulation, critical thinking, and meaningful formative assessment practices.



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Bio-Sketch:

Therese N. Hopfenbeck is Professor in Educational Assessment and Director of The Assessment and Evaluation Research Centre, Faculty of Education, University of Melbourne. Dr Hopfenbeck's research agenda focuses upon bridging research on self-regulation, and classroom-based assessment and the use ethical use of AI in collaboration with teachers and students. She has been an expert advisor on the implementation of formative assessment programs in India, South Africa, Tanzania, Norway and the Emirates and carried out policy work for UNESCO/OECD and the Norwegian Ministry of Education Norway.

Before taking up the position in AERC, she was Director of the Oxford University Centre for Educational Assessment and continues to be a Visiting Fellow at Kellogg College. She is chair of the expert PISA 2025 Questionnaire Framework group, appointed by OECD and ACER (2022-2026) and previous Lead Editor of the journal *Assessment in Education, Principle, Policy and Practice* (2015-2024).

傑出學者論壇（二） / Distinguished Panel Forum 2

Educating The Whole Person in the Age of Generative AI: Opportunities, Risks, and Global Lessons

Prof. Dragan GAŠEVIĆ (Monash University)

Abstract:

This talk explores how generative AI is reshaping education. It enables new forms of personalized support and assessment, but also raises important questions about the goals and values of learning in the digital era. Drawing on recent empirical work and real-world examples, the presentation highlights how GenAI tools — ranging from feedback systems to AI-supported writing and simulation environments—can enrich human learning when used thoughtfully. At the same time, it examines the risks of over-reliance on automation. These include reduced metacognitive engagement and challenges to transparency and accountability. The talk considers both global developments and culturally grounded practices. It invites reflection on how educators and systems can harness the benefits of AI while remaining committed to holistic development, human judgment, and educational equity in a rapidly evolving landscape.



Bio-sketch:

Dragan Gašević is Distinguished Professor of Learning Analytics and Director of Research in the Department of Human Centred Computing of the Faculty of Information Technology and the Director of the Centre for Learning Analytics at Monash University. Dragan's research interests center around data analytic, AI, and design methods that can advance understanding of self-regulated and collaborative learning. He is a founder and served as the President (2015-2017) of the Society for Learning Analytics Research. He has also held several honorary appointments in Asia, Australia, Europe, and North America. He is a recipient of the Life-time Member Award (2022) as the highest distinction of the Society for Learning Analytics Research (SoLAR) and a Distinguished Member (2022) of the Association for Computing Machinery (ACM). In 2019-2024, he was recognized as the national field leader in educational technology in The Australian's Research Magazine that is published annually. He led the EU-funded SHEILA project that received the Best Research Project of the Year Award (2019) from the Association for Learning Technology.

傑出學者論壇（二） / Distinguished Panel Forum 2 The Student-centred Assessment-driven Adaptive Learning

Prof. YAN Zi (The Education University of Hong Kong)

Abstract:

This presentation critically re-examines traditional, teacher-centred assessment paradigms that often render students as passive recipients of feedback and evaluation. It advocates for a transformative shift toward student-centred, assessment-driven adaptive learning— particularly within AI-enhanced learning environments where technology can support more personalised, responsive educational experiences. Through a critical analysis of current adaptive learning systems, the presentation explores both the strengths and limitations of these tools. It highlights the potential of AI-powered platforms to support continuous, real-time feedback and differentiated instruction, while also cautioning against the uncritical adoption of such technologies. Instead, it emphasises the need for thoughtful integration that aligns with pedagogical goals and learner needs. Central to this discussion is the synergistic relationship between educators, learners, and intelligent learning tools—a triad that, when aligned within a coherent adaptive learning framework, can enhance both teaching practices and student outcomes. Ultimately, the presentation calls for a reimagining of assessment as an active, student-centred process—one that leverages the capabilities of AI not to replace teachers, but to empower them and their students. It concludes by urging the educational community to further explore the intersections of assessment, AI, and adaptive learning in pursuit of more personalised and effective education.



Bio-sketch:

Professor Zi YAN is a Hong Kong RGC Senior Research Fellow and the Head of the Department of Curriculum and Instruction at The Education University of Hong Kong. He is also an Honorary Professor at the Centre for Research in Assessment and Digital Learning, at Deakin University. His main publications and research interests focus on two related areas, i.e., educational assessment in the school and higher education contexts, and Rasch measurement. Professor Yan has been listed among the top 2% most-cited scientists globally since 2020. He is the author of *Student self-assessment as a process for learning* (Routledge, 2022) and *Applying the Rasch Model: Fundamental measurement in the human sciences* (Routledge, 2020). In the past ten years, he has conducted more than 100 training and professional development workshops on assessment or measurement for schools, organizations, and institutes locally and internationally.

傑出學者論壇（三） / Distinguished Panel Forum 3

數字時代的課程與教師發展 / Curriculum and Teacher Development in the Digital Era

時間 / Time: 7 月 10 日 / 10 July 15:10-16:25

地點 / Venue: D1-LP-03

主持 / Chair: 哈巍博士（北京大學） / **Dr. HA Wei** (Peking University)

講者 / Speakers:

賈積有教授（北京大學） / **Prof. JIA Jiyou** (Peking University) *Innovating Education Through Technology: Empirical Studies by PKU*

尹弘飆教授（香港中文大學） / **Prof. YIN Hongbiao** (The Chinese University of Hong Kong) *Unleashing Pre-Service Language Teachers' GenAI-enabled Productivity: A Coping Theory Perspective*

邱德峰博士（西南大學） / **Dr. QIU Defeng** (Southwest University)

數智時代教師倫理的困境與應對

楊鑫博士（西北師範大學） / **Dr. YANG Xin** (Northwest Normal University)

人機協同時代兒童身體的貶黜及具身性學習反思

傑出學者論壇（三） / Distinguished Panel Forum 3 Innovating Education Through Technology: Empirical Studies by PKU

Prof. JIA Jiyou (Peking University)

Abstract:

The emerging technology including artificial intelligence can provide all learners in need with equal and quality education opportunities, and improve the educational efficiency. In this speech, two empirical studies led by PKU will be presented for further discussion. The first is using CSIEC (Computer Simulation in Educational Communication) system to provide every student equal practice opportunity of learning English as a foreign language. It has been further extended to an intelligent tutoring system and applied in English instruction both in middle schools and in higher education since 2006. The multiple and long-term quasi-experiments demonstrated its effect on students' learning performance and motivation. It is recognized as an early college-level framework and adaptive learning system for English language learners (Sabatini, Graesser, Hollander and O'Reilly, 2023). The second is an intelligent mathematical assessment and tutoring system MIATS V2.0, which can not only provide adaptive assessment for students, but also guide students individually to solve difficult questions step by step. Two quasi-experiments in two high schools were conducted to prove the effect of this system on students' performance. The analysis of the collected data demonstrates that the system can provide personalized assessment and tutoring and enhance the students' learning performance, and is an effective approach to realize the value-added evaluation, the integration of testing and learning, and the promotion of learning through testing. Both studies provide a valuable reference for utilizing intelligent assessment and tutoring systems to help implement the macro policies such as student assessment reform, reducing the students' burden and increasing the educational efficiency.



Bio-Sketch:

Dr. Jiyou Jia is a full professor and the Head of the Department of Educational Technology, Graduate School of Education, Peking University, China and is also the founding director of International Research Center for Education and Information at Peking University. He was invited to work as a guest professor by School of Education, Technical University of Munich, Germany, a Distinguished Professor at Institute for Research in Open and Innovative Education, the Open University of Hong Kong China, and a visiting professor by the Education University of Hong Kong China. He has led over ten domestic and international research projects, authored and edited 8 books in Chinese, English and Germany, published more than

150 papers related to education technology and artificial intelligence research, and held various academic positions internationally. His research has won a number of national and international prizes including Outstanding Paper Award from Emerald Publishing, the First Class Award of the Fifth National Award for Outstanding Achievements in Educational Research, from Ministry of Education, China, 2016.

傑出學者論壇（三） / Distinguished Panel Forum 3

Unleashing Pre-service Language Teachers' Productivity with Generative AI: A Coping Theory Perspective

Prof. YIN Hongbiao (The Chinese University of Hong Kong)

Abstract:

The potential of Generative Artificial Intelligence (AI) in language education has been widely recognized. However, there has been limited attention given to the emotional experiences of language teachers using AI and its relationship with AI-enabled productivity. By investigating 1,683 pre-service language teachers' experiences of using generative AI in their teaching practicum or learning, this study explored how teachers' emotional responses to AI use in teaching and learning are related to their AI-enabled productivity through the mediation of appraisal and coping. We uncovered several key findings: (1) achievement, challenge, and loss emotions were directly and/or indirectly related to AI-enabled productivity, while deterrence emotions were not; (2) achievement and challenge emotions were positively correlated with challenge appraisal and negatively correlated with hindrance appraisal, whereas loss and deterrence emotions showed the opposite pattern of correlation; (3) challenge emotions were positively related to approach-oriented coping, while loss and deterrence emotions were positively associated with avoidance-oriented coping; (4) among the coping strategies, only positive reinterpretation was positively associated with AI-enabled productivity; and (5) challenge appraisal and positive reinterpretation were significant mediators in the relationships between emotions and AI-enabled productivity, either separately or sequentially. These findings provide valuable insights for future research and practice, aiming to support the application of generative AI in the context of language education.



Bio-Sketch:

Hongbiao Yin is the Chairperson and Professor of the Department of Curriculum and Instruction, Director of the Hong Kong Institute of Educational Research at the Chinese University of Hong Kong. He is a Life Member of the Clare Hall College at Cambridge University, and the Chair/Adjunct Professor in some prestigious universities in China, such as Southwest University ("Changjiang Scholars Scheme" Chair Professor), East China Normal University, Shandong University, etc. His research mainly focuses on teacher learning, teacher emotion, curriculum reform, and teaching and learning in higher education. He has published more than 260 papers in academic journals, including *Educational Research Review*, *Teaching and Teacher Education*, *Higher Education*, and *Computers in Human Behavior*. Currently, he serves as the Co-Editor in Chief of *Teaching and Teacher Education* (Elsevier) and *Future in Educational Research* (Wiley). Since 2020, he has been consecutively listed in the World's Top 2% Most-Cited Scientists by Stanford University. He is also a 2024 Highly Ranked Scholar (Prior Five Years) in the Discipline of Curriculum and Teaching, being one of the top 0.05% of scholars in the discipline worldwide, by ScholarGPS.

傑出學者論壇（三） / Distinguished Panel Forum 3

數智時代教師倫理的困境與應對

邱德峰博士（西南大學）

摘要：

數智時代的悄然來臨已經深刻地改變了人們的思維和生活方式，技術的飛速發展也帶來了諸多倫理問題，其中教師倫理尤其值得關注。數智時代教師面臨「技術依賴」「去身體化」「技術異化」「身份迷失」等多重倫理困境。這種困境與「技術更新超前與倫理建設滯後」「教師角色適應性不足」「技術治理與監管缺失」以及「教育評價體系的單一性及針對性不足」等多種因素有關。而應對這種困境首先需要澄清教師的倫理邊界，融合智能技術重新構建教師倫理框架，優化教育生態環境，在擁抱技術與汲取優秀傳統文化中不斷推動教師倫理建設，提升教師倫理境界。

講者簡介：

邱德峰，教育學博士，心理學博士後，現為西南大學教師教育學院副教授，碩士研究生導師，教育部師德師風建設基地（西南大學）副研究員。主要從事教師教育、課程與教學論等研究。主持國家社科基金等各類課題 8 項，發表論文 30 餘篇，出版編寫著作教材等 4 部。擔任《Cogent Education》《教師教育學報》等多本期刊審稿專家。



傑出學者論壇（三）/ Distinguished Panel Forum 3

人機協同時代兒童身體的貶黜及具身性學習反思

楊鑫博士（西北師範大學）

摘要：

基於 ChatGPT、Deepseek 等生成式人工智能的三元空間架構下，兒童在虛擬場景中借助虛擬身份、使用數字化教學資源、通過多樣感測器等進行交互學習的時間不斷增加。讓兒童浸潤在由符碼資訊構築的賽博空間中的學習，已呈現兒童身體參與明顯邊緣化、感知趨向單一化、技術工具的隱秘規訓、兒童身心健康問題突出等對兒童身體貶黜的現象。兒童身體受貶的內在邏輯主要包括，功利主義教育觀下兒童身體過度工具化、技術宰製下兒童缺失具身學習經驗、循證教學評價對兒童的資料評判及馴服、網際空間打破兒童成長環境的平衡四個方面。由此，在人機協作學習場景中，需警惕技術主體越界及協同共生關係重塑、通過身體與環境的耦合實現兒童認知具身化、以多元文化互動彌合兒童人際交往的離身性、養成人物情感深層依戀對抗淺層的人機聯結。

講者簡介：

楊鑫，女，香港中文大學哲學博士，西北師範大學教育科學學院副教授、博士生導師。主要從事課程與教學論、教師教育、少數民族女童教育等領域的研究。西北師範大學少數民族教育發展研究中心研究員。中國教育學會教學論分會副秘書長。



傑出學者論壇（四） / Distinguished Panel Forum 4

教育創新：利用學習科學推動亞洲教育系統的可持續發展 /

Innovating Education: Leveraging Learning Sciences for Sustainable Development in Asian Educational Systems

時間 / Time: 7 月 11 日 / 11 July 13:00-14:15

地點 / Venue: D1-LP-02

主持 / Chair: 呂賜杰教授（香港教育大學） / **Prof. LOOI Chee Kit** (The Education University of Hong Kong)

講者 / Speakers:

陳文莉博士（南洋理工大學） / **Dr. CHEN Wenli** (Nanyang Technological University)

From AI to IA (Intelligence Augmentation): Empowering Learners through Human-Centered AI in Education

Mike SHARPLES 教授（英國公開大學） / **Prof. Mike SHARPLES** (Open University)

Innovating Pedagogy with Generative AI

呂賜杰教授（香港教育大學） / **Prof. LOOI Chee Kit** (The Education University of Hong Kong)

Exploring Chatbot Dialogue Designs for Deep Learning: Evidence from an Asian Higher Education Context

傑出學者論壇（四） / Distinguished Panel Forum 4

From AI to IA (Intelligence Augmentation): Empowering Learners through Human-Centered AI in Education

Dr. CHEN Wenli (Nanyang Technological University)

Abstract:

As artificial intelligence (AI) becomes increasingly integrated into education, it presents both opportunities and challenges. In this talk, A/P Chen Wenli explores the transformative potential of human-centered AI for intelligence augmentation (IA), emphasizing the enhancement of human capabilities rather than the replacement in learning contexts. This talk advocates for a shift from traditional AI, which often prioritizes automation and efficiency, to IA (intelligence augmentation) that fosters learner agency through meaningful human-AI collaboration and synergy. A/P Chen discusses how human-centered AI in education empowers students to take ownership of their learning journeys through personalized and adaptive strategies, addressing the risks of learners' over-reliance of AI and cognitive laziness while enhancing their critical thinking and problem-solving skills.



Bio-Sketch:

Wenli CHEN is an Associate Professor and Head of the Learning Sciences and Assessment Department at the National Institute of Education (NIE), Nanyang Technological University (NTU) Singapore. Her specialization lies in Computer-Supported Collaborative Learning (CSCL) and learning analytics. Dr Chen has been invited as the keynote speaker for many international conferences, including the International Society of the Learning Sciences Annual Meeting 2024. She has won a dozen Best Paper Awards from international conferences. In 2020, the Asia-Pacific Society for Computers in Education presented her with the Distinguished Researcher Award. She received the “Excellence in Research Commendation” from NIE in 2022, the “Excellence in Teaching Commendation” in 2015 and 2017, and the “Nanyang Education Award” from NTU in 2016.

Presently, Wenli serves as the Editor-in-Chief for both the Journal of Computers in Education, and Learning: Research and Practice. She also serves as an Associate Editor for Instructional Science, and Research and Practice in Technology Enhanced Learning. Moreover, she is an editorial board member for the International Journal of Computer-Supported Collaborative Learning.

傑出學者論壇（四） / Distinguished Panel Forum 4

Innovating Pedagogy with Generative AI

Prof. Mike SHARPLES (Open University)

Abstract:

Generative AI has the potential to enhance learning where it is based on good pedagogy. Since 2012, The Open University has published annual Innovating Pedagogy reports that explore new methods of teaching and learning to guide educators and policy makers. My book *Practical Pedagogy: 40 New Ways to Teach and Learn* presents the 40 most influential methods, supported by evidence from classroom practice and the science of learning.

With the advent of Generative AI (GenAI), I have revisited these pedagogies and investigated how they could be augmented by AI. In my talk I will show examples of AI-enhanced pedagogies and discuss how these could be implemented. An obvious value of GenAI is to offer adaptive teaching and spaced learning to personalize education. However, recent studies have shown that simply providing students with AI assistants may not help them learn. AI-supported reflective pedagogies such as teachback, learning through argumentation, threshold concepts and design thinking are more likely to produce deeper learning. We need to develop new teaching practices such as “AI flipped classrooms” to merge the epistemic power of GenAI with the empathy and inspiration of human teachers.

A new generation of GenAI agents will engage with social media and interact in social clusters. This “social generative AI” will have profound implications for education. Research is urgently needed to explore how we can design and manage effective pedagogy for this new era of personalised and social AI.



Bio-sketch:

Mike Sharples is Emeritus Professor of Educational Technology at The Open University, UK. He gained a PhD from the Department of Artificial Intelligence, University of Edinburgh on Cognition, Computers and Creative Writing. His expertise involves human-centred design and evaluation of new technologies and environments for learning. He provides consultancy for institutions worldwide including UNESCO, UNICEF, universities and companies. He established the influential Innovating Pedagogy report series and as Academic Lead for FutureLearn.com he led the pedagogy-informed design of its open learning platform. He is an Associate Editor of the International Journal of Artificial Intelligence in Education. He is author of over 300 published papers in the areas of educational technology, learning sciences, science education, human-centred design of personal technologies, artificial intelligence and cognitive science. His recent books are *Practical Pedagogy: 40 New Ways to Teach and Learn* and *Story Machines: How Computers Have Become Creative Writers* both published by Routledge, and *An Introduction to Narrative Generators*, published by Oxford University Press.

傑出學者論壇（四） / Distinguished Panel Forum 4

Exploring Chatbot Dialogue Designs for Deep Learning: Evidence from an Asian Higher Education Context

Prof. LOOI Chee Kit (The Education University of Hong Kong)

Abstract:

As generative AI tools become increasingly integrated into higher education, understanding their role in supporting deeper cognitive engagement is essential. This talk presents findings from a study conducted in a graduate-level education course in Hong Kong, which compared two AI chatbot designs—persona-based dialogues that simulate education theorists, and structured tutoring dialogues guided by scaffolded prompts. Drawing on a four-part framework of higher-order thinking (initiation, conceptual linkage, critique, and transfer), the study examined how different dialogue designs influenced students' depth of thinking and engagement.

The results suggest that while structured tutoring dialogues encouraged conceptual integration and prompted knowledge transfer from readings, persona-based dialogues fostered greater learner agency, critical questioning, and more autonomous application of ideas to real-world contexts. These findings point to the importance of aligning AI-supported dialogue with specific pedagogical aims, especially when developing skills such as critical thinking and reflective practice.

In the context of Asian higher education, where academic traditions, assessment-driven cultures, and policy priorities significantly influence how technology is adopted in the classroom, this study aims to offer practical insights for educators and instructional designers. Rather than presenting AI as a transformative solution, the talk emphasizes that thoughtfully designed chatbot interactions, grounded in learning sciences, can modestly contribute to educational goals by supporting deeper learning and more context-sensitive pedagogy.



Bio-Sketch:

Professor Looi Chee Kit is Chair Professor of Learning Sciences at the Education University of Hong Kong. He is a Fellow of the International Society of Learning Sciences, and a Fellow of the Asia-Pacific Society for Computers in Education. His research lies at the intersection of the learning sciences and educational technology, with a particular focus on technology-enhanced learning, computer-supported collaborative learning, and mobile learning. Professor Looi has played a pivotal role in advancing pedagogical innovations and scaling them in school systems across Asia, notably through his leadership in projects involving seamless learning, digital formative assessment, and collaborative knowledge building. In recent years, Professor Looi has also been actively engaged in exploring the integration of Artificial Intelligence (AI) in education.

傑出學者論壇（五） / Distinguished Panel Forum 5

教育中的價值觀與倫理 / Values and Ethics in Education

時間 / Time: 7 月 11 日 / 11 July 13:00-14:15

地點 / Venue: D1-LP-03

主持 / Chair: 葉德平博士 (香港教育大學) / **Dr. YIP Tak Ping** (The Education University of Hong Kong)

講者 / Speakers:

檀傳寶教授（北京師範大學） / **Prof. TAN Chuanbao** (Beijing Normal University)

「德育課程一體化」何謂？——概念存在的必要與可能

羅成翼教授（湖南第一師範學院） / **Prof. LUO Chengyi** (Hunan First Normal University)

一師早期「大先生」精神特質與新時代教育家精神

胡穗教授（長沙師範學院） / **Prof. HU Sui** (Changsha Normal University)

全人教育視域下「五維」特色育人體系的構建與實踐——長沙師範學院的探索 / *The Construction and Practice of a "Five-Dimensional" Characteristic Education System from the Perspective of Holistic Education: Exploration by Changsha Normal University*

葉德平博士與趙振洲博士（香港教育大學） / **Dr. YIP Tak Ping and Dr. ZHAO Zhenzhou** (The Education University of Hong Kong)

數字時代的非遺教育：客家文化虛擬博物館開發

傑出學者論壇（五）/ Distinguished Panel Forum 5 「德育課程一體化」何謂？——概念存在的必要與可能

檀傳寶教授（北京師範大學）

摘要：

從總體上看，當代世界「動態社會已經成為常態」。無論是從社會與歷史的宏觀背景，還是從價值與教育的實踐視角來考察，「德育課程一體化」這一概念都有其存在的必要性。與「德育課程一體化」類似的探索，並不僅僅存在於中國社會和教育實踐之中。從理論上看，德育課程一體化也的確有其實現的可能性。但是德育課程一體化概念要真正得以成立，就應有其價值目標上的生態性、教育理念上的穩定性、教育力量上的整合性特徵或規定性。所謂德育課程一體化，就是要努力在價值觀和教育理念兩個方面都形成共識的基礎之上實現德育力量的有機整合。過猶不及「德育課程一體化」的探索也要警惕這一概念可能導致的認識上的陷阱。



講者簡介：

檀傳寶，北京師範大學教育基本理論研究院教授、北京師範大學公民與道德教育研究中心榮譽主任、北京師範大學教育學部學術委員會主席。兼任中國音樂學院特聘教授、全國德育學術委員會榮譽理事長等。

檀傳寶教授的研究涉及道德教育、教育倫理、公民教育、勞動教育、教育基本理論等，著有《德育美學觀》、《信仰教育與道德教育》、《教師倫理學專題》、《公民教育引論》、《浪漫自由與責任：檀傳寶德育十講》、《勞動教育論要》、《先生之德風》、《時代與邏輯：檀傳寶教育隨筆》等學術著作十餘部、學術論文二百餘篇。學術著作獲得過中國高校人文社科一等獎等重要獎勵。

傑出學者論壇（五） / Distinguished Panel Forum 5 一師早期「大先生」精神特質與新時代教育家精神

羅成翼教授（湖南第一師範學院）

摘要：

在中國近現代教育史上，湖南第一師範文脈昌盛，人才輩出，彙聚了一大批“大先生”，以高目標、高視野、高標準培養了毛澤東等為代表的改變中國與世界的棟樑之材。這批大先生心懷天下、救亡救國；培育新民、為國育才；學貫中西、躬耕教育。一師早期的大先生，其為學為師為人，是新時代涵養教育家精神，養成大先生的歷史之鏡。



講者簡介：

羅成翼，哲學博士，二級教授，博士研究生導師，享受國務院特殊津貼專家，湖南省121創新第二層次人才，湖南省倫理學會副會長，曾任南華大學副校長、副書記、湖南城市學院黨委書記，現任湖南第一師範學院黨委書記。

主要從事思想政治教育研究、高等教育和習近平新時代中國特色社會主義思想等方面的研究。先後主持教育部重大攻關項目1項、國家社會科學基金重點項目1項、一般項目1項，省社科基金重大項目3項，其他省部級重點課題7項；出版專著2部，在《光明日報》（理論版）、《北京大學學報》（哲學與社會科學版）、《思想理論教育導刊》等國家和省級刊物公開發表論文90餘篇。獲國家高等教育教學成果獎二等獎1項（主持），湖南省高等教育省級教學成果獎一等獎1項（主持）、二等獎1項（主持）。

傑出學者論壇（五） / Distinguished Panel Forum 5

全人教育視域下「五維」特色育人體系的構建與實踐——長沙師範學院的探索

胡穗教授（長沙師範學院）

摘要：

全人教育理念強調對人的全面發展予以關注，涵蓋價值觀、知識、能力、文化認同及社會責任感等多維度的整合。長沙師範學院秉承全人教育理念，繼承徐特立教育思想，針對數智時代對師範人才的新要求，構建了以「紅色鑄魂、師範固本、兒童賦能、文化浸潤、應用淬煉」為特色的「五維」育人體系：在價值觀維度，堅持紅色鑄魂。通過紅色基因傳承與思政教育的融合，培養學生的家國情懷與社會責任感，與全人教育中的「道德人格」塑造相呼應。在專業發展維度，堅持師範固本。通過教師教育專業化教研為核心，強化師範生知識結構與教學能力，體現「工具理性與價值理性」的統一。在創新維度，堅持兒童賦能。通過兒童教育特色課程與專案式學習，激發學生創新精神和創新能力，與加德納「多元智能理論」對個體潛能的開發相契合。在認同維度，堅持文化浸潤。以徐特立精神為載體，構建文化認同與教育信仰，與全人教育中「文化身份」的建構相呼應。在實踐維度，堅持應用淬煉。通過產教融合與智能教育實踐，實現「知行合一」。該體系通過「系統集成」，實現了「價值引領—知識傳授—能力培養—文化認同—實踐創新」的全鏈條育人，為應用型師範院校提供了可複製的範式，也為全人教育理論的本土化實踐提供了創新案例。



講者簡介：

胡穗，法學博士，二級教授，博士生導師，教育部「新世紀優秀人才支持計劃」人選，省政府特殊津貼專家，省新世紀 121 人才工程第二層次人選，省宣傳文化系統「五個一批」優秀理論人才，湖南省管理學類專業教指委副主任，湖南省世界政治經濟與國際共運史學會副會長，湖南省管理科學學會副會長。

長期從事管理學、教育學的教學和科研工作。主持完成國家社科基金 2 項，教育部項目、省社科基金重大重點、中國博士後基金等 10 余項；出版專著 3 部，其中在中國社會科學出版社出版的專著入選國家博士文庫；在《政治學研究》《人民日報》等刊物發表論文 60 多篇，其中 10 多篇被《新華文摘》等轉載或摘要。曾獲得「湖南省哲學社會科學優秀成果獎」二等獎、三等獎，湖南省教學成果獎三等獎，省優秀博士論文獎等。是國家級一流專業建設點主持人，省級學科帶頭人，獲評省教育系統優秀黨務工作者。先後在湖南師範大學、湖南工商大學、湖南工學院、湖南女子學院、湖南第一師範學院工作。

現任長沙師範學院黨委書記。主持學校黨委全面工作；分管黨政辦公室（校友聯絡處、檔案與校史館）、學前教育研究（長沙）有限公司（《學前教育研究》編輯部）；聯繫學前教育學院。

傑出學者論壇（五） / Distinguished Panel Forum 5

數字時代的非遺教育：客家文化虛擬博物館開發

葉德平博士與趙振洲博士（香港教育大學）

摘要：

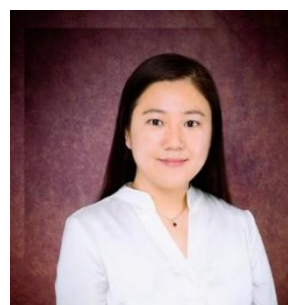
歷史上，香港曾隸屬清代設立的新安縣（轄區含今香港與深圳），當時眾多客家人從粵北地區遷徙至深港兩地。客家文化不僅對香港影響深遠，更是大灣區重要的文化組成部分。本研究基於對粵港兩地多處文化空間的田野調查，分享了虛擬客家文化博物館的開發過程。在開發中，我們嘗試把文化遺產的傳承與價值觀教育結合起來。這一探索通過重訪中華傳統文化實踐及其與數字技術的融合路徑，為當代社會的價值觀教育提供了新的思考維度。本研究獲香港教育大學教學發展基金資助。

講者簡介：

葉德平博士，香港中文大學學士和碩士、北京師範大學文學博士，現職香港教育大學課程與教學學系高級講師，並為戲曲與非遺傳承中心副總監，主要教授文化遺產教育相關學科，擁有近 20 年教學和研究經驗，現正主持多個文化遺產專業的研究計劃。



趙振洲博士獲得北京師範大學學士和香港大學博士學位，現為香港教育大學課程與教學學系副教授。曾主持多個由北京市教育科學規劃領導小組、香港研究資助局科研基金、特首政策組政策研究資助計劃支持的多個課題，目前兼任亞太國際道德教育學會理事會成員及多個國際期刊顧問委員。



明遠講座 / Mingyuan Lecture
智能時代的兒童教育：適應與超越 /

Children's Education in the Age of Intelligence: Adaptation and Transcendence

7 月 11 日 / 11 July 10:30-11:30

地點 / Venue: D1-LP-02

主持 / Chair: 滕珺教授（北京師範大學） / Prof. TENG Jun (Beijing Normal University)

講者 / Speakers: 劉鐵芳教授（湖南師範大學） / Prof. LIU Tiefang (Hunan Normal University)

摘要 / Abstract:

時至今日，資訊技術的發展極大地擴展了兒童的智力空間，兒童的自主性與獨立性得到了前所未有的提升；與此同時，資訊技術的無孔不入已然模糊了兒童自然與人為之間的邊界，造成兒童對技術的依賴加深。智能時代兒童發展所面臨的主要問題體現在兩個方面：其一是人與自然之間缺少必要的親近而發生的疏離；其二是人與人之間缺少內在的契合而發生的疏離，也即人與人的疏離。智能時代的教育挑戰，一方面是顯性層面的積極適應，著力培養兒童的創造性與獨立個性；另一方面則是隱性層面的教育超越，超越之路主要從人與自然、人與人、人與文化三個維度展開。

The rapid evolution of information technology has profoundly expanded children's cognitive landscapes, fostering unprecedented levels of autonomy and intellectual independence. Yet, this technological ubiquity increasingly blurs the boundaries between the natural and artificial realms, intensifying children's reliance on digital interfaces. The core challenges of child development in the intelligent era lie in two forms of alienation: "human-nature alienation", marked by a lack of essential connection between humans and the natural world, and "human-human alienation", characterized by the erosion of meaningful human interaction. Confronting these challenges demands a dual educational response: on the explicit level, proactive adaptation is needed to cultivate children's creativity and independent thinking; on the implicit level, educational transcendence must be pursued. This transcendence unfolds across three dimensions: reconnecting humans with nature, rebuilding authentic human relationships, and revitalizing cultural rootedness in the digital age.



講者簡介 / Bio-Sketch:

教育部長江學者特聘教授，湖南省 121 第一層次人才，二級教授，哲學博士，博士生導師，湖南師範大學教育科學學院院長，兼任全國教育專業學位研究生教育指導委員會委員、全國教育基本理論專業委員會副主任委員、中國教育學會農村教育分會副理事長、中國比較古典學會理事。主要從事教育哲學、古典教育哲學、道德教育哲學、鄉村教育文化研究。主持國家社科基金教育學專案 5 項，其中重點專案 1 項，主持國家哲學社會科學優

秀成果文庫專案 1 項、第一批新時代教育部馬工程重點教材編寫專案 1 項、湖南省重大招標專案 1 項；主持教育部大學視頻公開課 1 門、國家級一流線上開放課程 1 門；在《教育研究》《高等教育研究》《讀書》等刊發表論文近 300 篇，其中《教育研究》發表論文 15 篇；有近 60 餘篇被中國人民大學報刊複印資料《教育學》等全文轉摘，並有 10 餘篇被《新華文摘》《中國社會科學文摘》等刊轉摘；出版 10 餘部學術著作。

Liu Tiefang, who is Changjiang Scholar Distinguished Professor (Ministry of Education), Ph.D. in Philosophy, Doctoral Supervisor, and Dean of the School of Educational Science at Hunan Normal University, concurrently serves as a Member of the National Education Professional Degree Graduate Education Steering Committee and Vice Chair of the National Basic Educational Theory Professional Committee. His research focuses on classical education and educational philosophy, with a pioneering advocacy for holistic education and the cultural turn in education. He has published nearly 300 peer-reviewed articles and authored over 10 academic monographs.

專題論壇（一）Symposium (I)

中國教育學自主知識體系建設學術論壇：京港教育學學科的經驗與共識/

The Construction of Independent Knowledge System for China's Discipline of Pedagogy and Education: Experiences and Consensus between Beijing and Hong Kong

7 月 10 日 / 10 July 13:30-15:00; 16:45-18:15

地點: D1-LP-03

主持: 班建武教授（第 1 部分）；王曦影教授（第 2 部分）

講者: 北京師範大學教育學部教育基本理論研究院: 班建武教授、王曦影教授、程猛副教授、林可副教授、張姜坤博士、袁博雅博士

評議人: 曾國權博士（第 1 部分）；霍炳坤博士（第 2 部分）

摘要:

新時代中國教育發展的目標聚焦於建設教育強國，全面提升國民素養，構建高品質教育體系。在高等教育領域，如何開展兼具國際影響力與本土實效性的學術研究，如何推動服務於一流大學和一流學科建設的課程教學，如何培養拔尖創新人才、促進學生全面發展等問題的回應與解決，必須從新時代教育學原理層面進行新一輪的探索、反思和重構。為了探討教育學自主知識體系建設的「中國經驗」與「中國方案」，在充分吸收北京和香港的經驗基礎上形成一定的學科共識，本論壇旨在圍繞教育學人才專業基礎素養、勞動教育原理、家庭教育原理、數字公民教育等議題展開討論。

1. **班建武 教授：**《勞動教育需要遵循的三重規律》提出推進勞動教育有效落地，必須遵循教育規律、勞動規律和社會規律三大規律。這三大規律同時也是建構勞動教育理論體系的基本支柱。
2. **張姜坤 博士：**《勞動概念的邏輯轉換與勞動教育的動態圖譜建構》，勞動教育之「勞動」事實上存在著哲學人類學的本體論、政治經濟學的價值論以及教育學的實踐論的邏輯轉換。伴隨勞動概念的邏輯轉換，勞動教育從普遍化到結構化再到特定化，完成了從「作為啟蒙的勞動教育」到「作為解放的勞動教育」再到「作為教育之一部的勞動教育」的邏輯轉換。
3. **林可 副教授：**《遊戲功能論視角下的教師數字素養培育》，聚焦數字遊戲的正向功能，在載體、理念和實踐層面探討教師數字素養培育的創新可能性。主張引導教師重新審思數字遊戲的前沿科技屬性、正向社會價值和教育創新活力，從而激發數字化意識、拓展數字化知識技能、提升數字化育人能力、增強數字社會責任以及促進教師專業發展；並以「遊戲化教學」引領教師數字素養培育專案的設計與實施。
4. **王曦影 教授：**《「我是留學預備生」：中國中產階層培育子女的全球軍備競賽》，本研究關注北京一所民辦國際學校的留學預備生及其家庭的留學準備策略。研究發現，中產階層家庭選擇民辦國際學校是基於學生個體能力、家庭經濟資本和高考制度相互疊加作用下的優選。
5. **程猛 副教授：**《未完成的湖邊之旅：農村女大學生流動、留守和照料體驗的個案研究》，通過深描一位農村女大學生秋溪流動、留守和照料妹妹的經歷，探討中國現代化進程背景下農村多子女家庭中的女孩面臨的多重張力及其對個體成長的複雜影響。
6. **袁博雅 博士：**《To Lead or Not to Lead?»: Exploring the Ambivalent Leadership Aspirations of Chinese Women Academics in Non-Elite Public Universities》，研究聚焦中國普通公立高校女性教師領導抱負的形成機制及其

Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context
The 2nd Chinese Society of Education Annual Conference, 10-11 July 2025, The Education University of Hong Kong

面臨的阻礙，旨在從社會性別視角出發，推動高校女性教師更深度地參與教育強國建設，促進高等教育領域性別平等的制度化進程。

學生演講：

1. **雷愛：**「正確」的惶恐——競爭性大學中的就讀體驗與性情形塑
2. **盧意：**技術教育的情感維度——基於中職 M 校教師教育信念的研究
3. **張耀文：**重塑跨國社會空間：中國留學生回流讀博的學術嵌入與身份突圍
4. **劉子煜：**校家社協同育人中的情感與情治
5. **馬文博：**人工智能時代教師專業發展的挑戰與應對
6. **哈雪卿：**「學神」的形成性批判——教育中的「神聖」化現象及其「褻瀆」性規避
7. **白若雪：**優質且公平？從製度邏輯視角分析高校正態分布式成績評定製度
8. **王一丞：**紙袋公主和她的朋友們：以戲劇建構法促進小學兒童性別平等教育發展
9. **何睿：**為何人工智能不能超越人類的智慧限度？——康德哲學視域下 AI 之侷限與教育之生長
10. **湯坤意：**高校學生資助政策中助學金項目的育人效果研究——以北京師範大學教育學部為例
11. **宋玉蝶：**由內疚到欣賞：道德想象力的美學建構
12. **齊格樂：**喬納森·海特的道德直覺理論及其在學校德育實踐中的啟示
13. **尤慧媛：**數字媒介能否破解留守兒童家庭情感教育困局？——基於媒介補償視角
14. **關陽：**性別秩序的流動與展演——現代化背景下女大學生的父女關係研究
15. **張嘉譽：**《Z 世代大學生博主反對網絡暴力的價值取向與行動策略》
16. **張雅博：**通過藝術方法探索中國兒童的性別認知和理解
17. **劉粟揚：**早期天津南開中學的體育課程及其現代價值
18. **周依諾：** Ideal personality of Confucian thoughts and its contemporary relevance for education
19. **汪欣怡：**「知」的嵌入與「行」的接縫——知識觀轉型視角下的校本課程理念和實踐探析
20. **梁乃之：**未竟的自我：縣域中學就讀的生命體驗與情感歷程

專題論壇（二）/ Symposium (II)

大轉型時代：教育理念重塑與技術賦能的未來教育 /

The Age of Great Transformation: Future Education through the Reshaping of Educational Philosophy and Technological Empowerment

7 月 11 日 / 11 July 14:20-15:50

地點：D1-LP-03

主持：卜玉華教授（華東師範大學基礎教育改革與發展研究所）

摘要：

在大轉型時代，教育領域正面臨著前所未有的機遇與挑戰。本次論壇以「大轉型時代：教育理念重塑與技術賦能的未來教育」為主題，旨在彙聚教育研究者、實踐者和政策制定者，共同探討教育的未來發展路徑。

本論壇將從多個維度展開討論。首先，聚焦於教育理念的重塑，探討在新時代背景下如何重新定義「全面發展教育」的價值秩序，以及如何將傳統文化與現代教育理念相結合，如儒家教化在現代公民教育中的應用。其次，深入分析生成式人工智能、數字化技術對教育的影響，探討從「數字麻木」到「意義建構」的轉變，以及如何通過技術賦能實現教育思想實驗的新視角和路徑。此外，論壇還將關注教育實踐中的具體問題，包括教師在數字化技術控制下的勞動狀況及其超越，學生視角下的課堂教學質量對數字化素養的影響，以及技術深度嵌入下教學設計的困境與未來展望。通過這些討論，我們希望為未來教育的發展提供理論支持和實踐指導，推動教育的創新與變革。

本次論壇將為參與者提供一個交流與合作的平台，共同探索大轉型時代下教育理念重塑與技術賦能的未來教育。

由如下五篇論文構成：

1. **卜玉華教授：**《大轉型時代中國未來學校的構想：依據、理據、場景及其超越》，這篇文章為整個論壇奠定了背景和目標，是理解後續討論的基礎。
2. **唐漢衛教授：**《生成式人工智能的自反性及其教育影響》，分析人工智能對教育的具體影響，為技術賦能的討論提供理論支持。
3. **高星原 副教授：**《從「數字麻木」到「意義建構」：AI 時代教育組織中的專業意義建構》，探討教育組織在技術影響下的專業意義建構，強調技術賦能的實踐路徑。
4. **杜明峰 副教授：**“Teacher Labor under Digital Technological Control and Its Transcendence”，探討教師在數字化技術控制下的勞動狀況及其超越，關注教育實踐中的教師角色。
5. **李棟 助理研究員：**《數智賦能教育思想實驗的視角、圖景與路徑——嘗試探尋一種可能的教育學知識生產方式》，進一步探討技術賦能的視角和路徑，為教育實踐提供方法論支持。

專題論壇（三）/ Symposium (III)

數字時代的全人發展：全球脈絡下的中國視角與實踐 / Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context

7 月 11 日 / 11 July 16:10-17:40

地點 / Venue: D1-LP-03

主席 / Chair: 李軍 / Dr. Jun Li（西安大略大學教育學院教育政策與領導學系主任、終身教授/
Chair and Professor, Cluster of Critical Policy, Equity and Leadership Studies, Faculty of
Education, University of Western Ontario）

嘉賓 / Guests（姓氏筆劃為序 / names in alphabetic order）：

康海軍（堪薩斯州立大學教育學院終身教授）/ Haijun Kang (Professor, College of
Education, Kansas State University)

李樹英（深圳大學教育學部教授、教育研究院院長）/ Shuying Li (Dean and Professor, Institute for
Educational Research, Faculty of Education, Shenzhen University)

李政濤（華東師範大學教育學部教授，教育部人文社會科學重點研究基地基礎教育改革與發
展研究所所長，教育部中學校長培訓中心主任）/ Zhengtao Li (Director and Professor,
Research Center for New Basic Education, Faculty of Education, East China Normal University;
Director of the Institute of Schooling Reform and Development, Humanities Key Research Base
of the Ministry of Education; Director of National Training Center for Secondary School
Principals, Ministry of Education)

馬永紅（北京航空航天大學教授，研究生教育研究中心主任）/ Yonghong Ma (Director and
Professor, Research Center for Graduate Education, Beihang University)

史靜寰（清華大學教育學院教授）/ Jinghuan Shi (Professor, School of Education, Tsinghua
University)

許世靜（溫莎大學教育學院終身教授）/ Shijing Xu (Professor, Faculty of Education, University
of Windsor)

王戰軍（北京理工大學教育學院教授、研究生教育研究中心主任）/ Zhanjun Wang (Director
and Professor, Research Center for Graduate Education, Beijing Institute of Technology)

摘要 / Abstract:

數字工具與教育的結合為教學過程、課程發展和學生參與開闢了新途徑。這些技術的採納也正在改變歷來以注重教育而著稱的中國的教育格局。新的變革不只是提升學業成績，更為促進學生的全面發展，以應對當代世界的複雜挑戰做準備。本論壇旨在探討在數字時代的大背景下，人類發展和教育轉型所面臨的前沿問題。通過彙集不同的視角，論壇嘉賓將以全觀取向出發，厘清如何利用數字技術促進學生的全人發展和促進學校的全人教育，對於培養學生適應數字化、全球化的社會未來發展至關重要。

The integration of digital tools in education has opened new avenues for teaching and learning processes, curriculum development, and student engagement. In China, with its particularly strong emphasis on education, these technologies are rapidly transforming the educational landscape. It is a transformation that will not only improve academic results but that also nurtures well-rounded students prepared for the challenges and complexity of today's world. This symposium explores cutting-edge issues in human development and educational transformation in the digital context. Through presenting and exploring diverse perspectives and based on a holistic approach, it clarifies how the application of digital technologies may enhance the whole-person development of students and whole-person education of schools. The discussion is critical to helping students' adaptation to the digital and globalized era of social development in the future.

分組論壇 / Concurrent Sessions

- 分組論壇（一） / Concurrent Session 1
- 分組論壇（二） / Concurrent Session 2
- 分組論壇（三） / Concurrent Session 3
- 分組論壇（四） / Concurrent Session 4

論文演講 1A / Paper Presentation 1A

AI 賦能教育變革：跨文化課程創新與協同教學 / AI-Empowered Educational Transformation: Cross-Cultural Curriculum Innovation and Collaborative Teaching

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D2-LP-02

語言 / Language: English

論文 / Presentations:

Haijun Kang (Kansas State University): *AI-empowered curriculum reform: A cross-cultural perspective*

Abstract:

This research examines the potential of Artificial Intelligence (AI) integration in curriculum development through a cross-cultural perspective. Curriculum development is inextricably linked to diverse but often competing educational philosophies and variations in philosophical orientation result in divergent curricular frameworks, reflecting differing epistemological and axiological commitments. This research explores how AI technological applications can be strategically employed to facilitate curriculum reform informed by a diverse spectrum of educational philosophies, including liberal education, progressive education, humanistic education, radical education, and postmodernism. Example curriculum applications are included to showcase how AI tools can be used to (1) ensure students engage with the "great books" and fundamental intellectual traditions (Adler, 1982), (2) facilitate active knowledge construction through project-based learning and problem-solving (Dewey, 1916), (3) promote self-actualization (Maslow, 1968), (4) encourage students to challenge dominant narratives by identifying, analyzing, and critiquing power structures within educational systems (Freire, 1970), and (5) assist in deconstructing traditional knowledge construction frameworks and addressing the complexities of knowledge as described by postmodernists such as Michel Foucault (Foucault, 1972). The potential benefits and challenges associated with AI integration will be discussed, including ethical considerations, privacy, and the potential for algorithmic bias. Cross-cultural comparison is also made to indicate that AI's integration into curriculum is a complex process that requires knowledge and competencies in educational philosophy, curriculum development, and AI's technology affordance for education. This cross-cultural perspective provides valuable insights into the nuanced relationship between AI and curriculum reform, highlighting the importance of aligning technological advancements with sound educational principles and practices.

Jamie Franco Cipriani (Royal Agricultural University and Qingdao Agricultural University Joint Institute): *Beyond Fear and Replacement: Reimagining AI as a Collaborative Partner in Education*

Abstract:

Introduction: "The danger of the past was that men became slave. The danger of the future is that men may become robots" (Asimov, n.d.) "Calculators are fine, but they must not replace the brain. They should be used as tools to enhance thinking, not as substitutes for it" (Savant, 1996). The future will be shaped by intelligence—our choice is whether it will be artificial or human-centered. This presentation argues for a shift in how teachers and students perceive artificial intelligence (AI). Rather than viewing AI as a replacement for human intelligence, we must embrace it as a collaborative tool. Through specific strategies, we can foster healthier relationships with AI, transforming fear into empowerment and misunderstanding into clarity.

Current Perceptions: Current perceptions of AI among teachers and students are often rooted in fear and uncertainty. Many view AI as a threat to human roles in education, driven by misconceptions about its capabilities. These immature perceptions hinder AI's potential to enhance teaching and learning.

Proposed Approach: To address these challenges, I propose a gradual, transparent, and collaborative approach to integrating AI in education. For example, in higher education, AI literacy should be woven into the curriculum over a student's degree program. This approach would allow teachers and students to: develop a deeper understanding of AI's capabilities and limitations; explore ethical implications, such as data privacy and algorithmic bias; and use AI as a tool to enhance critical thinking, creativity, and collaboration.

Benefits: By embracing AI as a collaborative partner, institutions can empower teachers and students to use AI effectively and ethically; prepare students to stand out in a competitive, technology-driven world; and foster a culture of innovation and lifelong learning.

Conclusion: The future of education lies in the synergy between human and artificial intelligence. By reimagining AI as a collaborative partner, we can transform fear into empowerment, uncertainty into clarity, and challenges into opportunities. Let us shape an intelligent future that is both human-centred and technologically advanced.

Vishnevskaiia Margarita and Liusheng Liu (Yunnan Normal University): *Digital Transformation in Higher Education: Voices from Within*

Abstract:

This study examines the mechanisms by which digital technologies influence higher education governance models and leadership styles. This article analyzes how digital tools are changing governance models in higher education institutions. Using qualitative interviews with higher education institution leaders, administrators, and faculty, the study aims to identify best practices and strategies for effective governance and leadership in the digital context. The study examines the role of leadership in stimulating digital development, including the implementation of innovative teaching methods and the integration of technology into the educational process. This study answers the questions: which governance models have been changed by digital tools, which innovative teaching methods have shown the greatest effectiveness, and what is their specific contribution to higher education.

Sihui Wang (University of Glasgow) : *Navigating Generative AI in Academic Writing: Perspectives of Chinese International Students and Lecturers*

Abstract:

This paper examines how postgraduate taught (PGT) Chinese international students use generative AI (GenAI) in academic writing within a UK university context, along with their lecturers' perspectives and responses to its integration into teaching and learning. Following the concept of whole-person development as suggested by the conference theme, the project considers the role of GenAI in critical thinking, academic integrity, and learner autonomy, some of the key dimensions of personal and intellectual growth in transnational education.

Through semi-structured interviews with 10 Chinese PGT students and 8 academic staff members within a UK university, this research explores both opportunities and tensions associated with the use of GenAI in academic writing. Preliminary findings present that Chinese international students appreciate the real-time language support offered by GenAI tools such as ChatGPT, as well as enhancing writing fluency, and reducing anxiety. These benefits foster a sense of empowerment and self-efficacy in academic writing (Kim et al., 2025). However, students also report confusion over institutional expectations and the boundaries of ethical use. Participants share a common uncertainty in navigating new AI norms in a different educational culture (Chan and Hu, 2023). By contrast, lecturers' responses vary, from cautiously supportive integration for formative feedback to concerns about plagiarism, reduced critical engagement, and uneven student preparedness (Rentier, 2024).

This study presents the inner voices and the lived experiences of Chinese international students and their lecturers in their

use of GenAI and discusses how GenAI is reshaping academic writing practices. It is essential to support the whole-person development of international students to encourage an ethical and responsible use of GenAI. The findings will inform tailored academic support and inclusive teaching strategies that align AI use with educational values in increasingly digital and globalised learning environments.

Anan Chen (Peking University): *The Contributions and Challenges of ChatGPT for International Higher Education: A Qualitative Study on Chinese Students' Opinions*

Abstract:

The rapid expansion of international higher education has led to growing numbers of students pursuing degrees abroad, with non-native English speakers facing significant challenges, particularly in language proficiency and academic adaptation. While AI technologies like ChatGPT have gained widespread use in education, little empirical research has explored their role in supporting international students, especially for Chinese students. Existing studies often rely on anecdotal evidence, leaving a gap in understanding how ChatGPT aids—or hinders—students in overcoming language barriers, enhancing academic performance, and integrating into foreign academic environments. This study addresses this gap by examining Chinese students' experiences with ChatGPT in UK universities, focusing on its benefits, limitations, and implications for international education. This qualitative study draws on in-depth interviews with 16 Chinese students enrolled in UK universities (undergraduate to doctoral levels). Participants were selected purposively to capture diverse disciplinary backgrounds and study levels. Semi-structured interviews explored their usage patterns, perceived benefits, and challenges of ChatGPT. Data were analysed thematically, identifying recurring patterns related to language support, academic assistance, and ethical concerns. Nearly all the international student interviewed indicated that they have been using ChatGPT at a regular basis, which has left substantial impact on their study in the UK. The interviews were conducted at the beginning of 2024, not long after ChatGPT has been widely used by the public and the international students. Therefore, some participants were able to provide their opinions concerning the comparison of their academic study before and after integrating ChatGPT as a tool, which offered more comprehensive and enriched information. Generally, three themes emerged from the analysis, which include Language barrier, Academic learning assistant and Potential issues.

論文演講 1B / Paper Presentation 1B

跨階段 AI 賦能教育：從評估到高質量發展 / Cross-Stage AI-Empowered Education: From Assessment to High-Quality Development

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D2-LP-04

語言 / Language: English/Chinese

論文 / Presentations:

高偉嘉（香港教育大學）: *The Acceptance of AI Tools by Chinese Elementary School*

Abstract:

This study aims to explore the acceptance of artificial intelligence (AI) tools among Chinese elementary school teachers, focusing on the factors influencing their adoption and the practical application of these tools in the classroom. With the rapid development of AI in education, its potential to enhance teaching and learning has become widely recognized. However, the extent to which teachers are willing and able to integrate AI tools into their teaching practices remains an underexplored area, particularly in the context of China's unique educational environment. The study will employ a mixed-methods approach, combining quantitative surveys and qualitative interviews, to examine teachers' attitudes, perceptions, and behaviors toward AI tools. The research will analyze how factors such as technological confidence, educational training, and institutional support affect teachers' acceptance and usage of AI tools. Findings from this study will provide valuable insights into the challenges and opportunities of AI integration in elementary education and offer practical recommendations for policymakers and educators seeking to improve AI adoption in schools. Ultimately, this research aims to contribute to the ongoing discourse on the role of technology in modernizing education in China.

藺跟榮（安徽大學）：*Why and How Digital Technology Empowers the High-Quality Development of Postgraduate Education*

Abstract:

This study explores how digital technology can empower the high-quality development of postgraduate education amid global digital transformation trends. In the "Internet Plus" era, technologies like big data, AI, and virtual reality are reshaping education, with countries worldwide, including China, the EU, and Australia, implementing digital education strategies. The research employs the TOE (Technology-Organization-Environment) framework to analyze the technological, organizational, and environmental dimensions driving this transformation. Findings reveal that digital technology enhances efficiency and quality, fosters organizational change across teams, universities, and society, and shifts education toward an open, collaborative ecosystem. Key features include unbounded education structures, personalized teaching, industry-leading disciplines, and grid-based governance. Practical recommendations include fostering digital consensus, cultivating digital talent, implementing digital governance, and innovating evaluation methods. This study provides insights for policymakers and educators to advance postgraduate education in the digital age.

LIU Yang and LI Yu (Beihang University): *Constructing an evaluation framework for global competitiveness of doctoral education from Chinese perspective*

Abstract:

Addressing the demand for cultivating global competitiveness among doctoral students in the new era, this study transforms mechanisms such as structural coordination and environmental adaptation within educational ecosystems into an operational evaluation model. Utilizing the Delphi method, we constructed a trinity evaluation model of "discipline-mentor-doctoral student," comprising 3 core dimensions and 9 key elements, creating a diagnostic assessment tool with both theoretical rigor and practical applicability. The research outcomes empower universities to precisely position their international competitive coordinates, assist educational authorities in formulating quality-enhancement policies, and drive the transformation of doctoral education from scale expansion to connotative development.

吳丁銘、劉竑波和劉玥雪（華東師範大學）：*智能技術賦能多元智能量規評價：內涵解析與應用框架*

摘要：

本研究針對已有多元智能評價中經驗主導、靜態割裂、群體趨同等局限，分析了智能技術賦能多元智能量規評價的核心內涵，探討智能技術在數據采集、分析建模和動態反饋三個維度的賦能機理，提出包含數據感知、智能處理、評價決策和反饋應用四層架構的應用框架，認為智能賦能的量規評價可有效實現評價過程的全景化記錄、診斷的精準化實施以及反饋的個性化推送。同時，本研究探討了技術賦能的多種潛在挑戰，提出「以人為核心」的技術應用原則，關注技術應用中的倫理風險，強調教師專業發展在多元智能量規評價中的重要性，以期為智能時代教育評價體系改革與創新提供理論參考與實踐路徑。

朱施蓉和高欣妍（北京大學）：大學生對人工智能技術的準備程度（*AI Readiness*）現狀及其 影響因素探究

摘要：

人工智能準備度（*AI Readiness*）是個體在 AI 時代下認知、技能、前瞻性理解和倫理意識等方面的適應能力。在 AI 時代下，大學生作為未來社會的中堅力量，其準備度高低將影響其職業競爭力和社會適應力。本研究通過 AIRS- US 量表與半結構化訪談的混合研究方法，對大學生的人工智能準備度及影響因素進行了深入分析。研究發現大學生在人工智能的知識與技能、前瞻洞察以及倫理意識等方面表現中等偏上，但個體差異明顯。興趣是影響人工智能準備度的最重要因素，其次是院系支持和倫理意識。此外，教育幹預、課程設計和學科特點等因素也是提升人工智能準備度的關鍵。因此，學校課程設計可據此優化相關課程，以增強其在人工智能時代的競爭力。

論文演講 1C / Paper Presentation 1C

全人發展：傳統與創新的融合 / Whole-Person Development: Integrating Tradition and Innovation

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D2-LP-07

語言 / Language: English/Chinese

論文 / Presentations:

Wan Liu (Anhui Normal University) : *The tradition of children's 'early education' and its contemporary transformation from the perspective of whole-person development*

Abstract:

In the long history of human education development, early childhood education has always been regarded as the key stage of individual growth, and has been widely concerned by educational thinkers at home and abroad. The traditional Chinese concept of early education emphasizes that education opportunities should be grasped at the embryonic stage of children's physical and mental development, and timely guidance should lay the foundation for their lifelong development. On the one hand, children's moral enlightenment needs "early education", on the other hand, children's unique imitation ability and memory ability also provide the possibility of early education. Attaching importance to early education, following the principle of gradualism, and emphasizing on setting an example constitute the core path of Chinese traditional early education practice. Under the background of contemporary digital society, children's education is facing many challenges. Re-examining the reasonable elements of traditional early education wisdom and integrating them with modern education concepts will not only help optimize early education practice, but also provide cultural foundation and innovative direction for children's whole-person development.

Zhengmei Peng and David Kyei-Nuamah (East China Normal University) : *The Excess of Uncontrolled Critical Thinking: Zhuangzi on Metacognition and The Making of a Global Man*

Abstract:

In this paper, we aim to examine the works of the Chinese philosopher Zhuangzi regarding critical thinking and its excess. Colin Wilson (in Cooper Clarke 1986) discusses the phenomenology of "excess," a concept that signifies "too much" of something, often surpassing reasonable limits. We then, in relation to Colin and Julia Skelly, connect excess to the idea of exceeding established norms or boundaries, typically with negative connotations associated with 'lack of moderation', as illustrated in the Aristotelian concept of the "Golden Mean," which posits that virtue lies between the extremes of excess and deficiency (Skelly 2014). Ethically, the fundamental idea is that "excess" denotes going beyond what is considered appropriate or balanced in any given situation.

The Daoist classic Zhuangzi provides insight into the theme of excess in relation to critical thinking. He explores this through metaphors, aphorisms, and anecdotes in various ways, highlighting how individuals can live harmoniously with one another and the environment (we refer to this as the global/ethical man). Zhuangzi reveals that uncontrolled critical thinking results in 'excess', which can be classified as gated frameworks, universal thoughts, gated definitions, factions, clashes of civilization, power-driven elites, and 'super-powerism' of nations, which leads to world apathy. These claims by Zhuangzi move away from Siegel's (1988, 2005) attachment of 'rational autonomy' and 'self-sufficiency' (see Williams 2015) to critical thinking. Zhuangzi's claims, however, do not reject the importance of critical thinking; rather, he critiques its excess and negative consequences, which are often hailed by rationalists. This present study pivots Zhuangzi's ontology on critical thinking by examining "Free and Easy Wandering". Then we present his criticisms and claims on the excess of critical thinking through "Discussion and Making all Things Equal, Autumn Floods and The World". Finally, we argue that the world's advocacy and education for a 'global man' could be achieved by concentrating on Zhuangzi's ontology and epistemology on contemplative thinking and paying attention to the 'excess of critical thinking'.

Caifang Zou (University of Victoria) : *Bridging Tradition and Innovation: Integrating Yinsong (吟誦) with Digital Music Technology in Canadian Music Education*

Abstract:

This study explores how the integration of Yinsong (吟誦) and digital music technology in high school music classrooms in Canada can enhance students' cross-cultural understanding and musical creativity, particularly among Chinese language elective students. Yinsong is a traditional recitation method, a phonetic and rhythmic approach to textual interpretation. In this study, the researchers will guide students in singing Chinese songs based on the principles of

Yinsong: “intoning by syllable (依字行腔) and intoning by meaning (依義行調)”, while utilizing digital music technology, such as Sibelius, and Logic Pro, to present their chanting compositions. Using qualitative methods, including semi-structured interviews and classroom observations, this study will evaluate the impact of the Yinsong & digital model on students’ cultural understanding and musical creativity. The findings aim to provide a new pedagogical framework for multicultural music education in the digital age and explore innovative applications of traditional culture in modern educational contexts, offering practical insights for Chinese digital music education in a globalized environment.

Mei Wu, Maryjo Lee and Qiren Zhang (Yunnan University & South Dakota State University) :

The Poya Song Book in the Digital Age: Continuity and Change in Intangible Cultural Heritage Transmission

Abstract:

The Poya Song Book, an Intangible Cultural Heritage of the Zhuang ethnic minority in Yunnan, recognized by the Chinese government, holds significant cultural value. However, in the digitalization era, its transmission faces many challenges. This study follows our 2018 feasibility research on introducing the Poya Song Book into schools. It aims to explore the impacts on the preservation of intangible cultural heritage in the digital era by examining young people's attitudes toward the recognition, participation, and inheritance of the Poya Song Book. This is achieved through a focus group interview with college students from the Zhuang ethnic minority region.

The study found a clear division in the younger generation's attitudes. While young Zhuang people feel a strong cultural connection to the Poya Song Book, young Han people show less interest. Government intervention has led to changes in the song book's performance form, catering to modern tastes, which has distanced it from its original authenticity. Additionally, participation has been limited to a small group of selected performers rather than community-wide engagement.

Challenges to the Poya Song Book’s inheritance include the declining use of the Zhuang language among young people, making it difficult for them to learn and sing the songs. Furthermore, singing the Poya Song Book does not provide academic or career benefits. In the digital era, the need for face-to-face communication, like singing love songs to each other beneath a banyan tree, has diminished.

To ensure the preservation of this heritage, the study suggests that while maintaining its authenticity, the Poya Song Book should be made more accessible. Utilizing education, community engagement, and modern technology will encourage young people’s participation, ensuring that the cultural heritage endures.

Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context
The 2nd Chinese Society of Education Annual Conference, 10-11 July 2025, The Education University of Hong Kong

Huafeng Zhang and Jinghuan Shi (Shanghai University & Tsinghua University) : *求知-修身-發展的三元統合：中國學生學習本土框架的初步建構*

摘要：

被國際學界津津樂道的「中國學習者悖論」現象，指的是無法解釋中國學生消極被動的刻板印象與國際測評中優異表現之間的矛盾。本質原因可能是，在中國文化和製度情境下，中國學生具有一種不同於西方認知導向的學習模式。基於關於中國學習者的文獻研究，發現國際比較視野下的中國學生學習特點：支撐知識再生產的組合式認知策略，社會關係導向和工具性的學習動機，情境性和策略性的學業互動，以及本土美德影響下的學習信念。基於此分析認為，中國學生的學習與全人生發展融合，展現出求知、修身與發展相統合的「大學習」特色樣態和相應的三元統合結構。利用清華大學大學生學習與發展追蹤研究數據，對此結構進行初步驗證。

論文演講 1D / Paper Presentation 1D

數字化教育：區域合作與未來 / Digital Education: Future of Regional Collaboration

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D2-LP-12

語言 / Language: English/Chinese

論文 / Presentations:

王名揚、秦惠民和夏提古麗·夏克爾（北京外國語大學）：*高等教育數字化轉型的「東盟方式」研究——以印度尼西亞為例*

摘要：

在共建「一帶一路」倡議背景下，對東盟國家高等教育數字化轉型現狀進行實證研究，可為中國-東盟高等教育合作提質升級提供事實依據。本文以印度尼西亞為例，基於對當地高校的實地調研和教師群體的深度訪談，從基本特徵、現實挑戰和合作策略三個維度勾勒東盟國家高等教育數字化轉型的現實圖景。研究發現，東盟國家在高等教育數字化轉型實踐中孕育了獨特的「東盟方式」，表現出「數字經濟發展倒逼高等教育數字化轉型」和「推行漸進變革策略」的發展特徵，同時面臨著宏觀層面政策統籌協調機製欠缺和資金保障不足、中觀層面教育管理體製滯後以及微觀層面教師數字素養參差不齊等現實挑戰。據此，本研究提出中國-東盟「量體裁衣式」高等教育數字化轉型合作路徑：宏觀層面，協助東盟國家的政策框架建設，推動投融資渠道和機製的多元化；中觀層面，優化東盟國家的數字教育環境，突破教育管理體製機製瓶頸；微觀層面，鞏固中國-東盟已有數字教育合作網絡，將提升高校教師的數字素養作為雙方合作要點。

陽益君（江蘇大學）：*數字化轉型與中國—東盟職業教育合作：經驗、挑戰與機遇*

摘要：

隨著全球數字化轉型的推進，職業教育面臨提升技能培訓質量的新機遇，尤其是在中國與東盟國家的合作中，數字化技術提供了重要支持，推動了教育資源共享和技能提升。本文旨在研究中國如何通過數字化平台與技術，將職業教育領域的經驗與資源有效轉移到東盟國家，促進教育合作與技能培訓現代化。研究發現，數字化技術

在職業教育中的應用，主要體現在在線教育平台與虛擬培訓、數字教育資源共享、數字基礎設施建設等方面，極大提高了教育的靈活性與可及性。然而，數字化轉型也面臨基礎設施差異、技術能力不足、文化與語言障礙等挑戰。盡管如此，數字化為東盟國家提供了低成本、高效能的職業教育解決方案，同時也促進了區域內技能水平的提升。

楊子琦和張睦楚（雲南師範大學）：*歐盟教育數字化政策的演變路徑與啟示研究——基於漸進主義視角*

摘要：

隨著數字經濟的快速發展，教育數字化已成為全球教育變革的重要趨勢。目前，我國正致力於推動數字化教育強國建設。在該背景下，汲取他山之石，借鑒其他主要發達國家和經濟體的成功尤為重要。歐盟作為全球教育數字化轉型的先行者，高度重視教育數字化發展。通過對歐盟近二十多年來有關教育數字化的關鍵政策和研究報告的分析，發現其政策演變呈漸進性特徵，這與林德布洛姆提出的漸進主義理論相吻合。以此為基礎，文章採用漸進主義視角，對歐盟教育數字化政策的歷史進程和演變邏輯進行系統性的考察，為我國教育數字化轉型提供有價值的參考和借鑒。

張冉昕（首都師範大學）：*數字時代中文教育國際供給能力建設：中國支持越南教師數字化轉型的路徑探索*

摘要：

我國作為全球中文教育核心供給國，在越南中文教師培養中承擔關鍵角色（占比超 75 %）。面對越南《2030 年教育發展戰略和 2045 年願景》提出的外語課程數字化目標，中國高校培養體系需主動升級以響應國際需求。本研究基於中國教育數字化戰略，提出三方面實踐路徑：

1. 課程創新：職前供給側優化

重構漢教專業課程體系，推動「中文+數字」課程模塊化改革，增設「智能中文教學」等模塊化課程，實現數字化能力培養前置化，開發面向越南的智能中文教學教材，填補場景化教學內容空白。

2. 職後標準貫通：

依托中國-教育合作網絡，建立「中國認證+越南銜接」的雙軌標準體系，將《國際中文教師數字素養標準》嵌入越南教師繼續教育考核標準。

3. 平台賦能：建設跨境數字教育資源共享平台，破解越南教師訪問中國慕課等資源的技術壁壘。

總體從多方面為構建「中國標準、區域應用」的國際中文教育新模式提供實證支撐。為發展中國家教師教育供給側改革提供系統化中國方案。

金皓清（浙江大學）：*Community Consciousness Education for the Future — From a Phenomenological Perspective*

Abstract:

In modern society, the deepening crisis of subjectivity and the rapid acceleration of technological change have profoundly altered the way humans exist. As a result, education is entrusted with the mission and responsibility of reshaping community consciousness in the new era. This paper aims to explore the reasons for and the corresponding pathways to cultivating community consciousness in contemporary education, drawing on the theoretical resources of phenomenology and educational philosophy. It examines three dimensions: the relationship between humans and others, humans and machines, and humans and nature. First, as the principle of individuality replaces the universal principle as the core of social operation, education must focus on restoring the connection between humans and others. Second, in the face of the widespread application of generative artificial intelligence driven by large language models, it becomes a critical task of our time to examine the forms of community shaped by technological intervention and how to cultivate a sense of community between humans and machines. Lastly, addressing the relationship between humans and nature is key to solving the environmental crisis. Achieving harmonious coexistence between humans and nature requires rethinking the world and rebuilding community consciousness from a non-anthropocentric perspective.

論文演講 1E / Paper Presentation 1E

全人教育與數字治理：創新，協作，與風險管控 / Whole-Person Education and Digital Governance: Innovation, Collaboration, and Risk Management

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D2-LP-13

語言 / Language: Chinese

論文 / Presentations:

劉寶存（北京師範大學）：*全人教育在中國：淵源·探索·走向*

摘要：

中國有著追求全人發展的傳統，我國從孔子時代就強調全人發展，全面發展迄今也是我國教育目的和人才培養目標中最核心的價值追求。科學主義教育思潮的興起導致西方教育的工具化，清末西方專業教育的引入導致我國追求全人發展的古典教育的終結，「半人」教育代替了原來的全人教育。在 20 世紀 70 年代，全人教育成為一種世界性的教育思潮，影響著世界各國的教育改革，無論是在中國大陸還是香港地區、臺灣地區，一些大學、中小學和幼兒園都提出以全人教育作為自己的指導思想，以培養全人為目標，進行了一些有益的探索，但是過於功利化的教育仍然阻礙著全人發展。數字技術在教育中的廣泛應用為全人教育的實現增加了可能性，但是仍然面臨著一些挑戰。

張麗芳（首都師範大學）：*歐盟教育專業改進共同體的研究*

摘要：

本文探討了歐盟教育專業改進共同體的研究，重點分析了教育改進科學的理論基礎、方法論模型及實踐探索。教育改進科學結合改進科學和教育學，強調系統化方法和循證研究，推動教育系統的持續改進。改進共同體通過共識性願景、互惠學習、有效溝通和實踐探索，促進教育質量的提升。歐盟作為改進型組織，通過歐洲教育區建設，展現了在教育質量提升方面的領導力和創新性。然而，改進共同體在實踐中仍面臨政治、經濟、文化

等多重挑戰。中國在教育改進科學的發展中，需加強理論建設、實踐探索和專業改進共同體的構建，借鑒歐盟經驗，推動教育系統的整體改進。

肖紅纓（清華大學）：*數智時代中國大學院系治理現代化的路徑探索*

摘要：

隨著人工智能與數字化技術的蓬勃發展和深度應用，作為國家創新體系的重要組成部分，研究型大學的治理現代化亟需作出系統性回應：既要充分把握 AI 技術的賦能潛力，又需審慎應對由此帶來的技術倫理與治理規製問題。本研究立足於數智時代的技術變革背景，從治理理念創新、戰略規劃優化和技術賦能三個維度，探討提升大學治理效能的改進路徑。研究發現：首先，需要重構包括知識生產模式、學科組織結構、資源配置機製、人員管理體系以及軟硬件環境在內的多維治理體系；其次，應構建跨院系互聯互通的大數據平台，通過人工智能 技術實現數據共享與治理協同；最後，要建立跨學科深度融合的新型學術組織，打造多主體參與、多維度互動的學術共同體。

張致遠和李鵬虎（深圳大學）：*重識技術賦能背後的「負能」：數字時代大學人才培養的「半人」風險及其治理*

摘要：

數字技術賦能高等教育變革的同時，也催生出技術理性僭越的「負能」效應，導致人才培養過程中工具理性與價值理性的結構性失衡，由此衍生的「半人化」風險將會成為製約創新人才培養的深層癥結。數字時代的「半人」呈現出新的多維特徵，如認知層面成為算法規訓的「信息聚合體」，思維層面退化為技術閉環的「認知讀機」，價值層面異化為工具理性的「數字原子人」，實踐層面降格為虛擬空間的「操作執行器」。數字時代大學人才培養的「半人」風險，可能引發高等教育育人本質的結構性危機。治理此風險，一是要從教育哲學層面重構技術與人性的共生關係，二是重新審視數字時代的「全人教育」的基本內涵，三是在數字生態中重建「全人教育」的價值坐標。

**謝翌、劉芬和梁淑瑜（廣州大學&廣西外國語學院）：大觀念取向的課程與教學改革行動：
中國理解與本土實踐**

摘要：

在全球核心素養導向的教育背景下，「大觀念」成為推動課程與教學變革的重要抓手。本研究以中國教育思想中的「君子」理念為基點，提出「大觀念」不僅包含學科本質的統攝性概念，在中國本土實踐中更承載著德性價值與文化意義等深層意蘊。研究以「君子人格」為邏輯基點，探討其在教育目標、教學設計與課程體系構建中的當代表達與實踐轉化。通過分析「五育融合」下的育貓範式等本土實踐案例，構建「君子貓」的畫像，呈現五育融合視域下的大觀念教學範式，揭示從知識點灌輸到素養生成的轉變路徑。同時，研究反思大觀念實踐中的理念迷思與實踐困境，呼籲在技術賦能、文化建構與個體差異中尋找適切的教育願景。研究指出，大觀念取向的教學改革不僅是一種教學理念的回歸，更是教育哲學與文化傳統的當代表達，為全球教育創新提供中國智慧。

論文演講 1F / Paper Presentation 1F

跨文化交流與數字化教育創新 / Cross-cultural Exchange and Digital Educational Innovation

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: D3-LP-02

語言 / Language: Chinese

論文 / Presentations:

金國（蘇州大學）：*中加教育與文化交流：被遺忘的「共有的歷史」*

摘要：

中加之間有著長達 270 余年的互動歷史，在此期間兩個重要的歷史階段值得關注。第一個階段是從清末到 1951 年，該時期加拿大傳教士到中國創辦學校、開展科學研究，為中國的社會轉型與發展做出了貢獻，也為後來的中加教育與文化交流奠定了基礎。第二階段為 1983 至 2001 年，該時期兩國政府和大學積極參與，在國家層面實施了三個範圍廣泛的教育合作項目。這三個項目都取得了重大成果，為中國的社會轉型和發展做出了重要貢獻。在此過程中，加方也從中受益。中加教育與文化交流屬於「共有的歷史」範疇。作為一種研究方法，「共有的歷史」側重於以「共有」為核心的文化維度，強調兩國人民的共同歷程和追求（徐國琦，2017）。本文通過「共有的歷史」的視角，回顧中加教育與文化交流的重要時刻，既總結經驗和教訓，也展望未來。

孟璐和承婧（澳門科技大學&華南師範大學）：*基於需求分析的國際中文教師課堂觀察量表開發研究*

摘要：

在第二語教學研究領域，針對英語作為第二語言（ESL）教師的課堂評價量表已經過長期實證檢驗，並被證實能夠為教師提供有效的教學反饋。與之相比，在國際中文教育領域，尚未形成一套符合當前需求且具完善的教師課堂評價工具，這在一定程度上制約了國際中文教育的高質量發展。本研究基於需求分析理論，通過收集全球 320 名國際中文教師及 30 所漢語教學機構管理者的問卷調查數據，深入剖析國際中文教師課堂評價的實踐困境與評價量表開發需求。研究發現，現有的部分國際中文教育課堂評價工具存在評價維度模糊、實踐操作性較差、對教學

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改進指導不足等問題，導致評價難以全面準確地反映教師課堂教學的實際情況。本研究基於 ESL 教師課堂評價量表和《國際中文教師專業能力標準》提出國際中文教育課堂觀察量表開發的初步框架，該量表包括 3 個一級維度，10 個二級維度。本研究旨在為國際中文教育相關機構及教師提供一套科學、系統的課堂評價量表，並為其提供理論支持和實踐路徑，以完善國際中文教育的質量評估體系。

蔣毅和金頂頂（香港教育大學）：*基於元認知理論下AI繪畫輔助學生自學的教學實踐——以小學中文科環境描寫為例*

摘要：

本研究基於元智能理論中的自我監控和自我調節概念，以小學中文科目中的環境描寫教學為例，探究將人工智能圖像生成工具（即夢 AI）融入到中文教學的新方法。研究提出「預學可視化建構——課後創新遷移」的雙階段自學支持體系：預學階段（計劃），引導學生運用人工智能圖像生成工具，將文本中的環境描寫轉譯為可視化場景，預構自學認知；課後階段（監控、評估），通過人工智能繪圖開展環境描寫的創造性遷移。此體系以學生為主體、人工智能圖像生成技術為媒介，實現計劃、監控、評估的死循環。研究不僅為人工智能時代學生自學能力的培養提供可用策略，亦為人工智能技術的教育應用提供實例參考，推動個性化學習生態的構建與完善。

邱晨（華東師範大學）：*學生視角的課堂教學質量對其數字化素養的影響機制研究：學習投入的仲介作用*

摘要：

本研究以數學學科為例，以學習投入為中介變量，揭示如何通過學生視角的課堂教學質量提升數字化素養。研究以參與 PISA 2022 調查的 5907 名香港學生和 12972 名英國學生為對象，採用結構方程模型的方法，探究學習投入在學生感知的課堂教學質量與數字化素養之間的中介作用。研究發現：在兩地區中，課堂管理和認知激活對數字化素養的影響均通過數學焦慮產生中介作用；香港學生的行為投入在「課堂管理-閱讀成績」和「認知激活-閱讀成績」路徑中呈現正向中介效應，而英國學生的認知投入在上述兩條路徑中呈現中介作用。研究建議：中英教育者應注重培養學生數學學習興趣，英國教師可增加數學學習素材多樣性，中國教師可嘗試多元化數學教學策略。

廖藝茗、袁衛星和盧鋒（蘇州市新教育研究院）：*跨文化視域下生命教育課程體系的數位化建構與實踐 —— 基於“拓展生命長寬高”的三維度模型*

摘要：

在數位技術驅動教育全球化轉型的背景下，本研究基於中國“拓展生命長寬高”生命教育理論，結合馬來西亞多元族群文化教育需求，探索跨文化情境下數位化生命教育課程的創新建構路徑。研究以生命的自然屬性（健康安全保護）、社會屬性（跨文化協作養成）、精神屬性（生涯價值認同建構）為三維分析框架，構建“技術賦能 - 文化適配 - 全人發展”整合模型，採用比較研究與設計研究相結合的方法，系統解析 AI 風險模擬課程、跨國虛擬實踐共同體、數位化生命成長檔案等技術載體在中馬兩國基礎教育中的應用邏輯。研究聚焦數位工具如何促進青少年在健康防護能力（自然生命）、多元文化交往素養（社會生命）、個體價值與責任意識（精神生命）的均衡發展，重點探討文化差異（如集體主義與多元共生價值觀）對數位化課程設計的適配要求，以及技術仲介下跨文化生命教育目標的協同實現機制。研究旨在構建兼具文化敏感性與技術前瞻性的課程體系，為發展中國家應對數位時代生命教育的跨文化挑戰提供包含理論框架、實施路徑、評估指標的系統化解決方案，助力形成“技術支撐、文化互鑒、三維協同”的國際生命教育新範式。

論文演講 1G / Paper Presentation 1G

AI 時代創新教育範式：跨學科能力與人才培養 / Innovative Educational Paradigms in the AI Era: Interdisciplinary Competence and Talent Cultivation

7 月 10 日 / 10 July, 13:30-15:00

地點/ Venue: B2-LP-14

語言/ Language: Chinese

論文/ Presentations:

張曉會（北京航空航太大學）：*構建人工智能時代下跨學科能力培養的新範式*

摘要：

從 ChatGPT 到 DeepSeek，人工智能的發展變化令人瞠目結舌。其每一次「突變」不僅僅是打破傳統路徑依賴的思維模式，更是通過「精萃與蒸餾」的過程加速構建多維度認知體系，是多向異性思維新模式選擇與瞬間匯聚湧現的系統性突破。而這種突破式演進本身就體現出跨學科能力，即通過跨學科能力整合實現思維模式的範式革新。因此，人工智能時代下，跨學科能力已然成為必需，但如何在人工智能時代下培養學生的跨學科能力成為難題。本研究基於知識生產模式 IV 雛形，提出人工智能時代下提升高校師生跨學科能力的多元化路徑。問題驅動，以現實問題「全場景、全天候、全時空」培養學生的跨學科能力；多元實踐，根據不同學歷層次學生的認知特點和發展需求，運用人工智能構建差異化的跨學科能力培養模式，將人工智能和跨學科的「基因」深度嵌入「教育鏈+人才鏈」的「分子層」中，實現教育鏈和人才鏈的貫通與融合；思維訓練，通過打破「AI 幻覺」，識別「AI 幻覺」，善用「AI 幻覺」，發展新型批判性創造力。

張澤慧和王戰軍（北京理工大學）：*AI 赋能研究生科研協作模式與內涵*

摘要：

隨著生成式人工智能逐漸深入的參與研究生科研活動，研究生與 AI 形成了特定且重復的協作交互結構。本研究通過半結構化訪談發現，研究生科研人機協作模式有共生單元、共生環境、共生模式及共生界面四大要素。共生單元指協作主體的協作認識；共生環境包括協作意願和協作情感；共生模式包括協作關係和協作深度；共生界面指協作成效。3 個維度下的 6 個核心範疇相互影響、共同構成了研究生與生成式 AI 協同科研的協作模式，反映並決定了研究生和生成式 AI 之間協同作用於科研知識生產和交互構建的全過程。除此之外，本研究從促進研究生人機科研協作能力、提升人機科研協作質量與水平的角度從大學、教師、學生三個層面提出不同的期待。

宋樹林（杭州電子科技大學）：*從「大道理」到「小故事」：高校學生工作者教育敘事嬗變的自我民族志*

摘要：

研究基於高校學生工作者教育敘事是高校學生工作者專業化成長的有效路徑之一的考慮，聚焦高校學生工作者開展教育敘事的工作實踐，通過自我民族誌分析法，回到真實生活，總結梳理高校學生工作者教育敘事的特徵。從「講道理」「有道理」「論道理」的職業歷程，到「講『為人』的故事」「講『為師』的故事」「講『為事』的故事」的工作「頓悟」，研究直面剖析了高校學生工作者教育敘事的轉變歷程，獲得了認識高校學生工作者專業化成長的洞察力，對高校學生工作者在數智時代堅持把握好教育敘事的力度和節奏提供了個案。

謝婉怡（清華大學）：*高水平研究型大學本科新生高中-大學過渡機制研究*

摘要：

在全球創新與科技革命的背景下，自主培養拔尖創新人才日益受到關注，但高中與本科間銜接機制的缺陷製約了高水平人才培養質量，尤其是新生過渡階段的學習與發展機制尚缺系統研究。本研究通過對兩所高水平研究型大學 44 名本科新生的日記-訪談追蹤，以及政策文本、課程方案和高校製度文獻的系統分析，揭示了新生過渡的空間與時間雙重情境內涵，提出新生過渡包括「入場」、「體驗」、「投入」、「調試」、「掌控」五個階段。基於文化工具箱理論，構建了「學生發展工具箱」，指出學生初期工具差異導致了「銜接型」和「段差型」的行動模式，進而發展為「迅捷適應」、「個體導航」、「院校整合」與「疏離滯緩」等四種過渡類型。

同時明確高中與大學生態系統中影響新生工具箱拓展的關鍵因素。本研究為完善拔尖創新人才培養的高中和本科教育銜接機製提供理論支撐與實踐參考。

李臣和賀誠（深圳大學）：指向科創人才培養的學校課程體系：價值意蘊、關鍵特徵和基本路徑

摘要：

科技是第一生產力、人才是第一資源、創新是第一動力。在應對國際科學技術競爭挑戰與回應國家重大戰略布局需求的時代背景下，指向科創人才培養的學校課程體系構建是高質量教育體系建設的根本訴求，也是學生創新素養髮展的重要途徑。以系統論為理論基礎，結合科創人才培養的長效性以及有別於一般人才的特徵，指向科創人才培養的學校課程體系應具備貫通性、探究性、科學性和協同性的基本特徵。科創人才培養的學校課程體系建構需要秉持個性化適配的基本思路，貫通式設計 K12 課程目標體系，創生文理融通、科創引領的學校課程內容結構，推進解決真實問題的學習化探究性活動課程實施，創新多元包容的學校課程評價體系。

論文演講 1H / Paper Presentation 1H

教育變革與未來人才培養：媒介化、AI 賦能與資源整合 / Educational Transformation and Future Talent Cultivation: Mediatization, AI Empowerment, and Resource Integration

7 月 10 日 / 10 July, 13:30-15:00

地點 / Venue: B3-LP-04

語言 / Language: Chinese

論文 / Presentations:

陶陽, 華珈和黃晨雨 (深圳大學) : *媒介化進程中的「Z世代」學習者與教育的後工業想象*

摘要:

後工業時代中的學校教育制度本身是造成「Z世代」學習者在媒介化生存現實中表現出一系列局限性的根源。媒介與現實的疊加，以及學習者的能動性，成為當前想象教育變革的三個支點。英美學術和公共話語中的「Z世代」是強烈參與社會建構的自我驅動主體，而在中國社會現代性的特殊語境中的「Z世代」學習者在媒介化生存現實中總是呈現為一種需要保護、引導和矯正的受害者形象。後工業社會教育改革需突破學校化框架的束縛，釋放出媒介和網絡所具有的教育潛能，在真實的社會參與中進行學習，不斷地形塑自我個性，實現多元化的回應。

陳娜 (安徽師範大學) : *論高質量「課後課程」建設中的社會資源整合*

摘要:

社會資源整合是指以滿足學生個性化成長發展需求為目標，充分吸納、轉化和利用各類社會資源，尋求其與學校原有課程資源的相互融合，系統建構學校高質量「課後課程」資源體系的過程。學生成長發展需要滿足的根本要求、學校課後服務課程體系升級轉型的現實需求、家校社協同育人機製建立的必然要求，共同表明了學校「課後課程」建設中社會資源整合的必要性。當前高質量「課後課程」建設中社會資源整合存在價值導向功利化、主體責任邊界模糊化、內容組織離散化、整合方式技術化的難為困境，應遵循特定的價值邏輯、主體邏輯、

過程邏輯、實踐邏輯，確定其共享目標、文化共識、組織形式以及製度支持，促進學校課後服務課程體系高質量發展。

史彥珺（湖南大學）：*我國一流高校人工智能人才素養產教供需匹配研究*

摘要：

當前高校所培養的人工智能人才素養與產業需求之間仍存在較大差距，人工智能人才有效供給不足，產教供需錯配問題突出。本文爬取供需兩端文本數據約 100 萬字，採用文本挖掘法，通過 Sentence-BERT、LDA 和深層神經網絡模型，分析當前我國一流大學建設高校人工智能人才素養的供需匹配問題。研究發現：人工智能人才的素養在知識與技能層面和實踐與應用層面存在供不應求現象，在協作與創新層面供給充足，在人才的跨領域複合發展層面供求趨於平衡，但供給端的人才培養存在內部性。基於研究結論，高校應從人才培養方案的指引性、課程的專業性、項目和比賽訓練占比、評價標準的針對性和知識生態的構建等方面做出努力。

程紅豔（華中師範大學）：*從獨木橋到立交橋何以可能？——中國教育機會結構變革研究*

摘要：

「千軍萬馬過獨木橋」是長期以來描述我國高考甚至整個教育結構狀況的一個形象比喻，它揭示了因為機會單一、機會通道狹窄而帶來的過度競爭狀況。為了走出這種困境，另一隱喻被人們充滿希冀地提出來——教育立交橋模式。這種教育模式正如立交橋一樣，有數量眾多的出口和入口，可供人們隨時選擇和隨時使用。這種教育在數字時代由於海量學習資源的開放化獲取而更加可能從理想變成現實。從獨木橋到立交橋的轉變，需要對中國教育機會結構——即教育機會數量、質量和機會分布狀況——做一個系統分析。本研究借用機會多元主義的理論視角，認為「獨木橋」是一種社會製造的機會瓶頸，真正的機會均等意味著多樣且開放的機會路徑、公平且適度的機會競爭。由此，教育機會結構需要變革，「為更多的人打開更多的機會」，不要將獲得教育機會的資格入口建構成只有少數特定人群才能通過的狹窄瓶頸。倡導教育機會分布的充分性、可及性，機會類型的多元化、去中心化和去等級化，機會選擇的可修正性和雙向開放性。創造更多繞過普通高考的機會路徑，不只依賴於一種路徑選拔；弱化「好小學=好中學=好大學」教育機會串聯後的累加效應；提升教育機會轉化的靈活性。機會多元的實現需要諸多外部社會條件的支持：社會條件的平等化（反歧視等）；價值的多樣化，社會所珍視的價值呈現出非競爭性的、非高度重疊的特性；控制機會入口的權威和決策者的多元化。隨著中國社會民主機製和法治原則的進一步發展，社會信任文化和信用機製進一步建構起來，推行教育機會均等的步伐可以更快一些。

周怡（上海戲劇學院附屬浦東新世界實驗小學）：「三力」導向的循證課堂行動

摘要：

教育數字化時代為教師專業發展提出了新挑戰與新機遇。本研究探討了以「三力」（專業力、數字力、反思力）為導向，開展循證課堂行動，探索教師專業發展的創新路徑。借助課堂 AI 智能分析平台常態化采集課堂數據，結合學校「四新」教師梯隊建設，明確觀測點，聚焦不同發展階段教師的差異化觀測指標；分析發展點，借助對比分析與歸因診斷提煉改進策略；提供支撐點，形成個體與群體發展的多維支持體系；顯像成長點，動態追蹤教師教學軌跡。本研究有效提升了教師三力水平，賦能了教師專業發展。

論文演講 1I / Paper Presentation 1I

數智時代全人教育：話語革新、技術賦能與文化融合 / Whole-Person Education in the Digital-Intelligent Era: Discourse Innovation, Technological Empowerment, and Cultural Integration

7 月 10 日 / 10 July, 13:30-15:00

地點/ Venue: B3-LP-06

語言/ Language: Chinese

論文/ Presentations:

黃穎（深圳大學）：*「教育話語學習化」現象的溯源、影響及再審視——基於比斯塔教育思想*

摘要：

本研究基於格特·比斯塔的教育思想，系統解構「教育話語學習化」現象的四維生成機製：政治政策驅動、新自由主義市場邏輯滲透、消費主義催生學習個體化、建構主義理論範式主導。研究指出，該現象雖有助於強化教育工具理性，卻導致教育本體價值消解，表現為教育目的政治化、關係經濟化及價值討論失語。對此，本文提出雙重破局路徑：概念維度將學習界定為「回應」而非「掌握」；實踐維度強調將教學從學習中「解放」，讓學生向「被教」的可能性開放。最後，以案例展示「拋棄學習」概念在實際教學活動中的運用。這種「新」教學方法，使學生被置於一個全新的世界中，能夠促使他們體驗到與世界共存的全新方式。

張鴻儒博士（北京師範大學）：*“工具人”的退場：智慧時代背景下的全人教育審思*

摘要：

“工具人”是指在教育培養過程中被異化為單一功能載體的個體，其知識結構固化、主體意識薄弱，僅具備滿足社會分工需求的工具屬性。然而在智慧時代，人工智慧技術對標準化、程式化勞動的全面替代，使“工具人”面臨三重生存困境：技能可替代性導致職業價值消解、思維定式阻礙創新突破、人文素養缺失難以應對複雜社會需求。技術進步解構了工具理性的教育邏輯，推動教育目標從“功能塑造”向“本體回歸”演進。未來的全人教育應確立“三維重構”框架：認知維度上強調批判性思維與元學習能力的培養，情感維度上注重審美體驗與價值判斷的涵養，實踐維度宣導跨學科整合與創造性問題解決。教育生態需突破學科壁壘，構建技術人文雙螺旋課程體系，通過項目式學習促進知行合一，最終培育具有生命自覺、創新精神和倫理意識的完整人格。這

種教育轉型既是應對智慧革命的必然選擇，更是實現人的自由全面發展的本質回歸。

邱燕楠（華東師範大學）：*智能化與個性化全人教育：基於教育視頻圖像研究的中國貢獻與實踐反思*

摘要：

教育視頻圖像作為現代教育媒介，通過其直觀性、互動性和多樣性，有力地推動了學生智力、情感、社會性、身體、審美和價值觀等多方面的綜合成長。在中國教育實踐中，從「國家智慧教育平台」到「STEM動畫課程」，視頻圖像正在系統化地融入全人教育框架，並對全人發展產生了多方面的積極貢獻，主要體現在促進認知與智力發展、情感與價值觀培養、社會化與協作能力、身體與運動發展、審美與創造力提升、個性化與終身學習以及技術素養與批判性思維等多個方面。盡管教育視頻圖像有諸多優勢，但需在教育者的引導下與其他教學方法結合，包括平衡虛實體驗、加強內容篩選、完善互動性設計等，未來積極實現一種基於教育視頻圖像的智能化與個性化全人教育。

賀鈴耕和王曉陽（首都師範大學）：*構建的未來：數字時代生涯規劃在全人教育中的價值與作用*

摘要：

在中國大陸新高考全面鋪開的背景下，生涯規劃已逐漸從中學教育的「邊緣」走向「中心」，成為實現從「片面發展」向「全面發展」轉變的關鍵環節。全人教育理念強調認知、情感、社會性與倫理等多維能力的協同發展，而數字時代的復雜信息生態和技術媒介亦對學生的價值判斷、自我認知和決策能力提出更高要求。

本研究旨在探討數字時代條件下生涯規劃在促進中學生全人發展過程中的價值與實現路徑。研究運用問卷和訪談方法，揭示中學生的對全人教育的認識、主體意識、生涯與升學規劃、面臨的價值選擇、數字素養等。研究旨在探討「數字時代—升學規劃—全人發展」之間的橋梁機制，為教育政策製定、學校與家庭教育實踐提供理論支持與操作建議。

張琦（華南師範大學）：*以中國視角看數字時代的「全人教育」*

摘要：

「全人教育」興起於北美，是一種促進人的整體發展的教育理念。隨著數字化的發展，加上中國特殊的文化土壤，「全人教育」應具有其特殊內涵。在馬克思主義理念下，「全人教育」應是強調「人的自由全面發展」與社會生產力的協同。當前，數字化賦能「全人教育」的困境有三：認知異化、數字鴻溝、潛在倫理風險。貫穿於該困境始終的，是新舊之變。在教育領域，最突出的問題是師生角色關係的變化，如何運用馬克思主義及中華優秀傳統文化的相關知識促進「全人教育」適應時代發展而變化，這是值得關注的。本文側重於梳理中國「師生關係」演變進程，以圖為當今「全人教育」的發展提供參考。

論文演講 2A / Paper Presentation 2A

教育中的公平與數字創新：家長決策、社會情感學習與城鄉發展 / Equity and Digital Innovation in Education: Parental Decisions, Social-Emotional Learning, and Urban-Rural Dynamics

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D2-LP-02

語言 / Language: English

論文 / Presentations:

Jianing Wang and Kevin Yung (The Education University of Hong Kong) : *Beyond*

Matter: Awakening Experiences and Parental Choices in Shadow Education

Abstract:

With the unfolding paradigm shift from materialism to post-materialism—evidenced by diverse research revealing the limitations of materialistic perspectives in capturing the essence of humanity and reality—this appears to be a pivotal moment for cultivating a more nuanced understanding of human potential through scholarly inquiry, particularly in an era marked by unprecedented advancements in artificial intelligence. Navigating a tiny wave in the vast sea of education and humanity, this proposed study begins by exploring the complex interplay between materialism, neoliberalism, and shadow education (SE). A deeply ingrained reliance on physical reality has intensified people's materialistic pursuits, often sidelining spiritual and other non-material dimensions of life. Concurrently, neoliberalism has significantly amplified materialistic desires by prioritising competition and individual responsibility, further deepening the sense of separateness among people. Within this context, SE—a byproduct of the marketisation and commodification of education—has expanded exponentially under globalisation. Given the numerous challenges identified in previous studies on SE, particularly the persistent obsession with SE investment driven by competition, this proposed study explores how awakening experiences (AEs)—understudied alterations in states of consciousness that potentially reshape people's perspectives on the self and reality—may foster a profound shift from a competitive mindset to one grounded in unity and interconnectedness. Following the tradition of hermeneutic phenomenology, this proposed study aims to investigate how AEs influence Mainland Chinese parents and shape their decisions regarding SE for their children. By interpreting current issues surrounding SE through the lens of AEs, this innovative investigation may offer fresh insights into SE challenges and hold significant potential for advancing the understanding of consciousness. The efforts to adopt a

post-materialistic perspective and integrate spirituality could enhance the rigour of academic exploration, inform educational policies in Mainland China, inspire transformative societal shifts, and empower individuals to thrive in an increasingly complex world.

Jie Zheng, Rongli Quan and Die Fu (East China Normal University) : *Facilitating Social and Emotional Learning in Basic Education in China: An Educational Policy Review*

Abstract:

Over the past few decades, education has undergone a profound evolution, marked by a paradigm shift in our understanding of human development and learning processes. As Shanker (2014) pointed out, scholars such as Sylvan Tomkins, John Bowlby, Erik Erikson, and Margaret Mahler challenged the traditional dichotomy between reason and emotion, advocating for an integrated perspective where social, emotional, and cognitive processes intertwine seamlessly. This holistic view laid the foundation for a transformative movement in education, emphasizing the significance of attending to the "non-rational" domains of human experience.

The Western origins of this educational revolution have prompted governments, international organizations, NGOs, academic institutions, and researchers worldwide to acknowledge the importance of investigating the "non-cognitive" dimensions of human development and education. Various terms such as "emotional intelligence," "social and emotional learning (SEL)," "social and emotional competencies," and "social and emotional skills" have been used interchangeably, further complicating discussions in the field.

In light of the burgeoning global interest and scholarly inquiry into this research area, this policy review aims to examine the evolution of policies related to SEL within China's basic education system between 1978 and 2022, a topic notably underrepresented in the existing literature. It employs a qualitative approach to policy analysis, drawing from a range of sources including government documents, academic literature, and educational reports. The review identifies a progressive shift towards recognizing and integrating SEL into China's educational system, with increasing emphasis placed on holistic development and mental well-being and highlights the significance of historical policy analysis in understanding the trajectory of SEL in China and its implications for educational policy and practice. It seeks to contribute to the ongoing discourse on affective turns in education and inform policy development and implementation.

Liwei Liao (University of Toronto) : *Parental Lens: Digital Stratification and School Choice in Urban China*

Abstract:

In today's highly digitalized society, school choice continues to be a pivotal area of parental agency and the reproduction of inequality. Existing research emphasizes that parents' school choice strategies are strongly influenced by their socioeconomic status, but the role of digital access and information asymmetry in this process remains under-explored, especially in China. Early school choice literature was based on a rational market framework that assumed parents were informed consumers. However, more recent studies have drawn on bounded rationality theory and Bourdieu's notion of cultural capital to argue that families operate under conditions of unequal knowledge, opportunities, and ability to act.

As such, this study critically reviews the evolving scholarship on school choice in urban China, with a particular focus on how families from different socioeconomic classes collect and interpret school information in the digital age. While middle- and upper-class parents typically utilize digital platforms, social media, and online ranking tools to make informed decisions, working-class and migrant parents face barriers such as digital illiteracy, limited access to reliable Internet, and exclusion from informal digital networks. These challenges create information asymmetries that exacerbate educational inequities under the guise of parental "choice".

To better explore how digital exclusion and spatial segregation jointly affect children's holistic development in urban schooling. My research investigates three key questions underneath: (1) What environmental and digital barriers differently constrain children's school enrolment and participation? (2) How have municipal policy interventions adapted to address spatial and digital inequalities? (3) What geopolitical and infrastructural dynamics perpetuate the digital divide in educational access?

By analyzing emerging data from interviews with 24 parents in Nanjing, Jiangsu Province, China, 12 parents of local families and 12 parents of migrant families in qualitative case studies, the study will contribute to re-theorizing the starting point of the new style of school choice as a socially and digitally mediated process. The research findings aim to argue how digital access, which is often taken for granted, not only affects the information flow of interdependence, but may also condition the broader holistic development of children in urban China, providing a unique perspective on education in urban China to the global discourse on equity and education in the digital age.

Zheng Zhang, Rachel Heydon, Icy Lee, Gabrielle Lee, Keung Hung, Qianhui Ma, Chuan Liu and Emma Cooper (Western University, Nanyang Technological University, The Education University of Hong Kong & Cambridge University) : *Promoting Social Justice and Sustainable Development: Bilingual Digital Storytelling through Pedagogical Translanguaging*

Abstract:

Adopting pedagogical translanguaging as the theoretical lens and digital ethnography as the methodology, the project was designed to address these urgent needs to envision new ways of enacting equity in and through online education. The project connected six learners from Canada with nine global peers from Hong Kong (aged 13-15) through Microsoft Teams. The 15 participants were acquiring English and Chinese (Mandarin or Cantonese) in school and community. They interacted with researchers, creative arts experts, English and Chinese language teachers, and bi/multilingual students to enact an online, cross-border biliteracy curriculum. The findings suggest that a bottom-up approach to translanguaging supported youth's employment of their preferred digital story genres, modes, media, and language choices. It also motivated learners to explore their social responsibility for social justice, inclusiveness, and sustainable development in the 21st century.

Qinxue Feng, Changjun Yue and Yuting Guan (Nanjing University & Peking University) : *The Employment Gaps between Urban and Rural College Graduates: Based on Human Capital, Social Capital, and Family Location Capital*

Abstract:

Using the data from Chinese College Graduates Employment Survey (CCGES) 2023, this study focuses on the gaps in employment outcomes between urban and rural college graduates, and explains the gaps through human capital, social capital, and family location capital theory, with the aim of helping rural graduates improve their disadvantaged position during higher education. According to three theories, urban graduates can obtain more higher-quality job opportunities due to more human capital and social capital. Urban graduates have better access to job opportunities due to a higher proportion of graduates pursuing further education and subsequent employment in their hometowns, which aligns with the concept of "family location capital". This study uses statistical description and inference methods and obtains the following findings. Rural graduates have less comprehensive and high-quality employment opportunities, which is consistent with less human capital, social capital, and family location capital they have. The proportion of rural graduates pursuing further education is significantly lower, while the proportion of rural graduates waiting for employment is higher. The monthly starting salary and employment satisfaction of rural graduates is also significantly lower. Rural graduates are more employed in counties,

towns, and villages, while urban graduates are more employed in metropolises and cities. Rural graduates are at a disadvantage in industries such as financial and public management, with a relatively large proportion in the education and manufacturing industries. Rural graduates are more likely to enter the secondary labor market, while urban graduates are more likely to enter the main labor market.

論文演講 2B / Paper Presentation 2B

全球視野中的 STEM 教育：策略共識、可持續發展與 AI 賦能 / STEM Education in a Global Perspective: Strategic Consensus, Sustainability, and AI Empowerment

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D2-LP-04

語言 / Language: English/Chinese

論文 / Presentations:

姜冠群和龍語兮（北京師範大學）：*美國和德國STEM教育的戰略共識、實踐差異與現實挑戰*

摘要：

STEM 教育戰略關乎科技創新、國家實力和國際競爭。以美國和德國為首的發達國家在 STEM 教育戰略上高度趨同，均以擴大 STEM 勞動力隊伍為目標，以促進 STEM 教育全覆蓋為重要內容，以推進產學研合作為關鍵方法，通過系統性改革應對科技競爭。兩國在實踐方面各有側重，美國以培養核心素養為導向，關注少數邊緣群體，德國以提升職業技能為導向，關照資優群體；美國逐漸將藝術等領域融入 STEM 教育培養，德國側重於信息技術學科的集中培養；美國將外部資源嵌入專門 STEM 學校，而德國大力發展 MINT 友好學校，推動區域 MINT 集群發展。然而，美國和德國共同面臨 STEM 區域發展不平衡、人才流失危機、弱勢群體權益保障缺位等挑戰。

高鑫（浙江師範大學）：*大學生對STEM教育可持續發展的看法：來自中國的證據*

摘要：

目的：研究的目的是通過以下三個問題來確定中國大陸的地方高等學校大學生的認知是否存在差異：大學生是否關心 STEM 教育的現在或未來？大學生對 STEM 可持續發展的認知現狀如何？大學生 STEM 可持續發展受哪些因素影響？

方法：研究採用了以下方法來解決這些問題。首先，概述了中國大陸高等學校大學生 STEM 教育可持續發展的內容。其次，開發大學生對 STEM 教育可持續發展的測量量表。最後，隨機抽樣調查了中國大陸的浙江省某大學（n=203）和重慶市某大學（n=264）的 467 名本科生。

發現：數據表明，中國大陸地區高等學校正在推進和實施 STEM 教育可持續發展實踐。研究建構了 STEM 教育可持續發展的認知測評框架，包括 STEM 教育可持續發展的本體認識、態度認識和自我效能感。接受調查的大學生 STEM 教育可持續發展認知水平較高，在不同年級等方面存在顯著差異。大學生 STEM 教育可持續發展認知受到了學習興趣、家庭支持、學校環境、就業取向等方面的影響。然而，浙江與重慶兩地的大學生受訪者中，有較大比例的學生表示關心並願意參與 STEM 教育可持續實踐，在 STEM 教育可持續發展方面存在「知識與實踐差距」。研究也討論了造成這種情況的可能原因。

張曉軒（華中師範大學）：*Exploring Chinese Teachers' STEM Teaching Engagement: The Mediating Effect of Attitudes to Interdisciplinary Teaching*

Abstract:

Advances in science, technology, engineering and mathematics (STEM) are expected to be a pivotal force in meeting the challenges of the 21st century, however preparing in-service primary and middle school teachers to shift to interdisciplinary teaching remains a major challenge. A hypothetical model, encompassing STEM teaching self-efficacy, collegial support, distributed epistemic practice and attitudes towards teamwork, is presented in this study and analysed to determine their structural influence on teachers's teaching engagement. Based on a survey of 430 Chinese teachers, structural equation modeling analysis indicated that STEM teaching self-efficacy, collegial support and attitudes toward interdisciplinary teaching had a significant and positive impact on in-service teachers' STEM teaching engagement. In addition, all of these factors, except the collegial support, significantly and positively predicted teachers' attitudes toward interdisciplinary teaching. Lastly, attitudes toward interdisciplinary teaching, as the mediator variable, was found to mediate the relationship between teachers' teaching self-efficacy, distributed epistemic practice, attitudes toward teamwork and their STEM teaching engagement. Implications were suggested for improving teachers' STEM engagement to support interdisciplinary teaching shifts.

Yonghong Ma, Junlin Ji, Yue Qu and Tiantian Zhen (北京航空航天大學) : *Philosophical Reflections on the Goals of General Education in China's Elite STEM Universities in the Digital Era*

Abstract:

The historical evolution of general education aims in China's elite STEM universities reveals a fundamental tension between holistic formation and specialized training, especially in digital era, shaping the ongoing debate on the purpose of higher education. This study traces the shift from a model of mechanical "integration" to an organic "fusion," demonstrating how competing philosophical perspectives—liberal education contrasting with utilitarian pragmatism, scientific rationality coexisting with humanistic cultivation, instrumental technical training balancing with human-centered values, and intrinsic educational ideals negotiating with symbolic credentialing—have influenced the contested nature of general education objectives. These tensions ultimately stem from a deeper philosophical duality: education as self-cultivation ("for-me") versus education as social contribution ("for-others"). To reconcile these oppositions and redefine the mission of general education in STEM institutions, this study proposes the "One Dominant Principle with Two Foundations" framework, a dialectical approach that fosters dynamic equilibrium between disciplinary expertise and broad intellectual formation. By cultivating a complementary, rather than adversarial, relationship between specialized and general education, this model enables mutual enrichment and progressive transcendence of traditional binary thinking, offering a pathway for cultivating well-rounded innovators in an era of rapid technological transformation.

論文演講 2C / Paper Presentation 2C

教育變革與全球公民培養：技術倫理、跨文化參與與社會責任 / Educational Reform and Global Citizenship Cultivation: Technological Ethics, Cross-cultural Engagement, and Social Responsibility

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D2-LP-07

語言 / Language: English

論文 / Presentations:

Cheng Hong (East China Normal University): *Confucian Jiaohua and AI-enhanced Civic Education*

Abstract:

This paper proposes Confucian jiaohua as a comprehensive ethical framework for addressing the complex moral challenges posed by Artificial Intelligence (AI) in civic education. As AI increasingly mediates students' learning experiences, civic education faces particularly acute ethical concerns compared to other educational domains, as it directly shapes students' understanding of citizenship, political participation, and moral responsibilities in a technological society. Anchored in the Confucian principles of "All under Heaven" (tianxia) and "Extension of Love" (tui'ai), this framework offers a relational, contextual approach that balances technological advancement with moral cultivation. Unlike liberal civic education models that emphasize critical reflection, individual rights, and utilitarian calculations, the Confucian approach prioritizes embodied ethical practice, relational accountability, and contextual wisdom—providing a philosophical foundation better aligned with human-centered AI ethics. The paper demonstrates how Confucian jiaohua challenges prevailing assumptions about AI's legitimacy in educational contexts by emphasizing that authority derives not from technical superiority but from alignment with moral principles fostering human flourishing. Through analysis of classical Confucian texts and contemporary ethical challenges, the paper illustrates how this approach can transcend both technophobia and techno-utopianism while addressing specific AI-related concerns: algorithmic bias, the balance between privacy and collective benefit, tensions between personalization and standardization, threats to student autonomy, and challenges to social interconnectedness.

Zhenzhou Zhao, Kerry Kennedy, Qibang Su and Gary Ka Ho Tang (The Education University of Hong Kong) : *Engagement of Non-Chinese Students in National Security Education at Hong Kong Universities*

Abstract:

The inception of National Security Education (NSE) in Hong Kong was marked by the promulgation of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region in 2020. Article 10 of this National Security Law mandates educational institutions, including universities, to take an active role in promoting NSE. The Education Bureau (2021a, para. 2) emphasizes that NSE constitutes a critical component of national education, aimed at cultivating in students a profound sense of belonging to the nation, an affinity for the Chinese populace, a strong national identity, and a heightened awareness of their responsibilities in safeguarding national security.

This study specifically investigates the engagement of non-Chinese students—comprising both international students and ethnic minority students residing in Hong Kong—within the context of NSE. Employing a mixed-methods approach, data were collected through a questionnaire survey involving 111 non-Chinese speaking students across 11 higher education institutions in Hong Kong. Additionally, three focus group interviews were conducted with students of diverse backgrounds, including those born in Hong Kong and others with varying lengths of residency. The data collection occurred in 2024. The findings of this research illuminate the ways in which non-Chinese students comprehend their learning experiences within NSE, as well as the challenges they face and their educational needs.

Lingqin Zeng and Hantian Wu (Zhejiang University): *Cultivating global minds: A mixed-methods inquiry into the development of undergraduates' international capabilities at an elite university in China's Yangtze River Delta*

Abstract:

This study employs a mixed-methods approach to investigate the development of undergraduate students' international capabilities at a prestigious Chinese university in the Yangtze River Delta. Drawing on survey data from 335 undergraduate students and interviews with both students and faculty members, the study examines the impact of multiple institutional and individual factors on students' self-perceived development in international capability (IC) in relation to their participation in the formal curriculum implemented as part of the university's internationalisation at home (IaH) initiatives. Quantitative findings highlight that institutional resources and quality assurance, as well as students' engagement attitudes and individual internationalisation experience, significantly influence IC growth. Additionally, structural equation modelling elucidates the mediating role of personal internationalisation experiences on engagement attitudes. Qualitative findings uncover key challenges, including disparities in English language proficiency, limited cultural diversity in classrooms, and insufficient institutional support. These findings underscore the need for systematic

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and well-coordinated IaH at the institutional level to cultivate a globally and nationally competent workforce , particularly in non-Western contexts.

Xiaoyuan Zhang (University of Glasgow): *Ethical challenges in digital parent-teacher communication: insights from WeChat use in Chinese schools*

Abstract:

Ethical and digitally mediated collaborations between teachers and parents are essential for promoting children's academic performance, emotional well-being, and overall development. In China's digital education system, WeChat has become a crucial tool for parent and teacher communication. While it offers convenient, immediate, and accessible communication, its use raises ethical challenges about privacy, the effect of the tone on teacher-parent relationships, and the limitations of digital communication in promoting children's development and success.

Based on semi-structured interviews with 14 teachers and 14 parents in Chinese schools, this qualitative study examines how WeChat is used to support student learning and well-being. Although the findings show that participants enjoy the platform's simplicity and versatility, they encounter a range of issues when using it. These issues include, for example, the perceived pressure on teachers to respond outside of working hours and parents' concerns about privacy. In addition, the inability to decipher emotional tone in text-based communication may lead to misunderstandings between teachers and parents and lead to conflicts and an inability to address sensitive issues.

These and other findings from the study suggest that while digital communication tools can promote interactions, they are not always neutral, may reinforce power inequities, and cause emotional separation, thus preventing the building of strong and ethical teacher-parent partnerships. These findings point to the importance of schools implementing clearer digital communication guidelines and offering support and training to utilise technology with emotional intelligence, cultural sensitivity, and awareness about privacy protection.

As education systems continue to rely on digital tools, this study highlights the importance of reflecting on how we communicate and build ethical, supportive, and culturally responsive teacher-parent partnerships.

Mohammed Amin Dawuda, Frederick Birikorang (CARE International & Ghana Education Service): *Reimagining School Accountability Systems for Foundational Learning in Public Primary Schools in Ghana*

Abstract:

In Ghana, weak accountability mechanisms contribute to poor primary education outcomes. To address this, the Ministry of Education (MOE) developed the Education Accountability Framework (EAF) in 2019, outlining stakeholder roles and guiding principles for data-driven accountability. Supported by the World Bank (GALOP) and USAID's SAGES initiative, efforts are underway to operationalize the EAF, particularly in northern Ghana. A key component is the District Education Accountability Model (DEAM), which introduces a school-based accountability system using continuous learning assessments to guide instruction, remediation, and stakeholder engagement. This study proposes that if teachers regularly assess students in English and mathematics, analyze data to identify gaps, and collaborate on targeted interventions, learning outcomes will improve—aligning with the Institute of Education Sciences' (IES) continuous improvement model. A pilot program in 30 schools across three northern districts (May 2025) will test this approach. If successful, it will scale to 1,254 public primary schools, offering a sustainable model for enhancing accountability and learning outcomes in Ghana's education system.

論文演講 2D / Paper Presentation 2D

跨文化數字教育創新：AI 賦能、情感體驗與協作教學法 / Innovations in Cross-Cultural Digital Education: AI Empowerment, Emotional Experience, and Collaborative Pedagogy

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D2-LP-12

語言 / Language: English/Chinese

論文 / Presentations:

鄢瑩瑩（上海師範大學）：*跨文化視野：中美基礎教育中人工智能推動學生計算思維發展的比較研究*

摘要：

在全球數字化轉型背景下，計算思維作為人類解決複雜問題的核心技能，已成為基礎教育改革的重要議題。人工智能（AI）作為教育工具，已廣泛用於提升中小學生計算思維能力。該研究基於跨文化視角，分析中美兩國在運用 AI 培養學生計算思維方面的路徑差異。研究發現，美國側重以項目式 AI 課程和個性化智能系統激發創新思維，中國則強調以系統化 AI 教學內容和統一平台推進思維訓練的層級深化。研究通過比較兩國課程設計、教學策略及評估體系的實踐效能，並結合實踐案例，揭示技術賦能下計算思維培養的文化適配特徵，提出跨文化教育創新建議：構建「技術-文化-教育生態」協同培養框架，為全球基礎教育階段計算思維培養的本土化實踐與國際合作提供啟示。

於妍和馬永紅（北京航空航天大學）：*生成式AI時代知識生產模式轉型的特徵、風險與路徑*

摘要：

邁入智能時代，生成式 AI 基於大模型的迭代升級及多場景應用，在知識生產過程中具備了一定的「準主體性」，並加快知識生產模式的轉型。智能技術的深度嵌入使知識生產模式呈現從多元協同到羣智湧現、經驗判斷到數據驅動、線性模式轉變為迭代模式、單一形態轉向多模態融合等轉型特徵。生成式 AI 在變革與賦能知識生產模式轉型的同時，其算法盲區和技術負面性也裹挾着多重風險：主體認知異化使得知識生產偏離「真」的本質，技術裹挾使得知識創造懸置「善」的價值規定，工具理性僭越使得知識創新喪失對「美」的形上追求。面對人工智能在知識生產過程中帶來的風險，我們必須創新價值取向，形成正確的知識生產認知觀；堅持智慧共創，構建知識生產的動態人機關係；加強制度規訓，規避智能知識生產的各類風險。

夏欣、呂珂漪和蔡林娜（杭州師範大學）：*打破偏見：中國班級場域中學生正向情感體驗生成的敘事研究*

摘要：

在全球教育批判視角下，班級常被視為規訓、壓抑學生的場所。然而，這種「批評」是否客觀仍值得探討。本研究對 139 名中國學生的班級生活進行敘事分析，發現絕大部分學生都主動報告了正向的情感體驗。更進一步分析其來源，發現民主管理、情感共鳴、師生與同伴關懷以及被給予自主空間等共同促進了學生正向情感體驗的生成。本研究挑戰了中國班級壓製學生發展的刻板印象，相反，中國班級通過平衡「控制與關懷」，將制度性約束轉化為支持學生成長的情感動力，以實現學生的全面發展。

馮嘉琪（西北師範大學）：*Cultural Identity Shaping and Digital Empowerment: Collaborative Mechanisms for Localized Curriculum Integration in Primary and Secondary Schools in the Guangdong-Hong Kong-Macao Greater Bay Area*

Abstract:

Against the backdrop of the development of the Guangdong-Hong Kong-Macao Greater Bay Area and the strategic push for educational digitalization, the collaborative construction of localized curricula in primary and secondary schools emerges as a crucial pathway to dismantle educational barriers among the three regions and foster cultural identity. Grounded in the theory of educational collaborative development, this paper elucidates the curriculum positioning of localized curricula in the Greater Bay Area's primary and secondary schools. These curricula are anchored in the logic of multicultural integration and oriented toward the ultimate goal of cultivating national identity. This study identifies key challenges in the collaborative curricula of the three regions, including administrative barriers and fragmented resources. It proposes a digital empowerment-driven approach to address these challenges through collaborative pathways for localized curriculum construction. Specifically, it advocates leveraging online course platforms to facilitate cross-domain curriculum co-construction, utilizing blended teaching and research models to enhance teacher collaboration, and establishing a hybrid platform for virtual and real resources to enable the circulation of cultural elements. By integrating digital empowerment into the mechanisms of curriculum goal unification and data interconnectivity, this paper aims to drive the in-depth integration of educational resources in the Greater Bay Area and institutionalize cross-domain interactions among teachers and students. Ultimately, it offers a replicable curriculum model that can effectively shape cultural identity among students in the Guangdong-Hong Kong-Macao Greater Bay Area. **Jun Teng, Chenhui Gao,**

Tingting Yuan, and Yiyun Hu (Beijing Normal University & University of Nottingham): *Can 'International Understanding' be successfully taught in schools? – empirical results from a regional university-school partnership project in Chengdu, China*

Abstract:

In recent years, the world has witnessed a surge in national conflicts, trade disputes, and territorial tensions, accompanied by a resurgence of reversed and anti-globalisation, unilateralism, conservatism, and populism. These challenges have sparked renewed discussions on how to attain peace, nurture global interconnectedness, and advance mutual development and prosperity through education for international understanding (EIU). Motivated by Chengdu's significant influence in China's southwestern region and the evident disparities in school resources within the high-tech industrial development zone, this study aims to explore the effectiveness of teaching international understanding related knowledge and skills in Chinese public primary and secondary schools. It is based on a joint 'EIU Curriculum Development Project' between Beijing Normal University and Chengdu Hi-Tech Industrial Development Zone, through collaborative EIU curriculum development. Employing a mixed-methods approach that integrates quantitative and qualitative research techniques, a survey that tests four dimensions of 'international understanding' – willingness, skills, knowledge, and action – has been administered among a total of 11 public schools participating in the 'EIU Curriculum Development Project' and 10 public schools not participating, encompassing 10,979 students. Additionally, semi-structured interviews have been conducted with 30 students involved in the study. The findings of the study reveal two key points: firstly, students engaged in the 'EIU Curriculum Development Project' demonstrate a stronger grasp of 'international understanding' among all four dimensions, compared to their non-participating peers, highlighting the significant role of universities as partners and 'mentors' in guiding practical applications in primary and secondary educational settings. Secondly, among the four dimensions, knowledge plays a critical role in EIU, serving as an essential prerequisite for cultivating willingness, and fostering skills toward international understanding. As an on-going long-term partnership-based project, the results in this paper provide empirical evidence for future collaboration and improvement in EIU curriculum design, especially for a co-production of EIU between universities and schools.

論文演講 2E / Paper Presentation 2E

數字時代大學生發展：研究素養、學習轉型與就業挑戰 / College Student Development in the Digital Era: Research Literacy, Learning Transition, and Employment Challenges

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D2-LP-13

語言 / Language: English

論文 / Presentations:

Shan Jiang (Anhui Normal University): *Examining the Impact of Research Motivation on Pre-Service Teachers' Educational Research Literacy: Analyzing mediating mechanisms of Research Engagement at a Chinese Normal University*

Abstract:

Educational scientific research serves as a vital foundation for teachers to sustain their dynamism and innovation in educational and teaching activities. The preparatory stage during a teacher's training at a normal university presents a crucial opportunity to cultivate and strengthen their educational research literacy. This study explores the relationship between research motivation and the development of research literacy—comprising research mind, knowledge, and skills—among pre-service teachers, with research engagement acting as a mediating variable. The findings indicate that while pre-service teachers exhibit a strong research mindset, reflecting their awareness of the importance of research in education, they often lack the necessary knowledge and practical skills to conduct meaningful educational research effectively. Both research motivation and engagement were found to have a significant positive impact on all three sub- dimensions of research literacy, underscoring the importance of fostering intrinsic motivation and active participation in research activities. Furthermore, the study highlights that both individual and organizational engagement play mediating roles in enhancing the relationship between research motivation and literacy development. Individual engagement, such as personal initiative in research projects, and organizational engagement, including institutional support and structured research programs, collectively contribute to strengthening research competencies. Therefore, teacher training programs should not only reinforce the research mindset among pre-service teachers but also place greater emphasis on developing their methodological knowledge and technical skills. Strengthening intrinsic motivation through mentorship, research workshops, and hands-on projects, while ensuring consistent institutional support, will significantly enhance their

research literacy. By prioritizing these aspects, higher education institutions can better prepare future educators to engage in evidence-based teaching practices, ultimately contributing to a more professional, innovative, and research-oriented teaching workforce. This, in turn, will help meet the growing demand for high-quality educators capable of adapting to evolving educational challenges and driving meaningful advancements in pedagogy.

Peijun Luo and Xiaoqiao Zhang (Shanghai Jiao Tong University): *“Disillusioned Expectations”: The Impact of Expectations on School Belonging Among Students in Sino-Foreign Cooperative Education Institutions*

Abstract:

Students' enrollment expectations significantly shape their sense of school belonging (Yao, 2016). This study investigates the impact of such expectations through qualitative interviews with 13 undergraduate students at a Sino-foreign cooperative education institution in Shanghai. Findings reveal that students' high expectations—centered on "institutional prestige", "access to global resources", and the "continuation of personal strengths"—often conflict with academic pressure, institutional fragmentation, and limited resource accessibility. These mismatches can lower students' overall sense of school belonging. The study recommends that institutions should provide clearer communication during the admissions process about potential academic and social challenges to help students develop realistic expectations. It also calls for enhanced collaboration between domestic institutions and the Sino-foreign programs in curriculum design, extracurricular activities, and student-faculty engagement. By fostering a more inclusive intercultural environment and improving structural coherence, Sino-foreign programs can better support students' belonging and intercultural competence, contributing to the high-quality development of internationalized higher education.

Zhulin Han and Yan Huo (Xi'an Jiaotong-Liverpool University): *Supporting college students' learning transition in digital era: through a compulsory year 1 research-led learning PBL module*

Abstract:

In the context of rapid advancements in artificial intelligence (AI) , traditional teaching and assessment methods have proven inadequate to meet societal demands for skilled talent. This shift has posed a significant challenge: facilitating the transition from examination-focused secondary education to independent, self-directed learning among university students. Our teaching team developed and implemented an innovative cross-disciplinary research-led learning module integrating project-based learning (PBL) to address this challenge. This compulsory module serves all first-year students (N =

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4599) . The module cultivates students' self-directed learning abilities by guiding them in selecting topics of personal interest, conducting data collection and analysis, and developing solutions through the PBL framework. Instruction combines online and on-site delivery to provide personalized, one-to-one guidance tailored to individual student needs.

To ensure continuous improvement and sustainability, this research employs a participatory action research methodology, focusing on iterative refinements of the module during its implementation while fostering ongoing teaching innovation. Student perspectives on the learning process were collected throughout the module. Findings highlight the effectiveness of PBL in enhancing students' self-directed learning skills and problem-solving competencies. Notably, 83.97% and 86.16% of respondents recognized the benefits of teamwork and interest-driven topic selection. However, only 53.56% and 55.61% appreciated the value of online learning and on-site one-to-one consultations for their learning experience. Key challenges included barriers to teamwork due to randomly assigned groups, insufficient disciplinary knowledge support, and inadequate group communication. For the upcoming academic year, the module has been restructured based on these findings to address identified issues. This study offers valuable insights into designing innovative educational programs that prepare students for future societal and professional challenges, emphasizing the importance of research-led learning and interdisciplinary collaboration in higher education.

Lingling Wang (Xiamen University): *The Performance, Causes and Countermeasures of "Slow Employment" among College Students: An Analysis Based on the Theory of Planned Behavior*

Abstract:

With the expansion of university enrollment in China, the number of college graduates is increasing year by year, and the employment problem of college students is becoming more and more serious. In recent years, more and more college graduates choose to take the initiative to delay employment, and this phenomenon of "slow employment" has attracted the attention of all parties. This paper, through qualitative research methods, conducted in-depth interviews with 23 college students with "slow employment", and analyzed the performance, causes and countermeasures of "slow employment" according to rational choice theory. With the increase of market risks and the change of social environment, the reason for college students to choose "slow employment" is to pursue sustained human capital investment, avoid market risks and improve their self-ability. In addition, the loss of college students' self-role identity and the lack of school career planning education are also the main reasons for college students' "slow employment". Therefore, colleges and universities should strengthen career planning education and provide accurate employment services for graduates. The government should also establish an inclusive and diversified institutional arrangement at the policy level to provide more protection for "slow employment" college students.

Yazhu Lin (University of Toronto): *The Role of the State: Neoliberalism vs. Neoliberalism 'with Chinese characteristics'*

Abstract:

The neoliberal frame for globalization has profoundly reshaped higher education systems around the world through international non-governmental organizations (NGOs). China, once a recipient of World Bank development funds for education, has become one of its prominent donors and contributors to development policy. In this context, the comparison of China and the United States offers a unique opportunity to examine how distinct educational models operate under similar global pressures in (re) negotiating the post-Washington Consensus brand of neoliberalism. Despite the radically different governance structures of higher education in China and the U.S., both have adopted neoliberal principles in their higher education policies through interactions with international NGOs. And yet, whereas neoliberalism appears as an overarching philosophy in the U.S., it takes an instrumentalist, compartmentalized form in China. This paper employs a constructivist framework to explore how Chinese and American higher education systems are reforming their systems of higher education in a neoliberal globalized context. By examining policy documents, institutional practices, and international NGO discourses, this paper highlights the role of national agency in (re) constructing neoliberalism. This suggests that while the construction of higher education discourse has been distributed through international NGOs along neoliberal lines, local implementation retains distinctive national features.

論文演講 2F / Paper Presentation 2F

數智時代的教育革新：AI 賦能、教學主權與課程重構 / Innovation in Education in the Digital- Intelligent Era: AI Empowerment, Pedagogical Sovereignty, and Curriculum Reconstruction

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: D3-LP-02

語言 / Language: Chinese

論文 / Presentations:

王戰軍和張澤慧（北京理工大學）：*AI賦能研究生培養模式變革*

摘要：

生成式人工智能融入研究生教育的過程中，給研究生學習、科研，導師的研究生培養活動帶來了思想和理念的沖擊。數字化促進研究生教育發展節奏加快、效率提升，數智賦能促進研究生培養質量提升、數智賦能教育評價促進研究生教育評估精準化，對研究生培養方式和教育模式提出了更高的要求。

研究生教育是國家創新體系的核心支柱和社會進步的重要引擎。圍繞研究生管理、研究生科研、研究生教學、研究生培養質量評估幾個關鍵問題，數智時代研究生教育要實現從傳承文化、講授知識轉向啟迪思想、講授道理；從「以人為主」的評估轉向「以機為主」的評估；從研究生教育單體發展轉向教育科技人才一體化發展；從國際交流與合作轉向培養全球勝任力的拔尖人才。

張曉潔和倪澤文（廣東技術師範大學）：*超越「平庸之惡」：AI 時代中教師的教學判斷主權重塑與行動框架構建*

摘要：

AI 時代「何以為師」，這一提問需要我們深入理解教師在 AI 時代面臨的身份認同及挑戰。從教師自身獨特性的角度來看，教師在 AI 時代發展中的作用如教學判斷等問題較少受到研究者們的關注。教學判斷即教師基於教學事實的判斷。遺忘教學判斷易使教師陷入「平庸之惡」的危機，減弱甚至喪失教師自身的不可替代性。AI 時

代中教師以教學判斷超越「平庸之惡」的路徑包括判斷教學目的、教學需求、如何達至理想教學等。其本質是 守護教師作為專業判斷主體的尊嚴。此外，在具體教學過程中，教師需要通過教學能力重塑（如教師通過追問 存在、思想表達、語言表達、關係交往、技術素養進行教學判斷）、教學場景革命（教師判斷力提升、教學人 機協同模式創新、教學製度保障突圍）、未來教師畫像等行動框架構建以對抗技術理性霸權，讓教學判斷成為 照亮算法黑箱的探照燈。

韓雙淼和李歆睿（浙江大學）：去中心化學習如何重塑當代大學中的師生關係

摘要：

數字化時代正在重塑傳統的師生關係。作為「數字原住民」的中國新一代學習者更加傾向於通過 B 站、小紅書等平台和 AI 開放平台資助獲取知識與技術，這種「去中心化學習」正改變甚至挑戰著長期存在的「教師-學生」權威結構。這種權威結構正是建立在傳統意義上知識的稀缺性和教師對於知識的壟斷權之上的。如果教師不再是高深知識的唯一甚至主要占有者，那麼他們的權威應當以何種方式存在？本文旨在探討技術賦能如何重塑教育權力關係，分析傳統教師權威的瓦解及其倫理困境，並試圖提出新時期教師角色及其合法性的存在基礎，及當代師生關係由知識權威轉向過程權威、由固定權威轉向動態權威的可能。

張栩（南京師範大學）：技術何以成為「新語言」——基於南京市馬賽克展中的瑞吉歐教育數字化實踐案例

摘要：

2025 年南京「馬賽克教育巡展」圍繞瑞吉歐教育理念展開，旨在促進瑞吉歐教育理念與中國本土教育理念的對話和碰撞。在該展覽中，技術不僅作為輔助教學的工具，更升級為一種全新的「兒童語言」，促進兒童跨感官多元化的表達。為促成技術從工具到語言的躍遷，本文提出以兒童主體性為前提條件、多模態互動為核心機製、 以虛實融合為實踐基礎、以數據倫理為安全保障、以教師角色為實施路徑的系統框架，通過維五協同推動技術屬性從工具屬性向「新語言」的範式躍遷，重構兒童認知與表達的數字化生態。技術在教育實踐中不再是單一的工具，而是成為兒童探索世界的「新語言」，與瑞吉歐教育理念中「看見兒童、成就兒童」的核心相呼應， 推動教育範式創造性轉化、創新性發展。

劉芬（廣州大學）：道器融合視角下的”Big Ideas”：數智時代課程知識的反思與重構

摘要：

數智時代的技術變革倒逼課程知識體系的重構。’Big ideas’在課程與教學實踐中分化為「大概念」與「大觀念」的雙重詮釋：前者遵循文化轉譯理論之「異化」策略，承襲實用主義工具理性，聚焦知識結構化與遷移應用；後者呼應「歸化」策略，深植本土文化取向與教育傳統，指向生命意義的價值生成。首先，梳理 big ideas 從靜態知識到動態策略的歷時脈絡；其次，反思其譯介分歧的深層動因，揭示「大概念」之「器」（知識系統的技術性編碼）與「大觀念」之「道」（育人價值的文化性詮釋）的辯證關係；進而，基於道器融合視角，闡釋二者在數智時代的協同價值——工具理性為課程知識提供體系化框架，價值理性為課程知識注入形而上的意義追尋；最後，提出道器融合視域下的新型知識生態，為超越技術主義與人本主義的二元對立提供了新的理論視角與實踐參照。

論文演講 2G / Paper Presentation 2G

數智時代教育創新：角色轉型與人才培養 / Educational Innovation in the Digital-Intelligent Era: Role Transformation and Talent Cultivation

7 月 10 日 / 10 July, 16:45-18:15

地點/ Venue: B2-LP-14

語言/ Language: Chinese

論文/ Presentations:

丁長康（社會科學與政策研究學系）：*數字時代高校輔導員的媒介形象構建：技術賦能與全人發展的實踐路徑*

摘要：

在數字技術深度重構教育生態的當下，高校輔導員的媒介傳播形象已突破傳統場域限制，形成具有公共屬性的職業形象範式。本研究基於中國高等教育數字化轉型背景，通過媒介內容分析，揭示輔導員媒介形象呈現出動態多維性、價值傳導性、社群黏著性等數字時代特徵。研究發現，當前形象建構面臨三重挑戰：技術認知存在工具理性與教育本質的張力、信息圈層化加劇價值引導複雜度、數字勝任力與職業定位的結構性矛盾。針對上述問題提出優化策略：新技術為高校輔導員媒介形象多維度賦能；聚焦主責主業，體現職業核心價值；主動構建融媒體思想政治教育平台，以期對全球化背景下的教育者數字勝任力培養產生啟示意義。

周茗沁（滁州市人工智能明晟產業研究院）：*中國教育背景下教師角色轉型與AI融合路徑探析*

摘要：

在人工智能技術深度變革全球教育生態的背景下，本研究立足我國教育數字化戰略需求，基於教師專業發展理論，創新性構建「AI-教師協同發展」理論框架。研究系統揭示了智能教育場景中教師角色的三重轉型路徑：從傳統知識傳授者向學習情境設計師、情感互動引導者和教育數據決策者的動態演進。通過對國家級智慧教育示範區的多維度實證分析發現，AI技術通過個性化學習支持與資源精準配置，在提升課堂教學效能（平均提升

32%)和縮小區域教育差距方面成效顯著。研究同時識別出技術依賴導致的教學主體性弱化、算法偏見引發的教育公平隱憂等風險挑戰，據此提出包含智能教育倫理準則、技術應用負面清單製度和人機協同文化培育的三維治理體系。研究成果為構建具有中國特色的人機共育教育新範式提供了理論依據和實踐方案，對推進教育現代化進程具有重要參考價值。

王莉（華南師範大學）：*技術加速驅動的工作世界變革對職業教育人才培養的挑戰與應對*

摘要：

當前，以人工智能、大數據等為代表的技術加速發展，正以前所未有的廣度和深度重塑工作世界，引發職業結構劇變、技能需求顛覆與工作形態革新。這一變革浪潮對傳統職業教育人才培養模式構成嚴峻挑戰，主要表現為培養目標滯後於新興職業需求、技能供給與市場需求錯配加劇、勞動價值的認同危機等方面。本研究立足於人技互構關係，系統剖析技術加速驅動下工作世界流變的核心特徵及其對職業教育系統產生的沖擊。研究認為職業教育人才培養的改革邏輯在價值取向上需要超越生產主義導向的技能供給模式，關注技術變革中「人的存在方式」轉向的時代命題，以「人技共生」為核心理念，賦能主體的價值韌性生成，幫助學習者在技術變革的浪潮中獲得主體存在的本質意義的同時回歸職業教育的本真屬性。

王牛、趙書藝和馬莉萍（北京大學）：*高中奧賽獲獎學生在大學早期發展的異質性——基於追蹤調查的實證研究*

摘要：

基於中國某「雙一流」高校本科生大一學情追蹤數據，結合定量分析與質性訪談，探討高中學科奧賽獲獎等級及學科類型對大學生早期發展的差異化影響，並分析其對強基計劃政策優化的啟示。研究發現：（1）學科異質性顯著，數理化奧賽通過知識銜接效應顯著提升學生大一績點、專業保持意願及科研志向，而生物與信息學因學科斷層效應對學業增益有限，但生物奧賽生因高競賽適配度表現出最強的专业堅持意願；（2）獲獎等級分層效應顯著，國家一/二等獎獲得者在學術表現及科研志向中優勢突出，體現「能力認證效應」，而省級及以下獎項的激勵效應逐級遞減但仍顯著；（3）強基計劃轉專業限制作用呈現兩極化，破格強基生因學科連貫性在學術表現與科研參與中占優，但非破格強基生中部分學生因轉專業限制與課程適配不足面臨一定挑戰。質性訪談揭示，強基政策的「資源紅利」與「製度剛性」需通過學科適配評估與過渡課程設計實現平衡。研究建議強基計

劃以「學科適配性」為核心，構建「競賽-科研」銜接路徑，規避能力斷層風險，助力人才選拔與高等教育需求精準對接。

楊曉丹和金海京（贛南師範大學）：大學生生成式人工智能使用及其對創造力的影響：*技術依賴視角*

摘要：

生成式人工智能工具憑借其智能性和通用性為大學生廣泛使用，對學生的創造力造成了了一定的影響，為厘清大學生使用生成式人工智能對其創造力的影響路徑，研究以使用生成式人工智能工具的大學生為對象，運用紮根理論，通過多源訪談收集數據並編碼分析，構建了「大學生使用生成式人工智能原因—技術依賴—創造力表現」的理論框架。研究發現，社會影響推動大學生使用，情緒、任務和資源是主要驅動因素。使用方式、生成結果的導向及技術依賴會影響創造力表現。為理解生成式人工智能在教育中的作用提供理論依據，對數字時代的教育教學實踐、學生自我提升及教育政策製定有指導意義。

論文演講 2H / Paper Presentation 2H

AI 時代的支持與賦能：安全關懷、知識重構與教學創新 / Support and Empowerment in the AI Era: Safety, Knowledge Reconstruction, and Pedagogical Innovation

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: B3-LP-04

語言 / Language: English /Chinese

論文 / Presentations:

Yuzi Zhou and Ellen Gutowski (University of Toronto): *Creating Safety in Therapy: How Therapists Support Asian Intimate Partner Violence Survivors in Sharing Their Experiences*

Abstract:

Intimate partner violence (IPV) is a critical public health issue with profound psychological and social consequences. Asian IPV survivors, particularly cisgender women and non-binary individuals, face unique barriers to seeking therapy, including cultural stigma, societal pressure, and minority stress. Despite the importance of therapist support, little research has explored how therapists foster a sense of safety that encourages survivors to disclose their experiences. This study conducts a secondary analysis of qualitative interviews with Asian IPV survivors in Ontario to examine therapist behaviors that promote trust and openness. Using thematic analysis, the study identifies key strategies that contribute to a safe therapeutic environment, such as active listening, cultural competence, and gender-affirming practices. Findings will inform best practices for mental health professionals and policymakers, improving therapeutic support for Asian IPV survivors.

伍丹履（新加坡美國學校）：*Reconstructing the Landscape of Knowledge: Knowledge Classification and Pedagogical Shifts in the Age of AI*

Abstract:

In the age of Artificial Intelligence, the nature and purpose of knowledge are being fundamentally redefined. What constitutes meaningful knowledge today? What should students learn, and how can we empower them to understand, apply, and create knowledge? This paper categorizes knowledge into four types: factual, informational, procedural, and value-based. Drawing upon Bloom's taxonomy of cognitive objectives (Bloom et al., 1956), the author argues that AI can accelerate the acquisition of factual knowledge and reduce the cognitive load of memorization. This shift enables educators to focus on cultivating higher-order thinking—especially the development and transfer of procedural and value-based knowledge. In humanities classrooms, instruction should emphasize authentic language use and deeper meaning-making behind linguistic forms. In science classrooms, reasoning, verification, and falsification should be reinforced to build structured and creative problem-solving abilities. By meaningfully integrating AI tools into pedagogy, we can redefine educational aims—shifting from content delivery to the cultivation of adaptive, critical, and innovative learners for the future.

魏一然、楊睿昕和魯家鈺（Beijing New Talent Academy & Beijing Normal-Hong Kong Baptist University）：*人工智能賦能中小學教師：北京市新英才學校「多元一體化」數字素養培訓體系的實踐與啟示*

摘要：

在全球教育數字化轉型浪潮中，如何系統性地、全方位地提升教師數字素養成為培養學生全人發展的迫切課題。本案例以北京市新英才學校為研究對象，通過行動研究與案例分析，探索了「多元一體化」教師數字素養培訓體系的構建與實施。該體系通過編製《數字時代全人教育行動綱要》作為引領，構建跨學科教研共同體作為驅動，整合 TPACK 框架，通過跨學科教師共同體、校企合作的多元模式，採用專題研討、AI 工具操作等多元培訓方式與內容，並引入分層評價、動態反饋、激勵體系的多元評價。從而使教師成為全人發展的促進者，使學生在專業知識、數字素養、情感倫理、社會協作等維度實現全面發展。迄今為止，學校已組織 20+ 教學案例開發，80% 的教師參與培訓，並推動人工智能技術融入課堂，顯著提升了教學創新能力。本案例不僅助力學校教師的數字化素養提升，也為學校教育數字化轉型，學生全人發展創造了條件。這一中國經驗為全球背景下探索人工智能賦能教育的全人發展實踐提供了重要參考價值。

Yi Dai, Qianhui Panghe and Zixuan Gao (City University of Macau): *Enhancing Exploratory Learning through EFL in K-12 with the LLMs: Insights from SECI Model*

Whole Person Development in the Digital Era: Chinese Perspectives and Practices in a Global Context
The 2nd Chinese Society of Education Annual Conference, 10-11 July 2025, The Education University of Hong Kong

Abstract:

The infusion of technology into educational settings has become a pivotal element in modern English teaching methodologies. Despite its success, how learners find, evaluate, and effectively use information has become a challenging issue, especially with the added complexity of large language models (LLMs) that have further confused learners in their language information retrieval and search activities. Notably, it serves as a language consultant, companion, and assessment expert in Foreign Language (EFL) in K-12, utilizing suggestions to enhance the quality of listening, speaking, reading, and writing instruction. This study is one of the initial efforts to unravel this complexity by combining exploratory search strategies with exploratory learning theory based on the SECI Model (socialization, externalization, combination, and internalization) from the perspective of teacher professional development. Through interactive engagement, knowledge is generated, shared, and refined, enhancing both information transmission and peer communication. Our work adapts Kolb's learning model by incorporating high-frequency exploration and feedback loops, aiming to promote deep cognitive and higher-order cognitive skill development in students. Additionally, this it discusses and suggests how advanced LLMs integrated into information retrieval and information theory can support students in their EFL exploratory searches, contributing theoretically to promoting teachers-students interaction and supporting their teaching and learning journeys in the English language learning era with LLMs. It aligns competency benchmarks with learner needs through iterative feedback, cultivating teacher readiness for technology-enhanced education. Furthermore, this study offers practical pathways and strategic methods for enhancing teachers' professional capabilities, holding significant practical implications for improving K-12 English teaching quality.

Jia Wang (The University of Southampton): *Nurturing Teacher Intelligence: An AI-assisted Adaptive Expertise Framework in Chinese Secondary EFL Education*

Abstract:

Teacher's adaptive expertise (TAE) serves as a cornerstone that continuously enriches and transforms Chinese language education. Emerging studies highlight developing technology for TAE (De Lima Pacheco et al., 2025; Liu & Chang, 2024; Sung, 2022), while artificial intelligence (AI) introduces unprecedented opportunities and uncertainties for educators. However, existing study has limited focus on teachers' adaptive needs and heterogeneity (Hennessy et al., 2022), particularly in Chinese secondary EFL education. This paper presents an AI-integrated teacher adaptive expertise (AI-tTAE) framework that has been developed through a rapid review of literature, mapping the complex interplay between AI integration and teachers' adaptive practices in real-world educational settings. The significance of this study lies in its potential to offer a 'Chinese solution' (MOE, 2025) that both empowers individual teachers to equip AI-driven adaptability and inform policymakers for aligning AI initiatives with contextual complexities in Chinese EFL education and future educational changes.

論文演講 2I / Paper Presentation 2I

數智時代教育革新：AI 賦能、課堂互動與價值培養 / Educational Innovation in the Digital-Intelligent Era: AI Empowerment, Classroom Interaction, and Value Cultivation

7 月 10 日 / 10 July, 16:45-18:15

地點 / Venue: B3-LP-06

語言 / Language: English/Chinese

論文 / Presentations:

邵鬱（華南師範大學）：*失語的課堂：數智時代大學生課堂沉默現象探析——基於「關聯的生態」視角的解釋*

摘要：

在數智技術深度融入教育系統當下，課堂沈默已演變為具時代特徵的生態危機。本研究藉助安德魯·阿伯特的「過程論方法取徑」與「關聯的生態」理論，探究大學生課堂沈默的生成機製與特徵。經過對某 211 高校課堂的歷時性觀察、深度訪談，發現課堂沈默並非因學生惰性或教學失效，而是數智技術嵌入導致生態關聯斷裂、重構的複雜結果：體現在學習鉸鏈斷裂重構、課堂關聯生態多維發展、數智空間掌控失控及新舊範式轉換震盪等方面。研究提出「學習鉸鏈」「量子化課堂」概念，深化對數智時代課堂生態理解，指出大學生的課堂沈默是技術賦權下策略性生存和對課堂生態斷裂的微觀抵抗，強調課堂要在技術與人間尋平衡，重建共同體意義鉸鏈以迎接數智時代的新挑戰。

塗詩萬和劉同慶（河南師範大學）：*Risks and Solutions of Generative AI in Education from the Perspective of Tao Xingzhi's "Quest for the Truth"*

Abstract:

Generative artificial intelligence provides new opportunities for the development of education, but also brings risks such as hidden dangers caused by the limitations of technology, the erosion of basic rights and individual status, the alienation of educational ecosystem, and the lack of democracy due to improper use of tools. From the perspective

of “quest for the truth”, the application of generative AI in education may pose the following risks: technology restrains students from pursuing true knowledge ; diminished individual rights hinder their attainment of freedom ; the suspension of authentic education makes it difficult for students to become ‘true’ individuals; the spirit of democracy is overshadowed and it is difficult for students to get a consensus on goodness. To address these concerns, we propose the following strategies: overcoming limitations in application to provide high-quality empowerment; developing general education of artificial intelligence to cultivate subjective consciousness ; restoring the essence of education by strengthening ethical norms in education ; maintaining the purpose of technology for good by building a strong democratic consensus.

甄甜甜、季俊霖和曲玥（北京航空航太大學）：*工具與價值理性協同驅動的人工智能教育變革：全人發展的中國路徑與實踐驗證*

摘要：

數字化轉型背景下，人工智能教育亟待突破「技術本位」轉向全人發展。本研究基於韋伯理性二分理論，分析《新一代人工智能發展規劃》等政策，結合北京「生態智慧課堂」、上海 STEM 項目、廣東「3+X 體驗式課堂」、深圳創客教育等實踐案例，構建工具理性與價值理性融合路徑。研究發現：AI 教育通過技術賦能與人文浸潤，實現認知維度計算思維與批判性思維協同、倫理維度技術應用與社會責任平衡、文化維度創新精神與傳統價值轉化。其核心路徑以智能技術優化學習效能，以倫理規範和文化認同錨定教育本質，最終構建「五育融合」的全人發展生態。該框架為中國教育提供方法指導，更為全球破解技術異化、重塑人的完整性貢獻本土智慧。

黃晨雨（深圳大學）：*解碼哪吒2：α 世代道德推理模式的文化表徵*

摘要：

本研究以動畫電影《哪吒2》為文化載體，通過分析 α 世代（2010 年後出生羣體）對影片人物塑造與敘事邏輯的解讀行為，揭示其價值觀生成機制與道德推理的獨特性。基於混合研究方法（問卷調查、深度訪談、文本分析），研究發現該羣體藉助影片的人物和情節，主動解構傳統道德框架並重構情境化倫理認知。在身份認同維度，α 世代對哪吒「被誤解」情節的共情與其現實中的反污名化訴求達成一致，通過選擇「痞帥哪吒」等多元角色投射對個體價值的追尋。在道德判斷層面，影片打破善惡二元論的情節設計促使兒童主張「道德需視情境而定」，其推理邏輯呈現早熟的情境主義特徵：既強調行為結果優先於身份預設，又通過實踐將責任倫理具象

化。研究進一步發現， α 世代的兒童在集體使命與個體自由間的矛盾選擇，映射出代際特有的「任務驅動型道德」傾向，其寬容與對權威的辯證態度構成其價值觀。這些發現為「數字原住民」的道德教育提供新路徑，以彈性化框架融合文化符號與虛實交互策略，引導 α 世代在解構中建立動態穩定的價值座標系。

李文逸（香港教育大學）：*香港中學德育現代化探索：以陪伴機器人為切入點*

摘要：

本研究以香港中學德育現代化為背景，聚焦陪伴機器人在其中的應用。隨着科技的飛速發展，傳統德育方式面臨挑戰，而機器人技術的興起為德育創新提供新途徑。研究採用問卷調查與實地訪談相結合的方法，深入香港三所中學，收集一線數據與意見反饋。旨在探討陪伴機器人如何助力香港中學德育工作的現代化轉型，分析其在提升學生道德認知、情感培養及行為習慣養成等方面的具體作用。本研究關注技術的應用層面，致力於揭示其背後的教育意義與社會價值。通過本研究，期望為香港乃至其他地區的中學德育工作提供新的思路與方法，推動德育與科技的深度融合，促進學生全面發展，助力構建更加和諧、進步的社會環境。

論文演講 3A / Paper Presentation 3A

數字時代的教育國際化與本土創新：全球視野下的中國探索 / Internationalization and Local
Innovation of Education in the Digital Era: China's Exploration from a Global Perspective

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: D2-LP-02

語言 / Language: Chinese

論文 / Presentations:

吳睿,劉橋和馬佳妮（北京師範大學 & 北京資訊科技大學）：*跨國教育區與本土創新的協同路
徑：建設北京國際科技創新中心的人才流動研究*

摘要：

數字時代背景下，全球教育資源流動與本土創新體系的融合成為重要議題。本研究以北京國際科技創新中心建設為案例，聚焦其「十四五」規劃中的教育人才政策（如「朱雀計劃」），探討跨國教育區與本土創新的互動機制。研究將採用政策文本分析、質性訪談和比較視角，首先，梳理北京市科委、教委發布的相關政策（2015-2025），分析教育人才流動的支持性條款；其次，訪談 5-10 名跨國企業教育板塊從業者及高校國際項目管理者，考察政策實施情況；最後，對比上海、粵港澳大灣區的類似政策，探討北京模式的特色（如中關村科技園與高校的聯動機制）。當前，北京通過「政策引導+數字平台」（如「朝陽國際人才港」）初步構建了「教育-科技-產業」協同生態，但本土高校與跨國企業的需求對接仍需優化。研究嘗試提出「柔性政策工具」（如學分互認、在線微證書）的探索方向，以期為數字時代的教育與人才發展提供參考。

陳澄果和高雅婷（香港教育大學 & 溫州商學院）：*基於OBE理念下高校體育課程改革實驗研究*

摘要：

本研究立足於跨文化視角和數字化教育背景，探索 OBE 理念在高校體育減脂課程中的應用與創新。研究對比了數字化支持的 OBE 教學模式與傳統教師中心教學模式，分析不同教學方式對高校女大學生身體成分的影響，並探討了數字化工具與跨文化教育元素如何優化健康教育課程。實驗招募 40 名肥胖女大學生（BMI>27%；體脂率>30%），隨機分成實驗組與對照組，進行為期 16 周的干預。研究採用數字化測量工具對體重、BMI、體脂率、肌肉量、腰臀比等指標進行評估，並通過線上平台進行健康減脂知識考核。研究結果顯示：整合數字化學習平台的實驗組在體脂率和腰臀比指標上顯著優於對照組（ $P<0.01$ ）；在運動和飲食知識模塊評估中，藉助數字化學習資源的實驗組得分情況顯著高於對照組。研究結論表明：以 OBE 為導向、融合數字技術的課程設計能有效激發學生跨文化健康學習興趣，提升自主學習能力，促進學生主動掌握全球化視野下的科學健康管理知識，形成可持續的健康生活方式。本研究為高校在數字時代背景下進行跨文化體育課程改革提供了實證參考。

焦藝鴻和羅婉琦（北京師範大學）：*基礎教育數字化均衡發展的國際經驗與中國選擇*

摘要：

在數字化轉型加速的全球背景下，基礎教育的均衡發展正面臨「技術賦能」與「數字鴻溝」並存的雙重挑戰，亟需系統性對策與國際借鑑。本研究擬以美國與俄羅斯為案例，從政策框架、資源配置、技術工具、教師能力建設、效果評估等關鍵維度出發，比較兩國在推進基礎教育數字化進程中的異同與優劣，深入分析其背後的治理邏輯與社會基礎。通過對比研究，提煉促進教育公平與質量提升的國際經驗，探討不同政治與制度背景下實現數字化教育均衡發展的可能路徑，回應聯合國可持續發展目標 4（SDG4）關於「優質教育」的全球呼籲。同時，結合中國國情與政策實踐，提出具有可行性與前瞻性的數字教育治理建議，力求為全球教育公平與包容性發展貢獻中國智慧與中國方案。

康雲菲（北京大學）：*全球素養的南北之辯：結構、實踐與想象的比較研究*

摘要：

在全球化時代，全球素養作為一項關鍵的個體核心能力，日益受到國際組織與各國政府的高度重視，並逐步被納入各學段的教育體系之中。作為國際教育評估的重要項目，PISA 對全球素養的界定雖獲得廣泛關注，卻也受到

質疑——其界定標準被認為主要代表北方國家的立場與價值觀，忽視了全球南方國家的歷史背景與現實處境。然而，針對這一質疑，目前尚缺乏系統性的分析來明確北方與南方國家在全球素養認知上的具體差異。本研究首先界定「北方世界」「南方世界」以及「全球素養」三者的概念邊界，藉助「結構—實踐—想象」的分析框架，對具有代表性的北方與南方國家關於全球素養的理解路徑與實踐方式進行比較研究，探討兩類國家在全球素養認知、實施路徑上的異同及其成因。在此過程中，研究特別關注中國在全球素養概念建構中的立場與價值取向，以及其在全球南方國家中的代表性意義。以全球素養話語為分析案例，本研究旨在具體闡明「南方作為方法」在特定教育議題或教育實踐中的現實意涵，釐清在探討「南方作為方法」之時，應如何關注和理解南方世界教育的獨特性問題。與此同時，本研究亦契合中國推動構建自主知識體系的戰略導向，有助於揭示中國教育學話語在全球教育話語體系中的共通性與獨特價值。

李春忠，徐微和王茜（普洱學院）：*高等教育虛擬國際化的話語構建挑戰與策略*

摘要：

高等教育虛擬國際化話語體系構建是數字時代中國高等教育推進高水平對外開放的必然要求，是彰顯我國高等教育實力的重要組成部分。本研究通過文獻綜述、案例分析發現，話語體系構建過程中面臨的挑戰主要來源於話語主體、話語內容、話語受眾和技術。經案例分析、政策分析發現應對挑戰的主要方式有：更新話語主體的認識；融通不同實施場域話語內容；與話語受眾有效對話；助推技術的均衡發展和標準統一。在前述研究的基礎上結合三螺旋理論，經比較研究發現，政府、高等教育機構和技術產業在構建話語體系中協同發展的螺旋化策略或可作為中國高等教育虛擬國際化話語的構建的理論基礎，併為實際操作明確方向。

論文演講 3B / Paper Presentation 3B

智慧技術驅動下的教師角色變革與主體現代性 / Transformation of Teacher Roles and Modern Subjectivity Driven by Intelligent Technologies

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: D2-LP-04

語言 / Language: Chinese

論文 / Presentations:

朱皖垚（浙江師範大學）：*數字時代教師主體性的挑戰與重塑*

摘要：

數字時代技術的教育應用在提升效率的同時，正引發深層教師主體性讓位的倫理困境。基於海德格爾技術哲學視角，教師主體性面臨雙重挑戰：技術倫理層面，技術的強勢主導從外部壓縮教師決策空間，迫使教師把教學實踐當作持存來訂造；教育倫理層面，教師技術應用實踐的自我異化則從內部瓦解專業自主性，導致教師自身成為技術的持存。由此，本文提出教師主體性重塑的三重路徑：一是認知解蔽路徑，教師需確立技術批判意識，破除「工具理性至上」的思維桎梏，這是主體性重塑的前提；二是價值守護路徑，教師應抵禦效率迷思對育人本質的侵蝕，守護教育本真性；三是制度重構路徑，賦予教師技術主權，構建教師主體的教育技術協同創新框架。

何喆（北京師範大學）：*數智時代教師教學反思力：機遇、挑戰與對策*

摘要：

教師教學反思力作為教師專業發展的核心素養，在人工智能與數字技術快速發展的時代被賦予新的內涵。本研究立足教育數智化轉型背景，探究教師教學反思力在技術賦能下的機遇與挑戰。研究發現，大數據分析、人工智能等技術有助於推動教師反思力從「經驗直覺型」向「循證科學型」轉變，降低教師反思成本、提升反思效率與認知深度，基於「人-機」對話的協同機制能夠促進教師反思力延伸。然而，數智時代的數據崇拜、智能系統標準化分析、工具理性等現象，帶來了教師反思主體性被遮蔽、教師反思表層化和同質化、反思力情感維度

剝離等挑戰。基於以上，本研究提出加強教師「數智化反思力」培養，構建「人-機-社羣」協同的集體反思智慧共享機製，完善數智技術工具設計、數據治理規範與倫理審查機製等對策措施，推動教師教學反思力發展從「技術適應」走向「智慧共生」。

趙瑾奕（廈門大學）：*基於教師多元角色的高校教師分類評價探析*

摘要：

對高校教師進行分類評價是促進完善立德樹人體制機制，扭轉不科學教育評價導向的必要舉措。通過邏輯溯源，高校教師分類評價的需求源於現實和歷史經驗，有着理論和政策的指引。高校教師羣體由包含多元角色的教師個體構成，由社會、高校、學生、教師多重利益相關者共同塑造。但與之不符的是當前高校教師評價存在着評價指標「五唯」化與同質化、評價主體單一化等問題。根據教師多元角色，高校教師分類評價可從高校使命特色分類、教師職責分類和引入多方評價主體方面進行。

楊創（廣州大學）：*「人工的」智能：數智時代教師主體性與技術理性的哲學反思*

摘要：

數智背景下，教師主體性正面臨「接口化」與「去生成化」的深層危機。技術哲學與教育哲學的交叉視野揭示，平台邏輯正在系統性重構教師的實踐結構、判斷空間與倫理關係。藉助海德格爾的 Gestell、勒維納斯的「他者倫理」與阿倫特的「判斷力」理論，可進一步揭示教師在場性如何被技術理性深度遮蔽。教師主體性的削弱並非功能弱化，而是教育時間、生成潛能與倫理回應的整體壓縮，使教育從「人—人生成網絡」退化為「人—系統響應機製」。唯有通過「縫隙行動」「技術協商」與多維實踐的哲學重構，方能在算法閉環與效率邏輯中守住判斷自由與關係張力。守護「人之生成」的教育底蘊，正是教師免於淪為系統執行端、延續其意義建構與責任在場使命的關鍵。在加速縝密的數智結構中，唯有以教育性回應嵌入技術邏輯，方可引領教育持續生成。

萬義輝和鮑威（廈門大學）：技術賦能的結構性張力：人工智能對高校教師教學與科研的影響效應研究

摘要：

生成式人工智能正深刻重塑高等教育生態，高校教師作為教育數智化轉型的核心樞紐，面臨角色重構與技術適應的雙重挑戰。本文基於全國高校教師教學狀況調查信息數據，探究人工智能對高校教師教學行為、科研產出及職業壓力的影響效應。研究表明，人工智能應用呈現顯著的羣體分異：女性、C9 院校以及經常接受培訓的教師羣體更傾向高頻使用。基於反事實框架評估發現，人工智能顯着賦能教師創新教學、個性指導與科研產出，但伴生職業壓力加劇問題，文科羣體尤為突出。研究揭示了效率優化與壓力增生的深層張力，在實踐層面為人工智能時代高校教師角色轉型與政策設計提供科學支撐。

論文演講 3C / Paper Presentation 3C

數字與智慧時代的師生發展：國際化與跨文化賦能 / Development of Teachers and Students in the Digital and Intelligent Era: Internationalization and Intercultural Empowerment

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語言 / Language: English

論文 / Presentations:

Yuhan Deng and Shijing Xu (University of Windsor) : *Exploring Canadian Pre-Service Teachers' Perspectives on Digital Education in China: Insights from an International Reciprocal Internship*

Abstract:

This study aims to investigate a group of Canadian pre-service teachers' cross-cultural experiences and perceptions of China's digital education practices through their 3-month international internship in China via the Teacher Education Reciprocal Learning Program (RLP) between the University of Windsor in Canada and the Southwest University in China. Specifically, this study focuses on how their immersion in China's digital education landscape influences their understanding of digital education and pedagogical perspectives. This study is grounded in the concept of West-East reciprocal learning (Xu & Connelly, 2017, 2022), which emphasizes the importance of fostering mutual understanding and reciprocal learning between Western and Eastern cultures and education systems. By adopting narrative inquiry as the methodology, multiple methods will be used to collect field texts, including Canadian participants' weekly reflections and weekly group debriefings that were initially designed for the RLP, and participant observation, field notes, casual conversations, and individual interviews. By examining Canadian pre-service teachers' perspectives on China's digital education, this research contributes to the broader discussion on best practices for integrating technology in education and strengthening international collaboration in teacher preparation programs. Moreover, it provides a different lens to gain insights into China's digital education and its implications for Canadian education. Finally, this study reveals the importance of the concept of West-East reciprocal learning in promoting international intercultural communication.

Qiuyu Shen, Ruolei Shi, and Wenle Yan (Shanghai Normal University) : *Exploring Teachers' Intercultural Competence Development in Sino-British Exchange: Insights from Shanghai Mathematics Teachers Based on Byram's Framework*

Abstract:

Against the backdrop of growing cultural diversity in education, this study examines how immersive overseas teaching influences teachers' intercultural competence using Byram's framework. Drawing on the self-narratives of 51 Shanghai mathematics teachers participating in the Sino-British exchange program, the study reveals that while teachers demonstrate positive engagement in cross-cultural teaching, they exhibit several limitations: 1) Limited curiosity about the cultural motivations behind educational differences; 2) Insufficient cross-cultural knowledge; 3) Underdeveloped interpretive skills for cultural phenomena; and 4) Persistent cultural stereotypes. The research underscores the importance of foundational respect and trust in building meaningful intercultural relationships. It also emphasizes the necessity of pre-experience preparation to enhance teachers' intercultural competence. This study contributes to the ongoing discourse on the development of intercultural competence among educators, particularly in the context of international educational exchanges.

Zihong Li (Guangdong University of Education) : *Dramatization of English Classic Reading for Non-Major College Students in the Digital Era*

Abstract:

This study aims to provide an alternative approach in the digital era to teach non-major students College English in China instead of the usual practices of teachers' lengthy lectures and students' quiet note-taking. The author's experiences of conducting pedagogical reform by dramatizing English classic reading in her class served as an example to show how different conceptions of teachers and students on English learning influenced the process of the reform. The author and her four students were chosen as the cases. Their life stories were narrated with the lenses of the theory of Three Dimensional Narrative Inquiry Spaces, focusing on their behaviors and feelings during the reform, and their conceptions of English learning at different phases of life, etc. Data were collected and analyzed with research instruments such as interviews, observation and document analysis (the video-record of the drama festivals, the play scripts and on-line discussion records by students), etc. In this study, the students were managed to read two English classic novels in a year on line with the technological support of a reading platform. Then, the students set up their own teams and acted out parts of the scenes in two drama festivals. By exploring the interactions between the teacher and her students during the pedagogical reform, this study figured out what kind of conflicts the teacher and the students encountered in the reading activities both on line and off line and how the will and mindset of both sides influenced their attitudes towards English learning. The findings indicated that only when both the teacher and the students came to realize the function of English learning for whole person

development rather than instrumental purposes, could they make better improvement in the pedagogical reform.

Xi Wu (Soochow University): *Domestic and international university students' development of intercultural competence through a virtual internationalization program*

Abstract:

The main goal of internationalization is to provide international experiences to students. Traditionally, physical mobility has remained a privilege, mostly oriented towards a small group of students from elite educational and family backgrounds (Bruhn-Zass, 2020). Virtual internationalization, which utilizes digitalization and information and communication technology, offers greater opportunities for students to access international resources and engage in intercultural experiences (Bruhn, 2020). Guided by the notion of 'virtual internationalization' and its impact on students' acquisition of intercultural competence (in terms of knowledge, skills, and values) (Deardorff, 2006; Deardorff & Bok, 2009), I used reflexive journals and semi-structured interviews to examine the goals, progress, and challenges of 10 international and 20 domestic Chinese students participating in a virtual intercultural program. The study found that virtual internationalization provides greater access to learning resources from different regions and facilitates interaction between domestic and international students, without the constraints of physical spaces. However, virtual communication also brought challenges, particularly for students with limited foreign language competence, social and cultural background knowledge, intercultural awareness, and intercultural communication skills. Mutual sharing and support, collaborative discussions, and critical reflection in virtual internationalization programs enhanced intercultural engagement and facilitated the acquisition of intercultural competence. Based on these findings, comprehensive suggestions are offered for building blended internationalization programs (combining onsite and virtual formats) and for preparing administrators, students, and teachers. International students', domestic students', and instructors' and administrators' appropriate intercultural awareness and sensitivity, communicative skills, and critical and reflexive thinking skills need to be trained and enhanced before, during, and even after the virtual internationalization program; thereby, they can strive for an international, inclusive and welcoming learning environment.

Ning Sima, Qiaoping Zhang and Haomin Fang (The Education University of Hong Kong):

Empowering preservice teachers' lesson preparation with GenAI: is that useful?

Abstract:

The widespread application of AI tools has introduced new possibilities for teacher education in the current educational landscape (Vasconcelos & dos Santos, 2023). Compared to traditional pre-lesson preparation, AI-assisted lesson planning offers an alternative approach to supporting teachers in learning to teach (Flavin, 2025). However, the effectiveness of using AI for lesson preparation remains underexplored (Bahroun et al., 2023). This study investigates how generative AI (GenAI) (e.g., ChatGPT, DeepSeek) can assist in creating effective lesson plans and enhancing

instructional design through critical inquiry (CI) dialogue. A two-hour AI training workshop was conducted with 10 preservice mathematics teachers in Hong Kong, focusing on designing primary mathematics lesson plans using three assigned teaching models, including ADDIE, 5E and Problem-solving Model. The findings reveal that although the three initial lesson plans generated based on the assigned models accurately follow the specified instructions, the content is limited to a simple instructional process description and fails to demonstrate specific steps of the lesson design. During the lesson plan improvement process, whether employing critical or non-critical dialogues, preservice teachers generally focus on three areas: differentiated instruction, contextualized teaching, and interdisciplinary teaching. Moreover, critical dialogues are found to significantly enhance the practical applicability of lesson plans in the classroom through adaptations such as refining instructional steps and providing guiding questions. In contrast, non-critical dialogues are limited to explicit requirements, involving adjustments like changing activities and adding steps in lesson plans. The findings suggest that GenAI alone may not guarantee effective lesson planning. Instead, the integration of AI tools with classical teaching models requires critical inquiry to coordinate rapid content generation with contextually rich, student-centered adaptations, fostering a productive synergy between technological advancements and teacher professional development.

論文演講 3D / Paper Presentation 3D

智慧技術背景下的教育倫理、價值與全人發展 / Education, Ethics, and Holistic Development in the Era of Intelligent Technology

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: D2-LP-13

語言 / Language: Chinese

論文 / Presentations:

王占魁（華東師範大學）：論「全面發展教育」的價值秩序

摘要：

人的全面發展是人類由來已久的人格嚮往，也是現代教育事業進步的基本面向。在指向人的全面發展教育觀的建構上，古今中外教育家為回應不同歷史階段社會環境的需要，提出過不盡相同的「優先論」主張。然而，窺其理論的實質，在於維持教育事業各方面的平衡，並先後體現為「心靈和諧」和「身心和諧」兩個階段。在近代中國全面發展教育的理論探索中，嚴復、王國維和蔡元培在參照斯賓塞和馬克思教育框架的基礎上，曾先後構建了不盡相同的「三育」和「五育」理論；其與中國當下教育框架所存在的五個方面的內涵分歧，也為中國全面發展教育改革的進一步深化提供了線索。此外，就中國當下全面發展教育的實踐而言，馬克思所強調的「自由發展」相對「全面發展」的優先價值，正是當前由「考試主義」主導的中國教育改革的主要缺陷；有關「五育」作為「維度」而非「內容」這個先前已被澄清的常識性誤區，有關世界觀（哲學）教育和勞動（技術）訓練（不宜泛稱教育）分別作為一種具體而綜合的教育內容和社會實踐活動均不宜與其它「四育」並列的特殊性，以及「體育」作為其它教育方面的先決條件所具有的基礎價值，都有待中國教育界的「再次確認」和「真正重視」。

王詩如（華科技大學）：*愛是教育的靈魂：人工智能時代教學關懷的內涵、風險與路徑*

摘要：

在教育教學加速邁向數字化、智能化迭代的進程中，技術理性的擴張與教育價值的存續之間產生的深層矛盾亟待解決。當算法逐步滲透進課堂，師生互動所蘊含的情感溫度面臨被技術理性消解的風險，教學過程中的關懷亦面臨數智浪潮的場域解構、工具理性的本質異化、數字技術的交往異化的風險。人工智能時代的教育需回歸「人的生命價值與情感訴求」的本質內核，而教學關懷對學生的道德成長與人格發展具有直接影響。因此，本文旨在通過系統釐清人工智能背景下教學關懷的時代內涵與潛在風險，探尋契合 AI 時代特徵的教學關懷養成路徑，建構人機協同的教學關懷新範式，重塑具有生命溫度的教育生態。

劉煜婷（北京師範大學）：*與中國美育傳統對話：健康福祉導向的美育路徑*

摘要：

在數字技術深刻變革教育形態的背景下，本研究探討兩個關鍵議題：一是數字藝術教育中出現的倫理挑戰，包括算法偏見對審美多樣性的影響、技術應用與人文價值的平衡等問題；二是中國傳統美育思想在促進學習者健康福祉方面的當代價值。研究認為，中國「遊於藝」的美育傳統強調藝術與人格修養的統一，為應對數字時代的異化現象提供了重要啟示。通過重新詮釋傳統美育理念，本文提出以「健康福祉」為核心的美育實踐路徑，既回應聯合國教科文組織倡導的教育社會契約精神，又為構建技術時代「全人發展」的教育模式貢獻中國智能。

董宇婷（香港教育大學）：*從《荀子》禮論看數字時代教育中的倫理困境與出路*

摘要：

本文以《荀子》禮論為核心，探討其「化性起偽」思想對數字時代教育倫理困境的批判性啟示。荀子主張，人性雖有趨利爭奪之弊，但可透過「禮法融合」的教化轉化為道德主體，其制度設計兼具規範性（抑制爭奪）與內化性（培養倫理自覺）。此理論直指當代教育技術的兩大倫理困境：技術工具化（如行為評分、智能監管）與道德邊緣化（如自動化評量課程）。前者將教育異化為效率至上的操控系統，複製韓非子「法、術、勢」的邏輯；後者則消解「德育為先」的傳統價值。

為化解困境，本文提出三條實踐路徑：其一，禮法平衡的技術設計，區分「管控性數據」與「發展性數據」，前者設定必要規範，後者保留彈性空間；其二，師生共治的數字模式，於虛擬平台建立協作機制，實踐「君子為法之原」；其三，仿真「因材施教」調整 AI 教育路徑，取代單一規則。綜上，荀子禮論的倫理觀，為數字教育提供

「效率與人文並重」的框架，警惕技術淪為「去人性化」工具，並對數字時代教育中的倫理困境提出儒家解決**陳曙光**
和高慕蓮（香港教育大學）：*善用科技進行跨領域閱讀，並提升深層理解能力*

摘要：

閱讀是人類獲取知識的最重要能力。小學階段，學生須掌握深層閱讀能力以應付未來學習需要。近來，教育局積極推行跨課程閱讀，中國語文的讀本教材主題多元化，亦涵蓋不同領域的知識。如果能以中文科為核心，推動跨領域閱讀，有助拓寬學生視野、提高學習興趣；亦促進共通能力、價值觀等培養。可惜受時間、資源或文化等因素影響，很多學校未必經常能進行跨科協作與統整規劃。踏入人工智能世代，對語文課堂是一個良好契機。本研究團隊擬與一所小學的語文科教師合作，通過「地球媽媽生病了」的文章，在科本學習基礎上，引入合適的人工智能工具；期望能豐富學生知識面及提升深層理解文本的能力。

論文演講 3E / Paper Presentation 3E

AI 時代教育系統的多元創新與能力進化 / Multidimensional Educational System Innovation
and Competency Evolution in the AI Era

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: D3-LP-02

語言 / Language: Chinese

論文 / Presentations:

Jian-Sheng Ma and Yi-Tong Sun (Beijing Normal University): *Paradigm Shift in Teacher
Temporal Literacy: Educational Implications from the Sociology of Time in the AI Era*

Abstract:

In the context of artificial intelligence technologies profoundly reshaping the temporal structures of society and excessive working hours imposing heavy burdens on teachers, temporal literacy has emerged as a critical competency that demands urgent scholarly exploration. Grounded in the sociology of time, this study transcends the instrumental paradigm of traditional time-management research by proposing a multidimensional conceptual framework for Teacher Temporal Literacy. We define it as a dynamic, context-sensitive ability to perceive, adapt to, and reconstruct the sociality of time in educational settings. Encompassing three interdependent dimensions: technical time (driven by the efficiency logic of algorithms and institutional demands), ethical time (rooted in fairness considerations regarding educational rhythms and temporal justice), and subjective time (emphasizing co-constructed meaning-making between teachers and students through shared temporal experiences). This innovative framework deliberately breaks through the technocratic limitations of conventional time management studies while offering transformative pathways for temporal adaptation in the AI era. Building on Rosa's seminal theory of social acceleration and Schütz's phenomenology of temporal consciousness, we argue that contemporary teachers must navigate a fundamental paradigm shift amid the growing tensions between efficiency-driven time compression, algorithm-controlled time alienation, and emerging possibilities for human-AI collaborative time

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emancipation. The study proposes an integrative developmental pathway called Reflexive Temporal Practice, which emphasizes the continuous reconstruction of teacher professional development paradigms through three key processes: temporal perception training (developing critical awareness of algorithmic time biases and institutional temporal structures), temporal negotiation competence (strategically balancing human-machine temporal authority in decision-making), and temporal creativity (proactively designing flexible, pedagogically sound instructional chronologies). Beyond theoretical contributions, this research provides practical tools for educational policymakers seeking temporal equity solutions, teacher education curriculum developers addressing AI-era competencies, and Artificial Intelligence in Education ethics researchers examining temporal justice implications in algorithmic systems.

Lin Zerun (Beijing Normal University): *The enlightenment of normal university tradition to teacher education in the age of artificial intelligence*

Abstract:

Artificial intelligence (AI) technology is profoundly changing teacher education, and how to learn wisdom from the tradition of teacher education and realize technology-enabled education has become a key issue. Through historical retrospection and theoretical construction, this study systematically analyzes the enlightenment value of core traditions such as "cultivating teacher ethics", "practical orientation", "humanistic care" and "collaborative education" on AI participation in teacher education, and puts forward the following viewpoints: (1) The fundamental task of "cultivating morality" emphasized by teacher education requires that the design of AI tools must be embedded with an ethical review mechanism to avoid the resolution of the educational value of technical rationality, such as the design of the observation dimension of teacher ethics in the intelligent evaluation system. (2) The traditional "demonstration-imitation-reflection" teacher growth path reveals that the application of AI needs to build practical scenes combining virtuality and reality, and the practice tradition of "learning by doing" reveals that AI technology should focus on the simulation and feedback of real teaching scenes, such as the development of an intelligent coach system based on classroom discourse analysis. (3) The unique tradition of "school-place collaboration" in normal colleges provides a closed application loop of "practice verification - iterative optimization" for AI educational products. The unique "university-primary and secondary school" collaborative training mode of normal colleges can provide real school application scenarios for the iteration of AI

education products. (4) The thought of "teaching students according to their aptitude", which has always been attached importance to teacher education, is realizing large-scale personalized training through learning analysis technology. This study provides a theoretical framework and practical guidance for avoiding the technicalism tendency of teacher education and promoting the innovation of teacher education in the era of AI. Teacher education innovation in the era of AI should adhere to the principle of "technology empowerment rather than substitution", retain the humanistic background of teacher education in the construction of intelligent environment, and reshape the new paradigm of teacher professional development through the integration of "traditional experience + intelligent technology".

王煥芳（浙江師範大學）：*教師教育數字化轉型：邏輯、挑戰與路徑*

摘要：

在全球教育數字化浪潮推動下，教師教育數字化轉型成為我國提升教師素養與教育質量的關鍵路徑。從理論維度看，人工智能與大數據等技術重塑知識生產與傳播方式，推動教師教育由經驗驅動向數據驅動轉變；從實踐維度看，數字化工具提升教學效能、優化資源配置，有效回應教育質量與公平並重的目標；從政策維度看，國家發布系列政策，構建了較為系統的支持框架。然而，轉型進程中仍面臨教師數字素養參差、基礎設施不均、制度支持不足等多重挑戰。為此，應強化教師數字勝任力的系統培養，構建多元融合的數字化教師教育體系，完善政策支持與資源保障機制，推動轉型落地見效。

周琬馨和朱啟燕（大理大學）：*數字技術賦能生態文明教育的價值追尋、內在機理與優化路徑研究*

摘要：

生態文明建設是關係中華民族永續發展的千年大計。黨的二十大首次將「教育數字化」寫入報告，全國教育大會指出：「要深入實施國家教育數字化戰略」，數字技術的應用為生態文明教育數字化轉型提供了數字支持。數字技術的應用，為生態文明教育資源豐富性與可及性、增強生態文明教育互動性與現實性、提升生態文明教育的針對性與實效性提供支撐。數字技術為生態文明教育技術支持，在理念上具有契合性，促進生態文明教育的多元主體協同。數字技術賦能生態文明教育，要提升教師數字素養、激發學生學習動力、更新教育模式和內容、營造良好的教學環境，推動生態文明教育高質量發展，形成人與自然和諧共生的現代化新模式。

李明磊和鄭珊珊（北京理工大學）：*AI時代研究生跨學科能力與批判性思維的內在機制及培*

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

摘要：

在人工智能與大數據技術深度融合的「數智化」時代，研究生教育正經歷着學科知識重構與思維認知範式革新的雙重轉型。當前已有研究表明，使用 AI 工具能夠提升研究生的批判性思維，且 AI 技術通過算法驅動的知識整合機制也為研究生跨學科能力培養提供了新的路徑。然而，在學科邊界動態模糊、知識生產模式加速迭代的背景下，跨學科能力與批判性思維作為研究生高階認知結構的協同演化機制尚未明晰，二者在 AI 技術賦能場景中的互構邏輯仍存在理論空白。基於此，本研究聚焦於 AI 技術驅動下研究生跨學科能力與批判性思維的內在互構機制及其演化邏輯。通過混合研究方法重點探究 AI 技術重構的知識生產模式如何突破學科認知邊界，驅動研究生構建跨學科動態知識網絡，進而塑造系統性批判思維範式；AI 賦能的跨學科認知增強機制能否拓展研究生問題解決維度與知識遷移效能，實現跨學科能力與批判性思維的動態適配。本研究旨在通過解構 AI 時代知識創新與認知進化的互動機理，建構「跨域思維整合—真實問題場域設置—批判性思維訓練」的三位一體研究生教育模式創新路徑。

論文演講 3F / Paper Presentation 3F

面向未來的學生素養與倫理：跨界課程與數字創新 / Future-Oriented Student Literacy and Ethics: Cross-curricular and Digital Innovation

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: D2-LP-01

語言 / Language: English/Chinese

論文 / Presentations:

Yan Huo, Zhulin Han and Peixuan Wu (Xi'an Jiaotong-Liverpool University): *Using 'Script-Killing' to Foster Students' Ethical Awareness.*

Abstract:

Fostering ethical awareness among university students is vital for their personal growth and contributes to an important dimension of global citizenship education (GCED). Extra-curricular student activity is considered a valuable channel that engages students to continue their learning beyond classroom settings. However, the effectiveness of these student events in fostering students' ethical awareness is yet to be explored. Hence, the purpose of our study is to understand, through the two mini-interventions during the script-killing game (a role-playing mystery-solving activity) if such interventions have made positive impacts on students' real-life ethical decision-making.

The present study uses the International Café event as a case to examine students' ethical awareness via a well-designed 'script-killing game'. Two purposefully designed mini-interventions were included in the process of the game, the 'push the door' strategy as a reminder of the importance of ethics prior to the game starting and ' (ethical) decision-making sharing' by group representatives after the game. We then recruited 6 group representatives, based on the vulnerability basis, to share their decision-making process during the entire game, and in particular, their decisions that involved ethical reasoning. We then followed the six representatives of the group, interviewed her/him one week later, and asked if they had made any decisions involving ethical reasoning in their real-life scenarios over the past week; we then repeated this process two weeks later. In total, we carried out 18 times semi-structured interviews, 6 participants multiple three times over the course of 3-4 weeks. Our findings contribute to the discourse on innovative pedagogical strategies in the digital age, particularly through intervention-embedded gaming experiences.

Yan Wang and Xiaowei Wu (Shenzhen University & Beijing Normal University (Zhuhai Campus)):
Understanding Primary School Students' Conceptions of AI: A Qualitative Study in the Context of a Pilot AI Curriculum in China

Abstract:

Artificial Intelligence (AI) plays an increasingly pervasive role in education. In this field, two major branches of research and practice have emerged: teaching with AI and teaching about AI. The latter is often referred to as AI literacy. Typically, AI literacy frameworks aim to help students develop accurate conceptions of AI. According to an OECD survey in 2022, not all countries have published national or local AI curricula for basic education. However, in April 2025, Guangdong—a southern province in China—introduced a pilot AI curriculum for students in Grades 1–12. Analyzing this curriculum in comparison with AI literacy frameworks, particularly those based on the "Big Ideas" in AI, can provide valuable insights. Students' conceptions of AI are closely related to their preconceptions. Misconceptions about AI, much like those in science learning, can affect how the curriculum is implemented. Moreover, understanding students' initial ideas about AI can offer suggestions for the design and revision of the pilot curriculum. While most existing research focuses on students' attitudes toward AI, few studies have explored the development of their conceptions. Therefore, acknowledging students' AI-related preconceptions is crucial. This study conducted a qualitative survey of Grade 5 and Grade 6 students in S City, Guangdong, China. The findings were compared with the recently published local AI curriculum. The results can provide valuable guidance for curriculum designers and educators by shedding light on students' conceptions and misconceptions about AI.

Zheng Zhang and Zhenxun Zhong (Western University & Zhangjiang Kede New Material Technology): *K-12 China-Canada Transnational Education: Case Studies and Implications for Cross-border Education in the Digital Era*

Abstract:

This presentation is driven by scholarly calls for critically oriented literacy education to engage culturally and linguistically diverse students' multi-lingual, cultural, and semiotic resources when transplanting literacy curricula across borders. Transnational education activities are at an all-time high. However, knowledge about what affected the literacy curriculum decision making in these programs is low. In the presentation, we will report findings of five case studies in Canadian transnational education programs that are located in Guangzhou, Macau, Hong Kong, Shanghai, and one inland city in Mainland China. Informed by theories on curriculum and multiliteracies, the presentation will report major themes from the case studies, such as, English literacy curricula as a form of educational and cultural imperialism, the programs' claims to integrate both Canadian and Chinese curricula whereas the enacted curricula were divided along linguistic and cultural lines, the cosmopolitan sensibilities toward Others' ways of meaning making, and pedagogical practices that respond to transnational education students' diverse cultural, linguistic, and semiotic resources in the digital era. The findings of these comparative case studies contribute to literature on pedagogical and curricular orientations that affirm the legitimacy of

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multilingual learners' identities and their linguistic and symbolic repertoires.

Yuanyuan Yang, Dongqing Zhao and Zhidong Yang (The Education University of Hong Kong & The No.1 Middle School in Development District, Binzhou, Shandong Province & Capital Normal University): *Integration of digital technologies and intangible cultural heritage in the STEAM education model: a systematic review of the literature*

Abstract:

Intangible Cultural Heritage (ICH), as the splendid heritage of mankind, provides a rich educational resource for innovation and integration in STEAM education. The development of digital technology has also boosted the abstract areas of technology, design, and art that are not easy to concretely implement in STEAM education. Intangible Cultural Heritage (ICH) and digital technology, as popular topics for STEAM education innovation in recent years, provide the foundation for STEAM education and point the way for innovative development. Although there are many studies exploring curriculum design and pedagogical practices for innovative integration in STEAM education, there is a lack of systematic reviews to summarize the forms of integration and focus of integration including digital technologies and ICH in STEAM education models. This systematic review reveals innovative integration of ICH and digital technologies in STEAM education models, using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) methodology to conduct an exhaustive search across four multidisciplinary databases covering the period 2020 to 2025 with specified inclusion and exclusion criteria. It provides experiences and cases for digital innovation in STEAM education and integration of ICH educational resources to promote sustainable innovation in STEAM education in multiple fields.

斌饒 (華南師範大學): *Beyond the "Pandora's Box": Ethical Reflections on Vocational Education in the Human-Machine Epoch ——A Perspective from Ethical Philosophy*

Abstract:

With the rapid advancement of artificial intelligence (AI) technology, the Anthropocene is transitioning toward the Human-Machine Epoch (Su HL, 2024). Embracing and effectively utilizing AI, as well as promoting its deep integration with education, has become an inevitable choice for achieving high-quality educational development. Vocational education, as a type of education, inherently focuses on the ontological value of human beings. However, as AI technology accelerates, ethical concerns emerge from the perspective of ethical philosophy regarding the potential "Opening of Pandora's Box" in vocational education within the Human-Machine Epoch: the alienation of educational agents, the invasion of privacy boundaries, and the undermining of educational equity. To address the challenges posed by the "Pandora's Box" of AI technology development, vocational education in the Human-Machine Epoch must redefine and reconstruct human-machine relationships. It is essential to establish ethical norms as "soft constraints" and institutional "hard boundaries". Adhering to the principle that "Man is an end in himself" (Immanuel Kant, 2017), To promote the

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ethical use of intelligence for the greater good.

論文演講 3G / Paper Presentation 3G

多元主體與制度創新：數字智慧賦能下的教育公平探索 / Diverse Actors and Institutional Innovation: Exploring Educational Equity in the Digital Intelligence Era

7 月 11 日 / 11 July, 14:20-15:50

地點/ Venue: B2-LP-14

語言/ Language: Chinese

論文/ Presentations:

董若溪和孫俊華（南京大學）：數字技術使用與農戶創業行為——教育人力資本的調節

摘要：

數字鄉村建設的戰略背景下，數字技術成為賦能農戶創業的關鍵要素。本研究基於 2018 年和 2020 年中國家庭追蹤調查（CFPS）數據，選取農村勞動力為樣本，探究數字技術使用對農戶創業選擇及績效的影響機制，以及教育人力資本與數字技術在農戶創業機制中的交互效應，旨在揭示教育人力資本在數字技術影響農戶創業中的複雜角色。結果表明：1.數字技術使用顯著提升了農戶的創業意向和創業績效。2.教育人力資本在農戶創業的作用機制中起負向調節作用，與數字技術使用存在「此消彼長」的替代關係；3.數字技術使用對農村男性勞動力創業選擇的影響更強；未流動農戶在數字技術影響下比流動人口的創業傾向和績效更高。不僅有助於完善數字技術影響農戶創業的理論框架，亦為深化數字鄉村建設提供對策建議。

林江鋒和黃奕瓊（肇慶學院）：智能技術賦能的特殊兒童教育制度調適研究——基於中日支持體系比較的調適機制分析

摘要：

針對特殊兒童的制度和技術支持能夠提升中國整體人口素質。本研究以特別支持教育的本土化困境為切入點，通過政策文本分析和對過往文獻的分析，揭示日本特別支持教育經驗移植中國的結構性障礙：教師角色超載、區域資源配置失衡，以及特別支持教育專業支持網絡斷裂等本土化困境。基於全人教育理念、默頓角色理論與社會功能理論的三維框架，以及人工智能作為緩衝層在制度環境適配中的阻尼效應與催化效應，本文將提出基

於人工智能賦能的框架調適路徑，構建技術介入模型，在特殊兒童早期診斷、區域間資源分布與調配、專業人員訓練、特殊兒童個性化學習等方面提供技術支持，為破解特殊教育領域「製度-資源-文化」三重困境提供理論支持和實踐指導。

李恒（華東師範大學）：*技術深度嵌入下教學設計的困境審視與未來之思*

摘要：

教學設計作為連接教育理論、學習理論與教學實踐的紐帶，以及教與學活動的橋樑，在教學活動中具有重要的作用。在當下與未來，新興技術的不斷融入，可能推動教學設計實現前所未有的要素重構與系統優化。然而，技術與教學在實踐場域的融合進程，亦可能導致教學設計陷入工具化、程序化和去主體化困境。從更深層次來看，這些困境不止源於技術層面的發展局限，更在於對技術與教學複雜關係的認識偏差，以及教學設計活動中隱含的假設誤區。這具體體現在教學設計的三重假設上：數據驅動下的確定性假設、技術思維下的還原性假設，以及技術理性下的分離性假設。因此，為了突破現實桎梏，持續推動教學設計的創新優化和價值實現，需要強化教學設計的生成性、復歸人在教學設計中的主體性與遵循教學設計的統一性。

蘭曉煜（北京大學）：*我國精英型大學校住宿書院制本科生的就讀經驗*

摘要：

近年來，我國如北京大學、清華大學、浙江大學等許多高校紛紛仿效歐美國家，設立住宿書院制，將其作為本科生管理模式和人才培養模式的一種新舉措，希望通過此舉措促進高等教育朝向高質量方向不斷髮展。

本研究期望通過對我國北京大學元培學院這所高水平研究型大學住宿書院制本科生的就讀經驗進行探究，具體探索大學生在住宿書院制中的學習投入、人際交往、反思性收穫等方面內容，從而細緻地呈現住宿書院制大學生在校的真實情況，深入挖掘其文化交往模式、學習投入及成果的異同之處，為住宿書院制的多方參與者如高校管理者、教師和學生提供借鑑和參考，以提高本科生教育水平。

趙晴（北京師範大學）：*Excellent Practical Experience of Differentiated instruction of Basic Education in China in the Digital Age and Implications on Teaching Theory*

Abstract:

Under the background of digital age, differentiated instruction is closely related to the realization of the educational goal of comprehensive development of basic education and the promotion of educational equity and the improvement of educational quality. Based on the perspective of digital education transformation, the study selects 10 excellence cases (39 texts) of differentiated instruction in digital environment from three sessions National Teaching Achievement Award for Basic Education in 2014, 2018 and 2022, and uses Nvivo12 software to conduct three-level coding analysis, sorting out the practical experience and teaching theory enlightenment of differentiated instruction in digital age from the aspects of production context, practical understanding, typical measures, effect conditions and theoretical contribution. It is found that the reform policy of "providing every student with appropriate education" constitutes the direction guide, the contradiction between personalized learning needs and traditional teaching mode is the direct cause, and digital technology support has become the main driving force; The characteristics of practice show digital evolution: from paying attention to individual differences to paying equal attention to quality and fairness, relying on intelligent technology to realize multi-dimensional diagnosis of students' interests, abilities and cognitive differences; differentiated instruction supported by digital technology presents multiple cut-in and implementation paths, including intelligent course management, accurate teaching diagnosis and personalized learning path design. The improvement of students' performance and ability is a direct effect. Digital technology promotes students' development through psychological factors, and empowers teachers' professional growth and school development. Teachers are the necessary conditions, schools are the guarantee conditions, and students and parents are the key conditions. The research provides a localized theoretical framework and practical paradigm for the construction of "differentiated fairness" teaching system in the digital age.

論文演講 3H / Paper Presentation 3H

中國教育轉型中的素養與德育創新：傳統智慧與數字化融合 / Literacy and Moral Innovation in Chinese Educational Transformation: Integrating Tradition and Digital Convergence

7 月 11 日 / 11 July, 14:20-15:50

地點 / Venue: B3-LP-06

語言 / Language: Chinese/English

論文 / Presentations:

張華軍（北京師範大學）：*從陶行知的社會實踐論其教育思想的創造性和對中國現代教育轉型的啟示*

摘要：

陶行知作為中國教育從傳統到現代轉型期間的教育家，其思想上的原創性有待進一步挖掘。既有研究中，對陶行知的研究往往聚焦於他的辦學實踐中，聚焦於他對王陽明和杜威的知行觀的改造等，而沒有充分挖掘他的辦學實踐所體現出的對於探索中國教育現代轉型問題中的原創性貢獻。重新理解陶行知，有利於我們今天更好地面對教育現代化過程中的挑戰並通過陶行知的創造性實踐提供現代教育轉型的思想資源。

本研究通過對陶行知早年求學經歷和成年後的辦學實踐進行社會史視角的挖掘，把陶行知的實踐（包括他的辦學實踐、文化傳播實踐和救國實踐等）還原到當時複雜的社會現實背景中，還原到他自身所體現的中西思想的張力和會通中，試圖揭示他的富有創造性和感染力的辦學試驗的思想意義，從而為當代中國教育的現代轉型提供有益的啟示。這一探索也有益於中國教育自主知識體系的構建。

夏欣、呂珂漪和蔡林娜（杭州師範大學）：*正義與關懷：基於學生情感體驗的理想班主任形象建構*

摘要：

情感體驗既反映了學生對教育過程的感受，也承載了他們的評價性判斷，構成理想班主任形象建構的重要依據。本研究基於學生的情感體驗，運用紮根理論方法對 139 名師範生的師生交往敘事文本進行分析，構建了「正義-關懷」二維分析框架，並據此識別出四種班主任類型：厚此薄彼型（低關懷-低正義）、中國家長型（高關懷-低正義）、鐵面無私型（低關懷-高正義）以及良師益友型（高關懷-高正義）。研究發現，「良師益友型」班主任通過融合中國傳統教育智慧與現代教育需求，能有效促進學生的全人發展。基於此，當代班主任應當以「全人教育」為目標，在傳承「有教無類」「知行合一」等傳統教育思想的基礎上，重構「正義」與「關懷」的實踐範式。

盧璿璿,Yu Yijienan和朱希（香港大學）：*中國公民教育對學生數字素養的培養：以道德與法治課程教材為例*

摘要：

本研究深度分析義務教育階段的道德與法治課程教材，依據經過中國本土化的《中小學生數字素養測評框架》，對教材中涉及數字素養的部分進行詳細解讀。研究發現，當前教材圍繞「現象」「用處」「弊端」「倫理」四大關鍵詞指導教學環節，開展學生數字素養培養，同時關注個人與社會層面的數字應用場景，尤其體現於「數字工具使用」方面。然而，教材中有關「數字信息批判」「數字信息整合」「數字生活消費」等學生數字素養覆蓋不充分，未實現學生數字素養的全面發展。未來教材修訂應加強數字素養培養完整性和遞進性，增加針對性實踐活動和互動環節，以更好地適應數字時代學生的學習需求和生活實際。

洪澄（華東師範大學）：*Confucian Jiaohua and AI - enhanced Civic Education*

Abstract:

This paper proposes Confucian jiaohua as a comprehensive ethical framework for addressing the complex moral challenges posed by Artificial Intelligence (AI) in civic education. As AI increasingly mediates students' learning experiences, civic education faces particularly acute ethical concerns compared to other educational domains, as it directly shapes students' understanding of citizenship, political participation, and moral responsibilities in a technological society. Anchored in the Confucian principles of "All under Heaven" (tianxia) and "Extension of Love" (tui'ai), this

framework offers a relational, contextual approach that balances technological advancement with moral cultivation. Unlike liberal civic education models that emphasize critical reflection, individual rights, and utilitarian calculations, the Confucian approach prioritizes embodied ethical practice, relational accountability, and contextual wisdom—providing a philosophical foundation better aligned with human-centered AI ethics. The paper demonstrates how Confucian jiaohua challenges prevailing assumptions about AI's legitimacy in educational contexts by emphasizing that authority derives not from technical superiority but from alignment with moral principles fostering human flourishing. Through analysis of classical Confucian texts and contemporary ethical challenges, the paper illustrates how this approach can transcend both technophobia and techno-utopianism while addressing specific AI-related concerns: algorithmic bias, the balance between privacy and collective benefit, tensions between personalization and standardization, threats to student autonomy, and challenges to social interconnectedness.

朱婧雅（哥倫比亞大學）：*Constructing Chinese Teachers' Media Literacy in the Digital Era: A Model and Pathways*

Abstract:

In the rapidly digitalizing landscape of education, nurturing media literacy among teachers is crucial for holistic student development. This study employs media literacy and teacher professional development theories to construct a culturally contextualized model and the developmental pathways for Chinese teachers' media literacy.

Utilizing educational observation and in-depth interviews, the research articulates a four-tiered hierarchical model reflecting the professional attributes of teachers within digital educational contexts. At the foundational level, teachers as individuals possess basic media literacy skills. Progressing upwards, the model defines teachers as educators and instructors, representing their fundamental professional attributes. Their media literacy encompasses pedagogical skills critical for effective teaching and learning. Next, in their roles as communicators and coordinators, teachers employ media literacy to facilitate school-family-community collaboration, directly aligning with contemporary demands for the whole-person development of students in the digital age. At the apex, teachers become Media Literacy Leaders, equipped to foster and cultivate innovative talent for sustainable societal advancement.

Additionally, the study identifies three pathways involving essential stakeholders to enhance Chinese teachers' media literacy. First, Individual teachers are the primary agents responsible for their media literacy development, requiring both willingness and active practices for continual growth. Second, schools serve as the main arenas for the enhancement and implementation of media literacy. Schools provide critical institutional support through hardware and infrastructure investment, the cultivation of vibrant learning communities, and fostering a media-positive school culture. Lastly, regional educational research departments, a distinctive feature of China's educational ecosystem, significantly contribute by offering structured resources and facilitating collaborative learning platforms across schools.

This research provides valuable insights into whole-person development in the digital era from the perspective of educators, contributing a meaningful framework that can inform educational practices globally.

論文演講 3I / Paper Presentation 3I

人工智能賦能下的課程與教師專業成長 / AI-Empowered Curriculum and Teacher Professional Growth

7 月 11 日 / 11 July, 14:20-15:50

地點/ Venue: B1-LP-03

語言/ Language: Chinese

論文/ Presentations:

李岩（大連工業大學）： *人工智能賦能高等教育課程教學：優勢、挑戰、隱憂與未來進路*

摘要：

人工智能（AI）技術正日益為高等教育課程教學帶來變革性突破與發展。運用質性研究方法，採用半結構式深度訪談法探討 AI 賦能高等教育課程教學存在的優勢、挑戰與隱憂。研究發現，AI 賦能課程教學的優勢在於促進以學習者為中心的個性化教學，解決「可問可不問」的個體問題；更適宜對確定性、通識性知識賦能；促進更具多樣化、延展性、啟發性、便捷性、互動性的課程教學；為教師教學減負，促使其更專注教學內容與教學法本身。面對的挑戰在於對較複雜、專業性、主觀性較強的問題及知識傳授的賦能效果不佳；難以如真人教師一般具備教學經驗及教學法，在線課程缺乏「真實感」；教師及助教的時間精力有限，投入成本與實際獲益難成正比；AI 技術本身發展尚不成熟，非本土語言模型中文語料較少。隱憂在於對 AI 技術及 AI 賦能課程教學天然的不信任感；亟待關注對教師知識產權與學生隱私的保護；形式創新可能大於內容創新，存在跟風式、政績式賦能；對傳統教師教學及學生學習產生「本末倒置」式的破壞。對此，未來應在語言大模型基礎上結合多樣 AI 技術拓展功能；提升 AI 知識生產正確率，強化教育性轉換；對 AI 賦能課程教學進一步循證化、標準化、便捷化；提升 AI 技術與特定課程及學習者間的匹配性。

賈韶琦和盛小敏（湖南工商大學和湖南師範大學）：*生成式AI賦能中國法學專業沉浸式學習的實踐與探索*

摘要：

當前中國法學教育創新的一個重要方向是沉浸式學習，但實踐中受限於技術成本高、教育理論缺位、學習適用性低等因素，應用較為有限、發展較為緩慢。而以 DeepSeek、ChatGPT 為代表的生成式 AI 在創造性生成、邏輯性表達、複雜交互理解等方面展現出顯著的賦能潛力，為中國法學專業沉浸式學習發展注入數智動力。生成式 AI 賦能法學專業沉浸式學習的知識面向包括面向緘默知識的技術解構與認知增強、面向人文知識的數字孿生與價值嵌入、面向本土知識的算法適配與知識生產。為此，需創新賦能路徑，包括實現多模態資源的適性生成與推送、支持學習過程全流程優化、描繪動態精準的學習者畫像、開展持續深入的對話式交互、創設擬真多變的學習情境等。具體實踐可分為三個階段：將法律課程複雜內容分解為若干模塊情景、基於大語言模型構建垂類數據專家知識庫、整合多智能體創建沉浸式學習環境。

陳佳妮（廈門大學）：*邁向無界社區的多人可視化協同學習研究現狀與前沿趨勢——基於對 32 篇實踐研究的系統性綜述*

摘要：

當前，多人可視化協同互動技術突破了傳統社會互動的時空限制，推動協作學習走向「無界社區」。為系統探究該技術在人機協同學習場景中的應用研究現狀，本研究通過系統性文獻綜述法，梳理 2015～2024 年國內外的相關實踐研究案例，採用紮根理論將 32 篇文獻按技術應用的功能機制、支持策略與發展趨勢三大維度進行編碼。研究發現，該技術廣泛應用於高等教育中的任務探究、問題討論、項目設計和協同寫作等場景，通過知識表達及結構可視化、協作過程及狀態可視化、沉浸式人機交互等機制提升協作效果。最常見的支持策略包括認知負荷調節、社會調節和學習支架策略。未來研究可聚焦教育場景的多主體多學科拓展、策略應用與基礎理論的結合，以及自動化學習分析工具的集成，虛擬無界社區學習環境和學習者中心的複雜人機交互設計將成為重要發展方向。本研究旨在為 GenAI 時代下的人機協同學習提供創新視角。

邱燕楠（華東師範大學）：智能化與個性化全人教育：基於教育視頻圖像研究的中國貢獻與實踐反思

摘要：

教育視頻圖像作為現代教育媒介，通過其直觀性、互動性和多樣性，有力地推動了學生智力、情感、社會性、身體、審美和價值觀等多方面的綜合成長。在中國教育實踐中，從「國家智慧教育平台」到「STEM 動畫課程」，視頻圖像正在系統化地融入全人教育框架，並對全人發展產生了多方面的積極貢獻，主要體現在促進認知與智力發展、情感與價值觀培養、社會化與協作能力、身體與運動發展、審美與創造力提升、個性化與終身學習以及技術素養與批判性思維等多個方面。儘管教育視頻圖像有諸多優勢，但需在教育者的引導下與其他教學方法結合，包括平衡虛實體驗、加強內容篩選、完善互動性設計等，未來積極實現一種基於教育視頻圖像的智能化與個性化全人教育。

林凝、楊思漫和謝莎（深圳大學）：學前教育階段STEM教師專業發展研究綜述：基於中國情境的系統性分析

摘要：

本研究通過系統性文獻綜述方法，對 2012-2024 年中國在職學前教師 STEM 專業發展研究進行全景分析。研究發現，儘管 STEM 教育已成為全球教育改革的重要方向，但學前階段 STEM 教師專業發展仍面臨系統性挑戰。基於 Chen 和 McCray 的「全人教師發展模型」和 Koehler 等的 TPACK 理論框架，研究篩選分析了 15 篇核心文獻。

研究顯示，當前學前 STEM 教師專業發展項目主要採用研討會（73.3%）、專業學習社區（46.7%）和反思學習活動（33.3%）等形式，但僅 13.3% 研究整合了三種策略。在培訓內容上，所有研究都強調 STEM 知識獲取，但僅 33.3% 關注理論認知與實踐能力的協同發展。評估體系方面普遍缺乏對教師績效和學生學習的長期追蹤。基於此，本研究構建了包含兩大創新要素的學前 STEM 教師發展綜合模型：1）建立「實踐-反思-改進」的發展性評估機制；2）整合 TPACK 理論的全人發展課程體系。研究強調，亟需開發融合知識、信念和實踐技能的整體性專業發展項目，並建議未來研究應關注縱向影響評估、項目可擴展性以及跨學科的技术增強型培訓模式開發，以提升學前 STEM 教育質量。

論文演講 4A / Paper Presentation 4A

數字時代的基礎教育與教師發展：創新應用、評價變革與遊戲化學習 / Basic Education and Teacher Development in the Digital Age: Innovative Applications, Assessment reform and Gamification learning

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D2-LP-02

語言 / Language: Chinese / English

論文 / Presentations:

張佳、周夢如和袁佳瑩（浙江大學）：*中國內地中小學教師生成式AI使用現狀及其影響因素研究*

摘要：

隨著生成式人工智能（AI）技術的快速發展，其在教育領域的應用潛力日益凸顯。本研究聚焦中國內地中小學教師羣體，探討其生成式 AI 技術的使用現狀及其影響因素。基於對全國範圍內 1607 份教師的問卷調查和對 15 名一線教師的訪談，分析教師生成式 AI 的使用意願、頻率及場景，以及教師個體特徵、認知態度和社會影響等不同層面因素對其使用意願及實際使用行為的影響。研究發現，雖然中小學教師對生成式 AI 的使用意願較高，但其實際使用頻率仍較低，且不同人羣存在顯着差異；不同場景下教師使用生成式 AI 的頻率顯着不同，從高到低依次為行政事務、備課、教學反饋、課堂互動、教育科研；社交媒體、同事推薦、學校培訓等外部因素與感知可信度、感知易用性、感知有用性等內部因素使教師願意嘗試並真正使用生成式 AI。研究結果為推動教師 AI 使用及 AI 賦能教師發展提供了啟示。

葉潔玲（肇慶學院）：*教師教育公平視域下幼兒教師專業發展的數智技術賦能*

摘要：

黨的二十大報告提出，要推進教育數字化，建設全民終身學習的學習型社會。數智技術的廣泛應用和發展是教育數字化的大勢所趨、發展所需，能與幼兒教師的專業發展實現科學融合。在教師教育公平視域下，教師教育公平包括平等性、補償性和差異性公平，對數智技術賦能幼兒教師專業發展帶來一定的現實機遇，如信息共享

的普及促進幼兒教師平等性專業發展、數智技術助力城鄉幼兒教師協同化專業發展以及刻畫角色畫像助推幼兒 教師個性化專業發展等。由此提出教師教育公平視域下數智技術賦能幼兒教師專業發展的實踐路徑，一是基於 專業發展起點的平等性公平，搭建數智化技術支持服務體系；二是立足專業發展過程中的補償性公平，構建數 智化技術研修機制；三是把握專業發展結果的差異性公平，完善數智化教師評價體系。

周琬馨和朱啟燕（大理大學）：*人工智能時代教育評價改革：數字致知的風險與回避*

摘要：

人工智能技術的發展，對傳統的教育評價帶來了挑戰和機遇，正在重塑教育評價，推動教育評價向精準化、智能化方向發展。人工智能時代教育評價面臨技術邏輯與教育邏輯的矛盾，具體表現為：算法的介入導致評價主體性讓渡，削弱教師和學生的主動性；人文價值消解，量化評價削弱道德判斷、情感體驗等非理性因素；算法偏見與倫理失序引發數字倫理爭議，數據訓練偏差和算法黑箱等問題加劇教育失衡。人工智能時代教育評價的改革要着力於：提升教師數字素養、推動課程考核改革、構建和完善制度約束。人工智能時代的教育改革要對算法致知的風險進行回避，平衡技術與教育的矛盾，構建科學合理的教育評價體系，加快建設現代化教育體系， 推動教育強國建設。

劉煜婷（北京師範大學）：*技術支持下的美術教學創新：基於TPACK框架的中學美術課程實踐研究*

摘要：

本研究聚焦數字時代美術教師的技術整合能力發展，以 TPACK（整合技術的學科教學知識）理論為基礎，探究教育者如何有效運用數字資源優化美術教學與評估。通過對北京市 A 中美術教師的問卷調查和課堂觀察，研究發現當前技術整合存在三個關鍵需求：1）數字工具與美術學科特性的適配性不足；2）技術支持的個性化學習策略有待開發；3）數字技術應用水平評估在教學過程中的缺失。研究提出基於 TPACK 的整合路徑：在教學設計階段強調技術工具的美術學科轉化，在實施階段注重數字資源對學生藝術表達的賦能，在評估階段探索可視 化分析技術對創作過程的追蹤與反饋。本研究為教育者在美術教學中科學運用數字技術提供了可操作的實踐框 架。

向芯（北京師範大學）：*The Transformation of Learning through Play in the Digital Era*

Abstract:

This study explores “Learning through Play” as a fundamental paradigm of human development, tracing its evolution from foraging societies to the digital age. Drawing on ethnographic fieldwork across four socioeconomically diverse schools in southern China, the research examines how play transforms learning in contemporary contexts. While traditional forms like ping pong and chess foster peer-led skill development and social negotiation, digital games like Honor of Kings dominate youth culture, creating new arenas for socialization and even income generation through livestreaming. The study focuses on two distinct play ecosystems: (1) resource-scarce physical gameplay communities where children autonomously develop strategic thinking and conflict resolution skills, and (2) digitally saturated environments where global entertainment corporations monetize engagement, blurring boundaries between play, labor, and consumption. The analysis adopts Liu Mengfei’s (2024) taxonomy differentiating “craft,” “consumption,” and “gambling” games to further clarify. Findings demonstrate that digital play offers marginalized youth unprecedented agency and belonging absent in formal education, while simultaneously embedding them in exploitative reward structures. The paper highlights the importance of “game literacy” education—critical engagement with game design and monetization models—rather than prohibitionist approaches. Theoretically, the study advances “Learning through Play” as an organic, peer-driven process distinct from institutionalized education, emphasizing its role in cultivating initiative, creativity, and social capital. Ultimately, the research calls for recognizing play’s transformative potential in human development while addressing the neoliberal economic structures reshaping contemporary play ecologies.

論文演講 4B / Paper Presentation 4B

數字時代的健康與教育倫理 / Health and Educational Ethics in the Digital Era

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D2-LP-04

語言 / Language: Chinese

論文 / Presentations:

崔西孟（金華職業技術大學）：*邁向健康學習：數智賦能學評融合育人的邏輯旨歸*

摘要：

健康學習旨在通過促進兒童身體健康、社會情感健康和認知健康的整全發展，彌合健康與學習彼此割裂或對立的現實矛盾，促進兒童健康發展與深度學習的雙贏。進入「人機共存」的數智時代，我國兒童將面臨多重健康風險與學習危機交織的複雜困境。如何塑造兒童健康學習的整全人數字畫像，保障兒童健康學習與發展，應是推行教育數字化首要思考的基本問題。數智賦能學評融合的育人之本在於促進兒童健康學習與整全發展。為此，數智賦能學評融合育人應尊重兒童健康權和學習權，提升數字健康素養，增強數字韌性，樹立「健康為學習、學習為健康」的數字化學習評價標準。質言之，數智賦能學評融合育人的邏輯旨歸在於健康學習。

李騁和魏志鵬（華南師範大學）：*平庸之惡：智能化教育技術的倫理隱憂及其因應*

摘要：

智能化教育技術的深度應用在賦能教育改革的同時，引發教育的無思危機。阿倫特以平庸之惡詮釋無思危機，認為其於個體層面顯現為「思維匱乏」，即個體自我對話、自我判斷能力的消解；其於集體層面顯現為「集體罪惡」，即極權主義製度下的體製暴力與尊嚴喪失。教育的無思危機表現為技術規訓所導致學習者的個體理智廢置；技術拜物教所致使學習者間慾望的趨同。平庸之惡的消解關鍵在於教育需要充分發揮自身的倫理力量，以中斷無思行動與培育共通感，實現學習者的理智重構；推動慾望解蔽與主體性覺醒，開啓學習者的生存冒險。

如此，才能建立一種倫理性的教育實踐與美好生活。

蔡辰梅和公偉美（廣州大學）：*數字化轉型進程中教師主體性倫理的存在論價值及其實現*

摘要：

數字化轉型背景下，技術理性對教育場域的滲透導致工具主義對人文價值的擠壓，教師主體性亦面臨被技術邏輯所吞噬的風險。研究從存在論維度重新錨定教師主體性倫理的價值座標，揭示其在重構技術時代教育人性化圖景中的本體論意義。首先，基於胡塞爾「生活世界」理論，論證教育作為「主體間性實踐」的本質屬性，指出技術中介化教學需以教師具身化倫理知覺為根基。其次，藉助列維納斯的他者理論，剖析教師面向他者的回應責任如何突破數據化評價體系的遮蔽，使教育回歸對生命整全性的關懷。最後結合梅洛龐蒂知覺現象學，闡明教師主體性倫理的具身化實現路徑：通過技術嵌入與具身經驗的動態調適建構「共情性教學慣習」，以身體圖式重塑教育實踐的倫理空間。

蔡辰梅和張愛春（廣州大學&湖北科技學院）：*教育數字化轉型中教師教材觀的現實樣態、實踐路徑及其倫理省思*

摘要：

在人工智能技術快速更迭並介入教育場域的背景下，中小學教師的技術觀轉型呈現出複雜的矛盾性特徵：既期待技術賦能來破解當前教育實踐中的困境，又警惕大模型算法和技術依賴對教育本質的侵蝕。本研究採用解釋性質性研究方法，通過對 20 位中小學教師的深度訪談、課堂觀察與實物分析，探究教師在技術馴化過程中的風險感知機制與主體性守護策略。研究發現教師的技術理解與實踐呈現出：技術馴化張力、認知發展悖論、專業能力鴻溝、教育倫理困境。研究結論對 AI 時代的教育技術設計、教師專業發展與政策制定實踐的啟示：教育技術系統應植入自反性提示與教育價值觀對齊算法，教師培訓需強化技術操作技能與倫理素養，政策制定應建立 AI 教育應用的分級分段標準與監管。本研究揭示了教師技術馴化過程中「既期待又隱憂」的辯證邏輯，為理解 AI 時代教育主體性異化風險提供了新的理論透視，同時為守護教育的育人本質提供了實踐路徑。

張子涵和雷萬鵬（華中師範大學）： *促進鄉村寄宿學生非認知能力發展的教師教學實踐研究*

摘要：

雖然我國鄉村寄宿制學校建設在不斷完善，但是鄉村寄宿學生的心理健康和發展需求卻未得到有效滿足，非認知能力對鄉村寄宿學生的健康成長至關重要，是促使其過上幸福生活的關鍵因素。基於多元分層回歸的結果顯示，教師教學實踐對鄉村寄宿學生非認知能力發展有顯着正影響；對不同鄉村寄宿學生羣體，教師教學實踐具有補差培优的作用；教師教學實踐會通過增進師生互動促進鄉村寄宿學生非認知能力發展。為確保教師能夠有效促進鄉村寄宿學生髮展，應高度重視鄉村寄宿學生非認知能力發展，多措並舉提升教師教學實踐水平，構建學生髮展導向的教師評價制度，從而更好發揮教師的轉化作用，提高教師教育過程質量。

論文演講 4C / Paper Presentation 4C

學生發展與教育創新：心理健康、學習動力與教師成長 / Student Development and Educational Innovation: Mental Health, Learning Motivation, and Teacher Growth

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D2-LP-12

語言 / Language: Chinese / English

論文 / Presentations:

Fuqian Cui and Honghui Zou (Beijing Normal University): *Is it 'cut-throat competition' or 'lying flat'? Exploring the Competitive Psychology of College Students and the "Theater Effect"—A Mixed Study Based on Coursework*

Abstract:

Nowadays, the phenomenon of learning cut-throat competition is becoming increasingly prominent in college students' classrooms, which has had a certain impact on the improvement of teaching quality and the implementation of the fundamental task of cultivating students' moral character. Specifically, many college students currently prioritize not improving the quality of their homework in order to achieve high grades, but rather increasing the word count and investing more time in writing, leading to a "theater effect" when doing homework. A mixed research method was used to investigate the completion status of homework for an undergraduate course at a certain university in China. Students were divided into four categories based on their completion status: "fully focused", "detached", "intermittent hardworking", and "continuously declining". After interviewing representative students, it was found that: (1) college students have different feelings and attitudes towards cut-throat competition; (2) The requirement of "selective submission" significantly alleviates the "theatrical effect" of homework; (3) College students have stronger external motivation while weaker internal motivation; (4) The feedback from teachers on homework affects the learning enthusiasm of students. To alleviate the "race to the bottom" competition among college students, they should face peer competition and establish a sense of cooperation. University teachers should flexibly adjust homework requirements to further stimulate students' internal motivation. At the same time, universities should continuously improve their curriculum management system and student evaluation mechanism.

Ian I Hoi, Yifei Meng, Gabrielle Lee and Xiaoyi Hu (University of Hong Kong, Beijing Normal University & Western University) : *What Can I Do for You? Using Virtual Reality to Teach Desire-Based Emotion Recognition and Action to Children on the Autism Spectrum*

Abstract:

Recognizing desire-based emotion and taking appropriate action is necessary for children on the autism spectrum to build social relationships. The current study aimed to examine the effectiveness of teaching desire-based emotion recognition and action abilities in three progressive phases via the Desire-Based Emotion Recognition and Action (DBERA) program installed on the virtual reality (VR) headset. Four children on the autism spectrum aged 5-7 in China participated in the study. Using a non-concurrent multiple probe design, the current study found that all four children achieved the mastery criterion for the VR-based instruction, indicating their ability to recognize desire-based emotions and respond appropriately in the virtual environment. Further, desire-based emotion recognition and action abilities, along with its fundamental skill, gaze-following, were found to generalize to real-world settings while interacting with different adults. The generalization effect was maintained for at least 8 weeks for all children. Future directions and implications of this research are discussed.

Qizhe Zhao, Jiawei Zhang and Chen Ni (City University of Macau) : *Analysis of Hong Kong's PISA Reading Literacy Performance and Its Implications*

Abstract:

The Programme for International Student Assessment (PISA) serves as a critical benchmark for evaluating global education systems, with reading literacy being a core indicator of students' ability to apply knowledge in real-world contexts. This study investigates Hong Kong's 2022 PISA reading literacy performance, contextualized within global education benchmarks and its historical trajectory. PISA provides critical insights into students' ability to apply knowledge, with Hong Kong long recognized for high performance. However, recent declines—a 17-point score drop since 2018 and a doubling of students below basic proficiency (20% in 2022 vs. 9% in 2012)—highlight urgent challenges in foundational literacy and equity. Using descriptive and inferential statistical analyses of PISA datasets, this research evaluates performance trends, cognitive strategies, and contextual factors against OECD averages and longitudinal data (2012–2022). Findings reveal Hong Kong's strengths in critical thinking (e.g., +0.32SD in multi-perspective analysis) and metacognitive skills (e.g., summarizing text logic), but weaknesses in cross-disciplinary knowledge integration and reading motivation. Contrasted with educational systems like Mainland China, which prioritizes content breadth, Hong Kong's pedagogy focuses on textual depth, school-based critical questioning, and parent-guided dialogue. To counter declining skills and motivation, actionable strategies are proposed including integrating multi-perspective debates, thematic

interdisciplinary projects, and home-school reflection tools.. This study underscores the need to balance critical skill development with foundational literacy, offering scalable solutions for education systems transitioning beyond exam-centric models.

Yuyao Yang, Xinli Chi, Ziang Lu, Jianhua Xu, Zhizhao Yang, Ke Huang, Qianhan Huang, Xin Liao, Yunhan He, Diyang Qu and Runsen Chen (Shenzhen University & Tsinghua University): *Childhood Trauma, Social Exclusion, and Perceived Short-Form Video Addiction: The Moderating Role of Gender*

Abstract:

Background: The rise of short-form video platforms raises ethical concerns about digital well-being, social exclusion, and addiction. While offering entertainment and information, excessive use may harm users' mental health and social interactions. This study examines how childhood trauma influences short-form video addiction (SA) among young employees, with perceived social exclusion as a mediator and gender as a moderator.

Objective: Guided by the I-PACE model, this study explores the psychological mechanisms underlying digital addiction, highlighting ethical concerns in professional and social contexts.

Participants: This study encompassed 1,169 young employees in Shenzhen, China (Mage = 24.88; SD = 3.33; 37.2% male). **Methods:** Data were analyzed using SPSS 27.0. Mediation and moderated mediation effects were tested via PROCESS Model 4 and Model 59.

Results: Childhood trauma significantly predicted SA, with perceived social exclusion partially mediating this effect ($\beta = 0.222, p \leq 0.001$), explaining 48.44% of the total effect. Gender moderated the indirect effects of childhood trauma on perceived social exclusion ($\beta = -0.330, p < 0.05$) and SA ($\beta = -0.325, p < 0.05$), but not the link between social exclusion and SA ($\beta = 0.036, p = 0.131$). The effect of childhood trauma on social exclusion was stronger in men ($\beta = 0.455$) than in women ($\beta = 0.326$), and its direct effect on SA was significant only in men ($\beta = 0.196$).

Conclusion: These findings highlight ethical concerns in digital addiction. Individuals with childhood trauma may be more vulnerable, raising concerns about social exclusion and mental health in professional settings. Ethical considerations in platform design, workplace policies, and public health interventions are essential to mitigate excessive digital engagement.

Yuying Situ, Huiqi Li, Sha Xie, Qing Luo, Ning Lin and Siman Yang (Shenzhen University) :

STEM Professional Development for Pre-Service Early Childhood Educators: Trends and Exemplary Practices in Empirical Studies

Abstract:

The integration of Science, Technology, Engineering, and Mathematics (STEM) in early childhood education is critical for fostering early innovation skills, yet professional development (PD) for pre-service educators in this context remains underexplored compared to K-12 settings. This systematic review synthesizes trends and exemplary practices in STEM PD for pre-service early childhood educators, analyzing 11 empirical studies (published between 2012 and 2024) identified via PRISMA guidelines across Google Scholar and Web of Science. Using thematic analysis, findings reveal a marked increase in STEM PD research post-2019, emphasizing interdisciplinary, practice-based learning. Effective programs feature hands-on experiences, sustained mentorship, and collaborative reflection, which enhance pre-service educators' pedagogical skills and foster positive STEM dispositions. The review proposes a framework grounded in the Input-Output-Outcome-Impact model, aligning inputs (e.g., curriculum, materials, guidance), processes (e.g., design, practice), and outputs (e.g., knowledge, skills, attitudes) to optimize PD outcomes. Results underscore the necessity of long-term, contextually relevant PD to equip educators with the confidence and strategies for meaningful STEM integration. This study contributes a structured approach for designing PD programs that bridge theory and practice, ultimately advancing early STEM literacy by empowering educators to nurture young children's critical thinking and problem-solving skills.

論文演講 4D / Paper Presentation 4D

數字化學習創新：動機、參與與教師實踐 / Innovations in Digital Learning: Motivation, Engagement, and Teacher Practice

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D2-LP-13

語言 / Language: English/Chinese

論文 / Presentations:

Lijie Qin and Lan Yang (The Education University of Hong Kong): *Innovations in Student Feedback Literacy and Their Implications for Learning Engagement in Chinese Higher Education: A Scoping Review*

Abstract:

Adopting Carless and Boud's (2018) Student Feedback Literacy (SFL) framework (comprising four sub-components: appreciating feedback, making judgments, managing affect, and taking action), we screened 189 studies (2018–2024) identified through Scopus, EBSCO, and Web of Science for this scoping review. Focusing on empirical and in-depth explorations of SFL sub-components, 18 studies satisfied this requirement to explore how recent feedback practices contribute to learning engagement and support educational transformation in Chinese higher education. Guided by Carless and Boud's (2018) framework for SFL and Reeve's (2013) taxonomy of cognitive, behavioral, emotional, and agentic engagement, the analysis identifies key themes across sociocultural, technological, intercultural, and pedagogical dimensions. Findings reveal that feedback is most impactful when culturally contextualized, dialogically framed, and supported by digital tools and peer collaboration. The review highlights the unique contributions of SFL research to advancing the goals of China's "New Liberal Arts" reform, particularly in fostering interdisciplinary thinking, digital innovation, and student agency. The review concludes with strategic recommendations for future research, curriculum development, and institutional practice to cultivate feedback-rich, engagement-driven learning environments.

Chen Chen, Wei Hu and Xiaomin Wei (Anhui Normal University) : *Transforming Anxiety into Motivation: The Impact of Artificial Intelligence on Self-Directed Learning Behaviors of Generation Z University Students*

Abstract:

Against the backdrop of digital transformation-driven educational modernization, artificial intelligence (AI) technologies are profoundly reshaping the higher education ecosystem. As a core demographic among "digital natives," Generation Z university students exhibit unique traits of technological adaptation and anxiety. Based on a survey of 12,843 university students from eastern, central, and western regions of China, this study explores group disparities in AI anxiety, its influence mechanisms on self-directed learning behaviors, and associated moderating factors. The results indicate that Generation Z university students demonstrate diverse group characteristics in relation to AI anxiety. The relationship between AI anxiety and self-directed learning behaviors follows an inverted U-shaped nonlinear pattern. AI self-efficacy plays a positive moderating role in mitigating certain dimensions of anxiety, yet its moderating effect is limited in addressing techno-ethical anxiety. Accordingly, this study proposes targeted emotional interventions and learning incentives, optimized self-directed learning strategies, strengthened technology ethics education, and enhanced AI-enabled learning support services. These strategies aim to alleviate the technological anxiety of Generation Z students, stimulate their self-directed learning behaviors, and provide theoretical and practical guidance for leveraging AI to empower higher education practices.

Sichuang Fan (Western University) : *Content Analysis of Motivational Design in Mathematics Curricula: A Study of Ontario and China*

Abstract:

Amidst evolving educational paradigms shaped by standardized testing and technological innovation, curriculum studies increasingly emphasize diversity, multiple perspectives, and learner agency to foster student engagement. Motivation theories offer a robust lens for examining these dynamics, particularly in mathematics education, where sustaining student interest and persistence remains critical. This study analyzes how motivational strategies and principles are integrated into the vision, goals, and principles of elementary mathematics curriculum documents from Ontario, Canada, and China—regions chosen for their divergent cultural and educational philosophies, representing individualist and collectivist approaches, respectively. Employing thematic analysis, the research utilized inductive coding to identify emergent patterns, followed by axial coding guided by the Octalysis framework, which captures engagement through motivational drivers, and Self-Determination Theory (SDT), which elucidates intrinsic and extrinsic motivation. To ensure rigor, an iterative coding process with inter-coder reliability checks was implemented, refining themes through multiple rounds of analysis. The study prioritizes strategic intent over specific expectations or knowledge domains to focus on overarching motivational

design. Seven themes emerged: empowering learner agency, contextualized mathematics learning, fostering motivation and positive identity, inclusive and diverse learning environments, inquiry-driven exploration, collaborative and interactive learning, and comprehensive evaluation for growth. Findings reveal Ontario's curriculum emphasizes learner autonomy, inclusivity, and mathematical identity, fostering personal connection to mathematics, while China's curriculum prioritizes curiosity-driven inquiry, interdisciplinary problem-solving, and holistic assessment, reflecting structured engagement. These distinctions highlight how motivational design aligns with cultural values, offering curriculum developers insights for tailoring mathematics education to diverse contexts. By synthesizing motivation theory with cross-cultural curriculum analysis, this study advances the global discourse on designing effective, culturally responsive mathematics curricula, with implications for enhancing student engagement and fostering equitable learning environments worldwide.

Ran Yu (清遠市清新區第五小學) : *A Study of the Effects of Digital Learning on STEM Creativity*

Abstract:

Fostering students' creativity is a desired outcome of STEM learning. Such learning often incorporates hands-on activities that encourage agency, curiosity and experimentation. While educators generally have a good understanding of how to nurture creativity within a physical learning environment, less is known about creativity in an digital context. In the modern society when intelligent mobile devices become popular, the Internet breaks through the restrictions on time and space and becomes a ubiquitous learning tool. Designing teaching activity for digital learning and flexibly applying

technology tools are the key issues for current information technology integrated education. During the pandemic, studies involving primary students' group focused upon the experiences and perceptions of emergency remote learning, rather than intentional digital learning strategies. This gap creates an opportunity to explore the effects of digital learning on STEM creativity. In this study, a questionnaire survey was conducted in a Guangdong primary school students. Total 110 students in 2 classes are selected as the research subjects for the instructional research. The research results conclude that 1.digital learning supports a reframing of cognitive structure regarding the STEM creativity for primary students, and 2.digital learning presents better positive effects on learning motivation than traditional teaching does. The research results illustrate how digital learning can influence STEM creativity.

呂寒雪（華東師範大學）：*教師教育者應對教育數字化轉型的實踐路徑研究：以中國高校學科教學論課程為例*

摘要：

教師教育課程數字化轉型是建構高質量教師教育體系的時代趨勢，其不僅重塑了課程形態，也帶來了課程轉型發展的新契機。本研究聚焦“中國教師教育者如何應對教育數字化轉型”這一核心問題，以學科教學論課程為例，選取我國 5 所高校的教師教育者為研究對象，旨在分析這些教師教育者如何應對數字技術在學科教學論課程中的嵌入式影響。研究選擇質性研究範式，並借鑑新制度主義理論和技術批判理論視角，着重探討其數字化進程中制度規範、行動者實踐與課程場域之間的互動關係。研究發現，1）課程場域規約、有限度的制度干預和教師教育者的技術決策共同驅動學科教學論課程的數字化變革；2）制度與教師教育者的技術代碼相互博弈，教師教育者作為課程的開發者與實施者，在推動學科教學論課程的數字化轉型中發揮關鍵作用，體現為對課程中技術功能的再造；3）教師教育者在技術的教學通用性、課程功能契合度與學科適用性之間進行多維權衡，能動開展技術的適應性設計，逐步實現學科教學論課程中數字技術功能的有機融入與轉化。該研究有利於幫助教師教育者深化對自身在課程變革中的關鍵作用的認知，併為我國教師教育課程的數字化轉型提供實踐參考。

論文演講 4E / Paper Presentation 4E

數字轉型時代的教育者與學習者：心理健康、數字領導力與成長機制 / Educators and Learners in the era of Digital Transformation: Mental Health, Digital Leadership, and Growth Mechanisms

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D3-LP-02

語言 / Language: English/Chinese

論文 / Presentations:

Ke Huang, Yuyao Yang, Xinli Chi, Linxin Wang, Jianbin Li, Diyang Qu and Runsen Chen
(Shenzhen University, Beijing Normal University & Tsinghua University): *The Dual Effects of Individual and Contextual Factors in Adolescent Internet Addiction: Machine Learning Approach and SHAP Explanation*

Abstract:

Background and Purpose: In China, approximately 193 million young people under 18 are Internet users, with 20.2% exhibiting significant Internet dependence. This study applied machine learning to identify key individual and contextual correlates of adolescents' Internet addiction (IA), to help schools identify critical risk factors.

Methods: Data were collected from 67,281 adolescents in public primary and middle schools in Shenzhen, China. IA was measured with the 10-item Internet addiction Scale, and 30 factors related to IA were collected from both individual (i.e., psychological and physiological factors) and contextual (i.e., family, peer and school) correlates. Five algorithms- Logistic Regression, Naive Bayes, Random Forest, KNN, and LightGBM-were trained using scikit-learn library. A ten-fold cross-validation with randomized hyperparameter search optimized performance, evaluated via Accuracy, Precision, Recall, F1 score, Kappa, and AUC. Key factors were identified through SHapley Additive exPlanations (SHAP), and the SHAP interaction values were used to examine the interaction between key factors.

Results: The LightGBM performed optimally compared to other algorithms. Key factors of adolescents' IA included: depression, sex, thought of leaving home, bullied experience, availability of school sport equipment, mindfulness, bullying experience, anxiety, mother's education, and number of days of weekly participation in muscle training. SHAP interaction values revealed the interactions between depression, sex, and thoughts of leaving home. Specifically, female adolescents

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with mild depressive symptoms and male adolescents with thoughts of leaving home showed an increased risk of IA. Conclusions: This study evaluated and compared the performance of five machine learning algorithms in predicting adolescent IA risk. The prediction model could help educators better understand the complex risk factors and their interactions in adolescents' IA, as well as improve existing school mental health screening and risk identification for IA. The findings could also assist schools in targeting effective school-level interventions and provide guidance for gender-specific prevention strategies.

Lixuan Wan (The Education University of Hong Kong): *"A Boost or a Barrier" Technostress in higher education teachers: A systematic review*

Abstract:

As information and communication technologies (ICT) are increasingly integrated into education, technological stress is emerging as a significant concern for university educators. Higher education institutions actively encourage teachers to adopt and utilize new ICT tools to innovate teaching methods, enhance learning practices, and improve work processes (Li & Wang, 2021). This initiative can result in increased technological stress among teachers. Technological stress was initially defined as a modern adaptation disease caused by the inability to cope with new computer technologies in a healthy way (Brod, 1984). Numerous empirical studies have indicated that negative technological stress can lead to various adverse effects on teachers, including increased workload, reduced job satisfaction, impaired work-life balance, and diminished work performance (Wang & Zhao, 2023; Bauwens et al., 2020; Kaminskienė, Järvelä, & Lehtinen, 2022). However, recent studies have highlighted that technological stress encompasses both negative and positive dimensions. The positive aspect, referred to as techno-eustress, may emerge when technology is employed effectively (Califf, Sarker, & Sarker, 2020). Techno-eustress has the potential to enhance faculty engagement, stimulate innovation, and improve overall job satisfaction (Tarafdar et al., 2024; Mäkinen et al., 2019; Shirish et al., 2023). Despite the growing importance of college teachers in employing technology for teaching and learning, there has been limited discussion regarding technostress, particularly techno-eustress, in higher education. This study aims to systematically analyze existing literature to clarify the causes, consequences, and potential management strategies for technostress among faculty members.

Peng Liu, Qi Xiu, and Xuyang Li (華南師範大學 & University of Manitoba): *Understand digital teacher leadership in transforming Chinese turnaround schools*

Abstract:

Research Problem: Turnaround schools have widely existed in Chinese education for years (Liu, 2021), and the effective roles of school principals in transforming such low-performing schools have been proved (e.g., Gurr, 2019; Liu, 2021; Meyers & Hambrick Hitt, 2017). However, there has been insufficient research on the roles of digital teacher leadership

in improving remote learning in turnaround schools and in the rapid move to online learning during the Covid-19 pandemic. This is a significant miss due to the significant roles of teacher leaders in educational change (Liu & Thien, 2025).

Research questions: To fill this research gap, this research mainly answers the following questions:

1.How do teachers in turnaround schools define digital leadership? 2.What key qualities do digital teacher leaders typically possess? 3. What digital leadership roles did teachers assume to facilitate learning during the pandemic? 4. What factors influenced the development of teacher digital leadership during the pandemic?

Research method: A qualitative case study method was used in this study. Fifteen teachers and teacher leaders with diverse demographic backgrounds participated in the study. Trustworthiness was ensured in the research process.

Research findings: This research identifies that proficiency with technology, innovative teaching practices, technological aid for professional development, collaboration and communication, and advocacy and mentorship are the main components of digital teacher leadership. The vital qualities of teacher digital leaders include excellence in professional practice, visionary leadership, fostering a digital-age learning culture, digital citizenship, and promoting systematic improvement through digital tools. During the pandemic, digital teacher leaders promoted students' learning, digital literacy and skill development through designing and implementing different forms of classes, fostering collaboration and professional development, providing emotional and psychological support, and engaging parents and communities. The factors affecting the development of teacher digital leadership include teacher leaders' individual factors, school leaders' attitudes, and school climate factors.

Lucas Long Hin Wong (University of Toronto) : *Media Literacy Education in the Age of AI: AI Ethics, Intellectual Property, and Creative Commons*

Abstract:

Traditionally, media literacy education emphasizes not only the acquisition of technical skills but also the critical examination of how media technologies are socially and culturally constructed (Boler, Trigiani & Gharib, 2023). Indeed, media literacy has become an essential aspect of contemporary whole person development. In the age of AI, this critical perspective extends to ethical questions around the use of generative AI and intellectual property rights. However, scholarly responses to these new ethical issues in critical media literacy have been slow, leaving students ill-equipped to critically navigate AI-driven media landscapes (Tiernan et al., 2023). Simultaneously, recent calls to “decolonize” media literacy education—advocating for greater acknowledgment of local specificities within global contexts (Neag, Bozdağ, & Leurs, 2022)—rarely incorporate these challenges posed by AI. Drawing specifically from Chinese experiences within a (post-)socialist context, this paper addresses these gaps by proposing a framework for media literacy education that integrates critical perspectives on AI ethics.

Specifically, this paper interrogates how the Chinese perspective may complicate concepts such as “intellectual property” and “creative commons (Lessig, 2004),” thus providing alternative theoretical foundations for discussing AI ethics globally. Taking the recent global phenomenon of generating AI art in the style of Studio Ghibli as an example, this paper asks (1) how might the Chinese conceptualization of intellectual property and creative commons enrich current global discussions about AI ethics; (2) in what ways can these alternative perspectives be integrated into higher education curriculum on media literacy; (3) how could adopting these perspectives challenge Eurocentrism and facilitate decolonization of media literacy education?

The contemporary understanding of intellectual property is intertwined with capitalist ideologies and the commodification of art and literature (Rose, 1995). By offering insights on intellectual property and creative commons grounded in China's (post-)socialist context (Meng, 2009; Muehlfeld & Wang, 2022; Wang, 2004), the ultimate goal of this paper is to propose an alternative mode of conceptualizing media literacy education that transcends capitalist frameworks. This approach not only provides a fresh perspective on AI ethics but also advances the broader project of decolonizing media literacy education in the age of AI.

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劉潤鏘和王潔（上海師範大學）：群體對話如何塑造教師學習機會？——基於定性比較分析的
實證研究

摘要：

教師學習機會指教師在專業發展中獲取實質性成長的可能性與空間。現有研究表明，對話對教師學習機會的形塑具有顯着影響，但羣體學習情境中促進正向學習機會的對話機制仍缺乏系統性探究。為此，本研究採用模糊集定性比較分析（fsQCA）方法，探究羣體對話影響教師學習機會的非線性對話機制。研究選取一所公立小學語文、數學、英語及綜合學科組的教研活動實錄作為案例，以教師學習機會為結果變量，並以教育生成性對話框架下的六個維度作為條件變量——實踐問題聚焦、教學推理、實踐表徵豐富性、多聲性、生成性導向、支持與批判結合。研究發現，正向的教師學習機會獲得在不同學科中存在差異化路徑，最依賴「實踐問題聚焦、多聲部參與和生成性導向」組合。

論文演講 4F / Paper Presentation 4F

技術賦能與主體成長：數字時代教師發展、教育倫理與學生多元智能 / Technology
Empowerment and Human Growth : Teacher Development, Educational Ethics, and Multiple
Intelligences of Students in the Digital Era

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: D2-LP-01

語言 / Language: Chinese

論文 / Presentations:

向霜（北京師範大學）：*制度夾縫中的突圍：一位地方公費師範生離職深造的自我民族志研究——基於十年鄉村教師經驗的批判性反思*

摘要：

本研究採用批判性自我民族誌方法，以研究者本人從地方公費師範生到鄉村教師再到離職考研的生命歷程為案例，揭示基層教師專業發展中的系統性結構限制及其突破路徑。通過分析 2012-2022 年間政策文件、工作日誌、考核記錄等 45 份實物資料，結合離職決策期的 30 篇反思札記，構建“政策規制-實踐慣習-主體覺醒”三維分析框架。研究發現：（1）公費師範生制度通過“服務期綁定”“違約追責”等剛性約束，與基層學校“重使用輕培養”的管理文化交融，形成壓制性發展結構，表現為職稱評審中的保守文化、繼續教育的形式化運作；（2）個體在結構擠壓中經歷“制度依附-認知覺醒-策略突圍”的階段性轉變，其考研決策實質是掙脫“編制陷阱”的文化反抗，通過考取教育學碩士重構被制度性困住的專業身份；（3）離職深造行動構成對教師發展制度的“倒逼機制”，揭示現行政策中繼續教育權保障缺位、學歷提升通道梗阻等深層矛盾。研究通過解剖“制度人”到“學術人”的轉型陣痛，為優化公費師範生職業發展支持體系、構建教師終身學習制度提供具身化知識，對教育政策的人本化轉向具有啟示意義。

**Yunxia Zhang and Yue Chen (南寧師範大學)：農村家庭第一代大學生的文化適應研究—
基於口述史的研究方法**

摘要：

本研究深度訪談 40 名“Z 世代”“雙一流”高校農村家庭第一代大學生以探尋該羣體文化適應軌跡與發展困境。研究發現：（一）基礎教育階段經歷三重轉變：家庭生活到集體生活、兒童文化到苦讀文化、文化邊緣遷移至中心，面臨英語資源匱乏、教師監管式管理、同輩差距顯現等挑戰；（二）高等教育階段面臨從苦讀文化到博雅文化、從鄉土文化到城市文化的轉變，遭遇社交空間固化等新困境；（三）適應過程受家庭支持系統、教師雙面角色與個人心理韌性三重因素影響。研究揭示：成功適應者實現“疼痛資本”的“鋼化”轉化；文化適應具有地域性、層遞性與數字化生存方式的時代性特徵；“循規”慣習可能誘致制度化資本追逐陷阱。建議高校倡導共生式幫扶模式，降低其文化試錯成本。

韓諾（北京師範大學）：數字倫理與藝術教育：AI 在藝術教學中的道德邊界與教師責任

摘要：

人工智能的迅速發展正深度重構藝術教育的教學邏輯與價值取向，在提升教學效能與擴展創作邊界的同時，也引發了版權歸屬、算法偏見、創造力削弱與文化同質化風險等倫理難題。本文聚焦 AI 在藝術教學中的道德邊界，強調藝術教師在技術嵌入藝術教育過程中的角色轉型：既是藝術知識傳遞者，更是藝術倫理引導者與文化建構者，提出藝術教師在技術整合中的教師責任框架。在“全人發展”的教育目標指引下，藝術教育應在數字賦能與價值堅守之間尋求平衡，通過強化藝術教師的倫理意識與數字素養，引導學生在人工智能環境中實現審美、創造力與人格的協同成長，為全球藝術教育的可持續發展提供中國經驗與規範路徑。

劉竑波、吳丁銘和劉玥雪（華東師範大學）：「五育融合大美育」的理路探析和中小學實踐研究

摘要：

本研究探析我國「五育融合」和世界「學校美育」的歷史發展及學術理路，提出以「大美育」理念作為中小學「五育融合」的突破口，經由「美育鏈接德、智、體、勞四育」到「五育融合均衡態」的大美育實踐框架，藉助各科教學和師生全員全程參與的大美育力量，通過環境/學科/關係/家庭/社會等全方位美育，推進家-校-社聯合共育的良性治理狀態。本研究也完成了「五育融合大美育」的實踐研究。通過調研，闡釋我國學校美育和藝

術教育現狀，收集、遴選並出版了中小學「五育融合大美育」案例集，還從雙減時代的作業管理、課外活動、校外服務、家校合作的改革案例中，發現「五育融合大美育」的中小學實踐智慧和有效創新路徑。

Yiqiong Huang, Jiangfeng Lin and Li Wu（肇慶學院）：*AI 教育心理大師對話實驗：探尋人工智能支持學生多元智能發展的創新路徑*

摘要：

在數字轉型加速的教育環境中，人工智能不僅是輔助教學的工具，更可能成為認知引導與心理支持的新型角色。本研究以霍華德·加德納的多元智能理論為基礎，創新性地構建「AI 教育心理學大師對話實驗」，透過擬人化 AI 模擬專家與研究者進行對話與思辨，探討 AI 如何識別、理解並促進學生在語言、邏輯、肢體、音樂、人際、自知等多維智能的發展。研究採用對話分析法，結合真實教育情境與智能技術模擬，生成適用於基礎教育的個別化支持建議與發展路徑圖。相較於傳統靜態的心理測評方法，本研究嘗試以 AI 生成的互動性與情境性，激發學習者潛能，併為智慧校園中「全人發展」理念的實現提供理論創新與實踐範式。研究成果將有助於重新定義 AI 在教育心理領域的角色，推動 AI 從「數據工具」走向「教育同伴」的價值轉型。

論文演講 4G / Paper Presentation 4G

教育創新與倫理堅守：學科實踐、評價與教師發展 / Educational Innovation and Ethical Safeguards or Adherence : Disciplinary Practice, Assessment, and Teacher Development

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: B2-LP-14

語言 / Language: Chinese/English

論文 / Presentations:

Ruixin Yang and Zhenzhi Yang (Beijing Normal-Hong Kong Baptist University): *Human-AI Collaboration in Authentic Assessment of the Psychology Discipline*

Abstract:

In the digital era, enhancing students' knowledge competencies and whole person development remains a significant yet under-explored challenge. To address this gap, our project embeds human-AI collaborative authentic assessment within a scenario-based "assessment as learning" cycle.

Using AI assistance, real-world simulated scenarios have been pre-formulated in various assessment practices, including in-class exercises, group project, etc. Psychology students need to complete these assignments through interactions with virtual humans (i.e., customized role-based AI agents), multimedia case study materials, and branching interactive videos, among others. For example, in the Developmental Psychology course, there is a group project where students are tasked with designing a kitchen to address a baby's separation anxiety while their father is cooking.

In this novel Human-AI collaborative assessment as learning practice, the original reciprocal relationship between teachers and students has been redefined as a triangular interaction. For students, they can obtain AI's real-time personalized feedback aligned with constructivist learning, which shifts beyond rote memorization to foster holistic education, such as problem-solving and creativity. For teachers, AI-generated summaries of common patterns enable a transition from experience-driven to data-informed instructional strategies. Additionally, students are mandated to articulate at least one counterargument to AI feedback, systematically training their critical thinking. To our excitement, in the feedback questionnaire, 82.4% of students mentioned that AI-assisted authentic assessment helps them apply psychological knowledge to real-life situations. Although authentic assessment may set higher standards for teachers'

knowledge understanding and course preparations, it still serves as a powerful tool for facilitating students' knowledge transfer and enhancing their whole person development.

章哲穎和謝莎（深圳大學）：國際比較視野下中國學前兒童科學學習指標的本土化構建

摘要：

在“雙減”政策與科學教育戰略疊加背景下，建構本土化幼兒科學學習指標對創新人才培養具有奠基意義。本研究運用內容分析法對 18 份國際文本進行三級編碼，構建“國際基準-本土適配”分析框架。研究發現，學前科學學習可解構為“科學認知”“科學學力”“科學情義”三維度，包含 11 個二級類屬與 25 個三級條目。其中“科學學力”維度彰顯中國“知行合一”特質，與《指南》“探究能力”目標形成政策呼應。據此提出本土化路徑：重視資源整合，加強教師對科學探究過程的靈活引導；重視概念啟蒙，提升幼兒對科學內涵的系統理解；重視自主探究，促進幼兒科學思維的整合構建；重視興趣培養，鼓勵幼兒通過提問激發深度思考。

汪穎和李臣（深圳大學）：高质量作业反馈的价值意蕴、现实困境及路径优化

摘要：

作業回饋是教學評價的關鍵環節，其核心在於精準診斷學生知識技能掌握情況，提供針對性的改進建議，促進學生綜合素質的全面發展。高品質的作業回饋不僅能夠促進學生自主學習，推動教學過程的迴圈遞進，也是教師回饋素養融入教學的具體體現。然而在實踐中，作業回饋面臨著回饋主體力量薄弱、效能低下、供求錯位等困境，這些問題制約了育人效能的充分發揮。鑒於此，本研究從三維度提出改進策略：提升教師回饋技能；構建高品質回饋機制；推動多元主體協同參與。旨在構建“回饋—改進—提升”的閉環育人模式，為優化作業回饋品質、提升學生自主學習能力提供理論與實踐支援。

葉貞瑩（華中師範大學）：*The Risks of Algorithmic Logic in Moral Education and
Their Countermeasures*

Abstract:

Interhuman understanding is the foundation of moral education, and different modes of understanding entail distinct pedagogical approaches. If moral education in the information age followed a humanistic logic rooted in narrative thinking, then in the age of artificial intelligence（AI）, it adheres to an algorithmic logic grounded in individualizing reductionism. This logic transforms humans from amorphous, dynamic, and contradictory beings into discrete data

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assemblages defined by behavioral datasets and modular spatiotemporal attributes. Algorithmic logic represents a new substrate grammar for moral education, yet it carries inherent ethical risks, including comparative value metrics, a virtualized moral self, and a fragmented responsible model. Therefore, it is imperative to develop a moral education that synthesizes narrative thinking with individualizing reductionism. Specifically, this requires establishing a three-level moral evaluation model, enhancing modern communicative rationality, and implementing regular ethical reflection practices. Only by doing so can we ensure that moral education in the AI era remains human-centered, human-serving, and human- beneficial.

Yuzhuo Cai & Ruoyi Serena Qiu (The Education University of Hong Kong): *Finnish Lessons for Chinese Education Reforms: Reconciling Advanced International Experience and National Tradition*

Abstract:

This paper conducts a comparative analysis of Finnish and Chinese education reforms, exploring how Finland's approach to reconciling global educational practices with national traditions can inform China's efforts to modernise its education system and foster whole person development amid societal transformations. Finland's globally acclaimed system, transformed since the 1970s, achieved equity and excellence through comprehensive schooling, teacher professionalism, and decentralised curricula, integrating global models like constructivist pedagogies with cultural values such as *sisu* and trust. China, addressing regional disparities, exam-driven pedagogies, and undervalued vocational pathways, has pursued reforms since the 2000s, drawing on international models while navigating Confucian meritocracy and centralised governance. Through qualitative literature analysis, this study fills a research gap by examining the historical and cultural complexities of Finnish reforms, often overlooked in comparative studies that focus on surface-level practices or uncritical adoption. In the era of societal transformation where e.g. technology reshapes learning, Finland's model provides a reflective framework for China to integrate lessons from international digital innovations as well as other education reforms while preserving cultural identity. In so doing, China can develop a balanced, future-ready education system that promotes whole person development while honouring its cultural foundations.

論文演講 4H / Paper Presentation 4H

數字化與全球化背景下的教師發展、學生體驗與教育公平 / Teacher Development, Student Experience, and Educational Equity in the Digital and Global Era

7 月 11 日 / 11 July, 16:10-17:45

地點 / Venue: B3-LP-06

語言 / Language: English

論文 / Presentations:

Yueyue Wang (University of Maryland, College Park): *An In-service Chinese Teacher's Teacher Identity Construction through an American Online M.Ed. Program: A Case Study*

Abstract:

The digital age's remote learning technologies have made possible opportunities for online learning across national contexts. While existing literature has focused on transnational remote learning of students of all ages (e.g. Ren & Zhou, 2024; Clerkin et al., 2022; Yeo & Kulski, 2006), little research has spotlighted how online programs have created new affordances of transnational professional development for teachers, particularly in-service teachers with school-based obligations. This paper fills this gap with a case study on how a Chinese in-service teacher constructs her teacher identities through an online M.Ed. in Urban Education program housed in a Mid-Atlantic private university in the U.S.

This study conceptualizes teacher identity as an organic aggregation and interaction of discursive I-positions (Akkerman & Meijer, 2011). By coding data collected from an eighty-minute semi-structured interview with the participant teacher, this study uncovers how the participant teacher utilized resources from professors, peers, and course materials, including lectures and assignments, and engaged in a process of engagement, reflection, and action to construct her teacher identity through the online M.Ed. program. The program reinforced her pre-existing I-position as a lifelong learner teacher, transformed her I-position from a subject teacher to a professional educator, and newly established her I-position as a student-centered and asset-based teacher. These I-positions created significant conflicts with the imposed I-positions from her school's leadership team, such as the roles of "grade guardian," classroom authority figure, and college-admission-centered teacher. Additionally, they conflicted with the coerced I-positions from her colleagues, who often dehumanized and decentered students in their teaching practices. Despite these incompatibilities, the participant formed a stronger and more stable teacher identity than pre-program, marked by her deeper identification with teacher as a

profession. This study argues that this was achieved through the participant utilizing the online program resources to develop her core identity as a professional educator. This core identity, encompassing tools of agency, confidence, and core values and beliefs, enabled the participant to evaluate, coordinate, and prioritize her discursive I-positions, thereby synthesizing them into a cohesive teacher identity. This study brings the teacher voice to the forefront and offers insights for future development and improvement of transnational online teacher education and professional development programs to consider the diverse backgrounds and work contexts of teachers enrolled.

Chenyao Zhang, Xizi Luo, Xu Liu, Shaorong Li, Shuangli Li and Xinrong Song (Xiamen University): *The influence of college students' satisfaction on learning gain: The mediating effect of learning engagement and the difference of grades*

Abstract:

As an important variable representing learner's learning experience, student satisfaction has long been an important criterion to judge the quality of university running. However, satisfaction is highly subjective and individual and is deeply affected by learners' learning expectations. It is doubtful whether higher satisfaction will inevitably lead to higher objective learning gains for students. Based on this debate, this study explores the influence relationship between the two variables. Considering that student satisfaction, as a subjective feeling, may need to play a role through specific actions, and students may show different learning states at different time stages, learning engagement is introduced as a mediating variable in this process. At the same time, the multi-group structural equation model was used to explore the adjustment effect of grade. In this study, we used part of the questionnaires of the college students' learning experience survey distributed by Guo Jianpeng and others to undergraduate universities in China in 2020, and 969 valid questionnaires were used. The data finds, the direct predictive effect of satisfaction on grades and ability is insignificant, and learning engagement plays a completely mediating role. With the change of grade, different types of learning engagement also show different characteristics. Among them, the influence of deep learning engagement is more critical, while the influence of interactive learning engagement on all aspects of students' learning gain is smaller and less significant. Lower academic year students are more likely to be affected by extracurricular learning engagement. Therefore, colleges and universities should avoid blindly improving student satisfaction. Instead, they need to provide targeted education and teaching services according to students' states and needs in different grades, so as to help students more efficiently transform learning engagement into learning gains.

He Yang (City University of Macau) : *Reexamining the relationship between students' perceptions of classroom assessment tasks and classroom assessment environment in English classroom—An approximate replication of Cheng et al. (2015)*

Abstract:

This approximate replication of Cheng et al. (2015) investigates the relationship between students' perceptions of classroom assessment tasks (CATs) and the classroom assessment environment (CAE) in English classrooms at Chinese secondary vocational schools. Analyzing data from 706 students in a SVS in Shanghai. Key findings reveal: (1) Aligning with Cheng et al., authenticity and congruence with planned learning in CATs significantly predicted a learning-oriented CAE; (2) Diverging from Cheng et al.'s results, transparency and student consultation emerged as positive predictors of a performance-oriented CAE, while authenticity and congruence negatively predicted it, contrasting with the original study's focus on diversity as a key driver; (3) Unlike Cheng et al.'s university context, transparency and student consultation showed no predictive effect on learning-oriented CAE in SVSs, and transparency uniquely reinforced performance-oriented environments. This study contributes to understanding how Brookhart's (1997) CAE model operates in under-researched vocational education contexts and offers practical implications for English teachers in SVSs.

Yaqing Shi and Kevin Yung (The Education University of Hong Kong) : *Bridging gaps or reinforcing divides? Digital out-of-school English learning in China's post-Double Reduction Policy landscape*

Abstract:

Out-of-school English learning remains integral to mainstream English education, particularly in China, where English proficiency shapes academic and career prospects. Families increasingly pursue English private tutoring (EPT) to secure competitive advantages. However, China's Double Reduction Policy (DRP) strictly regulates academic tutoring, catalyzing a digital transformation of out-of-school language learning. This shift has seen online EPT platforms proliferate alongside other forms of digital learning, including interactive English forums, AI-driven language learning, and virtual language workshops, reshaping how students engage with language acquisition beyond mainstream education.

In China's meritocratic system, digital tools are often framed as potential equalizers for educational equity. Yet, their capacity to bridge urban-rural educational divides or advance the DRP's "whole person development" objectives remains underexplored. Semi-structured interviews were conducted with 36 Grade-12 high school students from upper-, middle-, and lower-class backgrounds to analyze socioeconomic disparities in digital English learning. Findings highlight two critical paradoxes. First, while digital tools improve rural students' access to advanced resources, they simultaneously exacerbate structural inequities due to disparities in familial cultural capital and educational cognitive abilities. Furthermore,

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AI platforms is effective in enhancing overall linguistic competencies, especially communicative skills, for motivated learners; however, this potential is counterbalanced by the prevalent exam-oriented online EPT, which perpetuates instrumental language learning, undermining DRP's efforts to promote whole person development. The study reveals digital tools' paradoxical role in China's education reform: they enable personalized learning yet remain limited by systemic inequities and entrenched exam-oriented values. These insights offer implications for educators and policymakers, emphasizing the need to address structural barriers to realize digital education's transformative potential.

Mohammed Amin Dawuda and Frederick Birikorang (CARE International & Ghana Education Service): *Designing a social accountability model for primary schools in Ghana: A study of the SAGES Systems Strengthening Activity Approach*

Abstract:

This study examines USAID/Ghana's SAGES initiative, which implements a social accountability approach to strengthen primary education governance in northern Ghana. Using an adapted Community Score Card (CSC) framework, the program brings together service users (parents, students, community members) and providers (schools, education officials) to collaboratively identify and address education quality issues. Implemented across 1,254 schools in four regions, the CSC methodology organizes diverse stakeholder groups—including marginalized Fulbe communities—to provide systematic feedback and develop joint action plans. The intervention operationalizes Ghana's 2019 Education Accountability Framework (EAF) through grassroots participation, demonstrating how citizen engagement can enhance transparency and service delivery. Early results show increased community involvement in holding schools accountable, with examples including: (1) parents demanding personalized learning progress updates, and (2) addressing discrimination against Fulbe students through school-wide dialogues. Key innovations include streamlined large-scale implementation and extended time for collaborative action planning. Next steps focus on integrating community-school plans into formal School Performance Improvement Plans and conducting multi-level education reviews to institutionalize participatory governance. The findings contribute to global evidence on social accountability mechanisms, showing how structured community participation can: (1) amplify marginalized voices in education governance, (2) create feedback loops between communities and schools, and (3) translate local concerns into concrete improvements. While preliminary, the results suggest this approach may bridge the gap between policy frameworks like EAF and tangible learning outcome improvements—particularly in contexts with historically low citizen engagement in school governance.

論文演講 4I / Paper Presentation 4I

數字與人工智能時代的教育適配、制度張力與能力創新 / Educational Adaptation, Institutional Tension, and Competency Innovation in the Digital and AI Era

7 月 11 日 / 11 July, 16:10-17:45

地點/ Venue: B1-LP-03

語言/ Language: Chinese

論文/ Presentations:

陳越（南寧師範大學）：文化相對主義視閾下東南亞在線教育適配的張力與調適

摘要：

基於文化相對主義理論框架，探討在線教育平台在東南亞實踐中的跨文化適配困境與策略重構路徑。通過分析 市場主流在線教育平台在東南亞的實踐，揭示文化適配的三重困境：語言符號誤譯、認知模式衝突及制度嵌套 斷裂。符號學分析表明，語言層需突破字面翻譯侷限，視覺層需回應文化禁忌，符號系統的重構能力決定文化 滲透深度。提出從“適配”向“共生”轉型，構建多元文化整合、本土教師賦權、動態政策響應的教育生態， 推動技術與文化雙向賦能；需開發“文化適配指數”評估體系，建立語言算法的文化包容性標準，並在混合型 課程包設計中平衡普遍性與特殊性；強調技術驅動的教育擴張應規避文化剝削風險，在數據主權協商與倫理框 架下實現真正的文化共生。

劉軍男（上海交通大學）：雙重閉環中的教育焦慮資本化——中國教育直播商業模式及其認知形塑機制研究

摘要：

本研究基於批判教育學與傳播政治經濟學理論，通過計算民族誌（2.8 萬條直播數據）和深度訪談（N=12），揭示中國教育直播產業構建「焦慮-資本」轉化機制的雙重結構化過程。研究發現：在商業維度，平臺形成「焦慮開採-加工-變現」的閉環產業鏈：1）利用同溫層算法精準定位目標羣體；2）將教育過程解構為標準化知識模塊；3）通過「保分協議班」等證券化產品實現資本轉化。這一模式深度嵌入中國獨生子女政策與學歷通脹的結構性

矛盾。在認知維度，家長經歷三重異化：1）時空壓縮——「21 天逆襲」敘事解構教育長期性；2）知識祛魅——「秒殺技巧」替代體系化學習；3）責任轉嫁——將教養倫理置換為消費數據可追溯性。歷史比較分析揭示，平臺的「金榜題名」話術與科舉文化存在算法化互文，虛擬頭銜體系實質是「算法科舉主義」的當代再現。這種文化-技術-資本共謀催生了「教育套利型消費」，既折射轉型社會的價值困局，也暴露教育數字化的深層倫理危機。研究揭示了數字資本如何通過重構傳統文化基因，將教育焦慮轉化為可持續的資本增殖模式，為理解教育技術的社會影響提供新的理論視角。

黃銘慧（南京大學）：為什麼退出強基計劃？——基於紮根理論的分析

摘要：

本研究基於紮根理論分析強基計劃學生退出動因，構建四象限模型揭示其決策機制：退出是制度承諾與個體需求張力突破閾值的結果，呈現四重路徑交織。學生因“興趣-能力”斷裂（主動逃離）、課程僵化與退出懲罰（制度推力）、家庭干預與健康危機（被動吸引）、跨學科機會虹吸（外部機會）形成退出合力，暴露強基計劃“雙重斷裂”困境——既未達成拔尖培養目標，亦難適應教育生態變革。研究表明，退出行為本質是學生對制度缺陷的預警反饋，唯有正視剛性培養模式與個體發展需求的根本矛盾，重塑彈性教育生態，才能實現基礎學科人才培養的可持續發展。

馬永紅、曲玥和季俊霖（北京航空航天大學）：AI賦能工程博士教育：具身學習環境中基於能力的培養路徑構建研究

摘要：

人工智能正在加快其創新、變革和重塑世界的步伐。這種深刻的技術變遷不僅重構了工程實踐的形態，也對工程博士提出了更加複雜、多元且跨界融合的能力要求。本研究聚焦於在具身學習環境下，即強調身體參與、默會知識與情境化問題解決的真實世界實踐場域，如何藉助人工智能（AI）設計以能力為導向的工程博士培養路徑。本研究立足於具身認知理論、基於能力的教育（CBE）以及 AI 增強型學習分析的交叉融合，提出了一個多維框架，用於培養面向未來的工程專業人才。研究採用混合方法論，通過系統的文獻梳理、多案例深度剖析以及嚴謹的實證研究，以揭示博士生如何在工業情境中開展跨學科、實踐嵌入式的學習過程。研究結果表明，當人工智能被戰略性地整合進教學設計中時，它可以有效支撐博士生的學習進程、提供適應性反饋，並個性化地促進核心能力的發展，例如系統思維、創新能力與戰略前瞻力。基於此，構建了一套涵蓋課程體系優化、實踐教學創新、評價體系革新的培養路徑，並詳細闡述了相應的實施策略與保障機制。本研究為培養能夠在 VUCA（易變性、不確定性、複雜性、模糊

性）時代中靈活應對挑戰的工程領導者，培養適應未來工程發展需求的高端人才具有重要意義。

宋釗和趙振洲（香港教育大學）：*兒童全人發展視角下的家長AI 素養發展：一項質性研究*

摘要：

本研究基於 AI 素養與全人發展的理論框架，採用質性研究方法，探究家長在 AI 技術飛速發展的時代如何通過自身素養促進兒童智力、情感、身體、社會及精神層面的全人發展。研究選取 9 位多元背景受訪者（含不同學歷家長、兒童、教師及教育行政人員），通過深度訪談及編碼分析，發現家長 AI 素養由技術操作能力、信息批判能力、數據監護與倫理意識等方面構成，並通過家校協同和個性化教育支持對兒童全人發展產生顯著影響。研究不僅豐富了 AI 素養的理論內涵，也為人工智能時代的家庭教育實踐提供了重要啟示。

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香港教育大學
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Department of
Curriculum and Instruction
課程與教學學系

教学硕士

MASTER OF TEACHING

修读模式

一年全日制/两年兼读制*

*兼读制 (2025/26不适用)

课程特色

- 香港首个教学硕士学位课程，强调在实务中研发教学方案
- 持守“教师是优质教育的核心”的信念，培育教师成为学校教学发展的领导者
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- 教学以人为本，配合学员不同的学习需要
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教學語言

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學費 (2025/26 年度)

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修讀對象

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大學或會安排同一學期或不同學期的課堂於平日日間/晚上、週末及/或長假期於大埔校園/將軍澳教學中心/北角教學中心/九龍塘衛星教學中心及/或其他地點進行。

課程結構

本課程共含二十四個學分，包括八門科目。其中四門為核心科目，四門為專修科目。學員可從兩個專修範疇中選擇其一並選修其中四個專修科目（每科三學分）。

學分

核心科目

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12

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- 中國文化遺產考察
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戲曲專修

- 戲曲表演演體驗
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總計

24



一般入學條件 (入學條件可能於日修改)

- 申請人須持有認可的學士學位。具備文化、歷史、藝術、教育或管理相關學位，或具有兩年相關工作經驗者為佳。
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- 申請人須具備高水準的中文口語及書寫能力。如果申請人的母語非中文，且未取得以中文為授課語言的學位，必須通過漢語水準考試 (HSK) 六級，或具備同等能力。
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254

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19

Countries & Regions



16

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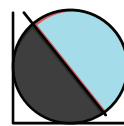
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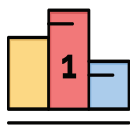
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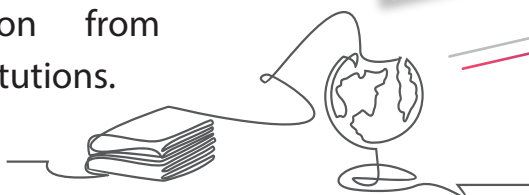
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13. 教育心理与学校咨询研究所	

我们正在寻求有成就的人士来担任各种学术职位，包括教授、副教授和助理教授，涵盖教育学科各个领域。

我们欢迎渴望参与北师大的学术项目、指导学生和领导创新项目的研究人员和教育工作者。

如需了解更多信息或讨论潜在的工作机会，请随时访问我们的网站：

<https://fe.bnu.edu.cn/html/index.html> 或发送电子邮件至

oie-foe@bnu.edu.cn。

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
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

哥伦比亚大学教育学院
中国教育研究中心

TEACHERS COLLEGE
COLUMBIA UNIVERSITY



清华大学 教育学院

School of Education, Tsinghua University

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，清华大学建立教育学与心理学系，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成立。2025 年 4 月，清华大学教育学院成立，同时撤销清华大学教育研究院建制。

清华大学教育学院坚持“顶天、立地、育人”的传统，以“培养优秀人才、探究高深学问、服务社会民生”为己任，致力于作出高水平、国际化、创新性的成果和贡献。教育学院以“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。

教育学科于 2022 年正式列为清华大学“双一流”建设主干学科，高等教育学和工程教育学被列入优先建设的学科领域。教育学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。

教育学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。同时清华大学入选“国家优秀中小学教师培养计划”首批试点支持高校，也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。

教育学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。在清华学校和国立西南联合大学时期，朱君毅、邱春、唐钺、罗廷光、陈友松等曾在这里弘文励教，教书育人。截至 2025 年初，教育研究院共有教师 20 人，其中长聘教授 8 人，包括人文讲席教授 1 人。

经过多年积累，教育学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。清华大学教育学科在第五轮学科评估中教育学科取得突破，在 2025 年 QS 教育学科全球排名中居第 14 位，在 2025 年泰晤士世界大学排行榜教育学科排名中居第 7 位。

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

As early as 1926, Tsinghua has established the Department of Educational Psychology. In October 1979, the Office of Educational Research at Tsinghua University was established in response to Chinese reform and opening-up. In November 1985, the Office of Educational Research became the Division of Educational Research at Tsinghua University. In 2009, the Institute of Education Tsinghua University Established.

On April 21st, Tsinghua University established its School of Education. In an era marked by profound global shifts and rapid technological advancements, the establishment of the School of Education directly responds to the urgent need to build a leading country in education. The school aims to nurture world-class educators and visionary leaders who possess a deep sense of national responsibility, global perspective, professional expertise, and innovative thinking. It aims to become a global hub for pioneering educational research and intellectual leadership, contributing to high-quality educational development.

Today, THUSE comprises many divisions, centers and institutes, and hosts academic organization secretariats. THUSE'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. THUSE 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.

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



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CIDEC

COMPARATIVE, INTERNATIONAL
& DEVELOPMENT EDUCATION CENTRE

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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- ICT in Education
- Engineering Education
- Physical Education and Training
- Humane and Sociological Science of Sports
- Kinesiology
- Sport Engineering

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》 in Chinese published by Commerce Press

Study Programs

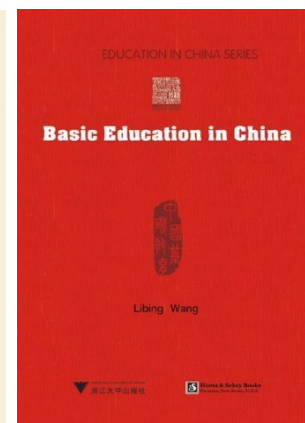
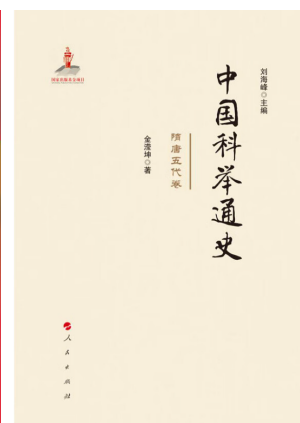
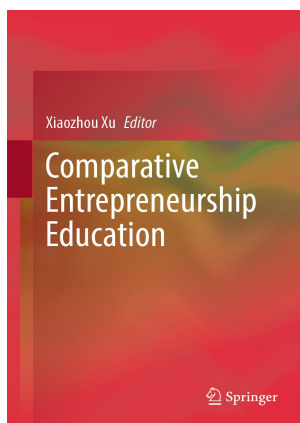
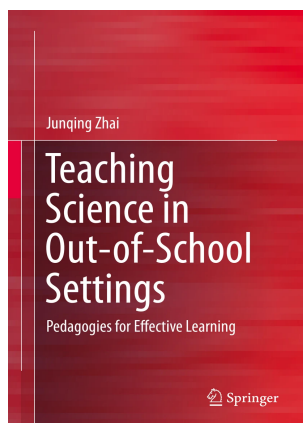
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- 12 PhD programs and 2 EdD programs

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- 50+ partner schools and institutes around the world

more information could be found at
<http://www.ced.zju.edu.cn>



Beijing International Review of Education

Beijing International Review of Education (BIRE) is an open-access journal owned by the Faculty of Education, Beijing Normal University in China. Rooted in China's rich educational, cultural and academic traditions, while maintaining a global outlook, the Journal serves as an international platform for cross-cultural dialogue on current educational issues, as well as historical perspectives.

It publishes original, peer-reviewed articles that advance educational research and practice. We prioritize studies examining pressing global challenges through an educational lens. By fostering a discourse that is inclusive, we aim to generate context-sensitive solutions while elevating research excellence. Interdisciplinary perspectives that enhance mutual understanding in global education development are particularly encouraged.

Our editorial policy supports methodological pluralism, welcoming qualitative, quantitative, mixed-methods, comparative, and historical approaches. We welcome rigorous empirical/theoretical work and systematic literature reviews.

Based on strong academic support from the Faculty of Education at Beijing Normal University, the journal primarily focuses on the following domains:

- Comparative and International Education
- Curriculum, Teaching & Learning
- Early Childhood Education
- Education Policy, Economics, Administration and Leadership
- Educational Psychology and Counselling
- Educational Technology and Learning Science
- Foundations and Interdisciplinary Studies of Education
- Higher Education
- Language/Math/STEAM Education
- Special Education
- Teacher Education and Professional Development
- Vocational Education



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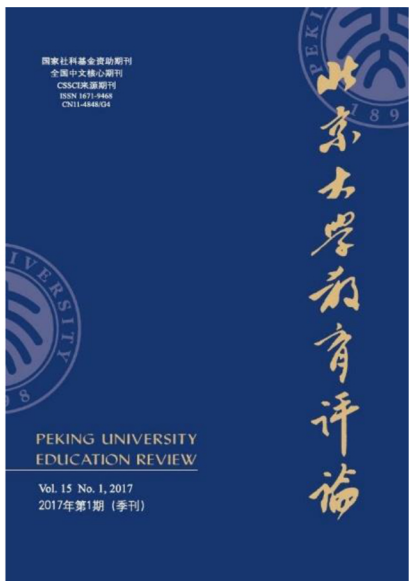
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《北京大学教育评论》期刊简介

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
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Future in Educational Research



西南大学
SOUTHWEST UNIVERSITY

期刊简介:

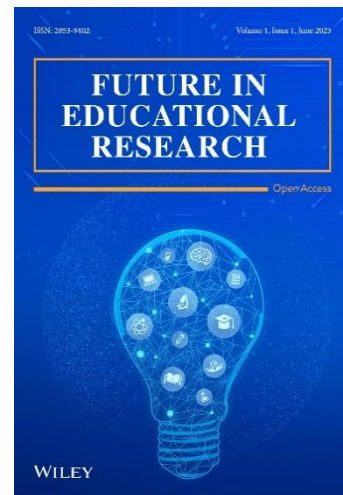
Future in Educational Research (FER) 是由西南大学与国际著名出版机构威立 (Wiley) 联合推出的一本教育类英文期刊, 是西南大学教育学“双一流”建设的重要平台。FER 发布关于教育相关的新趋势、新理论、新政策、新进展, 传播具有前瞻性的、指向未来社会和人类可持续发展的教育研究动向, 旨在通过连结现在与未来, 引领教育研究者和实践者基于科学研究和可信证据, 开创教育之未来。

联合主编: 罗生全、尹弘飏

期刊栏目设置:

- 教育理论的新发展、趋势和应用
- 数字技术或信息科学在教育中的理论与实践
- K-12 教育中的教学与学习研究
- K-12 教学和教师教育研究
- K-12 教育中领导与管理研究
- 新兴地区的教育政策与发展
- 高等教育国际化、学生学习与政策研究
- 特殊教育需求的儿童的教育、干预和康复

投稿链接: <https://onlinelibrary.wiley.com/journal/28359402>



电子刊号: 2835-9402



Future in Educational Research (FER) is a comprehensive, open access journal that publishes studies that focus on new trends, theories, policies and developments in the field of education. We welcome original articles that advance empirical, theoretical, and methodological understanding of education and learning. We expect to publish original, high quality research from not only developed regions, but also emerging regions across the world such as Asia, Africa and Latin America.

Editors-in-Chief: Shengquan Luo & HongBiao Yin

Topics included in the scope of the journal:

- New developments and interpretations of educational theories;
- The theories and practices of information science/digital technologies in education;
- Learning and instruction in K-12 education;
- Teaching and teacher education in K-12 education;
- Educational leadership and management in K-12 education;
- Educational developments in emerging regions;
- Internationalization, administration, and student learning in higher education;
- Innovations in education, intervention, and rehabilitation for children with special educational needs.



Submission: <https://onlinelibrary.wiley.com/journal/28359402>

欢迎投稿

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《清华大学教育研究》创刊于1980年，是教育部主管、清华大学主办、国内外公开发行的综合性教育刊物，是国内综合性大学中最早创办的教育研究期刊

办刊宗旨

“百花齐放，百家争鸣”，理论与实践相结合，古今贯通，中西融会，文理渗透，为中国的教育改革与发展服务，为教育科学繁荣作贡献

常设栏目

教育改革与发展、国际与比较教育、教育思想与理论、教育历史与文化、教育政策与法律、教育经济与财政、教育组织与管理、学位与研究生教育、教师与学生、教育社会学等

来稿要求

本刊强调学术理论、实证数据、研究方法、文献引证，鼓励密切关注教育现实，并对现实和实践进行学理化研究

来稿应提供中英文题目、摘要及关键词，正文篇幅一般为一万字以内，参考文献一律采用脚注

详细投稿指南和相关信息，请关注本刊公众号和官网



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JETDE Call for Articles and Reviewers

The *Journal of Educational Technology Development and Exchange* (JETDE) is an official journal of the *Society of International Chinese in Educational Technology* (SICET). JETDE is published by *The University of Southern Mississippi* and *Tsinghua University*. It is a peer-reviewed international journal that offers a multidisciplinary platform for scholars worldwide to exchange practices and research on educational technologies across various disciplines and educational levels. Compared with other professional journals, JETDE has three distinct and unique *advantages*.

- JETDE promotes the professional development of a diverse population. Since its inception in 2008, JETDE has published various high-quality and influential manuscripts. These manuscripts are not only from established scholars but also from those who are new to the field. We are particularly pleased to have numerous first-time publications in JETDE Journal.
- JETDE targets on quick and efficient dissemination of research results. We aim to make our first decisions on the manuscripts within 30 days of submission and publish accepted manuscripts online 2 weeks after proof corrections are returned. Thus, a wide audience can quickly and easily access those studies.
- JETDE does not require any page charges or submission fees. JETDE focuses on service to the academic community. JETDE has been managed voluntarily by colleagues in our field since 2008.

Publication Frequency: JETDE publishes two issues every year and has an ongoing publication process. The accepted article will be published as soon as it is ready.

JETDE welcomes applications from potential reviewers. This refereed journal's overall success depends on quality and timely reviews. JETDE reviewers will typically

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Tsinghua Higher Education Forum

The School of Education has successfully hosted three sessions of the "Tsinghua Higher Education Forum", which has rapidly grown into an academic platform with significant international influence and forward-thinking ideas. Rooted in China and oriented towards the world, this forum focuses on the core propositions of global higher education reform. The themes of the three sessions were respectively "The New Role of Universities in a Changing World", "Higher Education for Sustainable Development", and "The Boundaries of Possibility: Empowering Higher Education with Artificial Intelligence". It has delved deeply into major cutting-edge theoretical and practical issues such as university missions, social responsibilities, sustainable development, the in-depth integration of artificial intelligence, educational ethics, future talent cultivation, and governance modernization.

The forum has attracted over a thousand leaders from the academic, political, and industrial circles in dozens of countries and regions around the world to participate on-site. The total number of online live-stream views has exceeded 8.83 million, which has effectively enhanced China's international voice in higher education issues.

The 4th Tsinghua Higher Education Forum, themed "The Future of Internationalization in Higher Education: Markets, Geopolitics, and Epistemic Justice," will take place from October 18 to 19, 2025, at the Tsinghua Southeast Asia Center in Bali, Indonesia. Hosted by School of Education, Tsinghua University, this forum aims to examine the global trends of higher education internationalization, and foster dialogue and intellectual exchange among representatives from academia, policy, and industry worldwide. We cordially invite scholars and experts from both domestic and international communities to submit papers and participate in this forum to share the latest research findings and exchange cutting-edge ideas.

Forum Tracks

- Knowledge Diversity and Justice
- The Role of Nation in Global Higher Education
- The Value and Challenges of Transnational Higher Education
- The Global Influence of Asian Higher Education
- The Global Diffusion of Engineering Education
- Global Higher Education Innovation and Cross - Cultural Exchange

Paper Submission

An abstract of no less than 1,000 words should be written around the above-mentioned tracks, with a focus on the forum theme and highlighting academic, innovative and practical aspects. Submissions should be made through the forum system at <http://thuhef.tsinghua.edu.cn/en> before the deadline of **June 30, 2025**.

All submitted abstracts will undergo an anonymous review process. Accepted papers will have the opportunity to be presented orally or as posters at the forum.

Registration and Fees

A registration fee and conference fee will be charged for this forum. Participants are responsible for their own round-trip transportation and accommodation costs. The host organization will cover the cost of meals on the day of the event.

The registration fee standards are as follows (CNY per person):

Participant Type	Regular Price	Early Bird Price
		(For those who register before July 31)
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Student	CNY 1,000	CNY 700

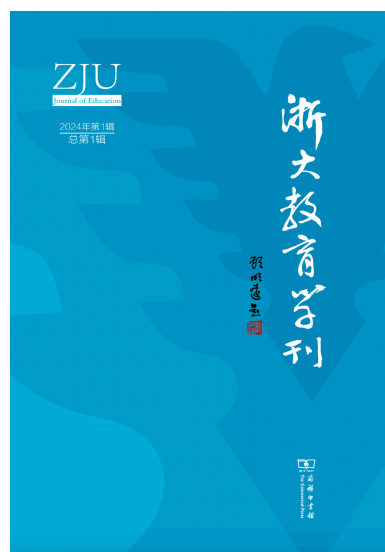
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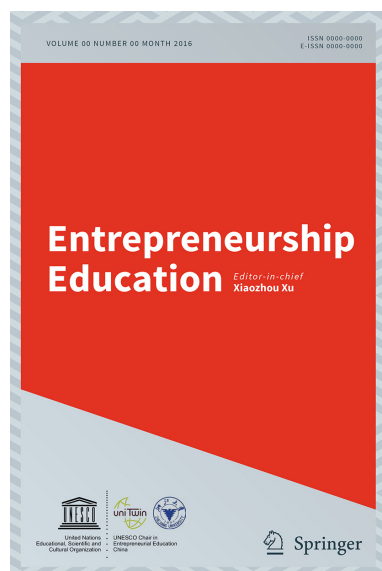
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