

2026-08-11 Day 2 Newsletter - CSE 2026

CSE 2026 NEWSLETTER



DAY TWO

2026-08-11

DAY 2 HIGHLIGHTS 东西方互惠学习，共建更包容的世界：全球视野与本土实践 West-East Reciprocal Learning for a more inclusive world: Global perspectives, local practices

北美东部时间2026年8月11日，中华教育学会第三届年会进入第二日。当天议程从五大湖生态修复出发，经明远讲座对全球生态危机与教育改革的生态转向展开深入讨论，并延伸至与来自西方、东方、南方与北方的教育者共同汇聚与分享“第八把火”的智慧、中华教育未来论坛及平行分组论坛，最后以教育领袖论坛延续交流。在多学科与多文化的对话中，第二日持续回应“东西方互惠学习”这一核心主题。

On August 11, 2026 (EDT), the 3rd Annual International Conference of the Chinese Society for Education entered its second day. The Program began with Great Lakes ecological restoration, followed by the Mingyuan Lecture on the “Global Ecological Crisis and the Ecological Turn in Educational Reform,” and extended to Gathering and Sharing of the 8th Fire with Educators from the West, East, South, and North, a forum on the future of Chinese education, concurrent sessions, and concluded with Educational Leaders’ Speeches. Across disciplines and cultures, Day 2 continued to engage with the conference’s central theme of West-East Reciprocal Learning.

淡水资源恢复与可持续发展

Freshwater Restoration and Sustainability

TREVOR PITCHER - DIRECTOR, FRESHWATER RESTORATION ECOLOGY CENTRE, GREAT LAKES INSTITUTE FOR ENVIRONMENTAL RESEARCH & INTEGRATIVE BIOLOGY



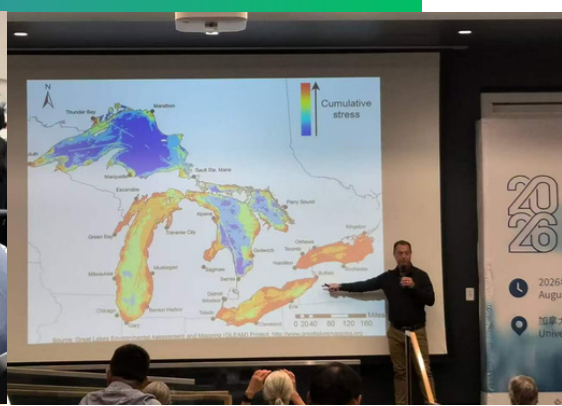
Dr. TREVOR PITCHER - 五大湖环境研究和综合生物研究所，淡水恢复生态中心主任

Trevor Pitcher 教授以 “Freshwater Restoration and Sustainability” 为题开启当天的学术议程。他以五大湖生态系统的修复实践为切入点，将淡水生态恢复与环境治理、可持续发展及教育联系起来，并进一步探讨教育如何回应当代生态挑战。

Dr. Trevor Pitcher opened the day’s academic Program with “Freshwater Restoration and Sustainability.” Drawing on restoration initiatives across the Great Lakes, he explored the connections between freshwater ecosystem recovery, environmental stewardship, sustainability, and education, highlighting the role of education in responding to contemporary ecological challenges.

这一报告将 Great Lakes 的地域背景带入讨论，也体现了生态议题的跨学科意义，将生态修复与可持续发展、公共政策和教育联系起来，为后续关于生态危机与教育改革的对话奠定了现实背景。

By bringing the Great Lakes setting into the discussion, the talk highlighted the interdisciplinary nature of ecological issues, linking restoration with sustainability, public policy, and education, and setting the stage for later conversations on ecological crisis and educational reform.



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明远讲座：全球生态危机与教育改革的生态转向

Global Ecological Crisis and the Ecological Turn in Educational Reform

刘宝存教授 - 北京师范大学国际与比较教育研究院院长

BAOCUN LIU - THE DIRECTOR OF THE INSTITUTE OF INTERNATIONAL AND COMPARATIVE EDUCATION (IICE) AT BEIJING NORMAL UNIVERSITY



刘宝存教授在明远讲座中指出，自第一次科技革命以来，人类对自然资源的掠夺式开发虽带来了物质繁荣，但也引发了环境破坏、生物多样性丧失及气候变化等日益严峻的全球性生态危机。这促使国际社会深刻反思发展方式，推动全球教育改革发生“生态转向”——即从“人类中心主义”迈向“生态共生”，将教育重塑为促进人与自然和谐共生、实现生态正义的关键力量。刘宝存教授基于国际比较视角，系统分析了国际组织及主要国家在教育生态转向中的理念基础、政策模式与实践路径，并在此基础上深入探讨了中国教育改革的本土应对策略。

Lynn Paine (Michigan State University) 担任评议人，对讲座给予高度评价



Professor Baocun Liu noted in the Mingyuan Lecture that intensive resource exploitation has contributed to a global ecological crisis marked by environmental degradation, biodiversity loss, and climate change. He highlighted an “ecological turn” in education, shifting from anthropocentrism toward ecological symbiosis and ecological justice. From an international comparative perspective, he examined global policy and practice and explored locally grounded pathways for educational reform in China. Lynn Paine of Michigan State University served as discussant and offered highly positive reflections on the lecture.

在“明远讲座”结束之际，作为中外教育交流的见证，北京师范大学国际与比较教育研究院院长刘宝存教授与北京师范大学教育学部副部长滕珺教授还向温莎大学教育学院院长Ken Montgomery教授转赠中华教育学会名誉会长顾明远先生题词：“没有爱就没有教育，没有兴趣就没有学习，教书育人在细微处，学生成长在活动中。”

这一特别时刻，也将教育的宏大命题重新带回教育者与学生之间最真实、最具体的关系之中。

At the conclusion of the Mingyuan Lecture, Professor Baocun Liu, Director of the Institute of International and Comparative Education at Beijing Normal University, and Professor Jun Teng, Associate Dean of the Faculty of Education at Beijing Normal University, presented Professor Ken Montgomery, Dean of the Faculty of Education at the University of Windsor, with an inscription by Professor Mingyuan Gu, Honorary President of the Chinese Society for Education:

“Without love, there is no education; without interest, there is no learning. Teaching and nurturing happen in the details, and students grow through activity.”

This special moment brought the broader questions of education back to their most immediate and meaningful form: the relationship between educators and students.

跨文化对话专题讨论会：第八火焰

CROSS-CULTURAL DIALOGUE PANEL - THE EIGHTH FIRE

与来自西方、东方、南方与北方的教育者共同汇聚与分享“第八火焰”的智慧

GATHERING AND SHARING OF THE 8TH FIRE WITH EDUCATORS FROM THE WEST, EAST, SOUTH, AND NORTH



“第八火焰预言”源自阿尼希纳贝（Anishinaabe）的神圣教诲，“第八火焰”延续了第七火焰关于选择与责任的启示：面对分裂与疏离，人们可以选择一条建立在尊重、和解、互惠与共同责任之上的道路。据说，第八火焰将被点燃，以将四个民族汇聚在一起。人类四大族群已被赋予了八份礼物，这些礼物来自四个基本方位。每个方位对应两份礼物，将在第八火焰被点燃时一同呈现与分享：

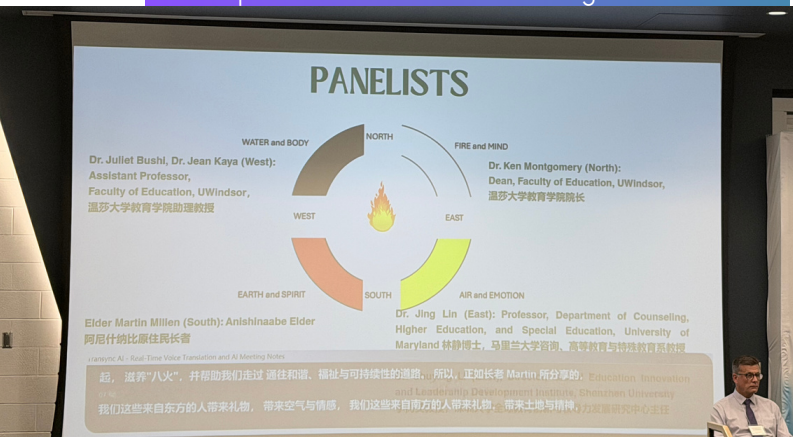
Rooted in sacred Anishinaabe teachings, the Eighth Fire extends the Seventh Fire's invitation to choose a path grounded in respect, reconciliation, reciprocity, and shared responsibility. It has been said that an Eighth Fire would be lit to bring the four nations together. The four races of humanity were gifted eight gifts. These gifts would come from the four cardinal directions. Each direction would represent two gifts which were to be presented and shared at the Eighth Fire.

- 东方带来的是风/空气（Air）与情感（Emotion）的知识与了悟；
- 南方带来的是大地（Earth）与灵性（Spirit）的知识与了悟；
- 西方带来的是水（Water）与身体（Body）的知识与了悟；
- 北方带来的是心智（Mind）与火（Fire）的知识与了悟。

在全球化与跨境教育的背景下，这一教导为一种以关系为本、具有伦理意识且可持续的互惠学习提供了重要框架。参与者通过引导式活动，深入体验东方、南方、西方与北方的多元视角，探索每一个方向所承载的独特馈赠，这些关于“知”（knowing）、“在”（being）与“教”（teaching）的方式，对于实现整体福祉具有不可或缺的意义。通过讲述、反思与对话，本环节为教育者创造空间，使其能够在共同的教育之“火”中，重新认识自身所承担的责任。

本环节呼应会议关于互惠学习与可持续教育的主题，提出一种具有转化意义的国际教育路径——这一路径不仅超越“交流”走向“关系”，超越“包容”走向“尊重”，也超越“可持续”迈向“再生”。

In the context of global and cross-border education, this teaching offers a framework for reciprocal learning that is relational, ethical, and sustainable. Participants engage in guided activities that reflect the perspectives of the East, South, West and North, exploring how each direction carries distinct gifts—ways of knowing, being, and teaching—that are essential to collective well-being. Through storytelling, reflection, and dialogue, the session creates space for educators to recognize their own responsibilities within a shared educational fire. Aligned with the conference theme of reciprocal learning and sustainable education, this session offers a transformative approach to international education—one that moves beyond exchange toward relationship, beyond inclusion toward respect, and beyond sustainability toward regeneration.



中华教育未来论坛 - 中华教育的未来

PRESIDENTIAL FORUM - FUTURE OF CHINESE EDUCATION

数字转型、人口变化、国际化与教育正义

DIGITAL TRANSFORMATION, DEMOGRAPHIC CHANGE, INTERNATIONALIZATION, AND EDUCATIONAL JUSTICE

论坛由西安大略大学教育学院教授李军教授主持，同济大学高等教育研究所所长蔡三发教授、曼尼托巴大学教育学院副教授刘鹏教授和清华大学教育学院院长石中英教授共同参与。讨论围绕数字化转型、人口结构变化、国际化、可持续发展、教育正义与文化身份等议题展开。

The forum was chaired by Dr. Jun Li, Professor, Faculty of Education, the University of Western Ontario, with contributions from Dr. Sanfa Cai, Director, the Institute of Higher Education, Tongji University; Dr. Peng Liu, Associate Professor, Faculty of Education, University of Manitoba; and Dr. Zhongying Shi, Dean and Professor, the School of Education, Tsinghua University. The discussion focused on a range of issues, including digital transformation, demographic change, internationalization, sustainable development, educational justice, and cultural identity.



围绕“中华教育的未来”，三位学者从不同角度展开思考：

蔡三发教授提出，新时代中华教育正面对数字技术、人口结构、国际化和可持续发展四方面的重要挑战。

刘鹏教授从教育领导力与改进科学的视角，进一步提出对于批判思维培养、教育公正以及以中华身份为根基的文化认同等问题的思考。

石中英教授展望了中华教育未来发展的五个关键词：

人本 · 包容 · 创新 · 绿色 · 开放

三位嘉宾的观点彼此交织，也引发现场参会者对于“中华教育走向何方”以及“中华教育能够为世界教育贡献什么”的进一步讨论。

Under the theme “The Future of Chinese Education,” the three scholars offered complementary perspectives.

Professor Sanfa Cai identified four major challenges facing Chinese education in the new era: digital technology, demographic change, internationalization, and sustainable development. Professor Peng Liu approached the discussion through the lenses of educational leadership and improvement science, raising questions about critical thinking, educational justice, and cultural identity rooted in Chinese traditions. Professor Zhongying Shi outlined five key directions for the future of Chinese education:

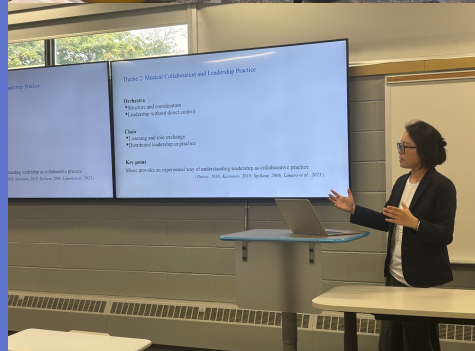
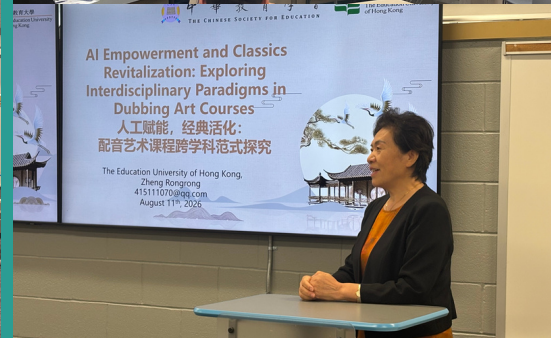
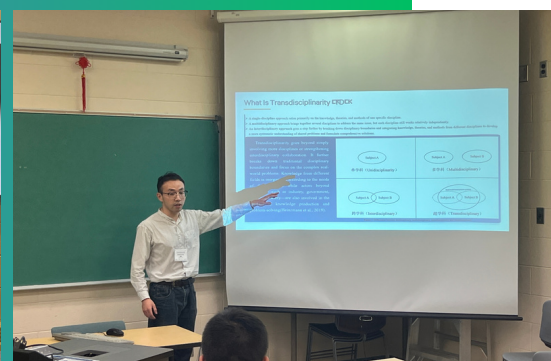
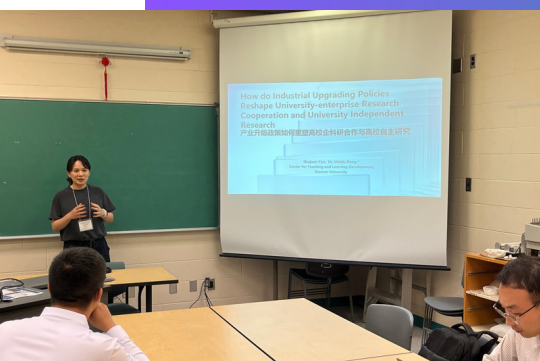
Human-Centred · Inclusive · Innovative · Green · Open

Together, the discussion invited participants to consider not only where Chinese education may be heading, but also what distinctive contributions it may offer to global education.

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多元议题碰撞：平行分组论坛

DIVERSE PERSPECTIVES IN DIALOGUE: CONCURRENT SESSIONS



当日下午，多场平行分组论坛同步举行。

在“推动跨学科跨界合作：共创可持续发展教育生态”的主题下，

2A组由加拿大曼尼托巴大学副教授刘鹏教授、浙江工业大学郑淑超老师、北京教育科学研究院副研究员李璐老师进行演讲交流。

2B组由厦门大学教师发展中心助理教授邓微达和浙江大学张晓超进行演讲交流。

2C组由北京理工大学张泽慧博士，北京教育学院杨秀治教授（代香港教育大学郑裕溶）以及温莎大学谭洋洋进行演讲交流。

That afternoon, several concurrent sessions were held simultaneously.

Under the theme “Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities,”

Group 2A featured presentations by Dr. Peng Liu, Associate Professor at the University of Manitoba; Shuchao Zheng, Zhejiang University of Technology; and Lu Li, Associate Researcher at the Beijing Academy of Educational Sciences. Group 2B featured presentations by Weida Deng, Assistant Professor at Xiamen University, and Xiaochao Zhang, Zhejiang University. Group 2C featured presentations by Dr. Zehui Zhang, Beijing Institute of Technology; Professor Xiuzhi Yang, Beijing Institute of Education, presenting on behalf of Rongrong Zheng of The Education University of Hong Kong; and Yangyang Tan, University of Windsor.

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教育领袖演讲/清华大学和南京大学招待会 EDUCATIONAL LEADERS' SPEECHES & DINNER CO-HOSTED BY TSINGHUA UNIVERSITY AND NANJING UNIVERSITY

当天晚间，教育领袖论坛在温莎大学 CAW 校友礼堂举行，由中华教育学会创会会长李军教授主持。三位主讲嘉宾为：清华大学石中英教授、南京大学汪雅霜教授、温莎大学 Michael MacDonald 教授。

In the evening, the Education Leaders' Forum was held at the CAW Alumni Auditorium at the University of Windsor, and was chaired by Professor Jun Li, Founding President of the Chinese Society for Education. The three keynote speakers were: Professor Zhongying Shi from Tsinghua University, Professor Yashuang Wang from Nanjing University, and Professor Michael MacDonald from the University of Windsor.

清华大学教育学院院长石中英教授主讲：《道家哲学与可持续发展教育》

石教授从中国传统哲学出发，阐述了重新思考人与自然、教育与可持续发展之间的关系。



Professor Zhongying Shi, Dean of the School of Education at Tsinghua University, delivered a lecture entitled "Daoism and Education for Sustainable Development"

Professor Shi, starting from traditional Chinese philosophy, elaborated on rethinking the relationship between humanity and nature, and between education and sustainable development.

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南京大学教育研究院院长助理汪雅霜教授主讲：《生成式人工智能使用对博士生学术时间投入模式的影响 – 基于2025年 Nature 全球调查数据的分析》

汪教授讨论了生成式人工智能正在如何改变博士生的学术活动与时间配置。



Professor Yashuang Wang, Assistant Dean of the Institute of Education at Nanjing University, delivered a lecture entitled: "The Impact of Generative AI Use on Doctoral Students' Engagement Patterns of Academic Time: Evidence from the Nature Global Survey 2025"

Professor Wang discussed how generative artificial intelligence is changing doctoral students' academic activities and time allocation.



温莎大学教育学院副院长 Dr. Michael MacDonald主讲：《教师教育中的社会和情感学习》

Dr. Michael MacDonald, Associate Dean of the Faculty of Education at the University of Windsor, presented: "Social-Emotional Learning in Teacher Education"

Dr. MacDonald从教师培养出发，探讨社会和情感学习对于未来教师专业成长与教育实践的重要意义。

Dr. MacDonald, starting from teacher training, explores the significance of social and emotional learning for the future professional growth and educational practice of teachers.

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DAY 2 | 互惠学习，不止于观察 RECIPROCAL LEARNING BEYOND OBSERVATION



感谢张泽慧博士用歌声给本届大会增添了亮丽的色彩！



West-East Reciprocal Learning for a More Inclusive World.
东西方互惠学习，共建更包容的世界。

东西方互惠学习的故事仍在继续。
The story of West-East reciprocal learning continues.

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