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2026

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

中华教育学会CSE第三届年会

The 3rd Annual International Conference of Chinese Society for Education (CSE) 2026

会议手册

Conference Program



2026年8月10日~8月12日
August 10-12, 2026



加拿大 温莎大学
University of Windsor, Canada



协办单位 / Co-Host



清华大学 教育学院
School of Education, Tsinghua University



Western Education



西南大学 教师教育学院
College of Teacher Education, Southwest University



西南师范大学 未来教育学院
FUTURE EDUCATION INSTITUTE

Land Acknowledgement

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomie.

We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

Faculty of Education: This is the main event venue. Most plenary sessions and concurrent sessions are held at the Faculty of Education Building.

CAW Student Centre: The Dinner sessions on Day 1 and Day 2 are held in CAW Student Centre. Please note that the **Alumni Auditorium** is on the second floor of the CAW Student Centre.

CONFERENCE LOCATION 会议地址

University of Windsor, 401 Sunset Ave, Windsor, Ontario, N9B 3P4



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■ WELCOME MESSAGES • 大会欢迎致辞

Dr. Ken Montgomery,
Dean of Faculty of Education,
the University of Windsor
温莎大学教育学院院长



On behalf of the Faculty of Education at the University of Windsor, it is my great pleasure to welcome you to the 2026 Chinese Society for Education Annual Conference.

This year's theme, West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices, invites us to engage in one of the most important responsibilities of higher education, that is, to learn with one another across cultures, traditions, and ways of knowing. At a time when the world faces profound social, environmental, and educational challenges, meaningful dialogue has never been more important.

We are especially honoured to welcome colleagues from around the world, including many distinguished scholars and educational leaders from China and Canada. Your willingness to travel, collaborate, and share your expertise reflects a collective commitment to advancing education through mutual respect, curiosity, and partnership.

The Faculty of Education is proud to host conversations that embrace diverse perspectives, including Indigenous knowledge, comparative education, sustainability, teacher education, and cross-cultural collaboration. We believe that genuine reciprocal learning enriches not only our research and teaching, but also our capacity to prepare future educators who can contribute thoughtfully and compassionately to an increasingly interconnected world.

I extend my sincere thanks to our Associate Dean of Teacher Education, Dr. Shijing Xu, the conference planning committee, our many institutional partners, sponsors, participants and volunteers whose dedication has made this conference possible.

I hope your time at the University of Windsor is intellectually stimulating, professionally rewarding, and personally memorable. May this conference inspire new ideas, lasting friendships, and collaborations that continue well beyond our time together.

Welcome to Windsor.

我非常荣幸地代表温莎大学教育学院欢迎各位莅临 2026 中华教育学会第三届年会。

本届年会的主题是“东西方互惠学习、共建更包容的世界：全球视野与本土实践”。这一主题呼吁我们共同肩负起高等教育最重要的使命之一——跨越不同文化、传统与认知方式，彼此学习、相互启迪。当今世界正面临深刻的社会、环境与教育挑战，开展真诚而富有意义的对话，比以往任何时候都更加重要。

我们尤感荣幸的是，本届年会迎来了来自世界各地的同仁，其中包括众多来自中国和加拿大的杰出学者与教育界领袖。各位不远万里汇聚于此，携手合作、分享真知灼见，充分体现了我们以相互尊重、开放求知与伙伴协作为基础，共同推动教育发展的坚定承诺。

温莎大学教育学院十分自豪能够为多元观点的交流与对话搭建平台，相关议题涵盖原住民知识体系、比较教育、可持续发展、教师教育以及跨文化合作等领域。我们深信，真正的互学互鉴不仅能够丰富我们的研究与教学，也能提升我们培养未来教育工作者的能力，使他们能够以审慎的思考和关怀之心，为这个日益紧密相连的世界作出积极贡献。

在此，我谨向教师教育副院长许世静教授、会议筹备委员会、各合作机构、赞助单位、与会代表及志愿者致以诚挚的感谢。正是由于大家的辛勤付出与无私奉献，本届年会才得以顺利举行。

衷心希望各位在温莎大学度过一段启迪思想、促进专业发展并留下美好回忆的时光。愿本届年会激发新的思想，促成深厚而持久的友谊，并开启超越此次相聚、延续至未来的广泛合作。

欢迎来到温莎！



Dr. Chris Busch,
Associate Vice-President,
Enrolment Management,
University of Windsor
温莎大学招生管理协理副校长

On behalf of the University of Windsor, it is my pleasure to welcome delegates, scholars, educators, and institutional leaders to the 3rd Annual International Conference of the Chinese Society for Education, titled West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices.

The University of Windsor has a long and meaningful history of engagement with institutions, scholars, students, and communities across China. Over the years, these relationships have supported student and faculty mobility, collaborative research, academic exchange, teacher education, and the development of enduring institutional partnerships. They have also reminded us that international engagement is most powerful when grounded in mutual respect, shared learning, and a genuine willingness to understand different perspectives.

The theme of reciprocal learning is especially timely. Higher education institutions worldwide are navigating complex, interconnected challenges, including climate change, social inequality, technological disruption, geopolitical uncertainty, and the need to prepare students for an increasingly global future. No single institution, country, or educational tradition has all the answers. Progress depends on our ability to learn with and from one another, connect global perspectives with local action, and recognize the value of diverse cultures, knowledge systems, and educational practices.

At the University of Windsor, global engagement is central to our academic mission. We are committed to creating opportunities for our students, faculty, and partners to engage in meaningful international learning, research collaboration, and institutional partnerships. Our work with universities in China and around the world reflects a broader commitment to building academically purposeful, mutually beneficial relationships capable of generating long-term impact.

This conference provides an important forum for advancing that work. Its focus on inclusive education, sustainability, cross-cultural learning, teacher education, and interdisciplinary collaboration speaks directly to the shared responsibilities of universities and educators everywhere. It also creates space for new ideas, relationships, and approaches to the challenges facing our communities and our planet.

I would like to congratulate Dr. Shijing Xu and the conference planning committee for their leadership and for bringing together such an impressive group of co-host institutions and participants. Their work builds on a significant legacy of reciprocal learning and reflects the University of Windsor's commitment to international collaboration and educational innovation.

I hope that your time in Windsor is intellectually stimulating, professionally rewarding, and personally memorable.

Welcome to the University of Windsor.

我谨代表温莎大学，热烈欢迎各位代表、学者、教育工作者及教育机构领导莅临第三届中华教育学会国际年会。本届大会以“东西方互惠学习、共建更包容的世界：全球视野与本土实践”为主题。

长期以来，温莎大学与中国的高等院校、学者、学生及社会各界保持着广泛而深入的交流与合作。这些合作推动了师生流动、联合研究、学术交流、教师教育以及长期校际伙伴关系的发展。同时，这些经历也使我们更加深刻地认识到，国际交流只有建立在相互尊重、共同学习以及真诚理解不同观点的基础之上，才能发挥最为深远的作用。

“互惠学习”这一主题在当下尤为重要。当前，世界各地的高等教育机构正共同面对一系列复杂且相互关联的挑战，包括气候变化、社会不平等、技术变革、地缘政治不确定性，以及如何帮助学生为日益全球化的未来做好准备。任何一所大学、任何一个国家或任何一种教育传统，都无法独自提供所有问题的答案。真正的进步取决于我们能否彼此学习、共同学习，将全球视野与地方行动相结合，并充分认识不同文化、知识体系与教育实践的价值。

在温莎大学，全球参与是我们学术使命的重要组成部分。我们致力于为学生、教师及合作伙伴创造更多机会，推动具有实质意义的国际学习、科研合作与机构伙伴关系。我们与中国及世界各地高校开展的合作，体现了温莎大学更广泛的承诺，即建立以学术发展为导向、互惠互利并能够产生长期影响的合作关系。

本次大会为进一步推进这些工作提供了重要平台。大会对包容性教育、可持续发展、跨文化学习、教师教育及跨学科合作的关注，直接回应了世界各地大学与教育工作者共同承担的责任。同时，大会也为新的思想、合作关系和实践路径创造了空间，以共同应对我们的社区与地球所面临的挑战。

我谨向许世静博士及大会筹备委员会表示祝贺，感谢他们卓越的领导以及为汇聚众多协办单位和参会者所付出的努力。他们的工作延续了互学互鉴的重要传统，也体现了温莎大学对国际合作与教育创新的坚定承诺。

衷心希望各位在温莎期间能够收获思想启迪、专业成长，并留下难忘而美好的回忆。

欢迎来到温莎大学！

**顾明远 博士,
北京师范大学教授,
中华教育学会 (CSE) 名誉会长**

The 3rd Chinese Society for Education Annual Conference is here for you. I extend my warmest congratulations to you all!

Today, global education faces unprecedented challenges as humanity navigates a century of profound mutations, marked by persistent localized conflicts, severe climate change, and widespread depletion of material resources. The advent of the Artificial Intelligence era is fundamentally altering human lifestyles and modes of production. How can education respond to them? The core of education lies in enhancing human survival capabilities and driving human progress. As UNESCO stated in its report *Rethinking Education*, education must be founded on humanism, demonstrating respect for life, human dignity, and peace, while assuming responsibility for sustainable development. Education should serve as a bridge to international understanding, which forms the bedrock of international peace. Only a peace anchored in profound mutual understanding can sustain global shared prosperity and sustainable development.



**Dr. Mingyuan Gu, Professor,
Beijing Normal University, and
Honorary President of the Chinese
Society for Education (CSE)**

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!

中华教育学会第三届年会即将召开，我向大会表示热烈的祝贺！

当前世界教育遇到了前所未有的挑战，人类遇到了百年未有的大变局，局部战争不断，气候变化异常，物质资源浪费严重。人工智能时代到来，人们的生活、生产方式都在发生变化，教育如何适应这些变化？教育的本质是提高的人的生存能力，促进人类的进步。正如联合国教科文组织在《反思教育》报告中说的：教育应该以人文主义为基础，尊重生命，尊重人类，尊重和平，为可持续发展承担责任。教育应该成为国际理解的桥梁，国际理解是国际和平的基础。建立在深刻国际理解之上的和平，才能促进全球的共同繁荣与可持续发展。

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

谢谢大家！



Dr. Ruth Hayhoe, Professor, OISE, the University of Toronto, and Honorary President of the Chinese Society for Education (CSE)

许美德 博士, 多伦多大学安大略教育研究院教授, 中华教育学会 (CSE) 名誉会长

What a joy for me to welcome all of you to this third conference of the Chinese Society for Education, where we will focus on the theme of East-West Reciprocal Learning for a More Inclusive World: Global Perspectives and Local Practices. It is such a pleasure to be on the campus of the University of Windsor where a major program of reciprocal learning in teacher education has been going on since 2010 in cooperation with Southwest University in China. Also participating have been Northeast Normal University, East China Normal University, Beijing Foreign Studies University and Ontario Institute for Studies in Education, also schools in Chongqing, Changchun, Shanghai, Beijing, Toronto and Windsor with the Greater Essex County School Board. Teacher education students, teachers and educational researchers have been learning from one another in many dimensions, and a book series with fifteen books communicates the rich findings that have resulted. I would like to pay special tribute to Professor Shijing Xu for her dynamic leadership, and Professor Michael Connelly who has pioneered the use of narrative inquiry in educational research.

In a time of extreme geo-political tension, it is particularly important to foster people to people partnerships across national borders, and education is a core area for forms of dialogue that can make possible a more inclusive world. Ever since the United Nations declared 2001 to be the year of dialogue among civilizations, in response to concerns about a possible clash, it has been rewarding to see ongoing efforts at

reciprocal learning from East to West and from Global South to Global North. With the establishment of the Chinese Society for Education there has been a new commitment to bringing the richness of millennia of Chinese educational contributions to a wider world, including the remarkable initiatives of leading educators that have made possible China's transformation in recent decades. The decision of the United Nations to name June 10 every year as the International Day for the Dialogue among Civilizations in 2024 creates significant new space for these efforts and I believe each of us will be challenged during this conference to consider what we can contribute! Let me conclude with a quotation from an inspiring narrative by Professor Lu Jie of Nanjing Normal University who passed away in 2020, and which I am now translating into English: "In today's new historical period, moral education should aspire to teach people to construct a life that is purposeful and idealistic, characterized by transcendence and reflection, and based on harmonious coexistence."

我非常高兴地欢迎各位参加中华教育学会第三届年会。本届年会将围绕“东西方互惠学习，共创更加包容的世界：全球视野与本地实践”这一主题展开。能够来到温莎大学的校园，我感到十分荣幸。自2010年以来，温莎大学与中国西南大学合作开展了一项重要的教师教育互惠学习项目。参与该项目的高校还包括东北师范大学、华东师范大学、北京外国语大学以及安大略教育研究院；参与学校则分布于重庆、长春、上海、北京、多伦多和温莎，并得到大埃塞克斯县教育局的支持。师范生、教师和教育研究者在多个层面相互学习、彼此借鉴，由此形成了丰富的研究成果，并通过一套共十五册的系列丛书得以传播。在此，我要特别向许世静教授卓有成效、充满活力的领导致以崇高敬意，同时也向在教育研究中开创叙事探究方法的迈克尔·康纳利教授致敬。

在地缘政治局势极度紧张的时代，推动跨越国界的民间伙伴关系尤为重要，而教育正是开展对话、促进建设更加包容世界的核

心领域。2001年，联合国为回应人们对可能出现“文明冲突”的担忧，将该年确立为“联合国不同文明对话年”。此后，我们欣喜地看到，从东方到西方、从全球南方到全球北方，互学互鉴的努力一直在持续推进。中华教育学会的成立，体现了将中国数千年丰富的教育思想与实践贡献带向更广阔世界的新承诺，其中也包括众多杰出教育家推动的非凡教育实践。正是这些实践，为中国近几十年来的深刻转型作出了重要贡献。2024年，联合国决定将每年的6月10日设立为“文明对话国际日”，这为相关努力开辟了重要的新空间。我相信，本次年会也将促使我们每一个人认真思考：我们能够为此作出怎样的贡献？最后，请允许我引用南京师范大学鲁洁教授的一段富有启发性的论述。鲁教授于2020年逝世，我目前正在将她的这篇叙事作品翻译成英文：“在今天新的历史时期，道德教育应当致力于教导人们建构一种有目的、有理想的生活。这种生活应具有超越性与反思性，并以和谐共生为基础。”

**Dr. Jun Li, Professor, Faculty of Education,
the University of Western Ontario,
and Founding President of the Chinese
Society for Education (CSE)**

**李军 博士, 西安大略大学教育学院教授
中华教育学会 (CSE) 创始会长**



Summer is the favorable season to all in Canada. At this moment on the beautiful campus of the University of Windsor, I am so honored and excited to welcome all of you on behalf of the CSE Board!

The CSE was founded in the tumultuous times of global rupture, instability and uncertainty by a committed group of academics, practitioners and partners in the shared field of Chinese Studies on Education, supported by over a hundred founding members mainly from East Asia, North America, Oceania and West Europe, and ten global partners as its founding organizations, such as Columbia University in the U.S.A., Peking University, Beijing Normal University, The Education University of Hong Kong, Tsinghua University, Zhejiang University in China, University College London in the U.K., and the University of Western Ontario in Canada. The CSE aims at building a global community focusing uniquely on and promoting Chinese and related studies, practices and/or partnerships of education in the greater China region and beyond.

This yearly gathering is hosted by the University of Windsor Faculty of Education and cohosted by the Columbia University Center on Chinese Education, the Education University of Hong Kong, Nanjing University Institute of Education, Tsinghua University School of Education, University of Western Ontario Faculty of Education, Southwest University College of Teacher Education, and Yunnan Normal University Future Education Institute. Its theme "West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices", elaborated from the invaluable experience and wisdom of Chinese education, is conducive to promoting "Harmony with Diversity" – a value treasured by the Chinese culture – and the United Nation's Sustainable Development Goals.

I especially want to very much thank the host and all cohosts, especially Dr. Shijing Xu, the CSE 2026 Rotating President, Associate Dean of Education and Professor, and her planning team at Windsor for all their endless hours devoted to this great annual conference. I am also truly grateful for your camaraderie for each other – I am looking forward to the shared dream with you all to open new chapters of the CSE community in the near future.

夏天是加拿大令人神往的美妙季节。在温莎大学的美丽校园和这美妙的欢聚时刻，能代表中华教育学会理事会，热烈欢迎来自远方或近邻的中华教育界海内外同仁，是我的莫大荣幸和喜悦！

中华教育学会诞生于全球风云激荡、世界变幻莫测的历史性关头，由一批在中华教育领域勇于深耕的学者、实践者和合作者共同创立，得到来自东亚、北美、大洋洲和西欧逾百位创会会员共同推动，以及十大全球共同创会伙伴的共同相助，如中国北京大学、北京师范大学、清华大学、香港教育大学、浙江大学、英国伦敦大学学院、美国哥伦比亚大学及加拿大西安大略大学等（音序），旨在建立一个专注并致力倡扬中华及其相关教育研究、实践和合作的全球共同体。

本届年会由温莎大学教育学院主办，哥伦比亚大学中国教育研究中心、南京大学教育研究院、清华大学教育学院、西安大略大学教育学院、西南大学教师教育学院、香港教育大学和云南师范大学未来教育学院七所机构共同协办。年会高扬“东西方互惠学习、共建更包容的世界：全球视野与本土实践”主题，体现了中华教育的宝贵经验和智慧，对于倡扬中华文化历来推崇的和而不同及实现联合国全球可持续发展目标，具有不可或缺的重要意义。

我特别感谢主办方和各协办方，尤其是本届学会轮值会长、温莎大学教育学院副院长、终身教授许世静博士及她的团队，为在座各位的欢聚周到奉献本次盛会。同时，我也特别感恩志同道合的诸君相知相伴相随——期待与您共怀梦想，共同开创中华教育学会的新篇章！



**Dr. Shijing Xu,
Associate Dean of Teacher Education,
Faculty of Education, and Rotating
President 2026 of the Chinese Society
for Education**

**许世静 教授
温莎大学教育学院教师教育副院长
中华教育学会 2026 年轮值会长**

On behalf of the organizing committee, it is our great pleasure to welcome you to the 3rd Annual International Conference of the Chinese Society for Education (CSE 2026), hosted by the Faculty of Education at the University of Windsor.

Guided by this year's theme "West–East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices", the conference brings together educators, researchers, and practitioners to engage in meaningful dialogue across cultures, knowledge systems, and educational traditions. At a time marked by global uncertainty and urgent ecological and social challenges, we seek to foster reciprocal learning that is not only intellectually enriching but also ethically grounded and action-oriented.

The conference sub-themes invite us to explore critical and interconnected areas, including:

- Regenerating education in response to climate crises and planetary limits
- Reimagining futures of education for sustainability and justice
- Strengthening interdisciplinary and cross-border collaboration
- Valuing diverse ways of knowing across cultures and communities
- Bridging global perspectives with place-based educational practices

Together, these conversations aim to cultivate inclusive, sustainable, and transformative educational practices that honour both global insights and local realities. We are

especially committed to learning from Indigenous knowledge systems and diverse ways of knowing and being and to advancing education that nurtures responsibility, reciprocity, and care for our shared world.

We are honoured by your participation and contributions, which are essential to creating a vibrant space for dialogue, reflection, and collaboration. We hope this conference will inspire new partnerships, innovative ideas, and enduring commitments toward a more inclusive and sustainable future in education.

We warmly welcome you to Windsor and wish you a meaningful and enriching conference experience.

我谨代表大会组委会，热烈欢迎您参加由温莎大学教育学院主办的第三届中华教育学会国际学术会议（CSE 2026）。

本届会议以“东西方互鉴：迈向更加包容的世界——全球视野与地方实践”为主题，汇聚来自不同文化背景、知识体系和教育传统的教育工作者、研究者与实践者，共同开展富有意义的对话。在当今全球不确定性加剧、生态与社会挑战日益严峻的背景下，我们致力于推动一种不仅具有学术深度，而且具备伦理关怀与实践导向的互鉴学习。

围绕大会主题，会议设置了多个相互关联的重要子议题，包括：

- 在气候危机与地球承载力限制下重塑教育
- 面向可持续发展与社会公正重新构想教育的未来
- 加强跨学科与跨国界合作
- 重视不同文化与社区中多元的认知方式
- 连接全球视野与在地化教育实践

通过这些对话，我们旨在共同培育包容性、可持续性和具有变革意义的教育实践，既回应全球关切，也关注地方现实。我们尤其致力于向原住民知识体系以及多样的认知与存在方式学习，并推动一种培养责任感、互惠精神以及关怀共同家园的教育

我们衷心感谢您的参与和贡献。正是您的支持和投入，使本次会议成为一个充满活力的对话、反思与合作平台。我们期望本次会议能够激发新的伙伴关系、创新思想以及对更加包容与可持续教育未来的长期承诺。

诚挚欢迎您来到温莎，祝愿您在本次会议期间收获充实而富有意义的学术体验！

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Distinguished colleagues, honored guests, ladies, and gentlemen, warm greetings to you all!

It is my immense privilege and honor to gather with all of you at the beautiful University of Windsor campus for the 3rd Annual Conference of the Chinese Society for Education (CSE). On behalf of the Center on Chinese Education at Teachers College, Columbia University, I would like to extend my warmest congratulations to our host, the Faculty of Education at the University of Windsor, as well as to all co-organizing sister institutions. I also wish to offer our most heartfelt welcome to our education colleagues from around the globe!

Since its founding in 1887, Teachers College, Columbia University, has been deeply committed to advancing global educational exchange and cooperation. As the oldest and largest graduate school of education in the United States, our mission is to expand educational opportunities and ensure that education benefits all. The Center on Chinese Education at Columbia University is the first academic institution in the U.S. dedicated to the study of and exchange with Chinese education, which has actively collaborated with international education peers—including those in China and Canada for more than two decades. Together, we have integrated Eastern and Western educational philosophies and practices, yielding fruitful results.

Today, we gather on the ancestral and unceded territory of the Three Fires Confederacy of First Nations. Scholars from all corners of the world have the unique opportunity to join Indigenous communities in discussing the various challenges and opportunities facing our world today. In an era marked by international instability, climate and environmental crises, and the technological breakthroughs brought by Artificial Intelligence, reciprocal learning between Eastern and Western education has become more urgent than ever.

The ancient Anishinaabe prophecy of the "Eighth Fire" teaches us that to light the Eighth Fire—which guides us toward peace and rebuilding—people from the four directions



**Dr. Henan Cheng, Executive Director,
the Center on Chinese Education at
Teachers College, Columbia University**

程贺南 博士

哥伦比亚大学教师学院

中国教育研究中心执行主任

must come together, bringing their unique endowments and talents. This is precisely the profound significance of "reciprocal learning in Eastern and Western education." Our diverse cultural and educational traditions will inevitably ignite innovative sparks for the future through cross-cultural dialogue, allowing us to collectively reconstruct a more equitable, inclusive, and sustainable future.

The renowned Southern Song Dynasty Neo-Confucian philosopher Zhu Xi once wrote: "Two lakes adjoin, nourishing one another; so too do friends gather to study and learn together, mirroring this natural harmony." Just as adjacent bodies of water flow into one another and mutually enrich their waters, friends benefit and grow through mutual exchange and the sharing of knowledge. May we draw wisdom from the mutual learning and appreciation of Eastern and Western civilizations, transcend the boundaries of time and space, and work hand-in-hand to advance global Chinese education. Together, let us usher in a new future of harmony and shared prosperity for human society.

Finally, I sincerely wish the 3rd Annual Conference of the Chinese Society for Education a resounding success!

尊敬的各位同仁、各位嘉宾，女士们、先生们：大家好！

非常荣幸能和大家相聚在美丽的温莎大学，共同出席中华教育学会（CSE）第三届年会。在此，我谨代表哥伦比亚大学教育学院中国教育研究中心，向主办方温莎大学教育学院以及各协办兄弟院校致以最热烈的祝贺，并向全球教育同仁表示最诚挚的欢迎！

哥伦比亚大学教育学院自 1887 年成立以来，一直致力于推进全球教育的交流与合作。作为全美历史最悠久、规模最大的教育学院，我们的宗旨是创造更多的教育机会，让更多人受惠。哥伦比亚大学中国教育研究中心作为全美第一所专注于中国教育研究与交流的学术机构，多年来与中国及加拿大等国际教育同行积极开展合作，融合东西方教育理念与实践，结下丰硕的成果。

今天，我们相聚在加拿大原住民“三火联盟”的家园，来自五湖四海的学者有机会与原住民们一起探讨当今世界面临的各种挑战和机遇。国际局势动荡、气候与环境危机、人工智能带来的技术变革等严峻挑战，使得东西方之间的教育互惠学习显得比以往任何时候都更为迫切。阿尼什纳比原住民关于“第八火焰”的古老预言启示我们：要点燃指引和平与重建“第八火焰”，来自四个方向的人民必须带着独特的天赋走到一起。这正是“东西方教育互惠学习”的深刻意义—不同的文化和教育传统，必将在跨文化对话中碰撞出面向未来的创新火花，共同重构公平、包容与可持续的未来。

南宋理学家朱熹有言：“两泽相丽，互相滋益，朋友讲习，其象如此”。两泽相连其水交相交融，犹如友人间通过互相交流与切磋学识从而互相惠泽。愿我们在东西方文明互学互鉴中汲取智慧，超越时空的界限，携手并肩共同推动全球华人教育事业的发展，开创人类社会和谐共荣的新未来！

最后，衷心预祝中华教育学会第三届年会取得圆满成功！



**Dr. Bin Huang,
Dean, Institute of Education,
Nanjing University**

黄斌 教授

南京大学教育研究院院长

On behalf of Institute of Education at Nanjing University, I am deeply honored to extend our warmest congratulations on the convening of the 3rd Annual Conference of the Chinese Society for Education (CSE). As one of the co-hosting institutions for this year's conference, we are

delighted to join hands with Faculty of Education at University of Windsor, Center on Chinese Education at Columbia University, School of Education at Tsinghua University, Faculty of Education at the University of Western Ontario, College of Teacher Education at Southwest University, Education University of Hong Kong, and Future Education Institute at Yunnan Normal University, in creating a vibrant platform for scholarly exchange and cross-cultural dialogue.

Nanjing University has a long and distinguished tradition in educational scholarship, tracing back to 1918, when Nanjing Higher Normal School established Department of Education. In 2009, Institute of Education was officially founded. The theme of this year's conference—"West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices"—resonates profoundly with our institutional mission. At Nanjing University, we have long embraced the educational philosophy of "the unity of knowledge and action" championed by Mr. Xingzhi Tao. We believe that genuine educational progress emerges from the dynamic interplay between diverse cultural traditions, the deep integration between global perspectives and local practices, and the close combination between theoretical inquiry and practical engagement. Education is not merely the transmission of knowledge, but the

cultivation of wisdom, the fostering of mutual understanding, and the building of bridges

across cultures and civilizations. Institute of Education at Nanjing University is committed to advancing cutting-edge research, fostering equitable collaborations that transcend geographical and disciplinary boundaries, and nurturing a new generation of educators who embody both scholarly excellence and a deep sense of social responsibility.

We look forward to the rich intellectual exchanges that this conference will generate, and we warmly welcome all participants to join us in this shared endeavor. May our dialogues inspire new insights, our collaborations bear fruitful outcomes, and our collective efforts contribute to a more inclusive, just, and sustainable world. Welcome, and may this conference be a resounding success!

值此中华教育学会第三届年会隆重召开之际，我谨代表南京大学教育研究院，向大会致以最热烈的祝贺！作为本届年会的协办单位之一，我们十分荣幸能与温莎大学教育学院、哥伦比亚大学中国教育研究中心、清华大学教育学院、西安大略大学教育学院、西南大学教师教育学院、香港教育大学和云南师范大学未来教育学院携手合作，共同搭建这一学术交流与跨文化对话的重要平台。

南京大学的教育学科历史悠久、底蕴深厚，可追溯至 1918 年南京高等师范学校设立的教育专修科。2009 年，教育研究院正式成立。本届年会以“东西方互惠学习、共建更包容的世界：全球视野与本土实践”为主题，与我院的使命高度契合。南京大学始终秉承陶行知先生“知行合一”的教育理念。我们深信，真正的教育进步源于多元文化传统之间的动态互动，全球视野与本土实践的深度融合，理论探究与实践参与的紧密结合。教育不仅是传递知识，更是涵养智慧、增进相互理解，以及搭建跨越文化与文明的桥梁。南京大学教育研究院致力于推进前沿研究，促进超越地域与学科界限的公平合作，培养兼具学术卓越与社会责任感的未来教育者。

我们期待本届年会激发出丰富而深刻的思想交流，热忱欢迎各位同仁共襄盛举。愿我们的对话启迪新思，合作结出硕果，共同努力为构建一个更加包容、公正和可持续的世界贡献力量。预祝大会圆满成功！



Dr. Shengquan Luo,
Dean, Faculty of Teacher Education,
Southwest University
罗生全 教授
西南大学教师教育学院院长

On the occasion of the 3rd Annual Conference of the Chinese Society for Education, on behalf of the Faculty of Teacher Education at Southwest University, I extend our warmest congratulations to the conference. As one of the co-hosting institutions for this year's conference, we are deeply honored to join hands with the Faculty of Education at the University of Windsor in building together this important platform for scholarly exchange, professional dialogue, and cross-cultural understanding.

The Faculty of Teacher Education at Southwest University, carrying forward a century-long tradition of teacher education, has always regarded teacher development as a vital mission in serving the national strategy of strengthening education and in promoting global educational dialogue. The Faculty addresses the entire spectrum of pre-service preparation, induction support, and in-service professional growth, striving to build an integrated system for the cultivation of excellent teachers and lifelong learning. It is committed to nurturing distinguished educators and future educational leaders who possess professional competence, educational dedication, research capacity, digital literacy, and international vision.

The theme of this year's conference—"West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices"—resonates deeply with the educational philosophy that our Faculty has long upheld. The essence of reciprocal learning lies in generating understanding through respecting differences and reshaping perceptions through in-depth dialogue. The collaboration between Southwest University and the University of Windsor has continued for over a decade. Through the Canada-China Reciprocal Learning Program, faculty and students from both institutions have continuously entered each other's classrooms, schools, communities, and cultural contexts, understanding differences through genuine interaction, reflecting upon their

own practices, and co-constructing new educational understandings. This journey has made us profoundly aware that international cooperation in teacher education is never a one-way export or import of experience, but rather a process of achieving mutual growth through listening, comparing, reflecting, adapting, and co-constructing. It is precisely in this process that local practices gain broader significance, and global perspectives become more concrete, vivid, and humanely warm.

We look forward to this conference further advancing East-West educational dialogue, deepening institutional partnerships, and stimulating innovative vitality in both the theory and practice of teacher education. We warmly welcome all fellow educators to join this grand gathering. May our exchanges inspire intellectual vitality, may our collaborations bear fruitful outcomes, and may we together contribute to building a more inclusive, just, and sustainable future.

We wish the 3rd Annual Conference of the Chinese Society for Education a complete success!

值此中华教育学会第三届年会召开之际，我谨代表西南大学教师教育学院，向大会致以最热烈的祝贺！作为本届年会的协办单位之一，我们深感荣幸，能与温莎大学教育学院携手合作，共同搭建这一学术交流、专业对话与跨文化理解的重要平台。

西南大学教师教育学院，传承百年师范教育文脉，始终将教师发展视为服务国家教育强国战略与促进全球教育对话的重要使命。学院面向教师职前培养、入职支持与职后发展全过程，着力构建卓越教师一体化培养与终身学习体系，致力于培养具备专业素养、教育情怀、教研能力、数字素养与国际视野的大国良师与未来教育家。

本届年会以“东西方互惠学习，共建更包容的世界：全球视野与本土实践”为主题，与我院长期秉持的办学理念深度契合。互惠学习的本质，是在尊重差异中生成理解，在深入对话中重塑认知。西南大学与温莎大学的合作已持续十余年，依托中加互惠学习交流项目，两校师生持续走进彼此的大学课堂、中小学校、社区与文化情境，在真实互动中理解差异、反观自身、共同生成新的教育认识。这段历程让我们深切体会到：教师教育的国际合作，从来不是单向的经验输出或引进，而是在倾听、比较、反思、调适与共建中实现共同成长；也正是在这一过程中，本土实践获得更广阔的意义，全球视野也变得更加具体、生动而富有人文温度。

我们期待本届年会进一步推动东西方教育对话，深化院校伙伴关系，激发教师教育理论与实践的创新活力。热忱欢迎各位教育同仁共襄盛会，愿我们的交流激荡思想，合作结出硕果，共同为构建更加包容、公正与可持续的未来贡献力量。

预祝中华教育学会第三届年会圆满成功！

Dr. John Chi-Kin Lee,
President of the Education University of Hong Kong
李子健 教授
香港教育大学校长



It is my privilege, on behalf of The Education University of Hong Kong, to join our host the University of Windsor and our fellow co-hosts in welcoming you to the 3rd Annual Conference of the Chinese Society for Education, on the theme "West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices."

As our world is reshaped by technological transformation, climate challenges, and a deepening call for inclusion, this gathering of diverse peoples, each bearing distinctive gifts, coming together in harmony (和合共聚) to care for our shared Earth could not be more timely. In my own work on whole-person education, drawn from life education and Chinese culture, I have long held that education must help each person harmonise four relationships: with oneself, with others, with the natural and material world, and with the larger whole that transcends us, in the spirit of 「天人合一」, the unity of humanity and nature. Whole-person development, I believe, enriches not only individual lives but the flourishing of society and our shared planet. In an age of ecological crisis and AI, which is culturally relevant and which makes our human values and agency more vital than ever, reciprocal learning between West and East is no longer optional but urgent. It is, at heart, an act of mutual humility: the conviction that every cultural tradition holds wisdom indispensable to the whole.

I warmly thank our host, co-hosts, and every participant who has travelled near and far to join this dialogue. May our shared reflection here turn difference into discovery, and learning into a more inclusive, regenerative, and peaceful world for all.

本人謹代表香港教育大學，偕主辦之溫莎大學及各協辦院校，向蒞臨中華教育學會第三屆年會的各位嘉賓致以誠摯歡迎。本屆年會以「東西方互惠學習、共建更包容的世界：全球視野與本土實踐」為主題，立意深遠。在科技變革、氣候挑戰以及共融呼聲日益高漲的當下，來自不同文化、各具所長的同道能夠和合共聚，攜手守護我們共同棲居的大地，可謂正當其時。

多年來，本人致力研究全人教育，並以生命教育與中華文化為根本，深信教育的關鍵，在於引導每一個人處理好生命中的四種關係：與自己、他人、自然及萬物，以及與超乎一己的天地宇宙的關係，從而達致「天人合一」。全人發展所成就的，不僅是個人生命的豐盈，更關乎社會的福祉，以至我們共同棲居的地球能否持續發展。

當今之世，生態危機與人工智能相互交織。人工智能與文化相關，這更使人的價值與能动性顯得格外重要。正因如此，東西方之間的互惠學習，刻不容緩。互惠學習的真諦，在於彼此虛心相待，深信每一種文化傳統，都藏有成全整體所不可或缺的智慧。本人衷心感謝主辦及合辦機構，以及每一位遠道而來的嘉賓。願今日的對話，能化差異為啟發，化交流為動力，共同締造一個更具包容、生生不息、和平喜樂的世界。

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

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**Dr. Donna Kotsopoulos,
Dean of Faculty of Education,
the University of Western Ontario**
多娜·科措珀乐丝 教授
西安大略大学教育学院院长

On behalf of the Faculty of Education at the University of Western Ontario, and Founding President, Dr. Jun Li, I am very pleased to welcome you to the 3rd Chinese Society for Education Annual Conference. In 2024, our Faculty had the distinct pleasure of hosting the 1st Annual Event, along with the Inauguration of the then-new Chinese Society for 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 Faculty of Education at the University of Windsor this year.

This year's theme is "West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices". In the AI era, it is so important that we study and respond to how reciprocal learning and inclusion are 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. We will use our lessons learned to guide further transformation of our teacher education program, which will become a 12 month program in September 2027. With this upcoming change, we're pleased to be able to help make teacher education even more accessible and equip more educators to enter classrooms sooner.

The 1st Chinese Society for Education Annual Conference was a tremendous experience at the Faculty of Education at the University of Western Ontario, 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, Education University of Hong Kong, Nanjing University Institute of Education, Tsinghua University School of Education, University of Western Ontario Faculty of Education, Southwest University College of Teacher Education, and Yunnan Normal University Future Education Institute. We are grateful to be in such good company.

我谨代表西安大略大学教育学院以及创会会长李军教授，热烈欢迎大家出席中华教育学会第三届年会。2024 年我院充满喜悦地主办了中华教育学会第一届年会暨成立典礼。我们特别荣幸能如此被信任，也非常高兴能将此荣耀传承给温莎大学教育学院。

今年的主题是“东西方互惠学习、共建更包容的世界：全球视野与本土实践”。在智能时代，我们研究并针对互惠学习和包容如何改变教育而行动至关重要。我们教育学院对此持续不断地坚持，我们的本科教育专业即是一例。近期，这一专业正被压缩为 16 个月的模式，其中下半部分完全在线上进行。这一新模式得到广泛赞誉，我们非常骄傲我院最近被马克林杂志评为加拿大非凡的教育专业之一。新荣誉确认了我们的坚定信

念和动力，继续和我们才华横溢的师生及职员一道，改变教育以改变生命。我们将运用我们的经验指引进一步改进将于 2027 年 9 月开始、学制 12 个月的教师教育专业。基于即将来临的变革，我们很高兴能帮助普及教师教育并装备更多的教育工作者更快地进入课堂。

中华教育学会的首届年会在西安大略大学教育学院取得了巨大成功。我可以跟各位确认，今年的年会将会更具参与性、激动性和教育性。衷心感谢年会组织者及学会的领导们能够让我们成为协办方，并和哥伦比亚大学中国教育研究中心、南京大学教育研究院、清华大学教育学院、香港教育大学和云南师范大学未来教育学院共同协办。我们感恩成为好伙伴的一员。

Dr. Zhongying Shi,
Dean, School of Education,
Tsinghua University
石中英 教授
清华大学教育学院院长

The 2026 Annual Conference of the Chinese Society for Education is now here with us on the beautiful campus of the University of Windsor. With this opportunity, I would like to extend my sincere respect to the conference organizers on behalf of the School of Education, Tsinghua University, and warmly welcome all educators, education researchers and education administrators travelling here from all corners of the globe.



Education is key to personal growth, social advancement, national prosperity and global peace. Since ancient times, the Chinese people has held education in high regard, closely linking it to the cultivation of personal virtue, social harmony and state governance, putting forward progressive ideas of education such as "Teaching and learning take precedence over all governance", "Education for all without discrimination", "Education in accordance with individuality of learners" and "Teaching and learning promote reciprocally" – which lay a solid foundation for the formation and evolution of Chinese civilization. Since modern times, China has embarked on the path of educational modernization. Through over a century of persistent endeavours, China has built the world's largest modern system of education, culminating a glorious chapter in the process of her educational modernization. Today, China has moved into a new stage of empowering the nation through education. This national initiative drives powerfully the disciplinary development of educational studies in China, and will undoubtedly forge a new landscape where the disciplines of education serve and lead reform and innovation in education.

The conference theme this year envisions building a more inclusive world through reciprocal learning. Reciprocal learning means learning from diversity and differences to reshape self-perception as a idealistic prerequisite for fostering a more inclusive world. Diversity and difference are inherent to the world - this holds true for the biological sphere, as well as the social and humanistic world. Throughout history, all human tragedies stemmed from prejudice and hostility toward diversity and differences. Education should serve as a positive force that shapes the world. It bears the responsibility of nurturing young generations to respect and appreciate cultural diversity and social differences, engages them with communications and dialogue on that basis, and achieves co-progress and shared prosperity for human beings. This lies at the core of our annual conference this year, and I hope we participants will be able to reflect deeply upon this vision.

中华教育学会 2026 年会议即将在美丽的加拿大温莎大学召开，我谨代表清华大学教育学院向会议的组织者们表示诚挚敬意，向从全球各地前来参会的教育者、教育研究者和教育管理者们表示热烈欢迎。

教育事关个人发展、社会进步、国家繁荣和人类和平。中华民族是一个自古以来重视教育的民族，把教育与个人德性完善、社会和睦和国家治理紧密联系在一起，提出了“教学为先”“有教无类”“因材施教”“教学相长”等先进教育观念，为中华文明的形成和进化奠定了坚实基础。近代以来，中国走上了教育现代化的道路，经过一百多年的不懈努力，建立了世界上规模最大的现代教育体系，书写了中国教育现代化的光辉篇章。当前，中国教育进入了“教育强国”建设的

新阶段。教育强国建设，为中国教育学科的建设与发展提供了强大动力，也必将塑造教育学科服务和引领教育改革与创新的新格局。

这次年会的主题表达了通过互惠学习建设更包容世界的思想。互惠学习是意味着从多样性和差异中学习，以重塑自我认知。而重塑自我认知是建设更加包容世界的思想前提。多样性和差异，是这个世界的本来面貌，生物世界是这样，社会和人文世界也是这样。从历史来看，人类历史上的悲剧，无不是因为歧视和敌视多样性与差异而导致的。教育是一种积极的塑造世界的力量，有责任引导青少年尊重和欣赏文化多样性与社会差异，并在此基础上开展交流和对话，实现共同成长和人类繁荣。这也是此次会议的主旨所在，希望与会者深刻体会。



Dr. Chen Xin
Executive Dean,
The Future Education Institute,
Yunnan Normal University
陈新 教授
云南师范大学未来教育学院执行院长

As the one of sponsors, the Future Education Institute of Yunnan Normal University is deeply honored to host this gathering. Established in 2025, the Future Education Institute was born from our resolute commitment to answering the epochal question: "What is the role of education in the age of intelligence?" We see ourselves not merely as a new college on campus, but as a living laboratory where Education + Technology + Humanities converge to reimagine how teachers are prepared, how classrooms are transformed, and how learners across borders are empowered.

Today, we do not merely host an event; we cultivate a crossroads. From the Yunnan Laboratory for Digital-Intelligence Cultural Industries to our expanding portfolio of international cooperative programs across South and Southeast Asia, we are actively building bridges across disciplines, regions, and nations.

We warmly welcome every scholar, practitioner, and visionary who has traveled to join us. May this gathering spark pioneering solutions that serve not only our own communities, but the broader cause of educational equity and excellence across the region.

Let us join hands in shaping the next chapter of innovation for education.

作为本次盛会的协办单位之一，云南师范大学未来教育学院深感荣幸。我校未来教育学院成立于 2025 年，源于对时代之问的坚定回应：“智能时代，教育的使命是什么？”我们不仅是校园里的一个新学院，更是一个鲜活的实验室——“教育 + 科技 + 人文”在此交融，重塑教师培养、课堂变革与跨国学习者的赋能方式。

今天，我们不仅是在举办一场会议，更是在培育一个交汇点。从云南省数字智能文化产业实验室，到覆盖南亚东南亚的国际合作项目版图，我们正积极架设跨学科、跨区域、跨国家的桥梁。

我们热忱欢迎每一位远道而来的学者、实践者与远见者。愿本次聚会激发出开创性的解决方案，不仅惠及我们的社群，更服务于整个区域教育公平与卓越的崇高事业。

让我们携手并肩，共同书写教育的创新篇章。

■ SPECIAL ACKNOWLEDGEMENTS • 特别鸣谢

The Organizing Committee of the Third Annual International Conference of the Chinese Society for Education extends its sincere appreciation to all institutions, colleagues, staff members, and volunteers whose generous support, professional expertise, and dedicated service have made this conference possible.

Their contributions to academic planning, institutional coordination, financial support, handbook production, conference logistics, technological services, and volunteer coordination embody the spirit of West-East Reciprocal Learning for a More Inclusive World. Their collective efforts have helped create an open and inclusive space for dialogue, reflection, collaboration, and reciprocal learning.

中华教育学会第三届年会组委会谨向所有为本届大会提供支持与帮助的机构、同仁、工作人员和志愿者致以诚挚的感谢。正是各方在学术策划、机构协调、经费支持、手册制作、会务组织、技术保障及志愿服务等方面的专业投入与无私奉献，使本届大会得以顺利举行。

大家的共同努力充分体现了“东西方互惠学习、共建更包容的世界”的大会精神，并为来自不同文化、知识传统和教育背景的学者、教育工作者与实践者营造了一个开放、包容并富有意义的对话、反思、合作与互惠学习平台。

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Faculty of Education, University of Windsor / 温莎大学教育学院

Indigenous Knowledge and Cultural Contributions • 原住民知识与文化贡献

The Organizing Committee extends its special appreciation to the following individuals for their invaluable contributions to the Indigenous components of the conference, including the Sacred Sunrise Fire, Land Acknowledgement, Anishinaabe teachings, and related cultural and educational activities. Their guidance, knowledge, facilitation, and support have helped create meaningful opportunities for participants to engage respectfully with Indigenous knowledge systems, traditions, and ways of knowing and being.

大会组委会特别感谢以下人士为大会原住民相关环节所作出的重要贡献，包括旭日圣火仪式（Sacred Sunrise Fire）、原住民传统领地确认（Land Acknowledgement）、阿尼什纳比文化教导，以及其他相关文化与教育活动。他们所提供的指导、知识分享、活动主持与支持，为参会者尊重地了解原住民知识体系、文化传统及多元认知与存在方式创造了宝贵机会。

(Names are listed in alphabetical order by surname, with Elder Martin Millen listed first in recognition of his ceremonial and cultural role. 除原住民长者 Martin Millen 因其文化与仪式角色列于首位外，其余姓名按英文姓氏字母顺序排列。)

Elder Martin Millen

Anishinaabe Elder / 阿尼什纳比长者

Elayne Isaacs

Office of the Senior Advisor to the President on Indigenous Relations and Outreach,
University of Windsor
温莎大学校长原住民关系与外展高级顾问办公室

Rob Issacs, Fire Keeper

圣火看护者

Jaimie Kechego

Centre for Teaching and Learning, University of Windsor
温莎大学教学与学习中心

Yishin Khoo

University of Windsor / 温莎大学

Krista Loughead, University of Windsor
温莎大学

Tristain Thompson, Fire Keeper
圣火看护者

Sacred Sunrise Fire Venue Support • 旭日圣火仪式场地支持

The Organizing Committee sincerely thanks the University of Windsor Campus Community Garden for providing the venue for the Sacred Sunrise Fire. Its generous support helped make this important ceremonial gathering possible.

大会组委会衷心感谢温莎大学校园社区花园 (Campus Community Garden) 为旭日圣火仪式提供场地。园方的热情支持为这一重要仪式的顺利举行提供了有力保障。

Jenna O'Brien-Beaudoin

Coordinator, Campus Community Garden, University of Windsor

温莎大学校园社区花园负责人

University of Windsor Conference Support • 温莎大学会务支援

The Organizing Committee extends its special appreciation to the staff and service teams at the University of Windsor for their professional assistance with venue coordination, catering services, administration, facilities, equipment, and technological support.

大会组委会特别感谢温莎大学各部门工作人员在场地协调、餐饮服务、行政事务、设施设备及技术保障等方面提供的专业协助。

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The Organizing Committee sincerely thanks all volunteers for their invaluable assistance with registration, guest reception, venue guidance, timekeeping, technological support, photography, documentation, and other conference activities.

大会组委会衷心感谢所有志愿者在大会注册、嘉宾接待、会场引导、时间管理、技术协助、摄影记录及其他会务工作中的辛勤付出。

Coordinator • 负责人

Shuya Du 杜书雅

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■ CONFERENCE SCHEDULE • 会议日程

Day 1, 2026-08-10 • 会议第一天

Location: Faculty of Education

会议地点: 教育学院

Time 时间	Sessions 会议活动
06:00-07:00	Sacred Sunrise Fire with Anishinaabe Elder Martin Millen (Campus Community Garden) 与阿尼希纳贝长者 Martin Millen 共同举行旭日圣火仪式 (校园社区花园)
07:30-08:30	Breakfast + Check-in (EDUC 1101) 早餐 + 报到 (教育学院 1101) 
08:30-09:30	Conference Opening Ceremony and Welcome (EDUC 1101) 大会开幕式 (教育学院 1101) Land Acknowledgement 原住民领地确认声明 Ms. Jaimie Kechego, Learning Specialist, Indigenization, University of Windsor 温莎大学原住民教育专员 Opening Remarks 致欢迎辞 Dr. Ken Montgomery, Dean of Faculty of Education, University of Windsor 温莎大学教育学院院长 Dr. Mingyuan Gu, Honorary CSE President and Professor of Beijing Normal University, [A Recorded Video Address] 顾明远 博士, 中华教育学会名誉会长及北京师范大学教授 [视频致辞] Dr. Ruth Hayhoe, Honorary CSE President and Professor of OISE/ University of Toronto 许美德 博士, 中华教育学会名誉会长及多伦多大学安大略教育研究院教授

Welcome Remarks from Co-hosts (names in alphabetical order)

协办单位欢迎致辞 (致辞人姓名音序)

Dr. Xin Chen, Executive Dean, The Future Education Institute, Yunnan Normal University, *[A Recorded Video Address]*
陈新 教授, 云南师范大学未来教育学院执行院长 *[视频致辞]*

Dr. Henan Cheng, Executive Director, the Center on Chinese Education at Teachers College, Columbia University
程贺南 博士, 哥伦比亚大学教师学院中国教育研究中心执行主任

Dr. Donna Kotsopoulos, Dean of Faculty of Education, The University of Western Ontario
多娜·科措珀乐丝 教授, 西安大略大学教育学院院长

Dr. Shengquan Luo, Dean, School of Teacher Education, Southwest University
罗生全 教授, 西南大学教师教育学院院长

Dr. Zhongying Shi, Dean, School of Education, Tsinghua University
石中英 教授, 清华大学教育学院院长

Dr. Yashuang Wang, Dean's Assistant, Institute of Education, Nanjing University
汪雅霜 教授, 南京大学教育研究院院长助理

09:30-10:00

Anishinaabe Elder Martin Millen's Teaching (EDUC 1101) 阿尼什纳比原住民长者 Martin Millen 的教导 (教育学院 1101)

Facilitator: Dr. Yishin Khoo, Adjunct Assistant Professor, University of Windsor
主持人: 邱亦欣 博士, 温莎大学教育学院兼职助理教授

Title: Lighting the Eighth Fire: Walking the Path of Peace and Harmony
主题: 点燃第八火焰: 走向和平与和谐之路

Abstract:

Elder Martin Millen will share the sacred Anishinaabe teaching of the Eighth Fire Prophecy, which envisions a time when humanity stands at a crossroads—one path leading to materialism and destruction, the other to peace and unity. Through storytelling and Indigenous ways of knowing, Elder Millen will invite us to reflect on our collective responsibilities to care for the land, the waters, and each other, lighting the "Eighth Fire" of reconciliation and mutual understanding.

10:00-10:30

Keynote Speech (EDUC 1101)
大会主旨演讲 (教育学院 1101)

Title: Confucian, Daoist, and Buddhist Prophetic Wisdom for Our Time: Building a Peaceful and Equitable World

主题：儒家、道家与佛教面向当代的预见性智慧：构建和平与公平的世界

Dr. Jing Lin, Professor, Department of Counseling, Higher Education, and Special Education, University of Maryland

林静 博士，马里兰大学咨询、高等教育与特殊教育系教授

Abstract:

In this talk, I will discuss the great prophecies in Confucianism, Taoism, and Buddhism about the future, which is now. I will trace back 2500 years to the teachings of the great teachers in Eastern wisdom traditions, from Confucius to Laozi to the Buddha. I will explore how they portray the future, the grand challenges humanity would face, and the pathway they point toward achieving a future of great peace, equity, and justice. I will discuss how ordinary people can become “sages,” helping usher in an era of enlightenment and the attainment of cosmic wisdom. I will examine how inner transformation is achieved through contemplative meditative inquiry and the embodiment of virtues, which these traditions see as undergirding a universe with visible and invisible spiritual, energetic, and ethical dimensions. I will discuss how, by cultivating our vital, creative life energy, we can come to realize the interconnectedness of humans with All That This. I will conclude that our era is one of grand challenges that requires a great awakening and the realization of our Oneness. Inner transformation must take place hand in hand with social transformation through the elevation of our consciousness and the realization of our full potential as wise, compassionate, and divine beings.

摘要：

在本次演讲中，我将探讨儒家、道家与佛教关于未来——也就是我们所处的当下——的重要预言。我将回溯至 2500 年前，从孔子、老子到佛陀，

梳理东方智慧传统中伟大思想家的教诲。我将探讨这些传统如何描绘未来、人类将面临的重大挑战，以及它们为实现一个和平、公平与正义的未来所指明的道路。

我还将讨论普通人如何成为“圣贤”，并共同推动一个觉醒时代的到来与宇宙智慧的实现。我将考察人们如何通过沉思性的冥想探究与德性的践行实现内在转化。在这些传统看来，宇宙不仅包含可见的物质层面，也包含不可见的精神、能量与伦理层面，而德性正是维系这一宇宙秩序的基础。

我将进一步讨论，我们如何通过培育自身充满活力与创造性的生命能量，认识到人类与万有之间彼此联结的关系。最后，我将指出，我们所处的时代充满重大挑战，因此需要一场伟大的觉醒，并需要我们认识到万物一体的本质。

内在转化必须与社会转型同步发生。通过提升意识，并充分实现我们作为智慧、慈悲且具有神圣潜能的生命存在，我们才能推动个人与社会的共同转变。

10:30-11:00

Group Photo 集体照

Tea Break Hosted by the University of Western Ontario (EDUC 1101)
西安大略大学茶歇（教育学院 1101）

11:00-11:45

Keynote Speech (EDUC 1101) 大会主旨演讲（教育学院 1101）

Title: West-East Reciprocal Learning in a Diverse World: Education for Sustainability and Mutual Flourishing
主题：多元世界中的东西方互惠学习：通向可持续与共荣的教育之路

Dr. Michael Connelly, Professor, OISE, University of Toronto
迈克尔·康纳利 博士，多伦多大学安大略教育研究院教授

Dr. Shijing Xu, 2026 CSE Rotating President and Associate Dean of Faculty of Education, University of Windsor
许世静 教授，中华教育学会 2026 年轮值会长及温莎大学教育学院教师教育副院长

Day 1, 2026-08-10 • 会议第一天

Abstract:

Professors Michael Connelly and Shijing Xu will revisit the vision of West-East Reciprocal Learning in today's context of global division and environmental uncertainty. They will explore how education can act as a bridge—connecting diverse traditions, renewing human relationships, and fostering shared understandings between West and East. Drawing on insights from their long-term Canada-China reciprocal learning project, the keynote emphasizes how intercultural collaboration and Indigenous perspectives can together nurture a more sustainable and compassionate world.

摘要:

迈克尔·康纳利教授与许世静教授将立足当今全球分化与环境不确定性的时代背景,重新阐述“东西方互惠学习”的愿景。他们将探讨教育如何成为连接多元传统、重塑人与人之间关系,并促进东西方相互理解的桥梁。结合长期中加互惠学习项目的经验与思考,进一步阐释跨文化合作与原住民知识体系如何相互启发,共同推动建设一个更加可持续、更具关怀与包容性的未来。

11:45-11:55

Discussant of Keynote Speeches 主旨演讲评议人

Dr. Ken Montgomery, Dean of Faculty of Education, University of Windsor
温莎大学教育学院院长

12:00-13:30

Lunch (CAW Alumni Auditorium) 午餐 (CAW 校友礼堂)

Chairs/ 主持人:

Dr. Chenkai Chi, Adjunct Assistant Professor, Faculty of Education, University of Windsor, Postdoctoral Fellow, OISE, University of Toronto
池晨凯 博士, 温莎大学教育学院兼职助理教授, 加拿大多伦多大学安大略省教育研究院博士后

Yuhan Deng, Ph.D. Candidate, Reciprocal Learning Program Course Instructor, Faculty of Education, University of Windsor
邓雨涵, 互惠学习项目课程讲师, 温莎大学教育学院博士候选人

Videos of some showcases of sustainability education in China 关于中国可持续发展教育的一些成果展示视频

Dr. Jiachen Li, Professor, Executive Vice President, Shanghai Municipal Institute for Lifelong Education, East China Normal University
李家成 教授，华东师范大学上海终身教育研究院执行副院长

Mr. Haichao Wang, Sunshine Eco-Village
汪海潮，三生谷生态村发起人

13:30-15:00

Distinguished Scholars' Forum (EDUC 1101) 杰出学者论坛（教育学院 1101）

Chair/ 主持人：

Dr. Gabrielle Lee, The University of Western Ontario
蔡馨惠 教授，西安大略大学

Discussant/ 评议人：

Dr. Ruth Hayhoe, OISE, University of Toronto; Honorary President of Chinese Society for Education (CSE)
许美德 博士，多伦多大学安大略教育研究院教授，中华教育学会（CSE）名誉会长

Panelists (names in alphabetical order) 讨论嘉宾（姓名音序）

Dr. Lynn Paine, Professor, Department of Teacher Education, College of Education, Michigan State University
琳·佩恩 博士，美国密歇根州立大学教育学院教师教育系教授
Title: East-West Reciprocal Learning as dynamic hybridization in Developing Students 21 Century Competencies – Case studies of Moral Education from China, Japan, South Korea and Singapore

Dr. Jun Teng, Associate Dean, Faculty of Education, Beijing Normal University
滕珺 教授，北京师范大学教育学部副部长
Title: Mind and Action: An Etymological Reexamination of Ecological Civilization Education and Education for Sustainable Development

Dr. Henan Cheng, Executive Director, the Center on Chinese Education at Teachers College, Columbia University
程贺南 博士, 哥伦比亚大学教师学院中国教育研究中心执行主任
Title: The Role of Education in Building Justice and World Peace: Cooperation between Chinese and American Educators

15:00-15:15

Tea Break (EDUC 1101)
茶歇 (教育学院 1101)



15:15-17:00

Concurrent Sessions (EDUC Classrooms)
分组论坛 (教育学院教室)

1A (EDUC 2220):

West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices

东西方互惠学习、共建更包容的世界：全球视野与本土实践

1B (EDUC 2222):

West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices

东西方互惠学习、共建更包容的世界：全球视野与本土实践

1C (EDUC 2223):

Learning Across Cultures: Valuing Diverse Ways of Knowing for Planetary Coexistence

深化文明互鉴：以多元认知智慧共建地球生命共同体

1D (EDUC 2226):

From Global Perspectives to Local Actions: Place-based Educational Practices in Teacher Education and School Education that Nurture Community, Responsibility and Earth Stewardship

从全球视野到在地行动：滋养教师教育和学校教育中的社区责任感与地球守护力的本土化教育实践

17:30-19:30

Educational Leaders' Speeches & University of Windsor and Southwest University Reception Dinner (CAW Alumni Auditorium)

教育领袖演讲 / 温莎大学和西南大学招待会 (CAW 校友礼堂)

Chairs/ 主持人:

Dr. Henan Cheng, Executive Director, the Center on Chinese Education at Teachers College, Columbia University
程贺南 博士, 哥伦比亚大学教师学院中国教育研究中心执行主任

Dr. Shijing Xu, Associate Dean of Teacher Education, Faculty of Education, CSE 2026 Rotating President
许世静 教授, 温莎大学教育学院教师教育副院长, 中华教育学会 2026 年轮值会长

Welcome Remarks (3-5 min each)

欢迎致辞

Dr. Ken Montgomery, Dean of Faculty of Education, University of Windsor
温莎大学教育学院院长

Dr. Chris Busch, Associate Vice-President, Enrolment Management, University of Windsor
温莎大学招生管理协理副校长

Educational Leaders' Speeches (15-20 min each)

教育领袖演讲

Dr. Shengquan Luo, Dean, College of Teacher Education, Southwest University 罗生全 教授, 西南大学教育学院院长

Title: Local Practice of Teacher Education System with Chinese Characteristics

Mrs. Teresa Iandolo, Retired School Principal, Practicum Advisor, Faculty of Education, University of Windsor
温莎公立学校退休校长, 学生实习指导老师

Title: Bridging West and East through Reciprocal Learning: Principal Stories of the Canadian and Chinese Sister School Collaboration

Day 1, 2026-08-10 • 会议第一天

Day 2, 2026-08-11 • 会议第二天

Location: Faculty of Education

会议地点：教育学院

Time 时间	Sessions 会议活动
08:00-08:30	Breakfast (EDUC 1101) 早餐（教育学院 1101） 
08:30-10:00	Special Plenary Speech (EDUC 1101) 特邀主旨演讲（教育学院 1101） Chair/ 主持人： Dr. Shijing Xu , Associate Dean of Teacher Education, Faculty of Education, CSE 2026 Rotating President 许世静 教授 ，温莎大学教育学院教师教育副院长，中华教育学会 2026 年轮值会长 Speech Topic: Freshwater Restoration and Sustainability 演讲主题：淡水资源恢复与可持续发展 Dr. Trevor Pitcher , Director, Freshwater Restoration Ecology Centre, Great Lakes Institute for Environmental Research & Integrative Biology 五大湖环境研究和综合生物学研究所，淡水恢复生态中心主任
10:00-10:15	Break Time (EDUC 1101) 茶歇（教育学院 1101） 
10:15-11:30	Mingyuan Lecture (EDUC 1101) 明远讲座（教育学院 1101） Topic: Global Ecological Crisis and the Ecological Shift in Educational Reform: International Experiences and Local Pathways (EDUC 1101) 主题：全球性生态危机与教育改革的生态转向：国际经验与本土路径

Chair/ 主持：

Dr. Jun Teng, Associate Dean, Faculty of Education, Beijing Normal University

滕珺 教授，北京师范大学教育学部副部长

Speaker/ 主讲人：

Dr. Baocun Liu

刘宝存 教授

Dr. Baocun Liu is a professor of comparative education and the director of the Institute of International and Comparative Education (IICE) at Beijing Normal University, China. He is also the Director of the National Center for Comparative Education at Beijing Normal University. He serves as president of China Comparative Education (CCES), and the past president of Comparative Education Society of Asia (CESA).

刘宝存 教授，教育学博士，教育部长江学者奖励计划特聘教授，国务院政府特殊津贴专家，现任教育部人文社会科学重点研究基地北京师范大学国际与比较教育研究院院长，兼任中国教育学会比较教育分会理事长等职教授。

Abstract:

After the first technological revolution, the human being engaged in the plundering exploitation of natural resources through science and technology. While this brought about immense material abundance, it also caused severe damage to the environment upon which human survival depends, leading to an increasingly deepening global ecological crisis. The global ecological crisis is primarily reflected in issues such as environmental degradation, biodiversity loss, and climate change. This crisis has prompted international society to reflect on the relationship between development and the environment, as well as development models, and has also driven an ecological shift in global education reform. At its core, this shift transitions from “anthropocentrism” to “ecological symbiosis,” reshaping education as a pivotal force in fostering harmonious coexistence between humans and nature and achieving ecological justice. This paper will analyze the conceptual foundations, policy measures, and practical models of the ecological shift in education reform from international organizations and major countries through a comparative international perspective and further explore the localized pathways for China's educational reform in this ecological shift.

摘要:

第一次科技革命之后,人类利用科学技术对自然资源进行掠夺式开发,虽然带来了物质生活的极大丰富,但也造成了对人类赖以生存的环境的极大破坏,导致了日益加深的全球性生态危机。全球性生态危机主要体现在环境破坏、生物多样性丧失、气候变化等全球性问题上。全球性生态危机引发了国际社会对发展与环境关系和发展方式的反思,也引发了全球性教育改革的生态转向,其核心是从“人类中心主义”转向“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。本文将从国际比较的视角分析国际组织和主要国家教育生态转向的理念基础、政策措施和实践模式,并在此基础上探讨中国教育改革生态转向的本土路径。

11:30-11:40

Discussant of Plenary Speeches 主旨演讲评议人

Dr. Lynn Paine, Professor, Department of Teacher Education, College of Education, Michigan State University
琳·佩恩 博士, 美国密歇根州立大学教育学院教师教育系教授

11:45-12:45

Lunch Box (EDUC 1101) 午餐餐盒 (教育学院 1101)



12:50-14:50

Cross-Cultural Dialogue Panel (EDUC 1101) 跨文化对话专题讨论会 (教育学院 1101)

Topic: Gathering and Sharing of the 8th Fire with Educators from the West, East, South, and North
主题: 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

Facilitators / 主持人:

Dr. Yishin Khoo and Dr. Krista Loughhead
邱亦欣 博士和 Dr. Krista Loughhead

Panelists (names in alphabetical order)**讨论嘉宾 (姓名音序)**

Dr. Jing Lin (East): Professor, Department of Counseling, Higher Education, and Special Education, University of Maryland
林静 博士, 马里兰大学咨询、高等教育与特殊教育系教授

Dr. Shuying Li (East): Director, Global Education Innovation and Leadership Development Institute, Shenzhen University
李树英 教授, 深圳大学全球教育创新与领导力发展研究中心主任

Elder Martin Millen (South): Anishinaabe Elder
阿尼什纳比原住民长者

Dr. Juliet Bushi, Dr. Jean Kaya (West): Assistant Professor, Faculty of Education, UWindsor
温莎大学教育学院助理教授

Dr. Ken Montgomery (North): Dean, Faculty of Education, UWindsor
温莎大学教育学院院长

This interactive session invites educators into a shared circle of learning grounded in Indigenous teachings of the Eight Fire Prophecy, which speaks to a time when peoples of all directions come together to choose a path of respect, responsibility, and renewed relationship with one another and the Earth. In the context of global and cross-border education, this teaching offers a framework for reciprocal learning that is relational, ethical, and sustainable. Participants will 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. Rather than positioning knowledge as something to be transferred, this session emphasizes co-creation, humility, and relational accountability. Participants will be invited to consider how their practices can contribute to supporting the 8th Fire within their own

contexts—honouring Indigenous knowledge systems while fostering meaningful cross-cultural collaboration. 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. Participants will leave with practical insights, reflective tools, and a deeper appreciation of the diverse gifts each nation brings to the shared work of educating for future generations.

该讨论会邀请教育者进入一个以原住民“第八把火预言”教学为根基的共同学习圈。这一预言指向一个重要时刻——来自四方的人们汇聚一处，共同选择一条以尊重、责任与人与人及人与地球之间关系重建为核心的道路。在全球化与跨境教育的背景下，这一教学为一种以关系为本、具有伦理意识且可持续的互惠学习提供了重要框架。参与者将通过引导式活动，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。我们不将知识视为单向传递的对象，而是强调共同建构、谦逊姿态与关系性责任。参与者将被邀请思考：在各自的教育情境中，如何支持“第八把火”的延续与发展——在尊重原住民知识体系的同时，促进有意义的跨文化合作。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”。参与者将在本环节结束时获得可实践的启示、反思工具，以及对各个国家在共同培育未来一代教育事业中所贡献之多元智慧的更深理解与珍视。

14:50-15:15

Tea Break (EDUC 1101)
茶歇 (教育学院 1101)



15:15-16:15

Presidential Forum (EDUC 1101)
会长特邀论坛 (教育学院 1101)

Topic: Future of Chinese Education
主题：中华教育的未来

Chair/ 主持：

Dr. Jun Li, Professor, Faculty of Education, the University of Western Ontario, Founding President of the Chinese Society for Education (CSE)
李军 博士，西安大略大学教育学院教授，中华教育学会（CSE）创会会长

Panelists (names in alphabetical order)
讨论嘉宾 (姓名音序)

Dr. Sanfa Cai, Director, the Institute of Higher Education, Tongji University
蔡三发 教授，同济大学高等教育研究所所长

Dr. Peng Liu, Associate Professor, Faculty of Education, University of Manitoba
刘鹏 博士，曼尼托巴大学教育学院副教授

Dr. Zhongying Shi, Dean and Professor, the School of Education, Tsinghua University
石中英 教授，清华大学教育学院院长

Day 2, 2026-08-11 • 会议第二天

16:20-17:50

Concurrent Sessions (EDUC Classrooms)

分组论坛（教育学院教室）

2A (EDUC 2220):

Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

推动跨学科跨界合作：共创可持续发展教育生态

2B (EDUC 2222):

Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

推动跨学科跨界合作：共创可持续发展教育生态

2C (EDUC 2223):

Regenerating Education Amid Climate Crises: Learning to Live Within the Earth's Limits /Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

气候危机下的教育再生：在地球可承受范围内共生 / 推动跨学科跨界合作：共创可持续发展教育生态

18:00-20:00

**Educational Leaders' Speeches & Receptions Dinner by
Tsinghua and Nanjing Universities (CAW Alumni Auditorium)**
教育领袖演讲 / 清华大学和南京大学招待会 (CAW 校友礼堂)

Chair/ 主持：

Dr. Jun Li, Professor, Faculty of Education, the University of Western Ontario, Founding President of Chinese Society for Education (CSE)
李军 博士，西安大略大学教育学院教授，中华教育学会（CSE）创始会长

Welcome Remarks and Education Leader Speech
欢迎致辞 / 教育领袖演讲 (15-20 min each)

Dr. Zhongying Shi, Dean, Faculty of Education, Tsinghua University
石中英教授，清华大学教育学院院长

Title: Daoism and Education for Sustainable Development
道家哲学与可持续发展教育

Dr. Yashuang Wang, Dean's Assistant, Institute of Education, Nanjing University

汪雅霜教授，南京大学教育研究院院长助理

Title: The Impact of Generative AI Use on Doctoral Students' Engagement Patterns of Academic Time: Evidence from the Nature Global Survey 2025

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

Dr. Michael MacDonald, Associate Dean, Faculty of Education, University of Windsor

温莎大学教育学院副院长

Title: Social-Emotional Learning in Teacher Education

Day 3, 2026-08-12 · 会议第三天

Location: Faculty of Education

会议地点: 教育学院

Time 时间	Sessions 会议活动
08:00-08:30	Breakfast (EDUC 1101) 早餐 (教育学院 1101) 
08:30-09:30	Panel Sessions (EDUC Classrooms) 专题讨论 (教育学院教室) Panel 1 (EDUC 2220): Understanding Teaching and Learning within the Implementation of AI-Empowered Instructional Tools 理解 AI 赋能教学工具使用过程中的教与学 Panel 2 (EDUC 2222): Designing Inclusion: Technology, Language, and Local Innovation in Neurodiverse Education 构建包容性教育: 神经多样性背景下的科技、语言与在地创新实践 Panel 3 (EDUC 2226): West-East Reciprocal Learning in Global Education: Lived Experiences within the Canada-China Reciprocal Learning Program 全球教育中的东西方互惠学习: 加拿大 -- 中国互惠学习项目中的亲历经验

09:30-10:45

Concurrent Sessions (EDUC Classrooms)

分组论坛（教育学院教室）

3A (EDUC 2220):

Futures of Education: Reimagining Learning, Teaching and Schooling for a Just and Sustainable Planet

教育的未来：重塑学校教育，重构公平与可持续的地球家园

3B (EDUC 2222):

Futures of Education: Reimagining Learning, Teaching and Schooling for a Just and Sustainable Planet

教育的未来：重塑学校教育，重构公平与可持续的地球家园

3C (EDUC 2223):

West-East Reciprocal Learning for Harmony Between Ecology and Education (especially in teacher education and school education)

推动东西方互惠学习：共筑生态与教育的和谐共生（尤其教师教育和学校教育）

3D (EDUC 2226):

Roundtable

11:00-11:30

CSE Annual General Meeting
(Chaired: Dr. Jun Li, CSE President) (CAW Alumni Auditorium)
中华教育学会全体会员年度大会
(主持: 李军会长) (CAW 校友礼堂)

11:30-11:45

Closing Ceremony (CAW Alumni Auditorium)
大会闭幕式 (CAW 校友礼堂)

Chair / 主持:

Dr. Jun Li, Professor, Faculty of Education, the University of Western Ontario, Founding President of the Chinese Society for Education(CSE)
李军 博士, 西安大略大学教育学院教授, 中华教育学会 (CSE) 创会会长

Closing Remarks / 闭幕致辞 (5 min/5 分钟)

Dr. J. J. McMurtry, President and Vice-Chancellor, University of Windsor
温莎大学校长

11:45-13:00

**Lunch hosted by YNU Future Education Institute
and UW Faculty of Education**
云南师范大学未来教育学院和温莎大学教育学院午餐招待会
(CAW 校友礼堂)



13:30-19:00

Post Conference Event (optional)
(会后活动, 自愿参加)

■ CONCURRENT SESSIONS • 平行会议

Day 1, 第一天

Group 1A **August 10th / 8 月 10 日** **15:15 – 17:00**

Location: EDUC 2220

West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices

东西方互惠学习、共建更包容的世界：全球视野与本土实践

Chair/ 主持人：

Jun Teng, Beijing Normal University

滕珺，北京师范大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Western basin, Eastern rooting: Localization of growth mindset among Chinese students from a culturally comparative perspective

- Junfeng Zhang, Nanjing University 张军凤，南京大学

2.Title: Can "International Understanding" be successfully taught in schools? Empirical results from a regional university-school partnership project in Chengdu, China

- Yiyun Hu, Beijing Normal University 胡映昀，北京师范大学

3.Title: Teacher as an Education Knowledge Co-producer: Content Analysis on Daily Learners

- Jun Teng, Beijing Normal University 滕珺，北京师范大学

4.Title: A preliminary analysis of the effects of listener-speaker and speaker-listener sequences on learning Chinese as a foreign language

- Jiaqi Kan, JOY AND GROW THERAPY INC. 阚佳琦, JOY AND GROW THERAPY INC.
- Gabrielle T. Lee, the University of Western Ontario 蔡馨惠, 西安大略大学

Group 1B August 10th / 8 月 10 日 15:15 – 17:00

Location: EDUC 2222

West-East Reciprocal Learning for a More Inclusive World:

Global Perspectives, Local Practices

东西方互惠学习、共建更包容的世界：全球视野与本土实践

Chair/ 主持人：

Yusong Wang, The Education University of Hong Kong

王昱淞, 香港教育大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: The Local Translation of Global Narratives: Glonacal Agency and Strategic Choices at Peking University and the University of Toronto

- Meng'en Li, University of Toronto 李蒙恩, 多伦多大学

2.Title: Constructing Global Vision through Cross-Cultural Educational Exchange: An Empirical Study of 20 Cases

- Yusong Wang, The Education University of Hong Kong 王昱淞, 香港教育大学

3.Title: The Authorization of Chinese Private Higher Education Institutions

- Cassidy Gong, University of Toronto 凯斯蒂·龚, 多伦多大学
- Meng'en Li, University of Toronto 李蒙恩, 多伦多大学

4.Title: Operational Deviations and Institutional Adjustment in the County-Managed School Employment Reform: An Examination Based on County-Level Reform Practices in Mainland China

- Huanfang Wang, Zhejiang Normal University 王换芳, 浙江师范大学

Group 1C **August 10th / 8月10日** **15:15 – 17:00**

Location: EDUC 2223

Learning Across Cultures:

Valuing Diverse Ways of Knowing for Planetary Coexistence

深化文明互鉴：以多元认知智慧共建地球生命共同体

Chair/ 主持人：

Jie Zheng, East China Normal University

郑杰, 华东师范大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Mohist Practical Educational Thought: Historical Reconsideration and Cross-Cultural Transmission

- Xinjie Yang, Southwest University 杨馨洁, 西南大学

2.Title: Reframing Secondary Vocational Education in South Korea: Institutional Evolution and Its Implications Since Democratic Transition

- Jie Zheng, East China Normal University 郑杰, 华东师范大学

3.Title: Power, Resistance, and Identity: Chinese Radical Feminist Discourse on US-Based Social Media Platforms

- Jingxuan Li, University of Windsor 李静萱, 温莎大学

4.Title: How Do Chinese Schools Conduct Values Education: A Textual AnalysisBased on 37 “Three-Year School Development Plans” in a District in Eastern China

- Xiaohong Tian, Zhejiang Normal University 田小红, 浙江师范大学

Group 1D **August 10th / 8月10日** **15:15 – 17:00**

Location: EDUC 2226

From Global Perspectives to Local Actions: Place-based Educational Practices in Teacher Education and School Education that Nurture Community, Responsibility and Earth Stewardship

从全球视野到在地行动:

滋养教师教育和学校教育中的社区责任感与地球守护力的本土化教育实践

Chair/ 主持人:

Lianyu Cai, Zhejiang Normal University

蔡连玉, 浙江师范大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: The Dilemmas and Breakthroughs in the Professional Development of Graduates from Local Government-Sponsored Normal Universities: A Qualitative Study in Province H

- Shuang Xiang, Beijing Normal University 向霜, 北京师范大学

2.Title: Conceptual Obstacles to Teachers' Digital Subjectivity and Their Educational Countermeasures

- Chao Wang, Zhejiang Normal University 王超, 浙江师范大学

3.Title: The pursuit of "small & excellent": A case study of trusteeship reform in a China's rural small-scale school

- Lianyu Cai, Zhejiang Normal University 蔡连玉, 浙江师范大学

4.Sino-American Academic Cooperation and the Priority of Research Security from a Comparative perspective: Toward a new paradigm

- Yazhu Lin, University of Toronto 林雅竹, 多伦多大学

Day 2, 第二天

Group 2A

August 11th / 8月11日

16:20 – 17:50

Location: EDUC 2220

Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

推动跨学科跨界合作：共创可持续发展教育生态

Chair/ 主持人：

Peng Liu, University of Manitoba

刘鹏，加拿大曼尼托巴大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: How benevolent leaders transform turnaround schools in a Confucius society?

- Peng Liu, University of Manitoba 刘鹏，加拿大曼尼托巴大学

2.Title: New Trends in Sino-Foreign Cooperative Higher Education: Transformation and Reshaping in a Shifting Global Landscape

- Shuchao Zheng, Zhejiang University of Technology 郑淑超，浙江工业大学

3.Title: Cross-border Collaboration and Institutional Empowerment: Chinese Practices and Global Implications of Institutional Innovation Ecosystems Driving Faculty Innovation Performance

- Lu Li, Beijing Academy of Educational Sciences 李璐，北京教育科学研究院

Group 2B **August 11th / 8 月 11 日** **16:20 – 17:50**

Location: EDUC 2222

Regenerating Education Amid Climate Crises: Learning to Live Within the Earth's Limits / Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

气候危机下的教育再生：在地球可承受范围内共生 / 推动跨学科跨界合作：共创可持续发展教育生态

Chair/ 主持人：

Xiaochao Zhang, Zhejiang University

张晓超，浙江大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: How Do Industrial Upgrading Policies Drive University Technological Innovation? A Quasi-Natural Experiment Based on New-Old Kinetic Energy Conversion

- Weida Deng, Xiamen University 邓微达，厦门大学

2.Title: Toward Sustainable Development through Transdisciplinarity: A Multi-Case Comparative Study of Engineering Education Reform in Leading Research Universities

- Xiaochao Zhang, Zhejiang University 张晓超，浙江大学

3.Title: The Tension Between Ideal and Reality: A study of Undergraduate-Master Integration for Science Teacher Training in China's High-Level Universities

- Qin Zhou, Southwest University 周琴，西南大学

Group 2C **August 11th / 8 月 11 日** **16:20 – 17:50**

Location: EDUC 2223

Interdisciplinary and Cross-Border Collaboration: Co-Creating Sustainable Learning Communities

推动跨学科跨界合作：共创可持续发展教育生态

Chair/ 主持人：

Zehui Zhang, Beijing Institute of Technology

张泽慧，北京理工大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Process evaluation model based on university development

- Zehui Zhang, Beijing Institute of Technology 张泽慧，北京理工大学

2.Title: Empowering AI Technology and Revitalizing Classics: Exploring Interdisciplinary Paradigms in Dubbing Art Courses

- Rongrong Zheng, The Education University of Hong Kong 郑榕溶，香港教育大学

3.Title: Music as a Conceptual-Methodological Resource for Leadership Development in Higher Education

- Yangyang Tan, University of Windsor 谭洋洋，温莎大学

Day 3, 第三天

Group 3A

August 12th / 8月12日

09:30 – 10:45

Location: EDUC 2220

Futures of Education: Reimagining Learning, Teaching and Schooling for a Just and Sustainable Planet

教育的未来：重塑学校教育，重构公平与可持续的地球家

Chair/ 主持人：

Zuochen Zhang, University of Windsor

张佐臣，温莎大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Digital-Intelligence-Driven Intercultural Education: Innovative Practices of Reciprocal Learning Based on AI Agent

- Luning Shao, Tongji University 邵鲁宁，同济大学

2.Title: Ethical and Equitable Meaning-Making in Human-AI Co-Writing: Perspectives of Culturally and Linguistically Diverse Graduate Writers

- Erwei Wang, the University of Western Ontario 王二为，西安大略大学

3.Title: Integrating Generative AI in Teacher Education Programs: Things to consider

- Zuochen Zhang, University of Windsor 张佐臣，温莎大学

4.Title: Beyond the Ivory Tower: Constructing a Reciprocal Ecosystem for Transdisciplinary Sustainable Education

- Zhaoyang Fan, University of Windsor 樊朝阳，温莎大学

Group 3B

August 12th / 8 月 12 日

9:30 – 10:45

Location: EDUC 2222

**Futures of Education: Reimagining Learning, Teaching and Schooling
for a Just and Sustainable Planet**

教育的未来：重塑学校教育，重构公平与可持续的地球家

Chair/ 主持人：

Qinxue Feng, Nanjing University

冯沁雪，南京大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

**1.Title: Interdisciplinary Education for Sustainability in Teacher Education:
A Reciprocal Learning Perspective**

- Chenkai Chi, University of Windsor 池晨凯，温莎大学

**2.Title: The Influence of Selective High Schools on Students' Academic
Performance and College Admission**

- Qinxue Feng, Nanjing University 冯沁雪，南京大学

**3.Title: Environmental Education in Primary Schooling across China, the
United Kingdom, and Canada: A Multicultural and Intercultural Perspective**

- Zinuo Zhao, University College London 赵梓诺，伦敦大学学院
- Chang Liu, University of Windsor 刘畅，温莎大学

Group 3C

August 12th / 8月12日

9:30 – 10:45

Location: EDUC 2223

**Chinese Education and Global Education at Crossroads:
Toward Regenerative Futures**

中外教育面临抉择：共同塑造可再生的未来图景

Chair/ 主持人：

Zhijin Xu, University of Windsor

徐志瑾，温莎大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Chinese Studies, Sustainability, and West–East Reciprocal Learning: Building Educational Bridges in a Changing World

- Zhijin Xu, University of Windsor 徐志瑾，温莎大学
- Tanja Collet, University of Windsor

2.Title: Exploring The Hidden Curriculum of Nutrition in Chinese and Canadian Elementary Schools

- Chantal Gauthier, University of Windsor

3.Title: The Impact of Students'E-Waste Recycling Experience on Their Environmental Attitudes

- Sakine Öngöz, Trabzon University

4.Title: Exploring the Nature-Based Ways to Support Students and Teachers' Mental Health in China and Canada

- Richard Sockett, University of Windsor

5.Title: Teaching Sustainability Through Science: A Comparative Study of Pedagogical Approaches in China and Canada

- Jenny Fong, University of Windsor

Group 3D **August 12th / 8月12日** **10:30 – 11:45**

Location: EDUC 2226

Roundtable

Chair/ 主持人:

Xi He, Southwest University

何茜, 西南大学

(Each presentation will be allocated 15 minutes, with approximately 10 minutes reserved for Q&A.)

1.Title: Comparative Analysis of University Enrollment Systems: Chinese College Entrance Examination and Holistic Admission system in the United States

- Yujia Han, The Education University of Hong Kong 韩雨佳, 香港教育大学

2.Title: Towards Aesthetic Teaching: The Framework and Enhancement Approaches of Aesthetic Education Competency for Primary and Secondary School Teachers

- Xi He, Southwest University 何茜, 西南大学

3.Title: From Competitive Schooling to Regenerative Education Futures: Reconfiguring After-School Services under China's Homework and Tutoring Reduction Policy

- Chunshun Yan, East China Normal University 严纯顺, 华东师范大学

CONCURRENT PANEL SESSIONS • 平行专题讨论会

Panel 1 **August 12th / 8 月 12 日** **08:30 – 09:30**

Location: EDUC 2220

Understanding Teaching and Learning within the Implementation of AI-Empowered Instructional Tools / 理解 AI 赋能教学工具使用过程中的教与学

Chair/ 主持人:

Zehong Dong, University of Western Ontario

董泽弘, 西安大略大学

1.Title: AI-Empowered Instructional Systems and Differentiated Instruction for High-Achieving High School Students: A Phenomenological Study

- Haizhi Fu, Zehong Dong, University of Western Ontario
- 付海志, 董泽弘, 西安大略大学

2.Title: From "Discovery" to "Generativity": Exploring AI-Teacher Relations through A/r/tographic Practice and Reflective Action

- Zehong Dong, University of Western Ontario
- 董泽弘, 西安大略大学

3.Title: Evaluating AI-Supported Learning in High-School Classes: A Multi-Time-Point, Cross-Class Quantitative Study

- Haizhi Fu, Zehong Dong, University of Western Ontario
- 付海志, 董泽弘, 西安大略大学

Panel 2 **August 12th / 8 月 12 日** **08:30 – 09:30**

Location: EDUC 2222

**Designing Inclusion: Technology, Language, and Local Innovation in
Neurodiverse Education**

构建包容性教育：神经多样性背景下的科技、语言与在地创新实践

Chair/ 主持人：

Gabrielle T. Lee, University of Western Ontario

蔡馨惠，西安大略大学

**1.Title: Using Virtual Reality to Teach Perspective-Taking to Children on the
Autism Spectrum**

- Yahui (Yancy) Liu (Presenter), Tianyue Ma (Presenter), Nutcracker Therapy Inc.
- 刘亚惠, 马天悦, 诺可学习中心 (加拿大)

**2.Title: Place-Based Behavior Analytic Practices Supporting Inclusive Education
in China,**

- Gabrielle Lee (Presenter), University of Western Ontario
- 蔡馨惠，西安大略大学

**3.Title: Joint Control as a Place-Based Instructional Strategy for Inclusive
Language Development**

- Mengqi Li (Presenter), Amanda Philp, Yors Garcia, The Chicago School of Professional Psychology, Chicago, Illinois, U.S.
- 李梦琦 诺可学习中心 (加拿大)

Panel 3 **August 12th / 8 月 12 日** **08:30 – 09:30**

Location: EDUC 2226

**West-East Reciprocal Learning in Global Education: Lived Experiences within
the Canada-China Reciprocal Learning Program**

全球教育中的东西方互惠学习：加拿大—中国互惠学习项目中的亲历经验

Chair/ 主持人：

Yuhan Deng, University of Windsor

邓雨涵，温莎大学

Panelists:

- **Dr. Xi He**, Southwest University, 2019 RLP SWU Cohort Guide Teacher
何茜教授，2019 届西南大学互惠学习师范生带队教师，西南大学
- **Samantha Di Fazio**, RLP Alumni, University of Windsor
- **Carson Cornelisse**, RLP Alumni, University of Windsor
- **Richard Sockett**, RLP Alumni, University of Windsor
- **Jenny Fong**, RLP Alumni, University of Windsor
- **David Meloshe**, RLP Alumni, University of Windsor
- **Chantal Gauthier**, RLP Alumni, University of Windsor

■ Abstract of Presentations • 演讲摘要

Group 1A

- **Junfeng Zhang**, Nanjing University
- **张军凤**, 南京大学

Title: Western basin, Eastern rooting: Localization of growth mindset among Chinese students from a culturally comparative perspective

标题: 西方之根, 东方之脉: 成长型思维在中国文化语境下的本土化建构

Abstract:

Cultivating a growth mindset has been identified by the Organization for Economic Cooperation and Development (OECD) as a key strategy for enhancing adolescents' core competencies, psychological resilience, and adaptive capacities. However, the effectiveness of growth mindset interventions is highly contingent upon whether the cultural context of the participants is adequately considered in the design and implementation process. While the concept of growth mindset originated and developed within Western individualistic cultural frameworks, its application in non-Western contexts—particularly in China—has encountered challenges, including mixed empirical results and cultural mismatches. This study addresses the critical need to localize growth mindset theory within Chinese cultural and educational contexts to effectively enhance the core competencies of Chinese adolescents. Through a cross-cultural comparative methodology grounded in Bereday's comparative educational framework, this research systematically examines the alignment between the core dimensions of growth mindset—effort, goals, and attribution—and key tenets of traditional Chinese educational philosophy. The analysis reveals that traditional Chinese concepts such as "mastery through diligence" (熟能生巧), "learning for oneself" (为己之学), and "seeking from within" (反求诸己) correspond closely to the growth mindset dimensions of effort beliefs, mastery-oriented goals, and positive attribution. Furthermore, Chinese cultural notions of "enduring persistence" (持之以恒), "achieving ultimate goodness" (止于至善), and "unity of knowledge and action" (知行合一) extend and sublimates the original connotations of growth mindset by emphasizing sustained effort over time, the integration of personal growth with social contribution, and the translation of cognitive beliefs into practical

action. Based on this culturally grounded analysis, the study proposes three localized approaches for cultivating growth mindset among Chinese adolescents: implementing metacognitive strategies to enhance the efficiency and directionality of effort; stimulating intrinsic interests aligned with self-growth goals; and developing positive emotional experiences through constructive attribution practices. These approaches aim to transform theoretical knowledge of growth mindset into practical growth competencies that resonate with Chinese learners' cultural characteristics and educational realities. The study also reports preliminary findings from a three-year empirical intervention (2021–2024) conducted by the authors, which demonstrated that culturally adapted growth mindset interventions significantly improved students' mindset levels, suppressed negative motivational patterns, weakened uncontrollable attributions, and enhanced learning behaviors. By bridging Western psychological theory and Eastern educational philosophy, this research contributes to the ongoing discourse on cultural adaptability in educational psychology and offers practical insights for educators seeking to foster growth mindset in culturally responsive ways. The findings underscore the importance of moving beyond simplistic replication of Western interventions toward creative, context-sensitive adaptations that honor local cultural traditions while embracing global educational innovations.

摘要：

培养成长型思维被经济合作和发展组织视为提高青少年核心素养的重要策略。然而，成长型思维应有的正向推动效用近年来受到了质疑，原因在于应用过程没有充分考虑参与对象的个体差异和参与群体的文化情境，从而未有效创造成长型的环境。以西方文化视域下提出并发展起来的成长型思维概念之石，攻我国青少年学业和心理素养提升之玉，需要在中国文化视域下将该西方前沿理论进行本土化的内涵解析和意蕴挖掘，结合我国教育实践进行创造性转化和创新性发展。西方视域下的成长型思维之科学内涵落脚于努力、目标和归因三个要素，中国文化中的“业精于勤”“学以为己”“反求诸己”恰如其分地契合了成长型思维的内涵要义，而“坚持+刻苦”“止于至善”“知行合一”又升华了成长型思维内涵三要素原有的意蕴。由此可见，中国文化提供了营造成长型环境或氛围得天独厚的条件，是培养青少年成长型思维的优渥土壤。有鉴于此，我们提出中国青少年成长型思维培养潜在的实现进路：在学生的努力过程中实施元认知策略，在学生的自我成长目标中融入内生旨趣，在学生的自我归因中嵌入情绪体验。

- **Yiyun Hu**, Beijing Normal University
- **胡昞昞**, 北京师范大学

Title: Can "International Understanding" be successfully taught in schools? Empirical results from a regional university-school partnership project in Chengdu, China

标题: “国际理解”能否在学校中成功教授? ——来自中国成都一项区域大学 - 学校合作项目的实证研究结果

Abstract:

The changing international political economy, global uncertainties, and emergencies in recent years are prompting renewed discussions about the role of Education for International Understanding (EIU). 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 21 public schools 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 participants demonstrate a stronger grasp of "international understanding" among all four dimensions, compared to their peers in non-participating schools, 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, EIU-specific knowledge plays a critical role in EIU, serving as an essential prerequisite for cultivating willingness, and fostering skills relevant to international understanding. As an on-going long-term university school partnership (USP) project, the results in this paper provide empirical evidence for future collaboration and improvement in EIU curriculum development, especially for a co-production of EIU between universities and schools.

摘要:

近年来，不断变化的国际政治经济格局、全球范围内的不确定性以及各种突发事件，正促使人们重新探讨“国际理解教育”的作用。本研究旨在探究在中国公立中小学教授国际理解相关知识及技能的效果。研究基于北京师范大学与成都高新区合作开展的“国际理解教育课程开发项目”，通过双方协作进行课程开发。研究采用整合了定量与定性研究技术的混合研究方法，对总计 21 所公立学校的 10979 名学生进行了涵盖“国际理解”四个维度——意愿、技能、知识、行动——的问卷调查，并对参与研究的 30 名学生进行了半结构化访谈。研究结果揭示了两个关键点：首先，在全部四个维度上，参与项目学校的学生对“国际理解”的掌握程度均显著优于非参与学校的同龄学生，这凸显了大学作为合作伙伴和“导师”在指导中小学教育实践应用方面的重要作用。其次，在这四个维度中，国际理解教育的特定知识发挥着关键作用，它是培养相关意愿和促进国际理解相关技能形成的必要前提。作为一个持续进行的长期大学 - 学校合作项目，本文的研究成果为未来在国际理解教育课程开发方面的合作与改进，特别是为大学与学校共同开展国际理解教育，提供了实证依据。

- **Jun Teng**, Beijing Normal University
- **滕珺**, 北京师范大学

Title: Teacher as an Education Knowledge Co-producer: Content Analysis on Daily Learners

标题：教师作为教育知识的共同生产者：一项针对《日知者》的内容分析

Abstract:

Traditionally, teachers are considered as passive knowledge consumers since their professional development is a process of translating theoretical knowledge into practice, However, self-reflection and peer dialogues are crucial for their professional growth (Gu, 2018), and UNESCO also argues that teachers are reflective practitioners and knowledge producers (UNESCO, 2021), with "practical knowledge" (Elbaz, 1983) gaining recognition since the 1980s (Chen & Wei, 2025). TPD is now understood as an active process of knowledge inquiry and creation. Daily Learners is a collection of reflective journals by 12 teachers from Jiangsu Province, China. Under the leadership of ZHANG Jurong, a master teacher in the region, they engaged in a bottom-up daily reflective writing initiative in

the last 3 years. The topics discussed in Daily Learners cover all aspects of school life. Curriculum and pedagogy are the initial and sustained focus, with 4,098 reflective journals from Feb 2022 to June 2025, totaling approximately one million words, producing abundance of practical knowledge and serving as a teacher inquiry model.

This study focuses on the following questions: (1) What key local concepts emerge in Daily Learners? (2) How are these local concepts related? (3) What influences their practical knowledge? And (4) How does their practical knowledge interact with theoretical knowledge? This study adopted two approaches. First, we conducted textometric analysis through Python, dividing the texts into five groups based on the timeline and calculated the frequency change over time. Second, we conducted abductive analysis (Timmermans & Tavory, 2012) on these texts with a group of 12 researchers. On the one hand, we developed a set of etic codes based on Wang Cesan's dialectical theory of curriculum and pedagogy (Wang, 2005), which emphasizes the unity, reliance and interaction of each dichotomy such as "teaching and learning", "subject-based and active-based", "knowledge and competency" and etc. On the other hand, each researcher engaged with one teacher's writing in depth and carried out paragraph-by-paragraph inductive initial coding. We then compiled and compared the initial coding results to produce a set of inductive/emic focus codes that captures the key themes emerging from the texts.

Finally, we coded the entire dataset with both sets of codes and interpreted the coding results alongside our textometric analysis. The preliminary findings indicate that: (1) The key local concepts in Daily Learners, including "objective," "assessment," "knowledge," "design," "task," "process," "problem," "activity," and "competency," emerged frequently, with shifting significance over time. (2) These concepts formed an "Alliance of teaching-learning-assessment," which emphasizes structuring instructional activities and tasks based on learning objectives and disciplinary knowledge as well as conducting targeted assessments. (3) Curriculum reform policies, collective teacher wisdom, and scholarly insights shape their practical knowledge. (4) While aligning with Wang's dialectical theory, stated as "addressing theoretical issues in each scenery of practice" in Daily Learners, they also advance practice-driven ideas like "teach each lesson with clarity." This study repositions teachers as the primary agents of professional development, highlighting the value of the practical knowledge they produce, with important implications for both teacher professional development and the production of educational theoretical knowledge.

摘要：

传统上，教师被视为被动的知识消费者，因为其专业发展往往被看作是理论知识转化为实践的过程。然而，自我反思与同伴对话对教师的专业成长至关重要（顾，2018）。联合国教科文组织也指出，教师是反思性实践者和知识生产者（UNESCO，2021）。自20世纪80年代以来，“实践性知识”（Elbaz，1983）逐渐获得认可（陈 & 魏，2025）。如今，教师专业发展被理解为一种主动的知识探究与创造过程。《日知者》是来自中国江苏省的12位教师的反思性日志合集。在该地区特级教师张菊荣的带领下，他们于过去三年间开展了一项自下而上的日常反思性写作实践。《日知者》中探讨的话题涵盖了学校生活的方方面面。课程与教学是其最初且持续关注的焦点，从2022年2月至2025年6月间积累了4098篇反思日志，总计约一百万字，产生了丰富的实践性知识，并成为了一种教师探究的模式。

本研究聚焦于以下问题：（1）《日知者》中涌现出了哪些关键的实践性概念？（2）这些实践性概念之间有何关联？（3）哪些因素影响了他们的实践性知识？（4）他们的实践性知识与理论知识是如何相互作用的？本研究采用了两种方法。首先，我们通过Python进行了文本计量分析，将文本按时间线分为五组，并计算了词频随时间的变化。其次，我们与一个由12名研究者组成的团队对这些文本进行了溯因分析（Timmermans & Tavory，2012）。一方面，我们基于王策三的课程与教学辩证理论（王，2005）发展了一套“各位编码”。该理论强调诸如“教与学”、“学科中心与活动中心”、“知识与素养”等每一对辩证关系的统一、依赖与互动。另一方面，每位研究者深入研读一位教师的写作内容，并进行逐句的归纳式初始编码。随后，我们整理并比较了初始编码的结果，形成了一套能够捕捉文本中涌现的关键主题的归纳性 / “主位编码”。

最后，我们使用两套编码对整个数据集进行了编码，并结合文本计量分析对编码结果进行了解读。初步发现表明：（1）《日知者》中关键的实践性概念，包括“目标”、“评价”、“知识”、“设计”、“任务”、“过程”、“问题”、“活动”和“素养”等，频繁出现，且其重要性随时间推移而发生变化。（2）这些概念形成了一个“教学 - 学习 - 评价的联盟”，强调基于学习目标和学科知识来设计教学活动与任务，并进行有针对性的评价。（3）课程改革政策、教师集体智慧以及学术见解共同塑造了他们的实践性知识。（4）他们的实践性知识既与王策三的辩证理论相符，在《日知者》中体现为“在每个实践情境中回应理论问题”，同时也推进了诸如“把每一节课都上得清清楚楚”等源于实践的理念。本研究将教师重新定位为专业发展的首要主体，凸显了他们所生产的实践性知识的价值，这对教师专业发展以及教育理论知识的产生都具有重要意义。

- **Jiaqi Kan**, JOY AND GROW THERAPY INC.
- **阚佳琦**, JOY AND GROW THERAPY INC.
- **Gabrielle T. Lee**, the University of Western Ontario
- **蔡馨惠**, 西安大略大学

Title: A preliminary analysis of the effects of listener-speaker and speaker-listener sequences on learning Chinese as a foreign language

Abstract:

The purpose of this study was to investigate the effects of different instructional sequences when learning Chinese as a foreign language. Six English-speaking individuals (two male adults, three female adults, and one male student) participated in this study. Combined listener instruction consisted of auditory-visual matching for textual stimuli (i.e., “Point to [name of Chinese character]”) and visual-visual matching for textual and picture stimuli (i.e., “Match [name of Chinese character]”). Combined speaker instruction consisted of textual and tacting responding in Chinese. The researcher taught six stimulus sets (a total of 30 Chinese vocabularies), with each set randomly assigned to either the Listener- Speaker or Speaker-Listener instructional sequence. Results indicated that four participants required fewer trials to criterion with Speaker-Listener instruction; the other two participants’ learning trials between the two instructional methods were comparable. Five participants demonstrated greater emergent listener responses for stimulus sets taught with combined speaker instruction than emergent speaker responses for stimulus sets taught with combined listener instruction. One participant’ s emergent speaker and listener responses were at a high level and not differentiated between the two instructional methods.

Group 1B

- **Meng'en Li**, University of Toronto
- **李蒙恩**, 多伦多大学

Title: The Local Translation of Global Narratives: Glonacal Agency and Strategic Choices at Peking University and the University of Toronto

标题：高等教育国际化叙事的本土化演绎：全球 - 国家 - 地方能动性视角下北京大学与多伦多大学的战略选择

Abstract:

Internationalization has become a central organizing discourse in contemporary higher education, frequently framed around excellence, global engagement, and inclusive development. Yet beneath this shared vocabulary, universities enact internationalization in fundamentally different ways. Why do institutions operating within a common global discourse construct divergent strategies of global engagement? This paper addresses this question through a comparative analysis of two leading research universities, Peking University (PKU) in China and the University of Toronto (UofT) in Canada. Situating the study within the theme of West-East reciprocal learning, it reframes internationalization not as a uniform policy trajectory but as a process of institutional translation shaped by differentiated state-university configurations. The study adopts the glonacal agency heuristic (Marginson & Rhoades, 2002) as its primary analytical framework, conceptualizing universities as actors operating simultaneously across global, national, and local scales. Drawing on Buckner's (2019) notion of internationalization as a circulating global cultural model, the paper treats internationalization as a script that is strategically interpreted rather than mechanically adopted. A qualitative comparative case study is conducted through discourse analysis of publicly available internationalization strategy documents and institutional narratives at PKU and UofT. Findings reveal two distinct modes of institutional translation. PKU embeds internationalization within a mission-driven national framework, articulating "global shaping power" as an extension of state development goals and civilizational narratives. Here, internationalization operates as a coherent strategic alignment with national priorities while asserting agency through participation in global rule-making and knowledge production. In contrast, UofT

reconstructs internationalization through an ethical discourse of public responsibility, emphasizing reciprocity, inclusion, and global impact. Rather than direct instrumental alignment with state agendas, UofT negotiates national expectations through normative institutional commitments, producing a principle-based model of global engagement. These contrasting pathways demonstrate that internationalization does not converge toward a single institutional form. Instead, universities actively coordinate global norms, national narratives, and local missions to sustain differentiated strategic orientations. Importantly, the analysis suggests that divergence does not preclude dialogue. Mission-driven coherence and ethically grounded mediation represent complementary modes of institutional agency that offer possibilities for reciprocal reflection across West-East contexts. By conceptualizing internationalization as a multi-scalar process of meaning-making, this study advances comparative higher education scholarship in three ways: it operationalizes the glonacal heuristic to illuminate institutional translation; it challenges convergence assumptions in global higher education; and it reframes reciprocal learning as an analytical rather than merely normative proposition. In doing so, the paper contributes to ongoing discussions about how universities can navigate structural differences while fostering inclusive global futures.

摘要:

在当代高等教育语境中,“国际化”已成为一种核心组织性话语,常被框定为追求卓越、全球参与与包容发展的共同承诺。然而,在趋同的语言表达之下,不同大学的国际化实践却呈现出显著差异。为何在同一全球话语框架内,大学会形成截然不同的战略路径?本文通过比较北京大学(PKU)与多伦多大学(UofT)两所研究型大学,探讨国际化如何在不同制度结构中被重构。立足“东西方互鉴”的议题,本文将国际化界定为一种制度性转化过程,而非单一政策轨道,并强调国家—大学关系在其中的关键作用。在理论上,本文以 Marginson 与 Rhoades (2002) 提出的“全球—国家—地方”多尺度能动性框架为分析工具,并结合 Buckner (2019) 关于国际化作为“全球文化模型”的观点,将国际化视为在全球流通的话语范式,其具体形态取决于大学在多重尺度之间的战略协调。研究采用定性比较案例研究方法,通过对两校国际化战略文本进行话语分析展开。研究发现,北京大学将国际化嵌入国家发展与文明叙事之中,强调“全球塑造力”与国家战略的协同,体现出使命驱动型的制度整合路径。相比之下,多伦多大学通过公共责任与制度伦理话语重构国际化,强调互惠、包容与全球影响,形成以原则为导向的全球参与模式。两种路径分别体现出不同的多尺度协调方式。本文认为,国际化并未趋同于单一制度形态,而是在全球规范、国家叙事与大学使

命之间生成差异化战略。通过将国际化理解为多尺度意义建构过程，本文在三方面作出贡献：具体化“多尺度能动性”框架的制度分析路径；挑战全球高等教育趋同假设；并将“互鉴”提升为可分析的制度命题，为在结构差异中探索包容性全球未来提供理论启示。

- **Yusong Wang, The Education University of Hong Kong**
- **王昱淞, 香港教育大学**

Title: Constructing Global Vision through Cross-Cultural Educational Exchange: An Empirical Study of 20 Cases

标题：跨文化教育交流对学生全球视野影响的实证研究——基于 20 个交流个案的分析

Abstract:

Amid intensified global mobility and the expanding internationalization of higher education, cross-cultural educational exchange is widely regarded as an important pathway for cultivating students' global vision. Yet the mechanisms through which such vision is constructed, and its relationship with local identity formation, remain underexplored. Drawing on twenty cases of cross-cultural educational exchange, this study employs surveys, semi-structured interviews, and field observations to examine how participation in exchange programs reshapes students' cognitive structures and modes of cultural understanding. The findings indicate that the development of global vision is not a linear expansion of knowledge, but a dynamic process of meaning-making within multiple cultural contexts. As students engage with international educational discourses and diverse epistemological frameworks, they simultaneously renegotiate their cultural positioning and professional aspirations through comparison and reflection. Classroom dialogue, academic writing practices, and immersive cultural experiences function as situated learning spaces that foster reflexive forms of global awareness. Importantly, the articulation of local experiences and cultural narratives by participants also plays a crucial role in shaping the depth and quality of exchange, revealing a bidirectional interaction between global vision and local identity. The study argues that the value of cross-cultural educational exchange lies less in knowledge transmission than in cognitive transformation and interpretive reconstruction. By illuminating the

mechanisms underlying the construction of global vision, this research contributes to broader discussions on the role of cross-cultural engagement in shaping the futures of education in an increasingly interconnected world.

摘要:

在高等教育国际化持续推进的背景下,跨文化教育交流被广泛视为提升学生全球视野的重要途径。然而,其具体作用机制及实际效果仍需基于实证资料加以检验。本研究以 20 个跨文化交流个案为样本,综合运用问卷调查、半结构式访谈与现场观察方法,系统分析学生在交流前后全球认知、文化理解与学习体验的变化情况。研究发现,跨文化交流并非单向的“视野拓展”,而是在多重文化语境互动中形成的动态建构过程。学生在接触国际教育理念与多元知识体系的同时,通过比较与反思重新界定自身文化立场与职业认同。交流过程中,课堂讨论、学术写作训练与文化体验活动构成了关键的情境性学习场域,推动学生在差异对话中形成更具反思性的全球认知结构。同时,本土经验的主动表达与文化阐释亦成为影响交流深度的重要因素,呈现出全球视野与本土认同相互调适的双向机制。研究指出,跨文化教育交流的核心价值不在于知识输入,而在于意义重构与认知结构转化。通过揭示全球视野建构的实践逻辑,本研究为理解跨文化教育在教育未来语境中的功能定位提供了经验依据。

- **Huanfang Wang**, Zhejiang Normal University
- **王换芳**, 浙江师范大学

Title: Operational Deviations and Institutional Adjustment in the County-Managed School Employment Reform: An Examination Based on County-Level Reform Practices in Mainland China

标题: 县管校聘改革的运行偏差与制度调适——基于中国大陆县域改革实践的考察

Abstract:

The county-managed school employment reform aims to restructure the teacher management system by transforming teachers from “school-based personnel” into “system-based personnel,” thereby providing institutional support for teacher mobility and optimizing the allocation of teaching resources within counties to promote balanced and high-quality development of compulsory education. Drawing on empirical evidence

from county-level reform practices in mainland China, this study finds that under existing institutional constraints and governance structures, strategic actions taken by multiple actors—including local education authorities, grassroots schools, and teachers—have led the reform to deviate from its original policy intentions. In practice, teacher mobility has shifted from a professional development-oriented mechanism to an administratively driven and rigid reassignment process; position-based competition has taken on a pronounced screening function; and asymmetric mobility rules have contributed to structural differentiation in teacher allocation within counties. These operational deviations have weakened the reform's capacity to advance educational equity and constrained the realization of its policy objectives. To enhance institutional effectiveness, it is necessary to optimize policy design, clarify interdepartmental responsibilities, and strengthen supervision and evaluation mechanisms, thereby fostering a dynamic balance between governance stability and educational fairness.

摘要：

县管校聘改革旨在通过重构教师管理体制，推动教师由“学校人”向“系统人”转变，为教师交流轮岗提供制度性保障，进而优化县域教师资源配置，促进义务教育优质均衡发展。基于对中国大陆若干县域改革实践的调研与分析发现，在既有制度约束与治理结构条件下，教育行政部门、基层学校与教师等多主体在理性选择框架下形成的策略性行动，使改革运行逐渐呈现出偏离制度初衷的实践样态。具体表现为教师流动动机由专业发展导向转向行政主导下的刚性调配，岗位竞聘在操作层面带有明显筛选属性，并在双向流动规则的不对称作用下加剧县域内部师资配置的结构分化。上述运行偏差削弱了制度的均衡功能，制约了改革目标的实现。为提升县管校聘改革的制度效能，有必要从优化制度设计、厘清部门权责边界、完善监督评估机制等方面推进制度调适，促进改革在稳定与公平之间实现动态平衡。

- **Cassidy Gong**, University of Toronto
- **凯斯蒂·龚**, 多伦多大学
- **Meng'en Li**, University of Toronto
- **李蒙恩**, 多伦多大学

Title: The Authorization and Accreditation of Private Higher Education in China

标题：中国民办高等教育的授权与评估研究

Abstract:

In comparative higher education (HE) research, authorization is typically defined as a foundational governmental licensing mechanism. Through this process, national or subnational governments verify that HEIs possess the minimum financial and academic resources required to commence operations (Zumeta, in press). Conversely, accreditation is understood as a quality assurance mechanism that operates beyond initial authorization. While authorization establishes the institutional legitimacy to operate, accreditation typically focuses on teaching quality and student outcomes, often giving only peripheral attention to broader organizational structures (Zumeta, in press). Within the world's largest HE system, eleven million students are enrolled in nearly 800 private higher education institutions (PHEIs) in China. Despite the remarkable massification of Chinese HE since the 1990s, which coincided with privatization, decentralization, and the transition toward a socialist market economy, PHEIs account for only 27.04% of total enrollment (MOE, 2025). One might expect Chinese PHE to occupy a significantly larger market share, mirroring the patterns of neighboring East Asian HE systems like Japan and South Korea. This paper argues that the reason for this suppressed growth lies in China's rigorous, state-controlled authorization and accreditation mechanisms aimed at quality assurance and high student satisfaction (Levy, 2024). Aligning with the conference theme of using global perspectives to understand local practices, this study applies Zumeta's definitions to the Chinese context to examine how these processes align with or diverge from global norms. Preliminary findings reveal that Chinese PHE follows a unique five-step process: Establishment approval Degree-granting authorization Annual inspection Qualification evaluation Audit evaluation This sequence ensures teaching quality, student satisfaction, and operational stability. Our research aims to detail each stage, explore how provincial-level implementation varies, and contrast these processes with those applied to

public HEIs. Ultimately, this study serves as a foundation for future comparative research aimed at enhancing reciprocal learning between East and West. Methodology This study adopts a multi-stage data collection method. The authors conducted extensive reviews of policies, official documents, government and institutional websites. Furthermore, both authors engaged in fieldwork, conducting interviews across four provinces and twelve PHEIs with senior administrators and faculty members. This qualitative data was coded and analyzed using NVivo to identify thematic patterns in regulatory implementation.

摘要:

在比较高等教育研究中,授权通常被界定为政府设立的基础性准入机制——国家或省级政府通过这一程序验证高等院校是否具备运营所需的最低财政与学术资源;而评估则被理解为超越初始授权的质量保障机制(Zumeta, 待刊)。如果说授权确立了机构的办学合法性,那么评估主要聚焦于教学质量与学生学习成果,对更宏观的组织结构往往仅作边缘性关注(Zumeta, 待刊)。中国拥有全球规模最大的高等教育系统,近800所民办高校承载1100万在校生,占全国高校在校生人数的27.04%(教育部,2025)。中国民办高等教育为什么没有占据更大市场份额,形成与日本、韩国等东亚邻国相似的发展格局。本文认为,这种增长受限的根源源于中国以质量保障和高度学生满意度为导向的、国家严格管控的授权与评估机制(Levy, 2024)。本研究契合“运用全球视野理解本土实践”的会议主题,将Zumeta的理论框架置于中国语境,考察本土实践与全球规范的契合与偏离。初步研究发现,中国民办高等教育的认证和评估遵循独特的五步流程:1. 办学许可审批,2. 学位授予权核准,3. 年度检查,4. 合格评估,5. 审核评估。这一制度链条确保了教学质量、学生满意度与办学稳定性。本研究旨在系统阐释各环节特征,探究省级执行层面的差异,并与公立高校的对应机制进行对比分析,最终为促进东西方互鉴的未来比较研究奠定基础。研究方法 采用多阶段数据采集法,系统梳理政策文本、官方文件及政府与院校网站信息。同时在四省十二所民办高校开展田野调查,对高层管理人员与教师进行深度访谈。通过NVivo软件对质性数据进行编码分析,提炼出制度执行中的主题模式。

Group 1C

- **Xinjie Yang**, Southwest University
- **杨馨洁**, 西南大学

Title: Mohist Practical Educational Thought: Historical Reconsideration and Cross-Cultural Transmission

标题：墨家实践教育思想的历史透视与国际传播

Abstract:

Against the backdrop of contemporary efforts to diversify the intellectual resources of educational philosophy, Mohist practical educational thought integrates action, efficacy, and communal ethics, offering a distinctive perspective for interpreting classical Chinese educational traditions. This study analyzes its historical formation and subsequent cross-cultural transmission. Centered on the principle of “inclusive care and mutual benefit,” Mohism advocates validating knowledge through action and embodied engagement, incorporating moral cultivation into concrete practices such as production, defense, and frugality. Its epistemology emphasizes practical verification and enacted understanding. In contrast to the Confucian model that privileges ritual cultivation and inward moral reflection, Mohist thought foregrounds collective welfare under the normative orientation of “promoting benefit and eliminating harm.” Through this orientation, it establishes its position in the intellectual history of Chinese education as a tradition characterized by practical learning. In East Asia, Mohist thought found resonance with the Practical Learning movements of Joseon Korea and Edo-period Japan, where it functioned as an intellectual resource for statecraft and for critiques of speculative Neo-Confucian metaphysics. In the West, systematic translation and study of Mohist texts expanded following the rise of modern sinology in the nineteenth century. In the twentieth century, scholars such as Joseph Needham and Angus C. Graham incorporated Mohism into interpretive frameworks including utilitarian ethics and logical analysis. This trajectory of reception demonstrates both the conceptual translatability of Mohist thought and the selective reinterpretations shaped by distinct civilizational contexts. Reconsidered in contemporary perspective, Mohist practical educational thought provides a critical reference point for reflecting on tensions between technical and value rationality, as well

as between individual development and communal responsibility. Situating this tradition within global educational discourse contributes to more plural foundations for cross-cultural intellectual exchange.

摘要:

在全球教育哲学挖掘多元思想资源的背景下，墨家实践教育思想融合行动、实效与社群伦理，为阐释中国古典教育传统提供了独特视角。研究聚焦其历史内涵与跨文化传播路径展开分析。墨家以“兼相爱，交相利”为宗旨，主张以行证知、身体力行，将道德教化融入生产、防御与节用等实践。其认识论重实用、重践行，与儒家侧重礼制内省的教化模式形成对比，在“兴利除害”的价值目标上更强调社群整体利益，由此确立其实学特质的思想史定位。传播层面，墨家思想在东亚与朝鲜实学、日本江户实学形成思想共鸣，被引为经世致用、批判空疏理学的历史资源。在西方，墨家典籍于19世纪汉学兴起后逐步译介，20世纪经李约瑟、葛瑞汉等学者系统研究，被纳入功利主义、逻辑学等西方学术阐释框架。这一跨文化接受过程，既展现其思想普适性，也折射不同文明对异质学说的选择与转化。墨家实践教育思想可为现代教育提供批判参照，反思技术与价值理性、个体与社群发展之间的失衡，为全球教育对话与文明互鉴贡献东方智慧。

- **Jie Zheng**, East China Normal University
- **郑杰**, 华东师范大学

Title: Reframing Secondary Vocational Education in South Korea: Institutional Evolution and Its Implications Since Democratic Transition

标题：韩国中等职业教育的功能重构——民主化转型以来的制度演进及其启示

Abstract:

This study examines how South Korea has reconfigured the function of secondary vocational education since its democratic transition in 1987. Faced with the combined pressures of political democratization, industrial upgrading, higher education

massification, and changing social values, the traditional model of vocational education centered on immediate employment after graduation gradually lost its institutional legitimacy. In response, South Korea undertook a long-term process of institutional reform through which secondary vocational education evolved from a form of terminal employment-oriented education into a foundation for career development and lifelong learning. Drawing on social transformation theory and educational policy borrowing theory, this study develops an analytical framework consisting of four dimensions: transition pressure identification, institutional evolution analysis, operational mechanism examination, and contextualized policy borrowing. Based on policy documents, legislation, statistical materials, and relevant research reports, the study analyzes the historical trajectory, institutional logic, and governance mechanisms underlying this transformation. The findings indicate that South Korea's reform unfolded through three stages: institutional reconstruction during the early democratization period (1987–1997), reform exploration amid economic crisis and industrial restructuring (1998–2007), and systemic deepening in the era of higher education universalization (2008–present). Throughout this process, the core function of vocational education shifted from preparing students for immediate labor market entry to supporting long-term career development. The reform was facilitated by the selective borrowing and localized adaptation of international ideas, including the German vocational education model, competency-based education, and lifelong learning. These influences were incorporated into a coherent institutional framework built upon four interrelated mechanisms: social legitimacy reconstruction, stakeholder interest alignment, competency development, and career progression articulation. Institutional innovations such as Meister High Schools, the National Competency Standards (NCS), industry–academia cooperation systems, and the “employment-first, further-education-later” pathway collectively contributed to the transformation of vocational education into a form of foundational vocational education. The study argues that the success of vocational education reform depends not on the direct transplantation of external models, but on the effective alignment of international experiences with domestic institutional conditions. For China, the findings underscore the need to advance the functional transformation of secondary vocational education, strengthen competency-based training, institutionalize industry–education integration, expand career development pathways, and build a modern vocational education system that supports lifelong career development.

摘要:

民主化转型以来,韩国中等职业教育经历了由“终结性就业教育”向“职业基础教育”转型的功能重构过程。面对政治民主化、产业结构升级、高等教育普及化以及社会价值观变迁带来的多重挑战,传统以毕业即就业为核心目标的职业教育发展模式逐渐失去制度基础,职业教育功能定位开始发生深刻调整。本文以社会转型理论和教育政策借鉴理论为分析视角,构建“转型压力识别—制度演进分析—运行机制剖析—情境化借鉴”的分析框架,系统考察韩国中等职业教育功能重构的历史进程、制度逻辑及其现实启示。研究发现:韩国中等职业教育改革经历了民主化初期的制度重建(1987—1997年)、经济危机与产业转型期的改革探索(1998—2007年)以及面向普及化时代的体系深化(2008年至今)三个阶段,职业教育功能逐步由服务直接就业转向服务职业发展;在这一过程中,韩国通过选择性借鉴德国职业教育、能力本位教育和终身学习等国际经验,并结合本国制度环境进行本土化重构,逐步形成以社会认同重构、利益协同、能力生成和职业发展衔接为核心的制度运行机制;名匠高中、国家职业能力标准(NCS)、产学合作制度以及“先就业后升学”等制度创新,共同推动职业教育由终结性教育向职业基础教育转型。研究表明,职业教育改革的关键不在于具体制度模式的简单移植,而在于依据社会转型需求实现国际经验与本土制度环境之间的有效适配。韩国经验对我国的启示在于,应立足高等教育普及化和产业转型背景,加快推动中等职业教育功能重构,完善能力本位培养体系,深化产教融合制度建设,畅通职业发展通道,构建服务个体职业生命周期发展的现代职业教育体系。

- **Jingxuan Li**, University of Windsor
- **李静萱**, 温莎大学

Title: Power, Resistance, and Identity: Chinese Radical Feminist Discourse on US-Based Social Media Platforms

标题: 权力、反抗与身份认同: 美国社交媒体平台上的中国激进女权主义话语

Abstract:

This study is grounded in Feminist Critical Discourse Analysis (FCDA), which examines how gendered assumptions and hegemonic power relations are discursively produced and naturalized (Lazar, 2005; Lazar, 2007). Building on this framework, the study investigates

Chinese radical feminist discourse on US-based social media platforms, particularly Twitter/X, and analyzes its discursive features as well as the ways meaning and identity are constructed within transnational digital spaces. It explores how Chinese radical feminists challenge traditional patriarchal power structures through linguistic practices and construct oppositional boundaries between “us” and “them” — against men, patriarchy, and liberal feminists. Accounts are selected based on explicit self-identification as radical feminists in user profiles or the recurrent use of lexical markers indexing oppositional feminist ideology, such as “6b4t,” a radical feminist framework in Chinese digital feminism that rejects heterosexual relationships and patriarchal gender norms (Li & Gu, 2025). Within these accounts, posts are identified through culturally embedded terms and themes commonly used to articulate feminist solidarity, gender antagonism, and critiques of heterosexual and relational norms (Wang et al., 2025). To reduce the influence of automated accounts, profiles characterized by highly regular posting patterns, limited emotional content, repetitive automation-friendly features (e.g., excessive hashtags), and minimal interaction with followers are excluded (Ng & Carley, 2025). The analysis focuses on dominant linguistic strategies, core discourse themes such as patriarchy, gender-based violence, and female subjectivity, and the confrontational construction of collective identity. By examining how boundaries are linguistically drawn and defended, the study highlights how power, resistance, and community identities are discursively produced in digital environments. From an educational research perspective, the study conceptualizes social media as an informal learning space in which feminist users engage in identity formation and ideological development through ongoing online discourse. It reveals how discursive practices not only reflect social consciousness but also actively construct gendered experiences, political awareness, and collective identities in cross-linguistic and cross-cultural contexts. The intended audience includes graduate students, educators working with international or multilingual learners, scholars interested in cross-cultural digital learning and identity construction, and researchers and activists focused on gender and social justice.

标题:

本研究以女性主义批评话语分析为理论框架,探讨美国社交媒体平台(尤其是 Twitter/X)上的中国激进女权主义话语,分析其话语特征以及意义与身份在跨国数字空间中的建构方式。研究关注中国激进女权主义者如何通过语言实践挑战传统父权权力结构,并在与男性、父权

制度及自由主义女权主义者的对立中建构“我们”与“他们”的群体边界，从而形成具有对抗性的集体身份。账号筛选基于两项标准：一是个人简介中明确自我认同为激进女权主义者；二是反复使用具有对抗性意识形态标记的词汇，如“6b4t”。“6b4t”是中国数字女性主义语境中的激进框架，强调拒绝异性恋关系与父权性别规范。为减少自动化账号对研究结果的干扰，本研究排除发帖模式高度规律、情感内容有限、重复性标签频繁以及互动较少的账号。分析重点包括主导性语言策略、核心话语主题（如父权制度、性别暴力与女性主体性）以及对抗性话语中的边界建构实践。从教育研究视角来看，本研究将社交媒体视为一个重要的非正式学习场域，在这一场域中，女性主义者通过持续的在线互动参与身份形成与意识形态塑造。研究为理解跨文化数字学习、语言与身份建构，以及当代女性主义话语实践提供了新的视角。

- **Xiaohong Tian**, Zhejiang Normal University
- **田小红**，浙江师范大学

Title: How Do Chinese Schools Conduct Values Education: A Textual Analysis Based on 37 "Three-Year School Development Plans" in a District in Eastern China

标题：中国学校如何进行价值观教育：基于中国东部某区 37 份“学校三年发展规划”的内容分析

Abstract:

Under the guidance of the fundamental task of moral education and cultivating people, schools, as the main front for values education, have attracted much attention for the systematicness and effectiveness of their educational practices. However, there is still a lack of empirical research on the implementation paths of values education at the school level. Taking 37 "Three-Year School Development Plans" of primary and secondary schools in a district in eastern China as the research content, this study adopts content analysis method and based on the perspective of the full-scenario education theory, to systematically analyze the practical patterns and collaborative implementation logic of school values education in multiple fields such as campus, family, society and network. The research finds that schools in this district have integrated values education into their educational philosophy and development goals, constructed diversified implementation

paths relying on core scenarios such as classroom teaching, campus activities and cultural construction, and paid attention to expanding educational scenarios by combining regional cultural resources; however, there are prominent problems that do not meet the requirements of full-scenario education, such as insufficient scenario integration, inadequate collaboration among educational subjects, and lack of evaluation mechanisms. The research shows that school values education needs to be based on the concept of full-scenario education, strengthen the top-level design of multi-field collaboration, integrate educational resources from family, school, society and network, and improve the diversified evaluation system, so as to realize the in-depth integration of value guidance with students' spiritual growth and personality improvement, and build an all-round infiltrating ecological environment for values education.

标题:

在立德树人根本任务指引下,学校作为价值观教育的主阵地,其教育实践的系统性与实效性备受关注,但当前对学校层面价值观教育落地路径的实证研究仍显不足。本研究以中国东部某区 37 份中小学“学校三年发展规划”为研究内容,采用内容分析法,基于全场景育人理论视角,系统剖析学校价值观教育在校园、家庭、社会、网络等多场域的实践样态与协同实施逻辑。研究发现,该区学校已将价值观教育融入办学理念与发展目标,依托课堂教学、校园活动、文化建设等核心场景构建多元实施路径,且注重结合地域文化资源拓展育人场景;但同时存在场景融合不足、育人主体协同不够、评价机制缺失等贴合全场景育人要求的突出问题。研究表明,学校价值观教育需立足全场景育人理念,强化多场域协同的顶层设计,整合家校社网育人资源,完善多元评价体系,才能实现价值引领与学生心灵成长、人格完善的深度融合,构建全域浸润的价值观育人生态。

Group 1D

- **Shuang Xiang**, Beijing Normal University
- **向霜**, 北京师范大学

Title: The Dilemmas and Breakthroughs in the Professional Development of Graduates from Local Government-Sponsored Normal Universities: A Qualitative Study in Province H

标题：地方公费师范毕业生专业发展的困境与突破——一项 H 省的质性研究

Abstract:

Abstract Globally, teacher education faces the critical challenge of cultivating teachers equipped with community responsibility and sustainable development awareness. This study takes China's Hunan Province locally-funded publicly-funded teacher education program as an entry point to explore how this institutional mechanism cultivates educational practitioners rooted in local communities and serving their communities. The research addresses two core questions: What dilemmas do locally-funded publicly-funded teacher graduates encounter in their professional development at grassroots schools? How do they achieve identity transcendence from "policy contractors" to "community education guardians"? Integrating the theoretical frameworks of Giddens, Bourdieu, and Huberman, this study constructs a three-dimensional "structure-capital-time" analytical framework. Through a multi-case follow-up study in H Province, the research conducted in-depth interviews with 15 graduates at different career stages and 15 educational administrators. Findings reveal that dilemmas stem from the structural superposition of policy rigidity, resource scarcity, and capital mismatch. Three breakthrough pathways emerge: Endogenous Rooters transform indigenous knowledge into "local cultural capital," becoming education experts deeply embedded in their communities; Strategic Movers accumulate portable capital to achieve professional advancement; Community Builders create professional learning networks in isolated environments, forming a "third space" for emotional support and resource exchange. The study delineates four professional development types: pioneering breakers, strategic adaptors, burnout strugglers, and alienated withdrawers. The research concludes that the profound value of publicly-funded teacher programs lies not merely in supplementing teaching forces,

but in cultivating educational actors capable of forging deep community connections and assuming responsibility for local educational ecosystems. This offers localized practical insights from Chinese experience for global teacher education on nurturing teachers with both professional competence and community 使命感 in local contexts.

Keywords: Publicly-funded Teacher Education Students; Teacher Education; Community Responsibility; Local Cultural Capital; Localized Practice.

摘要:

在全球范围内,教师教育正面临如何培养具有社区责任感与可持续发展意识的教师的时代命题。本研究以中国湖南省地方公费师范生政策为切入点,探讨这一制度如何在地化培育扎根乡土、服务社区的教育实践者。研究聚焦核心问题:地方公费师范毕业生在基层学校的专业发展面临何种困境?他们如何实现从“政策履约者”到“社区教育守护者”的身份超越?研究整合吉登斯、布迪厄与休伯曼理论,构建“结构-资本-时间”三维分析框架,在H省开展多案例追踪研究,深度访谈15名处于不同职业阶段的毕业生及15名教育管理者。研究发现,困境源于政策刚性、资源匮乏与资本错配的结构性叠加。突破路径呈现三种形态:内生性扎根者将乡土知识转化为“地方性文化资本”,成为深植社区的教育专家;策略性流动者通过积累可携带资本实现专业跃迁;共同体建构者在孤立环境中创建专业学习社群,形成情感与资源的“第三空间”。研究提炼出四种专业发展类型:开拓型突破者、策略型适应者、倦怠型挣扎者、疏离型退出者。结论指出,公费师范生政策的深层价值不仅在于补充师资,更在于培育能够与社区建立深度联结、对地方教育生态负有责任感的教育行动者。这为全球教师教育如何在本土情境中培养兼具专业能力与社区使命感的教师,提供了来自中国经验的在地化实践启示。

关键词:公费师范生;教师教育;社区责任感;地方性文化资本;本土化实践

- **Chao Wang**, Zhejiang Normal University
- **王超**, 浙江师范大学

Title: Conceptual Obstacles to Teachers' Digital Subjectivity and Their Educational Countermeasures

标题：教师数字主体性的观念阻滞及其教育应对

Abstract:

As digital-intelligent technologies such as artificial intelligence increasingly constitute the fundamental environment of contemporary human existence, digital subjectivity has gradually become the primary manifestation of teachers' subjectivity in the intelligent era, yet it does not represent the full scope of teachers' subjectivity. To fully comprehend teachers' digital subjectivity and its generative mechanism, the first step lies in a comprehensive understanding of the connotation and implication of the digital. Among them, the digital as bodily experience forms the natural foundation of teachers' subjectivity; the digital as rational calculation constitutes the cognitive representation of teachers' subjectivity; and the digital as technological apparatus shapes the existential context of teachers' subjectivity. The digital is deeply involved in the construction of teachers' subjectivity, serving as one of the basic dimensions and constituent elements of teachers' subjectivity. The reason why the digital has become the contemporary expression of teachers' subjectivity is not only the result of the strong intervention of digital technologies such as artificial intelligence in education, but also the consequence of the continuous penetration of a series of digital values mutually reinforced with digital technologies into education.

Among these, data essentialism at the ontological level, which seeks deterministic control over the entire process of education and teaching, has instead systematically exacerbated teachers' deterministic anxiety at the institutional level. Digital positivism at the epistemological level, by transforming the knowing subject, the object of knowledge, and the process of cognition, has ultimately led to the systematic reinforcement of identity thinking in modern education. Digital rationalism at the methodological level emphasizes the precise binding of causes and effects, and teachers' educational practices are expected or even required to follow strictly controllable causal logic, thus trapping them in the illusion of necessity. Instrumentalism at the practical level incorporates teachers into the rational framework of "means-ends" through specific operational

logics, ultimately resulting in the gradual dissolution of teachers' reflectivity. In response, teachers should explore the educational implications of contingency, reconcile the power of the digital with the power of narrative, dissolve instrumentalism with value rationality, and become actors with a spirit of critical reflection in the digital-intelligent era.

摘要:

随着人工智能等数智技术日益构成了当代人类生存的基本环境,数字主体性日渐成为智能时代教师主体性的主要呈现方式,但它不是教师主体性的全部展现。全面理解教师数字主体性及其生成机制,首先在于全面理解数字的内涵意蕴。其中,作为身体经验的数字构成了教师主体性的自然根基,作为理性计算的数字构成了教师主体性的知识表征,作为技术装置的数字构成了教师主体性的生存境遇。数字深度参与了教师的主体建构,是教师主体性的基本维度和构成要素之一。数字之所以成为教师主体性的时代表达,不仅是人工智能等数字技术强势介入教育的结果,也是与数字技术相互强化的一系列数字价值观持续渗透教育的后果。其中,本体论层面的数据本质主义,力求对教育教学全部过程的确定性控制,反而在制度层面系统性地加剧了教师的确定性焦虑。认识论层面的数字实证主义,通过变革认识主体、认识对象和认识过程,最终导致同一性思维在现代教育中得到了系统性的强化。方法论层面的数字理性主义,强调原因与结果的精准绑定,教师的教育行动也被期待甚至被要求按照严格可控的因果逻辑进行,从而陷入到必然性的幻象中。实践论层面的工具主义,通过特定的运作逻辑将教师纳入“手段-目的”的理性框架,最终导致教师反思性的逐渐消解。对此,教师应当发掘偶然性的教育意蕴,以叙事的力量调和数字的力量,以价值理性消解工具主义,成为数智时代具有反思批判精神的行动者。

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- **Lianyu Cai**, Zhejiang Normal University
 - **蔡连玉**, 浙江师范大学

Title: The pursuit of "small & excellent": A case study of trusteeship reform in a China's rural small-scale school

标题: “小而优”的追求: 中国一所乡村小规模学校托管改革的案例研究

Abstract:

Protecting and pursuing high-quality development of small-scale schools in remote rural areas represents a vital manifestation of the sense of social and community

responsibility shared by local governments and all sectors of society. In return, effective educational practices in these small-scale schools continuously nurture and sustain rural communities. Based on the mainstream perception of meritocracy, rural small-scale schools with weak development "ought to" be merged or closed during the modernization process. However, such schools serve as a safety net for educational equity and "anchor" rural development. A rural small-scale school has transformed from "small & weak" to "small & excellent" through a five-year trusteeship reform, inspiring imagination about innovative changes in rural education. By using observation and in-depth interviews to collect multidimensional data on the trusteeship reform of F Primary School, and based on an "institutional-cultural" analytical framework, the study finds that there are fourfold conflicts among subjects during the reform: "fairness vs. efficiency" "audit vs. autonomy" "test scores vs. holistic growth" and "ideals vs. reality". The effectiveness of the trusteeship can be attributed to the local administrative department transcending efficiency-oriented approaches, making educational equity and shared prosperity possible; educational governance surpassing traditional audit culture to stimulate school vitality; and the school breaking free from the shackles of test scores to support students' genuine growth. Therefore, to achieve "small & excellent" development, competent authorities need to implement the concept of educational shared prosperity, strengthen concerns for educational effectiveness and fairness, update educational governance concepts, and ignite school vitality. Schools should follow the philosophy of symbiotic and pluralistic values to build a horizontally abundant and vertically orderly support system for student growth. The case shows that from the perspective of new development and governance concepts, rural small-scale schools have legitimate reasons to exist. It is necessary to seek institutional and cultural innovations to promote their high-quality development and support the comprehensive revitalization of rural areas.

摘要:

保护并高质量发展偏远农村小规模学校是地方政府和社会各界社区责任感的重要体现，而小规模学校的有效教育实践又在滋养着农村社区。基于主流的优绩主义认知，乡村小规模学校发展羸弱，现代化进程中就“理应”被撤并。然而，这类学校兜底教育公平，“锚定”乡村发展。一所乡村小规模学校通过五年托管改革，从“小而弱”走向“小而优”，能激发人们对乡村教育创变的想象。采用观察法和深度访谈法收集 F 小学托管改革多维数据，基于“制度 - 文化”分析框架，研究发现，托管改革过程中主体间存在“公平与效率”“审计与

自主”“分数与成长”“理想与现实”四重冲突，托管取得效能归因于地方行政部门超越效率主义，使教育公平与共富得以可能，教育治理超越传统审计文化，激发了学校办学活力；学校则摆脱分数桎梏，助力学生真正成长。因而，实现“小而优”，需主管部门贯彻教育共富理念，强化对教育效益与公平的关切，更新教育治理理念，激发学校办学活力；学校遵循共生多元价值理念，为学生成长构建横向丰裕、纵向有序的支持体系。由案例可知，以新发展观、治理观审视，乡村小规模学校具有存在的合法性，应寻求制度与文化创变，推动高质量发展，以支撑乡村全面振兴。

- **Yazhu Lin**, University of Toronto
- **林雅竹**, 多伦多大学

Title: Sino-American Academic Cooperation and the Priority of Research Security from a Comparative perspective: Toward a new paradigm

标题：中美学术合作与科研安全的优先性：比较视角下的新范式探索

Abstract:

This paper examines the emergence of research security as a priority in higher education globally and in the United States specifically, with particular attention paid to international STEM collaboration in the contemporary geopolitical context. It argues that this field as a whole is in a pre-paradigmatic phase, conceptually unsettled, and fragmented in practice. The paper first clarifies key concepts and definitions, then situates current research security debates within the broader backdrop of historic Sino-American STEM collaboration, ongoing geopolitical decoupling, and the accelerating AI-driven technological arms race. It proceeds through a comparative analysis of how selected countries and institutions, including the Netherlands, Sweden, Germany, Australia, and the United States, are conceptualizing and operationalizing research security, before distilling a set of cross-cutting principles for institutional practice. The paper concludes by considering the implications of these developments for the future of Sino-American STEM collaboration, institutional governance, and the role of comparative higher education research in contributing to a more coherent and balanced approach to research security that preserves scientific openness while addressing legitimate security concerns.

摘要：

本文考察了“科研安全”（research security）作为高等教育领域优先议题在全球范围内，尤其在美国语境中的兴起，并重点聚焦当代地缘政治背景下的国际 STEM（科学、技术、工程与数学）合作。本文认为，科研安全研究整体仍处于“前范式”（pre-paradigmatic）阶段：在概念层面尚未稳定定型，在实践层面则呈现碎片化与分散化特征。文章首先澄清核心概念与关键定义，继而将当前关于科研安全的讨论置于更宏观的背景之中加以理解：包括历史性的中美 STEM 合作传统、持续推进的地缘政治“脱钩”进程，以及由人工智能驱动、日益加速的技术竞争与军备化态势。随后，本文通过比较分析，考察若干国家与制度主体——包括荷兰、瑞典、德国、澳大利亚与美国——如何在政策与治理层面理解、界定并操作化科研安全，进而提炼出一组可跨情境适用的机构实践原则。最后，本文讨论上述发展对未来中美 STEM 合作、大学治理与制度安排的潜在影响，并进一步反思比较高等教育研究在推动科研安全治理走向更具一致性与更为平衡的路径中的可能贡献：在回应正当安全关切的同时，尽可能维护科学开放与国际学术合作的基本价值。

Group 2A

- **Peng Liu**, University of Manitoba
- **刘鹏**, 加拿大曼尼托巴大学

Title: How benevolent leaders transform turnaround schools in a Confucius society?

标题: 儒家社会中仁爱型领导如何推动薄弱学校（转型学校）的发展

Abstract:

Abstract Turnaround schools are a worldwide phenomenon in the education field (Liu, 2017). In the Chinese educational context, turnaround schools are also called weak schools. The literature has provided an understanding of the transformation of turnaround schools, but there has been a lack of sufficient exploration of how turnaround leaders transform their schools using benevolent leadership in the Chinese context. Due to the fragile conditions in Chinese low-performing schools, a leader who can demonstrate benevolence, constant support, selfless contribution, effective ability to building connection, and long-term vision is in demand in these schools. In the Chinese cultural context, there has been a lack of sufficient research on the components of benevolent leadership, how benevolent leadership is developed, and how benevolent leaders transform turnaround schools. Based on the interviews with 7 school principals in Chinese turnaround schools, this study finds that benevolence can be understood from seven perspectives in Chinese context: (a) love, (b) harmonious relationships, (c) ideology, (d) morality, (e) equity, (f) empathy, and (g) a holistic and dynamic process. Chinese benevolent leaders used several strategies in leading the transformation of turnaround schools including leading with morality and ideology, lead with the ethos of the school, lead with innovation, lead with research, establish connections within schools, and build common views in school improvement. Theoretical and practical significance is discussed in this study. Perspective(s) or theoretical framework Leithwood and Strauss (2008) found that, among the specific leadership acts rated as most valuable by respondents in turnaround schools, three stood out: providing resources, building a learning community or collaborative culture in the school, and ensuring adequate professional development in the form of 'intellectual stimulation.' These behaviours are consistent with the Western perspective of benevolent leadership, especially in terms of the spirituality

and positivity paradigms that require leaders to create a positive organisational culture and to take action for changes (Karakas & Sarigollu, 2012; Karakas et al., 2013). Methods and/or techniques We employed semi-structured interviews as the research tool. In terms of the sampling process, purposive sampling was used in this study to identify and select information-rich cases for the best use of constrained resources (Patton, 2002). Specifically, we looked for individuals who were very knowledgeable about the phenomena we were interested in (Creswell & Creswell, 2018). Therefore, we considered principals who had worked or were working in K-12 turnaround schools at least five years of holding the position and had experienced successful transformation of low-performing schools. We contacted them by email or phone to introduce our study and invite them to participate in an interview. All seven principals accepted our invitation. Educational importance of the study This study provides a Chinese perspective on benevolent leadership and its relevant leadership practices. Principals in Chinese turnaround schools can use these leadership practices to improve education practice. As for the development of benevolent leadership for Chinese school principals, encouraging self-reflection, independent learning, and more interaction with teachers and other stakeholders will contribute to the development of benevolent leadership. This finding is an addition to the Western leadership development theories that focus on building effective programmes for leadership development. Self-nurtured leadership can be a wise way to facilitate leadership development in education practice.

摘要:

学校转型 (turnaround schools) 是全球教育领域中的一种普遍现象 (Liu, 2017)。在中国教育语境中, 转型学校通常被称为“薄弱学校”。现有文献已对学校转型过程提供了一定的理论理解, 但在中国情境下, 关于转型型学校领导者如何通过仁爱型领导 (benevolent leadership) 推动学校转型的研究仍然不足。鉴于中国低绩效学校所处的脆弱环境, 学校亟需具备仁爱精神、持续支持、自我奉献、有效建立关系能力以及长远发展愿景的领导者。然而, 关于仁爱型领导的构成要素、其形成与发展过程, 以及仁爱型领导如何推动中国转型学校变革的研究仍然有限。基于对中国转型学校七位校长的访谈, 本研究发现, 在中国文化情境中, 仁爱可以从七个方面来理解: (a) 关爱, (b) 和谐关系, (c) 意识形态, (d) 道德, (e) 公平, (f) 共情, 以及 (g) 一种整体性和动态性的过程。研究结果进一步表明, 中国仁爱型领导者在推动学校转型过程中采用了多种领导策略, 包括以道德和意识形态引领学校发展、以学校精神 (ethos) 为核心进行领导、推动创新与研究、加强校内联系, 以及在学校

改进过程中构建共同愿景。本文最后讨论了研究的理论意义与实践价值。理论视角或理论框架 Leithwood 和 Strauss (2008) 发现,在转型学校中,被受访者认为最有价值的领导行为主要包括三方面:提供资源、在学校中建立学习共同体或协作文化,以及通过“智力激励”确保充足的专业发展。这些领导行为与西方关于仁爱型领导的观点高度一致,尤其体现在强调精神性与积极性范式的领导理论中,该范式要求领导者营造积极的组织文化,并主动推动变革 (Karakas & Sarigollu, 2012; Karakas 等, 2013)。研究方法与技术 本研究采用半结构式访谈作为主要研究工具。在样本选择过程中,研究采用目的性抽样,以在有限研究资源条件下筛选信息丰富的研究对象 (Patton, 2002)。具体而言,我们选择了对研究现象具有深入了解的教育领导者 (Creswell & Creswell, 2018)。研究对象为在 K-12 阶段转型学校中工作过或正在工作的校长,这些校长至少担任校长职务五年以上,并具有成功推动薄弱学校转型的经验。研究者通过电子邮件或电话与校长取得联系,向其介绍研究目的并邀请其参与访谈。最终,七位校长均同意参与本研究。研究的教育意义 本研究从中国文化视角丰富了仁爱型领导理论及其相关领导实践,为中国转型学校校长改进教育实践提供了有价值的参考。在仁爱型领导的发展方面,研究发现,鼓励校长进行自我反思、开展自主学习,并与教师及其他利益相关者进行更多互动,有助于仁爱型领导的形成与发展。这一发现对以正式培训项目为主的西方领导力发展理论形成了有益补充,表明自我培育式领导 (self-nurtured leadership) 可能是推动教育实践中领导力发展的有效路径。

- **Shuchao Zheng**, Zhejiang University of Technology
- **郑淑超**, 浙江工业大学

Title: New Trends in Sino-Foreign Cooperative Higher Education: Transformation and Reshaping in a Shifting Global Landscape

标题: 高等教育中外合作办学的新趋势: 全球格局变迁下的转型与重塑

Abstract:

Research Background: As the role of higher education in innovation becomes increasingly prominent, its strategic importance has grown more evident. Consequently, educational cooperation is now heavily influenced by geopolitical dynamics. In 2020, the Trump administration suspended the U.S.-China Fulbright Program. This decision, however, was not an isolated incident—it was accompanied by a series of restrictive measures,

including the Entity List, visa restrictions, and research security protocols. As a result, several Chinese universities were added to the U.S. Department of Commerce's Entity List, and a number of China-U.S. cooperative education institutions and programs were either completely shut down or suspended from enrolling new students. Some U.S. allies also gradually introduced policies restricting educational cooperation and exchanges in STEM fields. However, since 2025, new developments and opportunities have begun to emerge amid this wave of closures. Research Methods: This study utilizes authoritative information and data collected from the Ministry of Education and related official websites to delineate the developmental changes in Chinese-foreign cooperative education in recent years. Additionally, it employs a case study method to introduce the similar experiences of Russia and Iran. Theoretical Framework and Core Concepts: Drawing from the lens of the interplay between knowledge diplomacy and geopolitics, based on the realist model of World Order, the study examines the total number of closures (particularly Sino-U.S. cooperative institutions and programs), the total number of newly established entities, and the characteristics of newly launched cooperative institutions and projects, including partner countries/regions and academic disciplines. Especially focus on the comparison of data from 2023 and 2025, and on the new changes occurring in 2025. Furthermore, as Russia and Iran have faced similar geopolitical pressures, including in the field of educational cooperation, case studies of these countries may offer valuable transferable insights. Objectives and Significance: By analyzing policy shifts, institutional responses, and international comparisons, the research seeks to identify new emerging features within Sino-foreign cooperative education, contributing to the discourse on the ongoing transformation of higher education internationalization.

摘要:

研究背景：随着高等教育在创新发展中扮演的角色日益凸显，其战略重要性愈发突出。在此背景下，高等教育中外合作深受地缘政治格局演变的影响。2020 年，特朗普政府叫停了中美富布赖特项目。此外，还有实体清单、签证限制和研究安全协议在内的一系列限制性措施。受此影响，多所中国高校被列入美国商务部的实体清单，部分中美合作办学机构及项目亦被完全终止或暂停招生。随后，美国部分盟友也逐步出台了限制 STEM 领域教育合作与交流的政策。然而自 2025 年起，在这波关停浪潮中，新的发展与机遇开始显现。研究方法：本研究运用从教育部及相关官方网站收集的权威信息和数据，梳理近年来中外合作办学的发展变迁。同时，采用案例研究法介绍俄罗斯和伊朗的相似经历。理论框架与核心概念：本

研究以现实主义的 "世界秩序" 模式为基础, 借鉴知识外交与地缘政治互动的分析视角, 重点考察合作办学关停总量 (尤其是中美合作办学机构与项目)、新增办学总量, 以及新设立合作机构与项目的特点, 包括合作国家 / 地区和学科领域。特别关注 2023 年与 2025 年数据的对比, 以及 2025 年出现的新变化。同时, 鉴于俄罗斯和伊朗同样面临包括教育合作领域在内的地缘政治压力, 研究开展这两国的案例研究, 以提供有价值的借鉴经验。目标与意义: 通过分析政策转向、机构应对及国际比较, 本研究旨在识别中外合作办学中涌现的新特征, 为探讨高等教育国际化正在经历的转型提供学术参考。

- **Lu Li**, Beijing Academy of Educational Sciences
- **李璐**, 北京教育科学研究院

Title: Cross-border Collaboration and Institutional Empowerment: Chinese Practices and Global Implications of Institutional Innovation Ecosystems Driving Faculty Innovation Performance

标题: 跨界协同与制度赋能: 高校创新生态驱动教师创新绩效提升的中国实践与全球启示

Abstract:

In the context of the global transition from a post-industrial knowledge economy to an Intelligent Age, the paradigm of knowledge production is undergoing a profound shift toward cross-border collaborative innovation. As a pivotal actor in the national innovation system, the role of higher education has expanded beyond traditional knowledge dissemination to the construction of a resilient and regenerative "Sustainable Educational Ecosystem." Amidst the complex interplay between innovation-driven development strategies and the Fourth Industrial Revolution, optimizing institutional environments to enhance faculty innovation performance through the deep synergy of government, industry, academia, research, and users (GIARU) has become a shared vision in global higher education governance. Grounded in innovation ecosystem theory, this study utilizes empirical data from 1,044 faculty members across Chinese HEIs to systematically analyze the impact mechanism and internal pathways of institutional innovation ecosystems on faculty innovation performance. The findings indicate: 1. The Cornerstone Effect of Institutional Empowerment Elements such as institutional justice, resource

support, and organizational culture form the foundational pillars of the innovation ecosystem, significantly predicting faculty members' research self-efficacy. This suggests that the institutional environment serves not only as a resource carrier but also as a psychological catalyst for individual innovative agency within a sustainable educational ecosystem. 2. The Transformation Logic of Cross-border Collaboration Research self-efficacy acts as a vital mediator between the innovation ecosystem and innovation performance. Crucially, cross-border collaboration—manifested through industry-education integration—significantly moderates this transformation process. Empirical evidence confirms that in the intelligent era's innovation landscape, isolated institutional evaluations are insufficient; high-level innovation performance requires value co-creation and knowledge spillover through cross-border synergy. 3. Spatial Heterogeneity of Ecological Potential HEIs located in international science and technology innovation hubs demonstrate higher ecosystem transformation efficiency, validating the reinforcing effect of open macro-innovation fields on micro-institutional practices. This study provides micro-level evidence for the generative logic of faculty innovation performance in the intelligent age and offers Chinese insights for co-creating sustainable educational ecosystems. It suggests that HEIs should transcend traditional bureaucratic management models and safeguard value co-creation in cross-border collaborations through institutional justice. Within the framework of West-East reciprocal learning, educational ecosystems can be transformed into sustainable productive forces driving global social progress.

摘要：

在全球从后工业知识经济向数智时代深刻转型的背景下，知识生产范式正经历着从单一学科建制向跨界协同创新的深刻变革。高等教育系统作为国家创新体系的核心能动者，其职能已由传统的知识传授拓展为构建具备韧性与再生能力的“可持续发展教育生态”。在创新驱动发展战略与第四次工业革命相互交织的复杂场域中，如何通过政产学研用的深度协同与院校制度优化来提升教师创新绩效，已成为全球高等教育治理的共同愿景。本文基于创新生态系统理论，利用中国高校 1,044 位教师的实证调查数据，系统解析了院校创新生态对教师创新绩效的影响机理及其内在路径。研究发现：第一，制度赋能的基石效应。院校内部的制度正义、资源支持与组织文化构成了创新生态的基础性要素，对教师的科研效能感具有显著的正向预测作用。这表明，制度环境不仅是资源的载体，更是维持可持续教育生态中个体创新动机的心理契机。第二，跨界协同的转化逻辑。科研效能感在创新生态与教师创新

绩效之间发挥了关键的中介作用。尤为重要的是,以“产教融合”为核心表征的跨界协同显著调节了这一转化过程。实证结果证实,在数智时代的创新场域中,孤立的校内评价难以产生高水平创新绩效,必须通过跨界协同实现价值共创与知识溢出。第三,生态位能的空间异质性。处于国际科技创新中心区域的高校展现出更强的生态转化效率,验证了开放式宏观创新场域对微观制度实践的强化效应。本研究不仅为理解智能时代教师创新绩效的生成逻辑提供了微观证据,也为构建可持续发展教育生态提供了中国经验。研究建议,高校应超越传统科层管理模式,通过制度正义保障跨界协同中的价值共创,在东西方互惠学习的视角下,将教育生态转化为推动社会文明进步的可持续生产力。

Group 2B

- **Weida Deng**, Xiamen University
- **邓微达**, 厦门大学

Title: How Do Industrial Upgrading Policies Drive University Technological Innovation? A Quasi-Natural Experiment Based on New-Old Kinetic Energy Conversion

标题：产业升级政策如何驱动高校科技创新？——基于新旧动能转换的准自然实验

Abstract:

With industrial upgrading becoming a core driving force for regional economic development, assessing the impact of relevant policies on industry-university-research collaborative innovation holds significant practical importance. Taking the province-wide "New and Old Kinetic Energy Conversion" initiative launched in Shandong Province in 2018 as a quasi-natural experiment, this study investigates the effects of industrial upgrading policies on research collaboration between universities and enterprises. Adopting a quantitative research method, the study selects Shandong Province and nine other provinces with similar economic structures and higher education R&D levels from 2014 to 2023 as samples, none of which implemented province-wide industrial upgrading policies during this period. Patent authorization data from undergraduate universities in these provinces were collected for empirical analysis. The research revolves around three key aspects: First, employing the PSM-DID method with the proportion of university-enterprise co-invented patents to total authorized university patents as the outcome variable, the study finds a statistically significant increase in collaboration intensity after policy implementation, supported by parallel trend testing, indicating enhanced engagement between universities and industrial partners. Second, by mapping patent IPC codes to national economic industries and calculating annual technological concentration indices for each university, PSM-DID estimations reveal a significant decline in technological concentration among universities in Shandong Province. This suggests a diversification of their patenting activities across a broader range of industries, which may be attributed to Shandong's comprehensive industrial structure and the nature of the kinetic energy conversion policy, which focuses on technological upgrading across

all sectors rather than phasing out specific industries. Third, social network analysis of joint patent applicants within Shandong shows a marked increase in the betweenness centrality of university nodes after policy implementation. This indicates that universities already leading in university-enterprise scientific and technological collaboration have assumed even more critical roles post-policy, with enterprises showing a stronger preference for partnering with these institutions when addressing technical collaboration challenges. In summary, through the lenses of collaborative behavior, technological layout distribution, and social network analysis, this study provides robust, multi-dimensional evidence that targeted industrial upgrading policies can effectively stimulate and reshape technological innovation behaviors in universities, influence the regional innovation ecosystem for university-enterprise collaboration, and offer valuable insights for policy formulation.

摘要:

本研究以 2018 年山东省启动的全省性“新旧动能转换”重大工程为一项准自然实验,探讨产业升级政策对高校与企业间科研合作的影响。采用定量研究方法,选取山东省及另外 9 个在 2014-2023 年间经济结构、高等教育研发水平相近但未实施全省性产业升级政策的省份作为样本,收集这些省份本科高校的专利授权数据进行实证分析。研究围绕三个关键内容展开:首先,运用 PSM-DID 方法,以校企合作发明专利占高校授权专利总数的比例为结果变量,研究发现政策实施后合作强度有统计学上的显著提升,并通过了平行趋势检验,表明高校与产业伙伴的合作参与度增强。其次,通过将专利 IPC 代码对应至国民经济行业,并计算各高校每年的技术集中度指数,PSM-DID 估计结果显示山东省高校的技术集中度显著下降,表明其专利活动在更广泛的产业领域趋于多元化,而这可能是因为山东省本身工业门类齐全且新旧动能转换政策本质上是对所有行业进行技术升级而非淘汰某些行业。第三,对山东省内联合专利申请人进行的社会网络分析显示,政策实施后高校节点的中介中心度显著提升。这表明原先在校企科学技术合作中处于领先地位的高校在政策实施后所处的地位更加重要,企业在面临技术合作问题时也更倾向选择这些高校。总而言之,本研究表明有针对性的产业升级政策能有效激发并重塑高校的科技创新行为,并对区域校企合作创新生态产生影响,为政策制定提供有价值的参考。

- **Xiaochao Zhang**, Zhejiang University
- **张晓超**, 浙江大学

Title: Toward Sustainable Development through Transdisciplinarity: A Multi-Case Comparative Study of Engineering Education Reform in Leading Research Universities

标题：超学科性与可持续发展之道：顶尖研究型大学工程教育改革的多案例比较研究

Abstract:

This multi-case comparative study examines how leading research universities operationalize transdisciplinary engineering education for sustainable development. We identify three reform models—market-driven, institution-led, and government-involved—whose differences hinge on two dimensions: the knowledge-integration pathway (from coordination to deep reconstruction) and the actor configuration (market, institutional, or government leadership, and the depth of stakeholder co-production). Across cases, three convergent features emerge: (1) a sustainability mission to educate engineers able to navigate complexity, uncertainty, and normative trade-offs; (2) a networked knowledge architecture that mobilizes reconfigurable clusters of technical, social, policy, and economic methods; and (3) people-centered co-production through diverse mentoring teams and multi-stakeholder involvement, enabling deeper integration and implementation realism. We propose a reform agenda emphasizing problem-field curricula, flexible credits/credentials, diversified faculty teams, and institutionalized industry-academia collaboration to link integration with sustainability impact.

摘要：

本多案例比较研究考察了全球领先研究型大学如何将面向可持续发展的超学科工程教育进行制度化与落地实施。研究识别出三种改革模式——市场驱动型、机构主导型与政府参与型——其差异主要取决于两个维度：知识整合路径（从协调式整合到深度重构式整合）以及行动者配置（由市场、学校机构或政府主导，以及利益相关方共创的深度）。跨案例分析显示出三项趋同特征：（1）以可持续发展使命为导向，培养能够应对复杂性、不确定性与规范性权衡的工程人才；（2）网络化的知识架构，能够动员并重组由技术、社会、政策与经济方法构成的可重构集群；（3）以人为中心的共创机制，通过多元导师团队与多利益相关方参与，推动更深层的知识整合与更贴近现实的实施路径。基于此，研究提出一项改革议程：高等工程教育机构或应推进超学科课程体系的设计与开发，建立更灵活的学分制度，组建更多元化的教师团队，加强与行业企业等机构的深入合作。

- **Qin Zhou**, Southwest University
- **周琴**, 西南大学

Title: The Tension Between Ideal and Reality: A study of Undergraduate-Master Integration for Science Teacher Training in China's High-Level Universities

标题：理想与现实之间的张力：中国高水平大学科学教师本硕衔接培养机制研究

Abstract:

To cultivate high-quality science teachers for primary and secondary schools, China launched a specialized initiative in the autumn of 2023—the National Excellent Primary and Secondary School Teacher Training Program. This program breaks away from the traditional model dominated solely by normal universities by selecting graduate students in science and engineering disciplines at high-level universities for systematic undergraduate-master integrated training. This report focuses on the structural contradictions encountered during the implementation of this program in universities. Using a mixed-methods approach—including policy text analysis, anonymous questionnaire surveys, and in-depth interviews—it reveals four core tensions between policy ideals and practical realities.

摘要：

为培养高素质中小学科学教师，中国突破传统师范院校单一培养格局，从2023年秋季开始实施的专项计划，在高水平大学通过选拔理工科研究生进行本硕衔接的系统培训（“国优计划”）。本报告聚焦这一计划在高校落地过程中的结构性矛盾，基于混合方法（政策文本分析+匿名问卷调查+深度访谈），揭示政策理想与实施现实脱节的四大关键问题（核心张力）：1. 政策模糊性与执行真空：政策中“订单式培养”“免试认定”等条款缺乏具体操作细则，导致高校在落实时陷入“各自解读”，加剧目标群体对就业出口的焦虑。2. 协同机制虚化与资源错配：跨校合作、双导师制因权责不清、资源支撑不足，演变为“表格上的协同”，培养过程呈现“速成化”倾向。3. 目标群体的认同悖论：研究生对政策战略价值认同度高，但对培养方案合理性和就业保障评价低迷，反映制度承诺与个体收益之间的巨大鸿沟。4. 外部环境的系统性阻力：地方财政配套滞后、教师职业吸引力不足、新旧制度衔接摩擦，共同削弱政策执行效能。为化解张力，实现科学教师教育从形式协同到实质融合的转型，研究将进一步讨论潜在的系统化优化路径。

Group 2C

- **Zehui Zhang**, Beijing Institute of Technology
- **张泽慧**, 北京理工大学

Title: Process evaluation model based on university development

标题：基于大学发展的过程评估模型

Abstract:

The current university evaluation system in China exhibits a pronounced tendency to "emphasize results over processes," with static and periodic evaluation models that struggle to truly reflect the dynamic evolution of universities. Based on process philosophy and system control theory, this paper constructs a process-oriented monitoring and evaluation theoretical model for university development (Process-oriented University Development Monitoring Model, PUDM). This model adopts a three-dimensional monitoring framework of "planning-operation-effectiveness" to establish a theoretical model for monitoring and evaluating university development. It promotes a systematic transformation of university evaluation from empirical judgment to data-driven, from post-evaluation to process regulation, and from external accountability to endogenous development, providing theoretical guidance and practical pathways for sustainable university development.

摘要：

当前中国大学评估体系存在明显的 "重结果轻过程" 倾向，静态化、周期性的评估模式难以真实反映大学的动态演进过程。本文基于过程哲学和系统控制论，构建了面向大学发展过程的监测评估理论模型（Process-oriented University Development Monitoring Model, PUDM）。该模型以 "规划 - 运行 - 成效" 为三维监测框架，建立大学发展监测评估理论模型，推动大学评估从经验判断向数据驱动、从事后评价向过程调控、从外部问责向内生发展的系统性转型，为大学可持续发展提供理论指导和实践路径。

- Rongrong Zheng, The Education University of Hong Kong
- 郑榕溶 · 香港教育大学

Title: Empowering AI Technology and Revitalizing Classics: Exploring Interdisciplinary Paradigms in Dubbing Art Courses

标题：AI 技术赋能与经典活化：配音艺术课程的跨学科范式探索

Abstract:

The rapid development of AI technology is driving a profound transformation in the paradigm of art education. Based on the teaching practice of the course "Fundamentals of Dubbing", a new paradigm of dubbing teaching is proposed and verified, which includes "AI technology empowerment classical text activation cultural innovation expression". Using "Journey to the West" as a cultural carrier, through project driven group workshops, we delve into the cultural interpretation of classic literature, analyze character psychology in depth, and use AI tools such as timbre cloning and emotion analysis for audio synthesis, achieving effective reconstruction of sound narrative. This paradigm effectively cultivates students' interdisciplinary integration ability and cultural literacy, providing a replicable practical path for art education in the AI era.

摘要:

AI 技术的迅猛发展正驱动艺术教育范式的深刻变革。基于《配音基础》课程教学实践，提出并验证“AI 技术赋能 - 经典文本活化 - 文化创新表达”的配音教学新范式。以《西游记》为文化载体，通过专案驱动的分组工作坊形式，从经典名著深度文化解读，深入剖析角色心理，并借助音色克隆、情感分析等 AI 工具进行音频合成，实现对声音叙事的有效重构。此范式有效培养学生的跨学科整合能力与文化素养，为 AI 时代的艺术教育提供可复制的实践路径。

- **Yangyang Tan**, University of Windsor
- **谭洋洋**, 温莎大学

Title: Music as a Conceptual-Methodological Resource for Leadership Development in Higher Education

标题：音乐作为高等教育领导力发展的方法论资源

Abstract:

In the context of ongoing change and increasing pressure in higher education, leadership concerns not only administrative management and decision-making efficiency, but also emotional regulation, relational coordination, and the shaping of organizational culture. However, current research on higher education leadership development remains largely grounded in competency-based and managerial approaches, with insufficient attention to the affective, relational, and cultural dimensions of leadership practice. In response to this gap, this paper explores how music can serve as a conceptual and methodological resource for leadership development in higher education. Using a thematic literature review, this paper systematically examines relevant scholarship in education, leadership studies, organizational studies, and music education, and identifies three interconnected themes. First, music can support leaders' emotional regulation and help alleviate the emotional labor involved in higher education leadership roles. Second, music offers an experiential and collaborative pathway for leadership learning, highlighting the importance of listening, coordination, shared responsibility, and negotiated authority. Third, music can contribute to the formation of organizational emotional climates and cultural order by fostering shared meaning, emotional alignment, and a sense of collective belonging. This paper argues that music should not be viewed merely as a metaphor for leadership or as an auxiliary cultural activity. Rather, it should be understood as a methodological resource that reveals and develops the embodied, affective, relational, and cultural dimensions of leadership. The contribution of this paper lies in expanding the theoretical perspective of higher education leadership development and in offering new directions for introducing arts-based approaches into leadership education, professional learning, and organizational development.

Keywords: music; higher education leadership; emotional regulation; organizational culture; leadership development

摘要：

在持续变化和高等教育压力不断增加的背景下，领导力不仅关注行政管理和决策效率，还涉及情绪调节、人际协调以及组织文化的塑造。然而，当前关于高等教育领导力发展的研究仍主要基于能力和管理方法，对领导实践中的情感、关系和文化维度关注不足。针对这一空白，本文探讨音乐如何作为高等教育领导力发展的概念和方法论资源。本文通过主题性文献综述，系统性地考察了教育、领导力研究、组织研究和音乐教育领域的相关学术研究，并指出了三个相互关联的主题。首先，音乐可以支持领导者的情绪调节，帮助减轻高等教育领导角色中涉及的情感劳动。其次，音乐为领导力学习提供了体验式和协作式的路径，强调倾听、协调、共同责任和协商权威的重要性。第三，音乐通过促进共同意义、情感一致性和集体归属感，有助于形成组织的情感氛围和文化秩序。本文主张音乐不应仅仅被视为领导力的隐喻或辅助文化活动。相反，它应被视为一种方法论资源，揭示并发展领导力的具身、情感、关系和文化维度。本文的贡献在于拓展高等教育领导力发展的理论视角，并为引入基于艺术的方法进入领导力教育、专业学习和组织发展提供了新方向。

关键词：音乐；高等教育领导力；情绪调节；组织文化；领导力发展

Group 3A

- **Luning Shao**, Tongji University
- **邵鲁宁**, 同济大学

Title: Digital-Intelligence-Driven Intercultural Education: Innovative Practices of Reciprocal Learning Based on AI Agent

标题：数智驱动跨文化教育：基于 AI Agent 的互惠学习创新实践

Abstract:

Against the global backdrop where artificial intelligence is profoundly transforming education, this study adopts the five-element "teacher-student-AI-environment-culture" model and focuses on the reshaping of intercultural educational ecosystems through a multi-agent collaborative framework. Based on the West-East Reciprocal Learning theory and the core values of "cultural equity and value co-creation" from the China-Canada Teacher Education Cooperation Project, this research addresses the core problems that knowledge and values can hardly be exchanged and integrated between different educational systems, and cultural differences are difficult to be effectively transformed into educational value. It aims to construct a digital platform for intercultural collaborative learning that supports the joint creation of teachers and students and reduces barriers to intercultural learning. Three core mechanisms of the multi-agent-based intercultural education model are revealed: First, educational resources from China and abroad are integrated into continuously iterative, mutually empowering digital assets to form a solid knowledge repository for intercultural education. Second, intercultural resource integration agents are used to accurately identify the characteristics of multicultural teaching, assist in the joint development of intercultural resources, turn instructional design into cross-regional reciprocal practice, and improve teachers' intercultural teaching ability and global vision. Third, teaching assistant agents are employed to build cross-time and cross-space interactive scenarios, encouraging learners to discuss global issues in diverse dialogues and realize a paradigm shift from "passive substitution" to "creative transformation." The original contribution of this study is to propose a systematic scheme integrating technology and humanism, verify the feasibility of multi-agent collaboration in breaking cultural barriers under the five-element model, and highlight the core value of education in promoting sustainable human development and cultural harmony.

摘要:

在人工智能深刻变革教育形态的全球背景下，本研究立足“教师 - 学生 - AI - 环境 - 文化”五元教育模式，聚焦多智能体协同架构对跨文化教育生态的重塑。研究以东西方互惠学习理论为基石，吸纳中加教师教育合作项目“文化平等、价值共享”的核心理念，针对当前不同教育体系间知识与价值观难以双向交流融合、文化差异难以有效转化为教育价值的核心问题，旨在构建能够支撑师生协同共创、降低跨文化学习壁垒的跨文化协同学习数智平台。研究揭示基于多智能体的跨文化教育模型的三层核心逻辑：其一，整合中外教育资源，转化为持续迭代的双向赋能数智资产，筑牢跨文化教育知识资源库；其二，通过跨文化资源整合智能体，精准识别多元文化教学特质，辅助联合开发跨文化资源，使教学设计成为跨地域互惠实践，提升教师跨文化教学能力与全球视野；其三，依托教学辅助智能体搭建跨时空交互场景，推动学习者在多元对话中探讨全球议题，实现从“被动替代”到“创造转化”的范式转变。本研究的原创价值在于提出技术与人文融合的系统方案，验证了五元模式下多智能体协同打破文化壁垒的可行性，彰显了教育推动人类可持续发展与文化和谐的核心价值。

- **Erwei Wang**, the University of Western Ontario
- **王二洵**, 西安大略大学

Title: Ethical and Equitable Meaning-Making in Human-AI Co-Writing: Perspectives of Culturally and Linguistically Diverse Graduate Writers

标题: 人机协同写作中的伦理与公平意义建构：文化与语言多元研究生的视角

Abstract:

Existing scholarship on the use of artificial intelligence (AI) to support or assess academic writing has documented significant ethical concerns and structural biases, which are especially pronounced for culturally and linguistically diverse (CLD) graduate writers. These concerns include heightened risks of algorithmic misidentification of CLD students' writing as AI-generated (e.g., Barrett & Pack, 2023), as well as training data practices that underrepresent non-English languages and reproduce dominant, Western-centric norms of academic knowledge production (e.g., Byrd, 2023). Despite the rapid escalation of AI use in academic writing globally (Digital Education Council, 2024), our recent

systematic review (Zhang et al., submitted) reveals a striking absence of emic, learner-centred research examining how CLD graduate students conceptualize ethical AI use and equity-oriented pedagogies in academic writing. Addressing this gap, the present study recruited 16 culturally and linguistically diverse graduate students at a research-intensive Canadian university. Using think-aloud protocols, screen recordings, and semi-structured interviews, the study elicited participants' perspectives on their lived experiences of human-AI co-writing and their visions for pedagogical approaches that ethically support diverse writers in an AI-permeated era. The study addressed these research questions: (1) How do CLD graduate students compose academic texts collaboratively with generative AI? (2) What linguistic and semiotic resources are mobilized in these human-AI writing practices? (3) How do CLD writers conceptualize ethical conduct, accountability, and human responsibility in AI-mediated academic writing? The study is theoretically grounded in sociotechnical justice (Burriss & Leander, 2024), which foregrounds the ethical co-constitution of humans, technologies, languages, and institutional norms in AI-mediated literacy practices. Findings indicate that CLD graduate students generally perceived AI as a supportive writing partner, particularly for addressing linguistic and stylistic challenges, enabling multilingual meaning-making, and enhancing coherence, vocabulary choice, and revision processes. These findings align with prior scholarship cautioning that outright bans on generative AI may disproportionately disadvantage marginalized writers (e.g., Johnston et al., 2024). At the same time, participants articulated nuanced ethical orientations toward AI use across stages of academic writing, demonstrating reflexive awareness of authorship and responsibility. Notably, participants incorporated their rich cultural, linguistic, and semiotic repertoires in their applications of AI in academic writing and actively negotiated creativity, voice, and critical agency in sociotechnical practices of human-AI co-writing. For instance, participants described how tools such as Speechify and NaturalReader supported focused reading in a second language, how ChatGPT facilitated visual brainstorming for graphical abstracts, and how ResearchRabbit helped visualize relationships across reviewed studies. Building on these findings, we propose relational, justice-oriented pedagogies to address the intersection of small and big ethics (Gegg-Harrison & Shapiro, 2025) embedded in AI-media academic writing. More specifically, such pedagogies support culturally and linguistically diverse writers in mobilizing their rich linguistic, cultural, and semiotic repertoires to contest structural biases in AI systems that marginalize language and epistemic diversity (Kuteeva

& Andersson, 2024; Ou et al., 2026). Such pedagogies also cultivate writers' ethical attunement to the entangled impacts of AI on knowledge production, institutional norms, and environment, emphasizing responsibility, care, and sustainability in human-AI collaboration (e.g., Murris, 2016; Zhang, 2023).

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- **Zuochen Zhang**, University of Windsor
 - **张佐臣**, 温莎大学

Title: Integrating Generative AI in Teacher Education Programs: Things to consider / Integrating Generative AI in Teacher Education Programs: Things to consider

Abstract:

Generative AI programs, such as ChatGPT, Google Gemini and DeepSeek, if used properly, can help teachers and students make their teaching and learning more efficient. For teachers, the programs can be used for their lesson planning and resource creation, as the tools can help them to save time by automating repetitive and menial tasks. And for students, the GenAI tools can be used to help them with brainstorming, summarizing, and tutoring. However, while the benefits are increasingly recognized, educational institutions are concerned about potential risks as over-reliance on automated tools may diminish teacher-student interactions. Teacher candidates, who are students at teacher education programs, will be teachers at primary and secondary schools. During their program of study, in addition to taking courses offered by the university, they go to schools to do practice teaching in the placement classrooms. As teacher candidates play a dual role, integrating GenAI in teacher education programs may be more complicated than other disciplines at higher education institutions. Research shows that teacher candidates may benefit from exploring how GenAI can support teaching and learning through creativity and personalization in the classroom while drawing on their own pedagogical content knowledge to critique and judge its output, they found that GenAI tools like ChatGPT was not a substitute for their own knowledge and expertise. To prepare teacher candidates

for their future teaching in the environment where GenAI will be a part of the teaching and learning process, teacher education programs need to develop teacher candidates' AI literacy that enables them to critically evaluate GenAI outputs and understand its limitations and value, providing the learning opportunities of understanding AI fundamentals, practicing responsible, ethical, and critical usage, and gaining hands-on experience with GenAI tools. Besides sharing what is reported in relevant literature and the presenter's experience integrating GenAI in a teacher education program in Canada, this presentation will also facilitate discussion among audience members on the topic, with the intention to get inputs from colleagues from similar programs in different contexts.

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and the presenter's experience integrating GenAI in a teacher education program in Canada, this presentation will also facilitate discussion among audience members on the topic, with the intention to get inputs from colleagues from similar programs in different contexts.

- **Zhaoyang Fan**, University of Windsor
- **樊朝阳**, 温莎大学

Title: Beyond the Ivory Tower: Constructing a Reciprocal Ecosystem for Transdisciplinary Sustainable Education

标题：象牙塔之外：构建跨学科可持续教育的互惠生态系统

Abstract:

The traditional silos of higher education are increasingly ill-equipped to address the "wicked problems" of the modern era, which demand more than just specialized technical knowledge. To build a truly resilient future, we must move toward a reciprocal ecosystem—a model where transdisciplinary research and cross-sector collaboration are not merely peripheral activities but the core engine of educational development. This requires a fundamental reimagining of the relationship between academic institutions, industry, and the public sphere. The Shift to Transdisciplinary Reciprocity While interdisciplinary studies integrate different academic fields, transdisciplinary collaboration seeks to dissolve the boundary between "expert" and "practitioner." According to Klein (2021), this "boundary work" is necessary to create a common language among disparate groups. In a sustainable educational ecosystem, knowledge flows in both directions: academic research informs industrial practice, while the lived experience of community members and the practical constraints of industry reshape academic inquiry. This creates what Brown et al. (2010) identify as a collective "transdisciplinary imagination," where diverse stakeholders co-produce solutions that no single entity could generate in isolation. From Passive Consumption to Problem-Posing Pedagogy A sustainable ecosystem cannot exist within a "banking" model of education, where knowledge is simply deposited into students to be retrieved later. Instead, fostering sustainability

requires a "problem-posing" pedagogy that encourages students to engage with the world as active, critical subjects (Freire, 2018). Cross-sector partnerships are the laboratory for this pedagogy. When students work alongside urban planners or environmental NGOs to solve local challenges, they are participating in a "landscape of practice" (Wenger-Trayner & Wenger-Trayner, 2015). This hands-on engagement ensures that education is not a static pursuit but a dynamic response to the socio-ecological needs of the time. Institutional Integration and Global Impact For these collaborations to be sustainable, they must be embedded into the institutional fabric rather than treated as short-term projects. This involves aligning internal academic incentives with external social and economic goals. As Leal Filho et al. (2016) note, universities have a unique responsibility to act as "living labs" for sustainable development. By integrating the UNESCO (2020) roadmap for Education for Sustainable Development (ESD) into their core strategic missions, institutions can bridge the gap between global policy and local action. This systemic integration ensures that the educational ecosystem remains adaptive, diverse, and capable of fostering long-term societal transformation. Conclusion The creation of a transdisciplinary, cross-sector educational ecosystem marks a departure from the competitive, isolated models of the past. By prioritizing reciprocity and co-creation, we transform education into a collaborative journey. This approach not only prepares students for the complexities of the 21st-century workforce but also positions the university as a vital, integrated organ of a sustainable global society.

标题:

传统高等教育的“孤岛化”模式在应对现代复杂的“棘手问题 (wicked problems)”时已显露疲态，这些挑战所需的远不止单一领域的专业技术知识。为了构建一个真正具有韧性的未来，我们必须转向一种互惠生态系统——即跨学科研究与跨界合作不再是边缘活动，而是教育发展的核心引擎。这需要从根本上重新想象学术机构、产业界与公共领域之间的关系。转向跨学科的互惠性 虽然交叉学科 (interdisciplinary) 研究整合了不同的学术领域，但跨学科 (transdisciplinary) 协作旨在消除“专家”与“实践者”之间的界限。根据 Klein (2021) 的观点，这种“边界工作 (boundary work)”对于在不同群体间建立共同语言至关重要。在一个可持续的教育生态系统中，知识是双向流动的：学术研究指导产业实践，而社区成员的生存经验与行业的实际约束也在重新塑造学术探索。这创造了 Brown 等人 (2010) 所认知的集体“跨学科想象力”，使多元利益相关者能够共同产出任何单一实体都无法独立生成的解决方案。从被动消费到“提问式”教育学 可持续的生态系统无法存在于教育的“银行模式”

中——即知识只是简单地“存款”到学生脑中以备后用。相反，培养可持续性需要一种“提问式（problem-posing）”教育学，鼓励学生作为积极、批判性的主体与世界互动 (Freire, 2018)。跨界合作伙伴关系是这种教育学的实验室。当学生与城市规划师或环保非政府组织（NGO）合作解决当地挑战时，他们便参与到了“实践景观（landscape of practice）”中 (Wenger-Trayner & Wenger-Trayner, 2015)。这种亲身参与确保了教育不是一种静止的追求，而是对时代社会生态需求的动态响应。制度整合与全球影响 为了使这些协作具有可持续性，必须将其嵌入制度结构中，而非视为短期项目。这涉及将内部学术激励机制与外部社会及经济目标相统一。正如 Leal Filho 等人 (2016) 所指出，大学作为可持续发展“生活实验室”具有独特的责任。通过将教科文组织 (UNESCO, 2020) 的可持续发展教育 (ESD) 路线图整合到核心战略使命中，机构可以弥合全球政策与地方行动之间的鸿沟。这种系统性整合确保了教育生态系统保持适应性与多样性，并能够推动长期的社会转型。结论 创建一个跨学科、跨界的教育生态系统，标志着对过去竞争、孤立模式的背离。通过优先考虑互惠与共创，我们将教育转变为一场协作之旅。这种方法不仅让学生为 21 世纪职场的复杂性做好准备，也将大学定位为可持续全球社会中一个充满活力的、不可或缺的组成部分。

Group 3B

- **Chenkai Chi**, University of Windsor
- **池晨凯**, 温莎大学

Title: Interdisciplinary Education for Sustainability in Teacher Education: A Reciprocal Learning Perspective

标题：教师教育中的跨学科可持续教育：互惠学习视角

Abstract:

This presentation examines the development and pedagogical design of a newly introduced teacher education course, EDUC 5219: Interdisciplinary Education for Sustainability, offered at the University of Windsor. Drawing on the framework of reciprocal learning, the presentation explores how interdisciplinary sustainability education can be integrated into pre-service teacher education and how teacher candidates can be prepared to address complex global challenges in their future classrooms. The course did not emerge as an isolated curricular innovation. Rather, it developed from more than a decade of cross-cultural research and collaboration within the SSHRC Partnership Grant project Reciprocal Learning in Teacher Education and School Education Between Canada and China (Xu & Connelly, 2013–2020, extended to 2025). Through school-based research, educator exchanges, and long-term collaboration between Canadian and Chinese teachers and scholars, the project generated an important insight: teacher education must move beyond narrow disciplinary boundaries and respond more directly to the broader social, technological, and ecological challenges shaping contemporary education. This perspective became particularly salient as scholars increasingly recognized the interconnected crises facing humanity, including geopolitical tensions, technological transformation, and climate change. These challenges call for new educational responses that are relational, interdisciplinary, and oriented toward sustainability. From a reciprocal learning perspective, understanding sustainability education involves drawing on diverse knowledge systems and cultural traditions while reflecting on educational practices across different contexts. The course therefore integrates multiple forms of experiential and community-based learning. Teacher candidates engage in interdisciplinary projects, guest lectures, and field-based

learning activities that connect sustainability education with real-world contexts. For example, students visited the Freshwater Restoration Ecology Centre at the University of Windsor to explore local environmental research and community stewardship initiatives. Such experiences encourage teacher candidates to think about how sustainability education can be integrated across subject areas and implemented through authentic learning experiences in K-12 classrooms. Student feedback from the first offering of the course suggests that experiential learning and interdisciplinary collaboration significantly deepened their understanding of sustainability. Many teacher candidates noted that sustainability education involves not only environmental awareness but also relational thinking, collaboration, and ethical responsibility toward communities and ecosystems. The presentation argues that embedding sustainability in pre-service teacher education is essential because teacher education shapes the future of school education. By preparing teachers who can integrate ecological awareness, interdisciplinary thinking, and culturally responsive pedagogy, teacher education programs can contribute to building more sustainable educational futures.

标题：

本报告介绍温莎大学教师教育项目中新开设课程 EDUC 5219《可持续发展的跨学科教育》的形成背景与教学理念，并从互惠学习（Reciprocal Learning）的视角探讨可持续发展教育在教师职前教育中的整合方式。报告重点关注如何通过跨学科教学与实践活动，培养师范生在未来课堂中应对复杂社会与环境挑战的能力。该课程并非孤立产生，而是源于许世静（Shijing Xu）与康奈利（Michael Connelly）主持的 SSHRC 伙伴项目“中加教师教育与学校教育中的互惠学习”（2013-2020，延续至 2025）十余年的研究与实践。在这一长期合作项目中，加拿大与中国教育者通过学校实践研究、教师互访以及教师教育合作，逐渐形成一个重要认识：当代教师教育需要突破传统学科界限，更加直接地回应当今世界所面临的社会、技术与生态挑战。近年来，学者们逐渐意识到，人类社会正面临多重危机，例如地缘政治紧张、技术快速发展以及气候变化等问题。这些挑战不仅影响社会发展，也正在重塑教育的目标与内容。在这样的背景下，教师教育需要更加注重跨学科视角以及可持续发展理念，并通过多元文化知识体系的对话来理解人与自然、社会之间的关系。在课程实践中，师范生通过跨学科项目、专家讲座以及体验式学习活动，将可持续发展理念与真实教育情境相结合。例如，学生参访温莎大学淡水恢复生态中心（Freshwater Restoration Ecology Centre），了解地方环境研究与社区生态保护实践。这些学习经历帮助学生思考如何在 K-12 课堂中将可持续发展理念融入不同学科教学，并设计具有现实意义的学习活动。课程首轮实施后的

学生反馈表明, 体验式学习和跨学科合作显著深化了他们对可持续发展的理解。许多师范生认识到, 可持续发展不仅是环境保护问题, 更涉及人与自然、社会与文化之间的关系性理解以及对社区和生态系统的责任。本报告认为, 在教师职前教育中融入可持续发展教育具有重要意义。教师教育直接影响未来学校教育的质量, 而培养具备生态意识、跨学科思维以及文化敏感性的教师, 将有助于推动更加可持续的教育实践与社会未来。

- **Qinxue Feng**, Nanjing University
- **冯沁雪**, 南京大学

Title: The Influence of Selective High Schools on Students' Academic Performance and College Admission

标题: 优质高中对学生高考成绩和大学录取结果的影响研究

Abstract:

One common feature of education systems worldwide is the significant investment of time and resources by students seeking admission to selective high schools. Numerous studies have explored the impact of attending selective schools on academic performance, yet the findings have been notably varied. Using survey data from 4,367 high school graduates in an economically advantaged region that implemented the new scheme of college entrance examination in China, this study mainly examines the causal effects of selective high schools on students' academic performance and college admission. We use a regression discontinuity design based on the fact that students are admitted to selective high schools if their high-school entrance exam scores are above a certain threshold. We find that, overall, attending selective high schools does not increase students' academic performance around the cutoff. We further decompose the selective high schools into Tier-1 high schools (around the top 10%) and Tier-2 high schools (around the top 10-30%) according to their admission scores and find that, around the cutoff, students who enter Tier-1 selective high schools perform even worse than their counterparts in Tier-2 selective high schools. In addition to academic performance, we examine the impact of attending selective high schools on students' college admission,

and the results consistently indicate no positive effect. Furthermore, the impact of selective high school on students' self-efficacy is not significant. This study makes several significant contributions to the existing literature. One advantage is that we were able to investigate the effects on a broader range of outcomes, such as total scores, test scores for each subject in the National College Entrance Exam (NCEE), and perceived self-efficacy, which offers a more comprehensive understanding of the effects of selective high schools. Furthermore, our study has the advantage of observing the university that students ultimately attend. Second, our data was collected from the capital city, where the level of education and economic development is among the best in China, and school choice is actively discouraged by the local education department to foster educational equity. The impacts in this context may differ substantially from those observed in other contexts, such as rural counties. Additionally, China introduced a new scheme for NCEE in 2014, which may impact the dynamics of school choice and the effects of school quality. Our data includes students who took NCEE in 2021, enabling us to investigate the impact of selective high schools after implementing the new scheme. Lastly, our data enabled us to test the impacts of Tier-1 and Tier-2 selective high schools separately, providing a more detailed understanding of the effects of attending these schools.

摘要：

全球教育体系的一个共同特点是，学生会投入大量的时间和资源争取进入优质高中。许多研究探讨了优质学校对学业表现的影响，但结果存在分歧。基于中国某新高考地区 4367 名高中毕业生的调查数据，本研究使用模糊断点回归方法挖掘了优质高中影响学生高考成绩和大学录取结果的因果效应。研究发现，总体而言，对优质高中分数线附近的学生而言，优质高中并不能提高学生的高考成绩，排名前 10% 的第一梯队优质高中的学生的高考总成绩和数学成绩甚至显著低于排名前 10%-30% 的第二梯队优质高中学生。除了高考成绩，优质高中对被一流大学建设高校和“双一流”建设高校录取的概率也没有积极影响。此外，优质高中对自我效能感的影响也不显著。本研究的贡献在于：第一，本研究考察了对高考单科成绩、实际录取结果、自我效能感等更广泛的结果变量的影响，为了解优质高中的影响提供了更全面的视角。其次，本研究的数据来自教育水平和经济发展程度位居全国前列的新高考地区，当地教育部门为促进教育公平明确不鼓励择校，新高考改革也会影响择校行为和学校质量效应，该地区优质高中的影响与农村地区等存在差异。最后，本研究分别检验第一梯队和第二梯队优质高中的影响，更细致地理解不同层次学校的效应。

- **Zinuo Zhao**, University College London
- **赵梓诺**, 伦敦大学学院
- **Chang Liu**, University of Windsor
- **刘畅**, 温莎大学

Title: Environmental Education in Primary Schooling across China, the United Kingdom, and Canada: A Multicultural and Intercultural Perspective

标题：中国、英国和加拿大小学环境教育：多元文化和跨文化视角

Abstract:

In multicultural contexts, different cultural traditions shape different understandings of the natural environment. These differences, by contrast, influence both the direction and the degree of development of environmental education at the primary school level across countries. Focusing on multiculturalism and intercultural education as its theoretical background, this paper examines the differences in environmental education in primary schooling in China, the United Kingdom, and Canada through three dimensions: educational philosophy, curriculum design, and pedagogical approach. The study finds that in China, environmental education has largely been advanced through national policy and is closely connected to moral education and the discourse of ecological civilisation, with a strong emphasis on ecological ethics, moral responsibility, and curriculum integration. In the United Kingdom, environmental education has long been associated with Education for Sustainable Development (ESD) and is often delivered through interdisciplinary teaching, placing greater weight on curriculum, policy, teacher understanding, and sustainability discourse. In Canada, environmental education tends to emphasise environmental literacy and the relationship between human beings and the natural world and is frequently realised through outdoor learning aimed at strengthening children's connection with nature. By comparing these three national contexts, this paper argues that their approaches reveal important forms of complementarity. Therefore, a more comprehensive model of environmental education should incorporate ethical, institutional, and experiential aspects to offer a richer and more multidimensional basis for primary environmental education.

摘要：

多元文化背景下，不同文化对自然环境的理解方式不同，因而不同国家在小学教育阶段对环境教育的发展方向以及程度存在着显著差异。本论文以多元文化以及跨文化教育作为理论背景，探究中国、英国、加拿大三个国家的小学教育阶段中环境教育在教育理念、课程设置以及教学方式上的差异。中国的环境教育在国家政策推动下从伦理和哲学的角度出发，与道德教育和生态文明理念结合，强调生态伦理和道德责任，采取课程整合的教育模式。英国环境教育长期与 Education for Sustainable Development (ESD) 紧密结合，通过跨学科教学的方式实现，更侧重于课程、政策、教师理解和可持续性论述。加拿大的环境教育则强调环境素养和人与自然之间的关系，多以户外学习的教学方式实现，旨在培养学生与自然世界之间的联系。三种文化背景下的环境教育体现了潜在的互补性，应整合伦理、制度和体验三个维度，从而为多维度、更全面的环境教育奠定基础。

Group 3C

- **Zhijin Xu**, University of Windsor
- **徐志瑾**, 温莎大学
- **Tanja Collet**, University of Windsor

Title: Chinese Studies, Sustainability, and West–East Reciprocal Learning: Building Educational Bridges in a Changing World

标题：教师教育中的跨学科可持续教育：互惠学习视角

Abstract:

TAs global challenges such as climate change, technological transformation, and shifting geopolitical relationships reshape higher education, universities are increasingly called upon to cultivate intercultural understanding and collaborative knowledge exchange across diverse intellectual traditions. In this context, Chinese Studies can play a critical role in connecting cultural learning, language education, and sustainability perspectives. Within this broader global landscape, the development of Chinese language, culture, and literature studies at the University of Windsor offers an important opportunity to strengthen West–East reciprocal learning while contributing to ongoing discussions of intercultural competence and sustainability education. China’ s expanding role in global economic, technological, and environmental governance makes cultural and linguistic literacy increasingly important for students worldwide. At the same time, Chinese intellectual traditions provide valuable perspectives for sustainability discourse. The philosophical concept of *tianren heyi* (天人合一), meaning the unity between humans and nature, emphasizes harmonious relationships between human society and the natural environment and has influenced contemporary discussions of ecological civilization. Engaging with Chinese language and culture therefore allows students to better understand global dynamics while exploring alternative perspectives on sustainable development. Despite the rapid global expansion of Chinese language education, pedagogical challenges remain, particularly in teaching Chinese as a Second Language (CSL), including addressing the diverse needs of heritage and non-heritage learners and also those of students preparing to attend a Chinese university while on exchange (Lightbown & Spada, 2013; Wen, 2024; Yang, 2010). In many universities, Chinese

language instruction and programs focusing on China's sociopolitical history and culture remain institutionally separated, limiting opportunities for integrated linguistic and cultural learning. Situated in one of Canada's most multicultural border cities, the University of Windsor provides a valuable context for examining how Chinese Studies can support cross-cultural learning and global awareness. The study we conducted employs a mixed-methods research design to explore student needs and curricular possibilities for Chinese Studies within the Department of Languages, Literatures and Cultures. Data sources include 34 student surveys, 13 semi-structured interviews with students, consultations with 9 faculty members, and interviews with three experienced Chinese language educators. The findings reveal strong student interest in learning Mandarin alongside Chinese culture and contemporary society, while also identifying challenges such as limited beginner-level Mandarin offerings, and barriers to engaging with cultural texts without foundational language support. Students expressed a clear preference for interactive and multimodal learning environments incorporating multimedia resources, discussion-based learning, creative projects, and experiential activities. This paper contributes empirical insight into the development of Chinese Studies within a multicultural Canadian university context and proposes an evidence-based curriculum model integrating survival-level Mandarin with cultural and literary inquiry. Drawing on the concept of reciprocal learning (Xu & Connelly, 2019, 2022), the model frames cross-cultural education as a dialogical process of mutual knowledge exchange. By linking language learning with cultural inquiry and sustainability perspectives, Chinese Studies can serve as an intellectual bridge connecting diverse communities and knowledge traditions while supporting more globally engaged and sustainability-oriented educational futures. References Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press. Wen X. (2024). *Chinese heritage language*. N.A.

- **Chantal Gauthier**, University of Windsor

Title: Exploring The Hidden Curriculum of Nutrition in Chinese and Canadian Elementary Schools

Abstract:

Guided by a concept of West-East reciprocal learning, this study investigates the application of hidden curriculum theory to elementary nutrition education, the reciprocal cross-cultural analysis of school nutrition practices, and the qualitative documentation of implicit health messages communicated through routines between Canada and China. Data were primarily collected through observations, field notes, and casual communications with local educators and students. Analysis reveals that Chinese school routines consistently reinforce nutrition concepts through everyday practice as well as explicit instruction, while Canadian schools tend to embed nutritional messaging more indirectly through choice-based cafeteria systems, food literacy initiatives, and occasional themed activities. This study contributes to the growing body of cross-cultural educational research by illuminating how hidden curricular elements shape children's health attitudes and behaviours in often-unrecognized ways. It also offers practical insights for educators and policymakers seeking to design more effective, culturally responsive nutrition programs by drawing on the strengths of both Eastern and Western approaches.

- **Sakine Öngöz**, Trabzon University

Title: The Impact of Students' E-Waste Recycling Experience on Their Environmental Attitudes

Abstract:

Today, with the rapid increase in the use of electronic devices, electronic waste (e-waste) has become a significant and growing environmental problem on a global scale. The inability to manage e-waste effectively and sustainably leads to the depletion of natural

resources and an increase in environmental pollution. Increasing individuals' awareness levels regarding e-waste management is critically important in mitigating this problem. At the heart of this awareness process lies the development of positive attitudes towards the environment. This study is based on the hypothesis that the e-waste recycling experience will have a positive influence on students' environmental attitudes. The participants of the study consisted of 28 secondary school students. These students participated in an extracurricular program structured based on a design-thinking approach, where e-waste was transformed into products that could meet user needs through robotic applications. During the 24-week (146-hour) program, students worked on their projects in collaborative groups. Research data were collected using the Environmental Attitude Scale (Yücel and Özkan, 2014). The scale was applied as a pre-test before and a post-test after the extracurricular program. A dependent samples t-test was used to analyze whether the difference between pre-test and post-test scores was statistically significant. The findings show that scale scores, which initially ranged from 1.93 to 4.50, increased to a range of 3.07 to 4.79 after completing the extracurricular program. A significant increase was observed, particularly in the sub-dimension involving positive environmental attitudes, feelings, thoughts, and willingness to act. Scores in this sub-dimension increased from a range of 2.71–4.57 to a range of 3.48–4.86. The research results indicate that e-waste recycling-based educational robotics applications can be an effective learning approach for students to develop positive environmental attitudes. It is recommended that this approach be tested more comprehensively in different age groups and various socio-cultural contexts to demonstrate its effectiveness and sustainability.

- **Richard Sockett**, University of Windsor

Title: Exploring the Nature-Based Ways to Support Students and Teachers' Mental Health in China and Canada

Abstract:

This research investigates how Chinese and Canadian schools use nature-based learning to support the mental health of students and teachers. Guided by a concept of West-East

reciprocal learning, the study investigates how schools in China use nature-based learning both inside and outside of the classroom to help support students' and teachers' well-being through activities such as sports, farming, daily physical activity, and others. The data of the study were primarily collected through personal observation and casual discussions with students, teachers, and school staff. Findings suggest that nature-based daily physical activities are strongly implemented in Chinese schools, which played an important role in promoting both physical and mental well-being among students and teachers. The study contributes to the overall well-being of students and school staff, as it helps find different ways to create a positive and healthy headspace for children and staff.

- **Jenny Fong**, University of Windsor

Title: Teaching Sustainability Through Science: A Comparative Study of Pedagogical Approaches in China and Canada

Abstract:

This research investigates the diverse approaches to the formulation, development and execution of lessons centred around implementing the idea of sustainability into educational systems. It aims to enhance educational methods to improve student and teacher learning by expanding the educational toolkit of resources while maintaining and strengthening the cross-cultural bridge and pedagogical understanding between China and Canada. Guided by a concept of West-East reciprocal learning, this study was conducted using various methods, including casual conversations with students, teachers, and administrators, in-class lessons, and observations on the school campus. The data collection finds that China's approach to sustainability is highly embedded in the country-wide standards of practice for each citizen and trickles down into the development of student learning. It shows the notion of sustainability through embodiment and daily routine practices, countering Canada's approach, that is, the physicality aspect of sustainability, tangible, direct impacts on the environment. This exploration widely contributes to amplifying the ever-growing development of education in sciences and the well-being of students and teachers. Ultimately, it opens the lens to creating a bond between China and Canada in appreciating the idea of sustainability in a globally coherent manner.

Group 3D

- **Yujia Han**, The Education University of Hong Kong
- **韩雨佳**, 香港教育大学

Title: Comparative Analysis of University Enrollment Systems: Chinese College Entrance Examination and Holistic Admission system in the United States

标题：中美高校招生制度对比分析：中国高考与美国综合评价录取体系

Abstract:

This article presents a comparative analysis of the college admission policies in China and the United States, focusing on the National College Entrance Examination (Gaokao) and the holistic admissions process. While China emphasizes a unified, objective standard to ensure fairness and social mobility—utilizing a "bonus point policy" (providing up to 15 extra points for certain minority groups) to address regional disparities—the U.S. system prioritizes diversity and individual potential through multi-dimensional evaluations and affirmative action. The study identifies that China's system faces challenges regarding student pressure and a lack of innovation, while the U.S. system struggles with wealth-based inequality and subjective bias. By examining the treatment of minority students, the article illustrates how both nations attempt to rectify historical and structural inequalities through distinct institutional mechanisms. The conclusion suggests that neither system is inherently superior; rather, both are deeply embedded in their respective cultural and social contexts. Ultimately, the comparison serves as a tool for developing more inclusive and efficient higher education policies that align with national values. Keywords: Gaokao; Holistic Admissions; Educational Equity; Minority Students; China-US Comparison

摘要：

本文通过对比中国的高考制度与美国的综合评价录取体系，探讨了两国在高等教育入学政策上的差异，并重点分析了针对少数民族学生的优待措施。研究发现，中国的高考强调统一、客观的标准以确保公平性和社会流动性，并针对少数民族学生实施“加分政策”（如新疆维吾尔族学生可获最高 15 分加分）以弥补地区教育差距。与之相对，美国体系则通过多元评估和“平权行动”优先考虑学生的多样性与个体潜能。研究指出，中国模式面临学生压力过大及创新力培养不足的挑战，而美国模式则存在贫富差距导致的教育不公及主观偏见

等问题。通过分析少数民族学生的待遇,本文展示了两国如何通过不同的制度机制来纠正历史和结构性的不平等。结论认为,两种制度并无绝对优劣之分,而是深深植根于各自的文化和社会背景之中。最后,这种对比研究为未来制定更具包容性和效率的高等教育政策提供了参考,强调教育实践必须与国家的价值观和具体国情相契合。

关键词: 高考; 综合评价录取; 教育公平; 少数民族学生; 中美对比

- **Xi He**, Southwest University
- **何茜**, 西南大学

Title: Towards Aesthetic Teaching: The Framework and Enhancement Approaches of Aesthetic Education Competency for Primary and Secondary School Teachers

标题: 向美而教: 中小学教师美育素养的结构框架与提升路径

Abstract:

Teachers' professional competency, serving as the fundamental basis for teachers to establish and pursue, can promote the high-quality development of education in the new era acting as a core engine. "The Ministry of Education on the full implementation of school aesthetic education infiltration action notice" clearly states that teachers should be infiltrated with aesthetic education, and moreover, teachers' awareness and competency of aesthetic education in various disciplines should be enhanced. Teachers' aesthetic education competency is the resource guarantee for the high-quality development of aesthetic education in the new era, and it also puts forward new requirements for teachers. Teachers' aesthetic education competency can be of great significance for inheriting the spirit of Chinese aesthetic education, solving the difficulties in school aesthetic education, and guiding teachers to pursue the education with aesthetics. Thus, this paper constructs a framework of teachers' aesthetic education competency from three dimensions of "affection, knowledge, and ability", including teachers' awareness, knowledge and ability of education with aesthetics. It is recommended to create an environment conducive to the development of aesthetic education literacy of teachers, improve the aesthetic education curriculum toward all pre-service teachers, strengthen the specific training on the integration of intelligent media and aesthetic education, and establish a teaching and research platform for interdisciplinary aesthetic education to enhance the teachers'

aesthetic education competency from multiple perspectives and in a comprehensive manner. Consequently, high-quality teacher support can be provided to improve the aesthetic education of primary and secondary schools.

摘要:

教师专业素养作为新时代高质量教师队伍立身根本和基本追寻，是推动教育高质量发展的核心引擎。《教育部关于全面实施学校美育浸润行动的通知》明确提出要以美育浸润教师，提升各学科教师的美育意识和美育素养。教师美育素养是新时代美育高质量发展的资源保障，也对教师提出了新的要求。教师美育素养作为新时代教师的重要职业素养要求，对于传承中华美育精神、破解学校美育之困以及引领教师向美而教具有重要意义。鉴于此，文章从“意、知、能”层面建构教师美育素养框架，包括美育情意、美育知识、美育能力，他们构成了教师美育素养的核心框架。建议创构素养生发的环境空间，完善面向全体师范生的美育课程体系，加强智能媒介与美育融合的专题培训，创建跨学科美育的教研平台，从多视角全方位提升教师美育素养，为改进中小学美育工作提供优质的师资保障。

- **Chunshun Yan**, East China Normal University
- **严纯顺**，华东师范大学

Title: From Competitive Schooling to Regenerative Education Futures: Reconfiguring After-School Services under China's Homework and Tutoring Reduction Policy

标题：从竞争型教育到再生型教育的未来：中国“双减”政策下的课后服务重构

Abstract:

China's Homework and Tutoring Reduction Reform ("Double Reduction" Reform), launched in 2021, represents a major governance shift aimed at curbing excessive homework and off-campus tutoring while promoting student well-being through publicly provided after-school services. Beyond a national policy adjustment, the reform signals a broader transition from competition-driven schooling toward a more sustainable and equitable education ecology. However, policy implementation has emerged as the critical arena in which reform ambitions encounter institutional realities. Drawing on Smith's (1973) policy implementation model, this study examines how after-school services

are reconfigured during local enactment. The model is particularly useful for analyzing the interactions among policy design, implementing organizations, stakeholders, and contextual conditions, helping explain why policy intentions often diverge from practice. The study employs a mixed-methods design integrating multi-level data sources. At the macro level, 22 national and provincial policy documents issued between 2021 and 2024 were analyzed to map institutional expectations and policy instruments across regions. At the local level, empirical fieldwork was conducted in Suzhou, Jiangsu Province, an economically developed eastern city, through 40 semi-structured interviews with teachers, parents, administrators, and students, complemented by survey data from 305 students in Grades 5–9. This national–local research design enables examination of both policy architecture and lived implementation experiences. Empirical evidence indicates that after-school services have generated notable benefits, including improved student learning efficiency, reduced family financial burdens, alleviated childcare pressures, and a strengthened role of schools as primary educational providers. At the same time, unintended consequences have emerged, such as extended school hours, persistent academic pressure, limited diversification of program content, increased teacher workload and burnout, and continued reliance on private tutoring among some students. These mixed outcomes reveal the complex realities of policy enactment and set the stage for deeper implementation tensions. Findings reveal four core implementation tensions shaping after-school services: (1) policy visions characterized by clear goals but vague operational pathways; (2) expanded school responsibilities constrained by limited organizational capacity and teacher fatigue; (3) a well-being-oriented reform logic confronting persistent exam-driven stakeholder expectations; and (4) equity aspirations limited by uneven local resources and fiscal disparities. These interacting tensions explain why after-school services frequently deviate from policy intent and, paradoxically, may reproduce academic pressure in new institutional forms. The study contributes to international discussions on education reform by demonstrating how well-being-oriented policies can be reabsorbed into performance-oriented schooling logics during implementation. By linking China's reform experience to broader debates on sustainable learning systems and governance transformation, the findings offer theoretical and practical insights for reimagining after-school provision as a pathway toward regenerative education futures.

摘要：

中国于 2021 年启动的“双减”教育改革，旨在遏制过度作业和课外辅导，并通过公共课后服务提升学生身心健康，标志着一项重大的治理转型。除了国家层面的政策调整，这项改革也预示着教育模式正从竞争驱动型向更可持续、更公平的教育生态转型。然而，政策实施已成为改革愿景与制度现实交锋的关键所在。本研究借鉴史密斯（Smith, 1973）的政策实施模型，探讨课后服务在地方实施过程中如何进行重构。该模型尤其适用于分析政策设计、实施机构、利益相关者和背景条件之间的互动，有助于解释政策意图与实践之间为何常常存在偏差。本研究采用混合方法设计，整合了多层次的数据来源。在宏观层面，研究分析了 2021 年至 2024 年间发布的 22 份国家和省级政策文件，以了解不同地区的制度预期和政策工具。在地方层面，研究在江苏省苏州市（一个经济发达的东部城市）开展了实地调研，对教师、家长、管理人员和学生进行了 40 次半结构式访谈，并辅以对 305 名五至九年级学生的问卷调查数据。这种国家与地方相结合的研究设计，使得研究能够同时考察政策架构和实际实施经验。实证研究表明，课后服务已产生显著益处，包括提高学生学习效率、减轻家庭经济负担、缓解托儿压力以及强化学校作为主要教育提供者的作用。与此同时，也出现了一些意想不到的后果，例如延长在校时间、持续的学业压力、课程内容多样性不足、教师工作量增加和职业倦怠，以及部分学生持续依赖课外辅导。这些喜忧参半的结果揭示了政策实施的复杂性，也为未来更深层次的执行难题埋下了伏笔。研究结果揭示了影响课后服务实施的四个核心矛盾：(1) 政策愿景目标明确，但具体实施路径模糊不清；(2) 学校职责范围扩大，但受限于组织能力有限和教师疲劳；(3) 以学生福祉为导向的改革逻辑与利益相关者持续存在的应试导向型期望相冲突；(4) 公平愿景受限于地方资源分配不均和财政差异。这些相互作用的矛盾解释了为什么课后服务经常偏离政策预期，并且，矛盾的是，它可能以新的制度形式再现学业压力。该研究通过展示在实施过程中如何将福祉为导向的政策重新融入以绩效为导向的学校教育逻辑，为国际教育改革讨论做出了贡献。通过将中国的改革经验与关于可持续学习体系和治理转型的更广泛讨论联系起来，研究结果为重新构想课后服务模式，将其作为通往再生型教育未来的途径，提供了理论和实践方面的启示。

Panel 1

Understanding Teaching and Learning within the Implementation of AI-Empowered Instructional Tools

理解 AI 赋能教学工具使用过程中的教与学

Abstract:

Project 1: AI-Empowered Instructional Systems and Differentiated Instruction for High-Achieving High School Students: A Phenomenological Study Abstract: This phenomenological study examines how AI-empowered instructional systems reshape differentiated teaching for high-achieving high school students. While AI integration in secondary education often emphasizes measurable performance gains, this study foregrounds teachers' lived experiences. Conducted in a key high school in southwestern China, the research involved five experienced teachers using AI for diagnostic assessment, personalized recommendation, and formative feedback. Interviews, classroom observations, and reflective logs were analyzed to explore how teachers interpret and negotiate AI-generated insights within their professional judgment. Findings indicate that AI supports tiered instruction through fine-grained diagnostics, flexible grouping, and targeted enrichment. At the same time, tensions emerge when algorithmic recommendations appear standardized or misaligned with contextual knowledge, occasionally constraining autonomy. Teachers engage in ongoing interpretive work—adapting, affirming, or resisting AI outputs. The study reframes AI not merely as a technical tool but as a relational actor within the pedagogical lifeworld, illuminating how instructional judgment and teacher agency are reconfigured in AI-supported differentiation. Project 2: From "Discovery" to "Generativity": Exploring AI–Teacher Relations through A/r/tographic Practice and Reflective Action Abstract: Situated in calligraphy instruction, this action research study reconceptualizes AI not as a tool for knowledge "discovery," but as a participant in generative meaning-making. It examines how teacher–AI relations evolve through iterative cycles of teaching and reflection. Grounded in a/r/tography, the study integrates the identities of artist–researcher–teacher and generates multimodal data through creative practice, instructional design artifacts, and reflective texts. Gibbs' Reflective Cycle structures recursive reflection, preventing reduction to linear problem-solving. Together with Actor–Network Theory, this framework positions AI as an active participant within pedagogical networks, contributing to

embodied, relational, and generative teaching practice. Project 3: Evaluating AI-Supported Learning in High-School Classes: A Multi-Time-Point, Cross-Class Quantitative Study
Abstract: This study employs a multi-time-point, cross-class quasi-experimental design to evaluate the effectiveness and mechanisms of AI-supported learning in high school contexts. Two AI-integrated classes are compared with matched non-AI classes across five standardized assessments (T0–T4), with scores standardized to control for exam difficulty. Primary outcomes include total growth and segmented gains. AI usage intensity and baseline performance quartiles are analyzed to examine dose–response relationships, differential effects, temporal dynamics, achievement dispersion, and net effects relative to matched controls. Robustness checks test alternative specifications. All data are de-identified and reported in aggregated form. The study provides quantitative evidence on when, for whom, and under what conditions AI-supported learning produces measurable academic growth.

摘要：

项目 1: 人工智能赋能的教学系统与高中高学力学生的差异化教学——现象学研究 摘要: 随着人工智能技术在中学课堂中的持续渗透, 如何理解其在差异化教学中的真实作用, 成为教育研究的重要议题。然而, 既有研究多集中于算法性能、学习数据精度或成绩提升幅度, 较少深入探讨教师在具体情境中如何体验、理解与调适 AI 系统。本研究以现象学为方法论立场, 关注 AI 赋能教学系统如何在高中高学力学生的差异化教学实践中重构教师的教学判断与专业经验。研究在中国西南地区一所重点高中展开, 选取五位长期使用 AI 系统的教师为研究对象。通过半结构式深度访谈、课堂观察与教学反思日志, 分析教师如何在学习诊断、个性化推荐与即时反馈等功能的支持下实施分层教学与灵活分组。研究并非仅评估技术效果, 而是探究教师如何在算法输出与自身情境知识之间进行解释与协商。初步结果显示, AI 系统提供的细粒度数据帮助教师识别高学力学生内部的差异, 尤其是那些在整体成绩优秀背景下被掩盖的知识盲点。教师得以设计更具挑战性的延展任务与分层路径, 提升课堂响应的精准性与效率。然而, 教师亦指出算法推荐存在标准化倾向, 部分数据结论未必充分反映学生的情绪状态、学习动机与课堂互动等复杂因素。在某些制度性压力下, 数据对齐甚至可能削弱教师的专业自主判断。因此, 教师在实践中并非被动执行算法建议, 而是在确认、修正与抵抗之间展开持续的反思性行动。AI 由此成为进入教学“生活世界”的关系性行动者, 而非单纯工具。本研究通过呈现教师的经验结构, 揭示 AI 赋能差异化教学所带来的意义重构与张力, 为理解技术环境中教师专业性的转型提供现象学视角。; 项目 2: 从“发现”到“生成”: 通过游艺志与反思性行动探究 AI 与教师的关系 摘要: 本研究以书法教学情境为背景, 探讨人工智能 (AI) 在教师教学设计与反思实践中的角色转变——从被视为知识“发现”的工具,

转向作为意义生成过程中的参与者。研究采用行动研究取向,分析在多轮教学与反思循环中,教师与 AI 之间的关系动态如何被重塑,以及这些互动如何重构教学结构与反思过程。在方法论层面,本研究以游艺志 (a/r/tography) 为总体方法论取向。通过强调艺术家—研究者—教师身份的交织,游艺志使研究能够通过书法创作、教学设计成果与反思文本等多模态材料生成研究资料,从而凸显具身性与关系性的知识生产。在实践结构层面,引入 Gibbs 反思循环以组织行动研究中的反思维度,在“描述、情感、评估、分析与行动计划”等阶段之间形成循环路径。该结构既具有组织性,又保持递归性,有助于避免反思沦为线性的问题解决模式。在理论分析层面,本研究借助行动者网络理论 (ANT),将 AI 概念化为教学网络中的行动者,而非单纯的工具性存在。ANT 有助于分析教师、AI、艺术材料与课堂情境之间关系的重组过程,以及这些关系重组如何可能促成生成性的教学实践。本研究旨在考察人工智能 (AI) 在教育实践中是否不仅作为替代教师判断的工具存在,而是作为教学网络中的行动者之一,参与问题提出方式、反思节奏与知识呈现形式的重构。通过多轮行动与反思循环,研究拟分析教师与 AI 之间的互动如何可能促使教学从目标导向的“发现过程”转向关系性与具身化的“生成实践”。通过对教学实践与反思过程的持续分析,本研究尝试揭示艺术实践与技术介入交汇情境中知识生产的多层次性与跨界性,并探索一种以关系性与创造性为核心的 AI 支持下教师专业发展路径。

关键词: 游艺志; 行动者网络理论; Gibbs 反思循环; AI 与教育; 项目 3: AI 智慧教育在高中班级中的学习效果: 一个多时间点、跨班级的定量研究

摘要: 本研究采用多时间点、跨班级的准实验设计,在真实高中教学情境中评估 AI 支持学习的效果与作用机制。两个人数与层次相近的班级引入 AI 学习支持系统 (包括自适应练习、即时反馈与学情分析仪表盘),同时保留若干未使用 AI 的平行班级作为对照。研究围绕三个核心问题展开: AI 是否有效? 对谁更有效? 在什么时候最有效? 此外,还关注成绩差距是否随时间发生变化,并评估相对于匹配对照班的净效应。所有学生在一个学期内参加五次统一测评: T0 (基线)、T1 (月考 1)、T2 (期中)、T3 (月考 2) 与 T4 (期末)。为控制不同考试难度的影响,每次考试成绩均在全体样本内进行 z 标准化处理,形成可比较的 $zT0-zT4$ 指标。主要结果变量为总体成长幅度 ($\Delta 04 = zT4 - zT0$),同时构建分阶段成长指标 ($\Delta 01$ 、 $\Delta 12$ 、 $\Delta 23$ 、 $\Delta 34$),以分析不同阶段的变化形态。针对每个 AI 班,从非 AI 班中依据基线均值与方差、班额规模、性别构成、出勤情况以及任课或备课组一致性等指标,筛选 1-2 个最相近的班级作为匹配对照。AI 使用强度以 T0 至 T1 期间的完成度记录为依据,在合并的 AI 样本中按四分位划分使用水平 (UQ1-UQ4)。同时,根据全体学生基线 $zT0$ 成绩划分 Q1-Q4 四个起点水平分组,用于分析不同基础学生的差异效应。研究从剂量-反应关系、使用与起点的交互模式、阶段性成长差异、成绩离散度 (SD/IQR) 变化以及 AI 班与匹配对照班的净增长差异等多个维度展开分析。稳健性检验包括去除极端使用值、对使用量进行对数转换以及调整匹配比例等策略。所有学生数据均经过去标识化处理,并在最小权限原则下进行分析。对外呈现仅采用聚合统计与匿名图表,确保研究过程符合伦理规范与数据安全要求。

Panel 2

Designing Inclusion: Technology, Language, and Local Innovation in Neurodiverse Education

构建包容性教育：神经多样性背景下的科技、语言与在地创新实践

Abstract:

As education systems worldwide stand at a crossroads toward more inclusive and sustainable futures, a central question emerges: how can global scientific knowledge be meaningfully translated into locally responsive practices that foster long-term educational transformation? This self-organized symposium addresses this question by examining how behavior analytic science—originating in Western experimental traditions—can be adapted, recontextualized, and innovatively applied across diverse cultural and educational settings to advance inclusive education for neurodiverse learners. Focusing on children on the autism spectrum, this panel brings together three interrelated research programs that collectively explore how technology, language mechanisms, and place-based implementation strategies can design more equitable and regenerative learning environments. Each study represents a distinct pathway from theory to practice, yet together they form a cohesive model of global knowledge translated into local action. The first presentation examines the use of immersive Virtual Reality (VR) technology to teach perspective-taking skills to children aged 7–12 on the autism spectrum. Perspective-taking—the ability to understand others' beliefs, emotions, and viewpoints—is foundational for social participation and inclusion. Despite the demonstrated effectiveness of traditional interventions such as video modeling, immersive technologies offer new possibilities for experiential and contextually rich learning. Grounded in Relational Frame Theory and behavior analytic methodology, this study employs a non-concurrent multiple probe design across participants to evaluate two programs: (1) identifying others' preferences and emotional responses, and (2) shifting visual perspectives. Baseline data showed consistently low and stable responding. Following the introduction of the VR-based intervention, participants demonstrated clear improvements in level and trend, with mastery achieved in several phases and emerging generalization across contexts. By integrating structured behavioral teaching within immersive social scenarios, this research highlights how technological innovation can expand access to socially significant learning experiences while maintaining methodological

rigor. It contributes to cross-cultural discussions on scalable, adaptable instructional technologies that support inclusive education. The second presentation focuses on place-based behavior analytic practices supporting inclusive education in China. While behavior analysis has generated a robust body of evidence-based instructional strategies in Western contexts, meaningful implementation in non-Western educational systems requires thoughtful cultural and contextual adaptation. This research reports a series of intervention studies conducted across classrooms, homes, and community environments in China, serving autistic students and students with intellectual disabilities. Evidence-based strategies—including task analysis, prompting and fading, reinforcement systems, naturalistic teaching, and data-based decision-making—were individualized and embedded within authentic learning contexts. Central to this work was teacher education and stakeholder collaboration: educators, parents, and community members were trained and supported to sustain inclusive practices. As data-based instructional decision-making became integrated into daily routines, inclusive education moved beyond isolated intervention sessions toward systemic change. This body of work illustrates how global behavioral science can be transformed into culturally responsive, community-centered practice without imposing externally defined models. It reflects reciprocal learning, demonstrating that local educational realities reshape and refine scientific knowledge in meaningful ways. The third presentation investigates the role of joint control as a language-based mechanism supporting generative listener responding in.

摘要：

在全球教育迈向包容与可持续转型的关键节点，如何将科学研究转化为在地可行、文化敏感且具有长期影响力的教育实践，成为当代教育面临的重要课题。本专题论坛聚焦神经多样性学习者，探讨行为科学如何在不同文化与教育情境中被转译、创新与重构，以推动更具包容性与生成性的学习生态。本论坛汇集三项互相关联的研究，从不同路径回应“从全球视野到在地行动”的大会主题。第一项研究探讨虚拟现实（VR）技术在提升自闭症儿童观点采择能力中的应用。基于关系框架理论与行为分析方法，研究采用跨参与者非同时多探测设计，系统评估沉浸式社会情境对社会认知技能发展的影响。结果显示，在干预引入后，参与者在识别他人偏好与情绪、以及视觉视角转换任务中的表现显著提升，初步验证了科技赋能包容教育的潜力。第二项研究聚焦行为分析在中国情境中的在地实践，呈现一系列支持融合教育的干预案例。该研究强调将源自西方实验科学的行为分析原则，转化为契合本土学校结构、家庭文化与社区资源的教学策略。通过教师培训、家校合作与数据驱动决策机制，行为干预

逐步嵌入日常教学与生活情境，促进学生在真实环境中的功能性参与与社会互动，体现了全球知识在地方教育生态中的可持续整合。第三项研究从语言生成机制出发，探讨联合控制（joint control）在提升自闭症儿童多元素听者反应中的作用。研究通过非同时多探测设计，明确教授回声与自我回声复述策略，支持儿童在执行复合指令前进行自我言语调节。结果表明，干预不仅显著提升正确反应率，还促进了未训练刺激组合的泛化，显示出生成性语言能力的建立。该研究强调，当学习者能够调节自身语言行为时，便从被动接受指令转向主动参与意义建构。三项研究虽路径不同，却在理论与实践层面形成有机整合：科技创新拓展社会认知训练的边界，语言机制强化学习者的自我调节能力，在地实践构建可持续的教育支持体系。它们共同回应了包容教育的核心命题——如何在尊重文化差异与教育现实的前提下，将全球科学知识转化为赋能教师与家庭的实践工具。本论坛旨在通过跨学科与跨文化对话，呈现行为科学在神经多样性教育中的创新应用，探讨科技、语言与社区协作如何共同构建更具包容性与再生力的学习环境。通过连接全球理论与本土行动，我们期待为未来教育提供一种既具科学根基、又富有人文关怀的发展路径。

Panel 3

West-East Reciprocal Learning in Global Education: Lived Experiences within the Canada-China Reciprocal Learning Program

全球教育中的东西方互惠学习：加拿大—中国互惠学习项目中的亲历经验

Abstract:

With the development of globalization and cultural diversity, preparing educators with intercultural competence, global perspectives, and collaborative dispositions has become increasingly important. Guided by Shijing Xu and Michael Connelly's West-East reciprocal learning concept, this panel explores the lived experiences of participants in the Canada–China Reciprocal Learning Program (RLP), a long-standing international teacher education program jointly developed by Canadian and Chinese partners. Since 2010, the RLP has successfully engaged over twenty cohorts of exchange participants, involving more than 300 students in reciprocal learning. In recent years, the RLP has further expanded its collaborative network through the generous support of Professor Luxin Yang (Beijing Foreign Studies University), Professor Shuhan Yang (Yunnan Normal University), and their partner schools, as well as Soochow University and Jiangnan University. Together, these partners have broadened the program's international learning platform, creating additional opportunities for teacher education, school collaboration, educational research, and intercultural exchange. The panel brings together six Canadian RLP alumni alongside a Chinese professor who served as a guiding teacher for a group of Chinese RLP participants. Drawing on their personal and professional experiences, panelists will reflect on how reciprocal learning moved beyond one-way knowledge transfer to become a multi-dimensional bridge for mutual learning and intercultural understanding. They will discuss how the program influenced their educational philosophies, professional identities, intercultural competence, and commitment to global citizenship. The discussion will be organized around four guiding questions: (1) How do participants understand the concept of West-East Reciprocal Learning, and how was it manifested in their own experiences? (2) In what ways has participation in the RLP shaped their personal development, worldview, and professional practice? (3) What is the significance of international exchange programs such as the RLP in preparing educators for increasingly interconnected and multicultural societies? (4) How can the principles of West-East Reciprocal Learning be translated into local educational contexts to promote culturally responsive teaching, reciprocal partnerships, and inclusive learning communities?

By combining perspectives from both Canadian participants and a Chinese faculty mentor, this panel offers a multidimensional dialogue on reciprocal learning as both an educational philosophy and a transformative pedagogical practice. The discussion aims to provide practical insights for educators, researchers, and educational leaders seeking to strengthen international collaboration and foster reciprocal learning approaches to global education.

摘要:

在全球化和文化多元化不断发展的背景下，培养具有跨文化胜任力、全球视野和合作精神的教育工作者已成为教师教育的重要使命。本论坛聚焦许世静教授和康纳利教授提出的东西方教育互惠学习（West-East Reciprocal Learning）理念，通过加拿大—中国互惠学习项目（Reciprocal Learning Program, RLP）参与者的亲身经历，探讨国际教育交流如何促进教师专业成长与跨文化理解。该项目的目标是提供一个与国际接触的特殊体验，为日益多元化的社会拓宽职前教师的视野，并促进对跨文化研究和多元文化教育感兴趣的教职员工之间的国际合作。此项目温莎大学与西南大学已合作十余年，并互派交换生二十余届，超300余人。近年来，北京外国语大学杨鲁新教授及其合作学校、云南师范大学杨舒涵教授及其合作中小学，以及苏州大学、江南大学等高校相继加入合作网络，为中加教师教育互惠学习项目的发展提供了有力支持。该论坛邀请六位加拿大RLP项目校友以及一位曾担任中国西南大学交换生在加拿大学习期间的指导教师的教授，共同分享他们在项目中的学习、教学与合作经历。与会者将结合自身经验，阐释“东西方互惠学习”并非单向知识输出，而是建立在相互尊重、共同学习、共同成长基础上的多维度教育实践。他们将探讨项目如何影响其教育理念、专业身份认同、跨文化能力，以及对教育全球公民意识和国际合作的理解。此论坛将围绕以下四个问题展开讨论：（1）如何理解“东西方互惠学习”这一理念，且其如何体现在个人的学习与实践经历中？（2）互惠学习经历如何影响了个人成长、世界观及教师专业发展？（3）在全球化与多元文化社会背景下，RLP等国际交流项目对于培养未来教育工作者具有怎样的重要意义？（4）作为教育者，如何将东西方互惠学习的理念融入本土教育实践，促进文化回应性教学、校际合作以及包容性的学习共同体建设？通过项目校友与中国指导教师的多元视角对话，本论坛旨在展示东西方互惠学习作为一种教育理念和实践模式的价值，为教育工作者、研究人员和教育领导者提供新的思考与实践启示。



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Canada-China Reciprocal Learning Program (RLP) in Teacher Education 中加教师教育互惠学习合作项目



The Teacher Education Reciprocal Learning Program (RLP) was developed in 2010 between the University of Windsor and Southwest University (SWU) in China, and in partnership with the Greater-Essex County District School Board. The program is a foundational component of Drs. Shijing Xu & Michael Connelly's (2013-2025) SSHRC Partnership Grant Project entitled "Reciprocal Learning in Teacher Education and School Education between Canada and China". The goals of the RLP are to provide an exceptional experience with international engagement, to broaden teacher candidates' horizons for a society of increasing diversity, and to foster international collaboration among faculty members who are interested in cross-cultural studies and multicultural education (Xu, 2011). The RLP has been successfully implemented for more than a decade, with over twenty cohorts of exchange students (over 300 people) participating in reciprocal study and learning. In recent years, the RLP has further expanded its collaborative network through the generous support of Professor Luxin Yang (Beijing Foreign Studies University), Professor Shuhan Yang (Yunnan Normal University), and their partner schools, as well as Soochow University and Jiangnan University. Together, these partners have broadened the program's international learning platform, creating additional opportunities for teacher education, school collaboration, educational research, and intercultural exchange. Their continued support has played an important role in advancing the scope and impact of Canada-China reciprocal learning in teacher education.

中加教师教育互惠学习合作项目(RLP)于2010年由温莎大学和西南大学共同开发,并与埃塞克斯郡地区学校董事会合作。该项目是许世静教授和康纳利教授(2013-2025)的题为“中加教师教育和学校教育互惠学习”的SSHRC合作项目的核心组成部分。RLP的目标是提供一个与国际接触的特殊体验,为日益多元化的社会拓宽教师候选人的视野,并促进对跨文化研究和多元文化教育感兴趣的教职员工之间的国际合作(Xu, 2011)。该项目在西南大学-温莎大学已合作十余年,并互派交换生二十余届,超300余人。近年来,北京外国语大学杨鲁新教授及其合作学校、云南师范大学杨舒涵教授及其合作中小学,以及苏州大学、江南大学等高校相继加入合作网络,为RLP的发展提供了有力支持。各合作院校和中小学共同构建了更加多元的国际实践平台,进一步拓展了项目在教师教育、学校合作、教育研究和文化交流等领域的影响力,推动中加教师教育互惠学习迈向更加广泛和深入的发展。

Program Highlights

项目亮点



International Internship

- Learn about education in Canada and China
- Cross-cultural exchange



School-Based Experience

- Observe classrooms
- Participate in co-teaching
- Professional learning with local educators



Academic Learning

- West-East reciprocal learning
- Global competence



Research & Professional Development

- Collaborate internationally
- Connect with educators
- Build lifelong international friendships



Contact with us

Email: reciprocallearning@uwindsor.ca

See more details

<https://reciprocal-learning.ca/pages/>

<https://www.uwindsor.ca/education/673/reciprocal-learning-program>



MISSION & OBJECTIVES

The Center on Chinese Education (CoCE) at Teachers College, Columbia University, is dedicated to fostering deep understanding and promoting exchange and cooperation in education between the United States and China.

CoCE advances educational research, policy development, and practice through three core pillars:

- **Research & Development:** Conducting rigorous studies on educational policy, finance, and system reform.
- **Education & Training:** Building leadership capacity for school administrators, scholars, and policy leaders.
- **Outreach & Exchange:** Facilitating international academic dialogues, institutional partnerships, and collaborative initiatives.

HISTORY & LEADERSHIP

- **Establishment:** Founded in 2000 by Professor Mun C. Tsang, a world-renowned scholar in the economics of education.
- **A Century of Tradition:** CoCE carries forward a historic legacy of US-China educational exchange pioneered by distinguished educators such as John Dewey, Paul Monroe, Tao Xingzhi, Jiang Menglin, and Kuo Ping-wen.

[HTTPS://WWW.TC.COLUMBIA.EDU/COCE/](https://www.tc.columbia.edu/coce/)



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ABOUT US

The history of the discipline of Education at Nanjing University can be traced back to the Department of Education at Nanjing Higher Normal School, founded in 1918. Re-established in 1982, it became the School of Education in 2009. In 2019, the Tao Xingzhi Teacher Education College was established, rebuilding the teacher training system and pioneering teacher education within a leading comprehensive university. The College comprises three university-level research institutes: the Institute of Higher Education Research, the Institute of Curriculum and Instruction Research, and the Institute of Educational Economics and Management Research.

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Including first-level master's programs, first-level doctoral programs, professional master's programs, and professional doctoral programs. It comprises four disciplinary directions: Higher Education, Curriculum and Instruction, Educational Policy and Leadership, and Teacher Education. A fifth disciplinary direction, "Educational Measurement and Evaluation," is currently under development.

RESEARCH & PARTNERSHIPS

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GLOBAL RECOGNITION

According to the Times Higher Education World University Rankings by Subject 2026, the discipline ranked 54th globally and 6th nationally.



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《科学教育研究》

刊物简介

JOURNAL INTRODUCTION

今天，科学教育已经成为世界各国提高公民科学素养和建设科技强国的基本国策和首要关切，我国科学教育改革也进入了高速发展的新时期。在此关键时期，南京大学教育研究院和陶行知教师教育学院于2025年5月联合创办《科学教育研究》（Science Education Research）辑刊。本刊的使命是：发展基于中国实践的、具有国际视野的科学教育本土化理论，构建由科学家、高校教师、教研员以及广大一线教师组成的中国特色研究共同体，为科学教学实践服务，为科学教师专业发展服务，为提高我国科学教育研究水平服务。本刊由南京大学出版社出版发行，近期内每年出版两期。

Today, science education has become a fundamental national policy and a primary focus for countries worldwide to enhance citizens' scientific literacy and to build a strong nation in science and technology. China's science education reform has entered a new period of rapid development. At this pivotal moment, the Institute of Education and the Tao Xingzhi School of Teacher Education at Nanjing University jointly launched the journal Science Education Research in May, 2025. The mission of this journal is to develop theories of science education grounded in Chinese practices but with an international perspective, to build a research community that reflects the current Chinese context composed of scientists, university faculty, the unique Chinese teaching research staff, and classroom teachers. This journal is published by Nanjing University Press and will be published biannually in the near future.



主编

EDITORS-IN-CHIEF 周忠和、张红霞
Zhonghe Zhou & Hongxia Zhang

期刊常设栏目

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Future in Educational Research (FER)是由西南大学与国际著名出版机构威立 (Wiley) 联合推出的一本教育类英文学术期刊,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。

FER于2023年9月正式创刊,不到三年时间,先后进入DOAJ、Scopus、ESCI数据库,以良好的学术质量,持续赢得国际学术界的认可。

Future in Educational Research (FER) is a comprehensive, open-access journal in education jointly launched by Southwest University and Wiley. As an important platform for the “Double First-Class” development of education at Southwest University, FER publishes research on emerging trends, theories, policies, and developments in education. The journal disseminates forward-looking educational research oriented toward the future of society and the sustainable development of humanity. 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.

FER was officially launched in September 2023. In less than three years, it has been indexed in DOAJ, Scopus, and ESCI, and has continued to gain recognition from the international academic community for its strong scholarly quality.

主 编:

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创刊于2014年，双月刊，单月出版。《教师教育学报》以“服务国家教育事业发展，推动教师教育学科建设，培养教师教育人才队伍”为办刊宗旨，主要关注教师教育发展前沿，跟踪教师教育热点话题，刊发教师教育研究成果。

Established in 2014, the Journal of Teacher Education is a bimonthly publication, released each odd-numbered month. It takes "Serving the development of national education cause, promoting the construction of teacher education discipline, and training teachers' education talents" as its purpose, focusing on the frontier of teacher education development, tracking the hot topics of teacher education, and publishing the research results of teacher education.



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栏目设置：

特约专访 COMMISSIONED INTERVIEWS	理论探索 THEORETICAL EXPLORATIONS	教育前沿 EDUCATIONAL FRONTIERS	教师政策 TEACHER POLICIES
教师管理 TEACHER MANAGEMENT	教师评价 TEACHER EVALUATION	教师教育 TEACHER EDUCATION	教师发展 TEACHER DEVELOPMENT
课程理论 CURRICULUM THEORY	教学理论 PEDAGOGICAL THEORY	学科教育 SUBJECT EDUCATION	国际比较 INTERNATIONAL COMPARISONS

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投稿地址Submission:

<https://xbgjxtcrs.swu.edu.cn/jsausse/ch/author/login.aspx>



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I ABOUT US

The discipline of Education at Southwest University can be traced back to the Eastern Sichuan Normal School founded in 1906. In 2020, aligning with the national strategy for teacher workforce development and following the intrinsic logic of "Double First-Class" construction, Southwest University integrated all high-quality teacher education resources from various schools and restructured the Faculty of Teacher Education as a university-level teaching and research unit. The Faculty oversees disciplinary advancement, talent cultivation, academic research, social services, and international exchanges and cooperation in teacher education.

I COMPREHENSIVE EDUCATION SYSTEM

It includes first-level master's programs, first-level doctoral programs, professional master's programs, and professional doctoral programs. It comprises four disciplinary directions: Teacher Education, Subject Pedagogy, Curriculum and Instruction, and Educational Theory. A fifth disciplinary direction, "Educational Assessment and Teacher Quality Research", is currently under development.

I RESEARCH & PARTNERSHIPS

The Faculty hosts three provincial and ministerial key research platforms: the Center for Teacher Ethics Construction (a research base affiliated with the Ministry of Education), the Science Education Research Center (Chongqing Municipal Key Humanities and Social Sciences Research Base), and the Center for Education Evaluation Reform (Chongqing Municipal Key Humanities and Social Sciences Research Base and a co-construction institution for the first batch of National Research Bases for Education Evaluation Reform initiated by the Ministry of Education).

Three research institutes are directly affiliated to the Faculty: the Southwest University Teacher Development Research Institute, the Inter-university Joint Teacher Education Research Center, and the Chongqing Teacher Education Research Center. The Faculty also edits and publishes two academic journals: the Journal of Teacher Education (Extended Version of RCCSE Chinese Core Journals) and Physics Teaching Discussion, a national core journal focusing on basic education.

I GLOBAL & NATIONAL RECOGNITION

According to the 5th National Discipline Evaluation organized by the Ministry of Education in 2026, the Education discipline of Southwest University was rated Grade A, ranking among the top 2% to 5% of all education disciplines nationwide.





Call for Papers: The 5th Tsinghua Higher Education Forum

Hosted by Tsinghua University and organized by the School of Education, Tsinghua University, the **5th Tsinghua Higher Education Forum** will convene from **November 7-8, 2026**, at the **Tsinghua China-Italy Design Innovation Hub in Milan, Italy**. Under the theme **"Shaping the Future Together: Systemic Reshaping and Governance Innovation in China-Europe Higher Education"**, the forum serves as a premier platform for scholars, policymakers, and industry leaders to deliberate on the evolving landscape of global higher education.

Main Topics

- Reshaping for the Future: Historical Legacies and Missions of Higher Education in China and Europe.
- University Autonomy, Social Responsibility, and the Role of Government: A Dialogue on Governing Models of China and Europe.
- The Innovation of Governance for Digital Revolution: How University Leadership, Management, and Evaluation May be Reshaped by Technology
- Youth Forum: Imagining Future Universities – China-Europe Youth Dialogue on Learning, Mobility, and Governance

Keynote Speakers

- Prof. Weihe Xie, Tsinghua University, China
- Prof. Pedro Nuno Teixeira, University of Porto, Portugal
- Prof. Bjørn Stensaker, University of Oslo, Norway
- Prof. Richard Watermeyer, University of Bristol, U.K.

Paper Submission

- Requirements: Authors should submit an extended abstract (minimum 1,000 words) in either English or Chinese. Submissions must demonstrate scholarly depth, methodological rigor, and relevance to the forum theme.
- Deadline: Please submit your abstract via the official portal at <http://thuhef.tsinghua.edu.cn/en> by Aug. 15, 2026.
- Review Process: Submissions will undergo a blind peer-review process. Accepted authors will be invited for oral presentations or poster sessions.

Registration and Fees

Registration fees cover on-site catering provided by the organizer. Participants are expected to arrange their own travel and accommodation.

Category	Standard Rate	Early Bird (By Aug. 31, 2026)
Regular Delegate	CNY 2,000	CNY 1,500
Student	CNY 1,000	CNY 700

Contacts and Inquiries

For further information, please visit our website or contact the secretariat:

- Email: thef@tsinghua.edu.cn
- Website: <https://thuhef.tsinghua.edu.cn/en>

Tsinghua Higher Education Forum Organizing Committee
July 2026



International Journal of Chinese Education (IJCE) 清华大学教育学院主办 同行评议英文学术期刊

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清华大学
Tsinghua University



办刊宗旨: 增进中外学术交流与合作, 提升中国教育研究, 推进中国教育发展
聘请国际著名学者为编委, 按国际学术期刊的通行规则和程序办刊
学术定位: 经验研究(特别是中国教育热点问题)、政策研究、理论研究
内容涵盖: 所有教育学科、教育现象与教育问题
办刊特色: 面向国内外教育, 解决实际问题, 注重前瞻性、时代性和国际性
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文章要求, 征稿对象, 征稿方式, 征稿时间, 评审和发表方式



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培养未来教育家 塑造教育新未来
Cultivating Future Educators, Shaping a New Horizon for Education

学院官网 <https://wlxy.ynnu.edu.cn>



学院简介

为培育适应未来教育场景的复合型人才,助力区域教育创新与社会进步,云南师范大学于2025年成立未来教育学院。成立未来教育学院,是学校贯彻落实《教育强国建设规划纲要(2024—2035年)》、服务云南教育强省建设的重要举措,更是学校主动拥抱未来、探索教育创新路径、回答“智能时代、教育何为”时代课题的关键一步。

未来教育学院依托本地及本校教育资源优势,聚焦AI赋能教师教育,谋划建设新兴学科、交叉学科、数智文产云南试验室和中外合作办学项目,致力于培养具有家国情怀、国际视野、全球胜任力和世界担当的创新人才,为建设西部领先、辐射南亚东南亚的高水平师范大学提供教育革新的云师智慧和方案。学院以“面向未来,全球视野,学生为本,质量为道”为核心理念,聚焦三大发展方向:一是强师筑基工程,让AI成为教师成长“加速器”。二是技术融合工程,用元宇宙激活民族教育基因。三是开放赋能工程,以全球视野培育未来教育家。学院坚守育人初心,厚植家国情怀,始终牢记“为党育人、为国育才”使命,将立德树人贯穿于教育教学全过程,培养心怀“国之大者”、兼具创新精神与实践能力的未来教育引领者;深化协同创新,突破学科边界,打破传统学科壁垒,推进“教育+科技+人文”的深度融合,构建跨学科、跨领域、跨地域的协同创新网络,产出具有引领性的原创成果;勇担改革先锋,贡献云师智慧,以敢为人先的魄力推进体制机制创新,在师资培养模式、教育技术应用、国际合作范式等领域先行先试,为全国师范院校数字化转型提供“云师经验”。

院训

培养未来教育家,塑造教育新未来。

办学理念

面向未来,全球视野,学生为本,质量为道。

办学宗旨

人工智能+教育为基础,引进海外优质教育资源,提高人才培养质量。

办学定位

实施“三位一体”战略布局;聚焦三大核心方向:

- AI赋能基础教育强师计划
- 教育科技深度融合工程
- 中外合作办学及海外研修行动

Institute Introduction

To cultivate interdisciplinary talents adaptable to future educational scenarios and advance regional educational innovation and social progress, Yunnan Normal University (YNNU) established the Future Education Institute in 2025. The establishment of the Future Education Institute represents a significant initiative to implement the Outline for Building a Strong Education Country (2024-2035) and contribute to Yunnan's development as a province strong in education. More importantly, it marks a crucial step for the University to proactively embrace the future, pioneer innovative pathways in education, and address the epochal question: "What should education undertake in the intelligent era?"

Leveraging local and institutional educational resources, the Future Education Institute focuses on AI-empowered teacher education, while developing emerging and interdisciplinary fields, establishing the Yunnan Laboratory for Digital-Intelligent Cultural Industries, and launching transnational education programs. It is dedicated to nurturing innovative talents imbued with patriotic commitment, global vision, cross-cultural competence, and a sense of global responsibility—thereby providing Yunnan Normal University's wisdom and solutions for educational reform to build a high-caliber normal university that leads in western China and radiates influence across South and Southeast Asia.

Guided by the core philosophy of "Future-Oriented, Global Vision, Student-Centered, Quality-Driven," the Institute pursues three strategic development initiatives:

Teacher Empowerment Initiative: Positioning AI as an "accelerator" for teacher professional growth.

Technology Integration Initiative: Leveraging the metaverse to revitalize the genetic heritage of ethnic education.

Open Empowerment Initiative: Cultivating future educators through a global lens.

The Institute remains steadfast in its original mission of nurturing talent, fostering deep home-country sentiment, and upholding the mandate of "educating talent for the Party and cultivating talent for the nation." It integrates the cultivation of moral character throughout the entire educational process, preparing future leaders in education who remain mindful of the "great matters of the state" while possessing both innovative spirit and practical capabilities. The Institute deepens collaborative innovation by breaking disciplinary boundaries and dismantling traditional silos to advance the deep integration of "Education + Technology + Humanities." It constructs transdisciplinary, cross-sector, and cross-regional collaborative networks to produce pioneering, original achievements. As a vanguard of reform, the Institute contributes YNNU wisdom with bold, trailblazing initiative—piloting new models in teacher training, educational technology application, and international cooperation paradigms to provide the "YNNU Experience" for the digital transformation of normal universities nationwide.

Institute Motto

Cultivating Future Educators,
Shaping the Future of Education.

Educational Philosophy

Future-Oriented, Global Vision,
Student-Centered, Quality-Driven.

Institutional Mission

Grounded in "AI + Education",integrating premium international educational resources to elevate the quality of talent cultivation.

Strategic Positioning

Implementing a "Trinity" strategic framework; focusing on three core pillars:

- AI-Empowered Teacher Strengthening Initiative for Basic Education
- Deep Integration Project of Education and Technology
- Transnational Cooperative Education and Overseas Professional Development Programs



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Supporting Every Family.**

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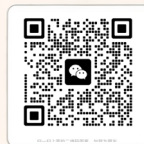


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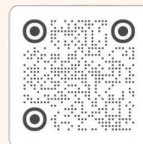


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《比较教育研究》简介

International and Comparative Education



《比较教育研究》是新中国第一份国际与比较教育学术期刊,其前身为《外国教育动态》,1965年创刊,1992年更名为《比较教育研究》。兼作中国教育学会比较教育分会会刊。

主编顾明远先生作为比较教育学科的奠基人之一,提出“立足中国 放眼世界”的办刊宗旨。《比较教育研究》具有较高的学术影响力和社会影响力。首批入选国家社会科学基金资助学术期刊,首批入选中宣部哲学社会科学期刊重点专栏建设期刊,是北京师范大学期刊卓越发展计划“领军期刊”,是各期刊评价体系中的核心期刊。

作为国家重要的学术智库,《比较教育研究》始终服务于中国教育改革发展,为教育强国建设提供国际视野,为全球教育治理提供智力支撑。常设栏目有“一带一路”教育研究、比较教育学科建设研究、全球教育治理研究、教育国际化研究、高等教育研究、教师教育与管理研究,等等。

International and Comparative Education (ICE) is the first academic journal of comparative education in China, was launched in 1965. ICE also serves as the official journal of the China Comparative Education society.

Since ICE's founding, Editor-in-Chief Professor Gu Mingyuan, a pioneering scholar in comparative education, established ICE's mission of "Global Perspectives, Local Solutions". ICE holds substantial academic and societal influence. It was selected as one of the first academic journals funded by the National Social Science Fund, and was designated as a key journal by the Publicity Department of the CPC Central Committee. It was selected as a "Leading Journal" of Beijing Normal University. ICE It is a core journal in various journal evaluation systems. As an influential academic think tank, ICE is committed to advancing China's education reform and fostering international academic exchange. Regular columns include "Belt and Road" Education, Comparative Education Discipline Development, Global Education Governance, Internationalization of Education, Higher Education, Teacher Education and Management, and so on.





北京師範大學
BEIJING NORMAL UNIVERSITY

CIER



北京师范大学国际教育研究中心

Center for International Education Research, Beijing Normal University

教育部国别和区域研究基地 | A National Hub for Country and Regional Studies

■ 机构定位

北京师范大学国际教育研究中心于 2012 年获教育部批准建设国别和区域研究平台。中心依托北京师范大学国际与比较教育研究院、高等教育研究院、中国教育政策研究院等学术力量，并吸纳国内外高校相关领域专家，形成专兼结合、语种多元、优势互补的研究团队。

■ 研究方向

中心面向世界主要国家、区域和国际组织，聚焦国际教育、国别与区域研究、全球治理、国际组织、国际学校教育以及教育交流合作等议题，持续跟踪国际教育改革与发展趋势。

■ 核心使命

中心立足国家战略和教育改革发展需要，开展政策咨询、学术研究、社会服务和公共外交，推动国际教育经验的本土化、中国教育经验的国际化和中国教育故事的有效传播。

■ 建设目标

中心致力于建设高端教育智库，服务教育强国建设，努力成为具有国际影响力的国际教育研究基地、教育咨询服务中心、信息交流平台和高层次国际教育人才培养基地。

■ 关键信息

批准建设：2012 年，教育部国别和区域研究平台

队伍结构：专职人员 27 人、兼职人员 24 人；语种覆盖英、法、俄、德、日、韩、西、葡、阿等

服务面向：国家战略、教育改革、国际交流合作与高层次人才培养

微信公众号：北师大国际教育研究中心

■ Who We Are

Established in 2012 with the approval of the Ministry of Education, the Center for International Education Research (CIER) at Beijing Normal University serves as a national platform for country and area studies in education. Drawing on key BNU institutes and partner scholars from China and abroad, CIER brings together a multidisciplinary and multilingual research team.

■ Research Focus

CIER studies major countries, regions, and international organizations, with a focus on international education, country and area studies, global governance, international organizations, international schools, and educational exchange and cooperation. It closely follows global trends in education reform and development.

■ Mission

Aligned with national strategies and the needs of educational reform, the Center provides policy consultation, conducts academic research, supports social services, and contributes to public diplomacy. It promotes the localization of international educational experience and the international sharing of China's educational development.

■ Outlook

CIER is committed to becoming a high-level education think tank and a globally recognized platform for research, consultation, information exchange, and talent development in international education.

■ Key Facts

Established: 2012, as an MOE-approved platform for country and area studies

Team: 27 full-time and 24 part-time staff; expertise covering English, French, Russian, German, Japanese, Korean, Spanish, Portuguese, and Arabic

Focus: National strategies, education reform, international cooperation, and high-level talent development

WeChat: Beijing Normal University Center for International Education Research



北京师范大学教育学科历史悠久,综合排名稳居中国大陆第一,世界前列。

教育学部是国内最早设立教育学硕博点及博士后流动站的单位,并最早拥有教育学一级学科博士学位授予权,现注册学生 2582 人。

学部师资力量雄厚,专任教师 200 人,教授占 49.8%,包括资深教授、中国教育学会名誉会长各 1 人,以及数十位国家级教学名师和长江学者等骨干。

学部设 11 个二级学术机构和 23 个交叉平台,承担学科建设、科研、人才培养和社会服务,为国家教育决策提供智库支持。

学部与全球 50 多个国家和地区的 120 多所大学建立合作网络,发起多个国际联盟,年均举办 15 场国际会议,200 余位国际学者来访,400 余位师生出境交流,率先开设全英文国际硕士课程,多位教师在国际组织任职。

学部依托百年积淀,服务教育一线。培训学院和教育家书院为教育管理干部、校长和骨干教师提供系统培训,为我国基础教育发展做出贡献,广受赞誉。

我们诚邀具有突出学术成就的研究人员与教育工作者,加入我们。请通过以下链接了解更多信息或工作机会: <https://fe.bnu.edu.cn/html/index.html> 或发送电子邮件至 oie-foe@bnu.edu.cn。

Beijing Normal University's education subject has a long history, ranking first in mainland China and among the top worldwide.

Faculty of Education (FOE) was the first in China to award master's and doctoral degrees, establish postdoc stations. It currently enrolls 2,582 students.

FOE has a strong team of 200 faculty (49.8% professors), including one Emeritus

Professor, one Honorary President of CSE, and dozens of national teaching masters and Changjiang Scholars.

FOE has 11 academic institutes and 23 key institutes for research and social service, providing policy think-tank support.

FOE has signed agreements with 50+ countries, 120+ renowned universities and institutes worldwide, and has co-founded several international alliances. It hosts 15 international conferences, welcomes 200+ international scholars and sends 400+ faculty and students abroad annually. It pioneered English-taught master's programs. Many of its faculty hold important positions in international academic organisations.

FOE serves educational practice. Its Training Centers and Academy of Educationist provide systematic professional development for educational administrators, principals, and teachers, making significant contributions to basic education in China.

We invite outstanding researchers and educators to join us. For more information or career opportunities, please visit <https://fe.bnu.edu.cn/html/index.html> or email oie-foe@bnu.edu.cn.

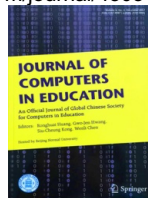
4 English Journals Hosted by FOE-BNU



<https://link.springer.com/journal/43031>



<https://journals.sagepub.com/home/bre>



<https://www.springer.com/40692>



<https://link.springer.com/journal/40561>

崇教爱生 明德
求真育人 致远

WITH LOVE, WE EDUCATE
THROUGH TRUTH, WE LEARN



北京师范大学
BEIJING NORMAL UNIVERSITY



北京师范大学 国际与比较教育研究院

Institute of International and Comparative Education, BNU

教育部普通高等学校人文社会科学重点研究基地 | Key Research Institute of Humanities and Social Sciences in Universities

■ 机构定位

北京师范大学国际与比较教育研究院创建于1961年，是我国成立较早、具有重要影响力的比较教育研究机构之一。研究院长期服务国家教育改革发展，在比较教育、国际教育和教育政策研究等领域形成了鲜明特色。

■ 研究与服务

研究院聚焦比较教育理论与方法、各国教育制度与政策、国际教育发展、教育治理、国别与区域教育研究等领域，持续开展学术研究、政策咨询、项目合作与社会服务。

■ 人才培养与合作

研究院坚持高水平研究与高层次人才培养并重，培养具有国际视野、跨文化理解和专业研究能力的教育人才，并与海外高校、研究机构和国际组织保持多层次合作。

■ 发展愿景

面向未来，研究院将继续建设具有国内引领力和国际影响力的比较教育研究平台、人才培养平台、教育政策咨询平台和国际学术交流平台。

■ Who We Are

Founded in 1961, the Institute of International and Comparative Education (IICE) at Beijing Normal University is one of China's long-established and influential academic institutions in comparative and international education.

■ Research and Policy Engagement

IICE conducts research in comparative education, international education, education policy, country and area studies, and global educational governance. Its work provides evidence-based research, policy advice, and academic support for educational reform and development.

■ Talent Development and Collaboration

The Institute integrates research with graduate education and professional training, preparing scholars and practitioners with global vision, intercultural competence, and strong research capacity. It also maintains partnerships with universities, research institutions, and international organizations worldwide.

■ Outlook

IICE aims to further strengthen its role as a leading research hub, talent development base, education policy think tank, and international platform for academic exchange in comparative and international education.

■ 关键信息

创建时间: 1961年

主要领域: 比较教育、国际教育、教育政策、国别与区域教育研究

平台建设: 比较教育学科与相关国际教育研究平台

微信公众号: 北师大国际与比较教育研究院

■ Key Facts

Founded: 1961

Fields: comparative education, international education, education policy, country and area studies

Platforms: comparative education discipline and related international education research platforms

WeChat: BNU Institute of International and Comparative Education



北京師範大學
BEIJING NORMAL UNIVERSITY



明远教育基金
MING YUAN EDUCATION FOUNDATION

■ 机构定位

顾明远教育发展基金（简称“明远教育基金”）成立于1998年，由北京师范大学相关院系共同发起，是致力于推动中国教育理论研究、教育实践创新和教育公益事业发展的公益基金。

■ 主要项目

- 教育研究青年学子计划
- 成长中的教育家
- 明远教育创业计划
- 教育研究与公益支持项目

■ 品牌奖项

2013年，明远教育基金设立双年评选的“明远教育奖”；2015年增设“中国教育研究杰出贡献奖（海外）”。奖项旨在鼓励教育理论与实践创新，表彰长期推动中国教育发展的海内外教育人士。

■ 国际交流

基金秉持专业、创新、开放、国际的理念，持续支持教育研究、教师发展、公益实践和国际教育交流，以公益力量促进中国教育高质量发展。

■ Who We Are

The Gu Mingyuan Education Research and Development Fund (Mingyuan Education Foundation), established in 1998, is a public welfare foundation jointly initiated by relevant academic units at Beijing Normal University. It is dedicated to advancing educational research, innovation in practice, and public welfare in education in China.

■ Major Programs

- Educational Research Program for Young Scholars
- Growing Educators
- Mingyuan Education Entrepreneurship Program
- Education research and public welfare support initiatives

■ Signature Award

In 2013, the Foundation established the biennial Mingyuan Education Award, followed in 2015 by the Outstanding Contribution Award for Chinese Education Research Overseas. These awards encourage innovation in educational theory and practice and recognize distinguished contributions to Chinese education.

■ International Engagement

Committed to professionalism, innovation, openness, and international collaboration, the Foundation supports educational research, teacher development, public welfare initiatives, and academic exchange between China and the wider world.

■ 关键信息

成立时间：1998年

核心宗旨：推动教育理论研究、教育实践创新和教育公益事业发展

代表项目：教育研究青年学子计划、成长中的教育家、明远教育创业计划

代表奖项：明远教育奖；中国教育研究杰出贡献奖（海外）

■ Key Facts

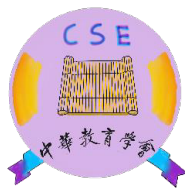
Established: 1998

Mission: advancing educational research, innovation in practice, and public welfare in education

Programs: Young Scholars Program, Growing Educators, Mingyuan Education Entrepreneurship Program

Awards: Mingyuan Education Award; Outstanding Contribution Award for Chinese Education Research Overseas





中華教育學會

THE CHINESE SOCIETY FOR EDUCATION

Website: www.chinesesocietyforeducation.space

Email: cseoffice@uwo.ca

第四届年会
征稿启事

多元共生世界中的教育：以“中华”为视角，重新审思
认知、存在与实践

The 4th Annual
Conference Call for
Submissions

Education in a Pluriversal World: Chineseness as a Lens for
Rethinking Ways of Knowing, Being, and Doing

会期：2027 年 6 月 16-18 日
地点：格拉斯哥大学

论文提交截止：2026 年 10 月 31 日
Submission Deadline: Oct. 31, 2026

<https://forms.cloud.microsoft/r/wxkymPvPTU>

Dates: June 16-18, 2027



牟乐平 Leping Mou
中华教育学会 2027 年轮值会长
CSE Rotating President 2027

当今世界正经历深刻的社会变迁与多重挑战。教育肩负着推动社会迈向更可持续、更公平未来的重任。我们也需要正视多元的知识传统，重新审思我们判断知识价值的标准。中华教育学会第四届年度大会以此为出发点，邀请您共同探讨“中华”（Chineseness）这一概念所蕴含的教育与学术意义。这里所说的“中华”，并非一个固定的国家、族群或地缘政治概念，而是一种认识和理解世界的视角，为我们重新思考多元世界中的教育、知识与社会提供新的可能。中华文明所孕育的教育理念、社会实践与思想传统——如“天下”“做人”“修身”“和而不同”等——展现了不同的认知、生活、实践和关系方式，以及理解人与世界的独特视角。与此同时，“中华”也体现在不同社群代际传承、不断协商和重新塑造的生活实践、关系模式与文化经验之中。这些思想与实践并非旨在取代既有的知识体系，而是希望拓展我们理解教育与社会的思想资源，为不同知识传统之间的交流、共存与相互启发提供更多可能。

Amid profound global challenges and rapid societal change, education is increasingly called upon to foster more sustainable and equitable futures while integrating diverse knowledge traditions and broadening prevailing epistemic paradigms. The 4th Annual Conference of the Chinese Society for Education in 2027 (CSE 2027) invites you to consider Chineseness not as a fixed national, ethnic, or geopolitical category, but as an epistemic lens through which to rethink education, knowledge, and society in a pluriversal world. Educational ideas, practices, and intellectual traditions associated with Chinese civilization – including concepts such as *tianxia* (all-under-heaven), *zuoren* (person-making), *xiushen* (self-cultivation), and *he er bu tong* (harmony with diversity) – offer distinctive ways of knowing, being, doing, relating, and making sense of the world. These perspectives, together with life practices, relationships, and dispositions within Chinese and broader communities that have been inherited, negotiated, and reshaped across generations, can enrich conversations about epistemic diversity and the coexistence of multiple knowledge traditions.

The CSE 2027 will be hosted by the University of Glasgow, a centre of learning and scholarship for nearly six centuries. With its significant role

中华教育学会第四届年会将由拥有近六百年学术与教育传统的格拉斯哥大学主办。作为一所在现代世界思想与社会发展进程中产生过重要影响的大学，格拉斯哥大学为我们重新审视教育、知识与社会提供了富有意义的交流空间。本届年会诚挚欢迎来自不同文化背景、学术传统和研究视角的学者参与其中，通过交流、讨论与合作，共同探讨不同思想传统与认知方式如何丰富我们对教育的理解，并为建设更加公正、可持续、包容且充满生机的教育与社会未来贡献新的思考。

中华教育学会第四届年会热诚欢迎提交围绕但不限于以下八个分主题之一的论文摘要：

1. 中华传统教育智慧的当代传承与创新
2. 教育知识的国际比较与跨文明对话
3. 可持续未来与公平正义的教育使命
4. 流动社会中的身份塑造与归属建构
5. 人工智能时代的教育转型与人文坚守
6. 本土与南方知识体系的价值重估
7. 教育如何重塑个体、社群与社会的共生关系
8. 其它

in shaping the intellectual and social foundations of the modern world, the University provides a particularly meaningful setting for conversations about education, knowledge, and society. The conference warmly welcomes scholars from diverse cultures, traditions, and perspectives to join this conversation and engage in dialogue, debate, and collaboration on how diverse intellectual traditions and ways of knowing can enrich our understanding of education and contribute to more just, sustainable and inclusive futures.

The CSE 2027 welcomes submissions around but not limited to one of the following eight sub-themes:

1. Chinese educational thought and contemporary relevance;
2. Comparative and international perspectives on educational knowledge;
3. Education for sustainability, peace, and social justice;
4. Education, identity, and belonging in a mobile world
5. Education in the age of artificial intelligence;
6. Indigenous, Southern, and alternative epistemologies;
7. Rethinking individuals, communities, and society through education
8. Other

更多年会详情可从中华教育学会官网获取 More details about CSE 2027 can be found from the CSE official website:
www.chinesesocietyforeducation.space



© 中华教育学会（The Chinese Society for Education [CSE]）官方注册为全球性、无党派、非盈利专业社群，聚焦以学术、实践和合作来促进中华教育的中外国际理解与交流，办公室设于加拿大西安大略大学教育学院。中华教育学会年度大会每年在世界各地举行，常设“明远讲座”、“中华教育领袖论坛”、“杰出中华教育家论坛”、“中华教育未来论坛”、“青年教育家论坛”等旗舰系列，已受到包括学界、政策界、实践界在内社会各界的广泛欢迎和参与。

© The Chinese Society for Education (CSE) is registered officially as a global, nonpartisan, non-for-profit organization, promoting the international understanding and exchange of Chinese education via scholarship, practice and partnership. Its office is housed at the Faculty of Education at the University of Western Ontario, Canada. The CSE Annual Conferences are held internationally, with flagship events such as Mingyuan Lecture, Leaders' Forum of Chinese Education, Distinguished Educators' Forum of Chinese Education, Forum of Chinese Education Future, and Emerging Scholars' Forum of Chinese Education. The CSE Annual Conferences have been widely received by various communities, especially scholars, policy actors, practitioners, etc.



东西方互惠学习，共建更包容的世界：全球视野与本土实践

2026 中华教育学会 CSE 第三届年会

West-East Reciprocal Learning for a More Inclusive World: Global Perspectives, Local Practices

The 3rd Annual International Conference of Chinese Society for Education (CSE) 2026