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# 2024 International Network of Educational Institutes (INEI)

## Summer School

### Program Introduction

The International Network of Educational Institutions (INEI) consists of eleven leading educational institutions including

- Melbourne Graduate School of Education, University of Melbourne;
- School of Education, University of São Paulo;
- Ontario Institute for Studies in Education, University of Toronto;
- Faculty of Education, Beijing Normal University;
- Danish School of Education, Aarhus University;
- School of Education, Hiroshima University;
- National Institute of Education, Nanyang Technological University;
- College of Education, Seoul National University;
- School of Education, University of Cape Town;
- IOE, UCL's Faculty of Education and Society;
- School of Education, University of Wisconsin-Madison.

INEI sets its mission to make impacts on policy decisions, influences funding and inspires research and interventions that have a meaningful impact on education locally and globally.

Within the framework of INEI, a Summer School Program has been successfully held each year by FoE-BNU since 2017. We are pleased to announce that the seventh INEI Summer School will be held offline **from July 1<sup>st</sup> to 7<sup>th</sup>, 2024** by Institute of Curriculum and Pedagogy at Faculty of Education, Beijing Normal University. We sincerely invite you to recommend outstanding graduate students to take part in this program.



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## **Program Theme**

### **Future-oriented Curriculum and Teaching**

After entering the new century, China's basic education curriculum and teaching reform has been deepened, and the cultivation of core competencies has become the common theme of all primary and secondary schools. The rapid development of artificial intelligence technology has also brought profound impact on curriculum and teaching. The problem "how to make artificial intelligence effectively assist teachers in classroom teaching, rather than replace teachers in classroom teaching" has received widespread attention from the theoretical circle and the teaching line. Stepping into the new era, we urgently need to think about why to study, how to study, how to evaluate their learning effect and other core issues.

To this end, the Institute of Curriculum and Pedagogy at Faculty of Education, Beijing Normal University will launch a summer school project with the theme of "Future-oriented Curriculum and Teaching" from well-known universities at home and abroad. The project will take a combination of lectures, round-table discussions and on-site visits to explore the following three issues:

- The future direction of curriculum reform of basic education in China.
- The influence of Chinese traditional culture on curriculum and teaching in primary and secondary schools.
- How can AI empower curriculum reform.

Each session we will have one chairperson or one keynote speaker at least. Each session will last for two hours, including lectures, round-table discussions and on-site visits. The process is flexible depending on the form of the session.

### **Eligibility**

- Applicants must either be graduate students (Master's and PhD) or final year undergraduate students currently enrolled in an INEI related institute. They must also maintain their student status throughout their participation in the program;
- Major in education and its related disciplines;
- Language requirement: Applicants from English-speaking countries are not required to provide proof of English proficiency. However, citizens from non-English-speaking countries are required to submit official documentation demonstrating their English proficiency. This can be accomplished by submitting official TOEFL scores of 85 or higher, or IELTS scores of 6.5 or higher.
- Preferred (but not required) students who have a strong interest in applying for Master's or



Doctor's Degree Programs in China in the future.

## **Application Procedure**

Recommendation lists, along with the nominated applicants' documents, should be sent to **Ms. LIU Pengjiao** ([liupengjiao@mail.bnu.edu.cn](mailto:liupengjiao@mail.bnu.edu.cn)) by the Dean/Associate Dean, or the designated assistant of each respective institute. The documents should include the following:

- Curriculum Vitae, including education experience, research experience, publications, working experience, courses taken, etc.
- Personal statement (See Appendix)
- Language proficiency proof (Applicants from English-speaking countries should submit a scanned copy of their passport, while applicants from non-English speaking countries should submit a scanned copy of their official documentation demonstrating their English proficiency.)

**Note:** All documents must be in English. If they are in other languages, a notarized copy in English or Chinese must be provided.

## **Special Notes**

Each partner institute of INEI has the opportunity to nominate 3-4 students for participation in the 2024 Summer School. The INEI Summer School Admission Committee of FOE, BNU will evaluate the nominations:

|   |  |
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| 1 | The highest-ranked student will be granted comprehensive financial support, covering economy round-trip airfare, accommodation, and meals.                                       |
| 2 | The second-ranked student will receive partial financial support, specifically covering accommodation and meals, while the student is responsible for their own travel expenses. |
| 3 | The student in third place will be required to cover the full cost of participation.   |

- ✓ We will cover the local transportation fees for school visits and cultural exploration for all students.
- ✓ We warmly welcome all interested students to apply for this program. **However, please be aware that in accordance with BNU's policy to support international students, financial support is not available for applicants who hold Chinese nationality.**

## **Review Process and Admission Decision**

The 2024 INEI Summer School Admission Committee of FOE, BNU will review all the materials submitted by applicants and announce the admission list. Please refer to the



following timetable for more information:

| Date           | Item  |
|----------------|---|
| April 10, 2024 | Summer School information announced                                     |
| April 27, 2024 | Deadline for application  |
| April 30, 2024 | Electronic letters of admission will be sent to the selected candidates |
| May-June, 2024 | Chinese visa application and preparation for departure                  |
| July 1-7, 2024 | Summer School at BNU  |

## **Tuition Fee: Free**

## **Course Schedule**

| Date                           | Time<br>(Beijing Time,<br>GMT+8) | Contents  |
|--------------------------------|----------------------------------|---|
| July 1 <sup>st</sup><br>(Mon.) | 8:30-9:00                        | <b>Welcome &amp; Opening Ceremony</b>   |
|                                | 9:00-11:00                       | <b>Lecture 1: The Status Quo and Future Prospects of Basic Education Curriculum and Teaching in China</b><br><b>Speaker:</b><br>Prof. SANG Guoyuan, Faculty of Education, Beijing Normal University |
|                                | 11:00-14:00                      | <b>Lunch &amp; Break Time</b>   |
|                                | 14:00-16:00                      | <b>Lecture 2: Global Vision and Chinese Paradigm on Teaching and Learning</b><br><b>Speaker:</b><br>Prof. TENG Jun, Faculty of Education, Beijing Normal University                                 |
| July 2 <sup>nd</sup><br>(Tue.) | 9:00-11:00                       | <b>Lecture 3: The Basic Elements of Cooperative Learning in Class</b><br><b>Speaker:</b><br>Prof. ZENG Qi, Faculty of Education, Beijing Normal University  |
|                                | 11:00-14:00                      | <b>Lunch &amp; Break Time</b>   |



|                                 |             |   |
|---------------------------------|-------------|---|
|                                 | 14:00-16:00 | <p><b>Round-table Discussion</b></p> <p><b>Discussants:</b><br/>           Dr. LIN Ke, Faculty of Education, Beijing Normal University<br/>           Dr. LIU Qinglong, College of Education, Central China Normal University</p> <p><b>Chair:</b><br/>           Dr. LIN Ke, Faculty of Education, Beijing Normal University</p> |
| July 3 <sup>rd</sup><br>(Wed.)  | all day     | <p><b>Cultural Exploration: Learning about traditional Chinese culture and the influence of traditional culture on Chinese curriculum and teaching</b></p> <p><b>Chair:</b><br/>           Master Student WANG Lin, Faculty of Education, Beijing Normal University</p>   |
| July 4 <sup>th</sup><br>(Thur.) | 9:00-11:00  | <p><b>Lecture 4: Examination Culture in China and its Influence on Teaching Reform</b></p> <p><b>Speaker:</b><br/>           Associate Prof. ZHOU Xu, Faculty of Education, Beijing Normal University</p>   |
|                                 | 11:00-14:00 | <b>Lunch &amp; Break Time</b>   |
|                                 | 14:00-16:00 | <p><b>Lecture 5: Teacher Learning and Professional Development in the Digital Intelligent Era</b></p> <p><b>Speaker:</b><br/>           Dr. WANG Chongyang, Faculty of Education, Beijing Normal University</p>   |
| July 5 <sup>th</sup><br>(Fri.)  | 9:00-11:00  | <p><b>On-site Visit: Beijing Sanfan Middle School</b></p> <p><b>Chair:</b><br/>           Associate Prof. KAN Wei, Faculty of Education, Beijing Normal University</p>  |
|                                 | 11:00-14:00 | <b>Lunch &amp; Break Time</b>   |
|                                 | 14:00-16:00 | <p><b>On-site Visit: Experimental Primary School of Beijing Normal University</b></p> <p><b>Chair:</b><br/>           Associate Prof. KAN Wei, Faculty of Education, Beijing Normal University</p>  |
| July 6 <sup>th</sup><br>(Sat.)  | 9:00-11:00  | <p><b>Lecture 6: The Development and Reform of English Teaching in Primary Schools in China</b></p> <p><b>Speaker:</b><br/>           Doctoral Student WANG Hui, Faculty of Education, Beijing Normal University</p>  |
|                                 | 11:00-14:00 | <b>Lunch &amp; Break Time</b>   |



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|--------------------------------|-------------|--|
|                                | 14:00-16:00 | <b>Lecture 7: The Innovation of Classroom Teaching Practice under the Guidance of Literacy</b><br><b>Speaker:</b><br>Prof. ZHANG Chunli, Faculty of Education, Beijing Normal University |
| July 7 <sup>th</sup><br>(Sun.) | all day     | <b>Presentation: Group Presentations &amp; Discussions</b><br><b>Chair:</b><br>Dr. WANG Chongyang, Faculty of Education, Beijing Normal University                                       |

## LECTURE SESSIONS

### **1. The Status Quo and Future Prospects of Basic Education Curriculum and Teaching in China**

July 1<sup>st</sup> (Mon.), 9:00-11:00

**Speaker:** Prof. SANG Guoyuan, Faculty of Education, Beijing Normal University

**Abstract:** Currently, the status quo and future prospects of basic education curriculum and teaching in China is a topic of great concern. With the development of society and the continuous deepening of educational reforms, basic education in China is experiencing unprecedented changes. In recent years, significant achievements have been made in the curriculum reform of basic education in China. New curriculum standards have been implemented with an emphasis on quality education, focusing on cultivating students' innovation and practical abilities. The traditional spoon-feeding teaching methods are gradually being replaced by modern educational concepts. The educational evaluation system is also being continuously improved, transitioning from solely exam results to diversified and comprehensive assessments, paying more attention to students' overall qualities and capability development. In the future, basic education in China will place greater emphasis on personalized education, teaching students according to their aptitudes to ensure that each student receives an education that suits them.

### **2. Global Vision and Chinese Paradigm on Teaching and Learning**

July 1<sup>st</sup> (Mon.), 14:00-16:00

**Speaker:** Prof. TENG Jun, Faculty of Education, Beijing Normal University

**Abstract:** "Teaching and learning" is an eternal topic in the field education. In modern



education system, how to handle the classic relationships in teaching and learning is the key to ensure the quality of class. Taking the perspectives of both experiences and lessons, this report reflects major countries' and international organizations' discussions regarding the following six classic relationships, namely: students and teachers, knowledge and competence, cognition and social emotions, tools and thinking, direct and indirect experiences, and disciplinary and interdisciplinary studies. Based on this, back to Chinese traditional philosophy and current innovative practices, the report explores how China, as a content, as a method, and as well as a value, can explore future paths in this global modern teaching dilemma, forming a Chinese paradigm of teaching and learning.

### 3. The Basic Elements of Cooperative Learning in Class

July 2<sup>nd</sup> (Tue.), 9:00-11:00

**Speaker:** Prof. ZENG Qi, Faculty of Education, Beijing Normal University

**Abstract:** China has long attached importance to cooperative learning in history. For example, the book *Xueji*, written in the Warring States period, stressed that “learning alone without friends makes a person ignorant”. However, the systematic and scientific research of cooperative learning was mainly introduced to China in the 1980s. With the implementation of curriculum reform in the new century, it rapidly developed. Over the past 40 years, the effect of cooperative learning on learners' cognitive development and social development has been widely confirmed in educational practice in China, but teachers still face great challenges in organizing cooperative learning in classroom teaching. Therefore, this topic will combine experiential activities and specific cases to show what basic conditions should be ensured in the organization of cooperative learning in classroom teaching.

### 4. Round-table Discussion

July 2<sup>nd</sup> (Tue.), 14:00-16:00

**Discussants:** Dr. LIN Ke, Faculty of Education, Beijing Normal University

Dr. LIU Qinglong, College of Education, Central China Normal University

**Chair:** Dr. LIN Ke, Faculty of Education, Beijing Normal University

**Abstract:** Discussants will talk about the teaching and learning process in this digital age.

## 5. Cultural Exploration

July 3<sup>th</sup> (Wed.), all day

**Chair:** Master Student WANG Lin, Faculty of Education, Beijing Normal University

**Abstract:** INEI 2024 Summer School will organize a one-day cultural exploration activity on July 3, 2024, aiming to provide students with an in-depth understanding of Chinese history and culture by exploring two iconic landmarks of Chinese culture: the Great Wall and the Forbidden City.

### Great Wall Exploration:

The cultural exploration journey commences at one of China's iconic landmarks--the Great Wall. Renowned as one of the world's wonders, the Great Wall stands as a magnificent feat of ancient engineering and a symbol of Chinese culture. Students are provided with the opportunity to visit the Badaling section of the Great Wall, known for its well-preserved and representative features. Here, students have the chance to hike along the Great Wall, experiencing the grandeur of this millennia-old structure, overlooking the sprawling landscapes, and immersing themselves in the beauty of ancient Chinese defensive architecture.

At the Badaling Great Wall, key sites such as Juyong Pass, the Gate Tower, and watchtowers offer students insights into their architectural structures and historical significance. Guided by experts, students learn about the origins, construction, and historical significance of the Great Wall in Chinese history.



**The Great Wall**



## **Forbidden City Exploration:**

Continuing the cultural exploration, students journey to the Forbidden City, the ancient imperial palace of Chinese emperors. Located in the heart of Beijing, the Forbidden City is renowned for its well-preserved ancient wooden architecture, making it one of the world's largest and most intact ancient wooden structure complexes and a symbol of Chinese history and culture. Entering through the imposing Meridian Gate, students embark on their exploration.

Within the Forbidden City, renowned palaces and courtyards such as the Hall of Supreme Harmony, the Palace of Heavenly Purity, and the Gate of Heavenly Purity offer students insights into the lives and rituals of ancient Chinese royalty. Students admire precious artifacts and artworks, such as inscriptions by Emperor Qianlong and the architectural plans of the Forbidden City, experiencing the richness of ancient Chinese culture.

Guided by knowledgeable experts, students delve into the architectural styles, historical evolution, and courtly culture of the Forbidden City. Students gain a deeper appreciation for the unique charm of ancient Chinese imperial culture, fostering a greater understanding and appreciation for Chinese history and culture.



**The Forbidden City**

## **6. Examination Culture in China and its Influence on Teaching Reform**

July 4<sup>th</sup> (Thur.), 9:00-11:00



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**Speaker:** Associate Prof. ZHOU Xu, Faculty of Education, Beijing Normal University

**Abstract:** Why does China have a test culture? What kind of influence has the imperial competitive examination had on the primary and secondary education today? What are the specific manifestations of the exam-oriented education in China? Why has the existing curriculum reform not solved this problem? How can we make full use of “test” so that it exerts a positive guiding value, and teaching can focus on the healthy development of students, rather than the improvement of scores?

## 7. Teacher Learning and Professional Development in the Digital Intelligent Era

July 4<sup>th</sup> (Thur.), 14:00-16:00

**Speaker:** Dr. WANG Chongyang, Faculty of Education, Beijing Normal University

**Abstract:** In the era of digital intelligence, with the rapid development of the Internet, the widespread adoption of mobile office, the prevalence of self-media, and the exploration of online teaching during the epidemic, there have been new changes in teachers’ work, learning, and professional development. This lecture will focus on the individual learning and collective professional development of teachers in the era of digital intelligence. It will combine the speaker’s experience in educational reform projects to share and discuss the current situation and issues of online professional learning for frontline teachers in China.

## 8. On-site Visit

July 5<sup>th</sup> (Fri.), all day

**Abstract:** This will provide an opportunity for the participants to visit the Chinese schools, which may help them to have a deeper understanding of the current situation of basic education in China. They will visit Beijing Sanfan Middle School in the morning and Experimental Primary School of Beijing Normal University in the afternoon. Beijing Sanfan Middle School is a public junior high school co-sponsored by Xicheng District People’s Government and Beijing Normal University. It is the junior middle school of the Second Affiliated High School of Beijing Normal University. Experimental Primary School of Beijing Normal University, founded in 1958, is an affiliated school of a key university directly under the Ministry of Education--Beijing Normal University.



**Beijing Sanfan Middle School**



**Experimental Primary School of Beijing Normal University**

## **9. The Development and Reform of English Teaching in Primary Schools in China**

July 6<sup>th</sup> (Sat.), 9:00-11:00

**Speaker:** Doctoral Student WANG Hui, Faculty of Education, Beijing Normal University



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**Abstract:** This lecture mainly deals with the history, achievements and future development trend of English teaching in Chinese primary schools. First of all, through a simple historical review, the researcher shows the development of English teaching in Chinese primary school over the past 200 years, including three stages: germination, preliminary development and rapid development. Then, from the aspects of school scale, curriculum, teaching mode, teacher development and student change, the researcher introduces the achievements of primary school English teaching in China. Third, on the basis of the first two parts, the researcher uses teaching cases to analyze the current problems of English teaching in Chinese primary schools. At the same time, the speaker wants to show the audience the confusion and exploration of front-line teachers, and to look forward to the future development of English teaching in primary schools.

## **10. The Innovation of Classroom Teaching Practice under the Guidance of Literacy**

July 6<sup>th</sup> (Sat.), 14:00-16:00

**Speaker:** Prof. ZHANG Chunli, Faculty of Education, Beijing Normal University

**Abstract:** First, this lecture expounds the necessity of pursuing meaning in curriculum and teaching, pointing out the importance of distinguishing between hypothetical meaning and possible meaning of knowledge. On this basis, it expounds the meaning and characteristics of deep learning, and finally points out that the transformation brought by deep teaching involves three aspects: subject structure, underlying logic and knowledge chain, and puts forward the specific path of classroom teaching innovation.

## Introduction of Speakers



**Dr. YI Jin** is currently an Associate Professor at Faculty of Education, Beijing Normal University. Her interests are in curriculum and teaching in the area of the subject Chinese in primary school. Her research projects in recent years have focused on core competency construction, teacher professional development, and whole book reading.



**Dr. SANG Guoyuan** is a professor and doctoral supervisor at the Institute of Curriculum and Pedagogy at Faculty of Education, Beijing Normal University. His researches focus on curriculum and pedagogy, teacher education, project learning, educational technology, educational anthropology, minority education, etc. He has published and edited 10 monographs. He has published more than 120 papers in Chinese and English core journals at home and abroad (including more than 50 core papers in English). He presided over a number of provincial and ministerial projects and international joint research projects.



**Dr. TENG Jun**, Professor and Associate Dean of the Institute of International and Comparative Education, Beijing Normal University. Teng has long been engaged in comparative education research. Her main research areas include international organization education policy, global governance of education, 21st century skills, global competence and international school. She has close cooperation with UNESCO, the World Bank, the United States, Finland and other countries. She has led and participated in more than 20 national and provincial projects, and published more than 100 papers in peer reviewed journal, as well as newspapers.



**Dr. ZENG Qi** is a professor of Curriculum and Pedagogy at Beijing Normal University. Her research interests include developmental psychology, curriculum and pedagogy and so on. The topics of her recent publications mainly include: national basic education curriculum reform, research and practice of participatory teacher training, cooperative learning and so on.



**Dr. LIN Ke** is an lecturer of Beijing Normal University. She works at Faculty of Education and The Center for Citizenship and Moral Education. She also works as an associate editor of the English journal Beijing International Review of Education. She was awarded her Ph.D. from University College London (UCL) in the UK and acted as an international representative of the UCL International Centre for Education and Democratic Citizenship. Her research interest mainly lies with digital citizenship education, youth cyber civic participation, youth media culture and media literacy, virtual ethnography, and information and digital ethics.



**Dr. LIU Qinglong** is a lecturer in the College of Education at Central China Normal University. He holds a Bachelor's degree in Science and a Ph.D. in Education. His research primarily centers on curriculum and pedagogy, as well as science education, with several academic papers published in relevant journals. The courses he teaches predominantly cover curriculum and pedagogy, micro-teaching, and foundations of education. Presently, his primary research interest lies in expert thinking and interdisciplinary learning within science education.



**Dr. Greg William Misiaszek** is an Assistant Professor at Institute for Educational Theories at Faculty of Education, Beijing Normal University. He also holds various positions, including Associate Director, Paulo Freire Institute, UCLA; Executive Editor of the Teaching in Higher Education: Critical Perspectives journal; Book Series Editor of Bloomsbury's Freire in Focus (with Carlos Alberto Torres (UCLA)); and Editor of the Bloomsbury Encyclopedia of

Environmental Education (with Karen Malone (Swinburne University of Technology)). His work focuses on critical, comparative analysis of education, with specific emphasis on ecopedagogy, through theories of globalizations, citizenships, race, gender, migration, Indigenous issues, linguistics, epistemological justice, and media, among others.



**Dr. ZHOU Xu** is an associate professor in Faculty of Education, Beijing Normal University. His research interests include Curriculum and Pedagogy and educational sociology. He has published in journals and edited book collections in the field of basic education reform. He has provided teaching skills, academic research and writing training for young teachers from more than ten colleges and universities, such as Xiamen University, Shaanxi University of Science and Technology, Guiyang College, Changji College, etc. He was served as a guest of Fujian TV News channel for many times to interpret the policy ideas and trends of college entrance examination reform.



**Dr. KAN Wei** is an associate professor of Faculty of Education, Beijing Normal University. He is proficient in Eastern and Western education and has written many books. His areas of interest include educational research methodology, sociology of education, curriculum and pedagogy theory.



**Dr. ZHANG Chunli** is the dean of Institute of Curriculum and Pedagogy at Faculty of Education, Beijing Normal University. She has published more than 100 academic papers in professional journals such as Educational Research, Curriculum Teaching Methods, and Journal of Education. Her research mainly focuses on the application of educational psychology theory. Combined with the characteristics of mathematics learning, she discusses the basic teaching problems in mathematics teaching, such as the strategy of mathematics teaching and the diversified evaluation methods of mathematics.



**Dr. WANG Chongyang** is a lecturer and master tutor of the Faculty of Education, Beijing Normal University. Her research interests include mathematics curriculum and teaching theory, learning resources, teacher professional development and international comparative studies. She has published many articles in SSCI journals and participated in a number of international scientific research projects, national social science and national nature projects, and acted as a reviewer of SSCI journals such as IJLLS.



**LIANG Haili** received her undergraduate degree from Sun Yat-sen University, master's degree from University College London, and PhD in Curriculum and Pedagogy from Beijing Normal University. Her research interests include mathematics education, teacher professional development, teacher education, and teacher noticing. She has participated in many provincial, municipal and district-level projects. Currently, she is working with Prof Gabriele Kaiser, who is the professor of Faculty of Education at Hamburg University in Germany, to focus on international research related with teacher noticing.



**WANG Hui** is a doctoral candidate at Institute of Curriculum and Pedagogy, Faculty of Education, Beijing Normal University. She's also a Distinguished Researcher, School of Foreign Languages, Xiamen University of Technology. She is mainly engaged in curriculum and teaching theory, English education research. She has more than 10 years of teaching experience in universities and middle schools, and has published more than 50 academic papers so far, of which more than 20 articles have been published in CSSCI journals, core journals of Peking University.



**WANG Lin** is a Master student in Institute of Curriculum and Pedagogy at Beijing Normal University. Her areas of interest include teaching theory, curriculum theory and basic education curriculum reform. She has published in these areas in Journal of Yibin University, Jiangsu Higher Education.





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## Assessment and Certificate

The completion of the program is contingent upon students submitting a Learning Reflection Report consisting of no fewer than 3,000 words in English. This report should be based on the group presentations and discussions conducted in the preceding days. The INEI Summer School program committee will evaluate the reports. Students who submit the learning reflection report and achieve a satisfactory result will be awarded a certificate of completion.

## Contact

Project Assistant Ms. LIU Pengjiao ([liupengjiao@mail.bnu.edu.cn](mailto:liupengjiao@mail.bnu.edu.cn))  
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## Appendix

### 2024 INEI Summer School

#### Personal Statement

Please introduce your study motivation, academic background, study/research plan, and objective for your future career etc. within a 1000-word limit.