



2025 International Network of Educational Institutes (INEI)

Summer School

Program Introduction

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

- Faculty of Education, University of Melbourne, Australia
- School of Education, University of São Paulo, Brazil
- Ontario Institute for Studies in Education, University of Toronto, Canada
- Faculty of Education, Beijing Normal University, China
- Danish School of Education, Aarhus University, Denmark
- School of Education, Hiroshima University, Japan
- National Institute of Education, Nanyang Technological University, Singapore
- College of Education, Seoul National University, South Korea
- School of Education, University of Cape Town, South Africa
- IOE - Faculty of Education and Society, University College London, the United Kingdom
- School of Education, University of Wisconsin-Madison, the United States of America

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 eighth INEI Summer School will be held offline **from July 1st to 7th, 2025** by Institute of Education History and Culture, Faculty of Education at Beijing Normal University. We sincerely invite you to recommend outstanding students to take part in this program.



Program Theme

Education in the Past and Present:

the Conversation between China and the World

Educational history is a traditional yet respected academic field. Its retrospective examination of education's past reflects the diverse perspectives and debates of different nations, societies, and cultural groups on contemporary educational realities and practices. Educational history itself constitutes an ongoing dialogue between the past and present of education, as well as a continuous exchange and exploration among different ethnic groups, regions, and cultures. These dialogues, explorations, and discussions are not only vital for educational practice but also hold significance for global social and political life.

Looking backward, how should we understand the processes through which distinct educational forms emerged and developed within different ethnic and cultural contexts, and the resulting diverse educational paradigms? How should we interpret the roles and impacts of nation-states in shaping regional educational development?

Looking forward, in an era of globalization marked by escalating challenges such as cultural diversity, social harmony, and economic inequality, how can education adapt its social functions across nations, regions, and cultures? How might it contribute distinct strengths to the construction of a human community with a shared future?

To address these questions, the Institute of Education History and Culture, Faculty of Education at Beijing Normal University will collaborate with renowned universities worldwide to launch a Summer School Program under the theme “Education in the Past and Present: the Conversation between China and the World”. The event will take place from July 1st to 7th, 2025, combining online and offline formats and integrating lectures with round-table discussions to explore the following key issues:

- *Basic Types of Global Educational Development

- *Different Roles and Functions of Nation-States in Education's Historical and Contemporary Realities

- *Cultural Forms and Their Diverse Influences on Education

- *Diversity and Consensus: Education's Contribution to Promoting International Understanding

The program adheres to the values of “Harmony in Diversity, Equal Exchange, and Joint Participation” and aims to foster interdisciplinary dialogue, advance academic collaboration,



and inspire innovative thinking about education's role in addressing global challenges.

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 Mengyue** (liumengyue@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 2025 Summer School. The INEI Summer School Admission Committee of FoE, BNU will evaluate the nominations:

- 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 2025 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
March 17, 2025	Summer School information announced
April 4, 2025	Deadline for application
April 14, 2025	Electronic letters of admission will be sent to the selected candidates
May-June, 2025	Chinese visa application and preparation for departure
July 1-7, 2025	Summer School at BNU

Tuition Fee: Free

Course Schedule

Date	Time (Beijing Time, GMT+8)	Contents
July 1 st (Tue.)	8:30-9:00	<p>Welcome & Opening Ceremony</p> <ul style="list-style-type: none"> ● Prof. ZHU Xudong, Dean of Faculty of Education, Beijing Normal University ● Prof. TENG Jun, Vice Dean of Faculty of Education, Beijing Normal University ● Director of Institute of Education History and Culture, Faculty of Education, Beijing Normal University ● Student Representative, Faculty of Education, Beijing Normal University <p>Chair: Prof. ZHOU Huimei, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
	9:00-11:00	<p>Lecture 1: Educational Perspectives in Traditional Culture: Addressing Three Core Questions of Education</p> <p>Speaker: Prof. SHI Kecan, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p> <p>Chair: Prof. ZHOU Huimei, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
	11:00-14:00	<p>Lunch & Break Time</p>
	14:00-16:00	<p>Lecture 2: The Calculating Boy: Zerah Colburn, America's First International Child Celebrity</p> <p>Speaker: Prof. William J. Reese, School of Education, University of Wisconsin-Madison</p> <p>Chair: Assistant Prof. ZHANG Mingyu, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
July 2 nd (Wed.)	9:00-11:00	<p>Lecture 3: "I Was Their Sacrifice": Gary Tyler and the Criminalization of Black Students during Desegregation</p> <p>Speaker:</p>



		<p>Associate Prof. Walter Stern, School of Education, University of Wisconsin-Madison</p> <p>Chair: Associate Prof. SUN Yi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
	11:00-14:00	Lunch & Break Time
	14:00-16:00	<p>Guided Tour of the Exhibition Hall: The Past and Present of Beijing Normal University</p> <p>Chair: Prof. ZHOU Huimei, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
July 3 rd (Thur.)	all day	<p>Cultural Exploration of The Imperial College, The Temple of Confucius and The Temple of Heaven: Explore Chinese Traditional Culture and Experience the Historical Development of China's Education and Examination System</p> <p>Chair: Prof. SUN Banghua, Institute of Education History and Culture, Faculty of Education, Beijing Normal University Ph.D Student LIU Mengyue, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
July 4 th (Fri.)	9:00-11:00	<p>Lecture 4: Duty of Care and Education of Children Under Improper Guardianship: A Historical Perspective</p> <p>Speaker: Associate Prof. Makiko Santoki, Graduate School of Humanities and Social Sciences, Hiroshima University</p> <p>Chair: Associate Prof. LIU Xing, Institute of Education History and Culture, Faculty of Education, Beijing Normal University</p>
	11:00-14:00	Lunch & Break Time
	14:00-16:00	<p>Lecture 5: Visualizing China through the Cloud Motif: Elegance in Design</p> <p>Speaker: Associate Prof. ZHAO Hongbo, School of International Chinese Language</p>



		Education, Beijing Normal University Chair: Associate Prof. SUN Yi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University
July 5 th (Sat.)	9:00-11:00	On-site Visit: Experimental Primary School of Beijing Normal University Chair: Prof. CHEN Luxi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University
	11:00-14:00	Lunch & Break Time
	14:00-16:00	On-site Visit: Beijing Sanfan Middle School (or The Second High School Attached to Beijing Normal University) Chair: Prof. CHEN Luxi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University
July 6 th (Sun.)	9:00-11:00	Lecture 6: John Dewey and Chinese Education Speaker: Associate Prof. LIU Xing, Institute of Education History and Culture, Faculty of Education, Beijing Normal University Chair: Prof. CHEN Luxi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University
	11:00-14:00	Lunch & Break Time
	14:00-16:00	Lecture 7: The Beauty of Chinese Speaker: Associate Prof. FU Xuefeng, School of International Chinese Language Education, Beijing Normal University Chair: Associate Prof. SUN Yi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University
July 7 th (Mon.)	9:00-11:00	Group Presentations & Discussions & The Closing Ceremony Chair: Prof. CHEN Luxi, Institute of Education History and Culture, Faculty of Education, Beijing Normal University



Lecture Sessions

Lecture 1: Educational Perspectives in Traditional Culture: Addressing Three Core Questions of Education

July 1st (Tue.), 9:00-11:00

Speaker: Prof. SHI Kecan, Institute of Education History and Culture, Faculty of Education, Beijing Normal University

Abstract: Million-year human history, 10,000-year cultural evolution, 5,000-year civilizational legacy, and 3,000-year institutionalized schooling in China have imbued Chinese education with profound cultural genes and a distinct national ethos. Numerous Chinese philosophers and educators who had the great influence at home and abroad, have explored the Chinese educational logic, articulating systematic views on educational values, talent cultivation, teacher-student dynamics, curriculum design, and pedagogical methodologies. Among these, three fundamental questions — “What is the education?”, “Who should be taught?”, and “How to teach?” — have emerged as central pillars of inquiry, now deeply embedded in Chinese educational heritage. Delving into these core educational perspectives from traditional Chinese culture not only helped us to understand ourselves, but also provides the historical foundation and theoretical framework for constructing a distinctive Chinese pedagogical paradigm.

Lecture 2: The Calculating Boy: Zerah Colburn, America’s First International Child Celebrity

July 1st (Tue.), 14:00-16:00

Speaker: Prof. William J. Reese, School of Education, University of Wisconsin-Madison

Abstract: This lecture draws upon a forthcoming book-length biography of Zerah Colburn (1804-1839). Colburn was born in 1804 on a farm in Vermont. At the age of five, though unable to read or write, he revealed an extraordinary ability to compute numbers accurately. He became the most famous child in America in the nineteenth century. Made famous by the spread of mass circulation newspapers, magazines, and books in the western world, he became a child celebrity. He mesmerized crowds at lucrative exhibitions across the United States. His father nevertheless sought additional patronage to support his family and fund his son’s education. In 1812, the father and son moved to London, and they traveled extensively in the United Kingdom. Young Colburn had extraordinary experiences: fêted by peers of the realm,



politicians, astronomers, chemists, mathematicians, attorneys, phrenologists, physicians, and businessmen. Colburn lived a whirlwind existence as he searched for a satisfying life beyond the world of numbers. He studied classics at a boarding school in Paris and in London, acted on the stage, taught his own school in London, and calculated numbers at the Board of Longitude. Returning home to Vermont in 1824, he became an ordained Methodist minister and a university professor of ancient and modern languages.

Lecture 3: “I Was Their Sacrifice”: Gary Tyler and the Criminalization of Black Students during Desegregation

July 2nd (Wed.), 9:00-11:00

Speaker: Associate Prof. Walter Stern, School of Education, University of Wisconsin-Madison

Abstract: On October 7, 1974, Gary Tyler was an outspoken sixteen-year-old Black student attending a desegregating high school in southeast Louisiana. When racial brawls culminated in a white student’s death that day, police pinned the killing on Tyler. An all-white jury then convicted him as an adult following a trial that featured coerced testimony, an allegedly planted murder weapon, the failure to disclose exculpatory evidence, and an unconstitutional jury charge. Despite these injustices, Tyler remained imprisoned until 2016. This talk traces Tyler’s incarceration to the American state’s racialized failure to recognize children as simultaneously autonomous and dependent individuals.

Guided Tour of the Exhibition Hall: The Past and Present of Beijing Normal University

July 2nd (Wed.), 14:00-16:00

Chair: Prof. ZHOU Huimei, Institute of Education History and Culture, Faculty of Education, Beijing Normal University

Cultural Exploration

July 3th (Thur.), all day

Chair: Prof. SUN Banghua, Institute of Education History and Culture, Faculty of Education, Beijing Normal University

Ph.D Student LIU Mengyue, Institute of Education History and Culture, Faculty of Education,

Beijing Normal University

Abstract: INEI 2025 Summer School will organize a one-day cultural exploration activity on July 3, 2025, aiming to provide students with an in-depth understanding of Chinese history and culture by exploring three iconic landmarks of Chinese culture: The Imperial College, The Temple of Confucius and The Temple of Heaven.

The Imperial College Exploration:

The cultural exploration journey brings visitors to one of the key educational landmarks in Chinese history—the Imperial College (Guozijian). As an ancient institution dedicated to higher learning and the training of future government officials, the Imperial College offers a fascinating glimpse into China’s scholarly past. Located near the Lama Temple in Beijing, this historic site provides visitors with the opportunity to explore the ancient classrooms and halls that once nurtured some of China’s brightest minds.

The centerpiece of the Imperial College is the Biyong Hall, an elegant pavilion surrounded by a circular moat symbolizing the unity of knowledge. This hall served as the venue for imperial lectures and exemplifies traditional Chinese architectural principles. Guided by knowledgeable experts, visitors learn about the rigorous examination system that selected China’s scholar-officials, understand the significance of Confucian philosophy in Chinese education, and experience firsthand the serene atmosphere that fostered intellectual growth during imperial times. Such visits allow visitors not only to appreciate the unique charm of ancient Chinese academies but also to deepen their understanding and appreciation of Chinese history and culture.



The Imperial College

The Temple of Confucius Exploration:

The next stop on our cultural exploration brings us to the Temple of Confucius, a revered site dedicated to the great philosopher whose teachings have profoundly influenced Chinese society. Located in Beijing, the Temple of Confucius stands as a testament to the respect and admiration for Confucius and his ideas on morality, social harmony, and governance. Here, students can walk through the temple grounds, admiring the various halls and pavilions built to honor Confucius and other significant figures in Chinese philosophical thought.

Key areas within the Temple of Confucius include the Dacheng Hall, which houses statues and plaques commemorating Confucius and his disciples, and the Stele Forest, featuring inscriptions detailing the history and contributions of Confucian scholars. With expert guidance, students gain insights into the historical development of Confucianism, its impact on Chinese culture, and the rituals performed in reverence of Confucius. This visit fosters a deeper appreciation for the moral and ethical foundations that have shaped Chinese civilization.

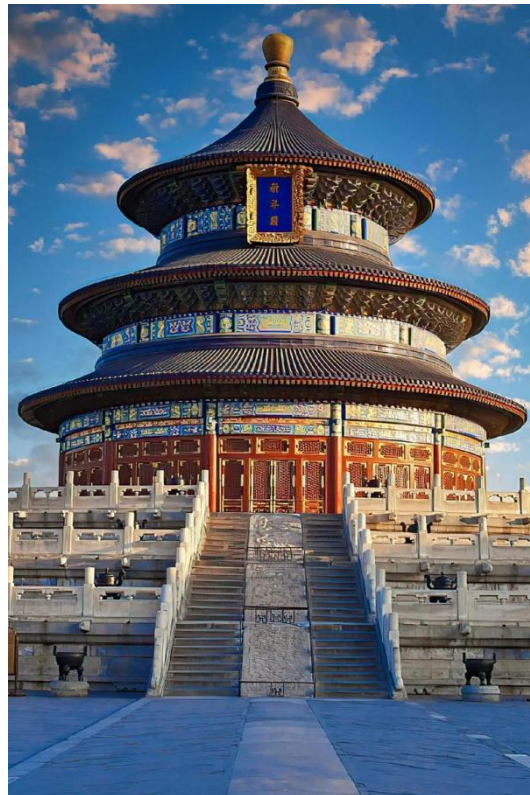


The Temple of Confucius

The Temple of Heaven Exploration:

Concluding our cultural expedition, we arrive at the Temple of Heaven, a magnificent complex renowned for its unique architecture and spiritual significance. Serving as a sacred place where emperors would pray for bountiful harvests and divine guidance, the Temple of Heaven symbolizes the harmonious connection between heaven and earth through its precise layout and rituals. Here, students can explore the vast park featuring iconic structures such as the Circular Mound Altar, the Imperial Vault of Heaven, and the Hall of Prayer for Good Harvests.

At the Hall of Prayer for Good Harvests, students admire the intricate design and symbolic elements that reflect Chinese beliefs in the interconnectedness of all things. Guided tours offer insights into the ceremonies once held here, the architectural ingenuity behind these nail-free constructions, showcasing the wisdom and craftsmanship of ancient Chinese builders. By experiencing the tranquility and grandeur of the Temple of Heaven, students deepen their understanding of Chinese cosmology and the spiritual practices central to imperial life. Each exploration enriches students' knowledge of Chinese history and culture, offering them invaluable perspectives on the values and traditions that have shaped this ancient civilization for millennia. Through stories and examples, they gain a deeper appreciation for how these principles continue to influence modern Chinese society.



The Temple of Heaven



Lecture 4: Duty of Care and Education of Children Under Improper Guardianship: A Historical Perspective

July 4th (Fri.), 9:00-11:00

Speaker: Associate Prof. Makiko Santoki, Graduate School of Humanities and Social Sciences, Hiroshima University

Abstract: While seemingly straightforward, the question of who bears responsibility for child-rearing is complex. Although this responsibility is frequently attributed to parents, both history and global policies demonstrate that not all children are raised within traditional family units. This lecture will examine, specifically using cases from the UK, the uncertainties surrounding family structures in child-rearing. We will discuss who held the duty of care and education of the child, particularly in cases of “improper guardianship”.

Lecture 5: Visualizing China through the Cloud Motif: Elegance in Design

July 4th (Fri.), 14:00-16:00

Speaker: Associate Prof. ZHAO Hongbo, School of International Chinese Language Education, Beijing Normal University

Abstract: This lecture introduces the auspicious cloud motif (云纹 yúnwén) in traditional Chinese culture, focusing on its historical evolution, symbolic meanings, and practical applications in ancient daily life. Through an exploration of this iconic pattern, the presentation will touch upon foundational knowledge of Chinese characters, inviting learners to delve into the cultural significance of written language, while emphasizing the profound Chinese cultural elements embedded in auspicious motifs. The principle of “designs must convey intent, and intent must embody blessings” (图必有意，意必吉祥) reflects both the essence of Chinese aesthetics and the enduring practice of expressing life aspirations and blessings to loved ones through patterns and imagery. As a vital component of traditional Chinese culture, the cloud motif not only embodies ancient ideals of harmony with nature and the pursuit of a fulfilling life but continues to exert a profound cultural influence in modern times, bridging historical legacy with contemporary creativity.

On-site Visit

July 5th (Sat.), all day

Chair: Prof. CHEN Luxi, Institute of Education History and Culture, Faculty of Education,

Beijing Normal University

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 Experimental Primary School of Beijing Normal University in the morning and Beijing Sanfan Middle School in the afternoon. 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 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



Beijing Sanfan Middle School



Lecture 6: John Dewey and Chinese Education

July 6th (Sun.), 9:00-11:00

Speaker: Prof. LIU Xing, Institute of Education History and Culture, Faculty of Education, Beijing Normal University

Abstract: John Dewey, one of the most famous American philosophers, came to China in 1919. He brought the idea of Pragmatism into China and changed the way Chinese people think about education. However, Dewey also failed in some aspects. This talk will deal with the reception of opposition of John Dewey's idea in Twentieth-century China.

Lecture 7: The Beauty of Chinese

July 6th (Sun.), 14:00-16:00

Speaker: Associate Prof. FU Xuefeng, School of International Chinese Language Education, Beijing Normal University

Abstract: The lecture mainly introduces the characteristics of the Chinese language and Chinese characters. The Chinese language is very interesting, and Chinese characters are extremely beautiful. Even if you come into contact with them for the first time, you can quickly learn the most basic words and sentences, and also write beautiful Chinese characters. Let's open our mouths to speak and start writing by hand, so as to truly experience the joy of learning Chinese and appreciate the charm of Chinese characters.

Introduction of Speakers (in Alphabetical Order by Last Name)



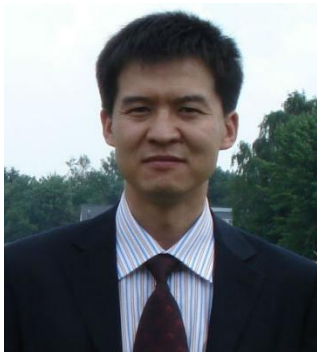
CHEN Luxi, Professor from Institute of Education History and Culture in Faculty of Education, Beijing Normal University. CHEN has long been engaged in history of foreign education research. Her main research areas include history of foreign education, history of American public education and policy studies. She has published more than 50 papers in peer reviewed academic journal, as well as monographs.



FU Xuefeng, Associate Professor from the Institute of International Chinese Education, Beijing Normal University. With years of experience in teaching Chinese to international students, her research mainly focuses on Chinese characters, vocabulary, and teaching design. She has compiled many Chinese textbooks and dictionaries, and has deeply studied the Chinese language, characters, and culture.



JIN Yingkun, Professor from Institute of Education History and Culture at Faculty of Education, Beijing Normal University. He is also the Director of the Center for Classical Chinese Education at Beijing Normal University. His research was focus on the history of Chinese education, imperial examination culture, children's culture, Dunhuang studies, and the history of the Sui and Tang dynasties.



LI Zijiang, Professor from Institute of Education History and Culture at Faculty of Education, Beijing Normal University. His researches focus on the history of foreign high education, including the topic as academic freedom, academic tenure, faculty profession development, postgraduate education, etc. He has published and edited 10 monographs, and more than 60 papers in academic journals. He presided over a number of research projects on American higher education.



LIU Xing, Associate professor from Institute of Education History and Culture, Faculty of Education, Beijing Normal University. He got his Ph.D from Hiroshima University. His research interests include the exchange of Western and Eastern thoughts, the history of revolution in China and the Sino-Japanese relationship. He has published more than 50 papers in Chinese, Japanese and English core journals.



SHI Kecan, Professor from Institute of Education History and Culture, Faculty of Education, Beijing Normal University. His research is primarily focused on the history of ancient Chinese educators, the development of social education in ancient China, and the history of early childhood education. He has authored and edited over 10 monographs as well as more than 50 academic papers, including the first volume of *The History of China's Educational System*, which has received several prestigious awards, such as the Fifth National Book Award and the Wu Yuzhang Award for Humanities and Social Sciences.



Makiko Santoki, Associate Professor at Graduate School of Humanities and Social Sciences in Hiroshima University. She specializes in the history of education, with a specific emphasis on the history of education in Britain. Her current research focuses on the care and education of neglected, destitute, and vagrant children in the 19th and 20th centuries. She has authored or co-authored around 20 books and published extensively in both Japanese and English scholarly journals. Dr. Santoki is currently involved in a collaborative research project examining the social history of the intersection between medical science and education.



SUN Banghua, Professor from Institute of Education History and Culture at Faculty of Education, Beijing Normal University. His main research areas include History of Chinese Christian education, History of modern Chinese university, History of Chinese mass education, History of Sino-western cultural and educational exchanges. He has published 6 books and near 100 papers.



SUN Yi, Associate Professor from Institute of Education History and Culture, Faculty of Education, Beijing Normal University. Her research focus on the history of medieval and early modern universities, historical development of science education, comparative history of higher education in the east and the west, transnational history of educational ideology, culture and space, etc. She has translated and edited 8 monographs, published more than 50 papers in Chinese and English core journals at home and abroad, and presided and attended more than 10 provincial and ministerial projects.



WANG Chen, Professor from Institute of Education History and Culture at Faculty of Education, Beijing Normal University. His researches focuses on history of idea of western education, history of higher education, school culture construction and curriculum teaching improvement, educational development and social equity, etc. He has published and edited more than 10 monographs, and also published more than 60 papers in Chinese and English journals. In addition, he has led and participated in many national and provincial projects, and international joint research projects.



William J. Reese, Carl F. Kaestle WARF and Vilas Research Professor of Educational Policy Studies, History, and European Studies at the University of Wisconsin-Madison. His research focuses on the history of education in the United States, with particular attention to public schooling and educational reform. He has authored five books, served as editor of the *History of Education Quarterly*, and was President of the History of Education Society. Reese is a member of the National Academy of Education and a Fellow of the American Educational Research Association. His current projects include a study on the origins of public schools in Washington, D.C., and a biography of 19th-century child prodigy Zerach Colburn.



Walter C. Stern, Associate Professor of Educational Policy Studies and History at the University of Wisconsin-Madison. His research examines intersections between racism, state action, and ordinary people's lives in the nineteenth-and twentieth-century United States, with a focus on public schools and the metropolitan South. He is the author of *Race & Education in New Orleans: Creating the Segregated City, 1764-1960*, which received the 2018 Williams Prize for the best book on Louisiana history. His articles and essays have appeared in the *Journal of Southern History*, *Journal of African American History*, *Journal of Urban History*, and *Teachers College Record*.



ZHANG Binxian, Professor from Institute of Education History and Culture, Faculty of Education, Beijing Normal University. He has been honored as a specially appointed professor under several national major research programs. Additionally, Professor ZHANG holds several key positions including Chairman of the History of Education Branch of The Chinese Society of Education, Secretary-General of the National Council for Professional Degrees in Education, and Editor-in-Chief of the “Journal of Educational Studies.”



ZHANG Mingyu, Assistant Professor from Institute of Education History and Culture at Faculty of Education, Beijing Normal University. His main research areas include Chinese educational history, educational policies, and educational management. He has published one monograph and multiple academic papers in academic journals both domestically and internationally.



ZHAO Hongbo, Associate Professor at the Faculty of School of International Chinese Language Education, Beijing Normal University. ZHAO, has long been dedicated to teaching language and culture courses for international students. Her primary research areas encompass Chinese ancient history and international Chinese language education. She has taught at the Middlebury Summer School in the United States and Asia University in Japan. Having led or participated in multiple research projects, she has published over 20 academic papers on cultural pedagogy and history.



ZHOU Huimei, Professor from the Institute of Educational History and Culture, Faculty of Education, Beijing Normal University. She has long been engaged in social education research. Her interdisciplinary approach investigates the interplay between educational media (films), public pedagogy (exhibitions), institutional networks (associations), and intellectual agency (figures) in shaping modern China’s educational landscape. She has published and edited 10 monographs, led over 20 national/provincial and international collaborative projects, and authored more than 100 peer-reviewed journal articles and newspaper contributions.



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 Mengyue (liumengyue@mail.bnu.edu.cn)
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Appendix

2025 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.