GTES
2024 CHINA

第五届全球教师教育峰會
THE FIFTH GLOBAL TEACHER EDUCATION SUMMIT

CONFERENCE BROCHURE

会议手册

BNU

北京师范大学

2024/10/25 – 2024/10/28

Center for Teacher Education Research of Beijing Normal University, Key Research
Institute of Humanities and Social Sciences for Universities, Ministry of Education
(Institute of Teacher Education, Faculty of Education, Beijing Normal University)

CONTENTS

WELCOME MESSAGE

After careful preparations by the conference organizing team, the 5th Global Teacher Education Summit has arrived as scheduled. Unlike previous summits, this occasion coincides with the 20th anniversary celebration of the Centre for Teacher Education Research at Beijing Normal University, bringing together old and new friends once again at the birthplace of the summit – Beijing Normal University. We welcome participants from all over the world with immense joy to discuss the theme of "Facing the Future: Building a Global Teacher Education Community Together."

The 5th Global Teacher Education Summit has invited nearly 30 keynote speakers from China (including Hong Kong, Macao and Taiwan Region), Japan, Singapore, the United States, Canada, the United Kingdom, Greece, Portugal, Australia, Brazil, Israel, and other countries and regions of the world. These top scholars will engage in various forms of dialogues with summit attendees on diverse topics on teacher education, outlining a blueprint for the future development of the field. On behalf of the summit organizing committee, I would like to express our heartfelt gratitude to all the attending guests!

This summit has received attention from the global teacher education academia, attracting over 600 participants from more than hundreds of research institutes and educational institutions. These university scholars, frontline teachers, and graduate students have submitted more than 700 papers, of which 510 have been reviewed and accepted by the conference committee. They will present their research findings at various sub-forums, such as, the Tin Ka Ping Youth Scholar Forum on Teacher Education Research, symposiums, and group discussions. They will make academic exchanges and share new ideas. Additionally, the conference will showcase 119 academic posters to facilitate comprehensive communication. On this occasion, we would like to extend a warm welcome and sincere gratitude to all participants on behalf of the Summit Organizing Committee!

As always, this summit received strong support from numerous organizations and institutions. Beijing Normal University provided comprehensive guarantees for the summit. Center for Teacher Education Research of Beijing Normal University, Key Research Institute of Humanities and Social Sciences for Universities, Ministry of Education (Institute of Teacher Education Research, Faculty of Education, Beijing Normal University), jointly coordinated with Huiyan International College of Education at Beijing Normal University to

prepare for and convene the summit. We would like to express our special thanks to Tin Ka Ping Foundation for their continued generous funding of the "Tin Ka Ping Youth Scholar Forum on Teacher Education Research," which has kept this innovative forum youthful and vibrant in carrying forward the spirit of the field. The summit has recruited around 100 young student volunteers from our university, who have become a beautiful scenery with their volunteer spirit of dedication, friendship, cooperation, and progress. On this occasion, we would like to express our highest respect and heartfelt gratitude to them on behalf of the Summit Organizing Committee!

The successful convening of previous teacher education summits has promoted the development of teacher education discipline in China and facilitated in-depth exchanges in the area worldwide. Against the backdrop of the profound changes unseen in a century in the world and the overall strategic situation of the great rejuvenation of the Chinese nation, and in line with the era's requirement of building a strong educational country to lay the foundation for Chinese-style modernization, this international academic event will be conducive to better building a global community of teacher education, promoting peaceful co-existence among countries and regions around the world, promoting world sustainable development, and advancing the construction of a community with a shared future for mankind. We sincerely wish that the summit will continue to help the academic growth of young scholars and become a platform for global educators in teacher education to collide with ideological sparks and develop friendships! We wish all participants all the best during the summit! May the summit achieve complete success!

Professor ZHU Xudong   Professor Leslie N.K. Lo

Co-Chair of the Fifth Global Teacher Education Summit

THE FIFTH GLOBAL

TEACHER EDUCATION SUMMIT

BUILDING A GLOBAL TEACHER EDUCATION COMMUNITY FOR FUTURE POSSIBILITIES

25-28 October 2024, Beijing, China

Background

The Global Teacher Education Summit (GTES), is an international high-level academic summit held every three years, initiated by Center for Teacher Education Research of Beijing Normal University, a key research institute for Humanities and social sciences in universities of the Ministry of Education. Since 2011, the Summit has had a wide impact on the world, establishing a platform for global teacher education researchers and practitioners to discuss new phenomena problems and trends along the global teacher education reform and development.

The Global Teacher Education Summit has been held for four sessions, inviting hundreds of keynote speakers from around the world and attracting over 30000 scholars, teachers, and university students from more than 200 research institutes and teaching institutions. In total, more than 1000 research papers and abstracts have been received.

Theme

Building a Global Teacher Education Community for Future Possibilities

Subthemes

1. Teacher education for a future of uncertainties

2. Teacher learning and development in the Digital Age

3. Changes in subject-based teacher education

4. Evidence-based curriculum, teaching, and teacher education practices

5. Crossing boundaries for teacher education

Venue

Haidian Campus, Beijing Normal University (BNU), Beijing, China

Dates

25-28 October, 2024

Language

Chinese and English

Organization Committee

Organization:

Center for Teacher Education Research, Beijing Normal University

Key Research Institute of Humanities and Social Sciences for Universities, Ministry of Education

(Institute of Teacher Education, Faculty of Education, Beijing Normal University)

Academic Guidance Organization:

Faculty of Education, Beijing Normal University

Co-organizations:

Tin Ka Ping Foundation

Huiyan International College, Faculty of Education, Beijing Normal University

College of Arts and Media, Beijing Normal University

Partnership Organization :

Shanghai Pudong Institute of Education Development

Technical Support:

iFlytek Co., Ltd.

SPEAKERS

(in the order of reporting)

KEYNOTE SPEECH SPEAKERS

Leslie N.K. Lo

Chair professor (by special appointment) at the Faculty of Education of Beijing Normal University. Before he retired from the Chinese University of Hong Kong, he had served as the founding dean of its Faculty of Education, Wei Lun Professor of Educational Administration and Policy and the director of Hong Kong Institute of Educational Research. Professor Lo has published numerous articles (in Chinese and English) for the fields of teacher education, school leadership, higher education, and educational policy. He was on the editorial boards of many international and Chinese academic journals.

Christopher Day

Professor of Education and member of the Centre for Research on Educational Leadership and Management(CRELM) of Nottingham University. He is also Professor of Educational Leadership, University of Sydney, Australia; and Chair Professor of Education, Beijing Normal University, China.

His current research focuses on teacher retention, successful principals, and the governance and leadership of school Trusts (clusters); teacher professionalism, teachers' work, lives and effectiveness, teacher identity, commitment and resilience. He is the founding Editor-in-Chief of '*Teachers and Teaching: Theory and Practice' (TTTP)*; and a member of the Editorial Boards of *The British Educational Research Journal (BERJ), Teaching and Teacher Education (TATE)*, and *the Journal of Educational Administration (JEA)*.

Lee Chi-kin John

President of The Education University of Hong Kong, holding the concurrent title of Chair Professor of Curriculum and Instruction.

He was Dean of Education and a Professor at the Department of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). His research interests focus on curriculum and instruction, geographical and environmental education, life and values education, and teacher development and school improvement. Professor Lee was named among the top 2% most-cited scientists in the world in terms of career-long impact, in the latest list released by Stanford University. He has served as Changjiang Chair Professor, conferred by the Ministry of Education of the People's Republic of China, and the UNESCO Chair in Regional Education Development and Lifelong Learning (2019-2023; 2023-2027). In addition, he was appointed by the Hong Kong SAR Government as a Justice of the Peace (JP).

Professor Lee is a member of the 14th National Committee of the Chinese People's Political Consultative Conference and has served as a Research Fellow of The Southeast Asian Ministers of Education Organization (SEAMEO), and Director of the Academy for Applied Policy Studies and Education Futures, Academy for Educational Development and Innovation, and Centre for Religious and Spirituality Education at EdUHK.

Lynn Paine

Professor of teacher education, and an adjunct professor of sociology and the Center for Gender in Global Context. Her work focuses on comparative and international education and the sociology of education, with an emphasis on the relationship between educational policy and practice, the links between education and social change and issues of inequality and diversity. Much of her work has involved the comparative study of teachers, teaching and teacher education, supported by research in China, the United States and England. Dr. Paine's work on learning in and from practice draws on her ongoing comparative research of teacher education. Her participation on "Learning from Mentors," a comparative study of mentored learning to teach, and her more recent NSF-funded leadership of a comparative case study of policies and practices that support beginning teacher learning will contribute to shaping the program. Having been visiting professor at several universities in China, Hong Kong and Singapore, Dr. Paine brings extensive experience in working across language, cultural and policy differences to talk about teacher education.

Cai Chun

Ph.D., professor and member of the Standing Committee of the Party Committee, as well as the Vice President of Capital Normal University. He also serves as a member of the National Education Professional Degree Graduate Education Steering Committee. His main research areas include teacher education, fundamental educational theories and philosophy of education, educational reform, and future studies in education.

Martin Mills

Research Professor in the School of Teacher Education and Leadership at QUT. He was previously the inaugural Director of the Centre for Teachers and Teaching Research at the Institute of Education, University College London. He is a Fellow of the Academy of Social Sciences in Australia and a former President of the Australian Association for Research in Education. He has held multiple ARC research grants, including an ARC Future Fellowship (2012-2016).

His work has principally focused on social justice issues in education. These areas have included: teachers' work and pedagogical practice, alternative education, and gender and education. He is an editor in chief of *Teachers and Teaching: Theory and Practice.*

A. Lin Goodwin

Thomas More Brennan Chair of Education at the Lynch School of Education and Human Development. Prior to joining Boston College, she was Dean of the Faculty(School) of Education at the University of Hong Kong (2017-2022) and Vice Dean at Teachers College, Columbia University (TCCU) in New York (2011-2017), where she also held the Evenden Foundation Chair in Education. Professor Goodwin served as Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education (2013-2016), and is a Senior Research Fellow of the Learning Policy Institute. She received the 2022 Spencer Foundation Mentor Award honoring her work with emerging academics and doctoral students. She is the recipient of several multi-million-dollar U.S. federal grants to support TR@TC, an innovative teaching residency program at TCCU that she designed and launched in 2009, a program that has prepared 13 cohorts—and counting—of exceptional teachers for NYC schools.

Qing Gu

Director of the UCL Centre for Educational Leadership and Professor of Leadership in Education.

She is the Past Chair of the British Association of Comparative and International Education (BAICE), a member of the Research Standing Committee of the World Council of Comparative Education Societies (WCCES), an UNESCO Inclusive Policy Lab (IPL) expert, and a member of the Research Evidence and Impact Panel for the Leadership College for UK Government. She is a Senior Research Fellow at the Asia Pacific Centre for Leadership and Change (APCLC) and Honorary Professor in the Department of Education Policy and Leadership at the Education University of Hong Kong. She has served as Editor and a member of the Editorial Board of many high impact journals in education.

Professor Gu was conferredthe Award of Fellow of the Royal Society Arts (FRSA) in 2016 and the Award of Fellow of the Academy of Social Sciences (FAcSS) for her contribution to social science in 2022. In June 2024 she was recognised in The King's Birthday Honours and appointed Officer of the Order of the British Empire (OBE) for services to education. She features in Elsevier and Standford University's 2023 list of the world's top 2% of scientists in the world.

Yasushi Maruyama

Professor of Philosophy of Education at Hiroshima University, Japan, and is currently the Dean of the School of Education, Hiroshima University. He has served as an editor of various academic journals, including the editor-in-chief of Studies in the Philosophy of Education, a Journal of The Philosophy of Education Society of Japan. His research interests contain the philosophy of Wittgenstein, philosophy of mind, ethics of teaching, professional ethics education and postcolonialism. Among his publications are "Ethics Education for Professionals in Japan: A Critical Review"; Teaching Moral Education; "Elucidation in the Transition of Wittgenstein's Philosophy" and "How Should We Recognize the Otherness of Learners? Hegelian and Wittgensteinian Views"; Undertaking Teacher Education; "The Ethico-Aesthetics of Teaching: Toward a Theory of Relational Practice in Education"..

LI Qiong

Professor, the Executive Deputy Director of Center for Teacher Education Research, Beijing Normal University. Her research interests include teacher education, professional development, particularly the use of quantitative data analysis in large-scale research to explore factors that facilitate and hinder teachers' learning and in policies and practices that can support teacher change. Currently, her research team is studying variations in teachers' preparedness, work, lives and effectiveness.

PARALLEL FORUM INVITED SPEECH SPEAKERS

Parallel Forum 1

Amanda Berry

Professor of STEM Education and Deputy Dean (Research & Innovation) in the School of Education, Royal Melbourne Institute of Technology University (RMIT), Australia. Professor Berry has a distinguished international profile in science education and teacher education research, in particular, the ways in which educators' knowledge is shaped and articulated through teacher preparation, beginning teaching and in-service learning. The main focus of Professor Berry's research has been the development and application of methodologies and tools for capturing and representing the complex nature of teachers' and teacher educators' classroom practice. Professor Berry has published extensively in the above areas, including books, Handbook chapters, international journals and academic texts. Professor Berry has led numerous projects at state, national and international levels, focusing on innovations in science teaching and learning and the development of teacher knowledge and practice. Professor Berry is former editor of the journal, *Studying Teacher Education*, an international journal of self-study, Associate Editor of *Research in Science Education* and International Editorial Advisory Board member of *Learning and Instruction.*.

Gillian Roehrig

Professor in the Department of Curriculum and Instruction at the University of Minnesota, USA. She is former president of the National Association for Research in Science Education (NARST) and a former president of the American Association for Science Teacher Education (ASTE). Prof. Gillian Roehrig's research and teaching interests are centered on understanding how teachers translate national and state standards into teaching events and curriculum in their classrooms. Teachers' knowledge and beliefs about teaching and learning directly influence the specific teaching practices implemented by teachers. Of particular interest is how teachers, from preservice through induction and into the in service years, represent "science as inquiry" in their teaching and how different induction and professional development programs can influence teachers' knowledge, beliefs, and classroom practices.

Carlota Boto

Full professor and dean of the Faculty of Education at the University of São Paulo (USP). She teaches in the area of Philosophy of Education at FEUSP. She also supervises master and doctoral programs at FEUSP and in the Postgraduate Program in School Education at FCL/UNESP-Campus de Araraquara. She coordinates the Study Group on Philosophy and History of Pedagogical Ideas (GEFHIPE) at FEUSP. She also participates in the Human Rights, Democracy, Politics and Memory Research Group at the Institute for Advanced Studies at USP.

Icy Lee

Professor of Education (TESOL and Language Education) at the National Institute of Education in Nanyang Technological University, Singapore. Her primary research interests include second language writing and second language teacher education.She has received several prestigious international awards, including the *Journal of Second Language Writing Best Paper Award* (2008 and 2022), TESOL Award for Excellence in Teaching (2010), and TESOL Award for Excellence in the Development of Pedagogical Materials (1999). She served as Chair of the NNEST (Nonnative English Speakers in TESOL) Interest Section of the International TESOL Association from 2011 to 2012 and President of Hong Kong Association for Applied Linguistics from 2008 to 2010.

Parallel Forum 2

Lily Orland Barak

Prof. Lily Orland-Barak is a Full Professor at the University of Haifa, with a distinguished career in teacher education. Her research focuses on mentoring, professional learning, and teacher development with a focus on socio-cultural, moral and discursive perspectives on teacher education . She has been influential as a former Dean of the Faculty of Education and as former Dean of the Graduate Studies Authority of her university. Her work bridges between theoretical-empirical understandings and pedagogical-praxical aspects of expertise development in teaching and mentored teacher learning. Professor Lily Orland-Barak has published numerous influential studies in authoritative journals and authored several books. Her recognition includes being selected as an AERA Fellow in 2022, winning the Huberman Award in 2021, the Literati Award in 2020, and the AERA Award for Exemplary Research in 2010. Prof. Orland-Barak's commitment to advancing educational practices and mentoring in diverse and digital environments has made her a leading figure in the field of teacher education.

Maria Assunção Flores

Professor at the University of Minho, Portugal. Her research interests include teacher professionalism and identity, teacher education and professional development, curriculum, assessment, leadership and higher education. She has published extensively on these topics both nationally and internationally. She is former Chair of the International Study Association on Teachers and Teaching and former Chair of the Board of Directors of the International Council of Education for Teaching. She is currently editor of the *European Journal of Teacher Education* and executive editor of *Teachers and Teaching*：*Theory and Practice*.

David Kirk

Professor of Education and former Head of the School of Education (2014-17) at the University of Strathclyde. He is an educational researcher with teaching and research interests in educational innovation, curriculum history, and physical education and sport pedagogy. Professor Kirk is founding editor of the peer reviewed journal *Physical Education and Sport Pedagogy (Routledge)* and editor of *Routledge Studies in Physical Education and Youth Sport*. He held academic appointments previously in universities in England, Australia, Ireland and Belgium and is currently Honorary Professor of Human Movement Studies at the University of Queensland. His most recent single authored book *Precarity, Critical Pedagogy and Physical Education* was published by Routledge in 2020. Fellow of the Academy of Social Sciences International Fellow of the Academy of Kinesiology (USA) Fellow of the Physical Education Association (UK)

Despina Potari

Professor in the Mathematics Department at the National and Kapodistrian University of Athens in Greece. Her research interests lie in the development of mathematics teaching and learning, as well as teacher development. Her research on teaching revolves around exploring the role of different contexts and tools within the classroom setting. Regarding teacher development, her emphasis has been on teacher knowledge and practices, particularly within collaborative contexts. Potari has coordinated numerous funded projects and has published research papers in esteemed *Journals of Mathematics Education*, such as Educational Studies in Mathematics, *Journal of Mathematical Behavior*, *Journal of Mathematics Teacher Education*, and *International Journal of Mathematics and Science Education*. She has been invited to give seminars at various universities across Europe.Potari's editorial contributions include serving as chief editor of the *Journal of Mathematics Education* from 2017 to 2023, associate editor for the same journal from 2011 to 2017, and as a member of the editorial board for *the Research in Mathematics Education Journal*.

INVITED SPEECH SPEAKERS

Tony Loughland

Associate Professor and Head of School in the School of Education at the University of New South Wales. He is an experienced educator who likes to think that theory should be the plaything of practice. He is currently leading projects on mentoring conversations on professional experience, school-based teacher education, and professional growth cultures in schools.

Cheng May/Hung

Vice President (Academic) and Chair Professor of Teacher Education at The Education University of Hong Kong. Professor Cheng has actively engaged in international science education. She is a member of various education associations and has served on the editorial boards of several international journals. She has served as President of the East Asian Association for Science Education (EASE). Her research interests include teacher education and science education, focusing on practical research, learning assessment, and teacher professional development, among others. She has obtained various research and project grants from the General Research Fund, the Quality Education Fund, and the Education Bureau. The book she edited, Concepts and Practices of STEM Education in Asia, was published by Springer in 2022.

Li Baiyan

Dean of Shanghai Pudong Institute of Education Development, Doctor of Education, Shanghai Special Grade Principal, special grade teacher, and senior teacher. She was awarded the 2017 'Shanghai Education News Person of the Year', 'Shanghai Education Merit' and other honorary titles, and has published *Education with parents' Hearts'*, *Dialogue and Beyond* and other books.

Christophe Ronveaux

Dr. Christophe Ronveaux is a "Maitre d'enseignement et de recherche" at the Faculty of Psychology and Sciences of Education (FPSE) at the University of Geneva. Dr. Ronveaux's research focuses on elementary school teacher training and reading education. He specializes in French teaching methods , reading instruction methods and pedagogical guidance. Dr. Ronveaux has led Reading-literature-numéric Project, GRAFElitt Project, and HELICE project and network, supported by Switzerland National Science Foundation (SNSF). Dr. Ronveaux is Chair of the Sub-Committee on Ethics for Research in Schools at the University of Geneva (since 2011), international president of AIRDF (since 2016) and Chair of the CAHR's Research and Development Working Group for French-speaking Switzerland (until 2019).

Andreas Schleicher

Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD). He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.

He has worked for over 20 years with ministers and education leaders around the world to improve quality and equity in education. Former U.S.Secretary of Education Arne Duncan said that Schleicher "understands the global issues and challenges as well as or better than anyone I've met, and he tells me the truth" (The Atlantic, July 11). UK Secretary of State Michael Gove called Schleicher "the most important man in English education" – even though he is German and lives in France.

He was Director for Analysis at the International Association for Educational Achievement (IEA). He is the recipient of the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement".

TIN KA PING LECTURE SPEAKERS

Huang Jiali

Professor at the Teacher Education Research Institute, a key research base for humanities and social sciences at Beijing Normal University, designated by the Ministry of Education of China. Previously, she served as professor at Taiwan Normal University.

Dr. Huang has received academic awards from Taiwan Normal University, recognition as an outstanding teacher, and the Innovative Curriculum Lecture at Ming Chuan University. She is also recognized as an outstanding alumna of Taipei Municipal University of Education in the field of academic research. She acts as a reviewer for CSSCI, TSSCI and SSCI journals and serves as a guest editor for the Journal of Research in Education Sciences and the Journal of Curriculum Studies. She has led more than 46 large-scale research projects. Currently, she conducts "Research on the construction of high-quality teacher education system driven by secondary date" and "Research on the path and mechanism of third-party evaluation of teacher education quality". She has also been the lead researcher for projects such as "The Current Situation of Teacher Education Systems and Teacher Quality in Various Countries (Regions)". Additionally, she has led research on "Teaching and Learning International Survey (TALIS): Meta research of teacher education and school education development and international comparison".

Dr. Huang has edited 7 specialized books on teacher education issues and 12 books on pedagogical content knowledge (PCK). Her academic monographs include "*Research on Teacher Quality Management and Certification System*" (2008), "*Standard-based Teacher Training Concepts and Practices*" (2013), and "*Research on the Quality Assurance System of Teacher Education*" (2018). She has authored over 150 papers in SSCI, CSSCI, and TSSCI journals, as well as in double-reviewed journals and specialized books.

Yuan Rui

Associate Professor at the Faculty of Education, University of Macau. His research interests include teacher education, critical thinking, and English Medium Instruction (EMI) in higher education. He has published extensively, with his work appearing in international journals such as *TESOL Quarterly, Teaching and Teacher Education*, and *Studies in Higher Education*. Dr. Yuan currently serves as an Associate Editor for TESOL Journal and is on the editorial board of *Linguistics and Education*. From 2021 to 2024, he was recognized as one of the top 2% of global scientists in Education/Linguistics, according to the Stanford University list based on Scopus data.

SUMMIT PROGRAM OVERVIEW

25th October 2024

Tin Ka Ping Young Scholars Forum on Teacher Education Research

Time	Events	Location
08:00-08:30	**Opening Ceremony** **Opening Speech** **Zhu Xudong** Director of Center for Teacher Education Research, Beijing Normal University **David Day** Director General, Tin Ka Ping Foundation **Leslie N.K. Lo** Special appointed chair professor, Faculty of Education, Beijing Normal University **Speech of the Representative to Young Scholars** **Reziwanguli・Abasi** Associate Professor, Xinjiang Normal University **Photo Session** Chair：Prof. Song Huan	Jingshi Hall in Jingshi Academy
08:50-11:10	**Parallel Sessions**	Parallel Meeting Rooms in Teaching Building No.2
11:10-12:30	**Group Report** （1）Summary Report of Each Group（5 min to each group） （2）Expert Speech from Each Group（3 min each person） Chair：Dr. Xiao Xue	Jingshi Hall in Jingshi Academy
12:30-14:00	**Lunch**	
14:00-17:30	**Tin Ka Ping Lecture** ❖ "From Doctoral Studies to Work": a Reminder of Improvement and Supplement **Leslie N.K. Lo** Special appointed chair professor, Faculty of Education, Beijing Normal University To Hold Back in Order to be Ahead: A Self-Research Framework Envisioned through Systemic Thinking **Huang Jiali** Professor, Beijing Normal University; Former Professor, Taiwan Normal University ❖ Crossing Boundaries for Academic Growth: A Teacher Educator's Reflections **Yuan Rui** Associate Professor, Faculty of Education, University of Macau, Young Scholar to the First Tin Ka Ping Forum on Teacher Education Chair：Associate Professor Ye Juyan	Jingshi Hall in Jingshi Academy
17:30-19:30	**Buffet Reception** Fifty Tin Ka Ping Young Scholars in Teacher Education and experts to each parallel sessions will be invited. Chair：Dr. Wang Kai	Yingdong Building, Room 623

26th October 2024 Morning

The Fifth Global Teacher Education Summit
Opening Ceremony, Keynote Speeches

Time	Events	Location
08:30-08:45	**Opening Ceremony** Speech by a leader, the Ministry of Education, P.R. China Speech by Kang Zhen, Vice President, Beijing Normal University Speech by Zhu Xudong, Director of CTER of Beijing Normal University Chair: **Shi Kecan** Secretary of Party Committee, Faculty of Education, Beijing Normal University	Main venue: Jingwen Lecture Hall Second venue: Jingshi Hall in Jingshi Academy Third venue: Beiguo Theater
08:45-09:15	**Photo Session**	
Keynote Speech 1-3 Chair: Prof. Song Huan		
09:15-09:45	**Keynote Speech 1:** Contextual Challenges and Opportunities for Global Reconnection for Teachers and Teacher Education **Leslie N.K. LO** Special appointed chair professor, Faculty of Education, Beijing Normal University.	
09:45-10:15	**Keynote Speech 2:** How to Become and Remain a 'Good' Professional in Challenging Times? **Christopher Day** Professor, University of Nottingham/Chair Professor, Beijing Normal University	
10:15-10:45	**Keynote Speech 3:** Possibilities of Future-oriented and Future Ready Teacher: Global and National Perspectives **LEE, Chi Kin John, JP** Dean, Faculty of Education Development and Innovation, The Education University of Hong Kong	
10:45-11:00	**Halftime Break**	
Keynote Speech 4-5 Chair: Prof. Huang Jiali		
11:00-11:30	**Keynote Speech 4：** Teacher Education In and For Uncertainty **Lynn Paine** Professor, Michigan State University**Keynote**	
11:30-12:00	**Speech 5:** Generative AI, Activated "World 3" and Teacher Education Reform **Cai Chun** Vice President, Capital Normal University	

26th October 2024 Afternoon & Evening

Symposiums, Parallel Presentations, Poster Presentations

Review and Prospect of CTER 20th Anniversary

Time	Events	Location
14:00-15:30	**Symposiums：** Symposium 1，Symposium 3，Symposium 5，Symposium 7，Symposium 9，Symposium 11，Symposium 13，Symposium 15，Symposium 17，Symposium 19 Invited Speech of Symposium 1 The Active Ingredients of School-Based Teacher Education **Tony Loughland** Dean, Faculty of Education, University of New South Wales, Australia Invited Speech within Symposium 15： Building a Regional Educational "Research Interchange" to Support Teacher Growth **Li Baiyan** Dean, Education Development Research Institute, Pudong District, Shanghai **Parallel Presentations：** Group 01，Group 03，Group 05，Group 07，Group 09 Group 11，Group 13，Group 15，Group 17，Group 19 Invited Speech of Group 05： Understanding and Enhancing Teacher Buoyancy: A Study of Chinese Mainland Teachers **CHENG, May Hung** Vice President, The Education University of Hong Kong	Parallel venues in Teaching Building No.2
	Poster Presentation： Group 01	Jingshi Hall South Wing
15:30-16:00	**Halftime Break**	
16:00-17:30	**Symposiums：** Symposium 2，Symposium 4，Symposium 6，Symposium 8，Symposium 10，Symposium 12，Symposium 14，Symposium 16，Symposium 18，Symposium 20 **Parallel Presentations：** Group 02，Group 04，Group 06，Group 08，Group 10 Group 12，Group 14，Group 16，Group 18，Group 20	Parallel venues in Teaching Building No.2
	Poster Presentation： Group 02	Jingshi Hall South Wing
18:30-20:30	"Resonate at the Same Frequency with the Development of National Teacher Education": 20th Anniversary Work Report and Prospect meeting Chair: Prof. Song Huan	Nanning Hall, Holiday Inn Hotel

27th October 2024 Morning

Parallel Forum with Invited Speech

Time	Events	Location
08:30-10:00	**Parallel Forum I - The First Half** ❖·Navigating Uncertain Futures in Education: The Crucial Role of Teacher Adaptive Expertise **Amanda Berry** Associate Dean, Faculty of Education, RMIT University, Australia ❖·Professional Learning through Collaborative Curriculum Design Work **Gillian Roehrig** Professor, University of Minnesota Chair: Associate Professiona Zhang Huajun	Beiguo Theater
	Parallel Forum II - The First Half ❖·Looking Through the Glass: Mentors as Adaptive Experts in the Digital Age **Lily Orland Barak** Professor, University of Haifa, Israel ❖·Rethinking Teacher Education in Uncertain Times **Maria Assunção Flores** Professor, University of Minho, Portugal, Executive Editor to *European Journal of Teacher Education* & *Teachers and Teaching Theory and Practice* Chair: Li Shengbing Dean, School of Educational Science, South China Normal University	Jingshi Hall in Jingshi Academy
10:00-10:15	Discussion	
10:45-12:15	**Parallel Forum I - The Second Half** ❖·The Role of Educational Sciences in Teacher Training **Carlota Boto** Dean, Faculty of Education, University of Sao Paulo, Brazil ❖·Preparing Future-ready Language Teachers **Icy Lee** Professor, National Institute of Education, Nanyang Technological University, Singapore; Deputy Editor to The Asia-Pacific Education Researcher Chair: Associate Professor Zhao Ping	Beiguo Theater
	Parallel Forum II - The Second Half ❖·Adaptive Competence in Teacher Education Futures: Preparing Teachers for the Known Unknowns **David Kirk** Professor, University of Strathclyde, UK; Founding Editor to *Physical Education and Sport Pedagogy* (Routledge), Editor to *Routledge Studies in Physical Education and Youth Sport* ❖·Teacher Collaboration and Professional Learning: Current Issues and Initiatives **Despina Potari** Professor, University of Athens, Greece Chair: Prof. Pei Miao	Jingshi Hall in Jingshi Academy
12:15-12:30	Discussion	

27th October 2024 Afternoon & Evening

Symposiums, Parallel Presentations,

Poster Presentations, Roundtable Forum, Invited Speeches

Time	Events	Location
14:00-15:30	**Symposiums：** Symposium 21，Symposium 23，Symposium 25，Symposium 27 **Parallel Presentations：** Group 21，Group 23，Group 25，Group 27 Group 29，Group 31，Group 33，Group 35	Parallel venues in Teaching Building No.2
	Poster Presentation： Group 03	Jingshi Hall South Wing
15:30-16:00	**Halftime Break**	
16:00-17:30	**Symposiums：** Symposium 22，Symposium 24，Symposium 26，Symposium 28，Symposium 29 **Parallel Presentations** Group 22，Group 24，Group 26，Group 28 Group 30，Group 32，Group 34，Group 36	Parallel venues in Teaching Building No.2
	Poster Presentation： Group 04	Jingshi Hall South Wing
17:30-18:30	**Dinner**	
18:30-19:30	**Roundtable Forum: Empowering Teacher Education with AI** Chair: Dr. Wang Kai Discussants: **Chen Yong,** Chairman of Mai Meng Technology **Wang Hong,** Dean, Faculty of Teacher Education, South China Normal University; Dean, Guangdong-Hong Kong-Macao Greater Bay Area Institute of Teacher Education **Lu Yu,** Associate Professor, Beijing Normal University **Long Baoxin**, Professor, Faculty of Education, Shaanxi Normal University **Song Huan,** Vice Director of CTER, BNU; Head, Institute of Teacher Education Research, FOE, BNU	Jingshi Hall in Jingshi Academy
19:30-20:30	**Invited Speeches:** Chair: Dr. Liu Lisha ❖·How to Teach Children to Read Picture Books?: A Comparative Study of Teaching Tools in China and Switzerland **Christophe Ronveaux** Senior Research Fellow, University of Geneva, Switzerland ❖·Subject to be determined **Andreas Schleicher** OECD Director, Department of Education and Skills, "Father of TALIS"	
20:30-20:45	Discussion	

28th October 2024

Keynote Speeches, Closing Ceremony

Time	Events	Location
	Keynote Speech Chair: Professor Li Jun, Associate Professor Ye Juyan	
8:30-9:00	**Keynote Speech 6:** Why We Must Keep Talking About Teacher Professionalism! **Martin Mills** Professor, Queensland University of Technology; Editor to *Teachers and Teaching: Theory and Practice*	
9:00-9:30	**Keynote Speech 7:** Dead Ideas, Missing Ideas, and Enduring Idea(l)s: Perspectives for Transforming Teacher Education **A. Lin Goodwin** Professor, Boston College, USA	
9:30-10:00	**Keynote Speech 8:** Embracing Change Through Organizational Learning: Where Teachers Stay and How They Thrive **Qing Gu** Director, UCL Centre for Educational Leadership, UCL Institute of Education	
10:00-10:15	Halftime Break	Beiguo Theater
10:15-10:45	**Keynote Speech 9:** Exploring Possibilities of a Global Teacher Educator Education Community: Its Professionality, Ethico-aesthetics, and Community of Practice **Yasushi Maruyama** Professor, Department of Education, Hiroshima University, Japan	
10:45-11:15	**Keynote Speech 10:** Do Normal Universities Produce More Effective Teachers? Evidence from Comparative Analysis with Comprehensive Universities in China **Li Qiong** Executive Deputy Director, CTER, BNU	
11:15-11:40	Halftime Break	
11:40-12:00	**Closing Ceremony** **Prof. Song Huan** Vice Director of CTER, BNU; Head, Institute of Teacher Education Research, FOE, BNU Chair: Prof. Yuan Li	

TIN KA PING TEACHER EDUCATION RESEARCH FORUM

FOR YOUNG SCHOLARS

2024.10.25

1

Dialogue Chair:
David Kirk, Wang Kai
Chairperson: Li Yangjie
Schedule: 8:50-11:10 a.m.
Venue: Teaching Buiding No. 2
Room 314

Teacher Learning and Development

Empowered by Digital Technology

Developing Teacher Professional Knowledge in Technology-enhanced Teaching and Learning: The Potential of Cross-school Teacher Learning Community
Wu Yuhang, The University of Hong Kong

A Phenomenological Analysis of Teachers' Experiences, Perceptions, and Expectations with Generative Artificial Intelligence
Liu Yu, Dai Zihan, Shang Junjie, Peking University, The Chinese University of Hongkong

AI-TPACK in Teacher Professional Development: Policy Reform, Historical Evolution and Connotation Transformation
YU Qingchun , Beijing Normal University

From Linearity to Complexity: The Times Value and Practice Approach of AI-enabled International Chinese Teacher Talent Training from the Perspective of Interdisciplinary Research
Huang Xiuwen, Macau University of Science and Technology

Reconstructing the Relationship between Technology and Teacher Education
Li Yangjie, Hangzhou Normal University

2

Dialogue Chair:
Gu Qing, Li Qiong
Chairperson: Wang Heng
Schedule: 8:50-11:10 a.m.
Venue: Teaching Buiding
No. 2 Room 315

Teacher Burnout and Job Stress Within Multiple Times and Spaces

From Aesthetic Fatigue to Aesthetic Experience:Aesthetic Reflection on Teacher Burnout
   Zhang Xianlu, Zhou Lingyi, Tsinghua University

The Relationship between Teachers' Role Pressure and Affective Commitment: The Mediating Role of Job Burnout and the Moderating Role of Organizational Support.
   Wang Heng, Jiangsu Normal University

Spatial Understanding on the Origins of Teachers' Work Burden: The Modern Formation of Labor Space Order in Chinese Teachers' Offices
   Liu Cheng, Lu Xingyan, Nanjing University, Jiangsu Normal University

Research on the Policy Analysis and Mechanism Construction of Teachers' Withdrawal in Primary and Secondary Schools in China
   Zheng Jie, Zhejiang Normal University

Institutional Timescapes, Sense-Giving, and Temporal Activism: A Temporal Examination of Teachers' Educational Lives
   Zhang Li, Northeast Normal University

3

Career Adaptation and Retention of Rural Teachers

The Effect of Mission Valence on the Professional Well-being of Rural Young Teachers in Northwest Ethnic Regions:The mediating role of emotional exhaustion and the moderating role of public service motivation

　　Zhang Ji-wei, Mao Ju, Xinjiang Normal University

Exploring Government-Organized Volunteer Teachers' Leadership Practices in Extreme Poverty Regions: A Chinese Case

　　Liu Miao, University of Edinburgh

A Study on the Emotional Resilience of Rural Young Teachers under the Role Identity Interaction Model

　　Sun Xiaohong, Qingdao University

Does Teaching and Research Participation Enhance Career Adaptability in Primary and Secondary Teachers? ——A Large Scale Study from China

　　Yan Ziluo, Nanjing University

Mobius band: Causes and Breakthroughs of the Inner Circulation Dilemma of Subject Knowledge for Science Teachers

　　Zhang Jun, Southwest University

Dilemma and Breakthrough in Developing Rural Teacher

Institutional Causes and Strategies to Address the Lack of Backbone Teachers in Rural Schools in District Areas

Qin Xinxin, Jiangsu University

Research on Factors Influencing Rural Teachers' Collaborative Behavior in the Dual-Teacher Classrooms: A Mixed Method Approach Using Structural Equation Modeling and Necessary Condition Analysis

Wang Jingxian, Guo Jiang, Sun Zhengling, Southwest University

Where does the heart of urban-born rural teachers "belong"？

Li Juan, Guizhou Normal University

Fragile Balance: a cultural sociological study on the career action strategies of "migratory bird" rural teachers

Wu Dengyue, Yang yue, Nanjing Normal University

Research on the Professional Literacy Development Dilemma and Enhancement Paths of Science Teachers in Ethnic Rural Primary Schools

Long Huan, Minzu Normal University of Xingyi

5

Dialogue Chair:

Amanda Berry, Zhao Ping

Chairperson: He Wenjie

Schedule: 8:50-11:10 a.m.

Venue: Teaching Buiding No. 2 Room 320

Practice and Professional

Development of Teacher Educators

Mismatches in university-based teacher educator's professional learning: Case study from mainland China

Zhou Jingtian, The Chinese University of Hong Kong

A Case Study of a Novice Government-affiliated Teacher Educator's Cross-boundary Learning Experience

Jin Wei, Beijing Institute of Education

I used to think... and now I think... : A self-study of learning self-study (S-STTEP)

Wu Yutong, Song Huan, Wu Yutong, University of Cambridge, Beijing Normal University

Mentoring Leads to Student Teachers' Perception of Self-efficacy:The Role of Theory-Practice Integration and Internship Duration

He Wenjie, Huang Jiali, Zhou Jingtian, Capital Normal University, Beijing Normal University, Chinese University of Hong Kong

Using metaphors to make sense of facilitating beginning teachers' professional learning: A qualitative case study in China

Dang Qian, The Chinese University of Hong Kong

Emotion and Identity of

Pre-service Teachers

"The Rise and Fall of the Sea of Energy": A Case Study of Emotional Labor for Student Teachers

Chen Lin, Yao Suyun, Hainan Normal University

The Conceptual Framework and Unique Connotation of Teachers' Social-Emotional Competence: Based on the Perspective of Three Types of Teachers in China

Guo Rong, Hangzhou Normal University

A Study on the Influences of Pre-service English Teachers' Teacher Education Curriculum Learning Engagement on Professional Identity

Liu Yujiao，KU Leuven

Insights into Future Teaching for All:Investigating Chinese Pre-service Educators' Perceptions of personalized Learning

Xu Fangjie, Capital Normal University

How pre-service teacher with different motivational factors self-regulate their identities

Zhou Shenji, Xu Xingzi, Beijing Normal University,Shanghai Normal University

7

Dialogue Chair:

Lily Orland, Barak, Ye Juyan

Chairperson: Wei Ge

Schedule: 8:50-11:10 a.m.

Venue: Teaching Buiding

No. 2 Room 402

Pre-service Teachers' Learning

Experiences in Different Settings

On The Paradoxical Growth of Pre-service Teachers' "Learn to Teach Experience

Guo Zijun, Yang Yue, Nanjing Normal University

The Reality Shock of Prospective Teachers: Critique, Interpretation, and Application Based on Experiential Naturalism

Xu Miao, Beijing Normal University

The Construction and Implementation of Educational practice Course: A Case Study of Teachers Development School in Zhejiang Province

Yu Xiangjun, Zhejiang Normal University

Redesigning educational internship: A formative interventionist study based on an online change laboratory

Wei Ge, Capital Normal University

A Study on Teaching Practices of Virtual Reality Technology Integration into Pre-service Teacher Education Programs

Wu Jiaying, Taitung University

Dialogue Chair:
Tony Loughland, Pei Miao
Chairperson: Ye Bixin
Schedule: 8:50-11:10 a.m.
Venue: Teaching Buiding No. 2
Room 403

Teacher Engagement, Learning and

Action in the Context of Change

How do elementary school teachers perceive educational reform? - A mixed research based on the theory of change focus

Ye Bixin, *Zhuhai Wenyuan Middle School*

Teacher agency in response to the 'Double-Reduction' policy in China: A social realist perspective

Wu Yuchen, Song Huan, The Chinese University of Hong Kong, Beijing Normal University

Teachers' participation in professional development: Exploring a typology of teachers' attributions in Chinese context

Liu Mengting, Huang Jiali, University of Melbourne；Beijing Normal University

The constituent elements and generation mechanism of practical knowledge for preschool teachers' home-preschool collaborative education

Li Xiangyu, Zhang Minghui, Capital Normal University

Reconstructing the preschool teacher education system: a professional sociology perspective

Wang Jun, Beijing Institute of Education

9

Dialogue Chair:
Lynn Paine, Hu Yan
Chairperson: Huang Lanzi
Schedule: 8:50-11:10 a.m.
Venue: Teaching Buiding No. 2
Room 405

Strengthening Education and the Ethos of Educators

Research on the Path of Improving the Competence in Inclusive Education of Teachers in Ordinary Schools under the Background of Building a Powerful Country in Education
Fei Maomao, Nanjing Normal University of Special Education

A Study of Changes in China's Teacher Literacy Policies from the Perspective of Policy Instruments: An Analysis Based on 125 Policy Texts from 1978 to 2022
ReZiWanGuLi·ABaSi, Wang Xuechun, Xinjiang Normal University

The Living Cultural Transmission of the Educator's Spirit: An Analysis Based on the Biographies of 88 Educators
Meng Yu, Mao Qiming, Central China Normal University

The connotation and cultivation path of Chinese Educationalist Teachers——Based on the research on General Secretary Xi Jinping's important exposition on the educationalist teachers
Huang Lanzi, Hunan First Normal University

Integrated Construction of the Ranks of Preschool and Primary School Teachers under the Bidirectional Coordination Vision: What Should Be Done, What Is Difficult to Do, and What Could Be Done
Zhang Sheng, Wenzhou University

10

Dialogue Chair:

Martin Mills, Li Xiaoyan

Chairperson: Zhao Di

Schedule: 8:50-11:10 a.m.

Venue: Teaching Buiding

No. 2 Room 406

Emerging Models/Systems of Teacher Education in Global Context

Ethics and morality in teacher education textbooks in the United States
    Zhao Di, Tsinghua University

Exploring the predictors of teachers' teaching autonomy: A three-level international study
    Lin Qi, Hangzhou Normal University

Building Foundations: An Analysis of Teacher Training in Australia's VET System
    ZhouYan , Victoria University

Reconstruction of Major Teacher Education Model in China from the Perspective of Coupling
    Luo Renjie, Tsinghua University

Professional Development of Novice STEM Teachers: Key Elements and Pathways Exploration
    Wu Qian, East China Normal University

SYMPOSIUMS

5th Global Summit on Teacher Education, Beijing Normal University
Afternoon, October 26, 2024

Time	Symposium Sessions	Room
14:00-15:30	Symposium 01　Cross Boundary Endeavors in Education：Cross Boundary Collaboration in Multi-Stakeholder Partnerships	Teaching Building NO.2, Room 208
	Symposium 03　Cross Boundary Endeavors in Education：Cross Boundary Collaboration in Multi-Stakeholder Partnerships	Teaching Building NO.2, Room 104
	Symposium 05　Emerging productive force under the context of digitalized teacher education	Teaching Building NO.2, Room 105
	Symposium 07　Oral History and Teacher Development	Teaching Building NO.2, Room 106
	Symposium 09　Expert Teacher Professional Development 1	Beiguo Theater
	Symposium 11　Sub-Center Thematic Topics for Center for Teacher Education Research, Beijing Normal University	Teaching Building NO.2, Room 109
	Symposium 13　Extra-Curriculum for International Teacher Education Doctoral Students: Practice, Evidence, and Impact	Teaching Building NO.2, Room 111
	Symposium 15　Smart Education, Innovative Quality: Cross Boundary and Innovative Approaches to Regional Teacher Education 1	Jing Shi Xuetang Jing Shi Hall
	Symposium 17　Turning Ideas into Action: Empirical and Practical Experience of Evidence-based Teaching	Teaching Building NO.2, Room 114
	Symposium 19　Cultivating Teachers for Greater Country: Local and Frontier Investigation into the Training of Student Teachers Based on CSTPS Data	Teaching Building NO.2, Room 117

15:30-16:00	Halftime Break	
16:00-17:30	Symposium 02　Cross Boundary Endeavors in Education：Teachers' Cross Boundary Practices	Teaching Building NO.2, Room 208
	Symposium 04　Generative Artificial Intelligence in Teacher Education	Teaching Building NO.2, Room 104
	Symposium 06　Case analysis and model construction of teachers' moral judgment from the perspective of moral intuition	Teaching Building NO.2, Room 105
	Symposium 08　Teacher Education in Ecological Perspective	Teaching Building NO.2, Room 106
	Symposium 10　Expert Teacher Professional Development 2	Beiguo Theater
	Symposium 12　Understanding Teachers and Teacher Education through Aesthetic Lens	Teaching Building NO.2, Room 109
	Symposium 14　Understanding Self-Understanding, Theorizing Theory Construction: Insights from a PD&R Project on Chinese Expert Teachers	Teaching Building NO.2, Room 111
	Symposium 16　Smart Education, Innovative Quality: Cross Boundary and Innovative Approaches to Regional Teacher Education 2	Jing Shi Xuetang Jing Shi Hall
	Symposium 18　Constructing Teacher Learning Community to Create a New Ecosystem for Teacher Professional Development	Teaching Building NO.2, Room 114
	Symposium 20　Inspiring Teachers with Integrity and Vision	Teaching Building NO.2, Room 117

Afternoon, October 27, 2024

Time	Symposium Sessions	Room
14:00-15:30	Symposium 21 Professional Literacy of Teacher Family Education Guidance in the New Era–Theory, Policy, Practice I	Beijing Normal University Jing Shi Xuetang Jing Shi Hall
	Symposium 23 Expert Teacher Professional Development I	Beiguo Theater
	Symposium 25 Education Status and Development in Taiwan Region: Teacher Education, Middle-level Leadership, and Learning Outcomes	Teaching Building NO.2, Room 102
	Symposium 27 Connecting Teachers, Education, and Neuroscience: From Neural Mechanisms to Teacher Professional Development I	Teaching Building NO.2, Room 103
15:30-16:00	Halftime Break	
16:00-17:30	Symposium 22 Professional Literacy of Teacher Family Education Guidance in the New Era–Theory, Policy, Practice II	Beijing Normal University Jing Shi Xuetang Jing Shi Hall
	Symposium 24 Expert Teacher Professional Development II	Beiguo Theater
	Symposium 26 Neuroscience in Teacher Education: Reform the Teacher Education with Evidence-Based Approach	Teaching Building NO.2, Room 102
	Symposium 28 Connecting Teachers, Education, and Neuroscience: From Neural Mechanisms to Teacher Professional Development II	Teaching Building NO.2, Room 103
	Symposium 29 Fostering Teacher Education through Inquiry-based Professional Learning	Teaching Building NO.2, Room 104

Symposium 1

Cross Boundary Endeavors in Education：Cross Boundary Collaboration in Multi-Stakeholder Partnerships

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room 208)

The dissemination of new ideas and practices in teaching and learning has been one of the major undertakings in recent educational reform. Through a variety of boundary-crossing endeavors, these ideas and practices have brought novel ways of deploying human resources in the school system, such as the rotation of teachers and principals among schools and the integration of artificial intelligence (AI) in the school pedagogy. They have also developed new models of governance for the promotion and dissemination of quality education across geographic and sectoral boundaries, such as alliance, network and conglomerate of schools. Their emphasis on school improvement, curricular reform and pedagogical enhancement have drawn teachers closer to the matrix of boundaries that are situated at the core of reform endeavors.

Teachers are now constantly engaged in boundary-crossing work in multiple subject teaching, cross-departmental lesson planning, school improvement projects with higher institutions, and community based services. Teachers' extended roles as university adjunct faculty and as supervisors of student practicum for teacher education programs enrich their cross-boundary experiences and afford learning opportunities for them to develop as professionals and to grow as persons. They also learn from participating in network activities, joint research projects with teacher educators, and inter-school professional development. As they cross curricular, pedagogical, disciplinary and institutional boundaries, teachers learn to assimilate knowledge and practices from a variety of educational contexts that embody values, norms, and habits of thinking and doing.

Boundaries are found between two or more entities for which distinctions can be drawn, such as nation-states, educational entities, academic subjects, schools of thought, and so on. While boundaries

were previously perceived as barriers to communication and understanding, certain boundary-crossing studies have delineated their capacity to disrupt the actions and interactions of people from different backgrounds; and through such "constructive friction", they can enhance the learning experiences of the participants. Notwithstanding the differences in assumption, boundaries are a subject of interest because of the urge of those who seek to cross them, and, for scholars and teachers alike, to seek ways of moving between contexts that await interaction and inclusion. To transcend boundaries is like building a bridge to connect separate bodies of possibilities.

The study of boundary-crossing for teachers and teacher educators is typically an attempt to answer one or more of the following questions: *Where* is the boundary? *What* are the characteristics of the boundary? *Who* are the parties that attempt the crossing? *How* is the boundary being crossed? and *Why* does the boundary-crossing yield such results?

A potpourri of researches are organized into two main parts of this symposium: "Educational partnership as boundary-crossing endeavors" and "Boundary-crossing practices of teachers and teacher-educators". From their chosen perspectives, the presenters will address issues that are akin to some of the aforementioned questions in boundary-crossing. The partnerships, teacher education programs and learning opportunities that are situated at the university – school – community boundaries will challenge teacher candidates, practicing teachers, teacher educators, and nonformal educators as they attempt to learn, teach and lead. The test of their wisdom will be in the form of curriculum re-design, change in pedagogical modes, academic subject integration, identity building, construction of learning communities and exercise of educational leadership. The presentations will shed light on the characteristics of boundaries and the processes of crossing them.

Author(s)	Theme
Symposium Chair: **Chen Shuangye** (East China Normal University)	
Tony Loughland University of New South Wales	The Active Ingredients of School-Based Teacher Education
Cheng Xiaoqiao Nanjing Normal University	New Exploration of Cooperation between Universities with Primary and Secondary Schools ——Taking "Nanjing Normal University Cooperative School Community" as an Example
Cao Taisheng Nanjing University	"Low Achievement"and"High Achievement": Organizational Learning Across Boundaries in the Implementation Process of the"National Excellence Plan"
Shen Wei East China Normal University	Strange Fields: the "Space" Dilemma of Pre-service Teachers' Practical Competence Development
Zhang Jiawei, Yin Jia Soochow University	Embarrassment and Transcendence: A Qualitative Inquiry into Identity Construction of Western Teaching Volunteers from the U-D-S Perspective
Ye Juyan Beijing Normal University **Bi Yan** Tianjin Industrial University	Enabling Conditions for Successful Institute-Univerisity-School Partnership to Enhance Middle Level Leadership: A Chinese case study

Symposium 2

Cross Boundary Endeavors in Education：

Teachers' Cross Boundary Practices

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room 208)

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Author(s)	Theme
Symposium Chair: **Chen Shuangye** (East China Normal University)	
Zhang Jia, Yao Yuhan Zhejiang University	Exploring the Effectiveness and Influencing Mechanism of Interdisciplinary Research Collaboration of University Teachers: A Mixed Analysis Based on SEM and fsQCA
Zeng Yan Shanghai Normal University	Becoming a Teacher Educator -- Multiple Boundary-Crossing in The Construction Of Teacher Educators' Professional Identity
Wang Xiaoli South China Normal University	Cross Boundary Learning Boundary-Crossing Learning as a Motivation of Teacher Learning oraA Disposition: An Oral History Study of Young Pioneer Counselors
Qiao Xuefeng Nanjing Normal University	Generative AI as a Catalyst for Reshaping Communication and Collaboration Among Teachers: Insights from a Qualitative Study in a WeChat Group
Zheng Xin, Jiang Chenxi Southwest University	Facilitating Interdisciplinary Thematic Teaching through Boundary Spanning Leadership

Symposium 3

A "Chinese Solution" for Building a High-Quality Teacher Education System in the New Era

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room 104)

High-quality teacher education system is an important part of high-quality education system, an important support for high-quality development of all levels and types of education, and holds fundamental and forward-looking significance to the construction the powerful country in education. This panel is the initial results of the National Social Science Foundation's major project on education, "Research on the Construction of a High-Quality Teacher Education System as well the Supply and Demand of Teachers in the New Era" (No. VFA220007), and aims to explore the "Chinese path" for the construction of a high-quality teacher education system in the new era. Based on this goal, this panel will discuss the following questions at the theoretical and practical levels: What kind of logic should be followed in the construction of a high-quality teacher education system? Facing new challenges and goals such as quality and balanced development of education, digital transformation, scientific and technological innovation, and building a country with human resources, normal universities, comprehensive universities, primary and secondary schools, and teacher development institutions or other institutions should have what role, responsibility, vision, scale, level and path mode to carry out teacher education. And how do these institutions develop through cross-border collaborative innovation.

Author(s)	Theme
Symposium Chair: **Wang Hong** (South China Normal University)	
Wang Hong, Zhang Yunting South China Normal University	A Study on the Path of Basic Education Teacher Development in Normal University in Collaboration with Local Communities
Zhang Yunting, Hu Xiaoqin, Chen Zhining, Wang Hong South China Normal University	Participation of High-level Comprehensive Universities in Basic Education Teacher Training in the Context of Accelerating the Development of New Quality Productive Forces
Zhang Meng, Wang Hong South China Normal University	Building Collaborative Teacher Development Community in Guangdong-Hong Kong-Macao Greater Bay Area: Overview, Challenges and Way Forward

Symposium 4

Generative Artificial Intelligence in Teacher Education

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No.2 104 Room)

This panel focuses on research aimed at connecting education researchers interested in generative AI and teacher education. What are the current trends and applications of generative AI in teacher education in colleges and elementary education? How do they affect teaching and learning? What are the main challenges in applying generative artificial intelligence to teacher education? How can teachers and teacher educators be adequately prepared to integrate generative AI into their professional lives effectively and ethically? What future research is needed to keep up with the rapid advances in this field? What are the policy challenges for implementing generative AI-related technologies in teacher education?

Author(s)	Theme
Symposium Chair: **Wang Kai** (Beijing Normal University)	
Cui Wencheng Minzu University of China	The Impact of Need Satisfaction on University Students' Artificial Intelligence Literacy: The Role of Self-Regulated Learning Strategies
Long Hongyu Minzu University of China	The Dilemma and Transcendence of Applying Generative Artificial Intelligence in Teacher Education: A Perspective on Value Alignment
Ruan Qianqian Minzu University of China	Untangling Pre-Service Teachers' Behavioral Intention to Design Generative Artificial Intelligence-Assisted Teaching
Shen Lihan Minzu University of China	The More Capability, The Better Behavioral Intention? Empirical Evidence on the Relation Between Institutes' Artificial Intelligence Capability and Pre-Service Teachers' Behavioral Intentions to Design Artificial Intelligence Assisted Teaching
Dang Qian The Chinese University of Hong Kong	Mapping the Global Evidence Around the Use of Generative Artificial Intelligence (GAI) in Teacher Education: A Scoping Review
Jin Jianshui Beijing Normal University	Application, Challenges, and Future Development of Generative Artificial Intelligence (GAI) in Teacher Education: A Systematic Review Study
Li Shihua Xidian University	Artificial Intelligence in Basic Education: Insights From Chinese School Leaders

Symposium 5

Emerging productive force under the context of digitalized teacher education

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No.2 105 Room)

In the context of digitalized teacher education, Beijing Normal University's Teacher Education Collaborative Platform serves as an educational practice platform within its Center for Teacher Education Research. It acts as a crucial conduit for joint efforts to improve the quality of educational practices across its various branches. The platform is instrumental in gathering comprehensive data on the educational trajectories of pre-service teachers and is a testament to the collaborative endeavors of teacher education programs, pre-service teachers, educators, practicum sites, mentors, and associated personnel, thereby illustrating the burgeoning productive capacities of pre-service teachers. The forthcoming forum will detail the platform's foundational concepts, its design principles, and the insights gleaned from research analyses. Future integration with AI-driven natural language models is anticipated to fortify the evaluation of educational and teaching teaching practical abilities .

Author(s)	Theme
Symposium Chair: **Huang Jiali** (Beijing Normal University)	
Huang Jiali Beijing Normal University	Emerging Productive Forces in Teacher Education: The Role of a Collaborative Educational Platform in Enhancing the Practical Teaching Competence of Pre-service
Li Xiuyun Yili Normal University	Research on the Reform of Educational Practicum System under the Background of Digitalized Teacher Education
Zhao Ping Beijing Normal University	The Acquisition of Professional Roles by Pre-Service Teachers: A Narrative Inquiry Based on Accounts of "The Most Exemplary Teachers"
Song Weiyu Qinghai Normal University	Exploring How Pre-Service Teachers Learn: An Analysis Based on Records from the Teacher Education Collaborative Platform During Educational Practicums

Symposium 6

Case Analysis and Model Construction of Teachers' Moral Judgment from the Perspective of Moral Intuition

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No.2　Room105)

Teacher morality relies on moral judgment, and moral judgment is inseparable from intuition. This dissertation consists of four essays that explore the theoretical logic behind teachers' moral behavior from the theoretical perspective of moral intuition, and reveal the role of intuition in situations. The first two articles (Paper 1: A Case Study of Teachers' Moral Misconduct from the Perspective of Moral Intuition Judgment and Paper 2: Situational Classification and Questionnaire Development of Teachers' Moral Misconduct from the Perspective of Moral Intuitive Judgment) examine the case cases of teachers' behaviors from a theoretical perspective, and even analyze the behavior path from the case of teachers' moral violations. In the latter two articles, from the literature review and theoretical analysis, we try to establish a model of the influencing factors and paths of moral judgment, and reveal the interdisciplinary characteristics of teachers' moral intuition judgment (Paper 3: Research on the theoretical model of teachers' moral judgment in the context of moral intuition and （ Paper 4: The Theoretical Logic of Teachers' Moral Judgment and the Construction of Brain Operation Pathways: From the Perspective of Social Intuitionism

Author(s)	Theme
Symposium Chair: **Huang Jiali (**Beijing Normal University)	
Huang Jianping Beijing Normal University	A Case Study of Teachers' Moral Misconduct from the Perspective of Moral Intuition Judgment
Qian Wanbo Beijing Normal University	Situational Classification and Questionnaire Development of Teachers' Moral Violations from the Perspective of Moral Intuitive Judgment
Wu Buyun Beijing Normal University	Research on the Theoretical Model of Teachers' Moral Judgment in the Context of Moral Intuition
An Longyu Beijing Normal University	The Theoretical Logic of Teachers' Moral Judgment and the Construction of Brain Operation Pathways: From the Perspective of Social Intuitionism

Symposium 7

Oral History and Teacher Development

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No.2 Room 106)

Teacher development is a crucial topic in the field of teacher education, as it directly impacts students' learning experiences and the quality of teaching. Broadly speaking, teacher development encompasses both the growth of pre-service teachers and the ongoing growth of in-service teachers. The growth of pre-service teachers is closely tied to teacher education, where training objectives, curriculum design, school culture, and educational models influence the quality of teacher candidates. For in-service teachers, their development includes various aspects such as training, educational research, teaching competitions, and professional title evaluations. Due to the practical, situational, and individual nature of teacher development, many research outcomes in teacher studies are not entirely satisfactory.

Since the 1940s, when oral history gained prominence in historical research and subsequently expanded into sociology, economics, medicine, education, and other fields, it has provided valuable insights. In the field of education, oral history allows researchers to adopt a long-term perspective on educational history and the development of the education sector. It enables a detailed examination of educational phenomena and significant educational events, thereby uncovering the characteristics and patterns of development in Chinese teacher education, as well as the experiences and lessons learned in teacher training, and the underlying reasons for these phenomena.

Moreover, oral history facilitates deep engagement with the memories and perceptions of interviewees through dialogues between interviewers and narrators, enabling a meticulous tracing of individual life histories. This approach not only assists teachers in reflecting on their ideological, intellectual, and skill developments at various stages but also reveals the unique characteristics, pathways, and mechanisms of teacher growth in China, thereby enriching the theory of teacher professional development with Chinese characteristics.

In this symposium, we share practical cases where our team has applied the oral history method to research and support individual teacher growth and educational reform practices, offering new perspectives and insights for research and practice in teacher education.

Author(s)	Theme
Symposium Chair: **Hu Yan** (Beijing Normal University)	
Hu Yan Beijing Normal University	The Value of Oral History in Teacher Education Research
Cui Zhaodi Beijing Normal University	The Application and Reflection of Oral History in Educational Research at Home and Abroad
Jiang Siyu, Zhang Qingyi Beijing Normal University	The Historical Experience and Practical Path of of Primary School Teachers Training in China from the Perspective of Oral History——Taking the Secondary Normal Education as an Example
Ye Ruixin Beijing Normal University	A Case Study on the Improvement of Primary School Teacher Training in the 1980s and 1990s: Based on Oral History of Secondary Normal School
Wu Cunxin Beihang University **Ma Wenjing** Hebei Normal University of Science & Technology	"I will Never Give Up": Exploring Resilience and Teacher Identity in the Trajectory of ZHIBIAN Teachers' Professional Growth
Liu Jia Beijing Normal University	Research on the Growth of Different Generations of Special-Grade Teachers in China from the Perspective of Life Course
Zhang Luyao Beijing Normal University	Dialogue and Reflection: The Role of Oral History in Promoting Teacher Professional Growth

Symposium 8

Teacher Education in Ecological Perspective

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No.2 Room 106)

This special topic focuses on the study of teacher education and development from an ecological perspective. Through five core papers, it explores the development trends of ecological research in the field of foreign language teacher education, clarifies the internal development mechanisms of the evidence ecosystem in evidence-based teacher education, and reveals the dynamic developmental process of teacher resilience in complex educational contexts. It covers theoretical knowledge of education, psychology, and ecology, and spans both theoretical discussion and empirical analysis, providing in-depth case analysis and empirical data. Additionally, the research highlights the application of ecological theory in teacher education, providing directions for future research through an ecological lens. The results of the research are practice-oriented, providing a scientific basis for understanding how teachers adapt to and shape the educational ecosystems that affect their professional growth, and also providing theoretical support and practical guidance for future teacher education and development.

Author(s)	Theme
Symposium Chair: **Liu Honggang** (Soochow University)	
Liu Honggang Soochow University	Foreign Language Teacher Education and Development Research from an Ecological Perspective: Retrospect and Prospect
Wang Xingzhou, Song Huan Beijing Normal University	Construction of an Evidence Ecosystem for Teacher Education Based on Evidence-based Practices
Chu Wenxiu Suzhou University of Science and Technology **Gao Lixiang** Fuyang Normal University	Research on Senior High School English Teacher Resilience from an Ecological Perspective
Sun Xiaohong Qingdao University	A Study on the Emotional Resilience of Rural Young Teachers under the Role Identity Interaction Model
Duan Siyu Northeast Normal University **Li Xiaoxue** Soochow University	A Study on University Foreign Language Teacher Resilience from an Ecological Perspective

Symposium 9

Expert Teacher Professional Development 1

(26 October 2024, 14:00-15:30)

(Venue: Beiguo Theater)

The Expert Teachers Forum convenes esteemed educators, including teachers, principals, and kindergarten heads from across the nation. The forum delves into a variety of subjects and educational themes, such as physics, Chinese, chemistry, science, English, art, and moral education. It serves as a platform for sharing and discussing educational insights and practical experiences, aiming to integrate educational theory with practice. This collaboration is pivotal in driving innovation and development in subject teaching, ensuring that the essence, value pursuit, and practical strategies of subject education, like "True Physics", "Wise Chinese Language and Literature", "Genre-Based Chinese Language Teaching", "Mountain and River Aesthetic Education", and "Ecological Special Education" are thoroughly examined and advanced.

Central to the forum's discussions are the challenges and opportunities presented by contemporary educational trends, such as "core literacy," "evidence-based teaching," and "top-notch innovative talent cultivation." It introduces innovative teaching methods like "activity teaching," "learning community," and "integrated teaching" to enhance and diversify subject teaching models. The forum generates novel teaching models based on subject-specific practices, such as "sharing and creation" and "life and dynamic English," which are designed to inspire and improve subject teaching practices in the context of these educational hot spots.

These educational ideas and methodologies offer invaluable guidance and inspiration for fostering students' comprehensive development and supporting teachers' professional advancement. By contributing to the deepening of educational modernization in China and improving the overall quality of education, the forum holds significant importance.

Author(s)	Theme
Symposium Chair: **Cao Hui** (Suzhou Institute of Education Sciences)	
Cao Hui Suzhou Institute of Education Sciences	True Physics: Connotation, Value Pursuit, and Practice Strategies
Chen Jinhua Fengtai Branch of Beijing Academy of Education	Constructing and Implementing a "Wise Chinese Language and Literature" Teaching System Centered on Learning in Middle Schools
Chen Mingqing No.1 Middle School Attached to East China Normal University	"Four Forces Pioneer, Four-link Drive"–A Study on the Pioneer Action of Integrated Ideological and Political Education Teachers in the East China Normal University Affiliated High School Education Group
Ding Zhanjun Urumqi Bayi Middle School	Research on the Construction of the "Qi Zhi Run De" Moral and Intellectual Nurturing Model in Xinjiang Basic Education
Huang Xiangyong Chengdu Education Research Institute	"Share·Create" Teaching Theory and Practice
Jia Huimin Henan Luyi County Luyi County Senior High School	Research on the Construction of an Advanced Chinese Reading Teaching Model to Enhance the Thinking Quality of High School Students
Kang Xiaowei Capital Normal University **Feng Yongliang** China Teacher's Daily **Sun Xin** Teacher's Journal	Session Commentary

Symposium 10

Expert Teacher Professional Development 2

(26 October 2024, 16:00-17:30)

(Venue: Beiguo Theater)

Author(s)	Theme
Symposium Chair: **Cao Hui** (Suzhou Institute of Education Sciences)	
Liu Zhijiang Beijing Jingshan School	Action Research on Integrated Teaching Interaction in Senior High School Chinese Language
Ma Shanbo Fo Shan Chan Cheng Qi Zhi School	Ecological Special Education: Connotation, Basis, and Its Construction
Sha Qibo Zhejiang Provincial Institute of Education Research	How Can Core Competencies Be Implemented in Science Classrooms
Wang Linhui Hangzhou Tianchang Primary School	Research on Evidence-Based Teaching of Primary School Chinese with a Focus on Language Practice
Wang Tingbo Affiliated Primary School of Northeast Normal University,	Primary School Genre-Based Chinese Language Teaching: Connotation Analysis, Value Pursuit, and Practice Paths
Yin Jianguo Mian Yang High School	Constructing the "PPC Question-Based Teaching" Model for Early Cultivation of Top-Notch Innovative Talent in High School Physics
Zhu Guojuan Chong'an Primary School	Aesthetic Education in Nature: Concept and Practice Exploration in Primary School Art Classrooms
Kang Xiaowei Capital Normal University **Feng Yongliang** China Teacher's Daily **Sun Xin** Teacher's Journal	Session Commentary

Symposium 11

Sub-Center Thematic Topics for Center for Teacher Education Research, Beijing Normal University

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building NO.2 Room 109)

Author(s)	Theme
Symposium Chair: **Song Huan** (Beijing Normal University)	
Wang Ping Henan University Zhongyuan Sub-Center	Innovative construction of teacher education model in comprehensive universities: concept selection and practice path
Jin Tong Sichuan Normal University Sichuan Sub-Center	The Collaborative Development of Teacher Education and Basic Education: The Development Path of the Sichuan Sub-Center
Li xiuyun Yili Normal University Yili Sub-Center	Reform of High-Quality Teacher Education System, Institution, Regime and Mechanism in Western China
Long Huan Minzu Normal University of Xingy Research Center for Teacher Education in Ethnic Minority Areas of Southwest China	Thoughts and Explorations on the G-U-U-I-S Collaborative Innovation Model for Teacher Education in Southwestern Ethnic Regions: Insights Based on a Countywide Teacher Competency Assessment Project in Western China
Ma Xueyu, Chen Xiaole Xingtai University Taihang Sub-Center **Zhou Jingtian** The Chinese University of Hong Kong	Towards "Organized Scientific Research": Exploration of Building Teachers' Academic Community in Local Teacher Education Institutes
Chen Qingwen Yulin Normal Universities Guangxi Sub-Center (to be unveiled)	Education Discipline Development in Local Undergraduate Normal Universities: Current Status, Problems, and Strategies

Symposium 12

Understanding Teachers and Teacher Education through Aesthetic Lens

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room 109)

The role of arts, including novels and films, is largely ignored in the field of education, as well as teacher education. But both arts and education share a significant similarity. That is, they both care about the possibility of human development. Arts, including literature and films, are committed to exploring different possibilities of realities. It then opens the new possibilities of understanding the self and the other. We argue that the new possibilities that arts provide could liberate the individual's minds to imagine the possibilities of self-transformation toward the growth of life. Also, the appreciation of arts – aesthetic education – provides a significant and potential way of practicing the sensibility of understanding the self, others and the world. This practice of activating the sensibility of teachers is also critical for teachers to understand students, themselves, and the daily work of teaching, which are complicatedly intertwined in the reality.

In this panel, we will combine the historical, philosophical and narrative studies to explore the relationship between arts and teacher education. First, we will examine the role of aesthetic education in the whole education system through the expression of China's national education policies since 1949. Second, we will examine the idea of Arendt's plurality by analyzing a film called *Fight Club* . Finally, we will explore the subtle relationship of teacher-student and how the relationship could lead to personal growth through the analyzing the novel *The Small Room*. The historical study on the aesthetic education policies of contemporary China indicates the vague and vacillated position of arts in the educational system. The two cases from *Fighting Club* and *The Small Room* provide detailed examples on how the individuals interact with each other in the complicate contexts and how the understanding of the self and others is extremely difficult but still possible. Thus, both arts and education share the difficult and rare hope of self-transformation and the possibility of the growth of life. As teacher educators, how we could take arts as a potential resource for teacher education is a question worthy of further exploration.

Author(s)	Theme
Symposium Chair: **Zhang Huajun** (Beijing Normal University)	
Wu Jingran, **Wang Mengfei** Beijing Normal University	The Role of Aesthetic Education in Educational Policies since 1949: A Historical Review
Qiao Danju Beijing Normal University	Pedagogic Understanding of Hannah Arendt' s Concept of Plurality – the Film *Fight Club* as the Example
Peng Liting Beijing Normal University	Teacher-student Relationship as a Personal Relationship? – A study based on the Novel *The Small Room*

Symposium 13

Extra-Curriculum for International Teacher Education Doctoral Students: Practice, Evidence, and Impact

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room 111)

Doctoral education is one of the most challenging sectors in the field of education. It is even more challenging for international doctoral students to overcome difficulties and barriers when crossing national, linguistic, and socio-cultural borders to learn. The neoliberalism-driven higher education administration, increasingly competitive job markets, and accelerated social changes have further exacerbated international doctoral students' conditions in almost all academic disciplines and fields, including teacher education. To tackle this problem, a research team at Beijing Normal University Center for Teacher Education Research has conducted a practice-grounded, research-informed evidence-based？, and reflexively-approached project on supporting international doctoral students' surviving and thriving in their learning and lives through designing, implementing, evaluating, and updating a series of extracurricular activities from 2022 to 2024.

The proposed panel session brings together four interrelated research studies deriving from the abovementioned project and they constitute a systematic scholarly inquiry into the relationship between extracurricular education and international doctoral students' learning and development in teacher education. The first study is a scoping review of 25 rigorously selected English journal articles on international doctoral extracurricular education. This review identified the contents, formats, and impacts of extracurricular activities and suggested directions for advancing the research and practice of extracurricular activities for international doctoral students in China. The second study is a theory/literature-based opinion article. It proposes an international doctoral student extracurricular activity system that consists of goals, contents, pedagogical methods, and evaluations revolving around the RACE competencies (i.e., Research, Acculturation, Communality, and Evolvement) that international doctoral students should possess. The third study empirically examined the relationship

between international doctoral students' engagement with extracurricular activities and their teacher educator identity development, illustrating a positive correlation between these two. It also highlighted the role of the intercultural context in reinforcing international doctoral students' professional commitment to improving teacher education in their home countries and globally. The fourth study, also an empirical one, empirically verified how international doctoral students' engagement with extracurricular activities was impactful on their perceptions of Chinese education and society. This study highlighted the powerful roles of extra-, hidden-, and informal-curricular experiences in enhancing the quality and reputation of Chinese higher education in global communities.

As one set of pioneer studies on international doctoral education in China, the proposed session can make several important contributions to the field of teacher education and beyond. First, this session provides a critical synthesis of the existing literature on doctoral-level extracurricular education, having established the knowledge base and pointed out directions for future research. Second, the session contributes new empirical evidence regarding the various layers of impact that extracurricular experiences can bring to international doctoral students and relevant stakeholders. Third, our session has proposed a comprehensive extracurricular activity system, which can be both theoretically informative and practically useful for China and other countries to continue exploring how to prepare the next generations of teacher education professionals in the face of a time with numerous uncertainties, intense fluxes, and radical transformations.

Author(s)	Theme
Symposium Chair: **Liao Wei**, Beijing Normal University	
Cheng Qun Beijing Normal University	Research Progress on Extracurricular Activities in International Doctoral Education—A Scoping Review of Core Empirical Studies Abroad
Fan Shichen Beijing Institution of Education	On the Construction of International Doctoral Student Extracurricular Activity System
Dang Qian Chinese University of Hong Kong	How Extracurricular Activities Influence International Doctoral Students' Professional Identities as Teacher Educators: A Qualitative Case Study
Liao Wei Beijing Normal University	Leveraging Extracurricular Activities to Advance International Teacher Education Doctoral Students' Holistic Development: An Evidence-Based Exploration

Understanding Self-Understanding, Theorizing Theory Construction: Insights from a PD&R Project on Chinese Expert Teachers

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room 111)

Background

In a time of flux and transformation, many teachers' understandings of themselves as professionals are severely constrained, challenged, or camouflaged as teaching becomes increasingly complex and demanding. This problem might further jeopardize teachers' work performance, well-being, and continuing growth (Admiraal, 2024; Lammassaari et al., 2022). In the meantime, many teachers lack the awareness of and capacity for converting their rich and successful experiences into practice-grounded theories, which are eagerly needed by frontline teachers but seriously lacking in the field of education, further perpetuating the chronic unequal relationships between university-based scholars and school-based teachers (Guerrero-Hernández & Fernández-Ugalde, 2020; Martell et al., 2021; Yao & Wang, 2013). Expert teachers, broadly defined as "those with extensive and accessible pedagogical knowledge and strong teaching competence" (Yuan & Zhang, 2020, p. 871), have been placed in pivotal roles in educational reform and improvement. However, we know little from the existing literature about how expert teachers understand themselves, how they construct theories, and how their self-understanding and personally constructed theories influence their contributions to teaching and teacher education (Goodwyn, 2017; Loughran, 2012).

Goal

Against the above background, we initiated a professional development plus research (PD&R) project to explore expert teachers' self-understandings, theory construction experiences, and their implications for teacher education. In teacher education, PD&R is an evidence-based practice approach in which research and practice of teacher professional development (TPD) are organically intertwined. On the

one hand, PD&R project members work as research-informed practitioners, deliberately using high-quality research evidence to inform their design, implementation, and evaluation of TPD programs. On the other hand, they also work as practice-based researchers, scholarly investigating relevant issues stemming from, situated in, and for the improvement of TPD practices (Liao, 2020). The PD&R approach has the potential to elevate the quality and outcomes of TPD practices, the practicality and usefulness of TPD research, and the overall development of TPD enterprise.

Guided by the PD&R approach, we conducted four interrelated studies within the context of the Expert Teachers and Leading Principals Training Program (名师名校长培养计划, abbreviated as *Shuangming* Program), funded by China's Ministry of Education (Ministry of Education, 2022). The research team undertook dual roles when engaging in the *Shuangming* Program: as practitioners to provide a series of workshops on theory construction to 18 expert teachers participating in the *Shuangming* Program, and also as researchers to examine the participating teachers' self-understandings, theory construction experiences, and their scholarly and practical implications.

Contents

This panel session consists of four presentations, each focusing on reporting a particular study we conducted in the abovementioned PD&R project. The first presentation reports on an empirical study examining the self-understanding of the 18 Chinese expert teachers from the *Shuangming* Program, using Kelchtermans's (1993) personal interpretive framework as a theoretical guide. The second presentation shares the results from a systematic review and synthesis of 21 rigorously selected empirical research articles on teachers' theory construction, charting the existing knowledge base on this topic and outlining directions for future research. The third presentation elaborates on a literature-based theoretical study of the meanings, values, and practical models of teachers constructing personal practical theories, attempting to establish a theoretical framework for future research and practice. The fourth presentation turns to an empirical study embedded in the *Shuangming* Program. It investigates how the participating expert teachers engaged with a series of workshops designed to scaffold the teachers' theory construction and to provide critical reflections on the research findings in relation to broader research, practice, and policy contexts from a deep learning perspective.

Highlights

- Addressing two relevant but under-studied issues related to Chinese expert teachers: self-understanding and theory construction

- Conducting systematized and methodologically pluralized inquiries into Chinese expert teachers' self-understandings and theory construction

- Applying the PD&R approach into the context of expert teacher development

- Showcasing a practical model of organically integrating research and practice in expert teacher development

Scholarly Contributions

This panel session, with four of the latest studies on Chinese expert teachers, can make at least three important scholarly contributions to the fields of teaching and teacher education. First, they add new empirical evidence (particularly on self-understanding and theory construction) generated from China, an understudied and under-reported context in the existing literature, to the ongoing international discussions on the roles, work, growths, and beings of expert teachers. Second, this session has proposed research-informed, practice-based, context-responsive frameworks of expert teachers' self-understandings and theory construction, which can serve as a conceptual reference for future research and practice on expert teachers in different circumstances. Third, this session has also identified several new or thorny questions worth further investigation, such as the power dynamics within expert teachers' self-understanding and theory construction, the variations within expert teachers and between expert teachers and other groups of teachers, and how to build and continuously refine indigenous theories about expert teachers in China and other traditionally under-studied/marginalized contexts in the global teacher education community.

Author(s)	Theme
Symposium Chair: **Liao Wei,** Beijing Normal University	
Hu Yangbang Beijing Normal University	Understanding Chinese *Zhuoyue* (Expert) Teachers' Professional Self-Understandings
Zhang Luyao Beijing Normal University	International Experiences in Teacher Theoretical Construction: A Systematic Literature Review
Liu Miao The University of Edinburgh	On the Construction of Expert Teachers' Personal Practical Theories
Liao Wei Beijing Normal University	Unpacking Expert Teachers' Theory Construction Experiences: A Deep Learning Perspective

Symposium 15

Smart Education, Innovative Quality: Cross Boundary and Innovative Approaches to Regional Teacher Education I

(27 October 2024, 14:00-17:30)

(Venue: Beijing Normal University Jing Shi Xuetang Jing Shi Hall)

This session aims to facilitate dialogue and exchange with renowned scholars in teacher education research from both China and abroad, as well as professionals nationwide. It will showcase innovative practices and theoretical research achievements in teacher education from Pudong and other regions. The session will focus on constructing a support system for teacher growth, analyzing how to promote professional development through systematic approaches. It will share how teachers' practical experiences can be transformed into digital training courses under the context of educational digital transformation, enhancing teachers' digital literacy. The discussion will cover multidimensional strategies for improving regional educational quality, exploring successful experiences and strategies in enhancing teacher education across different regions. Through roundtable discussions, the session will focus on the challenges and opportunities facing future teacher education, discussing trends and innovative models in teacher education, and how to cultivate teachers who meet future educational needs, thereby driving innovation and development in teacher education in the new era.

Author(s)	Theme
Symposium Chair: **Li Qiong** (Beijing Normal University)	
Li Baiyan Shanghai Pudong Institute of Education	Building a Regional Educational "Research Interchange" to Support Teacher Growth
Zhang Guanglu Shanghai Pudong Institute of Education	From Experience to Curriculum: Methods and Practices for Enhancing Regional Teachers' Digital Literacy
Huang Yousheng Hunan Provincial Teacher Development Center and Secondary Schools	Theme Guidance and Collaborative Creation: Innovative Practice of Regional Themed School-Based Professional Development Based on Classroom Transformation

Symposium 16

Smart Education, Innovative Quality: Cross Boundary and Innovative Approaches to Regional Teacher Education II

(27 October 2024, 16:00-17:30)

(Venue: Beijing Normal University Jing Shi Xuetang Jing Shi Hall)

Author(s)	Theme
Symposium Chair:**Li Jun** (Shanghai Pudong Institute of Education)	
Li Qiong Beijing Normal University **Li Baiyan** Shanghai Pudong Institute of Education Development **Ma Tianyu** Shanghai Pudong Institute of Education Development **Zhong Yani** Beijing Institute of Education **Li Xuefeng** Beijing Xicheng District Education Commission **Huang Yousheng** Hunan Provincial Teacher Development Center and Secondary Schools **Huang Xiangyong** Chengdu Institute of Educational Science	Roundtable Discussion: Teacher Education for the Future: Challenges and Opportunities
Gu Qing University College London	Expert Response

Symposium 17

Turning Ideas into Action: Empirical and Practical Experience of Evidence-based Teaching

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room 114)

Evidence-based practice is gaining popularity in the field of teaching. The current body of scholarship mostly concentrates on the conceptual level, which involves intellectual inquiry to illustrate and criticize its necessity, rationality, and suitability. However, there is a deficiency in both the observation of evidence-based teaching founded on practical experience and empirical data, as well as practitioners' knowledge regarding what constitutes evidence and how to lay it as a base. Therefore, it is essential to explore the actual experiences of pre- and in-service teachers in order to understand how their intention to use evidence-based teaching methods is developed and how they use these methods in practice. This panel will discuss three key aspects of implementing "evidence-based" ideas into practice. Firstly, we will analyze quantitative data to understand how pre-service teachers develop the intention to engage in evidence-based teaching. Secondly, we adopt an actor-centered perspective to theoretically explore how teachers engage in evidence-based practice. Lastly, we will share examples from action research to enhance the audience's comprehension of how evidence-based teaching can be effectively implemented in the fields of EFL and Chinese Language and Literature.

Author(s)	Theme
Symposium Chair: **Zhou Shenji** (Beijing Normal University)	
Wu Yuchen The Chinese University of Hong Kong **Zhou Shenji, Song Huan** Beijing Normal University	How Teacher Education Courses Foster Student Teachers' Intention for Evidence-Based Teaching: Structural Equation Modeling Based on Self-Efficacy Theory
Zhou Shenji Beijing Normal University **Xu Xingzi** Shanghai Normal University	The Actor Dimension of Evidence-based Teaching
Xu Shanshan Beijing Normal University	Evidence-Based Practice of Enhancing Middle School Students' Critical Thinking through Literature Circles in a Middle School in Hebei
Mao Siyu Dongguan Songshan Lake Future School **Yang Yue** Beijing Bayi School **Wang Yaxin** Beijing Normal University	Research on Teaching Strategies to Enhance Junior High School Students' Logical Thinking Ability from an Evidence-Based Perspective—Illustrated by the Teaching of Expository Texts in the Second Unit of the Eighth-Grade Chinese Textbook

Symposium 18

Constructing Teacher Learning Community to Create a New Ecosystem for Teacher Professional Development

(26 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room 114)

In the past few decades, the paradigm of teacher professional development has experienced a series of changes from personal development to collaborative development, from experts transferring knowledge and skills to teacher acting as a researcher. Affected by the transformation of teachers into 'learners', teacher learning communities emerged as an innovative practice for teacher development and school improvement. This panel will present four studies on teacher learning communities in Chinese educational context, including three types of local teacher learning community practice models: school-based teaching and research, master teacher studios, and urban-rural linkage education communities. The researchers returned to the different practical fields where teacher learning takes place. Through interviews, observations and physical collection of researchers, teacher educators, master teachers, teachers, the researchers combined theoretical and empirical data to re-examine the creation, effectiveness, mechanisms and related issues of teacher learning communities, in order to provide effective reference for teacher professional development in China.

Author(s)	Theme
Symposium Chair: **Wang Xinwei** (Beijing Normal University)	
Wang Xinwei **Li Xinyou** Beijing Normal University	Cultivating "Good Teachers of a Great Country" with Educator-Type Teachers: Reflection and Reconstruction Based on Professional Capital
Gong Chen The Bureau of Education, Jiamusi, Heilongjiang Province	The Status and Suggestion on Class Video Analysis in Promoting Teacher Learning
Guo Ying Beijing Normal University Beijing Guangqumen Middle School	Professional Learning of In-service ESL Teachers in Evidence-based Lesson Study：Cases in Boundary-Crossing Learning Communities in China
Zeng Ling Beijing Normal University Tongren Preschool Education College	Study on Influencing Factors and Characteristics of Teachers' Learning Community in Urban and Rural Kindergartens--Based on a Survey by the Kindergarten Management Resource Center in T City

Symposium 19

Cultivating Teachers for Greater Country: Local and Frontier Investigation into the Training of Student Teachers Based on CSTPS Data

(26 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room 117)

Teacher education plays a crucial role in the contemporary mission of cultivating high-quality teachers for the Party and the country. In light of the imperative to modernize Chinese teacher education, it is highly significant to facilitate the shift from experience-driven to data-driven training for normal university students, aiming at achieving excellence in teacher education. Drawing on data from China's Basic Data Platform for Teacher Training and Professional Development (CSTPS), this study conducts a series of empirical investigations focusing on key aspects of professional learning among normal college students, including professional commitment, professional identity formation, willingness to teach, cultivation of teacher ethics, and development of TPACK. By employing potential profile analysis, educational data mining techniques, and other methodologies, this paper explores the internal relationship between curriculum learning experiences and professional commitment among normal university students. Additionally, it examines factors influencing their willingness to teach as well as their tolerance towards misconduct behavior. These findings aim to provide a theoretical foundation and practical guidance for optimizing future policies in teacher education and reforming curricula within teacher education colleges with an ultimate goal of enhancing the quality of teacher training.

Author(s)	Theme
Symposium Chair: **Yuan Peili** (Beijing Normal University)	
Yuan Peili, Song Huan Beijing Normal University	Exploring the Potential Impact of Educational Course Learning Experiences on Professional Commitment among Student Teacher in Central and Western Local Normal Colleges in China
Wu Weiran, Song Guoyu, Zhang Luyao, Song Huan Beijing Normal University **Wu Yuchen** The Chinese University of Hong Kong	Choosing to Teach: Career Aspirations among Student Teachers in Chinese Normal Universities and Colleges
Song Guoyu, Wu Weiran Beijing Normal University	Cultivation in Line with Aptitudes：Influence of Teacher Preparation on the Professional Identity of Different Types of Pre-Service Teachers - A Latent Profile Analysis Based on the Personality of Pre-Service Teachers
Wang Jiacheng Beijing Normal University	Identification of Critical Factors Influencing pre-service teachers' TPACK Development in the Context of the Digital Intelligence Era — Based on Educational Data Mining Methods
Zhan Qifang Beijing Normal University	The Impact of Education Environment for Ethical Decision-Making on Pre-Service Teacher's Tolerance of Ethics Anomie Behavior: Moderated Mediation Model

Symposium 20

Inspiring Teachers with Integrity and Vision

(26 October 2024, 16:00-17:30)

(Venue:Teaching Building No. 2 Room 117)

Author(s)	Theme
Symposium Chair: **Liang Jinlong** (Northwest Normal University**)**	
Liang Jinlong Northwest Normal University	A Study on the Connotation, Core Value, and Development Path of Teachers' Digital Leadership in the Context of Digital Transformation
Zhang Xusheng, Xichang Minzu Preschool Normal College	The Enlightenment of Marxist Teaching Labor Integration Thought on Vocational Labor Education in the Era of Artificial Intelligence
Ma Yaling, Hou Man Qinghai Normal University	Under the Consciousness of the Chinese National Community Constructing Preschool Teacher Education Programs in Ethnic Areas
Fan Yu Fuyang Normal University	Unidirectional Flow: The Dilemma and Breakthrough of Rural Teacher Team Construction from the Perspective of High-Quality Balance
Zhang Wei Xichang Minzu Preschool Normal College	Construction and Implementation of an Integrated Rule of Law Education Across Primary, Secondary, and Tertiary Levels Based on Curriculum Standards

Symposium 21

Professional Literacy of Teacher Family Education Guidance in the New Era－Theory, Policy, Practice I

(27 October 2024, 14:00-15:30)

(Venue: Beijing Normal University Jing Shi Xuetang Jing Shi Hall)

In response to the national call for the vigorous development of family education and to further promote the in-depth implementation of China's family education standard construction work, and to give full play to the academic leadership and guidance role of the Standard Work Committee of the China Family Education Society in this field, this conference will announce the "2024 Family Education Standard Research Topics". The objective of this declaration is to facilitate the aggregation of knowledge from a diverse range of perspectives, with the aim of developing innovative concepts, methodologies and models of family education. This will contribute to the advancement of a scientific, standardised and efficient family education system.

Author(s)	Theme
Symposium Chair: **Yu Qingchen,** Beijing Normal University	
Bian Yufang Beijing Normal University	The Reconstruction of the Mission and Responsibility of Teacher Family Education Guidance in the New Era
Yuan Li Beijing Normal University	The Construction of the Connotation of Core Literacy in Teacher Family Education Guidance
Kang Liying Capital Normal University	A Practical Investigation of the Educational Guidance Services Provided by Schools for the Benefit of Their Pupils and Their Families

Symposium 22

Professional Literacy of Teacher Family Education Guidance in the New Era – Theory, Policy, Practice II

(27 October 2024, 16:00-17:30)

(Venue: Beijing Normal University Jing Shi Xuetang Jing Shi Hall)

Author(s)	Theme
Symposium Chair: **Ban Jianwu** (Beijing Normal University)	
Ban Jianwu Beijing Normal University **Huang Yafu** Guizhou Normal University **Su Jie** Director of the Changping District Education Committee **Hong Ming** China Youth & Children Research Center **Peng Weijing** Hunan Provincial Institute of Education Science **Ding Zhanjun** Bayi Middle School in Urumqi, Xinjiang **Zhang Yong** Beijing Chaoyang Social Work University	Roundtable Discussion: A Theoretical and Practical Exploration of New Era Home-School Cooperation Models

Expert Teacher Professional Development I

This forum is dedicated to delving into and exchanging advanced concepts and practical insights aimed at improving teaching quality and fostering the holistic development of students in basic education. National education experts have engaged in comprehensive discussions on a spectrum of topics, such as problem-solving through project-based learning, the design of differentiated instruction, nurturing innovative thought, and developing critical thinking skills. The purpose of the forum is to facilitate teachers' professional development through academic dialogue and to investigate teaching models and methodologies that align with the requirements of the new era, with an objective of enhancing students' comprehensive competencies and innovative abilities.

The forum's presentations encompassed a broad array of educational research spanning various subjects from middle to high school levels, including mathematics, science, and geography. For instance, one researcher is set to unveil the RUDDER six-step approach for effective student problem-solving, while another will showcase a tiered assignment design specifically adapted for rural settings. Additionally, there are studies dedicated to cultivating innovative thinking in high school mathematics education.

Moreover, the forum underscored the value of interdisciplinary learning, such as thematic teaching models grounded in deep learning, and it highlighted the application of contemporary technological tools, including big data, to facilitate personalized instruction. Significant focus was also placed on establishing mental health education and evaluation frameworks. These discussions not only equipped educators with substantial theoretical knowledge and practical skills but also provided exemplar cases for future educational innovation. By sharing their successful practices, participants collaboratively contributed to the advancement of teaching quality within China's basic education system.

Author(s)	Theme
Symposium Chair: **Peng Weijing** (Hunan Provincial Institute of Education Sciences)	
Chen Ying Beijing Bayi School	Problem-solving Oriented Project-based Learning
Cui Ming Tsinghua University High School-Yongfeng	Research on the Design and Implementation of Differentiated Mathematics Homework for Rural Junior High School Students
Deng Heguo The First Affiliated Middle School of Central South University	Promoting Deep Learning in Junior High School Physics through Contextual Creation
Huang Yousheng Hunan Primary and Middle School Teacher Development Center	Empowering Teachers' Teaching Reform Ability through "Three Layers and Six Rings" Thematic Training
Jiang Lianguo Beijing No.80 High School	The Theory of Developmental Classroom Immediate Evaluation: Framework and Interpretation
Liu Jia Beijing Chaoyang Foreign Language School	Research on the Construction of a Thematic Teaching Model Based on Deep Learning
Liu Yuhua Binzhou Experimental Middle School	Practical Research on Cultivating Students' Innovative Thinking in High School Mathematics Teaching
Shang Chuanchuan Boxing County Vocational Secondary School	Research on the Development Path and Evaluation System of First-Class Core Courses and High-Quality Teaching Materials in Vocational Education
Lu Litao Beijing Normal University **Jin Wei** Beijing Institute of Education **Feng Yongliang** China Teacher's Daily **Wu Yu** Journal of Teacher Education Research	Session Commentary

Symposium 24

Expert Teacher Professional Development II

(27 October 2024, 16:00-17:30)

(Venue: Beiguo Theater)

This forum is dedicated to delving into and exchanging advanced concepts and practical insights aimed at improving teaching quality and fostering the holistic development of students in basic education. National education experts have engaged in comprehensive discussions on a spectrum of topics, such as problem-solving through project-based learning, the design of differentiated instruction, nurturing innovative thought, and developing critical thinking skills. The purpose of the forum is to facilitate teachers' professional development through academic dialogue and to investigate teaching models and methodologies that align with the requirements of the new era, with an objective of enhancing students' comprehensive competencies and innovative abilities.

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Author(s)	Theme
Symposium Chair: **Peng Weijing** (Hunan Provincial Institute of Education Sciences)	
Pan Hongyan Shandong Experimental High School	Building High-Quality Course Groups to Enhance the Advantages of Subject Education
Peng Weijing Hunan Academy of Educational Sciences **Liu Ruijie** Central South University **Liang Qi** Changsha Changjun Middle School **Wu Yi** The Second Affiliated Primary School of Hunan First Normal University **Hu Mi** Central South University	Construction of the Index System for Mental Health Education Literacy among Primary and Secondary School Teachers: A Study Based on Delphi Method
Sun Jing Beijing Ritan Middle School	Practice of Core Literacy-based Project Learning in High School Chemistry: Making Self-Heating Packs
Wang Jiayu The High School Affiliated to Renmin University of China	"Seeking Truth from Facts": Evidence-Based Practice of Test Questioning in the Perspective of Formative Assessment
Wang Changqing Huairou No.5 middle school	Reflections on the Application of Mathematical Axiomatization Thinking Methods
Xu Jiang Changsha Municipal Government Office Lotus Kindergarten	On Kindergarten Good Life Education: Connotation, Value, and Action Strategies

Zhao Qing Beijing Chen Jing Lun High School	Practice of "Interactive Teaching" in High School Geography Based on Data Analysis of Students' Learning Process
Zhang Yuyan Capital Normal University Affiliated Experimental School	Practice of Cultivating Critical Thinking in Junior High School Science Teaching
Lu Litao Beijing Normal University **Jin Wei** Beijing Institute of Education **Feng Yongliang** China Teacher's Daily **Wu Yu** Journal of Teacher Education Research	Session Commentary

Symposium 25

Education Status and Development in Taiwan Region: Teacher Education, Middle-level Leadership, and Learning Outcomes

(27 October 2024, 14:00-15:30)

(Venue: Teaching Building No.2 Room 102)

This forum consists of five research papers. Starting from topics related to teacher education (three papers), including recent popular issues such as the integration of AI into teacher education, social-emotional learning, and technological special education pedagogical content knowledge. Next, two papers are arranged to discuss middle-level leadership and learning outcomes, aiming to construct a comprehensive educational framework. The topic of discussion for this session is: "Paper 1: A Study on Integrating Generative AI to Optimize Interdisciplinary Courses for Teacher Professional Learning", "Paper 2: A Study on the Social-Emotional Learning Empowerment Model in New Taipei City: Strategies and Outcomes", " Paper 3: What do Special Education Teachers Teach? A Study on Reform of Technological Special Education Pedagogical Content Knowledge (TSPCK) for Junior High School Special Education Teachers", "Paper 4：How to train school mid-level leaders? The research and development of training programs for candidate directors of primary and junior high schools", "Paper 5: Research on the performance evaluation of interdisciplinary learning training for specially selected university students".

Author(s)	Theme
Symposium Chair: **Hu Yan, Huang Jiali** (Beijing Normal University)	
Chen Peiying Taiwan Normal University	A Study on Integrating Generative AI to Optimize Interdisciplinary Courses for Teacher Professional Learning
Chen Yuchuan, Chen Peiying, Chi Fuan, Taiwan Normal University	A Study on the Social-Emotional Learning Empowerment Model in New Taipei City: Strategies and Outcomes
Huang Yanrong Taiwan Academy for Educational Research	What do Special Education Teachers Teach? A Study on Reform of Technological Special Education Pedagogical Content Knowledge (TSPCK) for Junior High School Special Education Teachers
Lin Xinzhi University of Taipei	How to Train School Mid-Level Leaders? The Research and Development of Training Programs for Candidate Directors of Primary and Junior High Schools
Tsai Ming-hsueh Taiwan Academy for Educational Research	Research on the Performance Evaluation of Interdisciplinary Learning Training for Specially Selected University Students

Symposium 26

Neuroscience in Teacher Education: Reform the Teacher Education with Evidence-Based Approach

(27 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room102)

Neuroscience in Teacher Education is the specific application of educational neuroscience in the field of teacher education. This discipline involves the profound integration of knowledge and skills from various disciplines such as biological science, cognitive science, developmental science, and educational science. It proposes scientific educational theories, practices scientific educational methods, and establishes a unique discourse system. The emergence of Neuroscience in Teacher Education has transformed the longstanding issue of the lack of scientific empirical evidence in teacher education, laying a solid scientific foundation for the field. The series of studies in this symposium proposal, consisting of five research projects, employed an interdisciplinary approach encompassing functional near-infrared spectroscopy based hyperscanning study (Study 1: Teaching Expertise: Behavioral and Neural Differences Between Expert and Novice Teachers; Study 4: Empathic concern drives costly teacher caring during teacher-student interactions: A fNIRS-based hyperscanning study), eye-tracking-based behavioral studies (Study 2: A Study on Expert Mathematics Teachers' Visual Attention to Students' Hand-Raising Behavior / Study 3: From Eye Movements to Scan path Networks: A Pilot Study to Investigate Teacher Noticing in Classroom), event-related potentials based study (Study 5: The Influence of Trait Empathy on Teachers' Empathic Decision-Making and Its Underlying Neural Mechanisms), and systematic reviews (Study 6: Exploring Teachers' Moral Needs and Their Fulfillment Through the Dual Process Model of Psychological Needs). These methodologies were utilized to reveal the behavioral, physiological, and neural characteristics of teachers at different

developmental stages. The findings contribute empirical evidence supporting the formulation of precise training programs in subsequent endeavors.

Author(s)	Theme
Symposium Chair: **Sun Binghai** (Zhejiang Normal University)	
Sun Binghai Zhejiang Normal University	Teaching Expertise: Behavioral and Neural Differences Between Expert and Novice Teachers
Ding Fujun Zhejiang Normal University	A Study on Expert Mathematics Teachers' Visual Attention to Students' Hand-Raising Behavior: Eye Tracking Based on Real Classroom Scenarios
Xiao Weilong Zhejiang Normal University	From Eye Movements to Scan Path Networks: A Pilot Study to Investigate Teacher Noticing in Classroom
Shao Yuting Zhejiang Normal University	Empathic Concern Drives Costly Teacher Caring During Teacher-Student Interactions: A Fnirs-Based Hyperscanning Study
Wang Yaoyao Zhejiang Normal University	The Influence of Trait Empathy on Teachers' Empathic Decision-Making and Its Underlying Neural Mechanisms
Fan Liting Zhejiang Normal University	Exploring Teachers' Moral Needs and Their Fulfillment Through the Dual Process Model of Psychological Needs

Symposium 27

Connecting Teachers, Education, and Neuroscience: From Neural Mechanisms to Teacher Professional Development I

(27 October 2024, 14:00-15:30)

(Venue: Teaching Building No. 2 Room103)

This symposium aims to explore the emerging interdisciplinary research field connecting teachers, education, and neuroscience, sharing diverse perspectives and rich outcomes from theoretical discussions, empirical studies, and practical applications. It seeks to broaden the forefront of teacher education and inspire future research directions. The content covers the integration and application of neuroscience in teacher education research, the current state and intervention strategies for teachers' neuroscience literacy, the integrated development of moral education and neuroscience, neural activity characteristics in classroom teaching and learning, and the neural mechanisms of knowledge construction and transfer, as well as the neurocognitive mechanisms and educational implications of family interaction on children's emotional development. The forum integrates various interdisciplinary fields, including neuroscience, cognitive science, education, and teacher education. It encompasses multiple aspects from basic to applied research, addressing key issues such as the teaching process, learning mechanisms, moral education, teacher literacy, and teacher education, with the aim of providing neuroscience support for teacher education, educational development, and teacher professional development, thereby promoting a deep integration of neuroscience with education and teacher education.

Author(s)	Theme
Symposium Chair: **Liu Lisha** (Beijing Normal University)	
Liu Lisha **Liu Qiaohui** Beijing Normal University **Yan Ziluo** Nanjing University	Integrating Neuroscience in Teacher Education Research: Advances and Implications
Liu Qiaohui **Xu Peiyuan** **Liu Lisha** **Wang Xiao** Beijing Normal University	Research Progress on the Current Status of Teachers' Neuroscience Literacy: A Scoping Review
Yan Ziluo Nanjing University **Liu Lisha** **Luo Yuwei** Beijing Normal University	Progress in Implementing Educational Neuroscience Interventions in International Teacher Education
Yu Saidi **Liu Mengyuan** **Liu Lisha** Beijing Normal University	Investigation and Implication of the Current Status and Related Influencing Factors of Neuroscience Literacy among Pre-Service And In-Service Teachers In China

Symposium 28

Connecting Teachers, Education, and Neuroscience: From Neural Mechanisms to Teacher Professional Development II

(27 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room103)

This symposium aims to explore the emerging interdisciplinary research field connecting teachers, education, and neuroscience, sharing diverse perspectives and rich outcomes from theoretical discussions, empirical studies, and practical applications. It seeks to broaden the forefront of teacher education and inspire future research directions. The content covers the integration and application of neuroscience in teacher education research, the current state and intervention strategies for teachers' neuroscience literacy, the integrated development of moral education and neuroscience, neural activity characteristics in classroom teaching and learning, and the neural mechanisms of knowledge construction and transfer, as well as the neurocognitive mechanisms and educational implications of family interaction on children's emotional development. The forum integrates various interdisciplinary fields, including neuroscience, cognitive science, education, and teacher education. It encompasses multiple aspects from basic to applied research, addressing key issues such as the teaching process, learning mechanisms, moral education, teacher literacy, and teacher education, with the aim of providing neuroscience support for teacher education, educational development, and teacher professional development, thereby promoting a deep integration of neuroscience with education and teacher education.

Author(s)	Theme
Symposium Chair: **Liu Lisha** (Beijing Normal University)	
Fan Xuejian **Liu Yile** **Yang Yu** **Pei Miao** Beijing Normal University	Research on The Integration and Development of Moral Education And Neuroscience: A Systematic Literature Review Based on Domestic and International Core Journals
Feng Xiaodan **Xu Xinran** **Meng Zhaonan** **Jiang Jiahao** **Pei Miao** **Zhang Yonghe** **Lu Chunming** Beijing Normal University	A Rapid Cortical Learning Process Supporting Students' Knowledge Construction During Real Classroom Teaching
Xu Xinran **He Xiangyu** **Feng Xiaodan** **Lu Chunming** Beijing Normal University	Neural Reconstruction of Fragmented Knowledge During Online Learning and its Transfer Effect

Zhou Siyuan Sichuan Normal University	
Long Yuhang **Fang Xiaoyi** **Lu Chunming** Beijing Normal University **Zhang Na** **Wang Yifang** Capital Normal University	Neuro-Cognitive Mechanisms of Family Dynamics in Children's Emotional Development

Symposium 29

Fostering Teacher Education through Inquiry-based Professional Learning

(27 October 2024, 16:00-17:30)

(Venue: Teaching Building No. 2 Room 104)

"Teachers as researchers" is a notion that has been discussed and implemented for decades since it was promoted in the 1980s. However, regarding preservice teacher education or initial teacher education, whether or not 'conducting research' can be an approach to professional learning is still blurred and ambiguous.

The panel will present how preservice teacher education can implement various research paradigms as ways of professional learning for prospective teachers. The research presented in the panel includes 1) theoretical reasoning for integrating research with practicum and coursework for teacher education programs and 2) an empirical study on how teacher candidates develop their professionalism by cross-cultural collaborative practical inquiry in an exemplary teacher education program. 3) research on building teacher educators' competency via multiple research paradigms from practical inquiry, reflective practice, and action research to self-study within a comparative and policy framework. 4) research on reflection as professional learning for master-degree teacher candidates.

The panel's theme is significant in that it provides a broader view of how preservice teachers can benefit from implementing research as an indispensable pathway of professional learning. This will help them make meaning of their practice in a setting that is the 'third space' in metaphor, connecting university coursework with school practicum.

Author(s)	Theme
Symposium Chair: **Zhao Ping** (Beijing Normal University)	
Laura B. Liu **A'ame Joslin** Indiana University Columbus	International Inquiry into Teacher Professionalism: Professional Standards, Learning Communities, & Conceptual Change
Diana Petrarca **Shirley Van Nuland** Ontario Tech University	Initial Teacher Education Practicum 2.0: Learning through Self-Study in a Professional Setting
Zhao Ying Shanxi Normal University	On The Four-Dimensional Compotentency Structure of Teacher Educators in Colleges And Universities
Zhao Ping Beijing Normal University	Research on Reflection as Professional Learning for Master-Degree Teacher Candidates

PARALLEL SESSIONS

October 26, 2024

Time	Parallel Sessions	Room
14:00-15:30	Group01　Multi-dimensional exploration of teachers' competence	Teaching Building No.2, Room 202
	Group03　Teachers' emotional labor and mental health	Teaching Building No.2, Room 203
	Group05　The combination of research and practice in teacher education	Teaching Building No.2, Room 204
	Group07　The change and challenge of teacher education in the digital age	Teaching Building No.2, Room 205
	Group09　Exploring the path of teacher professional development in the era of digital intelligence	Teaching Building No.2, Room 206
	Group11　Digital intelligence empowers teacher education practice	Teaching Building No.2, Room 209
	Group13　Pre-service teacher training in the age of digital intelligence	Teaching Building No.2, Room 211
	Group15　Subject teacher burnout and identity	Teaching Building No.2, Room 212
	Group17　Promote professional development of subject teachers through research	Teaching Building No.2, Room 214
	Group19　Training strategies and development paths of subject teachers in multiple contexts	Teaching Building No.2, Room 215
15:30-16:00	Halftime Break	
16:00-17:30	Group2　Teacher emotion research	Teaching Building No.2, Room 202
	Group4　Teacher competence and professional development	Teaching Building No.2, Room 203
	Group6　Research on teachers' professional identity and self identity	Teaching Building No.2, Room 204
	Group8　Fairness, mechanism and challenge of teacher education in digital age	Teaching Building No.2, Room 205
	Group10　Evaluation and reflection on teacher professional development in the age of digital intelligence	Teaching Building No.2, Room 206
	Group12　Digital intelligence empowers teachers' teaching research and teachers' teaching evaluation	Teaching Building No.2, Room 209
	Group14　Digital literacy of teachers in the age of digital intelligence and its training path	Teaching Building No.2, Room 211
	Group16　The theoretical research of subject teacher educator	Teaching Building No.2, Room 212
	Group18　Research on discipline teacher accomplishment in the new era	Teaching Building No.2, Room 214
	Group20 Subject teacher cultivation and training	Teaching Building No.2, Room 215

Time	Parallel sessions	Room
14:00-15:30	Group21 Teacher-student feedback and emotional interaction in classroom teaching	Teaching Building No.2, Room 105
	Group23 Teacher emotion and job stress in professional life	Teaching Building No.2, Room 106
	Group25 The project-enabled pre-service teachers to evaluate and improve their practical ability	Teaching Building No.2, Room 109
	Group27 Evidence-based practice and reflection of teacher education in multiple contexts	Teaching Building No.2, Room 111
	Group29 Teacher education in cooperation between universities and primary and secondary school partners	Teaching Building No.2, Room 112
	Group31 Teacher efficacy acquisition and associated factors	Teaching Building No.2, Room 114
	Group33 Technological innovation enables teachers to expand their ability	Teaching Building No.2, Room 117
	Group35 Cooperative development model of teacher education: from a global perspective	Teaching Building No.2, Room 202
15:30-16:00	Halftime Break	
16:00-17:30	Group22 Cultural blending and teaching inheritance in educational practice	Teaching Building No.2, Room 105
	Group24 Evidence-based education policy and improvement of teacher education quality	Teaching Building No.2, Room 106
	Group26 Teachers' learning engagement and professional development in evidence-based practice	Teaching Building No.2, Room 109
	Group28 Quality evaluation and sustainable development of teacher education from an international perspective	Teaching Building No.2, Room 111
	Group30 Exploring the cross-border community model of teacher education	Teaching Building No.2, Room 112
	Group32 Multi-dimensional exploration of teacher professional development path	Teaching Building No.2, Room 114
	Group34 Construction of teacher education system: macro perspective and case study	Teaching Building No.2, Room 117
	Group36 Teacher's identity and career choice	Teaching Building No.2, Room 202

01 Multi-dimensional exploration of teachers' competence

Time: 14:00-15:30

Location:Teaching Building No.2, Room 202

Chair: Professor Xie Hongmei

Teacher Innovation Capability in the AI Age: Epochal Value, Significance Analysis, and Implementation Pathways

Lin Min, Beijing Normal University; Yan Nairui, South China Normal University

Teacher's Relational Competence in the Post-Epidemic Era: Implications of the Times and Ways of Cultivation - Also on Professor Zhao Tingyang's Co-Existence Theory

Wang Zhipeng, Northwest Normal University

Research on the Influence of School Organizational Atmosphere on Rural Teachers' Learning Power ——Based on the Chain Mediating Role of Teacher Agency and Learning Engagement

Wu Min；Mao Ju，Xinjiang Normal University

Research on Teachers' Key Competences of Western Primary School in the Post-epidemic Era

Xie Hongmei, Guizhou Education University

Facing Future Education: The Theoretical Positioning, Practical Mechanisms, and Development Pathways of Teacher's Professorial Vision

Wu Xuan, East China Normal University

The Promotion of Scientific Research Motivation of Foreign Language Teachers in University From the Perspective of Academic Community: Logic, Qroblems and Approaches

Liu Di, Beijing International Studies University

Time: 16:00-17:30
Location: Teaching Building No.2, Room 202
Chair: Liu Ya

Contextualized Dilemmas and Sense-making of Teacher Identity in Chinese Ethnic Rural Areas

Liu Ya, Yibin University

A Study on the Development of International Chinese Language Teachers' Social Emotional Competence in the Post-Epidemic Era: An Analysis Based on the Prosocial Classroom Model

Li Xun, Beijing Language And Culture University

A Study of the Relationship between Interpersonal Activities and Teacher's Professional Identity ——An exploration of teacher's development of students'a social-emotional competence

Li He, Changchun Normal University

Primary School Teachers' Affective Competence Assessment: A Situation Judgment Test

Wang Songli; Li Qiong, Shandong Women's University; Beijing Normal University

The Hierarchical Characteristics and Transformation Pathways of Teachers' Emotional Labor

Huang Yifan, Zhou Fusheng, Ningxia University

Preparing Teachers for Uncertainties: Evaluating the Influence of Social-Emotional Competency Training on Teachers' Capacity to Foster Social-Emotional Skills in Suzhou Schools-China

Patrick Clement Mwananyama, Beijing Normal University

Time: 14:00-15:30

Location: Teaching Building No.2, Room 203

Chair: Yuan Lin

Emotional leadership and teachers" psychological well-being: the mediating role of emotional labor and moderating roles of cultural values in job demands-resources theory

Zhu Xiaoshuang, Tian Guoxiu, Liu Rui; Capital Normal University

The Effects of Mental Health Literacy on Mental Health of Student Teachers: The Chain Mediating Role of Perceived Stress and Resilience

Yuan Lin, Gu Peilin; Southwest University

Exploring emotional labor experiences of rural novice teachers in China: An interpretative phenomenological analysis

Li Shuqin, Liu Xiangyan ,Liu Xu, Hunan Normal Universit, Zang Luqing, Michigan State University

Positive Reproduction of Emotional Capital: Key Competencies and Cultivation for Teachers to be Competent in Emotional Labor

Dai Zihan, The Chinese University of Hong Kong

The influence mechanism of professional identity of banzhuren teachers in primary and secondary schools on subjective well-being-- Empirical analysis based on the data of teachers in Z province

Yuan xin, Beijing Normal University

An investigation of the Pre-Service Teachers' Emotional Awareness in China

Chen Yezi，Suzhou City University; Wang Haibin Huangshan University

04 Teacher competence and professional development

Time: 16:00-17:30

Location: Teaching Building No.2, Room 203

Chair: Yang Yue

A Study on The Exploration of Key Personal Traits and Paths of Outstanding Teachers' Professional Growth in the New Era -- Based on the Textual Analysis of Professional Growth Stories of Fourteen National Outstanding Teachers in "Dual-fame" Program

Zhang Qian, Shi Qing, South China Normal University

The education of post-graduate level teachers in Finland: The connotation and development of teachers' research competence

Cao Yanling, Northeast Normal University

Research on the development of assessment tools for teachers' ethics of normal university students based on "intermediate concept measurement"

Li Yanling, Liu Yiwei, Hebei Normal University

Development Status, Enhancement Mechanisms, and Implementation Strategies of Teachers' Interdisciplinary Teaching Competencies in Compulsory Education Stage

Wang Yuwen, Henan Normal University

A Study on Strategies for Enhancing the Competencies of Teachers Cultivating Innovative Talents Based on the Exploration of the Connotation of Innovative Teachers

Yuan Li, Wang Mengfei, Beijing Normal University

On the "Educational Research" in Practical Teaching of Full-time Education Master Programme: Organizational Principles and Implementation

Yang Yue, Nanjing Normal University

Time: 14:00-15:30
Location: Teaching Building No.2, Room 204
Chair: Ma Yongquan

An Ethnography of the Logic of Generating Practical Wisdom of New Generation Rural Teachers in the Post-Epidemic Era

DawaKyid, Sichuan Normal University

The Value Implications, Ideal Vision, and Implementation Path of High-quality and Balanced Allocation of Rural Teachers

Li Yuting, Xinjiang Normal University；Ma Yongquan，Yili Normal University

Research on Identifying and Measuring the "Unobservable Characteristics" of high-quality Teachers

Du Liping; Xu Mingyue; Zhang ayuan, Beijing Union University

The Development and Application of the Teacher Cultural Identity Scale in the New Era

Zhang Limin, Guangzhou University

Understanding and Enhancing Teacher Buoyancy: A Study of Chinese Mainland Teachers

Dong Yu Dora Li，Beijing Foreign Studies University; Fang-Yin Yeh, Yee Fan Sylvia Tang, May Hung May Cheng, The Education University of Hong Kong,

Benefits and challenges of virtual exchange for pre-service teacher education: An action research study

Yin Hang, Beijing Foreign Studies University

Time: 16:00-17:30
Location: Teaching Building No.2, Room 204
Chair: Zhu Guiqin

Research on Teachers' Self-construction -- Analysis based on the growth history of special-grade teachers

Guo Fang, Hebei Normal University

Hearing the voices of "I" : The construction of a novice teacher's teacher identity through the lens of Dialogical Self Theory

Zhang Ruidan, Beijing Normal University

Behind the Halo: Identity Construction of Elite Graduates as Schoolteachers

Zheng Zhehan, East China Normal University

How to Understand: Logical of Acceptance and Practical Reasoning in Pre-service Teachers' Ecological Perspective Education

Yang Maoqing, Liu zhenfang, Guangxi Normal University

A Network Approach to Understanding Antecedents of Teachers' Turnover Intention: Linking Job and Personal Resources, Burnout, and Work Engagement

Liu Yixuan；Yang Yiming；Wang Wenjing, Beijing Normal University

The Impact of Organizational Identity on Teaching Innovation Among Rural Teachers: Job Satisfaction as Mediator and Leadership Support as Moderator

Zhu Guiqin, Wang Xiaofang, Chen Changming, Chongqing Normal University

Development and validation of a new scale for teacher professional identity

Zhang Jiawei, Zhou Mingming; University of Macau

07 The change and challenge of teacher education in the digital age

Time: 14:00-15:30

Location: Teaching Building No.2, Room 205

Chair: Wang Yanling

Opportunities,Applications, and Challenges in Smart Education

Sun Yuhao，University College of London

Autonomous knowledge system: A peek and realization of teacher educational personality generation in the digital age

Liang Chen, Zhejiang Normal University

Beyond the Controversy Between "Dao" and "Technology": Multiple Cognitions and Active Choices of Teacher Educators in the Age of Technology

Wang Yanling, East China Normal University

Policy Analysis of the Integration of Artificial Intelligence and Teacher Education in the United States —— Based on the Four-Dimensional Policy Analysis Framework

Lv Guangzhu, Huizhou University; Shi Miao, Hebei College of Science and Technology

08 Fairness, mechanism and challenge of teacher education in digital age

Time: 16:00-17:30

Location: Teaching Building No.2, Room 205

Chair: Li Xiaoyan

Pathways and Mechanisms of Digitization in Promoting Teacher Learning Equity in Border Ethnic Minority Areas

Li Xiaoyan, Beijing Normal University

Reflection and Reconstruction of Regional Teacher-Development Community under the Background of Digital Transformation

Ji Chunmei, Nanjing University

Why is there a gap between ideals and reality—— Research on the Causes and Mechanisms of Implementation Difficulties in Educational Technology Courses from the Perspective of Actor Network Theory

Wei Lincui, Zheng Zhehan, East China Normal University

What Salary Level Can Enhance the Professional Attractiveness of Primary and Secondary School Teachers? - An Empirical Analysis Based on the "China Teacher Professional Status Survey" (CTPS) Database

Mu Honghua, Zibo Normal College & Shandong University of Technology；Zhao Nan, Shi Chunyan, Beijing Normal University

Blockchain Enabled Teacher Education Coupling Analysis

Dai Weifen, Xu Jing, Central China Normal University

09 Exploring the path of teacher professional development in the era of digital intelligence

Time:14:00-15:30
Location: Teaching Building No.2, Room 206
Chair: Lin Min

Research on Building a Teacher Learning Community Based on New Media Matrix

Lin Zirui, Guangdong Baiyun University; Chen Wei, Huizhou University

TPACK Enhancement Path for Teachers in the Digital Age: Fostering a Community of Praxis and Reflection to Enhance Teacher Development

Wei Zhihui, Shanghai Open University; Ruifang Hope Sun, SUNY Empire State University, USA; Zhang Yan，Lin Donghua, Liu Yumei，Liu Chunxia，Guo Kehui，Chen Qi, Liu Qing, Shanghai Open University；Hu Xiaotian, Shanghai Customs College; Chen Yihua, Qufu Normal University

Empowerment through Digital Intelligence: Constructing a New Ecology of School-Based Teaching and Research within Educational Groups——Exploratory Practices for Professional Growth of Secondary School Teachers in the Digital Era

Wang Ying, Liu Weiwei, Xu Chunling, Guangzhou University Affiliated Middle School

Unpacking Teachers' Professional Agency for the Post-Humanism Period: Systematic Literature Review (2018-2024)

Murad Aliyev, Faculty of Education , Beijing Normal University, Beijing, Beijing, CHINA; Guoqing Zhao, Faculty of Education, Beijing Normal University, Beijing, CHINA

A systematic review of virtual simulation-based research on classroom management skills training

Ma Haiyan, Li Yunlu, Chen Gaoyu, Zhejiang Normal University

Using Q Method to Explore Professional Competences of Teachers in the Artificial Intelligence Era

Lin Min, Song Guoyu, Beijing Normal University

10 Evaluation and reflection on teacher professional development in the age of digital intelligence

Time: 16:00-17:30
Location: Teaching Building No.2, Room 206
Chair: Wang Jiayi

Challenges and Reshaping of Teacher Subjectivity in the Digital Age

Wang Jiayi, Liu Yiteng, Beijing Normal University

The Practice Diagnosis and Optimization Strategies for Teacher Professional Development Empowered by Artificial Intelligence: An Analysis Based on the Typical Case in H District

Han Shuo, Beijing Haidian Teachers Training College

Action research as a way to transform teachers' beliefs (usage of digital tools in the classroom)

Aleksandra Mikhailova，Institute of Education, National Research University Higher School of Economics, Moscow, RUSSIA

Impact of An AI-Enhanced Teacher Professional Development Program on Teacher Instruction and Student Mathematics Performance

Li Jingxian ,Yasemin Copur-Genturk，Rossier School of Education, University of Southern California, Los Angeles, California, UNITED STATES

The Professional Development of Teachers Empowered by the Metauniverse：Prospect, Risk Challenges and Resolution Path

Li Jiang, Chongqing University of Education

Constructing a Model of Influencing Factors on the Acceptance of Generative AI by Primary and Secondary School Teachers

Wang Xiaoli, Lai Huili, South China Normal University

11 Digital intelligence empowers teacher education practice

Time: 14:00-15:30
Location: Teaching Building No.2, Room 209
Chair: Li Meiju

The research on the path of teachers' evidence-based practice based on artificial intelligence technology

Liu Yongdong, Teacher Development Center, Tianhe District, Guangzhou; Li Meiju, East China Normal University and College of Teacher Education,East China Normal University; Zhuo Jianmin, Guangzhou Zhixin Middle School

Application and Research on Smart Teaching in the Age of AI

Wang Jundan, Zhaoqing University

Teacher engagement and learning in materials development: A qualitative study

Xu Yueting, Li Kuo. South China Normal Universityy

AIGC Technology Empowers High School English Education
Guo Jiong；Xia Jiang, Northwest Normal University

Explorations on the Integration of Pedagogy into the Development of AI-Related Learning Products in Children's Number Sense Training Contexts

Sha Weinan, The Education University of Hong Kong

Cameroonian Chinese language teachers' emotional experiences during ICT integration: A qualitative study.

Grace Hulda,Beijing Normal University;Linda Djarsoumna, University of Yaoundé ,

12 Digital intelligence empowers teachers' teaching research and teachers' teaching evaluation

Time: 16:00-17:30
Location: Teaching Building No.2, Room 209
Chair: Su Xiaoli

Study on Blended Teaching and Research from the Perspective of Community of Inquiry Theory: Teaching and Research Practice Based on Rooted Literacy Integrated Media Intelligent Learning System

Niu Qingsen, Beijing Normal University

Construction of regional accompanying teaching and research model supported by digital technology

Chen Lei, Beijing Normal University and Bai Wenqian Beijing Chaoyang Academy of Educational Sciences; Qian Shouwang, Institute of Education Sciences, Chaoyang District, Beijing, Bai Wenqian Beijing Chaoyang Academy of Educational Sciences

Is the magic in the mix? The development and validation of the L2 teachers' blended assessment literacy scale

Su Xiaoli, The Chinese University of Hong Kong/Sichuan International Studies University; Icy Lee，Nanyang Technological University

A Case Study of Developing Three Middle School English Teachers' Classroom-based Assessment Literacy Based on Diagnostic Assessment

Huang Ju, Su Jiaoyang,,Southwest University

A Practical Exploration of Utilizing the Classroom Smart Monitoring System (CSMS) to Empower Teachers' Professional Growth

Zhuang Haiyan, Shenzhen Futian Fuhua Primary School

13 Pre-service teacher training in the age of digital intelligence

Time: 14:00-15:30

Location: Teaching Building No.2, Room 211

Chair: Yao Qian

Pre-service teachers' application of TPACK: Evidence from interactive whiteboard-supported collaborative microteaching

Su Fan, Shanghai Normal University; Zhou Quan, Guangdong University of Education

Equality and Diversity: An Exploration of the Values and Paths of Critical Digital Literacy Cultivation among Canadian Pre-service Teachers

Lv Yijing, Nanjing Normal University

Examining Preservice Teachers' Digital Literacy and Readiness for Championing Technological Transformation in Schools

Fred Yaredi Mgata Fortunatha Lawrence Mtesigwa, Education, BeijingNormal University

Strategies for developing digital competencies of pre-service English teachers:a case study of the RICH model

Yao Qian, Zhejiang Normal University

Anticipating Generative AI Integration: Insights into Behavioral Intentions of Chinese Pre-Service Teachers

Natthawin Cho　Jiayi Wang，Faculty of Education, Beijing Normal University

14 Digital literacy of teachers in the age of digital intelligence and its training path

Time: 16:00-17:30
Location: Teaching Building No.2, Room 211
Chair: Zhou Cuiping

From compensation "substitutability" to life "transition" : the way to advance teachers' digital literacy in the intelligent era

Guan Xinping, Yili Normal University

Examination of the Current Status and Enhancement Strategies of Digital Literacy Among Community Education Teachers --An Empirical Study Based on Teachers in S City

Zhou Cuiping, Shanghai Open University

The basic logic and practical pathways for digital technology to empower the enhancement of digital literacy among higher education teacher educators

Chen Cong, Fu Guanghuai, Hubei Normal University

Research on digital literacy training paths for elementary, middle and high school teachers in Japan under the background of educational digital transformation

Cui Meihua, Wang Zihe, Yanbian University

Digital Literacy of applied university teachers: connotation, Path and practice

Sun Xichao, Wang Huibin, Xingtai University; Sun Lulu, China Civil Aviation Museum

Capability Development of Adult Educators in the Digital Futures: Anticipating Paradigm Shifts and Cultivating Digital Literacy

Zan Chen, Institute for Adult Learning , Singapore University of Social Sciences,

15 Subject teacher burnout and identity

Time: 14:00-15:30

Location: Teaching Building No.2, Room 212

Chair: Liu Wei

The development dilemma and solution path of the career resilience of the new generation of rural physical education teachers

Min Hang, Hu Ti, Beijing Normal University

Research on the Influencing Factors and Mechanisms of Professional Identity of Music Education Majors

Yu Hao, China Conservatory of Music

Emerging Self: A Case Study of the Professional Identity Development of a Discipline-Based Teacher Educator

Zhu Hongcui, Yancheng Teachers University; Yang Yue, Nanjing Normal University

A latent profile analysis of burnout among primary and secondary school mental health education teachers in China

Liu Wei, Guizhou Normal University

A Conceptual Analysis of Teacher Identity: Based on a Multidisciplinary Review of Identity

Chen Jun, Chongqing Normal University

The Development of Professional Identities of Beginning English Literature Teachers in Tanzanian Lower Secondary Schools

Fortunatha Lawrence Mtesigwa, Center of Teacher Education Research (CTER), Beijing Normal University；Juyan Ye，Iringa Tanzania

16 The theoretical research of subject teacher educator

Time: 16:00-17:30

Location: Teaching Building No.2, Room 212

Chair: Mao Ju

The Historical Perspective, Evolutionary Logic, and Continuous Path of the Spirit of Rural Teacher Educators

Mao Ju, Xinjiang Normal University

The Autonomous Knowledge System of Chinese Teacher Education Discipline: Conceptual Framework, Value Analysis and Construction Pathways

Xu Peiyuan, Beijing Normal University

Ideological and Political Teacher Education: Connotation, Value, and Path

Li Yan, Beijing Normal University

Thinking like an expert: Pathway representation and influencing factors of teachers' knowledge boundary- crossing

Bai Songtao, Zhejiang University

The Confusion and Way Out for the Development of Subject Theory Teachers in Normal Universities

Yan Jianzhang, Shanxi Normal University

Teachers' Roles in Interdisciplinary Teaching from the Perspective of Integration of teaching, learning and assessment: Expectation-Dilemma-Generation

Jin Panpan, Wang Qiang, Capital Normal University

17 Promote professional development of subject teachers through research
Time: 14:00-15:30
Location: Teaching Building No.2, Room 214
Chair: Zhang Hong

Project-based Teaching Leads the Innovative Path of Professional Development for Labor Education Teachers

Liao Wen, South China Normal University

Preliminary Exploration into the Mechanism of Novice Major Teacher Educators' Professional Development: From the Perspective of Self-Study

Zhu Chenfei, Nanjing Normal University;Jin Min, Nanjing Jianye District Teacher Development Center

The rationale for and interpretation of Professional Competency Standards for University Foreign Language Teachers

Zhang Hong, Beijing Foreign Studies University

Integrated Teaching Videos and Teacher Feedback: Instructional Design to Improve Pre-service Teachers' Putonghua Language Competence

Kou Zhihui, The Chinese University of Hong Kong

How do past learning experiences influence science preservice teachers' teaching efficacy and beliefs?--An Interpretive Mixed Study Based on 64 Science Preservice Teachers

Yang Yuhong, Liang Disi, Gao Xiaoyi, Beijing Normal University

A Qualitative Study on How Teachers' Perceptions of School Climate Affect Classroom Teaching Actions

Huang Xiaolin, Xi 'an University

18 Research on discipline teacher accomplishment in the new era

Time: 16:00-17:30
Location: Teaching Building No.2, Room 214
Chair: Li Tao

Construction and empirical research of interdisciplinary literacy assessment model for middle school geography teachers

Chen Jieying, Beijing Normal University

Core Competency, Growth Process and Development Motivation of the district/county-level Educational Researcher Staff ——Model Construction based on Grounded Theory

Jiang Mingju,Song Huan, Beijing Normal University

Constructing an Observation Scale of Classroom Evaluation Literacy for Secondary School Chemistry Teachers: An Example of a Prospective Chemistry Teacher's Microteaching of "Chemical Equilibrium"

Li Honglin, Zhang Wenhua, Zhang Xingpeng, Shi Huanting, Central China Normal University

Exploring Factors Influencing Student Teachers' Pedagogical Innovativeness in the Context of Large Language Models

Li Tao, Beijing City University

Chinese Teachers' Understanding of the National Cultural Image of Textbooks and Their Adaptation Strategies

Sun Caiwen, Northeast Normal University

Research on the New Pattern of Key Competences-Oriented Digital Classrooms: A Case Study of English Subject Practice in Chongqing High-tech Zone's "Five-Learning Classroom" Smart Education Initiative

Zhang Yunjian, Chongqing High-tech Zone Education Affairs Center

19 Training strategies and development paths of subject teachers in multiple contexts

Time: 14:00-15:30
Location: Teaching Building No.2, Room 215
Chair: Li Xiao

Learning of Non-University-Based Teacher Educators in Interdisciplinary Research Community: Insights from China

Wang Zhaoxuan, Wang Kailun, Yuan Rui, University of Macau；Li Mo,University of Electronic Science and Technology of China

Reflections on the Nature of Subject Teachers' Assessment Knowledge from the Perspective of a New Knowledge Production Model

Li Xiao, Harbin Normal University

Research on the Growth Pathways of Outstanding Physical Education Teachers from the Perspective of Marxist Humanism: A csQCA Analysis Based on 40 Cases

Zhuo Zhenmei, Dong Guoyong, Liu Te, Central China Normal University

20 Subject teacher cultivation and development

Time: 16:00-17:30
Location: Teaching Building No.2, Room 215
Chair: Hao Guoqiang

Research on the Construction of Integrated and Infiltrated Training Model for Primary and Secondary Schools Ideological and Political Course Teachers

Hao Guoqiang, Beijing Haidian Teachers Training College

School Counselors: Necessity, Urgency, and Connotation

Wang Xiao, Beijing Normal University

A myth of teachers' professionalization? --A Latent Semantic Analysis on French Teachers' Policies since 2000

Ganfen Xiang,Concepts et Langages, Sorbonne Université , Paris

Unpacking MATESOL students' self-regulated learning strategy use in an EAP course

Zhang Hong, Li Runyi, Beijing Foreign Studies University; Liao Wei, Beijing Normal University

21 Teacher-student feedback and emotional interaction in classroom teaching

Time: 14:00-15:30

Location: Teaching Building No.2, Room 105

Chair: Tian Guoxiu

The "Chinese Portrait" of Elementary Social-Emotional Learning Classroom Teaching through the Lens of Global Teaching Insights

Zhu Han, East China Normal University; Song Shuoqi, State University of New York at Buffalo; Ruan Linyan, Beijing Union University

Crossing the Teacher-Student Mental Gap through Embodiment: A Case Study of Embodied Pedagogy for the Development of Teachers' Empathy

Liu Qiaohui, Pei Miao, Beijing Normal University

The trajectory and transformation strategies of teachers' affection

in classroom conflicts——Based on Spinoza's Affection Theory

Tian Guoxiu, Wan Hanlong, Capital Normal University

Design and Practice of a Multimodal Classroom Teaching Behavior Data Analysis Model Based on Heterogeneous Systems: A Case Study of the Teaching Behavior Analysis Data Cockpit at Guangzhou Smart Teacher Training Innovation Practice Center

Zeng Hai, Guangzhou Open University

Critique as an Educational Event: The Imagery of Meaning and Its Generation

Niu Jiong,Yuan Bing, Huang Haotian, South China Normal University

Does activation of higher order thinking skills lead to students (dis)satisfaction with their academic experience?

Irina Shcheglova，Academy of Future Education, XJTLU, Suzhou, Jiangsu, CHINA

Time: 16:00-17:30
Location: Teaching Building No.2, Room 105
Chair: Du Jing

Embodiment of the Morality: A Grounded Theory Study on the Mechanism of Pre-Service Teachers' Learning of Professional Moral

Pei Miao, Wang Hongyao, Beijing Normal University

Using Lesson Study to Transform the Culture of Departmental Professional Learning Communities

Zhou Xiu, Zheng Xin, Southwest University

The Dimension of Teachers' Understanding of Educator's Spirit -- an in-depth Interview Based on 20 Teachers

Du Jing, Luo Mengyuan, Henan University

Transformation and Transcendence: Research on Teacher-Student Interactions in Elementary Social-Emotional Learning Classrooms within the Chinese Cultural Context

Ruan Linyan, Beijing Union University; Song Shuoqi, Beijing Normal University; Zhu Han, East China Normal University
Ruan Linyan, Beijing Union University; Zhu Han, East China Normal University; Huang Xin Zhong, guancun No.4 Primary School; Shen Yue, Liu Huizhen1, Li Xiangxiang, Beijing Normal University; Zhu Shenzhi, Capital Normal University; Song Shuoqi, State University of New York at Buffalo, USA

Innovation and Practice of Integrating Local Culture into the Ideological and Political Teaching Model of the "Residential Space Interior Design" Course in Universities

Cai Xiaoyi, Handan University, Center for Teacher Education Research of Beijing Normal University; Ma Xueyu,Xingtai University, Center for Teacher Education Research of Beijing Normal University

Action research on educational narrative of Chinese language reform in cross-Strait universities

Lin Yuhui, Huanggang Normal University

23 Teacher emotion and job stress in professional life

Time: 14:00-15:30
Location: Teaching Building No.2, Room 106
Chair: Liu Chengcheng

The professional and psychological traps of time poverty for primary school teachers

Liu Tianyu, Capital Normal University

The influence of role stress on teachers' job burnout at different stages of professional development

Zhang Qixiu, Kuang Qian, Zhong Luojin, South China Normal University

An Analysis on the Emotional Labor of A Female Foreign Language Teacher in the County Primary School: A Narrative Study from the Perspective of Life Course Theory

Xie Ziwen, Li Qingfeng, Beijing Foreign Studies University

Why is the Localized Cultivation of Rural Teachers Necessary: Evidence from 5,342 Questionnaires

Qiang FaYing, Wang YanLing; East China Normal University

An Exploration of Critical Factors in Teacher Turnover - An Empirical Study Based on Machine Learning Approach

Li Zhenyu, Li Qiong, Beijing Normal University

Towards an emotional perspective of teacher feedback literacy: A multiple case study of three supervisors

Liu Chengcheng, Xu Yueting, South China Normal University

23 Teacher emotion and job stress in professional life

24 Evidence-based education policy and improvement of teacher education quality

Time: 16:00-17:30

Location: Teaching Building No.2, Room 106

Chair: Fu Yu

An Evidence-Based Study: Has the Teacher Education Professional Certification

in China Promote the Quality of Normal Students' Learning?

Zhang Wei, Hubei University of Education

A Study of the Effects of Teacher Education Research on Teacher Education Policy Making with Evidence-based Theory

Zhu *Xudong, Beijing Normal University; Fu Yu, People's Education Press; Jin Weil, Beijing Institute of Education; LIU Lisha, Beijing Normal University, LI Maosen, Huzhou University*

A Phenomenological Reflection on Evidence-based Education Reform in Britain and U.S.

Man Ying, Northeast Normal University

An Evidence-Based Study on the Reform Trend of Preservice Teacher Education——Based on the National Teaching Achievement Awards in Higher Education of the Past Four Sessions

Li Xinyi, Xu Shangpin, Zhejiang Normal University

Does the funding-while-binding teacher education policy in China impact student teacher engagement? A mixed-methods study based on the Situated Expectancy-Value theory

Liu Yi, Southwest University

How Does New Curriculum Policy (Re)Shape Physical Education and Health: Critical Reflection from Chinese Physical Educators

Jing Yang，University of Strathclyde, UNITED KINGDOM；Chao Qiu University of Jiangnan；Dillon Landi, University of Queensland , AUSTRALIA；David Kirk University of Strathclyde, UNITED KINGDOM/, University of Queensland, AUSTRALIA

25 The project-enabled pre-service teachers to evaluate and improve their practical ability

Time: 14:00-15:30
Location: Teaching Building No.2, Room 109
Chair: Fan Xuerong

Methods for Enhancing the Practical Abilities of English Majors in Normal University within the Framework of Evidence-based Education

Fan Xuerong, Ma Wenjing, Hebei Normal University of Science and Technology

Professional Socialization of Preservice Teachers: A Study of Peripheral Identity and Interactive Conflicts in Transition

Chen Liyuan, Shanghai Jiao Tong University

Pre-service English Teacher Feedback Literacy Development in Teaching Practicum: A Quantitative Study

Zhang Jiadong, Xu Yueting, South China Normal University

Enhancing Professional Identity through Reflection in Experiential Learning: A Case Study on a Language Immersion Programme for Chinese Language Pre-service Teachers in Hong Kong

Gu Yining, University of Cambridge

Evidence-based curriculum reconstruction of pre-service teacher education based on growth mindset: the perspective of educational neuroscience

Xiang Wei, Zhejiang Normal University

25 The project-enabled pre-service teachers to evaluate and improve their practical ability

Time: 16:00-17:30
Location: Teaching Building No.2, Room 109
Chair: Yang Yudong

The Influence of the County Teachers' Job Crafting on the Engagement of Teaching and Research Activities: Taking "J" County in Western China as an Example

Yuan Li, Ma Haowen, Beijing Normal University

How does critical dialogue occur in teacher learning communities? — A comparative study based on multiple cases

Yan Jiaping, Shanghai Academy of Education Sciences

Attitudes of Special Education Teachers Towards Evidence-Based Practice: An Examination of Influencing Factors

Hu Xiumei, Meng Yifei, Liu Hongmei, Beijing Normal University

To Swim or Sink: A Narrative Inquiry of Exemplary ESP Teachers learning under the Education Reform in China

Wu Huizhen, Shanghai Business College/Tongji University; Ruan Linyan, Beijing Union University

The Features and Inspirations from Outstanding Teachers' Learning Experiences: Cross-cases Analysis based on 10 teachers' learning experiences

Yang Yudong, Shanghai Academy of Education Sciences

Interdisciplinary Teacher Education to Advance Pre-service Teachers' Digital Competence: A Systematic Review

Selina Sugiono，Beijing Normal University

27 Evidence-based practice and reflection of teacher education in multiple contexts

Time: 14:00-15:30

Location: Teaching Building No.2, Room 111

Chair:Kang Xiaowei

Teacher Educators: The "Proletariat" of Academia from a Disciplinarity Perspective

Kang Xiaowei, Capital Normal University

Research on the Contradiction Analysis Framework of Collaboration between University Experts and Mathematics Teachers in the Context of Project-based Learning

Liu Lizhe, Beijing Normal University

Curriculum Leadership of Preschool Teachers in Nature Education : Connotation, Experience, and Development Strategies

Ru Rongfang, Liu Shuying, Li Meng, Shijiazhuang University

Intelligent Integration of Social-Emotional Learning into Teacher Education: A Study on the Roadmap for Cultivating Hybrid Learning Community

Huang Xi, Hubei Second Normal University

Big Ideas-based Language Instruction: A Duoethnography of Two Teacher Educators in Teachers' Professional Development Through A School-University Partnership Project

Li Xueru, Sun Wanlei, Beijing Normal University

Interaction between universities and schools as a foundation for promoting the evidence-based approach for teachers' professional development.

Sergey Kosaretski，Elena Ovakimyan，Institute of Education, HSE University, Moscow, RUSSIA

28 Quality evaluation and sustainable development of teacher education from an international perspective

Time: 16:00-17:30
Location: Teaching Building No.2, Room 111
Chair: Ma Xiaoyan

An Analysis of the Quality Evaluation Model for Initial Teacher Education of the Past Decade in the UK --A Case Study of the University of Edinburgh

Ma Xiaoyan, Ningxia University; Li Wenjun, Ningxia Normal University

Toward Quality Enhancement. Practices andImplications of Evidence-Based Teacher Students' Teaching Practicum Evaluation in Singapore--Analysis based on BA/BSc (Acad Dspln & ED) Teacher Education Programme

Xie Xiaowei, Zhu Jian, Zhejiang Normal University

Fostering the Development of Transversal Competencies in Science Teacher Education: A Comparative Study between Finland and China

Wang Yan, Shenzhen University; Merike Kesler, Jari Lavonen, University of Helsinki

Teacher education in nexus between past traditions and future possibilities: Continuous professional development opportunities and needs of teacher educators in Nepal

Prem Prasad Poudel，*Department of English Education, Mahendra Ratna Campus, Tribhuvan University, Kathmandu, Bagmati, NEPAL*

The consequences of implementing English as a foreign language instruction in the municipal school: A case study of school-university collaboration in Thailand

Usanee Lalitpasan，*Center for Teacher Education Research, Faculty of Education, Beijing Normal university, Haidian, Beijing, CHINA*；*Sasithorn Changpakorn   Lamduan Tongprom   Chitra Vanichanan*，*Kasetsart University Laboratory School Center for Educational Research and Development, Kasetsart University, Bangkok, THAILAND*；*Porntip Chaiso*，*Department of Education, Kasetsart University, Bangkok, THAILAND*

29 Teacher education in cooperation between universities and primary and secondary school partners

Time: 14:00-15:30
Location: Teaching Building No.2, Room 112
Chair:Xue Zhengbin

Analysis on Contradictions in Cross-Boundary Collaboration of U-S Community Based on CHAT:A Case Study of Change Laboratory for School Placement

Zhao Yuchen；Wei Ge, Capital Normal University

Opening the "black Box": How does U-S Partnership Promote Teacher Boundary-crossing Learning——A Systematic Literature Review Based on International Research

Xu Rumeng，Bai Songtao，Liang Ying，Chen Licui, Zhejiang University

Participation of Primary and Secondary Schools in Teacher Education: Value implication, Realistic Demands and Solutions——Case study based on Boundary Theory

Zhang Yunting, Liu Yan, He Yufei, Wang Hong, South China Normal University

How to Form Shared Objects to Enhance University–School Collaboration? A Cultural–Historical Activity Theory Perspective

Mao Qiming, Fang Xueqin, Hong Jianzhong, Central China Normal University

Analysis of the Dilemma of "Double Tutors" Collaborative Education and Practice Breakthrough

Zhang Wen, South China Normal University

On Cultural Conflict and Integration Between Normal Universities and Primary and Secondary Schools

Xue Zhengbin, Ningxia Normal University

30 Exploring the cross-border community model of teacher education

Time: 16:00-17:30

Location: Teaching Building No.2, Room 112

Chair: Jiang Shuling

How can we Establish a sustainable mechanism for U-S cross-border collaborative teaching and research?-- A Case study from the perspective of Actor Network Theory

Jiang Shuling, He Zhen, Zhejiang Normal University

A Study on the Construction of a Community of Teacher Educators in Chinese-style Cross-border Integration Colleges and Universities

Dai Weifen, Central China Normal University

How U-S partnership promotes the quality of teacher education: The case of the National Excellence Program

Gao Xinyu, Zhang Ying, East China Normal University

How Can Cross-boundary Collaboration Helps Teachers Coping with the Curriculum Reform? Case Studies of Collaborative Innovation School Project in Beijing

Zhong Yani, Beijing Institute of Education

Navigating the Challenges in Boundary Crossing School-to-School Collaboration:A Sytematic Review

Norah Alexander Mwipopo, center for teacher education research, Faculty of Education, BEIJING NORMAL UNIVERSITY, Haidian , Beijing , CHINA

Academics' perceived negotiated space in university-industry collaborative research projects

Shi Lan, Tsinghua University；Lai Manhon, Beijing Normal University

31 Teacher efficiency acquisition and associated factors

Time: 14:00-15:30
Location: Teaching Building No.2, Room 114
Chair: Zhou Qiao

Whether resilience is a mediator of the effect of self-efficacy on teachers' work engagement?

NUR－EVA Ajar Dirgantoro, Psychology, Malang State University, Malang, East Java, INDONESIA

Research on the Grouping Paths of Kindergarten Teachers' Professional Well-being Improvement: Based on Fuzzy Set Qualitative Comparative Analysis (fsQCA)

Zhou Qiao, Zhang Chaoyue, Weng Jin, Wei YongGang,, Chongqing Normal University

Exploring the relationship between beginning teachers' wellbeing, job characteristics, emotional regulation strategies and mindset: a Cogntivie Behavior Therapy perspective

Ao Narentuya, Zhu Bing; Capital Normal University

The impact of peaceful hope on job burnout among primary school teachers: the moderating effect of ego-resiliency

Lu Changshun, Beijing Normal University

Action strategies to implement the idea of social responsibility in teacher education: The reflections from the perspective of social practice

Yang Zhiying，Pingtung University

Time: 16:00-17:30
Location: Teaching Building No.2, Room 114
Chair: Chen Xiaole

How do leadership practices affect professional learning communities? The mediating role of principals' perceived trust by teachers

    Liu Zhihui, Zhang Jia, Zhejiang University

The application of positive psychology in the sustainable development ability of normal university students and the prevention of juvenile delinquency

    Zhang Xiangna, Xingtai University & Taihang Branch of Teacher Education Research Center, Beijing Normal University

" Lying Down" or "not Lying Down":A Empirical Study on the Participation of Teachers in Professional Development Activities in Local Normal Colleges

    Chen Xiaole, Xingtai University

How Does Master Teacher Studios Promote the Development of Teachers' Professional Capital?

    Du Jiaoyang, Li Qiong, Beijing Normal University

Community of Practice: Promoting the professional growth of trainee teachers

    Wu Jinyue, Song Wenxia, Hou Hongxia, Xingtai University

Reality Shock or boundary crossing learning? Construction of teacher identity of "National Excellent Plan" students in practice teaching

    Xie Xinhe, Cao Taisheng, Nanjing University

33 Technological innovation enables teachers to expand their ability

Time:14:00-15:30

Location: Teaching Building No.2, Room 117

Chair: Lu Hong

Video Club Empowering Teacher Learning: How to Promote Teacher Noticing in a Chinese Primary School

Zheng Yixuan, Xia Yuxi, East China Normal University

Advancing Medical Physics Education in China: Challenges and Strategies for Radiotherapy Technological Innovation

Ju Zhongjian, Chinese PLA General Hospital

Integrating Teacher Education and Artificial Intelligence (AI): Value, Content, Paths, and Prospects

Lu Hong, Zhao Yuqin, Wang Hong, South China Normal University

Research on the Strategy to Enhance the Interdisciplinary Teaching Practice Capacity of Undergraduate Teacher Trainees in the Date Intelligence Era

Zhang Yiwen, Hao Zhenjun, Ningxia University

The Mechanism Construction of Supporting Teachers' School-based Learning from the Perspective of "Three Metaphors Culture"——A Case Study of the "Lesson Study Workshop" in Shanghai Jianping Experimental Middle School

Wei Lan, Shanghai Jianping Experimental Middle School

Research On the Operational Mode of Teacher Education In High-level Comprehensive University From the Perspective of Organizational Cross-border Learning

Du Qian, Nanjing University

34 Construction of teacher education system: macro perspective and case study

Time: 16:00-17:30
Location: Teaching Building No.2, Room 117
Chair: Wei Yonggang

The construction of the independent knowledge system of Chinese teacher education: Logical attribution, framework support, and path guarantee

Ma Yongquan, Yili Normal University

Historical Review and Future Prospects of Teacher Education Discipline Construction in China

Yan Jianzhang：Shang Wenhua, Shanxi Normal University

Evaluation of pre-service teacher education programs based on output orientation: concepts, problems and countermeasures

Shang Mingyang, Northeast Normal University

Supply-Demand Adaptation for Preschool Education Teachers: Challenges and Responses to Low Birth Rates

Wei Yonggang, Chongqing Normal University, Lei Yaxian，Beijing Normal University, Yuan Qiuhong, Chongqing Normal University

Rural School level Teacher Development Center: the Strategic fulcrum of Promoting Chinese Rural educational modernization

Bo Yanling, Beijing Normal University

Analysis of the Function Transformation and Construction Path of District and County Teacher Development Institutions——Taking the Reform of Teacher Development Centers in Guangdong Province as an Example

Wang Hong, Chen Lu , Song Yiyao , Bai, Hongtai, South China Normal University

35 Cooperative development model of teacher education: from a global perspective

Time: 14:00-15:30

Location: Teaching Building No.2, Room 202

Chair：Yang Xia

Unpacking International Teacher Educator＇s Boundary Crossing Experiences: A Perspective from Tanzania

Anna Benson Boreka, Beijing Normal University

Institutional Trust and Community Empowerment: How can teacher professional learning communities promote quality and balance in urban and rural education? -- Take the "Quality Teaching Round" in New South Wales, Australia as an example

Shao Yimin, Zhu jian, Zhejiang Normal University

A Study on the Innovative Teacher Education Collaboration Model Based on eTwinning in the European Union

Yang Xia,, Nanjing Normal University

Study on the Integrated Development of Teacher Education in the Guangdong-Hong Kong-Macao Greater Bay Area from the Perspective of Global Education Governance

Wang Hong & Xiu Qi, South China Normal University

Difficulties and Breakthroughs of Social Organizations Participating in Rural Teacher Education: A Longitudinal Case Study of the "Pingju Jingcheng" public welfare project

Guo Jia ；Guan Xiaoyu ；Beijing Normal University; Yi Lili, National School of Administration (Chinese Academy of Governance)

The new trend of teacher mobility system in Japan and its enlightenment

Huang Zhixuan, Sichuan Normal University

Time: 16:00-17:30
Location: Teaching Building No.2, Room 202
Chair：Zhang Zhiqiang

The Psychological Construction of "Stability": A Historical Narrative of the Collective Identity and Mobility Trend of Middle-aged and Elderly Teachers in Rural Areas

Li Caihong, Tsinghua University; Zhu Zhiyong, Beijing Normal University

Teacher Role Identity in the Perspective of Collaborative Education Between Home and School in the New Era: Crisis and Solutions

Feng Xiaohang；Wu Likai; Sun Zhonghua; Li He, Changchun Normal University

Why and how to teach—— Multidimensional examination of aesthetic education in teacher education under the context of visual culture

Zhang Zhiqiang, Xingtai College

Why do science and engineering college students switch to teaching? Multiple-case study from the perspective of COM-B theory

Wang Xinyue; Zhang Jia, Zhejiang University

Who are more favoured by schools, Government-Funded Student Teachers from Top-ranked Normal University or graduates from top-ranked comprehensive universities?-Practical research on the teaching competence

Li Qiong，Chen Jieying，Zhang Meiqi, Yuan Yucong, Beijing Normal University

The "Bay Area Programme" to Cultivate the Patriotism of Teachers from Hong Kong and Macao under the Perspective of the Theory of Interactive Ritual

Zhang Yunting, Xu Chensi, Wang Hong, South China Normal University

A Study on the Teaching Leadership of Middle School Teachers in M District, Beijing

Liang Tingting, Beijing Normal University

Interdisciplinary Competence of Primary and Secondary School Teachers：A Systematic Review

Wang Hong, Sang Linjie; South China Normal University

A Meta - analysis of the Current State of Teacher Resilience in Chinese Basic Education

Chen Chen, Yin Yuxin; Zhejiang Normal University

Research on the Impact of School Climate Perceived by Rural Primary School Teachers on Social - Emotional Education Practices: The Mediating Role of Social - Emotional Competence

Liu Yang, Xia Yulin; Chongqing University of Education

Chinese in-service EFL teachers' research ability in a graduate program

Chen Le, Shaanxi Normal University

How Emotional Labor Empowers Teachers' Quality Development in the Age of Affectional Turn?--A Systematic Literature Review Based on Domestic and International Studies

Wang Huanfang, Xu Shangpin; Zhejiang Normal University

From Natural Person to Social Person: the Development Status and Cultivation Strategies of Rural Teachers' Social - Emotional Competence in the New Era

Hu Qiaohong, Xingtai University

A study on the adaptability training of international teachers in the post - epidemic era -- A case study of universities in Beijing

Jiang Dantong, Huazhong University of Science and Technology

International Experience and Local Action of Digitally Empowering Teachers' Professional Development - based on the theoretical framework of TOE

Feng Kairui, Du Jing; Henan University

Integrating Theory and Practice: The Core Essence and Implementation Path of Technology - Enabled Teacher Education Curriculum Implementation

Wen Zhengmei, Wang Yanling; East China Normal University

Research on the Construction of Digital Literacy Training System for College Teachers

Feng Xinxin; Inner Mongolia Normal University , Beijing Normal University

A Probe into European Self - reflection Tool for Teachers' Digital Competence

Wang Xue, Yang Xiuyu; Tianjin Normal University

Research on Construction of Online Learning Space Based on Social Presence

Li Jing; Jilin Normal University

Becoming a teacher, coexisting with emotions: Emotion Regulation of Preschool Student Teachers in Practicum Contexts in China

Chen Yitong, Zhang Limin, Zhong Wenhui; Guangzhou University; Jiang Lianjiang; The University of Hong Kong

Explore the Assignment Feedback of Senior High School English Teachers from the Perspective of Large - Unit Teaching——An Analysis Based on the Case Text in NVivo

Meng Qingrong, Guizhou Normal University

Exploration of the ecological civilization education practice through the extended school - based cartography curriculum from the perspective of lifeworld geography

Li Xin, Beijing No.17 Middle School

From focusing on lecture-centered teaching to serving learning: the shift of teachers' teaching behavior under the competency orientation

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Exploring Strategies for Cultivating Innovation in Pre - service Teacher Training

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Xiao Hong, Shenzhen Futian District Fuhua Primary School

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Tian Lixian, Hebei Normal University

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The 'U-G-S-S' teacher education model and its mechanism construction based on the quadruple helix Theory

Lin Limin, Wang Ping; Henan University

Positive Leadership as a Lens to Understand How Principal Gratitude Expression Affects Teacher Knowledge Sharing: The Mediating Roles of Psychological Capital and Autonomous Motivation

Xiong Rui, Zhang Yufeng; Beijing Normal University

Digital technology empowers the growth and development of physical education teachers in local colleges and universities.

Li Ajian, Xingtai University

Generative AI-Empowered Virtual Agents with Reflective Guidance: Revolutionizing Communication Training for Future Educators

Zhang Mingzi , Min Lan, Zhejiang Normal University

A Narrative Inquiry into the Identity Construction in Teachers' Socialization Process from an Identity Conflicts Theory Perspective

Ao Narentuya, Guo Yufei, Capital Normal University

Constructing High-Quality Art Teacher Education System

Han Nuo, Beijing Normal University

ABSTRACTS

(in the order of reporting)

All abstracts are provided by the author of the paper and represent the author's academic views only.
Authors of the paper have the final interpretation of the content of the abstract.

KEYNOTE SPEECH ABSTRACTS

Contextual challenges and opportunities for global reconnection for teachers and teacher education

Leslie N.K. Lo Beijing Normal University

As teachers and teacher educators of the world emerged from the trenches of fighting COVID, education functionaries and researchers in different societies were quick to tabulate the losses of learning among their students and to prescribe remedies that could confront the threats of knowledge deficit. However, teachers and teacher education are not the key targets of the suggested remedies for healing. The purpose of this presentation is to depict the challenges that confront teachers and teacher educators as they attempt to recover the losses in student learning, on the one hand, and to grasp new opportunities for their further development, on the other. Four noteworthy educational phenomena -- loss of learning during the pandemic, demographic change, upsurge of generative artificial intelligence (AI), and slowdown of international interaction -- will be discussed and their impact on the work of teachers and teacher educators delineated. Firstly, teaching and learning in schools was gravely affected by Covid. The range of losses is wide and concerning. Western research findings released in 2023 suggested one-third of learning loss (Oxford) to half a year of learning loss in Math and 0.25 year learning loss in Reading for 3rd to 8th graders (Harvard & Stanford) during the pandemic years. For those education systems that are trying to retrieve such losses, the teachers and students have to work extra hard during holidays and at home in order to catch up. Given the current state of "loss-recovery", teachers and school managers work with different sorts of assumptions and tools in the absence of a coherent instructional guidance for dealing with the deficit problems of learning at hand. The pronounced partition between teacher education, professional development, and curriculum improvement has been

a historic impediment to teaching improvement in school. It is still a major hindrance today. Given the uncertainties that surround schooling in the post-Covid age, the re-emphasis on certain markers of school quality, such as student test scores, teacher educational levels, teacher certification rates, licensure, prizes and honors, etc., reflects the shared anxiety of teachers and principals who have been steered back to the "deficit model of teaching". The implication for teacher education is more than the simple increase in instructional modes that can be used in future catastrophes. Secondly, the effects of demographic change is felt deeply by the school systems and teaching professions of this and other parts of the world. Declining birth rates, which follow the peaking of population growth, will mean that the size of the school system will shrink significantly. The fair deployment of surplus teachers will test the wisdom of policymakers. Such population decline will also pose an immediate problem for teacher educators as the shrinking demand for teachers at different levels, and its implications on curriculum and teaching, will require urgent attention. Thus far, precautionary advice such as adopting the small-class model, turning surplus schools into community centers, and introducing flexible system for teacher retirement and re-entry have been circulated. Yet the analysis of the impact of demographic change on the schools and teachers will have to be aligned with that of other equally important changes, such as the aging population. Relevant policies will have to examine closely the long-term costs and benefits of sustaining a system that attempts to assure prosperity for all. Thirdly, the spectacular emergence of generative AI systems is of central importance to teaching and learning in schools and universities, and to the curricular design and delivery of teacher education. Its rapid and widespread adoption around the world have planted teachers and teacher educators on uncharted territories where the work of teachers and the functioning of schools and universities will undergo transformation without the necessary understanding of how it works and the full control of its direction. To its supporters, AI will have the capabilities to provide timely and efficient intervention for learners of all kinds, and become a tutor to students and a teaching assistant to teachers. To the doubters, AI's varied stock of information and possible technological glitch, if unchecked, would make it an unreliable tool. Its misuse in cheating and aggressive actions, its potential to cause job loss, and the absence of new legal frameworks to keep pace with its advancement, have worried even the staunch supporters of AI. Disagreement notwithstanding,

the deployment of AI in teaching and learning is an established fact. Its advancement will be responsive to and led by young people, who will be seen as "experts" that can inform us not only on technological matters, but also on ways of changing our approach to teaching and learning. Finally, the lengthy slowdown of international collaborative activities has undermined cross-border endeavors in professional development, curricular experimentation, quality assurance, student and faculty mobility, and research partnership. All these are efforts that enhance global interconnectedness and international understanding for participating countries. During the Covid hiatus, human interaction had relied on technological means to enable online learning, operate virtual classrooms, and sustain access of students worldwide. But for certain types of learning that rely on the practice of teaching, and research that requires on-site observation and experimentation, human contact is still necessary. Cross-border collaboration in teaching, research and exchange activities has been hampered by the pandemic, geopolitical tensions, visa regulations, and inequitable distribution of wealth and learning opportunities. It should the labor of educators to strive for the revival of international collaborative activities that can bring mutual benefits and advancement. The problems described above are complex in nature and far-ranging in scope. Taken together, they present a host of challenges that can only be addressed by having educators with different areas of expertise and cultural backgrounds to work together. These collaborative efforts can take the form of partnership, network, or community. No matter the form, it is important that such efforts begin with a constructive conversation on the way forward. Truly, such is the purpose of this conference.

How to Become and Remain a 'Good' Professional in Challenging Times

Christopher Day   University of Nottingham, England

There can be little doubt that teachers' worlds and work have become more complex and demanding, especially with the long-term effects of the pandemic, rapid developments of technology and changing expectations of policy, parents and students. Much research by academics suggests that teacher professionalism is being eroded for many teachers as demands on their expertise and energy multiply. Yet, whilst the spotlight of attention in many countries has been on the negative effects of national policy shifts on teacher morale, there is less focus on identifying who 'good' teachers are, how they can become and remain a good professional in challenging times, and what is needed to support their professional expertise and personal capital. Drawing upon research-informed evidence internationally, this lecture will examine what they do, how they do it and in what circumstances – and what is needed if they are to grow and sustain their motivation, commitment and capacity for resilience as they strive to teach well and to their best.

Possibilities of future-oriented and future ready teacher:

Global and national perspectives

Lee, John Chi-Kin   The Education University of Hong Kong

Against the backdrop of VUCA and technological innovations, the uncertain and unpredictable futures have created many challenges for teacher education and teachers' work. The post-COVID 19 era has also brought increased attention to teacher well-being, while the advent of Al and Al-generated tools has begun to raise deep questions about the future roles of teachers as well as possible scenarios for schools and schooling (OECD, 2020). Hicks (2003) proposes some important aspects of a future dimension in the school curriculum that remain insightful today, such as student motivation, critical thinking, anticipating change, decision-making, clarifying values, imaginative creativity, responsible citizenship and a better world (pp.56-57).

On the other hand, UNESCO's (2021) document has advocated the importance of sustainability as one of the principal goals of education, which resonates with the realization of the Sustainable Development Goals (SDGs) globally, particularly in higher education

(Nordén, 2024) and in teacher education (Almazroa, Alotaibi, and Alrwaythi, 2022).

In Chinese mainland and Hong Kong Special Administrative Region (SAR), China, the advocacy of fostering virtues ［立德樹人］ and patriotic education （Education Bureau，2024) emphasizes the importance of morality, moral education, and national education for cultivating teachers.

Amidst these complicated global and national discourses, there are demands for future-oriented pedagogies and education (e.g., Bound, Tan & Lim, 2022; Bound, 2024;Pawlak S, and Moustafa, 2023; Sachyani, et al. 2023), as well as future-ready teachers who are lifelong learners. Bound (2024, pp. 08 & p.12) introduces the concept of "dynamic generative knowing (DGK)" where learners are expected to handle complex situations or cases, test possible solutions, refine needed skills, develop critical thinking to consider questions and issues from a variety of perspectives.

Ng and Chua (2023, p.634) suggest that being future-ready implies that learning outcomes are relevant and aligned with emerging new realities over time, while also being context-dependent and context-situated. Nonetheless, how could we consider possible foci and changes for teacher education, teacher development and teacher's work for such dynamic contexts? From the Finnish perspective, Niemi, Kangas and Köngäs (2024) emphasize the 218 century skills or transversal competencies such as collaboration and critical thinking. Li (2020) proposes a FUTURE literacy-oriented approach to teacher education, integrating flexibility, transnational and cross-sector cooperation, and highlights 21 century skills or core competencies as well as research-based, reflective and practical learning. Regardless of the directions of change for teacher education, it depends to some extent on how teachers perceive and identify themselves as teachers for the future (Muchnik-Rozanov & Tsybulsky, 2021). Schilling and Leiss (2019) suggest that combining theory and practice is essential for cultivating teachers' competence.

Further insights come from life and values education (Lee & Kennedy, 2024), as well as Chinese classical thoughts of Confucianism and neo-Confucianism, such as Zhongyong's "Doctrine of the Mean" and EPH Wang Yangming's (1472—1529) Unity of Knowledge and Action (Chan, 10 May 2024), which might shed light on the qualities needed for future teachers.

Generative artificial intelligence, activated "World 3" and teacher education reform

Cai Chun   Vice President of Capital Normal University

Popper divided the world into three worlds: the physical world（world 1）, the spiritual world（world 2）, and the objective world of ideological content（world 3）, and believed that "world 3" can only affect world 1 through the inventive subject of human beings. The fundamental value of generative artificial intelligence lies in activating the silent world3 and making it a "living" world. A world that has come back to world 3 has had a profound impact on education and has put forward profound demands for changes in teacher education.

Teacher Education in and for Uncertainty

Lynn Paine   Michigan State University

It is not news that teacher education is in the midst of criticism, debate and reform. This is true today in many countries, as in fact it has been for many years. Rather than consider the current moment alone, a historical view suggests that teacher education has been a persistent subject of criticism, in part due to the perennial challenges that are inevitably at the heart of teacher education curricula and practice. At this period of global demands for educational change and intensified ties between policy makers, researchers, and teacher educators across the world, teacher education today is in an unprecedented period of uncertainty. Much of that uncertainty is propelled by external pressures related to shifts and upheavals in higher education, a more diverse and competitive market of teacher education providers, and changes in K-12 schools, curriculum, and students. Teacher education, for decades, has been asked to change. Today's demands are sharp expressions of that. At the same time, uncertainty is not only about the future of teacher education. Uncertainty also reflects a vision of teaching and learning for which teacher education must prepare future teachers. What does it mean for teacher education to help teachers and students be able to live and thrive in a world we can not predict? What different teacher competences are needed? How must teacher education change to make these central to its work? Drawing on OECD discussions of future-oriented teaching and teacher learning, as well as cases of teacher education reforms in the US and other countries, this presentation considers how teacher education curricula and pedagogy can support teachers to help students navigate an uncertain world.

Why we must keep talking about teacher professionalism!

Martin Mills QUT & UCL

In 2015 Judyth Sachs asked: 'Teacher professionalism, why are we still talking about it?' In this paper I will claim that we need to keep talking about teacher professionalism to ensure that it is kept front and centre of educational policies. I will tie my argument to the global teacher shortage crisis, to recognising teachers as curriculum workers and to the need for education systems to support teachers' engagement with research. The global teacher shortage affecting multiple countries is causing governments to consider ways of fast-tracking teachers into the profession and ways of lightening their workloads through pre-prepared curriculum materials. In both instances, I will suggest, there is a danger of undermining teacher professionalism. Failing to recognise teachers as curriculum workers and teaching as an intellectual endeavour will reduce teachers' professional autonomy, essential for supporting learners of all kinds. Further, it has been argued that a self-improving education system requires research literate teachers. Such teachers have the intellectual backgrounds and capabilities to undertake their own research and to critically engage with that of others. They cannot simply be the implementer of others' decisions about what is best for their classes, nor can they be 'fast-tracked' without exposure to core aspects of educational disciplines. Consequently, we have to talk about teacher professionalism and what that means for teachers' work specifically and education systems generally.

Dead ideas, missing ideas, and enduring idea(l)s: Perspectives for transforming teacher education

A. Lin Goodwin Thomas More Brennan Professor of Education, Boston College

The events of the past few years, dominated by the COVID-19 pandemic—and its aftermath—have had an indelible effect on just about every aspect of our lives, especially teaching and learning for our children. It is not surprising then that just about everyone, including educators themselves, has rekindled the conversation about improving teaching and teachers, which in turn means re-imagining teacher preparation. Internationally, teacher development has become a central focus. There is a renewed call for teachers to be equipped with knowledges and skills demanded by the "new normal". Teacher educators are re-tackling the question of what teachers should know and be able to do in the face of current imperatives—digital divides and numerous inequities, vast economic upheaval, racism and social unrest, political disorder, and more. At the same time, teacher preparation must also be forward looking, nurturing teachers who are ready to support students who can navigate the unknown and create a better and more inclusive future.

In her talk, Professor A. Lin Goodwin offers three perspectives teacher educators can use, regardless of their unique contexts, to examine the familiar, that is teacher education as they know (and do) it, in order to imagine the strange—teacher education as it might possibly be. To ignite re-thinking, she suggests teacher educators look for: 1) Dead ideas—cherished practices and assumptions that may have long outlived their utility but remain cemented in place and so block fresh thinking; 2) Missing ideas—content, viewpoints, actions, histories or narratives that should be front and center in teacher preparation but are either absent or marginalized and therefore perpetuate the status quo; and 3) Unrealized ideas and ideals—goals and intentions we highlight as important and strive to enact, when in reality our talk and walk as teacher educators remain far apart. Undoubtedly, envisioning the future of teacher education is a weighty and complicated challenge. But it is a challenge we can as a profession undertake if we can un-see the taken-for-granted, ask new questions, andre-commit to our aspirations to transform education.

Embracing Change through Organisational Learning: Where Teachers Stay and How They Thrive

Qing Gu University College London

Investing in teachers' career-long professional development has been regarded by policy makers as a cost-effective approach to retaining committed and capable teachers. However, teacher retention remains a real challenge for England despite concerted effort. In this talk, I will examine the meaning of organisational learning (as opposed to teachers' individual learning and development) and explore how organisational learning can be achieved through regenerating collaborative cultures that enable all teachers to learn, to reflect, and to renew their practice through practice-informed evidence.

This presentation draws upon case studies and large-scale surveys from a four-year mixed methods study on the impact of the government-funded Early Career Framework (ECF) programme on retention. Evidence shows that the ECF teacher induction programme alone is unable to 'transform' the desired learning as envisaged in the reform strategy. School leadership that prioritises and enables collaborative teacher development is a necessary condition for securing early career teachers' learning, development and retention. How satisfied teachers feel about their job (i.e. job satisfaction), how well they teach (i.e., teacher efficacy), and how they perceive the quality of their lives in school (i.e., teacher wellbeing) are dependent upon the quality of professional learningcultures that are created and sustained by school leadership.

Exploring Possibilities of a Global Teacher Educator Education Community: Its Professionality, Ethico-aesthetics, and Community of Practice

Yasushi Maruyama Hiroshima University

Abstract

Do normal universities produce more effective teachers? Evidence from comparative analysis with comprehensive universities in China

Li Qiong Beijing Normal University

As China's teacher education system becomes increasingly open and diverse, it is imperative to evaluate the effectiveness of the various teacher preparation programs. This study compares the professional competencies of graduates from government-funded normal universities with those from high-level comprehensive universities. Data was collected through questionnaires and interviews with school principals and teachers to assess differences in teaching competence between these two cohorts. Results indicate that graduates from government-funded normal universities possess a strong professional identity and a steadfast commitment to teaching. They demonstrate exceptional skills in classroom instruction and in fostering student development. Their well-defined career planning enables them to quickly assume leadership and exemplary roles. However, some of these graduates show a lack of willingness to work in remote rural schools. In contrast, graduates from comprehensive universities are distinguished by their profound subject matter expertise and robust research competencies, coupled with a notable capacity for autonomous professional development. However, their motivation to teach is often externally driven, and their commitment to the teaching profession is insufficient. Based on these findings, the study offers targeted recommendations aimed at enhancing the quality of teacher preparation and promoting professional development for both groups of educators.

PLENARY SPEECH ABSTRACTS

Parallel Forum 1

Navigating uncertain futures in education: The crucial role of teacher adaptive expertise

Amanda Berry Royal Melbourne Institute of Technology University

Teaching is an inherently complex and unpredictable enterprise. Teachers are confronted with highly variable situations from student to student and from class to class (Lin, Schwartz, & Hatano, 2005). Navigating such diversity is further complicated by the volatility, uncertainty, complexity, and ambiguity that characterize the contemporary educational landscape (Hadar et al., 2020). Adaptive expertise has been regarded as an important idea in teacher education as a critical component of quality teaching that can address the diverse needs of students and ever-changing challenges of the classroom context. Adaptive experts are not only able to use specific classroom strategies efficiently and effectively but can also go beyond existing routines. They can re-examine their practices, beliefs and values, and develop new strategies when existing approaches do not work. While the notion of adaptive expertise is not new (Hatano & Inagaki, 1986), it remains an under-researched area in education. In this presentation, I will share my research investigating the characteristics and development of teachers' adaptive expertise and discuss the opportunities and challenges in researching and documenting this important idea.

Professional Learning Through Collaborative Curriculum Design Work

Gillian Roehrig University of Minnesota System

This talk explores the role of curriculum in transformative teacher professional learning. Rather than treating curriculum as a static entity to be implemented with fidelity, our work treats curriculum as a dynamic entity that positions teachers as expertise to curriculum design. Within the context of a year-long professional learning focused on integrated STEM (Science Technology Engineering Mathematics) for elementary and middle school teachers, teachers worked in collaborative teams with the support of a coach to iteratively develop and implement integrated STEM curriculum. Teachers' professional learning was explored through pedagogical design capacity (PDC), which refers to a teacher's ability to interpret and use curricular resources (e.g., lesson plans, instructional materials, etc.) and personal resources (e.g., pedagogical strategies, beliefs, etc.) to craft instruction. Specifically, this talk extends work on PDC to include the collaborative nature of teacher design teams and shares the collaborative resources supported thorough on-going, collaborative professional learning grounded in iterative curriculum design and implementation. Findings show that individual teachers' spontaneous curriculum modifications became collective resources for ongoing redesign and improving their design capacity. Teachers effectively used each other as resources to address unexpected challenges in the implementation of integrated STEM and refine their collaborative curriculum. These collaborative efforts were facilitated through the use of a coach and carefully structured protocols designed to elicit and promote STEM PDC.

The Role of Educational Sciences in Teacher Training

Carlota Boto Universidade de São Paulo

The pedagogical debate usually takes place based on certain divisions, including the border between the so-called educational sciences and classroom practices. This is the ancient opposition between theory and practice, between questions of a technical nature and questions relating to disinterested science. Hence the need to think about the dynamics that may come to articulate educational sciences and empirical research. In this communication, we will seek to discuss the implications of this debate, seeking to present some trace of the academic debate on the issue, as well as pointing out some alternatives for articulation between scientific theory in the pedagogical field and empirical research.

Preparing Future-ready Language Teachers

Icy Lee   National Institute of Education, Nanyang Technological University

In an era of ever-evolving educational transformation, there is a critical need to explore how language teacher preparation programs can be designed and adapted to meet the challenges arising from the dynamic educational landscape. To address this crucial question, I delve into the notion of language teacher expertise to examine its multifaceted dimensions, unravelling the specific competencies and qualities that characterize expert language teaching in today's diverse and dynamic educational environment. I begin by taking stock of existing knowledge of expertise in language teaching, examining the why, what, and how of expertise. Drawing upon scholarship on teacher expertise, language teacher expertise, and growing research on writing teacher expertise, I provide an evolving, quadruple framework of language teacher expertise, and conclude with implications for language teacher education with a view to preparing future-ready language teachers.

Looking through the glass: Mentors as adaptive experts in the digital age

Lily Orland Barak University of Haifa

"Then she began looking about, and noticed that what could be seen from the old room was quite common and uninteresting, but that all the rest was as different as possible. For instance, the pictures on the wall next the fire seemed to be all alive, and the very clock on the chimney-piece (you know you can only see the back of it in the Looking-glass) had got the face of a little old man, and grinned at her." (Looking through the Glass- Alice in Wonderland)

The rapidly changing world of work and learning, characterized by immigration, increased mobility of persons and ideas, globalization, and digitalization have fundamentally altered the processes of learning and teaching in the professions. In particular, the dynamic shifts to digital and hybrid teaching-learning environments that professional education institutions have undergone since the pandemic have opened numerous challenges of having to reconstruct and adapt traditional, familiar mentoring roles and practices to support teacher learning in both pre and in-service education. Metaphorically, for many educational practitioners (i.e. teachers, mentors, policy makers and curriculum designers), having to see the new in light of the old and having to rethink their practices anew resonate with the above quote from Alice's insightful contemplations in 'Looking through the Glass'.

Given the centrality attributed to mentoring in professional education, this talk focuses on the new roles and practices that school mentors as adaptive experts need to develop in order to address the above changes. Drawing on illustrative evidence-based examples of mentoring practices in diverse teacher education contexts, I focuson what mentors-as-adaptive experts might need to learn to adjust and develop in their practices as they transition to mentoring in new professional learning spaces, in order to address the challenges of this new era. Conceptually, I propose considering a New Turn in mentoring, which incorporates the concept of 'mentoring-as-adaptive expertise in a changing reality of practice', by integrating socio-cultural perspectives on teacher learning and knowledge development with tenets from Practice Theory and Adaptive Expertise. These ideas will be elaborated during the talk.

Rethinking teacher education in uncertain times

Maria Assunção Flores Universidade do Minho

We are living in exceptional times, which challenge our educational systems, and teacher education in particular, as we seek to meet the demands of a rapidly changing world. Conflicts, migration, climate change, digitalisation and artificial intelligence are just some of the key issues pressing researchers and teacher educators to rethink the future of teacher education. Responding to these various global challenges requires well-prepared teachers who are capable of understanding and making sense of the complex settings in which they have to operate given the increasing importance of diversity, equity and inclusion. Meeting the demands of a rapidly changing world is complex and challenges us to question not only the form but also the content of teacher education and its purpose. In this talk I look at the challenges and possibilities of teacher education in such challenging times.

Adaptive Competence in Teacher Education Futures: Preparing teachers for the known unknowns

David Kirk, University of Strathclyde, Glasgow, Scotland

The notion of adaptive competence in teaching and its development through teacher education programs identifies an emerging line of educational research in physical education teacher education and other subject areas. De Corte (2017) defines adaptive competence broadly as 'the ability to apply knowledge and skills flexibly in different contexts'. For the most part, adaptive competence refers to teachers' planning and their ability to adapt plans in the moment, in the act of teaching, when circumstances require this. This micro focus, on adaptations of planned lessons in the moment, is clearly a fundamental teaching competence. In this paper, I argue that also important is the development of teachers' adaptive competence in a longerdurée, over years and,indeed, throughout careers. This is important because we know teachers increasingly are likely to encounter curriculum reform from local to national levels in the course of their careers.But also important are the future known unknowns, the various crises that beset societies at an increasing rate, as evidence from experiencesover the recent past, which we can characterise as forms of social turbulence.

A theme running through the research literature on adaptive competence in the micro

context is that the ability to apply knowledge and skills flexibly is not something some teacher have 'naturally' while others do not. Teachers can learn to become more adaptive, but that this competence requires particular approaches to teacher education. This same understanding of adaptive competence holds for the macro situation. Teachers can learnskills for better handling change, for working with the unfamiliar and unexpected, and preparing for the known knowns, but also for the known unknowns.

In this paper I provide a brief overview of selected recent research in physical education on adaptive competence at the micro context. I then explore this concept in the macro context,drawing on what we have learned from the large critical pedagogy literature in physical education. In this context, I propose the addition of temporal alongside spatial sensitivity in the preparation of adaptive competence, which teachers study the temporal relationships between the present, past and future. Within this theoretical framework, I provide two examples of known unknowns, pandemic-related lockdowns and the rise of precarity, and physical educators' responses in each case, as means of exploring the pedagogical possibilities within the notion of adaptive competence in the macro setting. I conclude with some general principles for the development of adaptive competence in relation to uncertain futures for teachers and teacher educators.

Teacher Collaboration and professional learning: Current issues and initiatives

Despina Potari   National and Kapodistrian University of Athens

The presentation will focus on research on teacher collaboration that takes place the last years in the field of mathematics education. First, a summary of the state of the art as it has been reported in the current ICMI -25 Study will be presented focusing on four main areas a) theoretical perspectives b) contexts, forms and outcomes c) roles of participants and d) tools and resources for and from teacher collaboration. Second, I will provide examples from my own research and participation in international projects to highlight two issues that have not been addressed extensively in research in mathematics teacher collaboration: the collaboration of teachers from different disciplines and the role of teacher educator; online collaboration of teachers from different cultures.

INVITED SPEECH ABSTRACTS

The Active Ingredients of School-Based Teacher Education

Tony Loughland   UNSW Sydney

School-based teacher education is not a new phenomenon. Normal, demonstration (or teaching) schools existed long before teacher education programs were established in the university. This long history of practice provides a rich evidence base of strategies that current school-based teacher educators can draw upon.

This presentation evaluates this 200-year-old practice repertoire of teaching schools against what is currently considered as the best evidence-base for what constitutes the active ingredients of effective teacher learning. The results of this evaluation have clear implications for the chefs and kitchens of this new teaching school movement in independent schools across Australia.

Understanding and Enhancing Teacher Buoyancy:
A Study of Chinese Mainland Teachers

Cheng May Hung May   The Education University of Hong Kong

The teaching profession has become increasingly demanding, particularly after the global pandemic. With the enactment of the Double Reduction Policy in 2021, the job characteristics of K12 school teachers in the Chinese Mainland have undergone various changes, resulting in detrimental effects on teachers' well-being due to overwhelming demands. Scholars have recognized the concept of "Teacher Buoyancy, " which refers to how teachers harness personal and contextual resources to effectively navigate the challenges and difficulties they encounter in their daily work. The study investigates the major components of teacher buoyancy of teachers in the Chinese Mainland, with a specific focus on early career teachers (ECTs) who tend to be particularly susceptible to the pressures associated with their role. A mixed-method design was adopted. Data were collected through survey questionnaires and semi-structured interviews with primary and secondary school teachers voluntarily, to examine the major components of teacher buoyancy and to elucidate the features of teacher

buoyancy of the ECTs. Accordingly, quantitative data from 356 teachers was first analyzed through Exploratory Factor Analysis (EFA) with a novel factor found specific to Chinese mainland teachers. Next, qualitative analysis of the interviews with ECTs was conducted. Results further revealed a dynamic interaction between teachers' professional growth and personal attributes such as perseverance and positive emotions within the Chinese educational context. The findings offer valuable insights into how teachers can leverage available resources to address the challenges in their daily work and provide support to Chinese mainland teachers in cultivating buoyancy. Additionally, the discussion of the findings sheds light on strategies to enhance teacher buoyancy qualities within a broader educational context.

Building a Regional Educational "Research Interchange" to Support Teacher Growth

Li Baiyan   the Education Development Research Institute, Pudong, Shanghai

The modernization of teacher education is an important support for the modernization of regional elementary education. The regional promotion of teacher education reform is not only an urgent need to implement the strategic plan for strengthening teachers, but also an important measure to innovate the ecology of teacher education. Furthermore, it is an effective method for coordinated governance of teacher education. Pudong in Shanghai,which stands at the strategic height of building a leading zone for Socialist Modernization Construction and a demonstration zone for Comprehensive Education Reform, has focused on the hot spots, difficulties, bottlenecks and key issues of major policy transformation in the reform and development of elementary education. From the perspective of holistic governance, regional teacher education has been considered and promoted into the framework of modernization of education governance system and governance capability.With co-construction, co-governance and sharing as the fundamental approach, we have devoted to build a"Research Interchange" for Regional Education which is the integration of teaching, research, training, and evaluation with full coverage, rich levels, mutual integration, convenient and orderly, wisdom and openness, and strong power.The new "Research Interchange" is able to promote regional teacher education transferred gradually from cooperative governance and overall intelligent governance to good legal governance. And also, it fundamentally guarantees the optimization and development of regional teacher education reform to achieve the goal of building a high-quality teacher's group.

Birds, Zullo and emotion...

How to teach children to read picture books?——A comparative study of teaching tools in China and Switzerland

Christophe Ronveaux　University of Geneva

Nikolajeva and Scott (2006) as an 'ironic counterpoint to a verbal and visual text'. The story is told by weaving together two semiotic systems, verbal and iconic. It is by exploiting the complementary linearity of each of these systems and their specific plasticity that the reader 'makes the story sing' as a coherent whole. Yet school textbooks and ordinary classroom practice continue to work with iconotexts exclusively in their verbal dimension. Furthermore, models of reading multimodal texts (Mayer, 2014; Désiron, Bétrancourt and De Vries, 2021) continue to ignore the specific aesthetic features of children's literature picturebooks. Integrating images into the systematic teaching of how to understand fictional narratives seems to pose new problems for teachers. As some teachers report (Schaer, 2023), images are less likely to stimulate pupils' imagination. Does the album make it more difficult to teach pupils to read texts (Abchi, De Pietro and Conti, 2021)? These two questions raise the issue of teaching tools, particularly those that involve the writer-subject.

We raise the question of tools on the basis of a new pedagogical theory of development thought by a Soviet researcher, Lev Vygotskij. Our presentation is based on the Ms Hong Zhao's dissertation. It is a quasi-experimental device that contrasts the use of the same story by two teachers from different cultures and languages. We compare two teaching sequences based on the same picturebook,Les oiseaux (has been translated into Chinese, this book is also the 2020 Andersen Award winner) d'Albertine and Germano Zullo (La joie de lire, 2012). A Swiss teacher and a Chinese teacher discuss and draw up a plan, then agree on a few reading and writing tasks. They then carry out the sequence in their respective classes and evaluate their tools. A comparison of the actual sequences should provide us with information about the instrumental genesis of the teaching of reading iconotexts. Using the synopsis to reconstruct the movements of the object to be taught and the imaginative activity involved in the writing tasks, in particular, would give us a better understanding of how pupils' imaginations are gradually constructed through the written word as they receive a work of fiction.

To Be Determined

Andreas Schleicher OECD Directorate for Education and Skills

Grasping First and Acting Later: A Self-Research Framework Envisioned through Systemic Thinking

Huang Jiali   Beijing Normal University

Reflecting on over 20 years of academic development with a focus on teacher education, this journey has revealed the contours of a research system that serves as a reference for younger scholars embarking on academic research to build their own research frameworks. The academic career can be divided into three stages: the foundational period, the construction period, and the innovation period. The first stage, the foundational period, spans about 10 years before becoming a professor, primarily laying the foundation for teacher education research through theories related to sociology, philosophy, and history. The second stage, the construction period, refers to the approximately 10 years as a professor at Taiwan Normal University, focusing mainly on advancing reforms in teacher education policy. The third stage, the innovation period, is the 4 years as a professor at Beijing Normal University, characterized by combining concepts from different disciplines to develop new perspectives in teacher education research. These academic experiences have accumulated into a self-research system encompassing the theory, practice, and innovation of teacher education. The experiences suggest that one should genuinely explore topics of interest, thoroughly analyze collected data, sensitively uncover valuable ideas, patiently wait for opportunities with competence, sincerely listen to others' voices, and manage one＇s time efficiently—wisdom captured in the saying 'A horse's strength is known after a long journey; a person's heart is seen over time.'"

Crossing Boundaries for Academic Growth: A Teacher Educator's Reflections

Yuan Rui   University of Macau

The realm of higher education is characterized by increasing complexity and diversity. Academics are continually expected to engage in boundary crossing within and across different communities to seek personal and professional growth at all career stages. In this presentation, I retrospectively and critically track and examine my boundary-crossing practices from my doctoral studies to the present, detailing how such engagements have contributed to my academic growth and identity development over time. Specifically, by traversing diverse academic fields—such as language education, teacher education, and higher education—and across different geographical contexts, including the Chinese mainland, Hong Kong, and Macau, my identities as a teacher educator and researcher have been shaped and solidified, metacognitively illuminating my continuing practices and career aspirations. The presentation provides practical implications and recommendations for early-career researchers to actively plan and engage in boundary crossing as an integral part of their academic training and career progression.

CONFERENCE INFORMATION AND NOTICE

1. Badges

Please keep and wear your attendee badge at all times. The badge is the only proof of eligibility and must be worn to access the campus and the conference venue and to collect conference materials.

2. Venue

The conference venue is located at the Haidian Campus of Beijing Normal University, please refer to the conference schedule for further information. The location of each venue is marked on the map on the back cover of this document.

3. Conference Presentations

Each person has 30 minutes for the keynote speech, plenary report, and invited presentation at the conference. After each unit's speech, a Q&A session will be organized by the moderator, allowing attendees to communicate with the host and spokesperson. However, please note that the content of the speech and discussion must comply with relevant laws of the People's Republic of China. Once illegal remarks are made, the venue staff will immediately contact the security office and expel the person from the venue.

Each venue is equipped with computers and projection screen equipment. It is recommended that each presenter arrives 10 minutes earlier before the start of the session and get the compatibility of the computers tested with the help of on-site volunteers.

Each speaker in the group report has 15 minutes of speaking time. The speakers and moderators in each group report must participate in the designated group discussion during the time you speak or host, and you are free to choose the group you are interested in during the rest of the time. Due to the limited capacity of each meeting room, if the room is already full, please choose another session. Please note that the content discussed in the group report must comply with relevant laws of the People's Republic of China. Once illegal remarks are made, the venue staff will immediately contact the security office and expel the person from the venue.

4. Introduction by the Moderator of Group Presentation

In order to ensure the orderly conduct of the meeting agenda, the moderator of each module will have the responsibility of introducing each speaker in the group, controlling the time and facilitating

the question and answer session. Due to the limitations of the contents, some groups will have more or fewer speakers than other groups, therefore they may have longer or shorter presentations, so the time allotment within each group should be determined by the session Chair based on the number of speakers.

5. Wall Poster Display Requirements

During the conference, the organizing committee will arrange a dedicated time for the display of wall posters. Please stand in front of your poster during the designated poster display time to introduce and exchange your research results with the attendees.

6. Language

The working language of the conference is Chinese and English. Simultaneous interpretation service will be provided for keynote speakers, plenary reports and invited speeches on site. This translation is provided with technical support by iFlytek, which supports subtitle viewing and audio playback. We suggest that you bring headphones to listen. If you need to listen to translated audio, you can scan the code on site to obtain it.

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ORGANIZATION

CENTER FOR TEACHER EDUCATION RESEARCH

Beijing Normal University

Key Research Institute of the Ministry of Education

Institute ofTeacher Education,

Faculty of Education,Beijing Normal University

The Center for Teacher Education Research of Beijing Normal University (Institute of Teacher Education, Faculty of Education, Beijing Normal University), a key research base for humanities and social sciences in regular institutions of higher education under the Ministry of Education, was established in November 2004 with the approval of the Ministry of Education. It is the only national key research institution engaged in teacher education research in the country. Teacher education is a national undertaking, an academic field, and also a practical work. As a national key research base, the center shoulders significant responsibilities in talent cultivation, academic research, policy consultation and practical exploration.

The center has always adhered to the value mission of "Inspiring Teachers with Integrity and Vision", and is committed to exploring the frontiers of teacher education disciplines. It always adheres to serving the major strategic needs of the country for cultivating high-quality teachers and building a teaching force. Under the guidance of the new development vision of "creating the 'Mount Everest' in the field of teacher education" proposed in the "Double First-Class" construction of Beijing Normal University, the center focuses on the strategic goal of "building into a world-class academic institution for teacher education". Through a flexible, open and efficient research mechanism, it unites relevant researchers from different disciplines and institutions. Relying on extensive and in-depth international and domestic academic exchanges, it conducts interdisciplinary comprehensive research on teachers and teacher education, and gradually builds itself into: a leading institution for the construction of teacher education disciplines, a center for teacher education and teacher research, a think tank and social service base for teacher and teacher education policy consultation, a training base for talents in teacher education research and practice, and an information exchange and international communication center for teacher and teacher education research.

The center currently has 20 full-time teachers, including 3 specially-appointed professors, 9 professors, 5 associate professors, 3 lecturers, 4 post-doctoral fellows, 1 assistant researcher,

and 11 administrative staff. All full-time teachers of the center hold doctoral degrees. Twelve of them obtained doctoral degrees or were jointly trained overseas. Nearly 40 domestic and foreign teacher education researchers and teacher education practitioners serve as members of the academic committee and part-time professors/researchers. The current director of the center is Professor Zhu Xudong, head of the Faculty of Education of Beijing Normal University. The executive deputy director is Professor Li Qiong of the Faculty of Education of Beijing Normal University. The deputy director is Professor Song Huan, director of the Institute of Teacher Education of the Faculty of Education of Beijing Normal University. Professor Pang Lijuan is a member of the Standing Committee of the National People's Congress and executive vice president of the National Institute of Education Policy. The specially-appointed professor of the center, Mr. Lo Nai Kwai, is an internationally renowned expert in the field of educational policy and teacher research; Professor Christopher Day is an internationally renowned expert in the field of teacher education and teacher leadership research; Professor Manabu Sato is an internationally renowned expert in the field of learning community research. The center also employs well-known domestic and foreign teacher education research experts as part-time researchers, including international renowned scholars such as Ken Zeichner, Lin Goodwin, Lynn Paine, etc.

In terms of social services, in order to support local normal universities, especially weak normal universities in underdeveloped areas in the central and western regions, the center has cooperated with normal universities with regional and local characteristics to establish branch centers of the Center for Teacher Education Research of Beijing Normal University, a key research base for humanities and social sciences in regular institutions of higher education under the Ministry of Education. It actively explores the "1+N" teacher education co-construction and sharing interconnected "think tank network" system based on the cooperation framework of branch centers, so as to form a pattern in which the center, as a national key research base for teacher education, radiates and supports the development of local high-level normal universities.

In the past few years, the center has worked together with various branch centers to carry out multi-field work such as teacher education discipline research, discipline construction, team building, and social services, which has effectively promoted the development of teacher education disciplines in local colleges and universities. The construction of branch centers is one of the purposeful measures of the Center for Teacher Education Research of Beijing Normal University to "respond to national strategic needs and meet the needs of front-line practice". In the future, the center will work together with 22 branch center units to carry out multi-field work such as teacher education theoretical research, discipline construction, talent cultivation, and social services, and jointly strive to build a teacher education research

community with "Chinese characteristics and world-class".

ACADEMIC GUIDANCE ORGANIZATION

FACULTY OF EDUCATION, BEIJING NORMAL UNIVERSITY

OUR HISTORY

Established in 2009, the Faculty of Education (FOE) at Beijing Normal University is a renowned national leader in advancing knowledge and learning through teaching practices, research projects and public services in education and related fields. Her origins can be traced back to the 1902 founding of the Normal College of the Imperial University of Peking, later renamed Beijing Normal University (BNU). FOE came into being when BNU decided to elevate her subject of education to a world-class discipline and recreate the landscape of education in China by merging all the education schools and institutes into a single entity. Therefore, FOE was grounded on the exceptional success of the specialty of education at BNU, which was the first in China to award master's and doctoral degrees in education, found post-doctoral scientific research mobile stations, and get the authority to award doctoral degrees in education as a first-level discipline. The missions of FOE are to improve the quality of educational innovation nationwide, to educate and prepare professional teachers and future educators, to house the think tank in education, to offer opportunities for International educational exchange and to facilitate the building of the educational and cultural industry in China.

FACULTY AND STUDENTS

FOE is a premier education school to nurture future academic talents. She enjoys a strong and reputable team of faculty members. At present, FOE has 217 professorial and teaching staffs, 95% of whom are qualified at doctoral levels, including 105 full-rank professors, 77 associate professors and 35 lecturers. As an integral part of FOE, our student body is made up of 563 undergraduates, 1219 master students, 233 full-time doctoral students, 143 international students, with a total enrollment of 2158 students. To help our students become effective teachers, FOE provides rigorous academic training and professional mentoring to help our students become effective teachers, educators or leaders, making sure that our students achieve maximum benefits from the educational experience and can leave FOE with knowledge, creativity, competence and skills when they graduate.

DEGREE PROGRAMS

From its founding, FOE continues to play a dominant role in the field of education in China. She offers a vibrant array of high-quality degree programs in education research and

practice, including 13 doctoral programs (National Key Disciplines), 13 master's programs and 4 undergraduate programs, among which Special Education and Educational Technology are highlighted by the Ministry of Education.

LEADING ACADEMICS

The Faculty of Education is composed of 13 academic institutes focusing on teaching and research as well as 13 key institutes for research and social service relying on joint effort in research with various organizations. All the academic institutes and key institutes for research and social service work together to create a vibrant environment for learning and research.

▲ Academic Institutes/Schools

1. Institute of Education Theories

2. Institute of International and Comparative Education

3. Institute of Education History and Culture

4. School of Educational Technology

5. College of Education Administration

6. Institute of Curriculum and Pedagogy

7. Institute of Teacher Education

8. Institute of Education Economics

9. Institute (Department) of Early Childhood Education

10. Institute (Department) of Special Education

11. Institute of Vocational and Adult Education

12. Institute of Higher Education

13. and Institute of Educational Psychology and School Counseling

▲ Key Institutes for Research and Social Service (Provincial and Ministerial Platforms)

1. National Research Center for Sign Language and Braille

2. International and Comparative Education Research Institute, Key Research Institute of Humanities and Social Sciences for Universities, Ministry of Education

3. Center for Teacher Education Research, Key Research Institute of Humanities and Social Sciences for Universities, Ministry of Education

4. National Engineering Laboratory for Cyberlearning and Intelligent Technology

5. Capital Key Laboratory of Educational Information Technology

6. MOE Research Center for E-learning and Educational Public Service

7. The Joint Laboratory for Mobile Learning, Ministry of Education-China Mobile Communications Corporation

8. Advanced Innovation Center for Future Education, Beijing Normal University

9. Beijing Normal University Center of International Education

10. Institute of Education Legislation Research, Beijing Normal University

11. Educational Informatization Strategy Research Base, Ministry of Education

12. Beijing Artificial Intelligence and Education Integration Application Innovation Research Base

13. Educational Informatization Development Strategy Research Base, Beijing

RESEARCH EXCELLENCE

Since 2009, FOE has undertaken more than 421 projects of provincial level or above, and has participated in more than 60 international joint research projects with our overseas partners, including the World Bank, UNICEF, Ford Foundation, Michigan State University, University of Sydney, Singapore Education Bureau, the Institute for Global Environmental Strategies (IGES), and Indiana University, etc. FOE managed to produce a wide range of high-level research outputs and has received 103 important scientific awards above provincial level. Our faculty has published 395 books, including 51 books written in English. FOE and Springer signed an agreement in 2011 to jointly publish books, journals, and digital databases. Since then, 25 books in foreign languages have been published.

GLOBAL PRESENCE

FOE is a high-end hub for international academic exchange. Up to now, FOE has signed bilateral or multilateral agreements with 38 countries, over 120 renowned universities and institutes worldwide. It has established the International Network of Educational Institution (INEI) along with other 10 top education schools in the world as one of the organizers. Each year, FOE sponsors numerous high-level international conferences and invites more than 200 distinguished scholars to lecture. Moreover, FOE is the first school at BNU to offer the international master's programs (courses taught in English), which have attracted a large number of international students and have served as a source of inspiration and global outlook for students.

CO-ORGANIZATIONS

TIN KA PING FOUNDATION

Tin Ka Ping Foundation is a charitable organization founded in 1982 by Dr. TIN Ka Ping, and is managed rigorously by a team of professionals who havea keen interest in education. Dr Tin Ka Ping believes the future of China lies in education. To date, the foundation has funded 92 tertiary institutions, 166 Tin Ka Ping secondary schools, 41 Tin Ka Ping primary schools, 19 Tin Ka Ping colleges and kindergartens, over 1800 rural libraries, 29 hospitals, and about 130 bridges and roads across 34 provinces, municipalities and autonomous regions.

In the year 2011, the Foundation started to invite the vice-chancellors of 9 Hong Kong local universities and many social elites to take place in its Advisory Board and Board of Directors, promoting participatory governance, and hence established the blueprint of its professional development. The mission of the Foundation is to improve the quality of education through promotion of moral education, Chinese culture, and integration with world's civilization, as a contribution to our country.

As a non-profit-making charitable organization focus on promoting cultural and educational development, the Foundation aspires to enhancing cooperation with education bureaus, universities, educational and research institutions, conducting and implementing projects on students' whole person development, quality learning and teaching strategies, school leadership and improvement, integrating between traditional Chinese culture and world civilization, in order to improve the quality of education as its contribution to China's advancement.

HUIYAN INTERNATIONAL COLLEGE FACULTY OF EDUCATION, BEIJING NORMAL UNIVERSITY

Rooted in Faculty of Education (FOE), Beijing Normal University (BNU), Huiyan International College (HIC) is an interdisciplinary and innovative platform aiming at achieving excellence in nurturing talents for international education. With the vision of **"becoming a world-class educational college with global impact in talent cultivation, research contribution and educational practice",** and the value of "PATHS (**P**rofessional, **A**cademical, **T**rustworthy, **H**armonious, **S**ustainable)", HIC is committed to exploring the cutting-edge of international education to further enhance all-round development of education disciplines.

Guided by FOE's strategic needs of internationalization, HIC serves to build a base for cultivating international educators**,** sponsoring high-level international academic conferences, and working with renowned researchers from different disciplines and institutions to support collaborative research projects and publications. In addition, HIC is dedicated to develop training programs for educators in the field of international education, conduct various studies of curriculum development in international education with Chinese characteristics, and provide research informed and evidence-based consultations for policy making in education.

HIC has set up Administrative Committee as its top decision-making body. WANG Shoujun, Vice president of Beijing Normal University, now serves as the director of the committee, and Prof. Zhu Xudong, Dean of the Faculty of Education, Beijing Normal University, serves as the deputy director of the committee. HIC boasts a high-quality team of 11 members, including 2 full-time internationally distinguished professors: Prof. Michael Peters and Prof. Tina Besley. HIC has also hired well-known domestic and international experts as part-time experts, including world renowned scholars Prof. Lo, Leslie Nai-kwai, an internationally renowned expert in education policy, Hsia Lin-Ching, an internationally recognized expert in educational action research, and world-renowned scholars Robert James Tierney and Christopher Day. The college will continue to attract part-time international talents at home and abroad, hire excellent practitioners as practical professors, and well-known research experts in the field of international education as members of HIC Academic Committee and HIC Advisory Committee for Global Strategic Development.

SCHOOL OF ARTS & COMMUNICATION, BEIJING NORMAL UNIVERSITY

With a history of some 100 years, the art discipline at Beijing Normal University is well known for its unique nationwide stature, long historical standing, and superior academic style. Inaugurated in 2002, School of Arts & Communication Beijing Normal University is the first comprehensive art school in Chinese tertiary education, covering various kinds of art, combining art with media, emphasizing on both academic research and artistic creativity.

School of Arts and Communication Beijing Normal University is one of the pioneers to launch post-doctoral research centers and first-level doctoral program in art discipline in early stage across the country. After national adjustment of art discipline, the school managed to set up more first-level doctoral programs in Art Theory and Drama & Film.

Besides, there are four first-level graduate programs, including Music, Dance, and Fine Arts. Of all the graduate programs, Art Theory and Drama & Film are among the first-level key disciplines in Beijing. Of all the undergraduate programs, Film is among the first-level key disciplines in China.

Initiated by School of Arts and Communication Beijing Normal University in 1993, Beijing College Student Film Festival has been held for 23 successive terms so far, which enjoys a good reputation and has a wide influence in the industry.

In 2016, Experimental Teaching Center of Art and Media was rated as a key experimental and teaching model center in China.

Based on our belief, that is, "Devoted to Doctrine, Based on Morality, Wander in Art, Rely on Humanity", School of Arts and Communication Beijing Normal University provides undergraduates, graduates, postgraduates, senior visiting scholars, and foreign students with a bunch of programs in art field accordingly. The school is committed to cultivating students in artistic creativity and art education. Students should be engaged in academic research and artistic creativity, and they should have a significant accumulation in social sciences and humanities. In addition, they should attach great importance to domestic events with a global insight.

Under the guidance, School of Arts and Communication Beijing Normal University is conducting "Animation High-end Talent Joint Training Plan", a program supervised by Ministry of Education of the People's Republic of China and Ministry of Culture of the People's Republic of China, jointly run by Beijing Normal University, Communication University of China, and Beijing Film Academy.

PARTNERSHIP ORGANIZATION

SHANGHAI PUDONG INSTITUTE OF EDUCATION

DEVELOPMENT

Shanghai Pudong Institute of Education Development （including Shanghai Pudong New Area Education Supervision Center, Education Professional Development College, Big Data Center for Education, and Language and Writing Work Center) is a non-profit organization, mainly responsible for education and teaching research, teachers＇ professional development, educational studies, education supervision and evaluation, regional education research, education information technology development and application. It also assists in education for international exchange, national language standard guidance, primary and secondary school library management and other related educational services.

Shanghai Pudong Institute of Education Development is divided into 11 internal departments:

Party and Government Office,

Department of Teaching Research and Guidance Department,

- Educational Evaluation Department,

- Moral Education Research Department,

- Educational Studies Department,

- Teachers＇ Education and Professional Department

- Regional Education Research Department,

- Educational Information Technology Department,

- Education Cooperation and International Exchange Department,

- Education Supervision Department,

- and Lingang Branch for Education Development

TECHNICAL SUPPORT

iFLYTEK

iFLYTEK Co., Ltd., a publicly traded company established in 1999, is a leading intelligent speech and artificial intelligence company highly reputed in Asia Pacific. Since its inauguration, iFLYTEK has been exploring the frontiers of artificial intelligence, focusing on the research and development of foundational AI technologies including intelligent speech, natural language processing, and computer vision. The company has consistently held a position of global leadership in technological advancements. It is dedicated to the industrialization of AI, with a vision to enable machines to hear, speak, understand, and think, thereby shaping a brighter future with artificial intelligence. The company went public on the Shenzhen Stock Exchange in 2008 (stock code: 002230).

As a leading Chinese AI company, iFLYTEK has established China's only National Key Laboratory of Cognitive Intelligence and the National Engineering Research Center for Speech and Language Information Processing (NERC-SLIP). Additionally, iFLYTEK co-chairs the Speech Industry Alliance of China Innovation Alliance, the Artificial Intelligence Industry-University-Research Innovation Alliance of the Chinese Academy of Sciences, and the Yangtze River Delta Artificial Intelligence Industry Chain Alliance.

NOTES

CONFERENCE LOCATION & DINING MAP

Due to the large number of participants, the length of the meeting, and the agenda, the meeting involved multiple venues and parallel sessions on campus. Mainly concentrated in the Jingwen Lecture Hall, the Jingshi Academy, the Beiguo Theatre, No.2 Teaching Building and the Jingshi Building, have been attached to the following floor plan identification.

北京师范大学(海淀校园)平面图 Beijing Normal University Map (Haidian Campus)