2021 INTERNATIONAL SEMINAR ON TECHNOLOGICAL PROGRESS PROMOTES THE QUALITY OF RURAL EDUCATION

CONFERENCE MANUAL

ONLINE MEETING
2021.01.16 - 01.17 20: 00
CONTENTS

1. Concept Note 02
2. Agenda 08
3. Online Conferencing Guide 11
4. List of Keynote Speakers 15
5. Contact Information 18
6. Introduction to the Hosts 20
Background:
In the process of accelerating urbanization, the rural educational population is getting smaller and fewer, and the challenge of ensuring quality of education is becoming increasingly difficult. Improving the quality of rural education through technology has always been an important plan of the rural education development strategy, and high expectations have been placed thereon. However, in practice, the programme of technological improvement to promote the quality of rural education has been poorly implemented. It is often regarded as the patent of developed cities, and rural schools lack experimental opportunities.

The COVID–19 pandemic has changed the education ecology; it has also pushed rural schools into the experiment of "online education". In this worldwide online education experiment, the perspective of education policy research needs to go beyond the shortage of multiple resources in rural education, and to discuss the key technologies, constraints, and feasibility of breakthroughs in the programme to improve the quality of rural education. It is also expected that the education policy researches could gather international wisdom to explore sustainable development plans for enhancing the quality of rural education in the post–COVID era.
Goals and Objectives:
The seminar seeks to reinforce the inter-sectoral and multi-stakeholder cooperation, which aims to accelerate the renovation of rural education. It will also work to deepen North-South knowledge exchange in the field of rural education, facilitate the design of collaboration strategies, inquire into the relationship between technological progress and rural education, and capitalize on the best practices that expedite progress towards Education 2030. To this effect, a variety of national experiences and good practices as well as relevant perspectives will be presented and discussed.
The objectives of the Seminar are to:
· Share the national policies and experiences in terms of using technological methods to improve the quality of rural education
· Explore the construction of related academic platforms and best practices that could be scaled to transform the rural education provision
· Formulate partnership and develop action plans around flagship projects on promoting the quality of rural education through technological progress

Target Participants:
· Governmental education agencies and institutions
· International development partners
· ICT device and service providers
· Individual experts and practitioners
· Rural teachers and teaching management personnel
· Teacher training and ongoing professional development organizations (centers, institutions, etc.)

Themes and Subthemes:
1. Technological progress promotes development theories of rural education
Traditional development theories take resources as the core, and new development theories introduce system building. In the era of information technology, what impact does online education have on development theories? What are the relevant implications for education?
The topics include:

- Policy planning for forwarding the “technology promotes rural online learning”;
- Policy measures for practicing the “technology promotes rural online learning”;
- Policy analysis for evaluating the “technology promotes rural online learning”;
- Professional development of rural teachers;
- Research on information literacy of rural teachers and students.

2. Technological progress promotes pedagogical approaches of rural education

During online teaching, the traditional behavior regarding teaching and learning, which considers teachers as leaders and students as main entities, has transformed into the dual-teacher mode, which means one teacher communicates online, and the other provides offline tutoring. This new mode raises many new questions about teaching theory, teacher policies, and school management:

- Research on the strategies and system of innovative educational technology supported teaching;
- Online learning activity design, teaching strategy and application;
- Application and practice of the flip classroom in rural online education;
- Students’ online learning motivation, self-regulation and learning strategies;
- Research on the online and offline integrated model for rural education;
- Research on the teaching mode and teaching effect of “Double Teachers” in online education;
- Innovative practices of rural online learning.

3. Technological progress promotes partnership of rural education

Evidence on the ground suggests that problems faced by rural schools in developing online education are quite trivial. For an educational administration system, it is very difficult to meet the diverse needs of various schools. Therefore, stable partnerships and deep involvements of social organizations can solve many trivial but realistic issues. What are the studies on social network relationships in rural schools?

- Construction of social support network for left-behind children in rural areas;
- Research on the development and provision of high-quality learning resources for rural online education;
· Construction, practice and policy research of the network training system for rural teachers;
· Research on the development policy of information industry for rural online education;
· Theoretical and practical research on the rural online learning support system of School–Family–Enterprise collaboration.

4. Technological progress promotes accessibility and inclusion of rural education

Accessibility and inclusion in online education face greater challenges in the context of the pandemic. Vulnerable learner groups, including girls, students with disabilities, students from poor families, and ethnic minority representatives are more likely to be exposed to marginalization and discrimination under the “digital divide” exacerbated by the unbalanced access to and distribution of ICT facilities and resources. Therefore, the issue of accessibility and inclusion in online education needs rigorous examination and reflection.

The significant online event brings together individual experts, groups and organizations to define and elaborate on the critical moments with regard to ensuring and sustaining accessibility and inclusion in the context of online and distance education. Topics for expert discussions will include:
· Equal rights and opportunities in online education for learners with disabilities, those from economically disadvantaged households and minority groups, etc.
· Education policies, necessary and sufficient infrastructure, social and cultural perceptions related to access to and active participation in online learning;
· Enhancement of the academic performance and self-efficacy of the vulnerable and disadvantaged groups;
· Gender impact on quality teaching and learning, interaction and communication, discussion and decision making;
· Gender equality in online education for women empowerment in socioeconomic well-being;
· Development of inclusive online educational content and delivery strategies within online educational context to cater for the needs of diverse groups;
· Integration of personal experience, feminist theory and innovative pedagogy into post–COVID educational initiatives.
5. Technological progress promotes leadership of rural education

Online learning has considerably and not surprisingly gained momentum and strengthened its credibility during the pandemic due, notably, to its flexibility and increased opportunity for learners both in the urban and rural settings. The seminar will go deep into online leadership styles, sources, activities and effects. Participants will elaborate on the ways teachers and students exercise leadership in online classrooms.

The issues of particular focus will inscribe:

- Online leadership styles, skills and expected benefits;
- Effective and comprehensive decision making related to online education;
- Exploring opportunities for equitable resource allocation (physical devices, teacher training) across rural and urban educational institutions;
- Strategic alignment between academic quality, learning outcomes and leadership in online education.

6. Technological progress promotes assessment of rural education

Formative or summative, assessment has played a pivotal role in the learning cycle. The development and tremendous onrush of distance education – most notably online learning – during the COVID–19 pandemic introduce novel talking points about assessment.

The seminar will increase expert focus on:

- Identifying types of assessment that can measure learning activity occurring at a distance.
- Determining, whether traditional forms of assessment prove useful or require changes (major or minor).
- Promoting successful student performance through setting out clear and direct objectives and expectations for students, instructors, schools and the entire education systems in the context of online teaching and learning.
- Facilitating comprehensive and up-to-date information on ongoing assessment strategies, their objectives, overall learning outcomes and educational impact.
- Aligning subject-related assessments with adequate course design, education delivery and placement.
- Ensuring equity of educational results through more frequent, transparent and interactive assessments.
Date and Venue:
Date: 20:00–22:50 (Beijing time), January 16–17, 2021
Venue: Zoom Online Webinar

Hosts:
· UNESCO International Research and International Research and Training Centre for Rural Education (UNESCO INRULED)
· UNESCO Institute for Information Technologies in Education (UNESCO IITE)
· Faculty of Education, Beijing Normal University

Working Language:
English and Chinese (simultaneous interpretation will be provided)
International Seminar: Technological Progress Promotes the Quality of Rural Education

02 Agenda
20:00–22:50 BJT (GMT+8), January 16th, 2021

Opening Ceremony
Chairperson: Dr. Ronghui Huang, Director, UNESCO INRULED; Professor, Beijing Normal University

<table>
<thead>
<tr>
<th>20:00 – 20:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Welcome address by Prof. Zuoyu Zhou, Vice President of Beijing Normal University (5mins)</td>
</tr>
<tr>
<td>● Welcome address by Dr. Tao Zhan, Director of UNESCO IITE (5mins)</td>
</tr>
<tr>
<td>● Welcome address by Ms. Ping Li, Executive Director, National Center for Educational Technology (5mins)</td>
</tr>
<tr>
<td>● Welcome address by Mr. Changwei Qin, Secretary-General, Secretariat of National Commission of the People’s Republic of China for UNESCO (5mins)</td>
</tr>
<tr>
<td>● Introduction video regarding ICT in education (10mins)</td>
</tr>
<tr>
<td>● Online group photo (2 mins)</td>
</tr>
</tbody>
</table>

Panel session 1: Discussion of pedagogical approach on online education
Chairperson: Ms. Natalia Amelina, Senior National Project Officer in Education, UNESCO IITE

<table>
<thead>
<tr>
<th>20:35 – 21:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The Influence of online education on development theories</td>
</tr>
<tr>
<td>● Topic: Promote the Balanced Development of Rural Basic Education with Shared Intellectual Resources (15 mins)</td>
</tr>
<tr>
<td>● Presenter: Dr. Shaoqing Guo, Professor, Dean of the School of Educational Technology at Northwest Normal University, China</td>
</tr>
<tr>
<td>● Topic: The Relevance of Interactivity in Online Education (15 mins)</td>
</tr>
<tr>
<td>● Presenter: Dr. Jennifer Mathes, Chief Executive Officer, Online Learning Consortium, USA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21:10–21:45</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Discussion of pedagogical approach on online education</td>
</tr>
<tr>
<td>● Topic: Rural Teachers’ Perception of Online Professional Development: A Community of Inquiry Perspective (15 mins)</td>
</tr>
<tr>
<td>● Presenter: Dr. Hongliang Ma, Professor, Shaanxi Normal University, China</td>
</tr>
<tr>
<td>● Topic: Improving teachers’ competencies to teach online live classes (15 mins)</td>
</tr>
<tr>
<td>● Presenter: Dr. Philip Wing Keung Chan, Lecturer, Monash University, Australia</td>
</tr>
<tr>
<td>● Co–presenter: Dr. Li Kan, Macquarie University, Australia</td>
</tr>
</tbody>
</table>

Panel session 2: Partnership in online Education
Chairperson: Dr. Xiaodong Zeng, Executive Director, UNESCO INRULED; Professor, Beijing Normal University

<table>
<thead>
<tr>
<th>21:45 – 22:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Partnership in online Education</td>
</tr>
<tr>
<td>● Topic: Exploration on the construction and implementation of Sichuan Normal University’s Rural Education Innovation Zones (15mins)</td>
</tr>
<tr>
<td>● Presenter: Dr. Haidong Zhang, Vice President, Sichuan Normal University, China</td>
</tr>
<tr>
<td>● Topic: Nisai Group – An innovative approach to deliver rural education to achieve SDG2030 goals through the use of technology</td>
</tr>
<tr>
<td>● Presenter: Mr Dhruv Patel, Founder and CEO, Nisai Group, UK</td>
</tr>
<tr>
<td>● Topic: All-round cooperation for ICT application in education for rural education development (15mins)</td>
</tr>
<tr>
<td>● Presenter: Mr. Yaqiang Wu, Director and chief researcher at Smart Education Research and Development of Lenovo Research Center, China</td>
</tr>
</tbody>
</table>

Q&A Session
22:35–22:45
● Q & A session moderated by Prof. Xiaodong Zeng

Closing remarks by Prof. Xiaodong Zeng
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20:00–20:35</td>
<td>Opening Introduction</td>
</tr>
<tr>
<td></td>
<td>- Brief introduction to the seminar program: Ms. Natalia Amelina (3 mins)</td>
</tr>
<tr>
<td></td>
<td>- Online group photo (2 mins)</td>
</tr>
<tr>
<td>20:05–20:55</td>
<td>Panel session 3: Accessibility and inclusion in online education</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Ms. Natalia Amelina, Senior National Project Officer in Education, UNESCO IITE</td>
</tr>
<tr>
<td></td>
<td><strong>Accessibility and Inclusion in online education</strong></td>
</tr>
<tr>
<td></td>
<td>- Topic: Three Classrooms + AI: Practices for Improving the Education Quality of Rural Schools (15 mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Jixin Wang, Professor at School of AI and Education, Central China Normal University, China</td>
</tr>
<tr>
<td></td>
<td>- Topic: The invisible digital divides: Stories from the West (15mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Palitha Edirisingha, Associate Professor of Education, School of Education, University of Leicester, UK</td>
</tr>
<tr>
<td></td>
<td>- Topic: Innovation and Lessons Learned for Improving Rural Education; Moving beyond the deficit model to a strength based strategic plan (15mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Robert M. White, Fellow at Durham University, School of Education, UK</td>
</tr>
<tr>
<td>20:55–21:30</td>
<td>Panel session 4: Leadership of online education</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Dr. Guoyuan Sang, Vice Dean, Institute of Rural Education and Rural Development; BNU Professor</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership of online education</strong></td>
</tr>
<tr>
<td></td>
<td>- Topic: Expert–based Collective Advising Mechanism for Rural Schools</td>
</tr>
<tr>
<td></td>
<td>(15mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Shengquan Yu, Professor at Faculty of Education, Beijing Normal University, China</td>
</tr>
<tr>
<td></td>
<td>- Topic: The Covid–19 pandemic and student support networks in higher education: Implications for leadership (15mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Rille Raaper, Associate Professor, School of Education, Durham University, UK</td>
</tr>
<tr>
<td></td>
<td>Co–presenter: Dr Anna Llewellyn, Assistant Professor, School of Education, Durham University, UK</td>
</tr>
<tr>
<td>21:30–22:05</td>
<td>Assessment of online education</td>
</tr>
<tr>
<td></td>
<td>- Topic: Theories, research evidence and illustrations with real life examples of online learning environments and related assessment approaches (15 mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Martin Valcke, full professor in the field of “Instructional Sciences” at the Ghent University, Belgium</td>
</tr>
<tr>
<td></td>
<td>- Topic: The time to act is now. Teaching learning and assessment (15mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter: Dr. Nicky Mohan, Director of the Infosavvy21, Canada and New Zealand</td>
</tr>
<tr>
<td>22:05–22:15</td>
<td>Q&amp;A Session</td>
</tr>
<tr>
<td></td>
<td>- Q &amp; A session moderated by Prof. Guoyuan Sang</td>
</tr>
<tr>
<td>22:15–22:40</td>
<td>Closing ceremony</td>
</tr>
<tr>
<td></td>
<td>Chairperson: Xiaodong Zeng, Executive Director, UNESCO INRULED; BNU Professor</td>
</tr>
<tr>
<td></td>
<td>- Launching of a report regarding ICT in rural education in China by UNESCO INRULED (15 mins)</td>
</tr>
<tr>
<td></td>
<td>Presenter:Dr. Baoping Li, Associate Professor, Vice Dean, Institute of Rural Education and Rural Development, Beijing Normal University</td>
</tr>
<tr>
<td></td>
<td>- Summary and closing remarks by Prof. Xiaodong Zeng (10mins)</td>
</tr>
</tbody>
</table>
Online Conferencing Guide
Technical requirements:
- Devices: Personal Computer, Smartphone or tablet (please make sure that the device is connected to internet and audio, camera and microphone are working); Personal Computer is recommended for seminar participation.
- Software: Please download the latest version of Zoom or update existing Zoom software to the latest version in order to use the simultaneous interpretation function. (Or copy the Zoom link above into laptop browser to automatically activate the downloading of the Zoom software).

Dress code and environment for participation:
- Environment for participation: quiet, sufficient lighting, stable connection
- Dress code: formal

Participation Notice:
- The seminar will start at 8pm BJT (GMT+8) sharp on January 16 & 17, 2021. Presenters please join the Zoom meeting 15 minutes in advance using Zoom meeting ID and password. Also, the meeting room is already open between 6:30pm to 7:45pm to the speakers for technical testings.
- Please set displayed name as “Name–Institution” after joining the meeting, for example: John Green–UNESCO INRULED.
- To facilitate the flow of the seminar, ‘mute’ will be the default setting for all the participants. Presenters will need to unmute themselves before presentation and return muted when finished. Please communicate via the chatbox if you need any technical assistance or have any comments or suggestions.
・English and Chinese will be the working languages used in this seminar with simultaneous interpretation feature located at the bottom right of the Zoom menu. Presenters can click on the “interpretation” button to activate the function. (Instructions shown in the pictures below).

In the Zoom system, when the original audio is muted, the presenter’s original audio will not be automatically transferred to the corresponding English/Chinese channel for the audience to receive, which leaves the task of choosing the presenting language channels to the presenters themselves.

* Therefore, when presenting, the presenter can use both Chinese or English to present, but please make sure to select the language channel before your presentation. (If you are presenting in Chinese, choose the Chinese channel; if you are presenting in English, choose the English channel), to make sure the audiences staying in the language channel same as your presentation language will be able to hear continued audio.

* When using the interpretation service, if you can’t hear the presenter’s voices in your chosen channel, or you hear mixed voices from both the presenter and the interpreter, it might be that the presenter forgot to choose a channel, or he/she is in a wrong channel. If so, please click on ‘unmute/mute original sound’, or switch your channel, or turn off the interpretation until you hear the expected sound.
Special notice:
· To ensure the efficiency of the meeting, time limit of 15 mins should be honored and the moderator might kindly remind the speaker if he/she is running out of time.
· The seminar will be held using Zoom webinar, with live-streaming on Tencent Classroom to accommodate audiences who fail to enter the Zoom webinar.
04

List of Keynote Speakers
Chairpersons:
1. **Dr. Ronghuai Huang**, Professor, Changjiang Scholar, Director of UNESCO International Research and Training Centre for Rural Education. Dean of Smart Learning Institute, Director of National Engineering Laboratory for Cyberlearning and Intelligent Technology, Beijing Normal University.
2. **Dr. Xiaodong Zeng**, Professor, Faculty of Education, Beijing Normal University; Executive Director of UNESCO International Research and Training Centre for Rural Education.
3. **Ms. Natalia Amelina**, Senior National Project Officer in Education, UNESCO Institute for Information Technologies in Education.
4. **Dr. Guoyuan Sang**, Professor at Faculty of Education and Vice Dean, Institute of Rural Education and Rural Development, Beijing Normal University.

Speakers for the welcome addresses:
1. **Dr. Zuoyu Zhou**, Professor and Doctoral Supervisor, Vice President, Beijing Normal University.
2. **Dr. Tao Zhan**, Director, UNESCO Institute for Information Technologies in Education.
3. **Ms. Ping Li**, Executive Director, National Center for Educational Technology.
4. **Mr. Changwei Qin**, Secretary-General, Secretariat of National Commission of the People’s Republic of China for UNESCO.

Presenters for keynote speeches: (in alphabetical order)
1. **Dr. Anna Llewellyn**, Assistant Professor, School of Education, Durham University, whose research sits at the nexus of education, sociology, and cultural studies. Dr. Llewellyn’s work is interested in discourses of childhood and youth, particularly with regards to societal normatives and marginalisation.
2. **Dr. Baoping Li**, Associate Professor, Vice Dean, Institute of Rural Education and Rural Development, Beijing Normal University
3. **Mr. Dhruv Patel**, Founder and CEO, Nisai Group, UK.
4. **Dr. Haidong Zhang**, associate researcher, Vice President, and Dean of Institute of Global Governance and Area Studies, Sichuan Normal University.
5. **Dr. Hongliang Ma**, Professor of Educational Technology in School of Education at Shaanxi Normal University; Executive Director of Research Center for Western China Education.
6. **Ms. Jennifer Mathes**, Chief Executive Officer, Online Learning Consortium, USA.
7. **Dr. Jixin Wang**, Professor at School of AI and Education, Central China Normal University; Director of Coordination and Innovation Center for ICT in Education for Balanced Development of Primary Education.
8. **Dr. Li Kan**, exam supervisor and campus mentor in Macquarie University and a research member in the China Research Network at Monash University. Her research focuses on education equity of migrant children in China.
9. **Dr. Martin Valcke**, full professor in the field of “Instructional Sciences” at the Ghent University, Belgium and head of the Department of Educational Studies in the Faculty of Psychology and Educational Sciences. Building on his PhD–work in the field of educational information sciences, his actual field of research focuses mainly on the Innovation of Higher Education and the integrated use of Information and Communication Technologies (ICT).
10. **Ms. Nicky Mohan**, Director of the Infosavvy21, Canada and New Zealand.
11. **Dr. Palitha Edirisingha**, Associate Professor of Education; Programme Leader: MA International Education (DL) and PG Certificate in Learning Technologies; Co–Director: Post Graduate Research Programme, School of Education, University of Leicester.
12. **Dr. Philip Wing Keung Chan**, Lecturer in the Faculty of Education, Monash University. His research work is focused on network governance and public education reform, especially in the context of Chinese enterprise schools.
13. **Dr. Rille Raaper**, Associate Professor, School of Education, Durham University. Dr. Raaper specialises in student identity, experience and agency in higher education. She has conducted numerous research projects on higher education policy and practice and its impact on students as learners, citizens and political agents.
14. **Dr. Robert M. White**, Fellow at Durham University, School of Education, UK.
15. **Dr. Shaoqing Guo**, Professor, Dean of the School of Educational Technology at Northwest Normal University; Director and Chief Editor of the CSSCI Journal: e–Education Research.
16. **Dr. Shengquan Yu**, Professor, Director of Advanced Innovation Center for Future Education at Beijing Normal University, Director of the Joint Laboratory for Mobile Learning, MoE–China Mobile Communications Corporation.
17. **Mr. Yaqiang Wu**, Director and chief researcher at Smart Education R&D, Lenovo Research Institute.
05 Contact Information
Meeting liaison:
· Dr. Baoping LI, Faculty of Education, Beijing Normal University
  Tel: 18911558530, E-mail: libp@bnu.edu.cn
· Ms. Yuanan FANG, UNESCO INRULED
  Tel: +86 18810899760, E-mail: fangya@inruled.org
· Ms. Yiyi WANG, UNESCO INRULED
  Tel: +86 15800685253, E-mail: wangyy@inruled.org
· Ms. Natailia AMELINA, UNESCO IITE
  E-mail: n.amelina@unesco.org

Technical Support:
· Ms. Chao REN, UNESCO INRULED
  Tel: +86 13811525659, E-mail: renchao@inruled.org
· Mr. Kaishen LIU, Beijing Normal University
  Tel: 15701208847, E-mail: liukaishen6@163.com
Introduction to the Hosts
About UNESCO INRULED

The UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) was established by UNESCO and the Chinese government in 1994 with a mandate to promote sustainable socio-economic development in rural areas. As a Category II center under the auspices of UNESCO, INRULED’s research and training activities concentrate on education for rural transformation. The Center has moved to Beijing Normal University in 2008 for better coordination and connectivity.

Rural areas and developing countries are the biggest challenge in the development of quality education for all. INRULED addresses this challenge to bring about positive changes in the thinking and behavior of the rural population within the broader framework of Education-for-All (EFA) and the global education agenda (Education 2030). INRULED is commissioned to initiate and facilitate activities focused on exchange and popularization of experiences for international rural education, to undertake human resource training programs, and to support the UNESCO member countries extensively, especially developing countries.

With the framework of “quality education and training for inclusive rural development”, INRULED has prioritized its work in four aspects, namely, skills development for rural transformation, teacher education and professional development, gender equality and women leadership, ICT in education for rural education and rural development.

The objectives of INRULED's work are:

To promote international research and development of methods and techniques of rural education;

- To promote consultation and cooperation among member states by devising policies and strategies in the areas of human resource development for rural areas;
- To create a wide network for exchange of academic and technical information in the field of rural education among experts in various countries;
- To coordinate cooperative research activities and provide expertise, advice, and facilities for laboratory research and field work to international experts;
- To organize international training workshops and seminars on special subjects and provide fellowships for international research;
- To produce and disseminate publications and materials for the various projects undertaken by the Centre.

Website: https://inruled.bnu.edu.cn/
Wechat public account: UNESCO INRULED
About UNESCO IITE

The UNESCO Institute for Information Technologies in Education was established as an integral part of UNESCO by the General Conference of UNESCO at its 29th session (November 1997) and is located in Moscow, Russian Federation. IITE is the only UNESCO category 1 Institute that holds a global mandate for ICT in education.

In line with the new Education 2030 Agenda, IITE has developed its strategic priority areas to meet new demands and tasks ahead. The mission of IITE in the new era is promoting the innovative use of ICT and serving as facilitator and enabler for achieving Sustainable Development Goal 4 (SDG 4) through ICT-enabled solutions and best practices.

Bearing in mind that SDG 4 highlights inclusion and equity, quality of education and lifelong learning, IITE focuses its activities on the following strategic priorities:

- Facilitating the innovative use of ICT to enhance inclusion and equity in education and lifelong learning;
- Empowering teachers in Member States to improve the quality of education by promoting ICT-enabled pedagogies and best practices;
- Fostering the potential of ICT for education transformation through global dialogue and networking.

To successfully carry out its activities in accordance with the defined strategic priorities, IITE's implementation modalities are combined in the six action areas:

- Assisting Member States in Policy Development and Capacity Building on ICT in Education
- Research and Advocacy of ICT-enabled Innovative Pedagogy
- Promoting ICT Competencies and Skills for Teachers and Schools
- Strengthening Knowledge Sharing and Dissemination of Best Practices
- Harnessing ICT Potential for Inclusive Education and Education for Health and Well-being
- Developing Partnerships and Networking

Website: https://iite.unesco.org/
About Beijing Normal University

Beijing Normal University (BNU) grew out of the Education Department of Imperial University of Peking established in 1902, which initiated teacher training in China's higher education. After the development for over a century, BNU has become a comprehensive and research-intensive university with its main characteristics of basic disciplines in sciences and humanities, teacher education and educational science.

For over a century, Beijing Normal University has been home to a large group of renowned intellectuals and scholars, who have promoted culture and stimulated education. Adhering to a fine tradition of "Patriotism, Progress, Honesty, Sincerity, Truth-Seeking, Innovation and being a paragon of virtue and learning" while embodying the spirit of "Learn, so as to instruct others and Act, to serve as example to all," for over a hundred years, Beijing Normal University has lived by the philosophy of "Pursuing knowledge, Cultivating personality, and Helping the whole world."

According to 2020 QS World University Rankings, BNU is ranked the 277th among the world universities, and the 10th among Chinese mainland universities. In 2017, BNU has been listed in the "world-class universities", and 11 disciplines have been selected for China's "Double-First Class" Initiative. The disciplines of Education, Psychology, Chinese language and literature, Chinese history, Theater film & television, Geography graded A+ in the recent national evaluation.

At present, the university has established cooperative ties with about 500 universities and international organizations from more than 30 countries and regions. Each year, above 900 international professors and scholars are invited to lecture and research at the University. And BNU has around 2000 long-term international students, the scale of which ranks among top in China's universities.

Website: https://www.bnu.edu.cn/
About Faculty of Education, Beijing Normal University

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). 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 208 professorial and teaching staffs, 90% of whom are qualified at doctoral levels, including 87 full-rank professors and 80 associate professors. As an integral part of FOE, our student body is made up of 627 undergraduates, 668 full-time master’s students, 238 full-time doctoral students, 135 Ed.M. (summer program) students, 49 Ed.D. students, and 100 students in English-taught programs, with a total enrollment of 1817 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.

LEADING ACADEMICS

With excellence in academia as its goal, FOE has actively served as a productive research center for China’s educational studies. FOE consists of 13 academic institutions, including Institute of Education Theories, Institute of International and Comparative Education, Institute of Education History and Culture, School of Educational Technology, College of Education Administration, Institute of Curriculum and Pedagogy, Institute of Teacher Education, Institute of Education Economics, Institute (Department) of Early Childhood Education, Institute (Department) of
Special Education, Institute of Vocational and Adult Education, Institute of Higher Education, and Institute of Educational Psychology and School Counseling. These institutions shoulder the responsibilities of breaking new ground for educational research, nurturing graduates of distinction, enhancing academic structures and providing public services, etc. FOE also sponsors various highly regarded and rigorously peer-reviewed academic journals, including Comparative Educational Research, Education Journal, Teachers’ Education Research, and Chinese Teachers, which seek to disseminate China’s educational philosophy and present the achievements of the latest scientific research in the field of education.

**RESEARCH EXCELLENCE**

FOE serves to inform educational policy-making at national level and has exerted great impacts during the process. FOE is home to 17 inter-disciplinary centers, such as the Research Center of Comparative Education (National Research Base of Humanity and Social Science) (RCCE), the Research Center of Teachers Education (National Research Base of Humanity and Social Science) (RCTE), the MOE Project Research Center in SET E-learning and Educational Public Service Center (RCEEPS), and UNESCO International Research and Training Center for Rural Education (IRTCRE), just to name a few. These research centers produce cutting-edge research on national issues in education and develop solutions to challenging and pressing problems facing education.

**GLOBAL PRESENCE**

FOE is a high-end hub for international academic exchange. Up to now, FOE has signed bilateral or multilateral agreements with over 30 renowned universities worldwide. It has established the International Network of Educational Institution (INEI) along with other 9 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.

Website: https://fe.bnu.edu.cn/html/index.html