

The connections between activate participatory music learning and classroom inclusion

Wang, Luyi

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EDUCATIONAL PARADIGMS IN THE DIGITAL ERA

Interdisciplinary Research and
Globalization Trends

数字时代的教育构想
跨学科研究与全球化浪潮

2024.7.22-26
剑桥大学 教育系

22nd-26th July

Venue: Faculty of Education
University of Cambridge

Acknowledgement

致谢

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CONTENTS

目 录

2024CCEF Introduction	4
Theme	5
Forum Links	6
Forum Agenda	7
Monday, July 22 2024	7
Tuesday, July 23 2024	8
Wednesday, July 24 2024	9
Thursday, July 25 2024	10
Friday, July 26 2024	11
Keynote Speech 1: Frontiers in Education	12
Panel 1: Digital Transformation in Education Drive	14
Panel 2: Mental Health, Well-being and Education	17
Poster Session 1	20
Keynote Speech 2: Creativity in Education	22
Panel 3: Practice in Art Education	24
RoundTable Discussion 1: Face to Face with Journal Editors	27
Poster Session 2	30
RoundTable Discussion 2: Discussion on School Leadership	32
Panel 4: Language, Multilingualism, and Education	34
Early Career Research	37
Early Career Research 1	37
Early Career Research 2	40
Early Career Research 3	43
Early Career Research 4	46
Committee Members	49
Forum partners	60

2024 CCEF Introduction

2024年剑桥中国教育论坛介绍

数字时代的教育构想：跨学科研究与全球化浪潮

Educational Paradigms in Digital Era: Interdisciplinary Research and Globalization Trends

剑桥中国教育论坛（CCEF）成立于 2018 年，是由剑桥大学教育系指导的学术交流平台。我们致力于搭建中国教育与全球沟通对话的桥梁，分享教育领域尖端研究与实践信息，以促进中外教育交流合作。论坛通过主旨演讲、分论坛等形式，推动教育政策制定者、研究者、实践者及社会各界人士对中国教育的讨论和支持。本届论坛计划于 2024 年 7 月线上线下同时举行。我们预计将有约 60 位演讲嘉宾，以及 2000 至 3000 名注册参与者，包括来自中国、英国和全球的政府政策制定者、学校领导、教育研究人员和一线教师。我们的目标是通过此学术交流平台，就国际化、多元化和数字化背景下的教育所面临的挑战和机遇进行有意义的对话。CCEF 2024 将包括两个主旨演讲论坛；两个圆桌论坛；四个主要分论坛；十六个青年学者论坛；两场海报展示以及多场预热论坛。

Cambridge China Education Forum (CCEF) was established in 2018 and is an academic exchange platform guided by the Faculty of Education at the University of Cambridge. We are dedicated to building a bridge for dialogue and communication between Chinese education and the global community, sharing cutting-edge research and practice in the field of education to promote educational exchange and cooperation between China and other countries. The forum facilitates discussions and support for Chinese education among education policymakers, researchers, practitioners, and people from all walks of society through keynote speeches, sub-forums, and other formats. This forum is planned to be held offline/online in July 2024. We anticipate approximately 60 guest speakers and 2000 to 3000 registered participants, including government policymakers, school leaders, educational researchers, and frontline teachers from China, the UK, and around the world. Our goal is to engage in meaningful dialogue about the challenges and opportunities in education under the contexts of internationalization, diversification, and digitalization. CCEF 2024 will feature two keynote forums; two roundtable forums; four main sub-forums; sixteen youth scholar forums; two poster sessions, and several pre-forum discussions.

Theme 主题

Educational Paradigms in the Digital Age: Interdisciplinary Research and Global Trends

Venue and Date:

July 22-26, 2024, Faculty of Education, Cambridge, United Kingdom

Main Objectives:

1. To provide an international platform for educators, practitioners, students, and others interested in education, promoting active communication and dissemination of contemporary knowledge/thoughts in education between China and the UK.
2. To offer young scholars interdisciplinary experiences and networking opportunities through the Cambridge platform.
3. To explore new potentials and insights for current educational practices in various contexts, including schools, homes, and public spaces.

Conference Overview:

This is a major event of the Cambridge China Education Forum (CCEF), established in 2018 by graduate students at the University of Cambridge, supported by leading scholars in The Cambridge China Education Forum (CCEF) was established in 2018 and is an academic exchange platform guided by the Faculty of Education at the University of Cambridge. We are dedicated to building a bridge for dialogue and communication between Chinese education and the global community, sharing cutting-edge research and practice in the field of education to promote educational exchange and cooperation between China and other countries. The forum facilitates discussions and support for Chinese education among education policymakers, researchers, practitioners, and people from all walks of society through keynote speeches, sub-forums, and other formats.

This forum is planned to be held offline in July 2024. We anticipate approximately 60 guest speakers and 2000 to 3000 registered participants, including government policymakers, school leaders, educational researchers, and frontline teachers from China, the UK, and around the world. Our goal is to engage in meaningful dialogue about the challenges and opportunities in education under the contexts of internationalization, diversification, and digitalization. CCEF 2024 will feature two keynote forums; two roundtable forums; four main sub-forums; sixteen youth scholar forums; two poster sessions, and several pre-forum discussions.

Forum Links

论坛链接

Online Meeting

<https://us06web.zoom.us/j/81370325615?pwd=24KoKc4rkebyvg7KlpXoPTrCbJi8uP.1>

Meeting ID: 813 7032 5615

Passcode: 336026

Contact Information:

WeChat Official Account: CCEForum

Website: <http://www.cambridgecef.net/>

Email: ccef@educ.edu.com

Location & Rooms:

Location: Faculty of Education, University of Cambridge

Address: 184 Hills Road, Cambridge

Post Code: CB2 8PQ

Rooms:

Main Room: GS4&5

Early Career Researcher Panel: 2S3/4/5/7

Food: GS1

Poster: 1S3

We provide morning tea (9:00-10:30); Lunch (12:00-13:30); afternoon tea (15:00-15:50) on July 23rd; 24th; 25th. Morning tea (9:00-10:30) on July 26th.

● Forum Agenda

Monday, July 22 2024

论坛日程安排

Day 1:

BST 10:00-17:00

CST 17:00-19:00

Ground Floor's Reception Table, Faculty of Education



Forum Agenda

Tuesday, July 23 2024

论坛日程安排

Time & Location	Contents
BST 9:30-10:00 CST 16:30-17:00	Opening Ceremony
Tea Break	
BST 10:30-12:00 CST 17:30-19:00 Location: GS4&5	Keynote Speech: Frontiers in Education BST 10:30-11:15 CST 17:30-18:15 Prof. Rupert Wegerif BST 11:15-12:00 CST 18:15-19:00 Prof. Zhongying Shi
Lunch	
BST 13:30- 14:50 CST 20:30-21:50 Location: GS4&5	Panel: Digital Transformation in Education Drive BST 13:30-14:00 CST 20:30-21:00 Prof. Huan Song BST 14:00-14:25 CST 21:00-21:25 Prof. Qiong Wang BST 14:25-14:50 CST 21:25-21:50 Dr. Steve Watson
BST 15:10- 16:30 CST 22:10-23:30 Location: GS4&5	Panel: Mental Health, Well-being and Education BST 15:10-15:40 CST 22:10-22:40 Prof. Paul Ramchandani BST 15:40-16:05 CST 22:40-23:05 Prof. Binbin Chen BST 16:05-16:30 CST 23:05-23:30 Dr. Jun Wei
Tea Break	
16:50-17:50 Location: 1S3	Poster Session 1



Forum Agenda

Wednesday, July 24 2024

论坛日程安排

Time & Location	Contents
Tea Break	
BST 10:00-12:00 CST 17:00-19:00 Location: GS4&5	Keynote Speech: The Cultivation of Creativity BST 10:00-10:40 CST 17:00-17:40 Prof. Trevor Robbins BST 10:40-11:20 CST 17:40-18:20 Prof. Pamela Burnard BST 11:20-12:00 CST 18:20-19:00 Prof. Guangcai Yan
Lunch	
BST 13:30- 14:50 CST 20:30-21:50 Location: GS4&5	Panel: Practice in Art Education BST 13:30-14:00 CST 20:30-21:00 Prof. Pamela Burnard BST 14:00-14:25 CST 21:00-21:25 Dr. Morag Morrison-Helme BST 14:25-14:50 CST 21:25-21:50 Prof. Liang Shen
BST 15:10- 16:40 CST 22:10-23:40 Location: GS4&5	Roundtable Discussion: Face to Face with Journal Editors Chair: Dr. Dan Zhang Speakers: Prof. Michelle Ellefson Prof. Wen Wen Prof. Caiyun Zhang Ms. Miao Zhang
Tea Break	
16:50-17:50 Location: 1S3	Poster Session 2



Forum Agenda

Thursday, July 25 2024

论坛日程安排

Time & Location	Contents
Tea Break	
BST 09:00-10:30 CST 16:00-17:00 Location: GS4&5	Roundtable Discussion: School Leadership Discussion Chair: Dr. Ziyin Xiong Speakers: Prof. Jiangpeng Tang Dr. Carolyn Dunn Dr. Peter Xia
BST 10:50-12:10 CST 17:50-19:10	Panel 3: Language , Multilingualism, and Education BST 10:50-11:20 CST 17:50-18:20 Prof. Bingham Zheng BST 11:20-11:45 CST 18:20-19:45 Dr. Sara Young BST 11:45-12:10 CST 18:45-19:10 Dr. Phung Dao
Lunch	
BST 13:40-15:00 CST 20:40-22:00 Location: 2S3&2S4&2S5&2S7	Early Career Session 1
Tea Break	
BST 15:30-16:50 CST 22:30-23:50 Location: 2S3&2S4&2S5&2S7	Early Career Session 2

Forum Agenda

Friday, July 26 2024
论坛日程安排

Time & Location	Contents
Tea Break	
BST 09:00-10:20 CST 16:00-17:20 Location: 2S3&2S4&2S5&2S7	Early Career Session 3
BST 10:40-12:00 CST 17:40-19:00 Location: 2S3&2S4&2S5&2S7	Early Career Session 4
BST 12:10-12:30 CST 19:10-19:30	Closing Ceremony
Break	
BST 19:30-21:00 CST 02:30-04:00	Location: J2, Cambridge Junction Interactive Theatre Performance: IHuman

Keynote Speech

主旨演讲

23rd July

Keynote Speech 1: Frontiers in Education

BST 10:30- 12:00 CST 17:30-19:00

GS4&5

Promoting deep exchanges between Chinese and British educational institutions is a key focus of our forum. In this plenary session, we have the honor of hosting top industry experts, led by Professor Rupert Wegerif, Director of the Future Research Laboratory in the Education Department at the University of Cambridge, who is a seasoned expert in educational technology. We are also privileged to welcome Professor Shi Zhongying, Dean of the Institution of Education at Tsinghua University and an expert in Chinese educational philosophy. This keynote panel will share the latest research achievements and trends in the field of education. The forum does not set a specific theme, aiming to explore various possibilities and innovations in the new developments of education from a broader perspective, both domestically and internationally. This macro-level introduction seeks to build a diversified platform to foster in-depth exchanges and collaborations among scholars, researchers, and practitioners, collectively advancing the discipline of education.

BST 10:30-11:15 CST 17:30-18:15

Prof. Rupert Wegerif



Rupert Wegerif is a Professor at the Faculty of Education, University of Cambridge, Founder and Academic Director of the Digital Education Futures Initiative (DEFI), Member of the Steering Group of Cambridge Educational Dialogue Research (CEDiR). He has published many influential academic articles and books in the fields of educational theory, educational psychology, and educational technology. His research interests include digital education, dialogic education, computer-supported collaborative learning, collective intelligence, and design-based research. He offers a new approach to education in the Internet age: education as expanding dialogic space.

Prof. Zhongying Shi

Professor Shi Zhongying is dean of Institute of Education at Tsinghua University as well as president of the council of Beijing Mingyuan Institute of Education. His research interests span a wide range, including basic education, educational philosophy, educational reform, and philosophy of higher education. He has led many important research projects funded by Ministry of Education and National Social Science Fund of China,. His academic contributions are extensive, including over 200 articles and monographs such as The Cultural Characteristics of Pedagogy, Transformation of Knowledge and Educational Reform, Philosophy of Education, The Responsibility and Pursuit of Philosophy of Education and Through the Jungle of Concepts in Education. He is also the chief editor of Research on John Dewey's Educational Philosophy, Educational thoughts of Huang Ji and Portraits of Chinese Educationists after 1949 as well as the translator of Philosophical Foundations of Education and Of Human Potential.



Panel Introduction

分论坛介绍

23rd July

Panel 1: Digital Transformation in Education Drive

BST 13:30- 14:50 CST 20:30-21:50

Location: GS4&5 Faculty of Education

In 2023, internet technology experienced explosive growth. Generative AI tools, represented by ChatGPT, created a global sensation, followed closely by China's Wenxin Yiyan and Xinghuo large models. Additionally, educational technology companies, both domestic and international, such as Khan Academy, Duolingo, TAL Education Group, and NetEase Youdao, quickly applied large language models to teaching practices across various subjects. Furthermore, Apple and Meta launched mixed reality (XR) products, blurring the lines between virtual reality (VR) and augmented reality (AR), bringing new possibilities to the educational metaverse.

As a broad and continuously evolving field, the goal of educational technology is to integrate the latest technological advancements to provide more efficient, innovative, and personalized solutions for education, leading us into a more flexible, intelligent, and globalized learning environment. However, while internet technology, especially artificial intelligence (AI), brings new opportunities to education, it also presents unprecedented risks and challenges. We need to approach the digital transformation of education with a more cautious attitude and meticulous instructional design. How should teacher education respond to the opportunities and challenges of the AI era? What innovative applications exist in China's basic education? How should we understand the transformative role of technology in education from a globalized and theoretical perspective? This sub-forum aims to provide a space for discussing these issues.

Amid the rapid development of technology, we look forward to China joining hands with the world to fully leverage technological advantages, leading educational innovation and development, and creating more intelligent and personalized learning experiences for learners. Against the backdrop of the global digital transformation of education, this forum provides a platform for interdisciplinary discussions on educational technology, encouraging researchers to think and dialogue from various disciplinary perspectives, promoting the innovation and development of educational practices.

Panel I

BST 13:30-14:00 CST 20:30-21:00

Prof. Qiong Wang

Prof. Qiong Wang, Ph.D. in Computer Software, a Second-Level Professor and Doctoral Supervisor at the Graduate School of Education, Peking University. She is the Director of the National Intelligent Social Governance (Education) Special Experimental Base at Peking University and the Director of the Ministry of Education's Virtual Teaching and Research Office for Enhancing Information Technology Teaching Capabilities. From 2015 to 2019, she dedicated herself to organising and building 50 MOOCs to improve teachers' teaching abilities, with a total registration of over three million participants, generating significant social impact. Her recent research interests include studying the impact of the next generation of artificial intelligence on education, constructing an educational system for lifelong learning for all, researching group learning processes and sustainable development mechanisms, and children's programming and AI literacy education.



BST 14:00-14:25 CST 21:00-21:25

Prof. Song Huan (Online)



Professor Song Huan has concurrently served as Young Scholars of National Major Talent Project, the seventh batch of national high-level talent special support plan for young top talents, vice director of Faculty of Education, Beijing Normal University, vice director of Department of Basic Education Development and Management, Beijing Normal University, and vice director of Center for Teacher Education Research, Beijing Normal University. His research field is teacher education. He has hosted nearly 20 research projects, published over 100 academic papers in SSCI and CSSCI and multiple books, led 4 educational reform projects.

Dr. Steve Watson



Dr. Steven Watson is an Associate Professor at the Faculty of Education, University of Cambridge. He is also the Head of Education Research at the Glenlead Centre, the Principal of Steven Watson Academic Consultancy, and a Foreign Expert at Beijing Normal University. Additionally, he serves as the Associate Executive Editor of the Cambridge Journal of Education. Steven's practical involvement includes the professional development of teachers, the role of social media, and the influence of populism and science on education policy in England and Australia. More recently, his research has focused on the integration of AI and ChatGPT in education.

Panel 1

Panel Introduction

分论坛介绍

23rd July

Panel 2: Mental Health, Well-being and Education

BST 15:10-16:30 CST 22:10-23:30

Location: GS4&5 Faculty of Education

The Panel of Mental Health, Well-being, and Education will primarily focus on in-depth discussions surrounding the intersection of mental health and education. It will emphasize effective integration of intermediary measures centered around mental health or well-being in diverse educational environments, to comprehensively support students' overall development.

Mental health and well-being constitute fundamental components of students' holistic development, profoundly impacting academic performance, social skills, and emotional resilience. Recent research in this field has increasingly revealed the significant influence of mental health on various aspects such as learning outcomes, social interactions, emotional regulation, and behavioral adaptation, underscoring the crucial roles of families and schools in promoting psychological well-being and mental health. Families, as students' initial social environment, exert profound effects on children's mental health and well-being; schools, on the other hand, play pivotal roles in providing psychological support, creating positive learning environments, and fostering students' social skills.

Moreover, mental health has become a pivotal topic in contemporary society, influencing personal and collective happiness and societal functioning. Faced with rapidly changing social environments and increasingly complex mental health challenges, the education system should assume greater responsibility in assisting students in coping with various psychological issues, thereby promoting their overall development and social adaptability.

Panel 2

This Panel will encompass critical topics such as early childhood development, family education, and adolescent development. Specific topics include the role of parent-child interaction in early childhood development and strategies for preventing emotional and behavioral issues; the impact of family dynamics (e.g., China's two-child policy) on children and adolescents' development, and so on.

Our speakers will share profound insights and latest research findings on these topics, exploring the influence of mental health on students' learning processes, integrating well-being concepts into educational curricula, and innovative approaches to supporting students' mental health. This discussion aims to inspire new perspectives and contribute to advancing knowledge in this crucial field.

BST 15:10-15:40 CST 22:10-22:40

Prof. Paul Ramchandani



Prof. Paul Ramchandani is LEGO Professor of Play in Education, Development and Learning at Cambridge University, UK. He is Director of the PEDAL Research Centre, where he leads a research team investigating the role of play in children's early development. He also works as a Consultant Child and Adolescent Psychiatrist in the UK National Health Service.

Prof. Ramchandani's research is focused on early child development and he has a particular interest in child and parental play and also the prevention of emotional and behavioural difficulties. Much of this work has explored the role of fathers, as well as mothers, in children's lives and development and includes the development and testing of psychological interventions and detailed observational studies of parents and young children.

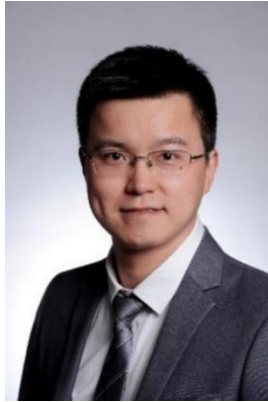
BST 15:40-16:05 CST 22:40-23:05

Prof. Bin-Bin Chen

Prof. Bin-Bin Chen, PhD, is a Professor and Department Head in the Department of Psychology at Fudan University, China. He is a Visiting Fellow at Hughes College, University of Cambridge. His research interests include various aspects of family relationships and the social and emotional development of children and adolescents in Chinese contexts. He has publications in such journals as *Developmental Psychology*, *Development and Psychopathology*, *Journal of Family Psychology*, and *Child Development Perspectives*. He is Associate Editor of the *Journal of Research on Adolescence*. In 2023 he received the SRCD Asian Caucus Early Career Award.



Dr. Jun Wei



Dr. Jun Wei is currently an associate professor and PhD supervisor of Institute of Education, Tsinghua University. He received PhD degree in the Chinese University of Hong Kong, majoring in educational psychology. His research mainly focus on parenting and youth development, collaboration of family, school and community in education, and college students adjustment. He serves as an editorial board member of SSCI journal International Journal of Educational Research, reviewer editor of Frontiers in Psychology, and ad hoc reviewers of international and domestic top-tier academic journals. He hosted and participated in a number of national, provincial and ministerial level research projects, and teaches courses including

Educational Psychology, Application of Structural Equation Modeling, and Educational Big Data and Learning Analytics. He was honored the Excellent Mentor title in 2022.

Panel 2

Poster Session

23rd July

Poster Session 1

BST 16:50-17:50 CST 23:50-24:50

Location: 1S3 Faculty of Education

1.Title: The Cognitive Models of Mid-Level Leaders in China's Digital Education Shift

Authors: Xiaowei Song^{*1}

Affiliation: 1. Peking University

2.Title: Psychological and Socio-Scientific Factors Influencing Social Sciences Students' Use of Generative AI in Academic Studies

Authors: Xiaoxuan Li^{*1}

Affiliation: 1. University of Oxford

3.Title: The Changes of Students' Long-term Motivation Affected by Using Gamified Quizzes as a Formative Assessment Tool on an EFL Reading Course in a Chinese University

Authors: Rui Yan^{*1}, Reka Ratkaine Jablonkai¹

Affiliation: 1. University of Bath

4.Title: Using AI Chatbot to Improve University EFL Students' Speech Script Writing Quality and Critical Thinking Skills

Author: Zhang Meng^{*1}

Affiliation: 1. Sichuan International Studies University

5.Title: Interdisciplinary teaching and research: a possible form of “teacher growth community”

Author: Youqin Tong ^{*1}

Affiliation: Beijing Normal University & Huashanlu Primary School in Hefei

6.Title: Visual Analysis of Design Elements of Existing Course Materials: Using Motion Graphics to Support English Classroom Teaching in Chinese Primary Schools

Author: Zijun Li^{*1}

Affiliation: 1. Lancaster University

7.Title: The Role of Applied Theatre in Exploring Multicultural Narratives and Community Building: A Case Study of the 'Multicultural – is that me?' Project Involving Immigrants in Bergen, Norway

Author: Chaohui Pang^{*1}

Affiliation: 1. Shanghai Theatre Academy

8. Title: The theory and practice of music education in China's pre-Qin period - a study centered on "Book of Rites·Yue Ji"

Author: Yongsheng Duan^{*1}

Affiliation: 1. Xianyang Normal University

9. Title: Flying for real: The application of Uta Hagen acting methods in Dunhuang Dance “Flying Apsaras”

Author: Kaidi Li^{*1}

Affiliation: 1. Shanghai Theatre Academy

10. Title: Tradition versus Contemporary: An Empirical Study on the Expression of Hakka Culture in Chinese Dance Class

Author: Dejing Kong^{*1}, Yanue To^{*2}

Affiliation: 1. City University of Macau; 2. Guangdong University of Foreign studies college of art

11. Title: Rural Female Students Through AI: A Multifaceted Approach to Bridging Gender Disparities in Education

Authors: Chi Tak Jamie Chin^{*1}, Yichen Tao^{*2}

Affiliation: 1. University of Hong Kong; 2. Breeze Academy

Keynote Speech

主旨演讲

24rd July

Keynote Speech 2: Creativity in Education

BST 10:30- 11:20 CST 17:30-18:20

Location: GS4&5 Faculty of Education

Creativity is immensely important for talent development and educational reform. It fuels innovation and problem-solving skills, enabling students to navigate and adapt to rapidly changing environments. This panel is dedicated to unfolding the complex dimensions of creativity within educational systems and its consequential impacts on various industries. In this panel, speakers from different academic areas will discuss their research about creativity from various angles, including the neurological underpinnings of creativity, exploring how brain function supports creative thought processes in educational settings. Following this, our second speaker will discuss the importance of recognizing a diversity of creative expressions, examining why this pluralism is crucial for advancing both educational methods and industrial innovation. Finally, the perspective from higher education will illuminate how creativity is cultivated at the tertiary level and its importance in preparing students for future challenges. This panel promises a comprehensive exploration of how creativity is woven into the fabric of learning and beyond.

BST 10:00-10:40 CST 17:00-17:40

Prof. Trevor Robbins



Prof. Trevor Robbins is the Professor of Cognitive Neuroscience at the University of Cambridge. He was formerly Professor of Experimental Psychology and Head of Department at Cambridge from October 2002-October 2017, and the Director of the Behavioural and Clinical Neuroscience Institute (BCNI). Prof. Trevor Robbins is a Fellow of the British Psychological Society (1990), British Pharmacological Society (2017), the Academy of Medical Sciences (2000) and the Royal Society (2005). He has been President of the European Behavioural Pharmacology Society (1992-1994) and he won that Society's inaugural Distinguished Scientist Award in 2001. He was also President of the British Association of Psychopharmacology from 1996 to 1997. Prof. Trevor Robbins's research interests span the areas of cognitive neuroscience, behavioural neuroscience and psychopharmacology. His main work focuses on the functions of the frontal lobes of the brain and their connections with other regions. Prof. Trevor Robbins has been included on a list of the 100 most cited neuroscientists by ISI.

Prof. Pamela Burnard

Pamela Burnard is a Professor of Arts, Creativities, and Educations at the University of Cambridge's Faculty of Education (www.educ.cam.ac.uk/people/staff/Burnard/). As a Fellow of the Royal Society of Arts (RSA), a Fellow of the Chartered College of Teaching in the UK, and a Fellow of the International Society for Creativity and Innovation Studies (ISSCI), Professor Burnard has published a total of 20 books and over 100 articles. Her works have significantly advanced diverse theories and practices of creativity across different educational sectors and levels, impacting early childhood education, primary, secondary, vocational education, higher education, and the creative and cultural industries. Additionally, she serves as co-editor of the renowned academic journal in arts education, *Thinking Skills and Creativity*.



Panel Schedule 分论坛日程

24rd July

Panel 3

Panel 3: Practice in Art Education

BST 13:30- 14:50 CST 20:30- 21:50

Location: GS4&5 Faculty of Education

The Practice in Art Education Panel focuses on exploring how scholars and educators from China and the UK integrate the theories and practices of art education in different contexts. This topic encompasses multiple dimensions, including culture, society, pedagogy, contemporary art, public engagement, and community building. The aim of this panel is to promote in-depth exchanges between the academic and teaching practice communities and to explore new trends and potential possibilities in the field of art education.

In contemporary times, the purpose of art education has transcended traditional aesthetic education and skills training. However, it now places greater emphasis on fostering individual creative thinking and seeks to serve as a source of inspiration for driving social change. This shift endows the theory of art education with deeper significance in practical applications and settings across school education, community art activities, and museum spaces. Moreover, the complexity of art education practice propels the continuous development of theory and research. Faced with diverse educational environments and societal needs, scholars and practitioners must constantly reflect on and refine existing theories to adapt to the evolving educational landscape. This mutual reinforcement of theory and practice has become a significant research trend in the field of art education in recent years.

This panel provides an open platform for exchange, inviting numerous leading figures in art education from China and the UK to share their practical experiences and theoretical research across different disciplines, social, and cultural contexts. These exchanges will not only facilitate the sharing of knowledge and the clash of ideas but also help participants broaden their horizons and inspire new thinking and creativity.

BST 13:30-14:00 CST 20:30-21:00

Prof. Pamela Burnard



Pamela Burnard is a Professor of Arts, Creativities, and Educations at the University of Cambridge's Faculty of Education (www.educ.cam.ac.uk/people/staff/Burnard/). As a Fellow of the Royal Society of Arts (RSA), a Fellow of the Chartered College of Teaching in the UK, and a Fellow of the International Society for Creativity and Innovation Studies (ISSCI), Professor Burnard has published a total of 20 books and over 100 articles. Her works have significantly advanced diverse theories and practices of creativity across different educational sectors and levels, impacting early childhood education, primary, secondary, vocational education, higher education, and the creative and cultural industries. Additionally, she serves as co-editor of the renowned academic journal in arts education, *Thinking Skills and Creativity*.

BST 14:00-14:25 CST 21:00-21:25

Dr. Morag Morrison-Helme

Dr. Morag Morrison-Helme has been working in the Faculty of Education since 2002. She supervises and lectures on undergraduate, graduate and postgraduate courses in Teacher Education, Drama, Creativity and Arts Education. Morag, has taught Drama and Applied Theatre across a range of settings in Australia, the United Kingdom Sweden, Kazakhstan and China. Her research interests lie in the conceptual area of experiential and embodied learning linked to pedagogic praxis and transformative learning. Morag has been involved in on-going research in Conflict Management, Pupil Voice and Democratic Teaching and Learning through the Applied Theatre. She has developed a number of research projects including an exploration of the role peer teaching may be able to play in re-engaging disaffected girls, and conflict education through Drama. Morag's most recent teaching and research activities have been linked to transformative learning in a wide range of Professional Development contexts including pre-service Secondary Teacher Education in the UK, a major programme of teacher reform in the republic of Kazakhstan, Nursing Education in Sweden and most recently English Second Language Teacher Education in China, where she is exploring how Drama pedagogy may support Second language acquisition.



BST 14:25-14:50 CST 21:25-21:50

Prof. Liang Shen



Shen Liang is a Professor at Shanghai Theatre Academy, where he also serves as the Director of the Academic Affairs Office and the Director of Postgraduate Studies. He is a prominent member of the inaugural National Committee for Arts Education in Primary and Secondary Schools and the director of the 5th National Conference for Arts Education Promotion. Prof Shen's primary research interests revolve around pedagogic practices in drama education, with a particular focus on the Chinese context. Some of his recent publications include "The Application of Drama" in the Encyclopaedia of China (Third Edition), as well as drama education textbooks designed for primary and secondary schools.

Panel 3

24th July

RoundTable Discussion 1: Face to Face with Journal Editors

BST 15:10-16:40 CST 22:10-23:40

Location: GS4&5 Faculty of Education

The roundtable discussion titled "Face-to-Face with Journal Editors" brings together prominent journal editors to provide an invaluable platform for scholars and researchers. This session will delve into the intricacies of the publication process, offering practical advice on manuscript preparation, navigating submission guidelines, and understanding the peer review system.

The guest speakers will share their experiences as editors of internationally authoritative journals in the field of education and series editors of higher education books. They will discuss the pros and cons of different publication formats such as books, book chapters, and journal articles. The journal submission process from an editor's perspective will be detailed, offering early-career researchers, such as PhD students, insights into what journal editors look for in submissions, how to maximize the chances of acceptance, and how to increase engagement and impact after publication.

Chair: Dr. Dan Zhang



Dr. Dan Zhang is an Associate Professor at the Institute of International and Comparative Education, Faculty of Education, East China Normal University. She is also the Director of the Inclusive Education Research Center. Dr. Zhang is recognized as a Shanghai Shuguang Scholar and is a Member of the KPP and CCHER Research Centers at the Department of Education, University of Cambridge. Additionally, she is a Visiting Fellow at Wolfson College. She holds a PhD in Sociology from the Max Weber Center for Social Science at École Normale Supérieure de Lyon, France. Her research interests encompass a comparative perspective on global, national, and local education policies; educational equity for migrant children and gender socialization; and the internationalization of higher education reforms in France.

Speakers: Prof. Michelle R Ellefson

Michelle Ellefson is a Professor of Cognitive Science at the Faculty of Education, University of Cambridge. She serves as a Fellow, Undergraduate Tutor, and Director of Studies in Education for Gonville and Caius College. She holds the position of Director for the ESRC (Economic and Social Research Council) CAM-DTP (Cambridge Doctoral Training Partnership). In addition, she is a member of the Psychonomic Society, Cognitive Science Society (CogSci), Women in Cognitive Science (WiCS), and SPARK Society. Professor Michelle Ellefson is PI for the INSTRUCT Lab (INSTRUCT: Implementing New Student Resources Using Cognitive Theory) and has scientific interests in cognition, neuroscience, child development, and education. Professor Ellefson has contributed significantly to the field of cognitive science, having published numerous influential papers. Her work integrates cognitive science into a multi-disciplinary research programme aimed at enhancing mathematics and science education.



Prof. Wen Wen



Wenwen is a Professor at the Institute of Education Research and the Director of the Institute of Higher Education at Tsinghua University. She is also a Fulbright Senior Visiting Scholar at Harvard University, a standing director of the Sociology of Education Committee of the Chinese Sociological Association, and a director of the Higher Education Committee of the Chinese Society of Education. Her main research areas include the basic theories of higher education, sociology of education, and international and comparative higher education. She has published over 60 papers in CSSCI and SSCI journals, authored four academic books in Chinese and one in English, and led multiple projects funded by the National Natural Science Foundation of China, the National Social Science Fund of China, and provincial and ministerial level projects.

Prof. Caiyun Zhang

Prof. Caiyun Zhang, Research Fellow of National Institute of Education Sciences, editor-in-chief of the Journal of Educational Research. She also serves as a member of the Chinese Society of Education and the Vice Chairman and Secretary-General of the Educational Theory Publications Branch of the Chinese Society of Education. Her research mainly focuses on education policy, supervision and evaluation, and the psychological development of teachers and students, etc.



Ms. Miao Zhang



Ms. Miao Zhang currently serves as the executive associate editor of ECNU Review of Education (ROE). She holds a Master degree from the University of York, United Kingdom, and has over 10 years of experience in international publishing. Prior to joining East China Normal University, she held a senior editor position at Springer Nature publishing group, served as the editor for education journals and books in Greater China and as the book editor in East Asia.

Poster Session

24rd July

Poster Session 2

BST 16:50-17:50 CST 23:50-24:50

Location: 1S3 Faculty of Education

12. Title: Research on Enhancing Intrinsic Motivation of Teacher Mobility in Japan: A Discussion on Its Interaction with Professional Development

Author: Wu Xuan ^{*1}

Affiliation: 1. East China Normal University

13. Title: Narrow the Gap Between Urban and Rural Education Resources by Projected-Based Learning

Authors: Gong Qing^{*1}

Affiliation: 1. East China Normal University

14. Title: An exploratory qualitative case study of the Community of Practice for delivering Global Citizenship Education in the city of Edinburgh

Author: Haley Chen^{*1}

Affiliation: 1. University of Edinburgh

15. Title: Formation Mechanism of Teachers' Innovative Behavior: A Fuzzy-set Qualitative Comparative Analysis to the finalists for Global Teacher Prize

Author: Runxin Liu^{*1} & Jie Wang¹

Affiliation: 1. Shanghai Normal University

16. Title: How to Reach Global Equality in Education: The Dilemma of Fostering International Mindedness in International Education

Author: Yuezhu Wu^{*1}

Affiliation: 1. East China Normal University

17. Title: Interrelationship between Entrepreneurial Alertness and Intention among University Students: A Moderated Mediation Model

Author: Shuyi Zhou^{*1}

Affiliation: 1. Zhejiang University

18. Title: A Study of the Relationship between Exercise and Mathematical Cognitive Ability and Potential Mechanisms of Occurrence

Authors: 1.Yipeng Wang^{*1}, 2.YU JIE^{*1}

Affiliation: 1. Zhejiang University

19. Title: Facilitating Learners' Self-assessment during Formative Writing Tasks using Writing Analytics Toolkit

Authors: Luzhen Tang^{*1}, Kejie Shen¹, Yizhou Fan^{2&1}

Affiliation: 1. Peking University; 2. Monash University

20. Title: Exploring Effective Teacher-Student Questioning Patterns and Scoring in the Classroom: Evidence from Lag Sequential Analysis and Mixed-Effects Logit Models

Authors: Zhang Xin^{*1}, Le Huixiao¹

Affiliation: 1. Peking University

21. Title: An Intervention Mechanism for Promoting Academic Writing Strategies Based on Generative AI

Authors: Ying Wang^{*1}

Affiliation: 1. Fujian Normal University

25th July

RoundTable Discussion 2: Discussion on School Leadership

BST 09:00-10:30 CST 16:00-17:30

Location: GS4&5 Faculty of Education

In an era where traditional schooling is rapidly evolving and embracing innovation, the role of school principals has never been more critical. School leadership is vital for nurturing a positive school climate, ensuring quality education, and helping every student reach their full potential. This round table brings together school leaders from China and the U.K.—two distinct yet comparable education systems—to share insights, strategies, and best practices in school management. This discussion will explore the dynamic interplay between school environments and student success, enriching the global dialogue on effective educational leadership.

Chair: Dr. Ziyin Xiong



Dr. Ziyin Xiong, a lecturer and master's supervisor at the School of Education, Shanghai Jiao Tong University. She earned her PhD from the University of Toulouse, France, specializing in global education systems and teacher development. She holds a master's degree in International Development and Education from University College London and a bachelor's degree from Beijing Normal University. From 2019 to 2021, she worked as an Education Policy Consultant at the OECD. Dr. Xiong has participated in multiple international and national education projects and provided policy consultancy for the French-Chinese Education Innovation Center. In 2021, she joined

Shanghai Jiao Tong University, continuing her work in education research and policy. Recognized for her contributions, she was nominated as a young scientific talent by the Chinese Association for Science and Technology in 2023 and leads several government-funded educational projects.

Speakers: Prof. Jiangpeng Tang

Prof. Jiangpeng Tang is the vice president of the China Education Association and deputy director of the First Basic Education Teaching Guidance Committee of the Ministry of Education. He is also the Director of the Institute for Contemporary Education Studies at the Chinese University of Hong Kong (Shenzhen), a professor at Shanghai Jiaotong University, and the head principal of the Wuxi Education Group in Jiangsu Province. He is a member of the 13th National Committee of the Chinese People's Political Consultative Conference, a council member of the China Economic and



Social Council, a part-time professor at the Principal Training Center of Middle Schools under the Ministry of Education, and a mentor for the Ministry of Education's "Famous Principals Cultivation Plan" for the new era. He has received two first prizes and three second prizes for national basic education teaching achievements, and four special prizes for teaching achievements from the Jiangsu Provincial Government. He has authored over twenty volumes of junior and senior high school curriculum standard experimental textbooks and supplementary materials for the Su Education Edition and is an expert in the revision group for the Ministry of Education's "General High School Curriculum Plan."

Dr. Carolyn Dunn



Dr Carolyn Dunn graduated with a BSc in Chemistry and Earth Sciences from the University of Kent followed by a PhD in Surfactant Chemistry at the University of East Anglia sponsored by Unilever. Dr. Carolyn Dunn have a teaching PGCE from Homerton College, University of Cambridge. Dr. Carolyn Dunn have been in education over 30 years and in senior management positions for 20 years. She is currently Vice Principal Pastoral at Abbey College Cambridge. She teach Chemistry and am passionate about encouraging girls to study Chemistry. As the leader of the pastoral team Dr. Carolyn Dunn is responsible providing outstanding pastoral care for all students and developing the skills and qualities they need to become future global pioneers and leaders.

Dr. Peter Xia

Dr. Xia is a distinguished secondary school maths teacher and the Key Stage 3 Leader for Computer Science at Witchford Village College in Cambridge. In addition to his regular teaching duties, he offers the FMSQ (Free Standing Maths Qualification) Additional Mathematics course as an after-school club for ambitious KS4 students. Dr. Xia earned his PhD in Ultra-Precision Manufacturing from Cranfield University. He also holds a PGCE (Postgraduate Certificate in Education) and QTS (Qualified Teacher Status) from SCITT (School-Centered Initial Teacher Training) Cambridge. His diverse academic background enriches his teaching methodology, offering students innovative and effective teaching practices.



Panel Schedule 分论坛日程

25th July

Panel 4

Panel 4: Language, Multilingualism, and Education

BST 10:50-12:10 CST 17:50-19:10

Location: GS4&5 Faculty of Education

The Language Education Forum explores language and its application in educational contexts from an interdisciplinary perspective. This forum focuses on discussions around multilingual education and translation, aiming to provide critical and innovative insights into language education.

In today's globalised world, multilingualism is becoming increasingly common. However, monolingual teaching still predominates in classrooms. How will different linguistic cultures impact current language education classrooms? Meanwhile, the role of technology in language teaching is becoming more prominent, and its influence on students' engagement in the classroom deserves careful consideration.

Translation, as an extension of bilingualism/multilingualism, is characterised by the skilful coordination of multiple languages, aiming to bridge cultural gaps. Translation competence is often regarded as a crucial skill for bilinguals, involving various research focuses such as bilingual conversion, cognitive load, and executive functions.

This forum invites experts and scholars from different disciplines to engage in extensive discussions, thus providing insights into understanding bilingualism/multilingualism, informing language learning strategies, and developing new approaches in language education.

BST 10:50-11:20 CST 17:50-18:20

Prof. Bingham Zheng



Professor Bingham Zheng holds the Chair of Chinese and Translation Studies at the School of Modern Languages and Cultures, Durham University, where he also fulfils the roles of Director of the Centre for Intercultural Mediation and Associate Fellow at the Institute of Advanced Studies. He is an Honorary Fellow of the Chartered Institute of Linguists (CIoL) and a By-Fellow at Churchill College, Cambridge University. His research interests encompass cognitive translation and interpreting studies, and comparative translation studies. He has authored five books and more than 60 journal articles, and his recent contributions are featured in esteemed journals such as *Target*, *Translation Studies*, *Journal of Pragmatics*, *Brain & Cognition*, *Across Languages & Cultures*, *Perspectives*, and *Foreign Language Teaching & Research*. Professor Zheng is an Associate Editor of *Translation Studies*, and a member of editorial board for *Perspectives*, *Journal of Translation Studies*, and *Translation Quarterly*.

BST 11:20-11:45 CST 18:20-18:45

Dr. Sara Young

Dr Sara Young is a Lecturer in Education at IOE, UCL's Faculty of Education and Society, where she completed her doctorate in Applied Linguistics. Her research sits at the intersection of education, applied linguistics and migration, focusing in particular on multilingualism and identity construction amongst adolescents. Recent research projects include: *Bilingual Identity Construction amongst Jamaican Secondary School students (2023-4)*; *The Effects on Language Learning in Polish Complementary Schools in the UK during the Covid-19 Lockdown (2020-21)*. Sara has also worked within the UCL Centre for Language and International Education, and Royal Holloway, University of London. Prior to this, she taught TESOL (Teaching English to Speakers of Other Languages) and FLE (French as a Foreign Language) in Greece and Hungary.



Dr. Phung Dao



Phung Dao is an Assistant Professor at Faculty of Education, University of Cambridge, where he teaches MPhil/MEd courses in second language education and supervises PhD students. Before joining Cambridge, Phung was a senior Lecturer in TESOL and Applied Linguistics at Manchester Metropolitan University (2018-2022). He also taught Applied Linguistic courses University of Queensland (Australia), Concordia University (Canada) and An Giang University (Vietnam).

His research interests focus on instructed second language acquisition (ISLA), technology for language teaching and learning, learner engagement, Task-Based Language Teaching (TBLT), L2 pedagogy, and L2 teacher education. His publications appear in various flagship Applied Linguistic journals: Modern Language Journal, TESOL Quarterly, Studies in Second Language Acquisition, Language Teaching, Computer Assisted Language Learning, Language Teaching Research, Applied Linguistics Review, System and among others. His current research projects, funded by British Council and IELTS IDP Australia, investigate online L2 teaching in public schools,

Panel 4

25th July

Early Career Research 1

BST 13:40-15:00 CST 20:40-22:00

Topic: Opportunities, Applications, and Challenges in Smart Education

Location: 2S3 Faculty of Education

Title: Fostering student engagement in EFL learning through VR Digital Content Creation

Authors: Ming Chen^{*1}

Affiliation: 1. University of Bristol

Title: Opportunities, Applications, and Challenges in Smart Education

Authors: Sun Yuhao^{*1}

Affiliation: 1. University College of London

Title: The Effects of Augmented Reality Games on Academic Achievement: A Meta-Analysis of Control Group Studies

Authors: Shi Minghui^{*1}, Xie Chen¹

Affiliation: 1. East China Normal University

Topic: Translation Education and Research in the AI Era: Challenges, Opportunities, and Reflections

Location: 2S4 Faculty of Education

Title: Student voice and improving practice in EAL teaching and assessment

Author: James Underwood^{*1}

Affiliation: 1. University of Cambridge

Title: A Study on Curriculum Integration Applying Task-Based Language Teaching(TBLT) In A

Primary Private School in Macau

Author: Ka Na, Leong^{*1}

Affiliation: 1. Our Lady of Fatima Girls' School

Title: Investigating university students' use of self-made AI chatbots as personalized assistance tools in EFL writing

Authors: Li Danling^{*1}, Guo Kai²

Affiliation: 1. The Chinese University of Hong Kong, Shenzhen; 2. The University of Hong Kong

Title: The potential of GPT-4 in language test preparation: Investigating reading passage generation with zero-shot prompting

Author: Zhengqing Luo^{*1}

Affiliation: 1. Beijing Normal University

Topic: Art, Culture and Society

Location: 2S5 Faculty of Education

Title: Spatial Bildung of Ego and Social Ego: The 1990s Hong Kong Cinema as A Lens

Author: Yue Zhang^{*1}, Jiarui Bai²

Affiliation: 1. Hangzhou Normal University; 2. East China Normal University

Title: Exploring Scottish Country Dancing: Insights from the Royal Scottish Country Dance Society Community

Author: Yang Zhao^{*1}

Affiliation: 1. University of Edinburgh

Title: A comparative study of the localized applications of museum theater in China and the United States

Author: Rui Zhao^{*1}; Zhuotong Li²

Affiliation: 1. Shanghai Theatre Academy; 2. New York University

Topic: Education Staff Mental Health and Wellbeing

Location: 2S7 Faculty of Education

Title: Mindful Parenting and Adolescents' Behaviour Problems: The Moderating Role of Family Structure

Author: Qijia Wang^{*1}

Affiliation: 1. University of Cambridge

Title: Reframing teacher well-being: a case study and a holistic exploration through a Chinese lens

Author: Xinwei Wang^{*1}, Min Lin¹, Yingxin Ou¹

Affiliation: 1. Beijing Normal University

Title: Teachers' digital-related attributes, school working conditions, and technostress: Their structural relations with job satisfaction and well-being

Author: Kai Wang^{*1}

Affiliation: 1. Beijing Normal University

Title: Masculinity and Professional Well-Being: A Narrative Study of Male Primary School Teachers in the Context of Teaching Feminisation

Author: Qiya Fu^{*1}

Affiliation: 1. Xiamen University

25th July

Early Career Research 2

BST 15:30-16:50 CST 22:30-23:50

Topic: Digital Transformation and Paradigm Innovation in Education

Location: 2S3 Faculty of Education

Title: Responding to Generative Artificial Intelligence: Strategies and Practices of Top U.S. Universities

Authors: Lin Jie*¹

Affiliation: 1. Shanghai Jiao Tong University

Title: A Daoist Examination of AI: Critical Reflections

Authors: Zitong Wei*¹

Affiliation: 1. China Women's University

Title: Enhancing the Modernization of University Governance within the Framework of Digital Governance Theory: A Global Perspective

Authors: Zhuo Chen*¹

Affiliation: 1. Guangzhou University

Title: How Do Teachers Perceive Generative Artificial Intelligence: A Qualitative Study Based on Actor-Network Theory

Authors: Weiran(Willow) Wu^{1*}, Guoyu Song, Min Lin¹, Zhiqing Yang¹

Affiliation: 1. Beijing Normal University

Topic: Cognitive Sciences in Education

Location: 2S4 Faculty of Education

Title: Characterising Chinese undergraduate students' empathising-systemising profiles: a person-centred approach

Author: Yishu Qin*¹, Da-Wei Zhang²

Affiliation: 1. Yangzhou University; 2. Monash University Malaysia

Title: Cognitive Biases in Career Decision-Making Processes: Concept, Structure, and Measurement

Author: Jiajia Hou*¹

Affiliation: 1. Zhejiang Normal University & Fudan University

Title: Investigating the Effects Of Rater Experience And Reference Material On Assessment Of Consecutive Interpreting

Authors: Shirong Chen*^{1&2}, Chao Han³

Affiliation: 1. Xiamen University 2. Durham University 3. National University of Singapore

Title: Simultaneous Interpreting Training Significantly Enhances Selective Attention

Author: Minxia Hu*¹

Affiliation: 1. Sichuan University

Topic: Practice-based Research in Arts Education

Location: 2S5 Faculty of Education

Title: The connections between activate participatory music learning and classroom inclusion

Author: Luyi Wang*¹

Affiliation: 1. Bangor University

Title: A Poetic Odyssey: Student-writers' learning experience and agency in a Master of Fine Arts Programme in Hong Kong

Author: Yilin Tang*¹

Affiliation: 1. University of Cambridge

Title: How Students Understand Theory Applied in Practice-based Research in Fashion Education in China

Author: Tingwei Wang*¹

Affiliation: 1. Wuhan College of Foreign Languages and Foreign Affairs

Topic: Research on Children and Young People's Mental Health

Location: 2S7 Faculty of Education

Title: Understanding and cultivation of nature connectedness in China: an analysis of national civic education textbooks

Author: Xiaoting Yu*¹

Affiliation: 1. Zhejiang Normal University

Title: Myopic Personality' of Adolescents and Its Urban-Rural Differences: Empirical Evidence from the China Education Panel Survey

Author: Sihui Du^{*1}, Wanrong Xu¹

Affiliation: 1. Peking University

Title: Academic Difficulties in Different Subjects and Depression: The Mediating Role of Academic Self-Efficacy

Author: Li Yang^{*1}

Affiliation: 1. Tsinghua University

Early-Career Researchers

Panel Introduction 青年学者分论坛简介

26th July

Early Career Research 3

BST 09:00-10:20 CST 16:00-17:20

Topic: Arts and Interdisciplinary Research

Location: 2S3 Faculty of Education

Title: From Self to Selfie: The Study of Artists' Response to Self-Representation in the Social Media

Age

Author: Yizhi Chen^{*1}

Affiliation: 1. Institute of Wales Science and Art

Title: Unraveling the Triad: A Study on the Interplay of Practice, Motivation, and Career Intentions among Undergraduate Music Students

Author: Xi Chen^{*1}

Affiliation: 1. Durham University

Title: Using Process Drama in Students' Wellbeing: A Case Study at a High School in Shanghai

Author: Yuting He^{*1}

Affiliation: 1. Shanghai Theatre Academy

Topic: Challenges and Inclusivity in Gender Education

Location: 2S4 Faculty of Education

Title: Mother-Daughter Relationships: An Affective Exploration of Chinese Daughters' Social Mobility from Small Towns to Elite Universities

Author: Jingtong Huang^{*1}

Affiliation: 1. University of Cambridge

Title: Challenges and Strategies in Gender Education

Author: Zheng Wu*¹

Affiliation: 1. Shanghai New York University

Title: Exploring the Identity Construction of Female Students in Higher Education—In Online and Offline Contexts

Author: Xiaohan Li*¹

Affiliation: 1. University of Southampton

Topic: Exploring Future Models of Higher Education

Location:2S5 Faculty of Education

Title: Career Choice Motivation Types and Influential Factors Among Student Teachers in Teacher Education Institutions of Central China: Evidence from the Teacher Training and Development Data Platform

Author: Shenji Zhou*¹, Huan Song¹, Yuchen Wu¹, Xiaohan Wang¹

Affiliation: 1. Beijing Normal University

Title: Does Resource Inflation Impede Sustainable Development? Role of Higher Education, Green Technology and Internationalization

Author: Tianyin Liu*¹

Affiliation: 1.University of Nottingham

Title: Enhancing the flipped classroom model with generative AI and Metaverse technologies: Insights from lag sequential and epistemic network analysis

Author: Xiaoyan Chu*¹, Minjuan Wang, Jonathan Michael Spector, Nian-Shing Chen, Ching Sing Chai, Gwo-Jen Hwang, Xuesong Zhai

Affiliation: 1. Zhejiang University; University of Manchester

Title: Cultivating Wholeness: Exploring the Influence of Mentorship on Postgraduates' Meaning in Life

Author: Jiawei Tian*¹

Affiliation: 1. East China Normal University

Topic: Sparking Innovation Through Creative Education

Location: 2S7 Faculty of Education

Title: Exploration of the Management Mode Types of Technology Transfer Administration Institutions in Chinese Universities

Author: Qiang Fu^{*1}

Affiliation: 1. Institute of Technology Transfer, Zhejiang University

Title: “Learning by Doing” in Creative Education: A Research of the Impact of High-Impact Innovation and Entrepreneurship Practice Activities on College Students' Innovation Ability

Author: Yi Zheng^{*1}

Affiliation: 1. Nanjing University

Title: Interrelationship between Entrepreneurial Alertness and Intention among University Students: A Moderated Mediation Model

Author: Shuyi Zhou^{*1} Affiliation: 1. Zhejiang University

26th July

Early Career Research 4

BST 10:40-12:00 CST 17:40-19:00

Topic: Interdisciplinary Research on STEAM Education

Location: 2S3 Faculty of Education

Title: Preschool Mathematics Education in Scotland and China Under Policy Prescription

Author: Yinwan Tan^{*1}

Affiliation: 1. University of Glasgow

Title: Factors Influencing Research Competence Development among STEM - Direct-entry PhD students: An Empirical Analysis from a Survey of 38 'Double First-Class' Universities

Author: Yang Yang^{*1}, Qiong Zhu²

Affiliation: 1. Xiamen University 2. Peking University

Title: Explore the Influence of Executive Function on STEM Academic Performance Among Chinese Undergraduates: The Role of Self-Efficacy

Authors: Jing Zhang^{*1}

Affiliation: 1. University of Warwick

Title: Enhancing Scientific Cognition: A Data-Driven Approach to Analysing and Constrribting Cognitive Development

Authors: Yu Zhang^{*1}

Affiliation: 1. Hangzhou City University

Topic: Building Educational Equality and Justice

Location: 2S4 Faculty of Education

Title: The Dilemmas of Digital Education in Chinese Rural Areas — In the Shadow of the Bright Prospects Arising from the Digital Transformation

Authors: Yishan Du^{*1}, Jiaqi Liu², Yihan Wang³, Fengxian Zhang⁴, Chang Guo³

Affiliation: 1. Shenzhen Polytechnic University, Shenzhen, China; 2. Central China Normal University, Biology Teaching, Wuhan, China; 3. Capital Normal University, Beijing, China; 4. University of International Business and Economics, Beijing, China

Title: Engagement and Credit in Scientific Peer Reviewing Process Among Doctoral Students in STEM in Mainland China

Author: Ting Zhou^{*1}

Affiliation: 1. The University of Hong Kong

Title: Discourse and Power Relations of Students' Mobility in China's Graduate Recommendation Enrollment System – Based on Critical Discourse Analysis

Authors: Han Junling^{*1}; He Siyan¹; Liang Jiahe¹

Affiliation: 1. East China Normal University

Topic: Comparative Education Perspectives on Global Learning

Location: 2S5 Faculty of Education

Title: Fostering Pre-service Teachers' Educational Leadership through Storytelling: A Pedagogical Approach

Author: Ziyin Xiong¹ & Jieyu Lin^{*1}

Affiliation: 1. Shanghai Jiao Tong University

Title: "Critical thinking has influenced me to become a researcher": Chinese international postgraduates' conceptualisations of critical thinking and academic identity: a longitudinal study.

Author: Luman Zhou^{*1}

Affiliation: 1. University of Manchester

Title: Investigating Teachers' Satisfaction towards Undergraduate Teaching in China

Author: Chunying Li^{*1}

Affiliation: 1. Shanghai Jiao Tong University

Title: Comparative Analysis of Teacher Professional Image: A Policy Text Perspective between Scotland and China

Author: Jiahe Liang^{*1}, Yi Ren¹, Jiangyue Zhou¹

Affiliation: 1. East China Normal University

Topic: Teacher Professional Development in the Digital Age

Location: 2S7 Faculty of Education

Title: Action Research within Organization Development Intervention (ODI) to Enhance Skill

Competency and Collaboration for Improved Job Performance of Online Teachers at iHadoo Chinese Online School

Authors: Bei He (Betty) ^{*1}

Affiliation: 1. Hangzhou iHadoo Network Technology Co., Ltd.

Title: Bridging the Digital Divide: The Application and Limitations of Teacher Digital Literacy in Educational Equity Perspective

Authors: Zhijie Jin ^{*1} & Xing Chen¹

Affiliation: 1. East China Normal University

Title: Unpacking Perceived Risks and AI Trust Influences Pre-Service Teachers' AI Acceptance: A Structural Equation Modeling-Based Multi-Group Analysis

Authors: Yanfen Chen ^{*1}, Chengming Zhang¹

Affiliation: 1. University of Erlangen-Nürnberg, Germany

Committee Members

执委会成员介绍

Chair

Rui Wang



Rui Wang, a fourth-year PhD student at the University of Cambridge, conducts research utilizing quantitative methodologies to explore the intricate relationship between cognitive abilities and science learning. Her primary focus lies in deciphering the cognitive mechanisms involved in the suppression of naive scientific concepts. Rui actively engages in psycholinguistics, social psychology, and cross-cultural research.

Deputy Chair

Mengxi Tian

Mengxi Tian, a Ph.D. candidate in Multilingualism and Languages Education at the University of Cambridge, specializes in the development of multilingualism and multilingual identity in English as a Second Language (ESL) education. Mengxi holds an MPhil in TESOL and Applied Linguistics from Teachers College, Columbia University, and previously served as the Research Committee Representative for the Faculty of Education Research Student Association (FERSA).



Secretary General

Shufan Zhang



Shufan Zhang, currently engaged in doctoral research at the University of Cambridge, focuses on drama education, applied theatre, and the transformative potential of arts and interdisciplinary learning. Previously, Shufan served as the President of the Education Society at St. John's College, dedicating efforts to organizing diverse and engaging academic events. Before initiating doctoral studies, Shufan accumulated rich experience in education as a teacher at a prominent secondary school in Shanghai. Beyond academic pursuits, Shufan is an active practitioner in the arts, contributing to various projects such as writing and editing TV series scripts, directing numerous children's theatre productions, and producing documentaries that highlight traditional Chinese culture and historical heritage.

Media & Communications

Jing Xiao

Jing Xiao, a PhD student in cognitive science and educational psychology at the University of Cambridge, employs statistical and quantitative research methods to investigate the development of higher cognitive functions and science education. Her diverse interests span social psychology, mental health, and developmental psychology.



Sining Li



Sining Li, a Master's student in IOE at University College London, brings a unique background as a former TV host and journalist. Currently, she is dedicated to her role as an English Language Learning for Young Children vlogger. Sining's research is centered on early childhood and family education, with a specific emphasis on the application of picture books in family education.

Wanzi Zhao

Wanzi Zhao, a Ph.D. student at the University of Glasgow School of Education, is actively engaged in research at the intersection of education and sociology. Her academic pursuits revolve around the intricate relationships between higher education and social class, with a keen focus on issues of social equity. Additionally, Wanzi's research extends to exploring the employability of international students.



Jiaying Li



Jiaying Li, an undergraduate student in the Faculty of Education at the University of Cambridge, is dedicated to studying Education Policy and International Development. Her research interests encompass neoliberalism, privatization of higher education, middle-class social reproduction, and a geopolitical understanding of massified education. Jiaying delves into citizenship education and teaching in a new age of conflicts, reflecting her commitment to exploring the multifaceted dimensions of contemporary educational systems.

Cheng Yu Huai

Cheng Yu Huai, currently pursuing a Ph.D. in Stage Design at Shanghai Theatre Academy. Vice Dean, Associate Professor, and Master's Supervisor at the School of Digital Media Arts, Shanghai Conservatory of Music with a distinguished career in digital media arts education and research. Recognized for excellence in the field by industry associations and awarded the 4th Innovation Award by the Ministry of Culture, China in 2012 and the Gold Award for Foreign Language Productions at the Daegu International Musical Festival in 2016. A visionary artist specializing in multimedia music theater and the creation of innovative visual arts for the theatrical stage.



Panel Coordinators

Panel 1 Digital Transformation of Education Driven by AI

Ming Chen



Ming Chen, a PhD student at the School of Education, University of Bristol, UK, is immersed in the realm of learning sciences and educational technology. His research interests span technology-enhanced language learning, with a particular emphasis on augmented reality/virtual reality support. Ming's doctoral study is distinguished by the full support provided by the China Scholarship Council and the University of Bristol Joint Scholarship.

Bo Yu

Bo Yu, a PhD student in the Faculty of Education at the University of Cambridge, specializes in the dynamic intersection of educational technology, the learning sciences, learning analytics, and educational data mining. Her primary research interest centers on the emergence and development of collective intelligence in online learning environments.



Panel 2 Mental Health, Wellbeing and Education

Xinyi Cao



Xinyi Cao, a PhD student in Psychology of Education at the Faculty of Education, University of Cambridge, focuses her research at the intersection of psychology, education, and learning science. Her primary research interests encompass gender stereotypes, self-efficacy, well-being, and related topics.

Anran He

Anran He, a postgraduate student in Education and Psychology at the University of Cambridge, focuses on family factors in Chinese adolescent mental health, particularly depression. Her research also delves into parent-child play and relationships. Anran has participated in research projects at the University of Cambridge (UK), Johns Hopkins University (USA), and the University of Wisconsin-Madison (USA), spanning educational psychology and cross-cultural education.



Panel 3 Practice in Art Education

Yifan Qiao



Yifan Qiao, a graduate of the MPhil in Arts, Creativity, and Education at the Faculty of Education, University of Cambridge, occupies a research position at the intersection of international art education, cultural studies, and critical youth studies. Her research is dedicated to delving into the challenges of transnational identity and representation faced by international Chinese art students in Britain, reflecting a nuanced exploration of cultural and educational dynamics.

Feifan Lou

Feifan Lou, a PhD student in Arts, Creativity, and Education at the Faculty of Education, University of Cambridge, is immersed in the rich tapestry of museums and galleries in education. Her research encompasses creative arts and culture, with a primary focus on museum studies, cultural studies, curation, and education in art and cultural institutions. Feifan's specific research interests span various critical aspects, including public programming, decolonization, globalization, social justice, and power dynamics.



Panel 4 Language, Multilingualism, and Education

Xueni Zhang



Xueni Zhang, a PhD candidate at the School of Modern Languages and Cultures, Durham University, conducts research on cross-linguistic co-activation in simultaneous interpreting and bilingual processing. Her research utilizes the eye-tracking visual world paradigm to delve into the cognitive aspects of interpreting and bilingualism, along with second language cognitive processes and acquisition.

Yanyun Zhou

Yanyun Zhou, a third-year PhD student from the Faculty of Education at the University of Cambridge, is dedicated to a research project centered on language teacher well-being. Specializing in positive psychology in foreign language education and teacher professional development, her academic pursuits reflect a commitment to advancing the understanding and enhancement of the well-being of language educators.



Pre-forum Event

Yuxuan Wei



Yuxuan Wei, a Ph.D. candidate in the Faculty of Education at the University of Cambridge, is immersed in research that delves into the language proficiency development and multilingual identity constructions of individuals in diverse contexts. Her research interests extend to cultural communication and language learning within communities of practice, multilingual identity reconstruction, and the nuanced influence of socio-cultural environments.

Ying Zhang

Ying Zhang, a Ph.D. candidate in Mathematics Education at the University of Cambridge, also serves as the editor-in-chief of Cambridge's CERJ journal. Her research focuses on mathematical pedagogy and creativity. With distinction in her MPhil from Cambridge and high distinction in Mathematics from the University of Toronto, Ying is recognized for her academic excellence. Additionally, she is an influential educational blogger, reaching 300k followers on social media, where she shares free educational videos from elementary to university levels.



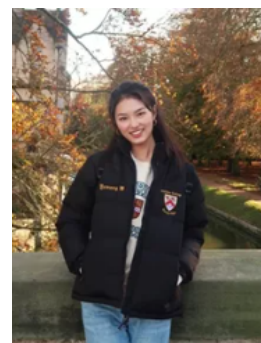
Kefan



Kefan is a DPhil candidate in Area Studies (China) at the University of Oxford. Prior to her DPhil study, she obtained an MPhil in Educational Research at the University of Cambridge and a BA in Education at the University of Warwick. Her research interests include Childhood, Family, Health and Informal Caregiving, and Gender. Her DPhil thesis explores the lives and experiences of young carers in China.

Yumeng Wang

Yumeng Wang, a postgraduate student in Psychology & Education at the University of Cambridge, is currently focusing on the formation and impact of children's gender stereotypes. She is dedicated to studying the psychological factors behind social inequality as it manifests in school-aged children and their parents. Moreover, her research investigates children's learning and development in the STEM subjects and social status, aiming to understand how educational settings foster the concepts of inequality and affect children's growth.



Logistics&Operation



Jiayi Cen

Jiayi Cen, a Postgraduate Researcher at Southampton Education School, specializes in creativity, educational measurement, and evaluation. Her research uniquely centers on the utilization of innovative technologies for cognitive measurement, with a specific focus on employing Minecraft to measure students' creative processes in her PhD project.

Jing Zhang

With a commendable six years of entrepreneurial experience in preschool education, Jing Zhang is deeply passionate about child development and science education. Currently pursuing postgraduate studies in psychology and education at the University of Warwick, Jing's research is focused on enhancing the executive functions of children in rural China, demonstrating a commitment to advancing education in underserved communities.



Henry Kong

Henry Kong, a postgraduate student representative at the Cambridge Institute for Sustainability Leadership, centers his research on United Nations Sustainable Development Goals 4: inclusive and equitable quality education and lifelong learning, and Goal 7: affordable and clean energy. During his university tenure, he served as chief of the Cambridge Institute for Sustainability Leadership Graduate Scholarship Fund 2023 Charity Auction Fundraiser.

Zhanfeng Si



Zhanfeng Si, currently pursuing an MBA at Cambridge Judge Business School, brings a diverse background with a career rooted in China's finance sector. His professional journey extends to work experience at Pearson Group in the UK, coupled with voluntary tutoring engagements conducted online. With a forward-looking perspective, Zhanfeng aspires to channel his expertise and passion toward a fulfilling career in the field of education.

Yutong Wu

Yutong Wu is a Ph.D. candidate of Education at University of Cambridge. She studies the professional knowledge of teachers and teacher educators, and narrative Ph.D. candidate inquiry and self-study as research methodologies.



Ruge Cao

Ruge Cao, a second-year PhD student at the University of Cambridge, undertakes research investigating the intersection of social class and rural-to-urban migration status in the Chinese context with regards to parenting styles and strategies. She is interested in childhood and inter-generational poverty, rural-urban migration and urbanisation, and cross-cultural comparative research. She has extensive experience as a journalist, columnist and freelancer. She has many publications in English at influential media outlets Xinhuanet, and the 21st Century, a China Daily newspaper.



Queena

Queena is a first-year undergraduate student studying Education at the University of Cambridge. She has a strong interest in the interdisciplinary field of Psychology and Education, focusing particularly on the various developmental stages of identity formation in teenagers. In addition to her academic pursuits, Queena is passionate about the performing arts and is actively involved in drama and acting. In May 2024, she played the role of Fanyi in the Chinese drama "Thunderstorm" at the ADC Theatre.



Volunteers

Yuxin Liu

Xinyang Li

Piao Mao

Tianren Wang

Runhao Lu

Qilv Hong

Haoshen He

Lingjun Han

Shengpeng Shi

Ruge Cao

Yuwen Peng

Zichun Li

Junchen Wu



Schoolpal Online (Hangzhou) Technology Co., Ltd.

Schoolpal Online, established in 2010, is a highly popular comprehensive service provider of educational information technology in China. After 14 years of deep cultivation in the field of educational SaaS, Schoolpal Online has helped more than 130,000 educational brands to adopt information management, assisted over 230,000 campuses in upgrading their business to "Internet + Education", served more than 2.3 million educators and reached an annual transaction volume of 68 billion RMB. Schoolpal Online has fully empowered the educational service industry with a strategy of "dual-wheel drive + value-added services". In addition to providing SaaS information services for educational institutions and K12 full-time schools, it further energizes the educational industry with value-added services such as financing, content provision and marketing, therefore truly aiding the growth and development of schools. Currently, Schoolpal Online's products have fully covered the fields of educational training institutions and K12 full-time schools, addressing comprehensive operational and management challenges in enrollment, teaching, academic affairs, finance, etc., thus continuously providing high-quality experiences at different levels to users. Schoolpal Online will fulfill its aspiration of "promoting the accelerated progress of educational services" through more innovative value-added services.



IHatoo

Founded in 2012, IHatoo is a national high-tech enterprise focusing on international Chinese language education. Adhering to the core concept of "cultural communications, language first", and established on the basic model of "teachers in China, students worldwide", it aims to build an online Chinese learning and Chinese cultural exchange platform for overseas Chinese students and global Chinese lovers. The self-developed online Chinese teaching system has been promoted in more than 130 countries and regions around the world, with more than 180,000 online registered students, more than 3,000 online teachers, more than 1,800 global partners, more than 300 Chinese school partners, and more than 100 Chinese media partners. The self-developed courses cover overseas Chinese learners aged 4-18, with 2 complete curriculum systems for Chinese and non-Chinese students, and more than 40 courses in 3 course series: Basic Chinese courses, cultural interest courses and skill improvement courses. At present, it has six businesses: IHatoo Chinese, IHatoo HSK Examination, IHatoo Joint Examination, IHatoo Study-in-China Program, IHatoo Summer Camp, and IHatoo Cultural Immersion Program. In 2024, IHatoo officially launched its plan to go public in the United States, planning to become a NASDAQ-listed company by the end of 2025 and thus become the "first Chinese language stock to go overseas"!



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