



HANDBOOK OF INEI 2021

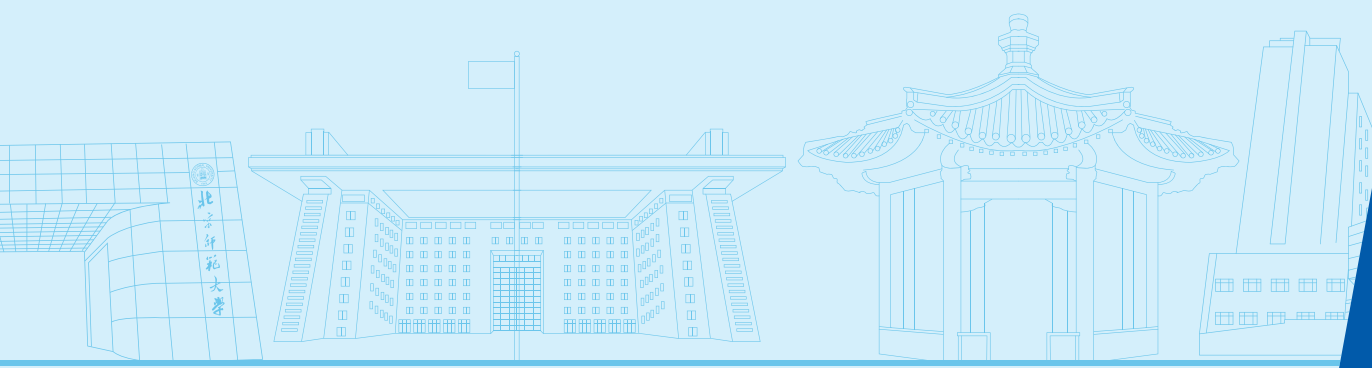
SUMMER SCHOOL

July, 2021



CONTENTS

ABOUT INEI	01
ABOUT BNU	02
ABOUT FOE, BNU	03
ABOUT CEA, BNU	05
ABOUT INEI 2021 SUMMER SCHOOL	06
THE ADMISSION LIST	07
INEI 2021 SUMMER SCHOOL OVERVIEW	08
LECTURE SESSIONS	09
INTRODUCTION OF GUEST SPEAKERS	12
COURSE ASSIGNMENT	15
ZOOM INTRODUCTION MANUAL	16
THE INTERNATIONAL PHD PROGRAMS AT FOE, BNU	19
HELPFUL HINTS	27



About INEI

The genesis for the International Network of Educational Institutes (INEI) is rooted in the shared optimism that the pooling of common experiences and achievements amongst a community of educators can bring about advances in education internationally.

INEI consists of eleven leading educational institutions including Melbourne Graduate School of Education, University of Melbourne (Australia); School of Education, University of São Paulo (Brazil); Ontario Institute for Studies in Education, University of Toronto (Canada); Faculty of Education, Beijing Normal University (China); National Institute of Education, Nanyang Technological University (Singapore); School of Education, University of Cape Town (South Africa); College of Education, Seoul National University (South Korea); Institute of Education, University College London (UK); School of Education, University of Wisconsin-Madison (USA); Danish School of Education, Aarhus University (Denmark); School of Education, Hiroshima University (Japan).

Each of the member institutions has its own strengths and achievements and receives international recognition for its teaching programs and research. Through their investment in ongoing research, they are making – and will continue to make significant contributions to education in their own countries and internationally. Through the Network, eleven institutions bring to the table their individual accomplishments and strengths, and together they can be a catalyst for change in the area of education. Thus the Network endeavors to:

Offer something unique by speaking with a single collective voice and with some degree of authority on educational matters, especially teacher education – thus significantly raising the profile of education in the arenas of public consciousness and government policy bring synergy to the group in order to collaborate on issues of major concern in education.

Be a think tank to debate and generate ideas, anticipate trends and future scenarios, and communicate through statements and declarations on critical issues in education that will have an impact on policy decisions in their respective countries as well as in the rest of the world.

Develop statements and declarations of interest to international funding institutions and organizations and policy makers.



About BNU

Beijing Normal University is a renowned institution of higher education known for teacher education, education science and basic learning in both the arts and the sciences. The main campus of Beijing Normal University covers 172.64 acres that serve as an important place for the university to carry out educational activities. The school has 27,248 full-time students, including 10,114 undergraduates, 11,367 graduates, 4,713 doctoral students and 1,054 long-term international students. The campus has 3 faculties, 25 schools and colleges, 2 departments and 11 research institutes (centers). BNU is a staunch force in the nation's research effort in the humanities and social sciences and in technology innovation. Renowned for its rich educational resources, BNU is one of the national bases for talent development of high quality and creativity. And it promotes broad international cooperation and exchange, having signed cooperative agreements with nearly three hundred universities and research institutes from more than thirty nations and regions and exchanging students through cooperative programs with over fifty universities.



About FOE, BNU

OUR HISTORY

Established in 2009, the Faculty of Education (FOE) at Beijing Normal University is a renowned national leader in advancing knowledge and learning through teaching practices, research projects and public services in education and related fields. 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 220 professorial and teaching staffs, 95% of whom are qualified at doctoral levels, including 103 full-rank professors and 84 associate professors. As an integral part of FOE, our student body is made up 618 undergraduates, 1284 master students, 356 full-time doctoral students, and 321 international students. To help our students become effective teachers, FOE provides rigorous academic training and professional mentoring to help our students become effective teachers, educators or leaders, making sure that our students achieve maximum benefits from the educational experience and can leave FOE with knowledge, creativity, competence and skills when they graduate.

DEGREE PROGRAMS

From its founding, FOE continues to play a dominant role in the field of education in China. She offers a vibrant array of high-quality degree programs in education research and practice, including 13 doctoral programs (National Key Disciplines), 15 master's programs and 5 undergraduate programs, among which Special Education and Educational Technology are highlighted by the Ministry of Education.

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



About CEA, BNU

The College of Educational Administration was founded in 1981. It consists of academic research centers for Educational Administration and Policy Studies, School Management and Development, Human Resource Management and Training, Educational Supervision and Evaluation, and two editorial departments, which are responsible for editing the leading academic journals such as Chinese Educational Administration Review, Educational Development Review, and the quarterly Educational Leadership and Training.

The College is one of the first colleges that offered doctoral and master's programs in educational administration and is responsible for training of doctoral, postgraduate and undergraduate students. In 2007, Education Administration and Educational Economics were recognized as national key disciplines.

At present, The College undertakes projects at both national and provincial levels and those granted by international organizations like UNICEF and the World Bank as well. A large number of influential papers have been published at home and abroad and numerous works have been translated to English, Japanese, Italian and Vietnamese. The scientific research projects done at The College have won many national and provincial prizes. The College is now aiming to make a steady progress in building a stronger faculty team, offering more prestigious degree programs and better training in educational administration, and promoting more international exchange and cooperation.



ABOUT INEI 2021 SUMMER SCHOOL

Program Theme

Opportunities and Challenges of Educational Governance in Post-epidemic Era

The outbreak of the corona-virus has had unprecedented consequences for the education system, such as long school suspensions and the inability of teachers and students to communicate face-to-face and to interact and teach only online. These circumstances deeply impact the usual pattern of class, the existing teacher-student relations, and the home-school relations. These impacts are likely to bring new opportunities and challenges to our education system, but are the policy makers, school administrators and teachers aware of these possible opportunities and challenges? How can we equip ourselves to respond to new opportunities and challenges? To consider these questions more thoroughly, the 2021 INEI Summer School will explore mainland China as a case study, invite domestic and international scholars to conduct a systematic analysis of the Chinese model of educational governance, and involve the domestic front-line educators to share their practical experience. Therefore, students will get an opportunity to understand and discuss in depth the strengths and weaknesses of the Chinese model of educational governance in the post-epidemic era, then to reflect on what the Chinese experience has taught their own education systems, and on how to take action to improve their own education systems in the post epidemic era.

We will particularly feature a set of highlighted keynotes around the themes:

- ◆ Theories of educational governance
- ◆ School governance and educational improvement
- ◆ Educational equity and education governance

Sponsor :

Faculty of Education, Beijing Normal University

Organizer:

College of Educational Administration, Beijing Normal University



THE ADMISSION LIST

No.	Name	University	Program of study	Country
1	Anabel Grimm e Araújo	Universidade de São Paulo	Faculty of Education	Brazil
2	Antonio Carlos Mometti		Graduate Program in Sciences Teaching	
3	Millena Miranda Franco		Faculty of Education	
4	Jeehyong Lee	Seoul National University	College of Education	South Korea
5	Stefan Reindl	Beijing Normal University	Comparative Education	China
6	Yuxiang Zhu	University of Wisconsin-Madison	Philosophy in Curriculum & Instruction	USA
7	Danny Miller		Faculty of Education	
8	Jingyi Zhou		Department of Curriculum and Instruction	
9	Shuqi Wang		Science, Curriculum and Instruction	
10	Yuhong Ke	University College London	Institute of Education	UK
11	Connor Ross	The University of Melbourne	Teaching (Secondary)	Australia
12	Ashley Starford		Asian Studies and Politic	
13	Hanyue Zhong		Teaching (Early Childhood)	
14	Xuan Ma	The University of Toronto	Developmental Psychology and Education	Canada
15	Liwei Liao		Educational Leadership and Policy	
16	Qingyang Yan		Master of Teaching in Teaching	
17	Mingyi Li		Curriculum and Pedagogy	
18	Yulu Liang		Curriculum and Pedagogy	
19	Junye Gao	Hiroshima University	Education Design for Humanities and Social Sciences	Japan
20	Mei Liu		Education Studies Program	
21	Wai Wai Kyi		Science Education	
22	Yuanyuan Song	Hong Kong University	Master of Education	China Hong Kong



INEI 2021 SUMMER SCHOOL OVERVIEW

Date	Time	Items
12 th , July (Mon.)	20:00—20:30	Welcome & Opening Ceremony
	20:30—21:25	Lecture: <i>COVID-19 and Education Governance: How Are Australian School Leaders Reacting and What Will Happen Next?</i> Speech by Dr. Philip Wing Keung Chan (Senior Lecturer in the Faculty of Education, Monash University)
	21:25—21:30	REST
	21:30—22:25	Lecture: <i>System Leadership Research: Connecting Sensitizing Concepts with Taken-for-granted Practices</i> , Speech by Dr. Haiyan Qian (Associate Professor in the Department of Education Policy and Leadership, University of Hong Kong)
13 th , July (Tue.)	20:00—20:55	Lecture: <i>Diverse Educational Equity and Its Connotation Reconstruction in the Post-epidemic era</i> , Speech by Prof. Junyang Su (the Dean of the College of Educational Administration, Beijing Normal University)
	20:55—21:00	REST
	21:00—21:55	Lecture: <i>Respecting Children: Carrying out School Internal Equity in Practice</i> , Speech by Ms Yuhe Yao (Principal of the Primary School Department, Niulanshan No. 1 Middle School)
14 th , July (Wed.)	20:00—21:00	Lecture: <i>School Governance and Principal Leadership Improvement</i> , Speech by Prof. Jiangting Chu (Professor of College of Educational Administration, Beijing Normal University)

All the courses will be online via Zoom. You will receive a Zoom link for each day by email.



LECTURE SESSIONS

1. COVID-19 and Education Governance: How Are Australian School Leaders Reacting and What Will Happen Next?

12 July (Mon.), 20:30—21:25

Instructor: **Dr. Philip Wing Keung Chan**, Senior Lecturer in the Faculty of Education, Monash University

Abstract: Over 1.5 billion students' learning in 165 countries had been interrupted by school closures induced by the COVID-19 pandemic. Australian students, of course, are included. This is unlikely to be the last crisis we encounter in our lifetime, and it is not the first time that school leaders have been called upon to lead through times of uncertainty.

This presentation discussed the issues confronted by school leaders, which spanned from rebuilding after natural catastrophes to assisting communities in the aftermath of economic, social, and emotional devastation. During these moments, school leaders have offered clarity and direction, as well as resilience and hope, while remaining focused on the best possible outcomes for their students and school communities.

This presentation utilises the adaptive leadership to explore 3Ts approach (Triage, Transition, Transform) to leading through the crisis. This framework is used for school leaders to reflect on a crisis situation, both during and after the event. Different questions will be provided to school leaders and their leadership teams in reflecting on a crisis response. Working through these questions in school's own context can provide insights into individual school leadership during each phase of a crisis to guide evaluation, learning and growth. The value of this model is to provide a lens for understanding the types of challenges leaders may face at each phase of a crisis.

2. System Leadership Research: Connecting Sensitizing Concepts with Taken-for-granted Practices

12 July (Mon.), 21:30—22:25

Instructor: **Dr. Haiyan Qian**, Associate Professor in the Department of Education Policy and Leadership, University of Hong Kong

Abstract: In this talk, I would like to share my own research experience in the field of system



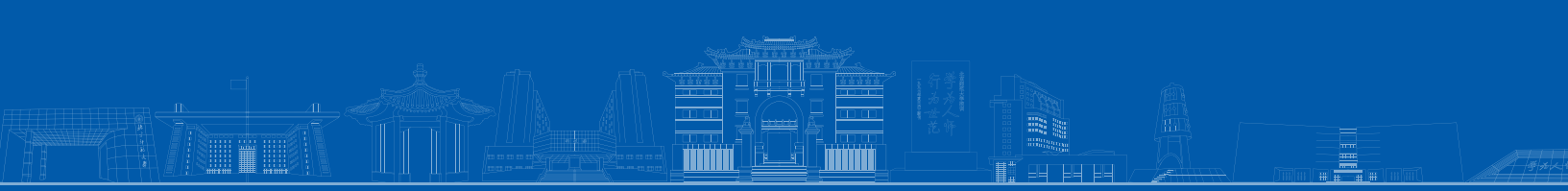
leadership. I have recently got a grant for my proposal entitled An Exploration of the Role of Leadership in Successful Systemic Improvement in China from the University Grants Committee (UGC), Hong Kong. I proposed to examine the relationship between leadership, educational infrastructure and system-wide improvement through case studies of selected innovative system reform initiatives implemented in China. I selected innovative system reform initiatives such as school consortium and networked teacher Professional Learning Communities (PLCs) and district/provincial-level teaching research officers (jiaoyanyuan). That is, I attempted to decode some widely adopted practices in China by using some sensitizing concepts originated from the Western context such as system leadership, educational infrastructure, system-wide reform. For educational researchers from a non-Western society, it is always a challenge to connect the sensitizing concepts with the school practices we take for granted.

3. Diverse Educational Equity and Its Connotation Reconstruction in the Post-epidemic era

13 July (Tue.), 20:00—20:55

Instructor: **Prof. Junyang Su**, the Dean of the College of Educational Administration, Beijing Normal University

Abstract: Modern society is comprehensive and pluralistic, in which the formation of the concept of equity is of diversity and complexity. The establishment of the principle and standard of educational equity requires both unity and diversity. Different fields and stages of education are of different publicity and principles. At least, the concept of “property-centered equity” should not be taken as the theoretical foundation for the construction of educational equity principles. The construction should be based on the subject-centered perspective. The outbreak of the new corona-virus equity has brought new impacts and challenges on the construction of educational equity. Online education equity has become an important part of educational equity in the post-epidemic era. The allocation and use of information technology resources will impact the construction of the concept of online education equity and its principles. The unity of the educational resources supply and the selectivity of the educational resources usage are the important connotations of online educational equity.



4. Respecting Children: Carrying out School Internal Equity in Practice

13 July (Tue.), 21:00—21:55

Instructor: **Ms. Yuhe Yao**, Principal of the Primary School Department, Niulanshan No. 1 Middle School

Abstract: Educational equity includes external equity and internal equity at the school level. The external equity is analyzed more from the aspects of the education system, the investment of funds, the conditions of the schools, etc. School principals should focus on internal equity and analyze it from the school's institutional structure, cultural embellishment, curriculum construction. Since its establishment, the Experimental Primary School of Niulanshan No. 1 Middle School has always adhered to the idea of life education, respected the characteristics of children's development, paid attention to the children's personality, and created an educational ecology of "cultivating full-heartily and waiting for flowers to bloom". The school carries out equity in practice from the comprehensive principles of "equal treatment, different treatment, and incline treatment". The school also develop the curriculum system from "unity" to "diversity", practice from "step-by-step" to "self-selection", and construct the evaluation system from "grading" to "multi-evaluation".

5. School Governance and Principal Leadership Improvement

14 July (Wed.), 20:00—21:00

Instructor: **Prof. Jiangting Chu**, Professor of College of Educational Administration, Beijing Normal University

Abstract: This lecture includes four parts: analysis on types of modern schools in China; case of Beijing National Day School; the development of student competence; school improvement based on principal leadership. With an in-depth analysis of the five types of primary and secondary schools in modern China, the lecture takes Beijing National Day School as a case to demonstrate the value and significance of school governance and the principal leadership, especially on the school system and mechanism reform based on the reform of classroom teaching, teaching research and teacher professional development. In addition, focusing on Chinese student competence, this lecture analyzes and points out the basic ways and means of governance in Chinese primary and middle schools and the improvement of the principal leadership.



Introduction of Guest Speakers



Dr. Philip Wing Keung Chan is a Senior 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. He developed the concept of ‘Asia as method’, which offers multiple frames of reference in education research, including inter-referencing amongst countries in Asia. This is new territory in academic research. It is of particular benefit to students from Asia, for whom only a western theoretical lens has previously been available to look at education issues in their home countries. Dr. Chan has worked in course development and training at the Chinese University of Hong Kong, the University of Hong Kong and the Hong Kong Federation of Education Workers. He is now the co-leader in the Globalisation, Education and Work research group in the Faculty of Education, the coordinator of China Research Network in Monash University and the series editor of Asia Pacific Education Book series of Monash University Publishing. He is currently on the editorial board for the forthcoming Encyclopedia of Education Innovation (Springer) and the section co-editor with Dr. Kwok Kuen Tsang (BNU) on The Educational Governance and Leadership in Contemporary Times. Dr. Chan is appointed as honorary fellow at the School of Education, The University of Durham (UK) and senior research fellow at the Shanghai Municipal Institute for Lifelong Education, East China Normal University in China. His edited/authored book are Asia Pacific Education: Diversity, Challenges and Changes (Monash University Publishing, 2012), Equality in Education: Fairness and Inclusion (Senses Publishers, 2014), Asia as Method in Education Studies: A Defiant Imagination (Routledge, 2015), Asia Pacific Education: Leadership, Governance and Administration (Information Age Publishing, 2019), Public Education Reform and Network Governance: Lessons from China’s State-owned Enterprise Schools (Routledge, 2019), and School Governance in Global Contexts: Trends, Challenges and Practices (Routledge, In press).





Dr. Haiyan Qian is Associate Professor in the Department of Education Policy and Leadership and Director of The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change at Education University of Hong Kong. Her main area of interest has been around school leadership in China and the influence of the social and cultural context on schooling across Chinese societies. She is recipient of Early Career Award by the University Grants Committee of Hong Kong, The President's Award for Outstanding Performance in Research and in Teaching of the Education University of Hong Kong.



Prof. Junyang Su, Ph.D. in Education, Professor of College of Educational Administration in Beijing Normal University; the Dean of the College of Educational Administration, Beijing Normal University; the Vice Dean of the Office of Educationalist, Beijing Normal University; the Vice Chairman of the Home School Coordination Professional Committee of the China Education Development Strategy Research Association. Research area: modernization of educational governance; diverse educational equity; institutional change of educational supervision.



Yuhe Yao, Master of Education Management of Nanyang Technological University, Doctor of Education Management of Beijing Normal University; deputy secretary of the CPC Committee of Niulanshan No. 1 Middle School, Principal of the Primary School Department, Senior Teacher of the Middle School; member of Beijing Sexual Health Education Research Association; engaged in high school education and teaching management for 16 years; served as Secretary of the Youth League Committee of No. 1 Middle School in Niulanshan, Director of the General Office, Secretary of



Discipline Inspection; Shunyi District Gardener Star; Shunyi District Core Teacher; presided over the school ISO9001 Quality Management System work and certification; In 2014, organized the Primary School Department of the Experimental School, with the joint efforts of the leadership of the CPC Committee and all the teaching and administrative staff, and achieved good social benefits.



Prof. Jiangting Chu is Professor of College of Educational Administration in Beijing Normal University; the Director of the Characteristic Development and Experimental Research Center of Beijing Normal University; the Associate Director of the Educationalist Development Research Center of Beijing Normal University; the chief expert of the Major program of Philosophy and Social Science Research of the Ministry of Education. Lectured on education development strategy and planning, leadership and teacher professional development, education management, sociology of education, published more than 100 academic papers, and more than 20 monographs and co-authored books, participated in more than 30 projects hosted by international, national and relevant ministries. Part-time titles: UNICEF Chinese expert; expert in China-UK Gansu Basic Education Program; expert in China-EU Basic Education Program; member of the Education and Training Expert Committee of the Ministry of Education; member of the Expert Group on curriculum reform of the Ministry of Education; consultant of the education department of Henan Government.



Course Assignment

You are required to submit a learning reflection report with no less than 3,000 words in English at the end of the program. The program committee of INEI Summer School will assess and feedback on it. The students who successfully submit the learning reflection report and get a satisfactory result will receive a certificate issued by Beijing Normal University and INEI.

In this learning reflection report, you should cover, but not exclusively, the following issues:

- 1) The characteristics of Chinese education governance;
 - 2) The strengths and weaknesses of Chinese education governance compared with your country's;
 - 3) The implications of Chinese experiences to your research or educational practices in the future;
- and

Please format your reflection report, in-text citation and reference (if any), by following American Psychological Association (APA) Publication Manual (7th ed.). APA Publication Manual is available online at <https://apastyle.apa.org/>.

Please send your learning reflection report to jiaoguanyuan@bnu.edu.cn by 31 July 2021.



Zoom Instruction Manual

Notes for participants:

The online meeting will begin at 8 pm, 12th-14th July, 2021, Beijing time. Please attend the meeting on time via Zoom. Please join the meeting with the ID and passcode below:

12th, July

Meeting ID: 879 6896 6794

Passcode: 210548

13th-14th, July

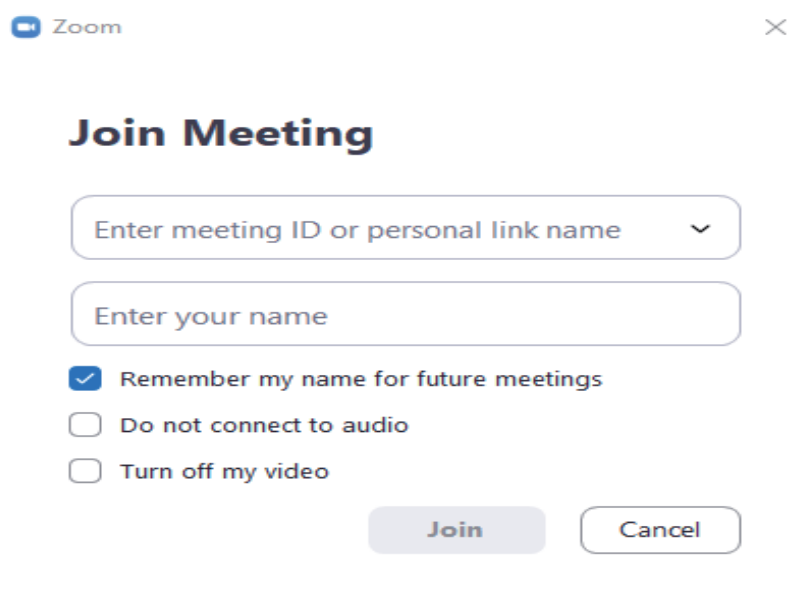
Meeting ID: 841 4358 6038

Passcode: 240677

The meeting on 12th July, you can join directly.

The meeting on 13th and 14th July, Please follow the steps below:

1. Before joining the meeting, instead of using an alias, please enter your actual name in “Enter your name”.



Zoom

Join Meeting

Enter meeting ID or personal link name

Enter your name

☒ Remember my name for future meetings

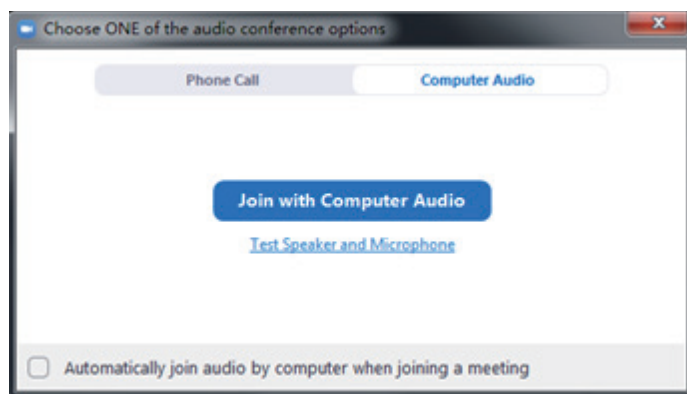
☐ Do not connect to audio

☐ Turn off my video

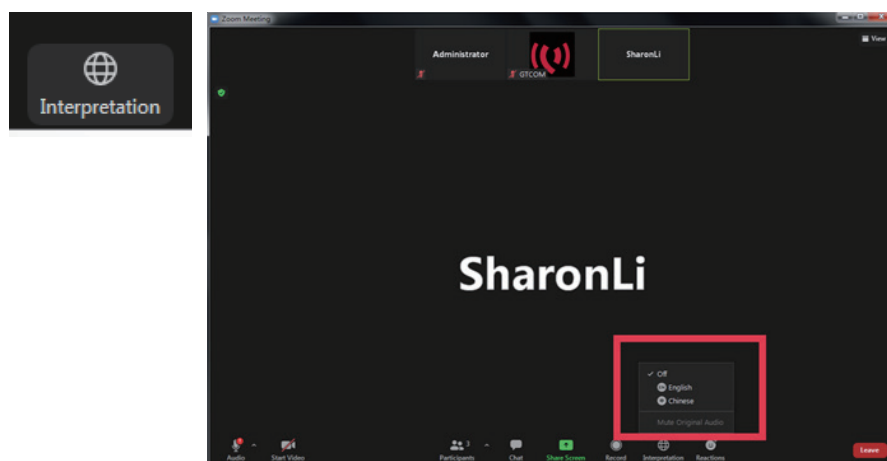
Join Cancel



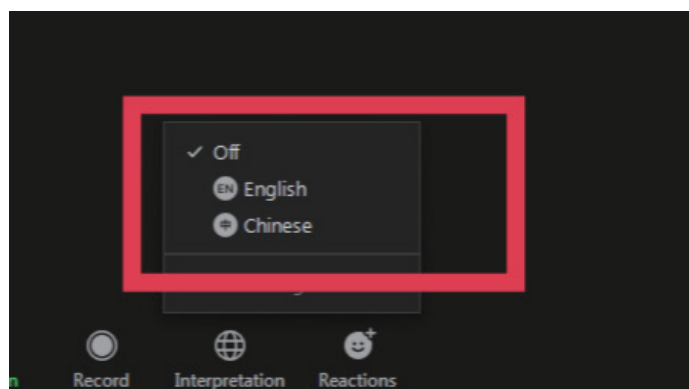
2. After inputting the meeting ID and the passcode, please choose “Join with computer audio”.



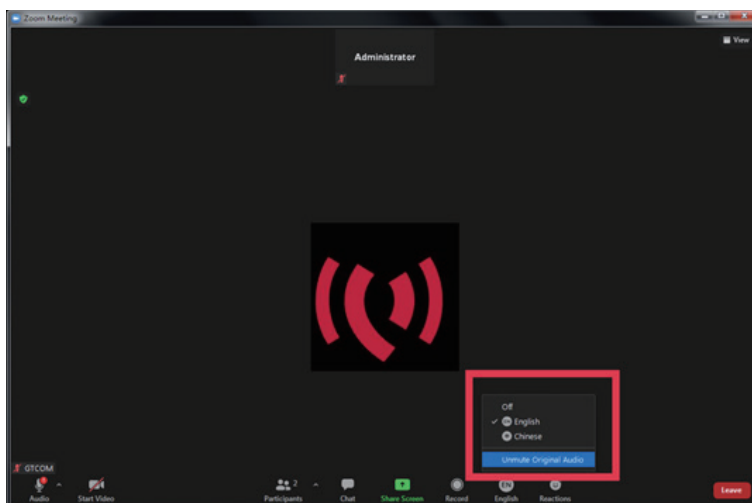
3. To listen to the English interpretation, please go to the bottom of the screen and find the “Interpretation” with an icon of globe, click on it and chose “English”.



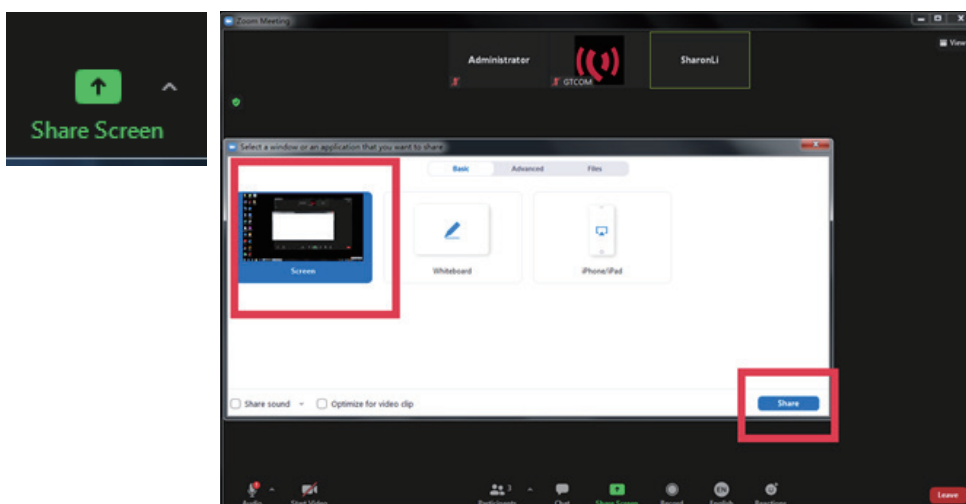
4. If the interpreter’s voice is interfered by the voice of the speaker, please check the “Mute Original Audio” button, in this case, you will only hear the voice of the interpreter.



5. You may leave the “Mute Original Audio” unchecked if the speaker’s voice does not interfere with the interpreter’s voice. If you have muted the original audio, please unmute it after the interpretation is over, so that you can hear the voice of other speakers.



6. During your presentation, you can use the “Share Screen” function to show your slides or other materials to the audience. First, open the document on your computer, then, click the “Share Screen” button at the bottom of the Zoom window, then your screen will be seen by the audience.



7. When others are speaking, please mute your microphone, turn it on before you speak.



PHD IN COMPARATIVE EDUCATION

Program Name: Educational leadership and policy

The Institute of International and Comparative Education, Beijing Normal University in collaboration with the Institute of International Education, Stockholm University



INTRODUCTION

The Institute of International and Comparative Education at BNU, founded in 1961, is the oldest and most influential institute for the study of comparative education in China, and is the only nationally recognized center for comparative education. The institute is staffed by senior faculty members and has a strong profile of national and international research. It has a proven track record of effectiveness in postgraduate training of over 30 years. Aiming to train high-level education professional and carry out international and comparative education research, the Institute of International and Comparative Education creates a stimulating and challenging environment which welcomes ambitious students in the field of comparative education. This program strives to contribute to educational management, leadership, and policy worldwide.

The International PhD Program in Educational Leadership and Policy (Comparative Education) for International Students is a unique program offered by the Institute of International and Comparative Education at Beijing Normal University with support from the Institute of International Education at Stockholm University. This program, with generous financial support from the Chinese Government, is designed to train talented individuals who can contribute to globalization and internationalization in the fields of educational management, leadership and policy worldwide, and enhance educational and cultural exchange between China and other countries.

The program is focused on a series of contemporary issues of educational management, leadership and policy that are relevant to all countries, especially developing nations, as well as international organization. Based on the rich international resources of the Institute of International and Comparative Education at Beijing Normal University and the Institute of International Education at Stockholm University, it has a strong team of professors and faculty members, and aims to become a high quality and world-class international program.

The program aims to train talented individuals from all over the world so that they will develop a deep understanding of educational theories and acquire a wide knowledge of fundamental policy trends in educational reform and development worldwide. The program aims to meet the demands of the international labor market by training individuals who have independent educational research capabilities, highly developed international communication and educational management and leadership skills, and will go on to work in international organizations, governmental authorities, NGOs, research institutions, higher education institutions, and related areas.

We sincerely welcome students from countries across the world to apply for this international program, co-creating multiple and proactive cultural atmosphere, and contributing our modest means to promote development of educational management, leadership, and policy worldwide.

ENTRY REQUIREMENTS

- ▲ A recognized Master's degree or equivalent degree.
- ▲ Since the program is offered in English, a good mastery of English is required for program admission. Foreign students with English as a second language are suggested to verify their English proficiency with relative certificates.
- ▲ In good health with a health certificate issued by the local public hospitals; without diseases with which entry to China is disallowed by China's laws and regulations; without severe chronic diseases such as serious high blood pressure, cardiovascular/cerebrovascular diseases and diabetes; without mental diseases or epidemic diseases that are likely to cause a serious threat to public health; not in the process of recovering after a major operation or in the process of acute diseases; not seriously disabled or pregnant.
- ▲ Work experience in the educational field is preferable.

DURATION & TUITION

- ▲ **Study Duration:** 3 years
- ▲ **Tuition Fee:** RMB 98,000 (for 3 years)

CREDITS & COURSES

Credits

At least 13 core course credits are required (1 credit equals 18 class hours), including 2 general compulsory course and 3 professional compulsory courses. In addition, at least 6 credits from the elective courses are required. If the relevant courses have been studied previously at the master level, these credits for core courses can be exempted upon application and attainment of written approval.

Courses

No	Curriculum	Type	Credits	Semester
1	Chinese History and Culture(Education Systems, Policy and Management in China)	Core	2	I
2	Chinese Language		2	I
3	Major Issues of Education Reform: International Perspective		3	II
4	Educational Policy Analysis: Comparative Perspectives		3	II
5	Development Education		3	I
6	Theories and Methodology of Comparative Education		3	I
7	Education and National Development	Elective	2	I
8	Advanced Qualitative Research Methods		3	I
9	Frontiers of Contemporary Education Theories: International and Comparative Perspective		2	I
10	Administration in Higher Education and Student Affairs		2	I
11	Advanced Quantitative Research Methods		3	II
12	Educational Management and Leadership		3	II
13	Educational Planning: Theory and Practice		3	II
14	Issues of Internationalization of Education		2	II
15	Politics of Education in Global Perspective		2	II
16	International Education		2	II

CONTACT INFORMATION

International Students Office

✉ **Email** / EGP@bnu.edu.cn

☎ **Tel** / +86(10) 58800307

Institute of international and comparative education

✉ **E-mail** / intlmaedu@bnu.edu.cn

☎ **Tel** / +86 (10) 5880 5294

☎ **Fax** / +86 (10) 5880 0597

For more information about the Institute of International and Comparative Education, Beijing Normal University, please visit: www.compe.cn

PHD IN TEACHER EDUCATION

Program Name: Teacher Education Policy and Practice

The Institute of Teacher Education (Center for Teacher Education Research), Faculty of Education, Beijing Normal University



INTRODUCTION

The Institute of Teacher Education is well known as the Center for Teacher Education Research (CTER). It is one of the Key Research Institutes of Humanities and Social Sciences at Universities, Ministry of Education. It was established in 2004 under the Institute of Teacher Education, Faculty of Education, Beijing Normal University. As the only national key research center in teacher education, CTER shoulders the responsibilities of academic research, policy consultation, academic programs, international exchange and social service. The founding director of CTER was Professor Zhong Binglin, the former president of BNU. The founding executive director was Professor Zhang Binxian. The current director is Professor Zhu Xudong. Professor Li Qiong, the chairperson of Institute of Teacher Education, Faculty of Education, serves as the deputy director. Professor Gu Mingyuan and Professor Ruth Hayhoe work as consultants in the Academic Advisory Board. Professor Zhong Binglin and Professor Pang Lijuan serve as the director and the deputy director of the Board respectively. Currently, CTER ranks 15th among 135 Key Research Institutes of Humanities and Social Sciences in China. Driven by the spirit of “Inspiring Teachers with Integrity and Vision”, the center is committed to meeting China’s major strategic needs by exploring the frontier of teacher education.

The International PhD Program Teacher Education Policy and Practice is a unique program for talented young researchers from all over the world offered by the Institute of Teacher Education at the Faculty of Education at Beijing Normal University. This program, with generous financial support from the Chinese Government, is designed to train talented individuals who can contribute to globalization and internationalization in the fields of teacher education policy and practice.

The program is focused on preparation cross disciplinary researchers of teacher education, teacher policy, leading teacher training programs, teacher leaders. It provides 4 domains of study: history and theory of teachers and teacher education; management and policy of teachers and teacher education; curriculum and instruction of teacher education; and teacher leadership and professional development. Graduations of the program will meet the demands of the international labor market of universities, international organizations, governmental authorities, NGOs, research institutions, etc.

ENTRY REQUIREMENTS

- ▲ A recognized Master's degree or equivalent degree.
- ▲ Since the program is offered in English, a good mastery of English is required for program admission. Foreign students with English as a second language are suggested to verify their English proficiency with relative certificates.
- ▲ In good health with a health certificate issued by the local public hospitals; without diseases with which entry to China is disallowed by China's laws and regulations; without severe chronic diseases such as serious high blood pressure, cardiovascular/cerebrovascular diseases and diabetes; without metal diseases or epidemic diseases that are likely to cause a serious threat to public health; not in the process of recovering after a major operation or in the process of acute diseases; not seriously disabled or pregnant.
- ▲ Work experience in the educational field (especially as school teachers) is preferable.

DURATION & TUITION

- ▲ **Study Duration:** 3 years
- ▲ **Tuition Fee:** RMB 98,000 (for 3 years)

CREDITS & COURSES

Credits

At least 20 course credits are required (1 credit equals 18 class hours). If the relevant core courses have been studied previously at the master level, these credits can be exempted upon application and attainment of written approval. If the relevant elective courses have been studied previously at the master level, students are expected to take other courses from other programs or departments in order to fulfill the credit requirement.

Courses

No	Curriculum	Type	Credits	Semester
1	Chinese Culture (Chinese Education System, Policy and Management)	Core (11 credits)	2	I
2	Chinese Language		2	I
3	Research Method		3	I
4	Academic Writing and Publishing		2	II
5	Teacher professional development: Theory and practice (frontiers of teacher education)		2	II
6	International Teacher Education Policy and Practice	Elective (3 credits)	2	II
7	Doctoral Research Seminar		2	I
8	Education statistics		2	II
9	Practicum	Required tasks (6 credits)	2	II
10	Internationalization Experience		2	II
11	Mid-term Examination		2	III

CONTACT INFORMATION

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For more information about the Institute of Teacher Education (Center for Teacher Education Research), Beijing Normal University, please visit: <http://en.cter.net.cn>

PHD IN EDUCATIONAL ECONOMICS & ADMINISTRATION

Program Name: Educational Administration & Innovation

The School of Educational Administration, Faculty of Education, Beijing Normal University



INTRODUCTION

With the vision “refine leadership, redefine education”, the School of Educational Administration (SEA) at BNU is the largest and most influential institute for the study of educational administration in China, and has been one of the key national academic disciplines recognized by the Ministry of Education (MOE) since 2007. The school has a strong profile of national and international research and has been ranked as No. 1 in the National Evaluation on Disciplinary Development and Research by MOE. The SEA consists of three concentrations: education administration and policy, school leadership and management, and human resources management in education. Aiming to train high-level education professionals, this international Ph.D. program strives to advance the frontier of human knowledge in the field of educational administration and contributes to reframe educational organizations and facilitate education change worldwide.

The International PhD Program in Educational Administration and Innovation for International Students is a unique program offered by the School of Educational Administration at Beijing Normal University with support from our global partnership universities. This program, with generous financial support from the Chinese Government, is designed to train talented individuals who can contribute to education change and innovation in the fields of educational administration, management, and leadership worldwide, and enhance educational and cultural exchange between China and other countries.

The program at BNU is focused on a series of contemporary issues of educational administration and innovation that are relevant to all countries, especially developing nations, as well as international organization. Based on the rich international resources of the School of Educational Administration at Beijing Normal University, it has a strong team of professors and faculty members, and aims to become a high quality and world-class international program.

We sincerely welcome students from countries across the world to apply for this international program, co-creating multiple and proactive cultural atmosphere, and contributing our modest means to promote development of educational administration and innovation worldwide.

ENTRY REQUIREMENTS

- ▲ A recognized Master's degree or equivalent degree.
- ▲ Since the program is offered in English, a good mastery of English is required for program admission. Foreign students with English as a second language are suggested to verify their English proficiency with relative certificates.
- ▲ In good health with a health certificate issued by the local public hospitals; without diseases with which entry to China is disallowed by China's laws and regulations; without severe chronic diseases such as serious high blood pressure, cardiovascular/cerebrovascular diseases and diabetes; without metal diseases or epidemic diseases that are likely to cause a serious threat to public health; not in the process of recovering after a major operation or in the process of acute diseases; not seriously disabled or pregnant.
- ▲ Work experience in the educational field is preferable.

DURATION & TUITION

- ▲ **Study Duration:** 3 years
- ▲ **Tuition Fee:** RMB 98,000 (for 3 years)

CREDITS & COURSES

Credits

Total 20 credits. At least 11 core course credits are required (1 credit equals 18 class hours), including 2 general compulsory course and 3 professional compulsory courses. In addition, at least 3 credits from the elective courses are required. If the relevant elective courses have been studied previously at the master level, students are expected to take other courses from other programs or departments in order to fulfill the credit requirement.

Courses

No	Curriculum	Type	Credits	Semester
1	Chinese Culture(Chinese Education System, Policy and Management)	Core (11 credits)	2	I
2	Chinese Language		2	I
3	Research Method		3	I
4	Academic Writing and Publishing		2	II
5	Forefront Research of Educational Management and Leadership		2	II
6	Human Resource Management in Education	Elective (3 credits)	3	I
7	Educational Policy Studies		3	I
8	Educational Planning: Theory and Practice		3	II
9	Practicum	Required tasks (6 credits)	2	II
10	International Experiences		2	II
11	Mid-term Examination		2	III

CONTACT INFORMATION

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INTERNATIONAL PHD PROGRAM IN ADVANCED TECHNOLOGIES FOR LEARNING

School of Educational Technology, Faculty of Education, Beijing Normal University



INTRODUCTION TO THE PROGRAM

The PhD Program in Advanced Technologies for Learning aims to train talented individuals able to carry out educational academic research and be committed to practice and innovation of education, and enhance educational and cultural exchange between China and other countries.

We sincerely welcome students from countries across the world to apply for this international program, co-creating multiple and proactive cultural atmosphere, and contributing our modest means to promote the development of educational technology.

THE AIM OF THE PROGRAM

The PhD Program in Advanced Technologies for Learning for International Students aims to train talented individuals from all over the world so that they will develop a deep understanding of learning theories and acquire the skills of applying advanced technologies in learning. More specifically, PHD students need to acquire teaching and learning theories, apply advanced technologies for solving problems, design smart learning environment, and develop curriculum. The program aims to meet the demands of the international labor market by training individuals who have independent educational research capabilities, highly developed international communication and educational management and leadership skills, and will go on to work in international organizations, governmental authorities, research institutions, higher education institutions, and related areas.

DURATION, PROGRAM CURRICULUM AND REQUIREMENTS

Duration

The PhD Program in Advanced Technologies for Learning for International Students is a 3-year program, and students should complete their courses within 3 years. Graduation cannot be postponed or deferred and scholarships cannot be extended or increased. Suspension of study (and of the scholarship) will be offered according to relevant regulations only if a candidate has exceptional circumstances which prevent continuation of study, such as health problems. The suspension shall not be longer than 1 year.

Credits

PhD candidate course minimum total credits require 20 credits, including 11 core course credits, 3 elective course credits and 6 credits from the required Tasks. If the relevant elective courses have studied previously at the master level, students are expected to take other courses from other programs or departments in order to fulfill the credit requirement.

Program Curriculum

No	Curriculum	Type	Minimum Credits	Semester
1	Chinese Culture and history (Chinese Education System, Policy and Management)	Core (11 credits)	2	I
2	Chinese Language		2	I
3	Research Methodology		3	I
4	Academic Writing and Publishing		2	II
5	Forefront Research of Education		2	II
6	Advanced Technologies for Learning	Elective (3 credits)	2	I
7	Doctoral Research Seminar		2	I
8	The Theory of Informationization Teaching Innovation		2	II
9	Computer-Supported Collaborative Learning	Required tasks (6 credits)	2	II
10	Research and Practice Activities		2	II
11	Internationalization Experience		2	II
12	Mid-term Examination		2	III

CONTACT INFORMATION

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TUITION AND FEES

Tuition:

RMB 98,000 for three years (please verify with Office of International Students & Scholars Affairs)

Living expenses in Beijing:

- ▲ On-campus lodging: RMB 1,800-2,700 per month
- ▲ Health Insurance: RMB 600 per year

HELPFUL HINTS

If you are interested in studying at BNU in the future, please see information on website:
<http://iso.bnu.edu.cn> or scan the QR code below on your Wechat.



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SUMMER SCHOOL

