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# 2023 International Network of Educational Institutes (INEI)

## Summer School

### Program Introduction

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

- Melbourne Graduate School of Education, University of Melbourne;
- School of Education, University of São Paulo;
- Ontario Institute for Studies in Education, University of Toronto;
- Faculty of Education, Beijing Normal University;
- Danish School of Education, Aarhus University;
- School of Education, Hiroshima University;
- National Institute of Education, Nanyang Technological University;
- College of Education, Seoul National University;
- School of Education, University of Cape Town;
- IOE, UCL's Faculty of Education and Society;
- School of Education, University of Wisconsin-Madison.

INEI sets its mission to make impacts on policy decisions, influences funding and inspires research and interventions that have a meaningful impact on education locally and globally.

Within the framework of INEI, a Summer School Program has been successfully held each year by FoE-BNU since 2017. We are pleased to announce that the sixth INEI Summer School will be held virtually **from July 3<sup>rd</sup> to 5<sup>th</sup>, 2023** by Institute for Educational Theories, Faculty of Education, Beijing Normal University. We sincerely invite you to recommend outstanding graduate students to take part in this program.



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## Program Theme

### Re-imagining Educational World in the Post-COVID Era

In the post-COVID era, we need rethink and re-imagine the educational world in the global society. The pandemic enlarged the gaps between countries and regions, rich and poor, and private and public education, etc. The pandemic also reminded us that the world is more than ever need peace and development. The SDG4 (Quality Education) is, in our opinion, the main objective that encompasses steadfast commitment to ensuring inclusive and equitable education for everyone, thereby fostering awareness that we share the same planet.

This summer school will attempt to create a reimaginary educational space from the following three aspects. The first session will focus on ChatGPT and its impact to educational research. It is timely topic to reflect on the opportunities, challenges or threats to education brought by ChatGPT. The second session will focus on Youth, Media Culture and Education. The session will bring in the global comparative perspectives to compare youth digital culture and childhood in China, Australia, Norway. The third session will focus on the Educational Equity in East Asia: Class, Gender, and Generation. This session will discuss the major risk factors of educational inequality and discuss the best practices to promote educational equity.

Each Session we will have one chairperson, one keynote speaker who is globally well-known scholar, and three rising young scholars as discussants. Each session will last for two hours, the keynote speech costs 40-50 mins, and each discussant will have 10-15 mins to give feedback, and leave 20-30 mins for the floor to have further discussion.

### Eligibility

- Applicants must be graduate students (Master and PhD), OR final year undergraduate students currently enrolled in an INEI related institute;
- Major in education and its related disciplines;
- Language requirement: English-speaking countries; Citizens from non-English-speaking countries are required to submit official proof of English proficiency. English proficiency can be demonstrated by submitting official TOEFL (85) or IELTS (6.5) scores.
- Preferred (but not required) students who have a strong interest in applying for Master's or Doctor's Degree Programs in China in the future.

### Application Procedure

Each INEI partner institute could recommend up to 3 students to attend the 2023 Summer School. Recommendation lists shall be sent to Ms. GUO Xin ([guoxin@mail.bnu.edu.cn](mailto:guoxin@mail.bnu.edu.cn)) by the Dean or Associate Dean in each school.



Nominated applicants should send documents with the subject title “2023 INEI Summer School Application” to [guoxin@mail.bnu.edu.cn](mailto:guoxin@mail.bnu.edu.cn) including:

- Curriculum Vitae, including education experience, research experience, publications, working experience, courses taken, etc.
- Personal Statement (See Appendix)
- One recommendation letter
- Language proficiency proof (English-speaking countries submit scanned copy of passport; Non-English speaking countries submit scanned copy of language certificate according to the language requirement.)

**Note:** All documents must be in English. If they are in other languages, a notarized copy in English or Chinese must be provided.

## Review Process and Admission Decision

The 2023 INEI Summer School Admission Committee of FOE, BNU will review all the materials submitted by applicants and publicize the admission list, please see the timetable below:

Date	Item	Note
April 28, 2023	Summer School information announced	
April 28-May 14, 2023	Students consult and prepare for the application	E-mail: <a href="mailto:guoxin@mail.bnu.edu.cn">guoxin@mail.bnu.edu.cn</a>
May 15-22, 2023	Send application materials	E-mail: <a href="mailto:guoxin@mail.bnu.edu.cn">guoxin@mail.bnu.edu.cn</a>
May 22, 2023	Deadline for application	No late applications will be accepted
May 23-30, 2023	Review materials	
June 2, 2023	Publicize the admission list and send an electronic letter of admission	

## Tuition Fee

Free



## Course Schedule

Date	Time (Beijing Time, GMT+8)	Contents
July 3 <sup>rd</sup> (Mon.)	19:00-19:15pm	<b>Welcome &amp; Opening Ceremony</b>
	19:15-20:00pm	<b>Lecture 1: ChatGPT: Revolutionary Machine Science or Epistemological Nightmare?</b> <b>Speaker:</b> Prof. Michael Peters, Faculty of Education, Beijing Normal University
	20:00-20:10pm	<b>Break Time</b>
	20:10-21:00pm	<b>Discussants:</b> Prof. Tina A.C Besley, Faculty of Education, Beijing Normal University Associate Prof. DU Liang, Faculty of Education, Beijing Normal University Assistant Prof. Gregery Misiaszek, Faculty of Education, Beijing Normal University <b>Chair:</b> Associate Prof. LIU Shuiyun, Faculty of Education, Beijing Normal University
July 4 <sup>th</sup> (Tue.)	19:00-19:50pm	<b>Lecture 2: Youth, Media Culture and Education</b> <b>Speaker:</b> Prof. LIU Fengshu, University of Oslo
	19:50-20:00pm	<b>Break Time</b>
	20:00-21:00pm	<b>Discussants:</b> Prof. WU Weihua, Faculty of Journalism and Communication, The Communication University of China Prof. FU Jun, Graduate School of Education, University of Melbourne Assistant Prof. GAO Jie, Institute of Education, Capital Normal University <b>Chair:</b> Assistant Prof. LIN Ke, Faculty of Education, Beijing Normal University
July 5 <sup>th</sup> (Wed.)	19:00-19:50pm	<b>Lecture 3: Educational Equity in East Asia: Class, Gender, and Generation</b> <b>Speaker:</b> Prof. Emily Hannum, University of Pennsylvania



	19:50-20:00pm	<b>Break Time</b>
	20:00-21:00pm	<p><b>Discussants:</b>          Prof. XIE Ailei, School of Education, Guangzhou University          Assistant Prof. LIU Ye, Graduate School of Education, University of Melbourne          Assistant Prof. ZHAO Pengfei, School of Education, University of Florida</p> <p><b>Chair:</b>          Prof. WANG Xiying, Faculty of Education, Beijing Normal University</p>

## LECTURE SESSIONS

### 1. ChatGPT: Revolutionary Machine Science or Epistemological Nightmare?

July 3<sup>rd</sup> (Mon.), 19:00-21:00pm

**Speaker:** Prof. Michael Peters, Faculty of Education, Beijing Normal University

**Abstract:** This session focuses on topics related to the AI technology, impact on education and knowledge economy. Will the release of ChatGPT will opportunities, challenge or threat to education? Will it lead to reinventing education, schools, and educators? This session will try to discuss this topic with you. The keynote speaker will give a speech with the title of “ChatGPT: Revolutionary Machine Science or Epistemological Nightmare?”, which focuses on the change brought by AI technology to the field of education and knowledge economy. Three discussants will give comments on the speech of Prof. Michael Peters and will also give some personal idea about this topic. Students and scholars who are interested in the impact of new technology on education are highly welcome to join the session.

### 2. Youth, Media Culture and Education

July 4<sup>th</sup> (Tue.), 19:00-21:00pm

**Speaker:** Prof. LIU Fengshu, University of Oslo

**Abstract:** This session focuses on topics related to the digital generation, digitalized childhood, youth media culture, and media literacy education. The keynote speaker will introduce one of her research projects comparatively studying in the Internet usage and culture among Chinese and Norwegian youth, which reflects on the meaning of modernity in the digital age. Two discussants will provide some empirical cases based on Australian and Chinese contexts.



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Students and scholars who are interested in youth media culture and the innovation of media/digital literacy education are very welcome to join the session.

### 3. Educational Equity in East Asia: Class, Gender, and Generation

July 5<sup>th</sup> (Wed.), 19:00-21:00pm

**Speaker:** Prof. Emily Hannum, University of Pennsylvania

**Abstract:** This session focuses on topics related to Educational Equity in East Asia: Class, Gender, and Generation. The keynote speaker Emily Hannum will give a talk on the general landscape of education (in) equality in east Asia, and then three discussants will give feedbacks based on their own research from the gender, class, and generational perspectives. It seeks to probe the mechanisms, structures, policies, and effects of unequal education. The following (but not limited to) questions will be addressed: What is the lived schooling experience of Chinese children and youth of different gender, social statuses, ethnicities and from different generations? How do family members and communities engage in education strategies in order to pursue intergenerational upward mobility? How are educational policies and reforms shaping the educational opportunities of Chinese children and youth? What interventions can social and educational research make in order to improve pedagogical practice (especially for the marginalized) and shape policy making?

## Introduction of Speakers



**Dr. Michael Peters** is currently a Professor in the Faculty of Education at Beijing Normal University (previously Professor at Waikato University and Emeritus Professor at the University of Illinois at Urbana-Champaign). His interests are in education, philosophy and social policy and is a lifelong Fellow of the New Zealand Academy of Humanities. His research interests are in educational philosophy, theory and policy studies with a focus on the significance of both contemporary philosophers (Nietzsche, Wittgenstein, Heidegger) and the movements of poststructuralism, critical theory and analytic philosophy to the framing of educational theory and practice.



**Dr. Tina AC Besley** has been a NZ secondary school teacher for 16 years (Head of Guidance, Counsellor). She launched her academic career as Research Fellow at University of Glasgow, UK in late 2000, then moved to University of Illinois Urbana Champaign, USA. She has been a Full Professor since appointment in 2006 at California State University, San Bernardino. In 2008, she returned to University of Illinois Urbana-Champaign as Research Professor before appointment at Waikato in August 2011. Her mainly research interests are Philosophy of Education; Education Policy & Politics; Education Research; Globalisation; Interculturalism, Morals and Ethics; Subjectivity; Sociology and Education; Social Justice; Youth; Counselling.



**Dr. DU Liang** is an Associate Professor at Faculty of Education, Beijing Normal University and currently serves as the Deputy Chair of BNU China Research Center for Ethnic and Multicultural Education. His research interests include minority education, migrant education, education and social class formation, teacher development in high-needs contexts, and globalization and intercultural education. In addition to publishing on these topics in both English and Chinese academic journals, he is the author of *Learning to Be Chinese American: Community, Education, and Ethnic Identity* (Lexington, 2010), and contributed to several other books including *Handbook of Asian Education* (Routledge, 2010), *Handbook of Class and Stratification in China* (Edward Elgar, 2016), *Oxford research encyclopedia of education* (2020).



**Dr. Greg William Misiaszek** is an Assistant Professor at Faculty of Education, Beijing Normal University. He also holds various positions including Co-Editor, WCCES's journal *Global Comparative Education* and Associate Director, Paulo Freire Institute, UCLA. His current work focuses on critical analysis of environmental pedagogies, with specific emphasis on ecopedagogy, through theories of globalizations, citizenships, race, gender, migration, Indigenous issues, and media, among others. Dr. Misiaszek worked for over 17 years at the University of Southern California's (USC) Andrus Gerontology Center, as well as an adjunct professor at the University of San Francisco (USF), and California State University, Long Beach. Dr. Misiaszek holds a Ph.D. from UCLA's Graduate School of Education in Social Science and Comparative Education, masters in distance education (USC Rossier), and bachelor's from USC in Environmental Studies (emphasis in Chemistry).



**Dr. LIU Shuiyun** is an associate professor in the Faculty of Education at Beijing Normal University. She got her Ph.D. from Institute of Education, UCL in 2011, and her Master degree was from University of Oslo, Norway (Erasmus Mundus Programme). Her main research interests include educational policy, higher education and quality assurance. Dr. Liu has published in a number of journals, including *Higher Education*, *Journal of Higher Education*, *Higher Education Policy* and *Cambridge Journal of Education*, etc. Her book, *Quality Assurance and Institutional Transformation: The Chinese Experience* was published by Springer in 2016; *External Higher Education Quality Assurance in China* was published by Routledge in 2018. Besides, she also contributed to six other books with separate chapters.



**Dr. LIU Fengshu** is a professor of Comparative Education and International Education at the University of Oslo, Norway. Her research interests include sociology of education, child and youth studies, contemporary Chinese studies, and comparative and international education. The topics of her recent publications include: youth and the Internet, identity construction of China's only-child, intergenerational relationships in only-child families, college students and middle-class identity construction, parents' gender expectations for only-child, rural children and their education, school culture, Confucian self-cultivation, modern feminine and masculine constructions of Chinese youth,

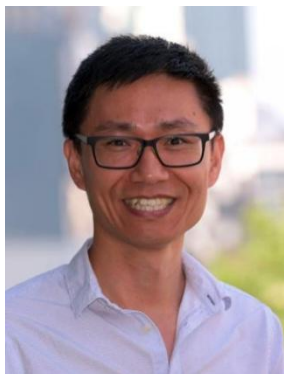


changes in childhood, the rise of “priceless treasures” in China, and other-sex relations across three generations in China.



**Dr. WU Weihua** is a professor of Media, Internet and Culture Studies in Faculty of Journalism and Communication, where he also serves as Head of Department of Internet and New Media and the senior research of the State Key Lab of Media Convergence and Communication at the Communication University of China. He received his Ph.D. from City University of Hong Kong, then he joined the

International Center for Advanced Studies at New York University as a Postdoctoral Research Fellow at 2006. He also was a Fulbright research fellow at the Comparative Media Studies/Writing, MIT from 2014 to 2015. In his work and research, he has collaborated with universities and organizations working on the Internet studies, cyber society, youth subculture and media studies, etc.



**Dr. FU Jun** is a Research Fellow at the Youth Research Centre, Melbourne Graduate School of Education. His research interests include digital media, citizenship practices of young people, and media and digital literacy education. He has published in journals and edited book collections in the field of youth studies and citizenship education. In 2018 Dr. Fu joined the Life Patterns research project, a longitudinal research project of three cohorts of Australian young people. He also does research about digital media practices of Chinese international students in Australia. He teaches several undergraduate and graduate level subjects at the Melbourne Graduate School of Education.



**Dr. GAO Jie**, the lecturer of the Faculty of Education, Capital Normal University (CNU), with a joint doctoral degree from Beijing Normal University (BNU) and Indiana University of USA, has now served as the Secretary General of Moral Education Institute in CNU. The main research fields include: Pedagogy, philosophy of Education, Values education and Moral education.



**Dr. LIN Ke** is an Assistant Professor of Beijing Normal University. She works at Faculty of Education and The Center for Citizenship and Moral Education. She also works as an associate editor of the English journal *Beijing International Review of Education*. She was awarded her Ph.D. from University College London (UCL) in the UK and acted as an international representative of the UCL International Centre for Education and Democratic Citizenship. Her research interest mainly lies with digital citizenship education, youth cyber civic participation, youth media culture and media literacy, virtual ethnography, and information and digital ethics.



**Dr. Emily Hannum** is a professor of sociology and education at the University of Pennsylvania. Her research interests are poverty and child welfare, gender and ethnic stratification, and sociology of education. Current projects focus on childhood poverty in China, the impact of large-scale school consolidations on educational attainment in China, and family separation and children's education in China and in comparative perspective. Data collection projects include a longitudinal study of rural poverty and upward mobility in northwest China and a study of environment and health at the beginning of life in southeast China. Recent publications include "Education in East Asian Societies: Postwar Expansion and the Evolution of Inequality" (2019, *Annual Review of Sociology*, with Hiroshi Ishida, Hyunjoon Park, and Tony Tam) and "Differences at the Extremes? Gender, National Contexts, and Math Performance in Latin America." (2019, *American Educational Research Journal*, with Ran Liu and Andrea Alvarado-Urbina).



**Dr. XIE Ailei** is a professor and the Director of the Bay Area Education Policy Institute for Social Development at Guangzhou University. His main area of research is on social and policy studies in education. His publications examined the academic and social success of rural students in China's most elite universities; rural parents, children and schooling; and the access to China's higher education. He was an Assistant Professor at Shanghai Jiao Tong University from the year 2012 to 2013, a Postdoctoral Fellow at the University of Hong Kong since 2014 to 2017 and was selected as a visiting fellow to Cambridge University in 2016.



**Dr. LIU Ye** is a Senior Lecturer at the Department of International Development. Prior to King's, she was a Senior Lecturer in International Education at Bath Spa University between 2013 and 2016, and was a lecturer of Contemporary Chinese Studies and Director of the BA programme in Chinese Studies at the University College Cork, Ireland from 2012 to 2013. Her work has been published in *Work, Employment & Society*, the *British Journal of Sociology of Education*, *Comparative Education Review*, *Higher Education*, and the *Journal International Education and Development*. Outside academia, Ye has written for the *Conversation*, *Foreign Affairs* and the *MUSE*. Her research has featured in the *Financial Times*, the *Guardian*, *BBC News*, the *Protocol*, the *ChinaFile*, the *Reuters News* and the *Times Higher Education*. She has also appeared on the *BBC Radio 4 Woman's Hour*, the *BBC Why Factor*, the *National Committee of the US-China Relations Podcast* and the *China Changing Festival* at the Southbank Centre.



**Dr. ZHAO Pengfei** is Assistant Professor of Qualitative Methodology in the College of Education at the University of Florida. She was a 2021 National Academy of Education (USA)/Spencer Foundation Postdoctoral Fellow. With an interdisciplinary background in qualitative methodology, cultural studies, and sociology, Zhao specializes in the philosophic foundations, methodological theories, empirical applications, and teaching of critical qualitative methodologies. Her empirical work primarily focuses on marginalized youth's gendered and racialized coming of age experience in the contexts of China and Chinese diasporic communities. She is the coauthor of *Making Sense of Social Research Methodology: A Student and Practitioner Centered Approach* (Sage, 2021) and coeditor of the special issue, "Feminist Explorations of Storyworlding, Ethics, Love, and Validity" (*International Journal of Qualitative Studies in Education*, 2022). Her papers have appeared in *Qualitative Inquiry*, *Forum: Qualitative Social Research*, and *Journal of Contemporary Ethnography*, among others. Her research has won international awards and has been funded by Spencer Foundation, Gates Foundation, and National Science Foundation (USA).



**Dr. WANG Xiying** is a Professor in the Faculty of Education at Beijing Normal University. Her research interests include gender-based violence, sex education, school bullying, women who live with HIV/AIDS, education of sociology, youth studies, gender studies, and qualitative



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research methods. She has written and published around 100 research papers, including journal articles, book chapters, conference papers, working papers and reports. Her articles have been published widely in international peer-reviewed journals including *Modern China*, *Violence Against Women*, *Journal of Interpersonal Violence*, *Smith College Studies of Social Work*, *Journal of Sociology & Social Welfare*, etc., and has gained a lot of attention, both locally and internationally. Dr. Wang has also authored a book, entitled: *Gender, Dating and Violence in Urban China*, published by Routledge in 2017. She has been the principal investigator of different projects funded by the Ministry of Education, Ministry of Civil Affairs, UNFPA China office, and UN Women China Office.



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## Assessment and Certificate

Students 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 of completion.

## Contact

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## Appendix

### 2023 INEI Summer School

### Personal Statement

Please introduce your study motivation, academic background, study/research plan and objective for future career etc. in 1000 words.