

Conference Guide

BNU-QUT-UC
Doctoral Forum

4th

[Teacher Education: Theories and Practices from an International Perspective]



Date.

November 5-11, 2018
Beijing, China

Host.

Faculty of Education, Beijing Normal University
Faculty of Education, Queensland University of Technology
School of Education, University of Calgary

[Teacher Education: Theories and Practices from an International Perspective]

The 4th BNU-QUT-UC Doctoral Forum

Conference Guide

Beijing, China

November 5th -11th , 2018

Hosted By

Faculty of Education, Beijing Normal University

Faculty of Education, Queensland University of Technology

Werklund School of Education, University of Calgary





CONTENTS

- 1. Introduction**
- 2. Forum Agenda**
- 3. Participants &
Presentation Introduction**
- 4. List of Participants**
- 5. Forum Guide**

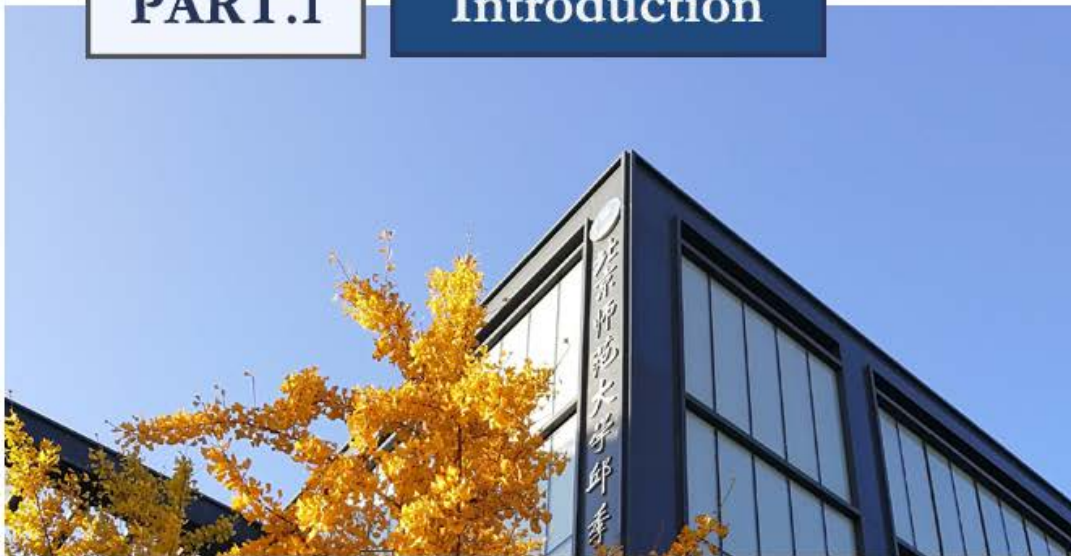


北京師範大學

BEIJING NORMAL UNIVERSITY

PART.1

Introduction



Introduction to the 4th BNU-QUT-UC Doctoral Forum

The BNU-QUT-UC Doctoral Forum grew out of the long-term annual exchange program cooperated by Beijing Normal University (BNU) and The Queensland University of Technology (QUT), which aimed at providing doctoral students from both universities with a broader academic exchange platform and encouraging them to re-examine and enrich their own research from a cross-cultural perspective. The BNU-QUT Forum was held for ten consecutive sessions till 2014, and in 2015 the Werklund School of Education, University of Calgary (UC) joined the forum. That was the time when the 1st BNU-QUT-UC Doctoral Forum was held. Since then, the three universities take turns to hold the forum in China, Canada and Australia.

As always, with the theme of *Teacher Education: Theories and Practices from an International Perspective*, the 4th BNU-QUT-UC Doctoral Forum is open to all current doctoral students from Faculty of Education BNU, QUT and UC. Academic experts from the three universities will be invited to give academic lectures and organize practical activities for students to visit local public schools and private schools, etc. Participating students will gain rich learning experience in presenting research, getting feedback and networking opportunities.

Beijing Normal University



Beijing Normal University, a key university under the administration of the Ministry of Education, is a renowned institution of higher education known for teacher education, education science and basic learning in both the arts and the sciences. The university's predecessor, the Normal College of the Imperial University of Peking, was founded in 1902.

Beijing Normal University is acknowledged as one of the nation's first ten key universities. The school entered into the first "211 Project" Construction Program during the time of the Ninth Five-Year Plan. Over the Tenth Five-Year Plan period, the university was listed on the nation's "985 Project" Construction program.

Beijing Normal University



The main campus (North Taipingzhuang 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 22,000 full-time students, including 8,900 undergraduates, 11,300 graduates and 1,800 long-term international students. The campus has 1 education faculty, 22 schools and colleges, 2 departments and 36 research institutes (centers). The library boasts over 4.1 million volumes and some 17,300 GB of digital resources, with 1,400 GB e-books.

According to the 2012 assessment results (the 3rd time) for first-level disciplines issued by the Academic Degree Center of the Ministry of Education, the 5 first-level disciplines – namely, Education, Psychology, Chinese History, Geography and Ecology – ranked first. The 3 first-level disciplines, namely, Chinese Language and Literature, Theatre, Film and Television and System Science – ranked second.

Faculty of Education



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. FOE came into being when BNU decided to elevate her subject of education to a world-class discipline and recreate the landscape of education in China by merging all the education schools and institutes into a single entity. Therefore, FOE was grounded on the exceptional success of the specialty of education at BNU, which was the first in China to award master's and doctoral degrees in education, found post-doctoral scientific research mobile stations, and get the authority to award doctoral degrees in education as a first-level discipline. The missions of FOE are to improve the quality of educational innovation nationwide, to educate and prepare professional teachers and future educators, to house the think tank in education, to offer opportunities for International educational exchange and to facilitate the building of the educational and cultural industry in China.

Faculty of Education



FOE is a high-end hub for international academic exchange. Up to now, FOE has signed bilateral or multilateral agreements with over 30 renowned universities worldwide. It has established the International Network of Educational Institution (INEI) along with other 9 top education schools in the world as one of the organizers. Each year, FOE sponsors numerous high-level international conferences and invites more than 200 distinguished scholars to lecture. Moreover, FOE is the first school at BNU to offer the international master's programs (courses taught in English), which have attracted a large number of international students and have served as a source of inspiration and global outlook for students.

PART.2

Forum Agenda



Date: Monday, 5th November

| | |
|---------|---|
| All day | Participants arrive in Beijing from Brisbane and Calgary Transported by taxi to accommodation in Beijing Hotel registration, Settle in hotel, Free time, Dinner |
|---------|---|

Date: Tuesday, 6th November

| Time | Activity |
|-------------|---|
| 9:00 | Chen Liu to meet participants in hotel lobby and travel to BNU |
| 9:30-10:15 | Faculty of Education Opening Ceremony <ul style="list-style-type: none"> • Welcome from Faculty Secretary of Party Committee Jiayong Li (10 mins) • Remarks from visiting dignitaries (Deans/Professors) (20 mins) • Gifts and group photo (15 mins) |
| 10:15-12:15 | Academic program: <ul style="list-style-type: none"> • Introductory activities conducted by BNU academics • Specialist lectures or methods workshops by QUT academics |
| 12:15-14:00 | Lunch |
| 14:00-15:00 | Academic program – specialist lectures or methods workshops by UC academics |
| 15:00-17:00 | Cultural activity 1 — school visit to National Training Center |
| 17:00-19:00 | Welcome Dinner |

Date: Wednesday, 7th November

| Time | Activity |
|-------------|--|
| 8:30-11:30 | Cultural activity 2 – school visit to public school <ul style="list-style-type: none"> • Visit to No. 2 Experimental Primary School of Haidian, Beijing • Dialogue sessions will be arranged with the school practitioners from school |
| 14:00-17:00 | Cultural activity 3 – school visit to a private school <ul style="list-style-type: none"> • Visit to Beijing Royal School • A dialogue session will be arranged with the school practitioners. |
| 17:30-19:30 | Dinner |

Date: Thursday, 8th November

| Time | Activity |
|-------------|--|
| 8:30-11:30 | Chen Liu to meet participants in hotel lobby and accompany them to BNU campus. |
| 9:00-10:30 | Student Presentations |
| 10:30-10:45 | Coffee Break |
| 10:45-12:30 | Student Presentations |
| 12:30-14:00 | Lunch |
| 14:00-15:30 | Student Presentations |
| 15:30-15:45 | Coffee Break |
| 15:45-17:00 | Student Presentations |
| 18:00-19:00 | Dinner |
| 19:00-21:00 | Student Presentations(If necessary) |

Date: Friday, 9th November

| Time | Activity |
|-------------|---|
| 8:30-11:30 | Academic writing workshop by Prof. Robert Tierney |
| 11:30-14:30 | Lunch |
| 14:30-16:30 | Academic program – specialist lecture by Prof. Shi Zhongying on <i>Education in China</i> . |
| 16:30-18:00 | Reflection Session |
| 18:00-20:00 | Farewell Dinner |

Date: Saturday, 10th November

| Time | Activity |
|-------------|--|
| 8:30-12:30 | Cultural activity 4–Ancient Culture <ul style="list-style-type: none"> • Visit to Palace Museum |
| 15:00-18:00 | Cultural activity 5– Modern Experience <ul style="list-style-type: none"> • Visit to Beijing National Stadium, Water Cube, etc. |
| 18:30 | Dinner |

Date: Sunday, 11th November

| | |
|---------|-----------|
| All day | Departure |
|---------|-----------|

PART.3

Participants & Presentation Introduction



Doctoral Forum Academics Information of Beijing Normal University (BNU)



Professor Xudong Zhu

Email: zhuxd@bnu.edu.cn

Qualifications

PhD

Professor of Faculty of Education, Beijing Normal University

Dean of Faculty of Education, Beijing Normal University

General Secretary of Teacher Education Experts Committee of Ministry of Education (MOE)

Director of the Center for Teacher Education Research (CTER), BNU

Vice-General Secretary and Executive Director of the National Teacher Education Society

Bio Information

Prof. Zhu Xudong's area of research include Teacher Education, Comparative Education, Foreign Education History and so on. He has published more than eighty papers, ten books and edited four series. He was the Beijing Outstanding Doctoral Thesis Guidance Teacher in 2010, and the National Hundred Outstanding Doctoral Thesis Award Nomination Guidance Teacher in 2011. He was the Ministry of Education Program for New Century Excellent Talents in 2010. And he is among the first batch of experts of "The National Training Plan of Primary and Secondary School Teachers" (NTP) of the Ministry of Education and the Director Expert of Beijing School-Based Research in the Eleven-five and Twelve-five Period.

Doctoral Forum Academics Information of Beijing Normal University (BNU)



Professor Jiayong Li

Email: l jy@bnu.edu.cn

Qualifications

PhD

Professor of Faculty of Education, Beijing Normal University

Secretary of the Party Committee, Faculty of Education, Beijing Normal University

Bio Information

Dr. Li's research interest is in international and Comparative Education, with special focuses on teacher education, curriculum studies, and private education. He used to be a member of the Expert Committee for Curriculum Reform sponsored by the Chinese Ministry of Education. He is also editing a Journal of Educational Studies published in Beijing.

Dr. Li has published more than twenty articles and consultation papers in the filed of international and comparative education. He also authored and co-authored more than ten books, including one originally in English and published by UNESCO-IIEP (1994).

Doctoral Forum Academics Information of Beijing Normal University (BNU)



Professor Zhongying Shi

Email: szying@tsinghua.edu.cn

Qualifications

PhD

Professor at the Institute of Education at Tsinghua University

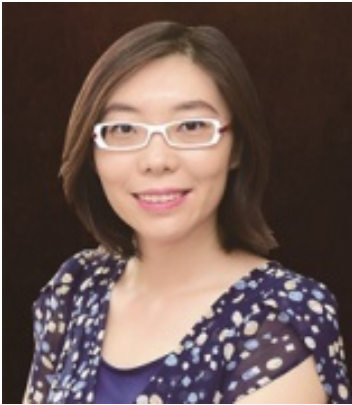
Executive Vice-Dean of Institute of Education, Tsinghua University

Chair of Philosophy of Education Society in China (PESC)

Bio Information

Shi Zhongying is professor of education at the Institute of Education at Tsinghua University, China and chair of Philosophy of Education Society in China(PESC). His recent research interests are in the field of values education, education reform etc . His books include Cultural Characteristics of Pedagogy 教育学的文化性格(1999), Knowledge Transformation and Educational Reform 知识转型与教育改革(2001), Philosophy of Education 教育哲学(2007) and so on.

Doctoral Forum Academics Information of Beijing Normal University (BNU)



Associate Professor Ping Zhao

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Qualifications

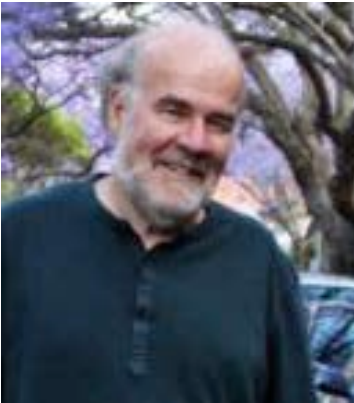
PhD

Associate Professor of Faculty of Education, Beijing Normal University

Bio Information

Dr. ZHAO Ping is an Associate Professor at the Center for Teacher Education Research and the Institute of Teacher Education, Faculty of Education, Beijing Normal University. Her research interests include comparative teacher education and teacher education policy in China. Her publications mainly focus on policy making and evaluation in teacher education. She is also invited to participate international cooperative research on pre-service teacher education project.

Doctoral Forum Academics Information of Beijing Normal University (BNU)



Professor Robert Tierney

Phone: +17788981477

Email: rob.tierney@ubc.ca

Qualifications

PhD(UGA)

Honorary Professor;

Distinguished Visiting Professor, Beijing Normal University;

Professor, UBC

Bio Information

Literacy education, research paradigms and rhetoric of science, assessment, professional development of educators, multimedia and cultural studies

BNU Student Participants



Bin Zhao

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Bin Zhao is the PhD student of Faculty of Education in Beijing Normal University. And she is specialized in the foundation of education. She is interested in cross-cultural studies, so her research focus on the foreign students in China and some overseas Chinese students. Prior to PhD studies, Bin had gained some practical experience of teachers' development in Faculty Development Center in BNU.

BNU Student Participants

The Analysis of Current Situation of the Chinese Faculty Development Centers: Research based on the content analysis of the work report of 69 faculty development centers

【Abstract】

In this day and age, with regard to the development of modern society and the spurt growth of education, the expectations for teachers in higher education become various. To cope with the urgent requirement, FD(faculty development) increasingly plays an important role. On the one hand, it would be beneficial for teachers to improve their teaching, build their research capacity and facilitate their academic and career development; on the other, it would help universities adapt to the challenging environment by virtue of the changes taken place through FD, i.e. facilitate new educational practice. In this sense, related organizations need to offer necessary programs to encourage faculty development. For some western countries, they have already built up FD centers (even the names are diverse) since 1960s, and many other countries gradually follow up. While existing researches are not sufficient to present the holistic development situation of Chinese FD centers. So in this article, the authors analyze the work reports of 69 institutions through the method of content analysis, thus to show the overall picture of the current situation of faculty development centers in higher education of China. Based on the survey data, the study has found that, through 5 years of development, Chinese FD centers could well facilitate faculty development in many aspects by means of the carried out activities. However, improvements still needed for some respects, such as function, service system and specialization. So Chinese FD centers should strengthen the specialized construction and the activities' quality.

BNU Student Participants



Li Pei

Email: . peili312@163.com

Li Pei is currently a PHD student in the Center for Teacher Education and Research at Beijing Normal University, China. Her research interest includes teacher professional development, teacher identity, teacher preparation and so on. She is interested in adopting a qualitative approach to do teachers' research, to listen to teachers' own voice in their daily work and life, so as to get approach to their inner heart and genuine life experience. She is also interested in adopting social and cultural approach to teachers' research, since this is an effective way to explore the Chinese social and cultural context which deeply influences Chinese teachers' work and life.

BNU Student Participants

Primary Teachers' Identity Construction in Public School Context of China: A Sociocultural Perspective

【Abstract】

Teacher's professional identity is a critical component in the sociocultural and political landscape of school, which is linked to teachers' learning and socialization, their engagement in communities of practice in schools, and their participation in teaching activities. In order to examine the dynamic influence of public school context on primary teachers' identity construction in mainland China, this paper adopts a sociocultural theoretical approach to teacher education and Carlone and Johnson's (2007) model of identity. The question framing the study is the following: How does the school context mediate the primary teachers' identity formation in mainland China?

As the research design is to conduct an ethnographical study in order that the school contextual factors can be fully explored and analyzed, the data source are qualitative data of five Chinese language teachers in one public school of mainland China: observational data, in-depth interview data, and documented data.

BNU Student Participants

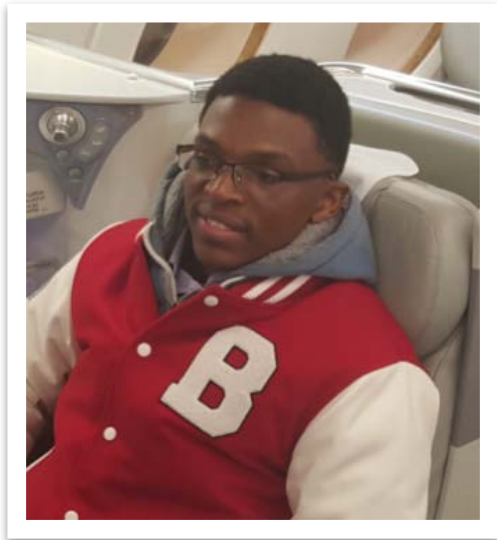
Primary Teachers' Identity Construction in Public School Context of China: A Sociocultural Perspective

【Abstract】

The main argument is that the social-cultural and political landscape of public school context as a mediational system affects how teachers sense themselves and construct their identity in three related dimensions: competence, performance and recognition. Based on the negotiation between personal resources and school context, individual teachers make judgments of “who am I as a teacher” and identify “which situation am I in” as a member of M school. Compared to previous studies that generally focused on the socio-cultural context of Hong Kong district and the second-language teachers' identity in linguistics field, this study explored the more general teachers in the social-cultural context of public school context in mainland China, and identified the positive factors and negative mediating factors such as micro-political factor, the institutional system factors, the explicit and implicit rules and cultures factor, the different roles and power relationships among members of the school.

This paper contributes to the existing studies in theoretical and methodological aspects. Theoretically, this paper employs a social-cultural perspective to teachers' identity construction, thus complementing the existing cognitive perspective in teachers' identity research field; besides, this paper tries to discuss in Chinese Confucian-heritage cultures, how school mediating factors function differently in Chinese teachers' identity construction. Methodologically, this paper adopts an ethnographical approach to teachers' contextualized identity construction, which is rarely seen in most interview or narrative studies. Implications for creating a more learning-based professional community and enhancing teachers' social-cultural awareness are discussed.

BNU Student Participants



Patrick Kavenuke

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Patrick Kavenuke is an Assistant Lecturer in the faculty of education of Dar es Salaam University College of Education in Tanzania. He is currently a PhD candidate at Beijing Normal University. He has received many prizes including the second prize of the best PhD students of the year 2015/2016 by Beijing Normal University. He is particularly interested in meaningful teaching and critical learning; critical pedagogy; critical thinking skills in students; critical theories of education; teacher leadership and management; language of instruction in multicultural societies; academic advising in academic institutions; and comparative education. He has taught courses such as International and Comparative Education, Philosophy of Education, Sociology of Education and Principles of Education at Dar es Salaam University College of Education.

BNU Student Participants

Are Student Teachers Prepared to Teach? An Assessment of Self-Efficacy, Resilience, Locus of Control, and Attitudes towards Teaching

【Abstract】

Given the perceived importance of teacher training programmes in preparing prospective teachers and the current contexts surrounding teachers in Tanzania, we assessed the status of student teachers' preparedness to teach. We used a sample (n=454) of final year students in one of teacher education universities in Tanzania. We measured student teacher preparedness using four dimensions—self efficacy of pedagogical content knowledge, resilience, locus of control and attitudes towards teaching. We adopted and modified items from standardized instruments, all of which were considered reliable (Cronbach's Alpha > 0.8). All dimensions were measured using four points scale except self-efficacy which was measured using seven points scale. With exception of relatively low teachers' attitude towards teaching, results indicated that student teachers have higher levels of self-efficacy, resilience and internal locus of control. We also found a significant difference ($p < 0.005$) between teaching subjects on the dimension of locus of control with social science majors having higher internal locus of control than science and mathematics majors. Moreover, future employment intentions have significant impacts ($p < 0.05$) on student teachers' attitudes toward teaching with those intending to work in non-teaching sector having significantly lower attitudes. Regression results indicated that working with students and the nature of teaching profession were strong predictors of attitudes towards teaching ($R^2 = 0.3$). Regrettably, 40.2 % (n=445) of student teachers regret that they chose the teaching profession. From these findings we offer several recommendations including improving the status of the teaching profession so as to improve attitudes towards teaching, introduce entrepreneurship training for students since more than 47% of respondents wish to employ themselves and increasing student teachers' confidence in the aspect of controlling students' disruptive behaviors which scored the lowest mean.

BNU Student Participants



Hua Ruan

Email: . hruan@mail.bnu.edu.cn

Hua Ruan is a PhD student in Economics of Education at the Beijing Normal University. He got his Bachelor Degree in Physics and Master Degree in Optics from Beijing Normal University. After several years' job as a physics teacher and subject group leader in the high school affiliated to Beijing Institute of Technology, Hua turned his role into a researcher. He has got abundant experience in teaching and learning from grade 7 to grade 12 in China, and held his own idea about organization construction at school level. Presently, Hua is a full time student of the Faculty of Education of BNU. The interest of his research is on teacher human capital and teacher labor market. The projects that he is engaged in are on the problem of substitute teachers in China and the construction of teachers' human capital in western China.

BNU Student Participants

Teachers' collective efficacy and subject group climate in middle school: the perspective of internal institution

【Abstract】

Teacher's collective efficacy is considered as an important factor for education reform and innovation. It is also considered as the property for the process of education production and has a good contribution for explaining the differences of outcome among schools. Organization climate has a strong influence on the formation of teacher's collective efficacy. Most of the studies concerning the relationship between teacher's collective efficacy and organization climate were practiced at the school level. However, this study is based on the institutional economics theory and discusses the relationship at the subject group level from the perspective of internal institution. Goddard CE-scale(short form) is used to collect the data about teacher's collective efficacy in subject groups of Chinese, Mathematics, English, Physics and Chemistry in middle school, and then, the scores are standardized and descriptive statistics is presented. Some scaled questions adapted from TALIS(2013) teacher questionnaire are used to collect the data about subject group climate by investigating teachers who have taken part in the Goddard CE-scaling. According to theoretical analysis, multiple regression model is constructed, with OLS regression method, the relationship between teacher's collective efficacy and subject group climate is analyzed quantitatively. Discussion about the hypotheses is made according to the estimate result and some conclusions are made. Besides, some suggestions about the institution construction at subject group level in middle school are provided for future teacher education program.

Doctoral Forum Academics Information of Queensland University of Technology (QUT)



Professor Carol Nicoll

Phone: +61 731383211

Email: c.nicoll@qut.edu.au

Qualifications

PhD (University of British Columbia)

Bio Information

Professor Carol Nicoll is the Executive Dean of the Faculty of Education at QUT. She began her career as a secondary school teacher in Queensland, and held a number of senior positions in the Commonwealth Department of Education, including responsibility for school funding. She was the CEO of the Australian Learning and Teaching Council and the inaugural Chief Commissioner and CEO of the Tertiary Education Quality and Standards Agency. She has degrees in Law, Arts and Education from the University of Queensland and a doctorate from the University of British Columbia.

Doctoral Forum Academics Information of Queensland University of Technology (QUT)



Associate Professor Karen Dooley

Phone:+61 731383430

Fax:+61 731383985

Email: k.dooley@qut.edu.au

Qualifications

PhD (Griffith University);

Graduate Certificate in Arts (Chinese) (University of New England);

Graduate Certificate in Applied Linguistics (Griffith University);

BEdStud(Hons) (University of Queensland), DipT (Brisbane College of Adv. Ed.)

Bio Information

Karen lectures in English Curriculum and research methods. She is a sociologist of education. Karen has held three research grants from the Australian Research Council for studies of pedagogy for refugee youth; digital and print literacies in a high poverty, high diversity school; and private literacy tutoring. With colleagues from Beijing Normal University she has published in the *Australian Educational Researcher* and has an article forthcoming in the *Journal of Studies in International Education*. She was one of the editors on a newly published book with Routledge that includes chapters by several sociologists from Beijing Normal University, *Bourdieu and Chinese Education: Inequality, Competition, and Change*.

Doctoral Forum Academics Information of Queensland University of Technology (QUT)



Professor Suzanne Carrington

Phone: +61 731383725

Email: sx.carrington@qut.edu.au

Qualifications

PhD (University of Queensland),;

MEd (James Cook Uni. of North Qld);

BEd (James Cook Uni. of North Qld), DipTeach (Griffith University)

Bio Information

Suzanne's areas of expertise are in inclusive education, disability and teacher preparation for inclusive schools. She has engaged in research to inform policy and practice in Australian and international education contexts, more recently extending this research to the South Pacific and Asia. She has broad knowledge of education research, and her publication list provides evidence of extensive collaboration with education and health research. Suzanne is currently the Program Director of Program 2: Enhancing Learning and Teaching for The Cooperative Research Centre for Living with Autism (Autism CRC). This is the world's first cooperative research Centre focused on autism across the lifespan.

QUT Student Participants



Elizabeth Briant

Email: elizabeth.briant@qut.edu.au

Elizabeth Briant is a PhD candidate and Senior Research Assistant, researching private tuition from a sociological perspective. She is particularly interested in understanding the conditions surrounding the emergence and use of private tuition in Australia, and potential implications for families and education policy. Elizabeth has previously published in the areas of teacher education and curricular change, and has taught pre-service teachers at QUT in English curriculum and digital pedagogies. Prior to her academic work, Elizabeth was a secondary teacher for Education Queensland, working with students from low socio-economic backgrounds.

QUT Student Participants

Exploring the logics of teachers who purchase private tuition for their own children

【Abstract】

Teachers' knowledge is often assumed to sufficiently meet the demands of the mainstream education system. Consequently, teachers are often assumed to be capable of supporting their own children's education (including difficulties) without external support such as private tuition. However, this presentation puts forward data from interviews with teacher-parents who indeed have used private tuition with their own primary-aged children. Giddens' (1984) structuration theory is used to unpack teacher-parents' choice to purchase private tuition, in spite of their familiarity with the education system. I argue that teacher-parents' choice is a result of a highly separated school-family system, such that teacher knowledge alone can be insufficient to support children's in-school progress. The choice to enlist private tuition. In some circumstances, may be reproducing the disconnection between mainstream education and family.

QUT Student Participants



Johanna Einfalt

Email: j.einfalt@hdr.qut.edu.au

Johanna Einfalt is a PhD student at the Queensland University of Technology. She is particularly interested in understanding how to develop intercultural competence and communication skills in students at university. Johanna has worked for many years as an educator and academic skills adviser in the university sector, teaching into several areas including: Communication, Writing, Literacies in Education, and at two German universities. She currently works at a regional university, where she designs and delivers academic skills and support programs and continues to investigate ways to maximise the learning outcomes and successful transition of students to the university environment. In 2012, Johanna was awarded an Australian University Teaching Citation Award for co-designing a collaborative assessment support model that promotes student growth in skill and independence.

QUT Student Participants

Employing a dialogic approach to develop intercultural competence in a regional Australian university

【Abstract】

In an increasingly globalized world, it is clear that universities need to produce students who are able to communicate across different cultures and successfully interact in a range of diverse contexts. It is less clear, however, how this can be achieved within higher education institutions and literature points to a lack of social interaction between international and domestic students, arguing that universities are not maximising the opportunity offered by a diverse presence on campus. This presentation will report on a program conducted in first semester, 2018. A mixed group of domestic and international students were invited to participate in a series of guided forums designed to promote dialogic intercultural interactions. These forums aimed to facilitate discussion around topics related to identity, oral communication and developing intercultural understandings. This case study investigates the shifts in the development of intercultural competence in this group of commencing students at this regional university. Underpinned by Bakhtin's theory of dialogism and Deardorff's intercultural competence model, this study has employed interviews, video recordings, reflections and stimulated recall sessions to explore what influence, if any, the dialogic forums have had on student participants. It also provides valuable insight to how students from a range of cultural backgrounds use language to communicate during forums. Findings offer the university sector a fine-grained understanding of interactions at the dialogic level and demonstrate the effectiveness of using a dialogic approach to develop intercultural competence.

QUT Student Participants



Lynn Downes

Email: lynn.downes@hdr.qut.edu.au

Lynn Downes is a PhD student at the Queensland University of Technology specialising in taboo linguistics. She has spent many years teaching at primary schools both in Australia and South Africa and it is during this time she became interested in language and interaction. Her studies have taken her on a journey of language, focusing attention in the field of sociolinguistics and English as a second language. She teaches as a sessional academic at QUT in the area of English curriculum for the primary years. Using snowball sampling and Critical Discourse Analysis, her doctoral research aims to investigate how teachers and school leaders respond to taboo language in secondary school settings.

QUT Student Participants

Language conduct: Teacher practice juxtaposed between school and institutional policy

【Abstract】

Schools and educational institutions endorse policy requirements that need to be adhered to by teachers, students and school staff. In Queensland, Australia student language conduct is consigned to a behaviour policy. The state education department structures policy with opportunities for individual state schools to define their own boundaries within this overarching state policy. Private schools construct their own behaviour policies. This presentation explores how teacher practice dovetails with policy requirements and enactment in regard to verbal conduct at schools in the South East Queensland region. Adopting a Foucaultian perspective and Critical Discourse Analysis, perceptions from nineteen school leaders and teachers are explored. Data reveals uncertainty in regard to specific policy requirements, with social and personal parameters employed as benchmarks for responses to verbal conduct. These findings reveal that a clearer focus is required in regard to policy; in addition, professional support strategies need to be enhanced for educators.

QUT Student Participants



Jennifer Smith

Email: j.187smith@hdr.qut.edu.au

Jennifer Smith is a third year EdD student at the Queensland University of Technology (QUT) researching the role of foreign language homework in primary schooling. After spending a year in Japan as a Rotary exchange student she developed a love of language learning and became a Japanese language teacher. She worked as a teacher of Japanese in both primary and secondary schools in regional and rural areas across the state of Queensland for over twenty years. Currently she teaches Teaching English as an Additional Language/Dialect (EAL/D) Learners in the Master of Teaching and Bachelor of Education courses at QUT. Jennifer has previously presented on developing students' intercultural understanding, skyping in the primary classroom and scaffolding foreign language homework.

QUT Student Participants

Languaging: How foreign language students get their homework done when they are home alone!

【Abstract】

Homework is a key means used by foreign language teachers to ensure immersion for students beyond the classroom. This presentation presents foreign language homework at primary level and the tools that children use to complete tasks when they are working alone at home. The presentation draws on part of my doctoral study investigating the factors that contribute to meaningful language homework in primary schooling. Drawing on interviews, artefact collection and innovative video diaries from six students, the study found that the use of ongoing self-talk, or ‘languaging’, was an important tool for the students to organise the task, regulate their own behaviour, and learn the language. As language learning is increasingly mandated in the primary years in countries such as China, Canada and Australia, these findings will contribute to teachers’ understandings of how their students approach and complete set foreign language homework tasks.

QUT Student Participants



Kay Oddone

Email: k.oddone@hdr.qut.edu.au

Kay Oddone is a PhD candidate from Queensland University of Technology. Her research uses cross case analysis to explore how social networking technologies enhance teachers' professional learning. She has a background in school education and librarianship, and this combination has led to her interests in connected learning, connectivism and information experience. Kay also works as a sessional academic, teaching in the Master of Education in Teacher Librarianship. She writes regularly on her blog at www.linkinglearning.com.au.

QUT Student Participants

Towards learning as a professional: Teachers' experience of personal learning networks (PLNs) for professional education

【Abstract】

For school teachers, effective, ongoing professional learning is essential. Personal learning networks (PLNs) offer a contemporary online approach to professional learning. They combine collective participation, a connected learning approach and the affordances of social software. However, there is a significant knowledge gap about the ways teachers experience and benefit from participating in PLNs. My research addresses this gap and explores the variety and depth of learning experiences teachers gain through a PLN. My research findings reveal that when engaging with professional learning through a PLN, teachers may experience learning across three arenas – a pedagogical arena, a personal arena and a public arena. This presentation will propose a conceptual model detailing these three arenas of learning. It will show the potential of PLNs to transform professional learning into learning as a professional.

Doctoral Forum Academics Information of University of Calgary (UC)



Professor Dennis Sumara

Phone: +1 (403) 220-5625

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Qualifications

PhD (University of Alberta);
Med (University of Lethbridge);
Bed (University of Lethbridge);
BA (University of Lethbridge)

Bio Information

Dr. Dennis Sumara is currently Professor and Dean of the Werklund School of Education at the University of Calgary. Prior to this appointment he held administrative and academic appointments at University of British Columbia, University of Alberta, York University and Simon Fraser University. Before that, he was a Junior High School Language Arts teacher in Southern Alberta. Dr. Sumara's research spans the fields of Curriculum Studies, Teacher Education and Literacy Education. His specific foci include the studies of literary engagement, studies of normative and counter-normative structures in teacher education, and complexity studies of educational structures and systems. Professor Sumara is the author or co-author of 5 books and over one hundred peer reviewed publications

Doctoral Forum Academics Information of University of Calgary (UC)



Professor Sylvie Roy

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Qualifications

PhD (University of Toronto-OISE);

MA (Université du Québec à Montréal);

BEd (Université de Sherbrooke)

Bio Information

Dr. Sylvie Roy received her PhD at the University of Toronto (Ontario Institute of Studies in Education). She completed her MA at the Université du Québec à Montréal in Didactique des langues secondes. Her areas of expertise are : sociolinguistics, teaching and learning a second language, discourse analysis, francophone minorities, bilingualism. She is the Past President of the Canadian Applied Linguistics. She is currently the Chair of Languages and Diversity EDSA. Dr. Sylvie Roy's research focuses on discourses and practices of learning and teaching French as a second language. Related to this work is looking at macro and micro understanding of language issues, ideologies, discursive practices in francophone or French immersion contexts in Canada. She also looks at what people say about bilingualism and multilingualism from a sociolinguistic for change point of view. Sociolinguistic for change look at language practices from a critical lenses and situated in historical context, in time and space. Sociolinguistic of change allow researchers and participants to understand that they are part of constructing discourses and linguistic ideologies. Social dynamics are explicitly discussed and utilized for change in schools and other public institutions

Doctoral Forum Academics Information of University of Calgary (UC)



Assistant Professor Marlon Simmons

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Email: syroy@ucalgary.ca

Qualifications

PhD (University of Toronto-OISE);

MA (Université du Québec à Montréal);

BEd (Université de Sherbrooke)

Bio Information

Marlon Simmons is an Assistant Professor at the Werklund School of Education. He received his PhD in Sociology of Education, from the University of Toronto. Marlon joined the Werklund School of Education as an Eyes High Postdoctoral Scholar and is currently a member in the Educational Leadership, Policy and Governance program. The research interests of Marlon Simmons include Diaspora and culture, decolonial thought, governance of the self and communicative network practices of youth. Related to Marlon's work are the scholarship of teaching and learning and the role of sociomaterial relations with enhancing student learning.

UC Student Participants



Jingzhou Liu

Email: jingzhou.liu@ucalgary.ca

Jingzhou Liu, doctoral candidate at the University of Calgary specialized in Adult Learning. She is currently a research assistant of a Teaching and Learning sponsored research project at the University of Calgary entitled Developing and Evaluating the Efficacy of a Peer-Reviewed Journal Operated by and for Graduate Students. She was also a former reporter, journalist, and editor in China Education Television. Her research focuses on Chinese immigrants in Canada, social justice and equity in education, social media and adult education, and comparative and international education.

UC Student Participants

Towards Social Equality of Teacher Education in Transnational Migration: A Critical Analysis from an Intersectionality Perspective

【Abstract】

In the transnational migration context, teacher education needs to be aware of students' transnational identities and incorporate their individual differences into curriculum and pedagogy in order to develop methods that emphasize both the strengths and needs of individuals. More importantly, teacher education needs to reject the current deficit model that seeks to assimilate immigrants to the norms of the dominant culture. Meanwhile, it needs to integrate transnational perspectives into the existing system with a focus on accommodating different adult learners' language and cultural needs to create a more inclusive transnational learning space. Based on a review of literature regarding teacher education in the transnational migration context, my presentation will focus on teacher education in responding to the increasing population of transnational migration, the ways that teacher education can better facilitate the needs of transnational migrants, and the approaches that teacher education can integrate transnational migrants and their fluid and intersectional identity to teachers' teaching practices.

UC Student Participants



Jody Dennis

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Jody Dennis is an EdD candidate in the Senior Leadership K-12 Education Program at the University of Calgary. Researching on principals who have an additional teaching load, she is specifically interested in understanding the unique leadership role of the principal as a school administrative leader, instructional leader, and teacher. Presently, Jody is a full time principal in Central Alberta and has taught every grade from kindergarten to grade nine. She enjoys teaching all subjects. Together with her teachers, they continually strive to develop a quality learning environment for all their students.

UC Student Participants

Leaders with Class: A Case Study on the Role of K-12 Teaching Principals in Alberta

【Abstract】

The purpose of the proposed research inquiry is to gain a deeper understanding of the work performed to fulfill the duties of the teaching principal in a K-12 public education system. The literature review revealed the teaching principal has three roles - school administrative leader, instructional leader, and teacher. The presentation will give an overview of the proposed study that will use a qualitative case study methodology and involve five participant teaching principals in semi-structured interviews, who have held the position of teaching principal in Alberta for a period of five or more years.

UC Student Participants



Jennifer MacDonald

Email: Jennifer.macdonald2@ucalgary.ca

Jennifer MacDonald is a PhD student in Curriculum and Learning at the University of Calgary in the Werklund School of Education. Emerging from her experiences as an outdoor environmental educator, and accompanying students on extended journeys in wilderness settings, her research focuses on embodiment, interpretations of nature and place, meaning-making, and ethical ecological relationships. Through her research journey, she has been privileged to learn from the wisdom teachings of Cree Elder Bob Cardinal, of the Enoch Cree Nation. The paralleling of two worldviews, and opening up to full-bodied ways of knowing, being and connecting, has helped her consider experiences and pedagogies to bring the world come alive for loving relationships to occur. Prior to beginning graduate studies, Jennifer gained experience teaching in secondary school in a variety of settings across Canada, New Zealand, and abroad a tall ship.

UC Student Participants

Learning to Live Well in Relation to the Earth: Openings for Teacher Education

【Abstract】

Nearly three decades ago, David Orr (1990) wrote, “All education is environmental education. By what is included or excluded, emphasized or ignored, students learn that they are part of or apart from the natural world” (p. 49). In a time of growing ecological concern there is much at stake in this statement and how students are encouraged to engage and relate with nature. In this presentation I will first pause to reflect on what it may mean to be part of and connected to the natural world. Second, I will shift to consider the multiple relations alive in an increasingly connected world: personal, cultural, environmental, social and technological, and the need to attend to multiple disciplines and modes of inquiry within teacher education. Finally, I will share my view that balancing ways of knowing, beyond the dominant logic privileging the cognitive domain, will aid in perceiving, existing with, and honouring all that gives life. Through co-creation with the natural world, space can be opened for sustainable and practical processes as we learn to live well in relation to all living beings.

Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D.W. Jardine (Eds.) *The ecological heart of teaching: Radical tales of refuge and renewal for classrooms and communities*. New York, NY: Peter Lang.

Orr, D. W. (1990). Environmental education and ecological literacy. *Education Digest*, 55(9), 49- 53.

UC Student Participants



Stefan Rothschuh

Email: stefan.rothschuh@ucalgary.ca

Stefan Rothschuh is a third-year PhD student at U of C who specializes in mathematics education research. After investigating mathematical modelling as a problem-based learning approach during his Master's degree in Germany, Stefan's passion as an educator led him to teach high school mathematics in Germany and Canada. His current research at UofC explores embodied mathematics learning for secondary education. The project investigates how interconnections of action-, image-, and symbol-based mathematics can be incorporated in high school classrooms, and which technologically enhanced embodied learning designs help learners understand the function concept.

Stefan collaborates with STEM researchers at U of C on several projects, for instance on investigating design thinking and its assessment, spatial reasoning in Indigenous and Métis school communities, as well as the intersections of robotics and mathematics learning in elementary classrooms. He also works with pre-service teachers as an instructor in the B. Ed. program.

Stefan volunteers at schools in Calgary to support immigrant and refugee learners' transition into high school mathematics learning in Canada. He also likes to explore the nearby Rocky Mountains on backpacking trips and recently hiked the world-famous West Coast Trail.

UC Student Participants

Mobilizing Mathematics: How Technology Enhances Embodied Learning

【Abstract】

My research focusses on teaching and learning practices that help learners gain understanding of the function concept, a fundamental framework in mathematics education of the high school level and beyond. Functional relations are widely used in everyday applications, for instance when estimating commuting times or calculating growth of investment assets. Over the course of my high school teaching career, I realized that learners often struggle to relate these real-life applications to the abbreviated symbolic expressions of mathematical functions and other mathematical content. In fact, research indicates that common mathematics instruction is often only understood by few learners, while others tend to disengage from the subject when entering high school. Although this may seem innocuous, this trend prevents students from pursuing a career in the STEM disciplines.

My research will explore how the function concept – and more generally speaking – high school mathematics can be conveyed in a tangible manner, and which technological tools may support this approach. Thereby, this design-based project will showcase how embodied experiences can be at the centre of mathematics learning, thus shifting mathematics from a purely mental activity to a multisensory learning experience. Activities such as throwing a curve ball, going on a rollercoaster ride, or even rhythmical jumping bear countless functional relations in them, and the learning designs that will emerge in my study will make these mathematically accessible to students. Thus, my research will determine which critical features of technological tools support integrated action-, image- and symbol-based mathematics learning in real-life classroom settings.

Aalborg University Student Participant



Maja Højslet Schürer

Email: mhs@learning.aau.dk

Maja Højslet Schürer is a PhD student of Faculty of Learning and Philosophy in Aalborg University, Denmark. She is interested in the transition process between preschool and school in a sociocultural perspective. The sociocultural perspective on transition are considered with a research focus on transition as a process where continuity in social interaction and learning are important. Maja has worked for many years as a teacher in a public school where she have been focusing on the transition process, learning material and different learning strategies. Especially she had a focus on vulnerable children who need some extra help or guidance or another learning strategy to keep the motivation for learning. The PhD project is based on action research and an ethnographic study with deals with teacher and children's transitions experience. This action research approach is to reflect on the transitions process and the way this influence on the children's well-being and motivation for learning.

Aalborg University Student Participant

Teacher and educators perspective on continuity in Transition between preschool and school

-Based on action research and an ethnographic study

【Abstract】

Previous research suggests that the transition from kindergarten to school can be vital to a child's motivation for learning and further education (Peters 2000, Fabian 2007, Hognes 2016, Brostrøm 2013). Furthermore children's experience of continuity in learning, rules and frames between kindergarten and school is important for children's transition process (Ibid). On a political level, kindergarten and school are expected to have a continuity in the transition process between kindergarten and school (Ministry of Education and Research 2015). But in Denmark there is one ministry for kindergarten www.socialstyrelsen.dk and one ministry for the school <https://uvm.dk/folkeskolen>. And the two different ministries do not seem to have a directly focus about continuity in the learning material or children's coping strategy in the transition process between kindergarten and school. The purpose and interest of the PhD project "portrait of transition between kindergarten and school" is to relate transitions from kindergarten to school with teachers way of the transition process with children's different coping strategies and learning motivation. I will investigate if a focus on transition material could create a good connection between the learning material in kindergarten and the learning material in school.

References

Fabian, H. " & " Dunlop, WMA (2002): Transitions, in, the, Early, Years. Routledge, New York.

Kvale, S & S, Brinkman (2015): Interview. Hans Reitzels Forlag

PART.4

List of Participants



List of Participants

(In alphabetical order by last name)

| Name | Nationality | Institution |
|--------------------------|-------------|-------------------------------------|
| Elizabeth Kate Briant | Australia | Queensland University of Technology |
| Suzanne Carrington | Australia | Queensland University of Technology |
| Jody Lynne Dennis | Canada | University of Calgary |
| Karen Dooley | Australia | Queensland University of Technology |
| Lynn Downes | Australia | Queensland University of Technology |
| Johanna Theresia Einfalt | Australia | Queensland University of Technology |
| Ruan Hua | China | Beijing Normal University |
| Patrick Kavenuke | China | Beijing Normal University |
| Jiayong Li | China | Beijing Normal University |
| Jingzhou Liu | Canada | University of Calgary |
| Jennifer C MacDonald | Canada | University of Calgary |
| Carol Nicoll | Australia | Queensland University of Technology |

List of Participants

(In alphabetical order by last name)

| Name | Nationality | Institution |
|----------------------|-------------|-------------------------------------|
| Kay Margaret Oddone | Australia | Queensland University of Technology |
| Li Pei | China | Beijing Normal University |
| Sylvie Roy | Canada | University of Calgary |
| Stefan Rothsuh | Canada | University of Calgary |
| Maja Højslet Schürer | Denmark | Aalborg University |
| Zhongying Shi | China | Tsinghua University |
| Marlon Simmons | Canada | University of Calgary |
| Jennifer Ann Smith | Australia | Queensland University of Technology |
| Dennis Sumara | Canada | University of Calgary |
| Robert Tierney | China | Beijing Normal University |
| Bin Zhao | China | Beijing Normal University |
| Ping Zhao | China | Beijing Normal University |
| Xudong Zhu | China | Beijing Normal University |

PART.5

Forum Guide



Map of Beijing Normal University



北京師範大學 平面图
BEIJING NORMAL UNIVERSITY



- ① Yingdong Building
- ② Lanhui Canteen
- ③ Xi Bei Canteen

注 释：
 ■ 教学科研区及学生宿舍区楼宇名称
 ■ 家属区楼宇名称
 ■ 大门及道路名称

设计制作：北京师范大学信息网络中心
 制作时间：2014年8月

Arrangement of Venues for the Forum

| Agenda | Venue |
|-----------------------|--|
| Opening Ceremony | Conference Room 352 Yingdong Building |
| Academic Programs | |
| Student Presentations | Room 822 Yingdong Building |
| Business Meeting | Conference Room 352 Yingdong Building |
| Academic Workshop | Room 822 Yingdong Building |
| Reflection Session | Conference Room 352 Yingdong Building |

Palace Museum



Established in 1925, the Palace Museum is located in the imperial palace of the consecutive Ming (1368-1644) and Qing (1644-1911) dynasties. The magnificent architectural complex, also known as the Forbidden City, and the vast holdings of paintings, calligraphy, ceramics, and antiquities of the imperial collections make it one of the most prestigious museums in China and the world. In 1961, the State Council designated the former imperial residence as one of China's foremost-protected cultural heritage sites, and in 1987 it was listed as a UNESCO World Heritage site.

Palace Museum

Situated in the heart of Beijing, the Palace Museum is approached through the Gate of Heavenly Peace (*Tian'an men*). Immediately to the north of the Palace Museum is Prospect Hill (also called Coal Hill), while on the east and west are the Wangfujing and Zhongnanhai neighborhoods. Ancient China's astronomers endowed the location with cosmic significance. They correlated the emperor's abode, which they considered the pivot of the terrestrial world, with the Pole Star (*Ziwei yuan*)—believed to be the center of the heavens. Because of its centrality and restricted access, the palace was called the Forbidden City. It was built from 1406 to 1420 by the third emperor of the Ming dynasty, the Yongle Emperor (r. 1403-1420) who, upon usurping the throne, determined to move his capital northward from Nanjing to Beijing. Over 200 years later, the Ming dynasty fell to the Manchu Qing dynasty in 1644. Then, in 1911, the Qing were subsequently overthrown by republican revolutionaries. The last emperor, Puyi (who ruled from 1909 to 1911 under the reign name Xuantong), continued to live in the palace after his abdication until he was expelled in 1924. During nearly six hundred years of imperial operation, the palace served as the residence and court of twenty-four emperors.

With rich collections representing the broad spectrum of 5,000 years of Chinese civilization and the 600 year history of the Forbidden City, the Palace Museum has seen many developments since its founding in 1925 and looks forward to carrying on the legacy of the past for future generations. Now, as always, the Palace Museum is committed to the preservation of national heritage and the goal of serving as a model for museums around the world.

Beijing National Stadium



The National Stadium (Bird's Nest), the main stadium of the 29th Summer Olympic Games, locates at the central area of Beijing Olympic Park and covers an area of 20.4 hectares with construction area of 258 thousand m², which can accommodate 91,000 audiences. It is a superfine sports building with 100 years of designed service life for its main structure, and its main building has ellipse nest shape which is weaved by a series of steel truss around the bowl-shaped seating area with 333 meters long from north to south, 296 meters wide from east to west, and 69 meters high at the highest point. The construction of the National Stadium started on December 24, 2003 and ended on June 28, 2008.

Beijing National Stadium

The National Stadium stands on the base platform with a slope slowly up from the ground. The audience can reach the stadium from the Olympic Park along the base platform. At the north side of the base, it is a sunken warm-up venue, connecting the playing field of main venue through athlete channel. The stadium consists of seven layers above the base including audience service facilities, media area, VIP reception area and commercial area etc, and three layers below the base including a zero-layer inner loop, parking lot and a large number of functional rooms. The bowl-shaped grandstand (bleachers) consists of three layers - upper, middle and lower layers with boxes and seating area between the upper and middle grandstands.

The advanced energy-saving design and environmental protection measures were adopted in the construction of the National Stadium, such as good natural ventilation and natural lighting, overall recovery of rainwater, renewable geothermal energy utilization, and application of solar photovoltaic power generation technology etc, which is a truly large-scale "green building".

Water Cube



The National Aquatics Center, better known as “Water Cube”, is one of the best venues of the 2008 Beijing Olympics, built with donations from Hong Kong, Macau and Taiwan compatriot and overseas Chinese. It was chosen through public appraisals as one of “China ten big new architecture views” by The U.S. magazine "Business Weekly".

The iridescent bubble wrapped rectangular box shaped structure won the 2011 National Science & Technology Progress Award, First Class, for its deliberate morphing of molecular science, architecture and phenomenology that can create an airy and misty atmosphere for a personal experience of water leisure

The venue hosted the swimming, diving and synchronized swimming events during the Olympics, when it saw 21 world records tumbling down for 24 times. For this, it has been reputed as a “magic water cube” and an “Aquatic Hall of Fame”.

Water Cube

The post-Olympic management and operation of the center has been put in the hands of the Beijing National Aquatics Center Co. Ltd, a wholly-owned subsidiary of the Beijing State Assets Co.. By making full use of its resources, the company has created a new operational model, achieving fruitful results in the comprehensive utilization and diversified development of the post-Olympic venue. This includes hosting international and domestic competition events, setting up a swimming club to promote popular swimming, offering the venue as a resident performing arts theater to cultivate famous brands, holding large-scaled painting and calligraphy exhibitions and marketing Olympic licensed products.

Over the years, it has hosted the FINA/NVC Diving World Series (Beijing), FINA/Arena Swimming World Cup (Beijing), FINA Synchronized Swimming Grand Prix, and the World Women's Water Polo League Super Finals.

The Water Cube Series of licensed products have been rated among the "Top 10 Musts for Tourists to Beijing". Former IOC President Jacques Rogge praised the Water Cube as "a perfectly-equipped, widest open and best operated Olympic swimming venue."

General Information

| Items | Information |
|--------------------|--|
| Weather | It is late autumn in early-November in Beijing. Generally, it is cool and comfortable. The average temperature is from 5°C-15°C. Nights in November can be cold. You are suggested to wear warmly when going out at night. |
| Name Badge | For identification purpose, badges are expected to be worn at all times during the conference. The badges are color-coded as follow: Participant-BLUE, Staff and Volunteer-RED |
| Dining | From through, breakfast is available in the hotel, lunch and supper are available in Lanhui and Xi Bei Canteen. |
| Emergency Contacts | Police 110 |
| | Ambulance 120 |
| | Ms. Chen Liu +86 15269267396 |
| Airport & Flight | It is advised that you leave the hotel 4 hours in advance for international flight and 3 hours in advance for domestic flights. |

Hotel Information

| Deshengmen Holiday Inn | |
|--|--|
| Address | No.71 Deshengmenwai Street, Xicheng District, Beijing 100088 |
| Telephone | 86-10-82065555 |
| Telephone Directory from Hotel Room | Country code of China: 86 Regional code of Beijing:010 Local Calls: dial the prefix “9” Domestic Long Distance Calls: dial the prefix “90” International calls: dial the prefix “90” |
| Internet Service | Standard Internet service is free for all guests |
| Check-out information | Check-out time is 12:00 pm. (Late check-out is available) |

