



西南大学
SOUTHWEST UNIVERSITY

ICUE 东亚教师教育国际联盟
International Consortium for Universities of Education in East Asia



第十六届东亚教师教育国际研讨会

The 16th International Symposium on Teacher Education in East Asia

会议指南

Conference Guide

新时代的教师素养与发展路径

Teacher's Competencies and Development Path in the New Era

主办单位：东亚教师教育国际联盟

Organizer: International Consortium for Universities of Education in East Asia

承办单位：西南大学教师教育学院、西南大学国际合作和交流处

Undertaker: College of Teacher Education, Southwest University;
Office of International Cooperation and Exchanges, Southwest University

中国·重庆
Chongqing, China

2022年10月29日
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西南大学简介

西南大学（Southwest University）是教育部直属，教育部、农业农村部、重庆市共建的重点综合大学，是国家首批“双一流”建设高校，“211工程”和“985工程优势学科创新平台”建设高校。

学校溯源于1906年建立的川东师范学堂，几经传承演变。至2005年，西南师范大学、西南农业大学合并组建为西南大学，开启了学校发展崭新篇章。作为“211工程”和“双一流”高校，西南大学拥有哲、经、法、教、文、史、理、工、农、医、管、艺等学科门类，尤其是以杰出的教师教育和农业教育著称。

学校拥有一支实力雄厚、结构合理的师资队伍。现有专任教师3162人，其中教授771人、副教授1315人，博士生导师540人、硕士生导师1691人。现有国家级人才121人次，其中中国科学院院士1人、中国工程院院士3人、海外院士5人，人文社会科学资深教授1人。另有国家级教学团队5个、教育部创新团队3个。

学校注重发挥自身优势，服务国家战略和地方经济社会发展，积极开展校地合作、定点扶贫和对口支援工作。坚持“立足重庆、面向西南，服务全国”，与重庆、四川、云南、贵州、江苏、山东等省市77个地、市、县建立了校地战略合作关系，与国内54家大中型企业建立了紧密的产学研合作关系，与21个省、市800余个行政事业单位和900多家企业开展了有效的项目合作，取得了显著的经济效益和社会效益。其中与重庆市石柱土家族自治县的县校合作，受到广泛好评，被誉为产学研有效结合的“石柱模式”，入选全国高校产学研合作十大优秀案例。

学校积极推进国际化进程，与美、加、泰、日、韩、越、澳、俄等40余个国家和地区的190余所高校、科研机构建立了长期友好合作关系。凭借其丰富的背景、悠久的历史 and 全纳教育，成为了世界各地学生的留学胜地，每年接收约2000名留学生。

历经百余年的磨砺和发展，今天的西南大学正秉承“含弘光大、继往开来”的校训，坚持“创新、协调、绿色、开放、共享”的发展理念，全面提高人才培养质量，全面深化综合改革，全面推进依法治校，全面提升党的建设科学化水平，为建设特色鲜明的世界一流大学努力奋斗。

Introduction to Southwest University

Southwest University is a comprehensive University directly under the National Ministry of Education and jointly built by the Ministry of Education, the Ministry of Agricultural and Rural Affairs, and Chongqing Municipality. It is a member of the first group of national "Double first-class" universities, "211 Project "and "985 Project Superior Discipline Innovation Platform" universities. Founded in 2005, Southwest University (SWU) encompasses Southwest Normal University and Southwest Agricultural University, which share an origin dating back to 1906. The school enjoys a long-standing history as its fame through ceaseless strive towards academic innovation and integration with social development.

As a member of “211 Project” and “Double First-class” universities, SWU has an extensive set of disciplinary categories including philosophy, economics, law, pedagogy, literature, history, science, engineering, agriculture, medicine, management and art. It is especially known for its distinctive teacher education and agricultural education.

SWU actively promotes the process of internationalization and has established long-term friendly cooperation with more than 190 universities and scientific research institutions around the world. With its extensive history and inclusive education, SWU has been an ideal destination for studying in China, embracing around 2000 students all over the world every year.

Over the past century, SWU has been taking pride in its outstanding faculties and graduates. Among the renowned scholars who have shared their insights at SWU were HOU Guangjiong, father of agrology; ZHANG Furong, founder of teaching theory in China; XIANG Zhonghuai, developer of the first framework of silkworm genome in the world; and HUANG Xiting, psychologist and educationist. Their endeavors have attributed to various notable graduates, including YUAN Longping, father of hybrid rice; HU Jinchu, founder of ecological biology of pandas; SHI Tingmao and ZHAO Shuai, Olympic champions.

After more than 100 years of development, Southwest University is now committed to improving the quality of talent cultivation and striving to build a world-class university with distinctive characteristics.

特邀嘉宾与主持人 Invited Conference Guests and Chairs



- 林泰成博士，上越教育大学校长
- *Dr. Hyashi Yasunari, president, Joetsu University of Education*

林泰成教授，上越教育大学校长。研究方向：分析哲学，关怀伦理，道德教育。2005年获平成17年度教育研究奖；著有《各国道德教育动向和展望》《道德教育论》、《道德教育的方法：理论与实践》等多部著作。

Professor Hyashi Yasunari is president of the Joetsu University of Education. His Research interests are: analytical philosophy, caring ethics, and moral education. In 2005, he won the Heisei 17 Annual Education Research Award. He is the author of many works, such as *The Trend and Prospect of Moral Education in Various Countries*, *The Theory of Moral Education*, and *The Methods of Moral Education: Theory and Practice*.



- 张宪镇教授
- *Professor Hyunjin Jang, Seoul National University of Education*

首尔国立教育大学终身科技教育系（研究领域：职业教育与发展）教授，规划与国际事务办公室副主任。



- 周彬教授，华东师范大学教师教育学院院长
- *Professor Zhou Bin, Dean of College of Teacher Education, East China Normal University*

周彬，教育学博士。华东师范大学教育学系、基础教育改革与发展研究所教授。著有《叩问课堂》、《课堂密码》、《学校法制：理论与案例》和《教育考试与评价政策》等专著，在课堂教学、学校管理领域有独到的研究。



- 陈时见教授，西南大学副校长
- *Professor Chen Shijian, Vice president of Southwest University*

陈时见教授，二级教授，博士生导师，国务院政府特殊津贴获得者，百千万人才工程国家级人选。主要从事比较教育、教师教育、基础教育等领域的研究与教学。获国家级教学成果二等奖、省级教学成果一等奖和省部级科研成果二、三等奖等。先后出版《比较教学论》《小学比较教育学》等20余部学术专著，先后在权威期刊上发表论文50余篇。

Professor Chen Shijian is second-class professor, doctoral supervisor, winner of special government allowance of The State Council, candidate of China new century talents project. He mainly engages in research of comparative education, teacher education, and basic education. He has won the second prize of national teaching achievement. He has published more than 20 academic monographs and has published more than 50 papers in prestigious journals.



- 于泽元教授，西南大学国际学院院长
- *Professor Yu Zeyuan, Dean of International College, Southwest University*

于泽元教授，香港中文大学教育学哲学博士，中央教育科学研究院博士后，西南大学国际学院院长，教师教育学院教授，博士生导师。主要研究方向为课程与教学基本理论、学校课程领导、教师专业发展、教育研究方法、国际教育等。曾先后在《教育研究》等杂志发表学术论文

100余篇，出版专著10部。

Professor Yu Zeyuan, Doctor of Philosophy in Education, Chinese University of Hong Kong, Postdoctoral fellow, Central Academy of Educational Sciences, Dean of International College, Southwest University. His main research interests are basic principles of curriculum and teaching, school curriculum leadership, teacher professional development, educational research methods, international education, etc. He has published more than 100 academic papers in *Educational Research* and other journals. He has published 10 monographs.

会议日程总体安排 Conference Agenda

时间 (北京时间) Time (Beijing Time)	2022 年 10 月 29 日 (星期六) October 29th, 2022 (Saturday)		
08:30-09:10	开幕式 主持人: 西南大学教师教育学院院长 陈恩伦教授 Opening Ceremony Host: Professor Chen Enlun, Dean, College of Teacher Education, SWU		
	1. 主持人介绍嘉宾 Host Introduces the Guests 2. 西南大学副校长陈时见教授致辞 Opening Speech by Professor Chen Shijian, Vice President, Southwest University (SWU) 3. 东京学艺大学校长国分充教授致辞 Opening Speech by Professor Kokubun Mitsuru, President, Tokyo Gakugei University 4. 北京师范大学副校长周作宇教授致辞 Opening Speech by Professor Zhou Zuoyu, Vice President, Beijing Normal University	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building
时间 (北京时间) Time (Beijing Time)	主题报告 主持人: 西南大学国际学院院长 于泽元教授 Keynote Speech Host: Professor Yu Zeyuan, Dean, International College, SWU		
09:10-09:35	1. 上越教育大学校长林泰成教授: 新时期教师专业化及其作用 Professor Hayashi Yasunari, President, Joetsu University of Education: Teacher Professionalism and Role in the New Era	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building

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09:35-10:00	2. 首尔教育大学张宪镇教授: 小学教师的未来开发: 以S大学教育实习的核心模型开发为例 Professor Hyunjin Jang, Seoul National University of Education: Development of Innovative Models for Teaching Practicum at S-University of Education: Focusing on Career Development as an Elementary School Teacher	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building
10:00-10:25	3. 华东师范大学教师教育学院原院长、华东师范大学第二附属中学校长周彬教授 Professor Zhou Bin, Former Dean, College of Teacher Education, East China Normal University; Principal, No.2 High School Of East China Normal University	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building
10:25-10:50	4. 西南大学副校长陈时见教授: 新时代教师教育发展的关键路径 Professor Chen Shijian, Vice President, Southwest University: The Critical Path of Teacher Education Reform and Development in the New Era	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building
时间 (北京时间) Time (Beijing Time)	ICUE 国际运营委员会会议 ICUE Executive Committee Meeting		
11:00-12:00	ICUE 国际运营委员会会议 (东亚教师教育国际联盟执行委员会高校、西南大学) ICUE Executive Committee Meeting (Executive Committee Member Universities and Southwest University)	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building

14:30-16:40	分论坛 Breakout Sessions		
	分论坛一：新时代教师角色重塑 Breakout Session 1: Reshaping the Role of Teachers in the New Era 第一小组主持/评议人：宋萑教授 北京师范大学 Group 1 Host/Commentator: Song Huan, Professor, Beijing Normal University 第二小组主持/评议人：邓磊教授 西南大学 Group 2 Host/Commentator: Deng Lei, Professor, Southwest University	Zoom: 872 6698 0510 Password: 221029	师元楼 三层6-305 6-307 Room 305 307 3rd Floor Shiyuan Building
	分论坛二：教师知识与核心素养 Breakout Session 2: Teacher Knowledge and Core Competencies 第三小组主持/评议人：郑鑫副教授 西南大学 Group 3 Host/Commentator: Zheng Xin, Associate Professor, Southwest University 第四小组主持/评议人：Honda Katsuhisa教授 日本千叶大学 Group 4 Host/Commentator: Honda Katsuhisa, Professor, Chiba University	Zoom: 872 6698 0510 Password: 221029	师元楼 三层6-308 6-313 Room 308 313 3rd Floor Shiyuan Building
	分论坛三：智慧教学与教师智慧 Breakout Session 3: Smart Teaching and Teacher Wisdom 第五小组主持/评议人：戴伟芬教授 华中师范大学 Group 5 Host/Commentator: Dai Weifen, Professor, Central China Normal University 第六小组主持/评议人：廖伟博士 北京师范大学 Group 6 Host/Commentator: Dr. Liao Wei, Beijing Normal University	Zoom: 872 6698 0510 Password: 221029	师元楼 三层6-314 6-319 Room 314 319 3rd Floor Shiyuan Building

闭幕式 主持人：西南大学国际交流与合作处 陈炳君副处长 Closing Ceremony Host: Chen Binjun, Deputy Director, Office of International Cooperation and Exchanges, SWU			
16:40-17:10	1. 大阪教育大学副校长赤木登代教授总结发言 Closing Remarks by Professor Akaki Toyo, Vice President, Osaka Kyoiku University 2. 西南大学教师教育学院院长陈恩伦教授总结发言 Closing Remarks by Professor Chen Enlun, Dean, College of Teacher Education, Southwest University 3. 东京学艺大学副校长川手圭一教授介绍下一届承办单位 Introduction of the next host university: Professor Kawate Keiichi, Vice President, Tokyo Gakugei University	Zoom: 872 6698 0510 Password: 221029	师元楼 一层多功能教室 6-105 Room 105 1st Floor Shiyuan Building

分论坛具体安排

(每位发言人发言时间为12分钟发言+3分钟讨论)

Breakout Sessions Schedule

(Each speaker: 12 minutes for presentation+3 minutes for discussion)

分论坛一：新时代教师角色重塑 时间：2022 年 10 月 29 日 14:30 - 16:40 地点：师元楼三层 6-305 6-307 Zoom: 872 6698 0510 入会密码: 221029 Session 1: Reshaping the Role of Teachers in the New Era Time: 14:30 - 16:40, October 29 th , 2022 (Saturday) Venue: Room 305 307, 3rd Floor, Shiyuan Building Zoom: 872 6698 0510 Password: 221029		
分论坛一·平行会议第一组 时间：2022 年 10 月 29 日 14:30 - 16:40 地点：师元楼三层 6-305 Zoom: 872 6698 0510 入会密码: 221029 主持人：宋萑教授 北京师范大学 Group 1, Session 1 Time: 14:30 - 16:40, October 29 th , 2022 (Saturday) Venue: Room 305, 3rd Floor, Shiyuan Building Zoom: 872 6698 0510 Password: 221029 Hosted by Song Huan, Professor, Beijing Normal University		
北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	Insights for School Management through Teacher Life Course Research	TANAKA Makiko 教授 大阪教育大学
14:45-15:00	"Putting the Dreams into Practice: multi-dimensional Understanding and Reconstruction of Young Teachers' Professional Identity-A Case Study of a Middle School Chemistry Teacher"	张军 副教授 西南大学

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15:00-15:15	The Transformation and Challenges for Teachers' Role under the Growing Demand of "Medical-Educational Cooperation" in the Post Covid-19	熊淳 副教授 华中师范大学
15:15-15:30	Mathematics Teachers' Problem Posing: A Systematic Literature review	张新颖 学生 西南大学 彭爱辉 副教授 西南大学
15:40-15:55	Inductive and Deductive Justification of Knowledge: Pre-service STEM Subject Teachers' Epistemological Beliefs about Mathematics	何艺培 学生 西南大学 彭爱辉 副教授 西南大学
15:55-16:10	The Reasons Why "Double Reduction" Policy "Can Work": Multidisciplinary Analysis and Implementation Pathway	李小倩 学生 西南大学
16:10-16:25	Implications of the Change of Teacher's Role Based on Schwab's Practical Curriculum Concept	王晓琪 学生 北京师范大学
16:25-16:40	Learning to be self-consistent: A case study of young teachers' professional development under the 'performance first' philosophy	姜冠群 学生 北京师范大学

分论坛一·平行会议第二组

时间: 2022 年 10 月 29 日 14:30 - 16:40

地点: 师元楼三层 6-307

Zoom: 872 6698 0510 入会密码: 221029

主持人: 邓磊教授 西南大学

Group 2, Session 1

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 307, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

Hosted by Deng Lei, Professor, Southwest University

北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	The Fusion of Virtue and Law —— Clarification on the Construction of Teachers' Morality in the Teachers' Law (Revised Draft)	邓磊 教授 西南大学 邓媚莎 学生 西南大学

第十六届东亚教师教育国际研讨会

14:45-15:00	A survey on understanding of thermal concepts among undergraduates majoring in science education in teacher training courses	Terashima Yukio 副教授 鸣门教育大学
15:00-15:15	Technology-Mediated Rural Education Field: Implications, Values and Rural Revitalization	高欣玉 学生 西南大学
15:15-15:30	A Narrative Inquiry of A Novice High School English Teacher's Writing Assessment Literacy	李亭佳 学生 西南大学
15:40-15:55	Embodied Pedagogy for the Construction and Development of Pre-service Teachers' Identity: A Case Study of a "Teacher Embodied Course"	吴宇航 学生 北京师范大学
15:55-16:10	Analysis and Suggestions on the Current Situation of Kindergarten Teachers' Project Research	陈睿 学生 北京师范大学 荣馨悦 学生 北京师范大学 冯婉桢 副教授 北京师范大学
16:10-16:25	The Influencing Factors of Role Stress among Preschool Teachers: The Test of Multiple Mediation Model	宗心怡 学生 北京师范大学
16:25-16:40	Relationship Between University EFL Teacher Identity and Agency from the Perspective of Ecology	朱海萍 学生 天津科技大学

分论坛二：教师知识与核心素养

时间：2022 年 10 月 29 日 14:30 - 16:40

地点：师元楼三层 6-308 6-313

Zoom: 872 6698 0510 入会密码: 221029

Session 2: Teacher Knowledge and Core Competencies

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 308 313, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

分论坛二·平行会议第三组

时间：2022 年 10 月 29 日 14:30 - 16:40

地点：师元楼三层 6-308

Zoom: 872 6698 0510 入会密码: 221029

主持人：郑鑫 副教授 西南大学

Group 3, Session 2

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 308, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

Hosted by Zheng Xin, Associate Professor, Southwest University

北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	Uncovering the complex relationships among distributed leadership, teacher leadership, professional learning community and teacher self-efficacy in China	蒋晨曦 学生 西南大学 郑鑫 副教授 西南大学
14:45-15:00	The Era Value and Implementation Path of Emotional Education for Normal Students	闫建璋 教授 山西师范大学 刘兴雅 学生 山西师范大学
15:00-15:15	Teachers' Knowledge and Consciousness in Diverse Settings: An analysis of social-emotional learning involving students with and without special needs	Murayama Taku 副教授 东京学艺大学
15:15-15:30	Openness to Receiving Professional Development as Career Improvement Purpose, Not as A Prerequisite for Renewal of License by practicing educators	Enyiaz Franca Adanne 学生 西南大学
15:40-15:55	A Study on Comparison of Effects of Continuation Task Types on Senior High School Students' English Writing Accuracy and Complexity	孙孟君 学生 西南大学
15:55-16:10	The Mechanism and Path of Home-School-Community Collaborative Education in the Context of Double Reduction	蒋琳慧 学生 西南大学
16:10-16:25	Quality Assurance System of Pre-service Teacher Education Curriculum in China: Current Situation, Problems and Suggestions	沈辉 学生 北京师范大学
16:25-16:40	Emotional Resilience: A Key Quality for Teachers to Nurture Themselves and Engage in Education	戴子涵 学生 北京师范大学

分论坛二·平行会议第四组

时间: 2022 年 10 月 29 日 14:30 - 16:40

地点: 师元楼三层 6-313

Zoom: 872 6698 0510 入会密码: 221029

主持人: Honda Katsuhisa 教授 日本千叶大学

Group 4, Session 2

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 313, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

Hosted by Honda Katsuhisa, Professor, Chiba University, Japan

北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	An intersectional analysis of social modes and identities in English textbooks for Japanese and Chinese primary education	Honda Katsuhisa 教授 日本千叶大学 Hasegawa Kidai 学生 日本千叶大学 Yan Yutong 学生 日本千叶大学
14:45-15:00	Maintain the Ability to Develop: A Quantitative Research on the Status quo and Advanced Design of Teachers' Teaching and Research Ability	万美晨 学生 华南师范大学
15:00-15:15	The Cultural Mission of Excellent Teachers	周琴 教授 西南大学 周钰青 讲师 西南大学
15:15-15:30	A qualitative study on "double-qualified" nursing teacher's conditional knowledge	王燕妮 学生 北京师范大学
15:40-15:55	Understanding teacher quality: A framework to investigate teacher competencies	Usama Kalim 学生 西南大学 Saira Bibi 学生 西南大学
15:55-16:10	A Study on the Performance and Influencing Factors of Teachers' Capability of Teaching National Commonly-Used Language and Script in Southwest China Cross-Border Ethnic Areas	张祖馨 学生 西南大学 彭爱辉 副教授 西南大学 周长军 教授 德宏师范高等专科学校
16:10-16:25	A Multigroup Analysis of the Effects of Government-funded and non-Government-funded Preservice Teachers' Grit and Self-efficacy on Learning Engagement	林怡文 学生 北京师范大学
16:25-16:40	Research on the Core Competencies of Teacher Education in the Guangdong-Hong Kong-Macao Greater Bay Area	蒋雨含 学生 北京师范大学

分论坛三：智慧教学与教师智慧

时间：2022 年 10 月 29 日 14:30 - 16:40

地点：师元楼三层 6-314 6-319

Zoom: 872 6698 0510 入会密码: 221029

Session 3: Smart Teaching and Teacher Wisdom

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 314 319, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

分论坛三·平行会议第五组

时间：2022 年 10 月 29 日 14:30 - 16:40

地点：师元楼三层 6-314

Zoom: 872 6698 0510 入会密码: 221029

主持人：戴伟芬 教授 华中师范大学

Group 5, Session 3

Time: 14:30 - 16:40, October 29th, 2022 (Saturday)

Venue: Room 314, 3rd Floor, Shiyuan Building

Zoom: 872 6698 0510 Password: 221029

Hosted by Dai Weifen, Professor, Central China Normal University

北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	A study of the Path of Hybrid Training for Rural Teachers Based on the Third Space Concept	戴伟芬 教授 华中师范大学
14:45-15:00	How teacher enthusiasm affects students' learning of declarative knowledge in video lectures	皇甫倩 副教授 西南大学
15:00-15:15	The Theoretical Basis and Practical Approach of the Inter-disciplinary Art Aesthetic Education Course Guided by Art Curriculum Standards for Compulsory Education (2022-year edition)--Take the integration of science and art as an example	毕小君 副教授 西南大学 聂磊 学生 西南大学 于晓航 教师 重庆市鲁能巴蜀中学
15:15-15:30	The Moral Return of Rural Teachers under the Background of Rural Revitalization--A Research on the Way to Cultivate Teachers' Rural Educational Feelings	边仕英 教授 西昌学院 刘有为 讲师 西昌学院

15:40-15:55	Reports on the Effects of Covid-19 Pandemic on Education System in Nigeria: The role of Competency-Based Education and Way Forward for Post Covid-19 Education Era	Okagbue Ekene Francis 学生 西南大学
15:55-16:10	A Systematic Review of Teacher Professional Learning Community--Based on CNKI Core Journal Articles	岳鑫 学生 北京师范大学
16:10-16:25	Construction of "School - Government - University - Teacher Training Institution" Joint Cultivation Mode of Research-oriented Teacher in K12	陆铮铮 学生 北京师范大学
16:25-16:40	How does cooperation happen?-- Enlightenment of Canadian teachers' professional development cases on the development of master teachers' studio in China	宋文玉 学生 北京师范大学
分论坛三·平行会议第六组 时间: 2022 年 10 月 29 日 14:30 - 16:40 地点: 师元楼三层 6-319 Zoom: 872 6698 0510 入会密码: 221029 主持人: 廖伟 博士 北京师范大学 Group 6, Session 3 Time: 14:30 - 16:40, October 29th, 2022 (Saturday) Venue: Room 319, 3rd Floor, Shiyuan Building Zoom: 872 6698 0510 Password: 221029 Hosted by Liao Wei, Doctor, Beijing Normal University		
北京时间 Beijing Time	主题 Theme	发言人 Presenters
14:30-14:45	Communications in Japanese Teachers' Staff Rooms for the Growth of Elementary School Teachers: Official and Unofficial Communications	Takayoshi Sasaya 副教授 日本香川大学

第十六届东亚教师教育国际研讨会

14:45-15:00	The Existence Form, Relationship Definition and Development Direction of Integrating Artificial Intelligence into Classroom Teaching	石娟 教授 西华师范大学 杨思敏 学生 西华师范大学
15:00-15:15	The Competency Model of Teachers' Gamified Instruction	李秀晗 讲师 华中师范大学
15:15-15:30	Do primary school mathematics textbooks support deep learning?-- Based on an analysis of the score content in three textbooks	陆丽芳 学生 西南大学 马春雨 学生 西南大学
15:40-15:55	Online teaching self-efficacy affects teachers' online emotional exhaustion: The mediating role of digital-tech beliefs	吴健健 学生 北京师范大学
15:55-16:10	Junior High School Teachers' Curriculum Leadership: From the Perspective of Inhabited Institutionalism	孙莞 学生 北京师范大学
16:10-16:25	Reverse Socialization: Path Selection to Help Middle-aged Teachers Solve Their Learning Problems	程晓红 学生 华南师范大学
16:25-16:40	A Comparative Study of the Difficulty of "Function" Exercises in Chinese and Canadian High School Mathematics Textbooks——Take the Canadian MCR3U Version and the Chinese 2019 Human Teaching A version as Examples	张卓慧 教师 山东省青岛第二中学

参会单位与会议代表

Participating Institutions and Conference Delegates

一、主办单位:

东亚教师教育国际联盟

International Consortium for Universities of Education in East Asia

二、承办单位:

西南大学

Southwest University

三、中方与外方参会机构、会议代表

(一) 日方高校和机构:

1. 东京学艺大学 (东京)

Tokyo Gakugei University

2. 上越教育大学 (新潟县)

Joetsu University of Education

3. 鸣门教育大学 (德岛县鸣门市)

Naruto University of Education

4. 大阪教育大学 (大阪)

Osaka Kyoiku University

5. 爱知教育大学 (爱知县)

Aichi University of Education

6. 日本千叶大学 (千叶市)

Chiba University

7. 北海道教育大学 (北海道札幌市)

Hokkaido University of Education

8. 日本香川大学 (香川县高松市)

Kagawa University

(二) 韩方高校和机构:

1. 首尔国立教育大学 (首尔)

Seoul National University of Education

(三) 加方高校和机构:

多伦多大学 (多伦多)

University of Toronto

温莎大学 (温莎)

University of Windsor

(四) 中方高校和机构:

1. 北京师范大学 (北京)

Beijing Normal University

2. 华东师范大学 (上海)

East China Normal University

3. 西南大学 (重庆)

Southwest University

4. 华中师范大学 (武汉)

Central China Normal University

5. 浙江大学 (杭州)

Zhejiang University

6. 华南师范大学 (广州)

South China Normal University

7. 山西师范大学 (太原)

Shanxi Normal University

8. 西华师范大学 (南充)

China West Normal University

9. 台湾师范大学 (台湾)

National Taiwan Normal University

10. 西昌学院 (西昌)

Xichang University

11. 天津科技大学 (天津)

Tianjin University of Science and Technology

2022 第十六届东亚教师教育国际研讨会参会名单

(一) 外方会议代表:

序号	Name 姓名	Institution/University Name 院校	Position 职位
1	Kokubun Mitsuru 国分充	Tokyo Gakugei University 东京学艺大学	President 校长
2	KAWATE Keiichi 川手 圭一	Tokyo Gakugei University 东京学艺大学	Vice President 副校长
3	KIMURA Mamoru 木村 守	Tokyo Gakugei University 东京学艺大学	Professor 教授
4	NAKAJIMA Hiroaki 中島 裕昭	Tokyo Gakugei University 东京学艺大学	Professor 教授
5	TSUBAKI Machiko 椿 真智子	Tokyo Gakugei University 东京学艺大学	Professor 教授
6	Fan Wenling 范 文玲	Tokyo Gakugei University 东京学艺大学	Associate Professor 副教授
7	Murayama Taku 村山 拓	Tokyo Gakugei University 东京学艺大学	Associate Professor 副教授
8	SAWADA Yasunori 澤田 康德	Tokyo Gakugei University 东京学艺大学	Associate Professor 副教授
9	KAWAKAMI Keiko 川上 恵子	Tokyo Gakugei University 东京学艺大学	Head, Officer 总干事
10	KOMURO Shirou 小室 史郎	Tokyo Gakugei University 东京学艺大学	Manager, Officer 经理
11	Hayashi Yasunari 林泰成	Joetsu University of Education 上越教育大学	President 校长
12	Ozawa Hiroaki 小澤 大成	Naruto University of Education 鸣门教育大学	Professor 教授
13	Terashima Yukio 寺島 幸生	Naruto University of Education 鸣门教育大学	Associate Professor 副教授

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14	AKAKI Toyo 赤木登代	Osaka Kyoiku University 大阪教育大学	Vice President 副校长
15	TANAKA Makiko	Osaka Kyoiku University 大阪教育大学	Professor 教授
16	WANG Linfeng	Osaka Kyoiku University 大阪教育大学	Associate Professor 副教授
17	Iwayama Tsutomu 岩山 勉	Aichi University of Education 爱知教育大学	Others 其他人员
18	HONDA Katsuhisa 本田勝久	Chiba University 日本千叶大学	Professor 教授
19	Hasegawa Kidai 長谷川 喜大	Chiba University 日本千叶大学	Student 学生
20	Yan Yutong 閻 雨彤	Chiba University 日本千叶大学	Student 学生
21	Jaana Haruo 蛇穴 治夫	Hokkaido University of Education 北海道教育大学	President 校长
22	Abe Jiro 阿部 二郎	Hokkaido University of Education 北海道教育大学	Associate Professor 副教授
23	Oga Kyoko 大賀 京子	Hokkaido University of Education 北海道教育大学	Associate Professor 副教授
24	Takayoshi Sasaya	Kagawa University 日本香川大学	Associate Professor 副教授
25	Hyunjin Jang 张宪镇	Seoul National University of Education 首尔教育大学	Professor 教授
26	Doug McDougall	University of Toronto 多伦多大学	Professor 教授

(二) 中方会议代表

序号	Name 姓名	Institution/University Name 院校	Position 职位
1	周作宇	北京师范大学 Beijing Normal University	副校长 Vice President
2	余凯	北京师范大学 Beijing Normal University	副部长 Vice Dean
3	宋萑	北京师范大学 Beijing Normal University	教授 Professor
4	吴玉军	北京师范大学 Beijing Normal University	教授 Professor
5	周钧	北京师范大学 Beijing Normal University	教授 Professor
6	王磊	北京师范大学 Beijing Normal University	副教授 Associate Professor
7	冯婉楨	北京师范大学 Beijing Normal University	副教授 Associate Professor
8	廖伟	北京师范大学 Beijing Normal University	博士 Doctor
9	刘静	北京师范大学 Beijing Normal University	讲师 Lecturer
10	程猛	北京师范大学 Beijing Normal University	讲师 Lecturer
11	于国欢	北京师范大学 Beijing Normal University	外事秘书 Secretary of Foreign Affairs
12	吴健健	北京师范大学 Beijing Normal University	学生 Student
13	王燕妮	北京师范大学 Beijing Normal University	学生 Student
14	陈睿	北京师范大学 Beijing Normal University	学生 Student
15	戴子涵	北京师范大学 Beijing Normal University	学生 Student
16	郭鑫	北京师范大学 Beijing Normal University	学生 Student
17	郭璇	北京师范大学 Beijing Normal University	学生 Student
18	韩月雪	北京师范大学 Beijing Normal University	学生 Student

19	胡馨	北京师范大学 Beijing Normal University	学生 Student
20	姜冠群	北京师范大学 Beijing Normal University	学生 Student
21	蒋雨含	北京师范大学 Beijing Normal University	学生 Student
22	李仟慧	北京师范大学 Beijing Normal University	学生 Student
23	林怡文	北京师范大学 Beijing Normal University	学生 Student
24	陆铮铮	北京师范大学 Beijing Normal University	学生 Student
25	罗仁杰	北京师范大学 Beijing Normal University	学生 Student
26	邵婷婷	北京师范大学 Beijing Normal University	学生 Student
27	沈辉	北京师范大学 Beijing Normal University	学生 Student
28	孙莞	北京师范大学 Beijing Normal University	学生 Student
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30	吴宇航	北京师范大学 Beijing Normal University	学生 Student
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36	荣馨悦	北京师范大学 Beijing Normal University	学生 Student
37	宗心怡	北京师范大学 Beijing Normal University	学生 Student

第十六届东亚教师教育国际研讨会

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40	周彬	华东师范大学&第二附属中学 East China Normal University& No.2 High School Of East China Normal University	原院长 Former Dean 校长 Principal
41	王艳玲	华东师范大学 East China Normal University	教授 Professor
42	朱益明	华东师范大学 East China Normal University	教授 Professor
43	屠晓明	华东师范大学 East China Normal University	国际交流事务主管 Program Officer
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45	陈恩伦	西南大学 Southwest University	院长 Dean
46	于泽元	西南大学 Southwest University	院长 Dean
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48	邓磊	西南大学 Southwest University	教授 Professor
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50	彭爱辉	西南大学 Southwest University	副教授 Associate Professor
51	张军	西南大学 Southwest University	副教授 Associate Professor
52	郑鑫	西南大学 Southwest University	副教授 Associate Professor
53	周钰青	西南大学 Southwest University	讲师 Lecturer
54	Usama Kalim	西南大学 Southwest University	学生 Student
55	Saira Bibi	西南大学 Southwest University	学生 Student

56	Cedric Mpas	西南大学 Southwest University	学生 Student
57	FRANCA ADANNE	西南大学 Southwest University	学生 Student
58	Nwigwe Esther	西南大学 Southwest University	学生 Student
59	Okagbue Ekene Francis	西南大学 Southwest University	学生 Student
60	Yaone Duduetsang Matsagopane	西南大学 Southwest University	学生 Student
61	高欣玉	西南大学 Southwest University	学生 Student
62	何艺培	西南大学 Southwest University	学生 Student
63	蒋琳慧	西南大学 Southwest University	学生 Student
64	李亭佳	西南大学 Southwest University	学生 Student
65	郭浩君	温莎大学 University of Windsor	学生 Student
66	李小倩	西南大学 Southwest University	学生 Student
67	陆丽芳	西南大学 Southwest University	学生 Student
68	马春雨	西南大学 Southwest University	学生 Student
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70	孙孟君	西南大学 Southwest University	学生 Student
71	张新颖	西南大学 Southwest University	学生 Student
72	张祖馨	西南大学 Southwest University	学生 Student
73	邓媚莎	西南大学 Southwest University	学生 Student
74	蒋晨曦	西南大学 Southwest University	学生 Student

第十六届东亚教师教育国际研讨会

75	彭双阶	华中师范大学 Central China Normal University	副校长 Vice President
76	戴伟芬	华中师范大学 Central China Normal University	教授 Professor
77	雷万鹏	华中师范大学 Central China Normal University	教授 Professor
78	毛齐明	华中师范大学 Central China Normal University	副教授 Associate Professor
79	沈红云	华中师范大学 Central China Normal University	副教授 Associate Professor
80	汪丽梅	华中师范大学 Central China Normal University	副教授 Associate Professor
81	熊淳	华中师范大学 Central China Normal University	副教授 Associate Professor
82	白颖颖	华中师范大学 Central China Normal University	讲师 Lecturer
83	李秀晗	华中师范大学 Central China Normal University	讲师 Lecturer
84	洪峰	华中师范大学 Central China Normal University	国际合作交流办公室处长 Director
85	晋婉莹	华中师范大学 Central China Normal University	其他人员 Others
86	黎高赞	华中师范大学 Central China Normal University	学生 Student
87	童宏保	华南师范大学 South China Normal University	副教授 Associate Professor
88	程晓红	华南师范大学 South China Normal University	学生 Student
89	方艾	华南师范大学 South China Normal University	学生 Student
90	万美晨	华南师范大学 South China Normal University	学生 Student
91	闫建璋	山西师范大学 Shanxi Normal University	院长 Dean
92	刘岗	山西师范大学 Shanxi Normal University	教授 Professor
93	张潮	山西师范大学 Shanxi Normal University	教授 Professor

第十六届东亚教师教育国际研讨会

94	赵英	山西师范大学 Shanxi Normal University	副教授 Associate Professor
95	李慧燕	山西师范大学 Shanxi Normal University	讲师 Lecturer
96	石娟	西华师范大学 China West Normal University	教授 Professor
97	杨思敏	西华师范大学 China West Normal University	学生 Student
98	陈育霖	台湾师范大学 National Taiwan Normal University	助理教授 Assistant Professor
99	边仕英	西昌学院 Xichang University	教务处处长 Director
100	刘有为	西昌学院 Xichang University	讲师 Lecturer
101	朱海萍	天津科技大学 Tianjin University of Science and Technology	学生 Student

论文摘要

Abstracts

分论坛一：新时代教师角色重塑

Breakout Session 1: Reshaping the Role of Teachers in the New Era

分论坛一 · 平行会议第一组

Group 1, Session 1

1. Insights for School Management through Teacher Life Course Research

2. 将理想照进现实：青年教师专业身份的多维理解与重构——一名中学化学教师的个案研究

"Putting the Dreams into Practice: multi-dimensional Understanding and Reconstruction of Young Teachers' Professional Identity——A Case Study of a Middle School Chemistry Teacher"

3. The Transformation and Challenges for Teachers' Role under the Growing Demand of "Medical-Educational Cooperation" in the Post Covid-19

4. 数学教师问题提出研究进展的系统综述

Mathematics Teachers' Problem Posing: A Systematic Literature review

5. 职前STEM学科教师的数学认识论信念研究

Inductive and Deductive Justification of Knowledge: Pre-service STEM Subject Teachers' Epistemological Beliefs about Mathematics

6. “双减”为什么“能”：多学科解析与实施路径

The Reasons Why “Double Reduction” Policy “Can Work”: Multidisciplinary Analysis and Implementation Pathway

7. 基于施瓦布实践课程观下教师角色转变的启示

Implications of the Change of Teacher's Role Based on Schwab's Practical Curriculum Concept

8. 学会自洽：“绩效至上”理念下青年教师专业发展的个案研究

Learning to be self-consistent: A case study of young teachers' professional development under the 'performance first' philosophy

分论坛一·平行会议第一组

Group 1, Session 1

1. Insights for School Management through Teacher Life Course Research

TANAKA Makiko, Professor, Osaka Kyoiku University

Abstract:

In recent years, Japanese schools have been facing increasingly diverse and complex educational issues, such as class reforms based on the new Courses of Study and the rapid shift to ICT in education due to the Corona Disaster, while teachers' long working hours have been pointed out. In addition, the age structure is out of balance due to the mass retirement of teachers, and there is an urgent need to develop human resources who can inherit and flexibly develop schools.

Therefore, the purpose of this presentation is to discuss the perspectives and measures for teachers to utilize their own strengths and teaching identities in school management, based on practical and theoretical knowledge of life course research and school management research as a teacher. I believe that life course research can provide suggestions for school management, because it is important to understand not only knowledge and skills but also one's own attitude and way of being to connect organizations and people.

Therefore, I developed and implemented a training program called "Building Schools that Utilize Their Strengths". First, for each school where the participants were assigned, they reflected on their own events according to five items, including "influential colleagues and seniors" and based on these, they created a curve of ups and downs in their minds. The approach was to explore "strengths and weaknesses" and "teaching identity," and finally, to discuss narratives and expand the insights to school building. A post-training questionnaire revealed the following comment: "Now understands the importance of knowing the strengths and weaknesses of the teaching staff surrounding me and applying this knowledge to management". I will continue to verify and improve this approach.

2. 将理想照进现实：青年教师专业身份的多维理解与重构——一名中学化学教师的个案研究

张军 副教授 西南大学

[摘要] 新时代背景下我国教师身份建构呈现出诸多与时代变迁相吻合的现象。一方面，教育惯习影响着教师身份的建构，作为考试学科的教师，需要精通教材、熟练讲授、熟悉考题、针对性备考，既要讲课生动，更要让学生能够考出好分数，才算“站稳讲台”。为此，新教师可以利用信息时代的优势，广泛收集教学素材、试题资料，熟悉教学内容，把握考试规律。此过程中，教师身份建构深受自身教育经历的影响，表现出典型的路径依赖。另一方面，信息技术的发展，网络空间由虚拟走向实体，为教师提供更为广阔的交流空间和发声、对话通道。由同行形成的网络专业共同体，提供了平等、开放的互动空间，使得教师能够反观自身、认识差距、发现道路。网络社群、朋友圈、公众号等自媒体载体充当了教师专业话语平台，便于教师表达教育理念，就社会公共事件发表学科专业建议，有助于教师实现多重角色的重构。

Putting the Dreams into Practice: multi-dimensional Understanding and Reconstruction of Young Teachers' Professional Identity——A Case Study of a Middle School Chemistry Teacher

ZHANG Jun, Associate Professor, Southwest University

Abstract:

At Present, the construction of Chinese teachers' identity shows more consistent with the changes of the times. On the one hand, educational habits affect the construction of teachers' identity. As a teachers of the subject with more examinations, who need to be proficient in teaching materials, good at teaching, familiar with test questions, and well prepare for exams. He must be not only giving vivid lectures, but also allowing students to achieve excellent marks, then they can be regarded as qualified teacher. Therefore, new teachers can make use of the advantages of the information on net, widely collect teaching materials, testing data, comprehend teaching content, while the construction of teachers' identity is deeply influenced by their own educational experience, and presents a typical dependence way. On the other

hand, with the development of information technology, cyberspace has changed from virtual to physical, which provides teachers with a broader communication space and more dialogues to other people. Teachers can discuss with anyone who in the same network professional community equally, as to they can self-reflect, understand the gap and make progress themselves. Self-media carriers such as network community, WeChat etc. provide much discourse to promote teachers' professional development. It is so convenient for teachers to express their educational ideas and publish subject professional suggestions on social and public events. And it is also helpful for teachers to realize the reconstruction of multiple roles.

3. The Transformation and Challenges for Teachers' Role under the Growing Demand of "Medical- Educational Cooperation" in the Post Covid-19

XIONG Chun, Associate Professor, Central China Normal University

Abstract:

With the advent of the Post Covid-19, the dissemination of health education and health knowledge has become the important part and responsibility of school education, which also challenges the traditional orientation of teachers' role. Although past studies declared the importance for construction of professional health education teacher. However, there has been little attention paid to the teachers' radiation and guidance role of social health governance and personal health management. Under the growing demand of Medical-Educational Collaboration, this paper will explore the change of teacher roles and challenges for teachers in supporting and intervening students' healthy life by school education and public health cooperation.

4. 数学教师问题提出研究进展的系统综述

张新颖 学生 西南大学

彭爱辉 副教授 西南大学

[摘要] 问题提出是基于已有情境提出问题的过程，是数学学科以及其他学科的必要实践。大量学者对学生的数学问题提出进行了研究，然而随着人们广泛认识到数学教师问题提出对学生数学问题提出能力发展的重要性，研究者们对数学教师问题提出的兴趣也日益浓厚。为明晰目前数学教师问题提出的研究现状，本文运用PRISMA声明，对2000年至2022年期间发表的国际和国内同行评审论文进行了系统审查，最终共纳入分析51篇文章。研究发现，混合研究占绝大多数；无论是在职教师还是职前教师，小学教师都是较大的研究样本群体；数学教师问题提出表现的研究占大多数；在研究中，根据情境提出问题是最常见的问题提出任务类型；此外，研究中问题提出的任务类型丰富多样。本文基于厘清已有研究的类型、研究样本组、研究问题和问题提出任务的类型得出启示，据此明晰数学教师问题提出的研究现状以期为未来的研究提供方向。

Mathematics Teachers' Problem Posing: A Systematic Literature review

ZHANG Xinying, Student, Southwest University

PENG Aihui, Associate Professor, Southwest University

Abstract:

Problem posing (PB), the process of formulating problems based on a given situation, is an essential practice in mathematics and other disciplines. Much of work on students' mathematical PB has been done in the past years. With the widely recognition of the importance of mathematics teachers' PB in the development of students' mathematical PB ability, there is an increasing research interests on mathematics teachers' PB. The aim of this paper is to contribute to provide a comprehensive picture of the state of the art of mathematics teachers' PB. A systematic review following the PRISMA-statement was applied to peer-reviewed papers in both international and domestic published between the years 2000-2022 and a total of 51 studies were included in the final analysis. It was found

that the mixed research constituted the majority of the studies; primary school teachers are the large research sample groups in both in-service and pre-service teachers; the research issue of performance of mathematics teachers' PB was devoted to most frequently; posing questions for a situation was the most popular type of problem posing task in research; in addition, tasks for problem posing in studies were diverse in different types. Implications for research were derived from the results of research types, research sample groups, research issues, and types of problem posing tasks. The current research status and future research perspectives of mathematics teachers' problem posing were accordingly proposed in the study.

5. 职前STEM学科教师的数学认识论信念研究

何艺培 学生 西南大学

彭爱辉 副教授 西南大学

[摘要] 认识论信念是个体对于知识性质及认知性质所持有的一种观念，是教育研究中的一个重要主题。数学是所有学科的基础，更是STEM学科（科学、技术、工程和数学）的重要基础，数学认识论信念不仅对职前STEM学科教师的数学学习起着重要的作用，而且还会影响他们今后的教学方式。本文旨在了解职前STEM学科教师所持有的数学认识论信念的立场和他们的论证方式，并且探究不同职前STEM学科教师在数学认识论信念上是否有差异，以期更好地发展职前STEM学科教师的数学认识论信念。研究对象为来自西南大学“数学、科学和艺术”通识教育课程的143名职前STEM学科教师，研究工具为借鉴Rott（2021）所开发的测量数学认识论信念的问题。两名研究者编码了数据，编码分为两个维度：数学认识论信念立场——归纳式或演绎式；数学认识论信念论证——无论证、不充分、简单和复杂；数据编码的一致性系数Cohen's κ 为0.82；对编码后的数据进行了描述性统计和卡方检验。初步研究结果表明：职前STEM学科教师的数学认识论信念立场分布较均衡，但多数职前STEM教师对于数学认识论信念论证不足；不同职前STEM学科教师持有的数学认识论信念立场不具有显著差异性，但在信念论证上具有显著差异性。研究的结果对于数学通识课程教学和大学数学学习具有一定的借鉴与启发。

Inductive and Deductive Justification of Knowledge: Pre-service STEM Subject Teachers' Epistemological Beliefs about Mathematics

HE Yipei, Student, Southwest University

PENG Aihui, Associate Professor, Southwest University

Abstract:

Epistemological beliefs (EB) are beliefs about the nature of knowledge and knowing, which is a prominent topic in educational research and considered to be an important factor affecting teaching and learning. Mathematics EB in particular are not only important for learning in mathematics but also will affect student behaviors in the classroom. The current

study described here deals with pre-service STEM (Science, Technology, Engineering, and Mathematics) subject teachers' mathematics EB, for whom mathematics is a foundation in their university learning as well as future teaching. The purpose of the study is twofold: to understand pre-service STEM teachers' mathematics EB position and their argumentation (i.e., supporting the position inadequately or sophisticatedly); and test whether different pre-service STEM subject teachers hold different mathematics EB. The participants are 143 pre-service STEM subject teachers who attend a general education course called Mathematics, Science and Art from Southwest University, and they are asked to give their written opinion on mathematical-philosophical questions developed by Rott (2021) to assess their mathematics EB. The answers of the participants to the questions were coded in relation to two dimensions: position, two values---deductive or inductive; and argumentation, four values---no argumentation, inadequate, simple, sophisticated. The interrater agreement of the code is high with Cohen's $\kappa = 0.82$. Descriptive statistics and chi-square test were performed. The preliminary results show that: 1) there is a balanced distribution among the deductive and inductive position among the pre-service STEM teachers, and dominant pre-service STEM teachers hold inadequate argumentation. 2) there is a significant difference among pre-service STEM teachers in argumentation, but not significant in position. Practical implications related to the teaching of mathematics general education courses and the learning of university mathematics are discussed.

6. “双减”为什么“能”：多学科解析与实施路径

李小倩 学生 西南大学

[摘要] “双减”政策旨在减轻学生过重的学业负担、提高教育教学质量、提升人民群众教育满意度，而“双减”为什么“能”，需要从学科支撑和国家发展的双重逻辑上进行深层解读。通过解析多学科理论对“双减”的支撑，归纳出“双减”出台和目标达成的因素链与实施路径：一是有“保障每个孩子健康全面发展，实现中华民族伟大复兴”的远大理想追求；二是有脑科学、心理学、教育学与智能技术多学科为科学理论引领；三是有包涵深度学习发生机制、“4S”学习内容（“4S”指代学科知识、策略知识、社会技能与认知结构）、“个性化-合作”学习、数字化资源开发与课程实践路径五方面的创新人才培育机制；四有共助学生成长的家校社协同共育生态结构。

The Reasons Why “Double Reduction” Policy “Can Work” : Multidisciplinary Analysis and Implementation Pathway

LI Xiaoqian, Student, Southwest University

Abstract:

The implementation of the “Double Reduction” policy has been the focus of research by primary and secondary schools and education researchers across the country. However, little research has been done on the scientific theoretical bases that support the birth of the “Double Reduction” policy and the confidence of achieving its objectives. Therefore, by analyzing the origin of this policy and its related theories, this article has uncovered a chain of factors and an implementation path that support the introduction of the “double reduction” policy and the achievement of its goals: First, it has the ambitious ideal of ensuring the healthy and comprehensive development of every child and achieving the great rejuvenation of the Chinese nation; secondly, there is an operational theoretical system of brain science, psychology, education and intelligent technology led by deep learning; thirdly, there is an innovative talent cultivation mechanism that encompasses five aspects: curriculum system, after-school services, classroom teaching, homework design and intelligent technology; fourthly, there is an ecological structure for collaborative education between the family, school and society to help students grow.

7. 基于施瓦布实践课程观下教师角色转变的启示

王晓琪 学生 北京师范大学

[摘要] 教师与课程有着天然的关系，但教师在课程改革中却常常被“边缘化”。结构主义运动失败后，施瓦布经过反思和探索提出了实践课程观。在实践课程观下，教师在课程中扮演的角色由被动执行转变为积极参与。教师成为课程的四要素之一，是课程实践的主体，也是课程改革的重要驱动力。实践课程观对教师角色的强调，对我国课程改革有积极的启示作用：课程开发、实施等环节须包含教师的声音。课程改革可通过提高教师自身的课程开发能力和加大外部环境支持等途径，使课程更好地从理论走向实践，实现全面发展的育人目标。

Implications of the Change of Teacher's Role Based on Schwab's Practical Curriculum Concept

WANG Xiaoqi, Student, Beijing Normal University

Abstract:

Teachers have a natural relationship with the curriculum, but teachers are often "marginalized" in curriculum reform. After the failure of the structuralist movement, Schwab came up with a practical curriculum concept after reflection and exploration. Under the practical curriculum concept, the role of teachers in the curriculum has changed from "passive execution" to "active participation". Teachers become one of the four elements of the curriculum, the main body of curriculum practice, and an important driving force for curriculum reform. The emphasis on the role of teachers in the practical curriculum concept has a positive enlightening effect on china's curriculum reform: curriculum development, implementation and other links must include the voice of teachers. Curriculum reform can improve teachers' own curriculum development capabilities and increase support from the external environment, so that the curriculum can better move from theory to practice, and achieve the goal of educating people for all-round development.

9. 学会自洽：“绩效至上”理念下青年教师专业发展的个案研究

姜冠群 学生 北京师范大学

[摘要] “绩效至上”理念影响着青年教师专业发展，青年教师自身的专业理念、专业能力、专业理想等方面又决定着他们的学术生命活力。以高校教师专业发展的“冰山模型”为理论基础，对六名青年教师进行访谈，探究他们在“绩效至上”理念下的真实境遇，分析其保持学术持续发展的原因。研究发现，青年教师在专业理想与现实生存中自洽，具体表现四个方面，在学术产出的“快车道”上，部分青年教师发展速度稍慢，表现为潜心学术，拒绝卷入学术锦标赛，埋头教学，主动提升专业能力；同时，他们还是学术信仰的守卫者，表现为忠于专业理想，向往学者风骨，坚守道德底线，守护纯正风气。

Learning to be self-consistent: A case study of young teachers' professional development under the 'performance first' philosophy

JIANG Guanqun, Student, Beijing Normal University

Abstract:

The concept of "performance first" affects the professional development of young teachers, while their own professional philosophy, professional competence and professional ideals determine their academic vitality. This research used purposive sampling to interview teachers and stopped the interviews when they reached theoretical saturation. The selection was based on the fact that young teachers were clearly different from other teachers in their outwardly visible behaviors such as teaching and research, and that the pre-interaction revealed that they had unique emotions about achieving their professional aspirations.

As the theoretical basis for the study, the iceberg theory plays an important role in analyzing the self-reliance and continuous professional development of young teachers in the context of the 'performance first' philosophy.

Young teachers refuse to trap themselves in the dilemma between ideals and reality, but instead achieve a reasonable self-consistency in their behavior and mentality. Firstly, they have their own rhythm of scientific research and do not have too much anxiety with the accelerated social time, and do not participate in the competition of the number of academic

publications. Thirdly, they take a rational view of the current phenomenon of "high pressure and low salary", and remain reverent and simple in their aspiration for scholarship. Fourthly, they adhere to their academic sentiments and oppose vicious competition and academic simulation.

The article discusses space for teacher development and institutional breakthroughs and improvements. When the pursuit of a single research target becomes a key measure of teacher success, it creates the illusion that teachers are willingly 'self-exploiting'. Finally, the article proposes innovations in teacher professional theory.

分论坛一：新时代教师角色重塑

Breakout Session 1: Reshaping the Role of Teachers in the New Era

分论坛一 · 平行会议第二组

Group 2, Session 1

1.德与法的融生—— 基于《教师法（修订草案）》的师德建设路向

The Fusion of Virtue and Law —— Clarification on the Construction of Teachers' Morality in the Teachers' Law (Revised Draft)

2.A survey on understanding of thermal concepts among undergraduates majoring in science education in teacher training courses

3.技术融入乡村教育场域：意蕴、价值与乡村振兴

Technology-Mediated Rural Education Field: Implications, Values and Rural Revitalization

4.高中英语新手教师写作评价素养发展的叙事探究

A Narrative Inquiry of A Novice High School English Teacher' s Writing Assessment Literacy

5.Embodied Pedagogy for the Construction and Development of Pre-service Teachers' Identity: A Case Study of a "Teacher Embodied Course"

6.研究型幼儿园教师课题研究的规范性问题分析与建议--基于30位研究型教师开题报告的调查

Analysis and Suggestions on the Current Situation of Kindergarten Teachers' Project Research

7.组织氛围对幼儿教师角色压力的影响：基于多重中介效应模型的检验

The influencing factors of role stress among preschool teachers: the Test of Multiple Mediation Model

8.生态学视域下高校英语教师身份认同与能动性关系探究

Relationship Between University EFL Teacher Identity and Agency from the Perspective of Ecology

分论坛一·平行会议第二组

Group 2, Session 1

1. 德与法的融生——基于《教师法(修订草案)》的师德建设路向

邓磊 教授 西南大学

邓媚莎 学生 西南大学

[摘要] 伦理是法治之基，二者相合可促进道德。尚礼崇德的社会伦理孕育了尊师重道的中国传统文化传统，随着现代性的演进，师德师风的文化语境剧烈变化，法律法规的发展相对滞后，以致师德建设陷入制度困境。为进一步明确教师的“不为”与“应为”，鼓励教师“敢为”和“能为”，《中华人民共和国教师法（修订草案）（征求意见稿）》适时公布，为新时代的师德建设指引了新的路径。通过《教师法》修订草案的法律条文解读，可以得知师德建设须把握伦理性与法理性相融生的基本原则，明确教师作为“教育专业人员”和“国家公职人员”的双重身份，在教育教学中厘清权责、把握尺度，界定职业道德与个体道德的关系，促进道德义务与道德期待的统一。

The Fusion of Virtue and Law —— Clarification on the Construction of Teachers' Morality in the Teachers' Law (Revised Draft)

DENG Lei, Professor, Southwest University

DENG Meisha, Student, Southwest University

Abstract:

The Teachers' Professional Moral culture has a long history and distinct ethical characteristics. The educational background of the new era is complicated, which determines that the construction of teachers' morality must integrate ethics and jurisprudence. The promulgation of the "Teachers' Law of the People's Republic of China" (revised draft) has pointed out the direction for exploring the connotation of teachers' morality in traditional ethics, clarifying the current dilemma of teachers' morality practice and strengthening the institutional path of teachers' morality construction. The revised draft of the "Teachers Law

” deepens the requirements of the teachers’ morality through the interpretation of legal provisions, and provides a legal guidance for the current construction of teachers’ morality in our country. At the same time, it also triggered discussions on the key issues of the construction of teachers’ morality, that is, the unification of “others’ cognition” and “self satisfaction”, the determination of public and private boundaries, the integration of obligations and expectations, and the symbiosis of motivation and results. Only by clarifying these issues can we provide scientific theoretical guidance and correct practical paths for the construction of teachers’ morality in the new era in our country.

2. A Survey on Understanding of Thermal Concepts among Undergraduates Majoring in Science Education in Teacher Training Courses

Terashima Yukio, Associate Professor, Naruto University of Education

Abstract:

In order to teach scientific concepts correctly, it is necessary for teachers to acquire correct scientific concepts in advance. Various thermal phenomena such as boiling of water are familiar in daily life, however, it is assumed that some learners including pre-service science teachers have a scientific misconception on some thermal phenomena. In this study, we conducted a questionnaire survey to evaluate the understanding of thermal concepts for undergraduates majoring in science education in teacher training courses. The questionnaire form consisted of multiple-choice questions about thermal phenomena in daily life. The average correct answer rate for all participants was about half. The correct answer rate for second-year students was significantly higher than that for first-year students. Since the correct answer rate for each question varied greatly among the questions, the students' understanding was found to be varied considerably depending on thermal phenomena. For example, most students correctly understood the substance of bubbles coming out of boiling water, whereas few students correctly answered the reason why their bodies got cold when they sweated. It is important to improve science education and teacher training more effectively so that pre-service science teachers can surely correct their misconceptions on daily thermal phenomena.

3. 技术融入乡村教育场域：意蕴、价值与乡村振兴

高欣玉 学生 西南大学

胡航 副教授 西南大学

[摘要] 乡村振兴战略已从乡村经济发展至乡村全方位振兴；而教育作为社会发展的基石，理所当然地应承担其天职。在城市化进程中，“逃离乡土”、“县域高中塌陷”等问题凸显，这些都是乡村振兴路上的“绊脚石”。技术介于乡土，逐渐形成了新的乡村教育场域，从而赋能、提质并通过教育创新促进乡村振兴。研究梳理并审思了教育与技术对乡村振兴的逻辑价值，分析了技术介于乡村教育场域的意蕴，剖析了其社会学价值，并基于该场域提出了教育反刍乡村振兴的实践路径。

Technology-Mediated Rural Education Field: Implications, Values and Rural Revitalization

GAO Xinyu, Student, Southwest University

HU Hang, Associate Professor, Southwest University

Abstract:

Rural revitalization strategy has developed from rural economy to all-round rural revitalization; and education, as the cornerstone of social development, should rightfully assume its vocation. In the process of urbanization, problems such as "fleeing the countryside" and "collapse of county high schools" have come to the fore, which are "stumbling blocks" on the way of rural revitalization. Technology mediates the countryside and gradually forms a new rural education field, thus empowering, improving quality and promoting rural revitalization through educational innovation. The study compares and examines the logical value of education and technology for rural revitalization, analyzes the implication of technology in the rural education field, analyzes its sociological value, and proposes a practical path for education to regurgitate rural revitalization based on this field.

4.高中英语新手教师写作评价素养发展的叙事探究

李亭佳 学生 西南大学

郭浩君 博士 温莎大学

黄菊 副教授 西南大学

[摘要]《普通高中英语课程标准(2017年版)》提出“教学评一体”和“以评促学”。过去二十年来对教师评估素养的研究与日俱增，但新手语言教师的写作评估素养(WAL)尚未得到充分研究。本研究基于Lam的“写作评价素养”框架、第三代活动理论和展化学习理论，采用历时性的叙事探究方法，研究西南地区某重点高中一位英语新手教师入职三年来写作评价素养的变化。通过分析访谈、田野笔记和反思日志等多种数据，本研究发现该教师通过在诊断测评项目中实践，其写作评价素养在知识、信念到评价实践方面均有所变化。诊断测评课题为教师提供了互相交流和学习的平台，促进了该教师不断反思及进行教学尝试。本研究发现有助于深入理解新手教师写作评价素养发展的阶段性特征。

A Narrative Inquiry of A Novice High School English Teacher' s Writing Assessment Literacy

LI Tingjia, Student, Southwest University

GUO Haojun, Doctor, University of Windsor

HUANG Ju, Associate Professor, Southwest University

Abstract:

Based on the "Conceptual Framework of Teacher Writing assessment Literacy (Lam, 2019)", the third-generation of activity theory and expansive learning, this study utilizes narrative inquiry to explore development of a novice English teacher' s WAL and its mediating factors that might influence its development. Within the Three-Dimensional Narrative Space (Clandinin & Connelly, 2000), this study collected field notes through interviews, observations, and reflection journals. This study found that the new teachers' writing assessment literacy changes from her assessment knowledge, conception of assessing writing, and practice of assessing students' writing. In the process of forming and developing her writing assessment quality, her agency, teaching and research experience have played

important roles. The analysis found that she was in three different communities at the same time. The different division of labor and rules in the three communities endow her with different responsibilities. Among the three cohorts, the community of the diagnosis assessment research group has played the most important role in the process of teacher development. It provides a lot of beneficial provisions for the improvement of teachers' writing assessment quality, but there are also limitations that need to be broken through.

5. Embodied Pedagogy for the Construction and Development of Pre-service Teachers' Identity: A Case Study of a “Teacher Embodied Course”

WU Yuhang, Student, Beijing Normal University

Abstract:

Pre-service teachers' identity plays a significant role in teacher development and the improvement of educational qualities, which has become a research hotspot in the field of teacher education over recent years. However, most methods used in the existing teacher training projects are based on unilateral lecturing and indoctrination. Besides, due to the overlapping and contradictory expectations towards “what teachers should be like” from different groups, including the state, society, institutions, students, parents, etc., teachers are facing daily dilemmas of their roles and identities in educational practice. These facts lead to a steep decline in some teachers' identities, especially novice teachers.

Embodied pedagogy is an innovative teaching method contributing to promoting the integration of the cognitive, physical and contextual elements in teacher education, which offers a new idea for the construction of teacher education. Based on embodied cognition theory, social identity and self-identity theory, this study collects and analyses the cognitive, psychological and behavioural evidence of pre-service teachers in real-life situations. Based on the collected data, both qualitative and quantitative research methods are conducted to analyse the impacts of embodied pedagogy on the identity of pre-service teachers and the influencing mechanisms. Besides, this study also constructs an innovative teaching path to enhance pre-service teachers' development based on embodied pedagogy.

6. 基于多重中介效应模型的检验研究型幼儿园教师课题研究的规范性问题 分析与建议--基于30位研究型教师开题报告的调查

陈睿 学生 北京师范大学

荣馨悦 学生 北京师范大学

冯婉桢 副教授 北京师范大学

[摘要] 斯腾豪斯提出的“教师成为研究者”在全世界形成了热潮，而目前幼儿园一线教师的整体科研素养不高，阻碍着幼儿园科研工作的开展。研究者通过文本分析法对30位研究型教师的开题报告进行分析，探究幼儿园教师科研素养的现状和存在问题，基于此研究者提出了工作思维向研究思维转换；学习系统的科研理论知识；拓宽教师获取知识途径，掌握常见量表等工具的使用和进行思维训练，加强逻辑层面的关联性分析等建议。

Analysis and Suggestions on the Current Situation of Kindergarten Teachers' Project Research

CHEN Rui, Student, Beijing Normal University

RONG Xinyue, Student, Beijing Normal University

FENG Wanzhen, Associate Professor, Beijing Normal University

Abstract:

‘Teachers as researchers’ proposed by Stenhouse has formed a craze all over the world, but the overall scientific research literacy of kindergarten teachers is not high, which hinders the development of kindergarten scientific research. The researchers designed research normative analysis indicators, conducted text analysis and scores on the opening reports of 30 research-oriented teachers, used SPSS 25 to conduct Kappa consistency test on 17 dimensions in the index system. The sig values were all lower than 0.05 so that the two researchers have a good consistency in the scoring standards and requirements of the 30 teachers. The researchers used textual analysis to code and analyze the opening reports of 30 research-oriented teachers to explore the current situation and existing problems of

kindergarten teachers' scientific research literacy. This research finds that teachers have problems such as lack of genuine topic selection, incomplete literature review, inadequate generalization and research design not aiming at research goals. Therefore, teachers should transform from work thinking to research thinking to enhance teachers' research motivation, establish problem awareness, find problems in educational practice, carry out thinking training, strengthen correlation analysis at the logical level. Besides, establishing a lifelong learning concept, expanding relevant knowledge of educational scientific research, such as broadening knowledge, focusing on independent accumulation, learning systematic scientific research theoretical knowledge, paying attention to in-depth study and encourage teachers to carry out action research based on real problems in teaching practice are also essential to teachers.

7. 组织氛围对幼儿教师角色压力的影响：基于多重中介效应模型的检验

宗心怡 学生 北京师范大学

[摘要] 角色情境模型 (Role Episode Model)论证了角色压力、个体所处情境及情境中与个体发生关系的他者间的联系。为探讨组织氛围对幼儿教师角色压力的作用机制，本研究选取中国广东省罗湖区731名幼儿教师作为研究对象。采用基于理论框架修订角色压力量表 (RHL)、幼儿教师职业认同感量表与园长领导量表，对幼儿教师的工作职责、需求保障、情感认同、领导支持与角色压力之间的关系进行了研究。结果表明 (1) 幼儿教师角色压力与教师工作职责、需求保障、情感认同与领导支持均存在显著相关性。(2) 中介模型拟合良好，检验表明：教师需求保障、情感认同与领导支持在教师工作职责与角色压力之间具有中介作用，模型包含三条路径：领导支持的中介效应、需求保障-情感认同的链式中介效应、领导支持-情感认同的链式中介效应。本研究认为，复合多重中介模型可以解释园所组织氛围对角色压力的影响机制，需求保障与领导支持对于情感认同的中介作用可以同时发挥，也可以呈链式发挥作用。

The Influencing Factors of Role Stress among Preschool Teachers: The Test of Multiple Mediation Model

ZONG Xinyi, Student, Beijing Normal University

Abstract:

The Role Episode Model demonstrates the relationship between role stress, the individualism and the otherness in the situation and the ontogenetic relationship. To explore the influencing factors and function mechanism of role stress among preschool teachers, and to put forward feasible advice the study selected 732 preschool teachers in Guang Dong Province in China as participants. The RHL and self-made scale based on role episode model theory were used to investigate the relationship among preschool teachers' job duty, career identity, their leaders' support and role stress as preschool teachers. Using Pearson correlation and SEM to analyze the data, the correlation among preschool teachers' job duty, career identity, their leaders' support and role stress were all significant, and the composited model indicated good. This study concluded that composited multiple mediation model of preschool teachers' career identity and their leaders' support could appropriately explain the

mechanism of influence of preschool teachers' job duty on role stress, and that the mediating effect could play at the same time.or in a chainproviding initial evidence for the hypothesised relationships of teachers' job duty and stress.The implications for research and practice are discussed.

8. 生态学视域下高校英语教师身份认同与能动性关系探究

展素贤 教授 天津科技大学

朱海萍 学生 天津科技大学

[摘要] 采用叙事探究，基于人类发展生态学视角，从更为复杂和系统环境下探究高校英语教师专业成长过程中教师身份认同与能动性之间的关系、运行机制及其特征。通过对5名高校英语教师展开的深度访谈，发现我国高校英语教师身份认同与能动性之间存在双向互动关系，其运行机制是个人、多重环境、时间等因素关联、共生的结果，并以其运行机制的代际差异表现出动态性、复杂性的特征。研究结果为高校英语教师专业成长途径提供了重要启示。

The influencing factors of role stress among preschool teachers: the Test of Multiple Mediation Model

ZONG Xinyi, Student, Beijing Normal University

Abstract:

In order to explore the relationship between teacher identity and agency in the process of university EFL teachers' professional development in a more complex and systematic context, narrative inquiry was employed study the relationship, generative mechanism and characteristics of EFL teacher identity and teacher agency from the perspective of the ecology of human development. Through qualitative data analysis of in-depth interviews with five university EFL, it is suggested that there is an interactive relationship between university EFL teacher identity and teacher agency, and that its generative mechanism is the result of the combined effect of individual, multiple environments and time, with dynamic and complex characteristics. The results of this study shed important insights into the means to help achieve EFL teacher professional development.

分论坛二：教师知识与核心素养

Breakout Session 2: Teacher Knowledge and Core Competencies

分论坛二 · 平行会议第三组

Group 3, Session 2

1.探究校长分布式领导、教师领导、专业学习共同体与教师自我效能感之间的复杂关系

Uncovering the complex relationships among distributed leadership, teacher leadership, professional learning community and teacher self-efficacy in China

2.师范生情感教育的时代价值、核心要义与实施路径

The Era Value and Implementation Path of Emotional Education for Normal Students

3.Teachers' Knowledge and Consciousness in Diverse Settings: An analysis of social-emotional learning involving students with and without special needs

4.开放接受专业发展作为载体改进的目的，而不是作为执业教育者执照更新的先决条件

Openness to Receiving Professional Development as Carrier Improvement Purpose, Not as A Prerequisite for Renewal of License by practicing educators

5.读后续写任务类型对高中生英语写作准确性和复杂性影响的对比研究

A Study on Comparison of Effects of Continuation Task Types on Senior High School Students' English Writing Accuracy and Complexity

6.“双减”背景下的家校社协同育人机制与路径

The Mechanism and Path of Home-School- Community Collaborative Education in the Context of Double Reduction

7.高校教师教育课程质量保障制度：现状、问题与建议

Quality Assurance System of Pre-service Teacher Education Curriculum in China: Current Situation, Problems and Suggestions

8.情感韧性：教师安己育人的关键素养

Emotional Resilience: A Key Quality for Teachers to Nurture Themselves and Engage in Education

分论坛二·平行会议第三组

Group 3, Session 2

1. 探究校长分布式领导、教师领导、专业学习共同体与教师自我效能感之间的复杂关系

蒋晨曦 学生 西南大学

刘晨露 学生 西南大学

郑鑫 副教授 西南大学

[摘要] 专业学习共同体 (PLC) 对学生学习和教师发展具有促进作用, 这种形式也得到了许多国家的认可和实践。但大多数关于PLC的研究是集中在学校层面, 教研组层面的PLC没有得到充分的探索。且成效显著的PLC依赖于各种类型的领导支持, 却很少有研究同时关注了校长和部门领导。本研究的目的是探讨校长分布式领导和教师领导对PLC和教师个人自我效能的影响。因此对602名中国教师开展问卷调查, 结果发现教师领导对教师自我效能感既有直接影响, 又能通过PLC产生间接影响; 校长的分布式领导则通过教师领导和PLC来间接影响教师个体。研究结果体现了中国特有的复杂领导结构与层次, 突出了校长和教师领导在促进PLC和个人教师发展上的不同作用。最后对学校领导的提升及PLC发展的影响进行了探讨。

Uncovering the complex relationships among distributed leadership, teacher leadership, professional learning community and teacher self-efficacy in China

JIANG Chenxi, Student, Southwest University

LIU Chenlu, Student, Southwest University

ZHENG Xin, Associate Professor, Southwest University

Abstract:

Professional learning community (PLC) is beneficial for both student learning and teacher development, and now is welcome and practiced across many countries. However, most studies on PLC focused on the school-level, and departmental-level PLC was

underexplored. Successful PLC depends on various types of leadership support. Yet, few studies have concerned both principal leadership and departmental leadership at the same time. The current study explored how principal's distributed leadership and teacher leadership influenced departmental PLC and individual teacher's self-efficacy. Through the investigation of 602 teachers in China, the results showed that teacher leadership had direct influence on teacher self-efficacy, and had indirect effect through PLC. Principal's distributed leadership can influence individual teachers indirectly through teacher leadership and PLC. The results show the complex leadership structure which includes different levels of leaders. It also highlights the different roles of principal leadership and teacher leadership in facilitating PLC and individual teacher development. Some implications for school leadership and PLC development are discussed.

2. 师范生情感教育的时代价值、核心要义与实施路径

闫建璋 教授 山西师范大学

刘兴雅 学生 山西师范大学

[摘要] 师范生情感教育不仅能推动教育价值的理性复归，而且能够塑造师范生完整教育生命发展，促进学生情智统一。师范生情感教育可以从性质、对象和目标三个维度解读，以师范生的教育爱、情感知识和社会情感能力为基本内容。高校在推进师范生情感教育时要以培育师范生教育爱为统领，以优化情感课程设计为依托，以打造情感实践环节为重点，以加强校园文化建设为保障。

Uncovering the complex relationships among distributed leadership, teacher leadership, professional learning community and teacher self-efficacy in China

YAN Jianzhang, Professor, Shanxi Normal University

LIU Xingya, Student, Shanxi Normal University

Abstract:

The emotional education of normal students can not only promote the rational return of educational value, but also shape the complete educational life development of normal students, and promote the unity of emotion and intelligence of students. The emotional education of normal students can be interpreted from the three dimensions of nature, object and goal, with the basic content of normal students' educational love, emotional knowledge and social emotional ability. When promoting the emotional education of normal students, colleges and universities should take the cultivation of normal students' educational love as the guide, rely on the optimization of emotional curriculum design, focus on creating emotional practice links, and strengthen the construction of campus culture as the guarantee.

3. Teachers' Knowledge and Consciousness in Diverse Settings: An analysis of social-emotional learning involving students with and without special needs

Murayama Taku, Associate Professor, Tokyo Gakugei University

Abstract:

This presentation aims at a qualitative analysis of teachers' knowledge for handling students with special educational needs in diverse settings. Students have a variety of needs, and this presentation focuses on handling students with emotional disturbance and helplessness. The policy of inclusive education has promoted rational accommodation for students with special educational needs in regular classes. Along with these changes, teachers are expected to have professional knowledge regarding social-emotional learning and classroom management.

As well as teaching essential academic skills such as reading and mathematics, teachers have a mission to educate non-cognitive abilities such as social-emotional learning. Greenberg (2014) proposed a conceptual framework that deepens the development of social-emotional competencies. This suggests that is essential for considering practice in K-12 education. Steyn (2015) argues that recent social theory has emphasized the mutually constitutive nature of the social and the affective. In the fields of special needs and inclusive education, some types of conflicts concern human relationships between students due to the diversity of backgrounds of students in the classes.

In this presentation, the interactive and collaborative learning involving students both with and without special educational needs are examined as cases of social-emotional learning. The social construction of emotions is related to the curriculum development in the classes. The discussion will include teachers' knowledge in diverse settings and takes the viewpoint of diverse teaching strategies concerning the social model of disabilities, emotional competencies including resilience, and a social construction theory for learning.

4. 开放接受专业发展作为载体改进的目的，而不是作为执业教育者执照更新 新的先决条件

Enyiazu Franca Adanne 学生 西南大学

[摘要] 本研究采用成人学习理论(androgy)来了解教育者接受在职持续学习活动的开放性，透过优质专业发展的性质来加强学校管理和课堂实践。Knowles(1984)的男性行为学理论强调成年人是自我指导的，并被期望为决定承担责任(Knowles, 1984)。该研究采用定性的解释方法，以确定尼日利亚中学教育工作者接受专业发展作为载体改进目的的开放性。本研究明确考察了教师对专业发展活动的看法，即使用andragogical方法来改进他们的课堂教学和管理活动，重点关注作为学习者和教师的教育者，从而在他们的职业生涯中发挥双重作用。使用这种方法是为了了解样本参与者作为教育者的背景、信仰和经历的信息(Creswell, 2014)。

从调查结果中可以明显看出，本研究样本量中的中学教育者非常开放，愿意参与专业发展活动，并期望作为教育从业者能获得什么。针对之前提出的指导本研究的研究问题，本研究强调，参与专业发展项目并不是参与者所认为的执业教育者执照更新的先决条件。然而，这是一个超大的镜头，通过它，参与者在实践中提高信心，获得额外的资格，以提高晋升潜力。根据调查结果，强烈建议尼日利亚联邦和州教育部全力支持加强教育工作者专业发展项目的安排和资助。

Openness to Receiving Professional Development as Carrier Improvement Purpose, Not as A Prerequisite for Renewal of License by practicing educators

Enyiazu Franca Adanne 学生 西南大学

Abstract:

This study adopts the theory of andragogy (adult learning theory) to understand educators' openness to Receiving in-service continuous learning activities through the nature of quality professional development to enhance school management and classroom practices. Knowles' (1984) theory of andragogy emphasizes that adults are self-directed and are expected to take responsibility for decisions (Knowles, 1984). The study adopted a qualitative

interpretive approach to ascertain Openness to Receiving Professional Development as Career Improvement Purpose amongst Nigerian secondary school educators. The study examines explicitly teachers' perspectives on professional development activities towards using an andragogical approach to improve their classroom instructional and managerial activities, focusing on educators as learners and as teachers, thus playing a dual role in their careers. Using this approach was to understand information about sampled participants' backgrounds, beliefs, and experiences as educators (Creswell, 2014).

As evident from the findings, secondary school educators in this study's sample size are very open and willing to participate in professional development activities with an expectation of what to obtain as educational practitioners. In response to the research question raised earlier to guide this research, the study underpins that attendance in professional development programs is not a Prerequisite for the Renewal of License by practicing educators as perceived by participants. However, it is an oversized lens through which participants improve their confidence in practice and obtain additional qualifications to enhance promotion potential. Findings from this study are significant for the reconceptualization and reinforcement of professional development practices in Nigeria. Based on findings, full support from the Nigerian federal and state ministry of education in the reinforcement of scheduling and financing professional development programs for educators is highly recommended.

5. 读后续写任务类型对高中生英语写作准确性和复杂性影响的对比研究

孙孟君 学生 西南大学

[摘要] 读后续写作为一项读写结合的创新型任务，由王初明提出并包含三种主要形式。自提出以来，它已引起广泛关注并成为一种教学与测试的有效途径。尽管有关读后续写的基本任务形式即单轮续写方面的研究成果丰富，但现存研究并未给予除此之外的其他任务形式足够的关注，而关于读后续写不同任务类型的对比研究则相对更少。本研究主要采用实验法与访谈法以探究单轮续写和多轮续写两种任务对写作准确性与复杂性的影响及其差异，并在已有理论支持下提出合理假设，即两种任务都可在不同程度上提高学习者的写作准确性与复杂性，但多轮续写在此方面要优于单轮续写。本研究为既有理论观点提供了进一步的实证依据，并使其获得一定发展，同时此研究成果有助于教师有选择地实施两种任务以发挥其最佳促学效应。

A Comparative Study on Effects of Continuation Task Types on Senior High School Students' English Writing Accuracy and Complexity

SUN Mengjun, student, Southwestl University

Abstract:

The continuation writing is an innovative task that integrates reading and writing put forward by Wang Chuming and it includes three main task types. It has attracted wide attention since it was proposed and has become an effective way of teaching and testing. Although there are considerable studies about the basic task form of the continuation task, existing studies have not paid enough attention to the various forms of the continuation task other than single-turn continuation task, and there are even fewer comparative studies on different types of the continuation tasks. This study adopts experimental method and interview to probe into the issues of effects of single-turn and multi-turn continuation task on writing accuracy and complexity in writing production and their difference between the two. Based on the view of Zhang&Wang, it can be hypothesized that the two continuation tasks can improve learners' writing accuracy and complexity in varying degrees, but multi-turn continuation task outperforms single-turn continuation task. This study provides further

empirical evidence and development of established theoretical perspectives, and the results of this study help teachers to selectively implement the two tasks to optimize their facilitative effects.

6. “双减”背景下的家校社协同育人机制与路径

蒋琳慧 学生 西南大学

[摘要] 为实现学生全面发展，学校教育、家庭教育及社会教育融合发展取得了一定的育人效果。但随着“双减”政策的落地，学校教育、家庭教育及社会教育三者改变了教育格局，在寻找新的教育形式、机制和路径上陷入茫然，家校社协同育人难以践行。为进一步落实“双减”政策，本文通过深度学习赋能家校社协同育人新生态，创新家校社协同共育模式，促进资源整合，构建学生成长共同体，教育共同体，为家校社协同育人实践提供了机制与路径。

The Mechanism and Path of Home-School- Community Collaborative Education in the Context of Double Reduction

JIANG Linhui, Student, Southwest University

Abstract:

In order to achieve the all-round development of students, the integration of school education, home education and community education has achieved certain effects. However, with the implementation of the “double reduction” policy, school education, home education and community education have changed the educational pattern and are at a loss in finding new forms, mechanisms and paths of education. It is difficult to practice home-school- community collaborative education. In order to further implement the “double reduction” policy, this paper empowers the new ecology of home-school- community collaborative education through deeper learning. And innovates the model of home-school- community collaborative to promote the integration of resources, build a community for student growth and education, and provide a mechanism and path for home-school- community collaborative education practice.

7. 高校教师教育课程质量保障制度：现状、问题与建议

沈辉 学生 北京师范大学

周钧 教授 北京师范大学

[摘要] 教师教育课程是教师教育质量保障体系的重要组成部分。为保障高校教师教育课程质量，国家层面透过师范类专业认证以对教师教育课程实施评估，设立教师培养教学指导委员会及教育专业学位教育指导委员会以指导师范类专业建设；省级层面建立省教师教育质量监控中心，开展师范生培养质量专项督查工作；高校层面构建课程建设制度、课程评价制度。当前，高校教师教育课程质量保障制度主要存在的问题包括：高校在落实教师教育课程标准中面临挑战；高校院系缺乏课程指导委员会；高校缺乏课程评估与改进制度。基于此，建议高校合理设置教师教育课程结构，建议高校院系一级设立课程建设与发展委员会、建立课程评估与改进制度，由课程建设与发展委员会建立课程发展框架，并倡导教师教育课程利益相关者沟通并达成质量保障共识。

Quality Assurance System of Pre-service Teacher Education Curriculum in China: Current Situation, Problems and Suggestions

SHEN Hui, Student, Beijing Normal University

ZHOU Jun, Professor, Beijing Normal University

Abstract:

Teacher education curriculum is an important part of teacher education quality assurance system. At the state level, in order to ensure the quality of pre-service teacher education curriculum, the state has promulgated the Teacher Education Curriculum Standard to evaluate teacher education curriculum through teachers' profession accreditation, and set up the Teacher Preparation Teaching Guidance Committee and the Educational Professional Degree Education Guidance Committee to guide the construction of normal specialty; At the province level, the province was established the center for teacher education quality monitoring and implemented the quality of pre-service teachers cultivation supervise; At the teacher education institute level, teacher education institute has established curriculum construction system and curriculum evaluation system. At present, the main problems include:

universities face challenges in implementing the Teacher Education Curriculum Standards; the departments of universities lack curriculum guidance committee; universities lack curriculum evaluation and improvement system. Based on this, It is suggested that universities should reasonably set the structure of teacher education courses, It is suggested that a curriculum construction and development committee should be established at the department level of the university, and set up a curriculum evaluation and improvement system at the department level of the university. The curriculum construction and development committee establishes the curriculum development framework, and advocates the communication between stakeholders of teacher education curriculum and reach a consensus on quality assurance.

8. 情感韧性：教师安己育人的关键素养

戴子涵 学生 北京师范大学

[摘要] 当代教师从事着情感劳动已经成为一种共识，在此过程中教师面临着越来越多的情感挑战：教育活动的不确定性造成了心理脆弱感和应对无力感；教育对象和交往过程的特点决定了情感劳动有三重困难；制度性考核与评价压力导致了不同程度的情感博弈。为了迎接挑战，教师很需要“情感韧性”，即包含适时调节消极情感的情感抗逆力与恢复力、合理协调个体情感状况与社会文化规范的情感平衡力，以及在“关系”中寻求多元情感支持的能力在内的情感素养。为了培养兼具“安顿自身情感”和“促进育人效果”功能的情感韧性，教师需要：做好充分心理预期，提升教育技艺以增强克服脆弱感的底气；通过刻意练习转变认知方式和思维模式以提升情感的张力；借助教师共同体丰富情感知识与实践以使情感劳动更有智慧。

Emotional Resilience: A Key Quality for Teachers to Nurture Themselves and Engage in Education

DAI Zihan, Student, Beijing Normal University

Abstract:

It has become a consensus that contemporary teachers are engaged in emotional labor, and in this process they face more and more emotional challenges: the uncertainty of educational activities creates a sense of vulnerability and powerlessness; the characteristics of the educational object and the process of communication decide that there are three difficulties in emotional labor; and the institutional assessment and evaluation pressure lead to different degrees of emotional game. In order to meet the challenges, teachers need emotional resilience, which includes the ability to restore emotional resilience by regulating negative emotions in a timely manner, the ability to balance individual emotional conditions with social and cultural norms, and the ability to seek multiple emotional supports in relationships. In order to develop emotional resilience, which has the functions of both "settling one's own emotions" and "promoting educational effectiveness," teachers need to: do a good job of psychological expectations, enhance education skills to enhance the strength to overcome the sense of vulnerability; change cognitive style and mode of thinking to enhance emotional tension through deliberate practice; enrich emotional knowledge and practice to make emotional labor more intelligent with the help of teacher community.

分论坛二：教师知识与核心素养

Breakout Session 2: Teacher Knowledge and Core Competencies

分论坛二·平行会议第四组

Group 4, Session 2

1. An Intersectional analysis of social modes and identities in English textbooks for Japanese and Chinese primary education

2. 维持发展潜力：我国教师教研能力现状及进阶设计研究

Maintain the ability to develop: A Quantitative Research on the Status quo and Advanced Design of Teachers' Teaching and Research Ability

3. 卓越教师的文化使命——以学科英语教学为例

The Cultural Mission of Excellent Teachers

4. “双师型”护理教师条件性知识质性研究

A qualitative study on "double-qualified" nursing teacher's conditional knowledge

5. Understanding teacher quality: A framework to investigate teacher competencies

6. 西南跨境民族地区教师国家通用语言文字教学现状及其影响因素研究

A Study on the Performance and Influencing Factors of Teachers' Capability of Teaching National Commonly-Used Language and Script in Southwest China Cross-Border

7. 公费与非公费师范生的坚毅性人格、教师效能感对学习投入的影响的多群组分析

A Multigroup Analysis of the Effects of Government-funded and non-Government-funded Preservice Teachers' Grit and Self-efficacy on Learning Engagement

8. 粤港澳大湾区教师教育核心素养指标体系研究

Research on the core competencies of teacher education in the Guangdong-Hong Kong-Macao Greater Bay Area

分论坛二 · 平行会议第四组

Group 4, Session 2

1. An Intersectional Analysis of Social Modes and Identities in English Textbooks for Japanese and Chinese Primary Education

HONDA Katsuhisa, Professor, Chiba University

HASEGAWA Kidai, Student, Chiba University

YAN Yutong, Student, Chiba University

Abstract:

English was enforced as a regular subject in Japanese primary schools at the start of 2020. This study analyzed and compared the contents of newly published primary school English textbooks (e.g., topics, pictures, audio, and contexts) in Japan with those in China by adopting a framework for the intersectionality of social roles and identities. This framework examines the interactivity of social structures, such as race, class, and gender, in fostering individual experiences of operation and privilege. The intersectional perspective is significant in preventing Japanese and Chinese children from establishing stereotypes of identities toward certain groups of people. English language textbooks need to be critical and reflective in order to be inclusive, as well as to work toward equity of race, gender, and social class. This study addresses the possibility of reflections on such issues through a quantitative analysis to understand thoroughly how aspects of social roles and identities combine to create different modes of discrimination and privilege. The researchers introduced applied thematic analysis, which is an inductive approach that draws on established and innovative theme-based techniques suited to the present research context. As a result, and to a large extent, intersecting patterns of social modes were identified in the textbooks. Some themes, such as the diverse range of ethnicities, were recognized as potentially leading to self-identity. Learning English is a child's first contact with such factors. Therefore, the contexts of textbooks could make or break their English learning in the future. Drawing on the results of the study, we provide implications for primary English education and offer a rational and fair selection of social modes and identities that should be included in English textbooks for Japanese and Chinese primary education.

2. 维持发展潜力：我国教师教研能力现状及进阶设计研究

万美晨 学生 华南师范大学

童宏保 副教授 华南师范大学

[摘要] 新时代建设高素质专业化创新型教师队伍是基础教育发展的核心问题。核心素养时代的教师应是具有理论视野和实践创新智慧的研究型教师。本研究通过901份有效问卷分析核心素养下我国教师教研能力的现状和影响因素。研究表明，中小学教师的教学科研能力总体处于中等水平，教师在生成、发展、创新阶段的教学科研实力相互促进。基于此，本研究进一步从关注“进阶阶段”，聚焦教师教研能力结构和外化表现；发展“进阶变量”，预设教师教研能力进阶程度及特征；进行“进阶评价”，推进循证实践下教师教研能力评估应用三层面对教师教研能力进行进阶设计研究。

Maintain the ability to develop: A Quantitative Research on the Status quo and Advanced Design of Teachers' Teaching and Research Ability

WAN Meichen, Student, South China Normal University

TONG Hongbao, Associate Professor, South China Normal University

Abstract:

The construction of high-quality teachers in the new era is the core issue of the development of basic education. Teachers in the new era should be scientific research teachers with theoretical vision and practical innovation wisdom. To grasp the current situation and influencing factors of teachers' teaching and research ability under the guidance of core literacy, a total of 901 valid questionnaires were collected. The research results show that the teaching and research ability of primary and secondary school teachers is at a medium level as a whole, and the teaching and research ability of teachers in the stages of generation, development, and creation promotes each other. Based on this, this research further focuses on the "advanced stage", focusing on the structure and externalization of teachers' teaching and research ability; develops "advanced variables" to preset the advanced degree and characteristics of teachers' teaching and research ability; conducts "advanced

evaluation" to promote evidence-based In practice, the evaluation of teachers' teaching and research ability uses three levels to conduct advanced design research on teachers' teaching and research ability.

3. 卓越教师的文化使命——以学科英语教学为例

周琴 教授 西南大学

周钰青 讲师 西南大学

[摘要] 人类文明正在进入一个新时代，这个时代的“灯塔”就是文化。作为教育家习型、专家型教师，卓越教师不仅需要深厚的文化素养，还需要理解文化的精神内涵，并将优秀的文化进一步内化为飞人的意识，懂得了解、传承、包容和创新文化，实现“各美其美，美人之美，美美与共，天下大同”。卓越教师的文化使命主要表征为“文化自觉”、“文化自信”、“文化自强”。从“文化自觉”到“文化自信”再到“文化自强”，这是一个内化于心，外化于行的过程。以中国中小学英语教学为例，教师需要注重对学生文化意识的培育，在教学、育人过程中势必将三个步骤演进和融合：比较、理解与判断；认同、内化与传承；感悟、行为与裹征。

The Cultural Mission of Excellent Teachers

ZHOU Qin, Professor, Southwest University

ZHOU Yuqing, Lecturer, Southwest University

Abstract:

Human civilization is entering a new era, and the beacon of this era is culture. As an educator and expert teacher, an excellent teacher need profound cultural literacy; understand the spiritual connotation of culture; internalize excellent culture into human consciousness; understand, inherit, contain and innovate culture, so as to finally realize “achieving one’s own goal yields gratification, lending a hand to consummate others’ goal doubles satisfaction, goals of self and others can be unified, thus the world can be harmonized (各美其美，美人之美，美美与共，天下大同)”. The cultural mission of excellent teachers is mainly manifested as “cultural self-consciousness”, “cultural self-confidence” and “cultural self-improvement”. From the perspective of professional development path and value orientation, the “cultural consciousness” of excellent teachers includes moral consciousness, theoretical consciousness, vocational consciousness, practical consciousness and thinking conscious. These “five self-consciousness” is the internal demand and the action basis of teachers’ professional development. From “cultural self-consciousness” to “cultural self-confidence”

and then to “cultural self-improvement”, it is a process of internalizing in the heart and externalizing in the practice. In this process, there are bound to be three steps of evolution and integration: comparison, understanding and judgment; identification, internalization and inheritance; feelings, actions and externalization.

4. “双师型”护理教师条件性知识质性研究

王燕妮 学生 北京师范大学

[摘要] 目的: 了解“双师型”护理教师条件性知识情况, 为提升护理教师条件性知识提供意见与参考。方法: 对10名“双师型”护理教师采用半结构式一对一深入访谈, 运用 Colaizzi 7 步分析法对访谈资料进行分析、归类和主题提取。结果: 提炼出4个主题: 条件性知识, 护理教学成功与否的支撑性知识; “双师型”护理教师条件性知识发展不均衡; “双师型”护理教师期望的条件性知识学习内容及学习方式; “双师型”护理教师发展条件性知识存在的困难。结论: 护理教育管理者应通过各种方式, 提升其条件性知识。

A Qualitative Study on "Double-Qualified" Nursing Teacher's Conditional Knowledge

WANG Yanni, Student, Beijing Normal University

Abstract:

To explore "double-qualified" nursing teachers' s conditional knowledge and provide advice and reference for improving the conditional knowledge.

Methods: A semi-structured interview was conducted on "double qualified" nursing teachers. The interview data were analyzed, classified and theme extracted by using Colaizzi's 7-step analysis method.

Results: Four themes were identified: conditional knowledge, supporting knowledge for the success of nursing teaching; The development of conditional knowledge of "double qualified" nursing teachers is unbalanced; Conditional knowledge learning contents and learning methods expected by "double qualified" nursing teachers; The difficulties of "double qualified" nursing teachers in developing conditional knowledge. Conclusion Nursing education managers should improve the conditional knowledge of "double qualified" nursing teaching through various ways.

5. Understanding teacher quality: A framework to investigate teacher competencies

Usama Kalim Student, Southwest University

Saira Bibi, Student, Southwest University

Abstract:

Teachers are responsible for shaping students' academic achievement and are considered as the key factor in the school environment. Teacher quality primarily affects the students' performance in school. To continuously improve school performance, much focus has been given on professional development programs all over the world to improve teachers' quality. However, the focus is very limited on defining what teacher quality is and how to measure it. Therefore, the current study derived a framework from an extensive review of literature. The framework includes the key teacher competencies identified and highlighted in the literature around the world. Based on competencies score, the framework divides the teacher quality into four categories: very good, good, poor, bad. The framework is a comprehensive approach to evaluate individual teacher quality. The basic understanding of individual teacher quality provides valuable information for TPD programs. TPD programs can be designed by keeping in mind the strengths and weaknesses of individual teachers. These specifically designed learning opportunities can be more effective for the professional development of teachers and can foster teachers' quality and school performance.

6. 西南跨境民族地区教师国家通用语言文字教学现状及其影响因素研究

张祖馨 学生 西南大学

彭爱辉 副教授 西南大学

周长军 教授 德宏师范高等专科学校

[摘要] 普及国家通用语言文字是铸牢中华民族共同体意识、实现中华民族伟大复兴的重要途径，跨境民族地区学校作为普及国家通用语言文字的主阵地，其教师的国家通用语言文字教学能力直接影响普及效果。本研究旨在探讨西南跨境民族地区教师的国家通用语言文字教学能力表现和影响因素，从而为西南跨境民族地区教师更好进行国家通用语言文字教学提供建议。本研究的研究对象为广西、云南跨境民族地区的539名中小学教师，问卷改编自段伟丽的研究量表。采用描述性统计评价教师的国家通用语言文字教学能力表现，采用独立样本T检验和单因素方差分析来研究影响国家通用语言文字教学的影响因素。结果发现：西南跨境民族地区教师的国家通用语言文字教学能力总体上达较高水平；教龄为16-25年的教师国家通用语言文字教学能力显著高于教龄为0-5年的教师；县城教师的国家通用语言文字教学能力显著高于乡村教师；职称为一级的教师国家通用语言文字教学能力显著高于一级以下教师；汉字应用水平测试入级的教师国家通用语言文字教学能力显著高于未入级教师。据此提出提高西南跨境民族地区教师国家通用语言文字教学能力的相应策略。

A Study on the Performance and Influencing Factors of Teachers' Capability of Teaching National Commonly-Used Language and Script in Southwest China Cross-Border

ZHANG Zuxin, Student, Southwest University

PENG Aihui, Associate Professor, Southwest University

ZHOU Changjun, Professor, Dehong Teacher's College

Abstract:

The universalization of The National Commonly-used Language And Script (TNCLAS) plays a significant role in the Great Rejuvenation of the Chinese Nation and forging the sense of community for the Chinese nation and, which is particular important for schools in cross-

border ethnic areas, the main positions for universalizing TNCLAS. For teachers from those areas, therefore, their capability to teach TNCLAS determines the effectiveness of the universalization of TNCLAS. This study aims to explore the performance and influencing factors of teachers' capability to teach TNCLAS in southwest cross-border ethnic areas so as to provide suggestions on how to better prepare teachers from cross-border ethnic areas to teach TNCLAS. The participants were 539 elementary and middle schools teachers from Guangxi and Yunnan' cross-border ethnic areas, and they filled an online questionnaire measuring teachers' capability of teaching TNCLAS which was adapted from Duan (2021). Descriptive statistics were used to depict performance of teachers' capability of teaching TNCLAS. T test and one-way ANOVA were conducted to examine the factors that influenced teachers' performance. The findings indicate that teachers from southwest cross-border ethnic areas generally had a high level of teaching capability; teachers with 16-25 years of teaching experience had a significantly higher level of teaching capability than teachers with 0-5 years of teaching experience; teachers from county schools had a significantly higher level of teaching capability than those from rural schools; teachers with the professional title of grade 1 had a significantly higher level of teaching ability than those below grade 1; teachers who had passed the Chinese Character Application Level Test had a significantly higher level of teaching capability than those who hadn't. Practical and policy implications regarding on teaching TNCLAS are discussed.

7. 公费与非公费师范生的坚毅性人格、教师效能感对学习投入的影响的多 群组分析

林怡文 学生 北京师范大学

[摘要] 为了探究坚毅性人格、教师效能感对公费师范生和非公费师范生学习投入的影响,本研究基于社会认知理论构建了一个有调节的中介模型,抽样调查了445名公费师范生和406名非公费师范生。研究发现,坚毅性人格的努力持续性能够直接正向预测师范生的学习投入,教师效能感在努力持续性和学习投入之间起到中介作用;坚毅性人格的兴趣一致性对教师效能感、学习投入没有显著影响。师范生类型能够调节努力持续性和非正式学习投入之间的关系。结果表明,一方面应重视非认知因素在师范生培养中的作用,另一方面应在未来研究中对坚毅性人格的构念和在不同领域的适用性展开进一步探讨。

A Multigroup Analysis of the Effects of Government-funded and non-Government-funded Preservice Teachers' Grit and Self-efficacy on Learning Engagement

LIN Yiwen, Student, Beijing Normal University

Abstract:

Drawing on the social cognitive theory, the current study aims to examine the relationship between government-funded and non-government-funded preservice teachers' grit, self-efficacy, and learning engagement. Based on a cross-sectional survey research design, questionnaires were administered to 445 government-funded preservice teachers and 406 non-government-funded preservice teacher in China. A multi-group mediation model was constructed and tested, with grit being the independent variable, learning engagement being the dependent variable, self-efficacy being the mediator, and teacher education program types being the moderator. The results showed that while consistency of interest had no effects on preservice teachers' learning engagement, both the direct effect of perseverance of effort and its indirect effect through the mediation of self-efficacy on learning engagement were significant. However, in the multi-group analysis, consistency of interest had a significant negative effect on the informal learning engagement of non-government-funded

preservice teachers, and a positive non-significant effect on the learning engagement of their government-funded counterparts. The results indicate that, on the one hand, attention should be paid to the role of non-cognitive factors in the cultivation of preservice teachers; on the other hand, the construct of grit personality and its applicability in different fields should be further explored in future research.

8. 粤港澳大湾区教师教育核心素养指标体系研究

蒋雨含 学生 北京师范大学

[摘要] 教师教育核心素养体现了职前教师的培养方向和学校对新教师的需求，但不同地区对职前教师核心素养的指标给出了不同的答案。随着粤港澳大湾区的建设和发展，希望入职粤港澳大湾区教学岗位的职前教师越来越多。然而，粤港澳三地的教师教育政策和教师教育培养方案却有很大的差异。此外，粤港澳三地教师岗位的招聘要求也反映出对职前教师核心素养的不同要求。因此，职前教师核心素养指标体系的统一是粤港澳大湾区教师教育的一个重要课题。本研究通过对粤港澳三地与教师教育核心素养相关的教育政策和教师教育培养方案的分析，总结粤港澳三地教师教育核心素养培养的异同之处，为粤港澳大湾区教师教育核心能力体系的构建提供基础。本研究还考察了不同国家教师教育核心素养指标体系的不同框架，为大湾区教师教育核心素养指标体系的建立提供启示。根据上述研究结果，本研究构建了粤港澳大湾区教师教育核心素养指标体系，为粤港澳大湾区教师教育未来的协同发展方向提供基础。

Research on the Core Competencies of Teacher Education in the Guangdong-Hong Kong-Macao Greater Bay Area

JIANG Yuhan, Student, Beijing Normal University

Abstract:

The core competencies of teacher education reveal the training orientation of pre-service teacher and schools' demands for new teachers, although different places give different answers to the dimensions of pre-service teachers' core competencies. Along with the development of Guangdong-Hong Kong-Macao Greater Bay Area (GBA), there are more and more pre-service teachers applying for teaching posts in Guangdong, Hong Kong and Macao. However, the educational policies and training schemes in three places show a lot of differences. In addition, the recruitment requirements of teaching posts in three places also reflect the different requirements of pre-service teachers' core competencies. Therefore, the unification of dimensions of pre-service teachers' core competencies is an important issue of teacher education in GBA. This study analyzed the educational policies related to the core competencies of teacher education and the training schemes of pre-service teachers in

Guangdong, Hong Kong and Macao, to summarize the similarities and differences of core competencies of teacher education among Guangdong, Hong Kong and Macao, which provides the foundation of core competency system of teacher education in GBA. This study also investigated different frameworks of pre-service and in-service teachers' core competencies in different countries, which provided the implications for the establishment of pre-service teachers' core competency framework in GBA. According to the above findings, this study concluded the core competencies of teacher education in GBA which provides the direction for the coordinated development of teacher education in GBA.

分论坛三：智慧教学与教师智慧

Breakout Session 3: Smart Teaching and Teacher Wisdom

分论坛二 · 平行会议第五组

Group 5, Session 3

1.乡村教师混合培训路径——基于第三空间理念

A Study of the Path of Hybrid Training for Rural Teachers Based on the Third Space Concept

2.How Teacher Enthusiasm Affects Students' Learning of Declarative Knowledge in Video Lectures

3.The Theoretical Basis and Practical Approach of the Inter-disciplinary Art Aesthetic Education Course Guided by Art Curriculum Standards for Compulsory Education (2022-year edition)--Take the integration of science and art as an example

4.乡村振兴背景下农村教师的德性回归——涵养教师乡村教育情怀的路径研究

The Moral Return of Rural Teachers under the Background of Rural Revitalization--Research on the Way to Cultivate Teachers' Rural Educational Feelings

5.Reports on the Effects of Covid-19 Pandemic on Education System in Nigeria: The role of Competency-Based Education and Way Forward for Post Covid-19 Education Era

6.国内教师学习共同体研究述评——基于CNKI核心期刊的系统性综述

A Systematic Review of Teacher Professional Learning Community--Based on CNKI Core Journal Articles

7.K12研究型教师“中小学—高校—政府—教师研训机构”联合培养模式的研究

Construction of "School - Government - University - Teacher Training Institution" Joint Cultivation Mode of Research-oriented Teacher in K12

8.名师工作室中合作何以发生？——与加拿大CR4YR专业学习共同体的比较研究

How does cooperation happen?-- Enlightenment of Canadian teachers' professional development cases on the development of master teachers' studio in China

分论坛三·平行会议第五组

Group 5, Session3

1. 乡村教师混合培训路径——基于第三空间理念

戴伟芬 教授 华中师范大学

[摘要] 目前,乡村教师培训仍然较为低效,尤其是培训中教育理论与实践割裂以及城市化取向的问题严重。借助第三空间理念,在重构乡村教师培训认知范式的基础上,结合培训实际需求,提出并实证调查了以12种共同体方式为核心的融合高等学校教育理论、中小学实践和乡村文化的混合培训路径。研究发现,此跨界互动的乡村教师培训路径会减少乡村教师培训中理论和实践的脱节现象,加强基于实践的理论提升;增强培训的文化适应性;加强互动、针对性指导和持续性发展;将现代信息技术深度融入培训,使优质资源惠及更多乡村教师。这些发现对建设与高质量教育发展相协调的教师教育体系,促进城乡教师一体化发展,大力推进教育现代化,具有重要的理论价值和政策启示。

A study of the Path of Hybrid Training for Rural Teachers Based on the Third Space Concept

DAI Weifen, Professor, Central China Normal University

Abstract:

This study aims to provide theoretical values and policy implications for building a thorough teacher education system that is coordinated with high-quality development of education, facilitating the integrated development of teachers in urban and rural areas, and promoting educational modernization. Since rural teacher training is still relatively ineffective, especially the disconnection between educational theory and practice, and the serious urbanization orientation problem in training. This study utilizes the third space theory, reconstructing the cognitive paradigm of rural teacher training, and combining with the actual needs. The study proposes and empirically investigates a hybrid training path with twelve community approaches as the core, which integrates the theory of higher education, the practice of the primary and secondary school, and the rural culture. Results show that the

cross-boundary interactive rural teacher training path will reduce the disconnection between theory and practice in rural teacher training and promote practice-based theoretical improvement; enhance the cultural adaptability of training; strengthen interaction, targeted instruction, and sustainable development; and deeply integrate modern information technology into training so that high-quality resources can benefit more rural teachers.

2. How Teacher Enthusiasm Affects Students' Learning of Declarative Knowledge in Video Lectures

HUANGFU Qian, Associate Professor, Southwest University

Abstract:

There is a paucity of research on whether and to what extent teacher enthusiasm in video lectures affects students' learning. In this context, this mixed-method study used eye tracking and quantitative analysis to investigate how a teacher with different levels of enthusiasm influenced students' learning in video lectures. Junior middle-school students were selected to engage in this eye-tracking research. We set up 35 such students as a group to view an experimental video with a low level of teacher enthusiasm, and 35 others as another group to view another experimental video with a high level of teacher enthusiasm. The essential tool for capturing the students' visual attention was an EyeLink 1000 Plus eye tracker. The total dwell time, fixation counts, average fixation duration, and transition counts were recorded and analyzed, and the results showed that the teacher enthusiasm in the video lectures had an indirect positive effect on the students' self-efficacy and learning performance and was negatively associated with cognitive load. In addition, students paid more attention to the teacher with the higher level of enthusiasm.

3. The Theoretical Basis and Practical Approach of the Inter-disciplinary Art Aesthetic Education Course Guided by Art Curriculum Standards for Compulsory Education (2022-year edition)--Take the integration of science and art as an example

BI Xiaojun, Associate Professor, Southwest University

Abstract:

The enactment of Art Curriculum Standards for compulsory Education (2022-year edition) optimizes curriculum setting, points to curricular literacy, places emphasis on curriculum synthesis, emphasizes on arranging inter-disciplinary courses, and indicates the direction for the development, design and implementation of aesthetic education curriculum. The inter-disciplinary integration of art realizes the breakthrough of school aesthetic education curriculum. Science and art have the same origin, their integration will reflect the unique advantages of education, further enrich the connotation of aesthetic education curriculum. In order to realize inter-disciplinary integration, it is necessary to further explore the internal logic and mechanism of disciplinary integration. This study explores the homology and complementarity of science and art, clarifies their inherent relevance and advantages of integration, and rethinks the concept of art curriculum from the perspective of holistic education theory. Reanalyze science big concepts and art big ideas. Provide curriculum concept and design curriculum organization framework of integrated science and art curriculum based on the “4R curriculum model” advocated by the Postmodernist Curriculum View.

4. 乡村振兴背景下农村教师的德性回归——涵养教师乡村教育情怀的路径研究

边仕英 教授 西昌学院

刘有为 讲师 西昌学院

[摘要] 改革开放以来,我国农村教师队伍建设大体经历了补数量、调结构和追质量三个发展阶段。随着乡村振兴战略的实施,加强新时代农村教师队伍建设越来越受到各方重视,其中最薄弱一环就是乡村教育情怀的培养。如何破解农村教师“在土”化情感难激发、职业认同感与集体效能感不高与职业权威性不足等困境,已成为农村教师高质量专业化发展过程中亟待解决的问题。为此,需要从以下三个方面入手:一是乡村文化浸润与教育引导相结合,厚植师范生乡村教育情怀;二是乡村文化心理资源与教师职业价值相结合,增强乡村教育文化底蕴;三是“在土”化德性自觉与机制保障相结合,激发职后乡村教育情怀的内生动力。进而构建涵养乡村教育情怀的全生态路径,实现乡村教育现代化转型。

The Moral Return of Rural Teachers under the Background of Rural Revitalization——A Research on the Way to Cultivate Teachers' Rural Educational Feelings

BIAN Shiying, Professor, Xichang University

LIU Youwei, Lecturer, Xichang University

Abstract:

Since the reform and opening-up, the construction of rural teachers in China has generally experienced three stages of development: supplementing quantity, adjusting structure and chasing quality. With the implementation of the Rural Revitalization Strategy, more and more attention has been paid to strengthening the construction of rural teachers in the new era, in which the cultivation of rural educational feelings is the weakest link. How to solve the difficulties of rural teachers' "local" emotion, low professional identity and collective efficacy and lack of professional authority has become an urgent problem to be solved in the process of high-quality professional development of rural teachers. Therefore,

we need to start from the following three aspects: first, we should combine the infiltration of rural culture with educational guidance to cultivate rural educational feelings of normal students; Second, rural cultural psychological resources and teachers' professional values should also be integrated to enhance the cultural heritage of rural education; The third is the combination of "local" moral consciousness and mechanism guarantee to stimulate the endogenous power of rural educational feelings; and then a whole ecological path should be built to cultivate the feelings of rural education and realize the modernization of rural education.

5. Reports on the Effects of Covid-19 Pandemic on Education System in Nigeria: The role of Competency-Based Education and Way Forward for Post Covid-19 Education Era

Okagbue Ekene Francis, Student, Southwest University

Abstract:

Introduction:

COVID-19 revealed the strengths and weaknesses in the global education atmosphere in both developed and developing nations. Distinctively, the current study gives a general report on the impact of covid-19 on the Nigerian education system by highlighting the challenges, and difficulties experienced by the teachers and students during the lockdown period in Nigeria. Some of the recorded challenges that affected the continuation of education were poor and lack of ICT infrastructure in the schools that could aid online distance learning. Additionally, teachers and students perceptions, lack of digital competency, literacy, attitude, and willingness toward e-learning and smart devices contributed to the education retrogression in the aftermath of Covid-19 incidence.

Objectives:

The study examined how students' competency, literacy, attitude, willingness, and perception of mobile learning, technology-enhanced learning, virtual learning, or web-based learning can influence learning and teaching with smart technology devices. And the possibility of convincing school administrators to integrate online distance education in order to ameliorate future occurrences like COVID-19 that might affect the education progression in the future.

Methods:

The study conceptualized the enlisted variables as the core determinant factors of the acceptability and usability of ICT devices. However, a cross-sectional approach was applied through an online survey to obtain data from $n = 82$ learners across the three levels of institutions, the data was explored quantitatively, and SPSS was used to analyze the demography data, while SMART PLS software was adopted for structural equation modeling (SEM).

Results: The study outcome showed that competency and attitude, attitude and willingness, perception and willingness, attitude and literacy/skill were statistically

significant, while competency and perception, perception and literacy/skills, competency and literacy, and literacy and willingness were not statistically significant.

Conclusion:

The paper concluded that the school leadership's unreadiness in institutionalizing a smart teaching system appliance and ICT infrastructure before the emergence of the virus led to the disorientation of schools' academic calendar nationwide for over six months. Besides, it, therefore, suggested for an urgent establishment of online distance education in the Nigerian education system to avoid a similar occurrence in the future. And finally advised the need for teachers' professional digital training program in order to create digital competency in teachers to deliver lessons seamlessly and effectively.

6. 国内教师学习共同体研究述评——基于CNKI核心期刊的系统性综述

岳鑫 学生 北京师范大学

曾贞 学生 浙江大学

苏颖 学生 北京师范大学

[摘要] 教师学习共同体是教师成长发展的重要平台，是教师队伍建设的有效路径。近年来国内教师学习共同体发展呈现多元化、跨时空、自主化的发展态势，各地教师学习共同体数量不断增长，组织形式也出现了多种创新，对教师学习共同体的研究也是学者们一直关注的热点。本文通过梳理国内已有的研究，以为教师学习共同体的学术研究者提供现有研究的一个画像和框架，为进一步完善教师学习共同体的研究、促进教师学习共同体发挥更大的作用提供参考。本文选取了中国知网CNKI数据库中以教师学习共同体为主题的核心期刊文章271篇，对研究主题、研究方法、地域分布、教师学习共同体的组织形式、相关理论、分类及主要研究者进行了统计分析。分析发现，教师学习共同体的现有研究存在的主要问题有：1.目前国内对教师学习共同体的概念理解存在分歧，没有形成一致性的权威意见；2.思辨性的文章占主导，实证性的文章不足；3.研究主题存在扎堆现象，主要关注在基础教育领域，对职业教育、学前教育、特殊教育等教师学习共同体的关注不足；4.教师学习共同体在地域上的发展分布不均，教育欠发达地区的教师学习共同体建设还有待加强。

A Systematic Review of Teacher Professional Learning Community—Based on CNKI Core Journal Articles

YUE Xin, Student, Beijing Normal University

ZENG Zhen, Student, Zhejiang University

SU Ying, Student, Beijing Normal University

Abstract:

Teacher Professional Learning Community (PLC) is an important approach for teacher development. Nowadays, PLC become more and more popular with characters like

multidisciplinary, trans-time-and-space, self-organizing. With the increase in number of organizations and forms, the research in this field raises scholars' attention. To conclude the current research situation and problems, and promote the research and development of PLC for teachers under the background of education reforms in China, in this paper, we made a systematic review of the core journal articles of China's PLC in CNKI, analyzing the themes, research method, region, organizing forms, theories, categories and main researchers. According to the results, the main problems in the PLC research are in these following aspects: Firstly, the concept of PLC has not reached a consensus view. Secondly, most articles are based on theoretical research, empirical research is relatively lacking. Thirdly, the themes of PLC research are mainly based on basic education, PLC of vocational education, preprimary education, special education, adult education is lacking. At last, the geographical distribution of PLC is unbalanced, PLC in rural and underdeveloped areas need to be enhanced.

7. K12研究型教师“中小学—高校—政府—教师研训机构”

联合培养模式的研究

陆铮铮 学生 北京师范大学

[摘要] 新时代需要“研究型教师”，促进教师角色从“教书匠”向“教育家”转型，让教师个体了解自己的教学行为，通过教育研究反哺教育教学工作，具有现实意义。K12教师开展教学研究是促进教育质量提升的重要手段。然而，当下K12教师往往重实践、轻理论，缺乏教学反思和教学研究，不能将教学实践经验上升到理论高度，也不擅长运用教育研究的成果指导教学。本研究基于K12教师研究能力培养的现状，阐述了培养“研究型教师”的重要性，回答了如何培养“研究型教师”这一问题：整合各方资源、塑造共育模式，为在职教师提升教育研究意识和教学研究水平提供机会。研究创设中小学（School）、政府（Government）、高校（University）、教师研修机构（Teacher-Training Institution）协同发展的机制，构建“S-GUT”三维模型，提出“研究型教师”联合培养模式的实践策略。“S-GUT”模型可以为K12教师教育工作、教师培养体系建设提供有益的参考和启示。

Construction of "School - Government - University - Teacher Training Institution" Joint Cultivation Mode of Research-oriented Teacher in K12

LU Zhengzheng, Student, Beijing Normal University

Abstract:

Facing the challenge of talent training and educational modernization in the new era, teachers need to complete the transformation from "traditional teacher" to "model educationist", and feed back the teaching work through educational research. However, many K-12 teachers often focus more on practice than theory, lacking reflection and research on teaching. As a result, they cannot elevate teaching practice experience to the theoretical level, and are not good at using the results of educational research to guide teaching. Based on the current situation that K-12 teachers lack research ability training, this study expounds the significance of training "research teachers" and answers the question of how to train "research teachers": by integrating various resources and shaping joint cultivation mode, providing opportunities for in-service teachers to improve their awareness of educational reflection and

teaching research level. This research creates the mechanism of coordinated development among schools(S), governments(G), universities(U) and teacher training institutions(T), build a three-dimensional model of "S-GUT" collaborative education, and propose the practical strategy of the joint training mode of "Research-oriented teachers". The article provides implications and recommendations for teacher education in K12.

8. 名师工作室中合作何以发生? ——与加拿大CR4YR专业学习共同体的比较研究

宋文玉 学生 北京师范大学

邓安琦 学生 北京师范大学

程猛 讲师 北京师范大学

[摘要] 名师工作室是中国特色的教师专业合作实践,也是教师专业学习共同体的一种组织形式。本研究以教师合作为视角,基于加拿大教师专业学习共同体CR4YR计划经验和国内外相关文献,重新审视国内名师工作室的合作机制和现实困境。名师工作室的教师专业合作具有自上而下的“行政性、科层制”倾向,合作过程中的自主性和自发性较弱。为了促进名师工作室中的教师专业合作,参与教师首先需要明确合作的价值本源,在互惠共赢的前提下开展合作。教师自身的合作意愿和参与的自发性、主动性对合作具有重要影响,名师工作室合作开展的过程中需要关注到合作主体的能动作用,并予以有边界感的制度化保障,在参与教师非正式关系的建立与安全、信任的合作氛围的形成中促进合作深化发展。总的来说,充分尊重和激发教师的自主性、健全资源分配机制和完善工作室文化是教师专业合作生发的必由之路

How does cooperation happen?—— Enlightenment of Canadian teachers' professional development cases on the development of master teachers' studio in China

SONG Wenyu, Student, Beijing Normal University

DENG Anqi, Student, Beijing Normal University

CHENG Meng, Lecturer, Beijing Normal University

Abstract:

Master teachers' studio is not only a teacher professional cooperation practice with Chinese characteristics, but also an organizational form of teacher professional learning community. From the perspective of teacher cooperation, based on the experience of the CY4YR program of the Canadian Teacher Professional Learning Community and relevant

literature at home and abroad, this study re-examines the operational mechanism and practical difficulties of the domestic master teachers' studio. The professional cooperation of teachers in master teachers' studio has the tendency of "administrative and bureaucratic system" from top to bottom, and the autonomy and spontaneity in the cooperation process are weak. The improvement of master teachers' studio should start with clarifying the origin of the value of cooperation, meeting the necessary conditions of cooperation, maintaining the foothold of cooperation and promoting the in-depth development of cooperation. Teachers' professional cooperation is based on mutual benefit and win-win situation, which develops in the voluntary participation of cooperative subjects and the guarantee of the boundary system, and deepens in the establishment of informal relations. In general, fully respecting and stimulating the autonomy of teachers, perfecting the resource allocation mechanism and studio culture are the only way for the professional cooperation of new teachers.

分论坛三：智慧教学与教师智慧

Breakout Session 3: Smart Teaching and Teacher Wisdom

分论坛三 · 平行会议第六组

Group 6, Session3

1.Communications in Japanese Teachers' Staff Rooms for the Growth of Elementary School Teachers: Official and Unofficial Communications

2.人工智能融入课堂教学的存在形态、关系定位与发展路向

The Existence Form, Relationship Definition and Development Direction of Integrating Artificial Intelligence into Classroom Teaching

3.The Competency Model of Teachers' Gamified Instruction

4.小学数学教材是否支持深度学习——基于对三本教材中分数内容的分析

Do primary school mathematics textbooks support deep learning?-- Based on an analysis of the score content in three textbooks

5.教师在线教学效能感对在线教学情绪耗竭的影响：数字技术信念的中介作用

Online Teaching Self-efficacy Affects Teachers' Online Emotional Exhaustion: The Mediating Role of Digital-tech Beliefs

6.栖居制度主义视角下的初中教师课程领导研究

Junior High School Teachers' Curriculum Leadership: From the Perspective of Inhabited Institutionalism

7.数字反哺视域下的智能时代中年教师学习研究

Reverse socialization: path selection to help middle-aged teachers solve their learning problems

8.中加高中数学教材“函数”习题难度比较研究——以加拿大MCR3U版和中国2019人教A版为例

A comparative study of the difficulty of "function" exercises in Chinese and Canadian high school mathematics textbooks--Take the Canadian MCR3U version and the Chinese 2019 human teaching A version as examples

分论坛三 · 平行会议第六组

Group 6, Session 3

1. Communications in Japanese Teachers' Staff Rooms for the Growth of Elementary School Teachers: Official and Unofficial Communications

Takayoshi Sasaya, Associate Professor, Kagawa University

Abstract:

One of the characteristics of Japanese elementary schools is the construction of collegiality among teachers in the staff room, which is a prerequisite for collaborative classroom management, lesson studies, and problem-solving of student guidance. The purpose of this study was to examine how Japanese elementary school teachers build collegial relationships. This study focuses on developing collegial relationships between young and veteran teachers. Eight elementary school teachers (four young teachers and four veteran teachers in three elementary schools) were interviewed. The results of the interviews were segmented into sentences, and commonalities in the content of the responses were extracted, revealing the following three points. (1) Teachers exchange information about their private life in formal settings such as meetings. For example, teachers talk about daily diet and health care after the meetings in the staff room. (2) Teachers exchange information on specific educational issues such as instruction and student guidance in informal settings such as luncheons. For example, after-work get-togethers have conversations similar to case studies about how to teach students with difficulty with student guidance. (3) Teachers have more opportunities to exchange information in situations with more challenges in teaching students than in situations with fewer challenges. As a result, the relationship building among teachers is more substantial in situations with more challenges. These results remarkably suggest that "easy conversations," in which the association between formal and informal settings is ambiguous and the boundary between instructional and private content is unclear, build relationships among teachers and contribute to the growth of young teachers and collaborative lesson studies and problem-solving in elementary schools. This "easy conversation" characterizes the unique Japanese school culture, i.e., the construction of collegial relationships in Japanese elementary schools.

2. 人工智能融入课堂教学的存在形态、关系定位与发展路向

石娟 教授 西华师范大学

杨思敏 学生 西华师范大学

[摘要] 推进人工智能融入课堂教学是促进人工智能时代教育变革的应有之义与必然趋势。人工智能在课堂教学中主要有作为媒介的技术性的存在、作为意识形态的情境性存在和作为“教师”的主体性存在等存在形态。在课堂教学中，不同的存在形态型塑着各异的关系，人工智能与师生主体主要有“我”——“它”——“你”的它异关系、“我”——“你”的背景关系和“我们”——“你”的交融关系等多元关系。多样化的课堂教学关系对身在其中的教师、学生与人工智能均提出不同的发展要求，教师应以生命的智慧引领人工智能教学的方向，师生应以理性的情智遵循人机多元交互的边界，人工智能应以技术的伦理钩连教师与学生，以引领人工智能融入课堂教学的发展路向。

The Existence Form, Relationship Definition and Development Direction of Integrating Artificial Intelligence into Classroom Teaching

SHI Juan, Professor, China West Normal University

WANG Mengsha, Student, China West Normal University

Abstract:

Accelerating the integration of artificial intelligence into classroom teaching is a necessary and inevitable trend to promote the educational reform at the age of artificial intelligence. In classroom teaching, artificial intelligence has the existence of technology as a medium, situational existence as ideology and subjectivity existence as “teacher”. In classroom teaching, different forms of existence shape different relationships. Artificial intelligence and teachers and students mainly have “I” -“it” -“you” different relationship, “I” -“you” background relationship and “we” -“you” blending relationship and so on. The diversified classroom teaching relations put forward different development requirements for teachers, students and artificial intelligence to lead the development of artificial intelligence into classroom teaching, teachers should be to the wisdom of life lead the direction of the

artificial intelligence teaching, teachers and students should observe the boundary of human-computer interaction with rational emotion and wisdom, artificial intelligence should connect teachers and students with the ethics of technology.

3. The Competency Model of Teachers' Gamified Instruction

LI Xiuhan, Lecturer, Central China Normal University

Abstract:

Gamified teaching and learning seems effective in improving students' learning motivation and outcomes. However, but the current primary and secondary school teachers' consciousness and competence of gamified teaching is uneven, as some teachers failed to be good at designing gamification pedagogy which integrates discipline characteristics and gamified cognitive activities. The effects of gamified pedagogy seriously depend on teachers' design and implementation abilities of gamified teaching. Taking a primary school in Shenzhen as an example, this paper explores the current implementation status of gamification teaching of primary school teachers through the methods of behavioral event interview and questionnaire survey. A competency model of gamification teaching for primary and secondary school teachers was built based on the theories of competency iceberg model and TPACK model. This model explains how to develop teachers' competence of gamification teaching from four dimensions, namely, the ability to analyze and develop gamification teaching content, the ability to design and implement gamification teaching and learning activities, information technology literacy and personal characteristics.

4. 小学数学教材是否支持深度学习——基于对三本教材中分数内容的分析

陆丽芳 学生 西南大学

马春雨 学生 西南大学

[摘要] 随着新世纪课程改革的深入，教育工作者提出深度学习是通向教学素养的必经之路。其中，数学教材是学生获得数学知识、形成学习能力、师生互动的主要载体。文章探讨了对小学数学教材的分析，以评估它们是否支持学生的深度学习。基于分数在小学数学知识体系中的重要地位，本文将分析三本教科书中关于分数这一主题的内容。研究发现，教科书对数学深度学习的发展提供了有限的帮助。该研究将为课堂教学和教材选用提供一定的建议和启示。

Do primary school mathematics textbooks support deep learning?-- Based on an analysis of the score content in three textbooks

LU Lifang, Student, Southwest University

MA Chunyu, Student, Southwest University

Abstract:

With the deepening of curriculum reform in the new century, educators propose that deep learning is the important way to achieve mathematical quality. Among them, mathematics textbooks are the main carriers for students to acquire mathematical knowledge, form learning ability, and interact with teachers and students. In this paper, we report on a study that explored the analysis of elementary school mathematics textbooks to assess whether they support students' deep learning. Based on the importance of fractions in the primary school mathematics knowledge system, this article will analyze the content of fractions in three textbooks. The study found that textbooks provided limited assistance in the development of deep learning in mathematics. This research will provide some suggestions and inspirations for educators to improve the quality of the compilation of teaching materials, so that the teaching materials can better serve the teaching.

5. 教师在线教学效能感对在线教学情绪耗竭的影响：数字技术信念的中介作用

吴健健 学生 北京师范大学

[摘要] 本研究基于疫情封控期间大规模在线教学的背景，旨在调查教师的数字技术信念、在线教学效能感和在线教学情绪耗竭之间的关系，以及在线教学效能感对教师在线教学情绪耗竭的影响机制，即在线教学效能感是否会通过数字技术信念影响教师在线教学情绪耗竭。在中国陕西省西安市面向中小学教师发放 2589 份在线调查问卷，回收有效问卷 2525 份。研究表明，教师在线教学效能感、数字技术信念和在线教学情绪耗竭之间显著相关。教师的数字技术信念与在线教学效能感显著正相关，但与在线教学情绪耗竭显著负相关。数字技术信念在教师在线教学效能感对在线教学情绪耗竭的影响中起着显著的中介作用。研究为后疫情时代教师数字素养提升带来启示。

Online Teaching Self-efficacy Affects Teachers' Online Emotional Exhaustion: The Mediating Role of Digital-tech Beliefs

WU Jianjian, Student, Beijing Normal University

Abstract:

On the basis of the background of large-scale online teaching during the COVID-19 pandemic crisis, this study aimed to investigate the relationship between teachers' digital technology beliefs, online teaching self-efficacy and online teaching emotional exhaustion, as well the impact of online teaching self-efficacy on teachers' online teaching emotional exhaustion, that is, whether online teaching self-efficacy affects teachers' online teaching emotional exhaustion through digital technology beliefs. 2,589 online questionnaires were distributed to primary and secondary school teachers in Xi'an, China, and 2,525 valid questionnaires were received. The findings showed that there was a significant correlation between teachers' online teaching self-efficacy, digital technology beliefs, and online teaching emotional exhaustion. Teachers' digital technology beliefs were significantly positively correlated with online teaching self-efficacy, but significantly negatively correlated

with online teaching emotional exhaustion. Digital technology beliefs play a significant mediating role in the effect of teachers' online teaching self-efficacy on emotional exhaustion in online teaching. The research brings enlightenment to the improvement of teacher digital literacy in the post-epidemic era.

6. 栖居制度主义视角下的初中教师课程领导研究

孙芑 学生 北京师范大学

[摘要] 本研究将教师课程领导视为一种学校组织内的教师群体行为，基于栖居制度主义和制度逻辑视角，采用质性研究中个案研究的方式，探究了江岸中学教师课程领导的运行方式及其体现的制度逻辑。研究发现：江岸中学“共享与变革”的学校组织文化与显性隐性交织的课程制度为教师课程领导行动提供意义来源。本研究的两位研究参与者分别在其所属的学科组中开展课程领导行动，在互动中推动教师群体的注意力聚焦于教师课程改革取向下的课堂形态变化与育人价值导向，在协商中推进意义共识的达成，努力推动教师课程实践与课程改革政策走向耦合状态。

深究江岸中学教师课程领导体现的制度逻辑发现，专业逻辑与问责逻辑作为两种盛行的制度逻辑影响教师的课程实践。两位课程领导者在两种逻辑的推拉之间形成经验整合并基于此开展课程领导活动，形成一种对教师课程变革行为的解释机制与保护学校组织在课程改革制度下常规运行的防御机制。

基于上述研究结论，本研究认为推动教师课程领导需要各级组织完善制度设计，增强制度供给；创新教师评价体系，鼓励个性发展；拓宽主体对话空间，达成价值共识。

Junior High School Teachers' Curriculum Leadership: From the Perspective of Inhabited Institutionalism

SUN Yan, Student, Beijing Normal University

Abstract:

Taking teacher curriculum leadership as a kind of teacher group behavior within the school organization, this research, based on the perspective of inhabited institutionalism and institutional logics perspectives, adopts the method of case study in qualitative research to explain the operation of teacher curriculum leadership in Jiang'an Middle School. The study found that the "sharing and transformation" organizational culture and the curriculum institutions in the school provide a source of meaning for teachers' curriculum leadership actions. Two core participants in this research carried out curriculum leadership actions in

their respective subject groups. In the interaction among teachers, they try to promote the attention of the teachers to focus on the changes of classroom configuration and the value of education under curriculum reform policy. During the negotiation process, they aim at achieving a consensus on meaning, and strive to drive teachers' curriculum practice and curriculum reform policy towards a coupling state.

In-depth study of the institutional logic embodied by teachers' curriculum leadership in Jiang'an Middle School found that Professional Logic and Accountability Logic, as two prevailing institutional logics, affect teachers' curriculum practice. Two curriculum leaders form an experience integration between the two logical pushes and pulls, and carry out curriculum leadership activities based on this, forming an explanation mechanism for teachers' curriculum reform behavior and protecting the school organization's routine operation as a defense mechanism.

Based on the above research conclusions, this research believes that promoting teachers' curriculum leadership requires organizations at all levels make the following changes: improve the design of institutions and enhance institutional supply; innovate teacher evaluation systems to encourage individual development; widen the space for subject dialogue and reach a consensus on values.

7. 教师学习理论视域下教师群体间的数字反哺研究

程晓红 学生 华南师范大学

方艾 学生 华南师范大学

童宏保 副教授 华南师范大学

[摘要] 数字反哺视域下的智能时代中年教师学习是教师作为成人学习者在一定人为努力与外部干预下、以正式学习或非正式学习促进自我专业知识与能力的生长变化。数字反哺作为中年教师突破学习困顿的新视角,具有学习方向由自上而下到自下而上转变、学习内容在知识的数字化传播趋势下日益丰富、学习群体人工智能助力信息交换的作用下逐渐扩充这三方面的特点。然而数字反哺视域下智能时代中年教师在学习产品、外部环境和内在发生机制三方面仍存在单向互动模式下、数字反哺片面且浅层化发展,流水式信息席卷下、中年教师学习被动且脱节发展,自我保护机制下、中年教师知识共享意愿薄弱等困境。智能时代中年教师学习应秉持成人学习者的身份向青年教师进行广泛地文化吸收,强调以数字知识为引领、激发深层反哺化学习,以双向共享为依托、构建互惠学习共同体,以分层评价为导向、有序化搭建反哺阶段,切实推进中年教师反向学习的新发展。

Research on Digital Feedback among Teacher Groups from the Perspective of Teacher Learning Theory

CHENG Xiaohong, Student, South China Normal University

FANG Ai, Student, South China Normal University

TONG Hongbao, Associate Professor, South China Normal University

Abstract:

With the advent of the post-figurative cultural era, youth culture gradually occupying the mainstream of society. Compared with the continuous improvement of young teachers' right of speech, middle-aged teachers are losing their traditional authority. While Reverse learning, as the dominant learning method in reverse socialization, has opened up a new frontier for the

improvement of the comprehensive quality of middle-aged teachers. In fact, the reverse learning in the new era has three characteristics: it's a bottom-up learning method, the age interval of reverse learning group is getting closer, and the learning content update rapidly. In the perspective of reverse socialization, the current middle-aged teachers' learning has the following problems: the digital knowledge as learning products from young teachers is scattered, the learning external environment is not conducive to stimulating teachers' initiative, the willingness to share among teacher groups is quite weak under the self-protection mechanism. Guided by the relevant ideas of reverse socialization theory, middle-aged teachers should emphasize digital knowledge as the leading product from young faculties, autonomy of training activities should be strengthened as external conditions, and bidirectional sharing as the internal learning occurrence mechanism is crucial.

8. 中加高中数学教材“函数”习题难度比较研究 ——以加拿大MCR3U版和中国2019人教A版为例

张卓慧 教师 山东省青岛第二中学

[摘要] 选取加拿大Nelson Education出版的MacCGraw—HillRyerson <Functions 11>中学数学教材和中国大陆2019人教A版高中数学教材的习题为研究对象,采取量化的比较研究方法,建立数学题综合难度的多因素模型,从题目背景、运算技能、知识含量、推理过程、方法探究四个维度综合比较两国教材样本,得出量化分析结果:(1)中国教材习题的整体难度高于加拿大.中国教材在运算技能、知识含量、推理过程、方法探究四个方面均表现出了较高的认知要求.(2)中国教材习题的总体情景式特征弱于加拿大,加拿大教材题目情境性更强,情境生疏度更低.我国教材编写者和教学实施者可适当吸纳,保留科学情境题目的设置,同时提高生活场景、公共常识与数学知识的融合,以便增强学生代入感,提高学生兴趣.

A comparative study of the difficulty of "function" exercises in Chinese and Canadian high school mathematics textbooks——Take the Canadian MCR3U version and the Chinese 2019 human teaching A version as examples

Zhuohui Zhang, Teacher, Qingdao No.2 Middle School

Abstract:

The exercises of MacCGraw-HillRyerson <Functions 11> middle school mathematics textbook published by Nelson Education, Canada, and the exercises of the Chinese mainland 2019 A high school mathematics textbook version were selected. A quantitative comparative research method was adopted to establish a multi-factor model of the comprehensive difficulty of mathematical problems, and the textbook samples of the two countries were comprehensively compared from four dimensions: topic background, calculation skills, knowledge content, reasoning process and method exploration. The quantitative analysis results are as follows: (1) The overall difficulty of Chinese textbook exercises is higher than that of Canada. Chinese textbooks show higher cognitive requirements in the four aspects of computing skills, knowledge content, reasoning process, and method exploration. (2) The overall situational characteristics of Chinese textbook exercises are weaker than those in Canada, and the Canadian textbook topics are more situational and less situational.

嘉宾须知

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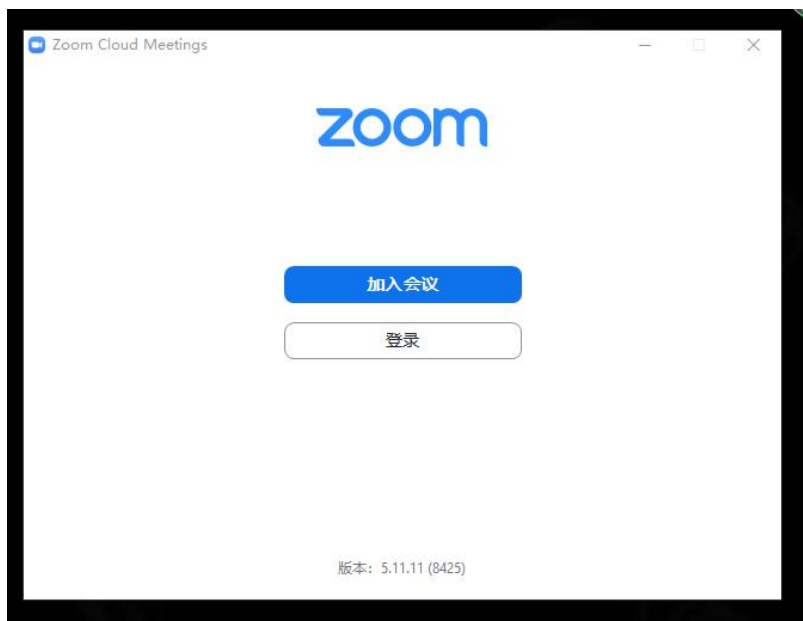
本次会议将于北京时间2022年10月29日上午08:30开始。请准时登录Zoom参会。
会议号和密码如下：

会议号: 872 6698 0510

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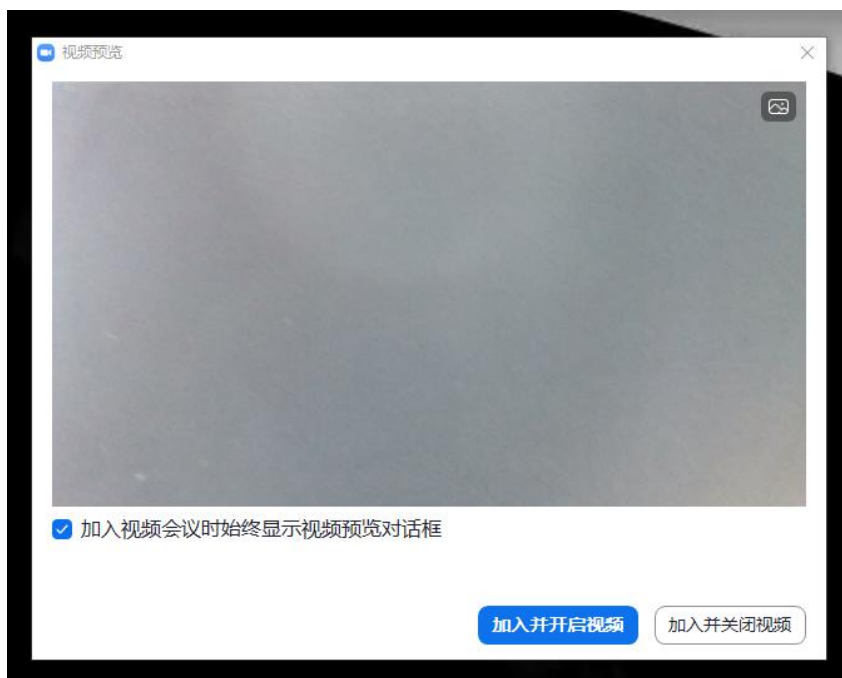
(Zoom会议测试时间为北京时间2022年10月27日周四下午14:00—15:30，会议号、密码如上)

1、在您加入会议的时候，首先更改一下用户名为您自己的真实名字。





2、在您输入会议号和密码加入会议时，请选择“加入并开启视频”。



3、当您需要听日文、韩文或中文翻译的时候，请点击ZOOM页面右下方的“传译”，然后选择“日文”、“韩文”或“中文”。



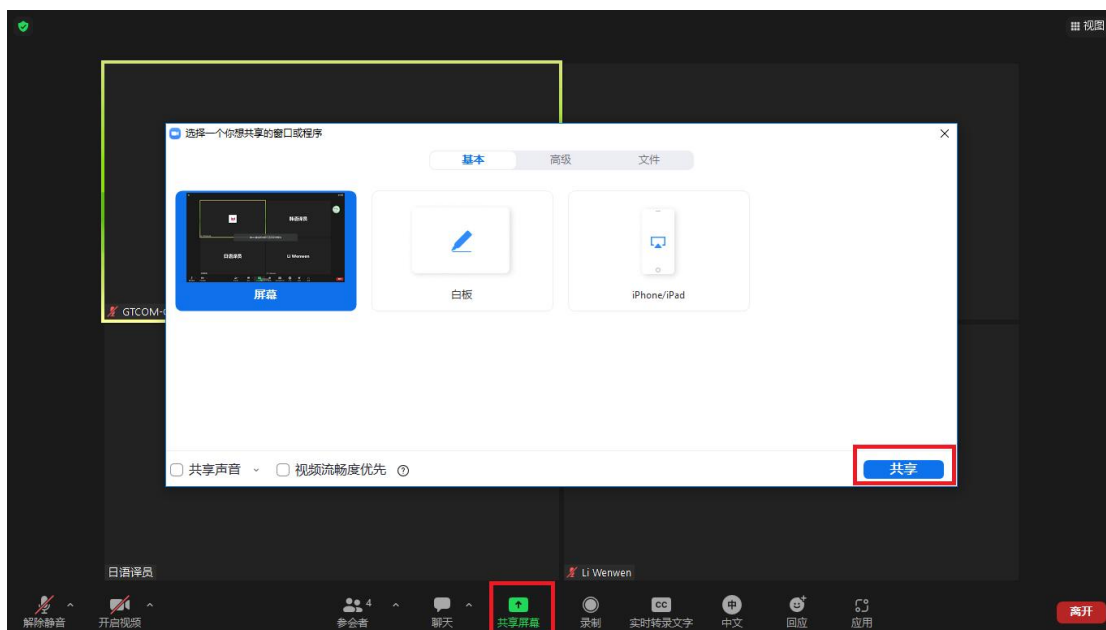
4、如果您觉得现场的声音在中文频道里声音比较大，影响你听中文翻译的话，请点击“把原始音频静音”，这样您就可以只听中文。其他语种同理。



5、如果在中文频道里，现场的声音不影响你听中文翻译，可以不选择“把原始音频静音”。如果选择静音，在翻译结束后，请点击“将现场声音解除静音”选项，这样可以避免在翻译结束后您听不到现场声音的情况。其他语种同理。



6、如果在您讲话的时候有PPT等材料需要分享，请提前把需要分享的材料在自己的电脑桌面打开，然后在您发言的时候点击ZOOM页面下方的“共享屏幕”，这样其他的参会嘉宾就可以看到您分享的PPT材料。



7、在其他人员发言的时候，请静音自己的麦克风。在您发言的时候，请打开自己的麦克风。

Notes for Participants

Zoom Instruction Manual

Notes for participants:

The online meeting will begin at 8:30 am, Oct. 29th, 2022, Beijing time. Please attend the meeting on time via Zoom. Please join the meeting with the ID and passcode below:

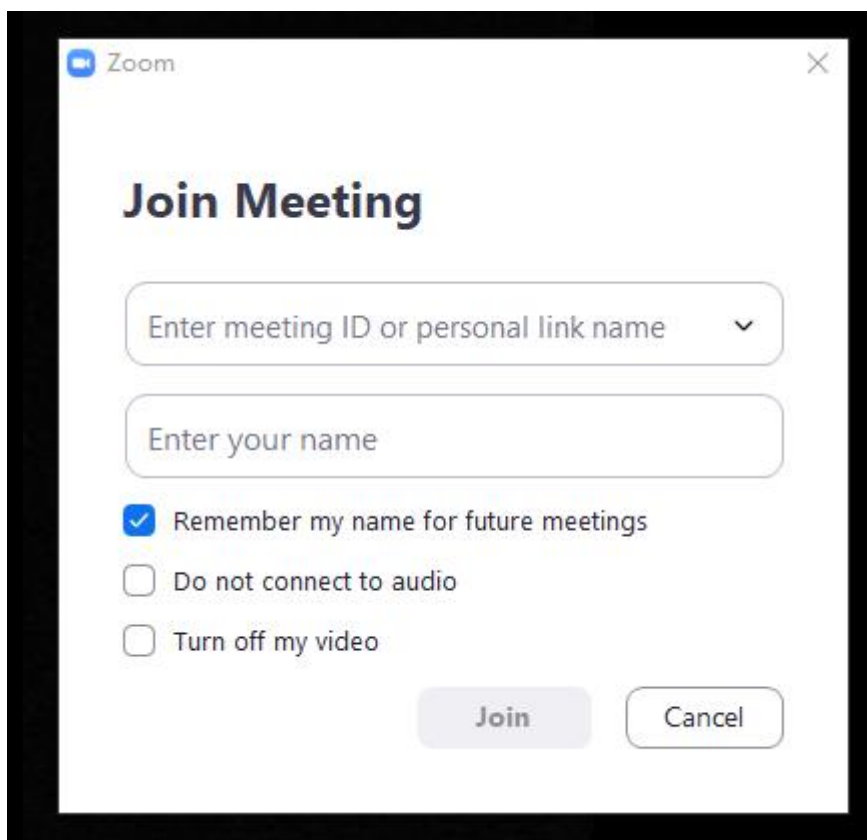
Meeting ID: 872 6698 0510

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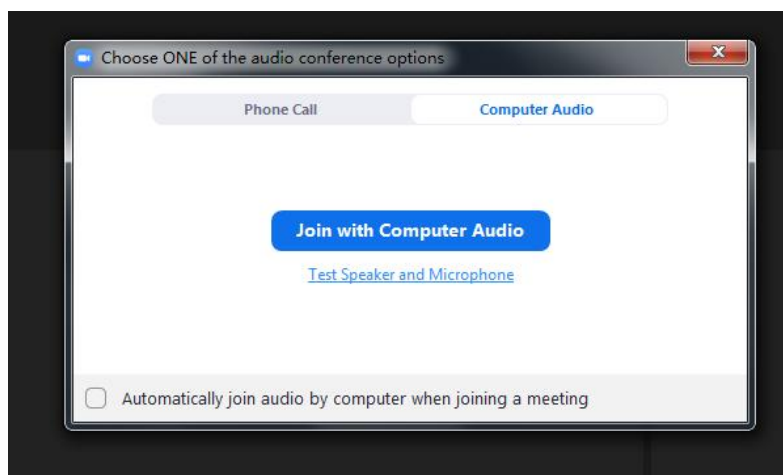
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Please follow these steps:

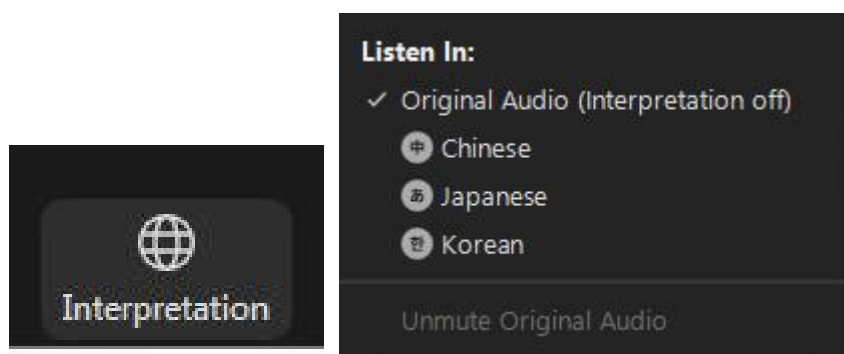
1. Before joining the meeting, instead of using an alias, please enter your actual name in “Enter your name” and the format as “Surname + Given name”, for our identification/admission.

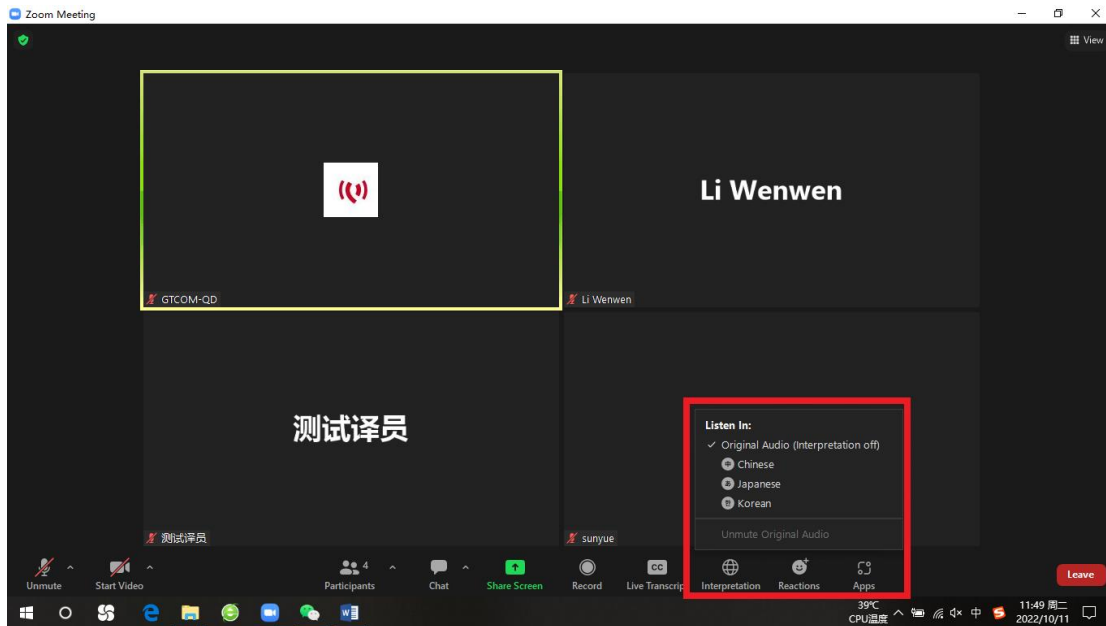
A screenshot of the Zoom 'Join Meeting' window. The window has a title bar with the Zoom logo and a close button. The main heading is 'Join Meeting'. Below it is a dropdown menu with the text 'Enter meeting ID or personal link name'. Underneath is a text input field with the placeholder 'Enter your name'. There are three checkboxes: 'Remember my name for future meetings' (checked), 'Do not connect to audio' (unchecked), and 'Turn off my video' (unchecked). At the bottom are two buttons: 'Join' and 'Cancel'.

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

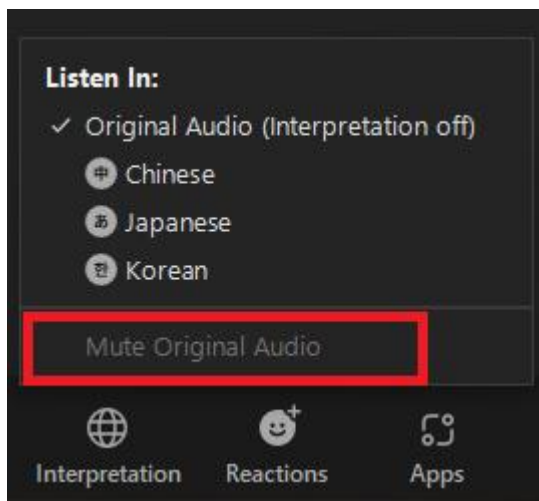


3. To listen to the Japanese or Korean interpretation, please go to the bottom of the screen and find the “Interpretation” with an icon of globe, click on it and chose “Japanese” or “Korean”.

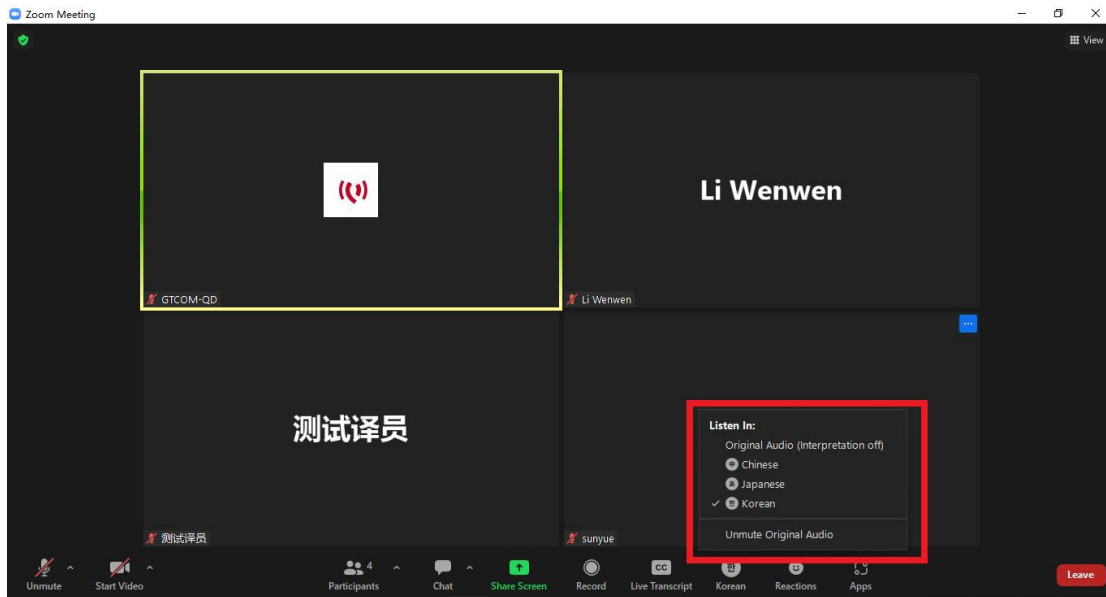




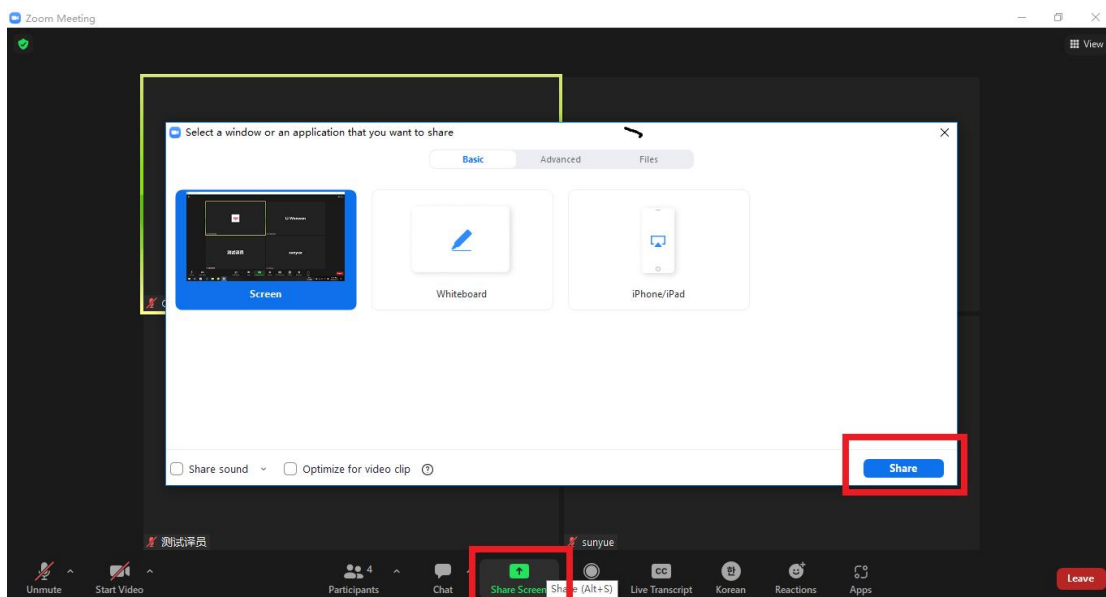
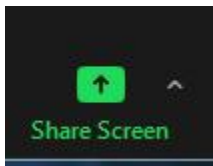
4. If the interpreter's voice is interfered by the voice of the speaker, please check the “Mute Original Audio” button, in this case, you will only hear the voice of the interpreter.



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.

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