



The 14th
Beijing Normal University-Kyoto University
Students Forum

Education Reform and Innovation in the New Era

2023 年 10 月 21 日

October 21, 2023

北京师范大学教育学部/Faculty of Education,Beijing Normal University
京都大学大学院教育学研究科/Graduate School of Education,Kyoto University

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I. Notes for Participants

Welcome to join the 14th Beijing Normal University-Kyoto University Students Forum. For your convenience, please notice the followings:

1. Time and Zoom information

The forum will be held from 9AM to 17PM(Beijing Time) on October 21, 2023.

Zoom ID: 997 833 93347

Zoom Link: <https://zoom.us/j/99783393347>

Password: 903446

2. Forum Guide

- a) Please turn off your mobile phone or keep it in the silent mode during the conference;
- b) If you have any questions regarding this forum, please contact Yu Guohuan at email: yuguohuan08@bnu.edu.cn.

Thank you for your participation!

II.

The 14th BNU-KU Students Forum

Agenda

Time: 9:00AM – 17:00PM, Oct.21, 2023(Beijing Time)

Forum Topic: Education Reform and Innovation in the New Era

Agenda

9:00-9:30	Opening Remarks& Group Photo Yu Kai, Professor, Vice Dean, Faculty of Education, Beijing Normal University (Reading by Liu Jing, Director, Office of International Exchange and Cooperation, Faculty of Education, Beijing Normal University) SAITO Satoru, Professor, Dean of Graduate School of Education, Kyoto University (Reading by NANBU Hirotaka, Professor, Graduate School of Education, Kyoto University) You Luying, PhD student, Faculty of Education, Beijing Normal University Feng Kexin, PhD student, Graduate School of Education, Kyoto University
Keynote sessions	
Section 1 9:30-10:30	Zhong Xiaoyu (PhD Student, BNU) <i>An Exquisite “Iron Cage”: Case Study on A Primary School-Based Teaching and Research System</i>
	TATEIWA Yoichiro (PhD Student, KU) <i>Broadcasting and its Public Service in Japan: A Historical Review of Forgotten Term</i>
	You Luying (PhD Student, BNU) <i>Population Trends in the UK Since 1960s and Its Educational Strategies in Response</i>
10:30-10:50	Tea Break
Section 2	ICHIHASHI Yukiya (Master’s Student, KU) <i>Kinokuni Children’s Village School: A Radical Approach to Education Reform</i>

10:50-11:30	Lu Pu (Master's Student, BNU) <i>Alienation and Transcendence: The Construction of the Educational Game Spirit in an Era of Acceleration</i>
11:30-13:30	Lunch Time
Section 3 13:30-14:50	FENG Kexin (PhD Student, KU) <i>Beauty and the Conceptions of "Ability": Exploring the Transition from Girl to Adult Woman in China</i>
	Lv Hanfei (PhD Student, BNU) <i>Building Core Competencies for College Students Facing the New Era</i>
	YUAN Tongqu (PhD Student, KU) <i>Types and Characteristics of Japanese Language Learners at Chinese Universities Utilizing OER Outside of Class</i>
	Wang Jimin (PhD Student, BNU) <i>Human Condition in the Society of Spectacle and Educational Transcendence</i>
14:50-15:10	Tea Break
Section 4 15:10-16:30	Rebecca Lee PATERSON (PhD Student, KU) <i>How understanding the cognitive mechanisms of foreign language speaking anxiety can lead to better language education to prepare learners for real-life international settings</i>
	Wang Xinyi (Master's Student, BNU) <i>The Challenges and Countermeasures for Teachers in Mobile Learning System under the Background of Chinese College Entrance Examination Subject Selection Policy Reform——Taking Teachers at an Exemplary General High School in Beijing as Examples</i>
	ZHANG Lei (PhD Student, KU) <i>The Role of Personality in Intercultural Understanding Competencies</i>
	Li Xiangyu (PhD Student, BNU) <i>The Connotation, Mechanism and Path of Digital Transformation of School Organization</i>

Note: Each presentation should be around 15mins, followed by 5 minutes of Q&A. Presenters should deliver their speeches one by one according to their orders.

III. Topics & Speakers

1. *An Exquisite “Iron Cage”: Case Study on A Primary School-Based Teaching and Research System*

Speaker: 钟筱雨 Zhong Xiaoyu (PhD Student, BNU)

Abstract:

The deepening of the reform of basic education classroom teaching and the reconstruction of the school education ecology calls for an improvement of the school-based teaching and research system. This study attempts to explore the implementation process of the school-based teaching and research system from a micro and specific perspective, and thus puts forward the following two research questions: 1. How do teachers carry out school-based teaching and research? 2. What is the impact of the institutional environment on the development of school-based teaching and research? Based on the perspective of inhabited institutionalism and using the qualitatively oriented case study method, this study takes a public primary school in the eastern region as the research context, then collects data by using the methods of interview, observation, and artifact collection, analyzes data by using the methods of contextual analysis and categorical analysis.

It is found that, firstly, four types of participants, including novice teachers, key young teachers, middle-level cadres and school-level cadres, respectively present a state of “powerless”, “engaged”, “entangled” and “helpless”. Their means of meaning integration have both universality and particularity. The universality is manifested as their ability to modify or strengthen their own understanding in conflicts, and carry out phased integration of meaning, just

like other members of society. And the particularity is manifested as the greater gravity they received from the invisible magnet of institutional structure. In this environment, if they are close to the structure, they will become the core participants in school-based teaching and research activities, otherwise, they will become the marginal participants.

Subsequently, with phased meaning integration results, teachers form interaction orders of “keep up the pace”, “back to the basics”, “wait for help”, “disciplinization”, “elitism” and “centralization” in four kinds of school-based teaching and research activities, such as discipline teaching and research, lesson study, project promotion and teacher training. These orders are formed in the institutional arrangement, personnel composition, situational understanding and meaning struggling corresponding to various activities. And they are the response of institutional participants to structural conflicts such as “difficulty in balancing professional freedom and standardized management”. In this environment, the four kinds of activities are like divided battlefields, containing the meaning game between “bulldozer” and “excavator”, “monodrama” and “duet”, “combination attack” and “killing skill”, “work hard” and “apply minds”.

Finally, the influence of institutional environment on school-based teaching and research activities can be described from three aspects: technical model, cultural rules and target system. Under the situation of the line segmentation of management structure and the accountability attribute of evaluation mechanism, the technical model is gradually refined, and influenced by it, the cultural rules are gradually homogenized into emphasizing “test score” and “administrative order”. Affected by the technological rationality, technical model and cultural rules build a delicate “iron cage” together, which makes the institutional environment show strong stability. However, the selective function and competitive nature of public education make the data

governance model widely implemented, which is difficult to deal with those unquantifiable educational objectives. This structural contradiction leads to the discretization trend of the target system which should coordinate and connect the structure and agency, and also makes the exquisite “iron cage” contain certain variability.

2. Broadcasting and its Public Service in Japan: A Historical Review of Forgotten Term

Speaker: 立岩 陽一郎 TATEIWA Yoichiro (PhD Student, KU)

Abstract:

Broadcasting has always been considered as a media with public service, since the time it first became available in some countries in the 1920s. However, there has been not enough discussion on what the term “public service” stands for. In Japan, broadcasting operations began in three major cities, Tokyo, Osaka, and Nagoya in early 1920's, and were soon integrated by the then government into the state-controlled NHK, which continued in that form until Japan's defeat of World War II in 1945. After the war, NHK became independent of the government. And this was the time the commercial broadcasting companies were established to start their services. All of them were mandated to do “public service” by Broadcasting Law enacted in 1950. However, there is no evidence of active debate on what this “public service” means. Some have even pointed out that it has been "a history of paraphrasing.

This study aims to clarify how the public service of broadcasting has actually been perceived and discussed. When Japan began its broadcasting operation in 1924, the broadcasting as a state-controlled business was handled by the Ministry of Telecommunications, which was established in 1885. Yoshio Miyamoto, a bureaucrat of the ministry who organized the system of

the broadcasting at the time said that the broadcasting was a way to promote public debate and unify national opinion. Miyamoto did not intend for broadcasting to blindly impose national policies, but rather to provide the public with correct political, economic, and diplomatic information through broadcasting, thereby generating healthy criticism and public opinion, which would lead the nation in the right direction. Although the broadcasting by NHK at the time was far from what Miyamoto stated, the idea of public service was clearly stated at time and shared with those who were engaged in broadcasting services.

After Japan's defeat in 1945, the country was placed under the occupation of the General Headquarters commanded by General D. MacArthur of the United States Army. All policies were promoted by GHQ, and it is well known that GHQ intended to reform broadcasting in order to terminate Japan's militarism. GHQ insisted on the enactment of the Broadcasting Law, which require broadcaster to do "public service." Thereafter, the word " public service" has been considered as the word to be forced to accept passively. and this has led to an evaluation of it as a "history of paraphrasing. However, the government records at the time show that there were discussions on what the public service of broadcasting should be. According to the records of the Radio Control Committee of Japan, "public service" was stated as the most important requirement for broadcasting and there was much discussion about what that public services are. The committee ultimately decided that the public service of broadcasting would be evaluated and judged by the content of the programs, not the form of the broadcasting station, and that such programs should emphasize education and culture as well as news reporting.

Unfortunately, the history on the term "public service" has been forgotten, and the word has simply become a title that was written into the law. In this new era, it is important for us not to

simply rely on the term "public service" but to always question what the word stands for. It is essential to keep this in mind especially in media education of this days.

3. Population Trends in the UK Since 1960s and Its Educational Strategies in Response

Speaker: 尤陆颖 You Luying (PhD Student, BNU)

Abstract:

In response to evolving socioeconomic factors and shifting population dynamics, the United Kingdom, being a populous European nation, is confronting issues such as aging population, declining birth rates, slower population growth, and regional demographic imbalances. Since the 1960s, the UK's population trends have exhibited the following characteristics: a consistent increase in total population with a decelerating growth rate; pronounced aging of the population, and a trend of low birth rates; immigration has emerged as a significant driver of population growth; regional disparities have led to population concentration in central cities; gender ratios have remained balanced, and women have become significant contributors to the workforce. These changes have profoundly impacted school-age populations and school sizes, labor market supply-demand relationship, adult education development, human resource reserves, and social and cultural diversity. The UK is addressing these challenges through measures such as ensuring basic educational resources, implementing smaller class sizes, and striving for equity and excellence to construct a basic education system. Vocational training is being employed to enhance the quality of the population. Reforms to immigration systems, favorable policies for talent mobility, and the attraction of exceptional international students have been undertaken to fulfill the UK's labor market requirements. Measures such as subsidies for new parents, extended

parental leave, discounted childcare services, and support for women's personal and professional development are being implemented to encourage childbirth. The UK's efforts in adapting education to demographic shifts offer valuable insights.

4. Kinokuni Children's Village School: A Radical Approach to Education Reform

Speaker: 市橋 千弥 ICHIHASHI Yukiya (Master's Student, KU)

Abstract:

Today, social conditions are changing drastically around the world, and the debate over educational reform is intensifying accordingly. At this point in time, countless attempts at educational reform have already been made, but the reality is that there are many transient efforts and superficial claims being made. So, an idea of educational reform that is down to earth is needed. Therefore, this presentation focuses on Kinokuni Children's Village School (hereafter Kinokuni), a private school that was established after more than 20 years of educational research and has been practicing for more than 30 years, with the aim of reforming education in Japan. Since its establishment in 1992, Kinokuni has been attracting attention both in Japan and abroad as a "free school". The term "free school" is not used in the sense of free tuition or liberal education, but rather in the sense of a school that respects freedom on the side of the children.

Shinichiro Hori, the founder of Kinokuni, started making schools in the 1980s. At the time, new problems such as "bullying" and "truancy" were erupting in Japanese school education. Hori adopted the view that these phenomena were objections by children to school education and aimed to change schools instead of changing children. He saw three essential problems in the conventional school education: teacher-centeredness, standardization, and text-centeredness. The

theories and practices of Western progressive education were used as references here. Among them, the educational theories of Alexander Sutherland Neill in the UK and John Dewey in the US were particularly influential in the development of Kinokuni.

The curriculum in Kinokuni consists mainly of activities called “project”. This is an integrated learning that takes themes from human life and living, or practical issues such as food, clothing, and shelter, and develops them into various knowledge and skills. Specifically, there will be several themes, such as architecture, cooking, agriculture, theater, and manufacturing. Students choose the theme of the project they wish to pursue, and classes are organized accordingly regardless their age. The content of the activities is also decided by the students themselves through repeated meetings within the class. During that meeting, negotiations take place until everyone is satisfied, and both students and teachers are entitled to the same single vote when taking majority decisions. The meeting itself is an excellent educational experience.

In the Kinokuni curriculum, no set activity is repeated every year, and there is always room for the creativity and ingenuity of the students and teachers. In a world where there is no absolute right answer, it can be said that this curriculum is full of potential to continue evolving.

5. Alienation and Transcendence: The Construction of the Educational Game Spirit in an Era of Acceleration

Speaker: 卢溥 Lu Pu (Master’s Student, BNU)

Abstract:

All things move, all things run, all things are rapidly changing. Social acceleration since the twentieth century presents a captivating juxtaposition of fascinating development and tragic

alienation. In an era defined by technological innovation and unprecedented connectivity, the realms of students' leisure time have emerged as significant spaces of involution. Every minute and every second of students during the learning phase is precisely controlled, and even every instance of distraction is monitored. Time is money has become the universally accepted golden rule at school.

The literature has examined the alienation in education against the background of social acceleration: the instability of knowledge education, wringing time out of the students, the dilemma of moral education and utilitarianism. These phenomena make modern education increasingly deviate from the essence of education. In this situation, educational game, the application of game elements and spirit of game, has emerged as a dynamic tool that engages individuals in solving real-education problems. This study attempts to unravel the strategies and mechanisms through which gamification can effectively contribute to complex education issues that arise from social acceleration. By exploring the practical reasons for educational problems, the evolutionary trajectory of games and typical educational game practice cases, this research elucidates the transformative potential of games in fostering impactful solutions and sustainable change.

A comprehensive examination of the gamification strategies for problem-solving within the context of social acceleration was conducted through a mixed-methods approach. Qualitative case studies explored successful instances of game-based learning and interviews with high school students were conducted to unearth their motivations, plight, and challenges in an accelerated learning environment. In addition, a synthesis of existing literature provided insights into theoretical frameworks, challenges, and best practices in the field of gamified education.

In this article, three kinds of different game concepts used in education are re-examined. Games as tools is a most recognized idea which plays an increasingly significant role in teaching and psychotherapy. However, such a concept faces scrutiny regarding whether it contradicts the ‘essential nature of games’, put differently, compelled gameplay ceases to be a game. Secondly, games as a cultural phenomenon have been widely disseminated by Johan Huizinga, who elevated them to a status equivalent to culture. Lastly, the existential perspective of the game views games as a logical framework for ‘recreating present purpose’. This concept transcends the acceleration of society from the perspective of existence: within games, individuals accomplish an alternative manifestation of potentiality. The educational dilemmas of the accelerating society stem from the disregard for the individual subjectivity of students, ultimately giving rise to the phenomenon of ‘survivalist education.’ By reclaiming their intrinsic potential, educational games allow students to regain motivation, confidence, and cognitive abilities. Successful cases of educational game frequently reflect to varying degrees these principles in their design and implementation processes.

These results suggest the negative effects of social acceleration in education is intensified and educational games have engendered an expanded array of experiential choices, mitigating the necessity to bear the impacts of a harsh reality. Simultaneously, within this progression, individuals fill the void of their own meaning. This phenomenon underscores the intrinsic value of game within an era characterized by acceleration.

6. Beauty and the Conceptions of “Ability”: Exploring the Transition from Girl to Adult Woman in China

Speaker: 馮 可欣 FENG Kexin (PhD Student, KU)

Abstract:

As female participation in the labour force has increased, the accomplishments of women tend to be more duly acknowledged and incentivized nowadays. However, in China, the situations are more complex. On the one hand, till now, women's personal gains are still highly attributed to their "beauty" or physical attractiveness. On the other hand, such attractiveness might also be suppressed, especially throughout the academic preparation period prior to women's involvement in professional domains. In the highly competitive educational landscape of China, there is a prevalent notion that the pursuit of beauty could potentially impede the achievement of academic excellence.

This study will explore the phenomenon through the lens of neoliberalism, an ideological framework that promotes individual liberty, market competition, and meritocratic achievement, regardless of gender. Data will be collected by interviews aiming to understand their life experience, especially the life transitions experienced by women from secondary education to higher education and then to the job market. The main focus of this study is on the concept of "Ability" and its relationship with women's physical attractiveness. Additionally, it examines the reactions and actions taken by women in response to these societal expectations.

This study will elucidate the following findings. Within the context of secondary school in China, a prevailing tendency can be observed wherein the masculine-based concept of ability is given priority, thus resulting in the exclusion of the feminine physique. Within the context of higher education, the notion of ability extends beyond simply the attainment of grades and abilities. Communication abilities emerge as a crucial component, and the concept of being

visually appealing becomes intricately intertwined with one's capacity to establish optimal interpersonal connections. At workplaces, the hidden expectations of women's appearance vary with the requirements of the occupation and the environment of the workplace. When faced with complex and changeable societal expectations about ability and beauty, the women who were interviewed exhibited a notable emphasis on the conventional educational achievements and skills linked to work. In addition, they viewed the use of physical attractiveness as an effective strategy and a way to assert their own subjectivity. However, simultaneously, they also conveyed a feeling of “fatigue” towards the expectations about ability and beauty.

7. Building Core Competencies for College Students Facing the New Era

Speaker: 吕寒菲 Lv Hanfei (PhD Student, BNU)

Abstract:

As the new round of industrial revolution accelerates, we urgently need to know the answer to a key question: how to help our college students prepare for the new era? This article summarizes the core competencies that need to be strengthened in the new era, based on the main challenges and opportunities that contemporary college students will face: risk perception and management skills, technology affinity, systemic thinking skills, and interpersonal affinity. The technological revolution represented by artificial intelligence and other new-generation information technologies is profoundly changing most industries. College students who enter their careers at this time will inevitably face rapid changes in both their own roles and their industry formats. In order to quickly acquire the necessary cognition, they often have to carry out practice in situations where information is insufficient. This requires college students to master

the methods of building a fast cognitive cycle and maintain a healthy attitude towards risk. The main feature of the development of this round of technological revolution is the deep involvement of machine intelligence in the human-dominated cognitive cycle. Students who are accustomed to fully embracing and using new technologies, that is, those with strong technology affinity, will have a strong competitive advantage. This does not mean that students of all majors need to master the code skills of artificial intelligence development. Non-computer majors can also be familiar with skills based on natural language, such as prompting engineering, knowledge engineering, etc., and understand how to transform industry knowledge into machine-readable and usable knowledge resources. As the knowledge of various industries is rapidly standardized and artificial intelligence technology is popularized and applied, the professional cognitive threshold of knowledge will quickly decrease; this means that a large number of innovative and cross-industry formats will be born, which will severely impact the original ecology of various industries while also meaning huge opportunities. Efficient systemic thinking skills can help students respond quickly to needs, build solutions, and enhance their competitive advantage. As low-value-density intellectual work is quickly replaced by AI, the collaboration needs between people will become more complex, which means that they need to have more efficient communication skills and teamwork skills. How to systematically strengthen core competencies for the future is a major challenge that is difficult to rush but urgently needs to be faced. This requires the joint exploration and efforts of society, educators and students.

8. Types and Characteristics of Japanese Language Learners at Chinese Universities Utilizing OER Outside of Class

Speaker: 袁 通衢 YUAN Tongqu (PhD Student, KU)

Abstract:

In China, which has the highest number of Japanese language learners among overseas universities, many Japanese language learners actively engage in information collection and practice activities for Japanese language acquisition through various online resources, despite the lack of a natural Japanese language environment. However, it is often considered unlikely to be effective in Japanese language acquisition when using resources developed by developers with low expertise in Japanese language education. On the other hand, among various online resources, Open Educational Resources (OER) are digital content for education that is publicly available on the internet and often developed with a certain level of educational expertise, aiming to support autonomous individual learning. Therefore, they are considered suitable for Japanese language learning outside of class. However, not all Japanese language learners are necessarily encouraged to engage to learn Japanese outside of class individually by using OER. In particular, it is not yet clear what kind of Japanese language learners have experience using OER outside of class, and what characteristics these learners have when using OER.

Therefore, in this study, a questionnaire survey was conducted among Japanese language learners at Chinese universities to examine the types of learners who use open educational resources outside of class and their characteristics. As a result, based on three factors related to the use of OER, namely, grade level, learner autonomy (LA), and media and information literacy (MIL), we identified four types of learners: “High-grade learners with high LA and MIL,” “High-grade learners with low LA and MIL,” “Low-grade learners with low LA and MIL,” and “Low-grade learners with high LA and MIL.”

Regarding the Experience of OER use for each learner type, it was observed that high-grade Japanese language learners with high LA and MIL tended not to use “lecture-type” OER such as MOOCs continuously but continued to use “Tool-type,” “Exercise-type,” and “Textbook-type” OER. However, low-grade Japanese language learners with high LA and MIL tended to use “lecture-type” OER continuously. On the other hand, regardless of the grade level, Japanese language learners with low LA and MIL tended to have no experience using various types of OER or were unable to use them continuously. Regarding the frequency of OER use, among Japanese language learners with low LA and MIL at a low grade, there was a significant number of learners who frequently used “Lecture-type” OER. Furthermore, as a result of examining the differences in behavior of OER use among the three phases of “planning,” “performance,” and “self-reflection,” it was found that regardless of grade level, Japanese language learners with high autonomous learning ability and MIL scored higher than Japanese language learners with low autonomous learning ability and MIL in all three phases of OER use behavior.

These results reveal the current situation of use of OER outside of class by Japanese language learners at Chinese universities and the types of learners who need support.

9. Human Condition in the Society of Spectacle and Educational Transcendence

Speaker: 王济民 Wang Jimin (PhD Student, BNU)

Abstract:

The emergence of spectacle and the formation of spectacle society enhance the possibility of disintegrating the origin of education. In this case, it is all the more valuable to stick to the fundamental purpose of education of making people truly become human. Spectacle

characterized by one-way control, capital manipulation, implicit seduction and technocracy not only occupy the central position of daily life, but also bring many dilemmas of human existence. In the survival dimension, people are deeply trapped in the illusion of abundance and deeply exploited. In the dimension of life, man is a double slave of production and consumption. In the relationship dimension, people are lost in the spectacular relationship. In order to make people truly become human, education needs to be committed to helping people to transcend the predicament of human reality in spectacle society. Specifically, education can achieve triple transcendence from the perspective of survival, living well in life and living in relationships.

10. How understanding the cognitive mechanisms of foreign language speaking anxiety can lead to better language education to prepare learners for real-life international settings

Speaker: *Rebecca Lee PATERSON* (PhD Student, KU)

Abstract:

In our increasingly inter-connected global society, being able to both understand and use a foreign language are essential skills for all global citizens. However, when it comes to speaking in a foreign language, foreign language anxiety (FLA) poses a significant problem to learners all over the world, regardless of their target language. Highly anxious learners not only tend to perform worse in speaking tasks but are also hindered from further seeking out opportunities to interact and practice, leading to a vicious cycle of negative emotions and poor speaking skills (MacIntyre et al., 1997). Thus, understanding, and remedying learners' FLA has been of great interest to language researchers and educators since the 1980s.

While FLA is a multidisciplinary concept, its impact on speaking can be understood from a

cognitive perspective. Speaking is a taxing cognitive task which is made more difficult when the learner is not sufficiently proficient in the language. At the same time, anxiety is said to misdirect attention and consume cognitive resources required to carry out a given task (Eysenck et al., 2007). In the case of an anxious language learner trying to speak in a foreign language, this amounts to an immensely and increasingly difficult cognitive task.

Cognitive sources of anxiety can be either external (other or social) or internal (self or psychological) of which can consume a learner's attentional resources via during-speech monitoring (Gregerson, 2003; Levelt, 1989). To elaborate, a learner is monitoring both their own thoughts and speech while speaking, in addition to the overt behaviour and perceived thoughts of any other person listening. These beliefs, perceptions, and behaviours can trigger anxiety to varying degrees in the learner. The effect of such sources of anxiety are explored by the presenter in her first experiment, of which the results will be discussed in this presentation.

While the causes, degree and frequency of FLA depend on individual learner factors, current research trends are beginning to explore ways based on Positive Psychology (PP) by which all learners can tackle their anxieties and escape their vicious cycles. The rationale behind applying PP concepts to FLA is the reverse to why anxiety impedes performance – i.e., while anxiety restricts and limits cognitive resources, positive emotions such as joy and enjoyment free up resources (Fredrickson, 2001). While it is said that it is impossible to remove all anxieties from the language classroom, it is possible, and within teachers' control, to foster a learning environment that promotes cognitively facilitative emotions. Current methods include curriculum design centred around interesting and stimulating learning content and creating more supportive student-teacher classroom engagement and relationships (Ma, 2022). However, recent

developments in the field have incorporated additional coursework to language classrooms, providing more structure for educators (Gregersen, 2023). Such methods will be discussed in detail in the latter part of the presentation, as well as the presenter's future research plans to employ PP concepts.

11. The Challenges and Countermeasures for Teachers in Mobile Learning System under the Background of Chinese College Entrance Examination Subject Selection Policy

Reform—Taking Teachers at an Exemplary General High School in Beijing as Examples

Speaker:王心仪 Wang Xinyi (Master's Student, BNU)

Abstract:

2020 is the first year of the outbreak of the epidemic, and it is also the first year of the implementation of China's "3+3" college entrance examination selection system. Due to the subject selection examination system, the degree of differentiation in students' class schedules has greatly increased, and high schools in pilot provinces have adopted Mobile Learning System as teaching method under the new college entrance examination policy. However, due to the high requirements and the lack of corresponding training and management measures for teachers and students, it is difficult for them to quickly adapt to the latest college entrance examination subject selection policy, and various problems have arisen in the implementation of the high school Mobile Learning System.

This research mainly focuses on the difficulties and requirements of teachers working in Mobile Learning System. Therefore, a representative exemplary general high school in Beijing, which is one of the pilot province, is selected as the sample school. Interview survey of teachers

was conducted to investigate the challenges that they encountered and what they needs to cope with the challenges in Mobile Learning System.

Through interviews with 6 teachers of different subjects and roles in the sample school, this study finds that teachers have multiple difficulties in student management, student evaluation, teacher-student communication, teacher-teacher communication, and work burden in Mobile Learning System. All 6 teachers indicated that they had no experience with Mobile Learning System and lacked training for it. However, due to the workload created by Mobile Learning System, additional, mandatory and uniform training is more difficult to attend. In addition, it is interesting to note that during the interviews, 4 teachers who are under the age of 45 all raised the need for an integrated online platform, saying that if some problems could be solved by convenient online means, the workload might be reduced.

Therefore, this paper summarizes the needs of teachers for Mobile Learning System, and puts forward the following specific suggestions based on available data:

(1) Reduce WeChat course groups and establish student address books:

At the beginning of each school year, collect the communication methods of each student, including themselves, parents, class head teachers, and classroom teachers of various subjects, establish a student address book, and provide it to each teacher. When necessary, teachers can easily contact students themselves, parents and other relevant teachers, reducing the extracurricular burden brought to teachers by multiple WeChat groups;

(2) Make full use of the online platform to send and receive homework:

Improve the application rate of office software such as DingTalk, change the way of sending and receiving homework to online, so that classroom teachers can directly count and evaluate

students' homework scattered in multiple classes online, avoid teachers or teacher-assigned class representatives from circulating in multiple classes in the whole grade, and avoid students encountering difficulties in submitting homework. Especially since COVID-19, online teaching and student absence have become more common, online student evaluation methods can be more widely needed and implemented;

(3) Establish a tutorial system:

After students choose subjects, students and teachers can choose in both directions. In loose teaching classes, tutors can help students obtain Q&A, provide students with guidance such as career planning, etc. In addition, the tutorial system can also strengthen the connection between teachers and students, and improve the phenomenon of estrangement between teachers and students due to the shift system;

(4) Regular grade group teacher seminars:

The contact and communication between teachers from different subjects and class head teachers can be strengthened in the grade group seminar, so that teachers from different roles can understand students more comprehensively and help students to plan their development more holistically;

(5) Optional Mobile Learning System training courses:

Provide training resources related to Mobile Learning System for teachers. Online courses or optional training once a month are both good ways. Give teachers chances to choose according to their needs. Training contents should be based on the context of Mobile Learning System and COVID-19, and the training topics may include teaching efficiency training, student management training, information technology training, teacher-student communication workshop,

teacher-teacher communication workshop, home-school cooperation workshop, etc.

12. The Role of Personality in Intercultural Understanding Competencies

Speaker: 張 蕾 Zhang Lei (PhD Student, KU)

Abstract:

With the rise of globalization, education for intercultural understanding has received increasing attention. Previous research has shown that global literacy and cultural intelligence are essential competencies for individuals to foster intercultural understanding. Additionally, studies have suggested a correlation between individuals' personality traits and their effectiveness in comprehending and adapting to intercultural situations. In light of this, the present study examines the role of the Big Five personality traits in global literacy and cultural intelligence. Hierarchical regression analysis was conducted to examine these associations after controlling for age, gender, education level, and income. The results showed that extraversion, openness, and agreeableness are positively related to global literacy and cultural intelligence. Conversely, no evidence was found to support the role of neuroticism and conscientiousness in these competencies. This study explored how the Big Five personality traits explained individuals' competencies to understand and adapt in an intercultural setting, and the results emphasize the importance of extraversion, openness, and agreeableness to individuals in facilitating effective engagement in intercultural understanding. These findings provide valuable recommendations for fostering individual characteristics that may enhance the development of global literacy and cultural intelligence.

13. The Connotation, Mechanism and Path of Digital Transformation of School Organization

Speaker: 李翔宇 Li Xiangyu (PhD Student, BNU)

Abstract:

With the rapid development of digital technologies such as artificial intelligence, block chain, cloud computing, and big data, digitization not only has a significant impact on the production, life, and thinking patterns of human society, but also continuously reshapes and innovates the education system, triggering a comprehensive digital transformation of education. Digital transformation of education is a strategic action implemented at the organizational level of schools, and digital transformation of school organization is the key and guarantee to promote the success of digital transformation of education. The digital transformation of education requires profound changes and innovations in school education in a comprehensive and systematic manner through organizational changes in schools to form a new organizational form of education. Organizational change behavior is often based on decision-making choices under bounded rationality, and the digital transformation of education particularly requires strategic changes in school organizations.

However, the overall effect of digital transformation at the organizational level of schools is not ideal, and some deep-seated problems are gradually emerging. For example, many schools lack clear strategic development goals and specific action frameworks, coupled with insufficient awareness and understanding of digital transformation, insufficient digital talent reserves, and weak digital capabilities, schools are hindered from effectively carrying out digital transformation. The reason behind these difficulties and challenges lies more in the issue of organizational inertia. Organizational inertia can lead to reliance on existing technology and knowledge, making organizations unwilling to engage in technological innovation and knowledge updates, which is the biggest obstacle to achieving successful transformation.

As the saying goes, digital transformation relies on technology in three aspects and

organization in seven aspects. Similarly, the digital transformation of education requires corresponding educational organizational changes to make the organization more flexible, agile, and innovative, in order to fully unleash its enormous potential and adapt to the rapidly changing external environment to achieve high-quality development. In order to effectively break the organizational-level challenges of digital transformation, i.e., to overcome the problem of organizational inertia and achieve consistency between strategic goals and strategic actions, it is urgent to obtain the endogenous motivation for digital transformation of education from the perspective of organizational change.

The digital transformation of school organizations mainly includes the transformation of school organizations' goals and mechanisms, and the reconstruction of goals and changes in practices based on digitalization. The ultimate goal of digital transformation of education is to serve education and promote comprehensive human development. The digital transformation of education requires changes in school organizational structure, organizational capabilities, organizational systems, and organizational culture.

Organizational transformation is the key to supporting and ensuring the success of digital transformation. The ideal path of digital transformation of school organizations should be led by education digitalization strategy, promote transformation goals, reshape organizational structure, promote organizational learning, and deepen organizational connotation, so as to play an important role in promoting digital transformation of education through organizational change in schools.