

Online Education and Teaching Experience Exchange for Primary and Secondary Schools

Meeting Report



2020.5.7-5.8



The UNESCO International Research and Training Centre for Rural Education (UNESCO INRULED) was established by UNESCO and the Chinese government in 1994 with a mandate to promote sustainable socio-economic development in rural areas. As a Category II center under the auspices of UNESCO, INRULED's research and training activities concentrate on education for rural transformation. The Center has moved to Beijing Normal University in 2008 for better coordination and connectivity.

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The ideas and opinions expressed in this report are those of the speaker(s) during the meeting and do not necessarily represent the views of UNESCO INRULED.

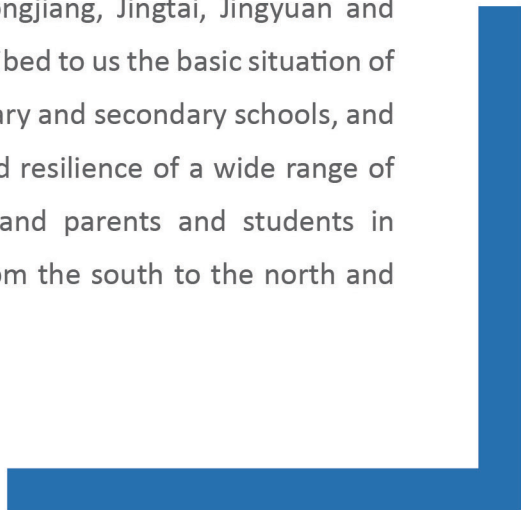
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Acknowledgement

The Online Education and Teaching Experience Exchange for Primary and Secondary Schools was jointly organized by UNESCO INRULED (hereinafter referred to as “INRULED”), the Department of Education of Beijing Normal University and Beijing Cihong Charity Foundation. INRULED would like to express its sincere gratitude to the more than 130 participants from 10 districts and counties, including Chaoyang in Beijing, Xinwu District in Wuxi, Qingdao West Coast Development Zone, Changyi in Shandong, Suichuan in Jiangxi, Hezhang in Guizhou, Tailai in Heilongjiang, Jingtai, Jingyuan and Longxi in Gansu. To a large extent, they described to us the basic situation of “suspended class, ongoing learning” in primary and secondary schools, and showed us the adaptability, organization and resilience of a wide range of local administrations, principals, teachers and parents and students in primary and secondary schools in China, from the south to the north and from the east to the west.





Background

The global spread of COVID-19 in early 2020 imposed changes on established back-to-school dates and learning plans for the school year in many countries and regions. The entire education ecosystem has changed because of the outbreak. In this context, in China, one of the developing countries with a large rural population, the impact of the change in the educational ecology in rural areas on all parties involved, the way that different groups responded to the change in the educational environment, and their thoughts about the large-scale online education forced by the pandemic have attracted the attention of INRULED.

The meeting aims to share Chinese experience and contribute Chinese wisdom on the international level through interviews and exchanges between experts and participants, and summarize universal practices and experiences to be applied and disseminated in all UNESCO member countries, especially those in developing countries.



Meeting Summary

The meeting took the form of online discussions hosted through Tencent Conference. The participants were divided into 6 groups: Education Bureau Group, Principals Group, Teachers Group, Parents Group, Primary School Students Group and Secondary School Students Group, and experts from the Education Department of Beijing Normal University were responsible for the interviews of each group and designating the relevant content and formats.



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Discussion of the Principals Group 05

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Discussion of the Education Bureau Group

May 7, 9:00-11:00 am



Representatives of education bureaus from Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu and Shandong participated in the discussion, 9 of them mainly from county (district) education departments. The discussion was chaired by Prof. Huang Ronghuai, Director of the INRULED, with the participation of Professor Xue Eryong and Associate Professor Jin Zhifeng from the Department of Education of Beijing Normal University. The discussion focused on **the implementation of “suspended class, ongoing learning” policy by county (district) education departments in the context of the pandemic, the challenges in the process, and the policy arrangements for local students with special needs.**

Yang Kai from the Education Bureau of Hechuan County, Guizhou; Li Baoqiang from the Education Bureau of Jingtai County, Gansu; Lin Wenping from the Education Bureau of Suichuan County, Jiangxi; Tong Guangwen from the Education Bureau of Tailai County, Heilongjiang; Peng Lei from the Education Bureau of Xinwu District, Wuxi, Jiangsu; Wang Lianming from the Education Bureau of Qingdao West Coast New District, Shandong; and Li



Yonghui from the Education Bureau of Changyi City, Weifang, Shandong, introduced the policies and measures of local education administrations during the pandemic on behalf of their respective regional education bureaus, with emphasis on work arrangements and concrete implementation of large-scale online education and teaching activities during the pandemic.

The representatives also elaborated on the challenges and problems encountered in the process of implementing large-scale online education and teaching activities in the context of the pandemic, focusing on the three main topics. Meanwhile, according to local situations, they focused on the specific cases of their respective county (district) level education administrations' efforts to ensure that online education benefits every local student, in which the hardware and software difficulties encountered and the corresponding solutions became the details that the representatives focused on sharing.

Professor Huang Ronghuai, Director of the INRULED, concluded the discussion by emphasizing the concept of “new normal” in education, and pointed out that **the cases of the change in education and teaching mode brought by the change in education ecosystem are worthy of further study by the INRULED, so as to draw experiences that can be generally applied to other countries and regions in similar situations as ours.**



Discussion of the Principals Group

May 7, 2:00-4:00 pm

The 29 principal representatives who participated in the discussion came from primary and secondary schools at county (district) or village level in Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu, Shandong and Beijing. Zhou Zuoyu, Vice President of Beijing Normal University, Xiao Kai, Deputy Director of International Division of Beijing Normal University, and Cheng Kang, representative of China National Commission for UNESCO, also participated in the discussion. The meeting was chaired by Prof. Li Xingzhou from the Department of Education of Beijing Normal University, and Prof. Zhou Xiuping and Prof. Tang Wenxiu from the Department of Education participated in the discussion.



Zhou Zuoyu

Vice President of Beijing Normal University



Cooperation between disciplines and schools within the education system is an important means to enhance cultural exchanges and cultivate excellence.



The discussion began with a keynote speech by Zhou Zuoyu, Vice President of Beijing Normal University. He first welcomed the representatives of principals on behalf of Beijing Normal University and reviewed the National Education Conference held in September 2018 and the subsequent works released *China Education Modernization 2035* and *Education Informatization 2.0*, pointing out the importance of this online discussion in the context of the pandemic to promote the education digitalization in rural areas. Mr. Zhou offered three ideas for discussion: 1. how principals can build a larger vision and the concept of community with a shared future for mankind in the new era and environment, while based on the present and the school; 2. the unique value of each school in the lifelong education system; 3. how to view regular education and crisis education in the context of “Internet + education”.

In the following discussion session, principal representatives gave detailed presentations on how to implement the relevant policies in the context of the pandemic, how to effectively respond to the changes in the educational ecology due to the pandemic and how to arrange education and teaching, and elaborated on the challenges faced in the process and the outlook on the future. Under the policy of “suspended class, ongoing learning”, schools have successfully implemented large-scale online teaching activities, in which home-school cooperation, curriculum resources, curriculum development and hardware support are the keys to ensure the relevant outcomes.



The chair of the discussion concluded the session by thanking the principals for their excellent speeches, and pointed out that **while the COVID-19 has brought great challenges to education and teaching, it has also given educators the opportunity to innovate.** The large-scale online education and teaching activities at different types of schools produced distinctive results, and it is worthwhile to reflect deeply about how to summarize and develop universal experiences and new educational and teaching methods from diverse real-life scenarios.

Discussion of the Teachers Group

May 7, 4:00-6:00 pm

The 31 teacher representatives who participated in the discussion came from primary and secondary schools at county (district) or village level in Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu, Shandong and Beijing. Based on the interview outline prepared by the project team of the Department of Education of Beijing Normal University, the teachers chose the questions they wanted to answer and were grouped according to their actual situation. The content of the discussion mainly covered **the change and adaptation of teachers' roles in the context of special environments, teachers' support for students with special needs, teacher-student interaction in special contexts, and teachers' thoughts about online teaching models.**



The discussion of the teachers group was hosted by Prof. Song Huan from the Teacher Education Research Center of Beijing Normal University's Department of Education, Dr. Liu Lisha, a member of the group, was in charge of the interviews, and Professor Hou Shujing, Director of the Training Department of the Teacher Education Research Center of Beijing Normal University, also participated in the discussion. Professor Song began the session by thanking the teacher representatives for their participation and pointed out **the importance of Chinese teachers' online education and teaching experiences during this pandemic to promote Chinese experience and contribute to Chinese wisdom on the platform of international organizations.**



Interview and discussion stage

Teachers from different regions, schools, grades, and disciplines actively shared their experiences and vivid cases around the main topics of the discussion, showing the process and experiences of frontline educators in large-scale online education and teaching activities in the context of the pandemic in detailed and various ways. The changes in the educational ecology and teaching mode brought because of the pandemic brought considerable challenges to teachers in different regions. The participants pointed out that **the implementation of large-scale online education had changed the role of teachers and made them rethink the impact of online teaching mode on post-pandemic education and teaching activities. The use of different online teaching platforms, the organization of education and teaching, the change of communication between teachers and students and between teachers and parents, the change of teachers' mentality in the face of large-scale online education, the difficulties and solutions in the implementation of online teaching, etc. became the key contents of their sharing.**

Prof. Song thanked the teachers for their participation and also pointed out that the experiences and cases shared by the participants in the context of the pandemic were of great value and hoped that they could share the written materials with the project team. During the discussion, the team sent out questionnaires to the participants, and the research report based on the results of the questionnaires will be completed recently.

Discussion of the Parents Group

May 8, 9:00-11:00 am

The discussion was chaired by Li Yonglin, Director of the Curriculum Department of the Institute of Child Development and Family Education, Department of Education, Beijing Normal University, with the participation of Prof. Li Haoying, Vice Dean, and Dr. Hou Xiaoyu at the same time. 30 parents from Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu, Shandong and Beijing participated in the discussion. The parents chose their own issues of concern based on the interview outline released before the meeting and were grouped accordingly. The main content of the discussion included **how parents at the end of the education system cope with the changes in the education ecosystem during the pandemic, the changing role of parents in this large-scale online education process, communication with their children, reflections and insights for themselves, and future expectations for themselves and their children.**

Director Li Yonglin opened the session by welcoming and thanking parents for their participation, pointing out the importance of parental experiences for the analysis of online teaching models. During the discussion, parents from different regions and age groups shared their experiences of participating in their children's online learning in the context of the pandemic. The parents introduced in detail the psychological changes and behavioral changes from being the "child's learning assistant" to being the "child's headteacher". The parents shared their experiences of using different online learning platforms, the practical problems of hardware needed for online learning, the challenges and difficulties they faced in communicating with their children, the problems after their children switched to fully online learning, their experiences of growing up with their children in the online learning environment, and their own thoughts on the education and teaching model during this large-scale online education process.

The parents also noted that **based on this large-scale online education, they were able to experience the difficulties of the teachers at school, and their understanding and respect for teachers have been further enhanced.** The parents said that these positive changes will greatly facilitate communication between home and school after the pandemic and will be a very good boost to their children's future growth.

Director Li Yonglin concluded the meeting by thanking the parents again for their sharing and extended invitations for further offline interviews to several parents who had provided typical cases.



Discussion of the Primary School Students Group

May 8, 3:00-4:00 pm

The discussion was chaired by Prof. Zhang Lili, Deputy Director of Multicultural Education Research Center, Department of Education, Beijing Normal University, and Prof. Du Liang also participated in the discussion. 17 students from primary schools at village level and county (district) level in Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu, Shandong, and Beijing participated in the discussion. The discussion mainly focused on **the feelings of using online learning devices, the matching between online classes and teaching, the change of students' attention in class, the assistance from their families and the relationship with their classmates and teachers.**



Led by Prof. Zhang Lili, the students shared their feelings and thoughts on these topics. As the last link of education and teaching, students have the most

direct perception of the changes in teaching mode and are most obviously affected by them. Students from different regions, grades and schools shared their feelings and experiences with obvious differences, mainly in terms of curriculum, online class learning environment, and the guarantee of online teaching equipment.



Changes in the way of interaction with teachers and classmates were also one of the topics actively discussed by the students. **Compared with the traditional teaching mode, the teacher's way and method of reviewing homework and tutoring student in online teaching changed a lot, which influenced the students' learning to a certain extent;** the communication and interaction mode of classmates in classroom in the past have also changed because of the pandemic. Online teaching, to a certain extent, distanced the students from each other, and the new mode of interaction between them also had an impact on the effectiveness of online education and teaching.

Prof. Zhang Lili concluded the meeting by thanking the students for their active participation and pointed out that the ideas and cases shared by the students had given us a lot of inspiration, and she hoped that there would be opportunities to continue to exchange with the students in the future.

Discussion of the Middle School Students Group

May 8, 4:00-5:00 pm

The discussion was co-chaired by Prof. Zeng Xiaodong, Executive Director of the INRULED, and Prof. Zhou Yixian from the Department of Education of Beijing Normal University. 14 students from county (district) junior and senior high schools, township middle schools and municipal junior high schools in Guizhou, Gansu, Jiangxi, Heilongjiang, Jiangsu, Shandong and Beijing participated in the discussion. The discussion is of six aspects: evaluation of online teaching resources and teachers, learning concentration, family relationship during the online class phase, teacher-student interaction, assessment of learning effectiveness, and mental state during online classes.

Centering on several themes of the discussion, students from different schools and grades shared in turn their changes in mentality, adaptations, and feelings of using the online



classroom platform during the online learning process. The students actively shared the new knowledge and new learning methods brought by online classes compared with traditional teaching modes, as well as the difficulties and challenges they encountered in accepting these new methods and information. The evaluation and use of different online class platforms was also a key point discussed by the students. **During this large-scale online teaching process, platforms such as Dingtalk, WeChat, QQ and www.zhixue.com all vigorously promoted the construction of online education and teaching and the effect of online teaching achieved by schools in different regions using different platforms was also vividly manifested in the students' sharing.** Self-management and family relationship during online classes are also the details that students shared more often. This online teaching is a test on each student's own learning style and time management skills. Compared with the traditional way of living at home and school, the mode of online learning at home around the clock also changes the family relationship between students and parents and the roles of the two are no longer the same because of online teaching. The resulted better understanding of each other reinforces the results of this phase of online learning. The students also expressed their longing for the campus, teachers and classmates, and lookforward to returning to school as soon as possible.

Prof. Zeng concluded the discussion by thanking the students for their active participation and wishing they gowell in their studies, and also expressed his willingness to continue exchange with them.



Conclusion

The online education and teaching experience exchange covered a wide range of topics, a large number of participants and a rich variety of cases, which laid a solid foundation for summarizing the education and teaching models in the context of the changing educational ecosystem and the related experiences that can be applied. The UNESCO INRULED will continue to dig deeper into the experiences and cases collected during the discussion and publish the Research Report on Online Education and Teaching in China in multiple languages.

Based on the positive impact of the discussion, the Chinese National Commission for UNESCO will coordinate with the Departments of Basic Education, Vocational Education and Higher Education of the Ministry of Education, and the INRULED will take the lead in compiling a Guidebook on Education Response to the Pandemic, which will, under the framework of Education 2030, provide guidance on “how governments should manage”, “what schools should do”, “how teachers should teach”, and “how parents should do” for practitioners in all levels of education, from early childhood education to higher education, in countries around the world, especially in developing countries with similar situations to China.

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Concept Note

The digital divide in the urban-rural sense, through the efforts of governments at all levels, especially the implementation of key support projects in the “three regions and three prefectures”, has led to an extremely rapid expansion of digital resources and a rapid reduction in the difference in the availability of digital resources between urban and rural schools. Coupled with the technical feature that the marginal cost of digital resources is almost zero, the difference in the availability of digital resources between urban and rural areas, although still significant, is no longer the difference between “0” and “1”.

This widespread adoption of online teaching and learning gives us a new perspective to look at the digital divide, namely, the differences in the educational environment of students and the ability of the educational administrative system to support families, which is not a test of schooling as an administrative system, but a test of the relationship between the administrative system and society. Therefore, our experience sharing session means first of all a shift in perspective, from a focus on the system to the individuals within the system and the relationship between the system and the individuals.

I. Management arrangement of online education in the district and county

As the specific executor of online education, the district and county education bureaus need to coordinate the online teaching and learning work in the county under the framework of the regulations of the county government and the higher education administration. Thus, our interview with the county education bureau focused on two questions.

1. What is the core of the guidance proposed by the higher education administration and the district and county governments on education work? The purpose of this question is to find out whether the opinions of the higher authorities are policy targeted or technical; and how the districts and counties judge and react to the targeted guiding opinion of the higher authority.

2. What key elements are reflected in the district and county education bureau’s grasp of local scenario-based knowledge? Are the district’s work arrangements for its schools policy targeted (pressure conveyed) or technically supportive? What concerns are reflected by the difficulties proposed by the education bureau at district and county level?



Therefore, the interviews with the education bureau at district and county level were concerned with the balance between pressure communication and professional support at each level of government agencies.

II. The principal's management arrangements for online teaching

The arrangements for implementing online teaching in schools are mainly about resource allocation (teachers, teaching materials, time, and technical support), as well as arrangements for the online curriculum provided by the city and county education bureau and the tutoring function of teachers for teaching.

In terms of resource allocation, the resources required were mainly provided by the family rather than the school, with the family providing at least a smartphone, an undisturbed environment, and supervision of the child's learning behavior. Does the school's perception of online teaching resources for families lead to changes in school placement? Does the school's perception of the home teaching environment and parental tutoring ability lead to changes in school placement? This question actually examines how much attention the school pays to vulnerable populations.

What are the terms used to describe the arrangement of teachers, the distribution of new books, the quality of instruction, and the time and communication technology security? These words reflect a strategic choice of technical details that combine superior requirements with specific scenarios.

In terms of technology, it is a typical online and offline "dual-teacher" practice between the online classes provided by the superior and the tutoring function of the teachers in their own schools. What does the school principal know about the challenges posed by this model of teaching and learning, and what arrangements has the school made for this?

Therefore, at the school level, our study also focused on two issues, namely (1) whether the disadvantaged groups in resource allocation are effectively identified as schools are already at the end of the service and have the strongest information grasp, whether they are able to identify disadvantaged students is a test of the school's philosophy; (2) whether technical guidance is arranged for teachers to change their roles, as in the case of online classroom



resources generally provided by municipal and provincial platforms, the teaching session only takes 15-20 minutes and the rest of the time should be organized by the teacher to monitor and give feedback to the students on the teaching effect of the online class, which means that the teacher moves from the leading role to the tutoring role. In this process, where is the technical support provided by the school or the teaching and research system?

III. Implementation of online teaching

Teachers are the implementers of the supply side in online teaching work. Teachers have real perceptions in terms of resources and practical experiences in implementing online teaching activities. Therefore, the provision of some stories from teachers is more vivid and vital than a questionnaire. The interviews and communication with teachers focused on three questions.

1. What are the problems with students' online learning devices in the process of implementing online teaching? What examples have you encountered? What are the differences in equipment requirements for city and district resources?
2. In what ways does the educational environment at home influence students' learning styles during the implementation of online teaching?
3. What are the practical experiences of teachers in adapting to the tutor role in the implementation of online teaching? Will teachers continue to combine online and offline teaching in the future?

IV. Parents' collaboration in online teaching and learning

Parents entered the field of educational research. It's online teaching practices that brought parents into the research field and we began to examine the "soft" differences in parents' teaching and coaching abilities. Therefore, the interviews with parents focused on two questions.

1. What are the resource difficulties parents face? We guided the parents' consideration of resources from their own observation of their own homes and children to their consideration of village and curriculum resources.
2. What are the difficulties parents face in terms of capacity? Parents are guided to compare their ability to coach with that of others and teachers.
3. What are the parents' thoughts on how to help their children in the future? Will they change their attitude and behavior?



V. Students' online learning performance

Rural students' exposure to online learning is also a research opportunity brought to us by the pandemic. We took advantage of this exchange opportunity to invite students from rural township middle schools and village primary schools to come to our platform and present their online learning stories. To fit the students' thinking habits, we organized the learning storytelling in the chronological order of events and developments.

1. At the beginning of the online learning process, who is helping us to connect devices and prepare online learning materials? What are your thoughts?
2. How is online learning different from learning at school? Give some examples.
3. Can you complete the study on your own without parental supervision? Is it better to study with parental supervision?
4. Do you interact with your classmates in your studies? Do you discuss your studies?
5. How do you hand in your homework? What are the difficulties and problems in the process of writing homework? Who can help you?

Through the above five activities, we formed a closed loop from the deployment of education administration at the county level, to the implementation and promotion of schools and teachers, to the tutoring and learning behavior of parents and students in different districts and counties (developed and underdeveloped areas), and obtained some complete stories of "teaching and learning".

VI. Expected outcomes

A case study report on rural online teaching based on five sessions with 30 stories and 60 personal narratives, reflecting on three themes: online teaching resources, online teaching support systems, and online teaching instructional techniques.

A report on rural students' learning behaviors and attitudes toward overcoming difficulties in special situations based on 12 students' learning stories.

Meeting Schedule

Meeting name	Meeting date	Meeting time	Attendees
Online education and teaching experience exchange meeting for primary and secondary schools [I]	2020.05.07	9:00-11:00	All participating members of the education bureau group
Online education and teaching experience exchange meeting for primary and secondary schools [II]	2020.05.07	14:00-16:00	All participating members of the principals group
Online education and teaching experience exchange meeting for primary and secondary schools [III]	2020.05.07	16:00-18:00	All participating members of the teachers group
Online education and teaching experience exchange meeting for primary and secondary school [IV]	2020.05.08	9:00-11:00	All participating members of the parents group
Online education and teaching experience exchange meeting for primary and secondary schools [V]	2020.05.08	15:00-16:00	All participating members of the primary school student group
Online education and teaching experience exchange meeting for primary and secondary schools [VI]	2020.05.08	16:00-17:00	All participating members of the middle school student group



List of Participants

(in alphabetical order)

Education Bureau Group

Huang Ronghuai, Jin Zhifeng, Li Baoqiang, Li Yonghui, Lin Wenping, Peng Lei, Tong Guangwen, Wang Lianming, Xie Bin, Xue Eryong, Yang Kai, Zhu Yonggui

Principals Group

Bai Xuhai, Cheng Kang, Deng Qihua, Fu Zongnian, Geng Feng, Hao Xindong, Hu Xiaofeng, Huang Qiulin, Jing Tongtong, Li Fuping, Li Li, Li Xingzhou, Liu Guangwen, Liu Guiqin, Liu Mingcheng, Liu Xiaohong, Liu Zhimin, Pi Shiquan, Sui Tongmei, Wang Qinnan, Wang Xiuqin, Wang Yunhua, Wang Zhancai, Wu Guanmin, Wu Zhengti, Xiao Kai, Xue Jinji, Xue Shan, You Lina, Zhang Junyuan, Zhao Yonggang, Zheng Guodong, Zhou Xiuping, Zhou Zuoyu

Teachers Group

Chen Dan, Da Xuanxia, Dai Fuhui, Dong Xiaoyan, Fan Weifeng, Gao Cuihua, Gao Mengyan, Ge Weiyu, Han Pei, Hou Shujing, Jiao Xianyong, Jin Junling, Lin Lin, Liu Lisha, Liu Xinqin, Liu Yonghong, Mao Qinqin, Pan Guannan, Qiu Mingling, Shen Qin, Shi Lijun, Song Cui, Song Xiyan, Tang Wenxiu, Wang Juan, Wang Lei, Wang Lijie, Wang Wei, Wang Zhigang, Xiao Pingping, Xie Mingyu, Yao Shiqin, Zhang Min, Zhang Ting, Zhao Qixiang

Parents Group

Chen Hongxia, Chen Yujin, Da Wenlian, Gong Xiufang, Hou Xiaoyu, Jiang Dianjun, Li Delong, Li Haoying, Li Ting, Li Yonglin, Li Yuanju, Liang Xinlan, Liang Yan, Liu Shijuan, Lu Yinyan, Luo Weilian, Ma Zhengxue, Ning Yaoqin, Peng Zhengqin, Qu Xiang, Wang Tao, Wu Yan, Xia Longguo, Xie Jianying, Yao Ping, Yu Bo, Yuan Libin, Yuan Ruyan, Zhang Jiming, Zhang Jianqiang, Zhang Jinfang, Zhang Wanshu, Zhong Yuqing

Students Group

Bi Xinqi, Chen Qianpeng, Chen Yupan, Du Liang, Deng Xudong, Guo Xin, Gao Yu, Huang Jinxuan, Jiang Xu, Jin Xin, Ke Yimiao, Lei Wenquan, Li Bin, Li Wenyu, Li Xinye, Luo Jiawen, Ma Jinglei, Peng Xin, Sun Jiarui, Tian Mo, Wang Shutong, Xu Xingyu, Zhang Di, Zhang Hanyun, Zhang Jianyi, Zhang Junxian, Zhang Lili, Zhang Xin, Zeng Xiaodong, Zeng Ziyuan, Zhang Yuxin, Zhou Yixian, Zhao Zeyu, Zhong Wei, Zhou Aitong, Zuo Weihong



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