Be in awe of education, for it shapes the soul of human,
Be cautious to technologies, for its adoption has to be effective,
Be entangled with 'wisedom', for uncertainty tends to be increasing,
Be serious to academics, for academic research needs evidence.

-Dean Ronghuai Huang, delivered at the closing ceremony of the Second US-China Smart Education Conference on March 20, 2017

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JingShi Wisdom & Learning

Autumn 2017 ISSUE No.3

BNU Standard Serial Number: BNU-044

北京师范大学智慧学习研究院
Smart Learning Institute of Beijing Normal University

Autumn 2017 ISSUE No.3

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Contents

Autumn 2017

Features: Globalization of SLIBNU 04-07

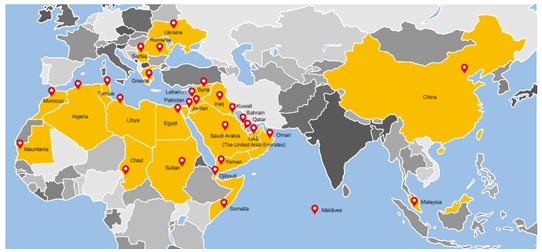
- "Foundation of Knowledge Sciences" Course for International Ph.D. Students was Launched by BNU.
- Dean Huang was Invited to Attend the 2nd World Open Educational Resources Congress and Delivered a Keynote Speech
- Dean Huang was Invited to Attend the eLearning Africa 2017 Conference and Held a Seminar
- Dean Huang was Invited to Attend the UNESCO Africa-China Dialogue : Higher-Level Policy Forum on Higher Education and Held an Exhibition
- SLIBNU was Invited to Participate in the China-CEEC Higher Education Institutes Consortium and Discussed Cooperation

Important Events 08-15

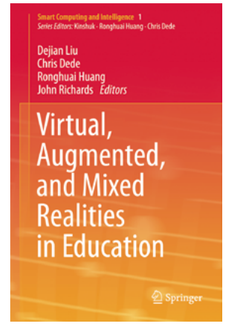
- Education and Rural Development Forum was Held in Beijing Normal University
- Design & Learning Course Series of Activities was Held in Beijing Normal University
- National Engineering Laboratory for Cyberlearning Intelligent Technology: The First Meeting of the Council was Held in Beijing Normal University
- "OER Practice and Application" Academic Seminar was Held in SLIBNU
- The Belt & Road OER Community "Multi-lingual Development Strategy" Seminar was Held in SLIBNU
- Academic Workshop on Exploring Scientific Learning Process in Application of Eye-tracking Technology was Held in SLIBNU

Cooperation& Communication 16

Project Status 17-18



Books & Articles 19



Capacity Building 20-23

- Capacity Cultivation of SLI

Exclusive Interview 24-25

- Prof. Michael Spector: University of North Texas

Smart Learning Institute of Beijing Normal University

The Smart Learning Institute (SLI) of Beijing Normal University is a comprehensive experimental platform involving scientific research, technology development and instructional teaching, which is jointly established by Beijing Normal University and a global educational technology company, Elernity (a subsidiary of NetDragon). SLI focuses on finding learning patterns powered by ICT, creating smart learning environment and platforms for lifelong learning, as well as supporting diversified, personalized and differential learning needs for digital learners.

- Focusing on the methods of design, optimization and evaluation for learning environment as well as developing the key technologies for learning environment engineering aims at providing a widely-spread solution for promoting smart learning.
- Constructing the theory of smart learning and exploring the approaches of integrating ICT with Education aims at offering an international exchange and cooperation platform to smart learning research.
- Studying on the characteristics and patterns of schooling, family education, community education, enterprise learning and public learning aims at providing support for constructing a learning-oriented society and smart city.
- Expanding the experimental areas and schools for smart learning as well as exploring the characteristics of ICT-based instruction and the models of future schools aims at promoting educational transformation and innovation.

Co-Dean, Dejian Liu

CEO & Chairman of NetDragon Websoft Holdings Limited (777.HK), Special Allowance Expert in the State Council of China, Co-dean of Smart Learning Institute of Beijing Normal University, Adjunct Lecturer of Harvard Graduate School of Education.

Co-Dean, Ronghuai Huang

Co-dean of Smart Learning Institute of Beijing Normal University, Director of UNESCO International Rural Educational and Training Centre, Director of National Engineering Lab for Cyberlearning Intelligent Technology.

Open Series in Springer

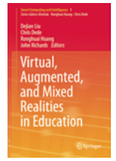
- Lecture Note in Educational Technology
  Series Editors: Huang, R., Kinshuk, Jemni, M., Chen, N.-S., & Spector, J.M.
- Smart Computing and Intelligence
  Series Editors: Huang, R., Kinshuk, & Dede, C.

Springer's Journals

- Smart Learning Environment
  (The Official Journal of IASLE)
  Editors: Huang, R., Kinshuk, & Soloway, E.
- Journal of Computing in Education
  (The Official Journal of GCSCE)
  Editors: Huang, R., Hwang, G.-J., Kong, S.-C., & Chen, W.

Design and Learning Laboratory

Study on the features and patterns of design, computational and innovative thinking for youth; Develop courses and books about design methodology, computational thinking and ICT; Build cooperative platform with world-renowned universities, enterprises and institutes for design and innovation.



Virtual, Augmented, and Mixed Realities in Education

Discuss with Prof. Larry Leifer at d.School of Stanford University (2017.04.11)

Smart City and Learning Environment Laboratory

Release Conference of White Paper: Smart Learning Environments in China 2015(2015.09.20)

Index Report of Smart Learning Environments in Chinese Cities

2016 Report of the Cyberlearning Products Development Index in China

Study on the typical learning fields in smart cities and learning societies; Create database of smart learning environment; Publish serial reports on learning environment as well as service industry and products of cyberlearning.

Open Educational Resources (OER) Laboratory

Study on the solution of OER under its impact to the developing countries; Construct the OER community for The Belt & Road countries; Publish reports on the trends of ICT in education.

The 1st US-China Smart Education Conference (2016.01.14)

Series of Horizon Report in China

At a Glance: Education Development in the Belt & Road Countries

Smart Learning and OER International High-end Forum (2017.05.25)

ICT-based Instruction Center

Initial Conference in Experimental Area of Smart Education in Fuquan, Guizhou Province

101 Education PPT Solution

Explore the methodology of integrating ICT into education with large-scale experiments; Study on the solutions of smart classroom and smart campus; Provide the services for transferring education through the bridge of the theory and practice.

Educational Robotics Center

Study on the scenarios of robotics in education and the trend of artificial intelligence; Develop the courses for robotic education and STEAM education for K-12 schools. Design educational robotic for various learning fields, such as school, family, etc.

2016 Educational Robotics White Paper: The Global Development

The Next Big Thing: Global Development Status and Trends in Educational Robotics

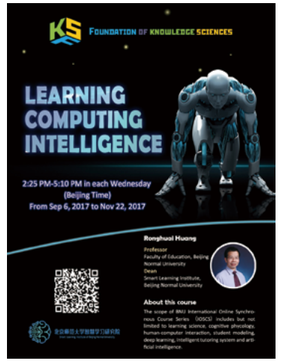
Prototype of Educational Robotics

"Foundation of Knowledge Sciences" Course for International Ph.D. Students was Launched by BNU.

In September, in the new semester, courses for international Ph.D. students started. The well-known experts from the United States, Singapore, Australia and other countries were invited to co-teach the "Foundation of Knowledge Sciences" course for international Ph.D. students. The postgraduates and Ph.D. students at home and abroad can participate in online classes through the webcast platform.

The lecturers of the course for international Ph.D. students include:

- **Professor Ronghuai Huang of Beijing Normal University**
- **Professor Jonathan Michael Spector of University of North Texas**
- **Professor Fangying Yang of Taiwan Normal University**
- **Professor Xiang'en Hu of University of Memphis,USA**
- **Professor Cijie Lv of Nanyang Technological University, Singapore**
- **Professor Zhiqiang Cai of University of Memphis, USA**
- **Professor Junyan Zhang of Taiwan Normal University**
- **Professor Demetrios Sampson of Curtin University , Australia**
- **Professor Kinshuk of University of North Texas**



Foundation of Knowledge Sciences Course Poster

In 2015, SLIBNU set up a series of international courses "Learning Cutting-Edge Technology under the Vision of Globalization" for postgraduates and Ph.D. students and researchers with one theme each year, co-teached by famous experts in the field of education around the world. Hundreds of young teachers, postgraduate and Ph.D. students participated in the remote synchronous classroom through the online video and gave it a high praise.

- **2015 – "Authentic Learning through Advances in Technologies"**
- **2016 – "Virtual Reality and Visualization Technology in Education"**
- **2017 – "Learning, Computing and Intelligence"**

Professor Jonathan Michael Spector was Lecturing for Ph.D. Students

The 2nd World Open Educational Resources (OER) Congress

Dean Huang was Invited to Attend and Delivered Keynote Speech

On September 18-19, organized by UNESCO and the Government of Slovenia, the "2nd World Open Educational Resources Congress" was held in Ljubljana, the capital of Slovenia. Irina Bokova, Director-General of UNESCO, Getchew Engida, Deputy Director-General of UNESCO, Milan Brglez, President of the National Assembly of the Republic of Slovenia, Tibor Navracsics, European Commissioner for education, culture, youth and sport, Ministers of Education from 15 countries and more than 600 experts and scholars from 105 countries in the world attended the congress. Dean Huang and Dr. Yuan Gao, Director of Open Educational Resources Laboratory were invited to attend the congress.

The theme of this congress is "OER for Inclusive and Equitable Quality Education: from Commitment to Action". The congress released "Ljubljana OER Action Plan". At the "OER Supportive Policy Environment Development" Forum, Dean Ronghuai Huang made a report on "China's OER Supportive Policy Environment Development", comparing China's OER policy with 2012 "Paris OER Declaration" and discussing the current China's policy support for OER. He also provided feedback on "Ljubljana OER Action Plan" released in the congress and made in-depth exchanges with field experts. At the "OER Practices of Non-English Speaking Countries" Forum, Dr. Yuan Gao made a Presentation on "China's OER Development Status" and made a sharing on the following eight issues: inputs, infrastructure, open protocols, content, users, teaching methods, outputs and impacts. Dr. Gao summarized the global and China's OER research situation, and made an analysis with taking "101 Educational PPT" as a typical case.

Doctor Yuan Gao was Making Presentation

The Development of Supportive Policy Environment for OER Conference on-Site

eLearning Africa 2017 Conference

Dean Huang was Invited to Attend and Held a Seminar

On September 27-29, Dean Huang and his party attended the eLearning Africa 2017 Conference held in Mauritius, Africa. Invited by the organizer, Dean Huang attended "10th eLearning Africa Ministerial Round Table", exchanging views with ministers or representatives from more than 20 countries in Africa.

At the opening ceremony of the conference, Dean Huang made a keynote speech on the theme of "Deepening China-Africa Cooperation on ICT in Education for Sustainable Development Goal 4 (SDG4)".

In addition, SLIBNU and UNESCO International Research and Training Centre for Rural Education jointly organized a seminar on "Enhancing Teachers' ICT Capability with Open Educational Resources". Professor Vinayagum Chinapah, former UNESCO Senior Program Specialist and Dean Huang co-chaired this seminar. At the meeting, Dr. Xingyin Qin from the Center for Rural Education gave a report on the theme of "Teachers' ICT Competency and Professional Development in Rural Areas: Experiences of China". Dr. Peixin Huang from SLIBNU gave a report on the theme of "Harnessing OER for Development of Teachers' ICT Competency", and Hao Chen from ELERNITY made a report on "OER for Teachers: A Case from Private Sector in China". They shared the experience of using information technology and open educational resources to improve teachers' professional development in China from different perspectives.

eLearning Africa is the largest eLearning, ICT and training conference in Africa, enabling participants to develop multinational and cross-industry contacts and partnerships, as well as to enhance their knowledge and abilities.

Dean Huang is Making a Keynote Speech at the Opening Ceremony

Dean Huang is Discussing with Representatives of African Countries

Dean Huang was Invited to Attend the UNESCO Africa-China Dialogue: Higher-Level Policy Forum on Higher Education and Held an Exhibition

From September 6 to 8, UNESCO organized series of meetings and events in Paris, including "Africa-China Dialogue: Higher-Level Policy Forum on Higher Education", "The 3nd Meeting of the Caucus of Global Community for Literacy" and "International Literacy Education Conference and the International Literacy Award Ceremony (including The UNESCO Confucius Prize for Literacy) ". At the invitation of the organizing committee of "International Literacy Education Conference", Vice President Zuoyu Zhou attended the meeting on behalf of Beijing Normal University. During the meeting, Dean Huang held an "Education for Rural Transformation" Exhibition, highlighting China's works and achievements in informal education, in particular the development of skills for promotion of rural development and transformation in rural areas. He summed up China's literacy achievements and experiences and five cases of using information technology to promote the development of skills. During the meeting, Dean Huang also visited the heads of UNESCO Education Informatization Department and the Teacher Education Department, introduced China's relevant projects and the latest developments, and discussed the possible cooperations.

Dean Huang with The Leader(Edem Edubra) of Teacher Education Department of UNESCO

Third Meeting of the Core Group of International Literacy Community Conference on-Site

SLIBNU was Invited to Participate in the China-CEEC Higher Education Institutes Consortium and Discussed Cooperation

On September 22, the Fourth China-CEEC Higher Education Institutes Consortium was held. Mladen AR EVI, The Minister of Serbian Ministry of Education, Science and Technology Development and Zhanyuan Du, Vice Minister of Chinese Ministry of Education attended the meeting and delivered a speech. 49 Chinese delegates from 29 Chinese universities and 88 foreign representatives from 16 countries in Central and Eastern Europe attended the meeting.

Dr. Yuan Gao and Dr. Hui Zhang were invited to attend the meeting on behalf of SLIBNU and visited the University of Serbia. Dr. Yuan Gao briefed the foreign partners on the characteristics and academic advantages of SLIBNU and its situation and points of interest in international cooperation and exchange areas and also explored the possibility of cooperation.

Photo of Vistors

Education and Rural Development Forum

was Held in Beijing Normal University

Introduction

On July 17, jointly sponsored by UNESCO International Research and Training Centre for Rural Education and Smart Learning Institute of Beijing Normal University, the "Education and Rural Development Forum-Information Technology Promotes the Development of Rural Education ", was held in Beijing Normal University. Professor Kekang He of Beijing Normal University; Professor Hongyu Zhou, Deputy Director of Standing Committee of People's Congress of Hubei Province and Dean of Changjiang Education Research Institute; Professor Youqun Ren, Municipal Committee Member of Shangrao city, Jiangxi Province, Deputy Mayor of the municipal government and Deputy Secretary of party committee in East China Normal University; Professor Jixin Wang of Central China Normal University; Professor Yuyou Qin, Deputy Dean of China Rural Education Development Research Institute in Northeast Normal University; Director Shimeng Jiang of the Education Bureau in Fuquan City, Guizhou Province; Professor Yonggong Liu of China Agricultural University; Professor Guilin Yuan of Beijing Normal University; Professor Qi Zhang, Director of China Poverty Alleviation Research Center in Beijing Normal University and many other well-known domestic scholars and leaders of Prefectural and Municipal Educational institutions as well as media representatives attended this forum.

Photo of Experts

Conference on-Site

The Forum was about China's achievements in education and rural development under the International Education Development Agenda and shared it with the international community to explore the challenges China faces in the development of rural education under the new urbanization and new rural construction. It shared the typical cases of rural education in the counties and spread China's experiences to develop high-quality research cooperations between high-level scientific research institutions. It also explored how to use information technology to promote fair and quality education in rural areas, to promote academic output, practical application and path exploration in international rural development, rural educational informatization and other fields so as to provide intelligent support and action guidance for lifting rural education out of poverty precisely and achieving highly balanced educational development.

Attending the 2017 International Seminar on Intelligent Teaching Systems

Professor Kekang He of Beijing Normal University:

His team has taken root in first-tier rural schools for decades and has witnessed the tremendous role of information technology in boosting the development of rural education in China. The development of rural areas has three steps: poverty alleviation, well-off and wealthy. So it is the same with education. How to achieve the balanced and high quality development of basic education? The information technology has brought it great operability.

Hongyu Zhou, Deputy Director of Standing Committee of People's Congress of Hubei Province and Dean of Changjiang Education Research Institute:

"Promote the Balanced Development of Weak School Education in Remote Areas with informatization"

We should improve the "collaborative advance" leadership system, establish a "multi-participant" operational mechanism of educational informatization construction; gather high-quality educational resources, strengthen the facilities construction of information public service platform; start the implementation of compulsory education balanced development plan for strategic breakthrough in the central and western concentrated contiguous poverty regions as well as set up pilot areas as demonstration zones.

Professor Youqun Ren, Municipal Committee Members of Shangrao city, Jiangxi Province, Deputy Mayor of the municipal government and Deputy Secretary of party committee in East China Normal University:

"Exploration of Internet + Educational Accurate Poverty Alleviation in Poor Counties"

First, we must do a good job of top level design of educational informatization and the establishment of pilot experiments and also pay attention to play the effect of polymerization, dilute the cost to improve efficiency; Second, we should make full use of the existing development foundation, shift the focus of the educational informatization from construction to application and service; In addition, we must adhere to the principles of low cost, low threshold and high efficiency, continuing to increase investment and also make good use of the existing investment.

Professor Ronghuai Huang, Director of UNESCO Research and Training Centre for Rural Education and Dean of Smart Learning Institue of Beijing Normal University:

"The Problems and Countermeasures of Education and Rural Development in the New Era."

He reviewed the development of rural compulsory education in China since the reform and opening up under the framework of educational system, educational finance, educational contradiction and development model. Under the framework of the United Nations 2030 Agenda, he made a comparative analysis of the development of rural education in the world's nine most populous countries (E-9) to explore how to disseminate China's voices, tell Chinese stories in the framework of UNESCO.

Professor Yuyou Qin, Deputy Dean of China Rural Education Development Research Institute, Northeast Normal University:

"Urbanization of Education: Alienation and Coping Ideas"

There are three big factors influencing the alienation of education urbanization: the difficulty of urban education expansion and accompanying children of the rural workers entering school, the prominent big class problem in counties and towns and the big cost of going to urban school, small scale of rural schools and troubles of student retention. The solutions of the problems lie in not only insisting on the thinking of different characteristics of urban and rural education to promote the balanced development of urban and rural education, but also the establishment of problem-friendly governance model of education urbanization.

Shimeng Jiang, Director of the Education Bureau in Fuquan City, Guizhou Province:

"Four Breaks and Four Establishments to Promote Reform of Management System, Devolution of Three Powers to Activate Endogenous Motivation of Education"

The bottlenecks restricting the development of education in Fuquan city in Guizhou Province include the less attractiveness of principal position, the rigidness of school staffing management, the inflexible incentive mechanism and the high outflow proportion of quality students and so on. To solve the problems, Fuquan city explored the development path of "Four Breaks and Four Establishments" and established "responsibility system" for official ranks, "appointment system" for staffs, "dynamic system" for personnels, "combination" encouragment and other initiatives, making the community's recognition of the schools significantly improved.

Professor Jixin Wang of Central China Normal University:

"Research on the Mode and Policy of Informatization Supporting the Balanced Development of County Education"

Focusing on more than 700 students of central schools and teaching points in Xian'an county in Hubei, through a large number of data analysis and researches of different teaching scenes, Professor Jixin Wang designed and implemented synchronous mixed classroom mode, synchronized interactive classroom mode, and multimedia-based teaching mode, which can basically solve the problems of insufficient teaching points and classes.

Professor Guilin Yuan of Beijing Normal University:

"An Analysis of the Policy System Environment of Rural Education Development"

During the analysis of the overall development of rural education and policy system, Professor Guilin Yuan pointed out that the problems of urbanization and education of accompanying children of the rural workers are still medium long-term goals. To eliminate the disparities in administrative subordinate relations, policies and systems should focus on the allocation of resources between the counties' schools, with particular attention to the two vulnerable groups: rural teachers and left-behind children.

Media Reports

China Education Television(CETV), China Education Daily, Guangming Online and many other media reported the Forum.

Report from CETV

On July 17, "China Education Report" Column of China Education Television reported the forum on the theme of "Education and Rural Development Forum: Targeted at Key Issues of Rural Educational Development ".

On September 9, China Education Daily made a full-page report on the forum results and the typical cases of rural education development on the theme of "Information Technology Lights the Blue Sky, Rural Education - 'Education and Rural Development Forum' Observation".


信息化 03

信息技术点亮农村教育这片蓝天

Report from China Education Daily

Design & Learning Course

Series of Activities was Held in Beijing Normal University

Design & Learning course is an innovative course for design thinking, jointly developed by the SLIBNU and NetDragon Websoft Inc.. The course presents a complete picture of the design process in a systematic and modular form to enhance students' innovative design capabilities. In the future, SLIBNU and the NetDragon Websoft Inc. will develop different kinds of Design & Learning course for different ages, industries and occupations and gradually form a systematic, three-dimensional and localized innovative design education curriculum system to cultivate a large number of innovative design talents for our country.

The first period of the course is for postgraduates students of Beijing Normal University and it will officially start in October, 2017, with the two co-presidents, Dejian Liu and Ronghuai Huang as main teachers. Since it is a brand-new course, SLIBNU will not only work with internationally renowned design courses, but also hold a series of seminars, workshops, gathering experts in the field of innovative design thinking to popularize innovative design methods for students to enhance the impacts of the course.

Cooperation with ME310 Course of Stanford University

In July, SLIBNU selected teachers and students from Beijing Normal University to form a project team, and they will participate in the 9-month ME310 online and offline courses of Stanford University to complete the "Future Classroom" design program. This project team will have two exchange opportunities to Stanford University and will attend Stanford University's annual design exhibition.

Stanford University ME310 is the world's leading product design innovation training course with 40 years of history. Students master the whole process and the specific methods of innovation design through the completion of a real project.

Stanford University's ME310 Program

Hold Innovative Design Education Seminar (Form Expert Committee)

In August, experts and industry representatives from Chinese Academy of Sciences, Renmin University of China, Central Academy of Fine Arts, Beihang University, China Industrial Design Association, ELERNITY and other areas gathered in SLIBNU and had a heated discussion around the theme "innovative design talent training". The participating experts and scholars fully affirmed the great significance of innovative talents education in today's promotion of universal innovation ability, promotion of dual innovations, and service for the national innovation-driven strategy. SLIBNU will also lead the formation of an expert committee of innovative design.

Conversation on-Site

Organize Design & Learning Workshops and Achievement Exhibitions

From July to August, SLIBNU organized design learning workshops for students many times in Beijing Normal University to guide students to get out of the stereotype of passive acceptance of knowledge inculcation and fully feel the pleasure of trying to take the initiative to explore by use of existing knowledge reserve so as to enhance the psychological preparation on facing innovation. At the achievement exhibition of design Learning workshop, six student design teams reported their design results to the leaders and experts from Beijing Normal University, Tsinghua University, Central Academy of Fine Arts and other colleges and universities and gained their professional comments and guidance. In the future, the innovative design methods and Design & Learning Course will be popularized through workshop, achievement exhibition, design competition, etc.

Photo of Experts and Students

Photo of Experts

National Engineering Laboratory for Cyberlearning Intelligent Technology The First Meeting of the Council was Held in Beijing Normal University

On July 8th, National Engineering Laboratory Council for Cyberlearning Intelligent Technology held its first meeting in Conference Room 314, the main building of Beijing Normal University. Jianping Cheng, Secretary of Beijing Normal University Party Committee and the Chairman of the Laboratory Council; Chaozi Lei, Director of Department of Science and Technology of Ministry of Education; Yongjun Zhang, Director of Information Technology; Jun Yuan, Division Chief of Department of High-Tech Industry of NDRC Innovation Capability Division; Zhong Dai, Vice Chairman of the Laboratory Council and General Manager of China Mobile Government & Customer Branch; Chairman Li Xiong, the authorized representative of Dejiang Liu - the Vice Chairman and the President of NetDragon Websoft Inc.; Chairman Xiaoru Wu, the authorized representative of Qingfeng Liu - the Vice Chairman and the President of IFLYTEK CO.,LTD.; Fanghua Hao and Li Chen, the members of Laboratory Council and the Vice Principals of Beijing Normal University and the representatives of the legal entity of the laboratory, Beijing Normal University and the co-construction units attended the meeting. The meeting was chaired by Vice Principal Li Chen. At the meeting, Dean Huang was appointed as the Director of the laboratory.

Photo of Leaders

"OER Practice and Application" Academic Seminar was Held in SLIBNU

On September 14, the seminar on "OER Practice and Application" was held in SLIBNU. The Dean Ronghui Huang of Beijing Normal University; Xiaoqiang Ma, Vice President of China Audiovisual Education Magazine; Xinhua Xiao, Resource Director of E-learning Resource Center of The Open University of China; Zhe Cao, Project Department Director of China Higher Education Press; Guijing Huang, Senior Manager of Baidu Education Department; Xiaoping Wang, Director of Open MOOC China Resources Operations Center; Yuhui Ma, Director of the Education Technology Institute of BOHAI University; Xiaocheng Wang, Associate Professor of Capital Normal University Educational Technology Department and other experts and business representatives attended the seminar.

Conversation on-Site

The Belt & Road OER Community "Multi-lingual Development Strategy" Seminar was Held in SLIBNU

On August 8, sponsored by SLIBNU, co-organized by the Foreign Language Professional Committee of China Association for Educational Technology, The Belt & Road OER Community "Multi - lingual Development Strategy" Seminar was held in SLIBNU. Experts and industry representatives from The Open University of China, Tsinghua University, Shandong University, Beijing Foreign Studies University, Dalian University of Foreign Languages, Yunnan Minzu University, Chinese people's Liberation Army University of International Relations, Information Engineering University, PLA University of Foreign Language, ELERNITY, Beijing Shitongtiandi Science&Technology Development Co., Ltd., Beijing LANHAI TECHNOLOGY Co., Ltd. gathered here to discuss the “multi-language development strategy" under The Belt & Road Initiative. The meeting was chaired by Dean Ronghui Huang. Professor Shaogang Zhang and Xiaoliu Zhong, respectively the Executive Vice President and Vice President of China Association for Educati onal Technology attended the meeting.

Conversation on-Site

Academic Workshop on Exploring Scientific Learning Process in Application of Eye-tracking Technology was Held in SLIBNU

On September 18, the academic workshop on exploring scientific learning process in application of eye-tracking technology was held in Conference Room I of SLIBNU. The Director of the Institute of Science Education in Taiwan Normal University, Professor Fangying Yang brought wonderful sharings to the teachers and students of SLIBNU.

Lecturing on-Site

Leaders and Experts in Various Fields Visited SLIBNU

President of the 38th Session of UNESCO Visited SLI
(3/7/2017)

The Professor of Hong Kong Baptist University Visited SLI
(5/7/2017)

The Leader of Japan Tokyo Book Corporation Visited SLI
(5/7/2017)

The Professor of University of Indonesia Visited SLI
(17/7/2017)

The Professor of University of Pennsylvania Visited SLI
(9/8/2017)

Singaporean Experts Visited SLI
(6/9/2017)

Project Status in 2017

The Belt & Road OER International Community

The Community was co-founded by the national colleges and universities, education institutions, enterprises and other relevant institutions along The Belt & Road, assisting to plan OER development direction along The Belt & Road and by creating a shared resource platform to realize the ORE international collaborative creation and development. The current international partners who have joined the Community include ALESCO, scientific research institutions and publishing units from Bahrain, India, Maldives, Malaysia, Egypt, Serbia, Ukraine, Romania and Greece.

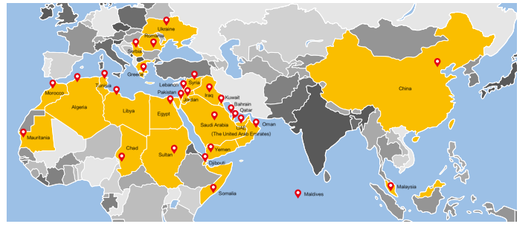
Submitted by Yuan Gao

OER Alliance Declaration

The Database of Educational Development for The Belt and Road Countries

This database is a large comprehensive portal for educational status data, research reports and academic literature of countries along The Belt & Road where scholars and researchers from all over the world can share research results and data and it also provides direct, comprehensive visual data and references for government and related research institutes. At present, several seminars have been conducted with partners to identify the basic functional frameworks and initial budgets of the database.

Submitted by Yuan Gao



The Belt and Road OER Community

ICT in Education in The Belt and Road Initiative Countries

With the vision from The Qingdao Declaration(2015) and The Education 2030 Action Framework(2015) to realize national ICT in Education, this book will combine the representative and influential national education information evaluation index to give in-depth analysis. At present, representatives and influential experts of countries which have joined The Belt & Road have been invited to write relevant books according to the evaluation scale of national ICT in Education and set up books to provide important literature references and research support for ORE development.

Submitted by Yuan Gao

2018 NMC Technology Chinese Vocational Education: A Horizon Report

This report is the result of a collaborative study between The US New Media Alliance (NMC) and the Smart Learning Institute(SLI), aiming to help the leaders and relevant decision-makers of Chinese vocational colleges and universities to have a better understanding of the important development trend of education technology in teaching, learning and creative exploration. The project team now has completed experts invitation and desktop research and other related work.

Submitted by Yuan Gao

Research Project on Information Technology Assisting Subject Teaching Integration

On July 6, the sub-topics of Information Technology Assisting Subject Teaching Integration Research - "101 PPT Assists Teaching Research Program" was implemented in Fuquan experimental district of Guizhou province. By virtue of 101 PPT interactive teaching platform and professional training and guidance team, we are dedicated to enhancing the innovation integration ability of information technology and subject teaching in Fuquan Jinshan Area School Coalition including urban primary school, rural primary school and teaching point so as to promote the balanced development of compulsory education and to create regional demonstration cases.

Submitted by Yongzhong Wang

"Information Technology Assisting Subject Teaching Integration" Subject on-Site

Smart Campus Project of Experimental District in Qingyang, Gansu Province

From September 27 to 29, Qingyang Smart Campus Project 2017-2018 academic year and series activities were held in Qingyang City, Gansu Province. The project experts of SLIBNU and project leaders in charge of Qingyang Education Bureau, the leaders of Information Center and Teaching and the Research Department as well as principals of 12 project schools attended the overall promotion and mission meeting of the Smart Campus Project and launched Smart Campus Principal Workshop, Teachers' Training of Smart Cloud Computing, Site Investigation of Mobile Learning Project, STEAM Education Project Exchange and Deployment, and other activities.

Submitted by Yongzhong Wang

Qingyang Smart Campus Project on-Site

Construction and Demonstration of Innovative Design Method System

The Innovative Design Method System of SLIBNU consists of "Demand Analysis", "Stakeholder Analysis", "Target User Analysis", "Competitive Analysis" and "Scenario Analysis" that can be applied to researching and developing international teaching materials, digital resources and information platform in the Innovative Design Method Courses. It helps establish stable Innovative Design Method teaching staffs and the adoption of the talent training model supported by information technology enhancing students' original innovation ability. Innovative Design Method System provides scientific theoretical guidance for innovative design development and has been involved in science and technology projects' construction and demonstration of The Ministry of Science and Technology, The Ministry of Education and The Local Science and Technology Department.

Submitted by Hanqing Hu

A Study Report on the Basis of Education in Xiong'an New District Project

From August 21 to 24, the project team carried out a summer field research. The project team with the local teachers and students did research and collected relevant materials in Anxin, Rongcheng and Xiongxian which enables them to get access to the first - hand education materials of Xiong'an New District.

Submitted by Yanli Jiao

Virtual, Augmented and Mixed Realities in Education

Introduction

The book describes the applications, future trends and some challenges of virtual, augmented and mixed realities in the field of education. It also includes the results of the 2017 International Seminar for Immersive Learning and VR Application in Education. It is the first publication of the serial books Smart Computing and Intelligence.

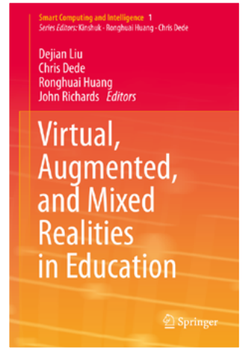


Table of contents:

Chapter 1 Introduction Virtual, Augmented and Mixed Realities in Education (**Harvard University, USA**)

Chapter 2 Implicit Learning through Embodiment in Immersive Virtual Reality (**University of Barcelona, Spain**)

Chapter 3 Authenticity in the Design for Immersive Teaching (**Enterprise VR, USA**)

Chapter 4 The Immersive Power of Social Interaction: Using new media and technology to foster learning by means of social immersion (**University of Duisburg-Essen, Germany**)

Chapter 5 Assessment for Learning in Immersive Environments (**Florida State University, USA**)

Chapter 6 Infrastructure for Immersive Media in the Classroom (**Harvard University, USA**)

Chapter 7 The Potentials and Trends of Virtual Reality IN Education: A Bibliometric Analysis on top Research Studies in the last Two decades (**SLIBNU, China**)

Chapter 8 Virtual Reality as an Immersive Medium for Authentic Simulations: The Case of EcoMUVE (**Harvard University, USA**)

Chapter 9 Systems to Support Co-Creative Collaboration in Mixed Reality Environments (**University of Essex, UK**)

Chapter 10 Massively Multiplayer Online Roleplaying Games and Virtual Reality Combine for Learning (**Massachusetts Institute of Technology, USA**)

Chapter 11 Embodied Education in Mixed and Mediated Realities: Some Results and Principles for VR Content Design (**Arizona State University, USA**)

Chapter 12 Preparing Students for Future Learning with Mixed Reality Interfaces (**Stanford University, USA**)

Chapter 13 Conclusion: Strategic Planning for R&D on Immersive Learning (**Harvard University, USA**)

SLIBNU Creates Academic Atmosphere through Academic Activities

Time	Speaker	Title
August 11	Guoyun LI	Prometheus Educational Strategy and Product Orientation
August 25	Yuling Gong	Leading you to "Play" Conference with Thousands of People- The Wisdom of Organizing and Execution of a Conference
August 31	Yuan Gao	China's OER Development Status

Guoyun Li is Doing Presentation

SLIBNU Promotes Research Results through Various Lectures

Time	Place	Sponsor	Activity Title	Lecturer	Topic
July 1st	Wuhan	International Artificial Intelligence in Education Association (IAIEA)	The 18th International Conference on Artificial Intelligence in Education	Ronghuai Huang	Conceptual Framework for a Smart Learning Engine
July 17th	Beijing	UNESCO International Research and Training Centre for Rural Education and SLIBNU	Education and Rural Development Forum	Ronghuai Huang	The Problems and Countermeasures of Education and Rural Development in the New Era
August 5th	Fujian	NetDragon Websoft Inc.	Teacher Training under VR in Vocational College	Teng Wang	Virtual Reality Course Design
August 14th	Beijing	Collaborative Innovation Center of Assessment toward Basic Education Quality, The Psychometrics Centre of The University of Cambridge, etc	The First Jingshi Conference on Educational Data Mining and Applications	Ronghuai Huang	Date-intensive Research in Education: A case study and its implication
August 18th	Gansu	Educational Technology Advisory Board under the Ministry of Education	Forum on Teaching and Learning in the Age of Information	Ronghuai Huang	The Historical Mission of Educational Technology
September 18th	Slovenia	UNESCO and the Government of Slovenia	The 2nd World OER Congress	Ronghuai Huang	China's OER Supportive Policy Environment Development
September 18th	Slovenia	UNESCO and the Government of Slovenia	The 2nd World OER Congress	Yuan Gao	China's OER Development Status
September 23th	Shenyang	China Urban and Small Town Reform and Development Center	China Smart City International Innovation Conference	Haijun Zeng	Exploration and Practice of "Smart Education" Facing the Construction of Smart City
September 27th -29th	Mauritius	The Government of the Republic of Mauritius & Germany ICWE Company	eLearning Africa 2017	Ronghuai Huang	Deepen the China-Africa Cooperation on ICT in Education for SDG4
September 27th -29th	Mauritius	The Government of the Republic of Mauritius & Germany ICWE Company	eLearning Africa 2017	Peixin Huang	Harnessing OER for Development of Teachers' ICT Competency

Post-doctorate

Kaushal Kumar Bhagat
Doctor of Taiwan Normal University

My research area of interest includes online learning, augmented reality, virtual reality, mathematics education, flipped classroom, formative assessment and technology-enhanced learning. The working environment is great and people are kind and copperative. There are lots of opportunities for the young researchers to meet great distinguished researchers like Prof. Mike Spector, Prof. Kinshuk and many more. You are always being motivated to acheive higher targets and accomplish quality research. It is a good and adventurous learning experince for me to be a part of SLI.

Hui Zhang
Doctor of Université Libre de Bruxelles

I am now mainly involved in the comparative research on The Belt & Road National Education Informatization, nine populous countries (E-9) Education Informatization, and related education research on students' digital literacy. The Institute not only provides researchers with opportunities to collaborate with experts in related domestic fields, but also has a strong international experts team. The postdoctoral experience in the Institute will further broaden my research horizon and enhance my ability to conduct research.

Xiao Chen
Doctor of Tianjin University

In SLIBNU, I successively participated in The Action Plan for Innovation and Development in Higher Vocational Education, the Horizon Report, the US-China Smart Education Conference and other tasks. The Institution has a high platform, wide field of vision and is rich in resources. All the projects and achievements are at leading level in relevant domestic areas. The most important thing is that the Institute has many outstanding talents. Colleagues around are all intelligent, hard-working and serious. It's my luck to be able to work in the Institute and meet so many excellent people.

Wenqian Bai
Doctor of Zhejiang University

SLIBNU provides a comfortable working environment. My co-advisor Dean Huang is extremely intelligent and his research direction suggestion are feasible and very precise. Dean Huang is also a person with constant perseverance and his passion about the study affects people around. Being able to work with such a great advisor is honorable and the experience is precious for me. Some of the collaborated PhD students and colleagues are also very thoughtful, practical and excellent. I benefit a lot in them.

New Staff

Nan Jiang
Doctor of Beijing Normal University

I once worked in the Cambridge Education Group and has been deeply involved in the Sino-British Southwest Basic Education Program (SBEP), China-UK Gansu Basic Education Program (GBEP) and other major international education assistance projects at national level co-financed by the World Bank and the UK Department For International Development (DFID). Since I joined the Institute, as a senior researcher at the International Cooperation & Exchange Center, what impress me most are the efficient collaboration mechanism among the various departments, as well as the flat and flexible project management mechanism of the Institute. At the same time, the department's high-quality, high-efficiency post-90s partners gives me a great support on the work and I am touched and encouraged by their young vitality, in-depth insight and optimistic attitude of life and work!

Jingqi Xu
Master of Stanford University

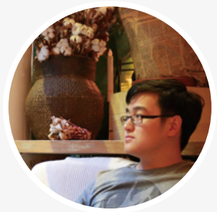
As a member of the Design and Learning laboratory, I will further develop the research on innovative design education system based on the knowledge and experience of the Stanford University ME310 course. The comfortable and harmonious environment and pleasant working atmosphere in the Institute make me concentrate on and happily put into the research work.

Zhisheng Li
Master of University of Hong Kong

As a member of the International Cooperation & Exchange Center, I am mainly responsible for the preparation of the eLearning Africa 2017 conference and the cooperation program between China and the Russian universities.I have established communications and cooperations with many foreign experts and scholars and I hope that I can bring more international cooperations for the Institute in the future. I like my work in the Institute very much and hope to learn and grow together with the colleagues in SLIBNU.

Zheng Xie
Master of University of Birmingham

I deeply feel that the Institute provides me with an international platform. Through participation in ME310, OER training, JingShi Wisdom & Learning and other projects, my organizational skill, coordination skill and learning ability have been improved. In addition, colleagues get along well with each other and the working atmosphere is harmonious. We help each other and make common progress.



Zhiqiang Ding
Master of Nottingham Trent University

Since I joined the Institute, I worked in the Project incubation office and Dean office successively. As a result of personal international business background,I am relatively unfamiliar with the education industry. In the days to come, I will continue to uphold the modest learning attitude and work actively and hard, to make contributions to our Institute better.

Jingjing Jin
Master of Beijing Normal University

Since I joined the Project Incubation Department, I deeply felt the high degree of internationalization, humanized management system, harmonious working atmosphere and friendly relations between colleagues of the Institute. I am pleased to be able to join this big family of the Smart Learning Institute and hope to work with colleagues in the future to maximize my own strengths and make contribution to the development of the Institute.

Yi Chen
Master of Beijing Normal University

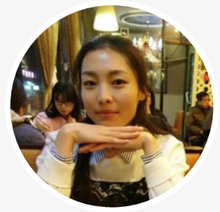
As a member of the smart city and learning environment laboratory, what impresses me most is the internationalization of the Institute - international vision and international cooperation and also the higher starting point to make research going global; The second impression is that we are very busy and full. endless research reports, research papers and projects embodies the efforts of the experts and teams. Hope to make contributions to the growth of the Institute.

Qian Cheng
Master of Beijing Language and Culture University

I constantly improves themselves in the care of the leaders in International Cooperation & Exchange Center and the cooperation of colleagues. While playing out my language advantage, I can practise my logical thinking ability and adapt to the Internet trend through research work, which make me very satisfied. Hope to continue to work hard and contribute to the Institute.

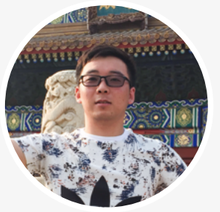
Zhengxuan Li
Bachelor of Beijing Jiaotong University

As a member of the International Cooperation & Exchange Center, I am very grateful to the leadership and colleagues for their guidance and help. I have access to new content every day and gradually have a new understanding on education and research. This is the first official work in my life and has great significance to me.



Yan Wang
Bachelor of Capital Normal University

Since I began to work, I am mainly responsible for the daily administration, publicity and the preliminary research work of some projects. I keep learning and exercise in every job to develop my carefulness and patience and exercise my interpersonal and verbal communication skills. I will continue to work hard and grow together with the Institute in the future!



Feng Xue
Hohhot Vocational College in Inner Mongolia

Since I began to work, I feel the work environment of the Institute is very good. My colleagues are very busy and I can touch new things every day and learn the frontiers technology I've never learned before. These experiences let me learn how to deal with the work and it is very helpful for my comprehensive improvement.

Exclusive Interview

Character: **Michael Spector**

Former President of Association for Educational Communication and Technology (AECT); Editor-in-Chief of Educational Technology Research and Development (ETR&D; SSCI Journal); Editor of Handbook of Research for Educational Communications and Technology (the 3rd and 4th Editions) Professor of College of Information, UNT

Q As we know, you have published a new Chapter called "Promoting and Assessing Deep Learning using Technology". Therefore, we would like take this chance to know your views about "deep learning" as well as the AI.
First of all, what is your reflection about the "deep learning"?

A I typically start an understanding of what I consider to be learning – namely, a stable and persistent change in what someone (or a group, organization or system) knows and is able to do. The one of dimension for 'deep' term goes to how deeply the learning is embedded in knowledge and behavior. For example, if the learning involves the ability to evaluate alternative explanations for something, then the question of depth goes to how often and across what set of topics and issues that ability is distributed. If the ability is only rarely exhibited or only exhibited in a selected domain of inquiry, then the learning is not a deep as the ability being exhibited in multiple domains, and frequently, especially with regard to issues and problem that are generally considered complex and challenging.

Given that understanding of deep learning that is to say learning that becomes habitual, and is demonstrated in multiple complex and challenging situations. Because it involves what some might call habits of mind or intellectual habits or skills associated with critical reasoning, it seems to me that such abilities do not develop quickly or in one or two college-level courses on logic and argumentations. On the contrary, I am inclined that the abilities associated with deep learning are developed over a period of years and that the development process should begin early in a child's education. Stages that might be targeted along such a developmental path include (a) developing a habit of asking questions about things that seem puzzling or new, (b) considering alternative explanations, (c) examining evidence in support of various explanations, (d) making assumptions explicit and questioning the relevance of those assumptions, (e) identifying inconsistencies with an explanation, (f) making the implications of accepting an explanation, and explicit, and perhaps more. Surely that is too much to expect a person to master in one or two courses or even in one or two years.

Q Second, do you think any differences between the "deep learning" in general and especially in AI?

A My knowledge of AI dates back to the 1980s and 1990s and I have not kept up with regard to new techniques and methods. I once argued that an intelligent tutoring system could not be considered intelligent until it could engage a learning in a meaningful open-ended discussion just a good human tutor might do. At that time, natural language processing was much less sophisticated than it is today. It now strikes me as possible (or soon to be possible) to have conversational agents that can engage with learners in meaningful open-ended educational dialogues.

I will try to say how I think about today's AI researchers thinking about deep learning. First, AI researchers use the term 'deep learning' much differently than do cognitive psychologists. In the system I developed in the late 1990s and early 2000s that was called DEEP (Dynamic Evaluation of Enhanced Problem-solving), the general notion was to try to understand what a person was thinking in terms of how that person would represent the individual's internal representation or mental model of a complex and challenging problem solving situation. The notion of 'deep' in that context was based on the idea that a mental model which cognitive psychologists hypothesize as a naturally occurring but permanently hidden mental construct, that influences the ability to confront and effectively respond to new situations and information. That line of research has led to promising research by a number of researchers who emphasize the significance of asking individuals to create external representations of how they are conceptualizing a problem or a problem-solving space.

Back to your question, I think of an expert system as having an underlying architecture similar to that used in early production or rule-based systems. The system contain a number of rules often in the form of IF-THEN statements, of the general form 'If condition X exists, the apply do Y'. If it was an intelligent tutoring system, the 'doing Y' might mean something like presenting a learner with a short remedial lesson, or an elaborated example, or a slightly more challenging problem. The conditions the system could detect are analogous to the data now collected by various learning environments. My simple-minded notion is that a modern AI system capable of deep learning is one that (a) has access to large sets of data for many learners including their interests, prior learning achievements, interests and performance in various learning tasks, (b) can mine those data to help identify a condition to guide a next step for a particular learning, and, most significantly, (c) can identify patterns n those data that could be used to formulate a new rule or IF-THEN statement to add to the system's knowledge or rule base. Of course, I could be way off base in my understanding.

Q Forth, how AI can support deep learning in current stage/future?

A In the domain of educational technology, the pattern has been to use a new technology to simply replace past practice – for example, place a television in a classroom to do what the teacher had been doing or using a smartboard to do what had been done on a blackboard. There is a potential interaction between the affordances and features of a technology and how it can be used effectively to promote learning. Sometimes, those affordances and features require a change in the instructional approach and pedagogy to maximize effectiveness, but such changes often resistance and are often difficult to support (e.g., train teachers in new methods and instructional approaches when they are quite habituated to a current instructional regimen).

A second pattern that has proven non-productive is to expect learning and instruction to be dramatically changed and transformed immediately on account of a new technology. That has never yet happened. Dramatic changes did occur due to the introduction of widely available and affordable texts after the advent of the printing press, but those changes took centuries to develop. While the pace of change has accelerated, a new technology should not be expected to magically transform learning and instruction in a short amount of time. What should be emphasized are large-scale sustainable efforts that can be demonstrated to improve learning and instruction and help develop critical reasoning skills in humans.

Submitted by Tingwen Chang