



2022全球智慧教育大会
2022 Global Smart Education Conference

学习危机与教育的未来 (学生论坛)

Student Forum on Learning Crisis and Futures of Education

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Introduction to 2022 Global Smart Education Conference (GSE)

全球智慧教育大会简介



2022年8月18-20日，“2022全球智慧教育大会”在北京顺利召开。

会议以“智能技术与教育数字化转型”为主题，邀请国内外教育界、科技界和企业界的专家学者，从科技赋能教育的视角探讨智能技术发展与教育融合应用，从学生的视角探讨学习危机与教育的未来，从教师的视角探讨教师教育与教学创新，从生态的视角关注区域智慧教育发展、农村教育转型与教育数字化治理等。

本次大会采用线上线下相融合的方式举办，搭建了元宇宙会场，会议实况向全球直播，线上收看逾八百万人次。



On August 18-20, 2022, the "2022 Global Smart Education Conference" was held successfully in Beijing with the theme "Intelligent Technology and Digital Transformation in Education". The conference invited experts and scholars from the educational, scientific, technological, and business circles from China and around the world to discuss several points, namely, Blending intelligent technology development and education from the perspective of science and technology enabling education, The learning crisis and the futures of education from the perspective of students, The teacher education and teaching innovation from the perspective of teachers, The development of intelligent regional

education, rural education transformation and education digital governance from the ecological perspective.

The conference was held online and offline and live-streamed on Metaverse. More than 8 million viewers watched the conference online.

Introduction to Student Forum on Learning Crisis and Futures of Education

学习危机与教育的未来（学生论坛）简介

来自中国、马来西亚、孟加拉、塞尔维亚、南非、突尼斯、乌干达、尼日利亚的 15 位优秀大学生代表，围绕“学习环境变革”、“学习方法创新”、“农村学生培养”、“全纳教育实现”等议题，结合所在国家、地区的实际情况和自身经历，分享了对学习危机的理解和未来教育的期待。

北京设计学会创始人、民盟中央宣传委员会副主任宋慰祖，联合国教科文组织教育信息技术研究所（UNESCO IITE）项目专家 Tatiana Shutova，塞尔维亚贝尔格莱德大学教师教育学院院长 Danimir Mandic，北京师范大学校友会副会长陈光巨，北京师范大学团委副书记倪佳琪出席会议。北京师范大学博士后王欢欢、博士后 Michael Agyemang Adarkwah、博士 Boulus Shehata、中国教育科学研究院博士包昊罡共同主持了论坛。论坛采用线下与线上结合的方式，并通过多家媒体向全球直播。

Based on the actual situation of their countries and regions and combined with their own experiences, 15 outstanding university student representatives from China, Malaysia, Bangladesh, Serbia, South Africa, Tunisia, Uganda, and Nigeria shared their understanding of the learning crisis and their expectations for the futures of education from four dimensions: “learning environment reform”, “learning method innovation”, “rural student training” and “inclusive education realization”.

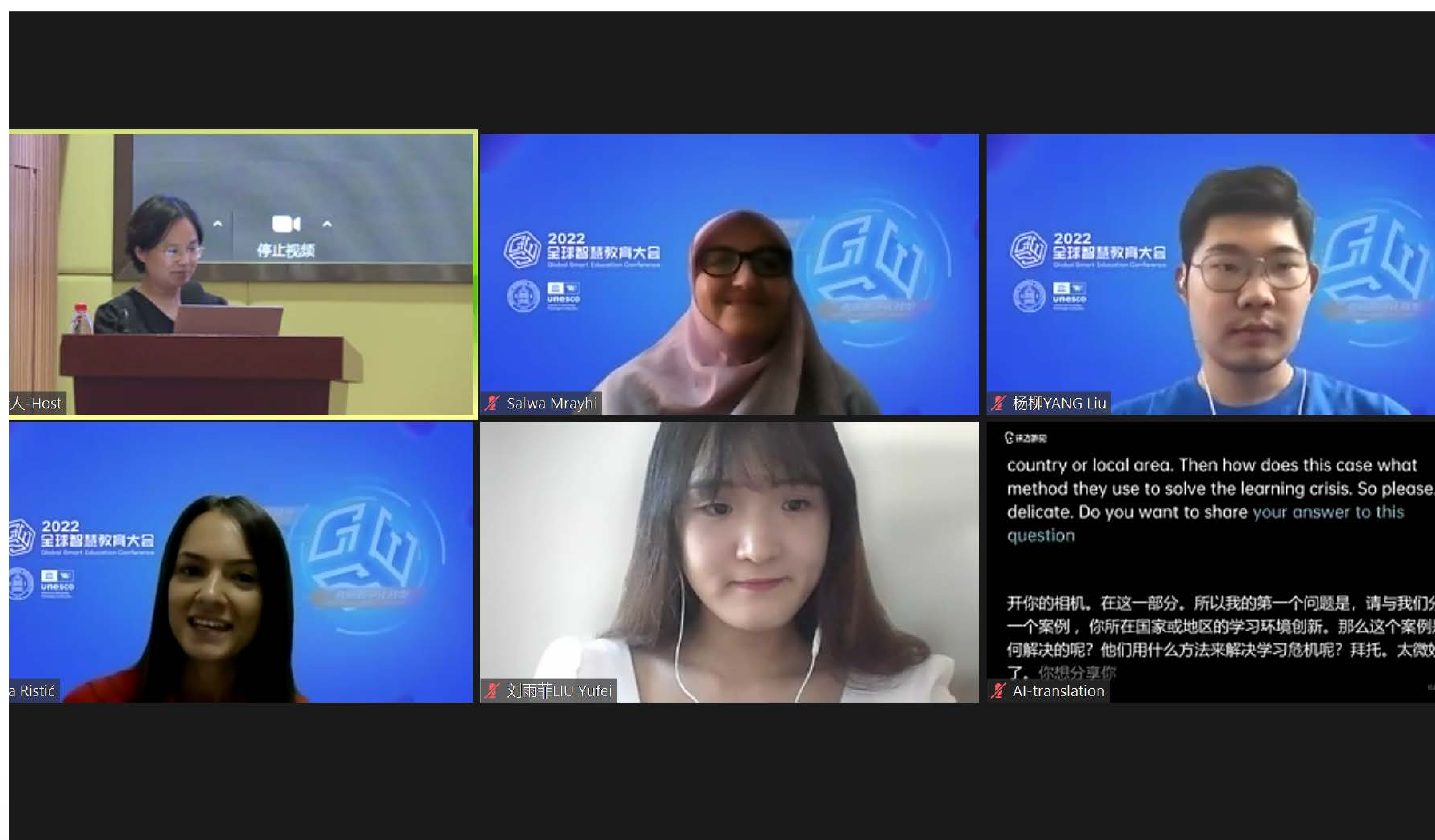
Several guests of honor attended the conference, including SONG Weizu, who is Founder of Beijing Design Society and Deputy Director of the Central Cultural Committee of the China Democratic League; Tatiana Shutova, Programme

Specialist at UNESCO IITE; Danimir Mandic, Dean of Teacher Education Faculty, University of Belgrade, Serbia; CHEN Guangju, Vice Director of the University Council, Beijing Normal University; NI Jiaqi, Deputy Secretary of Youth League Branch Committee, Beijing Normal University. WANG Huanhuan, Boulus Shehata, and Michael Agyemang Adarkwah from Beijing Normal University and BAO Haogang from National Institute of Education Sciences co-chaired the Forum. The Forum was held online and onsite and live-streamed to domestic and overseas audiences through many media outlets.

议题 1：学习环境如何变革 以应对学习危机

Topic 1: Transforming learning environments to solve the learning crisis

在学校学习却不一定能够获取所需的知识和技能，这是全球面临的学习危机之一。学习环境需要进行变革，与之相适应的教育生态、学校形态、教学方法都需要进行改变。推动教育数字化转型，需要政府、学校、家庭和社会共同努力，帮助学生更有效地获取未来社会所需要的能力。



“学习环境如何变革以应对学习危机” 议题合影（Group photo）

It is one of the learning crises in the world that learning in schools may not necessarily acquire the required knowledge and skills. The learning environment needs to be developed, and the education ecosystem, school form and teaching methods need to be developed accordingly. Governments, schools, families and the whole society need to work together to promote the digital transformation of education to help students acquire the abilities needed in the future society.

Transformation of College Education under OBE



刘雨菲

LIU Yufei (China)

北京师范大学
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Postgraduate student,
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观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133606.html>

“我很荣幸能够参加本次全球智慧教育大会。在两周的准备期间，我在组委会老师们的指导下进行了诸多阅读和研究，并与老师进行了一些极具意义的讨论，老师们的指导真切地帮助我拓宽了思维与视野。参会期间，我认真倾听和学习来自世界各地的优秀同行们的发言，他们的观点富有新意并且具有深刻的启发性，我也由此了解到了世界各地的教育状况，更加全面地更新自己的已有认知。本次大会为关注教育、热爱教育、投身教育的人们提供了交流思想的平台，也为未来教育的发展提供了诸多的宝贵建议。”

" It was my honor to be present in this forum. During the two-week-preparation, I did a lot of research and made some discussions with the teachers whose instruction could be really helpful to broaden my horizon and mindset. There are also many excellent peers from all over the world whose opinions could be very inspiring and enlightening. This forum has established a bridge for people to exchange ideas and make better efforts for the development of education. It was the first time for me to take part in such a big event and the precious experiences will indeed play a profound role in my future life."

Transformation of College Education under OBE

刘雨菲认为，学生在学习中获得知识和能力与未来社会的需求不匹配，教学不能很好地支持学习者在未来的发展是突出的学习危机，这需要学校乃至整个社会共同努力加以改善。

针对这一问题，她分享了一个自己亲身经历的教学案例。暑假期间，她在一所高中担任英语老师。根据所学的教育学专业课程，她进行了完善的教学设计；但授课后她发现同样的模式并不能适用于三个班级。最终，只有两个班的学生反馈积极，这引发了她对于学生学习成果评估的思考。她提出，可以在“成果导向教育（OBE）”理念的指导下，从教学目标、教学内容及教学评价等角度系统化地思考和重新设计学习环境，促进学生灵活、主动、自发地学习，提升未来社会所需要的综合能力。她期待未来世界大家都更加灵活自主的学习，享受到优质教育资源和教育公平。

LIU Yufei states there is a gap between what students acquire through education and the demands of society, and the present teaching partly fails to get learners fully prepared to cope with the education crisis in the future, which calls on the efforts of both schools and the whole society.

She shared her own experience in teaching to further illustrate this point. This summer holiday, she worked as a voluntary English teacher for three classes of 1st grade students in senior high school and organized a course called spoken English and English dubbing following what she learned in relevant pedagogy courses. Even so, she quickly realized that the same pattern could not cover all the situations. Positive learning

feedback has been seen in two classes but Class Three is an exception. She then proposed that Outcome-based Education (OBE) could provide much guidance and enlightenments to systematically rethink and redesign the learning environment from teaching objectives, contents and evaluation, so as to promote students' flexible, active and autonomous learning and improve their comprehensive abilities needed in the future. As for the expectations for the future education, She looks forward to a world where high-quality education is more available and equal access to education is highly guaranteed.

The empowered teacher for the META future



Jelica Ristić (Serbia)

贝尔格莱德大学
教师教育学院博士生（塞尔维亚）

Ph.D. student,
University of Belgrade

观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133888.html>

“我非常感谢有机会参加全球智慧教育大会，我个人和职业发展都非常受益。当我们不断思考学生如何学习，技术如何提供有效的学习环境以发挥每个学生的最大潜力，我们才能确信，我们所做的一切能够改变当前的学习危机。”

" I would like to express a great gratitude for participation in Global Smart Education Conference. This was a very inspiring experience for me and my professional development. Only if we constantly take into consideration HOW our students learn and HOW the technology can provide stimulating environment for fulfilling the maximum potential of each student, we can be assured that everything is being done to make the current learning crisis become the past."

The empowered teacher for the META future

Jelica Ristić 认为，新冠疫情中，学生的身份认同障碍，以及师生在适应快速发展的数字化学习环境中的困境是需要关注的危机。

她指出，混合学习环境和教师培训服务是克服该危机的解决方案之一。贝尔格莱德大学以翻转课堂形式进行的混合式学习实践证明了其在提升学习体验、增强师生互动、提高学习效果方面的重要作用。另外，她和团队基于 Edmodo 学习平台设计了一个元宇宙应用技能提升方案，帮助教师在元宇宙中进行日常教学、在线教学和混合教学。

Jelica Ristić recalled that during the COVID-19 pandemic, students' obstacles to self-identity and teachers and students' inability to adapt to the rapidly developing digital learning environment are the crises that we must pay attention to.

A blended learning environment and teacher training services are one of the solutions to overcome the crisis. The blended learning environment carried out by the University of Belgrade in the form of Flipped Class Model had proved its important role in improving the learning experience, enhancing the interaction between teachers and students, and improving the overall learning. Based on the Edmodo learning platform, she and her team designed a Metaverse

Application Skills Improvement Program to help teachers conduct daily teaching, online teaching and B-teaching in the metaverse.

MOOC: Learning paths personalization



Salwa Mrayhi (Tunisia)

突尼斯虚拟大学
博士生（突尼斯）

Ph.D. student,
Virtual University of Tunisia

观点及视频链接:
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133889.html>

“我想向所有人表达感谢，很荣幸能够参加学生论坛并发言。这个论坛强调增强教学技术，符合未来教育的发展方向。教育有助于促进可持续发展。突尼斯教育机构必须更贴近学生，这种转变带来了新的问题和挑战，而新冠疫情加剧了这一局面。数字学习工具具有可观的社会和经济优势，可以成为有效的辅助工具。”

" I want to express my gratitude to you all; it was a privilege to speak up and take part in this forum, which emphasizes strengthening teaching techniques and the direction of education in the future. Education can assist in fostering sustainable development. In Tunisia, this shift from a situation in which the educational institution must get closer to the student has brought new issues and challenges, which COVID-19 has only accelerated. Adopted e-learning initiatives can be effective development tools with considerable social and economic advantages."

MOOC: Learning paths personalization

Salwa Mrayhi 认为，师生无法通过数字化学习环境实现有效的学习是一大危机，政府和学校需要实施数字化学习环境战略。

她提出要为教师提供创新的尖端技术、必要的教学设计和教学方式培训。另外，她提议创建一个大规模在线开放课程（慕课）旨在为学生、教师和教育管理者提供个性化学习、教学支持和技术支持，从而提高学习效率。

Salwa Mrayhi believes that the inability of teachers and students to learn effectively in a digital environment is a serious crisis which requires governments and educational institutions to implement a digital learning environment strategy.

She considered giving teachers access to innovative and sophisticated technologies as well as the essential training in instructional design and teaching modalities. In addition, She suggested creating a massive open online course (MOOC) with the goal of offering personalized learning, as well as pedagogical and technical support, to the participants in the educational contract (students, teachers, and administrative staff) in order to increase the effectiveness of their learning.

The Dilemma And Breakthrough Of Learning Environment



杨柳

YANG Liu (China)

北京师范大学
艺术与传媒学院本科生（中国）

Undergraduate student,
Beijing Normal University

观点及视频链接:

Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133890.html>

“感谢 GSE 大会给予我这次宝贵的机会，与所有致力于通过教育让世界变得更加美好的人们共同讨论并展望一个美好的教育未来，我们在个别地区问题的差异性上寻找共识，以全新的方法和不同的视角提供学习危机这一全球问题的解决方案。很荣幸代表我们的团队分享我们对于学习环境设计的思路。作为一个主修影视艺术辅修教育学的学生，我们在团队的共同努力下实现了一次以戏剧叙事为媒介的群体美育设想和空间设计。”

" Thanks for GSE giving me this precious opportunity to discuss and look forward to a bright future of education with all the people who are committed to making the world a better place through education. We seek consensus on the differences of individual regional problems and provide solutions to the global problem of learning crisis with brand-new methods and different perspectives. I am honored to share our thoughts on the design of learning environment on behalf of our team. As a student majoring in film and television arts with a minor in pedagogy, we have realized a group aesthetic education idea and space design with drama narration as the medium through the joint efforts of our team. "

The Dilemma And Breakthrough Of Learning Environment

杨柳认为，学习危机具体表现为学生在教室上学却无法学到知识，这是一种空间功能性的缺失，需要重新审视学习环境的设计。传统教室的设计不适合学生平等交流和有效学习，新技术广泛应用的智能教室则可能引发新的隐私和伦理问题。

他提出，学校的学习环境应该是一个友好、开放、自由、包容、公平、安全、健康的场所，智能技术的应用必须以人为中心，构建以学生为中心的学习空间非常重要。他和团队设计了一个基于智能交互系统的沉浸式未来教室“Illusion（唤境）”，让特殊儿童和普通儿童可以在同一个空间平等交流和协作，实现教育公平。

YANG Liu believes that the learning crisis is manifested in the fact that students can't learn knowledge in the classroom, which is a lack of spatial functionality and needs to re-examine the design of learning environment. The traditional classroom design is not suitable for students' equal communication and effective learning, and the intelligent classroom with the wide application of new technologies may cause new privacy and ethical problems.

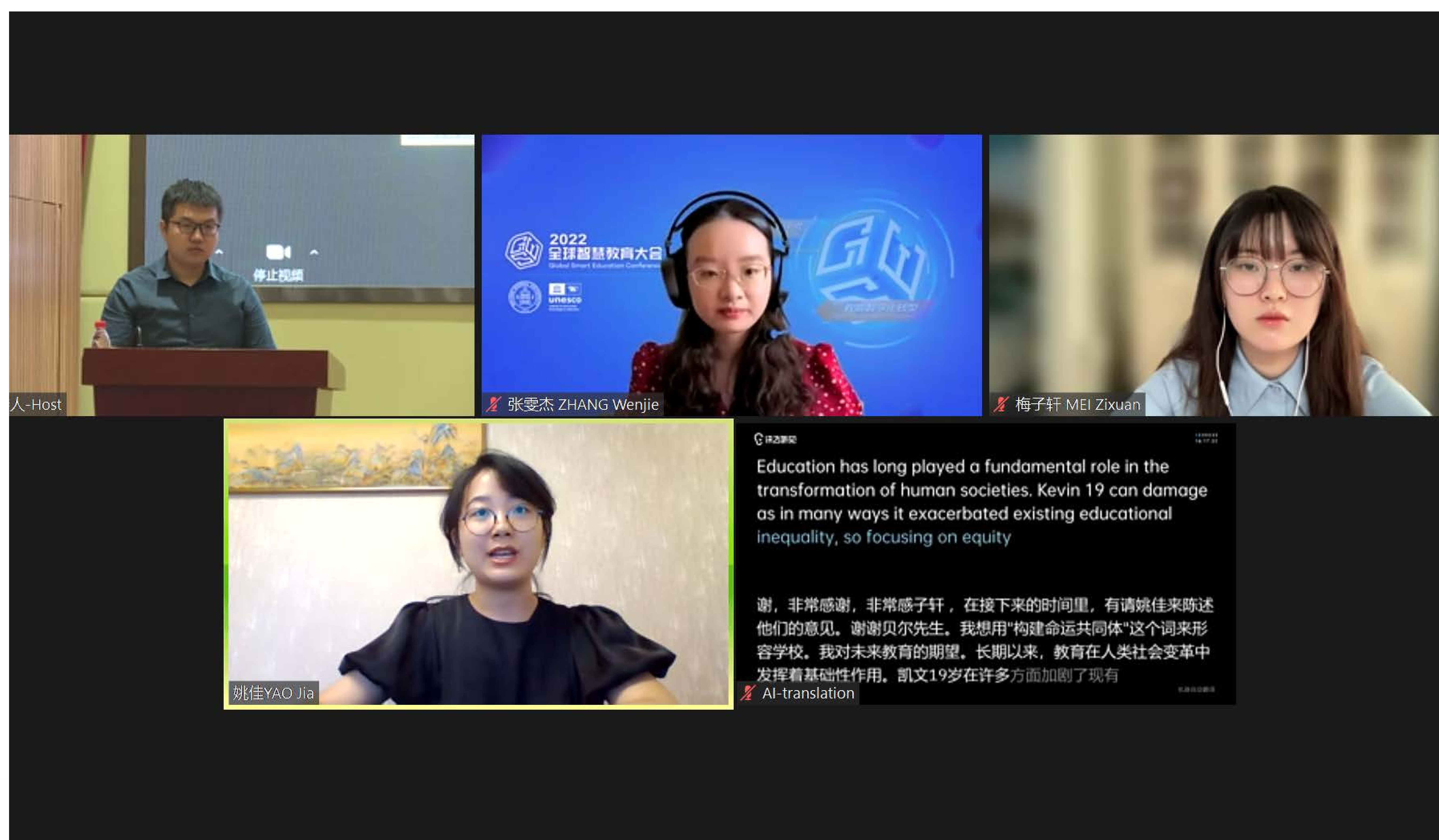
He proposed that the learning environment of the school should be a friendly, open, free, inclusive, fair, safe and healthy place. The application of intelligent technology must be people-centered, and it is very important to

build a student-centered learning space. He and his team designed an immersive future classroom "Illusion" based on intelligent interactive system, so that special children and ordinary children can communicate and collaborate on an equal footing in the same space to achieve educational equity.

议题 2：学习方法如何创新 以应对学习危机

Topic 2: Developing learning methods to solve the learning crisis

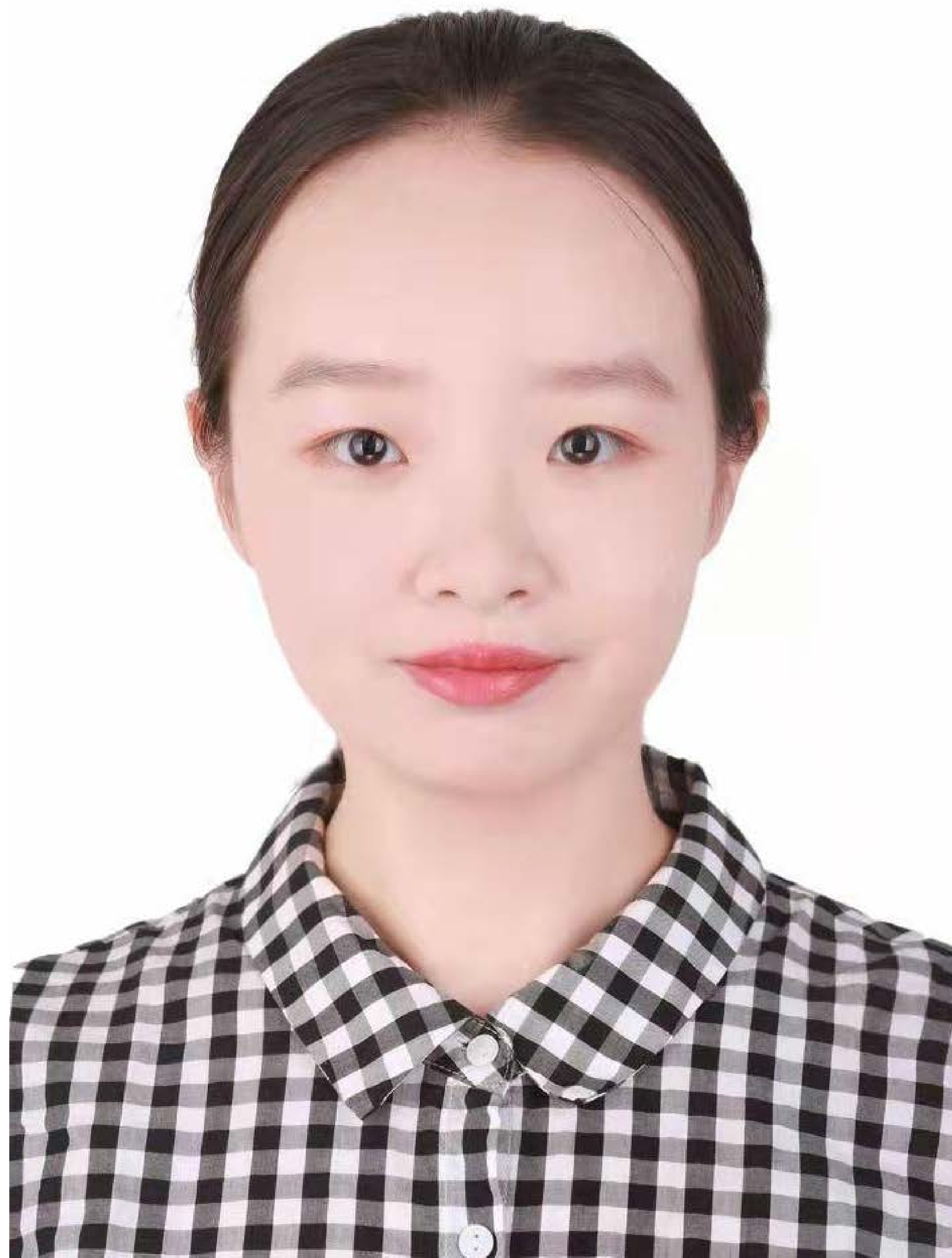
当前，教育处在数字化转型的关键阶段，基于技术的学习方法层出不穷，但是“为了技术而技术”的应用误区带来了新的学习危机。学习方法创新应从促进人的全面发展角度，帮助学生提高学习兴趣、深度参与学习的过程，培养学生塑造未来的“变革性素养”，包括创造新价值、承担责任、调解压力和应对困境等。



“学习方法如何创新以应对学习危机” 议题合影 (Group photo)

Education is at a critical stage of digital transformation, and technology-based learning methods emerge in an endless stream. However, “using technology just for the sake of technology” has brought new learning crises. The innovation of learning methods should help students improve their interest in learning, involve in the process of learning, and cultivate them to shape their future “transformative attainment”. This is about creating new values, assuming responsibilities, mediating pressure and coping with difficulties, all from the perspective of promoting people's all-round development.

Enhancing Students' Metacognition through Questioning Visualization Analyzer



张雯杰

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Postgraduate student,
University of Hong Kong

观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133902.html>

“非常感谢此次论坛给予我的这个机会，能与各国学生一道探讨学习危机。通过这次论坛，我对这一问题的认识更加深入，希望各位教育者一同加入到解决学习危机的努力中，为更多的孩子提供高质量的教育。”

" I am very grateful to this forum for giving me this opportunity to discuss the learning crisis with students from all over the world. Through this forum, I have a deeper understanding of this issue, and I hope that all educators will join in the efforts to solve the learning crisis and provide high-quality education for more children."

Enhancing Students' Metacognition through Questioning Visualization Analyzer

张雯杰认为，学生学习技能不佳、学习质量低下是当前必须关注的危机，应该通过在线教育提升学生的技能。她提出，学生课堂提问频次和水平能够反映学生的认知水平。

她和团队成员设计了一款自动分析学生课堂提问的软件，为教师提供教学可视化分析图表与反馈报告。教师可根据数据为学生提供指导，使学生善于提问、增进其元认知能力；为学生提供实时及课后反馈，帮助学生主动反思并自主提升自己的提问层级。她期望未来教育能够顺应数字化趋势，通过数据报告分析解决中国学生批判性思维和推理能力较差的危机。

ZHANG Wenjie believes that we must pay attention to students' limited learning skills and low learning quality, which are urgent learning crisis at present. Fortunately, students' skills can be improved through online education. She pointed out that the frequency and level of students' classroom questions can reflect the students' cognitive level.

She and her team designed a software which can automatically analyze students' classroom questions and provide teachers with visual analysis charts and feedback reports. Teachers can provide guidance to students based on data, so that students are good at asking questions and improve their metacognitive ability. Besides, it also provides students with real-time and

after-class feedback to help students actively reflect and improve their own questioning level. It is expected that future education can follow the trend of education digitalization and solve the crisis of poor critical thinking and reasoning ability of Chinese students through data report analysis.

Developing learning methods to solve the learning crisis



**Oluwatayo Israel Olasunkanmi
(Nigeria)**

重庆大学
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观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133903.html>

“在刚刚结束的学生论坛上，我学到了更多解决学习危机的方法。该论坛激发了我的兴趣，要为解决尼日利亚存在的学习危机作出更多贡献。我预计将来这一领域会有很多改善。”

" At the just concluded forum, I was able to learn more several ways to solve learning crises. The forum stired up in me the innate drive to contribute more to the prevailing circumstances of learning crises in my country. And I expect that in the nearest future, a lot of improvements would be noticed in this area."

Developing learning methods to solve the learning crisis

Oluwatayo Israel Olasunkanmi 认为，全球教育发展不均衡是目前面临的学习危机之一。

当前，世界上低收入国家的很多适龄儿童不具备基本的阅读和数字技能，教师无法得到应有的支持和发展。他提出，需要加强全球合作，采用数字化学习来促进教育公平，针对低收入国家的学习者进行 21 世纪技能的培养。

Oluwatayo Israel Olasunkanmi pointed out that the uneven quality of education in various countries in the world is one of the current learning crises.

In particular, many school-age children in low-income countries do not have the basic skills of reading and calculating numbers. Moreover, teachers cannot get the support and development they deserve. He believed that it is necessary to strengthen global cooperation, adopt digital learning to promote education equity, and train 21st-century skills for learners in low-income countries.

How to Break the Wall Between the Classroom and the World in Future Curriculum Design



梅子轩

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观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133904.html>

“我参加这次 GSE 学生论坛最大的感受是，在探寻当下学习危机的实然和未来教育的应然过程中体会到一种力量感。作为一名初入教育学领域的学生，我对未来的教育形态有许多期待。而这次论坛给我提供了一个站在教育理论与教育现实中的思考契机，去感受理论的美好通达与现实的诸多限制，并在与组委会所安排导师的交流下，进一步区分学习危机的表象和实质。在与志同道合者一同筹备、分享的过程中，彼此之间涌动的无声立场和坚定信念皆给予我力量。”

" What impressed me most of participating in this GSE student forum is that I feel a sense of strength in the process of exploring the reality of the current learning crisis and the future education. As a student in the field of education, I have many expectations for the future education. And in the intermediary zone between educational theory and educational reality, this forum provides me with an opportunity to think and feel the wisdom of theory and limitations of reality. With the help of tutors arranged by the organizing committee, I further distinguish the appearance and substance of learning crisis. In the process of preparing and sharing with like-minded people, I have been empowered by the stand and firm belief."

How to Break the Wall Between the Classroom and the World in Future Curriculum Design

梅子轩看来，学习危机的突出表现是很多学生没有养成可迁移的能力和通用素养，这会阻碍学生融入未来社会。

她提出，学习方法创新的方向可以是“让世界成为一个教室”。通过表现性任务来创设真实的问题情境，有助于学生运用跨学科知识解决真实问题，深度参与学习过程，从而培养学生面对未来难题的各种能力。

她希望未来的教育可以是平等、公正和多元的，并最终促进公平和正义。它不仅能使每个人掌握知识、获取技能和丰盈多元价值观，而且能促进人类社会的多元化发展，从而帮助任何人有机会过上任何形态的有尊严的生活。总之，她期待社会和个人都能受益。

MEI Zixuan holds that the notable manifestation of the learning crisis is that many students have not developed transferable abilities and general literacy, which will hinder students from integrating into the future society.

She proposes that we can "make the world a classroom" to renovate the learning method. Through the expressive tasks, it can create authentic situations to prompt students to use interdisciplinary knowledge to solve real problems. It can also deeply involve students in the learning process, so as to cultivate their abilities to face future problems.

She hopes that future education will be equal and just and ultimately promote peace and justice. It can not only

enable everyone to master knowledge, acquire skills and enrich values to enjoy a dignified life, but also promote the diversified development of human society. She hopes that the education of the future will help people live any kind of life they want to live. All her expectations can be summarized as "Both society and individuals benefit".

**Bridging the Digital Divide to tackle
learning crisis in the context of
Digital Globalization**



姚佳

YAO Jia (China)

北京师范大学
政府管理学院本科毕业生（中国）

Undergraduate student,
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观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/133993.html>

“我很荣幸参加了学生论坛，通过聆听了来自全球 9 个国家的 15 位优秀大学生的讲解，并结合各自国家和地区的实际情况以及自身经历的感悟，使我更加切身体会到建设人类命运共同体的意义。全球合作将在教育系统继续抵御不断出现的挑战的风暴中继续前行。让我们化危机为契机，对教育进行紧急的系统性变革，并期待着一个光明和共同的未来。”

" I was honored to participate in the Student Forum. Listening to 15 outstanding university students from nine countries around the world who shared their understanding of the learning crisis, taking into account the actual situation in their countries and regions and their own experiences, enabled me to understand more personally the significance of building a community with a shared future for mankind. The global collaboration is ongoing as the educational system continues to weather the storm of the unfolding challenges. Let us turn the crisis into the opportunity to make an urgent systematic change in education and look forward to a bright and shared future."

Bridging the Digital Divide to tackle learning crisis in the context of Digital Globalization

姚佳认为，技术利用不足、合格的教师缺乏、获得高质量教育的机会不足是中国面临的三大学习危机，而新冠疫情给又教育工作者带来了更多挑战。

习近平主席在 2020 年中国国际服务贸易交易会全球服务贸易峰会上提出：“我们要顺应数字化、网络化、智能化发展趋势，共同致力于消除‘数字鸿沟’”。另外，“中国智慧教育”、“三个教室”、“教师信息技术能力提升培训 2.0”等相关举措也取得了成功。她呼吁联合共建网络空间命运共同体，弥合“数字鸿沟”，以应对当今的学习危机。

YAO Jia pointed out three striking features of China's learning crisis: underutilization of technology, lack of qualified teachers and insufficient access to education. Furthermore, the global disruption to education caused by the COVID-19 pandemic constitutes the worst crisis on record.

Xi Jinping, President of the People's Republic of China, remarks at the Global Trade in Services Summit of the 2020 China International Fair for Trade in Services, "We need to respond to the trend of digitalization, networking and intelligence, and work together to bridge the 'digital divide.'" In addition, she delivered three successful examples of bridging the digital divide to tackle the learning crisis, including the national

platform called smart education of China, the mixed-mode education initiative named "three classrooms", and the Teachers' IT Capacity Enhancement Training 2.0 version. Ultimately, she calls for turning the crisis into the opportunity to make an urgent systematic change in education and work towards building a community of shared futures.

议题 3：如何提升农村学生的可持续发展能力

Topic 3: Developing competencies for sustainable development among rural students

农村学生在学习和生活上都缺乏足够的资源，失学、逃学和厌学等问题带来的学习危机较为突出。面对复杂多变的未来社会，需要加强教育与农村经济发展、社会环境的紧密结合，培养学生的可持续发展能力，为农村学生与经济社会有效融合做好充分准备。

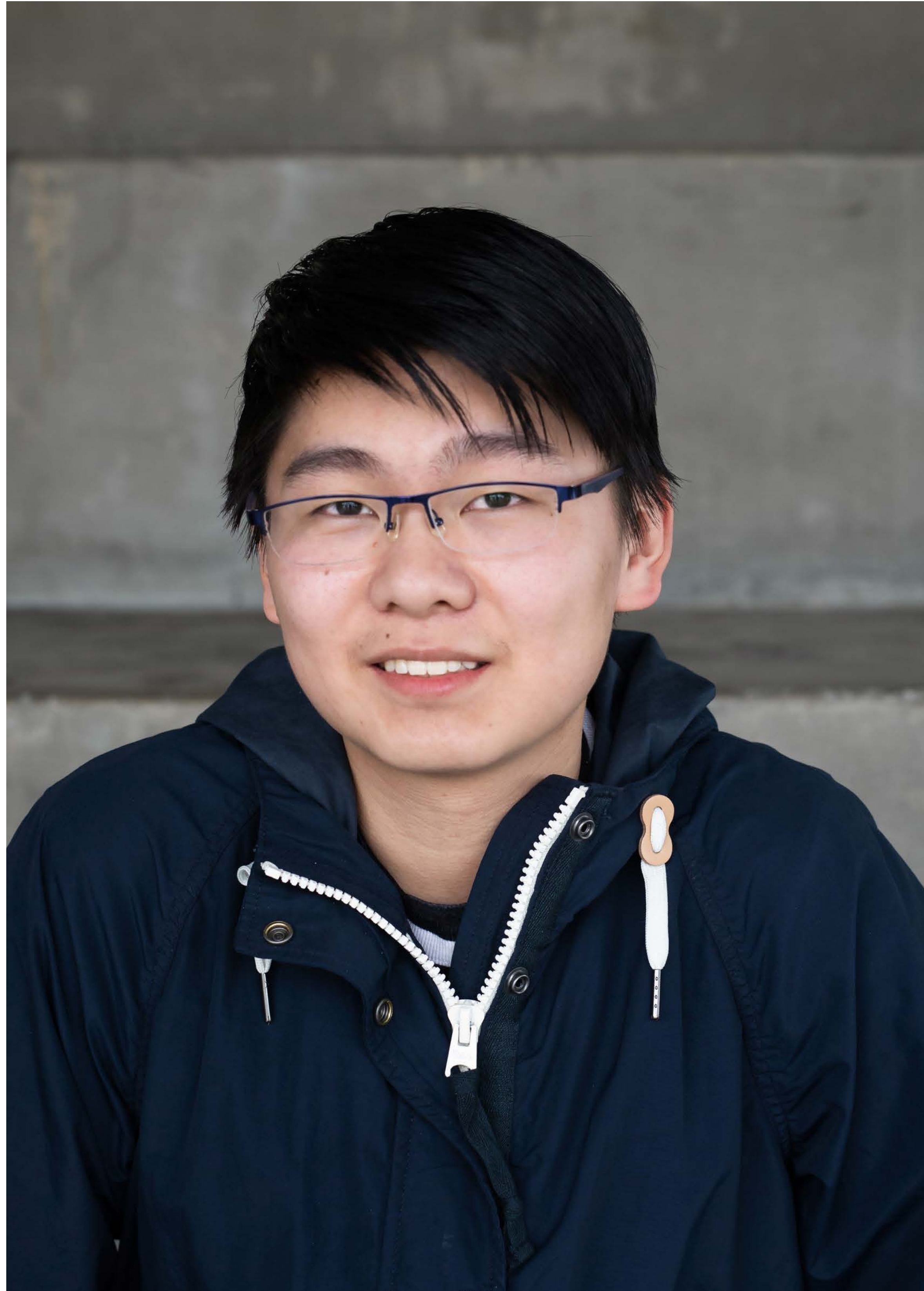
Student Forum on Learning Crisis and Futures of Education



“如何提升农村学生的可持续发展能力”议题合影 (Group photo)

Rural students lack sufficient resources during their study and life in general, and the learning crisis caused by dropouts, absenteeism and school-weariness make it worse. In the face of the complex and changeable future society, it is necessary to strengthen the close integration of education with rural economic development and social environment, cultivate students' sustainable development ability, and make full preparations for the effective integration of rural students and economic society.

Creative Education in Rural Areas



朱宣

ZHU Xuan (China)

美国艺术中心
设计学院本科生（中国）

Undergraduate student,
ArtCenter College of Design, USA

观点及视频链接:

Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134001.html>

“本次教育大会让我遇到了许多对未来教育充满理想的同伴们，我也见识到了许多独特的观点和视角。我意识到了教育是一个非常大的话题，跨越了职业、年龄、国家甚至时空。正是在这样的不断探索中，我们才能够共同构建教育的未来。我希望以后能够有更多大家齐聚一堂、共同畅想未来的机会，希望教育大会能够越来越精彩。”

" Through this conference, I met peers with their vision towards the future of education, and I was introduced to unique ideas and perspectives. I came to realize that education is a ubiquitous topic that spread across professions, ages, countries and even space and time. We are building the future of education together with the exploration and communication of ideas. I appreciate the opportunity provided by the conference, and I hope there will be more opportunities for everyone to meet together and share our visions."

Creative Education in Rural Areas

朱宣认为，设计思维和创新能力的缺失是农村学生面临的学习危机。他认为，虽然设计被看作是一个主观的过程，但设计思维的核心是引导学生进行思考，希望农村学生能够基于设计进行思考。

另外，合理地利用农村地区的自然资源为农村学生创造条件非常重要。他和团队设计了一个低成本的农村学生设计思维教育课程，通过三个不同的空间，让学生动手实验，基于当地资源进行设计创造。该项目有助于培养学生的好奇心、观察能力和动手能力。

ZHU Xuan held that the lack of design thinking and innovation ability were major issues of the learning crisis faced by rural students. He believes that although design is regarded as a subjective process, the core of design thinking is to guide students to think, implying that rural students are encouraged to think by design.

He mentioned that it was very important to make rational use of the natural resources in rural areas to create conditions for rural students. He worked with his team to design a low-cost rural students' design thinking educational project. Through three different spaces, students are allowed to operate experiments to design and create works based on local resources, which helps to cultivate students' curiosity, observation ability and practical ability.

Using Tech to boost learning competencies among Ugandan rural students



Muganga Allan (Uganda)

西南大学
数学教育硕士生（乌干达）

Postgraduate student,
Southwest University

观点及视频链接：
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134003.html>

“本次学生论坛内容很丰富，如果可以认真思考这些方案，所有讨论的教育问题终将被解决。因此，为了与发达国家的教育系统并驾齐驱，对发展中国家的教育系统进行改革创新十分重要。”

" The Forum was extremely informative and if put into consideration, all the discussed educational challenges will be overcome. It's therefore of great importance to have education systems (especially those of developing countries) refurbished in order to move at the same pace with those in a far better position."

Using Tech to boost learning competencies among Ugandan rural students

Muganga Allan 指出，城乡教育不均衡、教师严重不足是乌干达普遍面临的学习危机。

在乌干达，有的农村小学只有一位老师教授所有课程，甚至有不少学生在树下上课，遇到下雨课程就会取消。他认为，农村地区亟需基本的设施和网络环境，并提供足够的老师来确保学生接受正规教育。世界各国需要团结合作，推动实现“确保包容和公平的优质教育，让全民终身享有学习机会”这一目标。

Muganga Allan mentioned that the imbalance in education between urban and rural areas, and the serious shortage of teachers were the common challenges of the learning crises in Uganda.

Some rural primary schools have only one teacher to teach all subjects, and even many students still have classes under trees. When it rains, lessons will be cancelled. He held that rural areas need basic facilities and Internet access, as well as enough teachers to ensure students to receive formal education. All countries in the world need to work together to achieve the goal of “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”.

Developing competencies for
sustainable development among rural
students



Shorif Mollah (Bangladesh)

北京师范大学
教育学部博士生（孟加拉）

Ph.D. student,
Beijing Normal University

观点及视频链接:

Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134005.html>

Developing competencies for sustainable development among rural students

Shorif Mollah 认为，孟加拉等发展中国家普遍面临的学习危机是缺少优质的学习资源，尤其是农村地区，教学基本就是教师的口述和听写过程，培养不了学生的可持续发展能力。

他介绍了一个开放教育资源（OER）研究项目，强调了开放教育资源在实现全民优质教育、推进教育资源共享中的重要性。通过数字平台，该项目可以有效解决知识共享过程中所面临的问题，有助于学习者更好地学习和实践。

Shorif Mollah mentioned that the lack of high-quality learning resources was a learning crisis in Bangladesh and other developing countries. Especially in rural areas, teaching is basically a teacher's oral and dictation process, which cannot cultivate students' sustainable development ability.

He introduced an Open Educational Resources (OER) research project, and emphasized the importance of OER in achieving quality education for all and promoting the sharing of educational resources. With the help of digital platforms, the project can effectively solve the problems in the process of knowledge sharing, and help learners to better learn and practice.

How do teachers deal with the crisis of integrating technology in education



刘嘉豪

LIU Jiahao (China)

北京师范大学
教育学部博士生（中国）

Ph.D. student,
Beijing Normal University

观点及视频链接:

Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134007.html>

“感谢智慧教育大会给我这次宝贵的历练机会。在价值观层面，破解学习危机的关键即是“心中有人”。以学生为中心，是教育中人文主义的重要体现。然而，在教育教学实践领域，教育者不能仅限于所谓替学生思、为学生想，而是要真正聆听学生的声音！以此来看，学生论坛正是北京师范大学聆听学生声音、践行“以学生为中心”理念的有力证明。”

" I would like to thank the GSE2022 for giving me this valuable opportunity. The key point of addressing the learning crisis is embracing humanistic values. In other words, humanism in education is embodied with student-centered learning. However, for educational practice, educators shall not only think for students but also listen to students' voices! Therefore, the student forum is obviously a strong proof, showing that Beijing Normal University listens to the voices of students and embraces the concept of "student-centered learning"."

How do teachers deal with the crisis of integrating technology in education

刘嘉豪指出，教师应用技术的工作负担过重，技术在教育中应用的有效性备受质疑，是教育领域面临的主要危机。

他认为，在推动农村地区可持续发展教育的过程中，不能过度强调新技术的引入，应该倡导教师穿越技术概念的丛林，掌握极简教育技术并合理地加以应用，从“技术的使用者”转向“技术的设计者”，赋予技术新的教育价值，引导学生学会处理自己与社会、世界与自然的关系，为社会进步做出贡献。

他希望在技术的支持下，未来的学习空间无处不在、智联融通，能够实现学校、家庭、社会之间无缝连接，非正式学习与正式学习有机结合。

LIU Jiahao believes that teachers are overburdened with the application of technology, and the effectiveness of the application of technology in education is questioned, which is a major crisis in the field of education.

In his opinion, the introduction of new technologies should not be over-emphasized in the process of promoting education for sustainable development in rural areas. Teachers need to through the jungle of technology-related concepts, master the minimalism educational technologies and apply them rationally. Teachers' roles will be transformed from "the users of technology" to "the designers of how to use technology", which reflects new educational value on the application of technology. It also

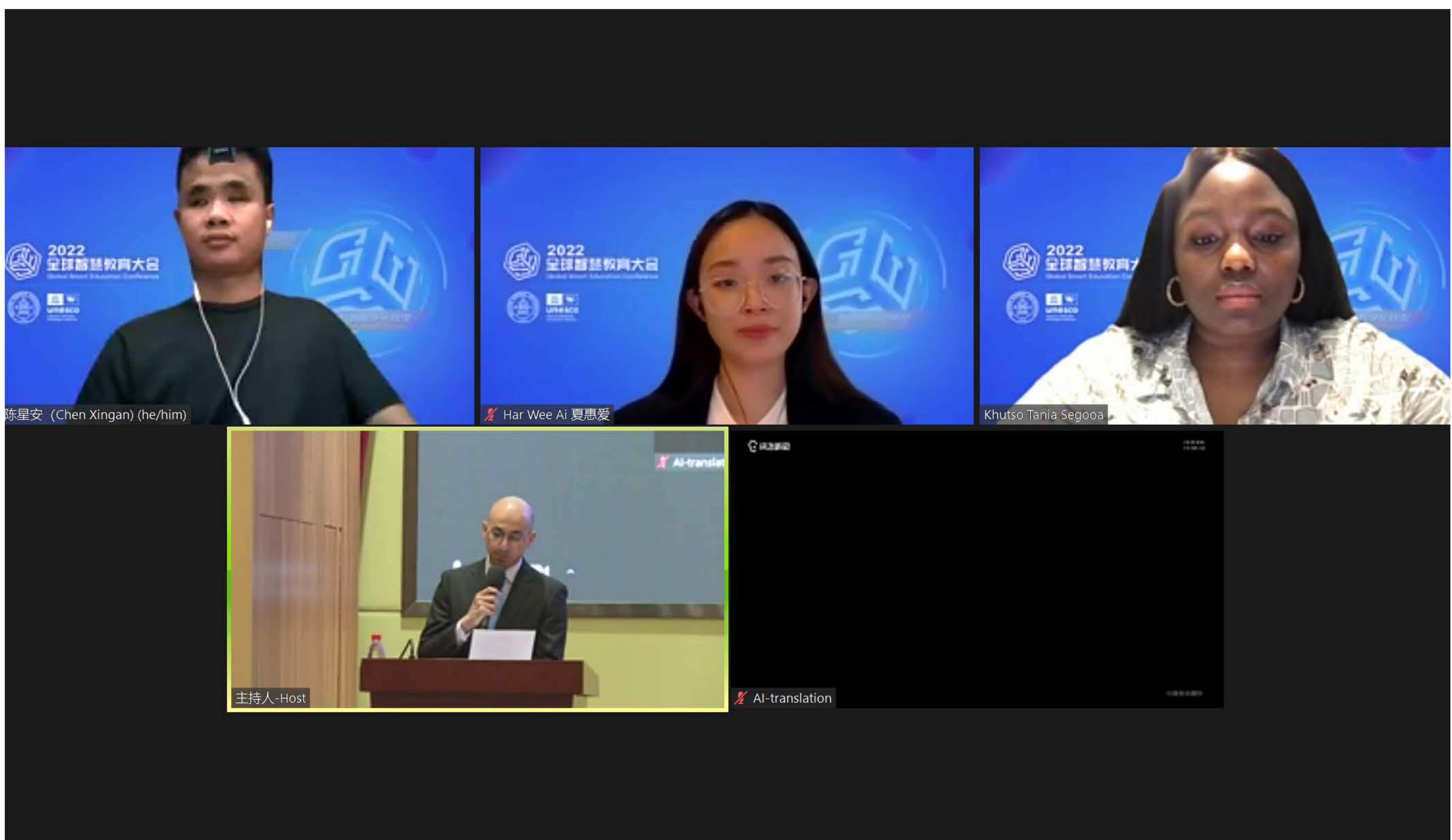
guides students on how to deal with their relationships with society, world and nature, and contribute to social progress.

He hopes that, with the support of technology, the future learning space will become ubiquitous and interconnected. Seamless learning at school, home and society will be realized, so as the organic integration of informal and formal learning.

议题 4：如何整合各类资源 促进全纳教育实现

Topic 4: Integrating resources to achieve inclusive education

特殊儿童没有机会进入学校、性别歧视带来的妇女儿童失学、弱势群体得不到优质的教育，依然是全世界面临的棘手问题。疫情期间，一些国家的应对措施并没有考虑到特殊儿童，他们基本的学习需求和情感需求无法得到满足。这需要各国的集体努力，通过整合各类资源确保每一个人的受教育权力。



“如何整合各类资源促进全纳教育实现” 议题合影 (Group photo)

There are still several problems in the world that children with special needs face. Many do not have access to schools. Many girls are out of school due to gender discrimination. Vulnerable groups do not receive high-quality education. During the COVID-19, the response measures of various countries did not take children with special needs into account. As a result, their basic learning and emotional needs could not be met. We need to make collective efforts and integrate various resources to ensure everyone's right to education.

Learning crisis and career development of students with disabilities



陈星安

CHEN Xing'an (China)

美国戴伯洛谷大学
社会学本科生（中国）

Undergraduate student,
Diablo Valley College, USA

观点及视频链接:

Views and video:

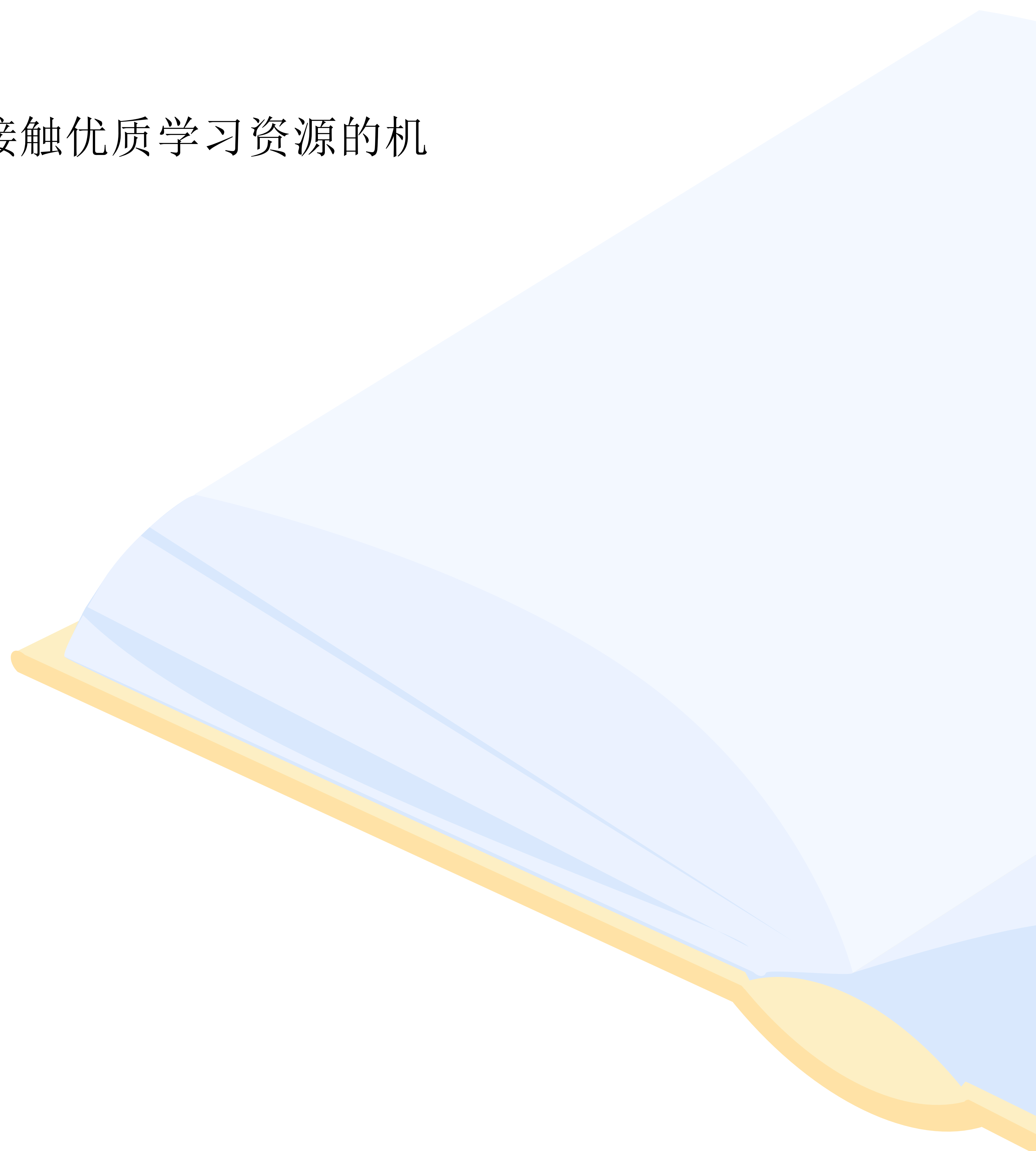
<https://cit.bnu.edu.cn/gse/gse2022/134010.html>

Learning crisis and career development of students with disabilities

陈星安认为，残障人士缺乏无障碍的学习资源和公平的就业机会是实现全纳教育的障碍之一。

作为视障人士，他从小就被认为无法进入大学、无法拥有好工作，所以在小学和中学都受到了很多限制。他提出了三种解决方案，即社区支持、在线学习课程和政企合作，以此来促进残障学生的正规学习和职业发展。在社区支持下，残障人士可以参加针对性社交活动；在线上课程中，残障人士可以提升自我意识，明晰自我价值；在政企合作中，残障人士可以进入公共事业单位和跨国公司实习。

他希望未来的教育可以让每个残障人士拥有接触优质学习资源的机会和就业机会。



CHEN Xing'an held that the lack of barrier-free learning resources and fair employment opportunities for disabled people was one of the crises in achieving inclusive education.

As a visually impaired person, he was considered unable to enter a university or have a good job from an early age. He faced many restrictions in primary and middle school stages. He proposed three solutions—community support, online learning programs and public-private partnerships programs to promote the formal learning and career development of the disabled. With community support, disabled people could participate in given social activities. In online learning programs, disabled people could improve their self-awareness and self-worth. In

public-private partnerships programs, disabled people could join public institutions and multinational companies as interns.

He expects that future education will enable every disabled people to have access to high-quality learning resources and employment opportunities.

Digital solutions to support children with disabilities during the pandemic era in Malaysia



夏惠爱

Har Wee Ai (Malaysia)

北京师范大学
教育学部本科生（马来西亚）

Undergraduate student,
Beijing Normal University

观点及视频链接:

Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134011.html>

“本次学生论坛对我来说是一趟受益匪浅的旅程，让我有机会从来自世界各地的大学生身上认识到各国不同层面的教育问题与现象，以及他们对未来教育的建议与解决方案给我带来了特别大的启发。期待未来有更多机会与世界各地学生在文化与教育上进行交流。”

" This student forum has been a rewarding journey for me. It provides me an opportunity to learn about different countries' educational phenomena. And I am especially inspired by the educational issues revealed by different university students' personal experiences, as well as their solutions for future education. Truly looking forward to more opportunities for inspired cultural and educational exchanges with students from all over the world in the future."

Digital solutions to support children with disabilities during the pandemic era in Malaysia

Har Wee Ai 介绍了疫情加剧了马来西亚残疾儿童的不平等现象，减少了残疾儿童获得康复治疗 and 早期干预的机会。

为了使残疾儿童在特殊时期获得关键治疗，她与参赛团队共同设计了一款针对 4-12 岁自闭症儿童社会情感学习的教育游戏 Mind Forest Pro，该软件通过趣味性的真实情景游戏，指导儿童在寓教于乐的游戏中培养社会情感能力，同时记录儿童的学习进度，帮助家长和老师了解自闭症儿童的学习情况，致力于为特殊儿童居家干预训练提供创新性解决方案。



Har Wee Ai clarified that the pandemic has exacerbated inequality among disabled children in Malaysia and reduced their access to rehabilitation and early intervention.

In order to enable children with disabilities to access affordable and personalized therapy that folds into autistic children daily basis, her team focused on designing an educational game Mind Forest Pro that aimed to develop social-emotional learning skills for 4-12 aged autistic children. The product guides children to cultivate their social-emotional ability in an entertaining game through interesting real situation games. At the same time, children's learning progress is recorded to help parents and teachers understand the

learning situations of autistic children, and to provide innovative solutions for home intervention training for disabled children.

Integrating resources to achieve inclusive education – South Africa Case



Khutso Tania Segooa
(South Africa)

美国福特汉姆大学
经济学硕士生（南非）

Postgraduate student,
Fordham University

观点及视频链接:
Views and video:

<https://cit.bnu.edu.cn/gse/gse2022/134015.html>

Integrating resources to achieve inclusive education – South Africa Case

Khutso Tania Segoo 指出，南非特殊学校的学生学习缺失比较严重，不具备就业所需的基本读写技能。她认为，残障人士应该被纳入主流学校，与非残障人士在一起学习和交流。

她设计了一款融入形象化元素的 APP，支持言语障碍儿童理解、表达和交流，希望以此作为言语障碍儿童与老师和同学互动的桥梁。她希望未来残障儿童数量大幅减少，残障儿童能在学校学到各种有用的技能，更好地融入社会。



Khutso Tania Segooa highlighted that the students in special schools in South Africa had a serious lack of learning and did not have the basic reading and writing skills required for employment, which was a major crisis. She held that the disabled should be included in mainstream schools to study and communicate with the non-disabled.

She proposed an APP with visual elements to support the understanding, expression and communication of speech-impaired children, and she hopes to use the APP as a bridge for interaction between speech-impaired children and teachers as well as classmates. She hopes that the restriction of disabled children in

education will be greatly reduced in the future, and that they can learn various useful skills in school to have better opportunities in the society.

嘉宾观点

Guest views



宋慰祖

北京设计学会创始人、民盟中央宣传委员会副主任

SONG Weizu

Founder of Beijing Design Society

**Deputy Director of the Central Cultural Committee of the
China Democratic League**



宋慰祖指出当今世界的教育还存在失学、缺教师、上学难等问题，教育知识落后、教学方法僵化等问题带来的学习危机需要引起重视。随着创新驱动发展的新时代的来临，知识结构、知识学习内容已经向着“美术艺术、科学技术、相辅相成、相得益彰”的方向发展，知识与技能并重、跨学科学习、动脑与动手结合成为教育的新趋势。

SONG Weizu pointed out that there were still some problems in education in today's world, such as dropouts, lack of teachers, difficulty in going to school and many more. The learning crisis caused by primitive educational knowledge and rigid teaching methods needs to be paid attention to. With the advent of the new era of innovation-driven development, the knowledge structure and knowledge learning content have developed in the direction of art, science and technology, and that they are complementing and completing each other. It has become a new trend to pay equal attention to knowledge and skills, interdisciplinary learning, and the unification of brains and hands.

嘉宾观点

Guest views



Tatiana Shutova

联合国教科文组织教育信息技术研究所项目专家

Programme Specialist of UNESCO IITE



Tatiana Shutova 指出，在刚刚结束的第五届全球未来教育设计大赛中，产生了一批独具特色的大学生设计作品和中小学教师案例，其中部分案例已经收录到联合国教科文组织教师电子图书馆项目（“E-Library For Teachers”）中。该电子图书馆的建成将有效地解决教师专业知识欠缺、教学方法僵化等问题，帮助教师掌握新技术，提升教学能力，为教育教学工作提供解决方案。

Tatiana Shutova pointed out that in the concluded 5th Global Competition on Design for Future Education, a number of unique university students' projects and primary and secondary school teachers' cases have been produced, and some of them have been included in the UNESCO E-Library For Teachers. E-Library For Teachers has effectively solved the problems of teachers' lack of professional knowledge and rigid teaching methods, helped teachers master new technologies, improved their teaching ability, and provided effective solutions for education and teaching.

嘉宾观点

Guest views



Danimir Mandic

塞尔维亚贝尔格莱德大学教师教育学院院长

**Dean of Teacher Education Faculty
at the University of Belgrade in Serbia**



Danimir Mandic 认为，为了应对学习危机，未来教育应充分利用人工智能技术的优势，进行教学方法创新和教师能力提升。他指出，一方面，要对知识结构进行解析重组，提高学生学习动机；另一方面，要通过培训、研讨会等多种形式，帮助教师掌握新技术，提升教师的教学能力。

Danimir Mandic mentioned that in response to the learning crisis, future education should make full use of the advantages of AI technology to innovate teaching methods and improve teachers' ability. On one hand, it can analyze and reorganize the knowledge structure to improve students' learning motivation, and on the other hand, through training, seminars and other forms, it can help teachers master new technologies and improve their teaching ability.

嘉宾观点

Guest views



倪佳琪

北京师范大学团委副书记

NI Jiaqi

**Deputy Secretary of Youth League Branch Committee,
Beijing Normal University**



倪佳琪指出，学习危机是复杂的，有的人不具备学习的条件，有的人拥有好的条件但没有学习兴趣，有的人对学习有兴趣但缺乏有效的学习方法……这些问题与教育的未来和人类社会的发展息息相关。她希望通过该论坛搭建平台，让世界各国的大学能够感知危机、交流互鉴、共同发展。

NI Jiaqi mentioned that the learning crisis was complex. Some people do not have the conditions for learning; some have good conditions but are not interested in learning; and some are interested in learning but lack effective learning methods. These problems are closely related to the futures of education and the development of human society. She looks forward to building a platform through the Forum so that university students from all over the world can perceive the crisis, exchange and learn from each other, and achieve common development.

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聚焦

技术依赖 盲目刷题 学不致用……

教室里的“学习”，往何处去

中青报·中青网记者 樊未晨 叶雨婷 来源：中国青年报 （2022年09月05日 05版）

“我已经完成了四年本科学习，完成了所有的必修课程，也完成了许多选修课程，我通过了毕业所需的所有考试。然而，作为一名硕士生，我现在仍然无法很好地应对现实生活中的问题。”北京师范大学硕士生刘雨菲说。

无独有偶，今年年初召开的北京两会上，北京设计学会创始人、民盟中央文化委员会副主任宋慰祖收到了一名小学四年级学生的模拟政协提案，这位小学生在提案中道出了自己对学习的焦虑。

联合国秘书长古特雷斯曾经说，青年人正面临一场学习危机，他们往往在学校里学不到在技术革命中所需的技能，学生们还需要学会如何学习。

科技高速发展的今天，获取知识的渠道更加丰富和多样了，学习似乎随时随地都在发生，这同时又是一个知识更新速度越来越快的时代，人们今天学到的知识明天可能就落后了。因此，无论是小学生还是研究生，有不少人存在着不同程度的学习困惑。

特别是在疫情背景下，全球不少青少年不得不离开校园，让学习这件事变得更加复杂了。

教室里、课堂上越来越多的人在思考：到底什么是真正的学习，上学就等于学习吗？考试成绩好就代表学习能力强吗？学会课本知识就能解决现实生活中的难题吗？技术是弥合教育差距、解决学习危机的“万能钥匙”吗？

技术在弥补教育差距同时，也造成新的危机

“学习危机”并不是刚刚出现的概念，世界银行在2018年世界发展报告《学习实现教育承诺》中明确提出全球正面临“学习危机”，并提出，尽管受教育机会较以往有所增加，但世界各地的一些年轻人，特别是那些处于贫穷或社会边缘的人群，甚至

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Source: http://zqb.cyol.com/html/2022-09/05/nw.D110000zgqnb_20220905_1-05.htm

中青报·中青网记者 樊未晨 叶雨婷
中国青年报
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UNESCO Institute
for Information Technologies in Education

HOME / NEWS: IITE AND PARTNERS IN ACTION

2022 Global Smart Education Conference on Intelligent Technology and Digital Transformation in Education held in Beijing

Student Forum on Learning Crisis and Futures of Education

On August 19, UNESCO IITE representatives also took part in the “Student Forum on Learning Crisis and Futures of Education,” part of the GSE2022 Conference. Based on the actual situation of their countries and regions and combined with their own experiences, 15 university student representatives from China, Malaysia, Bangladesh, Serbia, South Africa, Tunisia, Uganda, and Nigeria shared their understanding of the learning crisis and their expectations for the futures of education from the perspectives of learning environment reform, learning method innovation, rural student training, and practical implementation of inclusive education in their respective countries.



Source: <https://iite.unesco.org/news/gse2022-conference/>

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学生论坛观点及视频链接:

The link of Student Forum Views and Video:

<https://cit.bnu.edu.cn/gse/gse2022/index.html>