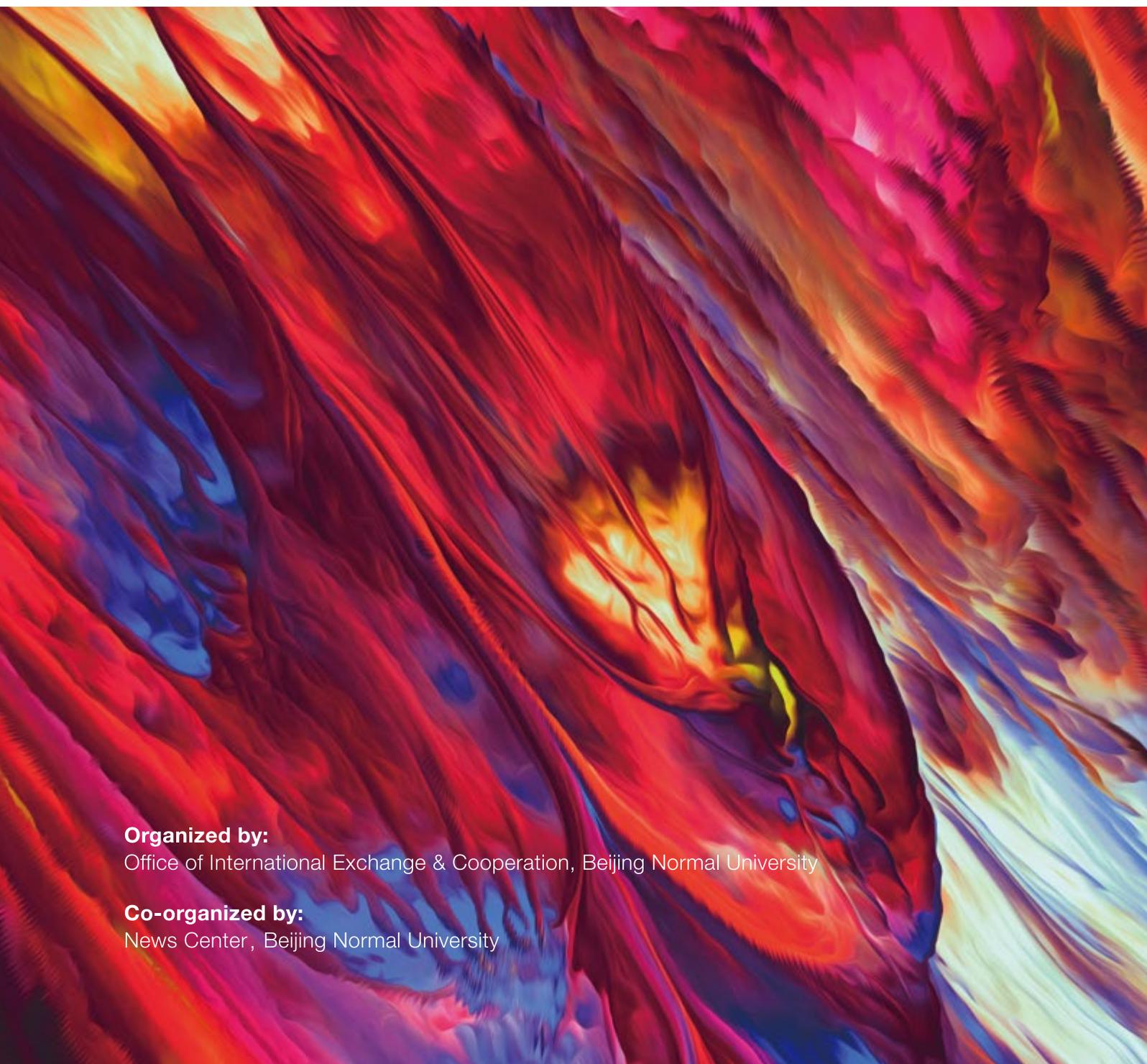


Beijing Normal University



Newsletter

Summer 2021 / Issue 7



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BNU Sets up New School for National Security

Article source: China Daily | Release date: 2021-04-16

Experts and academicians pose for a group photo at the Forum for National Safety Education and Discipline Development in Beijing on April 14, 2021.

Beijing Normal University announced the establishment of a new school for national security on Wednesday.

The School of National Safety and Emergency Management aims to cultivate talent and form a team of experts who can support the



prevention of national risks, said CHENG Jianping, Chairman of the University Council, at the Forum for National Safety Education and



Discipline Development in Beijing. It is one of the specific measures that BNU is taking to raise

awareness on national security, CHENG Jianping added.

The school will also be a cradle for the training of high-level innovative talents and teachers who will teach national security to future generations at primary and secondary schools, said DONG Qi, President of the University.

CHENG Jianping said that The School of National Safety and Emergency Management would set up a major in national security and a doctoral program at the Zhuhai Campus of BNU to further enhance BNU's ability to serve primary national needs, form a new type of interdisciplinary education, and prevent and resolve significant risks in the country.

"The establishment of the new



school will support key national high-end think tanks by responding to essential changes in the international situation, preparing for major natural disasters, and preventing and controlling major public health emergencies," he added.

Two guidelines related to national safety education for universities, middle schools, and primary schools

were released at the forum.

The forum attendants include ZHENG Guoguang, secretary-general of China National Commission for Disaster Reduction; SHAN Chunchang, head of the specialist team for emergency management with the State Council; and leading academicians and experts in disaster reduction.



Memorandum Signing Ceremony of Fintech Professional Cooperation and First Fintech & Digital Economy Development Forum Was Held in BNU

Article source: BNU Business School | Release date: 2021-05-12

The signing ceremony of the Memorandum of Understanding on fintech major and the first High-Level Forum on Financial Technology and

Digital Economy Development were held at the Yingdong Academic Hall of Beijing Normal University (BNU) on May 9. The event was co-hosted by the BNU

Business School, the Beijing Local Financial Supervision and Administration, and the Tsinghua University PBC School of Finance (PBCSF).



CHENG Jianping, Chairman of the University Council, attended and addressed the forum. He pointed out that currently, the development of financial technology brings more dynamism to China's economic growth. We should consider the new development stage, apply the new development philosophy, and foster a new development paradigm. BNU attaches great importance to cultivating interdisciplinary financial talents. The BNU Business School, the Beijing Local Financial Supervision and Administration, and the PBCSF jointly launch the undergraduate degree program of FinTech, tripartite cooperation that will deepen the integration of theoretical research, regulatory practice, and talent training.

LI Wei, Director of the PBOC Science



and Technology Department, extended sincere congratulations to the signing ceremony and the forum. He said that consolidating the talent base is a must for fulfilling the new mission of financial technology development during the "14th Five-Year Plan" period. LI Wei urged efforts to uphold justice, pursue moral integrity, establish correct values, comply with ethics rules, and cultivate fintech talents with moral integrity and professional competence. LI Wei called for enhancing coordination, accelerating the pace of standardizing the ratings given to fintech talents, and promoting the establishment of a standardized model for talent development and mutual recognition of skills and competencies. LI Wei stressed the importance of pooling strengths from all parties, enabling universities and financial institutions

to push forward the collaborations between businesses, universities, and research institutes and exploring new talent training models. Efforts should be made to highlight demands and leverage the roles of vocational training so that more quality fintech talents could be constantly cultivated, LI Wei added.



HUO Xuewen, Secretary of the Leading Party Members' Group and head of the Beijing Local Financial Supervision and Administration, expressed gratitude to all friends interested in and supported Beijing's financial development. HUO Xuewen held that striving to cultivate fintech talents is an intrinsic requirement of the capital to build itself into a fintech innovation hub with global influence. He saw it as a move that is conducive to establishing a high-calibre fintech

talents training system suitable for developing the capital's functional zoning. Beijing has the most favourable environment for basic technology research, cutting-edge technological innovation, and the application of fintech technology, and it provides a powerful platform for international exchanges and cooperation. He said that through joint efforts, excellent fintech talents would thrive in Beijing, and its high-quality, innovative development of fintech will be raised to a new level.



LIAO Li, Executive Associate Dean of PBCSF, reviewed the development course of the tripartite cooperation and expressed thanks for the support offered by government officials and friends from all walks of life. He promised enhanced cooperation in curriculum, guiding for students to complete a thesis and scientific research. He pointed out that

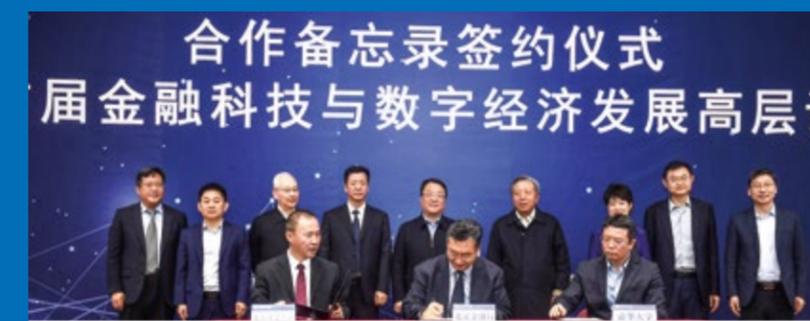
fintech has injected new vitality into financial development but meanwhile brought about new challenges. Fintech has increasingly become a new research direction and captured attention from a rising number of scholars and academic journals at home and abroad. However, researchers have not yet found solutions to many important research issues. Scientific research provides strong support for discipline development and talent training, and fintech is a brand new research field, so he expected PBCSF and the BNC Business School to conduct solid cooperation in scientific research.

WANG Shoujun, Vice President of BNU, presided over the section of welcome speech and signing ceremony. Witnessed by



all attendees, QI Yudong, Dean of the BNU Business School, HUO Xuewen, and LIAO Li signed a memorandum of cooperation.

After the MoU was signed, participants delivered keynote speeches at the first High-Level Forum on Financial Technology and Digital Economy Development. CAI Hongbo, Vice Dean of the BNU Business School, presided over the first half of the forum.





WU Xiaoqiu, former Vice President of Renmin University of China and Dean of the China Capital Market Research Institute, gave a speech. In his remarks, he said that we should have a deep understanding of finance and the essence of modern finance lies in transferring resources across time and space. Finance is just like a starting point. After that, the disintermediation will extend market boundaries and greatly enhance the function. This is the power of technology, and it can significantly improve the efficiency of finance. In addition, economic transformation needs regulatory innovation.



WU Weixing, Vice President of the University of International Business and Economics, raised questions from three perspectives. First, the development of fintech expands

the accessibility of financial services. Previously commercial banks played a dominant role, and the capital market mainly served large and medium-sized enterprises. Still, fintech can provide more services for household business owners and micro, small, and medium-sized enterprises. Second, in terms of Chinese households, higher investment efficiency could be found in the assets of wealthy families. Wealthy people can make better use of financial leverage, leading to the widening wealth gap. The third lies in the strategic option of financial product design. Given that many investors cannot identify the design risks and profit structure of financial products, regulators need to get involved in the design of financial products.



GUO Weimin, Chief Scientist at the Bank of China, argued that the motive force propels the transition to the digital society during the 14th Five-Year Plan period - scientific development. However, we have to take the relationship between artificial intelligence and human beings seriously. We need to consider many uncertainties, such as whether

to make robots replace humans or pursue coexistence and joint development of machines and humans. The relationship between technological transformation and socio-economic development is that technological transformation has promoted social development, and social development, in turn, set off a shift toward technological transformation. This is also a headache besieging Beijing on how we should support the development of fintech and techfin.



ZHOU Yonghong, General Manager of ICBC Technology (Beijing) Co., said that banks must preserve the essence of finance. Finance for good can promote technology for social good. If our innovation goes off track, this will endanger the financial security of hundreds of millions of people and even shatter the financial system of a country. However, some banks also hope to spin off a relatively small tech company and do some innovation in new finance. Taking the financial innovation of ICBC Technology as an example, he painted a new picture of the new form of finance and wished to create the new blue ocean of finance plus the power of science.



HE Liping, a professor from the BNU Business School and head of the Research Centre of International Finance, presided over the second half of the keynote speeches.



In her speech, DONG Xiaojun, Deputy Director of the Division of Economics at the Party School of the Communist Party of China (CPC) Central Committee (China National School of Administration), stated that competition between countries had shifted from trade to finance and to digital areas. She summarized four features: First, developed countries had drawn up a complete set of rules and regulations for digital trade system through regional trade agreements; second, the European and American paradigms had significant digital cluster effects, and they can provide strong

intellectual property protection for domestic data; third, the digital trade rules applied in the United States, Europe, and Japan are highly overlapped and such areas champion a common vision for governance; fourth, digital tax is being regarded as essential means for digital trade rules. She also came up with four complementary approaches and suggestions.



XUE Zhenghua, Associate Dean of Institute for Fintech Research at Tsinghua University, pointed out that although the digital economy had also witnessed rapid development over the past few years, most of its share is still limited in personal consumption. One of the key reasons could be attributed to the development of Internet technology. In less than 20 years, the world has been undergoing digital transformation, from the Internet to the mobile Internet, big data, artificial intelligence, and cloud computing. As a result, the digital economy gains unstoppable momentum. In the future, industrial digitization will create new development opportunities for the industry. In the past, many argued that finance did not serve the real economy well, but the current

development trend will gradually address this issue. Therefore, we also expect a digital economy boom in the industrial field.



QI Yudong talked about three issues: the operation characteristics and development trend of the digital economy, the experience in economic growth caused by relaxed regulation, and how to adjust current regulations and supervision in the era of the digital economy. At present, the digital economy driven by underlying digital technologies such as "A-B-C-D" technologies (AI, blockchain, cloud computing, data analytics) is booming worldwide. As a result, it is expected to steer China's digital economy toward greater maturity. He held that in order to make the regulatory system better adapt to the development of the digital economy, what is needed is adjusting current regulations to better serving the digital economy rather than adopting a one-size-fits-all approach like simply cancelling or intensify regulation.

Finally, HE Liping summarized the remarks made by the guest speakers. He pointed out that fintech and the digital economy had charted a

new course for the development of finance, economy, society, and even human beings. It is a brand-new area, and BNU's move to set up a fintech major is forward-looking. Meanwhile, the fintech major cultivates a new type of talent. BNU has advantages in education, and we can make a unique contribution in this field. He also admitted that the construction of the fintech major requires industry-academia-research-government cooperation, and he suggested education, research, enterprises, financial institutions, and

government departments should make coordinated and collective efforts in this regard.

In addition, JIANG Nan, Secretary-General of the Frontier Institute of Regulation and Supervision Technology, ZOU Li, a senior expert from the ABC Fintech Co., Ltd, WANG Zhengwei, Deputy Secretary of the Party committee of PBCSF, Dr XIANG Hongyu from PBCSF, SUN Zhijun, Party Secretary of BNU Business School, ZHANG Pingdan, Deputy Dean of BNU Business

School, HU Haifeng, Director of the Department of Finance, JIANG Jie, Director of the FinTech Project, HU Conghui, Director for the Master of Finance program, SUN Yunchuan, Director of the International Institute of Big Data in Finance, Dr CHEN Su, and Dr LAN Rujia, two PhD students from the International Institute of Big Data in Finance, and 120-plus students majoring in fintech or other relevant areas also attended the event. At the same time, more than 2,800 people watched the event via video link.

ZHOU Zuoyu Attended 1st Steering Committee (SC) Video Meeting of USRN

Article source: Office of International Exchange and Cooperation | Release date: 2021-04-19

The University Social Responsibility Network (USRN) held the first meeting of its Steering Committee via video link on April 16. ZHOU Zuoyu, Vice President of Beijing Normal University, was invited to attend and address the meeting. The members of the Steering Committee who also joined the discussion include Dr Joanne Curry, Vice-Chancellor at Simon Fraser University, Professor Norman Duncan, Vice-Principal



of the University of Pretoria. In addition, Professor MaryLouise McLaws, Vice-Chancellor of University of New South Wales, Dr Julian Skyrme from the University of Manchester, Professor Faisal Azaiza from the University of Haifa, and Professor Robert Hollister, senior advisor to the USRN, attended the meeting to deliberate the work priorities of the USRN. The meeting was presided over by Dr Miranda Lou, Executive Vice President of PolyU and Co-Chair of the Executive Committee of the USRN, and Professor Ben Young, PolyU's Vice President.

During the meeting, ZHOU Zuoyu introduced the proposal for establishing the USRN's academic committee, including setting up the academic committee, research priorities, organizational structure, responsibilities and obligations, operations, funding, and the latest developments. The participating members gave full support to the proposal, considered the

joint scientific research in SDGs significant, and discussed the academic committee's funding issues.

In terms of the Jockey Club Design Institute for Social Innovation initiated by PolyU and the proposal for the Expo on Service-Learning and Socially Responsible Global Citizenship (online), ZHOU Zuoyu came up with two suggestions: First, through the coalition agreements, students can transfer the credits gained at member institutions seamlessly towards their degrees; second, coalition member universities are advised to enrich their curriculum based on their own cultural and social backgrounds, so that the courses provided by different member universities could be integrated and students can receive more diversified education via the coalition's platform.

The meeting also discussed the strategies for USRN member

universities and the cooperation with Times Higher Education (THE) proposed by Robert Hollister. ZHOU Zuoyu suggested when the alliance absorbs new members; consideration could be given to the international organizations whose missions align with the concepts of USRN, such as the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific, and Cultural Organization.

Attendees also deliberated topics such as the plan for the 2022 seminar, holding online seminar series, and updating the alliance website.

WU Yujun, AI Xin, respectively serving as Director and Deputy Director of Office of International Exchange & Cooperation, ZHANG Qiang, a professor from the School of Social Development and Public Policy, and relevant staff with the Office of International Exchange & Cooperation also attended the meeting.

President of PolyU Angelina Yuen-Tsang initiated the USRN in 2015, which hosts the coalition's secretariat. It aims to be an effective collaborative platform for global discussions and development of USRN through networking and partnership within the Network and other networks and alliances and strengthen the university social responsibility (USR) efforts of member institutions to advance the global movement.

The Sixth Olympiad on the Russian Language-“Running to Moscow” Kicks off at BNU

Article source: School of Foreign Languages and Literature | Release date:2021-04-27

The sixth Olympiad on the Russian language titled “Running to Moscow” was held from April 24 to 25, attracting over 120 contestants from 12 normal universities nationwide. The event was co-sponsored by the Beijing Normal University (BNU) and Moscow Pedagogical State University (MPGU) and co-organized by the Russian Research Centre at BNU, the Russian Department at BNU, and the Sino-Russian Educational University Alliance.

LIU Juan, Secretary of the Party Committee of the School of Foreign Languages and Literatures of BNU and Director of the Russian Research Centre, served as the contest host. In addition, ZHOU Zuoyu, Vice President of BNU, and Lexey Lubkov, President of MPGU, were invited to address at the opening ceremony.

ZHOU Zuoyu said in his opening remark that the year 2021 marks the 20th anniversary of the signing



of the China-Russia Treaty of Good-neighborliness and Friendly Cooperation. He hailed the unprecedented development of China-Russia humanity cooperation over the past 20 years. He said that the collaboration conducted by BNU and MPGU in talent training and scientific research is of great significance. He stressed that the expanded scale of the contest stands as an important historical witness to the deepening exchanges between Chinese and Russian youth.

Mr Lexey Lubkov spoke highly of the cooperation between the two universities and the work they jointly completed within the Sino - Russian Educational University Alliance framework and extended



wishes for future cooperation between the two sides. He pointed out that the fast-growing trend of learning the other country's language could testify to mutual warmth in Russia-China ties.

Due to the outbreak of COVID-19, this year's competition was held via video link. In the round of written tests, the contestants showed their solid knowledge of Russian, won, and got a seat in the final round. In the interview round, contestants' fluent expression won recognition and high praise from all judges. After two days' fierce competition, contestants fully demonstrated their Russian skills and understanding, and 18 contestants won awards. In the graduate students' group, three winners from



Shaanxi Normal University and BNU were provided full scholarship on a master's degree program at MPGU.

At the closing ceremony, LIU Juan and Elena G. Chernysheva, Director of Institute of Philology, Moscow Pedagogical State University, highly appreciated the rapid development of the Olympiad on the Russian language and extended sincere gratitude to the teachers from the two universities for their contribution to the contest. The contest offers a paradigm for China-Russia cultural exchanges and cooperation. Furthermore, the collaboration between BNU and MPGU in talent cultivation and scientific research injects sustained vitality into the deepening China-Russia good-neighbourliness, friendship, and cooperation.

BNU at Zhuhai Held the First "LANG Ping Cup" Volleyball Tournament (High School Girls' Team)

Editor: CHEN Xinyang | Release date: 2021-05-10

From May 2nd to 4th, the first "Langping Cup" Volleyball Tournament (High School Girls' Team) was held in Zhuhai Campus, sponsored by Beijing Normal University (BNU) and organized by the Research Centre of Langping Sports Culture and Policy.

"LANG Ping Cup" Volleyball Tournament is the first volleyball tournament in China authorized by LANG Ping, the head coach of the Chinese Women's Volleyball Team and a professor at BNU. It aims to discover and cultivate volleyball talents, build a communication platform for schools and teenagers, and popularize volleyball. LANG Ping delivered a video speech for



the tournament at the opening ceremony, which greatly encouraged the teams to participate actively.

Six teams from Jilin, Guangdong, Inner Mongolia, and the other five provinces (Autonomous Region/Municipality) will compete in a single cycle according to the competition rules. The top four teams will compete in two finals. After the fierce competition of 18 games in 3 days, Shunde No. 1 High School Team from Foshan, Buji Middle School No. 1 Team from Shenzhen, and Eleven High School Team from Changchun won the first, second and third place of the tournament respectively.

At the awarding ceremony, DAI Wei, Deputy Director of the Administrative Committee, BNU at Zhuhai, expressed warm congratulations to the winning



teams and individuals and encouraged teenagers to carry forward the spirit of the women's volleyball team and make further achievements. He also urged all the students with volleyball skills to continue participating in the "LANG Ping Cup" series of matches and welcomed everyone to apply for Beijing Normal University.

In the future, the Research Centre of Langping Sports Culture and Policy will hold a series of volleyball competitions for teenagers of different ages and

strive to build "LANG Ping" into a sustainable brand competition. Furthermore, the Research Centre will encourage the promotion of volleyball and enhance the communication between schools at all levels and all kinds of schools across the country.



The International Workshop on Russian Studies - Individual Life and Destiny of Mankind from the Perspective of Russian Studies Was Held at BNU

Article source: School of Foreign Languages and Literature | Release date: 2021-05-18

The Russian Research Centre of the Ministry of Education's Regional and National Research Base held the International Workshop on Russian Studies - Individual Life and Destiny of Mankind from the Perspective of Russian Studies on May 15. Dr Andrey Denisov, Ambassador Extraordinary and Plenipotentiary of the Russian Federation to the People's Republic of China, and Professor ZHOU Zuoyu, Vice President of Beijing Normal University (BNU), were invited to deliver a speech via video at the opening ceremony, and LIU Juan, Secretary of the Party Committee of the School of Foreign Languages and Literatures of BNU and Director of the Russian Research Centre, presided over the opening ceremony. First Secretary of the Russian Embassy in China and Representative of the Ministry of Education and Science Igor Pozdnyakov also attended the opening ceremony. In addition, over 250 experts and students at



home and abroad joined the event online and offline.



ZHOU Zuoyu extended a warm welcome to Andrey Denisov and the guests. He pointed out that Russian Study is a traditional research field at BNU, and the Russian Research Centre is a front-runner in Russian studies. He

hailed the contribution made by the centre in promoting people-to-people exchanges between China and Russia. He also stressed that exploring the individual life and destiny of humanity from the perspective of Russian studies is conducive to further deepening China-Russia people-to-people exchanges and developing closer people-to-people ties.

In his remarks, Ambassador Andrey Denisov pointed out that China and Russia maintained high-level trade cooperation and people-to-people exchanges during the outbreak of COVID-19. He said the vision for



a community with a shared future for humanity had been a promising philosophical framework for conducting practical international economic cooperation and exploring the connotation of global humanitarianism. Furthermore, the studies conducted by the Russian Research Centre could deepen the international community's understanding of Russia. Thus, they would elevate the China-Russia comprehensive strategic partnership of coordination for a new era.

This year's International Workshop on Russian Studies has two sections and will be held online and offline. Experts and scholars from well-known universities and scientific research institutions in China, Russia, Germany, and the United States discussed "Lives and Life in Russian Ideology and Culture" and "Russian Studies and the World Against the Backdrop of the Ongoing Epidemic."

Professor ZHANG Baichun from the Russian Research Centre served as the host of the first section. Then, Tatyana V. Kortava, Vice-Rectors of Moscow State University, Andrey V. Smirnov, Full member of the Russian Academy of Sciences, Director, Institute of Philosophy under the Russian Academy of Sciences, Professor LI Zhengrong from the BNU Russian Research Centre, Professor Robert Hudec from the Institute of Slavic Studies of the University of Hamburg in Germany, and CHU Jinyi, Assistant Professor of Slavic Languages and Literatures from Yale University,



discussed issues concerning "human destiny" and "views on life and death" from the perspectives of philosophy, literature, and culture.

Professor LI Zhiqiang, Executive Vice President of the Institute of International Relations of Sichuan University, served as the moderator of the second section. Professor WANG Mingyu, former Vice President of Tianjin Foreign Studies University, Elena B. Zavyalova, from the Moscow State Institute of International Relations, Professor WANG Xing, Director of Institute of Russian Studies in Nanjing University, Professor Tamara Selischeva from Saint Petersburg State University of Economics, Professor Zhang Baichun from the BNU Russian Research Center, and Vadim Sonin, lawyer of Trade Mission of the Russian Federation in the PRC, delivered thematic reports. From the perspectives of linguistics, philosophy, economics, and law, the experts exchanged ideas on "Development of Russian Studies," "Dostoevsky and the Spiritual Life," "Economic

Cooperation and Law in the Context of the Epidemic," and other issues of practical significance.

ZHANG Xiaodong, Deputy Director of the Russian Research Centre, served as the host of the closing ceremony. While giving the closing speech of the workshop, Professor LI Xing, Chairman of the Academic Committee of the Centre, summarized the beautiful speeches of the participating experts. He stressed that when global public health and international exchanges and cooperation are faced with severe challenges, interdisciplinary discussions on the concept of building a community of shared future for all humankind are of great significance. Furthermore, LI Xing said that China and Russia are "close neighbours," "good friends," and "partners." Therefore, China and Russia should pursue extensive consultation, joint contribution, and shared benefits with each other based on "dialogue," "trust," and "cooperation" to share development and ensure the coexistence and shared prosperity of all.

International Teaching Staff and Students at BNU Received COVID-19 Vaccines

Article source: Office of International Exchange and Cooperation | Release date: 2021-04-29

"Please line up to get your consent form!" International teaching staff and students of Beijing Normal University eagerly lined up before the Qiu Jiduan Stadium to get vaccinated. Volunteers were handing out consent forms for COVID-19 vaccination and guiding them to the stadium in order.



On the afternoon of April 19, more than 100 international teaching staff and students were vaccinated at a COVID-19 vaccination site on campus on the premise of voluntary application and consent.

To ensure the smooth arrival on site of people coming in for vaccinations, staff and students arrived at the vaccination site according to their scheduled vaccine appointment, making the vaccination process efficient and safe.

At 1 p.m., international teaching staff and students arrived at the waiting zone in front of Qiu Jiduan Stadium. There were five zones at the Stadium vaccination site: the consent form signing zone, the temperature-taken zone, the clinical



assessment & identity verification zone, the vaccination zone, and the observation zone. Each zone was equipped with a sign written in Chinese and English to ensure an efficient flow of people to go through the vaccination process. Besides, volunteers and staff members helped them check in, maintain order at the site, and answer their questions.

After the students and teaching staff gave their temperatures,



verified their identities, and paid the vaccination fees, the medical staff at the clinical assessment zone confirmed their physical conditions. Then, the students and teaching staff waited in line to be vaccinated after adequately following all four steps. After the vaccination, they stayed in the observation zone for 30 minutes. If they reacted negatively to the vaccine, they could immediately report their symptoms to the medical staff at



the site; otherwise, they could leave after 30 minutes.

"I'm glad I have the opportunity to get vaccinated," said Miss Lucia, a staff member of BNU from Brazil, "Vaccination is the best way to protect us from getting infected with corona." She added that the vaccination process was smooth and painless, and she would share this experience with her friends and colleagues.



“ Now it's done. I can rest assured. As an international student, I didn't expect that I could get vaccinated so fast ”



said an international student from Panama who is studying for a doctor's degree. Previously, she believed that vaccines were available to Chinese students only. She was delighted that she could receive her vaccine on campus so fast. She added that "Vaccination is not only for public safety but also for personal wellbeing."

According to the principle that "people who are physically sound should get vaccinated as soon as

possible," all districts in Beijing are advancing the process of vaccination in a safe and orderly manner. Furthermore, under the guidance of the State Council on joint disease prevention and control, foreigners of specific age groups in Beijing also have access to vaccines on the premise of voluntary application and consent.

Noman, an international student from Pakistan, held that under the world's epidemic situation, getting vaccinated is the best choice right now. "...not to mention that the school authority has done a good job in arranging the

vaccination on time." Lem Diana, an international student from Russia, said that the injection process was so quick that she didn't even realize it. Ying Ming was not alone in feeling so. Many of them also marvelled at the smoothness and efficiency of the vaccination process. As to side effects, apart from mild injection site pain, they reported no other allergic reaction to the vaccine.

When leaving the observation zone after 30 minutes, with a thumbs-up sign to the camera, Schnaak William Coleman, an international student from the US, said that "Now I'm

gonna go home, do my homework, and get on with my life."

President XI Jinping said at the opening ceremony of the 73rd World Health Assembly video conference that "Mankind is a community with a shared future. Therefore, solidarity and cooperation is our most powerful weapon for defeating the virus."

Receiving COVID-19 vaccines helps protect individuals from being infected with the virus and plays a crucial role in building a public health community for humanity.

BNU Professor Robert Walker Accepted Interview of China's Poverty Alleviation in a Special Program Aired on China Global Television Network (CGTN) Channel

Article source: China Academy of Social Management/School of Sociology | Release date: 2021-04-19

Professor Robert Walker voiced his opinions on China's poverty alleviation in a special program aired on the China Global Television Network (CGTN) channel. Themed China's poverty eradication, the program invites guest speakers and journalists at home and abroad. It shows the whole world Chinese authorities' commitment to ending poverty and the fruits China has delivered to its people.



Professor Robert Walker said in the interview that other countries could learn from China's experience in poverty reduction and put poverty eradication top on their governance agenda. The Chinese government has demonstrated to the world its determination to fight poverty and the outstanding results it has gained. It has been proved that the most critical factor in the cause of poverty reduction is upholding the leadership of the CPC with Chairman XI Jinping at its core, establishing clear policy goals, and mobilizing the public and the business community to participate in poverty alleviation. These factors are crucial to the decisive victory against poverty.

Professor Robert Walker stressed that China's experience shows that eradicating absolute poverty is achievable. It is essential to provide equal access to development benefits for all people,

which could be achieved by optimizing the tax system, enhancing public services, and improving the social security system. He pointed out that with rising standards of people's livelihoods and the deepening understanding of poverty issues, addressing urban poverty will become the primary task in the next stage. Moreover, poverty issues are multi-dimensional, caused by material scarcity, and embodied in multiple dimensions such as the right to development and people's dignity. He held that China has unparalleled institutional advantages in achieving common prosperity because China's institutions and culture advocate unity, cooperation, and equality rather than competition based on individualism.

CGTN is a TV channel focusing on newscasts, in-depth reports, commentary programs, and feature presentations. It was launched on December 31, 2016, as

the previous CCTV-News rebranded as CGTN. In General Secretary XI Jinping's message of congratulations on the successful launch of CGTN, he said that today's world and China are more open. The relationship between China and the world is changing, adding that China needs to understand the world better, and the world needs to understand China better. CGTN should have firm confidence in culture, keep viewers abreast of breaking news and developments, and adopt integrated communication. CGTN must use much information, with a distinct Chinese perspective and a global vision, to tell the stories of China. The network should let the world meet a multi-dimensional and colourful China and showcase the country as a constructor of world peace, a contributor to global development, a vindicator of international order, and a promoter of a common destiny for all humans.

The 7th Looking China· Golden Lenses Awards Ceremony Was Held in BNU

Article source: Academy for International Communication of Chinese Culture | Release date: 2021-05-10

The 7th Looking China · Golden Lenses Awards Ceremony was held in Beijing Normal University. Looking China · International Youth Film Project is an international youth cultural exchange activity that has been held for 10 years so far. It is co-organized by AICCC (Academy for International Communication

of Chinese Culture) and Huilin Foundation, with academic support by the Professional Committee of Photographic Education, China Association of Higher Education. Looking China Project set up Golden Lenses Awards to commend the excellent works of Looking China. This year due to the pandemic, the organizers presented



this award ceremony online.

The 7th Golden Lenses Awards were selected from over 100 films produced in the 2020 Looking China project. The selection criteria were: unique cultural discovery, excellent artistic expression, and good collaboration spirit between China and foreign countries. In total, 2 first prize films, 6-second prize films, 9 third prize films, 1 Best Cultural Discovery Award, 1 Best Artistic Expression Award, and 1 Best Internet



Communication Award were selected by 11 experts from home and abroad.

ZHOU Zuoyu, vice president of Beijing Normal University, delivered a speech and said that the works with the enthusiasm of Chinese and foreign youth would bring the world a unique perspective on Chinese culture.

HUANG Huilin introduced the details about Looking China · International Youth Film Project. During 10 years

from its kickoff in 2011, 725 foreign youths in 77 overseas universities from 83 countries have shot 712 documentary short films and won more than 120 international awards, which present a more prosperous, three-dimensional, and diversified China to the whole world. Furthermore, the project in 2020 added the theme of the Post Pandemic Era to the original theme of Farming · Farmyard · Farmers.

Best Internet Communication Award was *Wuhanese: The Language of Heroes*, directed by Philton Pene from Solomon. Best Artistic Expression Award was *Dear Aziz*, directed by Bizo Mailoga Nassirou from Niger. Best Culture Discovery Award was *The Old Under The Tangerine Tree*, directed by Raelina Haingoniana Ronald Fabrice.



Memento and other 9 films were awarded the third prize of Golden Lenses Awards. The Journey of A



Thousand Miles and other 6 films were awarded the second prize. The first prize was awarded to Fight, directed



by Salma Asghar from Pakistan, and Country Wagons, directed by Jorge Eduardo Tort Oviedo from Mexico.



Looking China Project has strongly promoted Chinese culture to the

world, interpreted the value of cultural exchange, and enhanced

communication, understanding, respect, and tolerance among people worldwide.

Art and Technology Innovation Centre of BNU Was Established in Zhuhai Campus

Article source: Art and Technology Innovation Centre | Release date: 2021-04-28

On April 17th, the Art and Technology Innovation Centre (ATIC) of BNU was unveiled in Zhuhai Campus.

Professor XIAO Xiangrong, the centre's dean, said, "Both art and technology need to be imaginative. The idea behind this platform is to bring together artists and scientists with all kinds of imaginations, to see how they can create a new chemical reaction, and hopefully open another window for the country and society."

ATIC will actively explore the art and science of new combinations, using a fresh perspective to understand the fusion and future spatial extension of art and science. In addition, ATIC will integrate the academic expertise and resource advantages of Beijing



Normal University and its partner institutions, innovate the organizational form, provide cutting-edge support and development practice platform for artists and scientists, to serve the Guangdong-Hong Kong-Macao Greater Bay Area to build and improve the new-era art creation system, cultural industry system, and foreign cultural exchange system.

To encourage academic thinking collisions, promote university-local

cooperation, and promote collaborative innovation and development in art and technology, ATIC holds a forum to integrate art and technology and establish an exchange platform. The first two-day forum gathered experts and scholars to broaden new thinking, explore new methods, and focus on scientific topics in the digital era of culture and art through the forms of the expert forum, theme sharing, and round-table dialogue.



BNU Volunteers Completed Testing for Winter Olympic Games

Editor: XU Zihan | Release date: 2021-04-13

From April 1 to 10, seven events of the "Experience Beijing" ice sports testing, known as the simulation for the Winter Olympic Games, were held in five competition venues in Beijing.



In this testing, two teachers and 59 student volunteers from ten departments, such as the School of Foreign Languages and Literature, the College of P.E. and Sports, the School of Artificial Intelligence, etc., participated in the voluntary service in 14 sections at the National Speed Skating Oval.



BNU coordinated the Changping campus to provide accommodations for volunteers in order to avoid infection and ensure the smooth progress of the testing.

In the 10-day volunteer service at the National Speed Skating Oval, BNU teachers and student volunteers worked from dawn till dusk. The service time in 14 sections amounts to nearly 1000 hours.



TENG Shengping, head of the volunteer department of the Beijing Organising Committee for the 2022 Olympic and Paralympic Winter Games, came to the National Speed Skating Oval on April 8. She highly praised BNU volunteers and inspected the operation of the volunteer house.



After the testing, BNU volunteers will further summarize experiences and optimize the operational model so as to lay a solid foundation for the upcoming Beijing Winter Olympic Games-related volunteer work.

面向2030·教育扶贫国际研讨会

International Symposium on the Roles of Education for Poverty Alleviation under the Framework of 2030 Agenda
Symposium International sur les rôles de l'éducation pour la réduction de la pauvreté dans le cadre de l'Agenda 2030

教育：消除贫困的重要途径

Education: Our most fundamental pathway out of poverty
L'éducation: notre voie la plus fondamentale pour sortir de la pauvreté

▶ 主办单位

联合国教科文组织国际农村教育研究与培训中心
Organised by
UNESCO International Research and Training Centre
for Rural Education (UNESCO INRULED)

▶ 指导单位

中国联合国教科文组织全国委员会
北京师范大学
联合国教科文组织北京办事处

Supported by

Chinese National Commission for UNESCO
Beijing Normal University
UNESCO Beijing Office

中国 北京 · Beijing, China
2021年3月31日 · March 31, 2021

The International Symposium on the Roles of Education for Poverty Alleviation under the Framework of 2030 Agenda was Hold at BNU

【 Background 】

In 2015, the global community adopted the 2030 Agenda for Sustainable Development – a roadmap towards a more prosperous, peaceful, and healthier future. The Agenda consists of 17 Sustainable Development Goals (SDGs) to be achieved by 2030.

The SDG4-Education 2030 Agenda builds on the past Education for All movement (2000-2015) to ensure

inclusive and equitable access to quality education and promote lifelong learning opportunities for all. SDG4 on quality education is recognized as a critical strategy to achieve the other 16 SDGs, especially as an essential factor in poverty alleviation. However, since the 2030 Agenda was adopted, achieving the 17 SDGs has been uneven and insufficient, according to the UN SDGs Summit held in 2019.

Going forward, it is important to note the linkages and connections between the role of education and skills training towards poverty alleviation. The poverty alleviation impact shall be discussed during the meeting guided by the key pillars of SD such as prosperity, planet, people, and partnerships. This Symposium aims to reassess progress, impact, and review the close link between the two key goals of the SDGs: SDG1 & SDG 4. The Symposium

is organized to observe the Chinese Government's eradication of absolute poverty by 2020 by bringing over 800 million people out of extreme poverty.

Aligned with the UN Sustainable Development Cooperation Framework (2021-2025), the Symposium will serve as a platform to review and share

innovative models for sustainability and initiatives to link education and poverty schemes of Member States, including sharing good practices in how education contributed to poverty alleviation in China. The Symposium will also discuss poverty-related challenges and identify strategies to achieve the 17 SDGs by 2030.

Government officials, senior experts, and scholars from educational research institutes, universities, and related fields, representatives of international/regional organizations, officials, and policymakers from governments of UNESCO Member States will participate in the Symposium.

I. Objectives

The main aims of the symposium are:

1. To promote continuing dialogue and discussion on crucial issues in linking education and poverty alleviation, especially the relationship, alignment, and inter-linkages between SDG1 and SDG 4;
2. To enhance networking and partnership in sharing the successful initiatives, evidence-based innovations and best practices on the contribution of education towards poverty alleviation and to promote sustainable development, particularly in rural areas;
3. To share key factors and findings of the report: *Education for Poverty Alleviation in China under the Framework of 2030 Agenda*.

II. Themes

The central theme of the symposium will be: "Education: our most fundamental pathway out of poverty."

III. Host Organizations

Organized by

UNESCO International Research & Training Centre for Rural Education

Supported by

Chinese National Commission for UNESCO
UNESCO Beijing Office
Beijing Normal University

【 Scene of the Event 】

Article Resource: UNESCO INRULED

On 31 March, the International Symposium on the Role of Education in Poverty Alleviation was held in Beijing, Peoples' Republic of China. The conference focused on the United Nations Sustainable Development Goals, discussed the relationship between education

and poverty reduction, focus on SDG1 and SDG4, and shared China's successful practices and experience in poverty alleviation through education. Education is key to achieving all the SDGs and the 2030 Agenda for Sustainable Development. The symposium's

opening session was moderated by Mr QIN Changwei, Secretary-General of the China National Commission for UNESCO, warmly welcoming all the participants from China and worldwide.

Mr TIAN Xuejun, Vice Minister of

Education of China and Chairperson of the Chinese National Commission for UNESCO. Mr Firmin Matoko, Assistant Director-General for Priority Africa and External Relations at UNESCO, and Ms Stefania Giannini, Assistant Director-General for Education at UNESCO, delivered opening remarks at the event.



Mr TIAN Xuejun pointed out that poverty is a common challenge for the human race, and poverty eradication is deemed the top priority in the UN 2030 Agenda for Sustainable Development. The Chinese government has been continuously engaged in tackling poverty and has formulated a roadmap of poverty reduction with Chinese characteristics in which education plays a key role. China's poverty reduction strategic plan targeted all sectors, including education, which has significantly contributed to improved schooling conditions in impoverished areas. China designed a comprehensive educational system to subsidize students with financial difficulties, prioritized TVET and adult education for poor population, and mobilized the expertise and strengths of higher education institutions to promote industry-driven development that helps poverty-stricken areas achieve common prosperity. Mr TIAN Xuejun emphasized that the Chinese



government is willing to adhere to the principle of building "a community of shared future for mankind," to strengthen international cooperation, especially with the member states of UNESCO, and to intensify support to developing countries in sharing experience and effective practices for poverty eradication so as to advance the implementation of the 2030 Agenda.



Mr Firmin Matoko expressed appreciation for the great success of poverty reduction in China. He pointed out that developing quality education for all play a key role in socio-economic development. As evidence suggests, education has the most significant potential to break the cycle of transmission of poverty between generations. One of the most

important factors contributing to China's success in poverty alleviation is the development of quality education. China's experiences in linking education and poverty alleviation demonstrated the vital role of education and skills training in poverty eradication. As one of the key partners and the founding Member States of UNESCO, he believed that China would contribute significantly to the world with the experience and best practices in poverty alleviation through education, an achievement that is human-centred and shared prosperity.



Ms Stefania Giannini commented on the timeliness of this symposium and spoke of the significance of equitable, inclusive, and quality education

in poverty alleviation. She praised China's support for the UNESCO Global Education Coalition for COVID-19 Response and the nation's efforts in ensuring learning continuity during the pandemic.



Experts and officials from international organizations, UNESCO, Non-Governmental organizations, and countries that participated in the global symposium agreed that China has achieved SDG1 10 years ahead and contributed to the worldwide poverty reduction strategy and targets. China's experience can provide helpful guidance for other developing countries to achieve the UN Sustainable Development Goals by 2030. The participants at the global symposium discussed the critical link between SDG1 and SDG4. It was suggested for China to share its experience, prosperity, and practices in poverty alleviation through education, increase exchanges and cooperation with other nations and explore paths of poverty reduction for the international community.

Professor Shahbaz Khan was the moderator for the symposium's first session, which was themed global policy dialogue on linkages between education and poverty alleviation. He highlighted that the unique model

and critical connection between education and poverty alleviation and China's success story must be shared with the rest of the world.

Professor ZHOU Zouyu, Vice President Beijing Normal University, moderated the second session that focused on Innovations and best practices on the contribution of education towards poverty alleviation for sustainable development. Professor ZHOU Zuoyu reaffirmed Beijing Normal University's commitment towards poverty alleviation and the deployment of university experts in rural parts of China.

Professor ZENG Xiadong from INRULED moderated the third session on sharing key findings of the final report on education for poverty alleviation under the framework of the 2030 Agenda.



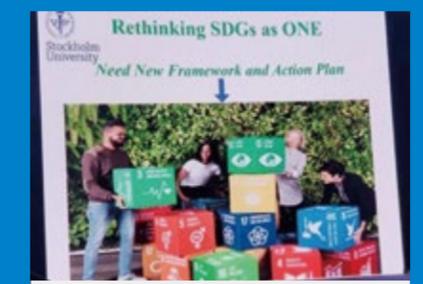
Mr LIU Changya, the Director-General of the Department of Development Planning of the Ministry of Education, gave the keynote presentation. He presented China's core policy priorities, strategies, and critical achievements to contribute to poverty alleviation.

Professor WANG Li and Deputy Director of INRULED presented the key findings of the final report with the case studies highlighted the 5 key

factors (5D) in poverty alleviation through education: 1. Determined Leadership, 2. Detailed blueprint with key targets, 3. Decentralized delivery, 4. Development-oriented and human-centred and 5.Data-based governance.



The UNESCO Category II Centre hosted the symposium - the International Research and Training Centre for Rural Education (INRULED), with support from the Chinese National Commission for UNESCO, Beijing Normal University, and the UNESCO Beijing Cluster Office. More than 100 education officials and experts, including 20 experts from UNESCO and other international organizations, Non-governmental organizations, Ministries of Education, participated in the Symposium. The participants and presenters were from Asia and the Pacific, Europe, Africa, North America.



[Collection of Speeches Delivered at the Symposium]

Welcome Remarks by Firmin Edouard Matako, Assistant Director-General for Priority Africa and External Relation, UNESCO



Mr QIN Changwei, dear colleagues, distinguished guests, good afternoon, from UNESCO, Paris. Please receive my warmest greetings from UNESCO headquarters. I'm here with Mr DU Yue, director of the Africa department, accompanying me during this speech. But, first, I would like to congratulate the organizers of this international symposium on the roles of education for poverty alleviation in Beijing.

As you know, the fight against poverty has been the overarching goal of the global communities for decades. And the theme of today's conference goes to the heart of the matter. Quality education is vital to our society because it prepares people to contribute to economic and social development, which is acquired to alleviate poverty. It has been proved that education can prevent the transmission of poverty between generations. Education can also improve nutrition, economic development, and environmental protection. Moreover, education guarantees full employment at work and empowers youth, women, and the most vulnerable so that no one is left behind.

Although progress has been made in education, huge gaps remain in countries, regions, and communities, between men and women, and between the rural and the urban populations. For instance, in 2018, some 240 million children are still out of school, mainly those from conflict-affected areas. In 2019, in Sub-Saharan Africa, although 81 % of children go to school, only 62 % complete primary education. The rates were even further for lower secondary education, with just 63 % of adolescents in schools and only 38% competing at this level. As a result, the completion rate in Sub-Saharan Africa falls far behind the world average, which is at 71 % for lower secondary school.

Dear guests, dear participants, the challenges to access college education is further exacerbated by the COVID-19 pandemic. The pandemic has created the most extensive disruption of education system history, affecting nearly 1.6 billion learners in more than 190 countries. Closures of schools and other learning spaces have affected 94% of the world's student population, almost all low and middle-income countries. The pandemic also exposed the global digital divide. For example, in Sub-Saharan Africa, 89 % of learners didn't have access to computers at the height of school closures, and 82 % lacked Internet access. This has made it challenging to ensure continuity in learning, and you are all conscious that this long-term economic disadvantage threatens this generation. The lack of many digital devices for remote learning is just a tip of the factors, embedding a sound education in previous decades.

In June last year, UNESCO, in collaboration with the Chinese national commission, organized the UNESCO, Africa-China online high-level dialogue for supporting priority Africa in the COVID-19 and post-COVID context. This high-level meeting enabled the sharing of experiences and helped

with the COVID pandemic in Africa. It also created an impetus for the strategic partnerships to be resilient African societies. In March 2020, UNESCO also launched a global coalition for education with over 160 partners, including international organizations, major private sector companies, and education actors, and drove forces as part of the coalition. I would like to sincerely thank all the Chinese partners, including the government of China, that joined this movement. Thanks to these partnerships. The coalition supported the continuity of learning in the reopening of schools in over 70 countries, benefiting millions of pupils and teachers, especially in the rural areas. UNESCO is committed to coordinating innovative actions to unlock solutions that support learners and teachers and explore how to eradicate poverty. As one of our most dedicated partners in the founding member state of the organization, I believe China can offer the world many solutions in this regard.

Beginning in 2020, China had won its war against poverty thanks to the rapid development of quality education. The impressive stories witnessed in China served as proof that education and skills development are the foundation for fighting poverty eradication. Therefore, I'm delighted to be part of this conference, an occasion to share China's experience on linking education and poverty alleviation. This is particularly of interest to the countries in Africa.

Dear participants, dear guests, it's my honour to represent UNESCO and especially the priority department today. I'm confident that the result of this conference will contribute to the ongoing dialogue regarding fighting poverty in the world. So on behalf of all my colleagues and Mr DU Yue, Deputy Director of Africa Department, I'm present here today and thank you for your attention.

Speech of H. E. Ms Stefania Giannini, Assistant Director-General for Education of UNESCO



Thank you for this invitation. This symposium takes place at a critical time, and the topic could not be more timely. The COVID-19 has exacerbated the persistent education crisis. It exposes and widens inequalities reaching out to the most marginalized and vulnerable students and could reverse the development gains made over the past two decades. As a result, the number of people living in extreme poverty today is likely to increase. We have a collective responsibility not to let this happen.

On Monday, this week, here in Paris, 85 ministers participated in the UNESCO conference and titled 1

year into COVID, prioritize education recovery to avoid a generational catastrophe. While our key message is straightforward, education cannot be a victim of this global crisis. It's part of the solution, a big part of the solution. It's a pillar of the response to make our society better, more inclusive, prosperous, and resilient to future shocks. We have robust evidence on the transformational power of education. If only use completed secondary education, more than 400 million people could be lifted out of poverty, reducing the total number of poor people by more than half globally. And the eradication of poverty and the provision of equitable, inclusive quality education are intimately linked.

Education is a human right and empowers individuals with the knowledge and skills to live in dignity and shape their future with multiple effects on health, income, jobs, life expectancy, and economic growth. This is a kind of virtuous cycle. It's more powerful for girls and women. But our education systems continue to leave too many behind, which is a direct consequence of poverty itself. The digital divide is an amplified exclusion during this crisis. We must size the recovery to make education transformative for every child, every youth, and every adult in the world. This starts with putting inclusion at the core of every policy by prioritizing the most vulnerable students and putting in place every measure to support their learning process. This includes access to health, nutrition services, and supporting teachers, especially those working in difficult circumstances. We must make the digital revolution work for the most marginalized youth and adults. It carries the potential to expand the reach of education, and digital literacy and skills are part of the way out of poverty today. Governments, public and private partners must step up action to narrow the digital divide and stand connectivity.

Finally, education systems need to be reoriented and rethought around the stakes of the green and digital economy, taking a lifelong approach to navigate the rapid change we see around us. The greatest danger lies in not recognizing the power of education to build more inclusive, resilient, and innovative societies, global solidarity, appropriate financing, and sharing good practices are levers of change. The global education coalition launched 1 year ago by UNESCO, which has brought 175 partners together, including China, to support learning continuity in some 100 countries. This is the work we have to do. We need the spirit of cooperation going forward to accelerate action and make proper education a reality. This is the new kind of global solidarity we need.

Thank you very much for your attention. I wish you a great discussion today.

Keynote Speech by LIU Changya, Director, Department of Development Planning, Ministry of Education, China

Distinguished experts and scholars, guests, ladies and gentlemen, friends, good afternoon! It gives me great pleasure to participate in the international symposium on the roles of education for poverty alleviation under the framework of the 2030 agenda to share with you the practice experience and achievements of China's poverty alleviation through education and exchange views on the



global course of education and poverty alleviation. The ministry of education has actively implemented the basic strategy of targeted poverty alleviation and precision poverty eradication to take the lead. This implementation ensures the significant emissions of ensuring compulsory education security, combats poverty, developing education, and stops the inter-generational transmission of poverty.

Over the past 8 years, we have fully met our compulsory education goals. The number of dropouts had fallen from more than 600,000 when the record just began to 682 among 145 million students. The number of registered dropouts from low-income families was reduced to zero. A total of 100 800 compulsory education schools in poor areas have seen their conditions improved. And in those areas, the best buildings are schools. Also, the degree of informatization of the campus has been greatly enhanced. The rate of internet access in primary and secondary schools, including teaching sites, has increased from 25 % in 2012 to 100 % today. The proportion of schools with multimedia classrooms has risen from 48 % to 95.3 % today, and children in impoverished areas have access to the same educational resources as urban children. The Special Post Program, the National Training Program, the Silver Age plan, and the Zhiyuan plan have greatly improved the overall quality of rural teachers. We have created a contingent of teachers in impoverished areas who are attainable and competent. We have historically solved the long-standing problem of poor students dropping out of school, allowing one student after another to return to the classroom and regain their confidence.

Over the past 8 years, we have carried out the mission of eradicating poverty through developing education. More than 8 million students have helped their families out of poverty after receiving vocational training, and more than 70 % of students in vocational colleges now come from rural areas. Now, using vocational education as the most direct means to eradicate poverty, the channel of the vertical mobility of the poor students is wider. A total of 5.1405 million poor students have received higher education, and millions of low-income families have had the first generation of college students. The student financial assistance policy system covering all stages of education from preschool to postgraduate students has been improved with a cumulative total of 641 million poor students receiving financial assistance and more than 40 million students benefiting annually from compulsory education. There is an institutional guarantee that no student will be deprived of education because of the family's financial difficulties. We have fully tapped the tremendous energy contained in knowledge to empower low-income families and nurtured talents for poor areas.

Over the past 8 years, we have extensively mobilized the education systems, cadres, teachers, and students to devote themselves to the fight against poverty. The system directly under the minister of education has sent nearly 10,000 cadres and talents to participate in the front line task of fighting poverty, and millions of young students have gone into the countryside to be close to the masses. More than 800 academician expert workstations and test stations are active all year round in villages and fields. The SNT courtyard project has facilitated new technologies to be applied in 560 million more of land. And 3.3 million college students and teachers have gone deep into poverty-stricken areas through the project to build the Chinese dreams. In addition, all higher education institutions

have actively undertaken poverty alleviation, given full play to the advantages of colleges and universities, and worked closely with the poverty-stricken counties. Based on such practice, 7 kinds of university-led poverty alleviation pathways have been formed.

Here is an example: Tsinghua University has set up distance learning stations for education and poverty alleviation in more than 1,100 counties across the country, training 2.6 million grassroots students. And Beijing Normal University has provided high-level teachers for basic education in poverty-stricken areas across the country to come back to complete process design from the enrolment training employment in the lifelong education service. As a result, we have trained and cultivated many cadres, teachers, and passionate, courageous, capable, and resilient students. The hard work and relentless effort of educating and helping the poor have resulted in poverty eradication and the prosperity of the countryside.

Over the past 8 years, we have striven to build a framework for an all-encompassing campaign against poverty through education, which has received strong support from all units of the society, including the government and people's organizations. All special programs have made education an essential task in their fight against poverty and have increased human material and financial resources from donations, construction of schools, and funding of students. We have gradually expanded in-depth to support the building of teaching staff and the expansion of quality educational resources. That's forming an all-encompassing campaign against property through education in which special programs, industrial efforts, and social contributions complement and reinforce each other.

Within the education system, the eastern and western regions have developed in collaboration. The working mechanisms of the more developed areas to provide counter participants to the poor areas have been continuously developed. Vocational education has contributed ¥1.82 billion in age, more than 1,000 training bases have been built, and more than ¥130 billion has been invested in supporting Tibet, Xinjiang, and Qinghai through educational counterparts. We have consistently used education to fight poverty as our guiding value and inspiration. As a result, we have gathered the most significant consensus and action of the whole society and fully demonstrated the advantages of the socialist system with Chinese characteristics.

Ladies and gentlemen, friends, China's outstanding achievements in the fight against poverty through education have benefited from the establishment by the central government of a multi-level, multi-channel, and multi-layer anti-poverty mechanism covering all levels and types of institutions. As a result, a set of sound policy system of poverty alleviation through education has been established. And the Chinese experience of poverty alleviation through education has been formed. And also, we have set a transparent responsibility system. The ministry of education has set up a living group on poverty alleviation to clarify responsibilities and carry out regular research to push forward poverty alleviation through education, relying on the functions and advantages of educational institutions at all levels and all types. Thus, a responsibility system with clear objectives and strengthened implementation has been set up to ensure the smooth progress of the poverty eradication work.

We use cooperation in the fight against poverty. 13 provinces and regions were signed, clarifying our governments' responsibilities at all levels to overcome difficulties jointly. Universities also have been mobilized to participate in poverty alleviation. Every year, they will send a letter of commitment for the pairing of assistance in poverty alleviation. Local governments have also organized a large number

of universities to participate in poverty alleviation. We have constructed a policy system of unified coordination and a financial guarantee created, focusing on the key tasks, key areas, and key regions in the fight against poverty through education. We have issued a series of guiding policy documents, formed a policy system for combating poverty through education, linked up with the national deployment, and coordinated various departments and local coordination. As efforts have been made to improve the fiscal investment system for poverty reduction constantly, the central government has allocated a total of ¥2.39 trillion to local education transfer funds, 82 % of which goes to China's west and central regions.

Moreover, emphasis has been put on rural compulsory education regions with extreme poverty and students from families with financial difficulties. We have constructed the work system featuring customized policies and targeted assistance. We have always adhered to the basic policy of precision poverty alleviation. We've striven to achieve targeted control of dropouts through the establishment of compulsory educational dropout prevention and enrolment guarantee management platform that covers every poor student who has had a file card, particularly for the implementation of free checking and cancellation of suspected dropout problems so that every dropout student on file is appropriately placed. To achieve targeted poverty alleviation, the national student aid management information system is fully linked and regularly compared with the information systems of the poverty alleviation office of the state council, the minister for civil affairs, and the China disabled persons' federation. And a five-level financial aid system has been established to eliminate poverty through education in a targeted manner. We have made every effort to ensure that the poor population on file would enjoy favourable enrolment policies for vocational and higher education, and individually customized policies are applied at the national level. An assessment and evaluation system has been formed with the effectiveness of poverty eradication by governments at all levels. Taking the point of east-west cooperation poverty alleviation and central-units targeted poverty alleviation as the main contents. With the inter-provincial cross assessment, third-party assessment, and performance evaluation of property alleviation funds as the primary forms, we aim to conduct a comprehensive and detailed assessment of the work of targeted poverty alleviation through education. It effectively plays the role of evaluation to stimulate the advanced spur the backward and drive the middle.

Ladies and gentlemen, friends. Universal education is a key pathway to accumulate human capital, eliminate poverty and guarantee the right to education is a meaningful way to eradicate social exclusion and an important foundation for achieving overall human development and staying social sustainable social development. China's central government has launched the comprehensive implementation of the rural visualization strategy. In the next stage, we'll focus on strengthening education, intensifying efforts to drive rural development with urban development, and support progress in the western regions to promote the formation of a complimentary, coordinated, integrated, and balanced development pattern of urban and rural education.

Currently, countries worldwide are still facing many difficulties and challenges in implementing their education 2030 agenda. With the impact of the COVID-19 pandemic, we still have a long and bumpy road ahead of us for eliminating poverty through education. We hope to take this opportunity to strengthen communication, exchange with all parties, share China's experience in the fight against poverty via education without reservation, and join hands with you to push forward the global cause of poverty alleviation through education.

I wish this symposium a complete success.

Welcome Remarks by Secretary-General of Chinese National Commission for UNESCO



Distinguished Mr Firmin Edouard Matoko, distinguished Ms Stefania Giannin, distinguished Mr ZHOU Zuoyu, president of Beijing Normal University, Mr YAO Ydo, Mr DU Yue, Mr Shahbaz Khan, Mr LIU Changyang from the ministry of education of China, scholars, and experts online and offline, ladies and gentlemen, guests, good morning, good afternoon and good evening. Welcome to the international symposium on the roles of education for poverty

alleviation under the framework of the 2030 agenda.

Poverty alleviation and education are two interrelated SDG goals promoted by the UN. As President XI Jinping has said, poverty has been a problem plaguing the whole world, and poverty alleviation has been a priority for generations.

Now, we are in the second 5 years for us to achieve the 2030 goal. However, we still face severe and new challenges in achieving those goals, particularly with the spreading COVID-19 pandemic. Education development and poverty alleviation are interrelated and mutually reinforcing, and we need to reach our SDG goals.

To this end, the INRULED, with the support of the Chinese national commission for UNESCO, UNESCO Beijing office, and Beijing Normal University, has held this symposium. We have invited high-level officials from UNESCO, Chinese and foreign experts and scholars, representatives from the education community, etc. The theme is poverty alleviation through education, and discussions and conversations will be held to put wisdom to achieve SDG 1 and SDG 4. On behalf of the organizer, I would like to extend a warm welcome to all of you, friends, online and offline.

Ladies and gentlemen, the holding of this symposium has received strong support from Beijing Normal University. First, let me invite professor ZHOU Zuoyu, vice president of Beijing Normal University, to give us opening remarks.

Speech by TIAN Xuejun, Vice Minister, Ministry of Education, China Director of the Chinese National Commission for UNESCO



Your Excellency Mr Firmin Edouard Matoko, Assistant Director-General of UNESCO, Dear President DONG Qi, Dear Experts and Scholars, Ladies and Gentlemen, Dear Friends,

Warm greetings to you all! I am glad to meet you online and participate in the discussion on education for poverty alleviation and sustainable development. On behalf of the

Ministry of Education of China and the Chinese National Commission for UNESCO, I would like to extend my heartfelt congratulations to the UNESCO International Research and Training Centre for Rural Education for the successful organization of this symposium and a warm welcome to all the experts and scholars presented online and offline.

Poverty is a common challenge for our human society. Poverty alleviation is then set up as the top priority in the UN 2030 Agenda for Sustainable Development. Education is a powerful engine for inheriting human civilization and knowledge, nurturing the next generation for a better future. Inclusive, equitable, and quality education is adopted as a key objective in the UN 2030 Agenda for Sustainable Development. The two goals are closely interlinked, and the universalization of quality education builds up a solid foundation for poverty alleviation. Since the implementation of the agenda, the international community has worked together to promote continuous progress. However, the challenges remain severe. The latest data shows that the progress towards the SDGs is insufficient, and the prospect for humanity to achieve the expected development goals by 2030 remains uncertain. The United Nations High-Level Political Forum on Sustainable Development to be held in July 2021 identifies poverty eradication as a critical issue and will organize a special discussion on advancing poverty alleviation globally.

Ladies and Gentlemen,
Dear Friends,

A month ago, Chinese President XI Jinping solemnly declared to the world that China had achieved a complete victory in the fight against absolute poverty. According to current standards, 98.99 million impoverished populations have been lifted out of poverty, and China's commitment to Goal 1 of no poverty has been achieved 10 years ahead of schedule. The Chinese government has been heavily engaged in tackling poverty that has plagued the Chinese nation for thousands of years in the past decades. Especially in the recent 8 years, the Chinese authorities at different levels bravely encountered the "most disadvantaged population in the poorest areas" and innovatively implemented "targeted poverty alleviation" dedicated by president XI Jinping in the context of the local conditions. Eventually, a roadmap of poverty reduction with Chinese characteristics is formulated that contributes

to the poverty alleviation theory. One of the key components of the theory is to take education as the fundamental pathway to cut off the inter-generational transmission of poverty and realize common prosperity. Such an approach proves to be effective and efficient. Under the framework of targeted poverty alleviation, the drop-outs from registered poverty-stricken households at the compulsory education stage are dynamically deduced to zero. As a result, the fundamental schooling conditions in impoverished areas have been significantly improved, and a comprehensive system is designed to support students with financial burdens. Millions of children from low-income families thus enjoy fairer and quality educational opportunities.

Meanwhile, China prioritizes technical and vocational education to help the impoverished population develop skills that promote poverty reduction and social transformation and mobilizes the strengths of higher education institutions to promote industry-driven development that allows the poverty-stricken areas to achieve shared prosperity. China's practice has proved that poverty alleviation must focus on the capacity building of the impoverished population. Therefore, education has a fundamental role in poverty alleviation and is the key to consolidating poverty alleviation. Meanwhile, eradicating poverty constitutes the foundation for realizing the SDG4 of the 2030 Agenda.

Ladies and Gentlemen, Dear Friends,

Poverty is a pressing issue that disrupts the world in international development and governance. At present, China has rolled out the 14th five-year plan for national development, and the most important task is to consolidate the efforts of poverty alleviation and further rural transformation. Adhering to the principle of building "a community of shared future for mankind," China is willing to advance international cooperation, especially with the member states in the UNESCO communities, and intensify support to developing countries, especially in Africa, in sharing of experience and effective practices for poverty eradication and the realization of the 2030 Agenda. I sincerely hope that all the experts will embark on free exchanges and open discussion to stimulate creative thinking that contributes to the cause of poverty alleviation through education and the realization of sustainable development goals.

I wish the symposium a complete success. Thank you all!

Speech by ZHOU Zuoyu, Vice President of Beijing Normal University

Distinguished Ms Stefania Giannin, distinguished Mr Firmin Edouard Matoko, distinguished vice-minister TIAN Xuejun, DG LIU Changyang, secretary-general QIN Changwei, Mr Robert Parua, experts and scholars joining us online and offline, guests, ladies and gentlemen, greetings.



It's my great pleasure to meet with friends, experts, and scholars again today at the Beijing Normal University for the international symposium on the roles of education for poverty alleviation under the framework of the 2030 agenda. On behalf of the Beijing Normal University and INRULED, I would like to extend a warm welcome and heartfelt thanks to all of you.

In 2015, the international community adopted the 2030 agenda for sustainable development, setting out 17 sustainable development goals and jointly charging the road map towards greater prosperity, peace, and health. SDG4, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all, is a key factor in achieving goal SDG 1; eradicating all forms of poverty.

The outbreak of the COVID-19 pandemic in 2020 has caused a shadow over global development. The poor and vulnerable populations in developing countries have borne the brunt and will be hit even harder by extreme poverty. As a result, higher expectations were placed on improving rural poverty through education and inclusive development strategies.

On February 25th, 2020, China declared a historic all-around victory in the battle against poverty, solving penury and creating the Chinese examples of poverty alleviation and governance. According to the World Bank, after China's economic reforms in 1978, more than 850 million Chinese have been lifted out of poverty.

In the past 8 years, China has made significant progress in poverty alleviation in rural areas by implementing targeted poverty reduction measures. As a result, since the end of 2012, 98.99 million rural populations have taken off extreme poverty, and 832 poor counties and 12 800 poor villages have been removed from the poverty list.

One of the key factors in China's success has been the Chinese government's firm commitment to poverty eradication, which has made it a keeper of sustainable development. Among them, the rapid development of quality education is crucial to poverty eradication.

Solid and effective education reform in China has proved to be the basis for poverty eradication through education and skills development, and its significant contribution is evident. Against this backdrop, it is timely and significant that UNESCO INRULED is organizing this symposium to emphasize that education is the most fundamental pathway out of poverty.

I hope that this symposium will promote continuous dialogue and strengthen partnerships among experts and scholars on the key issues of poverty alleviation through education. I also hope that by sharing and discussing cases of poverty alleviation through education, we can provide experiences that can be applied to other developing countries to achieve SDG1 and SDG 4.

I'd like to wish this symposium a complete success and a fruitful outcome. Thank you very much.

Inaugural Ceremony of the BNU Study Hall of the Intangible Cultural Heritage and Inner Mongolia's Intangible Cultural Heritage into Campus Was Held

Editor: QI Yu | Release date: 2021-04-28



On the morning of April 17, the Inaugural Ceremony of the BNU Study Hall of the Intangible Cultural Heritage and Inner Mongolia's Intangible Cultural Heritage into Campus was held at the Zhuhai campus.

The BNU Study Hall of the Intangible Cultural Heritage is high-standard, characteristic, and professionally built by the Research and Development Centre for Intangible Culture Heritage of Beijing Normal University at

Zhuhai. It is one of the few professional places dedicated to studying and imparting intangible cultural heritage among the universities in China.

This study hall integrates study, collection, exhibition, and show functions, with a covered area of 1221.3 square meters. It is mainly used to carry out practical teaching, training, seminar, innovation activities about intangible cultural heritage and drive campus culture construction. Moreover, it is open to students of other colleges and universities, primary and secondary schools as a second classroom for intangible cultural heritage education. Thus, it strives to make the study hall a first-class highland for intangible cultural heritage education in China.

As the first activity of the study hall, Inner Mongolia's Intangible Cultural Heritage into Campus series of activities lasted for 5 days, aiming to promote the research and development of intangible cultural heritage and integrate



excellent traditional culture into universities and students. More than 60 representative inheritors and performers of Inner Mongolia's intangible cultural heritage were invited to BNU at Zhuhai to carry out 17 exhibitions and interactive experiences.

It is hoped that intangible cultural heritage will be passed on from generation to generation, and young people will develop a love for intangible cultural heritage and try to learn it.



2021 BNU Sports Games

Editor: XU Zihan | Release date: 2021-04-28

On April 23, 2021, Beijing Normal University 2021 Sports Games kicked off, with the theme of "Physical Education - Health for All, Striving for the best."

Top Ten Sunshine Sports Stars and Top Ten Model Units for Undergraduate Physical Health were awarded at the opening ceremony for their active participation and great endeavour in physical exercise.



Then came the showcase for physical education outcomes.

The first show was a lion dance performed by students from the College of P.E. and Sports. The lion dance is a fantastic folk art in China. The lion props are made of coloured cloth strips. Each lion



is performed by two people, with one person on the head and the other on the tail. Performers mimic various lion movements to the music of gongs and drums to show the masculinity of the martial arts.

The second show was artistic gymnastics entitled "high mountain and flowing water." Students from the artistic gymnastics team used hoops to show their flexibility in artistic gymnastics. Then came the mash-up performance of cheerleading, competitive aerobics, skill flipping, and throwing action by the aerobics team students. It was highly rhythmic,

dynamic, and full of confidence.

Bodybuilding aerobics came next. The bodybuilding aerobics combined with a variety of gentle stretches and pats on acupoints. It is easy to learn and suitable for all ages.

The final show was given by a square composed of more than 300 students from the College of P.E. and Sports. They collectively performed gymnastics Dancing Youth which was neat and energetic.



On April 24, the Sports Games drew the curtain. Apart from traditional competitive activities, multiple fun games were also held in this session. Again, teachers and students showed lasting enthusiasm and the athletics the Olympic spirit.



A BNU PhD Candidate Offers Glimpse into China's 37th Antarctic Expedition

Article source: School of Life Sciences | Release date: 2021-05-13

On November 10, China's research icebreaker Xuelong 2, or Snow Dragon 2, embarked on its journey to the country's 37th Antarctic expedition from the homeport in Shanghai.

YAN Denghui, a PhD candidate enrolled in 2020 in the School of Life Sciences at Beijing Normal University (BNU), is a China's Antarctic expedition team member. The vessel made Christchurch of New Zealand, China's Zhongshan Station, Great Wall Station in Antarctica, a stopover at Saint Louis port in Mauritius, and returned after completing the mission. The voyage lasted 180 days, and this article offers a glimpse into his expedition trip.

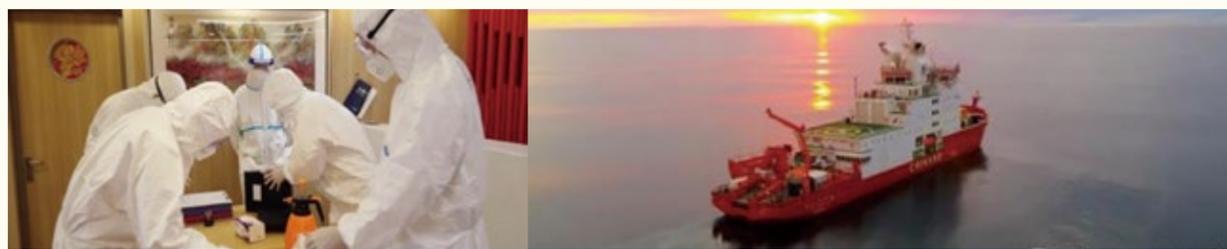


Heading for Antarctica

Unlike previous years, the global outbreak of the pandemic posed unprecedented challenges to China's 37th Antarctic expedition. If not for the coronavirus outbreak worldwide, the expedition team would have taken a flight to the countries or regions close to the Antarctic continent, such as Hobart in Australia or Ushuaia in Argentina, and then headed to the destination.

This could not only reduce voyage time but raise work efficiency. However, in order to withstand the test of COVID-19 and achieve zero infections, all the expedition members headed to the Antarctic by way of the research vessels. During the 180 days, the anti-virus measures were carried out in line with epidemic prevention and control guidelines, such as conducting disinfection every

day, no personnel rotation, and quarantined supplies given to the vessel in a "contactless" way. As a result, the 120-member expedition team lived in isolation, without internet access and mobile phone signal. This may sound like a "romantic" journey described in nautical novels, but only when YAN Denghui experienced it did he know how hard it was to get through this period.



Xuelong 2 is China's first self-built polar expedition icebreaker with superior performance and impressive speed. Only one week after we departed from Shanghai, the vessel crossed the equator and arrived in the southern hemisphere. It is a common practice to hold activities to mark the moment of crossing the equator to boost the morale and confidence of the crew for ocean cruising. There was no exception for China's 37th Antarctic expedition. On November 17, the expedition team organized crew members to launch weather balloons and had a tug-of-war, ringtoss, buffet party, and other activities when crossing the equator. The lively scene is unforgettable, and

meanwhile, ushered in the scientific expedition to Antarctica, during which the team members supported and cared for each other.



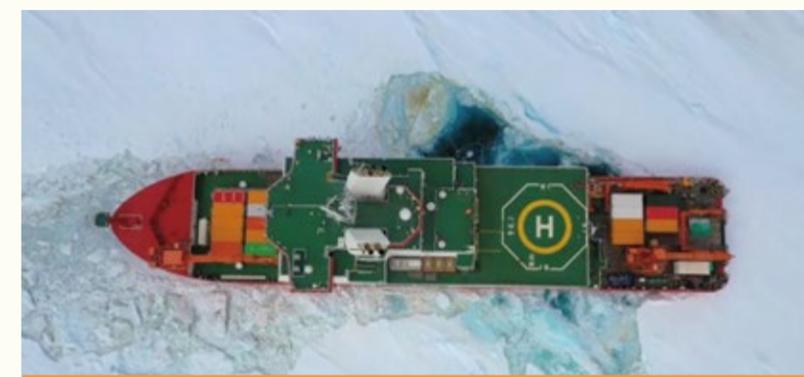
Prevailing westerly is a natural barrier to entering and exit the Antarctic. They are sometimes known as the "devil winds" because waves could surge up to five meters high in this region, and the hurricane-force winds

could make the crew spend every waking hour freaking out. The wave-induced turbulence shook the vessel, and we and our luggage seemed to be on a swing. Motion sickness occurred to some first-time cruisers, and they became bedridden. Although everyone had tied up their personal belongings in advance, some still fell off and broke into pieces. The "fame" of "devil winds" is indeed deserved.



Navigating the Waters Ahead

On December 20, Xuelong 2 arrived in Fast Ice near the Zhongshan Station. The vessel carried out ice-breaking operations like continuous-mode icebreaking and using its bow and stern to break ice continuously. Unfortunately, we encountered once-in-a-decade severe ice conditions. The pieces of ice were in a chaotic state in the entire Fast Ice. Due to the brash ice and ice ridges, the vessel got trapped in an area three times farther than the original unloading position, which posed great difficulties. The expedition team adjusted the unloading plan, and we used two helicopters to carry out unloading operations. Finally, the supply materials were delivered to the Zhongshan Station, and the personnel



rotation was completed, which laid a foundation for the future expedition work in the ocean.

After all, materials were unloaded to the Zhongshan Station, and then we began the research activities. On December 31, Xuelong 2 started its

oceanic and polar research activities.

In Antarctica, the continent covers 30 percent of its area, and the remaining is the ocean. Ice and the freezing cold weather are the most distinctive features of Antarctica. The icebergs that never melt all year

round stand tall, and the unrelenting ocean waves surge against the shore. Nevertheless, many wild animals can thrive here, and such tenacious vitality is impressive. My job was to observe and survey such Antarctic birds and mammals with a camera and telescope in hand, to find them, record them, and understand them.

My work usually started after I had breakfast at 7 am. If it were a day when the wind and waves were not strong, I would put on my cold-weather gear and observe outdoors. I often stood at the flight deck or the top floor of the Xuelong 2 because I could have a more comprehensive view here, and it was beneficial for my observation. Some teammates always asked me whether I felt bored, and I said no. There would always be different wild animals jumping into my view with the vessel sailing, such as penguins, seals, whales, and birds, with other behaviour and numbers. **For me, a boy visiting Antarctica for the first time, every day was the first day.**

Although it was midsummer, the temperature was still low. It was challenging to hold the 600mm telephoto lens when the strong wind hit. I also needed to do some warm-up exercises outdoors to keep my body warm. In the summer, the weather in Antarctica was much worse than that in previous years. Apart from the once-in-a-decade harsh ice conditions, we were often caught in cyclones. If high winds and heavy snow struck us, the captain would forbid us from going out, and

I had to conduct observation work in the navigation bridge. At that time, we had Polar Day, so we usually finish our observation work at noon.



December is in the summer months in Antarctica. Although the daytime period could last 24 hours, we still had to work under a very tight schedule. When we worked outside, we followed the schedule set for each task and finished the work within the specified time frame. As long as the vessel arrived at the pre-determined position, we would start to work immediately. On many occasions, when we just finished handling the samples collected at the previous station, we would soon reach the next station. There was no time for us to take a rest at all. Many team members slept less than five hours a day. After we worked under such pressure for a month,

the first phase of the research work finally ended. We headed to Mauritius for supply replenishment and then returned to Antarctica to unload such supplies to the Great Wall Station and prepare for the second phase of the ocean expedition.

On March 6, Xuelong 2 arrived at the Great Wall Station to carry out unloading operations. After the expedition team used barges to transport the materials and rotation staff to the Great Wall Station, we rushed to the next sea area for the second phase of the oceanic scientific research. At this time, it was winter in Antarctica. The weather conditions became more severe, and the temperature dropped sharply. We would gradually enter the polar night period. The team members must overcome various difficulties such as low temperature, snowfall, night, and strong wind to complete the mission.



No reporters followed us during the 37th Antarctic expedition, so I was responsible for photographing and

shooting videos to provide publicity materials for the CCTV. **Out of my interest, I also shot a video titled "Reporting the Research Work in China's 37th Antarctic Expedition", also standing as a witness to my unforgettable research work.**

On May 6, Xuelong 2 was anchored at a shipyard in Shanghai. According to the country's epidemic prevention requirements, all of us received nucleic acid tests on board. On the following day, after we got valid proof of negative



COVID-19 nucleic acid test results, we set foot on the land of the motherland.

This is the first time in my life to go to the Antarctic, and it is also the first time that I go on a voyage. Two things impressed me deeply. The first is the harsh weather conditions in Antarctica. Even in the midsummer in Antarctica, we were often caught in strong winds, waves, and heavy snow. The fast-changing weather conditions brought many challenges to our research work; the second is the careful, diligence, and hard work of all team members. Xuelong 2 is a "Steel Behemoth", and this is the first time that Xuelong 2 has completed a single-vessel expedition around the Antarctic. The fulfilment of this mission depended on the cooperation of every post. From the



pilot, engineer, and expedition team, everyone never slackened and was buried in their work.

Now the poem created by my teammate occurred to my mind, and I would like to end this article with the two lines: Xuelong 2 rides the wave and heads to Antarctica, Expedition teams are not afraid of storms and dangers, demonstrating profound love for their country.

CHEN Yinghe, a Dedicated Teacher Remaining True to Original Education Aspiration

Article source: *Journal of Beijing Normal University* | Release date: 2021-03-31

Profile: CHEN Yinghe, professor and doctoral supervisor of the Department of Psychology, Beijing Normal University (BNU), currently serves as the Deputy Director

of the Academic Committee of BNU, the Director of the Academic Committee of the Department of Psychology, the Executive Director of the Chinese Psychological Society,

and the Director of the Professional Committee of Educational Psychology, the Associate Editor of *Journal of Pacific Rim Psychology and Psychological Development and Education*. She

has been engaged in the teaching and research of developmental and educational psychology for a long time, and her research focuses on cognitive development and learning. She is granted the special government allowance from the State Council. She has won several honorary titles, including Outstanding Teacher of Beijing, Beijing Outstanding Communist Party Member, Beijing March 8th Red Banner Pacesetter Medal, “Ming De” Teacher Award, and National Baosteel Outstanding Teacher Award. In addition, the book *Cognitive Developmental Psychology* by CHEN Yinghe won the first prize of the Beijing Municipal Awards for Excellent Education Research and the first

prize of National Awards for the Education Research Achievements.

“ I hope that every student can enter society with confidence, be ready to bear the weight of responsibility, and live a more powerful life after they graduate. ”

There were no empty seats in the classroom when CHEN Yinghe delivered the “Intellectual Development Psychology” lecture every Wednesday night last semester.

About five minutes before class started,



the noisy classroom gradually got quieted down, and with a thick pile of materials in hand, CHEN Yinghe walked onto the platform with all eyes on her. It was difficult for many students who attended her class for the first time to believe. Since she joined the faculty of BNU upon graduation from here in 1985, CHEN Yinghe has been teaching undergraduates and postgraduates for 36 years.

Everyone Is the Best

In order to better know her students, at the beginning of each semester, CHEN Yinghe would ask her teaching assistants to collect two kinds of materials: one is name cards with student’s pictures, and the other is a “personal information card” filled in by the students. All name cards would be backed up by CHEN Yinghe on her mobile phone so that she can remember each classmate’s name and appearance. Then, CHEN Yinghe would bind them into a book about such “personal information cards” that record students’ birthdays, hometowns, hobbies, personalities, and life goals. Then, she would place it on the bookshelf facing her every day and read it carefully. “By the end of the semester, I would have known all of them!” CHEN Yinghe spoke with a touch of

pride and the voice sliding upward.

“Knowing the students well” is the basis for CHEN Yinghe to adopt tailor-made teaching methods. Furthermore, her 30-year research into the development of intelligence has convinced her that the brilliance of each person does not differ too much, but everyone has their preferences and shining points. With such convictions, in CHEN Yinghe’s teaching life, she never denies students’ values quickly, but respects their choices, gives them as much encouragement and support as possible, and strives to discover the advantages of each student. CHEN Yinghe told the reporter that she always passed on such convictions to her students. As a result, she hopes

that every student can go to society with confidence, be ready to bear the weight of responsibility, and live a more powerful life after graduation.”

In order to offer tailor-made courses for students of all abilities and give full play to their advantage, CHEN Yinghe has adopted a reform-oriented approach—flipped classroom. Based on her experience during her visits abroad, she found out one of the shortcomings in Chinese students’ class learning—they are less motivated to ask questions. “Chinese students are good at immersive thinking, which is very logical and deep, but they are less motivated to raise questions and don’t excel in critical thinking.” She added that “asking questions

is exactly the best way for students to get involved in the class teaching because this enables students to think they have the right to question and the ability to create knowledge.” Therefore, she is determined to learn from some concepts of “flipped classroom” and make some changes in her class teaching based on the cognitive characteristics of college students, such as strengthening students’ learning before the lecture, assigning more questions in the preview, and putting aside more class time for discussion. It is challenging to carry out CHEN Yinghe’s “flipped classroom” teaching approach because it reverses the traditional teaching process and breaks the stereotypes of

teachers’ and students’ roles in the classroom. She advocates that “the role of university teachers is to help and guide students to understand what they learn and apply what they learn into practice. Just like “teachers open the doors, but you must enter by yourself.” CHEN Yinghe expects that teachers would let students play the dominant roles in class teaching in the future. As a result, students can gradually become the focus of class teaching, and they can interpret, share and create knowledge on the same platform as their teachers.

The adoption of “flipped classroom” demonstrates CHEN Yinghe’s

attitudes toward teaching students according to their aptitude, and she enjoys high popularity among students. The students are highly involved in her class, become more focused, and significantly improve their learning initiative. Due to her teaching reform, this course has received full marks in teaching evaluation for several consecutive years. Many classmates sent her emails to express their gratitude and said they gained a lot in her class. Based on the theoretical and practical exploration of “flipped classroom” and other teaching reforms, a five-member teaching team led by CHEN Yinghe won the second prize of the 2018 National Excellent Teaching Achievement Award.

Teaching Is Not Only a Job but Also a Mission

CHEN Yinghe said she was so happy and proud to win the BNU “Four Haves” Good Teacher Gold Medal. Although she has won many education-related awards, including those awarded by national and provincial authorities, she still cherishes them very much. This honour awarded by BNU is a kind of recognition given by the school authorities and her colleagues. It shows that her long-term teaching achievements are successful, which inspires her to do better in the future.

“To be a good teacher is very demanding.” In CHEN Yinghe’s mind, to be a good teacher requires not only integrity and the ability to meet the job qualification, but also a deep love for the cause of education — “Teaching” is

a profession, but also a mission.

This sense of mission is first reflected in the earnest and selfless work of CHEN Yinghe. In June 2019, some BNU prize winners of the “Mingde Award” and “Outstanding Teacher Award” visited Qinghai Normal University to conduct exchanges. Chen was also included in the team and served as the representative of the Department of Psychology. She delivered two reports, “Exploration of Reforming Undergraduate Class Teaching—Taking Psychology Teaching for Undergraduates as an Example” and “Research Series on the Characteristics and Mechanisms of Children’s Cognition.” She tried to share all of her experiences with others. She also suggested the teaching reform

and development in remote areas, which many attendees hailed. Behind the success of the exchange activity, many didn’t know that because of severe airsickness, CHEN Yinghe could only take a train to go there and back, travelling alone in the summer heat and spending more than 20 hours during a one-way trip.

Before setting out, some persuaded CHEN Yinghe, “You’d better not go there. Your condition is not good.” “There is also the Faculty of Education and the Department of Psychology, and there is also a need for guidance!” Chen replied.

This sense of mission also enabled CHEN Yinghe to play a leading role in the epidemic. At the beginning of

last year, when COVID-19 broke out, she found out that some teachers and students could not adapt themselves to online courses. At the end of February, she published an article, “Adaptation and Breakthrough of Learning Forms During the COVID-19 Outbreak—The Advantages of Online Learning”, a move to tell others that there was no need to worry and encourage others to enjoy teaching or learning in a challenging environment. She also offered forward-looking guidance and suggestions — “We should make full use of the unique advantages of online teaching and leverage the strengths of moving class teaching online to better prepare for the future studies. Online

teaching is not evitable, and we should face it with a positive attitude.” Her efforts helped teachers and students relieve their worries in time and were applauded. After that, she led a team to design questionnaires concerning online teaching and learning during the epidemic. From May 19, 2020, she conducted online surveys among the BNU teachers and students and analyzed nearly 8,000 samples. She released a more than 80-page survey report on online teaching in colleges and universities.

CHEN Yinghe told the reporter that she hopes to take up the mission of being a teacher, work hard to promote educational development and serve society with knowledge. For more than

ten years, the ideas and suggestions she offered have significantly contributed to formulating national policies and regulations regarding children’s education. In addition, she has been commended for her outstanding contributions to the formulation of national mid-and long-term scientific and technological development plans.

As a senior child psychology researcher, she is often invited to give academic lectures or scientific research guidance in kindergartens, primary and secondary schools. As long as parents come for advice or consultation, she would help them as much as possible, moving the parents deeply.

she updates her teaching content based on the research progress and delivers her scientific results to students on time.

CHEN Yinghe devotes herself to the teaching work. In recent years, she has been responsible for teaching four courses for undergraduates and postgraduates every year.

“Concentration” is the most frequent word the students use to describe CHEN Yinghe. A large computer with a 27-inch display screen is placed on CHEN Yinghe’s desk. She often uses a dual-screen setup for her computer monitor. She types fast with the Wubi input method. Some students familiar with CHEN Yinghe said that she

often worked selflessly. Therefore, students often send messages during meal times to remind her to eat on time. CHEN Yinghe noted that scientific research and teaching are “exciting” to her, and once she starts, she would never get tired.

While completing the heavy scientific research tasks, CHEN Yinghe attaches great importance to teaching. She said: “This is inseparable from the teaching of my mentor, Mr LIN Chongde.” She considered Teacher LIN Chongde “a person valuing talent cultivation more than his life.” LIN Chongde’s deeds set an example for her and motivate her to remain committed to her original education aspiration as well as devoting

herself to the frontline of teaching. The atmosphere of valuing education at BNU also unconsciously influences her. “I have always felt that at Beijing Normal University, we must be better teachers. Although now BNU is a comprehensive and research-oriented university with complete disciplines, education, especially the teacher education, is still our standard feature and advantage.”

CHEN Yinghe has always emphasized to young teachers that it is so lucky to be a teacher and we must value our work.” When teachers stay with students, teachers will also achieve a lot. Because of students’ trust and expectation, teachers can truly feel their value and can say to themselves, “I lead a life worth living.”

Staying True to Original Teaching Aspiration

Over the past 35 years, CHEN Yinghe has been committed to the research into psychological development and education and has achieved outstanding results, including more than 180 SSCI and CSCI papers, published more than 20 textbooks and monographs, and undertook over 20 national, provincial and ministerial research projects. In addition, CHEN Yinghe insisted on education and teaching reforms, creatively proposed and practised the teaching concept of “three-dimensional whole-person development.” The reform of the development and educational psychology curriculum system led by CHEN Yinghe won the second prize of National Teaching Achievement Award and the first prize of Beijing Teaching

Achievement Award, which play an exemplary and leading role for domestic colleges and universities. In 2019, she also took the lead in completing a comprehensive survey of the cognitive abilities of Chinese children and adolescents in a significant project of the National Social Science Fund. She constructed a database containing the cognitive skills of tens of thousands of children and adolescents, thus providing essential data analysis for the country and filling in the data gap in this regard.

Thanks to the solid scientific research results, CHEN Yinghe won an excellent academic reputation and has produced extensive educational influence. However, she still injects as many efforts into her teaching work as before.

In her view, an excellent university teacher should “place equal emphasis on teaching and research, with teaching coming to the first place.” She held that teachers should strike a balance between teaching and scientific research.

“Of course, it is challenging to submit a full-mark answer sheet for both, but it is possible to achieve the level of 85-90 per cent. We can find a method to integrate teaching and research.”

For a long time, CHEN Yinghe has been practising her concept and doing her best to apply her teaching experience to scientific research. At the same time,

(Originally appeared in Beijing Normal University Journal, Page 3, March 30, 2021)
Link: http://bnu.ihwrm.com/index/article/articleinfo.html?doc_id=3620684

Faith Makes Great: BNUers Pay Tribute to Times with Reality-Based TV Stories

Article source: BNU Official WeChat Account | Release date: 2021-04-25

Faith Makes Great

A TV drama titled *Faith Makes Great* and produced to celebrate the 100th anniversary of the founding of CPC began airing on Hunan

Satellite TV and video-streaming platforms such as Tencent Video, iQIYI, Youku, Mango TV on May 4. It is one of the key TV dramas launched by the State

Administration of Radio, Film, and Television (SARFT) for CPC’s 100th founding anniversary.

The TV series *Faith Makes Great*

was directed and planned by SARFT and the Publicity Department of the CPC Hunan Provincial Committee and produced by Hunan Broadcasting System. The 40-episode

TV series features 40 sets of figures and inspiring stories occurring in the periods of China's revolution, construction, reform, and rejuvenation, in a bid to portray

how the CPC united and led the Chinese people to pursue national independence and liberation, and a stronger and more prosperous country, and to present the new journey to realize Chinese national rejuvenation.



BNU Teachers, Students, and Graduates Involved in the Script Creation

LIANG Zhenhua, a renowned scriptwriter and a Professor of the School of Chinese Language and Literature at Beijing Normal University (BNU), served as the chief screenwriter of the TV drama Faith Makes Great. He gathered over 40 screenwriters to create the scripts. He put his rich practical experience in creating scripts into talent cultivation and has produced a batch of outstanding young screenwriters. QIN Wen, HU Yating, HE Qingping, YU Si, QIN Haojun, and YANG Jianping, included in the screenwriting team of the TV drama, are graduates of BNU or are receiving PhD education at BNU. They created the scripts of more than ten episodes. In order to present the examples that out of the ordinary comes the great, highlight positive energy, demonstrate the adolescent passion of Chinese revolutionary forefathers, the screenwriting team interviewed more than 300 TV characters' real-life counterparts or their descendants and related



people, went through more-than-10-million-word historical documents, and held more than 200 online and offline script conferences, and finally completed all script creation tasks as scheduled with high quality.

In recent years, LIANG Zhenhua has devoted himself to the screenwriting of film and television literature and gained a lot. The film and television works created by him have been acclaimed and have produced widespread and

significant social impacts. His works, including *One Dream One Home*, *Zai Yi Qi*, *We Are All Alone*, and *Chun Tian Li*, have won awards such as the "Huabiao Awards," "Golden Eagle Award," "Flying Apsaras Awards," and "Five-One Project" Award. In April 2021, he was commended as a leading talent in the national radio, television, and online audio-visual industry. In December 2020, he was awarded "Best Screenwriter of China's Top 100 TV Series" at the 29th Huading Awards.



Talking about screenwriting



Chief screenwriter of the TV drama *Faith Makes Great* LIANG Zhenhua, professor of the School of Chinese Language and Literature at Beijing Normal University

Over the past century, China has undergone unprecedented changes and fearlessly reinvigorated itself as it withstood all manner of tests. The torch of ideals has been handed over to us. How can we use stories and images with a rich humanistic spirit to record history, respond to today's issues, and inspire future generations? These questions have set out the direction and objectives the screenwriters in today's generation should pursue.

Every creation of a screenplay is a new journey full of challenges. The process is awe-inspiring and unforgettable, and I often feel an upsurge of passion. **BNU's broad vision for humanistic education has nourished my inspiration for screenwriting and has also given me the confidence to innovate.** When I created the script for *Faith Makes Great*, I invited BNU



Episode screenwriter for TV drama Faith Makes Great
QIN Wen, graduating from BNU in 2000

graduates and students to join. Through 40 episodes with 40 character stories, we pooled our strength to depict the arduous but glorious journey the Party has travelled over the past 100 years. We pay tribute to youth and the new era and present ambitious TV drama to celebrate the CPC centennial.

In 2002, as a student, I was lucky to witness the centennial anniversary

of BNU. Time flies; the spirit of the school motto is always lingering in my heart, and my ideals never are extinguished. Now, due to the standards, I have once again collaborated with the chief screenwriter—Professor LIANG Zhenhua. We created the script for the TV drama *Faith Makes Great* to mark the CPC's 100th birthday and embarked on a new journey.



Stills of the episodes *Tian He*, *Gui Lai*, and *Xi Wang De Tian Ye*

The three episodes, *Tian He*, *Gui Lai*, and *Xi Wang De Tian Ye*, respectively tell three stories that greatness is forged in the ordinary and heroes come from the people. Their youthful vigour drove them on as they lived up to their historical missions and did something worthy of their times. The three

episodes depict the stories of WU Zutai, XUE Rong, and LEI Jinyu. From the early years after the founding of the PRC, Chinese people forged ahead with pioneering endeavours, reform; when Chinese people embraced new ideas and innovation, and the new era when Chinese people pursue

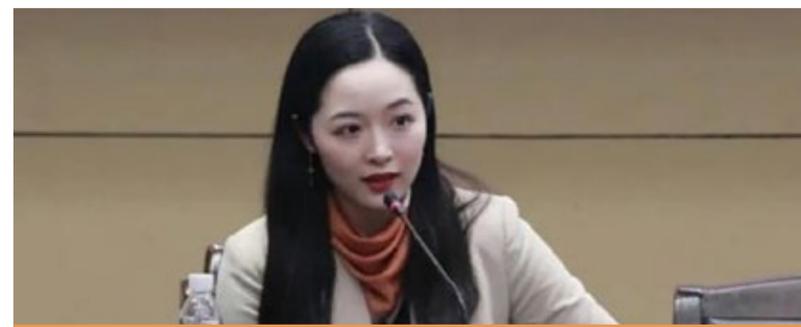
dreams. Their dedication, pioneering motivation, and the sense of assuming significant responsibilities shed light on other people and led them to pursue ideal life. The better I knew the characters I depicted, the more I was reluctant to finish the last scenes because I still wanted to present more

from such characters to TV viewers. This project is different from others. Despite being a screenwriter, I didn't need to create a story. Instead, I need to use my pen to reproduce the arduous and touching scenes to life in the hope of making TV viewers understand and remember this piece of glorious history.

I would like to extend gratitude to my Alma Mater, BNU. The characters in my works let me touch the power of ideas and

convictions; thanks for all the encounters, and those people and things will linger in my mind, and the memory will never fade away.

Time flies. Eight years have passed since I graduated from the School of Chinese Language and Literature of BNU. Over the years, under the guidance of my tutor Professor LIANG Zhenhua, I am engaged in screenwriting. I have gained a lot



Episode screenwriter for TV drama Faith Makes Great
HU Yating, graduating from BNU in 2000



Stills of *The Fifty-Fifth Letter*, *The Next One Hundred Years*, and *Looking up at the Starry Sky*

along the way. Under the lead of Professor LIANG Zhenhua, I was lucky to join the screenwriter team for the TV drama *Faith Makes Great* made to pay tribute to the 100th anniversary of the CPC's founding. We walked through together this excellent screenwriting process.

I got involved in the screenwriting for three episodes of the TV drama: *The Fifty-Fifth Letter* is based on the true story of revolutionary martyr CHEN Yi'an during the period of China's revolution, displaying a hero's immense bravery on the battlefield; *The Next One Hundred Years* tells a story based on GAO Fei, a cultural relic doctor of the Forbidden City, showcasing how the new generation of people working for the Palace Museum uses new technology to preserve the time-honoured national treasure; *Looking up at the Starry Sky* is based on the true stories of Chinese astronauts to honour all unsung heroes who made lasting contributions to China's space industry. Three stories, three eras, and three emotions miraculously touched the ultimate ideal of humanity from modern times to the present.

This screenwriting task has placed high requirements on every scriptwriter. The communication with the prototypes or their descendants brought me back to the historical scenes. I could find philosophies in the known history and wrote down my feelings in the history that people are less familiar with. I could find a point to dig deeper to uncover the touching side that could resonate with audiences. From the beginning to the end, the BNU spirit



Episode screenwriter for TV drama *Faith Makes Great*

HE Qingping, a first-year doctoral student, majoring in modern and contemporary Chinese literature at the School of Chinese Language and Literature at BNU

manifested as working hard and being diligent always inspired me to rise to challenges and made the impossible possible, making the project a great experience and harvest in my life.

In 2010, when I was an undergraduate student, I saw a notice soliciting excellent movie scripts by the youth released by the SARFT, and I got down to writing the first screenplay in my life. In 2020, I was already a PhD student. Under the lead of my supervisor Professor LIANG Zhenhua, I got involved in the screenwriting for the TV drama *Faith Makes Great*, made to celebrate the 100th anniversary of

the founding of CPC this year. I would like to thank BNU for giving me the opportunity, confidence, and inspiration for my script creation.

I participated in the screenwriting of two episodes. Ba Mei tells a story that ZHANG Jinhui, a rural girl, conveyed revolutionary convictions with touching singing and finally sacrificed her precious life for China's revolution. Sheng Ming You Shi tells the story of LEI Haiwei, a Chinese poem lover and fast food courier, winning the 2018 TV competition Chinese Poetry Conference after years of study. Both

episodes show the strong motivation of ideals but meanwhile carry a touch of poetic and romantic elements. We can see persistence and purity in both characters.

The TV drama is based on real-life stories, so we have to find the most touching characters. Previously, we designed fictional characters to express their inner emotions based on the writers' judgment, but this is different. But these two screenwriting approaches have something in common. Writers must put themselves into the shoes of the characters and share joy and sorrow with them. It's easy to say but hard to write well. It is challenging to create a good piece, and what matters is to stick it to the end.

In 2019, after being a professional screenwriter for five years, I returned to BNU and became a student again. During the two years of my PhD study at BNU, I calmed down again, refocused on academics and theories, and reviewed my previous screenwriting experience. My tutor, Professor LIANG Zhenhua, taught

me patiently and meticulously, making me, who used to receive undergraduate and master education at an arts-focused institution, feel unprecedented rigorous learning and an intense academic atmosphere. I am eager to take this precious opportunity to build a new self. I also look forward to seeing improvement in both literary theory and screenwriting.

Getting involved in the screenwriting for the TV drama *Faith Makes Great* is such a golden opportunity. I participated in the script creation of the episode on the development of China's high-speed rails. Through the story of the female engineer HE Xiuying, I intended to display the noble ideals and character of those dedicated to constructing the country's high-speed railways and how they forged ahead. I often think about what makes this group of people so admirable. I believe it is the power of ideas and convictions.



Episode screenwriter for TV drama *Faith Makes Great*

YU Si, a second-year doctoral student, majoring in modern and contemporary Chinese literature at the School of Chinese Language and Literature at BNU

China's high-speed rail is considered by the whole world a miracle and has changed the lives of tens of thousands of ordinary people. China's high-speed rail feat is inseparable from ideals and convictions, and it is also the fruit of ideals and beliefs.

The screenwriting for this story is not just a script creation process, but it refined my thinking. I created this story, and this story also inspired me to share the joy and sadness of the

heroine HE Xiuying, just like feeling the emotional purity in life—such as happiness and sadness.

Consisting of 40 stories with 40 themes, the TV drama *Faith Makes Great* exhibits the creation style of "having a hundred flowers bloom." The TV drama presents the examples that out of the ordinary comes the great, highlights positive energy, and demonstrates the adolescent passion of Chinese revolutionary forefathers. Over 200 senior and young actors starred in the TV drama, show the great spirit of ordinary people, and lead the TV viewers to review the moving stories that the Chinese nation broke the waves and sailed out for our journey ahead over the past 100 years. The theme "ideals" runs through the TV drama.



Stills of Ba Mei and Sheng Ming You Shi



Stills of Shi Guang Lie Che

Standing at a new historical starting point, the TV drama summarizes the Chinese path with China's 100-year journey. *Faith Makes Great* is a gift presented by BNU with stories and images to pay tribute to our times.

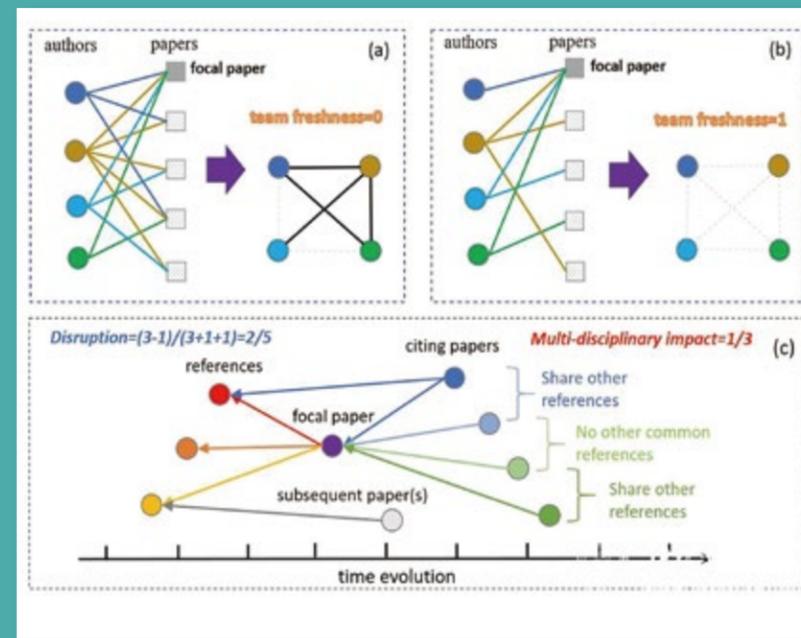
School of Systems Science of BNU Publishes Research Results in Nature Human Behaviour

Editor: CHEN Xinyang | Release date: 2021-04-13

Teamwork is one of the most prominent features in modern science. It is now well understood that team size is an essential factor that affects the team's creativity. However, the crucial question of how the character of research studies is related to the freshness of a team remains unclear.

Recently, the collaboration of Associate Professor ZENG An, together with Professor FAN Ying, Professor DI Zengru, and Professor WANG Yougui, of School of Systems Science, Beijing Normal University, with Professor Shlomo Havlin of the Bar-Ilan University of Israel, in an article, reveals the crucial role of new teams in original research and multidisciplinary influence.

Their results suggest that papers produced by fresher teams are associated with more remarkable originality and a more significant multidisciplinary impact. These effects are even more robust in larger teams. Furthermore, the research



finds that freshness defined by new team members in a paper is a more effective indicator of research originality and multidisciplinary impact compared with freshness defined by new collaborative relationships among team members. Finally, it shows that the career freshness of team members is also positively correlated with the originality and multidisciplinary impact of produced papers.

The article was published in Nature Human Behavior on April 5, 2021. This achievement is another important progress made by the School of Systems Science based on big scientific data, following the publication of a large-scale review of Science in Physics Reports in 2017 and the revelation of the pattern of scientists' interest transfer in Nature Communications in 2019.

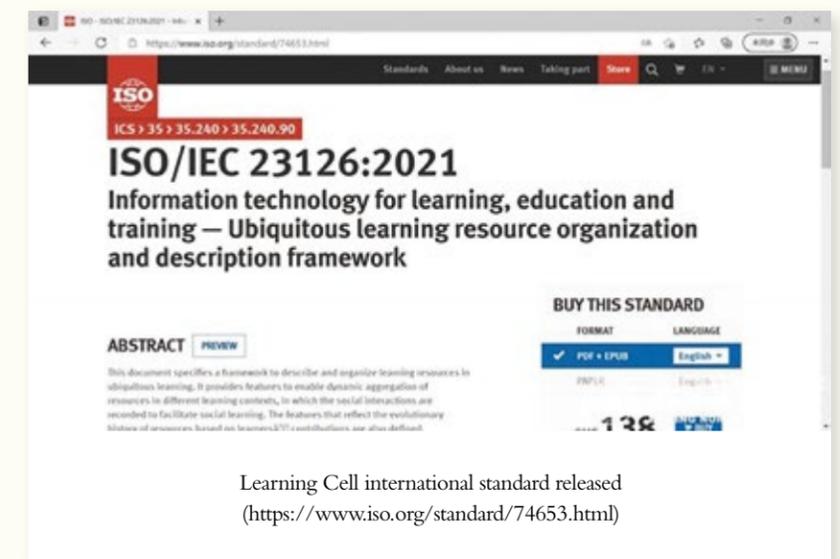
ISO Releases BNU-Developed Learning Cell International Standard

Article source: Advanced Innovation Centre for Future | Release date: 2021-05-11

In April 2021, ISO officially released the international standard ISO/IEC 23126:2021 Information technology for learning, education, and training — Ubiquitous learning resource organization and description framework. YU Shengquan, a professor from the Advanced Innovation Centre for Future at Beijing Normal University (BNU), led this research work. This standard is based on the Learning Cell resource model originally developed by the research team led by Professor YU Shengquan. It is the first Chinese-led international standard passed by ISO in education. Furthermore, it is China's first original educational resource framework in International Organization for Standardization (ISO), thus enhancing the international influence of China's wisdom education.

Founded on 23 February 1947, ISO is the world's largest international standardization organization and is headquartered in Geneva, Switzerland. Its predecessor was the International Federation of National Standardization Associations (ISA) and the United Nations Standards Coordinating Committee (UNSCC).

The learning Cell international standard is a framework for describing and organizing learning resources



in ubiquitous learning. It proposes a conceptual framework for ubiquitous learning, analyzes the core characteristics of learning resources required in the ubiquitous learning process, and builds a learning resource organization and

description framework with core characteristics of being contextual, social, evolvable, and dynamic aggregated. It also defines the semantic attributes and representation models of specific elements. It designs a dynamic aggregation mechanism for learning resources based on context-aware learning services and a cross-system service structure for interoperability. Under the support of China Mobile, the research team also designed and developed a system paradigm for applying specific standards. This international standard makes it possible to provide dynamic and tailor-made learning scenarios. It is an important

basis for designing an intelligent learning system based on specific context-awareness.

The Learning Cell international standard describes the contents of the following four sections: Aggregation Model, Content Organization, Context-Aware Learning Service, and Service Provider. The Aggregation Model defines the core elements of learning resources in the ubiquitous learning environment and their organizational relationships; Content Organization defines the core characteristics of the Learning Cell and their representation details through the semantic description, including the representation elements of contextuality, sociality, and evolution as well as the implementation process;

Context-Aware Learning Service defines the role, elements and support process of the Learning Cell international standard in the ubiquitous learning process; Service Provider offers a service aggregation interface when the Learning Cell international standard is applied on different platforms. Standardized methods could be used to define the different applications of the Learning Cell international standard on different platforms.

From August 2016 to April 2021, the International Standard for Learning Cell development has gone through several key stages.

In August 2016, the research team designed the procedure of the

international standard based on the concept of "Learning Cell" and submitted it to the feasibility study meeting of the China National Information Technology Standardization Network (NITS China);

In January 2017, the proposal passed the assessment in the feasibility study meeting, and NITS China formally submitted the proposal to the ISO/IEC organization;

In June 2017, the proposal was reported for the first time at the 36th subcommittee of the joint International Standardization Organization and International Electrotechnical Commission Committee (ISO/IEC JTC1 SC36), and entered the preparation stage for a new project;

In September 2017, vote for the New Project Proposal (NP) submitted by ISO/IEC JTC1 SC36; in December, the NP was approved, and the fourth working group (WG4) organized by SC36 established a standard formulation group consisting of experts from many countries, responsible for improving the draft of the International Standards Working Group (WD, Working Draft);

From September 2017 to April 2019, the standard formulation group improved the WD Working Draft after discussion and demonstration by experts inside and outside the school, and the proposal entered the stage of committee draft (CD, Committee Draft);

In January 2020, the proposal passed a vote at the ISO/IEC JTC1 SC36 CD and was registered as the Draft

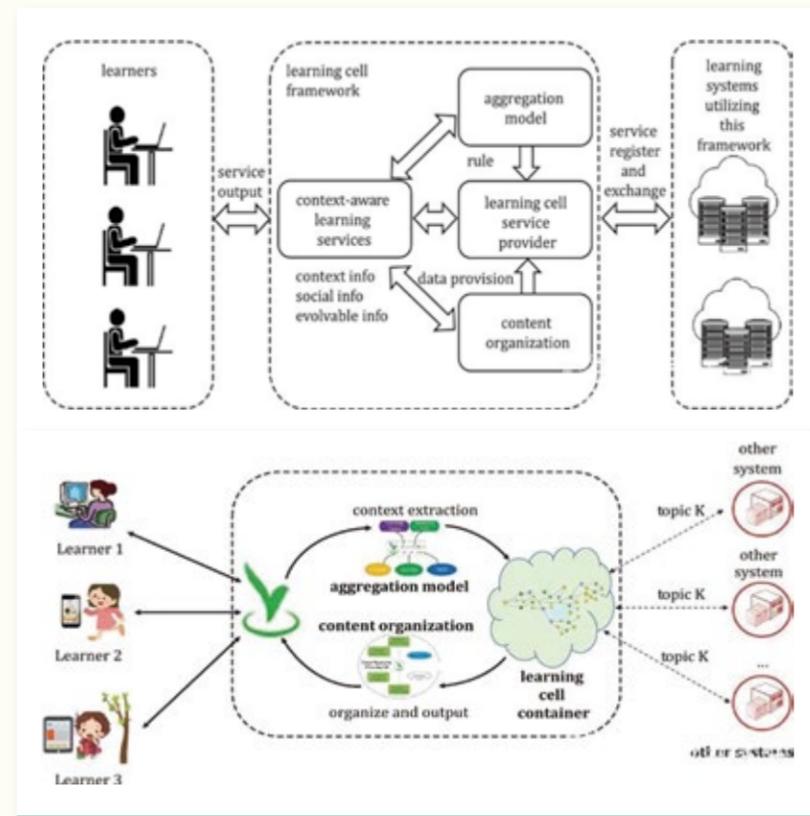


for International Standard (DIS); in June, it passed a vote at the ISO/IEC JTC1 SC36 DIS and entered the pre-publishing stage of the standard;

In April 2021, Ubiquitous Learning Resource Organization and Description Framework- an international standard for Learning Cell, was published as an international standard (ISO/IEC 23126).

The formulation process of the Learning Cell International Standard has undergone regular rounds of international seminars and revisions, during which many experts at home and abroad have participated, collaborated, and contributed. The members of the standard formulation include Professor YU Shengquan, Dr WANG Qi, Yong-Sang Cho (South

Korea, convener of WG4), YU Yuntao (China Electronics Standardization Institute), Jaeho (South Korea), Tore Hoel (Norway), Erlend Overby (Norway), Mohamed Ally (Canada), Pierre Julien (Canada), Simone Laughton (Canada), Jerry Leeson (Australia), LIU Mingzhuo (China, East China Normal University), and LIYing (China Electronics Standardization Institute).



SC36 President Erlend Overby voices opinions on the standard for Learning Cell.



Tore Hoel (Norway) voices opinions on the standard for Learning Cell.



YU Yuntao (China Electronics Standardization Institute) voices opinions on the standard for Learning Cell.



Experts at the feasibility study meeting of the international standard for Learning Cell



Foreign experts hear a report and participate in the discussion of the draft international standards for Learning Cell

The proposal of the international standard for Learning cells is based on the research results of Professor YU Shengquan's research team. The research team came up with the core concept and basic structure of the Learning Cell in 2009. The essence of the Learning Cell is that its' characteristics of being reusable can support the collection of learning process information and share cognitive learning network. Furthermore, the miniaturized and intelligent digital learning resources that can achieve self-evolutionary development have the essential characteristics of openness, evolution, connectivity, cohesion, intelligence, adaptability, and sociality. Based on the Learning Cell's core concept and basic structure, the research team deepens its study into such key technology as the

information model, semantic technology, evolution mechanism, context-aware learning, and resource automatic generation technology, constructing social resource reserve, and devising the cognitive learning map. Besides relying on the Learning Cell platform, we can support online teaching in universities, collaboration on teaching and research between primary and secondary school teachers from different regions, compiling an encyclopedia for educational technology, online guidance, and training for leapfrog projects. In practice, we have developed eight models, namely; learning cell-based micro-course design and development, double helix deep learning model, a design model for open, shared courses, generative course design model, ubiquitous learning model, teacher-

student co-reading model, integrated classroom teaching model, and the model for regional collaborative preparation for lessons. Focusing on the research on the concept, technology, and application of the Learning Cell, the research team has successively published 10 SSCI papers and more than 70 CSSCI papers and published the book Research into the Resource Organization Model and Key Technology of Ubiquitous Learning Concept and Technology and Application of Learning Cell, which gives a systematic review of his 12-year research. Under the guidance of Professor YU Shengquan, the core members of the research team who have contributed to the abovementioned research results include YANG Xianmin, WANG Qi, CHENG Gang, CHEN Min, WU Pengfei, WAN Haipeng.



The BNU Team Won the First Prize in the "Jessup" International Law Moot Court Competition in Chinese Mainland once again

Article source: Law School | Release date: 2021-05-19



On May 8, 2021, the results of the 62nd "Jessup" International Law Moot Court Competition and the 19th Chinese Mainland Competition were announced. The team from Beijing Normal University won the first prize in the Chinese Mainland Competition and ranked the 11th in Preliminary Rounds. The final comprehensive ranking in Preliminary Rounds and Advanced Rounds is No.4 in the Chinese Mainland and No.78 in the world.

The BNU team was formed in May 2020 and coached by LIAO Shiping from the Law School. The team consists of LIU Mingxin, LI Zhoujie, CHANG

Jingzi, LIU Jianing, ZHANG Xiaoyue, and QU Shen. In addition, ZHAI Ying, WANG Yichun, MA Shinan, HU Lingli, ZHANG Zitong, and ZHUANG Youcheng participated in this year's preparation work.



Due to the impact of the pandemic, the offline court debate of this year's domestic competitions was cancelled, and all international competitions were held online. All teams registered for the competitions directly participated in the international competitions. The first round is Preliminary Rounds, and the second is Advanced Rounds.

The team has been training new players and conducting a preliminary legal search since May 2020. After the issue was announced in September

2020, the team further arranged and organized the legal search. Then, the group report, discussion, and comment began to write the briefs and the defence materials and conducted the court debate's rehearsal. Finally, after nearly a year of careful preparation, the team submitted its petition on January 7, 2021, and played 10 games between March 10 and April 5. The excellent result is the best reward for the hard work of the coach and all the players.

Since its first participation in the Jessup International Moot Court Competition in 2017, the BNU Law School team has won the first prize for 4 times in Chinese mainland, the second prize for 1 time, and participated in international competitions for 3 times, rapidly becoming a solid team in the Chinese mainland.





Summer for thee, grant I may be

--♥-- From me

Photo Source: Guo Yimeng

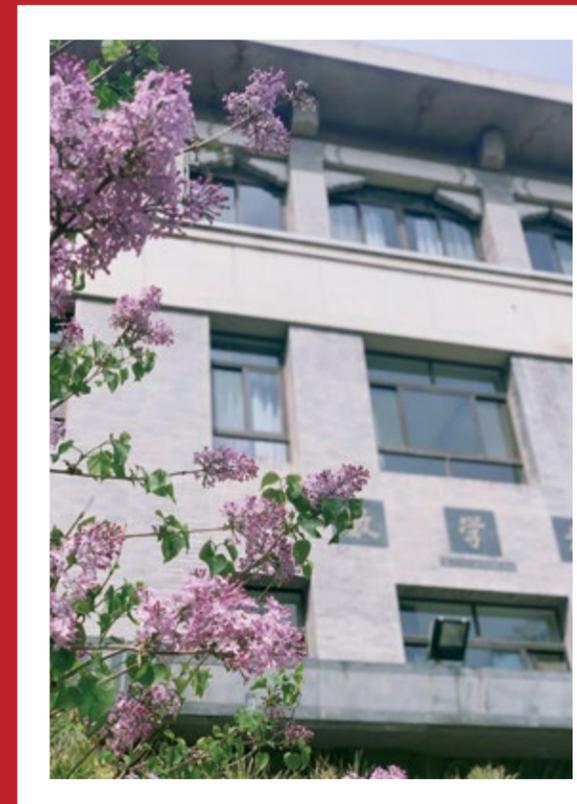


Photo Source: Guo Yimeng



Photo Source: Guo Yimeng



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Photo Source: Weibo of BNU

Photo by: Ao Yiran



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