北京师范大学珠海分校

Sino-Finnish
Joint Learning Innovation Institute
中芬联合学习创新研究院

中芬联合学习创新研究院“学习与智慧”论坛

Sino-Finnish Joint Learning Innovation Institute “Learning and Mind” Forum

会议手册

Conference Proceeding

中芬联合学习创新研究院

Sino-Finnish Joint Learning Innovation Institute

“学习与智慧”论坛

“Learning and Mind”Forum

2016.10.23-25

珠海 Zhuhai

Sino-Finnish Joint Learning Innovation Institute 中芬联合学习创新研究院

ACADEMY OF FINLAND

Ministry of Education and Culture

北京師範大學 珠海分校 Beijing Normal University, Zhuhai

北京師範大學 BEIJING NORMAL UNIVERSITY

中芬联合学习创新研究院“学习与智慧”论坛
Sino-Finnish Joint Learning Innovation Institute Forum on Learning and Mind

会议日程Conference Agenda
2016.10.23-25
珠海ZhuHai

2016年10月23日

全天 ALL DAY		会议报到 Conference Registration
19:00--20:30		欢迎晚宴 Welcome Banquet
20:30--21:00		中芬联合学习创新研究院中方理事会成立仪式

2016年10月24日

09:00--09:10	主持人 Host	中芬联合学习创新研究院院长 刘嘉教授 Prof. Liu Jia, Dean of Sino-Finnish Joint Learning Innovation Institute
09:10--09:30	开幕式发言嘉宾 Opening Ceremony Speakers	芬兰驻华使馆科学与教育参赞狄明嘉先生 Mr. Mika Tirronen, Counsellor of Education and Science, Embassy of Finland in China
		芬兰科学院项目经理Vilkko Risto先生 Mr. Vilkko Risto, Programme Manager, Academy of Finland
		北师大珠海分校校长 涂清云教授 Prof. Tu Qingyun, President of Beijing Normal University,Zhuhai
		北京师范大学副校长 周作宇教授 Prof. Zhou Zuoyu, Vice President of Beijing Normal University
09:30--09:40	揭牌仪式 Unveiling Ceremony	中芬联合学习创新研究院（珠海） Sino-Finnish Joint Learning Innovation Institute, Zhuhai
09:40--09:55	主旨发言（1） Keynote Speech I	赫尔辛基大学副校长 Anna Mauranen 女士 Vice-Rector Anna Mauranen, University of Helsinki
09:55--10:10	主旨发言（2） Keynote Speech II	华东师范大学副校长 任友群教授 Prof. Ren Youqun, Vice President of East China Normal University
10:10--10:25	主旨发言（3） Keynote Speech III	芬兰前教育部部长Pilvi Torsti女士 Dr. Pilvi Torsti, Former-State Secretary at the Ministry of Education
10:25--10:40	主旨发言（4） Keynote Speech IV	北京师范大学教育学部 刘宝存教授 Prof. Liu Baocun, Dean of Institute of International and Comparative Education, Faculty of Education, BNU
10:40--10:50		茶歇Tea Break
10:50--12:00 (8-10分钟)	企业报告 Enterprises Reports	
	李小文先生 Mr. Li Xiaowen	中国移动通信集团政企客户分公司/教育行业创新中心 China Mobile Government & Enterprise General Manager of Education Innovation Center
	陈长杰先生 Mr. Chen Changjie	网龙网络公司 NetDragon Websoft Inc.
	廖力先生 Mr. Liao Li	科大讯飞华南公司 IFLYTEK CO.,LTD.
	田雪松先生 Mr. Tian Xuesong	北京拓思德科技有限公司 Tstudy CO.,LTD.
	Anna Korpi女士 Ms.Anna Korpi	EduCluster Finland Ltd EDUCLUSTER FINLAND LTD
	李妍女士 Ms. Li Yan	大连米乐宏业科技有限公司 Dalian Great Miller Technology CO., LTD.
	杨楠女士 Ms. Yang Nan	北京捷成世纪科技股份有限公司 Beijing Jetsen Technology co., LTD
12:10--14:00		午餐Lunch
14:00--17:00	分论坛 Forum	请参考分论坛日程安排 Please refer to Forum Agenda
18:00--20:00		晚餐Dinner

2016年10月25日

09:00--09:10	主持人 Host	汤伟，中芬联合学习创新研究院 执行院长 Tang Wei, Deputy Dean of Sino-Finnish Joint Learning Innovation Institute
09:10--09:30	主旨发言 (5) Keynote Speech V	赫尔辛基大学前副校长现中芬合作中心主席Hannele Niemi Hannele Niemi, Chair of Sino-Finnish Joint Learning Innovation Institute, University of Helsinki
09:30--09:50	主旨发言 (6) Keynote Speech VI	西南大学心理学部副部长 赵玉芳教授 Prof. Zhao Yufang, Deputy Director, Faculty of Psychology,Southwest University
09:50--10:10	主旨发言 (7) Keynote Speech VII	赫尔辛基大学教师教育学院院长 Jari Lavonen Jari Lavonen, Dean of Teacher Education, University of Helsinki
10:10--10:30	主旨发言 (8) Keynote Speech VIII	陕西师范大学心理学院院长 王振宏教授 Prof. Wang Zhenhong, Dean of Psychology, Shanxi Normal University
10:30--10:50	闭幕词 Closing Ceremony	中芬联合学习创新研究院院长 刘嘉教授 Prof. Liu Jia, Dean of Sino-Finnish Joint Learning Innovation Institute, Beijing Normal University
10:50--11:10		大会闭幕 Conference Concluded
11:30--13:00		午餐Lunch
13:00--17:00		中芬联合学习创新研究院工作会议 Sino-Finnish Joint Learning Innovation Institute Committee Meeting

分论坛日程安排Forum Agenda
2016.10.24

分论坛一：互联网时代的未来教育
Forum I: Future Education in the Internet Era

发言时间 Time	发言人 Speaker	演讲题目 Speech
14:00--14:05	主持人 Host	李葆萍 LI Baoping
14:05--14:25	Rasila Antti	在应用数学与工程数学中的开放式网络课程、自动化工具和国际合作 Open on-line courses, automated tools and international collaboration in applied and engineering mathematics
14:25--14:45	Ruismaki Heikki & Ruokonen Inkeri	在线音乐教育 Online education in music
14:45--15:05	魏顺平 WEI Shunping	成人学习者在线学习行为特点及影响因素：基于中国在线教育大数据的分析 Characteristics and factors of online learning behavior of adult learners: An analysis based on the big data of online education in China
15:05--15:25	Vivitsou Marianna & Niu Jenny	数字故事和数码笔在教学和学习中的应用 Teaching and Learning with Digital Storytelling and Digital Pen
15:25--15:35		茶歇时间 Tea Break
15:35--15:55	杨现民 YANG Xianmin	Learners In the Internet Era: A transition from Knowledge Consumer to Knowledge Creator 互联网时代的学习者：从知识消费转向知识生产
15:55--16:15	Leppänen Paavo	互联网和学习困难：以跨学科的方法去理解在新媒体中的信息搜寻 Internet and Learning Difficulties: Multidisciplinary Approach for Understanding Information Seeking in New Media
16:15--16:35	罗朝宣、黄瑛 LUO Chaoxuan & HUANG Ying	关于未来创新学校的思考与探索 Thinking and exploring about the innovation of future school
16:35--17:00	Auvinen Tapio	学习 + 技术（LeTech）研究 Learning+Technology (LeTech) research

分论坛二：儿童青少年心理健康与快乐学习
Forum II: Children and Adolescents' Wellbeing and Fun Learning

发言时间 Time	发言人 Speaker	演讲题目 Speech
14:00-14:05	主持人(上半场) Host(Session I)	林丹华 Danhua LIN
14:05-14:20	Lyytinen Heikki	基于数字图形游戏学习环境实证研究中国儿童基础阅读技巧学习 In Search Of Supporting The Acquisition Of Basic Reading Skills Among Chinese Children Using Evidence-Based Digital Graphogame Learning Environment
14:20-14:35	Riitta-Liisa & Korkeamäki	阅读的乐趣 The Joy Of Reading
14:35-14:50	Sari Ylinen	外语学习中的游戏和对话科技 Gaming And Speech Technology In Foreign-Language Learning
14:50-15:05	洪建中 HONG Jianzhong	网络时代的心理健康教育模式探索——基于中小学心理健康网络平台 Exploration Of Mental Health Education For Primary And Secondary School In The Internet Era: An Online Mental Health Education Platform
15:05-15:20	林丹华&李虹 LIN Danhua&LI Hong	让学习变得有趣：传统智慧与现代科技相结合 Making Learning Fun: The Combination Of Ancient Wisdom And Modern Technology
15:20-15:35	Lotta Uusitalo-Malmivaara	教学福祉：品格教育与学术教育相结合 Teaching Well-Being: Character Education Combined With An Academic Intervention
15:35-15:45		茶歇 Tea Break
15:45-15:50	主持人(下半场) Host(Session II)	陶沙&Markku Niemivirta Sha TAO, Markku Niemivirta
15:50-16:05	Markku Niemivirta	不同的努力，不同的结果：幸福和健康之间的平衡 Different Strivings, Different Consequences: Balancing Between Well-Being and Well-Doing
16:05-16:20	陶沙 TAO Sha	学校心理环境与学业适应的关系：同伴的作用 School Climate And Student Academic Adjustment: The Role of Peer Adjustment
16:20-16:35	Tian Li	学习和情绪的心理免疫连接 Mind-Immune Connection in Learning and Mood
16:35-16:50	Katja Junttila	学习任务特点对儿童外语口语学习的影响 The Effect of Task on Spoken Foreign Language Learning in Children
16:50-17:05	崔佳歆 CUI Jiaxin	近似数量系统加工能力与计算能力之间紧密关系的新解：视觉加工假设 Close Association Between Numerosity Processing and Arithmetic Fluency: The Visual Perception Hypothesis

分论坛三：中芬教育合作质量保障
Forum III: Quality Assurance in Sino-Finnish Education Cooperation

发言时间 Time	发言人 Speaker	演讲题目 Speech
	主持人 Host	刘宝存/ 蔡瑜琢 Liu BaoCun/Cai Yuzhuo
14:00--14:15	Mika Tirronen	
14:15--14:30	李志厚 Li Zhihou	提高和保证中芬教育合作质量的三个问题 On Three Problems in Improving and Ensuring the Quality of Cooperation in Sino-Finnish Education Cooperation
14:30--14:45	牛双红 Jenny Niu	关于中芬如何在职前教师教育中培养教师21世纪技能的比较研究 Comparative study of how to build 21st century skills for student teachers in pre-service teacher education in Finland and in China
14:45--15:00	于伟 Yu Wei	学校教育创新 ——东北师大附小“率性教育”的理论与实践探索 Innovation of School Education---The theory and practice of "Education in accordance with nature" in Primary School Attached to Northeast Normal University
15:00-15:15	Seppo Hölttä	
15:15-15:30		茶歇 Tea Break
15:30-15:45	蔡瑜琢 Cai Yuzhuo	中芬教育合作的机遇、挑战与前景 Opportunities, challenges and future prospects in Sino-Finnish education cooperation
15:45-16:00	李庆丰 LI Qingfeng	工科院校大学生创造性思维发展现状及提高对策研究———基于对北京工科大学的调查研究 The Study on development status and countermeasures for creative thinking of engineering college student———An investigation on J engineering university in Beijing
16:00-16:15	Risto Vilkko	学习、知识、技能和人类思维的未来 Risto Vilkko The Future of Learning, Knowledge and Skills (TULOS) and The Human Mind (MIND)
16:15-16:30	蔡勇刚 Cai Yonggang	数学困难儿童的数量空间表征与认知灵活性的关系：来自SNARC效应证据 The Relationship between the Number of Spatial Representation and Cognitive Relexibility of the Children with Mathematical Disability : Evidence from the Spatial-Number Association of Response Codes Effects
16:30-16:45	Johanna Kallo	高等教育的未来治理 Governing the future of higher education
16:45-17:00	王绽蕊 Wang Zhanrui	督导：一种新的高等学校外部治理机制 Inspection: A New External Governance Mechanism for Hihger Education Institutions

分论坛四：未来学习与未来教师
Forum IV: Future Learning and Future Teacher

发言时间 Time	发言人 Speaker	演讲题目 Speech
14:00-14:10	主持人 Host	刘敏 , Hannele Niemi Min LIU, Hannele Niemi
14:10-14:30	王文静 Wang Wenjing	以中国传统文化涵养师德 Cultivating Teachers’ Professional Ethics by Learning Chinese Traditional Culture
14:30-14:50	Hannele Niemi	未来学习与未来教师 Future Learning & Future Teacher
14:50-15:10	郑太年 Zheng Tainian	学生中心的教学：我们还有多远以及如何前行 Student-based Learning: How far we are and How we move on
14:50-15:05	Jari Lavonen	论科学实践与专案式教学在芬兰学生科学学习中的影响 The Influence of Scientific Practices and Project-based Learning in Students’ Engagement in Science Learning of Finland
15:30-15:50		茶歇 Tea Break
15:50-16:10	Pirjo Aunio	数学技能学习与学习障碍 – 循证性评估与干预措施 Mathematical Skills Learning and Learning Difficulties - Evidence-based Assessment and Interventions
16:10-16:30	李玲 LI Ling	“和文化”引领下的学校发展 School Development Duided by Harmony Culture
16:30-16:50	Salmela-Aro Katariina	未来学习技能： 科学制定最佳的学习时刻 Future Learning Skills: Crafting Optimal Learning Moments in Science
16:50-17:00	王瑶 Wang Yao	IWISH校园心理健康计划 IWISH School Psychological Health Plan
17:00-17:10	主持人 Host	罗丽 Li LUO

开幕式发言嘉宾
Speaker at Opening Ceremony

狄明嘉　博士
Mika Tirronen PhD

芬兰驻北京大使馆
教育与科学参赞
Counsellor of Education and Science
Embassy of Finland, Beijing

狄明嘉博士（生于1964年），自2012年9月以来担任芬兰驻华大使馆教育与科学参赞，负责芬中两国教育与科学的合作事宜。他经芬兰外交部授权，由芬兰教育与文化部任命。

2004年至2012年，他在芬兰科学院工作并担任项目主任一职，其间，他负责开展了数个国际合作研究项目，例如与中国和加拿大共同开展神经科学研究项目，与加拿大和俄罗斯之间共同开展药物滥用与成瘾研究项目，以及和中国共同开展人类心智研究项目。他同时还在芬兰科学院中国业务部担任过六年多主席，负责芬兰科学院和中国国家资助机构之间的研究经费合作管理。

1994年，狄明嘉在芬兰赫尔辛基大学获取分子遗传学博士学位，此后在芬兰赫尔辛基大学和德国海德尔堡的欧洲分子生物实验室从事研究工作。他同时还担任多个国家级和国际委员会的成员或主席之职，包括：欧盟第六届研究区域网神经元研究指导委员会成员（member of the steering committee of the EU 6th FP ERA-Net Neuron），中欧科研协调网络指导委员会委员（member of the ERA-Net CO-Reach Steering Committee），以及欧洲研究区域基因组社会功能指导委员会主席（ERA-Sage Steering Committee）。

除了使馆工作之外，狄明嘉博士还负责指导CIMO上海办公室的有关工作，CIMO在芬兰教育与文化部之下，负责芬中两国学生交流有关事宜。

PhD Mika Tirronen (born in 1964) works as Counsellor of Education and Science in the Embassy of Finland in Beijing, where he started in September 2012. He is in charge of the cooperation in education and science between Finland and China. He is appointed to the position by the Ministry of Education and Culture and authorized by the Ministry of Foreign Affairs.

In 2004-2012, he has worked in the Academy of Finland as Programme Director in charge of several International Research Programmes, e.g. Programme on Neuroscience with China and Canada, Programme on Substance Use and Addictions with Canada and Russia, and Programme on Human Mind with China. He has also served more than six years as the chairman of China operations in the Academy of Finland, managing the research funding co-operation between the Academy and the Chinese national funding agencies.

In 1994, He obtained his PhD in molecular genetics from the University of Helsinki. He has worked as a researcher and research fellow in the University of Helsinki and in the European Molecular Biology Laboratory (EMBL) in Heidelberg, Germany. He has acted as a member and chairman in numerous national and nternational boards, including: member of the steering committee of the EU 6th FP ERA-Net Neuron, member of the ERA-Net CO-Reach Steering Committee, and chairman of the ERA-Sage Steering Committee.

In addition to his responsibilities in the Embassy, he directs the CIMO office in Shanghai, which is in charge of the Student Mobility between Finland and China, working under the Ministry of Education and Culture of Finland.

里斯托·威尔科　博士
Risto Vilkko PhD

芬兰科学院
项目经理
Programme Manager
the Academy of Finland

里斯托·威尔科博士在由芬兰政府出资支持科学研究的芬兰科学院担任项目经理一职，芬兰科学院由芬兰教育科学与文化部直接领导，负责向部里提供与科学政策有关的专业性建议。

威尔科博士承担的项目包括“未来的学习、知识与技能（TULOS）”、“数字人文项目(DIGIHUM)”此次，威尔科博士同时代表芬兰科学院的“人类心智项目（MIND）”，这一项目与“未来的学习、知识与技能（TULOS）”项目息息相关。此外，芬兰科学院还支持通过TULOS项目开展中芬学习花园合作。值得一提的是，威尔科博士具有哲学领域的学术背景。

Dr. Risto Vilkko works as a Programme Manager for the Academy of Finland, which is a governmental funding organization for scientific research in Finland. The Academy of Finland operates directly under the Finnish Ministry of Education, Science and Culture, and it provides the ministry with expertise in science policy issues.

Dr. Vilkko directs the following thematic Academy Programmes: “The Future of Learning, Knowledge and Skills (TULOS)” and “Digital Humanities (DIGIHUM)”. In this event, he also represents the Academy Programme “The Human Mind (MIND)”, which is directly related to the TULOS programme. Moreover, the Academy of Finland supports the Sino-Finnish Learning Garden cooperation by means of the TULOS programme. Dr. Vilkko's academic background is in the field of philosophy.

开幕式发言嘉宾
Speaker at Opening Ceremony

周作宇　　教授
Zhou Zuoyu Professor

北京师范大学 副校长
Vice President
Beijing Normal University

周作宇，博士，教授，博士生导师。现任北京师范大学副校长。分管国际交流、港澳台事务、国际汉语教育工作、继续教育工作。分管国际交流与合作处（港澳台办公室）、孔子学院管理处、继续教育与教师培训学院。同时，周作宇教授也是中芬联合学习创新研究院理事会主席。

Professor Zhou Zuoyu Ph.D., is a BNU Professor and Doctoral Supervisor, and he is Vice President of Beijing Normal University. His areas of responsibility are international exchange, Hong Kong, Macao and Taiwan affairs, international Chinese education and continuing education work. He is in charge of the Office for Hong Kong, Macao and Taiwan Affairs, of the Office of Administration of the Confucius Institute and of BNU' s School of Continuing Education and Teacher Training. He is also the Chair of Board of Sino-Finnish Joint Learning Innovation Institute.

涂清云　　教授
Tu Qingyun Professor

北师大珠海分校校长
President
Beijing Normal University, Zhuhai

涂清云，中共党员，教授，博士生导师。 历任北京师范大学物理系主任助理、科学技术处副处长、物理系副系主任、教务处副处长兼招生办公室主任、教务处处长兼招生办公室主任、教务处处长。现任北京师范大学校长助理、北京师范大学珠海分校校长、党委副书记。

Professor Tu Qingyun, Doctoral Supervisor, his experience at BNU includes his role as Assistant to Director of Physics at BNU, Deputy Director of Science and Technology, Deputy Director to Department of Physics, Deputy Director of Teaching Department and Director of Admissions Office, Director of Teaching Department and Director of Admissions Office, Director of BNU Teaching Department. And he is now Asisstant to BNU President, President of BNU Zhuhai Campus, and Vice Secretary of Party Committee.

主持嘉宾
Guest Host

刘嘉　　教授
Liu Jia　　Professor

北京师范大学
中芬联合学习创新研究院院长

Dean
Sino-Finnish Joint Learning Innovation Institute
Beijing Normal University

刘嘉，博士，教授，现任北京师范大学心理学院院长、认知神经科学与学习国家重点实验室副主任。在北京大学心理学系获学士和硕士学位、美国麻省理工学院脑与认知科学系获认知神经科学方向哲学博士学位。是国家自然科学基金委杰出青年基金获得者、中科院百人计划入选者、美国富布莱特研究学者、教育部长江学者特聘教授、江苏卫视《最强大脑》科学总顾问。获第五届中国侨界贡献奖（创新人才）。现任《心理科学》副主编、《心理学报》和《Brain and Culture》编委，是中国心理学会普心与实心专业委员会副主任、中国人才研究会超常人才专业委员会会长。

Professor Liu Jia serves as Dean of Psychology and Deputy Director of State Key Laboratory of Cognitive Neuroscience at Beijing Normal University. He has graduated from Peking University with Bachelor and Master degree of Psychology, and received Ph.D. Degree of cognitive neuroscience from MIT Department of Brain and Cognitive Science. He has been awarded The National Science Fund for Distinguished Young Scholars, Hundred-Talent Program (Chinese Academy of Sciences), The Fulbright research scholars, Yangtze river scholars Distinguished Professor, Chair of Scientific Advisory Committee of Jiangsu TV "Super Brian", the Award of Innovative Talent by the 5th All-China Federation of Returned Overseas Chinese Congress. He is also Deputy Chief Editor of "Psychological Science", editorial member of "Acta Psychologica Sinica" and "Brain and Culture", Deputy Head of Committee of General and Experimental Psychology at Chinese Psychological Society, and Chair of National Talented Specialty Committee, Chinese Talents Society.

汤伟
Tang Wei

北京师范大学
中芬联合学习创新研究院 执行院长

Deputy Dean
Sino-Finnish Joint Learning Innovation Institute
Beijing Normal University

汤伟先生现就职于北京师范大学，担任中芬联合学习创新研究院执行院长，未来教育高精尖创新中心国际合作总监。

加入北京师范大学前，汤伟先生先后任职Apple、HP、Oracle、Microsoft等多家跨国企业高级管理工作，领导与政府、教育机构建立战略合作和市场业务拓展，负责与教育部（厅、委）建立战略合作计划与开展重点项目等工作，并在工作中对领导力发展、课堂教学、教师培训、学生学习数据收集以及管理等多方面进行系统研究与部署实施。

Mr. Tang Wei engage as Executive Dean of Sino-Finnish Joint learning innovation Institute and Advanced Innovation center for Future Education in Beijing Normal University.

Before Mr. Tang Wei joined Beijing Normal University, he worked in Apple Inc., 、China HP Ltd., 、Oracle Software System Co Ltd. and Microsoft China Co. Ltd., lead teams to build strategic partnership with national and provincial government, as well as educational authorities through Public-Private partnership. During he worked in MNCs, he researched and managed academic programs include school leadership development, teaching-learning ICT solution in classroom, teacher professional development, student' s data analytics and management, and deployment execution plan.

发言嘉宾
Guest Speaker

Anna Mauraen 教授
赫尔辛基大学 副校长

Vice-Rector Anna Mauranen, University of Helsinki

Anna Mauranen女士现任赫尔辛基大学副校长，负责国际事务、社团关系、人力资源政策、学术质量保证以及图书馆和学校设施。Mauranen女士也出任了许多组织的理事和委员，其中包括：赫尔辛基大学图书馆，开放大学，Palmenia继续教育中心，资产和设备中心，国际伙伴关系管理集团，质量保证和操作评估指导委员会、国际招聘和终身跟踪系统指导委员会，人力资源政策咨询委员会。在她被任命为副校长之前 Mauranen作为英语语言学教授曾担任文学院院长。同时她也是赫尔辛基大学最国际化的学者。

Vice-Rector Anna Mauranen serves as the Univeristy of Helsinki rector's deputy. She is responsible for international affairs, community relations, human resources policy, academic quality assurance as well as library and facility matters. Ms. Mauranen serves as the chair of the following boards and committees: Board of the Helsinki University Library, Board of the Open University, Board of the Palmenia Centre for Continuing Education, Board of the Centre for Properties and Facilities, Management group of international partnerships, Steering group of quality assurance and operations evaluation, Steering group of international recruitment and tenure track system, Advisory committee on human resources policy. Before her appointment as vice-rector, Mauranen, Professor of English philology, served as the dean of the Faculty of Arts. She is also one of the most internationally cited researchers at the University of Helsinki.

协作促进教育影响
Collaborating towards Educational Impact

摘要/Abstract：

教育具有巨大的全球影响。任何国家或地区都不能忽视其在产生良好社会实践、创新和普遍福利方面的中心地位。高水平和平等分配的教育对于社会运作和利用新一代人创造力的高质量至关重要。随着世界日益变化和相互关联，我们急需加深我们对教育与学习如何发生并如何在多样性的情况下发生变化和产生共性的理解。教育研究人员跨背景的合作是至关重要的，这是中芬合作网络在中芬合作学习创新研究所（JoLii）中学习研究的特别优势。北京师范大学和赫尔辛基大学的领先机构协调合作，联合力量解答在比较环境下的共同研究问题，并通过五个核心挖掘两国的专业知识。显然，像芬兰这样的小且同质化的国家与像中国这样的大且多元化的国家的环境是不同的，遇到的问题也不尽相同。与此同时，学习机会与背景却经历着非常类似的变化：数字媒体所带来的新的可能性，以及世界不可避免的相关性所带来的新挑战。因此，在中国和芬兰的JoLii研究网络可受益于各自背景下的相似性与差异，以助于增强对学习系统和过程的理解，并为两种类型的环境开发创新的解决方案。这种网络要宽达，这是通过在两国的参与机构的全面性来实现的。一个有效的网络也需要一个枢纽，这是由在中国的北京师范大学和在芬兰的赫尔辛基大学来保障的。在这次会谈中，JoLii网络中的初期分支在芬兰和赫尔辛基大学是语境化的，中心参与者和问题简单地作为已经热烈开始的工作背景。

Education has enormous global impact. No country or region can overlook its centrality in generating good social practices, innovation, and general well-being. High and equally distributed levels of education are crucial to high quality in the operation of societies and in harnessing the creativity of new generations. With the world being increasingly mobile and interconnected, it has become imperative to deepen our understanding of how education and learning are taking place and how they can take place in diverse circumstances, with both variation and commonalities. Collaborations between education researchers across contexts is crucial, and this is the particular strength of the collaborative networks in China and Finland on learning research that are manifest in the Sino-Finnish Joint Learning Innovation Institute (JoLii). Joining forces to answer shared research questions in a comparative setting and through five focused centres taps the expertise of both countries, coordinated by the leading institutions of Beijing Normal University and the University of Helsinki. Clearly, the environments of a small, fairly homogeneous country like Finland and a large diversified country like China are different, as are the issues encountered. At the same time, opportunities and contexts for learning are undergoing very similar changes: new possibilities afforded by digital media, and new challenges posed by the inevitable interconnectedness of the world. Thus the JoLii research networks in China and Finland can benefit from both the similarities and the differences in their respective contexts in order to enhance the understanding of the systems and processes of learning, and to develop innovative solutions for both types of environment. Such networks need wide reach, and this is achieved by the comprehensiveness of the participating institutions in both countries. An effective network also requires a hub, and this is secured in China by the Beijing Normal University and in Finland by the University of Helsinki. In this talk, the incipient fork in the JoLii network is contextualised in Finland and at the University of Helsinki, with the central participants and questions briefly addressed as a backdrop to the already enthusiastically started work.

任友群　　教授
REN Youqun Professor

华东师范大学 副校长
Vice President
East China Normal University

任友群，教育学博士，研究员，博士生导师。主要研究兴趣为教育技术学、学习科学、STEAM教育、课程教学论和教师教育。任教授对教学的热情使他拥有丰富的教学经验。从2003他在教育科学学院教授的课程包括信息通信技术与课程一体化，信息通信技术在研究生教育中的应用，以及预备博士生的学习技术研究与发展。

Professor REN Youqun, PhD and Doctoral Supervisor, Ren's research interests mainly lie in Curriculum and Instruction, Educational Technology, Teacher Education, STEAM. As a professor with a passion for teaching, Ren has abundant experience in giving lectures to students. Since 2003, he has been giving lectures of Integration of ICT and Curriculum, ICT in Teacher Education for graduate students, as well as Research and Development of Learning Technology for Ph. D candidates in the School of Educational Science.

学习科学与教学改革：持续互动中的互惠发展
Learning Sciences and Instructional Change: Ongoing Interaction and Reciprocal Development

摘要/Abstract：

学习科学从诞生之初就与真实情境中的教与学有着密不可分的联系。它既强调对“人是如何学习的”做出描述性的回答，更强调通过设计去创建新型的学习环境和教学实践。过去20多年里，学习科学为教学改革贡献了丰富的理论、模型以及各类环境和工具，极大地促进了教与学的发展与变革。另一方面，教学实践的情境性、多维性、复杂性也给学习科学提出了研究的新问题和新挑战。因此有必要从两者互动的视角来对学习科学与教学改革之间的关系进行新的分析和思考。

Learning Sciences is tightly connected to learning and instruction in the real context since the day of its birth. Learning Sciences is not only descriptive answers to the question of “how people learn”, but stressed to created new learning environments and instructional practice by design. In the past a quarter of a century, Learning Sciences contribute various theories, models, learning environments and tools, which promote the development and transformation of learning and instruction dramatically. Additionally, the nature of instructional practice is multi-dimensional, complex and always involved in a context, which provides continuous research questions and challenges to learning scientists. Therefore, it needs to analyze and rethink the relationship between learning sciences and instructional change from a perspective reflecting the ongoing interaction between them.

发言嘉宾
Guest Speaker

芬兰前教育部部长
Pilvi Torsti女士

Dr. Pilvi Torsti, Former-State Secretary at the Ministry of Education

Pilvi Torsi客座教授，2013-2015年在教育部任国务秘书。赫尔辛基国际学校创始人，旨在推广芬兰的优秀幼儿教育模式。

Pilvi Torsti, adjunct professor, State Secretary at the Ministry of Education 2013-2015, Founder of Helsinki International Schools (HEI Schools)

赫尔辛基国际学校&芬兰教育在中国：在早期教育中将研究与日常实践相结合的机会

Hei Schools & Finnish Education In China: Opportunity To Combine Research And Daily Practise In Early

摘要/Abstract：

芬兰教育模式以及该种模式下的研究多年来已被作为国际标杆。2012年芬兰在 Starting well -index in the report of Lieun Foundation and Economist Intelligence Unit on early education的45个国家中排名第一。
早教是中国的重点，在质量提升和参与度上具有宏大的目标。到2020年，目标儿童参与度80%，这就意味着参与度在4年内增长超过10%。
在这次报告中将在国际对比中讨论芬兰教育的特征，展示赫尔辛基国际学校在中国的方法和与此相相关的研究合作。

Finnish education model and the research behind it has been benchmarked globally for years. In 2012 Finland ranked number one among 45 countries in the Starting well -index in the report of Lieun Foundation and Economist Intelligence Unit on early education.
Early education is in focus in China with ambitious goals both in the quality improvement and level of participation. The target by 2020 is to have the participation level of children at 80% which means an increase of over 10% within just four years.
The keynote will discuss the characteristics of Finnish education in global comparison and present the approach of HEI Schools in China and the research cooperation work associated with it.

刘宝存　　教授
LIU Baocun Professor

北京师范大学教育学部
Dean of Institute of International and Comparative Education,
Faculty of Education, BNU

刘宝存 现任北京师范大学国际与比较教育研究院院长、教授，教育部长江学者特聘教授，国务院政府特殊津贴专家。兼任亚洲比较教育学会会长、中国教育学会比较教育分会副会等职。主要从事比较教育、高等教育、教育政策与管理研究，主持国家级和省部级科研课题30余项，发表学术论文150余篇；出版著作10余部。

Dr. Liu Baocun is the professor and director of Institute of International and Comparative Education at Beijing Normal University, President of the Comparative Education Society of Asia, Vice President of China Comparative Education Society. With his specialization and research interests in comparative education, higher education, education policy and management, he has been involved in a wide range of national and international research and consultancy projects. He has published more than 150 papers in journals as well as several books.

中国和芬兰应该携手为世界教育发展做出贡献

China and Finland can Make a Difference in the Field of Education

赫尔辛基大学
中芬联合学习创新研究院
主席
Hannele Niemi

Hannele Niemi,
Chair of Sino-Finnish Joint Learning Innovation Institute,
University of Helsinki

Hannele Niemi教授在赫尔辛基大学担任 学术事务的副校长(2003 - 2009), 教育学院院长(2001 - 2003),教育部负责人(1998 - 2000), 教师教育学院副院长(1998 - 2000)。在赫尔辛基大学任职以前，她曾担任芬兰奥卢大学、图尔库大学、坦佩雷大学教师教育部门教授(1987 - 1998)，并且担任过美国密歇根大学客座教授（1989）以及斯坦福大学访问学者（2010，2013和2015年前后共7个月时间）。

Hannele Niemi's experience at the University of Helsinki includes her roles as the Vice Rector for Academic Affairs (2003–2009), the Dean of the Faculty of Education (2001–2003), the Head of the Department of Education (1998–2000), and the Vice Dean (1998–2000) of the Faculty of Education. Prior to working at the University of Helsinki, Niemi served as a Professor of Education in the Teacher Education Departments of Oulu, Turku, and Tampere Universities in Finland (1987–1998). She also served as a Visiting Professor at Michigan State University (1989) and as a Visiting Scholar at Stanford University (2010, 2013, and 2015, 7 months in total).

创新和高产学习成果所需的教育生态系统----全球视角特别结合芬兰经验

An educational ecosystem needed for innovations and high learning outcomes–Global perspectives with a special reference to Finland

摘要/Abstract：

本演讲将分析当我们将教育系统描述为一个生态系统时其主要特征。与生物系统相比，人类生态系统是由人类行为引导，干预和发展的。我们日益复杂、充满活力的世界为教育生态系统中的所有部分和行动者提出了高要求，因此我们必须清楚教育生态系统的不同部件和合作伙伴是如何影响系统的，必须明确要克服的障碍，必须超越书面地分析权力、权利、责任、控制、监管和资源是如何在系统中制衡的。教师的工作需要宏观层面的制度，也依靠体制文化，但同时教师的工作也是影响这些制度和过程的因素。为了保持教育生态系统的健康并成功地运行，互联和沟通是至关重要。

该演讲还概述了芬兰教育生态系统如何保证其公平性和高质量。芬兰制度中的几个基本要素互相结合，旨在为所有人提供教育，其特点是教育结构具有灵活性，通过教育系统实现终身学习，加强主导并鼓励评价践行，具有优秀的教育和教师团队，以及课程设计时地区性的职责。社会和学习环境正在改变，芬兰教育体系也正在寻求在学校中开展教学和学习的新模式。2014年，芬兰开始实施的新的国家核心课程。2016年8月，学校纷纷开始使用基于本地的课程。生态系统的概念日益凸显其重要性，其中一个方面就是教学和学习中数字化和教育技术的运用。

The presentation will analyze what are the major features of an educational system when we describe it as an ecosystem. In contrast to a biological system, human ecosystems are led, intervened and developed by human actions. Our increasingly complex and dynamic world sets high demands for all parts and actors in the educational ecosystem. We must be aware of how different parts and partners influence the system. We must identify the barriers and obstacles that should be overcome. We have to go beyond rhetoric and analyse how power, rights, and responsibilities, control, regulation and resources are negotiated and agreed upon in the system. Teachers' work depends on macro-level systems as well as institutional cultures, but they are also actors who influence those systems and processes. To maintain a healthy and successful educational ecosystem, interconnectedness and communication are essential.

The presentation also provides an overview of how the Finnish educational ecosystem has strived for equity and high quality. Several fundamental elements in the Finnish system combine for the purpose of making education available for all. These features are flexibility of the educational structure, lifelong learning throughout the system, enhancement-led and encouraging evaluation practices, superior education and professional roles for teachers, and local responsibilities in developing curricula. Society and learning environments are changing and the Finnish educational system is seeking new modes of organizing teaching and learning in schools. The new national core curriculum was accepted in 2014 and schools started with their local based curricula in August 2016. One area in which the idea of an ecosystem is growing more important is digitalization and the use of educational technology in teaching and learning.

发言嘉宾
Guest Speaker

赵玉芳　　教授
ZHAO Yufang　Professor

西南大学心理学部副部长
Deputy Director,
Faculty of Psychology,
Southwest University

赵玉芳，博士，教授，博士生导师。现任西南大学教师发展中心副主任、教师教育学院副院长（兼）。曾任西南大学心理学院副院长、心理学部副部长。主要从事社会心理与健康的研究，兴趣领域为群体心理过程、社会认知以及心理健康的社会因素。主持了国家自然科学基金面上项目、青年项目、国家哲学社会科学基金项目等17项，在Experimental Brain Research、Social Psychology、Biology Letters、Frontiers in Psychology等国内外期刊上发表论文90余篇。

Dr. ZHAO Yufang, PhD and Doctoral Supervisor. She serves as Deputy Director of Teacher Development and Deputy Dean of Teacher Education at Southwest University. Zhao's research focuses on Social Psychology and Health, she has special interest in psychological process, social cognition and interests of the social factors of mental health. She has also Presided over 17 national natural science fund projects, such as youth programs, national philosophy and social science fund projects, etc, with over 90 journals published on Experimental Brain Research、Social Psychology、Biology Letters、Frontiers in Psychology.

"学习ABCD" Learning ABCD

摘要/Abstract：

从终身学习的角度来讲，主要内容为：学习作为Attitude，是通过学习不断探索、认识世界，对世界保持开放接受的态度体现；学习作Behavior，学习是一种行动，在行动中学习，学习促进行动水平；学习作为Creativity，在学习中建立事物的联结，实现创新；学习作为Development，通过学习，个体实现终生发展。

From the perspective of lifelong learning, the main content is: learning as Attitude, learning is to know the world through constant exploration, with an open mind to accept Attitude of the world; learning as Behaviors, learning is a kind of action and to learn from actions, learn to promote action levels; learning as Creativity, build connection between things in learning, to realize innovation; learning as the Development, through learning the individuals pursue lifelong Development.

Jari Lavonen

赫尔辛基大学
教师教育学院院长
Dean of Teacher Education,
University of Helsinki

Jari Lavonen来自赫尔辛基大学教师教育学部部长，从2003年至今为该学部物理与化学教育学教授。从2005年至2009年，他曾任芬兰科学与数学教育研究生院院长，从2002年至2007年也曾担任芬兰数学与科学教学协会主席。

Jari Lavonen, Department of Teacher Education , University of Helsinki
Jari Lavonen is a full professor of physics and chemistry education (2003-) in the Department of Teacher Education, University of Helsinki, Finland. He is also head of the department (2009-). From 2005 to 2009, he was director of the Finnish Graduate School for Research in Science and Mathematics Education and from 2002 to 2007 was president of the Finnish Association for Research on Teaching of Mathematics and Science.

芬兰教师教育新目标
New national aims for teacher education in Finland

摘要/Abstract：

芬兰教师教育的目的一直是教育具有学术性和自主性的教师，使其能够规划，开展及评估自己的教学、学生的学习和学习成果，使其能与其他教师或团体合作，使其能够不断提高教学专业性。人们先对芬兰教师在国际研究文献和芬兰教育背景下的专业精神展开了讨论；随后，人们探讨了教师工作中的挑战和芬兰教师教育的挑战；其后，在2016年2月，芬兰教师教育论坛应运而生。该论坛旨在促进教师教育的发展，这也构成了政府国家改革方案的一部分。2016年10月13日，教师教育发展计划（TEDP）发布，这是这项工作取得的成果之一。教师教育发展计划的设计过程即是100位芬兰教师教育的专家代表、教师联盟、市政联盟、师生联盟、市政职员、研究人员、校长和教师的多次会议过程。芬兰教师教育论坛除了具备这样规模的专业团队外，还产生了一份研究教师和教师教育的书面报告，一些邻国的教师教育战略已经将其作为改革基准。此外，通过听取教师、教师教育者、当地教育提供者和其他利益相关者的意见，实现了全国性的集思广益。

教师教育发展计划包括教师的职前教育和在职教育（终身职业发展），旨在支持实施该计划，并通过为发展项目提供资金为更新芬兰教师教育创造条件。教师教育发展计划描述了为确保教师能够支持学生在课堂上学习当今、明天及未来所需的能力（知识、技能与态度），需要何种教师教育，需要如何持续提高教师专业性。该论坛还将支持教师教育机构创建教学环境和课程，使学生和教师熟悉教育学原理、学习环境和数字化教学与学习。芬兰教师教育的目标分为三个方面，即广泛而扎实的知识基础、产生新想法和创新的技能和发扬自身专长和学校背景的能力。

The aim in Finnish teacher education has always been to educate academic and autonomous teachers who are able to plan and implement teaching, assess their own teaching, students learning and learning outcomes, collaborate with other teachers and society and, additionally, continuously develop the teaching profession. Firstly, Finnish teachers' professionalism is discussed in the contexts of the international research literature and the Finnish education context. Secondly, challenges in teachers' work and challenges of Finnish teacher education are discussed and, finally, the Finnish Teacher Education Forum, established in February 2016, is introduced. The aim of this Forum has been to foster the development of teacher education as a part of the national reform program of the government. As one outcome of this work aTeacher Education Development Program (TEDP) was published in October 13th 2016. The design process of the TEDP has included the meetings of 100 experts representing Finnish teacher education, teacher union, municipality union, student teacher union, municipalities, researchers, school principals and teachers. In addition to the expertise in the Finnish Teacher Education Forum, a literature review of research on teachers and teacher education has been done. Some teacher education strategies in neighbour countries have been benchmarked. Moreover, the opinions of teachers, teacher educators, local education providers, and other relevant stakeholders have been taken into account through a national brainstorming.
The TEDP covers teachers' pre- and in-service education (life-long professional development) and aim to support the implementation of the program and, moreover, to create the conditions for the renewal of Finnish teacher education through the funding of development projects. The TEDP describes what kind of teacher education and continuous professional development of teachers are necessary to ensure that teachers are able to support students in the classroom to learn the competencies (knowledge, skill and attitude) needed today, tomorrow and in future. The forum will support teacher education institutes to create environments and courses where student teachers have possibility to become familiar with pedagogy, learning environments and digitalisation of teaching and learning. The aims for Finnish teacher education have been grouped in three areas: Broad and solid knowledge base; Expertise in generating novel ideas and innovations; Competence for the development of own expertise and school context.

发言嘉宾
Guest Speaker

王振宏 教授
Prof. WANG Zhenhong

陕西师范大学心理学院院长
Dean of Psychology,
Shanxi Normal University

王振宏，博士，教授，博士生导师，享受国获务院政府特殊津贴专家。陕西师范大学心理学院院长，教育部高等学校教学指导委员会委员、中国心理学会社区心理学分会理副主任，中国心理学会教育心理学分会理事、中国心理学会人格心理学分会理事、中国教育学会学校教育心理学分会理事。主要从事情绪、人格与社会行为及其神经生理基础、青少年人格发展与道德教育、儿童青少年心理病理性发展、学习与教学心理研究等。主持完成国家课题3项，在Psychological Science、《心理学报》等期刊发表论文百余篇，出版著作3部，主持教师教育国家精品资源共享课程1门，获得教育部高等学校科学研究优秀成果（人文社科）二等奖1项，省级优秀科研成果奖5项，其中一等奖1项，二等奖2项等。

Zhenhong Wang, professor, Ph.D, doctoral supervisor, and State Council Expert for Special Allowance. Prof. Wang is currently the dean of School of Psychology at the Shaanxi Normal University, member of the Higher Education Department of the Ministry of Education, vice director of the community psychology council of the Chinese Psychological Association, member of the educational psychology council of the Chinese Psychological Association, member of the personality psychology council of the Chinese Psychological Association, and member of the educational psychology council of the Chinese Society of Education. Prof. Wang's research mainly focus on emotion, personality, and social behavior and the underlying nervous biological basis, personality development and moral education of adolescents, psychological and pathological development of adolescents, and learning and teaching related psychological research. Prof. Wang has presided over the completion of three national research projects, published over 100 papers in top journals (including Psychological Science) and three books, and hosted one national high-quality goods resources sharing class on teacher education. One of Prof. Wang's researches has been awarded the second prize of Outstanding achievements in scientific research (humanities and social sciences) of the Ministry of Education, and five of his research has been awarded the prize of provincial outstanding scientific research including one first prize and two second prizes.

大学生的网络成瘾：父母婚姻冲突与迷走神经活动的交互作用
Internet Addiction among College Students: The Role of Marital Conflict and Vagal Activity

摘要/Abstract：

网络使用已经成为青少年日常生活的一部分，随之而来的网络成瘾也成为影响青少年健康发展的一个普遍的问题。研究发现父母婚姻冲突是造成青少年网络成瘾的一个家庭核心变量，同时研究发现迷走神经活动会扩大或减减低青少年病理心理的脆弱性。父母婚姻冲突与迷走神经反应如何交互作用影响青少年的网络成瘾，目前没有研究予以探讨。为了探讨这一问题，运用《网络成瘾问卷》、《婚姻冲突问卷》施测于120名大学生被试，同时运用在实验室采集了被试在基线期、心算任务期、恢复期的生理反应数据。研究发现，父母婚姻冲突与大学生网络成瘾显著正相关，基线迷走神经张力、迷走神经反应与大学生网络成瘾显著负相关。较高的迷走神经反应会降低大学生网络成瘾的风险，起到一种保护机制。

关键词：网络成瘾，父母婚姻冲突，基线迷走张力，迷走神经反应

With the widely use of Internet, Internet addiction, has been considered as an emerging behavioral problem particularly among adolescents and young adults for decades. Marital conflict has been linked with individual's Internet addiction in numerous previous studies. Recent conceptual and empirical work suggest that vagal activity may increase or decrease vulnerability to psychopathology. However, no study to date has examined how marital conflict interacted with vagal activity influenced the Internet addiction of adolescents. To examine this issue, A conflict subscale of the Scale of Children's Perception of Marital Conflict and the Revised Chinese Internet Addiction Scale were administered to 120 college students, while, physiological data were collected across three laboratory stages: baseline, stress period, post-stress period. Results indicated that participants' scores on the parental marital conflict were significantly positively related to their scores on the Internet addiction, baseline RSA is negatively correlated with Internet addiction, and the lower RSA decrease is significantly related with more problems of IA . A higher RSA reactivity (i.e., a greater RSA decrease) may provide individuals a buffer from suffering greater problems with IA.

Key words Internet addiction, parental marital conflict, vagal activity

分论坛一
Forum I

Antti Rasila

高级讲师
senior lecturer

阿尔托大学
Aalto University

Antti Rasila阿尔托大学高级讲师（终身），他是一名数学家，在芬兰赫尔辛基地区的阿尔托大学工作。他的主要专业领域是数学教育中的复分析（几何功能理论）、椭圆型偏微分方程和计算机辅助方法。

Senior University Lecturer (tenure) at Aalto University. He is an mathematician working at Aalto University, Helsinki area, Finland. His main fields of expertise are complex analysis (geometric function theory), elliptic partial differential equations and computer aided methods in mathematics education.

在应用数学与工程数学中的开放式网络课程、自动化工具和国际合作

Open on-line courses, automated tools and international collaboration in applied and engineering mathematics

摘要/Abstract:

在此次发言中，我们讨论使用自动化工具和在安排基于网络的应用数学和工程数学课程（包括 MOOC）中的国际合作的经验，这对每个人均开放且免费，可以通过互联网参与。我们特别考虑使用自动化数学评估系统 STACK，它被用作矩阵代数导论 MOOC 的主要技术平台，并且概述了未来技术和教学改进措施，以便在大学数学中实施更先进的网络课程。此外，我们讨论了某些国际项目联合开发网络课程和电子学习材料的动机、经验和未来前景。

In this presentation, we discuss our experiences on use of automated tools and international collaboration in arranging web-based applied and engineering mathematics courses, including MOOCs, which are open and free for everybody to participate over the Internet. In particular, we consider uses of he automatic mathematics assessment system STACK, which was used as the main technology platform in the Matrix Algebra pilot MOOC, and outline future technological and pedagogical improvements for implementing more advanced online courses in university level mathematics. Furthermore, we discuss motivation, experiences and future prospects of certain international project related joint development of to web-based courses and e-learning materials.

Ruismaki Heikki

教授
Professor

赫尔辛基大学
University of Helsinki

Ruismaki Heikki教授来自赫尔辛基大学教师教育系。他的研究兴趣是音乐教师教育，音乐教师教育的发展以及音乐技术，音乐教师和音乐的工作环境和福利。

Professor Ruismaki Heikki is from Department of Teacher Education at University of Helsinki. His interest relating to research is directed for the music teacher education, its development as well as music technology, working conditions and well-being of music teachers and music.

在线音乐教育

Online education in music

摘要/Abstract:

在线音乐教育正在快速增长，不仅会成为全国性的教育潮流，而且也会成为国际性的教育潮流，因此合理的教学方式与高等教育研究必须相结合。此发言的目的是为了描述芬兰在音乐教育方面所作的研究和开发工作，这些工作包括为教育工作者和学生设计的网络服务和数字化学习环境。此介绍分享了芬兰新的音乐教学思想和研究成果，都是与音乐新技术解决方案和数字化学习环境有关的。

Online education in music is rapidly increasing and becoming not only a national but also an international educational trend that has to be blended in a reasonable pedagogical way with higher educational studies. The aim of this presentation is to describe the research and developmental work that has been done in Finland for designing web-services and digital learning environments for educators and students related to music education. The presentation shares new Finnish music pedagogical ideas and research results concerning new technological solutions and digital learning environments in music.

Ruokonen Inkeri

副教授
Adjunct Professor

赫尔辛基大学
University of Helsinki

Ruokonen Inkeri副教授来自赫尔辛基大学教师教育系，其研究领域为音乐教育、幼儿教育和跨文化教育。

Adjunct Professor Ruokonen Inkeri is from Department of Teacher Education at Helsinki University, her research areas are Music Education, Early Childhood Education, and Intercultural Education.

在线音乐教育
Online Education in Music

摘要/Abstract:

在线音乐教育正在快速增长，不仅会成为全国性的教育潮流，而且也会成为国际性的教育潮流，因此合理的教学方式与高等教育研究必须相结合。此发言的目的是为了描述芬兰在音乐教育方面所作的研究和开发工作，这些工作包括为教育工作者和学生设计的网络服务和数字化学习环境。此介绍分享了芬兰新的音乐教学思想和研究成果，都是与音乐新技术解决方案和数字化学习环境有关的。

Online education in music is rapidly increasing and becoming not only a national but also an international educational trend that has to be blended in a reasonable pedagogical way with higher educational studies. The aim of this presentation is to describe the research and developmental work that has been done in Finland for designing web-services and digital learning environments for educators and students related to music education. The presentation shares new Finnish music pedagogical ideas and research results concerning new technological solutions and digital learning environments in music.

Vivitsou Marianna

赫尔辛基大学
University of Helsinki

Vivitsou Marianna是赫尔辛基大学行为科学研究所研究员

Teaching and Learning with Digital Storytelling and Digital Pen

数字故事和数码笔在教学和学习中的应用
Teaching and Learning with Digital Storytelling and Digital Pen

摘要/Abstract:

发言中介绍了数字故事（DST）方法和数码笔如何应用于芬兰语和汉语课堂学习中。DST已被用于芬兰、加利福尼亚和希腊地区，且已被证明以学生为主导的视频创作是传授21世纪技能的一项强有力方法，并能够促进学生参与学习。

The presentation introduces how the digital storytelling (DST) method and digital pens can be applied in Finnish and Chinese classrooms. DST has been used in Finnish, Californian and Greek contexts and has given evidence that student-driven video creation is a powerful method to teach 21st century skills and promote student engagement in learning.

魏顺平
Shunping WEI

国家开放大学
信息化部（工程中心）副处长
Deputy Director
Information Department (Project Center)
Open University of China

数字化学习技术集成与应用教育部工程研究中心副主任，主要从事教育数据挖掘研究。

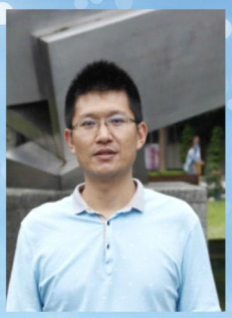
Dr. Wei holds the position of Deputy Director of Project Research Center of Digitization Learning Technology Integration and Application Education Department. His research area is Education Data Mining.

成人学习者在线学习行为特点及影响因素：基于中国在线教育大数据的分析
Characteristics and factors of online learning behavior of adult learners: An analysis based on the big data of online education in China

摘要/Abstract:

本报告运用学习分析的方法和工具，通过国家开放大学Open学习平台采集了时间跨度为两年（2012年8月2日至2014年8月20日）、超过1.2亿条日志数据，在这些大样本数据的基础上，开展在线学习行为特点分析和在线学习时间投入影响因素分析研究，得出了不少有意思的结论，对于认识在线学习规律有一定的借鉴价值。研究体现了大数据的特点，并验证了教育大数据是有价值的，学习分析是有效的。

In this report, methods and tools of learning analytics are employed and 120 million learning behavior log data of 2.17 million students from the Open University of China (OUC) are used to find the characteristics of adult students online learning and influence factors of study time spend, which is valuable in understanding the rules of online learning. This study could be a study based on big data and proved that educational big data is valuable and learning analytics is effective.



杨现民
Xianmin YANG

副教授
Adjunct Professor

江苏师范大学
Jiangsu Normal University

江苏师范大学智慧教育学院副教授、副院长、硕士生导师，江苏省教育信息化工程技术研究中心副主任。主要从事移动与泛在学习、智慧教育、数字资源建设与共享、网络教学平台开发等方面的研究。

Associate Professor, Vice Dean, and graduate students advisor at Smart Education School, Jiangsu Normal University. Deputy Director of Digitalized Project Technology Research Center, Jiangsu Province. He studies mobile learning, ubiquitous learning, smart education, building and sharing digital resources, development of online teaching system.

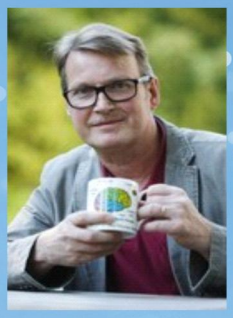
互联网时代的学习者：从知识消费转向知识生产

Learners In the Internet Era: A transition from Knowledge Consumer to Knowledge Creator

摘要/Abstract:

互联网正在重塑教育。每一位教师和学生都面临着重要角色的转变，学生应当从单纯的知识消费者转向知识生产者。为了探索学生生成内容的可行性与效果，我们在江苏师范大学做了一项学生协同创作课程内容的教学实验。49名教育技术专业的三年级本科生参与了实验。通过问卷调查、滞后序列分析以及学生访谈，研究发现：1）由学生创作生成的课程内容质量是可靠的；2）学生在协同创作内容过程中存在14条显著的行为序列；3）基于协同创作的课程教学方法有助于实现学生知识与能力的双重发展。

The internet is reshaping our education. In this new era, any student and teacher must face the challenge of role changing. Students should transit from pure knowledge consumers to knowledge creators. In order to explored the feasibility of student-generated content during college teaching, we conducted a SGC study in Jiangsu Normal University. This study investigated the quality of course content generated by students collaboratively, behavioral patterns of students, and their learning performance in course teaching. A total of 49 third-year university students in educational technology participated in this study. By combining the methods of questionnaire, lag sequence analysis, and interview, the study found that 1) SGC quality was acceptable, 2) SGC process has 14 significant behavioral sequences, and 3) students developed their knowledge and capability and were satisfied with SGC-based teaching approach.



Leppänen Paavo

教授
Professor

于韦斯屈莱大学
University of Jyväskylä

心理学教授，于韦斯屈莱大学心理学院副院长。他开展并指导发展认知神经科学领域的研究。他的研究主题包括阅读障碍、语言困难、外语/第二语言学习的问题及其风险因素和培训方法，以及文本和在线/数字阅读的神经认知过程。

Professor of psychology, vice head of the Department of Psychology, University of Jyvä skylä . He conducts and directs research in the field of developmental cognitive neuroscience. His research themes include dyslexia, language difficulties, and problems in foreign/ second language learning, their risk factors and training methods, and neurocognitive processes of text and online/ digital reading.

互联网和学习困难：以跨学科的方法去理解在新媒体中的信息搜寻

Internet and Learning Difficulties: Multidisciplinary Approach for Understanding Information Seeking in New Media

摘要/Abstract:

数字媒体和互联网在获取新的阅读技能和策略方面改变了读写的实践，例如定位和评估相关信息。在我们的eSeek项目中，我们对11-13岁学龄期儿童展开了六年级的跨学科相互关联研究并进行了多层次分析。总体而言，我们的跨学科方法将增加特别和具有学习困难的学习者在数字阅读和互联网信息查询技能方面的科学和实践知识，这有助于开发用于评估互联网阅读和有效教学方针所必需的工具。

The digital media and internet have changed literacy practices in many ways requiring new reading skills and strategies, such as locating and evaluating relevant information. In our eSeek-project we have studied 11-13 year-old school-aged children at the sixth grade in multidisciplinary interconnected studies with multi-level analyses. Overall, our multidisciplinary approach will increase scientific and practical knowledge on digital reading and internet information inquiry skills in typical and poor learners, which is necessary in helping to develop tools for assessing internet reading and guidelines for efficient teaching.

黄瑛
Ying HUANG

黄瑛，教育硕士，中学一级教师，现任前海港湾小学发展评促中心副主任。从教20年，曾任1-9年级英语教师，有多篇教育教学论文发表于各级各类报刊杂志。

Ying HUANG, Master of Education, top teacher of middle school, serves as Vice Director of Development and Evaluation Center at Shenzhen Qianhai Harbor School. Ying Huang has taught English for 20 years from Grade 1 to 9, has published many papers about education and teaching in various newspapers and magazines.

关于未来创新学校的思考与探索
Thinking and exploring about the innovation of future school

摘要/Abstract:

在区教育局统筹规划下，学校立足前海自贸区，以“爱的港湾，梦想起航”为教育理念，以“培养有根的特区现代小公民”为目标，导入创客文化，凸显“传统与创新相融，科技与人文共进”的办学特色，建设“绿化、美化、香化、文化、诗化”的智慧生态校园，从发展定位、学习环境、课程教学、质效评价等方面进行创新顶层设计，打造优质的未来创新学校。

Under the overall planning of District Education Bureau, the school is established in Qianhai Free Trade Zone. Our teaching philosophy is that “harbor of love, cradle of dreams” and the goal is to “cultivating little modern citizens who love hometown”, the school introduces Maker Culture, highlights “mixture of tradition and innovation, balance of technology and humanity”, and builds a “green, beautiful, elegant, cultural, poetic” intelligent and ecological campus. Striving to create high-quality school through top-level innovative design in development orientation, learning education, course teaching, and performance evaluation.

Tapio Auvinen

阿尔托大学
计算机科学系博士后研究员

Post-doctoral researcher
Department of Computer Science
University of Aalto University

学习 + 技术（LeTech）研究
Learning+Technology (LeTech) research

摘要/Abstract:

阿尔托大学的学习+技术（LeTech）研究小组开发了教育技术、网络学习材料和学习分析技术，特别是计算机科学教育方面。我们着重于练习和智能内容，可为学生提供即时自动反馈，因此可以为学习大量网络课程的学生提供个性化的指导。LeTech 还开发数据挖掘和机器学习方法，用于分析在线收集的教育资料并为其建模。我们分析学生的行为以及与电子学习材料的相互作用，以便自动对他们的错误观念或学习习惯（例如拖延、无效的学习策略）作出个人反馈。我们还评估了新的方法，例如游戏化，以激励网络学习环境中的学生。

Learning+Technology (LeTech) research group at Aalto University develops educational technology, online learning materials and learning analytics especially for computer science education. Our focus is on exercises and smart content which give immediate automated feedback for students and therefore make it possible to give personalized guidance for students in massive online courses. LeTech also develops data mining and machine learning methods for analyzing and modeling educational data collected online. We analyze students' behavior and interactions with the electronic learning material in order to give them automated personal feedback on their misconceptions or study habits (e.g. procrastination, ineffective learning strategies). We also evaluate new methods such as gamification to motivate students in online learning environments.

分论坛二
Forum II

Lyytinen Heikki

教授
Professor

Jyväskylä大学
University of Jyväskylä

海奇·莱汀恩（Heikki Lyytinen），联合国教科文组织主席，发展神经心理学教授，1994-1998:主持EU-COST A8“作为1994-1998:主持EU-COST A8“作人类发展障碍的学习困难”研究；1997-2006：与Lea Pulkkinen共同领导“人类发展与风险因素”研究中心；2006-2011：与Jari-Erik Nurmi共同领导“学习与动机”研究中心。后两个项目由芬兰科学院资助。从1993年起，主持开展著名的于韦斯屈莱阅读障碍追踪研究。在1997-2000年间，担任于韦斯屈莱大学副校长。现任于韦斯屈莱大学人类技术中心（https://agoracenter.jyu.fi/）懂事会主席、Niilo Mäki基金会主席、EAN基金会主席、芬兰科学和文学研究院成员（2003年至今）。目前研究重点集中于不同的语言环境下，开发并验证不同语言版本的阅读干预工具GraphoGame的有效性，以期帮助那些可能在阅读学习过程中遭遇困难的儿童（更多信息详见官方网站graphogame.com）。

Personal profile:Heikki Lyytinen, UNESCO Chair, professor of Developmental Neuropsychology, led EU-COST A8 “Learning Disorders as a Barrier to Human Development” action from 1994-1998, co-lead with Lea Pulkkinen the Centers of Excellence “Human Development and its risk factors” 1997-2006 and with Jari-Erik Nurmi “Learning and Motivation” 2006-2011, both funded by the Academy of Finland. Directed the Jyväskylä Longitudinal study of Dyslexia (JLD) from 1993. He was vice president of the University of Jyväskylä 1997-2000. Today chair of the boards of the Agora Human Technology Centre of University of Jyväskylä (https://agoracenter.jyu.fi/), Niilo Mäki Foundation and EAN Foundation. Member of the Academy of Sciences and Letters (of Finland, 2003-). His present research concentrates on the development and empirically validate the efficiency of the preventive training tools for children at risk of facing problems in the acquisition of the reading skill (see graphogame.com), to be used in different writing environment and helping struggling readers facing problems either due to biological factors or insufficient instruction. - Published extensively in international journals; domains of interest: learning, cognitive neuroscience, dyslexia and support of reading acquisition (for details and lists of publications, see heikki.lyytinen.info).

运用基于实证基础的阅读干预工具GraphoGame开展促进汉语儿童基础阅读技能习得的研究

In search of supporting the acquisition of basic reading skills among Chinese children using evidence-based digital GraphoGame learning environment

摘要/Abstract:

GraphoGame-技术（详见graphogame.info）已广泛应用于芬兰（Ekapeli）多年并且广受欢迎。多达20000名儿童通过该技术可以在一天内掌握基本的解码技能并使其阅读流畅性达到自动化。该技术的应用是开放性的，以便支持任何书写系统的学习者习得基本的阅读技能。它在许多国家中都被证实是有效的。目前，针对在特定语言学习者中使用GraphoGame（GG）并证实游戏内容适当性的研究正在30多个国家中开展。这个好玩的学习游戏能够训练口语和书面语单元之间的连接，而且目前已经被证实能够有效地应用于成功掌握拼音——阅读习得的第一步，在中国大陆这是阅读生涯的典型的起点。北京师范大学的同事已经开始将汉字应用于GG游戏，以期加快阅读习得过程，而且也很有可能会让那些想要学习阅读亚洲文字的人更有学习乐趣。

数学技能学习和学习困难——基于实证的评估和干预

GraphoGame-technology (see graphogame.info) has been used widely in Finland (Ekapeli) for years and it has become very popular. Up to 20 000 children may use it during a day to acquire the basic decoding skill and then automatize their reading fluency. The technology is open to be implemented to support acquisition of the basic reading skill among learners of any writing system. It has also been validated to be efficient in a number of countries. Research needed for implementing and validating appropriate content for the GraphoGame (GG) among learners of certain language is running now in more than 30 countries. This enjoyable learning game trains the connections between spoken and written units and has now been shown to have efficient implementation for training successfully Pinyin – the initial steps of reading acquisition working as a typical starting point towards reading career in Mainland China. Colleagues in Beijing Normal University have started the implementation of Chinese characters to GG to make reading acquisition faster and most likely also more enjoyable to everyone who wanted to learn to read Asian writing characters.

Mathematical skills learning and learning difficulties – evidence-based assessment and interventions

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Korkeamäki Riitta-Liisa教授于1996年从芬兰奥卢大学获得博士学位。她的研究重点是幼儿和学校环境中的教学与学习。最近她的研究集中在关于新读写能力的国家项目中，如第一和第二阶段未来学校以及快乐阅读计划。此外，她还是诸如幼儿（0-8）和数字技术以及新成立的COST数字和多模式儿童实践行动网络等国际项目的成员。目前她正指导几位该领域的博士生，她已经在国际期刊上发表了文章，有一些仍在进行中。她和她的博士生是新读写能力实践研究协会（INSPIRES）的成员。在管理方面她同样经验丰富，先后担任奥卢大学教育和教师教育部主管（2003-2009）和教育学院院长（2010-2016）。

Personal profile:Prof. Riitta-Liisa Korkeamäki has received her Ph.D from the University of Oulu, Finland, in 1996. Her research focuses on teaching and learning in early childhood and school settings. Lately her research has focused on new literacies in national projects such as Future School First and Second Wave and Joy of Reading program. Furthermore, she is a member of international projects such as Young Children (0-8) and Digital Technology and newly funded COST Action network of the Digital and Multimodal Practices of Young Children. She is guiding several doctoral students in the area and has published in international journals in the area and several of them are underway. She and her doctoral students are participants in the Research Community of Institutions and Practices of New Literacies (INSPIRES). She has a long experience in administration. She has been the Dean of the Faculty of Education in the University of Oulu since 2010 -2016 and before that she was the Head of the Department of Education and Teacher Education (2003-2009).

阅读的乐趣

The joy of reading

摘要/Abstract:

诸如PISA（国际学生评估计划）和PIRLS（国际阅读素养研究进展）等研究表明，芬兰学生的阅读水平在国际比较中名列前茅，但学生的动机水平、对阅读的认同感以及阅读态度与其较高的阅读技能水平并不匹配。因此芬兰教育和文化部在2012-2015年期间资助了快乐阅读（Lukuinto）读写能力计划。该计划针对的是从学前到中学的学生（6-16岁）及其教师，以及公共图书馆和学生父母。该计划为30个试点社区（包括一所学校和一个图书馆）设计了两个试验阶段，并为芬兰所有学校和图书馆举办了一个主题年。

该计划旨在提高学生的阅读欲望，并根据很快就会被使用的最新的芬兰基础课程编写了各种类型的印刷及数字化文本。该计划认识到，在培养并保持儿童的阅读与学习的习惯和乐趣方面，学校和图书馆有共同的目标。因此，在试点的社区中，资源和服务被结合在一起。本报告的目的是讨论提高阅读动机的方法，并促进学校和公共图书馆之间基于快乐阅读计划的合作。本报告将介绍计划中试点社区的定性和定量数据，以确定激励方法的有效性以及学校与图书馆之间的合作关系的有效性。

Studies such as PISA (Programme for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study) indicate that Finnish students are among the top readers in international comparisons, but students' motivation, commitment to reading, and attitude towards reading are not on the same high level as their skills. Therefore, the Finnish Ministry of Education and Culture funded the Joy of Reading (Lukuinto) literacy program during the years 2012 to 2015. The program targeted students from pre-primary to secondary school (6–16 years) and their teachers, as well as public libraries and students' parents. It contained a pilot phase in two waves for 30 pilot communities, including a school and a library, and a theme year for all schools and libraries in Finland.

The program was designed to increase students' desire to read and produce various types of print and digital texts, in accordance with the new Finnish core curriculum that will soon be implemented. The program recognized that schools and libraries share a common goal of developing and sustaining children's habit and enjoyment of reading and learning. Consequently, resources and services were combined in the pilot communities. The purpose of this presentation is to discuss the methods of improving reading motivation and promoting collaboration between schools and public libraries in the Joy of Reading program. Qualitative and quantitative data from the pilot communities in the program to determine the effectiveness of the motivational methods and the partnership between schools and libraries will be presented.