



广西师范大学  
GUANGXI NORMAL UNIVERSITY



广西师范大学教育学部  
FACULTY OF EDUCATION · GXNU

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Lead2



# 第二届文化与共生教育国际会议 暨欧盟伊拉斯谟加 LEAD2 项目研讨会

The 2nd Culture and Symbiosis Education International Conference  
*and*  
The European Erasmus+ LEAD2 Project Seminar

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主办单位：广西师范大学教育学部

Hosted by: Faculty of Education · GXNU

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欧盟伊拉斯谟加 LEAD2 项目负责人朱畅  
Prof. Zhu Chang, European Erasmus+ LEAD2  
Project Leader

闭幕式致辞  
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中央民族大学 严庆 教授  
Prof. Yan Qing, Minzu University of China

闭幕式致辞  
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广西师范大学 孙杰远 副校长 教授  
Prof. Sun Jieyuan, Guangxi Normal University,  
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主持人：常永才 中央民族大学教授  
赵建梅 新疆师范大学教授  
闫若楠 广西师范大学博士  
杨茂庆 广西师范大学教授

时间：2021年10月17日 8:20-12:30

发言人：维也纳大学教授

北京大学教授

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中国地质大学教授

新疆师范大学教授

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广西师范大学教授

Susanne Weigelin-Schwiedrzik

刘云杉

张积家

储祖旺

赵建梅

李长吉

海路

常永才

张善鑫

杨小微

# **Keynote Speech**

**Host: Prof. Chang Yongcai, Minzu University of China**

**Prof. Jianmei Zhao, Xinjiang Normal University**

**Dr. Ruonan Yan, Guangxi Normal University**

**Prof. Maoqing Yang, Guangxi Normal University**

**Time: 17<sup>th</sup> October 2021 8:20am-12: 30pm**

**Speaker: Prof. Susanne Weigelin-Schwiedrzik, University of Vienna**

**Prof. Liu Yunshan, Peking University**

**Prof. Zhang Jijia, Guangxi Normal University**

**Prof. Chu Zuwang, China University of Geosciences**

**Prof. Zhao JianMei, Xinjiang Normal University**

**Prof. Li Changji, Yunnan Normal University**

**Ed. Hai Lu, Journal of Research on Education for Ethnic Minorities**

**Prof. Chang Yongcai, Minzu University of China**

**Prof. Zhang Shanxin, Northwest Normal University**

**Prof. Yang Xiaowei, Guangxi Normal University**

## 主旨报告 (十二)

维也纳大学教授 Susanne Weigelin-Schwiedrzik

身份和社区：新冠疫情下的大学



维也纳大学教授 Susanne Weigelin-Schwiedrzik 做了题为“身份和社区：新冠疫情下的大学”的报告。报告指出，在冠状病毒持续大流行期间，世界各地的大学在维持教学和研究活动方面都取得了相当大的成功，但沟通问题却日益严重，如高校领导与科研人员、学生、行政管理人员之间的沟通。实际上，不论是否处于疫情或面临沟通危机，大学领导力存在不确定因素。

从一定程度上来说，沟通危机就是领导危机，是一个与身份和社区相关的问题。后果是大学成员的离散，进而导致大学凝聚力、不信任感和责任感的丧失。对大学研究人员而言，居家办公并不罕见，但疫情之下的居家办公与传统的家庭办公有很大不同。解决这一危机，需重视危机管理的重要工具——自上而下的管理、危机管理的解决方案——参与式管理。而参与式管理需要更多的群体如学生、研究人员、行政人员等参与大学的后危机重建。一方面，可以利用自身专业知识鼓励导师和学生撰写与数字化学习利弊相关的 BAMNA 论文。另一方面，非正式讨论各小组的解决方案，将其提交给大学，让大学成员有机会对最佳解决方案进行投票，从而形成关于未来如何处理家庭办公室法规的开放式创新流程。三是考虑将参与式管理作为组织研究人员进行自我反思的方式。

### Keynote Speech(12)

**Prof.Susanne Weigelin-Schwiedrzik, University of Vienna**

**Identity and Community: Universities under Corona Stress**

Prof. Susanne Weigelin-Schwiedrzik of the University of Vienna gave a special report entitled "Identity and Community: Universities under the Pressure of Coronavirus". During the ongoing pandemic of the coronavirus, universities around the world have achieved considerable success in maintaining most of the teaching and research activities, but communication problems during the epidemic have become increasingly serious, including university leaders and researchers, and students, communication problems with administrative staff. There are uncertain factors in university leadership.

To a certain extent, a communication crisis is a leadership crisis, and a communication crisis is an issue related to identity and community. The consequence of the communication crisis is the separation of university members, which leads to the loss of university cohesion, distrust and sense of responsibility. For university researchers, working at home is not uncommon, but in the context of the epidemic, the situation of working at home is very different from the usual home office situation. In order to solve this crisis, it is necessary to pay

attention to the important tool of crisis management-top-down management, crisis management solutions-participatory management. Participatory management requires more groups such as students, researchers, and administrators to participate in the post-crisis reconstruction of the university. This is a good tool to overcome the community and identity crisis. On the one hand, you can use your own internal professional knowledge to encourage tutors and students to write BAMNA papers related to the pros and cons of digital learning. On the other hand, they can submit their respective solutions through informal discussion groups, submit them to the university, and give university members the opportunity to vote on the best solution, so as to organize an open innovation process on how to deal with family office regulations in the future; The third is to consider participatory management as a way to organize researchers to conduct self-reflection.



## 主旨报告 (十三)

北京大学教授 刘云杉

从“人上人”到“人中人”：“双减”政策后教育功能审视

北京大学刘云杉教授做了题为“从‘人上人’到‘人中人’：‘双减’政策后教育功能审视”的报告。报告从“检讨减负政策实践的困难”、“从绩优主义到家长主义：二代崛起”、“教育阶梯的陷阱：向上流动”、“从‘人上人’到‘人中人’：重回学校，把秩序带回来”四个方面展开。首先，从中国学校教育减负情况与教育减负的意外后果两个方面进行论述。接着指出，激烈的竞争逻辑将教育公平的政治理想主义逆转为一个既精明又计较、虽务实却不无猥琐的教育功利主义。结果是，走入大学不仅是学生的个人成就，更是一个家庭长年持久的努力。



如今的教育存在内卷化、教育焦虑、军备竞赛等疾病，教育从维系社会公平的安全阀异化为体制性的“社会阶梯”，学校被扭曲为竞争的赛场。此外，报告还认为，社会流动的“阶梯”已经蜕变为两部并行的自动扶梯。一部向上，另一部向下，教育的选择极为严峻和残酷。最后强调，学校是一个政治社会，要在家与权、与多元学习市场之间，重塑学校教育，从而将社会带回来、将秩序带回来。

### Keynote Speech(13)

Prof. Yunshan Liu, Peking University

From "People above People" to "People among People": an Examination of the Educational Function after the "Double Reduction" Policy

Prof. Liu Yunshan of Peking University gave a keynote report entitled “From “People above People” to “People among People”: an Examination of the Educational Function after the “Double Reduction” Policy”. Prof. Liu focused on four parts, reviewing the difficulties in the practice of burden reduction policies, from meritocracy to paternalism: the rise of the second generation, the trap of the educational ladder: upward mobility, from "human beings" to "human beings": returning to school and bringing order back. She first discussed the school education in China-the situation of burden reduction and the unintended consequences of education burden reduction. Regarding how to provide a smooth and quality education, Prof. Liu believes that it aims at innovative, highly stratified higher education and fair and balanced basic education. Then, Prof. Liu pointed out that the fierce competition logic has reversed the political idealism of educational fairness into an educational utilitarian who is both shrewd and caring, pragmatic but not trivial. Entering the university is not only a student’s personal achievement, but also a family’s enduring effort over the years. Prof. Liu also analyzed and discussed the two aspects of education choice: opportunities and traps, and the dictatorship of famous schools. She pointed out that

today's education has diseases such as involution, education anxiety, and arms races. Education has been alienated from a safety valve that maintains social justice into a systemic "social ladder", and schools have been distorted into a competitive arena. In addition, Prof. Liu said that the "ladder" of social mobility has transformed into two parallel escalators. One is up, the other is down, the choice of education is extremely harsh and cruel. Finally, Prof. Liu emphasized that the school is a political society, it is necessary to reshape school education between home and power, and the diversified learning market, so as to bring back society and order.

## 主旨报告 (十四)

广西师范大学教授 张积家

生态环境与人文环境塑造人的文化倾向

张积家教授作了题为“生态环境与人文环境塑造人的文化倾向”的报告。首先，对文化的倾向性概念做了解释，认为在一种文化中，集体主义强则个体主义弱，集体主义弱则个体主义强。相关研究表明，东方文化更倾向于集体主义，而西方文化更倾向于个体主义。对集体主义与个人主义的测量方法主要有问卷法、内隐测量，如通过给孩子起名来推断父母是否受个体主义文化影响等。其次，用现代化理论、气候-经济理论、大米理论、传染病理论解释集体主义与个体主义的成因。比如他通过分类任务、自我膨胀任务、忠诚和惩罚任务对长期从事集体活动的 100 名侗族人和长期从事独立活动的 76 名鄂伦春人在“个体主义/集体主义”维度上的差异做了研究。研究结果表明，侗族人更倾向于集体主义，鄂伦春人更偏向于个体主义，据此推测其可能与两个民族的生态环境和人文环境有关。之后，回到“两个民族的文化倾向性究竟是环境造成的还是受种族遗传的影响”这一问题，报告认为“个体主义/集体主义倾向受地域的生态环境和人文环境的共同影响，并非种族遗传的结果。”最后得出的结论是：生态环境决定生产方式，人文环境决定人际交往方式，他们共同影响人的文化倾向性。



### Keynote Speech(14)

**Prof. Zhang JiJia, Guangxi Normal University,**

**Ecological environment and humanistic environment shape people's cultural tendency**

Prof. Zhang Jijia conducted an empirical study on the influence of ecological environment and human environment on human's cultural orientation from the perspective of geography. First of all, Prof. Zhang explained the concept of cultural orientation, focusing on collectivism and individualism. He believed that generally speaking, in a culture, collectivism is strong, individualism is weak, and collectivism is weak, individualism is strong. He pointed out that related studies show that eastern culture is more inclined to collectivism while western culture is more inclined to individualism. For example, the individualism index of the United States is 91, while that of Hong Kong and Taiwan is 25 and 17. Other research on collectivism and individualism is also shared. The measurement methods of collectivism and individualism mainly include questionnaire, implicit measurement and measurement of some external objects. Such as naming children to infer whether parents are influenced by an individualistic culture. Subsequently, Prof. Zhang used modernization theory, climate-economy theory, rice theory

and infectious disease theory to explain the causes of collectivism and individualism. In order to explore the cultural diversity within a culture and the differences in individualism/collectivism, he studied the differences in the dimension of "individualism/collectivism" between the Dong people who have long been engaged in collective activities and the Oroqen people who have long been engaged in independent activities. An empirical study was conducted on 100 Dong people and 76 Oroqen people through categorizing task, self-inflating task, loyalty task and punishment task. The results show that Dong people are more inclined to collectivism, and Oroqen people are more inclined to individualism, so it is speculated that this is related to the ecological environment and cultural environment of the two nationalities. Then, Prof. Zhang made a further study on whether the cultural orientation of the two ethnic groups is caused by the environment or the influence of racial inheritance. The result shows that the individualism/collectivism tendency is affected by the ecological environment of the region and the humanistic environment, not the result of racial inheritance. Based on the above research results, he showed that the ecological environment determines the mode of production, and the humanistic environment determines the interpersonal mode, and they jointly affect people's cultural orientation.

## 主旨报告 (十五)

中国地质大学教授 储祖旺

### 市场化过程中的中国地质大学转型发展的战略变革

储祖旺教授作了题为“市场化过程中的中国地质大学转型发展的战略变革”的报告。报告首先解释了变革和转型的概念，介绍了国内外学者对大学变革理论的研究现状，展示了新时代大学转型发展的战略变革模型。之后，详细介绍了中国地质大学转型发展的四个阶段：一是 1978 年到 1985 年的恢复发展阶段。该阶段对学科结构和学科水平采取系列变革，尝试改变单一地质类理工科学院的局面，恢复并提升了学校的学科水平。二是 1985 年到 2000 年转型发展的萌芽阶段。该阶段主要通过优化学科结构、提高学科建设水平和治理能力等系列举措，基



本形成以地质学为主要特色、理工为主、理工文科相结合的学科专业体系。三是 2001 年到 2018 年转型发展阶段。该阶段主要采取加强构建组织领导、强化生态系统学科建设理念、引入竞争机制，开展学科自评工作，对学科进行动态化评估，实施全球公开人才引进，依法治校，建立新校区等举措，初步形成传统优势学科突出、相互支撑的学科生态系统。四是 2018 年至今转型发展的成长阶段。该阶段细化了三步走发展目标，期望成为一所教育卓越、学术卓越、文化卓越、管理卓越的大学。

## Keynote Speech(15)

**Prof. Chu Zuwang, China University of Geosciences,**

### **The Strategic Transformation and Development of China University of Geosciences in the Process of Marketization**

Prof. Chu Zuwang made a report on the Strategic Transformation and Development of China University of Geosciences in the Process of Marketization. Firstly, he explained the concept of change and transformation, pointed out that change mainly refers to measures, transformation mainly refers to the direction. He also briefly introduces the research status of university reform theory by experts and scholars at home and abroad. It demonstrates the strategic transformation model of university transformation and development in the new era. Then he introduced in detail the four stages of transformation and development of China University of Geosciences. From 1978 to 1985, China University of Geosciences took a series of reform measures in discipline structure and discipline water level. Try to change the situation of single geological college of science and engineering; The academic standards of the school have been restored and upgraded. From 1985 to 2000, China University of Geosciences was in the embryonic stage of transformation and development. During this stage China University of Geosciences took measures to strengthen the construction of organizational leadership,

strengthen the concept of ecosystem discipline construction. As well as introduced competition mechanism, carried out discipline self-assessment, conducted dynamic evaluation of disciplines, implemented the introduction of global open talents, managed the university according to law, and established a new campus, so as to initially form a discipline ecosystem with prominent and mutually supporting traditional advantageous disciplines. From 2001 to 2018, China University of Geosciences was in a phase of transformation and development. To strengthen the construction of organization and leadership, strengthening the concept of ecological system, discipline construction, introducing competition mechanism, subject since the evaluation work, and according to the evaluation of subjects receiving dynamic, the implementation of talent introduction, global open recruitment, administration, establish a new campus, the traditional advantage prominent, to support each other disciplines ecological system has been formed. From the year of 2018, China University of Geosciences is in the stage of transformation and development. With its detailed three-step development goal, China University of Geosciences hopes to become a university of excellence in education, academia, culture and management. At the end of the report, Prof. Chu shared the achievements and experiences of the strategic transformation of China University of Geosciences and expressed his gratitude to the conference.

## 主旨报告 (十六)

新疆师范大学 赵建梅 教授

从共生到交融：文化润疆视域下我国民族高等教育体系构建研究

赵建梅教授做了题为“从共生到交融：文化润疆视域下我国民族高等教育体系构建研究”的报告。赵教授认为，新疆具有战略地位特殊与面临问题特殊的特点。做好新疆工作是全党全国的大事，必须牢固树立全国一盘棋思想。她提出了三个问题：一是新时代各民族师生如何由交往交流向更深入发展？二是解决新疆问题，能否拓宽空间局限，在全国范围思考？三是社会问题研究，能够向大自然学习什么？赵教授指出，文化润疆的提出标志着党的治疆方略



从政治治疆、经济治疆，进入文化治疆。这一部分又分为三部分：第一，新疆高等教育文化共生现状。新疆从校内到校外，从广泛交流全面交往到铸牢中华民族共同体意识等应实施一体化管理。第二，共融：高层位文化的本质特点。文化犹如金字塔，文化就像“植物”，文化需要汇聚融合。第三，我国民族高等教育体系构建。达成此目标须：扩大新疆少数民族大学生与疆外汉族学生跨省就学规模；全国高校建立本校少数民族学生管理体系；健全疆外高层次人才来疆、留疆的保障机制。

### Keynote Speech(16)

Prof. Zhao Jianmei, Xinjiang Normal University

**From Symbiosis to Communion: Research on the Construction of Chinese National Higher Education System from the Perspective of Cultural Embellishment of Xinjiang**

Prof. Zhao Jianmei from Xinjiang Normal University gave a keynote speech entitled “From Symbiosis to Communion: Research on the Construction of Chinese National Higher Education System from the Perspective of Cultural Embellishment of Xinjiang”. She believed that Xinjiang’s strategic position is special and the problems it faces are special. For major events, it is necessary to firmly establish the idea of a game of chess across the country. Afterwards, Prof. Zhao raised three thoughtful questions: 1. In the new era, how can teachers and students of various nationalities develop more in-depth communication and exchanges? 2. To solve the Xinjiang issue, can we broaden the space limitations and think about it nationwide? 3. What can we learn from nature in the study of social issues? The introduction of cultural improvement of Xinjiang marked that the party’s strategy of governing Xinjiang had moved from political governance to economic governance to cultural governance. Prof. Zhao divided into three parts to explain it. The first part: the current situation of cultural symbiosis in Xinjiang's higher education; she proposed integrated management, from inside to outside the campus, from extensive exchanges and all-round exchanges to forging the consciousness of the Chinese nation's community. The second part:

communion: the essential characteristics of high-level culture; Prof. Zhao pointed out that culture is like a pyramid; culture is like a "plant", and culture needs to converge and merge. The third part: the construction of China's ethnic higher education system; Prof. Zhao put forward three points in this part; 1. expand the scale of cross-provincial education for ethnic minority college students in Xinjiang and Han students outside Xinjiang, which is based on the internal mechanism of cultural acculturation and inter-provincialization. It is proposed based on the experience and enlightenment of running schools (schools, classes, students); 2. national colleges and universities establish a management system for minority students in their schools; 3. Improve the guarantee mechanism for high-level talents from outside Xinjiang to visit and stay in Xinjiang. Xinjiang's high-quality development needs the participation of high-level talents.

## **主旨报告 (十七)**

云南师范大学 李长吉 教授

地方性:教育学应坚守的知识立场

云南师范大学李长吉教授做了题为“地方性：教育学应坚守的知识立场”的报告。该报告分为六部分：第一，从不同观点出发归纳出地方性知识的涵义。第二，概括教育学意义上的地方性知识的性质，认为地方性知识是具有个人特质的知识，是民间教化而来的知识，是具有同化能力的知识等。第三，阐述教育学坚守地方性知识立场的意义，认为其意义在于打破普遍性知识一统天下的局面，为地方性知识进入教育世界立法并进行制度安排，扩大认可和接受的范围，为其上升为可通约的知识提供通道，且可以



可以实现对地方性知识的挖掘、整理、传播，实现对地方性知识的保护和发展，使地方性知识对个体或地域群体的更为适切的认知与发展功能得以发挥，同时潜移默化地发挥教化的作用，更好地实现教育的功能等。第四，从两个方面来解释教育学坚守地方性知识立场的认知责任：从普遍到地方，从地方到普遍。第五，解释教育学坚守地方性知识立场的教化责任：避免价值迷失、文化边缘、主体沦丧的情况。第六，明确教育学坚守地方性知识立场行动方略：树立起新的知识观，从具体的场域出发思考教育问题，与学校所在地协同育人，避免追求普适排斥地方性知识的倾向等。

## **Keynote Speech(17)**

**Prof. Li Changji, Yunnan Normal University**

**Locality: the Knowledge Standpoint that Pedagogy Should Stick to**



Prof. Li Changji gave a keynote report entitled "Locality: the Knowledge Standpoint that Pedagogy Should Stick to". The report is divided into six parts. The first part: the meaning of local knowledge. Prof. Li explained from different viewpoints, and finally summarized the meaning of local knowledge. The second part: the nature of local knowledge in the sense of pedagogy. Local knowledge is knowledge with personal characteristics, knowledge derived from civil education, knowledge with the ability to assimilate, and so on. The third part: the meaning of pedagogy sticking to the position of local knowledge. The meaning of pedagogy sticking to the position of local knowledge is to break the situation that universal knowledge dominates the world, to legislate and make institutional arrangements for local knowledge to enter the education world to expand recognition and acceptance. It can provide a channel for its rise to commensurable knowledge; and can realize the mining, sorting, and dissemination of local knowledge, and realize the protection and development of local knowledge; make local knowledge more important to individuals or regional groups. In order for the appropriate cognitive and developmental functions to be brought into play, at the same time, it can play its role in education subtly, and better realize the function of education. The fourth part: the cognitive responsibility of pedagogy to adhere to the local knowledge standpoint. Cognitive responsibility is understood from two aspects: from universal to local, and from local to universal. The fifth part: the education responsibility of pedagogy to adhere to the position of local knowledge. The responsibility of enlightenment lies in avoiding the loss of value, the marginalization of culture, and the loss of the subject. The sixth part: Pedagogy adheres to the local knowledge position and action strategy. The principles of adherence include establishing a new view of knowledge, thinking about education issues from the specific field, and educating people in coordination with the school location. The problems to be avoided include the pursuit of universal exclusion of local knowledge, sensationalism and curiosity of local knowledge, etc.

## 主旨报告 (十八)

《民族教育研究》副主编 海路

### 文化共生视域下学校铸牢中华民族共同体意识的逻辑与路径



《民族教育研究》副主编海路教授做了题为“文化共生视域下学校铸牢中华民族共同体意识的逻辑与路径”的报告。报告从“文化共生”问题的提出、“文化共生”领域下中华文化生成发展的理论逻辑、“文化共生”视域下铸牢学校中华民族共同体意识的实践路径三个方面展开。首先，从宏观、中观、微观三方面说明了学校铸牢中华民族共同体意识的已有研究，认为中华民族共同体意识与学校文化教育的结合并不充分、人们对中华文化认同的学校教育路径的结合尚未引起关注。其次，提出“文化共生”与中华文化的生成发展具有密切内在逻辑关

联性。同时，从各民族共创中华文化符号、共育中华文化认同和共筑精神家园三方面探讨了“文化共生”视域下中华文化生成发展的理论逻辑。第三，提出了学校铸牢中华民族共同体意识的具体实践路径：一是开展共生性历史文化教育，形成中华民族共同体认知，加强中华民族文化符号具体化，传播符合国家建构象征意义的文化符号。二是搭建多元化交流互动平台，增进中华民族共同体认同，拓宽各民族师生的交往平台，提供更多、更便捷的交流互动机会与空间。三是构建中华文化教学共同体，实现中华民族共同体自觉，具体包括教师素养的提高、学生能力培养以及多元化内容建设也是重要的实践路径。

### Keynote Speech(18)

**Ed. Hai Lu, The Journal of Research on Education for Ethnic Minorities:**

### **The Logic and Path of School Consolidating the Sense of the Chinese National Community from the Perspective of Cultural Symbiosis**

Hai Lu, the associate editor of the Journal of Research on Education for Ethnic Minorities, delivered a keynote speech entitled "The Logic and Path of School Consolidating the Sense of the Chinese National Community from the Perspective of Cultural Symbiosis". He reported from three aspects: the proposal of the issue of "cultural symbiosis", the theoretical logic of the generation and development of Chinese culture in the field of "cultural symbiosis", and the practical path for schools to strengthen the sense of community of the Chinese nation in the perspective of "cultural symbiosis". Firstly, he listed the existing studies on building the sense of community of the Chinese nation in schools from macro, medium and micro aspects. From the analysis, he proposed that the combination of the sense of community of the Chinese nation and school culture education is not sufficient, and the combination of people's school education path of Chinese cultural identity has not attracted

attention. Secondly, he proposed that "cultural symbiosis" has a close internal logical relationship with the generation and development of Chinese culture. At the same time, he discussed the theoretical logic of the generation and development of Chinese culture from the perspective of "cultural symbiosis" from three aspects: the creation of Chinese cultural symbols, the joint cultivation of Chinese cultural identity and the joint construction of spiritual home. At last, he proposed the concrete practice path for the school to build a strong sense of the Community of the Chinese nation. First, to carry out symbiotic historical and cultural education, form the recognition of the community of the Chinese nation, strengthen the concretization of the cultural symbols of the Chinese nation, and spread the cultural symbols in line with the symbolic significance of national construction. Second, build a diversified platform for communication and interaction, enhance the identity of the Chinese nation community, broaden the platform for teachers and students of different ethnic groups, and provide more and more convenient opportunities and space for communication and interaction. Third, to construct the Chinese culture teaching community and realize the consciousness of the Chinese community, these specific measures including the improvement of teachers' quality, the cultivation of students' ability and the construction of diversified content are also important practical paths.

## 主旨报告 (十九)

中央民族大学 常永才 教授

从“人本主义”到“天人共生”——试论人类学对西方人类中心观的克服

常永才教授做了题为从“‘人本主义’到‘天人共生’——试论人类学对西方人类中心观的克服”的报告。报告首先谈及了人类世这一概念，认为人类世即对气候以及生态系统造成全球灾难性影响中人类活动发挥的核心作用。在人类世中，人类日益成为地球的首要终结者，人成为一种主导力量，成了地球中最活跃的影响因素。其次，从国家层面出发阐述了国家在人类世时代所采取的一些举措，包括重视生态环境的保护，坚持“绿水青山就是金山银山”的生态理念以及重视保护生物的多样性等。再次，提出人类如今的中心议题是人与自然的关系，这对共生的需求更加迫切。而正确的人与自然的关系，不应仅仅从人的角度出发而应把“人-自然”作为一个统一的整体，去认识处理生态问题。最后，以图表形式展示了人类学在学术界的地位，并以此为基础探讨了人与自然共生的三条建议：一是要加强民族志调查，包括结合山、河考察等。二是要弘扬我国“天人合一”、“天人共生”传统。三是借鉴国际教育界的有关新理论。



### Keynote Speech(19)

**Prof. Chang Yongcai, Minzu University of China:**

**From "Humanism" to "Symbiosis of Man and nature" -- On overcoming the Western Anthropocentric View of Anthropology**

Prof. Chang Yongcai, Minzu University of China gave a report entitled from "Humanism" to "From "Humanism" to "Symbiosis of Man and Nature" -- On overcoming the Western Anthropocentric View of Anthropology. He reported from five aspects: background, focus, root cause, special perspective and outlook. First, he talked about the concept of the Anthropocene, the global cataclysmic impact of human activities on climate and ecosystems in which humans play a central role. In his view, in the Anthropocene mankind has increasingly become the primary terminator of the earth, the dominant force, the most active influence on the planet. Second, he embarked from the national level, countries in the anthropocene era has taken some measures, including emphasis on the protection of the ecological environment, insist on the ecological concept of "green water castle peak is the jinshan silver" and attaches great importance to the protection of biological diversity, to achieve the harmonious coexistence of man and nature. Third, he put forward that the

central issue of human beings today is that the relationship between man and nature is more urgent for symbiosis. He believed that the correct relationship between man and nature should not only proceed from the perspective of man, but should regard "man-nature" as a unified whole to understand and deal with ecological problems. Finally, he showed the position of anthropology in the academic circle in the form of charts and charts. Based on this, he further discussed three preliminary suggestions for the symbiosis between man and nature. The first one is to strengthen the ethnographic investigation, including the investigation of mountains and rivers. The second one is we should carry forward the tradition of "harmony between man and nature" and "symbiosis between man and nature". The third one is to draw lessons from the new theories of international educational circles.

## 主旨报告 (二十)

西北师范大学 张善鑫 教授

### 推进中华民族共同体建设的教育路径研究

西北师范大学张善鑫教授做了题为“推进中华民族共同体建设的教育路径研究”的报告。报告首先从民族工作会议的新要求和共生教育是共同体建设的教育应对这一背景来展开论述。其次，认为推进中华民族共同体建设的现实路径主要包括两个方面：一是全面加强国家通用语言文字教育。在全面加强国家通用语言文字教育这一路径中，当下政策法规层面凸显了国家通用语言文字的战略地位，同时要把推进民族地区国家通用语言文字教育作为语言扶贫、教育扶贫的重要政策工具。此外，报告还谈到语言与多民族国家建构的关系、语言与国家关系以及全面推进国家通用语言文字教育的系统设计。二是深入推进统编教材。在推行国家统编教材这一路径中，要认识到推进统编教材的意义、统编教材推进的价值旨归以及理性研究统编教材的实施。最后，报告在理性认知的基础上去提出几点对策建议：一是民族教育治理需要全方位展开。二是应基于中华民族共同体建设的需要，中华民族共同体建设中需要容“异”求同。三是促进民族跨文化的交流和沟通势在必行，但更需要各民族之间知己知彼，共生共荣。



## Keynote Speech(20)

**Prof. Zhang Shanxin, Northwest Normal University**

### **Study on the Educational Path of Promoting the Construction of Chinese Nation Community**

Prof. Zhang Shanxin from Northwest Normal University gave a report entitled "Study on the Educational Path of Promoting the Construction of Chinese Nation Community". First of all, he explained the research background, mainly from the new requirements of the National Work Conference and Symbiosis Education is the educational response to the construction of communities. Secondly, he said that the actual path to promote the construction of the Chinese nation community mainly includes two aspects: one is to comprehensively strengthen the national common language education, and the other is to further promote the compilation of teaching materials. Through the important measures of constructing common education, we will enhance the common educational response of the Chinese nation. In the path of comprehensively strengthening the national common spoken and written language education, the current trends and characteristics of various policies and regulations have highlighted the strategic position of the national common spoken and written language. At the same time, the promotion of national common spoken and written language education in ethnic areas should be regarded as an

important policy to solve the language poverty and education poverty. Many laws and policies at the national level refer to the promotion of the national common spoken and written language and respect for the rights of ethnic minorities to use and develop their own language and culture. He also talked about the relationship between language and the construction of a multi-ethnic state, the relationship between language and the state, and the overall promotion of the system design of the nation's universal language education. In the path of implementing the nationally compiled teaching materials, we must realize the significance of promoting the unified teaching materials, the value of the promotion of the unified teaching materials, and the rational research on the implementation of the unified teaching materials. Finally, Prof. Zhang put forward several countermeasures and suggestions on the basis of rational cognition. First, the governance of ethnic education needs to be carried out in all directions. Second, it should be based on the needs of the construction of the Chinese nation community. The construction of the Chinese nation community needs to accommodate "differences" and seek common ground. Third, it is imperative to promote cross-cultural exchanges and communication among ethnic groups, but it is even more necessary for all ethnic groups to know oneself and each other, and coexist and prosper together.

## 主旨报告 (二十一)

广西师范大学 杨小微 教授

共治·共享·共生：基础教育集团化办学的机制探寻

广西师范大学杨小微教授做了题为“共治·共享·共生：基础教育集团化办学的机制探寻”的报告。报告首先从分治到共治的基础教育学校改革层面谈到了我国基础教育的现状，并解读了国家基础教育改革相关政策，认为我们应形成全社会共同参与的教育治理新格局。其次，谈到从共享到共建的集团化办学的新范式，并分享了杭州集团化办学的类型和凯旋集团的宗旨与精神、合作内容、运作机制、集团组织架构。之后，提出办好集团的四个关键因素：一是积极投入、认真工作的各方团队，二是紧密合作的安全氛围，三是具有专业和人格双重威望的集团理事长，四是既能顶层设计又能贴地指导的区域领导。紧接着，报告展示了江苏苏州地区集体化办学组织样态、集体化办学之路、合作宗旨等内容，认为无论委托管理、名校集团化、一校多区/多校这些形式，其产生都出于促进优质资源共享的美好初衷。未来，集团化办学应在共治与共享中迈向善治与共生，实现从分治到共治的转型，变革与发展的资源也实现从“专享”到“共享”的转变。最后，基于“何以共享”“何谓共享”“何能共享”以及“共享何往”四个维度对基础教育集团化办学路径的学理进行探究，并指出了现实的和可能的共生路径与状态。



### Keynote Speech(21)

**Prof. Yang Xiaowei, Guangxi Normal University**

#### **Co-governance, Sharing and Symbiosis: Exploring the Mechanism of Collectivized Running of Basic Education**

Prof. Yang Xiaowei of Guangxi Normal University gave a report entitled "Co-governance, Sharing and Symbiosis: Exploring the Mechanism of Collectivized Running of Basic Education". Firstly Prof. Yang talked about the current situation of basic education in China from the level of basic education school reform from division to co-governance and interpreted the relevant policies of the country's basic education reform. He said that we should form a new pattern of education governance with the participation of the whole society. Second, he talked about the new paradigm of group school running from sharing to co-construction and shared the type of group school running is Hangzhou, the purpose and spirit of the Kaixuan Group, cooperation content, operation mechanism, and group organization structure. Prof. Yang put forward four main factors for running the group. The first is the different teams which are actively engaged and hard working. The second is the security



atmosphere of close cooperation. The third is the chairman of the group with the dual prestige of professionalism and personality. The fourth is a regional leader who can do top-level design and direct guidance. Then Prof. Yang showed the state of the collectivized school running organization, the road to collectivized school running, and the purpose of cooperation in Suzhou, Jiangsu. He believes that regardless of the forms of entrusted management, grouping of prestigious schools, multiple districts/multi-schools in one school, they are all born out of the good original intention of promoting the sharing of high-quality resources. Prof. Yang believes that the group school should move towards good governance and symbiosis in co-governance and sharing. The group-based school management has realized the transformation from division to co-governance, and the resources for reform and development have also realized the transformation from "exclusive" to "sharing". At the end of the report, Prof. Yang conducted a theoretical exploration of the path of basic education grouping based on the four dimensions of "what is share", "what to share", "how to share" and "where to share" and pointed out the realistic and possible symbiosis paths and states .

# 分论坛汇报交流

## 分论坛一

广西师范大学 张静 博士

广西师范大学的张静博士对分论坛一进行了简单汇报：分论坛一的研究议题为人类命运共同体建构的共生教育支持。她从两个方面对会议进行汇报：首先，从总体上看，共生主题契合，共生智慧初步体现。一是研究问题具有广泛性、发散性、创新性。二是研究的理论性比较强。三是研究问题的多元与研究视角的统一。其次，汇报了专家相应的建议和改进：一是研究理念多，实践少，还需要进一步的深入。有的问题缺乏聚焦性，比较宽泛，讨论地不够



专业，不够深入。研究问题的指向需要更加精准，深入和具有可操作性。论证要具有合理性、系统性和科学性。二是对于论文的写作，一方面不能停留在给予文献的“是什么”层面，而要提升到“为什么”的研究层面，锻炼出内在规律，将内在机理说清楚；另一方面，研究要做到与理论、已有的研究进行深入的对话和讨论，思考与已有研究相比、研究的创新在哪里。三是学术研究与理论话语、政策话语要同频共振、全方位互嵌。注意在政策上的一些新提法；在理论上要有深度、高度和广度。四是在共生教育的内涵、意义、价值、必要性等充分论证基础上，共生教育如何达成，共生智慧如何实现和共生教育如何实践。关于共生教育的研究，需要逐步向共生机制、共生模式、实现路径等问题转变。从共生的静态到共生的动态，从共生的关系到共生的机制以及共生的实现，还有很大的研究空间。

## **Sub Forum 1**

**Dr. Zhang Jing, Guangxi Normal University**

Dr. Zhang from Guangxi Normal University gave a brief report on sub-forum 1. The research topic of sub-forum 1 is the Symbiosis Education Support from the Construction of a Community with a Shared Future for Mankind. She reported from two aspects. Firstly, from a general perspective, the symbiosis theme fits and the symbiosis wisdom is initially manifested. The research issues are extensive, divergent, and innovativ, relatively theoretical. The research questions are very diverse and the research perspectives are unified. Secondly, Dr. Zhang eported the experts' corresponding suggestions and improvements. 1. There are many research ideas but few practices, further in-depth research is needed. Some problems are lack of focus, relatively broad, and the discussion is not professional, the research is not deep enough. The direction of the problem needs to be more precise, in-depth and operable, and the argumentation needs to be reasonable, systematic and scientific. 3. In terms

of writing papers, first, we should not stay at the level of "what" given to the literature, but should be upgraded to the level of "why" research to exercise internal laws. To clarify its internal mechanism, to clarify other research and enlightenment. Second, our salt baking must have in-depth dialogues and discussions with theories and existing research, and think about the innovation of research compared with existing research. 4. Academic research, theoretical discourse, and policy discourse should resonate at the same frequency and be embedded in all directions. Pay attention to some new formulations in policy. In theory, there must be depth, height and breadth. 5. On the basis of sufficient forums such as the connotation, significance, value and necessity of symbiosis education, how to achieve symbiosis education, how to realize symbiosis only and how to practice symbiosis education, research on symbiosis education needs to gradually move towards symbiosis mechanism and symbiosis The transformation of research on issues such as model and realization path. From the static symbiosis to the dynamic symbiosis, from the relationship of symbiosis to the mechanism of symbiosis and the realization of symbiosis, there is still a lot of research space.

## 分论坛二

广西师范大学 熊西蓓 副教授

广西师范大学的熊西蓓副教授对分论坛二进行了简单汇报。主题是当代文化转型与大学学术领导力发展。分论坛二总共有六场汇报。有三场是国际学者，有三场是国内学者。论坛内容从学术领导力的本质出发，认为学术领导力的发展应该有赖于知识型组织的可视化、大学治理方式的变革、大学和学术共同体的社会责任要求三方面。首先，维也纳大学的 lucas 博士给我们分享了维也纳大学与奥地利大学建立战略联盟来推进数字化转型的经验。



接下来，中东科技大学的 Yasar 教授提出了学术领导力中文化视角的重要性。之后，同济大学副校长娄永琪教授为我们分享了同济大学数字化转型的模型。华中农业大学的胡瑞教授提到，在打破传统的“五唯”的背景下，中层学术带头人将受到怎样的影响，以及如何打破传统的对于中层学术带头人的评价标准，引发了我们的深度思考。来自葡萄牙新里斯本大学 Nuno Boavida 博士以“垃圾桶式”和“蒙混过关式”的案例表达了大规模的标准化模式对工作质量、科研传统和人才培养质量带来的损失和影响。最后广西师范大学凡文吉博士提出了三条解决行政逻辑下高效内涵发展的路径。总而言之，分论坛二的六场报告呈现出来的观点是大学学术领导力的核心特征概括为三方面：专业的影响力、个人与组织的双重性、学术领导力的多维体现。其中学术领导里的多维体现表现为教学、科研探索、整体学术和应用学术四个维度。

## Sub Forum 2

## **A/Prof. Xiong Xibei,Guangxi Normal University**

A/Prof. Xiong Xibei of Guangxi Normal University gave a brief report of sub forum 2 which is titled The Transformation of Contemporary Culture and the Development of Academic Leadership in Universities. A/Prof. Xiong reported that there were six reports in sub forum 2, three foreign scholars and three domestic scholars. Starting from the essence of academic leadership, the sub forum2 believed that the development of academic leadership should depend on three aspects: the visualization of knowledge-based organizations, the reform of university governance, and the social responsibility requirements of universities and academic communities. First of all, Dr. Lucas of the University of Vienna shared with us the experience of establishing a strategic alliance between the University of Vienna and the University of Austria to promote the digital transformation. Next, Prof. Yasar of Middle East University of science and technology put forward the importance of cultural perspective in academic leadership. Then, Prof. Lou Yongqi, vice president of Tongji University, shared the model of digital transformation of Tongji University. After Prof.Lou, Prof. Hu Rui of Huazhong Agricultural University mentioned that under the background of breaking the traditional "five only", how middle-level academic leaders will be affected and how to break the traditional evaluation criteria for middle-level academic leaders have triggered our in-depth thinking. Dr. Nuno Boavida from the Universidade NOVA de Lisboa expressed the loss and impact of large-scale standardization model on work quality, scientific research tradition and talent training quality with the cases of "trash can" and "muddle through". Finally, Dr. Fan Wenji of Guangxi Normal University put forward three paths to solve the development of efficient connotation under administrative logic. In a word, the views presented in the six reports of this forum are the core characteristics of university academic leadership, which can be summarized into three aspects: professional influence, duality of individual and organization, and multidimensional embodiment of academic leadership. Among them, the multi-dimensional embodiment of academic leadership is manifested in four dimensions: teaching, scientific research and exploration, overall academic and applied academic.

## 分论坛三

广西师范大学 徐乐乐 副教授

广西师范大学的徐乐乐副教授对分论坛三进行了简要汇报。分论坛三的主题是自然与人文共生教育的生态建构，点评专家为广西师范大学蒋士会教授。汇报总共有十个，其中包括两个专题报告和八个分论坛汇报。首先是来自首都师范大学的樊秀丽教授、张可煜。樊教授汇报的题目是《后疫情时代教育生态环境协同建构路径——基于某高校本科生居家线上学习状况的追踪调查》。樊教授运用微信平台收集第一手资料，分析了居家线上



学习的一些具体路径。西北师范大学的杨鑫副教授做了题为《共生理论视角下民族地区教育精准扶贫治理路径》的汇报。她提出，共生理论视角下民族地区精准扶贫面临着诸多困境。之后是分论坛老师的汇报：第一位是来自广西师范大学的皇甫科杰。他汇报的题目是《基础教育中师生交往的“共生”关系研究》。在报告中，他分析了不同学科的共生意涵和师生共生的意识阻碍。第二位是来自广西师范大学实验幼儿园的苏美兰。她汇报的题目是《初探幼儿园自然与人文共生教育的生态建构》。第三位是广西师范大学的史能兴，他汇报的题目是《多元一体与交往共生：边境民族地区学校价值观教育的文化取向——以广西龙州为例》。他的研究方法主要是田野调查法，史能兴以边境民族地区为视角，讨论了学校价值观教育的文化交往问题，该问题具有政治实践和教育实践的双重意义。第四位是《新课程评论》杂志社的杨鸿燕、余孟孟。她们汇报的题目是《共生理念下幼儿自然教育课程的构建和实施》，杨鸿燕老师从问题的提出、共生理念下幼儿自然教育课程建构的原则、幼儿自然教育课程的类型以及幼儿自然教育课程的实施路径四个层面向我们展示了对幼儿自然教育课程体系的整个框架。第五位是广西师范大学的顾高燕、张姝玥。她们汇报的题目是《论生态文化融入儿童生命教育》。汇报人顾高燕主要从儿童生命教育的本质，西江流域生态文化的表征样态及生命意涵、生命教育实施路径三个方面阐述了丰富的内含。第六位是广西北海市海城区第二实验小学的安妮。她汇报的题目是《共生视域下的学校发展》。她梳理了在学校发过程中存在的一些问题，并提出了解决策略。第七位是广西师范大学的贾琳琳和张姝玥。她们汇报的题目是《技术与文化共生视域下儿童游戏品性的嬗变与教育应对》。对于如何实现儿童游戏中技术与文化的和谐共生，贾琳琳博士进行了深刻的探究分析。最后一位是南宁市华侨实验高中的肖俊，报告的题目为《共生教育视域下地理核心素养教学实践研究》，报告从人与自然的共生和文化与文化的共生两方面作了探索和研究。

### Sub Forum 3

A/Prof. Xu Lele, Guangxi Normal University

The theme of sub forum 3 is the Ecological Construction of Symbiotic Education Between Nature and

Humanities. The comment experts are Prof. Jiang Shihui of Guangxi Normal University. There are ten reports in total, including two special reports and eight sub forum reports. The first reporter was Prof. Fan Xiuli and Keyu Zhang from Capital Normal University. The title of Prof. Fan's report was the Study on the Collaborative Construction Path for Ecological Environment of Education in Post-pandemic Era : A Follow-up Survey Based on the Home Online Learning Status of Undergraduates in a University. Prof. Fan used the wechat platform to collect first-hand data and analyzed some specific paths of home online learning. Then, A/Prof. Yang Xin of Northwest Normal University made a report on Governance Path of Education Targeted Poverty Alleviation in Ethnic Minority Areas from the Perspective of Symbiosis Theory. She proposed that targeted poverty alleviation in ethnic areas faces many difficulties from the perspective of symbiosis theory. The first sub forum reporter was Huangfu Kejie from Guangxi Normal University. His report was entitled "Research on the "Symbiotic" Relationship Between Teachers and Students in Basic Education". In the report, he analyzed the symbiotic meaning of different disciplines and the conscious obstacles of symbiosis between teachers and students. The second reporter was Su Meilan from the Experimental Kindergarten of Guangxi Normal University. Her report was entitled "Preliminary Exploration of the Ecological Construction of Kindergarten Natural and Humanistic Symbiosis Education". The third reporter was Shi Nengxing from Guangxi Normal University. His report was entitled " Multiple Unity and Fusion Symbiosis: Cultural communication of school values education in Border Ethnic Areas——Take Longzhou County as an example". His research method was mainly the cultivation investigation method. From the perspective of border ethnic areas, Shi Nengxing discussed the cultural communication of school values education, which has the dual significance of political practice and educational practice. The fourth reporter was Yang Hongyan and Yu Mengmeng from the New Curriculum Review. The topic they reported was the Construction and Implementation of Natural Education Curriculum for Children under the Concept of Symbiosis. Yang put forward the problems, the principles of early childhood nature education curriculum construction under the concept of symbiosis The types of early childhood nature education curriculum and the implementation path of early childhood nature education curriculum show us the whole framework of early childhood nature education curriculum system. The fifth reporter was Gu Gaoyan and Zhang Shuyue from Guangxi Normal University. Their report topic was on the integration of ecological culture into children's life education. The reporter Gu mainly expounded the rich content from three aspects: the essence of children's life education, the representation and meaning of ecological culture in the Xinjiang River Basin, and the implementation path of life education. The sixth report was "School Development from Symbiotic Perspective", which was reported by An Ni from The second experimental primary school, Haicheng District, Beihai City, Guangxi. She pointed out some problems in the process of school development and put forward solutions. The seventh reporter was Jia Linlin and Zhang Shuyue from Guangxi Normal University. Their report was entitled " The Evolution of Children's Play Characters and Educational Responses from the Perspective of the Symbiosis of Technology and Culture ". Dr. Jia continued to make a profound exploration and Analysis on how to realize the harmonious symbiosis of technology and

culture in children's games. The last one is Xiao Jun from Nanning Overseas Chinese experimental high school. According to the exploration and Research on the symbiosis between man and nature and the symbiosis between culture and culture, Xiao made a relevant report entitled " Research on the teaching practice of geographical core literacy from the perspective of symbiotic Education".

## **分论坛四**

广西师范大学 刘天 博士

广西师范大学的刘天博士对分论坛四进行了汇报：她分别从四个方面进行了简要的概括。第一是本次论坛的定性。马教授将本次论坛定性为知识盛宴、文化大餐和科研甘泉。第二是共生性新确认。来自西南大学的张健老师提出汉字的共生思维报告，本场报告也是从时间共生、空间共生和人的共生三个维度来展开。第三是好科研四标准，分别是符合时代特征、彰显国际水平、满足中国国情和回归人类本性。第四是共生性之展望。刘天博士借用了南怀



谨的一句话：人生难得，中土难生，明师难遇，佛法难闻。从时间共生来说，论坛中的过去、现在、未来都在当下共生。从空间共生来说，国际、国内、学校、社会、家庭、自然都在本场域共生。从人的共生来说，教师、学生、专家在当下本场域共生。最后刘博士提出怀着对专业的爱，把教育研究做在中国大地上的展望。

## **Sub Forum 4**

**Dr. Liu Tian, Guangxi Normal University**

Dr. Liu from Guangxi Normal University reported on the fourth sub Forum: she briefly summarized it from four aspects. The first is the characterization of the forum. Prof. Ma characterized the forum as a knowledge feast, a cultural feast and a sweet spring of scientific research. The second is the new confirmation of symbiosis. Zhang Jian a teacher from Southwest University, put forward the symbiotic thinking report of Chinese characters. This report is also carried out from the three dimensions of time symbiosis, space symbiosis and human symbiosis. The third is the four standards for good scientific research, which are in line with the characteristics of the times, highlighting the international level, meeting China's national conditions and returning to human nature. The fourth is the prospect of symbiosis. Dr. Tian Liu borrowed a sentence from Nan Huaijin: life is rare, Middle Earth is

difficult to live, wise teachers are difficult to meet, and Buddhism is difficult to understand. In terms of time symbiosis, the past, present and future in the forum are symbiotic in the present. In terms of spatial symbiosis, international, domestic, schools, society, families and nature all coexist in this field. From the perspective of human symbiosis, teachers, students and experts coexist in the current field. Finally, Dr. Liu put forward the prospect of making educational research on the land of China with love for specialty.



# 闭幕式

2021年10月17日，第二届“文化与共生教育”国际会议闭幕式于广西桂林召开，由广西师范大学教育学部副部长杨茂庆教授主持。大会副主席、欧盟伊拉斯谟加 LEAD2 项目负责人、布鲁塞尔自由大学朱畅教授；大会副主席、中央民族大学严庆教授分别发表致辞，广西师范大学副校长兼教育学部部长孙杰远教授做闭幕式致辞。

朱畅教授指出人类是命运共同体、教育是命运共同体，高等教育更是魂牵每一位的命运共同体。大学是知识的摇篮，而教育是我们传播知识的手段。时代和科技的进步使我们的教育不会停留在前，全球疫情冲击使我们的电子互动更加便捷。我们期待共生、期待携手，期待一起前行。最后她感谢了所有会议成员的积极参与贡献，感谢所有合作对象的支持与努力，同时感谢所有中欧方项目工作人员的精心付出与努力。

严庆教授首先肯定了两次文化与共生会议的成功举办。其次，他以情感线做总结：一是情结。我们要长期进行人和自然的对话，我们要反思人和人的相处；二是情怀。情怀是指人类共同发展的家国情怀、天下情怀，所以说共生是共识共知、共同努力；三是情愫。我们共情于这次大会，包括台上台下的共情、国内国外的共情、线上线下的共情。最后，严庆教授用一句诗结尾：天下风光属桂林，岂止共生更怡情。

最后，大会主席、教育部长江学者特聘教授、广西师范大学副校长兼教育学部部长孙杰远教授做闭幕式致辞，孙杰远教授指出共生是中华民族共同体意识生成的基础，是人类命运共同体建构的核心，是国家现代化发展的必然。广西师范大学教育学团队多年的“文化与共生教育”研究与实践得到与会专家的高度认同与支持，并希冀建立更广泛的研究合作，将这一深邃主题赓续、推广，相信本次大会必将推动今后文化与共生教育的系统研究与进展。至此，第二届文化与共生教育国际会议圆满结束。

# Closing Ceremony

On October 17, 2021, the closing ceremony of the second "Culture and Symbiosis Education" International Conference was held in Guilin, Guangxi, presided over by Prof. Yang Maoqing, Vice Minister of Education Department of Guangxi Normal University. Prof. Zhu Chang, Vice President of the Conference, leader of the Erasmus+ LEAD2 Project, Free University of Brussels; Vice President of the conference, Prof. Yan Qing of Minzu University of China delivered a speech respectively, and Prof. Sun Jieyuan, vice president and Director of Faculty of Education of Guangxi Normal University delivered a speech at the closing ceremony.

Prof. Zhu Chang pointed out that Mankind is a community of destiny and education is a community of destiny, and higher education is a community of shared future for everyone. University is the cradle of knowledge, and education is the means by which we disseminate knowledge. The Times and the progress of science and technology make our education not stay in the past, and the impact of the global epidemic makes our electronic interaction more convenient. We look forward to symbiosis, hand in hand and moving forward together. In the end, she thanked all the members of the conference for their active participation and contribution, all the partners for their support and efforts, and all the project staff from China and Europe for their efforts and efforts.

Prof. Yan Qing first affirmed the success of the two Culture and Symbiosis Education conferences. Secondly, he summed up with the emotional line: one is complex. We should have a long-term dialogue with nature. We should reflect on the relationship between man and man. Second, feelings. Feelings refer to the feelings of the country and the world for the common development of mankind. Therefore, symbiosis means common understanding and joint efforts. Third, sincere feelings. We empathize with this conference, both on and off stage, at home and abroad, online and offline. In the end, Prof. Yan qing ends with a poem: The scenery of the world belongs to Guilin, not only symbiosis but also more pleasant.

Finally, Prof. Sun Jieyuan, the chairman of the conference, distinguished Prof. of Changjiang Scholars of the Ministry of Education, vice president and the director of Faculty of Education of Guangxi Normal University, made a closing speech. The modernization of the country is inevitable. The research and practice of "Culture and Symbiosis Education" conducted by the Guangxi Normal University Pedagogy Team for many years has been highly recognized and supported by the experts at the conference, and hopes to establish more extensive research cooperation to continue and promote this profound theme. He believes this conference will definitely promote the systematic research and progress of culture and symbiosis education in the future. So far, the 2nd International Conference on Culture and Symbiosis Education came to a successful conclusion.



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