CNAES

2023

Issue 1, 2023, General No. 21

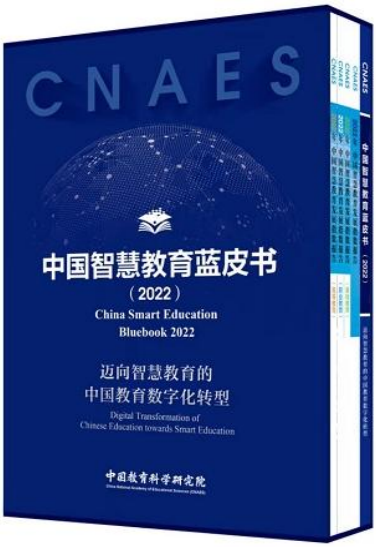
BELT & ROAD EDUCATION RESEARCH NETWORK

NEWSLETTER

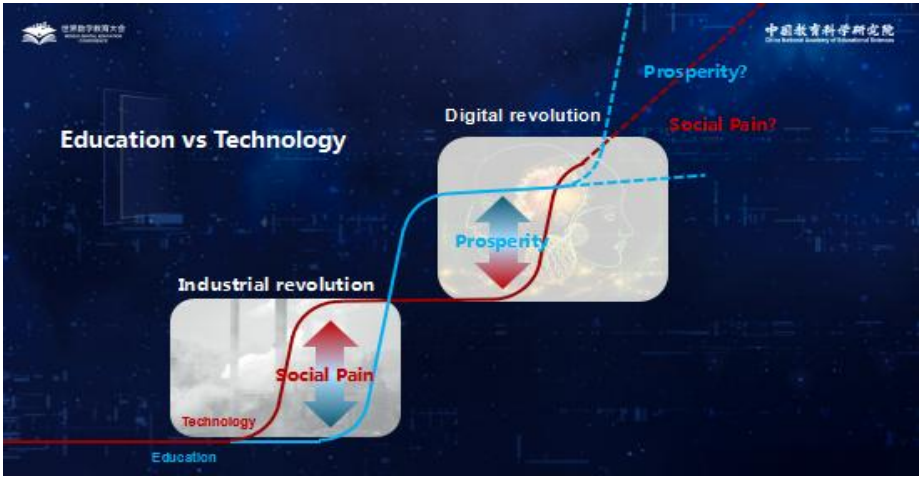
Bluebook and Index of Smart Education Released by CNAES

Dr. LI Yongzhi, President of China National Academy of Educational Sciences (CNAES)

Stepping into the digital era, the educational mode of industrial era cannot adapt to social development. The digital transformation of education and explorations in smart education has drawn attentions from countries across the world. In 2022, China launched the national strategic initiative for education digitalization, and established a public service platform for smart education which contains 40,000 items of basic education resources, 32,000 online courses for vocational education, 27,000 high-quality MOOC courses for higher education. The total times of viewing these educational resources in the platform reached 5.87 billion, and the platform served users from more than 200 countries and regions, played an important role in supporting the online classes during the pandemic and bridging the digital gap. It pioneered the explorations towards smart education.



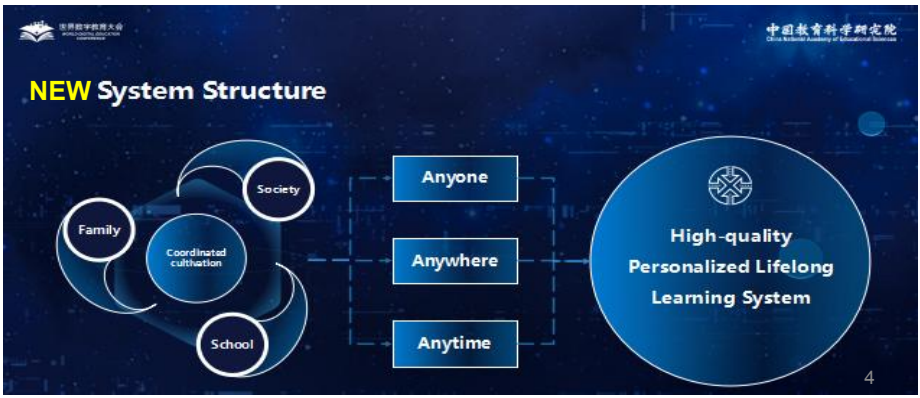
As a national education think tank, the China National Academy of Educational Sciences attaches great importance to smart education, and has formulated the China Smart Education Bluebook (2022) and the “1+3” development index report by gathering the practical explorations and research results at home and abroad, seeking expertise from various fields and building consensus.



The Bluebook centers on the interpretation of smart education, identifies 16 characteristics based on four dimensions of environment, teaching and learning, governance, and talents, summarizes the experience in the smart education development of China, and proposes seven themes and five initiatives with major focus in the future. We are convinced that smart education is the new educational mode of the digital era, essentially different from that of the industrial era.

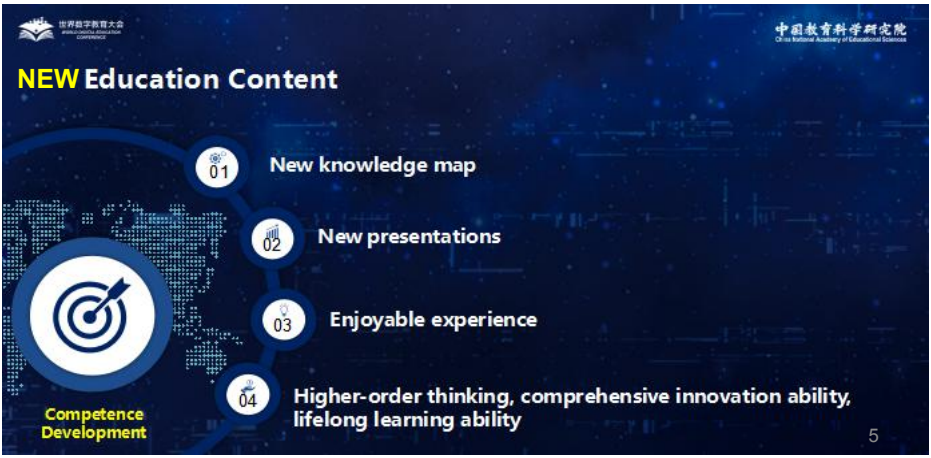
First and foremost, its core concepts are new. Smart education which concerns not only specific action of people's livelihoods, but also major strategies of the nation, will empower education reform on an all-round basis, systematically construct the new ecology of relationship between education and the society. The mode of education evolves with the times but its essence remains unchanged. Empowered by technology and driven by data, smart education shall stick to the principles of education and talent cultivation, provide each learner with suitable education, realize the millennial dream of "education for all without discrimination", realize the unprecedentedly high compatibility of personal development at the micro level with social development at the macro level.

Second, smart education is novel in terms of its system structure. It will break boundaries of school education, prompt the combination of various types of education, resources and elements, encourage the coordinated efforts of schools, families and society in talent cultivation, establish a high-quality personalized lifelong learning system that allows anyone to learn anytime and anywhere.



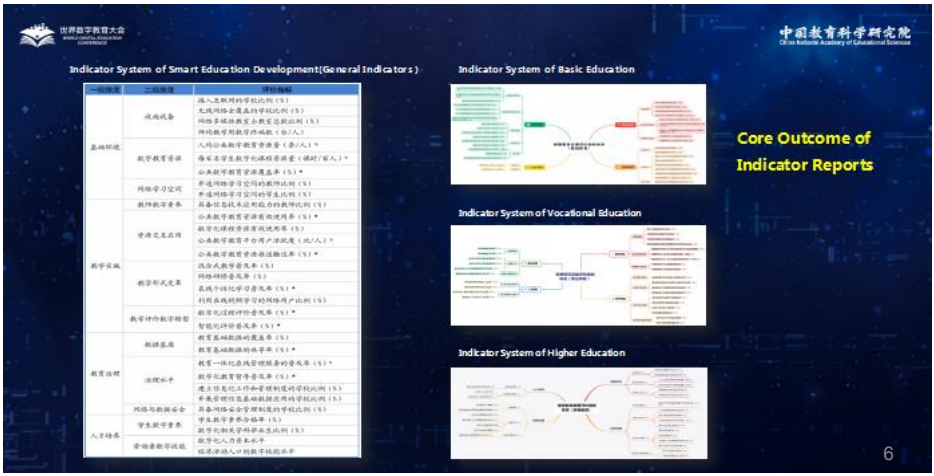
Third, smart education is groundbreaking in terms of teaching paradigm. By means of integrating physical space, social space and digital space and transforming education and teaching scenarios, smart education promotes the fusion of man and technology, fosters learning communities across classes, grades, subjects, space and time, and realize the perfect unity of large-scale education and personalized education.

Fourth, the novelty of smart education also lies in its education content. It will focus on developing quality-oriented education, establish knowledge map based on the systematic and logical relationship between the bits of knowledge, innovate ways of content presentation, make learning an enjoyable experience, and cultivate learners' higher-order thinking skills, comprehensive innovative ability and lifelong learning ability.



Last but not least, the novelty of smart education concerns a new way of governance. With data governance as its core and digital technologies as a driver, smart education establishes new educational management and administrative procedures, and further modernizes education governance systems and governance capacity.

Considering the fact that the development of smart education is still at the initial stage, the Report on China Smart Education Development Index 2022 established an evaluation indicator system comprising four primary dimensions and twelve secondary dimensions, conducted a quantitative evaluation of the smart education development level in China, and formulated sub-reports for basic education, vocational education and higher education respectively, in order to provide insights for the further development of smart education.



It is well proved through theory and practice that the development of smart education in China has a solid foundation with distinctive features. China is committed to uphold value of delivering people-oriented and people-satisfying education and carry on as well as develop traditional education philosophy such as "education for all without discrimination", "teaching according to people's caliber and interest", as well as "unity of knowledge and action". Furthermore, China also strives for combining the top-down macro planning and bottom-up ecological construction.

As a Chinese saying goes, *a single flower does not make spring, only hundreds of flowers in full blossom can herald the arrival of spring*. We would like to work with international organizations and institutes of educational sciences, learn from one another, deepen our cooperation, jointly explore the development paths of smart education, and open up the bright future of global development with educational innovations. We would like to work with international organizations and institutes of educational sciences, learn from one another, deepen our cooperation, jointly explore the development paths of smart education, and open up the bright future of global development with educational innovations.

Dr. Li Yongzhi Appointed as the New President of CNAES

Dr. Li Yongzhi was appointed as the new President of the China National Academy of Educational Sciences on December 27, 2022 by the Ministry of Education.

Dr. Li Yongzhi graduated from Fudan University. He used to work in the Ministry of Education, Donghua University, Shanghai Municipal Education Commission and other organizations. He is Vice Chairman of the Steering Committee for Education and Instruction in Basic Education of the Chinese Ministry of Education, a member of the Second Educational Informatics Research Group of the Ministry of Education, and also a member of the Education Informatization Development Strategy Consulting Expert Group of the Science and Technology Department of the Ministry of Education.

NIES and NCEDR Merged as CNAES

In 2022, two top Chinese education research institutes, the National Institute of Educational Sciences (NIES) and the National Center for Education Development Research (NCEDR) merged into a flagship organization – China National Academy of Educational Sciences (CNAES). The new organization is comprised of 20 research institutes, two affiliated enterprises and an audio and video publishing house (ESPH).

With more than 270 researchers, CNAES is regarded as China's leading educational think tank. So far, it has collaborated with about 14 international organizations and 550 educational research institutes in around 80 countries. During the last few years, it conducted a series of important research projects such as the evaluation of the ten-year National Education Plan, the projects on educational responses to the COVID-19 pandemic and Artificial Intelligence, etc. It hosts a Postdoctoral Training Center and a Platform for Visiting Scholars. It also set up dozens of pilot schools and educational reform districts across China. National Office for Education Sciences Planning is set up in CNAES currently.

- *Academy of Sciences of Albania*
- *Allama Iqbal Open University of Pakistan*
- *Azerbaijan National Academy of Sciences*
- *Central Institute of Pedagogical Sciences of Cuba*
- *Centre for Educational and Cultural Policy Research of Indonesia*
- *Cultural Attaché of Saudi Arabian Embassy in China*
- *Department of Planning, Development and Research in Ministry of Education of Brunei*
- *Education Review Office of New Zealand*
- *Educational Research Council of Ministry of Education, Youth and Sport of Cambodia*
- *Educational Research Institute of Poland*
- *ELTE University of Hungary*
- *Follow-Up and Evaluation Department, Ministry of Education of Egypt*
- *Free International University of Moldova*
- *Georgian Association of Sinologists*
- *Herat University of Afghanistan*
- *Indian National University of Educational Planning and Administration*
- *Institute for Research in Education of Bulgaria*
- *International Association for the Evaluation of Educational Achievement*
- *International Cooperation and Projects of Croatia*
- *International Cooperation, Planning Division of Ministry of Education of Singapore*
- *Kenya Institute Of Curriculum Development*
- *Korea Institute of Child Care and Education*
- *Korean Educational Development Institute*
- *Ministry of Education of Malaysia*
- *Ministry of Education of Syrian Arab Republic*
- *Ministry of National Education of Turkey*
- *Minsk State Linguistic University of Belarus*
- *Mongolian Academy for Education Development*
- *Mongolian Institute of Educational Research*
- *National Institute for Educational Policy Research*
- *National Institute of Education of Singapore*
- *National Institute of Education of Sri Lanka*
- *Nazarbayev Intellectual Schools of Kazakhstan*
- *Office of the Education Council in Ministry of Education of Thailand*
- *Philippine Normal University*
- *Policy Department of Ministry of Education, Youth and Sport of Cambodia*
- *Qatar Foundation*
- *Russian Academy of Education*
- *Russian National Research University "Higher School of Economics"*
- *State University of Languages and Social Sciences of Armenia*
- *Suez Canal University of Egypt*
- *The MOFET Institute of Israel*
- *Tribhuvan University of Nepal*
- *Turkmenistan International University for the Humanities and Development*
- *University of Central Asia*
- *University of Cologne of Germany*
- *University of Dhaka in Bangladesh*
- *University of Jordan*
- *University of Sains Malaysia*
- *University of Tehran of Iran*
- *Vietnam National University Hanoi*
- *Vilnius University of Lithuania*
- *Vytautas Magnus University of Lithuania*
- *Yangon University of Education of Myanmar*