



第六届东西方教育互惠学习会议

The 6th Annual International Conference on West-East Reciprocal Learning in Education

互惠学习框架下的合作伙伴关系：共建全球教育愿景，扎根本土教育实践

Reciprocal Learning as Collaborative Partnership: Global Visions, Local Practices in Education

2019年10月2—4日

October 2-4, 2019

加拿大温莎大学

University of Windsor, CANADA

会议手册

CONFERENCE HANDBOOK



ReciprocalLearning

@RLPROGRAM



University
of Windsor



Social Sciences and Humanities
Research Council of Canada



CONFERENCE LOCATION

University of Windsor, 401 Sunset Ave, Windsor, Ontario, N9B 3P4

Land Acknowledgement

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomie. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

CAW Student Center: This is the main event venue. Most conference sessions such as the opening ceremony, plenary symposiums, lunch and dinner will take place at the CAW Student Center. Please note that both the **Alumni Auditorium** and **Board Room** are on the second floor of the CAW Student Center.

Vanier Hall: This is where you will find rooms for concurrent paper sessions. Please note that the **Katzman Lounge**, **Oak Room**, **Rose Room**, **Centennial Room**, **Winclare Hall** and **Green Lounge** are all in the Vanier Hall building.



WELCOME MESSAGES



On behalf of the University of Windsor, it is my pleasure to welcome you to Windsor, Ontario, Canada for the 6th Annual International Conference on West-East Reciprocal Learning in Education.

This year's conference builds on the tremendous success of conferences held annually since 2014 in Windsor, Shanghai, Chongqing, Toronto, and Changchun and the important synergies developed among researchers, students, teacher candidates, school board and school administrators, and teachers and children in Canada and China. Now in its sixth year, the International Conference on West-East Reciprocal Learning in Education expands on knowledge and best practices in cross-cultural and reciprocal learning on a global scale, welcoming researchers and educators from the North, East, South, and West to share, collaborate, and co-create to enhance school and teacher education across borders and cultures.

Over the next few days, we will examine Reciprocal Learning as a Collaborative Partnership: Global Visions, Local Practices in Education. Researchers and educators from around the world will share the findings of their important work and collaborate to address key questions in reciprocal learning and benefit from wisdom offered by a wide array of leading field specialists and experts. Major themes include: experiences and reflections on reciprocal learning in school education, curriculum, teaching and learning; experiences and reflections on reciprocal learning in teacher education; collaborative partnerships across institutions, sectors, and disciplines; and the practice and theory of diversity and reciprocal learning relationships.

We are also pleased to have this opportunity to showcase the University of Windsor and the important research underway here, and to welcome you to the Windsor-Essex region. Our campus and our region are celebrated for cultural diversity and inclusion, making Windsor a particularly fitting venue for this year's conference. I encourage you to take advantage of the opportunities to explore and familiarize yourself with all we have to offer.

Sincerely,
K.W. Michael Siu, PhD, FCIC, FRSC
Vice-President, Research and Innovation

WELCOME MESSAGES



It is our great pleasure, and our honour, to welcome you to this 6th Annual International Conference on West-East Reciprocal Learning in Education. This conference returns the mission of reciprocal learning to its starting point at the first energizing international conference held at the University of Windsor in 2014. This conference series draws on the energy, research, and ideals of international colleagues sympathetically crossing international cultural boundaries in a search for mutual understanding, reciprocal learning and global harmony. These conferences are one of the most important collaborative activities aimed at building global educational understanding between Canada and China. Over 150 university and school board participants from 25 universities and research centres representing six countries featuring Canada and China will be present at the conference in Windsor, Ontario, Canada.

The Reciprocal Learning Project, and this Sixth International Partnership Conference on *Reciprocal Learning As Collaborative Partnership: Global Visions, Local Practices in Education* is co-sponsored by the University of Windsor, the Greater Essex County District School Board, the Government of Canada's Social Sciences and Humanities Research Council, and by the in-kind contributions of our Partner universities and school boards. Educators working together across national and cultural boundaries are at the heart of reciprocal learning where the heartbeat is felt in the activities of students, teachers, administrators and parents in participating schools.

We would not be here if it were not for funding from the Social Sciences and Humanities Research Council of Canada and for the support, cooperation and energy of the University of Windsor, the Greater Essex County District School Board, the Toronto District School Board, participating Chinese and Canadian schools, and Partner universities.

This complex cross-cultural educational project is led by the University of Windsor with outstanding, committed, Chinese and Canadian university, school board and school Partners. We welcome you all to the spirited, intelligent, and globally important school-based discussions that will surely follow over the next two days. We are especially grateful to the University of Windsor for the careful planning and productive venue in which we find ourselves. We also want to give a special welcome to Southwest University, the New Basic Education College of East China Normal University, the China National Research Center for Foreign Language Education at Beijing Foreign Studies University, OISE/University of Toronto and Northeast Normal University. These Partner institutions have sustained the dream of cross-cultural reciprocal learning. We also extend a special welcome to members from universities who have expressed an interest in participating in an extended Partnership, especially from Yunnan Normal University, Xinjiang Normal University, Soochow University, University of Manitoba and others who have explored such possibilities. We hope to discuss future plans and ideas during the Windsor conference.

We wish everyone an educationally rewarding experience. We hope that you will return home feeling that you have contributed to global understanding through participating in practical educational reciprocal learning.

Dr. Shijing Xu & Dr. F Michael Connelly
Canada-China Partnership Project Co-Directors

2019 CONFERENCE PROGRAM

CAW Student Center, University of Windsor | Wed, Oct 2.

7:30 am	Registration	上午7:30	大会注册登记
8:00 am	School Visit	上午8:00	参观学校
11:00 am	Land Acknowledgement & Opening Ceremony Introductory Remarks by Dr. Robert Gordon, President, University of Windsor	上午11:00	开幕仪式，认可这片土地的原住民 致开幕词： Robert Gordon 博士，温莎大学校长
11:15 am	Greater Essex County District School Board Panel	上午11:15	雅思郡教育局专题分享
12:15 pm	Light Lunch	上午12:15	午餐
1:00 pm	Canada-China Sister School Principal Symposium	下午1:00	姊妹校校长座谈会
2:30 pm	Tea Break	下午2:30	茶歇
2:45 pm	Windsor-Chongqing-Beijing Sister School Partnership Symposium	下午2:45	温莎-重庆-北京姊妹校互惠合作伙伴座谈会
4:30 pm	Break	下午4:30	休息
6:00 pm	University of Windsor President's Welcome Reception & Keynote Speech Dr. Robert Gordon, President, University of Windsor Dr. Michael Siu, VP Research & Innovation, University of Windsor Keynote Speaker : Dr. Jim Cummins, Professor Emeritus, OISE/UT <i>Reciprocal Learning in Schools and Societies: To What Extent Can Cross-National Educational Collaboration Help Resolve Current Global Challenges?</i>	下午6:00	温莎大学校长欢迎晚宴和大会主题报告 Robert Gordon 博士，温莎大学校长 Michael Siu 博士 温莎大学研究和创新副校长 大会主题发言人： Jim Cummins 博士， 多伦多大学教授 学校和社会中的互惠学习： 跨国教育合作如何协助解决全球 目前面临的挑战？

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

	Welcome Remarks CAW Student Center, Alumni Auditorium		致欢迎辞 (CAW学生活动中心)
8:30 am	Dr. Michael Siu, Vice President for Research & Innovation, University of Windsor	上午8:30	Michael Siu 博士 温莎大学研究和创新副校长
8:40 am	Dr. Ken Montgomery, Dean, Faculty of Education, University of Windsor	上午8:40	Ken Montgomery 博士, 温莎大学教育学院院长
8:50 am	Dr. Shijing Xu, Project Co-Director, Canada Research Chair, University of Windsor Dr. Michael Connelly, Project Co-Director, OISE/UT	上午 8:50	许世静博士, 温莎大学教育学院 Michael Connelly 博士, 多伦多大学
9:10 am	Keynote Address Keynote Speaker: Dr. Gerrard Postiglione, Professor, HKU <i>Building Collaborative Partnership in Higher Education: Rejuvenation, Disruption, and Innovation in East-West Learning</i>	上午9:10	大会主题报告 主题发言人: Gerrard Postiglione 博士, 香港大学 构建高校合作伙伴关系: 中西学习中的复兴、颠覆和创新
10:15 am	Tea Break	上午 10:15	茶歇
10:30 am	Concurrent Session 1: Research on West-East Reciprocal Learning in Classroom & Curriculum Concurrent 1A: Students' Mathematics Learning A Study on the Learning Progression of Chinese Primary School Students' Understanding of Quadrilateral Chanchan Xia, Northeast Normal University Yunpeng Ma, Northeast Normal University Catering for Students' Diverse Learning Needs: Canadian Elementary Teachers' Differentiated Instruction in Mathematics Yingying Bai, Northeast Normal University Yunpeng Ma, Northeast Normal University Douglas McDougall, OISE/UT	上午 10:30	并行会议一: 课堂与课程设置中的互惠学习 分组会议 1A: 数学学习

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

Mathematics Problem Posing and Problem Solving of the Canadian and Chinese Elementary School Students: A Mixed-Method Case Study

Aihui Peng, Southwest University
Li Cao, University of West Georgia
Bo Yu, Southwest University

A Research on Learning Difficulties and Coping Strategies in Mathematics for Taiwan and Mainland Middle School Students

Juan Yu, Hubei University of Education

10:30am

Concurrent 1B: West-East Collaboration & Innovation in Curriculum

分组会议 1B：
课程设置中的中西合作与创新

The Practice and Reflection of the Sino-Foreign Cooperative Curriculums in the International High School

Yanran Fu, Beijing Normal University
Shimeng Li, Beijing Normal University

Towards a Bilingual Education Model that Works in Chinese-English Bilingual Schools

Xuefeng (Leo) Huang, Nord Anglia Education

Resisting Collaboration as Tool Towards Collaboration as Opening

Mirco Stella, York University
Konstantina Peristeris, York University

Primary School's Library Education in Canada and China: A Comparative Analysis

Chunlei Liu, University of Windsor

10:30am

Concurrent 1C: Building Classroom Community & Culture

分组会议 1C：
建设班级社群与文化

Promoting Students' Self-awareness and Building Confidence in Banhui/Character Education Lessons through Storybooks

Wen Wang, Huaping Primary School
Helen Fenton, TDSB
Lang Qin, OISE/UT
Meng Dai, East China Normal University
Luxia Liu, East China Normal University

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

Exploring the Construction of Classroom Culture: Case Studies of Calligraphy Classroom at a Primary School in Beijing
Chen Li, Beijing Foreign Studies University
Luxin Yang, Beijing Foreign Studies University

The Implementation Path of Classroom Teaching Based on the Concept of Rhythmic Education: Taking the Bashu Primary School in Chongqing as an Example
Liuye Yang, Southwest University

Reflections on the Teaching Model of Chinese Autonomous Classroom in Primary Schools from the Perspective of Reciprocal Learning
Nan Jia, Beijing Foreign Studies University
Dan Wang, Beijing Foreign Studies University

The Impact of a Conversational Agent with Motivational Interviewing Strategies on Student Participation in Collaborative Learning Activities
Yiling Ren, ICT

10:30am

Concurrent 1D: Classroom Interaction & Technology

分组会议 1D :
课堂互动与技术

Teacher-Student Interaction from the Perspective of International Education Reciprocity: Cultural Differences and Changes in Cognition and Behavior
Yuanyuan Zhu, East China Normal University

A Comparative Study on the Teaching Application of Information Technology from Perspective of Reciprocal Teaching and Learning — Based on the Case Study of RLTESECC Program
Xiaoyan Zhong, Southwest University
Zhicheng Cai, Southwest University
Zuochen Zhang, University of Windsor

Exploring the Dialogic Space in Classroom Teaching: A Case Study of Teacher Talk of an Experienced Chinese Music Teacher
Shuai Fu, Beijing Foreign Studies University
Liyang Fan, Beijing Foreign Studies University

Student-teacher Relationship in Chinese Elementary School and Middle School and Canadian Elementary School
Menghan Wu, University of Windsor

Using Sketch Engine for Language Learning among Chinese Beginners in the Canada-China Reciprocal Learning Program
Wang Meng, Jiangnan University

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

10:30am	Concurrent 1E: The Impacts of Canada-China Reciprocal Learning Program on Graduate Students & Researchers Reciprocal Learning: A Researcher's Narrative Luxin Yang, Beijing Foreign Studies University Huimin Qin, Beijing Foreign Studies University Voices of the Assistants: A Narrative Inquiry of Graduate Assistants' Cross-Cultural Learning, Developing and Reflecting through Reciprocal Learning Luxia Liu, East China Normal University From Participant to Reflective Practitioner: Changes of Chinese Graduate Assistants' Reflective Abilities Brought Out by the SSHRC Partnership Grant Project Lijuan Jiang, Southwest University Yibing Liu, Southwest University Research on Changes of Reflective Practice of Chinese Exchange Teacher Candidates in a Cross-cultural Reciprocal Learning Project Na Wu, Southwest University Yibing Liu, Southwest University Na Wu, Southwest University		分组会议1E: 中加互惠学习项目对研究员的影响
12:00 pm	Lunch	中午12:00	午餐
1:30 pm	Concurrent Session 2: Mechanisms and Modes for Reciprocal Learning in School Development Concurrent 2A: Reciprocal Learning through Collaborative Partnership Reciprocal Learning as Collaborative Partnership: Cross-Cultural Onsite Co-planning and Co-teaching Chenkai Chi, University of Windsor Shijing Xu, University of Windsor The Influence of Cultural Differences on the Cross-Cultural Professional Learning Community between China and Canada Xiaohong Li, Nanning Normal University Qiang Li, Nanning Normal University	下午3:45	并行会议二: 学校发展中互惠学习的机制与模式 分组会议2A: 合作伙伴关系中的互惠学习

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

A Narrative Inquiry: Exploring Reciprocal Learning through Face-to-Face Conversations between Chinese and Canadian Teacher Candidates
Susan Holloway, University of Windsor
Shijing Xu, University of Windsor
Simin Ma, University of Windsor

Teacher Collaboration on Critical Thinking Tasks in Mathematics Classrooms: Teacher Learning in a Canada-China Partnership Project
Ying Chen, OISE/UT
Douglas McDougall, OISE/UT
Angel Chor, George.Harvey.C.I, Toronto
Chunmei Zheng, Taiping Middle School

1:30pm

Concurrent 2B: Enhancing Mathematics Classroom Environment

分组会议2B:
加强数学课堂学习环境

Creating Mathematics Classes with Full Vitality
Xiaojie Gao, Jiefang Road Elementary School
Jing Cao, Jiefang Road Elementary School
Yanmei Wang, Jiefang Road Elementary School

Reciprocal Learning in Mathematics Education
Junsheng Gao, Primary School Attached to Northeast Normal University

Research on Organizing Strategies of Mathematics Classroom Teaching in Elementary Schools
Yanmei Wang, Jiefang Road Elementary School
Xiaojie Gao, Jiefang Road Elementary School

Primary School Mathematics Classroom Construction Based on China-Canada Reciprocal Project — Take the Math Classes in Southwest University Affiliated Primary School and its Sister Schools as Examples
Yuanyuan Wu, Southwest University

1:30pm

Concurrent 2C: Culturally Relevant & Sustaining Approaches to Teaching & Learning

分组会议2C:
文化相关和可持续教学方法

Meaningful and Sustainable Mathematics Education for Students of Indigenous and Ethnic Minority Cultural Backgrounds in Canada and China: An International Reciprocal Learning Perspective
Anthony N. Ezeife, University of Windsor

A Culturally-Relevant Approach in Critical Education: A Study of Canadian Youth with East-Asian Ethnic Background
Flora Chong, ALPHA Education

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

Cross-Cultural Schooling Experiences of Arab Newcomer Students in Canadian High Schools

Nesreen Elkord, University of Windsor

Immigration: A Leap of Faith

Dianne E. Stevens

Rural and Urban General Teachers' Instructional Strategies in Inclusive Classrooms in China

Xiangyu Li, National Changhua University of Education

Huan Li, Southwest University

1:30pm

Concurrent 2D: Canada-China Professional Reciprocal Learning: Mechanisms & Experiences

Cross-Cultural Experiences of Canadian Science Educators Visiting the Sister Schools in Chongqing China: A Cross-Cultural Experience

Emilia Iacobelli, University of Windsor
Mackenzie Tourigny-Conroy, University of Windsor

A Narrative Study of Canadian and Chinese Teachers' Personal Learning Journey through Cross-Cultural Educational Practice — A Case Study of Joint World Water Day Celebration

Jing Huang, OISE/UT
Min Liu, Jiangsu Second Normal University
Yishin Khoo, University of Windsor

Study on Cultural Awareness of Senior High School English Teachers under RLTESECC Project — A Case Study of the High School Affiliated to Southwest University

Dan Xiao, Southwest University
Jing Liang, Southwest University
Ran Cao, Southwest University
Yuqing Xiao, High School Attached to Southwest University
Ju Huang, Southwest University

"Difficulties" and "Roads" in Cross-cultural Reciprocal Learning: Teaching and Understanding of Chinese-Canadian Elementary School Mathematics Teacher W & L

Jiixin Huang, Northeast Normal University
Shu Xie, Northeast Normal University
Yunpeng Ma, Northeast Normal University
Douglas McDougall, OISE/UT

分组会议2D:

加拿大与中国教师职业发展中的互惠学习: 机制与经历

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

1:30pm

Concurrent 2E: School Leadership, Collaboration and Change

分组会议2E:

学校领导力、合作与改变

Building Teacher Leadership in Canada and China: A Reflective Dialogue between Two Principals

Lisa Coffey, TDSB
Yeting Wang, Huaping Primary School
Yishin Khoo, University of Windsor
Cheng Zhong, East China Normal University
Eun Gi Kim, University of Toronto

Principals' Leadership Styles and Ability on Teachers' Performance in Selected Jamaican Primary Schools

Darcia Roache, University of Saskatchewan

Understanding Changes in Teachers' Conceptions of Research During a Continuing Teacher Professional Development Program

Yan Kang, Capital Normal University
Linlin Cui, Capital Normal University
Xiaoyan Rong, Capital Normal University

The Collaboration Types in Different Stages of "New Basic Education" Research

Qingju Pang, East China Normal University

1:30pm

Concurrent 2F: Cross-Cultural Reciprocal Learning & Global Sustainable Development

分组会议2F:

跨文化互惠学习与全球可持续发展

Reflection on Equity, Adequacy, and Excellence in Education for Supporting the UN's Sustainable Development Goal 4

Sirous Tabrizi, University of Windsor

What Should China Learn from the World? – Based on Reflection on China-Canada Reciprocal Learning Project

Yuhua Bu, East China Normal University

The Value of Chinese Education Bowing Down to Modernization

Thanh Buu Tran, University of Windsor

Inclusive Education Practices in Nigeria: The Awareness, Implementation and Compliance

Gideon Ayobami Adeleke, Obafemi Awolowo University
Deborah Damilola Tunji-Ajayi, Obafemi Awolowo University

2019 CONFERENCE PROGRAM

CAW Student Center & Vanier Hall, University of Windsor | Thu, Oct 3.

3:00pm	Tea Break	下午3:00	茶歇
3:15 pm	African & Indigenous Education Plenary Symposium CAW Student Center, Alumni Auditorium An African and Aboriginal Perspective on the Use of the Environment in Mathematics Education: What Does the World Stand to Gain from this Approach — in a Reciprocal Learning Context? Dr. Anthony N. Ezeife Reciprocal Learning as an Innovative Model in International Education: The African Dimension Dr. Barnabas C. Emenogu Walpole Island First Nation and University of Windsor Research Partnership: Our Shared Future Dr. Dean Jacobs A Dialogue on Research & Issues WITH Aboriginal Communities Dr. Russell Nahdee	下午3:15	非洲及原住民教育大会专题研讨会
5:30 pm	Break	下午5:30	休息
6:00 pm	University of Windsor Provost's Appreciation Dinner and Multicultural Night CAW Student Center, Alumni Auditorium	下午6:00	晚宴与多元文化之夜

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

8:30 am

**Concurrent Session 3:
Research on Reciprocal Learning in
Teaching & Teacher Education**

**Concurrent 3A: Teachers' Personal
Inquiries into Canadian & Chinese
Education**

**Collaborative Student Activities and Lesson
Comparison: What I have Learnt from
Reciprocal Learning**

Ding Ding, Huaping Primary School
Luxia Liu, East China Normal University

**A Comparative Study of "Math Classroom" in
the Context of Canada-China Reciprocal
Learning Program**

Li Zhang, Chongqing Ren He Jie Primary School

**Designing Tasks for Assessing Critical
Thinking: A Chinese Math Teacher's
Experimental Research**

Chunmei Zheng, Taiping Middle School, China
Ying Chen, OISE/UT
Angel Chor, George.Harvey.C.I, Toronto

**Standardized Testing in the Chinese School
System: A Canadian Student Teacher's
Perspective**

Thanh Buu Tran, University of Windsor

**Concurrent 3B: Teacher Identity &
Growth in Cross-Cultural Contexts**

**Changing Language Teacher Identity:
Professional Development for Middle and
Secondary School English Teachers in
Yunnan, China**

Douglas Fleming, University of Ottawa
Ying Wei, Yunnan Normal University
Qian Yao, Yunnan Normal University

**Construction of Professional Identity by
Reciprocal Learning: A Case Study of High
School English Teachers in China**

Xiaoya Ye, Capital Normal University

**Exploring the Professional Growth of Teacher
as Researcher: Case Study of an Experienced
High School EFL Teacher in China**

Zong Zong, Beijing Foreign Studies University

**How Transformational Leadership in
Educational Organizations in Jamaica Affects
Twenty-first Century Teachers' Performance**

Darcia Roache, University of Saskatchewan

上午8:30

**并行会议三:
教学与教师教育中的互惠学习**

**分组会议3A:
教师个人对中加教育的探究**

**分组会议3B:
跨文化背景下的教师身份与成长**

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

The Relationships between Immigrant ESL Instructors' Self-Perception and Employment Situations in Ontario
Justine Jun, OISE/UT

8:30 am

Concurrent 3C: The Impacts of Canada-China Partnership on Pre-Service Teachers' Learning

分组会议3C:

中加合作伙伴关系对职前教师的影响

Ethical Beliefs and Deep Learning with Pre-Service Teachers in China and Canada
Yining Fu, Soochow University
Derryl Hunter, University of Alberta

On Inspecting Pre-service Teachers' Professional Changes from Cross-cultural Reciprocal Learning Experience: A Qualitative Study on the RLTESECC Project of Exchange Students between China and Canada

Juan Shi, China West Normal University
Pengcheng Zhao, China West Normal University
Xiaoqiang Shen, China West Normal University
Guangwei Feng, China West Normal University
Yongqin Zhao, China West Normal University
Rong Lin, China West Normal University

China-Canada Teacher Collaboration Programs: One-way Learning or Reciprocal Learning?

Yuanli Chen, University of Alberta

Being a Cultural Ambassador: A Narrative Inquiry into a Chinese Teacher's Induction in Southwest China

Ju Huang, Southwest University
Xiangdi Qiu, Shishi High School, China
Wenlin Ye, Southwest University
Yang Xiao, Shude High School, China

8:30 am

Concurrent 3D: Fostering Literacy and Cultural Identity among Language Learners

分组会议3D:

培养语言学习者的文化认同与读写能力

Pedagogical Use of Native Language: Building a Reciprocal Collaborative Community Learning Space of Empowered Learners.

Charanjeet Batra, UOIT

Exploring Chinese Primary School Students' Cognitive Needs of Translanguaging in EFL Classroom: A Case Study

Haojun Guo, Beijing Foreign Studies University

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

The Study of Chinese Traditional Festival Culture Teaching in Primary School: From the Perspective of International Understanding

Yaxi Peng, The Primary School Affiliated to the Experimental High School of UESTC
Qin Xiong, The Primary School Affiliated to the Experimental High School of UESTC

CFL Learners' Cultural Identity in Chinese International Teaching

Na Meng, Yunnan University
Hewen Zhang, Confucius Institute in Quebec
Qingfeng Li, University of Paris III
Yang Xiao, Shude High School in Chengdu

8:30 am

Concurrent 3E: Mathematics Pedagogy

分组会议 3E:

数学教学法

A Cross-Cultural Analysis of Canadian and Chinese Mathematics Teachers' Questioning in Teaching Unit

Shuyan Li, Southwest University
Aihui Peng, Southwest University
Bo Yu, Southwest University

A Comparative Study on the Teaching of Multiplication in Primary School Mathematics: A Case Study based on the Reciprocal Learning in Teacher Education and School Education between Canada and China

Xiaoyan Zhong, Southwest University
Jingru Feng, Southwest University

Design Effective Learning Activities Based on "Knowledge Essence" and "Learning Starting Point" — Taking the Teaching Design of "Area of Circle" in Primary School Mathematics as an Example

Yanling Wang, Northeast Normal University
Chunying Wang, Primary School Attached to Northeast Normal University

Primary Mathematics Teachers' Professional Noticing: Teaching Understanding through Reciprocal Learning Perspective between China and Canada

Xie Shu, Northeast Normal University
Yunpeng Ma, Northeast Normal University
Cynthia Zhu, OISE/UT
Douglas McDougall, OISE/UT

Characteristics and Influential Factors of Teachers' Understanding of Elementary Mathematics Teaching in China and Canada Based on Reciprocal Learning between East and West Project

Huihui Shan, Northeast Normal University
Yunpeng Ma, Northeast Normal University
Shu Xie, Northeast Normal University

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

8:30 am	Concurrent 3F: Canada-China Reciprocal Learning Program: Impacts & Challenges Assessing the Post-Impact of Learning for Teachers in a Canada-China Partnership Project: A Case Study Ying Chen, OISE/UT Douglas McDougall, OISE/UT Reciprocal Learning between Sister Schools: Challenges and Recommendations Zuo Chen Zhang, University of Windsor Ping Ai, Huanggang Normal University Strategies for Building Successful Reciprocal Learning Relationships Cynthia Sijia Zhu, OISE/UT Douglas McDougall, OISE/UT Bridges and Barriers: Observations of the Challenges and Insights Gained from the Collaboration Between the Canada and China Secondary Science Team Ruxandra Nahaiciuc, University of Windsor Geri Salinitri, University of Windsor Yuanrong Li, Southwest University Mackenzie Tourigny-Conroy, University of Windsor		分组会议3F: 中加互惠学习项目: 影响与挑战
10:00 am	Tea Break	上午10:00	茶歇
10:15am	Concurrent Session 4: Diversity and Reciprocal Learning Relationships: Practice and Theory Concurrent 4A: Mathematics Textbook A Comparative Study of Mathematical Tasks of Addition and Subtraction of Fractions in Canadian and Chinese Textbooks Jiayu Hu, Southwest University Aihui Peng, Southwest University Yu Bo, Southwest University A Comparative Study of Real-Life Tasks in Probability and Statistics in Chinese and Canadian Elementary School Mathematics Textbooks Tingting Du, Southwest University Aihui Peng, Southwest University Bo Yu, Southwest University Comparison and Reference of Textbooks in the Field of "Graphic Measurement" of Mathematics in China and Canada Primary School — Take the Mathematics Textbooks of Beijing Normal University of China and Ontario of Canada as Examples Yanling Wang, Northeast Normal University Qianhui Lv, Northeast Normal University	下午10:55	并行会议四: 多元化与互惠学习的关系: 实践与理论 分组会议4A: 数学教科书

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

A Comparative Study of the Difficulty Level of Mathematics Textbooks Exercises in Equation between China and Canada
Yuhang Zheng, Southwest University
Aihui Peng, Southwest University
Bo Yu, Southwest University

10:15am

Concurrent 4B: Indigenous Education & Minority Education in Canada & China

分组会议4B:

中国与加拿大的原住民教育及少数民族教育

Analysis on Distribution Feature and Influencing Factors of Non-formal Education in the Border Areas of Yunnan Province
Tian Xiao, Yunnan Normal University
Jinsong Li, Yunnan Normal University
Shuhan Yang, Yunnan Normal University

Empowerment Theory in Minority Community Education — Study on the Inheritance of Yunnan Minority Culture
Fengxiao He, Yunnan Normal University

Language Acquisition of Yi Nationality for Children Aged 3-6 Years Based on Yi-Han Bilingual Original Picture Book: Case Study of Weishan County in Yunnan Province
Shuhan Yang, Yunnan Normal University

Canadian Aboriginal Education and its Diversity
Qin Yang, Southwest University

10:15am

Concurrent 4C: Exploring Teacher Candidates' Experiences of Canada-China Reciprocal Learning Program

分组会议4C:

探讨职前教师在中加互惠学习项目中的经历

Exploring Cultural Education in Art and Music in the Reciprocal Learning Project
Terry Sefton, University of Windsor

An Investigation of Chinese Music Students' Reciprocal Learning Experiences During a Three-Month Residency in Canada
Vanessa Mio, Western University
Jonathan Bayley, University of Windsor

Experiences and Reflections: Voice of a Participant in the Reciprocal Learning Program
Bruce Tucker, University of Windsor
Zuo Chen Zhang, University of Windsor

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

Chinese Pre-Service Science Teachers' Cross-Cultural Experiences in Canada: A Narrative Inquiry

Chunlei Liu, The University of Windsor
George Zhou, University of Windsor

Meta-Learning as a Comprehensive Course to Construct a Curriculum for Core Competencies in Cultural Diversity

Jian Wang

10:15am

Concurent 4D: Science & Environmental Education in Canada & China

分组会议4D:

中国与加拿大的科学与环境教育

Science and Environmental Education through Community Gardening: Growing Young PolySci Leaders

Stephen Green, University of Windsor

West-East Reciprocal Learning in Education Made Possible through School-based Narrative Inquiry with Water

Yishin Khoo, University of Windsor
Adrienne Rigler, TDSB

Water Projects, In Collaboration, Between Canada & China: A Reciprocal Learning Journey of Inquiry-Based Student Research

Ruxandra Nahaiciuc, University of Windsor
Yuanrong Li, Southwest University
Geri Salinitri, University of Windsor
Gregory Driedger, GECDSD
Annette Nelson, GECDSD

A Comparative Study of Pre-service Science Teachers' View of Nature of Science between China and Canada

Yuanrong Li, Southwest University
Guihua Zhang, Southwest University
Guoqing Zhou, University of Windsor

10:15am

Concurrent 4E: Reciprocal Learning for Children Development

分组会议4E:

关于儿童发展的互惠学习

The Development of Pre-service Teachers' Professional View about Children Under the Apprenticeship System in Chinese Kindergarten: A Qualitative Analysis on Observational Diaries

Yanjie Yang, Yunnan Normal University
Linxi Li, Yunnan Normal University

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct 4.

New Vision-Case Study on Reciprocal Learning Mechanism of Kindergarten in Urban and Rural China

Mei Liu, Lian Meng Kindergarten, Yunnan
Lirong Huang, Lian Meng Kindergarten, Yunnan

4C: A Reciprocal and Collaborative Approach to Improve Reading Comprehension

Arfang Dabo, Michigan State University
Troy Mariage, Michigan State University

How Chinese Immigrant Children (Grade 3 to 5) with Limited Literacy Adapt to Ontario Curriculum in a Publicly Funded School

Jiayang Shi, University of Windsor

10:15am

Concurrent 4F: Higher Education at the Intersection of East & West

分组会议 4F:

中西方交汇处的高等教育

The Study on the Influential Factors and Strategy of Improving Undergraduates' Course Engagement in Chinese Research Universities

Liaojian Qu, Jiangnan University
Qiguang Yang, Jiangnan University
Liang Sun, Pennsylvania State University

Acquiring Tacit Knowledge through Reciprocal Learning: A Case Study of Chinese Students in German PhD Programs

Rui Wu, Beijing Foreign Studies University

The Influence of National and International Performances and Exhibitions on the Construction of Campus Culture of National Colleges and Universities --Take Southwest Minzu University as an Example

Guohuan Yu, Beijing Normal University

A Case Study of the Cultural Exchange between the East and the West in the 1920s - Research based on a diary

Min Liu, Beijing Normal University

2019 CONFERENCE AGENDA

CAW Student Center & Vanier Hall, University of Windsor | Fri, Oct.

11:45 pm	Lunch @ CAW Student Center, Alumni Auditorium	上午11:45	午餐 (CAW学生活动中心礼堂)
	Reciprocal Learning Program Plenary Symposium		中加互惠学习项目专题研讨会
1:15 pm	Reciprocal Learning Program Alumni's Narrative	下午1:15	互惠学习项目交换生的故事
2:15 pm	Sister-School Reciprocal Learning as Collaborative Partnership: Theoretical Framework and Practice Model	下午2:15	姊妹校合作伙伴关系的互惠: 理论框架和实践模型
	Exploring the Cross-Cultural Reciprocal Learning Model between International Sister Schools: Experiences from a Ten-Year Partnership between a Shanghai-Toronto Sister School Yeting Wang, Huaping Primary School Xiaoyun Zhang, Huaping Primary School		
	Educating for Sustainability through Canada-China Reciprocal Learning Partnership Adrienne Rigler, Ryerson Community School Yimin Shao, Huaping Primary School Yufei Liu, Huaping Primary School		
3:15pm	Q & A	下午3:15	问答环节
4:15pm	Tea Break	下午4:15	茶歇
4:30pm	Closing Remarks	下午4:30	致闭幕辞:
	Dr. Ken Montgomery, Dean, Faculty of Education, University of Windsor		Ken Montgomery 博士, 温莎大学教育学院院长
	Dr. Shijing Xu, Project Co-Director, Canada Research Chair, University of Windsor		许世静博士, 温莎大学教育学院
	Dr. Michael Connelly, Project Co-Director, OISE/UT		Michael Connelly 博士, 多伦多大学
	Reciprocal Learning Partnership Project's Significance in Educational Research and Practice in a Global Era		互惠学习合作项目在全球教育和实践中的重要性
5:30 pm	End	下午5:30	会议结束

PROJECT DIRECTORS



SHIJING XU

Dr. Shijing Xu is a Canada Research Chair, SSHRC Partnership Grant Project Director as well as Reciprocal Learning Program Coordinator and the Principal Investigator of the circular migration project (2008-2012). Dr. Xu is a Professor at the Faculty of Education of University of Windsor and The Global Comparative Education Research Center at Southwest University (China), a researcher at the National Research Center for Foreign Language Education (China), and former Associate Dean at the School of Humanities and Social Science of University of Science & Technology Beijing. She founded and coordinates the Teacher Education Reciprocal Learning Program between University of Windsor and Southwest University China.

F. MICHAEL CONNELLY

Dr. Michael Connelly is Professor Emeritus, Ontario Institute for Studies in Education. He was Director of the Canada Project, Second International Science Study, International; Association for the Evaluation of Student Achievement, and Director of the Hong Kong Institute of Education/OISE/UT doctoral program. He wrote policy papers for the Science Teachers Association of Ontario, the Ontario Teachers Federation, the Ontario Ministry of Education, the Government of Egypt, the Queensland Education Authority, UNICEF, the World Bank, and The League of Arab States. He co-drafted the terms of reference for the Egyptian Professional Academy of Teachers, and was UNICEF consultant to The League of Arab States on pan-Arab teacher education and curriculum development. With Dr. Shijing Xu he is co-director of the Social Sciences and Humanities Research Council of Canada project "Reciprocal learning in teacher education and school education between Canada and China".



KEYNOTE SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 2, 6:00pm

JIM CUMMINS



Jim Cummins is a Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic diversity. In numerous articles and books he has explored the nature of language proficiency and its relationship to literacy development with particular emphasis on the intersections of societal power relations, teacher-student identity negotiation, and literacy attainment. He is the author (with Margaret Early) of *Identity Texts: The Collaborative Creation of Power in Multilingual Schools* (Trentham Books)

Reciprocal Learning in Schools and Societies: To What Extent Can Cross-National Educational Collaboration Help Resolve Current Global Challenges?

The Reciprocal Learning project is based on the conviction that intercultural dialogue and sharing of insights and strategies among Canadian and Chinese educators and policy-makers has the potential to result in more effective teaching and learning in both contexts. The goal has been to explore educational conditions that will promote partnerships, collaboration, and two-way reciprocal learning across national borders, cultural and linguistic boundaries, and differences in values and social beliefs. The presentation will examine these goals through several analytic lenses:

- The role of education in society – to what extent should schools simply transmit the curriculum with the goal of developing students' subject matter knowledge and academic skills or should schools attempt to relate the curriculum to current global concerns and encourage students to think carefully about global issues, such as climate change, that relate directly to topics covered in curricular subjects such as science, social studies, and mathematics? The way we answer this question will determine the kinds of topics and collaborative projects that might be pursued in reciprocal learning partnerships.
- A second analytic lens for viewing the goals and outcomes of the Reciprocal Learning project concerns the universal tension between competition and cooperation that has characterized humanity since the beginnings of its evolutionary history and is very evident in the structure of educational systems around the world. Despite the dominance of competitive rather than cooperative orientations in many spheres of life, it is clear that the future of the human race may very well depend on the extent to which we can cooperate across borders, boundaries, and differences. To what extent have the outcomes of the Reciprocal Learning project generated insight about the potential for genuine collaboration both within and across national, cultural, and educational boundaries?
- A third analytic lens involves an examination of the history of reciprocal learning in partner class networks dating from the initiatives of French educator Celestin Freinet starting in 1929 to more recent projects supported by powerful technologies of communication. To what extent do these projects support the argument that students will learn more when education is rooted in a collaborative and intercultural foundation rather than reflecting a competitive and individualistic orientation?

KEYNOTE SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 3, 9:10am

GERRARD POSTIGLIONE

Dr. Gerard A. Postiglione is Chair Professor in Higher Education, Faculty of Education, The University of Hong Kong. He is former Associate Dean for Research and Head of the Division of Policy, Administration and Social Science Education. He has published 16 books and over 150 articles and chapters. His books include: *Mass Higher Education in East Asia*, *Crossing Borders in East Asian Higher Education*, *Asian Higher Education*, *Education and Social Change in China*, and *China's Precarious Balance* (forthcoming with Johns Hopkins University Press). He is editor of *Chinese Education and Society*, and four book series about education in China. In 2006, he received the Outstanding Research Supervisor Award from The University of Hong Kong. In 2011, he received the Best Book Award from the North American Comparative and International Education Society. In 2014, he received the Humanities and Social Science Prestigious Fellowship Award by the Hong Kong Government Research Grants Council. In 2015, he received a Lifetime Contribution Award from the North American Comparative and International Education Society for studies in higher education. In 2016, he was inducted as a Fellow of the American Educational Research Association for his contribution to research. In 2016, his autobiography was published in *Leaders in the Sociology of Education*. In 2017, he received a second Best Book Award. A collection of his research works will be published by Routledge Press in 2018.



Building Collaborative Partnership in Higher Education: Rejuvenation, Disruption, and Innovation in East-West Learning

All forms of higher education continue to expand worldwide. In an era of technological acceleration and global interdependency, there is not only an opportunity but a responsibility to build the collaborative partnerships in education for sustainable global development. The popularization of basic education and senior secondary education is changing the nature of China's colleges and universities. They are organized for national rejuvenation in a world in which new innovations have disrupted the traditional ways of learning. Chinese students score high on STEM fields, something that drives the country's aspirations to be a leader in artificial intelligence. Since China's 2003 Law on Sino-foreign cooperation in the running of educational institutions, there have been thousands of partnerships, some of which have reengineering aspects of higher learning. This talk will also consider how to balance domestic demands and global engagements for quality learning. The domestic economy is pushed to promote learning that produces graduates to work in competitive industries. The domestic society demands equitable access to more learning opportunities. The state demands progress in efforts to raise the quality of learning for unity and prosperity. Global engagement, guided by the Belt and Road initiative, will build collaborative partnerships. It could become a laboratory for identifying best practices in East-West engagement for improved learning opportunities and attract a new generation of graduates with preserve and improve the global common good.

PLENARY SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 3, 4:30pm

ANTHONY N. EZEIFE

Professor Anthony N. Ezeife (B.Sc., M.A., M.Sc., Ph.D.), Faculty of Education, University of Windsor, is a much-travelled Teacher Educator and Researcher. Dr. Ezeife has taught and done extensive cross-cultural research in several countries. His research focus is on making mathematics/science culturally relevant and meaningful to learners in general, and in particular, for students of Indigenous and minority cultural backgrounds. To this end, he has targeted several mathematics/science studies on Canadian Indigenous students, Native populations in the USA, and some other culturally at-risk learners in diverse cultures worldwide. Dr. Ezeife's rich publication record stretches as far back as the 1980s. To date, he has published numerous and oft-cited papers in top-tier journals in virtually all the continents of the globe. Additionally, his academic and notable research engagements have earned him several scholarly awards. These include the Ontario Council on University (COU) *Research Success Story Award* (2005); the University of Windsor *Research Excellence Award* for his SSHRC-funded Mathematics-Schema Project in the Aboriginal Community of Walpole Island, Ontario (2005-2008); and the Faculty of Education *Research Recognition Award* (2009). He is a Co-applicant in the current SSHRC-funded Canada-China international Reciprocal Learning Partnership Project which won the University of Windsor *Research Excellence Award* in 2014.



An African and Aboriginal perspective on the use of the environment in mathematics education: What does the world stand to gain from this approach – in a reciprocal learning context?

Unruh and Alexander (1974) stated that the process of innovation/change might be represented by the acronym “**IDEAS**”, thus: **I** = Identify a need for change; **D** = Determine one or more new practices (innovations) that seem likely to meet the need; **E** = Evaluate the chosen innovation in a tryout situation; **A** = Activate the findings of the tryout; reject or drop the innovation, or modify and try it again; **S** = Stimulate the continuation of the process of innovation and change (p. 244).

Dwelling on the need for innovation and change, this paper draws on, cites, and discusses the long-advocated and research-sourced viewpoint of several African and Indigenous authors/scholars to the effect that there is an urgent need for a re-orientation in the approach widely adopted in the teaching/learning of mathematics in present-day schools. The deliberate choice of mathematics education as the theme of this paper is informed by the fact that mathematics plays a major role in the success (more often, failure) of learners in the attainment of desired and viable educational goals in our technology-prone 21st century world. The paper makes a strong case for the utilisation of the learner's environment as the cornerstone or pillar on which mathematics teaching and learning should be anchored. Highlighting the rich cultural heritage of African, Indigenous, traditional and rural settings, the paper portrays how this heritage can be advantageously tapped, and transferred to modern-day mathematics classrooms and laboratories. The paper also discusses the need for the integration of school mathematics with the lived experiences of learners in African and Indigenous cultures where factors such as folklore, myths, legends, flora and fauna play powerful roles.

PLENARY SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 3, 4:30pm

DEAN JACOBS

Dr. Dean M. Jacobs is the Consultation Manager for the Walpole Island First Nation, Ontario. He is the founding Director of the Walpole Island Heritage Centre, and was instrumental in the establishment of *Nin.Da.Waab.Jig* (meaning “those who seek to find”) – a community-based research program in Walpole Island. The work of the community-based program has been recognised internationally by scholars as one of the best First Nations’ research offices in Canada. Additionally, the Walpole Island Heritage Centre was designated by the Department of Indian Affairs and Northern Development as a “First Nation’s Effective Practices” site.

For over 45 years of public service, Dean Jacobs has worked to help preserve and conserve natural and cultural heritage; to restore the rights and improve the governance capacity; and to promote the sustainable development and community well-being of the WIFN within its homeland. A seasoned, highly respected, and accomplished administrator-cum-researcher, Dr. Jacobs was a former Chief of Walpole Island First Nation (2004-2006). He played a key role in the establishment of the Memorandum of Understanding (MOU) between his Community (Walpole Island) and the University of Windsor in 2007. This relationship has given rise to the series of innovative, productive, and award-winning research partnership initiatives and engagements between the Community and the University.



Walpole Island First Nation and University of Windsor Research Partnership: Our shared Future

The WIFN (Walpole Island First Nation) community is nestled between Ontario in Canada, and Michigan in the USA – at the mouth of the St. Clair River. Bkejwanong (meaning “where the waters divide”) has been occupied by First Nation peoples for thousands of years. It is today the home of the Ojibwa, Potawatomi, and Ottawa, as represented by the WIFN – “The Council of Three Fires”. Walpole Island is blessed with a unique ecosystem including 6,900 hectares of the richest and most diverse wetlands in the entire Great Lakes region. Dr. Jacobs’ paper will address the long-lasting, and mutually beneficial research interactions and activities between the Walpole Island First Nation and the University of Windsor. The immense benefits accruing from this Community-University-Research-Initiative (CURI) would be highlighted in the paper, with the goal of promoting such a rich research partnership as an innovative model that could be adopted at large-scale reciprocal learning levels globally.

PLENARY SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 3, 4:30pm

BARNABAS C. EMENOGU



Barnabas C. Emenogu has had the rare privilege of exposure to tertiary education on an international platform. Obtaining a Bachelor's degree from Nigeria's premier tertiary institution – the University of Ibadan, he proceeded to the University of Nigeria, Nsukka, for graduate studies, completing his Master's degree in record time. To fulfil his quest for international educational attainment, he went on to the University of Toronto, and holds a PhD of that high-profile institution - with specialization in Educational Measurement, Evaluation & Statistics. Dr. Emenogu's international educational exposure has enabled him to make notable contributions to reciprocal teaching/learning initiatives, and educational development activities in African countries and the Western world. He was the founding Secretary of APQEN (Association for Promoting Quality Education in Nigeria). The monograph series of that Association contributed immensely to the dissemination of valuable research knowledge in many African countries, especially in the West-African sub-region. Barnabas was formerly Principal Lecturer at the Alvan Ikoku College of Education, Owerri, and at one time an associate faculty at the Ontario Institute for Studies in Education, University of Toronto. Later, he joined the Ontario Ministry of Education as Senior Research & Statistical Coordinator in 2006 in the then Literacy and Numeracy Secretariat. He was Manager, Data Analytics in the Education Statistics and Analysis Branch of the same Ministry for four years. Currently, he is Education Officer in the Incubation & Design Branch, Systems Planning, Research and Innovation Division of the Ontario Ministry of Education, Toronto, Canada.

Reciprocal learning as an innovative model in international education: The African dimension

The concept of reciprocity evokes/imbibes the idea of a give-and-take situation suggestive of a symbiotic relationship – the partnership of two or more groups working together for their mutual benefit. Thus, a viable reciprocal venture is usually hinged on a collaboration-based interaction in which participating groups engage in a productive relate-to-learn fashion. With digital and technological inventions permeating international boundaries, and bringing nations closer together in several spheres, the need for reciprocity in the field of education has assumed a discernible impetus. As reciprocity in learning assumes this trending format of engagement, all corners of the globe are expected to join hands in a bid to usher in a learn-from-me-as-I-learn-from-you model of mutually beneficial educational partnership.

This paper dwells on the role of African education in the new model of international education. The paper highlights the three pillars on which meaningful education is hinged. These are: Knowledge (specifically, African indigenous knowledge); the Teacher – who should be equipped to put into practice/display the knowledge; and the Student or Learner – who should be disposed to benefit from the teaching-learning interaction. The paper addresses the key questions: What would be the role of Africa in a reciprocal learning partnership in international education? What would other continents gain from the immense wealth of indigenous knowledge and rich cultural educational practices deeply rooted in the African continent? We will explore answers to these questions in the paper and also hope to learn from the perspectives of other participants.

PLENARY SPEAKERS

CAW STUDENT CENTER, ALUMNI AUDITORIUM, OCT 3, 4:30pm

RUSSELL NAHDEE



Russell Nahdee is from the Walpole Island First Nation and currently lives in the City of Windsor where he is the Coordinator of the Aboriginal Education Centre - Turtle Island - University of Windsor. He has worked in the field of Aboriginal education for over 25 years and is involved with several Aboriginal research projects, community boards, and planning committees. He is an Adjunct Lecturer in the Department of Sociology, Anthropology, and Criminology, University of Windsor. His research activities include partnerships with Principal Researchers on studies and projects focusing on collaboration with First Nations communities, including the need to provide the transfer of skills and intellectual development to members of the First Nations communities and the sharing of information and research data with Indigenous populations.

A Dialogue on Research & Issues WITH Aboriginal Communities

This open discussion will hinge on the engagement and promotion of interest, and hence meaningful participation in research projects in, and about Indigenous communities and schools. Topics for discussion would be drawn primarily from the Canadian Universities 13 Principles of Indigenous Education, the Tri-Council Policy Statement on Indigenous Research, and the Concept of Reciprocity. Furthermore, these cogent issues would also feature in the discussion:

- The remarkable and noteworthy contributions of Indigenous civilizations to overall human civilization, and historical accomplishments.
- The significance of Oral Tradition (OT) and Indigenous Knowledge (IK).
- The impact of the digital age on First Nations communities, and Indigenous education in its entirety.

ACKNOWLEDGMENTS

Conference Planning Committee

Co-Chairs: Dr. Shijing Xu & Dr. Michael Connelly

Coordinator: Dr. Yishin Khoo

Program: Dr. Vanessa Mio, Dr. George Zhou, Dr. Anthony N. Ezeife

Logistics, Budget & Communication: Abby Nakhaie, Rita Cheung, Thanh Buu Tran

Website & Media Support: Dr. Zuo Chen Zhang, Yi Zhang

Volunteer Management: Yuhan Zhang

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