Beijing Normal University

Newsletter

Spring 2025 / Issue 22

Organized by:
Office of International Exchange & Cooperation, Beijing Normal University

Co-organized by:
News Center, Beijing Normal University

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Beijing Normal University Newsletter is a publication for alumni and friends of BNU. It is produced by the Office of International Exchange & Cooperation (OIEC). Please feel free to contact us and send us suggestions or ideas so that we can improve this publication.

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Opening Ceremony of the Fourth Phase of the "Teachers with Four Virtues" Launch Program for BNU Alumni Held

Article source: Alumni Association | Release date: 2025-01-21

On January 19, the opening ceremony of the fourth phase of the "Teachers with Four Virtues" Launch Program for Beijing Normal University (BNU) alumni was held. Attending the event were Cheng Jianping, Secretary of the CPC BNU Committee; Zhang Yanyun, Deputy Secretary of the CPC BNU Committee; Zhao Jing, Director of the Teacher Development Division of the Department of Teacher Affairs, Ministry of Education; and Huang Huilin, Senior Professor at BNU. Key representatives from various departments and institutions of the university—including CPC Committee Office/President's Office, Department of Basic Education Development and Management, Teacher Strengthening Project Office, Student Affairs Office, Human Resources Department, Alumni Association, Education Foundation, School of Continuing Education and Teacher Training, Office of Education and Training Management, BNU Committee of Communist Youth League of China, School of Systems Science, and Leyu College—were also present. The ceremony was joined by 170 program alumni and young teachers from their respective schools.

On behalf of the university, Cheng Jianping extended a warm welcome to all participating alumni. He emphasized that the post-service training program for alumni under the "Teachers with Four Virtues" Launch Program is a significant initiative in thoroughly implementing General Secretary Xi Jinping's important discourse on cultivating "Teachers with Four

Virtues" and his important reply to teacher education students under the "Exemplary Teacher Training Program". This program is a crucial component of the university's comprehensive "Teacher Strengthening Project" and serves as a vital platform that leverages BNU's educational resources to support the growth and development of its alumni. Cheng noted that BNU has always cared deeply about the development of its alumni. The university continues to enrich the content of the Launch Program by integrating internal and external quality resources. Measures such as establishing the "Strong Teacher Fund", creating "Young Teachers Growth Studios", launching the alumni mentorship pairing initiative, and introducing the "Teachers with Four Virtues" Alumni Award Program have gradually built a robust support system that offers long-term follow-up guidance and assistance for alumni in their professional development. He expressed his hope that alumni would continue to embody BNU's motto—"Learn to Teach, Behave to Guide"—and remain committed to the nation's educational cause. He encouraged

The ceremony was hosted by Zhang Yanyun

them to cultivate noble ethics and a benevolent heart, to uphold moral character in both learning and teaching, to make the most of the learning opportunities upon returning to their Alma Mater, and to strengthen their professional competence and practical skills. He called on them to actively engage in the practices of educational reform in the new era and strive to become "Teachers with Four Virtues" who meet the expectations of both the Party and the people.

In her speech, Zhao Jing fully affirmed Beijing Normal University's commitment and concrete actions in advancing the "Teacher Strengthening Project" and contributing to the national goal of building a strong education system. She also praised the deep dedication and noble spirit of the Launch Program alumni who have rooted themselves in grassroots education and devoted themselves wholeheartedly to nurturing young minds. Zhao expressed her hope that the alumni would firmly uphold the ideals of selfless devotion and sincere patriotism, maintain a broad vision and a cultural mission to educate and uplift, and embody a spirit of diligence, inquiry, and innovation in their professional practice. She encouraged them to cultivate the wisdom to enlighten and nurture minds through tailored instruction, uphold moral integrity befitting a teacher and role model, and nurture a compassionate heart characterized by joy in teaching, love for students, and a willingness to dedicate themselves selflessly to the cause of education.

Ma Sisi, a teacher from Tongwei No. 1 High School in Gansu Province and a 2024 alumna of the Zhiyuan Program, spoke

on behalf of the training participants. She expressed gratitude for the strong support from her Alma Mater in her post-service journey and pledged to uphold the university's motto and mission. She reaffirmed her commitment to continuous learning and professional growth, vowing to contribute her efforts to advancing basic education in underdeveloped regions, to the forefront of rural revitalization, and wherever the country needs her most.

Professor Huang Huilin delivered the first keynote lecture, titled "Passing on the Teaching Spirit: Shaping Minds and Souls". Drawing from her personal experiences, she shared her educational philosophy and life journey.

She encouraged the alumni to carry forward BNU's fine traditions, to remain idealistic, true to their original aspirations, upright in character, and steadfast in spirit, continuously striving toward greater excellence.

The post-service training for alumni under the Launch Program is scheduled from January 19 to 23, 2025. It combines expert-led sessions with independent learning, and features modules including keynote lectures and project-based training. The program is designed to help participating alumni deepen their understanding of educational theories and explore effective subject-specific teaching methods.

Since 2020, BNU has implemented the "Teachers with Four Virtues" Launch Program and established the "Teacher Strengthening Fund" to support graduates in pursuing careers in basic education in central and western regions of China. Guided by the principle of "helping alumni embark on their journey and supporting them for life", the program has developed a systematic mechanism for follow-up support, offering a comprehensive support package to encourage and sustain long-term teaching careers for education graduates.

(Source:https://news.bnu.edu.cn//zx/ttgz/90f4f742df1e4fdf8b2d953fa5c05f6a.htm)

A series of expert-led lectures and training sessions were delivered by renowned scholars and front-line educators, including Professors Shen Jiliang, Chu Hongqi, Hu Dingrong, Wu Xinchun, the team of Professor Wu Jinshan, and Teacher Zhu Qiping. These sessions covered topics such as the implementation of curriculum reform, cultivation of students' core competencies, promotion of teachers' mental well-being, and the practice of the educator's spirit.

The First International Teacher Training Program of the Institute of Global Teacher Development Was Held at Beijing Normal University

Article source: Provost's Office and Academic Affairs (Graduate School) | Release date: 2025-04-01

On the morning of March 27, the first International Teacher Training Program of the Institute of Global Teacher Development was held at Beijing Normal University (BNU). The event brought together more than 200 participants, including officials from government and UNESCO, university leaders of BNU, and teacher and student representatives from over 50 countries around the world.

Du Jiangfeng, Vice Minister of Education; Yu Jihong, President of BNU; Yu Weiyue, Director of the Department of Teacher Work of the Ministry of Education, emphasized at the event that the establishment of the Institute of Global Teacher Development and the launch of its first international teacher training program mark a new starting point for deep dialogue between China's educational expertise and global educational development. It is of great significance for opening up new tracks in educational internationalization. Moving forward, efforts will focus on integrating the strengths of the initial 21 branch centers of the Institute, conducting in-depth research on the characteristics of teacher education across different regions and countries, identifying key areas for international exchange and cooperation, and strengthening global partnerships.

Duisenbay Kulpynay from Kazakhstan,

Beijing Language and Culture University and Qiji from Nigeria, Southwest University spoke as representatives of the international trainees.

Kulpynay shared her personal experience participating as a translator in China-Kazakhstan educational cooperation projects. She expressed that the training program provides a valuable platform for enhancing teachers' professional competencies and advancing teacher education as a discipline. She also extended her best wishes to the Institute of Global Teacher Development, hoping it would become a talent hub for fostering exchange and growth among teachers from China and Kazakhstan.

Qiji shared his 12-year journey of studying and teaching in China, as well as his vision for promoting China-Africa educational cooperation and cultural exchange. He firmly believed that "education knows no borders, and neither do teachers". He aspired to serve as a bridge and link between China and Africa in the field of education and cultural communication.

Li Na, a representative of BNU overseas teaching faculty, shared her 17-year journey in international Chinese language education. She emphasized

that Chinese language teachers are ambassadors of Chinese culture and called for joint efforts to contribute the strength of Chinese education to the building of a shared future for mankind.

Zhang Minxuan, Director of the UNESCO International Research and Training Centre for Rural Education, delivered the keynote speech. Drawing

on key documents from international organizations and the Global Teacher Report, he highlighted critical issues such as the global shortage of qualified teachers and the need for professional transformation in the teaching workforce. He also outlined new global expectations for the teachers of the future.

Wang Ming, Vice President of BNU, said in his closing remarks that the

first International Teacher Training Program is the starting point of a new journey for the Institute of Global Teacher Development, which can contribute Chinese wisdom to cultivate more "future teachers" who are well-versed in both Chinese and foreign cultures.

Leaders from 21 partner institutions, along with over 100 international trainee teachers and students majoring in teacher education, participated in the training program. Looking ahead, the Institute of Global Teacher Development will continue to serve as a platform for promoting collaborative progress in global teacher education.

Ministry of Emergency Management Sends Letter of Appreciation to BNU's School of National Security and Emergency Management for Supporting 2024 Disaster Loss Assessment

Article source: Zhuhai Campus | Release date: 2025-01-17

Recently, the Department of Disaster Relief and Material Support of the Ministry of Emergency Management sent a letter of appreciation to Beijing Normal University, expressing sincere thanks for the significant contributions made by the faculty and students of the School of National Security and Emergency Management in supporting the 2024 national disaster loss verification efforts. The letter stated, "Your university has fully leveraged its expertise in disaster loss assessment. In response to major natural disasters—such as torrential rains, floods, geological hazards, and Super Typhoon 'Mokha'—across 12 provinces including Guangdong, Fujian, Guangxi, Anhui, Hunan, Jiangxi, Henan, Shaanxi, Sichuan, Jilin, and Liaoning, your faculty members Wang Ming, Liu Kai, Wu Jidong, Zhang Hua, Tao Jun, Xie Jun, and Li Yilong made repeated visits to disaster-stricken areas. They provided guidance and support for comprehensive disaster loss assessment work at the local level, offering critical input for the formulation of post-disaster recovery and reconstruction plans."

The letter also noted that in the year ahead, the Ministry of Emergency Management will continue to work hand in hand with Beijing Normal University to elevate disaster prevention, mitigation, and relief efforts to a new level, contributing further to the advancement of national emergency management.

Beijing Normal University remains firmly committed to serving national strategies and socio-economic development. Drawing on its disciplinary strengths, the university continues to provide strong scientific and technological support for China's disaster prevention and mitigation efforts. In 2025, the School of National Security and Emergency Management will further strengthen its professional role in disaster risk reduction, emergency response and rescue, and post-disaster recovery and reconstruction. It will continue to offer scientific foundations for informed decision-making, contributing BNU's strength to the safeguarding of people's lives and property, and to the maintenance of national security and social stability.

"A Mirror to the Future—The Documentary Exhibition on Basic Art Education in China (1904–2024)" Opens at the First Historical Archives of China

Article source: Zhuhai Campus | Release date:2025-01-09

Photo of the exhibition site

On January 8, the exhibition "A Mirror to the Future—The Documentary Exhibition on Basic Art Education in China (1904–2024)" officially opened at the First Historical Archives of China. The event is co-hosted by Beijing Normal University and the First Historical Archives of China, with documentary support from the Second Historical Archives of China and Zhongguo Shudian (China Bookstore), and co-organized by the Academy of Future Design at Beijing Normal University and the Museum of Chinese Art Education Textbooks for Basic Education. The opening ceremony was attended by Liu Changxu, Standing Committee Member of the CPC BNU Committee and Vice President of Beijing Normal University; Wang Hongyun, Director of the First Historical Archives of China; as well as representatives from institutions such as Tsinghua University, the Central Academy of Fine Arts, Renmin University of China, and the Chinese Academy of Sciences. Leaders and delegates from the Capital Museum, Capital Library, Higher Education Press, Zhongguo Shudian Press, Yanshan Publishing House, Xueyuan Publishing House, and other partner institutions were also present.

The exhibition is divided into three main sections: "Education Reform", "Interweaving of the Old and New", and "Inheriting the Past, Shaping the Future".

Guests Officially Inaugurate the Exhibition

Tracing educational policies, curricula, and standards, it centers around textbooks, supplementary materials, teaching guides, and educational tools, complemented by a rich array of materials such as teaching plans, class schedules, report cards, and student works. It follows the chronological evolution of basic art education in China through three key stages: the emergence period (1904–1912), the exploration period of educational philosophy (1912–1949), and the disciplinary development period (1949–2024), providing a multidimensional overview of its historical development.

A total of 1,359 items or sets are on display, including 35 types of archival documents from the collections of the First Historical Archives of China. Among them are 12 Qing dynasty Ministry of Education files released to the public for the first time—such as memorials and telegrams on educational reforms by notable figures like Duanfang, Zhang Baixi, and Zhang Zhidong; memorials concerning women's education; and official approvals for textbook publication in the Qing dynasty—making this a rare and valuable presentation of historical records. The exhibition is now open to the public, and visitors are welcome to attend and explore the rich legacy of basic art education in China.

BNU Chinese and International Students Participate in "Meeting the Future: Harvard in China – Youth Dialogue and Exchange Program"

Article source: Belt and Road School | Release date: 2025-02-24

On the evening of January 22, the event "Meeting the Future: Harvard in China – International Youth Dialogue and Exchange Program" was held in Hangzhou. The event was jointly organized by the China NGO Network for International Exchanges, the China Huaxia Culture Heritage Foundation, and the Zhejiang People's Association for Friendship with Foreign Countries, with support from the Institute for





Emerging Market Studies at Beijing Normal University. Five international students from the Belt and Road School and five Chinese students recommended by the Zhuhai campus of BNU were invited to participate. They joined 46 students from Harvard Kennedy School and approximately 150 representatives from Chinese social organizations, media, enterprises, and universities to engage in in-depth cultural exchanges and mutual learning.

The program featured a variety of activities, including intangible cultural heritage experiences, traditional Chinese attire displays, Bama tea ceremonies, performances of Chinese folk music, and storytelling of China-foreign friendship. Participants also joined together in singing songs such as "We Are One" and "Auld Lang Syne", expressing their shared aspirations for strengthened friendships, exchanges, and mutual understanding among young people from different countries. As part of the highlight performance "Splendid Attire: Traditional Costume Display and Experience", five international students from Lebanon, Ethiopia, Rwanda, Pakistan, and Afghanistan—representing BNU's Belt and Road School—participated as special guests. Portraying ancient cultural envoys to China, they immersed themselves in and showcased traditional attire and cultural elements from the Tang, Song, and Ming dynasties. Together with the Harvard students, they explored the richness of China's intangible cultural heritage.

During the discussion and interactive sessions, Chinese and international students from top global universities engaged in lively dialogue on cultural innovation and heritage, sharing insights and experiences in the fields of education, technology, and sustainable development. A special segment titled "Sharing the Beauty of Our Hometowns: Youth Connections from the Heart" invited delegates to introduce the unique cultures and development achievements of their home countries, deepening cross-cultural understanding among the youth. Through this exchange, BNU's Chinese and international students showcased the vitality and spirit of Chinese higher education to their peers from American universities. The event contributed to promoting mutual understanding, preserving traditional friendships, enhancing international exchange and cooperation, and advancing China–U.S. relations.

BNU National Engineering Research Center Visits NIDA for Academic Exchange

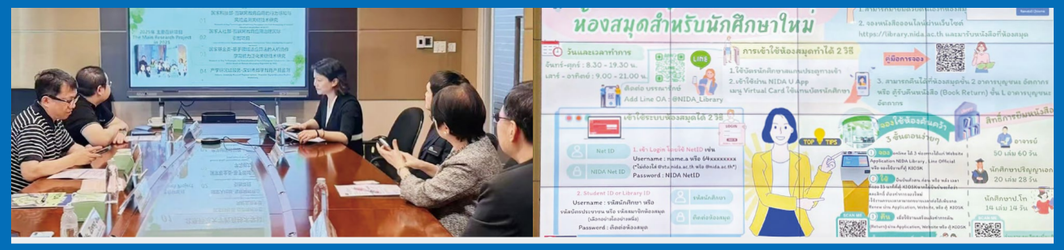
Article source: National Engineering Research Center for Cyberlearning and Intelligent Technology, Beijing Normal University | Release date: 2025-02-05

As the 50th anniversary of the establishment of diplomatic relations between China and Thailand approaches, the National Engineering Research Center for Cyberlearning and Intelligent Technology of Beijing Normal University (BNU) was invited to visit the National Institute of Development Administration (NIDA) in Thailand on January 24. The two sides engaged in in-depth discussions and exchanges on the application of AI in higher education, the construction of policy support systems for digital education governance, and joint talent cultivation.

Tippawan Lorsuwannarat, President of NIDA, introduced the comprehensive support the institute receives from the Thai Royal Foundation. As a major training ground for Thailand's mid- to high-level civil servants and senior professionals in public administration and policy research, NIDA has produced multiple prime ministers, deputy prime ministers, and presidents of the National Assembly. She recalled her 2023 visit to BNU with NIDA faculty and students and expressed strong interest in building joint initiatives in areas such as evidence-based policy-making, sustainable development models, and intelligent monitoring through AI applications on campus.

Tong Lili, Deputy Director of BNU's National Engineering Research Center and Professor in the Faculty of Education, presented an overview of the university's top-tier disciplines and its national and provincial-level research platforms in support of China's strategy for educational excellence. She elaborated on BNU's role as a key source of educational innovation, a think tank for educational decision-making, and a hub for international exchange. Tong also reviewed the existing foundation of collaboration between the two institutions in areas like policy co-research on digital education governance and joint talent development. She conducted academic exchanges on future cooperation in AI campus application scenarios, operations and monitoring, and governance advice during the upcoming cooperation cycle.

Phattharawut Charoenrup, Assistant to the President of NIDA, and Li Renliang, Associate Dean of the School of Social Development and Strategy, introduced the university's research directions and international collaboration efforts. At the NIDA



Smart Compact City Center, Assistant Professor Sarawut gave a presentation titled "Sustainable Smart City and Urban Intelligence with Big Data and Digital Technology Integration", showcasing the center's role and achievements in urban governance research. The delegation also visited NIDA's smart library, where staff provided a detailed introduction to its architectural design, intelligent systems, and the development of digital archives and thesis databases.

Other participants in the exchange included Li Zhuoran, postdoctoral researcher in BNU's Faculty of Education; Zeng Jia, master's student at BNU; Wu Zhaobin, Director of the Department of Information and Technology at the Longhua District Institute of Educational Science in Shenzhen; and several international students.

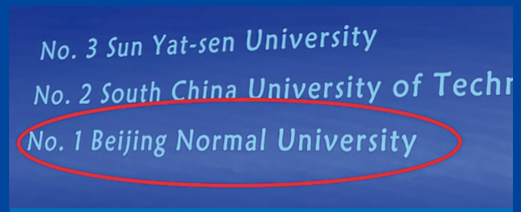
The Representative Team from Beijing Normal University Wins the Runner-Up at the 2025 Chinese National Round of the Jessup International Law Moot Court

Article source:Law School | Release date:2025-02-21

From February 15th to 17th, the 66th Jessup International Law Moot Court Competition and its 23rd Chinese National Round were held at the Haidian Campus of China University of Political Science and Law. The BNU Law School team achieved a perfect 4-0 record in the preliminary rounds, securing the top seed position. Subsequently, they triumphed in three consecutive knockout matches to advance to the final, ultimately claiming the National Runner-Up title and First Prize. The team once again

The representative team from BNU won the first place in the preliminary round

The representative team from BNU won the first place for The Best Memorials of Applicant Memo Awards



The representative team from BNU won the first place for The Best Memorials of Applicant Memo Awards

secured the qualification to represent China at the international rounds in Washington, D.C. Additionally, the team earned the first place for The Best Memorials of Applicant Memo Awards, while Xi Ya and Zhang Zichao, members of the team, were awarded The Best Oralists.

The team was formed in April 2024 under the mentorship of Professor Liao Shiping. Members include: Ran Jinxuan (Captain), Xi Ya, Zhang Zichao, Yang Jin, Qu Boyi, Qin Luyi, Li Mingyu, Xu Hao, Zhang Boju, Huang Jing, Zheng Yuexi, Li Ruiyuan, and Chen Yiyuan.

The team's accomplishment was made possible through the steadfast support of the BNU Law School and Maxdo College, coupled with Professor Liao's expert guidance. During the preparation period, former team members such as Guo Zixuan, Cheng Shuang, Yang Chen, Guo Yiwei, Liu Mingxin, Li Zhoujie, Guo Zihao, Liu Jianing, Chang Jingzi, Zhang Yi, Qu Shen, Yin Nuohan, and Liu Yueying also provided support and assistance to the team.

BNU anticipates the team's further success at the International Rounds in Washington.

Team members with the National Runner-Up certificate

Group photo of the team members

35th Anniversary Symposium on Disaster Risk Science at Beijing Normal University and Forum on Earth System Disaster Risk Prevention and Control Held

Article source: Faculty of Geographical Science | Release date: 2025-01-08

On December 29, 2024, the "35th Anniversary Symposium on the Discipline of Disaster Risk Science at Beijing Normal University and the Forum on Earth System Disaster Risk Prevention and Control" was held at Yingdong Academic Hall, Beijing Normal University. The event was jointly hosted by the Faculty of Geographical Science at Beijing Normal University and the Academy of Disaster Reduction and Emergency Management, Ministry of Emergency Management and Ministry of Education.

The opening ceremony was attended by Yu Jihong, President of Beijing Normal University; Zheng Guoguang, President of the China Association for Disaster Prevention and former Vice Minister of Emergency Management; and Guo Zhengtang, Academician of the Chinese Academy of Sciences and Director-General of the Department of Earth Sciences, National Natural Science Foundation of China. They delivered keynote speeches at the event. Also present at the forum were Academician Cui Peng of the Chinese Academy of Sciences and Researcher at the Institute of Geographic Sciences and Natural Resources Research, CAS; Professor Chen Deliang of Tsinghua University, Fellow of the Royal Swedish Academy of Sciences and Foreign Member of the Chinese Academy of Sciences; Academician Shi Peijun of the International Eurasian Academy of Sciences, Chair of the 4th Expert Committee of the National Commission for Disaster Reduction, and Vice President of the Academy of Disaster Reduction and Emergency Management; Shao Liduo, Party Secretary and President of China People's Health Insurance Co., Ltd.; and Yuan Yi, Deputy Director-General of the Department of Disaster Reduction and Reform Coordination, Ministry of Emergency Management. The event brought together over 300 participants from universities, research institutes, government departments, and centrally administered state-owned enterprises from across the country.

In her address, Yu Jihong highlighted the major accomplishments Beijing Normal University has made in the field of disaster risk science and discipline development, which have provided strong scientific and technological support for China's disaster prevention, mitigation, and relief efforts. She expressed hope that faculty, students, and alumni will continue to align with national strategic needs, deepen fundamental research in disaster risk science, promote interdisciplinary integration, and cultivate top-tier talent. She emphasized the importance of translating research outcomes into practical disaster prevention and mitigation capabilities to elevate the global influence of the discipline. She reaffirmed the university's commitment to supporting the development of disaster risk science and contributing to national and global disaster risk reduction efforts.


Remarks by Yu Jihong

In his remarks, Zheng Guoguang noted that this year marks the 35th anniversary of the United Nations' International Decade for Natural Disaster Reduction. Disaster mitigation and risk prevention have become major global challenges in addressing climate change and achieving sustainable development. He emphasized that the development of disaster risk science must be closely integrated with practice. He called on universities to build talent systems for disaster reduction and emergency management in the new era, tackle key scientific issues in earth system disaster risks, and continuously enhance the country's capacity to manage comprehensive risks from natural disasters, in service of high-quality and sustainable development.


Remarks by Zheng Guoguang

Guo Zhengtang remarked that China is among the countries most affected by natural disasters, making the strengthening of disaster risk science both scientifically significant and socially valuable. The National Natural Science Foundation of China has consistently prioritized the development of this field and actively supported related research. He encouraged universities to better serve the overall national security agenda by reinforcing basic research in disaster risk science, transforming research outcomes into effective disaster prevention measures, and enhancing society's resilience to disasters to reduce associated losses.


Remarks by Guo Zhengtang


Speech by Fan Yida


Speech by Su Yun


Speech by Lin Ziqi

Speeches were also delivered by Fan Yida, Secretary of the Party Committee and Director of the Information Center of the Ministry of Civil Affairs and an alumnus of Beijing Normal University; Su Yun, Professor at the Faculty of Geographical Science and a representative of the university's faculty; and Lin Ziqi, a master's student from the Academy of Disaster Reduction and Emergency Management, representing current graduate students.

At the forum, Shi Peijun delivered a keynote presentation reviewing the 35-year development of the discipline of disaster risk science at Beijing Normal University and offering insights into its future direction. He reported on major achievements in talent cultivation, scientific research, social service, and international collaboration and exchange. He highlighted a number of landmark accomplishments, including: The technical system for monitoring and comprehensive assessment of major natural disasters; Research on environmental change and desertification control demonstration in cold and arid regions; The Atlas of Natural Disaster Risks in China and the World; Zoning of natural disasters and agricultural insurance in China; Integrated disaster risk prevention and control in metropolitan areas; Ecological and environmental risks associated with urban expansion; Real-time forecasting and early warning of meteorological disasters; Ensemble forecasting for meteorological and hydrological hazards; Innovative technologies for integrated air-space-ground emergency monitoring and response to catastrophic disasters; The Human–Earth System Dynamics Simulator (HESM). Looking ahead, Shi Peijun emphasized several key directions for research and development in disaster risk science and comprehensive disaster risk prevention, including: Closely aligning with national science and technology programs and the priority areas of the National Natural Science Foundation; Deepening theoretical research on disaster interactions; Advancing studies on systemic risks of earth disasters; Scientifically assessing disaster impacts and population and economic risks under the coupling of global climate change and human activities; Investigating the mechanisms of clustered, cascading, and compound disasters in the context of multiple hazards and human activities; Conducting comprehensive catastrophe risk assessments; Promoting human–earth system design across multiple spatial scales to achieve a dual objective of hazard mitigation and benefit enhancement.


Shi Peijun delivers a report on the 35-year progress and outlook

Academician Cui Peng delivered a keynote presentation titled *"Natural Disasters and Risk Prevention on the Qinghai–Tibet Plateau"*, in which he comprehensively presented his team's innovative research achievements in addressing major natural disasters


Cui Peng delivers a keynote presentation

and integrated risk prevention on the Plateau. He also introduced the successful application of these research outcomes to the route selection of the Sichuan–Tibet Railway and comprehensive disaster prevention projects in the region, which have been highly recognized at both local and national levels.

Professor Chen Deliang delivered a keynote presentation titled


Chen Deliang delivers a keynote presentation

"Disasters and Risk Prevention under Climate Change: Resilience Challenges and Strategies". He systematically introduced his team's latest research findings on global climate change patterns, associated risks, and response strategies. In particular, he elaborated on new resilience strategies for disaster risk prevention in the context of climate change.

During the invited expert session, participating scholars engaged in parallel discussions under three key themes: "Disaster Science", "Emergency Technology", and "Risk Management". Experts shared their research outcomes and perspectives, jointly exploring the construction of the disaster risk science discipline and strategies for systemic risk prevention and control of earth disasters. The discussions yielded new ideas and countermeasures for establishing a novel disaster system risk prevention framework and effectively mitigating systemic disaster risks. Valuable recommendations were provided for both national and global disaster risk prevention efforts.

The year 2024 marks the 35th anniversary of the United Nations' International Decade for Natural Disaster Reduction. In 1989, in response to international initiatives and national needs for disaster risk reduction, Beijing Normal University established the Research Laboratory for Monitoring and Prevention of Natural Disasters in China—based on its then-new Quaternary Geographical Studies Laboratory—becoming the first institution in the country to systematically undertake integrated research on natural disaster risk prevention and control. Since then, the university has successively established the Key Laboratory of Environmental Evolution and Natural Disasters (Ministry of Education) and the Academy of Disaster Reduction and Emergency Management jointly built by the Ministry of Emergency Management and the Ministry of Education. These developments laid the foundation for the establishment and advancement of the discipline of disaster risk science at Beijing Normal University, in China, and globally. Over the past 35 years, significant progress has been made in global disaster reduction strategies and actions. China's efforts in disaster prevention, mitigation, and relief have also achieved remarkable success. Throughout this process, Beijing Normal University has maintained a keen awareness of international trends in integrated disaster risk reduction and has responded closely to national demands. It has played a leading role in building the academic discipline of disaster risk science and cultivating talent, achieving important accomplishments in the field.


Photos from the forum

International Training Program on Education Planning and Governance in the Age of Intelligence Opens in Beijing and AI-GPE Lab Officially Launched

Article source:National Engineering Research Center of Cyberlearning and Intelligent Technology |
Release date: 2025-01-21

The rapid advancement of artificial intelligence (AI) is bringing transformative opportunities to the field of education. From enhancing human-machine collaborative teaching and learning to reshaping education planning and governance models, AI holds the potential to improve the scientific basis of decision-making, promote equity in resource allocation, and strengthen the resilience of education systems. The UN Transforming Education Summit has emphasized the urgent need to harness the power of the digital revolution to ensure that quality education and lifelong learning are provided as a global public good and a fundamental human right, with particular attention to marginalized populations. China, leveraging its institutional strengths, organizational capacity, and large-scale implementation capabilities, has made advancing education digitalization a key pillar in its efforts to build a leading education system. To fully implement the guiding principles of the 20th National Congress of the Communist Party of China, put into practice the outcomes of the National Education Conference, and accelerate the digital transformation of education—particularly in improving the capacity for digital education planning and governance—Beijing Normal University, under the guidance of the Department of Development Planning of the Ministry of Education, jointly organized the International Training Program on Education Planning and Governance in the Age of Intelligence together with the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Information Technologies in Education (IITE), and the UNESCO Chair on Artificial Intelligence and Education. The training program officially opened on January 14 in Beijing. At the same event, the International Joint Laboratory for Artificial Intelligence and Education Planning (AI-GPE Lab) was formally launched, and the AI-powered education policy and planning agent EduPX was released.

Event Highlights

These initiatives aim to promote global education transformation and drive governance innovation in the intelligent era. More than 200 participants attended the event, including representatives from the Department of Development Planning and the Department of Science, Technology, and Informatization of China's Ministry of Education, the Secretariat of the Chinese National Commission for UNESCO, UNESCO IIEP and IITE, Beijing Normal University, Tsinghua University, as well as trainees of the program, university and school teachers, graduate students, industry representatives, and members of the media.

Expanding New Horizons for Digital Education Development through International Cooperation

The digital transformation of education is a profound and enduring revolution. Its key lies in practical application, its potential in shared access, and its vitality in continuous innovation—while open collaboration remains the only viable path forward. Wang Ming, Vice President of Beijing Normal University, emphasized that strengthening international cooperation and technological innovation to jointly address the educational challenges of the intelligent era will inject new momentum into the sustainable development of global education and become a driving force shaping the future of learning. Beijing Normal University has established a long-term partnership with UNESCO and its affiliated institutions, committed not only to the full-cycle cultivation of future educators but also to the global sharing of digital education resources. The launch of the international training program and the international joint laboratory is both timely and strategic, opening new avenues for global cooperation in the field of artificial intelligence and education planning. These initiatives are expected to provide new perspectives and solutions for the development of educational planning, governance, and management talent worldwide.

Wang Ming, Vice President of Beijing Normal University

Ji Zhi, Deputy Director-General, Department of Development Planning, Ministry of Education of China

Ji Zhi, Deputy Director-General of the Department of Development Planning, Ministry of Education of China, noted that the rapid development of artificial intelligence has opened new possibilities for education planning and governance. While digital education offers promising opportunities for advancing educational equity and social inclusion, it also presents challenges in areas such as data security and algorithmic ethics, which call for global consensus and standards. He affirmed China's proactive engagement in international cooperation to enhance global influence and highlighted the country's efforts to optimize the allocation of educational resources through strategic leadership and policy support—especially to narrow the education gap between eastern and western regions. As the wave of the intelligent era surges forward, Ji emphasized the need for collective action to translate the dividends of technology into new opportunities

for educational development. He called for a global vision and forward-thinking approach to foster mutual learning and shared understanding, and advocated for joint efforts in areas such as digital infrastructure and resource accessibility. Together, he urged, the international community can drive educational transformation in the age of intelligence and foster a more inclusive and innovative educational ecosystem.

Martín Benavides, Director of the UNESCO International Institute for Educational Planning (UNESCO IIEP), stated that UNESCO IIEP has supported many countries in designing and implementing education policies, and has assisted in enhancing education quality and management efficiency in the age of artificial intelligence. He announced the launch of a new joint research initiative between UNESCO IIEP and Beijing Normal University, aimed at developing future-oriented digital tools and standard guidelines through collaborative projects, training, and applied research, to support the digital transformation of global education systems. Benavides highlighted that education planning and governance in the age of intelligence is a critical issue, and that the inauguration of the international training program and the international joint laboratory represents a milestone in this field. He expressed strong expectations for deepened cooperation with Beijing Normal University and other partners in AI-driven planning and innovation trend monitoring, and called on the global education community to work together to advance the sustainable development of digital education, thereby contributing significantly to the achievement of the 2030 Sustainable Development Goals.

Martín Benavides, Director, UNESCO IIEP

Zhan Tao, Director of the UNESCO Institute for Information Technologies in Education (UNESCO IITE), emphasized that Beijing Normal University, as a pioneer in global education transformation, brings valuable experience in smart education research and practice that complements UNESCO IITE's strategic direction. He noted that UNESCO IIEP's global leadership in education planning provides a solid foundation for tripartite collaboration. He described the International Joint Laboratory for Artificial Intelligence and Education Planning as a product of collaborative innovation. Through the close partnership among the three institutions, a comprehensive platform has been established, bringing together a wide range of stakeholders committed to promoting global digital education transformation. Zhan expressed strong confidence in the collaboration and looked forward to seizing new opportunities in digital education development through deeper international cooperation. He emphasized the need to accelerate progress toward intelligent and sustainable global education systems.


Zhan Tao, Director, UNESCO IITE

Muriel Poisson, Head of Research at UNESCO IIEP, introduced the joint research initiative between Beijing Normal University and UNESCO IIEP. She noted that the education sector currently faces significant challenges, including the digital divide and technological inequality, along with a lack of systematic conceptual frameworks to guide the effective use of digital tools. The joint research project focuses on leveraging advanced AI technologies to improve global education systems and address issues of inequality and the digital divide. She outlined three core components of the project: (1) Policy, strategic planning, and governance mechanisms – exploring how AI and innovative digital tools can be integrated into education policies, strategic frameworks, and governance systems across different countries; (2) Application scenarios and guidelines – identifying the use cases and best practices for various types of AI technologies and tools in education planning and management; (3) Impact assessment studies – evaluating how effectively AI and digital tools contribute to reducing educational inequalities, enhancing education quality, and addressing concerns related to data privacy in digital environments.

AI Agents: A New Engine Empowering Education Governance through the International Joint Laboratory

In response to the pressing challenges in global education planning and governance, and to promote the deep integration of artificial intelligence with education, Beijing Normal University initiated the establishment of the International Joint Laboratory for Artificial Intelligence and Education Planning (Lab of AI Governance and Planning in Education, AI-GPE Lab). The lab is co-constructed in partnership with UNESCO IIEP, UNESCO IITE, and other leading institutions, and has invited additional collaborators including the Arab League Educational, Cultural and Scientific Organization (ALECSO), Tsinghua University, Zhejiang University, Hangzhou Normal University, and the Zhijiang Laboratory.

The laboratory aims to advance the application of AI technologies in education planning and governance, standardize AI-enabled education governance, strengthen leadership in digital education, and build a more inclusive, equitable, efficient, transparent, data-driven, and resilient smart education system. It focuses on three strategic development areas: (1) Large Language Models and Education Policy – Building a cross-regional, integrated education data aggregation platform and developing AI agents for education policy and planning. (2) Digital Education and Intelligent Society Experimentation – Creating a full-chain data collection and process-tracking system for digital education practices, conducting intelligent society experiments, and performing long-term impact tracking and dynamic policy optimization. (3) Regional Education Development and International Comparisons – Providing timely, multi-dimensional indicators and comparative data to support regional education planning, conducting analysis of smart education development across regions, and offering predictive insights into future trends. Huang Ronghuai, Chairholder of the UNESCO Chair on Artificial Intelligence and Education, emphasized that the lab must also focus on the digital resource shortages in Africa and Small Island Developing States, striving to ensure that the benefits of digital education are equitably shared by all. He expressed hope that in light of new demands for AI governance and education planning in the intelligent era—as well as the emerging application scenarios for AI in education planning and governance—more partners will join the AI-GPE Lab. He encouraged joint efforts in policy research, technical collaboration, capacity building, consulting services, information dissemination, and network development to collectively advance the application, sharing, and innovation of digital education.

During the event, the lab released its first research outcome—the Education Policy and Planning AI Agent (EduPX). EduPX addresses key challenges such as difficulties in retrieving relevant policy documents, comparing and evaluating policy

AI-Powered Education Policy and Planning Agent (EduPX)

effectiveness, and predicting policy trends. Designed to support educational decision-making, policy formulation and implementation, and the optimization of governance systems, EduPX provides policymakers, administrators, educational institutions, research organizations, and international bodies with scientific, multilingual policy support and strategic insights. Key features of EduPX include: Multi-dimensional analysis and scientific assessment; Multilingual adaptation and support; Full-process assistance for policy services; High-quality policy data support; Transparency and high reliability of results; Personalized intelligent feedback. EduPX currently supports five primary application scenarios: Accurate policy retrieval and interpretation; Policy knowledge Q&A; Cross-national policy analysis and evaluation; Intelligent policy drafting and text optimization; Data-driven policy trend forecasting.

Integrated Application of Artificial Intelligence Technologies: A Key Driver of Digital Education

During the keynote session, experts and scholars shared insights on the integration of artificial intelligence (AI) in education, covering topics related to policy, technology, and practice. Martín Benavides emphasized that the education sector is currently facing major global challenges, including teacher shortages, climate change, and youth unemployment. He noted that the integrated application of AI offers promising solutions. AI-driven remote education and mentoring programs can effectively address the lack of educational resources in remote areas and mitigate teacher shortages. Through data analysis, AI can help identify climate-vulnerable regions and schools, enabling the formulation of more resilient education strategies. Furthermore, AI supports personalized learning pathways to improve learning efficiency and can power early warning systems to identify students at risk of dropping out, enabling timely and targeted interventions. These innovations not only offer new solutions for improving education systems but also advance the goals of educational equity and accessibility.

Professor Xu Bin from Tsinghua University introduced China's independently developed foundational AI large language model, ChatGLM, and its application in the education sector. ChatGLM is both open-source and operable on domestically developed GPU chips, marking a significant breakthrough for China in the field of large model development. In the education domain, ChatGLM simulates various functional areas of the human brain and has been used to develop AI teaching assistants, significantly enhancing interactivity and personalized support in both basic and higher education. The AI assistant, which provides real-time Q&A and learning companionship, has been piloted in multiple courses at Tsinghua University.

Randa Ahmad Hafez Shaheen, First Deputy Minister of Education of Egypt, shared practical case studies where policy implementation has met the actual skill and professional needs of workers, offering them employment opportunities while improving their job prospects and overall well-being. She highlighted that AI provides powerful new tools for education systems by enabling precise analysis of labor market demands, helping align education and training programs with those needs, and enhancing economic competitiveness.

Professor Liu Dejian, Founder of NetDragon Websoft and Co-Dean of the Smart Learning Institute of Beijing Normal University, presented the latest developments in AI technology and explored how these advancements can be better integrated into education. He pointed out that breakthroughs in AI fields such as video generation, voice technology, automatic lip-syncing, music creation, and 3D modeling are creating exciting new opportunities for educational innovation. Through AI-driven educational content, spaces, and platforms, NetDragon Websoft is actively advancing the digital transformation of education. He advocated embracing technology and expressed his hope to collaborate with more educators, teachers, and students to explore AI applications in education and witness the limitless possibilities it can bring.

Enhancing Digital Education Planning and Governance Capacity to Advance the Digital Transformation of Education

In the age of intelligence, strengthening the resilience of education systems and improving their ability to respond to various risks has become a key global concern. The International Training Program on Education Planning and Governance in the Age of Intelligence, held from January 14 to 19, spanned six days and focused on core topics such as education planning, management, and AI governance. The program addressed four thematic areas: digital transformation and global education planning, the application of AI in education planning and governance, the future of education, and the value of education planning. The training program was designed for mid- and early-career leaders from relevant departments of the Ministry of Education, local education authorities, and higher education institutions, as well as international education planning researchers, policymakers, and practitioners. It aimed to support participants in enhancing their understanding, building consensus, promoting mutual learning, and improving their planning and governance capabilities. A total of 38 participants from 19 countries joined the program, which was delivered through a blended format combining both online and offline modes. Activities included individual study, group learning, intensive sessions, and practical exercises.


On-site session of the International Training Program

The program was organized under the guidance of the Department of Development Planning of the Ministry of Education and jointly hosted by the International Joint Laboratory for Artificial Intelligence and Education Planning, the Smart Learning Institute, and the UNESCO Chair on Artificial Intelligence and Education, with support from UNESCO IIEP and UNESCO IITE.

7th International Symposium on Educational Assessment and Monitoring & 2024 Conference on Artificial Intelligence and Educational Big Data Held in Beijing

Article source: Collaborative Innovation Center of Assessment for Basic Education Quality | Release date: 2024-12-17

From December 10 to 11, the 7th International Symposium on Educational Assessment and Monitoring and the 2024 Conference on Artificial Intelligence and Educational Big Data were successfully held in Beijing. Centered around the themes "Educational Assessment and Monitoring for the Future" and "AI + Education", the event featured one keynote forum, two main forums, and four parallel sub-forums. Nearly 500 experts, scholars, and education professionals from domestic and international universities, research institutions, international organizations, educational assessment agencies, as well as from China's education supervision, monitoring, research, and basic education sectors, gathered to exchange global experiences and China's practices in educational evaluation. The event was co-hosted by Beijing Normal University and iFLYTEK Co., Ltd., and jointly organized by the China Collaborative Innovation Center of Assessment for Basic Education Quality, the Institute of Education and Social Development at Beijing Normal University, and the Department of Basic Education Development and Management. It was co-organized by the School of Artificial Intelligence and the Publishing Group of Beijing Normal University, with support from the Chinese Society of Education and the China Education Association for International Exchange.

Opening Ceremony

At the opening ceremony, Chen Xing, Vice President of Beijing Normal University, emphasized the crucial role of educational assessment in improving education quality and promoting equity. He noted that Beijing Normal University places strong emphasis on strengthening academic disciplines related to educational evaluation and sees supporting education reform, innovation, and high-quality development through assessment and monitoring as a key mission in building a leading education system. He affirmed the university's ongoing commitment to supporting the innovative development of the China Collaborative Innovation Center of Assessment for Basic Education Quality, enhancing international cooperation, cultivating interdisciplinary high-level talent, and advancing the construction of a comprehensive academic cluster for educational monitoring and evaluation.

Yang Yu, Deputy Director-General of the Education Supervision Bureau of the Ministry of Education, highlighted that educational assessment is fundamental to guiding the direction of education development. Over the past decade, the National Assessment of Compulsory Education Quality has achieved remarkable results, establishing a world-class monitoring system with Chinese characteristics and conducting the largest-scale national "educational health check" in the world. He stressed that, in the new era of building a strong education system, promoting quality and balanced development in compulsory education requires deepened reform in assessment and monitoring. He called for technological empowerment to enhance the spillover effects of monitoring and evaluation, thereby supporting the healthy growth of children and adolescents.

Yang Yinfu, Vice President and Secretary-General of the Chinese Society of Education, stated that China's educational assessment is undergoing profound transformation. He called for actively embracing the AI era and making full use of information technology to explore comprehensive, longitudinal evaluation focused on student learning and all-element, horizontal assessment of students' core competencies. He emphasized the role of assessment in driving educational reform and building a new evaluation ecosystem that reflects the characteristics of the times, embodies Chinese features, and meets international standards.

Fu Bo, Deputy Secretary-General and Spokesperson of the China Education Association for International Exchange, noted that educational assessment and monitoring must strike a balance between demystifying technology and embracing its utility, while always keeping students at the center. She emphasized the need to enhance the effectiveness and accuracy of evaluation and to provide data-driven support for educational policymaking. She also highlighted the importance of strengthening international cooperation to foster innovation in assessment and monitoring, promote global sharing of digital educational resources, and jointly participate in global digital education governance.

David Osher, Vice President of the American Institutes for Research (AIR), remarked that educational assessment is closely tied to the long-term well-being of individual students. He advocated for future-oriented assessment systems and methods that integrate advances from AI, big data, and neuroscience, enhance personalized evaluation, and support the development of students' non-cognitive abilities, thereby contributing to their overall well-being and healthy development.

Wang Shuguang, Executive Director of the China Collaborative Innovation Center of Assessment for Basic Education Quality, presided over the opening ceremony and introduced the center's mission, key initiatives, and notable outcomes.

Following the opening ceremony, keynote speeches were delivered by Professor Xin Tao of Beijing Normal University; Dr. Andreas Schleicher of the Organisation for Economic Co-operation and Development (OECD); Dr. David Osher of the American Institutes for Research (AIR); and Dr. Randy Bennett of Educational Testing Service (ETS), USA. Their presentations

Keynote Presentations

explored topics including "Progress and Prospects of Basic Education Quality Monitoring in China", "AI for Learning and AI for Assessment", "Leveraging Advances in the Learning Sciences and Data Science to Enhance Educational Evaluation and Monitoring", and "Personalized Assessment". The speakers offered valuable insights into reform and innovation in educational monitoring and evaluation. This keynote session was chaired by Ren Ping, Party Secretary of the China Collaborative Innovation Center of Assessment for Basic Education Quality at Beijing Normal University.

At the main forum of the 7th International Symposium on Educational Assessment and Monitoring, Professor Chu Hongqi of Beijing Normal University; Dr. Sandip Sinharay of ETS; Professor Hau Kit-Tai of The Chinese University of Hong Kong; Professor Cheung Kwok-Cheung of the University of Macau; Professor Hu Xiang-En of The Hong Kong Polytechnic University; and Professor Cui Ying of the University of Alberta, Canada, shared cutting-edge perspectives on topics such as: Identifying and nurturing top innovative talent; Relaxing standardization in future-focused assessment and related psychometric methods; Comparative value of slopes and means in large-scale international educational assessments; Future-oriented core competencies and their assessment; Applications of generative AI in model-free evaluation and monitoring; Enhancing student achievement through predictive learning analytics. This forum was moderated by Wen Hongbo, Deputy Director of the China Collaborative Innovation Center of Assessment for Basic Education Quality at Beijing Normal University.

At the main forum of the 2024 Conference on Artificial Intelligence and Educational Big Data, in-depth presentations were delivered by: Professor Song Naiqing of Southwest University; Professor Huang Hua of Beijing Normal University; Professor Cao Peijie of the China National Academy of Educational Sciences; Professor Zhu Tingshao of the Institute of Psychology, Chinese Academy of Sciences; Dr. Wu Wenjun of Beihang University; Dr. Wang Shijin of iFLYTEK Co., Ltd. Their topics included: Educational assessment models and paradigm construction in the era of big data; Empowering education through large language model (LLM) technologies; How AI can facilitate reforms in educational evaluation; Psychological identification and intervention techniques based on LLMs; New developments in smart education enabled by generative AI; Latest advances in large models and their educational applications. This forum was chaired by Ren Pingping, Deputy Secretary of the Party Committee and Vice President of iFLYTEK Co., Ltd.

In the sub-forums, experts and scholars engaged in in-depth discussions on topics including: The digital transformation of educational assessment and monitoring; Assessment of students' future-oriented core competencies; Advances in AI-driven educational evaluation; AI-empowered education under the backdrop of big data.

This conference provided a cross-cultural platform for scholars and professionals from around the world to engage in focused dialogue on global educational assessment and monitoring. It effectively promoted the exchange of cutting-edge research and best policy practices in AI-driven educational evaluation and monitoring. The event offered new ideas and perspectives for shaping a forward-looking, distinctly Chinese, world-class ecosystem of educational assessment—contributing valuable insights and expertise to the ongoing development of a high-quality education system in China.

Beijing Normal University Launches "AI Great Educator" Platform as a New Hub for Intelligent Education

Article source: Faculty of Education | Release date: 2025-01-19

On the morning of January 17, Beijing Normal University officially launched the "AI Great Educator" platform and hosted the Forum on AI-Enabled High-Quality Education Development, marking a new milestone in the integration of artificial intelligence and education.

The event was attended in person by nearly 400 representatives from education authorities, school principals, teachers, and enterprise delegates from over 20 provinces, municipalities, and autonomous regions. Additionally, nearly 20,000 educators from across China joined the event online to witness this landmark occasion.

"AI Great Educator": A Multimodal Vertical AI Model for Education

The "AI Great Educator" platform integrates cutting-edge AI technologies with Beijing Normal University's extensive expertise in education research. It draws on over 500 terabytes of multimodal educational data spanning teaching, assessment, and management, and constructs a comprehensive knowledge graph to support a specialized knowledge base for education.

"AI + Evidence-Based Teaching and Research" Alliance: Empowering Curriculum Reform with AI

Built on this foundation, the platform employs advanced AI technologies, such as fine-tuning and retrieval-augmented generation, to develop a vertical large language model tailored to the education sector. The platform's development is supported by four National Key R&D Program projects, five national and ministerial-level platforms for textbooks and teacher development, and eight national and provincial-level "AI + Education" research centers.

The platform is dedicated to providing comprehensive, systematic, and one-stop professional services for the three core groups in education: principals, teachers, and students. Based on its proprietary education-specific large model, the platform offers essential technical capabilities across eight key educational domains: teaching, learning, assessment, tutoring, research, training, management, and services. "AI Great Educator" is envisioned as a powerful engine driving educational reform, continually injecting intelligent momentum into educational practice and supporting China's national strategies for digital education transformation and building a world-class education system.

The platform was officially launched by Wang Pan, Deputy Director of the Beijing Municipal Education Commission; Chen Xing, Vice President of Beijing Normal University; Sun Xun, Deputy Director of the Chaoyang District Education Commission; Shi Kecan, Party Secretary of the Faculty of Education at BNU; Zhu Xudong, Dean of the Faculty of Education; and Huang Ronghuai, Director of the National Engineering Research Center for Cyberlearning and Intelligent Technology.

During the launch ceremony, the first application-focused alliance based on the "AI Great Educator" platform—the "AI + Evidence-Based Teaching and Research" Alliance—was established. The alliance aims to pilot and promote the platform's application, cultivate AI-literate modern educators, and contribute to the development of a high-quality, professional, and innovative teaching workforce. It was announced that more than 200 institutions from 22 provinces, municipalities, and autonomous regions have joined the alliance. The Faculty of Education at Beijing Normal University will work closely with alliance members to explore new approaches and strategies for high-quality education development in the digital era, driven by artificial intelligence.

Building Human-Centered AI: Envisioning the Future of "AI Great Educator"

At the forum, keynote speeches were delivered on the development and service directions of the platform and its alliance. Professor Huang Ronghuai shared insights in his talk "From Digital Transformation and Learning Societies to Technological Empowerment"; Sun Xun discussed "Empowering High-Quality Education in Chaoyang with AI"; and Principal Chen Fei of Zhangjiang Gaoke Experimental Primary School in Pudong, Shanghai, delivered a talk titled "Enabling Anytime Learning: The Zhangjiang Model of Smart Education Ecosystem". The speakers provided theoretical, regional, and school-level perspectives on the deep integration of AI and education, offering forward-looking insights and actionable strategies to ensure the platform supports the building of a strong education system in China.

In the roundtable discussion, participants engaged in in-depth dialogue on "Future Actions for AI-Enabled High-Quality Education", exploring how AI can support the implementation of new curricula and textbooks, drive classroom transformation, and enhance teacher development. The discussion advanced both theoretical and practical innovation in the field of AI and education.

The "AI Great Educator" platform launch and AI Empowerment Forum was co-hosted by the Ministry of Education Training Center for Primary School Principals and the Faculty of Education at Beijing Normal University, under the professional guidance of the Department of Teacher Affairs of the Ministry of Education and the Beijing Municipal Education Commission. The event was strongly supported by multiple national and university-level platforms, including the MOE Key Research Base for Humanities and Social Sciences – BNU Center for Teacher Education Research, the National Textbook Research Base for Basic Education, and the National Engineering Research Center for Cyberlearning and Intelligent Technology.

"Global North-South Youth Dialogue" Held at Beijing Normal University

Article source: Belt and Road School | Release date: 2025-01-17

On January 8, the "Global North-South Youth Dialogue" was held at Jingshi Hall, jointly organized by the Belt and Road School and the Institute of Chinese Culture | Jingshi Academy of Beijing Normal University. A visiting delegation from the College of William & Mary in the United States, invited by the Institute of Chinese Culture | Jingshi Academy, participated in the event along with international students and scholars from 33 countries including Ethiopia, Liberia, Myanmar, and Indonesia, currently studying at the Belt and Road School. The event was conducted in a hybrid format, with participants joining both in Beijing and Zhuhai.

Professor Enrique García delivers the keynote speech at the event

During the event, Professor Enrique García, Distinguished Professor at the Belt and Road School and former President of the Development Bank of Latin America, delivered a keynote speech titled "The Role of Multilateral Banks in Supporting New Development Strategies". This topic is a core component of the Belt and Road School's master's program course "Latin American Economy and Development" and sparked in-depth discussions among attendees. The event was moderated by Zhang Mengyu, Director of International Affairs at the Belt and Road School, who also presented the School's achievements in cultivating international talent over the years.

During the youth dialogue session, more than 30 student representatives from countries across the Global South and North engaged in candid and lively exchanges on topics such as international cooperation under the Green Belt and Road Initiative, global development imbalances, and the prospects for collaboration between their home countries and China. Youth participants from diverse cultural backgrounds shared their personal experiences of studying in China. Many international students expressed that they chose to study in China over traditional Western destinations due to China's economic development journey and poverty alleviation achievements, which offer more practical insights for the development of their own countries.


Student representative from the College of William & Mary (first from left) and an international student from Sierra Leone studying at the Belt and Road School (first from right) speak at the event

This "Global North-South Youth Dialogue" provided a high-level platform for the exchange of ideas and the fusion of perspectives. Covering topics including international education, cultural differences, and shared values, the dialogue fully demonstrated the diversity of thought and innovative vitality of youth from both the Global South and North. Through in-depth discussions from multiple perspectives, the event not only fostered mutual understanding and respect among young people across the globe but also injected new momentum into North-South cooperation, showcasing the immense potential of global youth in jointly shaping a shared future.


Xiao Kai (left), Deputy Dean of the Institute of Chinese Culture | Jingshi Academy at BNU; Kyuri Park (center), faculty member of the College of William & Mary; and Zhang Mengyu (right), Director of International Affairs at the Belt and Road School, deliver speeches during the event

BNU Zhuhai Campus Hosts Fourth Session of "Train with Champion Coaches" Series

Article source:Zhuhai Campus | Release date:2024-12-30

On the evening of December 26, Beijing Normal University Zhuhai Campus held the fourth session of its "Train with Champion Coaches" series at the indoor sports ground. This session, themed around minimalist fitness, featured Olympic gymnastics champion Chen Yibing, Associate Researcher and Master's Supervisor at the School of Physical Education and Sports of Beijing Normal University, as the keynote guest. The event drew enthusiastic participation from a large number of students and faculty and was hosted by Xian Leren, head of the campus trade union.

Drawing from his extensive athletic experience and insightful fitness philosophy, Chen Yibing introduced the core concepts of minimalist fitness to the audience. He emphasized that minimalist exercises are not only effective in enhancing balance and flexibility but also prioritize proper techniques and safety. He offered practical advice tailored for beginners to help them engage in physical activity safely and effectively.

During the event, Chen Yibing demonstrated a range of minimalist exercises, from basic balance training to more complex movements requiring flexibility. He explained the execution details and health benefits of each exercise, guiding participants step by step. Under his instruction, attendees actively engaged in warm-up routines and minimalist workouts, creating an atmosphere of enthusiasm and enjoyment for fitness learning and practice.

Chen Yibing also provided personalized fitness guidance

through interactive exchanges, helping participants gain a deeper understanding of the principles of minimalist exercise. His expertise and encouragement inspired many

to incorporate regular physical activity into their daily routines.

The "Train with Champion Coaches" series is an important initiative of BNU Zhuhai Campus to implement the national "Healthy China" strategy and the National Fitness Plan, as well as to promote the physical health and well-being of students and staff. Champion athletes combine theoretical and practical instruction to explain the principles and techniques of scientific training, enabling participants to acquire essential fitness knowledge and enjoy the health benefits of exercise.

Jointly organized by the Trade Union, Sports Center, Academic Affairs Office, and Youth League Committee of BNU Zhuhai Campus, the series has held four sessions to date, covering badminton, glow-in-the-dark night running, basketball, and minimalist fitness. Nearly one thousand students, faculty, and local Zhuhai residents have participated. Previous sessions featured world badminton champion Ma Jin, Asian Athletics Championships champion Chen Jingwen, and CUBA university basketball champion Zhao Xuetong.

The "Train with Champion Coaches" series has not only enhanced the campus sports culture but also demonstrated the university's innovative achievements in sports development. Wang Qi, Director of the Sports Center at BNU Zhuhai Campus, noted that upholding the educational philosophy of "No Education Without Physical Education", the university continues to advance reform and innovation in sports education. Looking ahead, the campus will further leverage the expertise and influence of Olympic, world, and Asian champions among its faculty, strengthen cross-departmental collaboration, and guide students and staff to actively engage in scientific fitness training, contributing to the high-quality development of all aspects of the university.

Nurturing a Garden of Blossoms in the West—Front-Page Coverage in Guangming Daily

Article source:BNU Wechat | Release date: 2025-1-15

"Once talents flocked eastward—today, they choose to thrive in the west". Guangming Daily has published an in-depth feature titled "Rooted in the West: The Choices of a New Generation of Students", launching a dedicated column "Serving the Nation, Contributing to the West" to spotlight the inspiring stories of university graduates building careers and making meaningful contributions across western China.

These reports have sparked enthusiastic responses among faculty and students at Beijing Normal University (BNU). On March 20, Guangming Daily featured the article "Nurturing a Garden of Blossoms in the West" on its front page, highlighting BNU's themed exchange event "Strengthening Education to Rejuvenate the Nation—Making Contributions in the West". The report tells the stories of BNU students who have passed on the torch of dedication, taken root in the western regions, and devoted themselves to teaching. Previously, the front page of Guangming Daily also featured several heartfelt letters and widely discussed commentaries from BNU students, such as "Rooted in the West, No Regrets in This Life" and "Flying Out of the Mountains to Return with Skills".

Rooted in the West: The Choices of a New Generation of Students — Stories and Insights from Gansu's University Graduates Starting Careers in Western China

Nurturing a Garden of Blossoms in the West

"Last June, as the first cohort of graduates from our university's Zhiyuan Program—specially designed to train teachers for central and western China—my classmates and I proudly stepped into our teaching posts, carrying the flame of education. This coming June, you will return to your hometowns in the central and western regions as the first cohort of graduates from the national Exemplary Teacher Training Program," said Yang Faguang, a Chinese language teacher at Lancang No. 1 High School in Pu'er, Yunnan Province, during an emotional speech at an exchange and sharing session held on March 6 at Beijing Normal University. His words were met with resounding applause.

The participants of the session included alumni who have already taken root in schools across western China, as well as the soon-to-graduate students of the inaugural Exemplary Teacher Training Program who are preparing to return to teach in their hometowns.

"In the summer of last year, eight of us went to teach at Tongwei County No. 1 High School in Dingxi, Gansu Province. It became big news in the area! Parents said, 'Teachers from BNU are here—our children's education is in good hands.' Their words filled our hearts with warmth and our shoulders with responsibility," said Huang Yulian, a graduating student of the Class of 2024.

"The question I've thought about most in the past six months is: 'How can I teach my classes well?' For that, I kept studying, preparing, and practicing my lessons," said Yang Faguang. "Every time I faced a challenge, I reminded myself that every day of a student's growth is precious. If I don't improve quickly, how can I provide them with the nourishment they need?"

"We've never walked this path alone—the ongoing support from our Alma Mater has given us the strength to persevere," said Wang Yanling, a 2024 graduate of the Zhiyuan Program and now an English teacher at Ziyun Ethnic Middle School in Anshun, Guizhou Province. "Post-service training, academic exchange, teaching resources… Through the Teacher Strengthening Project, BNU has truly helped us get started, supported us along the way, and continues to serve us for the long term. Behind all this, I know, lies the encouragement and high expectations of the Party and the country for young people."


光明日报
GUANGMING RIBAO
在推进高质量发展中展现新风采
——习近平总书记在贵州考察时的重要讲话激励广大干部群众苦干实干、善作善成
这"山海经"，高腔亮嗓唱了四十余年……
中共中央办公厅国务院办公厅关于进一步强化食品安全全链条监管的意见
文以求"真" 思以致"道"
"在西部育出满园春色"

Zhu Qiping, a 2013 graduate and history teacher at Bijie No. 1 High School in Guizhou Province, brought along several issues of Guangming Daily spanning different years and shared his personal journey: "Twelve years ago, Guangming Daily reported on my story of forming a volunteer teaching team and returning to my hometown. This January, my story was again featured in their special series 'Contributing to the West.' I've kept every article in that series as a treasure. In them, I see many versions of myself—and of all of you."

"How do we win students' trust? How do we inspire mountain children to love learning and achieve success?" When faced with eager questions from the aspiring teachers, Zhu responded, "Love is the best form of education. Every child should feel loved. And we must help them understand: learning is not just about completing tasks, but about becoming a better version of themselves."

The heartfelt sharing deeply moved the Exemplary Teacher Training Program students. Chen Changli, a 2021 cohort English major in the program, voiced her aspiration: "I hope to become a gardener like my seniors—plowing with ideals and sowing with passion—to cultivate a garden full of blossoms in the western regions of our country."

Rooted in the West, No Regrets in This Life

Graduate of the Class of 2013, School of History, Beijing Normal University
Zhu Qiping, History Teacher, Bijie No. 1 High School, Guizhou Province

Recently, Guangming Daily's feature article "Rooted in the West: The Choices of a New Generation of Students" has gone viral in my social media circles. Many friends who, like me, chose to work in western China shared a deep sense of connection, saying: "This article truly speaks our hearts."

Reading the report stirred countless emotions within me. It felt like a mirror, reflecting the inner journey I undertook when I chose to return to my hometown to become a teacher after graduation.

I come from Yankou Village, Dahe Township, Qixingguan District, Bijie City in Guizhou Province—a small village nestled deep in the mountains. Growing up witnessing poverty and underdeveloped education in my hometown, I made it my lifelong aspiration to become a teacher and use education to transform my community.

In 2007, when the State Council announced the implementation of tuition-free teacher education programs at six Ministry of Education–affiliated normal universities, I was a high school student—and I was so excited that I couldn't sleep that night.

Back then, my family was struggling financially. I had been juggling school and part-time work since junior high. Though I dreamed of going to university beyond the mountains, the very thought of "tuition fees" weighed heavily on me—until, like a blessing from above, the free teacher education policy arrived. In 2009, I was admitted to Beijing Normal University as the top liberal arts student in Bijie City, fulfilling my dream.

University opened up a brilliant new world for me. But even then, I remained concerned for the children back home. I wanted them to know that beyond the mountains, fields, and construction sites, there is also a place called university. With support from the university, I initiated the "Guizhou Yankou Love and Volunteer Teaching Team", leading volunteers back home every summer to offer teaching support.

Over the years, our story was widely reported by the media, drawing attention and support for education in my hometown. Many organizations extended their help, and BNU even supported the construction of a library and computer classroom. Witnessing the dramatic improvement in local education conditions brought me immense joy.

After graduation, I gave up the opportunity to work in the provincial capital and chose instead to return to Bijie No. 1 High School to teach. I knew my hometown needed me—its children needed me.

Now, more than a decade into my career, I strive not only to impart knowledge but also to nurture character and inspire ambition in my students. I write personalized birthday cards to each student, offering encouragement tailored to their unique qualities. "Education with warmth" is the philosophy I have always upheld. I firmly believe that education is not merely the transmission of knowledge—it is a calling that shapes souls and guides lives. I continue to refine my teaching practices, and under my leadership, our team has consistently achieved outstanding results in the national college entrance examination.

This land has, in turn, nourished me unconditionally. As the article rightly put it, "a growing web of favorable policies is supporting talent from choosing to stay to achieving great things." Thanks to the supportive environment for teaching, research opportunities, professional development, and institutional backing, I earned my master's degree in 2020 and am currently pursuing a doctoral degree in education. I have received over ten provincial and municipal honors and was recently awarded the Ministry of Education's "Excellence in Grassroots Employment Award".

Filled with gratitude, I donated the entirety of the prize money to establish the "Morning Light Scholarship", hoping to support hardworking and aspiring students facing financial hardship in achieving their dreams.

My heartfelt thanks to Guangming Daily for this report—it has strengthened my belief that choosing to root myself in the West is a decision I will never regret in this lifetime.

To the West—I Am Eager to Set Off at Once!

Chinese Language and Literature Major, Beijing Normal University
Yang Qing, 2021 Cohort Student of the Exemplary Teacher Training Program

Yang Qing, a 2021 cohort student of the Exemplary Teacher Training Program majoring in Chinese Language and Literature at Beijing Normal University, has already signed a contract to teach at a secondary school in a former state-designated poverty-stricken county in Guizhou Province. "Reading the stories of those devoted to education in the western regions made me realize that good teachers are not born—they are made. It takes a true combination of passion and professional expertise to truly illuminate a student's future," said Yang.

As a member of the first cohort of the Exemplary Teacher Training Program, Yang Qing has devoted himself to mastering the fundamentals of teaching. During his time at university, he received 14 awards, including top honors in the National Teaching Skills Competition for Normal University Students. In an interview, he told reporters: "To bring quality educational resources to children in rural areas, and to help students experience the vastness of the world through my classroom—this, to me, is a life of true value and meaning."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Professor Sun Genban' s Team from the College of Chemistry Published Research Findings in Angewandte Chemie International Edition

Article source: College of Chemistry | Release date: 2025-03-21

Recently, Professor Genban Sun's research team from the College of Chemistry at Beijing Normal University published their latest research findings in the international chemistry journal Angewandte Chemie International Edition. The study offers novel insights into the design of advanced Li-O2 battery systems and the enhancement of their performance.


Angewandte International Edition Chemie
GDCh A Journal of the German Chemical Society

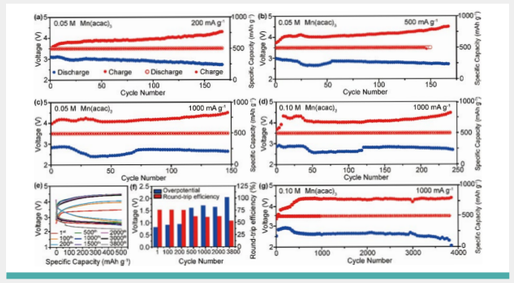
Research Article

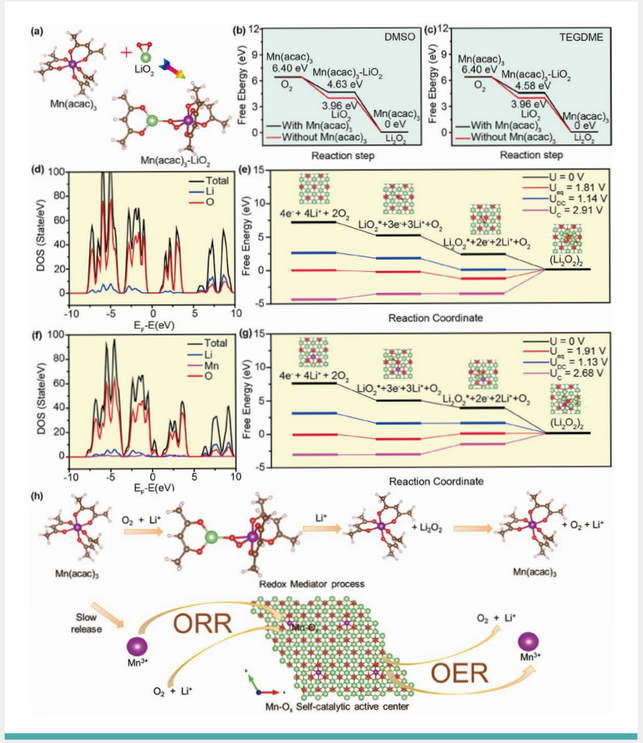
A Self-Catalysis System Coupled with Redox Mediator Effect for Ultra-Long Cycle Life Li-O_2 Batteries

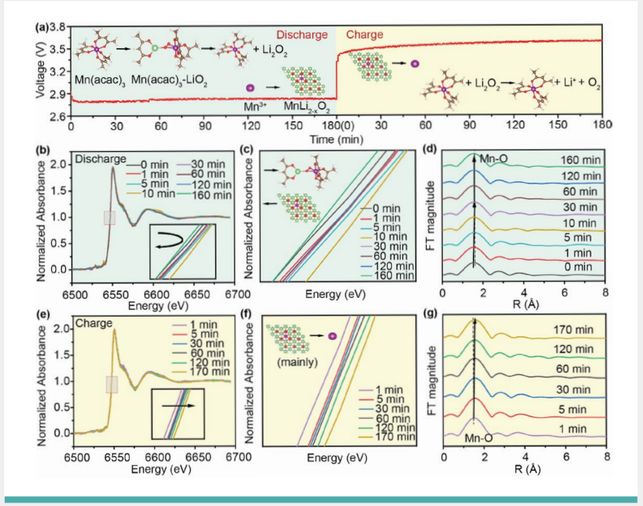
Xingzi Zheng, Dr. Mengwei Yuan, Peiyuan Su, Qingyu Kong, Jingshen Xu, Prof. Dr. Genban Sun

The abstract of the paper is as follows:

The sluggish kinetics of Li-O2 batteries significantly limit their performance. To address this issue, the insulating characteristics of the discharge product Li2O2 and the reactivity of highly active superoxide species are examined. Herein, organic metal salts with weak electrolyte properties are utilized as bifunctional additives. The ionized metal ions can be reduced and doped Li2O2 through in situ electrochemical implantation, thereby altering its insulating properties. Additionally, organic metal salts function as redox mediators (RMs), stabilizing the intermediate Li-O2 and facilitating its further disproportionation to Li2O2, as well as enhancing the decomposition reaction during charging, which are further proven by the in situ X-ray absorption spectroscopy and UV–vis spectroscopy. Notably, Li-O2 batteries incorporating Mn(acac)3 demonstrate an ultra-low overpotential of 0.43 V and sustain 250 long cycles at 1000 mA g−1. Furthermore, when combined with the optimized cathode, a remarkable cycle stability of 3850 cycles at 1000 mA g−1 is achieved. These findings offer novel insights into the design of advanced Li-O2 battery systems and the enhancement of their performance.







Reference:

Zheng, X.; Yuan, M.; Su, P.; Kong, Q.; Xu, J.; Sun, G. Angew. Chem. Int. Ed. 2025, e202504554.

https://onlinelibrary.wiley.com/doi/10.1002/anie.202504554?msockid=120a3b18569a68f50e6e296757fc69c0

Professor He Lin's Research Group from the School of Physics and Astronomy Along with Collaborators Published Their Academic Findings in Nature

Article source: School of Physics and Astronomy | Release date: 2025-02-27

Recently, a research team led by Professor He Lin from the School of Physics and Astronomy at Beijing Normal University, in close collaboration with a team led by Professor Sun Qingfeng from the International Center for Quantum Materials at the School of Physics at Peking University, has achieved the intra-atomic orbital hybridization in the artificial atoms for the first time. The related research findings, titled "Orbital hybridization in graphene-based artificial atoms," were published online in Nature on February 26, 2025.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Article | Published: 26 February 2025

Orbital hybridization in graphene-based artificial atoms

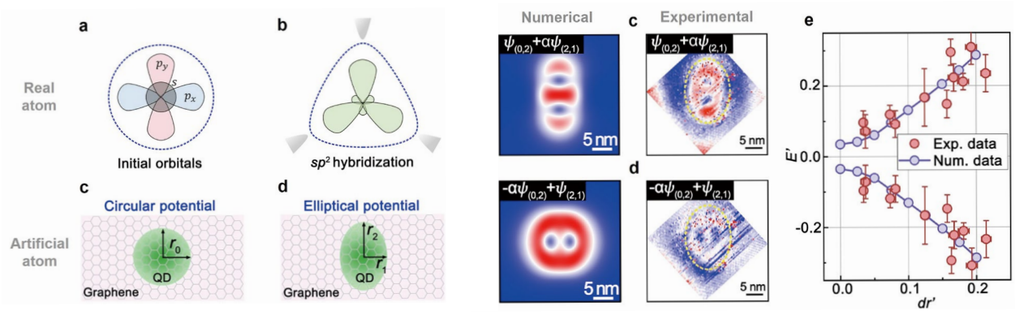
Yue Mao, Hui-Ying Ren, Xiao-Feng Zhou, Hao Sheng, Yun-Hao Xiao, Yu-Chen Zhuang, Ya-Ning Ren, Lin He & Qing-Feng Sun

Nature (2025) | Cite this article

Metrics

The abstract of the paper is as follows:

Intra-atomic orbital hybridization and interatomic bond formation are the two fundamental processes when real atoms are condensed to form matter1,2. Artificial atoms mimic real atoms by demonstrating discrete energy levels attributable to quantum confinement3,4,5,6,7,8. As such, they offer a solid-state analogue for simulating intra-atomic orbital hybridization and interatomic bond formation. Signatures of interatomic bond formation have been extensively observed in various artificial atoms9,10,11,12,13,14,15,16,17. However, direct evidence of the intra-atomic orbital hybridization in the artificial atoms remains to be experimentally demonstrated. Here we realize the orbital hybridization in artificial atoms by altering the shape of the artificial atoms. The anisotropy of the confining potential gives rise to the hybridization between quasibound states with different orbital quantum numbers within the artificial atom. These hybridized orbits are directly visualized in real space in our experiment and are well reproduced by both numerical calculations and analytical derivations. Our study opens an avenue for designing artificial matter that cannot be accessed on real atoms through experiments. Moreover, the results obtained inspire the progressive control of quantum states in diverse systems.



The source of the paper:

Y. Mao, H.-Y. Ren, X.-F. Zhou, H. Sheng, Y.-H. Xiao, Y.-C. Zhuang, Y.-N. Ren, L. He, Q.-F. Sun, "Orbital hybridization in graphene-based artificial atoms". Nature (2025) https://doi.org/10.1038/s41586-025-08620-z

Professor Zhu Lixing's Research Team from the School of Statistics Published a Paper in the Journal of the American Statistical Association

Article source: School of Statistics | Release date: 2025-02-27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Theory and Methods

Testing mutually exclusive hypotheses for multi-response regressions

Jiaqi Huang, Wenbiao Zhao & Lixing Zhu

Received 04 Nov 2023, Accepted 06 Jan 2025, Accepted author version posted online: 31 Jan 2025

Cite this article | https://doi.org/10.1080/01621459.2025.2455191

Recently, Huang Jiaqi, a 2020 PhD student from the School of Statistics (first author), along with his supervisor Professor Zhu Lixing (corresponding author) and collaborators, published the paper "Testing Mutually Exclusive Hypotheses for Multi-Response Regressions" in the Journal of the American Statistical Association (JASA). JASA is widely recognized as one of the top four international journals in the field of statistics.

Abstract of the paper:

This paper proposes an adaptive-to-model test to check the null hypothesis with no more than one coordinate of the response vector relating to the predictor vector in parametric multi-response regressions. To this end, we decompose the null hypothesis into several mutually exclusive sub-null hypotheses and suggest a model identification to construct an adaptive-to-sub-null hypothesis test tackling their mutual exclusiveness, and an adaptive-to-regression test handling the regression function mis-specification. The final test combines a further model identification to be an adaptive-to-model hybrid of these two tests. It has the chi-square weak limit under the null hypothesis even when the dimensions of the response and the predictor vectors increase with the sample size and is omnibus. We conduct a systematic analysis of the significance level maintenance and power performance of the test to reveal its different sensitivity rates of convergence to different sub-local alternatives distinct from the null hypothesis. This is a significant distinction against any existing model checking problems for regressions. Further, the proposed model identifications can also assist in identifying the responses with non-constant regressions and testing their mis-specification. Numerical studies include simulations to examine the finite sample performances and to illustrate real data analyses for two data sets.

Link to the paper:

https://www.tandfonline.com/doi/full/10.1080/01621459.2025.2455191

Dong Weihua's Research Group Published a Prospective Article on "Neurocognitive Geography" in Science Bulletin

Article source: Faculty of Geographical Science | Release date: 2025-02-19


Science Bulletin
Volume 70, Issue 8, 30 April 2025, Pages 1207-1210

Perspective

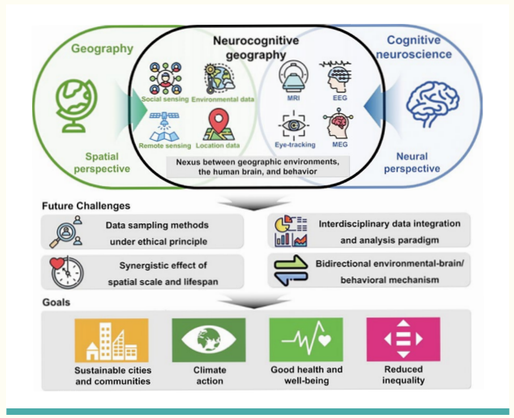
Neurocognitive geography: exploring the nexus between geographic environments, the human brain, and behavior

Tianyu Yang [a], Tong Qin [b], Jiaxin Zhang [c], Zheng Dong [a], Yulin Wu [d], Xiaohong Wan [e], Yu Liu [f], Song Gao [g], Xi-nian Zuo [e], Qiao Wang [a], Weihua Dong [a]

On January 27, 2025, Professor Dong Weihua's research group from the Faculty of Geographical Science published an online paper titled "Neurocognitive Geography: Exploring the Nexus Between Geographic Environments, the Human Brain, and Behavior" in Science Bulletin.

The abstract of the paper is as follows:

We provide perspectives on a novel interdisciplinary field, neurocognitive geography, to integrate the theories and methods of geography and cognitive neuroscience and address the issues of the human–environment nexus. We discuss the intricate interactions between geographic environments and human brains and behaviors, while outlining future research issues and challenges for this emerging field. By providing theoretical foundations and advanced methodologies, neurocognitive geography facilitates society in advancing the sustainable development goals in sustainable cities, good health and well-being, climate action and reducing regional inequalities.



The source of the paper:

T. Yang, T. Qin, J. Zhang, Z. Dong, Y. Wu, X. Wan, Y. Liu, S. Gao, X-n. Zuo, Q. Wang, W. Dong, Neurocognitive geography: exploring the nexus between geographic environments, the human brain, and behavior, Science Bulletin (2025), doi: https://doi.org/10.1016/j.scib.2025.01.044

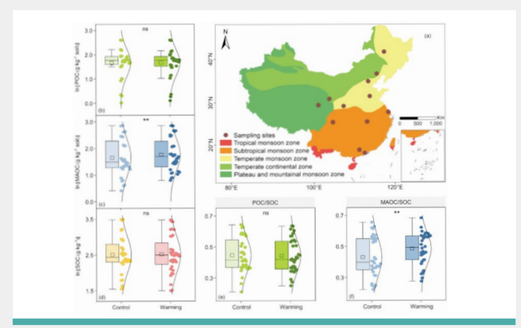
Professor Xia Xinghui and His Team from the School of Environment at Beijing Normal University Published a Research Paper in Nature Communications

Article source: School of Environment | Release date: 2025-01-13

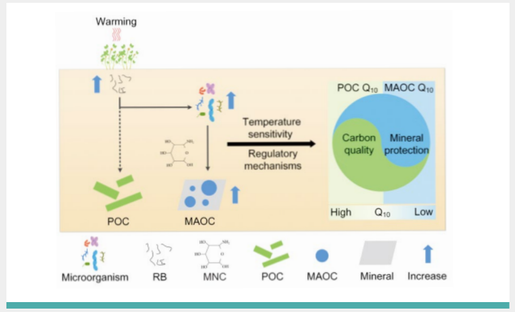
On January 2nd, Professor Xia Xinghui and his team from the School of Environment, Beijing Normal University, published a research paper titled "Short-term warming supports mineral-associated carbon accrual in abandoned croplands" in Nature Communications, a subsidiary journal of Nature.

The abstract of the paper is as follows:

Effective soil organic carbon (SOC) management can mitigate the impact of climate warming. However, the response of different SOC fractions to warming in abandoned croplands remains unclear. Here, categorizing SOC into particulate and mineral-associated organic carbon (POC and MAOC) with physical fractionation, we investigate the responses of POC and MAOC content and temperature sensitivity (Q10) to warming through a 3-year in situ warming experiment (+1.6 °C) in abandoned croplands across 12 sites in China (latitude:



22.33–46.58°N). Our results indicate that POC content remains unchanged while MAOC content significantly increases under warming. POC and MAOC content changes are mainly influenced by root biomass and microbial necromass carbon changes, respectively. The Q10 of MAOC is significantly lower than that of POC regardless of the warming or control treatment, suggesting that MAOC represents the most persistent and least vulnerable carbon fraction within SOC. Collectively, the sequestration of stable soil carbon can be enhanced in abandoned croplands under short-term warming.



The School of Environment, Beijing Normal University (BNU) is the primary institution. Zhang Zhenrui, a former doctoral graduate from BNU who is currently a postdoctoral researcher at the Institute of Geographic Sciences and Natural Resources Research, Chinese Academy of Sciences, is the first author of the paper. Xia Xinghui is the corresponding author. Collaborators on the paper include Gao Hui, a doctoral candidate, and Huang Shurui, a master's candidate, both from the School of Environment of BNU, Gao Xiaoxia, a lecturer at the School of Ecology and Nature Conservation, Beijing Forestry University, Niu Shuli, a researcher at the Institute of Geographic Sciences and Natural Resources Research, Chinese Academy of Sciences and Emanuele Lugato, a professor at the Joint Research Centre of the European Commission. The research was funded by the National Natural Science Foundation of China, the National Key Research and Development Program, and other projects.

Full text link:

https://doi.org/10.1038/s41467-024-55765-y

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