

THE 16TH
CHINA EDUCATION SYMPOSIUM
AT HARVARD UNIVERSITY

HANDBOOK



2025
4. 18 - 4. 20

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FROM LOCAL SEEDS TO
GLOBAL DEEDS:
INNOVATING EDUCATION THROUGH CONTINUITY

EVENT OVERVIEW

16th China Education Symposium at Harvard University

- **6** Sub-Forums
 - Life Education
 - Cross-Cultural and Multilingual Education
 - Future Innovation Education
 - Family Education
 - Education Through Art
 - Educational Technology
- **2** Featured Events
 - Postgraduate Scholars Conference
 - Resonating Minds: Hands-On Social Emotional Learning Series

• **35** Speakers

April 18-20, 2025 (EDT)
Bilingual | Simultaneous Interpretation | On-line & In-person

ABOUT CHINA EDUCATION SYMPOSIUM

A Legacy of Excellence in Global Education Dialogue

The China Education Symposium (CES) at Harvard University is a prestigious nonprofit conference and a registered student organization within the Harvard Graduate School of Education (HGSE). Over the past 16 years, CES has become a leading platform for global dialogue on education, innovation, and cross-cultural collaboration, bringing together education practitioners, scholars, policymakers, and leaders from China, the U.S., and across the world.

Since its establishment, CES has been committed to facilitating cutting-edge academic discussions, promoting knowledge exchange, and showcasing innovative educational practices that address both local and global educational challenges. By fostering open, interdisciplinary, and action-driven conversations, CES has continuously played a key role in shaping the future of education and inspiring the next generation of leaders, researchers, and educators.

Founding Vision: Bridging Cultures, Ideas, and Innova- tions

The origins of CES trace back to the fall of 2010, when a shared concern for education issues in China brought together a group of students at the Harvard Graduate School of Education. Each founding member had a unique educational journey—some had grown up within the Chinese education system, while others had studied abroad, experiencing diverse teaching methodologies, pedagogical philosophies, and systemic differences in education.

This diversity of experiences naturally led to comparisons between Eastern and Western educational theories and practices, prompting deep reflections on the strengths and weaknesses of both approaches. These discussions evolved into a broader, structured dialogue on how education could be improved and reformed—not just in China, but globally. This passion for education, growth, and change became the driving force behind the China Education Symposium, which has since grown into an influential and widely respected conference at Harvard.

What Kind of Education Do We Need? Shaping the Fu- ture of Learning

From the beginning, CES has served as a dynamic

intellectual forum that encourages critical thinking and innovative ideas on the role of education in shaping individuals and societies. A key focus of the symposium has always been to ask fundamental questions about education itself, including the purpose and value of learning, the best ways to prepare students for the future, and how education can contribute to well-being, personal growth, and social progress. Discussions have also explored the role of education in reducing inequalities, particularly in bridging the urban-rural education gap and ensuring equitable access to quality schooling for all students. These conversations have underscored the essential role that culture, politics, and economics play in shaping education, highlighting how systemic challenges must be addressed through comprehensive and innovative solutions.

Over the years, CES discussions have shed light on key systemic challenges within education, particularly in China. These include persistent inequalities in the distribution of educational resources, the slow pace of rural education reform, and the barriers faced by children of rural migrant workers in accessing quality education. In addition, the symposium has addressed the evolving role of technology in education, including the potential and challenges of digital learning, artificial intelligence, and

innovative teaching methods. The ongoing debate between standardized testing and holistic education has also been a focal point, emphasizing the need for a balanced approach that fosters both academic excellence and personal development. Through deep, research-driven conversations, CES has helped establish a global perspective on education—one that considers not only the current state of learning but also how education must evolve to meet the demands of the twenty-first century.

A Distinguished Lineup of Thought Leaders and Inno- vators

CES has had the honor of hosting some of the world's most influential voices in education, policy, and research, bringing together renowned scholars, government officials, university leaders, and industry pioneers to share their insights. Over the years, CES has welcomed an impressive roster of distinguished speakers, including William Kirby, former director of the Fairbank Center for Chinese Studies at Harvard University, Ezra Vogel, renowned scholar and author of *The Era of Deng Xiaoping*, Zhu Yongxin, vice chairman of the 14th National Committee of the Chinese People's Political Consultative Conference, Liu Jingnan, former president of Duke Kunshan University, Yu Minhong, founder of New Oriental Education Group,

and Shan Jixiang, former director of The Palace Museum (Forbidden City). Alongside these thought leaders, CES has also welcomed numerous esteemed university administrators, researchers, policymakers, and innovators in education. The symposium ensures that discussions remain both theoretically rigorous and practically impactful, with a strong emphasis on influencing real change in education policy and practice. By bringing together voices from diverse backgrounds and disciplines, CES fosters an environment where transformative ideas can emerge and shape the future of education on both a national and international level.

A Commitment to Cross-Cultural Learning and Global Impact

As CES moves forward into its 16th year, it remains dedicated to exploring new frontiers in education and delivering high-quality, cross-cultural insights to audiences worldwide. Through its annual conference, research initiatives, and global partnerships, CES continues to encourage meaningful collaboration between Chinese and international education systems. By fostering academic and professional exchanges, CES creates opportunities for educators, researchers, and students to share their work, contributing to the ongoing development of global education.

In addition to providing a platform for knowledge exchange, CES actively highlights groundbreaking research and innovative teaching methodologies that have the potential to reshape the future of education. By showcasing cutting-edge practices and promoting interdisciplinary dialogue, CES helps inspire new ideas that can inform education policy, reform efforts, and classroom teaching approaches worldwide. The symposium's mission goes beyond academic discussion—it aims to serve as a catalyst for real-world change, ensuring that research and ideas translate into tangible improvements in educational practices.

As CES embarks on this exciting new chapter, it extends an invitation to educators, policymakers, students, and professionals from all backgrounds to join in shaping the future of education. The challenges facing global education today require collective efforts, innovative solutions, and an unwavering commitment to progress. Through continued dialogue, collaboration, and action, CES aspires to build an education system that is inclusive, innovative, and globally connected. By bringing together the brightest minds in education, CES seeks to redefine the way learning is approached and inspire generations of learners, educators, and leaders worldwide.

**By inheriting wisdom
and embracing innova-
tion, we are committed
to promoting the sus-
tainable development
of education, ensuring
that its vitality reaches
every corner of the
world as we collective-
ly write a new chapter
in global education**

**— CES 16th Executive
Committee**



中国教育论坛

China Education Symposium



CHAIR'S MESSAGE

To educate others, one must first find—and become—one-self.

In this fast-paced and uncertain era, we've grown accustomed to rushing ahead, dreading re-starts, fearing wrong turns. We compare the paths of others, romanticize the roads we didn't take. In doing so, we fall into a kind of spiritual emptiness—an "inner hollowness"—marked by anxiety, confusion, and helplessness, hesitating at every crossroads. The absence of life education has made us forget that, in the vast wilderness of life, any direction we choose is still a step forward. Each person has already scaled peak after peak, overcome challenge after challenge to arrive where they are today. It is our hope that life education can empower every individual to become their own torchbearer in times of uncertainty—when the sky is still dark, and the path ahead shrouded in fog.

In this journey of self-discovery, the family is always our first harbor. Every moment of growth is shaped not just by the emotions projected by our caregivers, but also by the deep, often subtle ways their responses mold our understanding of the world. A child's vision of the world often depends on the attention and feedback they first receive. When we are looked upon with pride, affirmation, affection, and appreciation, that gaze becomes a lasting source of inner strength—a safe harbor through stormy seas. This sense of security forms the core of one's being; it is the wellspring of courage

that allows us to choose boldly and set out bravely, again and again.

Yet the world we face today extends far beyond the walls of any household. The pace of our times has crossed mountains and oceans, and global interconnectedness has become the new norm. Our growth is no longer confined to any single place. From the imagined "global village" to the realities of the digital age, cross-cultural exchanges are now part of everyday life. On social platforms, we can see a girl playing the recorder on Montmartre Hill, or hear a child from Gran Canaria share stories about a shell he found. We have never been so close to the world—and never have we needed so deeply to understand it. In such a time, language is more than a tool for communication; it is the vessel of civilization. It speaks of humanity's reverence for the divine, reflections on the passage of time, and aspirations for the future. If the moon has borne silent witness to the rhythms of life on Earth since time immemorial, then language is the keepsake our ancestors left behind. The true value of multilingual and cross-cultural education lies in helping children learn to understand and listen, to respect differences and cultivate empathy.

Education technology is another key the times have placed in our hands to unlock the world. AI, VR, AR—these emerging technologies are reshaping the possibilities of learning in unprecedented ways. To once stay home was to be cut off from the world; now, with a click, we traverse continents. A child sitting quietly in a classroom can be immersed in the

soaring ceilings of the Sagrada Família, feeling the divine genius of Gaudí's vision. They can travel across millennia to step into the gilded brilliance and vivid pigments of Dunhuang's ancient murals—where gold leaf and mineral blues whisper stories shaped by centuries of devotion, faith, and art. Education is no longer bound by the black and white of textbooks—it now opens portals between the virtual and the real, between the classroom and the world.

Still, as we teach children "how to prompt AI precisely," we must also ask: what abilities are quietly fading in the wake of growing technological efficiency? As a child, I sat in front of a computer learning to type, my mind filled with imagined adventures and fantastical journeys. Now, in classrooms at Harvard, we debate how to distinguish between AI-generated articles and those written by real humans, brimming with genuine emotion and thought. We are nurturing students to become skilled at constructing AI prompts, at obtaining precise answers—but I have always believed that the future needs more than "AI prompt engineers." It needs creators who can move the human soul—those who can see the natural world and be inspired to imagine; those who can feel deep empathy amid human joys and sorrows; those who will shoulder responsibility and strive for justice in the tides of globalization. We need people who will make the stars of humanity shine again. We need people who are truly, wholly human.

To cultivate such whole and complete individuals, we need arts education. The value of

arts education is not to ensure everyone understands why a peculiar urinal in a modern art museum is considered revolutionary, or why a canvas of red, yellow, and blue blocks commands astronomical prices. It is through these seemingly "strange" creations that humans have dared to test the limits of beauty and expand the dimensions of thought. If no one had placed that urinal in a gallery, perhaps the narrative of modern art would never have shifted. If no one had fixated on the juxtaposition of red, yellow, and blue, perhaps our understanding of harmony would remain narrower. Art is infinitely inclusive. These diverse artistic expressions all convey the same message: human thought and creativity are boundless. Everything is possible. The mind is meant to roam free.

I sincerely hope that in this era of constant flux, the themes explored by the 16th Harvard China Education Symposium will awaken deeper awareness of life, richer understanding of family, greater respect for culture, more thoughtful engagement with technology, more vivid imagination for the future, and a lasting love for the arts.

May we write a new chapter together—one that illuminates each other's paths, and lights up the long night of humanity's educational journey.

Valentina Zhang
Chair
16th China Education
Symposium at
Harvard University

April 2025

FEATURED EVENT SCHEDULE
(All times in Eastern Standard Time - EST)

April 11th, 2025 (Friday)

10:00 - 17:00 | Postgraduate Scholars Conference

April 12th, 2025 (Saturday)

21:00 - 22:30 | Resonating Minds - Hands-On Social Emotional Learning Series (For Teenagers)

April 13th, 2025 (Sunday)

9:00 - 10:30 | Resonating Minds - Hands-On Social Emotional Learning Series (For Parents)

Note 1: All times on the table are based on Eastern Standard Time (EST). The time difference between Beijing and Cambridge is 12 hours.
Note 2: The Sub-forum Exhibitions, Opening Ceremony, and VIP Gala Dinner will be held at Harvard University, Cambridge, MA.
Note 3: The Opening Ceremony will be recorded and uploaded to CES’s major social media platforms for viewing after the event. All other events will be live-streamed, except VIP Gala Dinner.

MAIN CONFERENCE SCHEDULE
(All times in Eastern Standard Time - EST)

April 18th, 2025 (Friday)

13:30 - 15:15 | Reception & Sub-forum Exhibitions
15:30 - 17:15 | Opening Ceremony
18:00 - 21:00 | VIP Gala Dinner

April 19th, 2025 (Saturday)

8:00 - 8:20 | Keynote Speech 1
8:20 - 9:50 | Life Education Sub-forum
10:00 - 11:30 | Cross-Cultural and Multilingual Education Sub-forum
20:00 - 21:30 | Future Innovation Education Sub-forum

April 20th, 2025 (Sunday)

8:00 - 8:20 | Keynote Speech 2
8:20 - 9:50 | Family Education Sub-forum
10:00 - 11:30 | Education Through Art Sub-forum
20:00 - 21:30 | Educational Technology Sub-forum
21:40 - 22:40 | Closing Ceremony



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OPENING REMARKS



Changxue Yu

Mr. Yu Changxue previously served as the Chinese Education Consul in New York and Education Minister-Counsellor to Canada. He currently serves as the Director-General at the China Center for International People-to-People Exchange. With a background in education and international education cooperation, Mr. Yu is dedicated to fostering platforms for global educational collaboration and promoting youth engagement through people-to-people exchange initiatives.



Director-General at the China Center for International People-to-People Exchange

KEYNOTE SPEAKERS



Steve Hoffman

Steve Hoffman is the Co-founder and CEO of Founders Space, a global startup accelerator and incubator headquartered in Silicon Valley. Founders Space has over 50 strategic partners in 22 countries around the world. He is a life-long entrepreneur, angel investor, and AI expert who has helped hundreds of entrepreneurs launch startups in Silicon Valley and across the globe. Founders Space has been recognized by Forbes and Entrepreneur Magazine as the #1 international startup accelerator.

Steve Hoffman is also the author of three award-winning books: “The Five Forces” (on AI), published by Ben Bella; “Make Elephants Fly” (on innovation), published by Hachette, and “Surviving a Startup”(on entrepreneurship), published by HarperCollins.

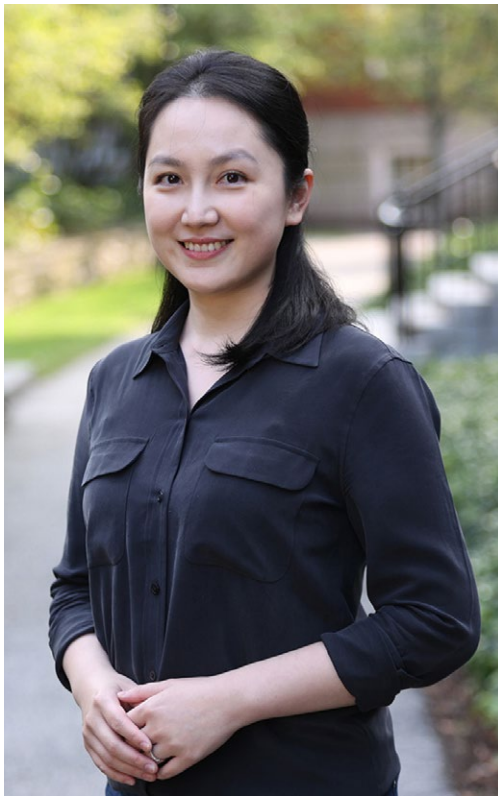


Co-founder and CEO of Founders Space; Author



Liao Cheng

Liao Cheng is a lecturer on education at the Harvard Graduate School of Education. She is also the Assistant Director of the Secondary Field in Educational Studies (Ed Secondary) program at Harvard College. Her research focuses on understanding human development across cultures and its implications for education. She has published books on the intersection of education, psychology, and philosophy in China, including *What Should I Do? Facing the Inescapable Questions in Life* (2022), *On Dao* (2021), and *Something on Your Mind: An In-depth Analysis of Zen Cases* (2014).



Lecturer at Harvard Graduate School of Education; Assistant Director of the Secondary Field in Educational Studies (Ed Secondary) program



Paola Uccelli

Paola Uccelli is professor of education at the Harvard Graduate School of Education. With a background in developmental linguistics, she studies socio-cultural and individual differences in multilingual and monolingual students’ language development throughout the school years. She conducts her research projects in partnership with other investigators and educators in schools in the U.S. and in various other countries, especially in Latin America.



Professor of Education
Co-Faculty Director, Doctor of Philosophy in Education Program



Chris Dede

Prior to becoming a Senior Research Fellow, for 22 years Chris Dede was the Timothy E. Wirth Professor in Learning Technologies. His fundamental interest is developing new types of educational systems to meet the opportunities and challenges of the 21st century. Currently, Dede is a co-principal investigator of the NSF-funded National Artificial Intelligence Institute in Adult Learning and Online Education. He co-founded the Silver Lining for Learning initiative and developed a widely used Framework for scaling up educational innovations.



Senior Research Fellow at the Harvard Graduate School of Education. Previously served as the Timothy E. Wirth Professor in Learning Technologies and Chair of the Teaching and Learning Department.



Haogen Yao

Haogen Yao is an Education Specialist (Economist) at UNICEF New York Headquarters, serving as global lead on sector planning and financing. He has also supported education analyses and response in over 20 countries in development and humanitarian contexts (Nigeria, Palestine, Syria, etc.). Haogen holds a PhD degree in Economics & Education from Teachers College, Columbia University.



Education Specialist (Economist) at UNICEF



Emma Chen-Banas

Emma Chen-Banas is a Fortune 100 global leader, NGO leader, entrepreneur, and TEDx speaker with over 30 years of experience in both the private and public sectors with world-renowned organizations. She currently serves as the United Nations Representative & Chief Administrative Officer at the Changier Education Foundation, an NGO with special consultative status with the UN Economic and Social Council. Emma is also a commissioner for the Massachusetts AAPI Commission. Additionally, Emma is a member of the Board of Trustees for Bement School (K-9), serves as a Corporator for Greenfield Savings Bank, is a co-founder of multiple small businesses, and holds key leadership positions in various Chinese American associations and foundations.



United Nations Representative & Chief Administrative Officer at the Changier Education Foundation



Junhui Mai

Mr. Mai Junhui is the Chairman of the Board and CEO of Data Union Capital International Holdings Group Limited, a company listed on the GEM (Growth Enterprise Market) of the Hong Kong Stock Exchange.



Chairman of the Board, CEO of Data Union Capital International Holdings Group Limited

ONLINE KEYNOTE SPEAKERS



Zhoudan Pan

2019–2021 Director of Live Streaming/Media/ External Relations at Oxford China Forum; DPhil candidate in Engineering Science at the University of Oxford.

2022: Engaged in new media practices during the AI-generated content & recommendation algorithm era (Industry 3.x). Independently handled multi-disciplinary roles (“photo editing, video production, business operations, and personal branding”) and PR crises overseas without agency support. Unexpectedly achieved viral fame through the #PanZhoudan phenomenon and over 100 related trending hashtags, generating 10 billion+ views worldwide. This serendipitous digital connection continues to resonate today.



DPhil candidate in Engineering Science at the University of Oxford; social media influencer



Po-Shen Loh

Carnegie Mellon math professor Po-Shen Loh is a social entrepreneur and inventor. He was the national coach of the USA International Mathematical Olympiad team for a decade, which ranked #1 four times. He is also an IMO silver medalist and received the USA Presidential Early Career Award for Scientists and Engineers. His public lectures reach tens of thousands of people in 100+ cities annually. He featured in or co-created videos totaling over 24 million YouTube views.



Professor at Carnegie Mellon University; National coach of the USA International Mathematical Olympiad team

FEATURED GUEST



Ruru Li

She is a prominent content creator on Douyin, boasting over 25 million followers as of early 2025. As a host and short video creator, she rose to fame through her versatile voice acting and humorous performances.

Li Ruru gained widespread attention in 2019 with her viral TVB dubbing technique videos on Douyin. Since then, she has consistently released popular series such as “Mrs. He and Mrs. Zhong,” “Ruru’s Mini Theater,” and the “Top Sales Series.” In these series, she portrays multiple characters herself, depicting realistic yet absurd life scenarios, and has developed a highly recognizable content style.

By early 2025, her Douyin account had amassed over 25 million followers and received more than 560 million likes across the platform, establishing her as one of the most influential short video creators in contemporary Chinese internet culture.



Social media influencer



Yong Tao

Named one of the “Top Ten Public Welfare Figures of the Year” in China, he is a renowned ophthalmologist and author. Having experienced adversity, he chose to bring light to others, protecting his patients and the public with gentleness and reason.

His speeches and writings have given countless people the courage and dignity to face life. He is an outstanding representative of the humanistic spirit in medicine—and in the eyes of the public, a true “Doctor of Light.”



Ophthalmologist; Author

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DIRECTORS:**Xinyi Liu**

Master's in Human Development and Education, Harvard University; Movers Mentor at the United Nations Development Programme

**Nadia Wang**

Master's in Human Development and Education, Harvard University

THEME INTERPRETATION:

In an era of material abundance yet growing existential anxiety, young people face an unparalleled crisis of direction and meaning in a world of infinite choices. When the “optimal solution” becomes a societal consensus and competition breeds efficiency at the cost of exhaustion, have we overlooked the fundamental purpose of education—igniting a profound sense of self and purpose?

Life education is more than career guidance; it is a profound dialogue between the self and the world. It does not seek to fill young minds with standardized answers, but rather, it ignites reflection through questions: “Who am I?” “Who do I want to become?” It transcends the conventional boundaries of career counseling, striving to redefine the relationship between education and life beyond grades and livelihood—helping young people anchor themselves amid diverse values, bridging the gap between passion and reality, and making education a true beacon of life’s purpose.

This forum is a journey back to the essence of education. We bring together global education innovators, psychologists, and youth advocates to address the spiritual crisis behind the ‘empty heart’ phenomenon and reimagine life education as a human-centered journey of meaning and self-discovery. Only when education begins to listen to the voices of the soul can young people break free from the shackles of the “right path”, embracing the infinite possibilities of exploration, failure, and, ultimately, a deep connection with the world.

APRIL 19
08:20-09:50 EST

GUEST SPEAKERS:

Qinxi Yan

Qinxi Yan is a Senior High School Teacher and Principal of The Affiliated High School of Sun Yat-sen University. He graduated from Jingzhou Teachers College in 1984, earned his B.A. in English from Central China Normal University in 1996, and completed post-graduate coursework in Educational Economics and Management at Sun Yat-sen University in 2004. He has taught since 1984 and joined the Affiliated High School in 1997. His writings on education have appeared in numerous national journals and newspapers.

Principal Yan emphasizes cultivating students' sense of right and wrong, core values, and inner dignity. He believes education is built on equality, respect, trust, and genuine love. Every student should be seen, cared for, and supported to grow. He aspires to nurture individuals who are free and dignified in spirit, cultured in behavior, passionate yet rational, and committed to both personal growth and the common good.



Principal of The Affiliated High School of Sun Yat-sen University

Zuyun Shen

Zuyun Shen is a national expert in school education strategy. She serves as Vice President of the China New School Research Association, Deputy Director of the Shanghai Institute for Research on Newly-Developed Quality Schools, and Curriculum Director of the Beijing Excellent Principals Leadership Program. A former journalist and editor, she has authored several influential books and launched popular courses on the Dedao App, including Essential Lessons for Parents of Primary School Students and the Global Education Annual Review.



Vice President of the China New School Research Association; Deputy Director of the Shanghai Institute for Research on Newly-Developed Quality Schools; Editor-in-Chief of the Global Education Annual Report; Consultant in School Strategic Development and Planning



Richard Weissbourd

Richard Weissbourd is a psychologist and Senior Lecturer at the Harvard Graduate School of Education. He directs the Making Caring Common project, which helps schools and parents foster children’s moral and social development, and leads Turning the Tide, a national initiative reforming college admissions to emphasize ethical character and equity. As the founder of several youth programs, he launched ReadBoston, WriteBoston, and Lee Academy, a Boston pilot school. Weissbourd advises policymakers on education reform, parenting, and family policy, and his work has appeared in The New York Times, The Washington Post, NPR, and more. His book The Vulnerable Child was named one of the top 10 education books of all time, and The Parents We Mean to Be was recognized by The New Yorker as a top book of 2009.



Senior Lecturer, Harvard Graduate School of Education; Faculty Director of Making Caring Common



Josephine M. Kim

Josephine M. Kim is senior lecturer on education at Harvard University and former faculty director of the Office of Diversity and Inclusion at Harvard School of Dental Medicine where she launched award-winning K-16 pipeline programs. She is a licensed mental health counselor, national certified counselor, and affiliated faculty at the Center for Cross Cultural Student Emotional Wellness at Massachusetts General Hospital. Her work encompasses the cultural and racial identity development in youth; intergenerational trauma and cultural adjustment in immigrant families; promotion of mental health and prevention of psychological risk in children and adolescents; intercultural understanding and cultural brokering in migratory populations; culturally relevant counseling and advocacy; and anti-racist pedagogy and practices. As a diversity, equity, and inclusion (DEI) scholar, she steers equity and anti-racist practices of senior executives in nonprofit organizations, corporations, and schools. She is an internationally known speaker and consultant who lends her expertise on mental health, cross-cultural, diversity and inclusion, parenting, and anti-racist practices to media sources, organizations, corporations, and schools in Asia, Europe, and the U.S. She is a DEI expert in the University Managers Training Executive Series at the Center for Workplace Development and former resident fellow in the Administrative Fellowship Program at the Office of the Assistant to the President for Institutional Diversity and Equity at Harvard University. She is USA Today’s collegiate case study expert on school violence, expert on diversity and inclusion training design focused on anti-racism in the workplace at United Nations, expert in The Inclusive Policy Lab at UNESCO, and a diversity scholar at the National Center for Institutional Diversity.



Senior Lecturer on Education Director, Counseling Program, Harvard Graduate School of Education



Bryce Fuemmeler

Bryce Fuemmeler is the Senior Research Associate for Harvard’s Leadership & Happiness Laboratory, where he leads the Lab’s research team and acts as the Managing Editor for ‘Seeking the Good’. In this role, he researches and writes on the science of well-being for students, scholars, and the world outside of Harvard. He speaks frequently to the Harvard community, outside universities, and the wider world about topics relating to the good life. His writing has appeared in National Affairs, Profectus Magazine, and the Center for Public Leadership’s Community Reflections, among other places. He holds B.A.s in Economics and History from the University of Missouri, and an M.Sc. in Economic and Social History from the University of Oxford.



Senior Research Associate for the Harvard Kennedy School’s Leadership & Happiness Laboratory



Dou Dou

Ms. Dou Dou is the Co-Founder and Chief Executive Officer of Visions Alive, a career coaching company dedicated to helping Chinese young adults globally thrive and develop fulfilling life and careers. Within three years, the company’s evidence-based coaching programs and global career mentors network have positively influenced over 20,000 students and over 100 families across China, Canada, and the United States, and have established strategic partnerships with over 10 educational organizations to build a collaborative ecosystem with shared visions. A former management consultant at McKinsey & Company and the World Bank, Ms. Dou graduated with a B.S. from Massachusetts Institute of Technology and an Ed.M. in Education Leadership (ELOE program) from Harvard Graduate School of Education. She is a member of the Forbes Business Council and Forbes Coaches Council, a celebrated speaker, and a Certified Professional Co-Active Coach (CPCC). A visionary entrepreneur, Ms. Dou Dou and her team at Visions Alive has pioneered evidence-based life coaching in China’s private youth education sector, setting an example for integrating best practices from academia into business.



Co-Founder and CEO of Visions Alive; HGSE Alumna

CROSS-CULTURAL
& MULTILINGUAL
EDUCATION

DIRECTORS:



Jiashan Liu
Founder of Ziwei Lu Education; Asia-Pacific Leaders Initiative Outstanding Delegate; China Youth Development Foundation Ambassador; Master’s in Education, Columbia University; Bachelor’s in Economics, New York University



Weiwei Tan
Master’s in Human Development and Education, Harvard University; Bachelor’s in Psychology, New York University; Research Assistant, Harvard Lab for Developmental Studies

THEME INTERPRETATION:

In an era of increasing globalization and cultural diversity, cross-cultural and multi-lingual education has become essential for fostering communication and understanding. The traditional Chinese philosophy of “harmony in diversity” offers profound wisdom for contemporary pedagogy: emphasizing respect for differences while seeking common ground. A crucial challenge for modern education lies in achieving equilibrium between cultural preservation and critical thinking cultivation: enabling students to appreciate diverse cultural values while developing their capacity for discernment in multicultural contexts.

This forum will focus on three key topics: how to navigate diverse cultural backgrounds, how to integrate cultural sensitivity and critical thinking into language teaching, and how to help students build identity and self-expression amidst cultural conflicts. Through expert insights and case discussions, the forum aims to promote educational innovation, enhance cultural understanding, and advance global inclusivity.

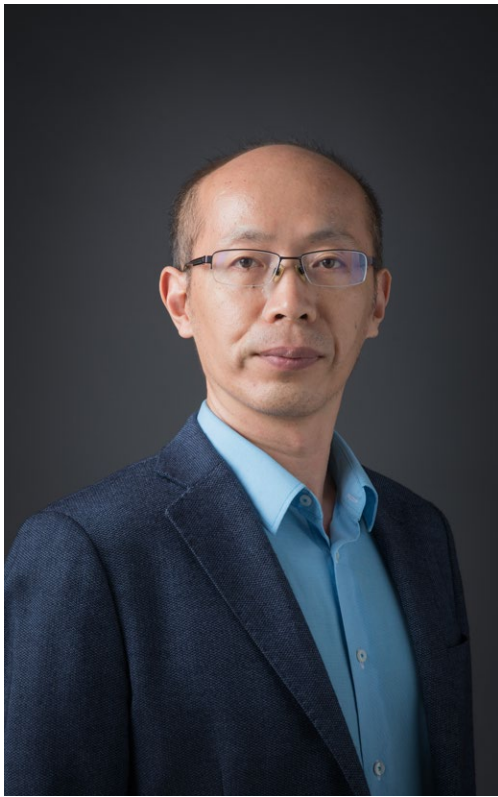
APRIL 19
10:00-11:30 EST

GUEST SPEAKERS:



Bin Zou

Dr. Bin Zou received his PhD in Computer-Assisted Language Learning (CALL) from the University of Bristol, UK. Dr. Bin Zou is a Senior Associate Professor and PhD supervisor at the Department of Applied Linguistics, Xi'an Jiaotong-Liverpool University, China. He is currently teaching in the MA TESOL program. Dr. Zou's research interests include AI, ELT and EAP. He has established curriculums on AI for MA TESOL, MA Applied Linguistics and BA Applied Linguistics at Xi'an Jiaotong-Liverpool University. He is the Editor-in-Chief of the International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT), indexed by ESCI and Scopus. He has given keynote presentations at international and national conferences. He has over 70 publications including books, journal papers and chapters. Most of his publications focused on CALL and AI. He is the executive committee member of the China CALL Association and a committee member of the China Education Technology for Foreign Language Association. He is the co-guest editor of the special issue on Multimodal Generative Artificial Intelligence in Language Education in the journal: Computer Assisted Language Learning.



Senior Associate Professor in the Department of Applied Linguistics at the School of Humanities and Social Science, Xi'an Jiaotong-Liverpool University; Program Director of the Master's in English Education; Doctoral supervisor at the University of Liverpool, UK.



Jing Chai

Jing Chai is a Senior Lecturer in Chinese Language at NYU Shanghai, where she teaches Chinese language and culture courses to international students. She has held teaching positions at Washington and Lee University in the US, and NYU Abu Dhabi in the UAE. Her primary research areas encompass Second Language Acquisition, Chinese Character Acquisition, Intercultural Communication, Experiential Learning, and Technology-enhanced Pedagogy. Additionally, she serves as an OPI Tester for the American Council on the Teaching of Foreign Languages (ACTFL) and as a Reviewer for the U.S. State Department's Critical Language Scholarship program.

She founded the “字圆其说 · I Got One” Project, an innovative initiative that employs a cross-cultural lens and a crowdsourcing model to unite Chinese language enthusiasts from across the globe. This pioneering project empowers learners to share their unique insights and emotional journeys with Chinese characters, fostering a dynamic community through a blend of online and onsite engagements. By integrating digital platforms with interactive community-engaged learning activities, the project has established a vibrant, co-creative ecosystem for Chinese character learning and cultural exchange, charting new courses for international cross-cultural understanding and the global promotion of the Chinese language.



Senior Language Lecturer of Chinese, NYU Shanghai



Zhaohui Hong

Bachelor’s degree in History from Hangzhou University, China (now Zhejiang University); Master’s and Ph.D. in American History from the University of Maryland, USA. Currently a tenured professor of history at Fordham University in New York. With extensive teaching and administrative experience at four universities in the U.S., research interests include digital and spatial humanities, economic history, the history of U.S.-China relations, and cross-cultural exchange and leadership. Has published over ten academic books in both Chinese and English, authored more than 100 scholarly articles, and secured over 40 research grants.



Professor of History at Fordham University, USA



Xiaomeng Hu

Dr. Hu is an Assistant Professor in the Department of Psychology at Renmin University of China. She also serves as a Scientific Advisor at the Happiness Technology Lab at Tsinghua University, a committee member of the Cultural Psychology Division of the Chinese Psychological Society, and a Scientific Consultant for the psychology documentary “Happiness Lab” produced by China Central Television.

Her research spans cultural psychology, moral psychology, and cross-cultural studies, focusing on how culture shapes individual psychology and behavior. She explores the impact of multicultural experiences on international students’ adaptation and moral cognition and conducts cross-cultural comparisons of Chinese and Western thinking styles. Her academic work has been widely published in leading domestic and international journals, and she has led and participated in multiple national and international research projects.

In addition to her research, Dr. Hu is committed to the popularization and educational promotion of psychology. She is the founder and editor-in-chief of “Psychology New Youth” and previously established the Chinese Young Scholars Association for Personality and Social Psychology. Leading her lab team and collaborating with researchers worldwide, Dr. Hu is dedicated to advancing psychology’s role in enhancing well-being.



Assistant Professor, Department of Psychology, Renmin University of China; Scientific Advisor, Happiness Technology Lab (H+Lab), Tsinghua University; Committee Member, Cultural Psychology Special Committee, Chinese Psychological Society

FUTURE
INNOVATION
EDUCATION

DIRECTORS:



Yiyi Chen
Master’s in Education, Harvard University;
Advocate for Mental Health Awareness and
Well-being in Chinese Education



Xiaoxi Wang
Master’s in International Education and
Global Leadership, Johns Hopkins Univer-
sity

THEME INTERPRETATION:

In this era of rapid technological advance-
ment, education, as a key driver of social
progress and sustainable development, is
facing unprecedented opportunities and
challenges. How to ensure that education
not only keeps pace with the times but also
leads the way in the wave of artificial intel-
ligence is a pressing issue that we must ad-
dress. In this context, the Future Innovation
in Education Sub-forum was established,
aiming to explore how, empowered by arti-
ficial intelligence, we can drive educational
innovation and implementation to build a
more equitable, efficient, human-centered,
and nurturing educational ecosystem. This
will light the path for every child’s future and
contribute to the achievement of the United
Nations’ Sustainable Development Goals
(SDGs).

APRIL 19
20:00-21:30 EST

GUEST SPEAKERS:

Kevin Wang

Kevin Wang is the high school principal of Hangzhou Yungu School and a graduate of the Institute of Education, University of London. As a core member, he participated in the establishment of the International Campus of Beijing No. 4 High School, where he served as the head of the mathematics and science department, the director of teaching, and the academic principal. With many years of experience in education, he has worked both as a frontline educator and a senior administrator; he is both a seasoned education professional and a pioneer in international education. In August 2021, he came to Hangzhou Yungu School to serve as the high school principal. Over the past three years, we have steadfastly developed Yungu’s competency-based education, successfully implemented an internationalized Chinese curriculum, refined the MTC assessment mechanism, produced a Yungu competency transcript recognized by international universities, and achieved remarkable results in international university applications. I hope to use my years of educational experience to help Yungu grow into a school that is both forward-thinking and steadily progressing.



The high school principal of Hangzhou Yungu School

Phil Capin

Phil Capin is an assistant professor at the Harvard Graduate School of Education. His research focuses on understanding differences in reading development and developing and evaluating the efficacy of instructional practices, primarily for those with difficulties. He is currently the Principal Investigator of an Institutes of Education Sciences (IES) grant focused on improving narrative language and reading comprehension for elementary emergent bilinguals. He has served as a key investigator for multiple funded projects: (1) an National Institutes of Health-funded Learning Disabilities Research Center project examining issues related to learning disabilities identification and remediation, (2) an IES-funded Education Development Research Center focused on improving opportunities and outcomes for English learners, (3) an IES-funded grant focused on integrating motivation supports within a reading intervention for students with or at risk for disabilities, and (4) an Office of Special Education Programs (OSEP) project focused advancing reading outcomes for English learners with or at risk for reading disabilities. Findings from this research have published in academic outlets, including Scientific Studies of Reading, Reading Research Quarterly, and Journal of Educational Psychology. In addition to advancing understanding of reading development and instruction, a primary goal of his work is to translate research findings in ways that can meaningfully address current challenges that affect educators and their students. Prior to joining academia, Capin was a special education teacher in El Centro, California.



Assistant professor at the Harvard Graduate School of Education



Ryan Yang

Ryan is currently working as the High School Principal for Moonshot Academy, one of the most innovative high schools in China. He completed his M.A. in Education Policy from Brown University of the USA and his B.Sc. in Surveying from the University of Hong Kong. He received his Certificate in School Management and Leadership from Harvard University. Before returning to China, Ryan worked for Mount Pleasant High School of Rhode Island. He joined MSA in 2018 as one of the founding cohorts. In addition to his school position, Ryan also works as an evaluator for the Council of International Schools (CIS) and Cognia. He has conducted several school accreditation visits in Beijing, Shanghai, Shenzhen, Shenyang, and Taipei, etc.



High School Principal of Moonshot Academy; Cognia Accreditation Evaluator; Council of International School Accreditation Evaluator



Xiaoyan Wang

Xiaoyan Wang, a wheelchair user with congenital spina bifida (SCI level II), directs give and take coffee initiative and founded China’s first Wheelchair Barista Training Base. Self-taught before age 28, she earned Social Work degrees and national certifications, transitioning from isolation to pioneering disability advocate.

From 2016-2024, she led Shanghai’s Hope House SCI rehabilitation program, designing 260+ life-rebuilding courses and publishing 260+ articles to combat stigma. As a Life Influences Life speaker, she delivered 50+ talks inspiring resilience through her journey.

Since 2020, her “Barista Training + Employment” model has trained 400+ disabled individuals, including the groundbreaking Breaking Barriers curriculum for wheelchair users. Collaborating with engineers, she developed accessible coffee equipment, reducing vocational barriers. In March 2025, her work earned the UN Zero Project Award for inclusive innovation.

“Action defines possibility” drives her mission to merge social work with specialty coffee, building ecosystems where disability fuels professional excellence.



Co-founder of Give and Take Coffee; Social Enterprise & Founding Dean of China’s First Wheelchair Barista Academy

GUEST SPEAKERS:



Lulei Chen

Lulei Chen, a visionary with acquired sensorineural hearing loss, has dedicated her career to advancing inclusive employment. After losing her hearing at 18 months due to hyperthermia and drug-induced auditory nerve damage, she earned a degree in Decorative Art Design and became an SCA-certified Q-Grader (top 5% globally), later winning China’s National Disability Vocational Skills Championship in Coffee Brewing (2023).

As co-founder of Give and Take coffee in Shanghai, she helped to built China’s first disability-led coffee chain, employing 90% hearing-impaired staff. Her “Training-Certification-Employment” model achieves a 98% job placement rate, training 120+ baristas annually. This system, adopted by Shanghai Open University and replicated across nine cities, integrates patented AI sign-language ordering technology.

Simultaneously serving as Never Mind Family Coffee’s R&D Trainer, Chen designed visual workflow systems to simplify complex tasks, while her Yangpu District Training Base has upskilled 400+ professionals. Honored with the Global Best Barrier-Free Enterprise Award at the UN Vienna HQ (2025) for her “Silent Barista” program, she redefines disability employment through tech-driven solutions.

Guided by her motto—“Physiological limits never cap potential”—Chen has empowered 500+ individuals with disabilities, proving expertise transcends physical barriers and fostering global dialogue on inclusive innovation.



Head of Give and Take Coffee Social Enterprise Café, and Store Manager & Operations Training Developer at Never Mind Coffee, Trainer for Barista Skills for People with Disabilities,

DIRECTORS:



Yanwen (Elva) Si
Instructional Designer, Harvard University



Yuhe Pan
Master’s in Human Development and Education, Harvard University

THEME INTERPRETATION:

The family is a child’s first gateway to understanding the world, serving as the first classroom for shaping their values, behaviors, and emotional intelligence. As caregiving philosophies rapidly evolve and social environments grow increasingly complex, caregivers face unprecedented challenges. This Family Education Sub-forum aims to provide a learning platform for caregivers to explore how to build positive nurturing models through everyday interactions. The discussion will focus on four key areas: parent-child interactions, sex education, technology use and digital citizenship, and mental health and emotional learning. Through expert insights, caregivers will gain guidance on navigating these changes and identifying the educational approaches best suited to their families. Additionally, the Sub-forum will emphasize caregiver growth, exploring emotional regulation, self-care, and mutual support between partners to foster a harmonious home environment that nurtures children’s healthy development and helps them reach their full potential.

APRIL 20
08:20-09:50 EST

GUEST SPEAKERS:



Yanzi Hu

Yanzi Hu engages in local cultural research and urban renewal interventions through social art practices and community-based curatorial methods, addressing societal issues from an aesthetic perspective to create “social sculptures.” She is a recipient of the “Observing the Body through the Body” Award at the Chinese Performance Art Documentation Exhibition. In recent years, she has initiated and curated projects such as Return: International Live Art Festival and Folk in the Mirror: Imagined Community, as well as co-organized initiatives like the Return Advocacy Action, Between the Blocks: Community Public Art Festival, and Luxelakes Community Art Season.

The Childhood Secret Archives—a six-year ongoing public art project—has collected nearly 6,000 childhood archives of individuals born in China between 1918 and 2020. With two physical venues in Chengdu and Xi’an, the archives focus on intergenerational dynamics, youth well-being, and sexuality education. Through exhibitions, lectures, and workshops, it fosters artistic creation and public education rooted in community engagement.



Curator, Founder of the Childhood Secret Archives



Wenyan Ma

Wenyan Ma serves as a council member of the Sichuan Sex Education Association and Deputy Director of the Committee on Adolescent Sex Education. With 16 years of experience advocating for sexuality education, she has delivered lectures on mental health and sexuality education in schools and kindergartens across China and led training camps for students and parents.

She co-edited publications such as Things About Adolescence, Sexuality Education for Boys/Girls in Puberty, and Safeguarding Children’s Lifelong Happiness, and authored the junior high school textbook Mental Health and Life Education. Her work emphasizes empowering families to navigate critical issues in child development.



Senior Family Education Consultant, Advanced Instructor in Empowerment-based Sex Education



Nan Su

Nan Su specializes in gender-inclusive sexuality education for children, adolescents, parents, and adults, working extensively in schools, communities, and public spaces. As the founder of Shanpo Simple—a Chengdu-based gender-friendly collective—she advocates for lifelong, inclusive sexuality education through online and offline initiatives. Holding a master’s degree in sociology from Sichuan University, her research focuses on gender/sexuality studies and medical sociology. She believes that no individual should lose freedom or holistic growth due to societal constraints around gender and sexuality.



Advanced Instructor in Empowerment-based Sex Education, M.A. in Sociology, Sichuan University



Yaojiang Shi

Yaojiang Shi, a Senior Professor at Shaanxi Normal University and the Director of the Center for Experimental Economics in Education (CEEE). He also serves as the Head of the “111 Project” Intelligence Introduction Base, a program under the Ministry of Education and the State Administration of Foreign Experts Affairs.

His research focuses on experimental economics and rural development. Based on field surveys and policy simulation experiments, he has pioneered the use of randomized controlled trials (RCTs) for impact evaluation. He has conducted over 60 intervention-based experimental studies in areas such as early childhood development, nutrition, health and education, teaching and pedagogy, and health and human capital. Professor Shi has published over 200 academic papers in both Chinese and English and has submitted 36 policy briefs.



Senior Professor at Shaanxi Normal University, Director of the Center for Experimental Economics in Education (CEEE)



Xueyun Su

Xueyun Su is a Professor and Ph.D. Supervisor at East China Normal University and serves as the Deputy Director of the China Institute of Infant and Toddler Care and Education.

Her primary research areas include inclusive early childhood education, assessment and development of infants and young children (0-6 years old), early intervention (for children with autism spectrum disorder and developmental delays), social-emotional competence and creativity development in children, and family education counseling and guidance.

She has led 20 research projects, including those funded by the National Social Science Fund of China and the Ministry of Education’s Humanities and Social Sciences projects. She is also responsible for the CHILD+ Child Assessment and Development System and the Chinese version of AEPS-3 (Assessment, Evaluation, and Programming System for Infants and Children, Third Edition). Professor Su has authored books such as Early Intervention for Infants and Young Children and Early Intervention Series for Children with Autism Spectrum Disorder. She has published over 60 papers in SSCI and CSSCI journals.



Professor at East China Normal University, Deputy Director of the China Institute of Infant and Toddler Care and Education

EDUCATION THROUGH ART

DIRECTORS:



Ruoyi Li

PhD Student in Arts Administration, Education, and Policy at Ohio State University;
Partner at Cultural Investment Fund



Ruixi (Dorothy) Li

Master's in Human Development and Education, Harvard University

THEME INTERPRETATION:

Where is Art Education? – Rethinking through Space, Value, and Tools

We are now 25 years into the 21st century—a quarter of the way to the 22nd century—prompting us to reflect on the critical practice of art education in China and its future. How has the field changed over the past decades, and where is it headed as we navigate technological, cultural, and pedagogical shifts?

From online exhibitions and mass media-driven artistic practices to public art installations and performances, the scope of learning through art has significantly expanded. No longer restricted to traditional classrooms, arts education now extends into the multidimensional intersections of physical and virtual spaces.

This Sub-forum, “Where is Art Education?”, seeks to advance the discourse on the spatial dimensions and value frameworks of contemporary education through arts. We will explore current strategies for not only fostering artistic practices but also nurturing learner creativity, autonomy, and self-expression. By convening educators, scholars, and artists—key practitioners shaping 21st-century arts education—we aim to collectively reimagine new possibilities for the future of arts education.

APRIL 20
10:00-11:30 EST

GUEST SPEAKERS:



Xuan Zhang

Dr. Zhang earned her Ph.D. in Art Education with a focus on Educational Technology from The Ohio State University. She previously worked as a Boya Postdoctoral Fellow and Lecturer at Peking University, and as an Assistant Researcher at the National Center for Research into Intercultural Communication of Arts.

Her research areas include Educational Technology in Art Education, Information Interaction Design, Digital Humanities, and Cultural and Artistic Innovation Communication. She has published a monograph titled “Application of Data Visualization in University Art Education Classrooms” and papers in journals including Journal of Cultural Research in Art Education, Photography & Culture and Journal of e-Education Research.

She teaches courses in Information Interaction Design, Design Problem Research, and Digital Media and Interactive Narrative Studies.



Assistant Professor and Master’s Supervisor at the School of Design and Arts



Jesse Coffino

Over the last decade, Jesse Coffino has worked closely with Anji Play founder Ms. Cheng Xueqin and the educators of Anji County, China to translate the transformative practices of Anji Play for global practitioners. Jesse has supported the learning and growth of educators in America, South America, Africa, Asia, Australia, and Europe through the design and delivery of in-person and virtual professional development, public speaking, consulting, and writing. Jesse is deeply committed to creating safe spaces for reflection and discovery that meet each learner where they are. According to Jesse, “Creating safety to take risks and experience joy, to become deeply engaged, and to reflect freely and openly in your own voice guides every aspect of our work and is the foundation of deep, meaningful, and lasting learning and growth.” Jesse has lectured at institutions including Harvard, MIT, BRAC, Google, and Lawrence Livermore National Laboratory.



CEO, Anji Education, Inc.

DIRECTORS:



Vivian Shu
Master’s in Education Technology and Innovation, Harvard University



Zhichao Yang
Master’s Candidate in Education Technology, University College London; Research Assistant at the Smart Learning Institute, Beijing Normal University

THEME INTERPRETATION:

The dual waves of digital innovation and artificial intelligence are reshaping the landscape of education, prompting us to reconsider current needs and future directions. This symposium, titled “Smart Education”, focuses on three pivotal themes: Artificial Intelligence (AI), Extended Reality (XR), and educational data.

We will explore how AI can be leveraged to develop personalized educational agents that adapt to individual learning styles, offering a tailored experience. The event will also highlight XR’s potential to dissolve boundaries between virtual and physical spaces, creating immersive environments where people, machines, and objects interact seamlessly. Moreover, we will uncover data-driven insights, providing a scientific basis for educational decision-making and advancing the reform of educational assessment systems.

These approaches promise to optimize learning outcomes and better align strategies with the evolving needs of modern learners. We invite global experts and stakeholders to join this cross-disciplinary dialogue as we explore innovative solutions and the boundless possibilities for the future of education.

APRIL 20
20:00-21:30 EST



Ronghuai Huang

Professor Huang currently serves as Dean of the Smart Learning Institute of Beijing Normal University (BNU), Director of the National Engineering Research Center of Cyberlearning and Intelligent Technology, Director of the National Research Center for Educational Informationization Strategy (Beijing), and Chairholder of the UNESCO Chair on Artificial Intelligence in Education. He is also Secretary-General of the Expert Panel for ICT in Education of the Ministry of Education (MOE), Member of the MOE Advisory Committee for Digitalization in Education, Chair of the 7th Academic Committee of the China Educational Technology Association, Member of the Expert Committee on Science Subjects of the National Textbook Committee, Member of the MOE Expert Panel on Artificial Intelligence Technology Innovation, Deputy Chair of the Expert Panel for the MOE “Smart Education Demonstration District” Initiative, Member of the Expert Management Group for the Sci-Tech Innovation 2030—“Next-Generation Artificial Intelligence” Major Project of the Ministry of Science and Technology, and Editor-in-Chief of international journals Journal of Computers in Education and Smart Learning Environment.



Dean of the Smart Learning Institute of Beijing Normal University; Chairholder of the UNESCO Chair on Artificial Intelligence in Education



Rus Gant

Rus Gant is an internationally recognized XR architect, computer engineer, multi-technology artist, educator, and visual futurist. He is currently an XR+AI researcher in MIT’s Program in Art, Culture, and Technology and previously spent 12 years on Harvard’s research staff, leading the Visualization Research Laboratory and the Virtual Harvard Project. He has also served as adjunct faculty at Tokyo’s Showa Women’s University and a research fellow at MIT’s Center for Media Studies. His recent work explores the future of immersive 3D graphics, virtual production, and generative AI for visualization and telepresence. Rus is a prominent historian of XR technology and served as Lead Technical Artist for the Giza 3D project — a collaboration between Harvard and the Boston Museum of Fine Arts to digitally reconstruct the pyramids, temples, and tombs on the Giza Plateau. With over 50 years of experience, Rus has shaped the fields of computer visualization, digital archaeology, and museology. He founded the first multimedia group at International Computers Ltd. in the UK, co-founded Vision Machine Research Corp. in Cambridge, MA, and designed the first digital visualization lab at Polaroid. Rus’ contributions extend beyond academia. In the 1960s, he worked as a technician for Boeing/NASA on the Apollo Project and served in the U.S. Air Force during the Vietnam War. At MIT’s Open Documentary Lab, he contributed to A 39,000-Year History of Virtuality, an exploration of alternative realities throughout history. His career remains defined by a passion for pushing the boundaries of XR, AI, and immersive storytelling — shaping the future of visualization across disciplines.

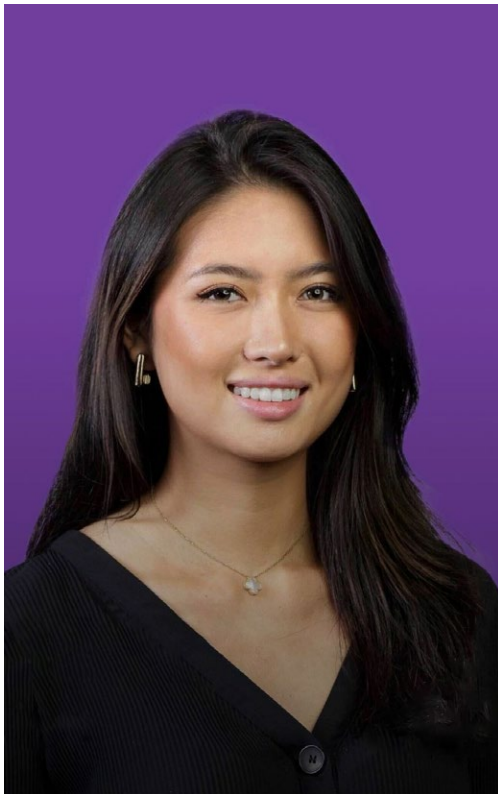


XR+AI Researcher in the MIT Program in Art, Culture and Technology at the Massachusetts Institute of Technology.



Claire Zau

Claire Zau is a Partner and AI Lead at Global Silicon Valley (GSV) Ventures, where she focuses on driving innovation and strategic investments in the field of artificial intelligence. With a strong background in technology and venture capital, Claire has played a crucial role in identifying and nurturing startups at the intersection of AI and education, aiming to leverage technology to revolutionize learning experiences. She has a deep understanding of emerging technologies and how they can be applied to solve real-world problems, particularly in the areas of education and workforce development. Prior to joining GSV Ventures, Claire held leadership positions at various tech companies, where she gained extensive experience in AI research and product development. She has a proven track record of supporting startups through their growth phases, from early-stage investments to scaling solutions that have a global impact. She holds an undergraduate degree from Stanford University and a master’s degree from the University of Pennsylvania. Claire is a thought leader in the AI and venture capital ecosystems, regularly speaking at industry events and advising on the future of education and technology.



Partner and AI Lead at Global Silicon Valley (GSV) Ventures



Chris Dede

Chris Dede is a globally recognized leader in educational technology, innovation, and learning sciences. He is a Professor and Senior Research Fellow at the Harvard Graduate School of Education, where he previously served as the Timothy E. Wirth Professor in Learning Technologies, and Chair of the Teaching and Learning Department. His work focuses on emerging technologies—including augmented reality (AR), virtual reality (VR), and artificial intelligence (AI)—to create immersive, personalized learning environments. He is widely known for his research on “neomillennial learning styles,” which explores how digital media shape modern students’ engagement and knowledge development.

Chris has played a pivotal role in policy and leadership, advising the U.S. Department of Education and serving on the National Academy of Sciences Committee on Educational and Psychological Assessment. He has contributed to national initiatives, including the 2010 National Educational Technology Plan and NSF workshops on technology-based learning models. His research projects, such as EcoMUVE and EcoXPT, have pioneered the use of immersive simulations to teach complex scientific concepts.

A prolific author, he has co-edited influential books, including Virtual, Augmented, and Mixed Realities in Education and The 60-Year Curriculum: New Models for Lifelong Learning in the Digital Economy. He is also a member of the OECD 2030 Scientific Committee and has worked on global technology-based education initiatives. Through his research, writing, and advocacy, Chris continues to shape the future of education, emphasizing interactive, student-centered approaches that prepare learners for a rapidly evolving digital world.



Professor and Senior Research Fellow at the Harvard Graduate School of Education. Previously served as the Timothy E. Wirth Professor in Learning Technologies and Chair of the Teaching and Learning Department.



Yanyan Li

Professor and Doctoral Supervisor at the Faculty of Education, Beijing Normal University (BNU). Currently serving as Deputy Director of the Beijing Key Laboratory of Educational Technology, Vice Dean of the Smart Learning Institute of Beijing Normal University, and Chief Scientist of the National Science and Technology Major Project on New Generation Artificial Intelligence. Her research focuses on the educational application of artificial intelligence, smart education, learning analytics, and collaborative learning. She has led over 20 research projects funded by organizations such as the National Natural Science Foundation of China, the National Educational Science Planning Program, and the Beijing Educational Science Planning Key Projects. She is currently the Executive Editor-in-Chief of the Journal of Computers in Education. She has published over 100 academic papers in international journals and conferences, authored and edited five books in Chinese and English, and holds several authorized patents and software copyrights. She has also been invited to deliver keynote speeches at prestigious international conferences on artificial intelligence in education, including AIED and ICALT.



Deputy Director, Beijing Key Laboratory of Educational Technology; Chief Scientist, National Science and Technology Major Project on New Generation Artificial Intelligence



Zhijun Wang

Professor and Doctoral Supervisor at Jiangnan University, Deputy Director of Jiangsu Research Center for “Internet Plus Education.” Recognized as an outstanding cultural talent under the “Zijin Culture Talent Cultivation Project” and a high-level expert in Jiangsu Province’s “333 High-Level Talent Project.” Her primary research focuses on Connectivism, a theory of social learning in the digital intelligence era. She directed the creation of China’s first “White Paper on Talent Learning in Artificial Intelligence” and served as a guest speaker at WAIC2023.



Professor and Doctoral Supervisor, Jiangnan University; Deputy Director, Jiangsu Research Center for “Internet Plus Education”



Yangcun Feng

Dr. Feng Yangcun holds dual doctoral degrees, specializing in Educational Decision-Making and Policy Analysis from the National Institute of Education Policy Studies at East China Normal University, and Educational Technology. Currently, he is an Assistant Professor and Master’s Supervisor at the School of Vocational and Technical Education, Tongji University. His research primarily focuses on data-driven instructional decision-making, educational informatization policies, and artificial intelligence in education.



Assistant Professor and Master’s Supervisor, Tongji University



- 01 Overview
- 02 Keynote Speech
- 03 Six Sub-Forums

FEATURED EVENTS

- 05 Team Members
- 06 Special Acknowledgments

DIRECTORS:



Luman Zhou

Manchester Institute of Education, University of Manchester; PhD Candidate in International Higher Education; Founder & President of Global PhD Network in Education; UoM Best Contribution to Internationalisation Awards 2024; UoM Global Scholar Fund (Recipient)



Kate Zhou

Ed.M. Candidate in Human Development and Education, Harvard University; Research Intern in Harvard Computational Cognitive Development Lab

THEME INTERPRETATION:

The Postgraduate Scholars Conference is designed for young scholars worldwide, particularly doctoral students and early-career researchers. It aims to provide an interdisciplinary platform for scholars in international education, the integration of language education and artificial intelligence, and educational psychology to foster both tradition and innovation. Focusing on the diverse challenges and opportunities of education in a globalized world, the conference explores how language, psychology, and technology collectively shape the future of education.

Through diverse academic presentations, workshops, and networking sessions, this conference offers postgraduate scholars the opportunity to share research findings, establish academic connections, and explore future collaborations. This conference has brought together young researchers from diverse fields such as international education policy, language learning technologies,

and educational mental health. Their multifaceted perspectives and professional expertise have provided significant momentum for innovation and transformation in the field of education.

This conference has attracted significant international attention, with presenters from 44 universities across 13 countries and regions. Scholars come from countries such as the United States (Harvard University, Columbia University), the United Kingdom (University of Cambridge, King's College London, University of Manchester), Australia (University of Melbourne, University of New South Wales), Belgium (Vrije Universiteit Brussel), China (Beijing Normal University, Fudan University, The University of Hong Kong), New Zealand (University of Auckland), Singapore (Nanyang Technological University), and Malaysia (University of Malaya), etc. This diverse participation reflects the global influence and academic appeal of the conference.

FEATURED EVENT 2

Resonating Minds: Hands-On Social Emotional Learning Series

DIRECTORS:



Zhiwen Jin

Master's in Human Development and Education, Harvard University; Vice Chair of the nonprofit organization E Jian Learning; Research Assistant at Harvard's Social-Emotional Learning Lab; Founder of Beijing Zhiwen Qingteng Education



Xinyi Wang

Master's in Human Development and Education, Harvard University; Head of the Hainan Career Planning Project at the nonprofit organization E Jian Learning; Research Assistant for Child and Adolescent Mental Health Projects at Tsinghua University's School of Public Health; Lead Counselor at Xi'an Lemon Tree Psychological Counseling

THEME INTERPRETATION:

In the fast pace of modern life, communication between parents and children often comes to a halt due to emotions, misunderstandings, and stress. Many parents may have wondered, "I care deeply about my child, so why do they keep pushing me away?" True companionship is not just about the length of time spent together but about the depth of connection. The Resonating Minds workshop series focuses on emotional resonance and psychological growth within family relationships. It aims to help parents and children build stronger emotional bonds through high-quality, mindful engagement.

This series not only helps parents develop emotional regulation skills and effective companionship strategies but also provides tools and support for adolescents to prioritize their mental and emotional well-being. By integrating theory with hands-on practice, participants will learn how to foster warmth and understanding in parent-child relationships.



01 Overview

02 Keynote Speech

03 Six Sub-Forums

04 Featured Events

TEAM MEMBERS

06 Special Acknowledgments

VALENTINA ZHANG CHAIR

Xinyue (Valentina) Zhang currently serves as the Chair of the 16th Harvard China Education Symposium (CES) and is a master's student in Human Development and Education at the Harvard Graduate School of Education. Her research focuses on applied linguistics, corpus linguistics, and sociolinguistics, with an emphasis on language learning motivation, bilingualism and multilingualism, and heritage language development. She is committed to advancing innovation in global multilingual education, advocating for inclusive language learning environments through research and practice, and ensuring equitable opportunities for all students within multilingual education systems.

Her research has been widely presented at academic platforms in China, the United States, the United Kingdom, Spain, and Poland, and has been featured at prominent conferences such as the American Association for Applied Linguistics (AAAL) Conference, the International Conference on Foreign and Second Language Acquisition (ICFSLA), and the International Conference on Corpus Linguistics (ICLC). Additionally, she is a founding team member of the Hong Kong Interdisciplinary Artificial Intelli-

gence Association, where she leads the Language and Communication Department. She actively promotes research on the application of artificial intelligence in language translation, text sentiment analysis, chatbots, and speech recognition, while also focusing on advancing innovations in human-computer interaction technology. Leveraging her interdisciplinary expertise and global perspective, she continuously explores the integration of education and technology to drive inclusive development in multilingual education, contributing to global educational equity and linguistic diversity.

As the Chair of the Harvard CES, as well as its Chief Planner and Chief Reviewer, she leads a team of over 150 members, overseeing the symposium's strategic planning and execution. She finalized the annual theme, "From Local Seeds to Global Deeds: Innovating Education Through Continuity," and coordinated the successful implementation of both online and offline events. For the offline activities, she curated thematic subforum exhibitions as the Chief Curator, showcasing innovative educational practices and intellectual outcomes aligned with the symposium's six subforums,

fostering cross-disciplinary dialogue and intellectual exchange. Concurrently, she serves as the Editor-in-Chief of the symposium magazine, overseeing its content framework and intellectual depth while systematically consolidating symposium outcomes into a high-quality publication to amplify its impact. Furthermore, as the Executive Producer of the promotional videos and related programs, she spearheads content planning and production, utilizing diverse media formats to vividly convey the core mission and societal value of CES. She efficiently manages six core departments—Public Relations, Technology, Finance, Operations, Marketing and Publicity, and Design—optimizing interdepartmental collaboration to maximize resource integration and operational efficiency, thereby elevating the symposium's organizational influence and academic significance.

She has always believed that carrying forward the essence of the past and embracing the possibilities of the future are not contradictions, but shared responsibilities. Education is where both are nurtured into action.



SINING TAO VICE CHAIR

Sining Tao is the Vice Chair of the 16th Harvard China Education Symposium. She holds a bachelor's degree in English and Journalism from Fudan University and a master's degree in Human Development and Education from the Harvard Graduate School of Education. She will soon continue her doctoral studies at Harvard. Her academic and professional interests span multilingual education, reading difficulties, teacher development, and technology-enhanced learning. She is committed to bridging the gap between research and practice, striving to make educational research more responsive to learners' real needs and the everyday realities of educators.

Sining has published in international journals such as *Frontiers in Language Sciences* and *IEEE Transactions on Learning Technologies*. She has also served as a project coordinator in multiple interdisciplinary research teams, including Language for Learning, the Harris Lab, and the BRIDGES Lab, where she collaborated across fields such as language science, learning technologies, and developmental psychology. Her work

employs mixed-methods approaches—combining classroom observation, in-depth interviews, surveys, and discourse analysis—to explore how to enhance multilingual students' language development while strengthening their sense of identity and belonging.

Currently, she works as a project coordinator at HGSE, contributing to projects focused on language development and educational equity. She also teaches English to adult immigrants at a local community learning center, supporting their language acquisition and cultural adaptation. To her, language learning is not merely about skill-building. It is also a journey of identity formation, cultural understanding, and social integration.

As Vice Chair of the 16th CES, Sining oversees the planning and execution of six sub-forums and two featured events. From topic design and speaker outreach to content refinement and event implementation, she emphasizes balancing academic rigor with practical relevance. Covering topics from individuals to families, from arts to technology, from cultural

heritage to educational innovation, she envisions the forum as a co-creative space where educators, researchers, and practitioners can engage in meaningful dialogue and generate future-oriented insights through the convergence of diverse perspectives.

She firmly believes that the true value of education lies in empowering individuals and connecting communities. In an era shaped by globalization and diversity, language should be a bridge that connects the world—not a barrier that divides it. Inspired by the theme of this year's symposium—"From local seeds to global deeds, innovating education through continuity"—she believes that educational innovation must be rooted in local wisdom while growing through continuity and connection. Through her research and practice, she hopes to sow the seeds of meaningful learning, spark cross-cultural understanding and collaboration, and help every learner and educator find belonging and strength on the global stage.



ANNIE ZHAO DIRECTOR OF OPERATION

Ziyan (Annie) Zhao currently serves as the Director of Operations of the 16th Harvard China Education Symposium (CES). She is a senior majoring in Psychology and Music, and also a research assistant in the Music, Imaging, and Neural Dynamics Laboratory at Northeastern University. During her full-time Co-op at the lab, her research was published in the Journal of Music and Medicine. Bringing her work beyond the academic setting, she independently designed and led a music intervention jam session at Rainbow ADHC of Allston, exploring how music can support memory, cognitive function, and emotional regulation in real-world contexts. She has also worked as a research assistant at the Institute for Cultural and Creative Industries at Renmin University of China, contributing to government-led studies on innovation and cultural policy.

For Annie, music is more than an academic pursuit, it's a meaningful way to connect with others. As president of Aplus, a Boston-based Chinese a cappella group, she manages the group's operations and organizes performances across universities in the

city, using music to build bridges of communication and convey emotions. Through radio stations, she shares songs that resonate with listeners, records covers, and designs auditory experience projects aimed at helping children and adolescents regulate their emotions and cope with psychological fluctuations. She believes music is not just something we hear, but something we feel, an essential form of connection. Looking ahead, she hopes to integrate her knowledge of psychology and music to bring warmth, confidence, and care to more people.

Joining CES has been both a challenge and a journey of growth. From the earliest stages of planning, Annie has overseen key aspects of forum operations, managed communication with participants, and helped shape committee structures and responsibilities. She led the recruitment and onboarding of volunteers from both China and abroad, ensuring each team member was well-prepared to contribute meaningfully. She aims to establish efficient communication bridges across teams, maintain a steady pace, ensure seamless coordination between sections, and respond swift-



ly to unexpected situations. She firmly believes that the essence of operations lies not in top-down management but in building a supportive environment where each team member can discover their role, collaborate effectively, and work together to bring the forum to fruition.

The CES team is made up of members from diverse regions and backgrounds, each bringing their own unique strengths, fresh perspectives, and creative ideas. Annie sees operations as a steady and grounding force within the team—one that helps every member grow, feel a sense of belonging, and find meaning in their work.

Rather than following a rigid, top-down structure, she envisions this year's symposium as a circle. There is no fixed center; every person and every task is an essential part of the whole. Members support one another, lift each other up, and grow together. She believes that it is these connections that give the symposium its unique vitality, transforming it from a short-term event into a platform with a lasting impact on the future of education. She hopes that every participant will grow through this process, not only witnessing the symposium's success but also finding their own value within it, allowing the platform to truly fulfill its purpose.

SOPHIA ZHANG DIRECTOR OF MARKETING & PUBLICITY

Tianjiao Zhang currently serves as the Director of Marketing and Publicity for the 16th Harvard China Education Symposium (CES). She holds a bachelor's degree in Media Studies and Education from the University of California, Berkeley, and is now pursuing her master's degree in Education Policy and Analysis at the Harvard Graduate School of Education. She also works as a research assistant on education-focused projects at both Harvard University and Tsinghua University.

During her undergraduate years, Tianjiao organized large-scale cultural events for East Asian communities and interned as an assistant director and scriptwriter for television programs such as Go Fighting!, where she was deeply involved in content creation and media communication. As a core organizer of the 8th Women in Power Conference, she has consistently focused on women's issues and youth empowerment. Her undergraduate research explored topics such as the media representation of women through the lens of the male gaze, the psychological impact of social media on children, and cultural identity development in bilingual environments. Currently, her research focuses

on children's trust in artificial intelligence and bilingual development.

Tianjiao is not only an academic but also one of China's Top Ten Young Writers, a member of the China Writers Association, a portrait photographer, a culinary content creator, and an online fiction writer. She believes that women's perspectives should not be marginalized, but instead become an essential part of global narratives. To her, education is the starting point of change, and communication is the power that ensures voices are heard.

She believes that education is more than the transmission of knowledge; it is the meeting of minds and the amplification of voices that have long gone unheard. True education happens not only in classrooms but also in conversations that challenge bias and reshape understanding. The Harvard China Education Symposium is not just an academic conference. It serves as a bridge connecting present realities with future possibilities and as a platform where education becomes a driving force for social change. If a forum inspires new thinking about education or rekindles an educator's original aspiration, then its value has already



gone beyond the event itself. She believes that representation matters. Communication is not just about spreading information, but about shaping narratives and empowering voices. As Director of Marketing and Publicity, she cares deeply about diversity in design styles and visual presentation, but even more about using thoughtful and powerful language to make more communities visible and understood. This year, the symposium released special posts for Chinese New Year and International Women's Day. These were not only celebrations, but also affirmations of cultural identity and a firm response to the call for diverse voices. She believes that when a community is ignored by society, education should become its

echo. When an experience is intentionally marginalized, communication should be the way to bring it into public discourse.

She sees publicity not as a means of creating noise, but as a process of creating meaning. Behind each post is a thoughtful discussion about expression, empathy, and perspective. Every publicity strategy reflects collaboration and shared values. To her, marketing is not a supplementary function, but a vital part of the symposium's mission. It is the force that brings educational issues into public view, sparks conversations, and builds resonance. She hopes that every message delivered is a story worth being heard.

ECHO ZHAO DIRECTOR OF DESIGN

Wanting (Echo) Zhao currently serves as the Director of Design of the 16th Harvard China Education Symposium (CES) and a master's student in Data Science at Monash University. As a person with a disability, she is dedicated to advocating for accessibility and fostering a diverse and inclusive society. Previously, she worked at Apple, where she organized volunteer activities to engage colleagues in experiencing and embracing the company's Diversity & Inclusion culture. She firmly believes that education is the foundation of all change. In this rapidly evolving era, she seeks to explore new educational methodologies and advance the principles of lifelong learning and sustainable education.

At CES 2025, Echo is responsible for the visual storytelling and creative direction of the symposium. Guided by the design principle "From Local Seeds to Global Deeds: Innovating Education Through Continuity," she highlights the dynamic interplay between tradition and modernity in shaping the future of education. The symposium logo was the first visual identity

created, encapsulating this philosophy—the central flame symbolizes education as a force of transformation, breaking barriers and igniting new ideas. At the same time, it resembles a seed, representing growth, renewal, and the continuous cycle of learning. The droplet-like form conveys the subtle yet profound influence of education, which nurtures individuals and communities across generations. The fluid, curved structure fosters a sense of warmth, inclusivity, and sustainability—values at the core of Harvard CES. This year's design language emphasizes simplicity, elegance, heritage, and innovation, merging traditional Chinese cultural elements with contemporary aesthetics to create a harmonious bridge between the past and the future.

This visual narrative would not have been possible without the outstanding design team under her leadership. Echo fosters an open, equitable, and collaborative work environment, establishing effective feedback mechanisms that empower each team member to reach their full potential. Internally, she developed clear workflow structures,

maintained rigorous attention to design details, and assigned tasks based on each member's strengths—ensuring that everyone's talents were maximized and that high-quality visual outputs were consistently delivered. Externally, she navigated tight deadlines and supply chain logistics, successfully executing proj-

ects through strategic delegation, risk management, and cross-functional collaboration.

Her goal is to ensure that every team member grows through this experience and that CES 2025 leaves a lasting impression on a global audience through the power of design.



PATRICIA ZHANG DIRECTOR OF PUBLIC RELATIONS

Ping Zhang, currently serves as the Director of Public Relations (PR) of the 16th Harvard China Education Symposium (CES). She graduated with a Master's degree in Media and Public Relations and a Bachelor's degree in Broadcasting and Hosting Arts. Her education journey has taken her from home to abroad, and her work field has extended from broadcaster and host to the current direction of PR. She has been in charge of brand communication and PR strategy at many summits and cultural events. She is good at integrating multi-platform resources to create an efficient and innovative communication matrix, which has attracted the participation of many celebrities and university students. She focuses on the research of corporate crisis communication and explores the strategic methods suitable for many types of companies to use social media to maintain their image, and she strives to put the theory into practice better.

As the Director of PR of the Harvard CES, Ping Zhang, with her rich brand planning and external liaison skills, has coordinated several well-known guests

and cooperative units and is committed to enhancing the global influence of the symposium and building a bridge for the exchange of ideas on education between China and the rest of the world. With the cooperation of PR assistants and volunteers, the team completed the integration of a series of PR materials and risk prevention and control and ensured that the internal and external image of the symposium was maintained in an all-round way.

In the 16th symposium, the PR team will also focus on the theme of this year's event: "From Local Seeds to Global Deeds: Innovating Education Through Continuity," striving to tell a good story of education in the context of global education, and at the same time, letting the international cutting-edge education concepts be understood by a wider audience, to make the symposium a platform of education ideas that truly connects the tradition and the future, and communicates between China and the world. Harvard CES will become a platform for educational thinking that truly connects tradition and the future and bridges China and the world.



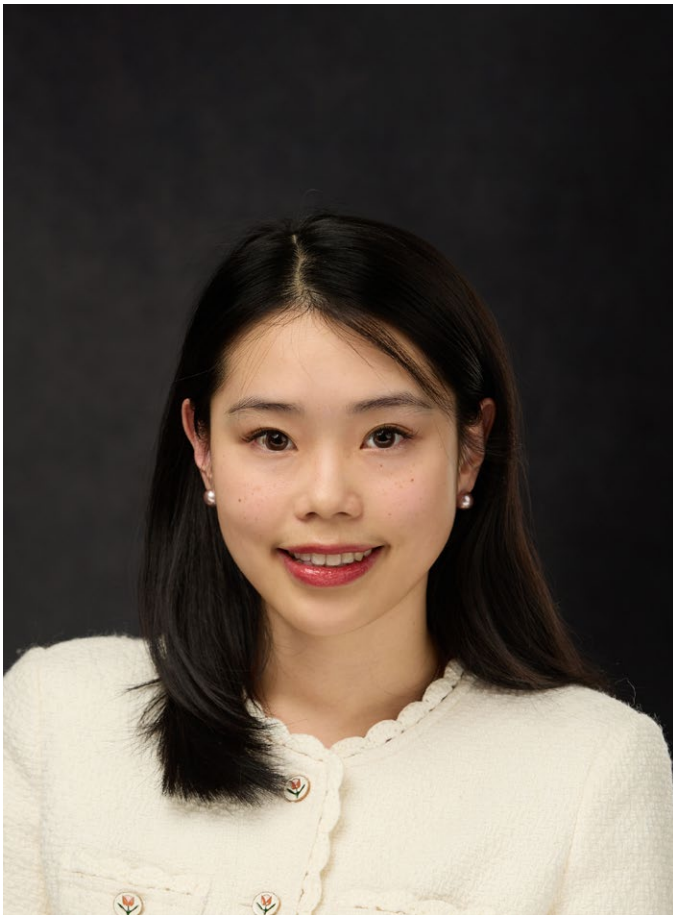
ELIZABETH
CHAN
DIRECTOR OF
FINANCE

Baojun (Elizabeth) Chan currently serves as the Director of Finance for the 16th Harvard China Education Symposium (CES) while pursuing her master’s degree in Educational Leadership, Organization and Entrepreneurship at the Harvard Graduate School of Education. Driven by an unwavering commitment to educational equity, Elizabeth has been dedicated to advancing internationally recognized education practices with a focus on underserved communities. Her fieldwork has taken her to rural regions across China, central Africa, and northern India, where she has led teams in implementing charitable educational initiatives. By providing basic educational resources and innovative, hands-on workshops, she aims to inspire creativity and critical thinking in local children, empowering them through project-based learning to foster confidence and independent thinking. Her goal is to establish a sustainable educational development model tailored to each community’s unique needs.

Elizabeth’s multicultural background has shaped her unique perspective on education. She has grown up in China’s education system which built her robust foundational learning, explored traditional education in the UK, and was further exposed to edu-

cational innovation and technology integration in the US and Ireland. Amid the wave of AI technology reshaping the educational landscape, she remains anchored to the concept of “equity,” exploring how to bridge educational resource gaps using technology and nurture the next generation imbued with both humanistic values and future competitiveness.

This year’s symposium, centered around “From Local Seeds to Global Deeds: Innovating Education through Continuity,” calls for respecting educational traditions while using innovative thinking to address contemporary challenges. It perfectly aligns with Elizabeth’s educational vision—from conducting innovation workshops in developing countries to researching AI literacy at Harvard, she consistently grounds her work in local contexts while transforming cross-cultural insights into sustainable educational solutions. Elizabeth believes that 21st-century competencies extend beyond adaptability and critical thinking to connect personal development with global responsibility. For her, educational innovation is not about rejecting tradition but rather allowing established wisdom to flourish alongside technological advancement, creating more inclusive and effective learning environments for all.



SCARLETT
GUO
DIRECTOR OF
TECHNOLOGY

Scarlett Guo currently serves as the Director of Technology for the 16th Harvard China Education Symposium (CES). She graduated from Boston University with a degree in Emerging Media Studies, specializing in exploring new forms of information interaction in the digital age. Her academic research spans modular analysis of natural language, the long-term impact of social media on adolescent development, and the paradigm shift brought by AI virtual anchors in broadcasting and communication. She not only deconstructs the emotions behind language from a technical perspective but also uses data research to reveal the potential connections between social media and dietary behaviors. At the same time, she continuously examines how artificial intelligence is reshaping the landscape of media communication. With a multifaceted career as a host, producer, content creator, and NBA courtside reporter, she consistently observes educational transformation through the dual lenses of technology and humanity. A firm believer in science and an advocate for women’s and health issues, she previously served as a lecturer for the sex education platform Meila, developing a curriculum tailored to the cognitive characteristics of Chinese adolescents and contributing to the sustainable development of health education.

In her role as Director of Technology, she collaborated with technical assistants to present the symposium to the world through refined and dynamic visual language. By creatively integrating traditional cultural elements with cutting-edge technological expression—from animated depictions of Confucius to dynamic live-action sequences and unconventional use of machine-generated visuals in promotional videos—she constructed a cross-temporal and spatial dialogue on education. Her innovative approach to the symposium’s promotional content broke away from traditional formats, reflecting her belief that diverse voices in a multifaceted environment can reach a broader audience. Her work fully embodied the symposium’s spirit of “igniting the torch of classical educational wisdom and innovative ideas.” This creative philosophy, which balances cultural depth with technological sharpness, stems from her conviction that “technology exists to preserve the warmth of humanity.” Amid the ever-changing tides of technological advancement, she remains committed to reflecting on the essence of education, exploring innovative applications of educational technology, and seeking the true meaning of education in the interplay between change and constancy.



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Jack Feng	Lavender Huang	Ruolin Zhang	Yaxuan Yang	



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SPECIAL ACKNOWLEDGEMENT

CES PREMIER STRATEGIC PARTNER



DATA
TRADE
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CAPITAL

Data Trade Union Capital Empowers 2025 CES: Joining Hands with Global Young Scholars to Open a New Chapter in Global Education

Education is the cornerstone of human development, and innovation is the driving force of social progress. Amidst the wave of globalization, the future of education requires the joint efforts of more forces. As the Premier Strategic Partner of the 2025 Harvard China Education Symposium (CES), Data Trade Union Capital joins young scholars and innovators in the global education field to explore the theme: “From Local Seeds to Global Deeds: Innovating Education Through Continuity.”

Data Trade Union Capital: Leading a New Journey in Capital with Innovation and Altruism

Since its establishment, Data Trade Union Capital has always upheld the investment philosophy of “innovation and altruism,”

committed to revitalizing the national internet industry and empowering more ordinary people. Through discovering high-potential enterprises in the primary market and value investing in the secondary market, Data Trade Union Capital not only focuses on commercial value but also emphasizes social responsibility—actively supporting educational equity, promoting rural education revitalization, and funding educational innovation projects to create greater value for society.

Joining Hands with CES to Build the Future of Education

In the field of education, Data Trade Union Capital has always practiced social responsibility through concrete actions. By supporting educational equity projects, Data Trade Union Capital has built urban-rural e-commerce platforms for children in rural areas, expanded sales channels for agricultural products, increased farmers’ incomes,

and promoted rural industrial upgrading. At the same time, Data Trade Union Capital has also funded multiple educational innovation projects, assisting in the digital transformation of commerce and injecting new vitality into the education sector.

The Mission of Education: Unlocking Potential, Connecting the World

As CES advocates, “Education is not merely the transmission of knowledge or the shaping of skills. It is the origin of unlocking potential, the link between individuals and the world, and a continuous energy field promoting future change.” Data Trade Union Capital deeply understands that the essence of education lies in empowering individuals and society to jointly face future challenges.

As the Premier Strategic Partner of CES 2025, Data Trade Union Capital will join young scholars and innovators in the global education field to explore

the future direction of education. The theme of this forum, “From Local Seeds to Global Deeds: Innovating Education Through Continuity,” aligns perfectly with Data Trade Union Capital’s mission. The future of education lies not only in the transmission of knowledge but also in cultivating future leaders with global vision, innovative ability, and a strong sense of responsibility.

Whether in local classrooms or international education networks, Data Trade Union Capital looks forward to witnessing through this symposium how education upholds its roots through tradition, breaks barriers through innovation, transcends geographical and cultural boundaries, and unleashes global influence.

Let us look forward together to the exciting collaboration between Data Trade Union Capital and CES 2025. The future of education shines with innovation and flourishes through collaboration!

CES MEDIA & GLOBAL PARTNERS

					
Data Trade Union Capital	Asia Pacific Entrepreneurs Association	China Innovaton and Investment Conference	BIMC	BCSSA	Cornell CSSA
					
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Tilting Futures	OneXplore	Cambridge China Education Forum	International Asian Culture Society	Overseas Student Service	BUCSSA
					
MITCSSA	LSE China Development Society	PANOPATH	Oxford China Forum	Harvard CSSA	ACSSY

FROM LOCAL SEEDS TO GLOBAL DEEDS:
INNOVATING EDUCATION THROUGH CONTINUITY



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