



2017第二届教育与创新国际会议

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2017第二届教育与创新国际会议将于2017年04月在西安召开。

大会内容



2017第二届教育与创新国际会议为广大教育工作者和从事教育、创新等相关领域的研究学者、专家提供交流平台。会议组委会诚邀全球相关领域的学者、专家参加此次国际会议，就教育与创新为主题的相关热点问题探讨、交流，共同促进全球教育与创新事业的发展。

2017第二届教育与创新国际会议将于2017年4月25-26日在中国西安召开。西安，古称长安，陕西省省会。西安是举世闻名的世界四大文明古都之一，居中国古都之首，是中国历史上建都时间最长、建都朝代最多、影响力最大的都城。作为华夏文明的发源地，西安的历史悠久，文化的积淀非常厚重，它是著名的丝绸之路的起点。西汉时期，汉武帝派遣张骞出使西域，正式开辟了以长安为起点，联结欧亚大陆的通道“丝绸之路”。“西安文物甲天下”，深厚的历史文化积淀和浩瀚的文物古迹遗存使西安享有“天然历史博物馆”的美称。有诸如秦始皇兵马俑、大雁塔、西安古城墙、华清池等著名旅游景点。

会议主题

教育：义务教育、基础教育、教育心理学、教育技术、职业教育、教育史、应用心理学、终身教育、特殊教育、课程研究等

创新：创意、制度创新、文化创新、技术创新、金融创新、战略创新、组织创新、科学创新、教育创新、创新研究等

会议日期：2017年4月25-26日

会议日程

会议日程		
4月24日	11:00-17:00	报到
	09:00-12:00	特邀嘉宾演讲

4月25日	12:00-14:00	午餐
	14:00-17:30	口头报告
	18:30-20:00	晚宴
4月26日	08:00-18:00	西安一日游

会议嘉宾

Dr. Warren A. Ramos, Professor

Planning and Research Division, National Capital Region, Philippines

Biography: **Dr. Warren A. Ramos** is a Regional Education Supervisor in the Policy, Planning and Research Division in the Department of Education-National Capital Region. He is currently connected at American Educational Research Association, International Association of Multidisciplinary Research and ASEAN Graduate School Research Association as Journal Reviewer. Dr. Ramos has presented and published Researches in Local and International Conferences on Pedagogy, Assessment, Research, Monitoring and Evaluation in Education. He is also teaching Research, Program Monitoring and Evaluation, Educational Legislation and Statistics in Our Lady of Fatima University Graduate School. Dr. Ramos is providing technical assistance as lecturer, discussant, panelists, coach, adviser, assessor, consultant of RESEARCHES in the Department of Education and external partners. He was awarded as Outstanding Researcher at World Research Festival in 2014 and Best Research Presenter at ASEAN Graduate School Conference in Thailand and International Teacher Education Conference at United Arab Emirates and International Conference on Teacher Education by Australian Government. Recently, one of his researches was presented as awarded as exemplary action research project at International Conference for Teacher Education by the Australian Government and University of the Philippines. He is currently working on strengthening the research culture in basic education in partnership with other research institutions and multi-stakeholders.

Topic: The Power of Monitoring, Evaluation and Plan Adjustment Technology in Policy, Planning and Research in Education

Abstract: MEPA stands for Monitoring, Evaluation and Plan Adjustment (MEPA). It is a funded project of Australian Aid via Basic Education Sector Transformation which aims to systematically determine barriers, bottlenecks and opportunities to access, efficiency and quality of education that contributed to high and low key performance indicators (KPIs). In this study, the utilization of MEPA tools such as dashboards, segmentation, Pareto analysis and forecasting enable the Department of Education-National Capital Region-MEPA team to realize its importance and implications, particularly in the changing landscape of educational policy. The dashboards revealed findings that there were alarming trends in the key performance indicators (KPIs) primarily on School Leavers and Achievement rate from 2010-2014. From the Pareto analysis, the three big Divisions of City Schools in the Region were identified to be part of the “vital few” and should be prioritized in terms of Regional and Division Initiatives. Moreover, the use of forecasting tools has helped the NCR to determine the regional, division and school targets for future KPI’s. In the Division –MEPA, the schools to be prioritized were identified using segmentation techniques. Furthermore, the results of the study would be used as inputs towards plan adjustment and continuous improvement of PPAs in the implementation of K-12, consequently institutionalizing MEPA in all levels of governance of the Department of Education- National Capital Region.

Dr. Betsy Banner, Associate Professor

Center for Distance Education, Lake Region State College, USA

Biography: **Dr. Betsy Banner** is a tenured Associate Professor of Chemistry and Mathematics Online at Lake Region State College in North Dakota, USA. She holds a PhD in Adult & Continuing Education with an emphasis in online science education from the University of Wisconsin-Milwaukee, as well as an MS in analytical chemistry

from the University of North Dakota. She has 18 years of experience teaching in higher education, and is widely published in the fields of distance education and student motivation. Her international speaking engagements and research interests currently include global trends in higher education and the motivation of online learners.

Topic: Globalization of Higher Education

Abstract: The globalization of higher education, including international student exchange, faculty exchange, and transnational distance education, is advancing at an astonishing pace. These programs help emerging professionals construct new knowledge while bridging cultural divides, and as such are valuable for increasingly globalized societies. However, concerns regarding cultural compromise and quality assurance remain. Current trends in globalization of higher education will be shared. Implications for students, educators, and administrators will be discussed.

Dr. Marykutty Mammen, Professor

Faculty of Health Sciences, University of Fort Hare, South Africa

Biography: Professor M. Mammen’s qualifications are B.Sc, Higher Diploma in Education (Postgraduate), B.Ed, M.Sc and PhD. She has over 40 years of experience in education and research and has taught in India, Kenya, Zambia and South Africa. She is affiliated to the University of Fort Hare (South Africa). She has presented several papers in national and international conferences and also has several publications in conference proceedings and international journals. She is a FAIMER Fellow.

Topic: Scholarship of Teaching and Learning (SoTL) for the 21st Century

Abstract: Scholarship of Teaching and learning (SoTL) is a topic of contemporary relevance. Most definitions of SoTL regard it as an ongoing cycle of systematic inquiry using discovery, observation, reflection, and evidence-based methods to research not only effective teaching but also student learning. Boyer’s Paradigm explains SoTL as a critical reflection on teaching in order to improve the process and product of teaching. SoTL regards peer-review of ‘teaching’ (the process) and ‘student learning’ (the product) and sharing the results with peers as pertinent. The shared knowledge then becomes part of the knowledge base of teaching and learning in higher education. The essence of SoTL lies at escalating ‘teaching’ to ‘scholarly teaching’ and then to ‘SoTL’. All teachers have a professional obligation to practise SoTL. The reflections on teaching and related research findings contribute both locally and globally to understand and improve teaching and learning. The significances of SoTL are mainly five-fold: (a) breaks down barriers between research and teaching; (b) yields an opportunity for teachers to frame their existing responsibilities as an investigation; (c) allows teachers to present positive educational innovations to peers to stimulate critical reforms; (d) helps to raise the status of teaching and enables teachers to teach more knowledgeably besides providing a framework through which teaching quality can be improved; and (e) provides the potential to bring about significant changes on how the sector sees the goals and purposes of HE. SoTL has four ascending levels in the area of academic development: micro- (professional teacher growth), meso- (faculty growth as a collective), meta- (institutional) and mega-levels (collaborative research outputs and national and international publications). The first two levels ‘micro’ and ‘meso’ are judged as of low-tier value, the third is of mid-tier value and the fourth ‘mega’ is of high value. Since students come from the communities around, SoTL encourages the inclusion of community-engaged teaching and learning. Furthermore, amongst others, a project design that reflects the interests and appropriate methods within one’s discipline, ways to share and expand the relevant outcomes and escalating them to global knowledge are essential ingredients of SoTL.

会议门票

参会费用（只参会不投稿人员）			
票务类别	包含内容	2017年4月5日前缴费	2017年4月5日后缴费及现场缴费
C票	参会+会议资料+礼品+旅游	1000元	1200元

D票	参会+会议资料+礼品+旅游 +午餐+欢迎晚宴	1400元	1600元
E票	参会	免费	免费

参会费用所含内容说明：

- 1、**参会：**听取会议主会场报告及分会场报告
- 2、**午餐和欢迎晚宴：**会议期间的午餐及欢迎晚宴（仅D票；C票需参会者自理餐费；如需现场购买，标准为：午餐200元，晚宴200元）
- 3、**会议资料：**胸牌，程序手册，纸质期刊一本（作者文章所发表的一期的纸质版，国内邮寄免费，国外邮寄需加收邮费）等
- 4、**礼品：**会议精美纪念礼品一份
- 5、**旅游：**济南一日游，缴费的参会者在会后可享受免费旅游（如不参加旅游，无退费）

其他说明：

- 1、团体购票6张及以上可享9折优惠；
- 2、团体购票10张及以上可享8折优惠；

