

AREA Confucianism, Taoism, Buddhism, and Education SIG

Summer / Fall 2014 Newsletter

Message from the Chair

Dear colleagues and friends:

As the chair of the AERA Confucianism, Taoism, Buddhism and Education Special Interest Group, I would like to first wish everyone a wonderful and fulfilling Fall semester.

I want to thank the previous chairs, Drs. Xin Li and Hongyu Huang, who also founded this SIG, for their effective leadership. They have demonstrated great commitment and wisdom in building and guiding this SIG. I have received a lot of support from them, especially Hongyu, and the Executive Board has been very helpful to me.

Our SIG is unique. We exist at a time when East-and-West dialogues are taking place on deeper levels and in more comprehensive ways. Modernity and rational-scientific paradigms have made education the cornerstone of any society's development, but this form of education has also suffered from a narrow focus on competition, accountability and economic functions. Serious problems in the modern world need new perspectives and possibilities, which can be gained through reviving old traditions and distilling from them new wisdom. Education should foster holistic development of children and should "edu-care" the well-being of our inner and outer selves; the curriculum should leave room for creativity; educational and political leadership should center on loving-kindness; and education for peace and sustainability should be approached through a profound transformation in our views of the cosmos, nature, life and self. For all of these desired features of education, we can draw immense wisdom through our engagement with and studying of Confucianism, Taoism, and Buddhism.

Our SIG is a forum for its members and for any other interested individuals to explore the above topics and many other relevant issues. It is my hope that we not only participate in the AERA annual meeting, but also engage with each other on a regular basis. I see building a network as very important. This network should promote scholarship at all levels and provide mentoring to junior researchers. We should moreover be an important force for change in education and society. As we know, the Confucian ideal of the learned person is a public intellectual, the Taoist ideal of the sage is a person moving in the world following the virtues of Tao, and the Buddhist ideal of the enlightened person is a compassionate being who is self-reflective and transformative at the same time.

I look forward to working and learning with you all.

Jing Lin, SIG chair
Professor, International Education Policy
University of Maryland



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To learn without thinking, one will be lost in his learning; to think without learning, one will be imperiled.

— Confucius, *The Analects*, 15:2

SIG Name Change Approved!

During this summer, a petition for changing SIG's name was sent to AERA Governance for approval. Rationale for SIG name change includes:

- A large number of our members have a Buddhist background and integrate Buddhism with their scholarly inquiry. This request reflects the nature of the SIG's membership;
- Buddhism is an inherent part of Eastern philosophy and has a significant impact on educational inquiries along with Confucianism and Taoism; Buddhism is also widely practiced in many Western countries;
- Changing the name will appeal to more members within AERA and outside AERA as the base of researchers who are interested in Buddhism is large;
- No other SIG has Buddhism as an essential subject of their SIG.

On July 21st, the AERA Governance has approved our petition to add "Buddhism" to our SIG's name. We look forward to hear and read more about scholarly work that reflects SIG's theme!

Visit our website!

Facebook Page

<https://www.facebook.com/pages/Confucianism-Taoism-and-Education/602503046456159>

SIG Website

<http://www.interstanding.net/CTE/Home.html>

AREA SIG Directory

<http://www.aera.net/AboutAERA/MemberConstituents/SIGs/SIGDirectory/tabid/11093/Default.aspx>

AERA SIG Awards Approved!

Two awards have been approved by AERA for our SIG. They are:

- Confucianism, Taoism, and Education – Outstanding Graduate Student Paper Award
- Confucianism, Taoism, and Education – Early Career Outstanding Research Award

We will send out more information about applications next year, since this year we have already missed the deadline set by AERA.

For more information about these awards, please contact Prof. Jing Lin at jinglin@umd.edu.

Upcoming Conference

International Conference on Confucianism and Education

Buffalo, NY, USA October 17-19, 2014

CALL FOR PROPOSALS DEADLINE EXTENDED!!!



Conference Background

As education reforms in K-12 and higher education are becoming intensified in Western countries, especially in the US, there has been a growing interest in Chinese education due to Chinese students' outstanding academic performances, particularly in Science, Technology, Engineering and Mathematics (STEM). However, the research literature on Chinese education remains limited and outdated, and few Chinese education scholars publish in English. Since Chinese education theories and practices are rooted in Confucianism, a systematic examination of its influence on Chinese education and its relevance to education in the US and other Western countries is both important and timely. The International Conference on Confucianism and Education is dedicated to this purpose. The conference will advance our knowledge and understanding of Confucian thoughts on education, inform efforts to improve education in the US, and promote cross-culture understanding between China and the Western world.

Conference Themes and Topics

The central theme of the conference is “**Confucianism and Education.**” Topics to be addressed include (but not limited to):

- Confucianism and functions of education
- Confucianism and learning objectives
- Confucianism and pedagogy
- Confucianism and educational leadership and administration, and teacher education
- Confucianism and educational assessment and evaluation
- Confucianism and education in other Asian countries and regions (e.g., Hong Kong, Japan, South Korea, and Taiwan)

Invited Speakers

- [Vincent Shen](#), Professor, Lee Chair in Chinese Thought and Culture, Department of Philosophy and Department of East Asian Studies, University of Toronto, Canada
- [FangPing Cheng](#), Professor, School of Education, Renmin University, P. R. China

To submit a proposal, or to know more about this conference, please visit the conference website at <http://gse.buffalo.edu/confucius>.

Biographies and Scholarly Work of Our Members

Dengting Boyanton (www.dengting.boyanton.com) is an Assistant Professor of Educational Psychology, Director of the Childhood Education Program in the Curriculum & Instruction Department of the College of Education, Co-Director of TEDxLIU Conference at Long Island University, Post, and President of Sino-American Educational Research Association. She received her Ph.D. in Educational Psychology from University of Virginia. Her research interests lie in classroom teaching and learning, student-teacher relationships, engagement, and motivation. Dr. Dengting Boyanton has earned many awards in her academic career including National Endowment for the Humanities (NEH) Summer Stipends Grant Award (nominee), the American Educational Research Association (AERA) Division C (Learning & Instruction) New Faculty Mentoring Fellowship, AERA Division K (Teaching and Teacher Education) Early Career Award (nominee), the Curry School of Education Fellowship, the A.L. Bennett Endowed Scholarship, the Virginia Governor's Education Fellowship, the Dupont Education Fellowship, and recently the LIU Teaching & Learning Initiative (TLI) Instructional Innovation award. Dr. Boyanton is currently working on her first book, *Towards a Mutual Value Theory: Teachers and students as learners*, to be published by Peter Lang Publication in New York.

Yan Guo (yanguo@ucalgary.ca) is Associate Professor of Language and Literacy in the Werklund School of Education at the University of Calgary, Canada. She was born and raised in China. She obtained her BA and MA in English from Shandong Normal University, where she also taught English to English majors after graduation. In 1992, she moved to Regina and completed her MA in English in 1995. Then she moved to Vancouver and completed her Ph.D. in Language and Literacy Education from the University of British Columbia in 2002. From 2003 to 2004, she taught undergraduate courses at the University of Alberta. In 2004, Dr. Guo joined the University of Calgary where she teaches graduate courses in Teaching English as an Additional Language and literacy in the teacher education program. Dr. Guo has published in the areas of immigrant parent knowledge, informal learning of immigrant parents, educational integration of immigrant children and youth, and transnational and transcultural identities of immigrant children in Mandarin-English bilingual programs. Dr. Guo has completed three major SSHRC-funded research programs which focused on a) pre-service teachers' learning from immigrant parents, b) formal and informal learning of immigrant-serving organizations, and c) integration of professional immigrants. Dr. Guo has supervised Master's and Doctoral students on topics related to integration and transnational identities of immigrant parents and children. The dissertation of one of her doctoral students explores experiences of etymological knowledge development by learners of Chinese as an additional language.



CALL FOR NEW MEMBERS!

The Confucianism, Taoism, Buddhism and Education SIG is currently looking for new members. Please join us if you are looking for a forum that integrates philosophical thoughts in the East to issues of policy-making and practices in the realm of education. Please contact 2014-2017 SIG Executive Board members (contact information on pg. 8) for more information.

Biographies and Scholarly Work of Our Members (Cont'd)

Mei Wu Hoyt (Mei.Hoyt@unt.edu) is an Assistant Professor of Curriculum and Instruction in the Department of Teacher Education and Administration at the University of North Texas. Her research focuses on curriculum studies, digital media and curriculum, embodied learning, and cross-cultural dialogue. Her cross-cultural inquiry involves mindfulness, Bodhisattva compassion and ethics, and Taoist perspectives on being-with and being-for. Mei earned her doctorate at Texas A& M University, and her master's at Louisiana State University. Before elected as the SIG Program Chair, Hoyt had served as the SIG Communication Chair for 3 years.

Jiahang Li (jiahang@msu.edu) is an assistant professor and the Online Chinese program director at the Confucius Institute at Michigan State University (CI-MSU). Currently, he is in charge of overseeing ten different levels of online Chinese courses for high school students; developing teaching plans, curriculum, and course materials; recruiting and training teachers to teach online Chinese courses; establishing and managing a database of Chinese teaching resources; and conducting research on online language teaching.

With a Ph.D. in Reading education from University of Maryland College Park (UMCP), his research interests include teaching Chinese as a foreign language (online and face-to-face), the impacts that social media (Social Networking Sites) has on teaching and learning, multicultural literature and multicultural teacher education. His dissertation, *Instructors' beliefs about the integration of social media in STARTALK teacher programs: A collective case study*, explored four instructors' beliefs and actual teaching practice of social media in their STARTALK teacher programs.

Prior to CI-MSU, he worked for STARTALK project at National Foreign Language Center as a faculty research assistant. He earned his M. A. and B.A degrees in Chinese Classical Philology from Department of Chinese Language and Literature at Peking University, China. With various teaching experiences including teaching undergraduate and graduate level courses at UMCP, teaching Chinese at Confucius Institute at University of Maryland, teaching Chinese to heritage and foreign students both in China and the U. S., he always prefers a communicative approach in language teaching with a focus on providing meaningful and comprehensive input in real life context. He also believes that the proliferation of technology can benefit students in multiple dimensions, especially in an online or distance environment.

Ryan Knowles (Rtk7td@mail.missouri.edu) is beginning his fourth, and final, year at the University of Missouri. After finishing his undergraduate degree in Social Studies education, Ryan spent three years teaching in Qingdao, China; Belo Horizonte, Brazil; and Macon, Missouri. Subsequently, he enrolled and completed a Masters degree in political science from the University of Missouri. Using secondary analysis based on data from the Asian Barometer, Ryan's master's thesis explored the influence of Confucian values on adults' satisfaction with democracy in Japan, South Korea, and Taiwan. Currently, he is finishing his PhD in social studies education with an emphasis on quantitative research methods. His research focuses on comparative political culture related to democracy and education. Throughout his doctoral program, Ryan has continued conducting secondary analysis with existent datasets such as *The Survey on the Status of the Social Studies*, and *IEA International Civics and Citizenship Study*. For his dissertation, Ryan is developing a scale measuring teachers' ideological views towards education for citizenship. Ryan had the pleasure of presenting the paper, "Asian Values and Democratic Citizenship" at the *Confucianism, Taoism and Education* SIG at the recent AERA annual conference in Philadelphia. This opportunity provided valuable feedback that will help lead this article to publication.

Jing Lin (jinglin@umd.edu) is Professor of International Higher Education at University of Maryland, College Park. She has published five books on Chinese education, culture and society, systematically examining educational changes in China in the last 30 years. Further, she has done extensive research on peace education and environmental education, which result in books such as: *Love, Peace and Wisdom in Education: Vision for Education in the 21st Century* (2006), *Educators as Peace Makers: Transforming Education for Global Peace* (2008), *Spirituality, Religion,*

Biographies and Scholarly Work of Our Members (Cont'd)

and *Peace Education* (2010), *Transformative Eco-Education for Human and Planet Survival* (2012), *Re-envisioning Higher Education: Embodied Pathways to Wisdom and Social Transformation* (2013), and others. She is the co-editor of two book series, one on Peace Education, and the other on Transforming Education for the Future.

Wen Ma (maw@lemoyne.edu) is an Associate Professor of Education at Le Moyne College. His research interests include the use of discussion across the curriculum, instructional strategies for ELA and other content areas, the Chinese perspective on education, and English language learners' literacy learning and social development. His recent research addresses diverse East Asian students' identity and socialization issues, and non-native students and professors' educational journeys and transformations in an American context.

Recent publications: Ma, W. (Ed.). (2014). *East meets West in teacher preparation: Crossing Chinese and American borders*. New York, NY: Teachers College Press.

Ma, W., & Wang, C. (Eds.). (2014). *Learner's privilege and responsibility: Listening to the voices of Chinese students in the American classrooms*. Charlotte, NC: Information Age Publishing.

Seungho Moon (seungho.moon@okstate.edu) is an Assistant Professor of Curriculum Studies at the School of Teaching and Curriculum Leadership (STCL), College of Education. He engages in cross-cultural conversation between the West and the East for enriching discourses in equity and justice. Confucianism, Taoism, and other Eastern thoughts have become his foundation of inquiry. He has joined the Confucianism, Taoism, and Education SIG since 2011, and he serves the communication chair since 2014. A couple of recent publications address the ways in which Cross-cultural discourses imply for creating different perspectives about community, justice, and equity. Seungho grew up in South Korea and studied philosophy (minor in theology), educational foundation, and curriculum & pedagogy. He earned his doctorate at Teachers College, Columbia University. Recent publications include: Moon, S. (accepted). Wuwei (non-action) philosophy and actions: Rethinking "actions" in school reform. *Educational Philosophy and Theory*. Recently, with the support of the Academy of Korean Studies grants, Seungho interrogates epistemological and ontological discourses in *Donghak* (Eastern Learning) in the 19th century Korea. He seeks out *Donghak*'s implication for imagining social transformation.

Gerard A. Postiglione (postiglione@hku.hk) is Chair Professor, Associate Dean for Research, Director of the Centre of Research on Education, at the Faculty of Education, The University of Hong Kong. He has published over 120 journal articles and book chapters, and 14 books. His books include: *Education and Social Change in China*, *China's National Minority Education*, *Asian Higher Education*, *East Asia at School*, and *Crossing Borders in East Asian Higher Education*. He is editor of the journal, *Chinese Education and Society*, and four book series about China for Routledge Press, Rowman and Littlefield, M.E. Sharpe, and Hong Kong University Press. He received the Best Book Award from the Comparative and International Education Society, and the Outstanding Research Supervisor Award from the University of Hong Kong.

He has been a consultant for projects of the Asian Development Bank, Department for International Development (UK), Institute of International Education (US), International Development Research Center (CA), Organization of Economic Cooperation and Development, United Nations Development Programme, United Nations Educational, Scientific and Cultural Organization, World Bank, and other international agencies. He has also advised international foundations, including the Carnegie Foundation for the Advancement of Teaching on the academic profession, and the Ford Foundation, as senior consultant on educational reform and cultural vitality in China. He has also cooperated with international NGOs, including the Clinton Global Initiative, Open Learning Foundation, Save the Children and Miaopu (Hong Kong), and the Bridge Fund. He advised China's Ministry of Education and briefed the Office of the Secretary of the US Department of Education. He is a long term member of the National

Biographies and Scholarly Work of Our Members (Cont'd)

Committee on US-China Relations.

Todd Alan Price (todd.price@wagner.edu) is a National Louis University Associate Professor with a Ph.D. from the University of Wisconsin-Madison in Curriculum and Instruction, specialization Education Communications Technology. His work includes the study of educational policy and the implications of corporate-sponsored education reform on curriculum and instruction, at all levels. His books include *Defending Public Education from Corporate Takeover* (2013); *Classrooms without Walls: An Exploration in the Management of Video Distance Learning (VDL)* (2010); *The Myth and Reality of No Child Left Behind: Public Education and High Stakes Testing* (2009); and chapters in the following books: *New Directions in Higher Education, Distance Education Special Issue* (2014)-On the cutting edge: Movements and institutional examples; *Service-Learning in Higher Education: Connecting the Global to the Local* (2013); and "Wiring the World" in *Campus Inc. Corporate Power in the Ivory Tower* (2000).

Among his co-authored articles is "Understanding How Service-Learning Impacts the Dispositions of Teach for America Candidates and Their Students with Dymaneke Mitchell" and "Sy Karlin exploring the impact of service learning and civic engagement on the new education reform movement's teacher candidates." His most recent article, "Democracy education: The radical teaching, learning, and doing of Tao Xingzhi" in Volume 10 of the *Journal of the American Association for the Advancement of Curriculum Studies* (2014) deconstructs the relationship between education and democracy, and demonstrates a way forward for constructing curriculum scholarship in emerging, complex, international contexts.

Dr. Price remains committed to expanded the teaching, learning and curricular spaces for research and inquiry and maintains a strong relationship with his international peers.

Hongyu Wang (hongyu.wang@okstate.edu) is a professor in curriculum studies at Oklahoma State University-Tulsa. Her research and teaching areas include curriculum theory, cross-cultural philosophy, inner landscape and pedagogy, and nonviolence education. She just published a new book, titled as *Nonviolence and Education: Cross-Cultural Pathways* (Routledge, 2014). Influenced by Taoism and Buddhism, this book threads four Chinese and American professors' life histories of cross-cultural educational engagement through the notion of nonviolence. It calls for education about, for, and through nonviolence. Recent publication includes: *Nonviolence and Education: Cross-Cultural Pathways* (Routledge, 2014). Influenced by Taoism and Buddhism, this book threads four Chinese and American professors' life histories of cross-cultural educational engagement through the notion of nonviolence. It calls for education about, for, and through nonviolence.

Jinting Wu (wujinting@umac.mo) is Assistant Professor at the University of Macau. She received her PhD with a joint degree in Curriculum and Instruction and Educational Policy Studies, and a minor in Cultural Anthropology from the University of Wisconsin-Madison (2012). She was a Marie Curie Postdoctoral Fellow at the University of Luxembourg, also a recipient of the National Center for Institutional Diversity (NCID) Emerging Diversity Scholar citation. Her dissertation, entitled "Disenchantment and Participatory Limits: Schooling at a Crossroads in Rural Ethnic China," received the 2013 Gail P. Kelly Outstanding Dissertation Award in Comparative Education. Her research interests include comparative, international, and global studies of education; anthropology of education policy and social change; qualitative inquiry; educational theory and philosophy; education and human diversity; global migration and Chinese diaspora. Recent publications include the following:

Wu, J. (2013). Towards a Curriculum of Vulnerability and Blandness: Insights from Levinas and Classical Chinese Thoughts. *Journal of Transnational Curriculum Inquiry*, 10 (2): 49-63.

Wu, J. (In Press). Ambivalent "Quality" and the Educational Sublime: Compulsory Schooling Meets Rural Development in Southwest China. In *Spotlight on China: Changes in Education under China's Market Economy*. Eds. Guo, Shibao & Guo, Yan. Sense Publishers.

Wu, J. (2012) Disenchantment and Participatory Limits of Compulsory Education: Lessons from Southwest China.

2014-2017 SIG Executive Board Members and Contact Information

SIG Chair: Jing Lin (jinglin@umd.edu)

Program Chair: Mei Wu Hoyt (mei.hoyt@unt.edu)

Communication Chair: Seungho Moon (Seungho.moon@okstate.edu)

Secretary/Treasurer: Alexandar Fidyk (fidyk@ualberta.ca)

SIG Past Chair: Hongyu Wang (hongyu_w2003@yahoo.com)

SIG Graduate Student Committee Chair: Westry Whitaker

(wwhit@gwmail.gwu.edu)

Newsletter Editor: Chenyu Wang (cw6bc@virginia.edu) and Jing Lin



SAVE THE DATE!!

Mark your calendar for AERA's 2015 conference, which will be held in Chicago, IL, from Thursday, April 16th, to Monday, April 20th, 2015.

For more information, see conference website at

<http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>.



Picture: Chicago Millennium Park