

One World, One Family
The 3rd Global Village Peace Forum Series
& CTBE SIG Pre-AERA L.A. Conference Virtual Receptions
By the Confucianism, Taoism, Buddhism and Education (CTBE) SIG @AERA

ONE WORLD ONE FAMILY
Global Village Peace Forum
The 3rd Global Village Peace Forum Series & CTBE SIG Pre-AERA L.A. Conference Virtual Receptions

Jan 21st Weekly on Wednesdays
8:00pm-9:00pm, (ET)
Zoom: 202 606 9009
Passcode: 20202050

April 2nd

AERA SIG 1916
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
Confucianism, Taoism, Buddhism and Education
中美教育研究协会
SINO-AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Live Zoom JOIN US

*The earth is but one country,
and mankind its citizens.*
--Baha'u'llah

Jan 21st-April 2nd, 2026
8pm-9pm on Wednesdays (ET)

1-Background.

Our world is developing quickly in terms of technology, with abundant resources and powerful AI tools. At the same time, however, it is regressing in terms of humanity. Racism, nationalism, prejudice, closed-mindedness, xenophobia, political tensions and even violence between countries are all on the rise.

Efforts to protect ourselves by building walls, closing borders, and restricting immigration fail to recognize that we are all connected as one world and one family. How can we awaken this awareness? How can we break through these walls? How can we work together to build a flourishing world and a harmonious human family?

To address this global crisis, we will relaunch the Global Village Peace Forum Series & CTBE SIG Pre-AERA L.A. Conference Virtual Reception which we first conducted in 2020. The theme for this year is *One World, One Family*.

Mahatma Gandhi said, "We must be the change we wish to see in the world." Let us be the change. Let us scholars not just talk the talk, but more importantly, also walk the walk.

2-Purpose.

The purpose of the Global Village Peace Forum Series is a three-fold. 1) To have peaceful dialogues and generate solutions for today’s global crises. 2) To serve as the CTBE SIG Pre-AERA L.A. Conference Virtual Reception and provide a safe space for the scholars to come together as a “beloved community” of unity through meaningful conversation, mutual understanding, authentic connection, and constructive collaboration among the scholars. 3) To promote the CTBE SIG and encourage like-minded scholars to join this cause.

3-Speakers.

Most of the speakers are CTBE SIG 2026 AERA L.A, Conference presenters and speakers. Other SIGs are invited to join and participate. Additionally, these virtual forum series will be open to all CTBE SIG members, all AERA members, all S-AERA members, and the public at large.

4-Venue.

These series of forums are created based on the AERA CTBE presentation sessions. The whole format is intended to be very casual and relaxed as a virtual cozy fireside or reception.

Zoom Meeting

<https://us02web.zoom.us/j/2026069009?pwd=XLzPIXRUbDd4PbT5QyLyVi145zeSQJ.1&omn=81580788213>

Zoom Meeting ID: 202 606 9009, Passcode: 20202050

5-Time.

This event will be running on a weekly basis on Wednesdays (8pm-9pm, ET) or Thursdays (9am-10am, Beijing time) starting on January 21st and end on April 3rd.

8pm-9pm, Wednesdays (ET)
Jan 21st, 2025 to April 2nd, 2026

6-Language.

English with Chinese Subtitles

7-Tentative Program

Time	Speaker	Moderator
Jan 28 th	One World, One Family Unspoken Presumptions of Unity in Japan's Cultural History Dr. Mark Blum, University of California, Berkeley	Dr. Dengting Boyanton, Sino-American Educational Research Association
	Doing Nothing to Leaving Nothing Undone: A Daoist Perspective on Building A Global Village Together	

	Dr. David A. Palmer, The University of Hong Kong, P. R. China	
Feb 4 th	Mindless and/or Mindful Truth(s): Headless Currere with the Lost Luminous Mind, Dr. Jin Jr Shi, Dharma Realm Buddhist University, The Emptiness, Unity, Energy, and Psyche Threads of Awakening Dr. Pierce Salguero, the Penn State University,	Dr. Jingshun Zhang, Sino-American Educational Research Association
Feb 11 th	Culturally Adapting Simonton's Creativity Framework: Assessing Japanese Creativity through Shinto, Buddhism, and Confucianism, Minh N. Kim, The George Washington University Dr. Manh Tuan Kim, Vietnam National University	Dr. Wenjin Guo, Xi'an University of Architecture and Technology
Feb 18 th	Unforgetting Histories: Reimagining Education with Indigenous and Buddhist Philosophical perspectives from South and South-East Asia Dr. Maung Ting Nyeu, University of California, Santa Barbara	Dengting Boyanton, Sino-American Educational Research Association
Feb 25 th	A Flourishing Tree, A Beautiful Earth Introducing the Holistic K-16 Well-being Positive Psychology Education Model , Dr. Dengting Boyanton, Sino-American Educational Research Association Rebuilding Trust: U.S.-China Relations in an era of rising nativism and protectionism Ryan McElveen, School Board in Fairfax County, Virginia	Dr. Wenjin Guo, Xi'an University of Architecture and Technology
March 4 th	Reframing Affective Injustice: On the Right to Anger and the Priority of Moral Reasons Dr. Liz Jackson, The University of Hong Kong, China Infusing Confucian values into teaching evaluation, Dr. Adrian M. Blumenthal, University of Denver Dr. Kerong Wu, Utah State Board of Education	Dr. Liz Jackson, The University of Hong Kong, China
March 11 th	Dr. Wenjin Guo, Xi'an University of Architecture and Technology Dr. Siyu Gong, Chang'an University, P.R. China	Dr. Dengting Boyanton, Sino-American Educational Research Association
March 18 th	Self-Cultivation in Meditation-Based Pedagogy for Classical Chinese: Effects on Emotional Resonance, Comprehension, and Retention Dr. RONG DENG, The Education University of Hong Kong	Dr. Wenjin Guo, Xi'an University of Architecture and Technology

	From the Jinshi (經世) tradition to Individuality: how Confucian ideals shaped the academic disciplines of Chinese Students in the U.S (Late Qing-Early Republican Era), Dr. James Yang, Beijing Normal-Hong Kong Baptist University	
March 25 th	Confucian morality and influential teachers: Reflections from preschool pre-service teachers, Dr. Zitong Wei, China Women's University (TBC) Core Humanistic Values from Five Spiritual Paths for Interfaith Curriculum in Multicultural Classrooms Settings, Mr. Raj Kumar Baral, The George Washington University Chinese Wisdom Traditions and Contemporary Education Siwen Han, Qufu Normal University	Dengting Boyanton, Sino-American Educational Research Association
April 2 nd	Dr. Peter Bol, Harvard University, U.S. Dr. Edward Wilson-Lee, Cambridge University, U.K. Dr. Stephen Boyanton, Kennesaw State University, U.S.	Dr. Dengting Boyanton, Sino-American Educational Research Association
April 8 th	AERA LA Conference. See you in L.A.!	

(Note: the April 2nd session will be between 2pm-3pm (ET) due to one speaker is located in the U.K.)

Invited Speakers (in alphabetic order) :



Dr. Peter K. Bol.
Harvard University

Peter K. Bol is the Charles H. Carswell Professor of East Asian Languages and Civilizations. His research is centered on the history of China's cultural elites at the national and local levels from the 7th to the 17th century. He is the author of *"This Culture of Ours": Intellectual Transitions in T'ang and Sung China*, *Neo-Confucianism in History*, and *Localizing Learning: The Literati Enterprise in Wuzhou, 1100-1600*, coauthor of *Sung Dynasty Uses of the I-ching*, co-editor of *Ways with Words*, and various journal articles in Chinese, Japanese, and English. He led Harvard's university-wide effort to establish support for geospatial analysis in teaching and research; in 2005 he was named the first director of the [Center for Geographic Analysis](#). As Vice Provost (2013/09-2018/10) he was responsible for [HarvardX](#), the [Harvard Initiative in Learning and Teaching](#), and research that connects online and residential learning. He also directs the [China](#)

[Historical Geographic Information Systems](#) project, a collaboration between Harvard and Fudan University in Shanghai to create a GIS for 2000 years of Chinese history. In a collaboration between Harvard, Academia Sinica, and Peking University he directs the [China Biographical Database](#) project, an online relational database currently of over 640,000 historical figures that is being expanded to include all biographical data in China's historical record over the last 2000 years. Together with William Kirby he teaches ChinaX and the Return of China, two of the online HarvardX courses. (2026-1-3)



Dr. Mark Blum.
The University of California, Berkeley

Dr. Mark Blum is a Professor in Japanese Program and Buddhist Studies and also the Shinjo Ito Distinguished Chair in Japanese Studies at The University of California, Berkeley. He received his M.A. in Japanese Literature from UCLA and his Ph.D. in Buddhist Studies in 1990 from the University of California, Berkeley. He specializes in Pure Land Buddhism throughout East Asia, with a focus on the Japanese medieval period. He also works in the area of Japanese Buddhist Responses to modernism, Buddhist conceptions of death in China and Japan, historical consciousness in Buddhist thought, and the impact of the Nirvana Sutra (Mahāparinirvāṇa-sūtra) in East Asian Buddhism. He is the author of *The Origins and Development of Pure Land Buddhism* (2002), and co-editor of *Rennyō and the Roots of Modern Japanese Buddhism* (2005) and *Cultivating Spirituality* (2011), and Volume 2 of his translation from Chinese of *The Nirvana Sutra* should appear by the end of 2025. He is currently working on completing *Think Buddha, Say Buddha: a history of nenbutsu thought, practice, and culture*.

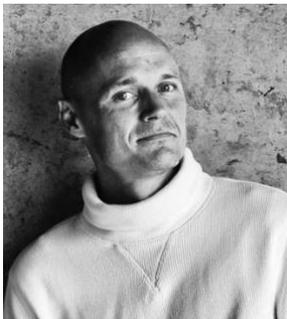


Dr. David Palmer.
The University of Hong Kong

Dr David A Palmer is a Professor jointly appointed by the [Hong Kong Institute for the Humanities and Social Sciences](#) and the Department of Sociology at the University of Hong Kong, which he joined in 2008. After completing his Ph.D. at the [Ecole Pratique des Hautes Etudes](#) (School for Advanced Research, Université Paris PSL), he was the Eileen Barker Fellow in Religion and Contemporary Society in the [Department of Sociology](#) of the London School of Economics and Political Science, and, from 2004 to 2008, director of the [Hong Kong Centre](#) of the [French School of Asian Studies \(Ecole Française d'Extrême-Orient\)](#), located at the Institute for Chinese Studies at the Chinese University of Hong Kong. He is currently the President of the [East Asian Society for the Scientific Study of Religion](#).

Palmer's interdisciplinary research and teaching is situated at the intersection of anthropology and sociology, and is informed by scholarly traditions in history, religious studies and Sinology. He is best known for his award-winning books [*The Religious Question in Modern China*](#) (Joseph Levenson Award of the Association for Asian Studies and PROSE award of the American Publishers' Association, co-authored with V. Goossaert) and [*Qigong Fever: Body, Science and Utopia in China*](#) (Francis L.K. Hsu Award of the Society for East Asian Anthropology), both of which have become essential reading for studies on contemporary Chinese society and religion. His latest book [*Dream Trippers: Global Daoism and the Predicament of Modern Spirituality*](#) (co-authored with E. Siegler) was published in 2017 by the University of Chicago Press, and [*in Chinese*](#) by HKU Press. He has also published numerous articles, journal issues and edited volumes on Chinese religion, civil society, Daoism, the Bahá'í Faith, and modern and transnational religious movements. His writings have been published in journals such as *Current Anthropology*, *American Anthropologist*, *Economy and Society*, *American Journal of Cultural Sociology*, *the Journal of Asian Studies* and *Modern Asian Studies*.

Dr. Palmer leads the "[Asian Religious Connections](#)" research cluster at the Hong Kong Institute for the Humanities and Social Sciences, where he leads projects on [Daoism among the Yao ethnic minority in Laos](#), and on the cultural and religious dimensions of interactions between [Chinese and local actors in countries of the Belt and Road Initiative](#). He is also co-convenor of the "Culture, Community and Social Equity" research cluster in the HKU Faculty of Social Sciences; and co-convenor of the [HKU Anthropology Research Network](#).



Dr. Edward Wilson-Lee.
The University of Cambridge

Edward Wilson-Lee is the 1596 Foundation Fellow at the University of Cambridge, where his research looks broadly at literature and the history of the book in the early modern period. He is the author of *Shakespeare in Swahiland* (2016); *The Catalogue of Shipwrecked Books: Young Columbus and the Quest for a Universal Library* (2018), which is published or forthcoming in nine translations; *A History of Water, being an account of a murder, an epic, and two visions of global history* (2022), which translations in Spanish, Italian, and Portuguese; and, most recently, *The Grammar of Angels* (2025). Together with José María Pérez Fernández, he has co-edited *Translation and the Book Trade in Early Modern Europe* (CUP, 2014) and co-written *Hernando Colón's New World of Books: Towards a Cartography of Knowledge* (Yale University Press, 2021). His research has been supported by a British Academy Mid-Career Fellowship (2016), a Leverhulme Fellowship (2019) and a Guggenheim Fellowship (2022).



Dr. Maung Ting Nyeu
University of California, Santa Barbara

Dr. Maung Ting Nyeu received his Ed.D. from Harvard University. He currently works as an Assistant Professor in the department of Department of Education of the Gervirtz School at the University of California, Santa Barbara. For more info, please visit <https://education.ucsb.edu/research-faculty/bio?first=Maung%20Ting&last=Nyeu>



Dr. Pierce Salguero
Penn State University

Dr. Pierce Salguero came from a bilingual and transnational Latino family with roots in Colombia, Uruguay, Spain, England, and the US. He received his Ph.D. in History of Medicine from Johns Hopkins School of Medicine and his M.A. in East Asian Studies from the University of Virginia in 2005. Dr. Salguero currently serves as a Professor of Asian History & Health Humanities at The Abington College of the Penn State University.

He is a co-recipient of Global Research Network Program of the National Research Foundation of Korea research fellowship (3-year \$230K). He is also a Fulbright Scholar receiving the Fulbright IIE Taiwan with Critical Language Extension Award. He trained as a practitioner of Traditional Thai Medicine (TTM), and spent time learning *hatha-yoga* and other Asian healing modalities. He also participated in extended stays at Buddhist meditation centers and monasteries in Northeast Thailand and India, including a summer as *ananāgārika* (white-robed monastic resident) in a Thai Forest monastery. He has become interested into documentary [filmmaking](#) and [podcasting](#) as well. To learn more, visit: <https://www.buddhistmedicine.net/about/>



Mr. Ryan McElveen
The School Board in Fairfax County

Ryan is serving in his third term as an at-large member of the School Board in Fairfax County, Virginia -- the ninth largest school system in the country. When he was first elected to the position in 2011, he was the youngest person ever elected to the Board and the youngest elected official in Virginia. In that position, Ryan has advocated for and implemented curriculum internationalization; LGBTQ protections; sustainability initiatives; healthier school food; student mental health programs; student discipline reform; dress code reform; later high school start times; gun violence prevention; human trafficking prevention; improved college and career access; name changes for schools named after confederate figures; and excused absences for students participating in civic engagement activities.

Ryan's experience spans the public- and private-sectors, NGOs, and academia. He currently serves as managing director of the U.S.-China Education Trust (USCET). Before joining USCET, Ryan served for 12 years as associate director of the John L. Thornton China Center at the Brookings Institution, where he supported a team of resident and nonresident scholars, research staff, and interns; launched and coordinated the U.S.-China Leaders Forum at Sunnylands and U.S.-China track II dialogues on topics ranging from artificial intelligence and national security to food security to economic and trade relations; implemented large-scale research projects; hosted major public events, retreats, and study tours in the U.S. and Asia; initiated the Brookings China Council and managed donor relations; oversaw longstanding partnerships with other global think tanks and academic institutions like Tsinghua University and Yale University; and coordinated with the Brookings-Tsinghua Center in Beijing.

His work with colleagues on the U.S.-China Dialogue on Artificial Intelligence and National Security laid the groundwork for the November 2024 agreement between Presidents Xi Jinping and Joe Biden to maintain human control over the decision to use nuclear weapons, and he oversaw the creation of a U.S.-China glossary of AI terms to serve as a basis for future negotiations and agreements.

Ryan has worked for the International Operations and Policy office of the Boeing Company, The Clinton Foundation and The Clinton Global Initiative, Columbia University's Weatherhead East Asian Institute, The China Institute, the University of Virginia Center in Shanghai, and the U.S. Senate Permanent Subcommittee on Investigations. He is a member of the National Committee on U.S.-China Relations, and his writing has been published in the New York Times, Washington Post, Los Angeles Times, International Herald Tribune, CNN, Current History, Lawfare, China-US Focus, the Cairo Review of Global Affairs, and the Georgetown Journal of International Affairs.



Dr. Stephen Boyanton.
Kennesaw State University

Dr. Stephen Boyanton received his Ph.D. in East Asian History from Columbia University in 2015 and his M.A. in Chinese Religions from the University of Virginia in 2004. He was a Fulbright Scholar at Beijing University of Chinese Medicine in 2011-12 and lived in China for more than 10 years. His most recent publications include “The Canonicity of the Yellow Emperor’s Inner Classic: Han through Song,” in the Routledge Handbook of Chinese Medicine and “Genre and Medicine in the

Tang and Song: Toward a Medical Poetics” in the forthcoming *From Tang to Song: Transitions and Creations in China’s Middle Period*. Dr. Boyanton currently lives and teaches in the Atlanta area where he focuses on the importance of history as a resource for understanding the present and creating a better future, the topic of a podcast—*The History Evolution* (historyevolution.org) he will begin publishing this spring.

CTBE SIG Speakers (in alphabetic order) :



Mr. Raj Kumar Baral.
The George Washington University

Mr. Raj Kumar Baral is from Nepal and is the author of the *Shiksha Vimarsha (Education Discourse)* book series (Volumes I–III). He has also authored and edited several works on knowledge systems and the agendas of subaltern groups in Nepal, including Indigenous and Dalit communities, as well as issues related to women, children, conflict, and peace. He is currently a PhD student in Curriculum and Instruction at The George Washington University, focusing on an Interfaith Reparative Curriculum for early grade education that integrates shared scientific, humanistic, and spiritual values across major world religions.



Dr. Adrian-Michael Blumenthal.
The University of Denver

Dr. Adrian-Michael Blumenthal received his doctoral degree from the University of Denver in Curriculum & Instruction, specializing in qualitative research methods. For his dissertation research, he conducted a study called *Cultivating Dialogic Feedback, using Taoist principles to create clear stages of growth for educators* to fully nurture their growth. This study demonstrated a more humanizing approach to teacher evaluation. Dr. Blumenthal is passionate about education, and has been an educator for 24 years, teaching writing skills, building dual

enrollment programs with local community colleges, and mentoring peer teachers. He has become fascinated in the ideals of Confucianism, Taoism, and Buddhism with a strong passion, merged with his educational philosophy invested in CTBE. His first submission at CTBE AERA was accepted as a paper presentation. That experience was invaluable for pursuing his professional interests. He has recently co-authored a paper with another CTBE colleague. Dr. Blumenthal hopes to further the significance of Eastern philosophical ideals in education, and demonstrate the need for Confucian, Taoist, and Buddhist ideals for educators to have a deeper ontological approach to learning. Dr. Blumenthal has found himself a spiritual home at CTBE and would love to join the board to serve the community.



Dr. Dengting Boyanton.
Sino-American Educational Research Association

Dr. Dengting Boyanton currently serves as President of Sino-American Educational Research Association (S-AERA), Dean of Flourish Positive Psychology Institute, member of Wallace Grant Committee, International Society of the Learning Sciences. She was the immediate past Chair for the Confucianism, Taoism, Buddhism and Education SIG of American Educational Research Association (AERA).

Dr. Boyanton received her Ph.D. in educational psychology from the University of Virginia in 2007, and her Master's degree in positive psychology from the University of Pennsylvania in 2023. She studied from Dr. Martin Seligman, the founder of positive psychology. Her research interests lie in well-being, life flourishing, positive emotion, positive relationships, engagement, motivation, instructional pedagogy, curriculum design and positive psychology. As the founder of mutual value theory, Dr. Boyanton has given over 200 national and international presentations and workshops on mutual value theory.

Dr. Boyanton has over 20 years of classroom teaching experiences and 11 years of teacher training experiences both in the U.S. and in China. She once worked as an Assistant Professor of Educational Psychology at the University of Texas (Brownsville) and Long Island University, Post, where she served as the Director of the Childhood Education Program, and the Co-Director of the TEDxLIU Conference.

She is a member of the American Educational Research Association (AERA) and American Psychological Association (APA). Dr. Boyanton is also the founding president of Sino-American Educational Research Association (S-AERA). Her work has been featured in such publications as *China Daily*, *China News*, *Centra China Television*, *Xinhua News*, and *Yangtze Evening*. Dr. Boyanton's book *Towards a Mutual Value*

Theory: Teachers and Students as Co-Learners was published by New York Peter Lang Publishing in 2014 and is now available in over 20 countries.

Contact: dengting@sas.upenn.edu



Dr. Rong Deng.
The Education University of Hong Kong

Dr. Deng Rong is a PhD researcher in meditation-based classroom pedagogy for Classical Chinese education, fully funded by the Hong Kong University Grants Committee (UGC). Her research examines the effects of contemplative teaching practices on students' text comprehension, memory retention, emotional resonance, and cultural engagement in Classical Chinese learning. Her work draws on traditional Chinese self-cultivation practices and contemporary mindfulness approaches to inform culturally grounded and text-centered pedagogical design. With more than a decade of sustained engagement in integrating meditation into humanities education, her work is informed by a practice-based insight into the pedagogical use of contemplative practices.



Dr. Wenjin Guo.
Xi'an University of Architecture & Technology

Dr. **Wenjin Guo** earned her **Ed.D. in Curriculum and Instruction** from Loyola University Chicago. Her research examined the influences of Chineseness on Chinese international students' learning experiences in U.S. higher education. Dr. Guo has taught extensively in both the U.S. and China, including positions as Clinical Assistant Professor, Adjunct Faculty, and Postdoctoral Fellow at Loyola University Chicago, and most recently as Assistant Professor at Xi'an University of Architecture & Technology. Dr. Guo's scholarship directly intersects with the intellectual commitments of SIG 171. Her work has advanced curriculum theorizing through the *I-Ching* and *Tao Te Ching*, offering philosophical foundations for social transformation and intercultural pedagogy.



Ms. Siwen Han.
Qufu Normal University, P.R. China

Siwen Han is a Doctoral Student of Education, and she is from the Faculty of Education of Qufu Normal University in China. Her research focuses on comparative philosophy of education, the intersection of Confucian ethics and modern pedagogy, or global citizenship education]. She is currently leading a project on *the contemporary enlightenment of Confucian wisdom on individual self and morality*. Dr. Han is passionate about exploring how traditional wisdom can inform the development of a harmonious global community.



Dr. Liz Jackson.
The University of Hong Kong

Dr. Liz Jackson is Karen Lo Eugene Chuang Professor in Diversity and Equity, Assistant Dean (Research) at the Faculty of Education, University of Hong Kong. She currently serves as the President of Comparative Education Society of Hong Kong (CESHK), she is the Fellow and Past President of Philosophy of Education Society of Australasia. She is Deputy Editor for the journal *Educational Philosophy and Theory*. Her recent authored books include *Contesting Education and Identity in Hong Kong* (Routledge, 2021), *Beyond Virtue: The Politics of Educating Emotions* (Cambridge University Press, 2020), and *Questioning Allegiance: Resituating Civic Education* (Routledge, 2019). Her current research is focused on comparative views of emotions and virtues in philosophy and education. Dr. Jackson serves as President of the Philosophy of Education Society of Australasia, Editor of the book series *New Directions in the Philosophy of Education* (Routledge), and Deputy Editor for the leading journal in the field, *Educational Philosophy and Theory*. For more info: <https://www.lizjackson.org>.



Dr. Minh N. Kim.
The George Washington University

Minh Kim is a Ph.D. student in Comparative and International Education whose research focuses on creativity in cross-cultural and policy contexts. He examines how educational systems and cultural value frameworks shape the conceptualization, cultivation, and assessment of creativity across settings. He also investigates the implications of digital technologies and generative AI for educational research and practice.



Dr. Manh Tuan M. Kim.
Vietnam National University

Dr. Kim Manh Tuan is a lecturer at the Faculty of Educational Management, Vietnam National University – University of Education, and a Fulbright Visiting Scholar at Johns Hopkins University School of Education. He is Co-founder of AIE CREATIVE (AI Education for All) and Head of Strategic Advisory at the Vietnam Center for Creative Education (VCCE). With over fifteen years of teaching and research experience, his work focuses on educational leadership and applications of AI in education. He manages two education-related Facebook communities totaling nearly sixty thousand members, and has published international book chapters and ISI/Scopus-indexed articles.



Dr. Jin Jr Shi.
Dharma Realm Buddhist University

Dr. Jin Jr Shi currently serves as the Associate Dean of Academics and Professor at Dharma Realm Buddhist University in Ukiah, California. She received her Ed.D in Curriculum & Teaching from the Teachers College of Columbia University and her M.A. from the Stanford University. Dr. Shi is drawn to bringing Buddhist thought into educational scholarship. She is eager to explore the potential that Buddhist liberal studies education offers for developing personhood among democratic citizens of the world. She has taught courses in Music Classics, Chinese Classics, Pali Texts, the Avatamsaka Sutra, and Buddhist Hermeneutics. She is especially drawn to the Avatamsaka Sutra, which is useful in reminding us of the light that imbues all of us, even during times of chaos and confusion. Dr. Shi hopes that this sensibility will continue to find expression among coming generations.



Dr. Zitong Wei.
China Women's University

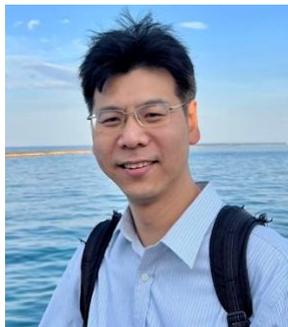
Dr. Zitong Wei earned her Ph.D. from Indiana University Bloomington, majoring in Curriculum and Instruction with a focus on Early Childhood Education. She is currently working as an associate professor at China Women's University. She has been a member of AERA since 2011. She has served as a reviewer for the Confucianism, Taoism, Buddhism, and Education SIG since 2016, reviewing over 50 proposals in total. Dr. Zitong Wei worked for six years as a student assistant with the East Asian collection manager, processing, transliterating, and claiming serials at the library. She teaches both graduate and

undergraduate courses and supervises practicums at the School of Child Development and Education at China Women’s University. Her research interests include cross-cultural studies, constructivism, and qualitative research. Her research on traditional philosophies focuses on both Confucian culture and Daoist traditions. Drawing on her cross-cultural experiences, she published a book titled “Constructivism and Teachers in Chinese Culture: Enriching Confucianism with Constructivism” (2019). This research has implications for cross-cultural learning and teacher education globally. Dr. Wei is confident that she will be able to strengthen the CTBE networks and serve the research community well given her expertise and experience.



Dr. Kerong Wu.
Brigham Young University

Dr. Kerong Wu is a language educator and education researcher with international experience in higher education, K–12 instruction, and policy-oriented research. She has served as a foreign language teacher at Sun Yat-sen University, taught Chinese in the United States, and worked as a research consultant for a state education office. Currently self-employed, she conducts independent research and consulting focused on language assessment and cross-cultural education philosophies and practices.



Dr. James Yang.
Beijing Normal-Hong Kong Baptist University

Dr. James Zhixiang Yang is an Associate Professor in the School of General Education at Beijing Normal University–Hong Kong Baptist University. He received his Ph.D. from the Jeannine Rainbolt College of Education at the University of Oklahoma in 2016. His research focuses on comparative educational philosophy, particularly the dialogue between Confucian thought and John Dewey, as well as Chinese intellectual history and education during the Republican period. He is the author of *When Confucius “Encounters” John Dewey: A Cross-Cultural Inquiry into Dewey’s Visit to China*, an interdisciplinary study that examines the intellectual significance of Dewey’s engagement with China and reveals its deeper connections with the Confucian tradition. Since its publication, the book has been collected by numerous university libraries in the United States and has received positive attention in the international academic community.



Dr. Jingshun Zhang.
Sino-American Educational Research Association

Dr. Jingshun Zhang is a full professor in Research, Evaluation & Measurement at Florida Gulf Coast University (State), USA, with 26 years of teaching, research and management experience in China, Canada and the United States. He obtained his bachelor degree in Mathematics from Beijing Normal University, first master of Education Management from Tsinghua University, his second master of Educational Statistics from the University of New Brunswick, Canada, and Ph.D. in Project Evaluation and Testing at the Ontario Institute for Studies in Education, University of Toronto. Dr. Zhang worked in Tsinghua University for 14 years in teaching, research and management (1987-2001). Dr. Zhang is a reviewer for several educational research journals, the American Educational Research Association (Division D Measurement and Research Methodology, Division H School Accountability and Evaluation, SIG-Survey Research). As a board member of the Association of Chinese Education Research and Development (CAERDA) (2014-2020), he chaired the two annual CAERDA conferences (2018 in New York and 2019 in Toronto). Dr. Zhang Jingshun has extensive and long-term cooperation with many scholars from China, Canada and the United States. His teaching and research spans multiple areas: educational research methods (quantitative and qualitative), classroom evaluation, cognitive evaluation, online surveys, online instructional design and evaluation, project evaluation, educational statistics and measurement.



Dr. Yubo Zhang.
Sino-American Educational Research Association

Senior Manager II, Program Improvement and Data Team, Office of Operations, Strategic Planning and Communications, Fairfax County Public Schools (FCPS)
Founder/co-founder, [HowSheLeads](#)
Vice President, Sino-American Educational Research Association (S-AERA)
Board member at-large, *Families of Children from China* (FCC)
Co-chair, and Gainesville District Representative, the Superintendent's Advisory Council on Equity (SACE)
General Federation Women's Club Juniores Club Chair
Dr. Yubo Zhang has been working in both the public and private sector of the educational field for 18 years. Currently, she serves as the senior manager of program improvement and data team, Fairfax County Public Schools (the 10th largest school district in the United States), she and her team support the publication and execution of 40 program improvement and innovation plans (including Math, English language Arts, Science and Social Studies, World Languages, Counseling, Early Childhood Education, Get2Green, Global Classroom, Educational Technology and Service learning etc.). She is the founder and NGO of the program of HowSheLeads. She graduated from the

University of Virginia with a M.Ed. in educational psychology (2003) and a Ph.D. in research, statistics and evaluation (2007), Dr. Zhang's expertise includes large-scale assessments, accountability in education, educational statistics, research and evaluation. She is married with a supporting husband and two lovely kids. Her hobbies include photography, traveling and music.

CTBE Executive Board

1. SIG Chair: Dr. Dengting Boyanton, Sino-American Educational Research Association, dengting@sas.upenn.edu
2. Program Chair: Dr. Liz Jackson, Program Chair, Professor, The University of Hong Kong) lizjackson@eduhk.hk
3. Secretary: Dr. Jason Cong Lin, Secretary/Treasurer, Assistant Professor, The Education University of Hong Kong, jclin@eduhk.hk
4. Communication Chair: Dr. Wenjin Guo, Communication Chair, Clinical Assistant Professor, Loyola University Chicago, wguo1@luc.edu
5. Immediate Past Chair: Dr. Seungho Moon, Professor, Loyola University Chicago, 171 SIG Chair, AERA (2020-2023)
6. Advisor Board Member: Dr. Jing Lin, Professor, University of Maryland, Past 171 SIG Chair, AERA (2020-2023)
7. Advisor Board Member: Dr. Hongyu Wang, Professor, Oklahoma State University, Founder and Past 171 SIG Chair, AERA (2008-2011)
8. Advisor Board Member: Dr. Xin Li, Professor, California State University, Founder and Past 171 SIG Chair, AERA (2008-2011)

For More Info

Facebook

CTBE Facebook Friend:

<https://www.facebook.com/profile.php?id=61568086835385>

CTBE Facebook Group

<https://www.facebook.com/groups/410128165526933>

2025 CTBE AERA Complete Program

<https://www.aera.net/SIG171/Meetings-Other-Events>

Website

<http://www.aera.net/SIG171/Confucianism-Taosim-Buddhism-and-Education-SIG-171>

Program Updates

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About AERA

The American Educational Research Association (AERA) was founded in 1916. It is the largest national interdisciplinary research association devoted to the scientific study of education and learning. Founded in 1916, AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.



AERA's more than 25,000 members are faculty, researchers, graduate students, and other distinguished professionals with rich and diverse expertise in education research. They work in a range of settings from universities and other academic institutions to research institutes, federal and state agencies, school systems, testing companies, and nonprofit organizations. Based on their research, they produce and disseminate knowledge, refine methods and measures, and stimulate translation and practical application of research results.

AERA is international in scope. Nearly 14% of members, representing over 96 countries, reside outside the United States. Over 30% of AERA members are students—approximately 7,750 graduate students and 230 undergraduate students. Over three-quarters (78%) of AERA members report that education is the field of their highest degree. Other disciplines represented by AERA members include psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

About CTBE



CTBE Confucianism, Taoism, Buddhism and Education SIG (CTBE SIG) was established in 2008 to bring together scholars and researchers who share

a common interest in in-depth, cross-cultural, international dialogue on how Confucianism, Taoism, and Buddhism in both classical and contemporary schools of thought can inform educational theory and practice. CTBE SIG provides a forum within the AERA Association for the involvement of individuals drawn together by common interests in eastern philosophy and education research. It provides opportunities for members to participate actively in the Association both through SIG activities and in leadership positions. CTBE SIG strives to become 1) a home for Asian philosophy related scholars, researchers and practitioners, 2) a bridge of idea-exchange and dialogue between the East and the West, and 3) a platform for advancing human civilization and social change. The CTBE SIG Executive Committee (EC) is comprised of six members who serve staggered three-year terms (2023-2026).

About S-AERA



The Sino-American Educational Research and Association is an NGO initiated and founded by several Chinese alumni of the Curry School of

Education at the University of Virginia. Since its establishment in New York State in 2017, S-AERA has drawn inspiration from the “One World” vision of Confucius, the great, ancient Chinese educator. It has been guided by the principle that “education should serve society” (not just the individual), as put forward by Mr. Thomas Jefferson, founding president of the University of Virginia. With the joint efforts of all S-AERA members, we are committed to building a cooperative and educationally innovative “global village.” In this Global Village all educators are treated as equals—with mutual respect, trust, honesty, encouragement, support and collaboration. In keeping with Confucius' vision of a world in Great Harmony, we firmly believe that “the earth is but one country, and mankind its citizens.” All human beings, regardless of color, race, nationality, or language—whether Chinese, American, Italian, British, French, German, Indian, etc.—are equally the product of one life process. We are all drops of one ocean and leaves of one tree. We are all the children of this earth.

