Navigating Cultural Heritage : Quanzhou Maritime Silk Road Culture, Arts, and Economy Group

During our fourteen-day journey, our team traveled through Quanzhou and its surrounding four counties, visiting two schools, four local enterprises, five museums, and fourteen national key cultural heritage sites.

Quanzhou is described as ""half city, half fairyland,"" with cultural relics and ancient temples at every turn, offering stories to discover at each step. In this inclusive city, students experienced the coexistence of humans and the divine. Under the stone pagoda of Kaiyuan Temple, amidst the incense of Guanyue Temple, and within the melodic tones of Quanzhou's Minnan dialect, they encountered the grand history of this remarkable city.

Throughout our exploration, we witnessed the perfect integration of cultural heritage with contemporary life. Local enterprises showcased a thriving economy rooted in tradition, while museums provided insights into Quanzhou's historical significance as a hub of the maritime silk road.

This journey not only deepened the students' understanding of Quanzhou's cultural heritage but also fostered an appreciation for the city's diverse identity. As we concluded this enlightening expedition, the knowledge and experiences gained will undoubtedly continue to influence our future endeavors.



Dr YIP Tak Ping Terry Senior Lecturer

- 1. In-depth Exploration of Cultural Heritage: Quanzhou has a rich array of cultural relics and history worth exploring in depth.
- 2. Experience the City's Diversity: Students can feel the coexistence of humans and the divine in this inclusive city, along with its rich historical background.
- 3. Integration of Tradition and Modernity: Local enterprises showcase how to combine traditional culture with modern economy, providing practical examples.
- 4. Historical Significance of the Maritime Silk Road: Museum exhibits help understand the importance of Quanzhou as a hub of the maritime silk road.
- 5. Impact on Future Learning: This journey not only deepened understanding of cultural heritage but also fostered an appreciation for the city's identity, leaving a lasting impact on future endeavors.



Advancing Education in the Digital Age through Learning Analytics



Scholars from both institutions presented groundbreaking research on Al-driven feedback and assessment. Topics included innovative feedback analytics, generative AI applications, and frameworks for assessing self-regulated learning.

The EdUHK team, led by Dr Shen Ba, Dr Lingvun Huang, Dr Xiaojing Weng, and Dr Jinxin Zhu, showcased research on AI integration in education. They analyzed PISA 2022 data and ChatGPT's influence on learning behaviors.

The hybrid event attracted 174 participants from local and international institutions. Feedback was positive, highlighting enhanced professional development and valuable insights for teaching and research practices.

Impact and Future Directions

This symposium reflects C&I's commitment to advancing international research collaborations and pioneering Al-empowered educational innovations. By fostering global partnerships, Dr Yang Lan and Professor Yan Zi have demonstrated their dedication to collaborating with international scholars to advance AI-assisted innovations in education. The event highlights the potential for AI to transform teaching, learning, and assessment in the digital era.



Editorial Board: Contact Us: Telephone: (852) 2948 7562 Dr YUNG Wai Ho Kevin Fax: Ms LIU Yan Svlvia Email: Ms WOO Yee Wa Eva Address:

(852) 2948 7563 ci@eduhk hk D1-1/F-22, Department of Curriculum and Instruction, 10 Lo Ping Road, Tai Po, Hong Kong







香港教育大學 The Education University of Hong Kong







Prof Yan Zi Head of Department

Dr Yang Lan Associate Head of Department

Dr Ba Shen Assistant Professo



Dr Zhu Jinxin Assistant Professor

The below sections elaborated key content of presentations delivered by the C&I team

Professor

Uncovering the Impact of ChatGPT on Collaborative Inquiry through Network Analytics by Dr Ba Shen

Dr Ba's research investigates how ChatGPT impacts collaborative inquiry using the Community of Inquiry model and network analytics. It emphasizes that thinking is social and examines how Generative AI (GenAI) influences learning interactions. Without guidance, ChatGPT tends to facilitate basic thinking and social exchanges. However, when integrated effectively, it enhances advanced thinking, encouraging students to articulate thoughts and engage meaningfully with peers. The study reveals detailed interaction patterns, providing insights into collaborative inquiry dynamics and the role of AI in shaping these activities.

Personality Traits for Self-Regulated Learning with Generative AI: The Case of ChatGPT by Dr Weng **Xiaojing**

Dr Weng's research investigates how five personality traits-openness, extraversion, agreeableness, conscientiousness, and neuroticism-affect self-regulated learning (SRL) when using ChatGPT. The study involved 409 university students who completed a validated questionnaire. Results showed that openness, extraversion, and agreeableness significantly predicted all SRL stages, while conscientiousness predicted forethought and self-reflection stages. Neuroticism did not predict any SRL stage. These findings offer new insights into SRL by incorporating personality traits and generative Al, suggesting tailored strategies for different SRL stages.



Students' Use of Digital Resources Inside and Outside of School: Insights from PISA 2022 by Dr Zhu Jinxin

Dr Zhu's study analyzed how students in Hong Kong and Australia use digital tools for learning. It found that using tools for basic tasks like information gathering and communication was linked to more integrated digital use. This connection was partly influenced by students' confidence in their digital skills. Additionally, using digital tools in class and having good access to them also promoted integrated use, with these effects mediated by both basic tool use and digital self-efficacy.

Exploring Student Behavioral Patterns in Using GAI for a Complex Task by Dr Lingyun Huang, Franco

Dr Huang's study used the 6-P pedagogy framework to explore how Generative AI (GAI) enhances learning design. Students used the CocoClass platform with AI plugins to complete a design task. The study analyzed students' strategies for interacting with AI, using tools like eye-tracking and surveys. Results showed that while students used various prompting strategies, they struggled to effectively leverage AI, highlighting a need for better prompt engineering skills. This suggests that improving these skills could enhance learning outcomes when using AI in educational settings.





Key The four scholars, drawing from their research designs and key findings, proposed practical recommendations for teaching and learning:

Dr Ba Shen

- Developing Human Competencies Educators should explicitly guide students on effective collaboration before integrating GenAl tools.
- Using GenAl as a Learning Aid, Not a Replacement GenAl should scaffold critical thinking rather than replace human reasoning.
- Applying Network Analytics for Targeted Feedback Educators can track discussion patterns, identify learning gaps, and provide timely, data-driven feedback through network-based learning analytics.

Dr Weng Xiaojing

- Designing collaborative learning environments that match students' personality traits of openness, extraversion, and agreeableness can benefit the forethought, performance, and self-reflection stages of their SRL.
- Designing learning tasks with appropriate levels of difficulty to foster students' positive psychological states/emotions while challenging them would be beneficial for students' SRL development in GenAl learning context.

Dr Zhu Jinxin

- Providing opportunities for students to use digital tools beyond the classroom enhances their self-efficacy in digital competencies and promotes the integrated use of technology for learning.
- Schools should prioritize structured digital tool use in lessons and ensure high-quality access to digital resources. Teachers require ongoing professional development to stay updated on the latest digital learning technologies and effectively engage students.

Dr Huang Lingyun

- Integrating prompt engineering into the curriculum helps students generate precise AI responses, leading to improved learning outcomes.
- Instructor support and Al-driven analytics can refine students' Al interaction skills, ensuring they use Al tools effectively for learning.



The Power of Parental Support in Enabling Growth Mindset Beliefs: Findings from 76 countries/territories

Does believing that intelligence can be developed lead to better academic outcomes? A cross-national study by C&I Assistant Professor Dr Norman Mendoza and Dr Hyun Ji Lee from Ohio State University examined this question using data from 468,059 students across 76 countries/territories. Their research confirms that students with a growth mindset (believing intelligence can be developed) perform better in reading, mathematics, and science, and reveals how parental support can further enhance these positive effects.

Through multilevel analyses of the PISA 2018 dataset, they found that while growth mindset alone positively predicted achievement, these benefits were even stronger when combined with high levels of parental support. Interestingly, this amplifying effect varied across cultures, with parental support playing a particularly important role in collectivistic societies. For instance, Lebanon, Qatar, and South Korea showed especially strong benefits when growth mindset was complemented by high parental support. These highlight how supportive environments can maximize the benefits of growth mindset beliefs. The research suggests that while fostering growth mindsets is valuable, combining this with enhanced parental support creates even more powerful outcomes for students.

Conference Publicity

Upcoming Event: 10-11 July 2025 The 2nd Chinese Society of Education Annual Conference

The integration of digital tools in education has opened new avenues for teaching and learning processes, curriculum development, and student engagement. In China, with its particularly strong emphasis on education, these technologies are rapidly transforming the educational landscape. It is a transformation that will not only improve academic results but that also nurtures well-rounded students prepared for the challenges and complexity of today's world. This conference will examine how these technologies are being incorporated into China's education system and their role in promoting whole person development. Examining these developments from a comparative cross-cultural perspective will allow us to better understand and contextualize the Chinese approach in a global context, and draw lessons that may benefit educational systems around the world



1

Conference Website: https://cse2025.org