Keynote Speech 1 (10:00 to 11:10 HKT, 9th July 2024/C-LP-11)

Professor Suresh CANAGARAJAH

Pennsylvania State University, USA

Innovation and Sustainability at the Global Mobility Turn

Abstract

The present health, environmental, and economic crises have inspired a reexamination of dominant academic paradigms for their role in the human condition. While scientific and educational developments have been attributed to the global "mobility turn" or "mobilities paradigm" (Urry 2000; Buscher, Urry, and Witchger 2011; Faist 2013), this trajectory has also contributed to the present global crisis. I will examine the ideologies that have constituted the mobility turn since 14th century European modernity. They are: Mobility is progress; Mobility is individuality against tradition; Mobility is resistance against control; Mobility expands horizons (both geographically and intellectually); Mobility conquers space in favor of time; and Geographical mobility is social mobility. I will demonstrate that these ideologies have also influenced a linguistics based on genealogical and temporal foundations (i.e., privileging peoplehood and teleological progress). In their place, I will articulate a spatial orientation based on land-based Non-Western epistemologies, including mine in South Asia. This spatial paradigm promotes a vision of relationality and dependency between human and nonhuman beings, and communication through embodied semiotic resources, complementing the nonlinear mobilities of space and time that focus on sustainability. I outline what this alternate orientation means for education.

Biography

Athelstan Suresh Canagarajah is a Sri Lankan Tamil scholar in the fields of sociolinguistics, literacy, and English language teaching. He is Evan Pugh University Professor in the Departments of Applied Linguistics, English, and Asian Studies at Pennsylvania State University. He is best known for introducing orientations to language and education from traditions and practices in the Global South to diversify dominant norms and policies in higher education and academia. He has played a leading role in empirically studying, theorizing, and defining the notion of translingual practice, which introduces a way of looking at communication as exceeding bounded languages and involving a negotiation of diverse semiotic repertoires, including words, multimodal resources, objects and artifacts, and material structures. He treats this ecological, ethical, and inclusive orientation to speaking and writing as part of his South Asian heritage and ancient practices in the Global South, which were later suppressed by European colonization.

Keynote Speech 2 (11:30 to 12:15 HKT, 9th July 2024/C-LP-11)

Professor Chetwyn CHAN

The Education University of Hong Kong, Hong Kong SAR

Translational Research and Sustainability in Higher Education?

Abstract

Sustainability is a concept embraced in higher education. In my talk, I will use my works in aging and neurodegeneration to explore how academic research can be sustained under a translational research framework. I will share findings of cognitive slowness in the brain, reflecting cognitive declines in normal aging. The EOmciSS, an electronic digital health product developed based on cognitive slowness, has been implemented in pilot population-based screening programs in China. The challenges encountered and their mitigations to navigate among the policymakers, statutory bodies, professionals, businesses, and users are discussed.

Biography

Professor Chetwyn Chan is Peter T. C. Lee Chair Professor of Psychology at The Education University of Hong Kong, and Vice President (Research and Development). His research focuses on exploring mechanisms underlying human learning, particularly perceptual and cross-modal learning employing brain imaging, electroencephalograms, and behavioural methods. He also applies the mechanisms to understand the behaviours of people with disabilities and older individuals, and design interventions to enhance the functional capabilities of these individuals. In 2019, his research team won the Second Class State Scientific and Technology Progress Award from the State Council of the People's Republic of China for integrating Chinese medicine into innovative post-stroke rehabilitation. He is Elected Fellow of the American Psychological Association and a Fellow of the Hong Kong Psychological Society. In 2023, Professor Chan received the Chief Executive's Commendation for Community Service from the Chief Executive of the Hong Kong Special Administrative Region, PRC. He has been the Chairperson of The Hong Kong Society for Rehabilitation since 2023.

Keynote Speech 3 (12:15 to 13:00 HKT, 9th July 2024/C-LP-11)

Professor XIE Kui

Michigan State University, USA

The role of academic motivation for learning? Can they change?

Abstract

In this presentation, Kui Xie will discuss the role of academic motivation for learning. He will situate his discussion about motivation in relation to students' engagement and their academic performance. More specifically, he will explain what motivation is and what are types of motivation in academic settings. He will also explain what research evidence shows the relationship among motivation, engagement, and performance. In addition, he will address the question about how students' motivation changes over time and discuss what factors may influence students' motivation and lead to the changes in motivation.

Biography

Kui XIE is the Red Cedar Distinguished Professor and Chairperson of Department of Counseling, Educational Psychology, and Special Education at Michigan State University. Prior to MSU, he was Ted and Lois Cyphert Distinguished Professor and Director of Research Laboratory for Digital Learning at Ohio State University. His research investigates areas related to motivation and engagement in digital learning, K-12 technology integration and teacher professional development, technology intervention and learning environment, learning analytics and research methods. He focuses on building translational research in partnership with K-12 schools. He has published extensively in flagship journals in crossover fields of Educational Technology, Educational Psychology, and others. His work has been highly visible to the general public appearing in The Conversation, U.S. News, NPR Radio, TIME, etc.

Keynote Speech 4 (09:30 to 10:15 HKT, 10th July 2024/D1-LP-02)

Dr Eva CODÓ

Universitat Autònoma de Barcelona, Spain

The Everyday Making and Unmaking of Language Policies: A Critical Ethnographic Perspective

Abstract

In recent decades, the field of language policy has evolved from top-down and textual understandings of the notion of policy to approaches that conceptualise policy as a verb, that is, as a process that is constantly being (un)made and enacted, as policymaking. This has been enabled by the adoption of ethnographic and critical sociolinguistic epistemologies that (a) widen the notion, actors and spaces of policymaking; (2) focus on the conditions, complexities and dilemmas of policy sense-making and appropriation; and (3) examine the short-term and longer-term consequences of situated policy implementation. In my talk, I will discuss my critical, ethnographic approach to language policy through the presentation of selected case studies from recent and past fieldwork in Catalonia (Spain).

Biography

Dr Eva Codó is Associate Professor of English Sociolinguistics at Universitat Autònoma de Barcelona, Spain. Her research is in the areas of language policy, the sociolinguistics of multilingualism, institutional sociolinguistic ethnography, and language and mobility. Her most recent work focuses on the study of distinction processes linked to English language learning in Spain. She has published widely in the most relevant journals of her field. Her last book is *Global CLIL: Critical, Ethnographic and Language Policy Perspectives* (Routledge, 2023). She is co-Editor-in-Chief of the journal *Multilingua: Journal of Cross-Cultural and Interlanguage Communication* (De Gruyter).

Keynote Speech 5 (10:15 to 11:00 HKT, 10th July 2024/D1-LP-02)

Professor CHIU Ming Ming

The Education University of Hong Kong, Hong Kong SAR

Detecting Dis-information via Artificial Intelligence Dashboards

Abstract

Fake news can kill. Some believed Covid-19 fake news, rejected vaccines, got infected, and died. Others believed stolen USA presidential election tweets, stormed the Congress barricades, and died. Integrating four theories (*formal linguistics*, *politeness*, *information market*, *situational theory of problem solving*) yields *deceptive writing tactics* theory. We test this theory on 4,165 Covid-19 tweets and 31,128 "stolen election" tweets by combining several methods (*machine learning, computational linguistics, multilevel diffusion analysis*). Tweets with first person singular pronouns or third person pronouns were often true, but tweets that were rude or with second person pronouns were often false. Effects of common words, emotions, and hedges differed across topics. Unlike true tweets, false tweets started earlier, spread faster, and spread further via greater broadcast influence (e.g., Trump tweet) and greater word-of-mouth influence. Synthesizing these theories, methods, and results into our artificial intelligence dashboards helps students, organizations and governments detect and combat fake news.

Biography

Ming Ming CHIU is *Chair Professor of Analytics and Diversity* and Analytics\Assessment Research Center *Director*, The Education University of Hong Kong. A graduate of Columbia (BS, computer science), Harvard (EdM, interactive technology) and UC-Berkeley (PhD, education), he advises China's Ministry of Education and Qatar's Ministry of Education. He invented (a) *statistical discourse analysis* to model online and face-to-face conversations (best 50 learning science ideas – *International Society of the Learning Sciences*), (b) *multilevel diffusion analysis* to detect corruption in the music industry and how ideas/behaviors spread through populations, (c) artificial intelligence *Statistician*, and (d) online detection of sexual predators. His 85 grants (US$21 million) yielded 294 publications (202 journal articles; 16,000+ citations; #8 in Education in China, 2023), 17 keynote speeches, 5 television broadcasts, 17 radio broadcasts, and 189 news articles in 22 countries. He creates and applies automatic statistical analyses to Big Data.

Keynote Speech 6 (11:15 to 12:00 HKT, 10th July 2024/D1-LP-02)

Professor Stephen MAY

Te Puna Wānanga/University of Auckland, New Zealand

The multilingual turn, language policy, and English as a 'world language'

Abstract

This keynote presentation begins by critically examining the ongoing influence of structural linguistics, its abstract understanding of language, and the implications for both language policies and related conceptions of language teaching and learning. This includes critique of language policies that unproblematically valorize national languages, as well as international languages such as English, while dismissing the significance of 'local' languages. It also includes critique of the 'monolingual bias' that still underpins traditional approaches to Second Language Acquisition (SLA), and related teaching and learning approaches. This critique of the continuing monolingual bias in SLA is most clearly outlined in and by the 'multilingual turn' (May, 2014) in language teaching and learning over the last decade. The presentation concludes with a critical examination of the presumed link between the acquisition of English as the current world language – most clearly seen in the rapid expansion of English-medium-instruction programs worldwide – and related social, economic, and educational mobility.

Biography

Dr. Stephen May is Professor in Te Puna Wānanga (School of Māori and Indigenous Education) at the University of Auckland, New Zealand. He is an international authority on language rights, language policy, bilingual education, the multilingual turn in language teaching, and critical multicultural approaches to education. Stephen has published over 100 articles and book chapters in these areas, along with 27 books, including the award-winning *Language and minority rights* (2nd ed., 2012) and *The multilingual turn* (2014). His most recent book is *Critical ethnography, language, race/ism and education* (2023). Stephen is Editor-in-Chief of the 10-volume *Encyclopedia of Language and Education* (3rd ed., 2017), and founding co-editor of the journal *Ethnicities.* He is an AERA Fellow and a Fellow of the Royal Society of New Zealand (FRSNZ).

URL: https://profiles.auckland.ac.nz/s-may

Keynote Speech 7 (09:30 to 10:15 HKT, 11ᵗʰ July 2024/D1-LP-02)

Professor Angel LIN

The Education University of Hong Kong, Hong Kong SAR

Bridging Divides in a Polarized World: Trauma-Informed Cross-Cultural Communication

Abstract

In a world where digital echo chambers and diverse ideologies sharpen divisions, my keynote address, "Bridging Divides in a Polarized World," will point out the importance of trauma-informed cross-cultural communication. I will emphasize the critical need for understanding trauma and its far-reaching impact on our affective well-being and capacity to empathize. This understanding is foundational for engaging in dialogue across the myriad borders that define our geopolitical, social, cultural, linguistic, gender, sexual orientation, and ethnic landscapes.

I will delve into the nature of trauma, shedding light on its pervasive effects on both individuals and communities. I will argue that being cognizant of the often invisible impact of trauma is key for anyone seeking to navigate the complexities of intercultural communication with compassion and effectiveness. By centering a trauma-informed perspective, we can become more attuned to the various forms of human suffering and appreciate how these experiences influence viewpoints, social interactions and affective reactions.

I will also explore how we can identify and reinforce common human values and extend our consideration to more-than-human values, despite a backdrop of conflicting ideologies and diverse upbringings. I will present strategies for achieving this perspective, demonstrating how education and transdisciplinary research can help us strive to overcome and connect across the fractures of an increasingly segmented world.

Hopefully, participants will come away with a clearer vision of how to coexist and uphold our civilization respectfully and responsibly, amidst our ideological differences. My goal is to inspire a dedication to developing a global citizenship that is rooted in empathy, respect, and a shared commitment to the common good, through the practice of trauma-informed cross-cultural communication.

Biography

Dr. Angel M. Y. Lin is Chair Professor of Language, Literacy and Social Semiotics in Education at the Education University of Hong Kong. Dr. Lin has been at the forefront of English language education and critical literacies since the late 1990s when she started working on classroom research projects in schools in Hong Kong. She has published widely on second language education, discourse analysis, trans/languaging (TL), trans-semiotizing (TS), Content and Language Integrated Learning (CLIL), and critical media literacies. She is the current Chair of the American Educational Research Association's Special Interest Group (SIG), *Semiotics in Education*, and has been a part of the SIG's executive board since 2020. She also started the TL-TS Research Channel on Youtube and has organized over 40 research seminars featuring both seasoned and emergent scholars in applied linguistics and education from all over the world. Dr. Lin's leadership and mentoring has profoundly shaped the professional lives of doctoral students and emergent scholars both in Asia and Canada.

Keynote Speech 8 (10:15 to 11:00 HKT, 11ᵗʰ July 2024/D1-LP-02)

Professor Rodney JONES

University of Reading, UK

Agency: Possibilities for action in a post-human world

Abstract

In this talk I will examine how recent advances in artificial intelligence challenge us to rethink our understanding of human agency — with particular reference to learner and teacher agency in language education. While traditional humanist conceptualisations of agency are no longer tenable, more recent posthuman conceptualisations, which describe how agency 'emerges' from the 'entanglement' of human and non-human actors (e.g. Barad, 2007) are sometimes difficult to apply in meaningful ways to real-life practices of teaching and learning, especially when it comes to integrating new technologies into classroom activities. I suggest a framework for thinking about agency which focuses on the development of critical posthuman literacies. It involves working with students to examine the *interfaces* through which they inter(intra)act with technologies, to understand how to form *inferences* about technologies through processes of prompting and probing, and how to critically engage with the *imaginaries* they formulate about technologies and to understand how they enable or constrain their opportunities for learning.

Barad, K. (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning. Duke University Press.

Biography

Rodney H. Jones is Professor of Sociolinguistics in the Department of English Language and Applied Linguistics at the University of Reading. His research interests include language and digital media, health communication, language and sexuality, and language and creativity. His recent books include *Understanding Digital Literacies: A practical introduction,* 2ⁿᵈ edition (Routledge, 2021) *Viral Discourse* (Cambridge University Press, 2022), and *Introducing Language and Society*, (Cambridge University Press, 2022). His new book, *Innovations and Challenges in Digital Literacies*, will soon be published by Routledge.

Keynote Speech 9 (11:15 to 12:00 HKT, 11ᵗʰ July 2024/D1-LP-02)

Professor Chee-Kit LOOI

The Education University of Hong Kong, Hong Kong SAR

Exploring the Role of Generative AI Tools in Enhancing Personalized Learning: A Critical Review and Projection

Abstract

Scaling up or enhancing education includes the provision of individualized tutoring or learning experiences to students, a feat that can be achieved through one-on-one interactions. The advent of generative AI tools like ChatGPT has made it possible to potentially meet this requirement on a larger scale. In this talk, we will evaluate the prospective and actual efficacy of the present AI-driven chatbot tools in augmenting personalized learning (PL).

We describe a study that focuses on the design of learning activities that engage graduate students in dialogue with a tutor bot on the subject of educational reforms. By examining the conversational exchanges between the students and the bot, we gain fresh perspectives on how to analyze and refine the PL process, taking into account the existing level of chatbot technology.

We also explore the enhancing of the PL process through the lens of human-AI collaboration, aiming to achieve optimal outcomes. Recognizing the rapid advancements in AI, which pose challenges in making long-term predictions, we contemplate the possibility of shifting the focal point of human-AI collaboration in order to amplify the learning experience.

Biography

Professor Looi is Research Chair Professor in the Education University of Hong Kong. He is Emeritus Professor at National Institute of Education (NIE) of Nanyang Technological University (NTU), Singapore. Professor Looi is a Fellow of the International Society of Learning Sciences, and a Fellow of the Asia-Pacific Society for Computers in Education. He was the founding member of the Global Chinese Society of Computers in Education, and served as its President (2017-2019). His research focuses on learning sciences, computer-supported collaborative learning, mobile learning, AI & Education, and computational thinking.

Keynote Speech 10 (12:00 to 12:45 HKT, 12th July 2024/D1-LP-02)

Professor XU Guandong

The Education University of Hong Kong, Hong Kong SAR

Data-driven and AI-empowered knowledge discovery and education innovation

Abstract

The integration of AI in education heralds a transformative era where personalized learning is not a luxury but a standard. This talk explores the opportunities behind leveraging AI, especially Generative AI (GAI), to revolutionize educational practices. I will first explore how data-driven knowledge discovery reshapes education, labor market, and mental health. Then, I will discuss using GAI to enable tailored educational experiences in areas such as collaborative learning and vocational training. This presentation will unveil the potential of AI to create dynamic, responsive educational environments that inspire and prepare learners and educators for the challenges of tomorrow.

Biography

Professor Guandong Xu is the Chair Professor of Artificial Intelligence, the Director of University Research Facility of Data Science and Artificial intelligence, the Director of Learning, Teaching and Technology Centre at the Education University of Hong Kong. His research interests cover Artificial Intelligence, Data Science, Recommender Systems, User Modelling, and Social Computing. He has published three monographs in Springer and CRC press, and 220+ journal and conference papers, including TOIS, TKDD, TKDE, TNNLS, TCYB, TMM, TSE, TSC, TIFS, VLDB, IJCAI, AAAI, SIGKDD, SIGIR, CVPR, NIPS, WWW, WSDM, ICDM, ICDE, ICSE, and FSE conferences. He is the Editor-in-Chief of Human-centric Intelligent Systems and the assistant Editor-in-Chief of World Wide Web Journal. He has received several Awards from the academic and industry community. He is elevated as the Fellow of the Institute of Engineering and Technology (IET) and Australian Computer Society (ACS) in 2022 and 2021, respectively. He has been named the World's Top 2% Scientist by Stanford University since 2018.

Keynote Speech 11 (14:00 to 14:45 HKT, 12th July 2024/D1-LP-02)

Professor Michelle GU

The Education University of Hong Kong, Hong Kong SAR

Identity construction in AI-powered online social networking

Abstract

In this talk, I consider the ways in which youth identity formation has been transformed by recent technology on intrapersonal, interpersonal, and sociocultural levels. As the boundaries between the physical and the virtual worlds continue to blur, we seem to be constantly switching identities while jumping between spaces. Online social networking (OSN) seamlessly flows into everyday life. Youths encounter both opportunities (e.g., forging diverse identities, enlarging social communication), and challenges including a) lack of self-concept clarity (SCC) due to fragmentation between virtual and physical realities, and b) identity incongruence as a result of discrete identity presentations across different OSN settings, which will be detrimental to their overall well-being and development. While we (together with our avatars) reflect on what and who we have become, we must also tread the ethical quandaries that emerge. The fact that this would require a critical use of technology brings us to the research domains of digital literacies, digital citizenship and the impact of AI-powered systems on individuals' decision-making and human agency and autonomy, where digital activities are observed and investigated. By referring to two of my empirical studies, I elaborate on a qualitative inquiry into the social, cultural, and educational practices of multilingual university students in their formational and enactment of digitial citizenship, showing that diverse linguistic and semiotic recourses were among the toolkits at play. In the quantitative investigation with multi-level SEM, I investigate the effect of content-self-environment interaction on identity in OSN. The implications for future research are discussed.

Biography

GU Mingyue Michelle is Professor of Sociolinguistics, and Dean of Graduate School, the Education University of Hong Kong. Professor Gu explores the individual-context interplay mediated by languages and semiotics and her major research areas include: multilingualism and mobility, identity, digital literacies, and family language policy. Professor Gu is a prolific scholar with 79 journal articles appearing in top journals such as *Applied Linguistics, TESOL Quarterly, Higher Education, Language Teaching Research, Ethnic and Racial Studies, Journal of Migration and Ethnic Studies, International Journal of Bilingual Education and Bilingualism, Computer-assisted Language Learning* and so on. She has a strong record in securing external competitive research grants as PI. She received the President's Award in Individual Research Excellence in 2022 at EdUHK, the Research Excellence Award in 2017 and the Young Researcher Award in 2015 at CUHK.

Keynote Speech 12 (14:45 to 15:30 HKT, 12th July 2024/D1-LP-02)

Professor Mark LEVINE

Lancaster University, UK

Psychology and Behavioral Analytics: using digital data to study prosocial and anti-social behavior

Abstract

In this talk I will explore the ways in which the rise of digital data allows us to analyze everyday interactions in ways that have never been possible before. Taking examples like the study of bystander behavior captured on CCTV cameras, or the analysis of messages and blogs from online platforms, I will explore the ways in which digital visual and verbal data can transform our understanding of human behavior. I will show how this kind of work has led to new understandings of the nature of prosocial behavior in emergency contexts. I will also show how the words that people write can be used to trace changes in their psychological state. I will conclude by drawing out some of the ethical challenges of working with digital data – and the role of psychology in navigating the research possibilities afforded by this new digital landscape.

Biography

Mark Levine (Professor of Social Psychology, Lancaster University, United Kingdom)

I am a Professor of Social Psychology at Lancaster University in the UK. Over the last 25 years I have established a reputation as a leading researcher in the psychology of prosocial and anti-social behaviour. Over the last 10 years I have focused on interdisciplinary behavioural science at the intersection of psychology and technology. My empirical work includes the analysis of CCTV camera data; natural language processing of on-line text data; fully immersive VR environments to research ethically sensitive topics. I have studied the interactions of social identity and digital technologies in community safety; disasters and emergencies; policing; health and well-being; collective action; environment and sustainability.