



香港教育大學
The Education University
of Hong Kong

大學正名十周年
The 10th Anniversary of
the University's Retitling

ICLT 2026

International Conference on Learning and Teaching

Transforming Teacher Education and Teaching:
Embracing Change and Innovation

21 - 23 April 2026

Programme Handbook



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of Hong Kong

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**Transforming Teacher Education and Teaching:
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The Education University of Hong Kong

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1. Message from the President and Honorary Conference Chair



Professor LEE Chi Kin John

**President
Chair Professor of Curriculum and Instruction
The Education University of Hong Kong**

Welcome to the 10th International Conference on Learning and Teaching (ICLT 2026).

The theme of this year's conference, "Transforming Teacher Education and Teaching: Embracing Change and Innovation," arrives at a historic juncture. The year 2026 marks the 10th Anniversary of The Education University of Hong Kong's (EdUHK) Retitling — a landmark milestone in our journey. As a young and vibrant university, we remain steadfast in our commitment to nurturing exceptional educators and diverse talent, driving social progress, and solidifying Hong Kong's position as a premier international education hub.

As the only university in Hong Kong SAR specifically dedicated to teacher education, our heritage spans over a century, tracing back to 1881. Shaping the future of education is not merely our obligation; it is a profound honour and a cherished mission. As the leading provider of future educators and social leaders, we remain unwavering in our commitment to advancing the standards of pedagogy to meet the complex, shifting needs of a global society. This commitment to excellence is reflected in our recent achievement in the QS World University Rankings by Subject 2026, where EdUHK is proud to rank 7th worldwide and 2nd in Asia for Education.

At EdUHK, we are passionately committed to bridging disciplines and cultures through impactful research and strategic partnerships. Hosting ICLT 2026 aligns perfectly with our vision to lead the discourse in teacher education. We are proud to provide a platform for this prestigious conference, continuing its tradition of uniting experts from diverse fields such as quality assurance, educational technology, and artificial intelligence. Today, we gather as a global community of educators, researchers, and visionaries. Your presence highlights our collective dedication to transforming the educational landscape—a task that is increasingly vital as we address societal challenges through emerging methodologies and technologies.

2026 is the Year of the Horse. Symbolising action, speed, and breakthrough, the Horse perfectly mirrors our current momentum. Mirroring this sign's representation of a spirited leap forward, EdUHK is embracing a period of rapid evolution and bold innovation. I would like to express my heartfelt gratitude to our keynote speakers and participants for their unwavering support. I wish you all fruitful discussions and an inspiring conference experience.

Thank you very much.

2. Message from the Vice President (Academic) and Conference Chairperson

Professor CHENG May Hung May

**Vice President (Academic)
Chair Professor of Teacher Education
The Education University of Hong Kong**



Thank you all for joining the International Conference on Learning and Teaching 2026.

At EdUHK, we are committed to promoting and supporting the strategic development of teaching, teacher education, and complementary disciplines. We achieve this by nurturing outstanding and morally responsible educators and professionals dedicated to lifelong learning. Our goal is to equip students across all levels—from sub-degree to doctoral programmes—with comprehensive knowledge and broadened horizons, aiming for graduates who are skilled professionals with a profound understanding of education, compassionate attitudes, and global perspectives.

The theme of this year's conference, "Transforming Teacher Education and Teaching: Embracing Change and Innovation," provides an opportunity for scholars to reflect on lessons learned and explore the way forward. The conference focuses on: (1) Teacher Education and Teaching; (2) AI, Metaverse, and STEAM Education; (3) Virtual and Blended Teaching and Learning; (4) Digital Humanities Education; (5) Quality Assurance in Higher Education and Training; and (6) other topics related to learning, teaching, and assessment.

This year, we are pleased to have received over 130 submissions, representing a wide spectrum of expertise—from teacher education and quality assurance to early childhood and higher education. I eagerly anticipate the presentations, the sharing of visionary ideas, and the deep insights that will undoubtedly emerge. We are particularly honoured to welcome our renowned keynote speakers and distinguished panellists, whose expertise across various facets of education will guide our discussions. It is my sincere hope that the connections made here will inspire meaningful collaboration in the near future.

My heartfelt gratitude goes to the Organising Committee, led by the Centre for Learning, Teaching and Technology (LTTC), in collaboration with the Faculty of Education and Human Development (FEHD), the Faculty of Humanities (FHM), the Faculty of Liberal Arts and Social Sciences (FLASS), and the Graduate School (GS), for making ICLT 2026 a success. Finally, I would like to express my appreciation to the guests, colleagues, and students supporting ICLT 2026.

I hope you find the conference fruitful and inspiring. Thank you.

3. Message from the Assistant Vice President (Artificial Intelligence and Education Innovation) and Conference Co-Chairperson



Professor XU Guandong

**Assistant Vice President (Artificial Intelligence and Education Innovation)
Director of University Research Facility of Data Science and Artificial Intelligence
Chair Professor of Artificial Intelligence
The Education University of Hong Kong**

The International Conference on Learning and Teaching 2026 (ICLT 2026) will be held under the theme “Transforming Teacher Education and Teaching: Embracing Change and Innovation” on 21–23 April 2026. This is the 10th International Conference, and with the continuous support of the Senior Management, Faculties, Departments, Graduate School, and Academic Support Units and all participants, the Conference has attracted presenters and participants from different regions. I would like to thank them all for their contribution and unflinching support.

We are profoundly grateful to our distinguished keynote speakers for joining us at ICLT 2026 and for sharing insights that will help shape future directions in learning and teaching: Professor CHEN Wenli (Nanyang Technological University, Singapore), Professor CHEN Xiangming (Peking University, China), Professor CHENG May Hung May (The Education University of Hong Kong), Professor Christopher W. DAY (University of Nottingham, UK), Professor John FURLONG (University of Oxford, UK), Professor Kelly FREEBODY (The University of Sydney, Australia), Professor Dragan GAŠEVIĆ (Monash University, Australia), Professor Angela Yung Chi HOU (National Chengchi University, Taiwan), Professor LEE Chi Kin John, JP (The Education University of Hong Kong), Professor Kathleen PITHOUSE-MORGAN (University of Nottingham, UK), Professor Miriam POSNER (University of California, Los Angeles, US), Professor SONG Huan (Beijing Normal University, China), and Professor ZHANG Minxuan (Shanghai Normal University / UNESCO Teacher Education Centre, China). Their collective expertise across global borders and diverse disciplines provides an invaluable foundation for our discussions on the future of learning and teaching.

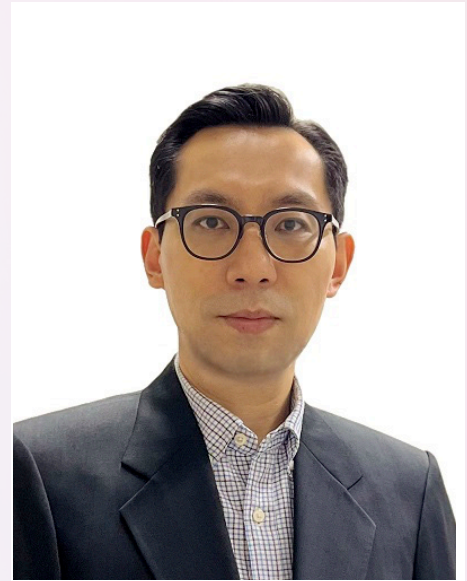
I would also like to express our deepest gratitude to the Programme Committee Chair and Co-Chairs of ICLT 2026 – Dr CHENG Kwok Shing Gary, Professor Bruce MACFARLANE, Professor LEUNG Pui Wan Pamela, Professor LI Wai Keung, Professor CHEN Junjun, Dr CHENG Po Ying Sidney, and Mr WONG Ho Kit Roger. We also extend our sincere appreciation to the strand coordinators, Professor GU Mingyue Michelle, Professor KONG Siu Cheung, Professor SONG Yanjie, Professor ERNI John Nguyet, Professor YEUNG Siu Sze Susanna, and Dr CHENG Kwok Shing Gary as well as all Programme Committee Members, who have reviewed over 130 abstracts and full papers received for ICLT 2026. Special thanks also go to our colleagues from the Centre for Learning, Teaching and Technology (LTTC) for their tremendous efforts in organising a smooth and enriching Conference.

I wish you all a fruitful experience at ICLT 2026. Thank you.

4. Message from the Director of the Centre for Learning, Teaching and Technology and Programme Committee Chair

Dr CHENG Kwok Shing Gary

**Director of the Centre for Learning,
Teaching and Technology
Associate Professor of Department of
Mathematics and Information Technology
The Education University of Hong Kong**



The 10th International Conference on Learning and Teaching 2026 (ICLT 2026), organised by The Education University of Hong Kong (EdUHK), will be held in person from 21 to 23 April 2026. The Conference takes place at a significant moment for the education sector, as rapid technological advancements continue to drive fundamental changes. The Conference comprises keynote speeches by internationally renowned scholars, panel discussions, and paper presentations. It provides an interactive platform for academics, researchers, practitioners and professionals in the education sector to share innovative approaches to learning and teaching in higher education and exchange of good practices in school education.

In celebration of the 10th anniversary of EdUHK's retitling, the 10th ICLT 2026 will feature 13 keynote speeches, two panel discussions, and 21 paper presentation sessions. Under the conference theme, "Transforming Teacher Education and Teaching: Embracing Change and Innovation", scholars will gather to reflect on lessons learned and explore paths forward. The programme centres on six key strands, drawing a strong and engaged group of participants.

- Teacher Education and Teaching
- AI, Metaverse and STEAM Education
- Virtual and Blended Teaching and Learning
- Digital Humanities
- Quality Assurance in Higher Education and Training
- Other Topics Related to Learning, Teaching and Assessment

The success of ICLT 2026 would not be possible without the collective contributions of the strand coordinators and programme committee members. We appreciate their commitment to maintaining the highest standards of academic excellence in the review process. Our heartfelt gratitude goes to the organising committee, composed of colleagues from the Centre for Learning, Teaching and Technology, the Faculty of Education and Human Development, the Faculty of Humanities, the Faculty of Liberal Arts and Social Sciences, and the Graduate School, whose dedication will make ICLT 2026 a great success.

I am confident that the ideas sparked here will resonate far beyond these walls, shaping the future of education for years to come. I wish you all an insightful and rewarding experience at ICLT 2026. Thank you.

5. Organising Committee

Honorary Conference Chair



Professor LEE Chi Kin John, JP

President,
Director, Academy for Applied Policy Studies and Education
Futures,
Director, Academy for Educational Development and Innovation,
Chair Professor of Curriculum and Instruction,
The Education University of Hong Kong

Conference Chair



Professor CHENG May Hung May

Vice President (Academic),
Executive Co-Director, Academy for Applied Policy Studies and
Education Futures,
Chair Professor of Teacher Education,
The Education University of Hong Kong

Conference Co-Chair



Professor XU Guandong

Assistant Vice President (Artificial Intelligence and Education
Innovation),
Director, University Research Facility of Data Science and
Artificial Intelligence,
Chair Professor of Artificial Intelligence,
The Education University of Hong Kong

Programme Committee Chair



Dr CHENG Kwok Shing Gary

Director, Centre for Learning, Teaching and Technology,
Associate Co-Director, Global Institute for Emerging Technologies,
Executive Co-Director, AI, Brain, and Child Research Centre,
Associate Professor, Department of Mathematics and Information
Technology,
The Education University of Hong Kong

Programme Committee Co-Chairs



Professor MACFARLANE Bruce

Dean, Faculty of Education and Human Development,
Chair Professor of Educational Leadership,
The Education University of Hong Kong

Programme Committee Co-Chairs



Professor LEUNG Pui Wan Pamela

Acting Dean and Associate Dean (Quality Assurance and Enhancement), Faculty of Humanities
Executive Co-Director, Academy for Educational Development and Innovation
Professor (Practice), Department of Chinese Language Studies
The Education University of Hong Kong



Professor LI Wai Keung

Dean, Faculty of Liberal Arts and Social Sciences,
Research Chair Professor of Data Science,
The Education University of Hong Kong



Professor CHEN Junjun

Dean, Graduate School,
Professor, Department of Education Policy and Leadership,
The Education University of Hong Kong



Dr CHENG Po Ying Sidney

Librarian,
The Education University of Hong Kong



Mr WONG Ho Kit Roger

Chief Information Officer, Office of the Chief Information Officer,
The Education University of Hong Kong

Conference Secretariat

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YUNG Anniella Ignazia

CHUNG Wai Yin Koey

CHEUNG Bridget

YAU Shuk Yi Shirley

WONG Sum Yi Maya

LUO Zijian Lumen

CAO Jiaxin Galaxy

CHEUNG Wai Yin Nikita

CHENG Yuen Kiu Jessica

CHEN Jingtong Michelle

Centre for Learning, Teaching and Technology, EdUHK

Graduate School, EdUHK

Graduate School, EdUHK

Graduate School, EdUHK

Graduate School, EdUHK

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6. Keynotes

Keynote 1

迈向学习与协作的专业——从TALIS数据看上海学校教师特色

Teacher Education and Teaching



Speaker

张民选教授 **Professor ZHANG Minxuan**

Professor and Former President of Shanghai Normal University,
Director of Teacher Education Centre under the Auspices of
UNESCO

Moderator

Professor Li Hui

Assistant Vice President (Regional Outreach),
Chair Professor of Early Childhood Education,
Associate Co-Director, Academy for Educational Development and Innovation,
Director, AI, Brain and Child Research Centre,
Executive Co-Director, Centre for Excellence in Learning and Teaching,
The Education University of Hong Kong



Abstract

TALIS是由经济合作与发展组织与2008年发起的“教师教学国际调查”，2024年已有55个国家/地区的28万教师参加。本发言以上海初中教师连续三届参加TALIS调查的数据，呈现上海教师终身学习、并在协作中实现专业发展的特色。发言也力图揭示，推进“学习与协作专业”形成的上海教师政策与教师日常实践，包括校本三组（教研组、年级组与科研组）活动、教师培养工程、与教师发展阶梯，等。

Biography

香港大学博士、联合国教科文组织教师教育中心创始主任。曾任上海市政府教育委员会副主任、上海市教育科学研究院院长、上海实验学校校长、上海师范大学校长及联合国教科文组织终身学习研究所理事和联合国国际教育规划研究所顾问。

著有《理想与抉择：大学生资助政策国际比较》、《国际组织与教育发展》和How Shanghai Does It, Professionalism and Excellence, Shanghai Teachers' Development等著作，发表论文60余篇；主持上海PISA (TALIS和SABER等) 国际科研项目和中英数学教师交流项目，主持和参与创建联合国教科文组织教师教育中心 (UNESCO-TEC) 和国际教育研究所 (UNESCO-IISTEM)，曾荣获多项国家和省部教育与社科奖励、教学成果奖和亚洲协会首届“创变者奖”。

Prof. ZHANG Minxuan, PhD (University of Hong Kong), the founding director of Teacher Education Centre under the auspices of UNESCO since 2017. He worked as the Principal of Shanghai Experimental School (1997-2005), Deputy President of Shanghai Normal University (2022-2024), Vice Director-general of Shanghai Municipality Education Commission (2004-2010), President of Shanghai Academy of Education Sciences (2005-2010) and President of Shanghai Normal University (2011-2014).

Prof. ZHANG published over 60 papers and 7 books, such as How Shanghai Does It (Professionalism and Excellence and Shanghai Teachers' Development in English; and A Comparative Study on the Policies of Student Financial Aids and International Organizations and Education Development in Chinese.

Prof. Zhang has quite international experience, he was a member of the Advisory Board of UNESCO-IIEP (2006-2012), a board member of UNESCO Institute of Lifelong Learning (2008-2017). He also worked as the National Project Manager for Shanghai PISA, TALIS and SABER. He chaired UK-China Mathematics Teachers Exchange Program, and he also worked as a World Bank and UNICEF education expert for international development.

The Evolution of Quality Assurance in Asian Higher Education in the Post-Pandemic Era: Implications for Higher Education Institutions

Quality Assurance in Higher Education and Training



Speaker

Professor Angela Yung-chi HOU

Professor, College of Education,
Chengchi University, Taiwan

Moderator

Professor YEUNG Siu Sze Susanna

Associate Vice President (Quality Assurance),
Professor, Department of Psychology,
The Education University of Hong Kong



Executive Co-Director, Academy for Educational Development and Innovation,

Abstract

Given the diversity of higher education systems across Asia, quality assurance (QA) frameworks have evolved through three major phases: an initial focus on legitimacy and accountability, followed by an emphasis on internationalization, and more recently, a shift toward diversification. This talk revisits current standard frameworks in higher education and explores emerging quality assurance standards from the perspective of Asian quality assurance agencies. In addition, the study discusses the most critical challenge in developing and implementing these new QA standard frameworks, namely effective stakeholder engagement.

Biography

Angela Yung-Chi Hou is a Professor of Higher Education at the College of Education, Chengchi University, Taiwan. She served as Executive Director of the Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT), accreditor of Taiwan from 2016 to 2021 and has been deeply engaged in quality assurance practice and international research for over 20 years. Her leadership roles include serving as Vice President and Board Member of both the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) and the Asia-Pacific Quality Network (APQN). In 2024, she was invited by INQAAHE to serve as an international reviewer for accrediting quality assurance agencies worldwide. She is the Editor-in-Chief of the Springer book series "Higher Education in Asia: Quality, Excellence and Governance" and serves on the editorial boards of several peer-reviewed journals in the field of higher education. She is recognized among the world's top 2% most-cited scholars in the field of higher education quality assurance. She is recognized as the top 5 researcher in field of quality assurance of higher education worldwide according to SCOPUS. In 2025, she is being listed as top 2 % as highly cited scholar by ScholarGPS. She serves as Chief-in-Editor of Higher Education Evaluation and Development (HEED) Emerald and Higher Education in Asia: Quality, Excellence and Governance by Springer, Associate Editor of Journal of Asian Pacific Educational Review (SSCI) and Quality in Higher Education (SCOPUS) and several editorial boards of peer-reviewed journals in higher education field. Up to present, she has published more than 150 English and Chinese journal papers, articles, book chapters, reports and monographs in higher education, international education, and quality assurance. In 2023, she was granted "Outstanding Research Award" by Science and Technology of Council Taiwan and "Excellent Research Award" at Chengchi University. In 2024, She was awarded "the Best Researcher and Teacher" and from 2023-2025, she was awarded as "Best Research Award" by Chengchi University, Taiwan.

Teachers Who Stay: the Role of Professional Identity in Teachers' Quality Retention

Teacher Education and Teaching



Speaker

Professor Christopher W. DAY

Professor of Education, Faculty of Social Sciences
Member of the Centre for Research on Educational Leadership
and Management (CRELM)
University of Nottingham, UK

Moderator

Professor GU Ming Yue Michelle

Assistant Vice President (Research),
Professor of the Department of English Language Education,
The Education University of Hong Kong



Abstract

A range of research internationally reveals growing evidence of emotional exhaustion, disenchantment, stress, burnout, and attrition among teachers. This is often associated with unacceptable workloads, curriculum and pedagogical change demands, and pressures of so-called performativity agendas. Together, these are claimed to challenge the resilience of many teachers who stay and their commitment to strive to teach to their best and well. Yet, relatively little is known beyond the individual level about how and why teachers stay in the profession, if not always in the same school, over a career. There is a scarcity of longitudinal data across teachers' life and career courses, and little comprehensive examination and explanation about the combined influences of different layers of the educational ecosystem. Drawing upon international research and an in-depth case study of the stories of mid- and later-career teachers in primary and secondary schools in England, this presentation will focus on the key role played by professional identity and values driven agency in teachers' decisions to stay, despite the many challenges that they face. It will discuss the implications for the curriculum of teacher education, professional learning and development, and school leadership.

Biography

Christopher Day is Professor of Education in the School of Education, University of Nottingham. He is Visiting Professor at several universities in Europe, South-East Asia, and the Americas, and recipient of Honorary Doctorates from Linköping University, Sweden, the Education University of Hong Kong. He was awarded the AERA Michael Huberman Award for research on teachers' work and lives. He is judged to be in the top one hundred scholars globally for the range and lifetime impact of his research, Founder of The International Study Association for Teachers and Teaching (ISATT) and founding Editor-in-Chief of *Teachers and Teaching: Theory and Practice*, an international SSCI rated journal. During the last twenty years, he has led national, European and international research and development projects in the areas of teachers' work, lives and effectiveness, school-university partnerships, and successful school principalship. Recent publications include *Educational Research and the Quality of Successful School Leadership* (Paper commissioned for the 2024/25 Global Education Monitoring UNESCO Report "Leadership in Education"); *Going Beyond the 'Effective': How successful principals build and sustain teachers' and students' academic, social and individual learning and achievement* (2024); *Resilient Schools, Resilient Teachers* (2016); and *Teacher Professionalism During the Pandemic: Courage, Care and resilience* (2023).

From Debate to Evidence: Generative AI in Learning and Teaching

AI, Metaverse and STEAM Education



Speaker

Professor Dragan GAŠEVIĆ

Professor of Learning Analytics,
Faculty of Information Technology,
Monash University, Australia

Moderator

Professor KONG Siu Cheung

Chair Professor,
Department of Mathematics and Information Technology,
Director, Artificial Intelligence and Digital Competency Education Centre,
The Education University of Hong Kong



Abstract

When generative AI first entered educational discourse, it prompted intense and often polarized debate. Some saw it as a threat to established practices, while others viewed it as a catalyst for innovation. These early reactions were shaped by uncertainty and limited evidence. A growing body of empirical research now enables a more grounded understanding of how generative AI is affecting teaching and learning. This keynote will synthesize emerging evidence on how generative AI is being used to enhance educational practice, and what this implies for learning processes and teaching decisions. It will then examine key concerns related to learner agency, overreliance, and assessment integrity, and consider directions for assessing future-ready skills in AI-mediated environments. Drawing on findings from multiple studies, the talk will argue for a stronger and more diverse evidence base on educational impacts of generative AI, and will conclude with a forward-looking research agenda to guide responsible innovation.

Biography

Dragan Gašević is Distinguished Professor of Learning Analytics and Director of Research in the Department of Human Centred Computing of the Faculty of Information Technology and the Director of the Centre for Learning Analytics at Monash University. Dragan's research interests center around data analytic, AI, and design methods that can advance understanding of self-regulated and collaborative learning. He is a founder and served as the President (2015-2017) of the Society for Learning Analytics Research. He has also held several honorary appointments in Asia, Australia, Europe, and North America. He is a recipient of the Life-time Member Award (2022) as the highest distinction of the Society for Learning Analytics Research (SoLAR) and a Distinguished Member (2022) of the Association for Computing Machinery (ACM). In 2019-2025, he was recognized as the national field leader in educational technology in The Australian's Research Magazine that is published annually. He led the EU-funded SHEILA project that received the Best Research Project of the Year Award (2019) from the Association for Learning Technology.

透過核心反思連結教師整體性學習中的實踐、理論與個人面向

Teacher Education and Teaching



Speaker

陳向明教授

Professor of the Graduate School of Education,
Peking University, Beijing, China

Moderator

Dr LIU Yiqi April

Assistant Professor, Department of English Language Education
Acting Head, Centre for Language in Education,
The Education University of Hong Kong



Abstract

實踐、理論與教師作為「人」的面向 (teacher as person) 之間的落差，長期以來一直是教師教育中的重要議題。本研究整合了Korthagen洋蔥模型的修正版與中國文化資源作為理論框架，探討在中國舉辦的一場敘事行動研究工作坊如何嘗試彌補這一落差。本研究採用質性研究方法蒐集並分析資料，聚焦於一位班主任的「整體性學習」(holistic learning)。研究結果顯示，在引導者帶領下的核心反思 (core reflection)，幫助該教師識別並糾正了其學習中多個層面 (如：行動、認知、情感與志向) 之間的不一致。引導者輔助教師學習的機制包括：1) 透過發人深省的提問，促使教師意識到其實踐中的錯位。2) 引入理論以解釋其係踐為何以及如何產生不一致。3) 透過核心反思，喚起她體現中國文化精髓的核心特質——同理心與慈悲心。本研究的價值在於闡明了中國教師整體性學習的典型文化特徵，這不僅能為中國，也能為世界其他地區的教師教育提供參考。

Biography

陳向明為北京大學教育學院教授，並擔任北京大學基礎教育研究中心名譽主任及教育質性研究中心名譽主任。此外，她亦擔任中國教育學會學術委員會委員、世界課堂研究學會 (WALS) 理事及華東師範大學特聘研究員。其研究領域主要涵蓋教師教育、課程與教學以及質性研究方法論。她曾先後主持十餘項研究課題，出版專著 20 餘部，發表學術論文 300 餘篇，並榮獲「北京市優秀教師」稱號。

Learning, fast and slow: Empowering learner agency with learning sciences-informed AIED

Virtual and Blended Teaching and Learning



Speaker

Professor CHEN Wenli

Associate Dean, Office for Research,
National Institute of Education,
Nanyang Technological University, Singapore

Moderator

Professor SONG Yanjie

Professor, Department of Mathematics and Information Technology,
Associate Co-Director, Academy for Applied Policy Studies and Education Futures,
Associate Director, Centre for Excellence in Learning and Teaching,
The Education University of Hong Kong



Abstract

As AI continues to evolve at an unprecedented pace, the educational landscape is being transformed in ways that challenge traditional learning paradigms. This keynote talk will address the intersection of rapid AI advancements and the nuanced, reflective nature of human learning. It will discuss the distinction between AI for learning and AI for performance, urging AIED designers to prioritize genuine “slower” effortful learning processes over “faster” learning outcomes and solutions.

From a learning science perspective, Prof. Chen Wenli will examine how AI-augmented learning environments can be designed not just as tools for quick answers, but as cognitive partners that enhance human agency, foster self-regulation, critical thinking, and metacognitive skills. Drawing on her empirical research, Prof. Chen will share human-centric AIED designs to empower learners and enhance their cognitive capacities, rather than undermining them. This talk advocates a shift in focus from efficiency to meaningful learning, highlighting the importance of human learners’ deep cognitive engagement in human-AI collaboration for learning.

Biography

Professor CHEN Wenli is the Associate Dean of Office for Research at National Institute of Education (NIE), Nanyang Technological University (NTU) Singapore. She is co-chairing NIE’s Emerging Technologies Strategic Growth Area, and AIED@NIE. She served as the Head of Learning Sciences and Assessment Department from 2021 to 2025. She specializes in computer-support collaborative learning (CSCL), multi-modal learning analytics (MMLA), and human-centered AI for education (AIED). She has been invited as the keynote speaker for many international conferences. She has won a dozen Best Paper Awards from international conferences. In 2020, the Asia-Pacific Society for Computers in Education presented her with the Distinguished Researcher Award. She received the "Excellence in Research Commendation" "Excellence in Teaching Commendation", and the "Nanyang Education Award" from NIE/NTU.

Professor Chen serves as the Editor-in-Chief for both the Journal of Computers in Education, and Learning: Research and Practice. She also serves as an Associate Editor for Instructional Science, and Research and Practice in Technology Enhanced Learning. Moreover, she is an editorial board member for the International Journal of Computer-Supported Collaborative Learning.

Professor Chen serves on the Board of Directors of the International Society of the Learning Sciences (ISLS). She also served as co-chair of the CSCL Community Committee of the International Society of the Learning Sciences from 2016 to 2021. She is the executive committee member of the Asia Pacific Society of Computers in Education (APSCE) and the Global Chinese Society of Computers in Education (GCSCCE).

新時代教師的師德養成與教師教育

Teacher Education and Teaching



Speaker

Professor LEE Chi Kin John, JP

President,
Director, Academy for Applied Policy Studies and Education Futures,
Director, Academy for Educational Development and Innovation,
Chair Professor of Curriculum and Instruction,
The Education University of Hong Kong

Moderator

Professor XU Guandong

Assistant Vice President (Artificial Intelligence and Education Innovation),
Chair Professor of Artificial Intelligence,
Director of University Research Facility of Data Science and Artificial Intelligence,
The Education University of Hong Kong



Abstract

本演講從多個角度探討新時代教師的師德養成與教師教育。隨著今年《中華人民共和國民族團結進步促進法》的出台，以及人工智能的迅速發展，對師德教育提出了新的要求。在理論層面上，以至聖先師孔子為典範，通過研讀《論語》中的相關內容，歸納師德的基本內涵與實踐原則。在比較與實踐層面，進一步比較了中國內地、香港特別行政區及其他國家在教師專業信念建構與師德培養方面的制度與做法，並探討教師職業倫理與個人品德之間的關係，分析了教育家精神在當代的重要意義。此外，本演講以香港教育大學（教大）作為案例，介紹教大在師德培養及價值教育方面的實踐，涵蓋師德教育、國家安全教育、中華文化教育，以及「大思政」相關教育等，表明教大高度重視立德樹人，致力於培養具備家國情懷與專業操守的優秀人才。

Biography

Professor John Lee Chi-Kin, President and Chair Professor of Curriculum and Instruction, joined The Education University of Hong Kong (the then Hong Kong Institute of Education) in 2010. He was Vice President (Academic) from 2010 to 2019, and Vice President (Academic) and Provost from 2019 to 2023. Professor Lee was previously Dean of Education and a Professor at the Department of Curriculum and Instruction at The Chinese University of Hong Kong (CUHK). He was also the Director of the Centre for University and School Partnership and served as a Fellow of United College and Morningside College at CUHK. Professor Lee was a recipient of The Vice-Chancellor's Exemplary Teaching Award 1999 at CUHK. Before that, he worked as a secondary school teacher and as a Lecturer in the Sir Robert Black College of Education.

Professor Lee graduated from The University of Hong Kong and subsequently received an MSc degree from the University of Oxford, and an MA (Education), PhD and Diploma in Education (with distinction) from CUHK. His research interests focus on curriculum and instruction, geographical and environmental education, life and values education, and teacher development and school improvement. He is active in leading education research and development projects and has a solid track record in securing external grants. Professor Lee was named among the top 1% most-cited scientists in the world in terms of career-long impact, in the latest list released by Stanford University. He was a Fellow of the Hong Kong Primary Educational Research Association.

新時代教師的師德養成與教師教育

Teacher Education and Teaching

Professor Lee has served as Editor of the International Journal of Children's Spirituality, Executive Editor of Teaching and Teacher Education and editorial board member of Teachers and Teaching, as well as an editorial board members or advisory editor of many local, regional and international journals. He is also a prolific writer, having edited and written more than 25 books, and published over 175 journal articles and book chapters. He is the leading co-editor of the Springer book series, Curriculum and School Development in Asia and Education for Sustainability, as well as The Routledge Series on Life and Values Education and The Routledge Series on Chinese Language Education.

Professor Lee has actively participated in education and social service in Hong Kong, Chinese Mainland and overseas. He has held many visiting, guest and adjunct professorships at universities overseas and in Chinese Mainland. He has served as Changjiang Scholar Chair Professor, conferred by the Ministry of Education of the People's Republic of China. He has served as Honorary Advisor (Education) of Sik Sik Yuen, the Hong Kong Kindergarten Association, and the Hong Kong Federation of Education Workers; as Advisor of the Character Education Foundation (CEF) and the Hong Kong Association of Deputy Principals; as Academic Advisor of the Association of Inspectors, Education Bureau (AIEDB), and so forth. He is also a Member of the Academic Committee of the Guangdong-Hong Kong-Macao Greater Bay Area Primary and Secondary Schools Principal Federation and Chairman of the Academic Committee of the Center for Hong Kong and Macao Research of South China Normal University. In addition, he was appointed by the Hong Kong SAR Government as a Justice of the Peace (JP).

Professor Lee is a member of the 14th National Committee of the Chinese People's Political Consultative Conference, the UNESCO Chair in Regional Education Development and Lifelong Learning (2019-2023; 2023-2027), a Research Fellow of The Southeast Asian Ministers of Education Organization (SEAMEO), and Director of the Academy for Applied Policy Studies and Education Futures, Academy for Educational Development and Innovation, and Centre for Religious and Spirituality Education at EdUHK.

Professor Lee is active in leading education research and development projects and has a solid track record in securing external grants. In 2008, his project, entitled 'Accelerated Schools for Quality Education Project', won the Quality Education Fund Outstanding Project Award. Another project (together with Professor Jim Chi-yung, Dr Alice Chow Sin-yin and team), entitled "Tree Assessment for Life Education (TALE) Project", won a Silver Medal in the first-ever virtual edition of the Geneva Inventions Expo held in March 2021, and won a Gold Medal and a Special Award in the International Invention Innovation Competition in Canada (iCAN) in August 2021. Professor Lee's another project (led by Dr Song Yanjie), entitled 'Learningverse – A 3D Metaverse for Online Collaborative Learning', was awarded a Bronze Medal in the 48th Geneva International Inventions Exhibition in 2023. Professor Lee also received the President's Award for Outstanding Performance in Knowledge Transfer (Team Award) in 2016/17 and 2021/2022.

Professor Lee served as a council member of the Advisory Committee on Teacher Education and Qualifications (ACTEQ), the Hong Kong Examinations and Assessment Authority (HKEAA), and the Hong Kong Council for Accreditation of Academic & Vocational Qualifications (HKCAAVQ); a member of the Citizens Advisory Committee on Community Relations of the Independent Commission against Corruption (ICAC), and the Task Force on Professional Development of Teachers of the Education Bureau; and a co-opted member of the Hospital Governing Committee of Queen Mary Hospital, Tsan Yuk Hospital, and so on. He was a UNESCO consultant for an environmental education project in China, an executive governing board member of the International Congress for School Effectiveness and Improvement, and so forth. Professor Lee was involved in a research project on small class teaching in early childhood and primary education, supported by the Education and Youth Affairs Bureau of Macau, China. And he led a team of colleagues appointed by the World Bank as consultants for the Vietnamese Ministry of Education and Training's Enhancing Teacher Education Program in 2017/18.

Challenges and Opportunities for Initial Teacher Education in an Era of Change

Teacher Education and Teaching



Speaker

Professor CHENG May Hung May

Vice President (Academic),
Executive Co-Director, Academy for Applied Policy Studies and
Education Futures,
Chair Professor of Teacher Education,
The Education University of Hong Kong

Moderator

Professor CAI Yuzhuo

Professor, Department of Education Policy and Leadership,
Co-Director, Global Research Institute for Finnish, European and Global South Education



Abstract

In an era characterised by rapid globalisation, accelerated technological advancement and pervasive societal transformation, educational systems worldwide are being compelled to respond proactively to what the Organisation for Economic Co-operation and Development (OECD, 2018) describes as a VUCA environment, marked by volatility, uncertainty, complexity and ambiguity. Economic restructuring, political contestation and evolving cultural norms now exert continuous influence on Initial Teacher Education (ITE) governance, reframing what were once episodic disruptions as enduring features of the sector.

This presentation first examines how ITE systems globally have been reshaped by the challenges and opportunities arising from major drivers of change. It foregrounds discussion of policy priorities, cultural-historical legacies and local realities, while identifying patterns of convergence and divergence in ITE practice that emerge from the dynamic interplay of global pressures, local reform, data-intensive policy instruments, emergent technologies, resource disparities and demographic shifts.

Against this backdrop, Hong Kong is situated within a context of profound, multidimensional change, influenced both by global trends and by local demographic dynamics and newly articulated guidelines and standards concerning teachers' professional roles, conduct and ethics. The presentation concludes with a case analysis of The Education University of Hong Kong, showing how we have realigned curricula and programmes to address local and national imperatives in ITE.

Keywords: Initial Teacher Education, policy, governance, Hong Kong, curriculum reform, teacher professionalism, VUCA.

Biography

Professor May Cheng May-hung is currently Vice President (Academic) and Chair Professor of Teacher Education of The Education University of Hong Kong (EdUHK).

Professor Cheng began her teacher education work at the Sir Robert Black College of Education in 1990. As a long-serving member of EdUHK and the former Hong Kong Institute of Education, she has taken up academic leadership positions at different stages, such as Associate Vice President (Academic

Challenges and Opportunities for Initial Teacher Education in an Era of Change

Teacher Education and Teaching

Biography

Affairs), Registrar, Acting Dean of the Faculty of Arts and Sciences, Associate Dean (Programmes), and Programme Director. Between 2010 and the end of 2011, Professor Cheng was a Reader in Professional Education in the Department of Education at the University of Oxford, and a fellow of the Governing Body at Kellogg College.

Professor Cheng graduated from The University of Hong Kong with a BSc (First-class Honours) degree, a Certificate in Education (Distinction) and a Master's in Education. She obtained a PhD at the University of Waikato, New Zealand. She served as President of the East Asian Association for Science Education (EASE) from 2016 to 2019. Professor Cheng has actively participated in and made contributions to the international teacher education and science education arena.

She has been an International Committee member of the National Association for Research in Science Teaching in the US, and has chartered status as a fellow of the Royal Society of Biology in the UK. She is on the editorial boards of various international journals, such as *Cogent Education*, *Teaching and Teacher Education*, *Teachers and Teaching*, and *Asia Pacific Journal of Teacher Education*. She has obtained various research and project grants from the General Research Fund, the Quality Education Fund and the Education Bureau. She is also a prolific writer, having edited and written more than 13 books and published over 140 journal articles and book chapters.

Professor Cheng has actively participated in education services in Hong Kong. She was appointed a registered auditor of the Quality Audit Committee under the University Grants Committee (UGC), a specialist and member for institutional review by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, a member of the Council of the Hong Kong Examinations and Assessment Authority (HKEAA) and to the Curriculum Development Council. She has also served on various subject committees at the HKEAA, the Curriculum Development Committee of the Curriculum Development Institute, and the Education Committee at the Maritime Museum. Professor Cheng is also an elected Academic Board representative on the Council of EdUHK.

In her role as Associate Vice President cum Registrar, Professor Cheng led the Registry in various tasks, including meeting the challenges of the double cohort due to the New Senior Secondary reforms, preparation for the second QAC, and development of the Key Performance Indicators. She has coordinated the secretariat team and completed various exercises and reviews with successful results, including programme validations and revalidations, programme area accreditation, the UGC review exercise for the University title, the second QAC Review, the development of the 10-year strategic plan for the University, preparation for the sub-degree QAC, and the submission for the Triennial Planning Exercises.

She has been one of the key drivers in upgrading Registry functions through the development of the Academic Management Information System, developing software systems for student assessment, upgrading the student information management system, and devising the admissions strategy.

Theory and Research in Initial Teacher Education – Continuing the Debate

Teacher Education and Teaching



Speaker

Professor John FURLONG

Emeritus Professor of Education
University of Oxford, United Kingdom

Moderator

Professor CHENG May Hung May

Vice President (Academic),
Chair Professor of Teacher Education,
Executive Co-Director, Academy for Applied Policy Studies and Education Futures,
The Education University of Hong Kong



Abstract

The debate about the role of theory and research in teacher education is long standing and deeply contested, indeed it is a debate that goes right back to the beginning of organised teacher education itself. At its heart lie questions about how different forms of professional knowledge relate to each other; how propositional knowledge, derived from research and theory, relate to knowledge and experience derived from the actual practice of teaching - teaching these pupils, this curriculum in this classroom. It is now twelve years since I chaired the BERA (British Educational Research Association) and RSA (Royal Society of Arts) inquiry into the role of Research in Teacher Education. Much has happened since that time. On the one hand there has been the international move towards more practically focused, 'school-based' forms of training; on the other hand, we have seen the rise of the 'what works' movement with its focus on the 'science' of teaching. In this paper I intend to continue the debate, particularly focusing on the strengths and weaknesses of different models for linking theory and practice. I will argue that in reviewing the effectiveness of any particular model, we need to pay close attention both to its implicit pedagogy as well as its curriculum – both the 'how' and the 'what' of professional learning.

Biography

John Furlong is a former Director of Oxford's Department of Education, having previously held posts at Bristol, Cardiff, Swansea and Cambridge Universities. A former President of the British Educational Research Association (BERA), he was until recently an adviser to the Welsh Government on Initial Teacher Education (ITE) having been author of a number of government reports on this topic over the years. In 2022, he and colleagues from Oxford were awarded the BERA Public Engagement and Impact prize in recognition of their work on the reform of teacher education in Wales. In 2015, his book 'Education – an anatomy of the discipline' was awarded first prize by the British Society for Educational Studies for the best educational research book of the year. John Furlong is an elected Fellow of the Academy of Social Sciences and has been a member of Research Excellence Framework (REF) sub-panels in Education in the UK, Hong Kong, Latvia, Luxembourg and Portugal. He was awarded the OBE for services to educational research and advice to government in 2017.

循證教學研究作為認識論實踐：重新思考教師發展、能動性與實踐知識

Teacher Education and Teaching



Speaker

宋萑教授

Professor of the Center for Teacher Education Research,
Associate Dean, Faculty of Education,
Beijing Normal University, Beijing, China

Moderator

Dr. HUANG Xianhan Yvonne

Associate Professor,
Department of Curriculum and Instruction,
The Education University of Hong Kong



Abstract

教師專業發展的根本關切在於專業判斷的形成。其核心在於知行合一：這是一個非二元對立的過程，在此過程中，科學與藝術、證據與經驗不被視為分離的領域，而是在教育實踐中建立起富有成效的關聯。從這個視角來看，實證取向的教學研究（教研）不僅是改進教學的技術性工具，更是一種認識論的實踐——教師透過這種實踐來探究、詮釋並重構實踐本身。其生成性的潛能，在於它重新配置了專業認識的條件。我們針對中國大陸人工智慧增強的實證教研所做的研究發現，證據與數據不僅作為外部資源發揮作用，更作為關鍵的邊界物件，在集體探究的共享框架中，使實踐經驗、研究證據與技術表徵之間的差異得以顯現並被協商。在此過程中，教師並不將證據視為確定性的答案或外部指令，而是將其作為理解教學問題、重新審視經驗判斷、反思教學決策的參照點。因此，教師發展並非外於教師能動性，而是透過能動性得以實現。實證教研的意義，並不在於提供現成的解決方案，而在於創造認識論與實踐的條件，使實踐知識與專業智慧得以共同生成。

Biography

宋萑教授是教育領域的傑出學者，專長於教師教育及課程與教學論。現任北京師範大學教育學部教授、博士生導師，同時擔任學部副部長及教育部重點研究基地教師教育研究中心副主任。獲評國家級重大人才計畫青年學者、仲英青年學者，主持國家級及省部級科研項目二十餘項，在SSCI及CSSCI期刊發表學術論文逾一百二十篇，提交多份政策諮詢報告，並出版多部專著。此外，他兼任華東師範大學兼職教授、香港教育大學高級研究員。在學術組織中積極任事，包括擔任中國高等教育學會教師教育分會副秘書長，並在中國民主促進會中擔任要職。他致力於建構具有中國特色的教師教育理論體系，服務國家高品質教育體系建設，並透過人工智慧融合與實證導向的路徑，推動教師教育的創新發展。

Blind Optimism or Critical Hope? Understanding the work of teachers in extraordinary times

Teacher Education and Teaching



Speaker

Professor Kelly FREEBODY

Head of School,
Sydney School of Education and Social Work,
The University of Sydney, Australia

Moderator

Professor Alfredo BAUTISTA

Professor and Associate Head,
Department of Early Childhood Education,
The Education University of Hong Kong



Abstract

This presentation considers the critical questions driving teacher education in 2026. It is based on the foundational idea that Education, at its core, is a hopeful undertaking. Societies invest significant amounts of money and energy ensuring a robust education systems which is predicated on the belief that all children can and should learn, grow and change, and that the society has history, knowledge and culture that is of value to the next generation. Since the introduction of mass education systems globally, many have written about the purpose of schooling, and whether schools, policies, and (critically) teachers are 'fit for purpose'.

Drawing on poststructuralist methodologies, I explore how pedagogical and ideological ideas are enacted in the complex policy, institutional and relational settings of the classroom, in both schools and teacher education programs. Using a framework to unpack the complex forces that are brought to bear on the everyday work of teachers and teacher educators, I consider how the purpose of schooling is positioned and how this positioning impacts the work of teachers and teacher educators around the world.

Biography

Kelly Freebody is a Professor and Head of the Sydney School of Education and Social Work, The University of Sydney. Kelly has held several leadership positions throughout her career, including Associate Dean of the Faculty of Arts and Social Sciences, and Program Director of Secondary Education. Her teaching in the Secondary Education program focuses on creative and critical pedagogy, school-community relationships, and pedagogies of hope.

Kelly's research merges her key interests in drama, education, creativity and social justice. It seeks to develop theoretical and practical understandings of the ways in which drama of, for, and about social change operates in a variety of institutional and educational settings. Using innovative methodologies drawn from the fields of critical policy studies, ethnomethodology, sociology, and education, her work aims to provide new perspectives for researchers and practitioners in applied theatre, drama education, and creativity education.

What is responsible pedagogy in the age of AI?

Digital Humanities



Speaker

Professor Miriam POSNER

Associate Professor,
Information Studies and Digital Humanities,
University of California, Los Angeles, United States

Moderator

Dr. Jeffrey Michael CLAPP

Associate Professor,
Department of Literature and Cultural Studies,
The Education University of Hong Kong



Abstract

Almost as soon as ChatGPT made its entrance in 2022, teachers were besieged by opinions about how they should respond. Is the teacher's job to incorporate LLMs in lesson plans? To show students how to use LLMs "responsibly"? To banish the technology from the classroom? I argue for an approach that acknowledges AI's dual identity as both a package of technologies and the encapsulation of powerful socioeconomic forces. Our responsibility as educators includes the obligation to make students aware that they are targets and sources of data for vendors of educational technology.

Biography

Miriam Posner is an associate professor at UCLA in the Department of Information Studies. She's also a digital humanities scholar with interests in labor, race, feminism, and the history and philosophy of data. Miriam has published widely on technology, data, and the humanities. Her book, *Seeing Like a Supply Chain: Data in the Circuits of Global Trade*, tells the story of the technology that makes supply chains work, from punch-cards to neural nets. It will be published in the fall of 2026 by Yale University Press.

Poetic Self-Study for Change and Innovation in Teacher Education and Teaching

Teacher Education and Teaching



Speaker

Professor Kathleen PITHOUSE-MORGAN

Professor of Education, University of Nottingham, United Kingdom
Honorary Professor, University of KwaZulu-Natal, South Africa,
Co-Editor, Teaching and Teacher Education,
Co-Convenor, Centre for International Education Research,
School of Education, University of Nottingham

Moderator

Professor MA Qing Angel

Professor, Department of Linguistics and Modern Language Studies,
Associate Dean (Research and Postgraduate Studies), Faculty of Humanities,
The Education University of Hong Kong



Abstract

This keynote explores poetic self-study as a creative and transformative research approach that contributes to innovation in teaching and teacher education. Grounded in arts-based and self-reflexive inquiry, poetic self-study promotes collaborative creativity and learning, enabling educators to engage deeply with their lived experiences. It bridges personal reflection with broader educational impact by enhancing learning opportunities for both teachers and those affected by their professional practices. The presentation traces the genre's development from its 1990s origins to its global reach, using poetic personal narrative and vignettes from diverse academic contexts. Poetry is shown to support self-exploration, critical dialogue, and imaginative expression, while also cultivating understandings of educational experience that may elude conventional academic forms. A central meta-analysis offers theoretical insights and practical guidance. Through poetic self-study, educators envision ethical and hopeful possibilities for professional practice, contributing to more inclusive, responsive, and socially just approaches to teacher education and teaching.

Biography

Dr Kathleen Pithouse-Morgan serves as a Professor of Education at the University of Nottingham's School of Education and an Honorary Professor at the University of KwaZulu-Natal. Specialising in professional learning, self-reflexive scholarship, and arts-based educational research, her work emphasises the generative power of collaborative reflexivity and creativity in teaching and teacher development. Dr Pithouse-Morgan's dedication to methodological and theoretical innovation for social change has led to transnational collaborations that spotlight the contributions of the Global South to educational research. Her recent collaborative book publications include *Arts-Based Educational Research Narratives of Academic Identities: Perspectives from Higher Education* (2024) and *Poetic Inquiry for the Social and Human Sciences: Voices from the South and North* (2024).

7. Panel Discussion

Panel Discussion 1

AI-Driven Transformation: Reclaiming Educator Agency in the Digital Landscape

Language	English
Date	21 April 2026 (Tuesday)
Time	4:30 pm - 6:00 pm
Venue	Conference Centre (E-P-01)

Abstract

This panel discussion, “AI-Driven Transformation: Reclaiming Educator Agency in the Digital Landscape,” explores the evolving role of teachers in an AI-rich future. Chaired by Prof. Michelle Gu and featuring experts from across Asia and Australia, the session examines how strategic investments and systemic support can empower educators as high-agency professionals augmented by technology. Panelists will discuss critical themes including teacher identity, educational equity, emotional agency, and social connectedness. The session aims to offer actionable insights for reclaiming professional autonomy amid rapid digital change.



Chair

Prof GU Mingyue Michelle

Assistant Vice President (Research)
Professor of the Department of English Language Education
The Education University of Hong Kong

Distinguished Panelist



Dr. Hjh Hardimah Binti Haji Mohd SAID

Dean, Sultan Hassanah Bolkiah Institute of Education,
Universiti Brunei Darussalam

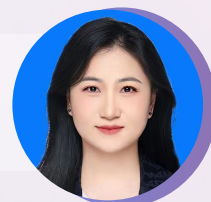


Professor ZHANG Qian

Professor,
Capital Normal University

Prof. YANG Xin

Professor,
Northwest Normal University



Professor YIN Hongbiao

Chairperson and Professor, Department of Curriculum and Instruction Director, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong (CUHK)



Professor Kate REYNOLDS

Professor of Educational Psychology & Learning,
Faculty of Education, The University of Melbourne

駕馭轉型——重塑創新時代的教育者角色

語言	普通話
日期	2026年4月22日(星期三)
時間	下午 2:20 - 3:30
地點	香港教育大學會議中心 (E-P-01)

摘要

「駕馭轉型——重塑創新時代的教育者角色」圓桌論壇，由李子建教授主持，匯聚多位教育領袖與專家。討論核心圍繞教育者如何在科技變革中堅守教育初心與主動創新之間的平衡。議題涵蓋師生主體性關係、教師情緒福祉、專業身份認同轉換及評價機制改革等維度。與會嘉賓將共同探討如何支持教師從知識傳授者轉型為終身學習者與學術引路人，在高科技浪潮中重塑專業能動性。



主持人

李子建教授

香港教育大學
校長
課程與教學講座教授
聯合國教科文組織區域教育發展與終身學習教席

嘉賓



馮建軍教授

南京師範大學
教師教育學院院長
教育部人文社科重點研究基地
南京師範大學道德教育研究所所長



李盛兵教授

華南師範大學
教育科學學院院長
教育部區域與國家研究基地
華南師範大學港澳研究中心執行主任



趙英教授

山西師範大學
教育科學學院院長



邱德峰副教授

西南大學
教師教育學院 副教授



孫彩霞副教授

湖州師範大學
教師教育學院學前教育系 系主任

8. Programme at a Glance

Hong Kong Time (GMT +8)

Venue: The Education University Hong Kong, Tai Po Campus

Date/Time	21 April 2026 (Tuesday)	22 April 2026 (Wednesday)	23 April 2026 (Friday)
A.M.	Registration		
	Keynote Speech 1 By Professor ZHANG Minxuan	Keynote Speech 5 By Professor CHEN Xiangming	Keynote Speech 10 Professor SONG Huan
	Break	Break	Break
	Keynote Speech 2 By Professor Angela Yung Chi HOU	Keynote Speech 6 By Professor CHEN Wenli	Keynote Speech 11 Professor Kelly FREEBODY
	Paper Presentation Sessions	Paper Presentation Sessions	Paper Presentation Sessions
Noon	Lunch Break		
P.M.	Keynote Speech 3 By Professor Christopher DAY	Keynote Speech 7 By Professor LEE Chi Kin John	Keynote Speech 12 By Professor Miriam POSNER
	Opening Ceremony	Panel Discussion 2 (Chinese)	
		Paper Presentation Sessions	Break
	Keynote Speech 4 Professor Dragan GAŠEVIĆ	Keynote Speech 8 By Professor CHENG May Hung May	Keynote Speech 13 By Professor Kathleen PITHOUSE-MORGAN
	Break	Keynote Speech 9 By Professor John FURLONG	Closing Ceremony
Evening	-	Networking Dinner	-

Remarks:

- Networking Dinner for invited guests and registered participants only.
- Presentation Time: 15 minutes for full paper; 10 minutes for abstract (Q&A included).

9. Presentation Guidelines

ICLT 2026 will be conducted in face-to-face mode at EdUHK Tai Po Campus.

Venue

The Education University Hong Kong, Tai Po Campus

Registration Counter: Conference Centre (E-P-01), Block E, EdUHK

Main Room	Room 1	Room 2	Room 3
Conference Centre (E-P-01)	Metaverse Education Room (E-P-12)	Large Language Model Studio (E-P-13)	AI Education Lab (E-1/F-07)

Time Zone

All presentation dates and timeslots are listed in Hong Kong time (GMT+8). Participants from regions with other time zones may refer to https://time.is/Hong_Kong for time differences and conversion.

Flow of a Presentation Session

There will be a total of 21 presentation sessions in ICLT 2026. A session chair will be assigned to each session to introduce the presenters and their presentations. Within the allotted time, the session chair will facilitate a Q&A session after each paper presentation.

Please arrive at the presentation venue 10 minutes before your designated session and upload your presentation file to the session laptop or desktop computer using a USB flash drive.

Presentation Time Limit

Full Paper: 15 minutes (including Q&A)

For research that has evaluation with data collection, analysis, findings and discussion.

Abstract: 10 minutes (including Q&A)

For research at an early stage, presenters may discuss conceptual ideas, concerns, challenges, theoretical frameworks, research plans, etc.

10. Detailed Programme

21 April 2026 (Tuesday)

DAY 1

<i>Time / Venue</i>	<i>Programme</i>
09:00 - 09:30	Registration
09:30 - 10:30	<p align="center">Keynote Speech 1 (Main Room, Chinese) 迈向学习与协作的专业——从TALIS数据看上海学校教师特色 By Professor ZHANG Minxuan (Moderator: Professor LI Hui)</p>
09:30 - 10:30 Room 1	<p align="center">Paper Presentation Session 1 (English) Strand: AISTEAM</p> <p>10F - Twenty Years of Research on Artificial Intelligence in Academic Writing: A Systematic Review <i>Yin Ling CHEUNG</i></p> <p>100F - Exploring Students' Motivation and Computational Proficiency through Generative AI Painting in Elementary Classrooms <i>Ruiting WANG</i></p> <p>71A - The Impact of AI Agents with Self-Regulated Learning Processes and Retrieval-Augmented Generation on High School Students' Learning Performance and Attitudes in Hand-on Activity <i>Chih-Hsuan HSU, Hsien-Sheng HSIAO</i></p> <p>72A - The Impact of a Generative AI Teaching Assistant Integrated into a Bilingual STEAM Hand-on Activity on Students' Learning Achievement, Curiosity, English Vocabulary, and Creative Performance <i>Chian-Yun Mia WANG, Hsien-Sheng HSIAO</i></p> <p>116A - Mecanum-Wheel Kinematics as a Pedagogical Medium for Vectors and Matrix Transformations <i>Yancheng ZHANG, Chun Kit LAM, Zihao HUANG</i></p> <p>Q&A</p>

10. Detailed Programme

DAY 1 21 April 2026 (Tuesday)

Time / Venue	Programme
<p>09:30 - 10:30</p> <p>Room 2</p>	<p style="text-align: center;">Paper Presentation Session 2 (English) Strand: AISTEAM/OTHERS/VBTL</p> <p>92A - AI-Driven Creative Expression for Senior Adults: A Case Study of a Community-based Art Project <i>Sunnie HE, Pamela LEUNG</i></p> <p>16F - Why Do Higher Education Students Not Use GenAI for Academic Purposes? <i>Arnon HERSHKOVITZ, Lilach LURIE, Michal TABACH</i></p> <p>25F - From Collaboration to Confidence: A Case Study of Co-Designed STEAM Learning in SEND Education <i>Yui SHIKAKURA and Enrico BERTELLI</i></p> <p>86A - The Role of AI Literacy and Basic Psychological Needs in EFL Writing Self-Efficacy: A Structural Equation Modelling Study <i>Qi WEI, Qing MA</i></p> <p>Q&A</p>
<p>09:30 - 10:30</p> <p>Room 3</p>	<p style="text-align: center;">Paper Presentation Session 3 (English) Strand: OTHERS</p> <p>79A - Digital Transformation of Teaching and Learning: Institutional Strategies and Reflections from HKSYU <i>Ka Ki WONG</i></p> <p>89A - Screen Audio Description as a Writing Pedagogy: Practices in Hong Kong's University Chinese Classrooms <i>Yuk Ling CHOI</i></p> <p>108A - Psychological Capital Protects University Students from Anxiety and Depression: Coping as a Mediating Mechanism <i>Chung Ho CHAN, Mengying WANG, Qiaoqiao LIANG, Henry C. Y. HO</i></p> <p>Q&A</p>
<p>10:30 -10:45</p>	<p style="text-align: center;">**Break**</p>

10. Detailed Programme

21 April 2026 (Tuesday)

DAY 1

Time / Venue	Programme
10:45 - 11:45	<p align="center">Keynote Speech 2 (Main Room, English)</p> <p align="center">The Evolution of Quality Assurance in Asian Higher Education in the Post-Pandemic Era: Implications for Higher Education Institutions</p> <p align="center">By Professor HOU Yung Chi Angela</p> <p align="center">(Moderator: Professor YEUNG Siu Sze Susanna)</p>
11:45 - 12:00	**Break**
12:00 - 12:45 Room 1	<p align="center">Paper Presentation Session 4 (English)</p> <p align="center">Strand: TET</p> <p>47F - Redefining Personalized Education: Eye-Tracking Insights into Attention Dynamics Among Young Children with Lower English Proficiency <i>Wai Ying LEUNG, Zhenhui FENG</i></p> <p>5A - Integrating Savouring into Teacher Training: A Conceptual Framework for Mitigating Burnout and Enhancing Efficacy in Special Educators <i>Mengying WANG, Huabin SHEN</i></p> <p>52A - Globalising Teacher Education through COIL: Towards English Teachers as Future-Ready, Multiculturally-Aware Team Players <i>Nicole Judith TAVARES, Jim Yee Him CHAN</i></p> <p>Q&A</p>
12:00 - 12:45 Room 2	<p align="center">Paper Presentation Session 5 (English)</p> <p align="center">Strand: AISTEAM</p> <p>117F - Automated Novelty Evaluation in STEAM Design with Large Language Models and Semantic Embeddings <i>Hongjie ZHAN, Jiaoyang BAN, Cong SHAO, Tsz Wai CHEUNG</i></p> <p>11A - Exploring Automated Feedback and Goal-Setting to Improve Speaking Skills at the Graduate Level <i>Yin Ling CHEUNG</i></p> <p>97A - Human-AI Collaboration Using GenAI in Virtual Environments for Inquiry-Based Mathematics Learning: A Case Study of Math City <i>Manpreet SINGH</i></p> <p>Q&A</p>

10. Detailed Programme

DAY 1 21 April 2026 (Tuesday)

<i>Time / Venue</i>	<i>Programme</i>
12:00 - 12:45 Room 3	<p style="text-align: center;">Paper Presentation Session 6 (English) Strand: QA</p> <p>73A - Examining the Impact of Generative Artificial Intelligence Adoption Intensity on Work Engagement Based on the JD-R Theory <i>Shen Yi, Hsien-Sheng HSIAO, Yen-Ning CHEN</i></p> <p>123A - Futures in Arts Education: Perspectives from Pre-Service Music Teachers in the Philippines <i>Anna Patricia RODRIGUEZ-CARRANZA</i></p> <p>130A - Re-evaluating the Self-Directed Learning Scale: CFA Evidence for a Parsimonious Behavioural Measure in Vocational Education <i>Qishuai ZHANG, Lan YANG</i></p> <p>Q&A</p>
12:50 - 14:00	**Lunch Break**
14:00 - 15:00	<p style="text-align: center;">Keynote Speech 2 (Main Room, English) Teachers Who Stay: The Role of Professional Identity in Teachers' Quality Retention By Professor Christopher DAY (Moderator: Professor GU Ming Yue Michelle)</p>

10. Detailed Programme

21 April 2026 (Tuesday)

DAY 1

Time / Venue	Programme
15:00 - 15:15	Open Ceremony (Main Room)
15:15- 16:15	Keynote Speech 4 (Main Room, English) From Debate to Evidence: Generative AI in Learning and Teaching By Professor Dragon GAŠEVIĆ (Moderator: Professor KONG Siu Cheung)
16:15 - 16:30	**Break**
16:30 - 18:00	Panel Discussion 1 (Main Room, English) Topic: AI-Driven Transformation: Reclaiming Educator Agency in the Digital Landscape Chair: <i>Professor GU Ming Yue Michelle</i> Panelists: <i>Dr Hjh Hardimah Binti Haji Mohd SAID</i> <i>Professor Kate REYNOLDS</i> <i>Professor YIN Hongbiao</i> <i>Professor YANG Xin</i> <i>Professor ZHANG Qian</i>

10. Detailed Programme

DAY 2 22 April 2026 (Wednesday)

<i>Time / Venue</i>	<i>Programme</i>
09:00 - 09:30	Registration
09:30 - 10:30	<p align="center">Keynote Speech 5 (Main Room, Chinese) 透過核心反思連結教師整體性學習中的實踐、理論與個人面向 By Professor CHEN Xiangming (Moderator: Dr LIU Yiqi April)</p>
09:30 - 10:30 Room 1	<p align="center">Paper Presentation Session 7 (Bilingual) Strand: OTHERS</p> <p>123F - Parental Self-Concept in Supporting SEN Students' Career Development: A Pilot Validation Study <i>Fengzhan GAO, Lan YANG, Kuen Fung SIN</i></p> <p>2A - The Relationship Between Rural Junior Middle School Students' Belief in a Just World and Learning Engagement: A Moderated Mediation Model <i>Mengying WANG, Wuming HE</i></p> <p>119A - Feedback Orientation, Self-Directed Learning, and Academic Self-Beliefs among Vocational Students: Cross-Sectional Evidence from an SDT Perspective <i>Qishuai ZHANG, Lan YANG</i></p> <p>131A - Reinterpreting Feedback Literacy Interventions through Attribution Theory: A Mechanism-Based Analysis of Student Causal Beliefs <i>Lijie QIN, Lan YANG</i></p> <p>65A - 生成式AI對香港大專學生自主學習能力的影響：一項個案研究 易瑩瑩</p> <p>Q&A</p>

10. Detailed Programme

22 April 2026 (Wednesday) **DAY 2**

Time / Venue	Programme	
09:30 - 10:30 Room 2	<p style="text-align: center;">Paper Presentation Session 8 (Bilingual) Strand: AISTEAM</p> <p>70F - Generative AI in Learning: Five Advantages and Disadvantages for Cognition <i>Marcus T. ANTHONY</i></p> <p>62A - Exploring the Use of AI Chatbot for University Student Well-Being: A Systematic Review of Social Implications and Emotional Conversational Skills <i>Tsun Hin LAW, Xing Yu PANG</i></p> <p>96A - Enhancing Students' Socially Shared Regulation of Learning, Collaborative Problem Solving, and Learning Engagement in Science Education through an Embodied Mixed Reality Environment <i>Yanjie SONG, Kaiyi WU, Ying QUE, Lei TAO</i></p> <p>105A - 以人才为导向的STEM教育:面向先进制造与新能源发展的香港中学课程优化 邵聪, 班骄阳, 邹碧云</p> <p>135A - Empowering Teaching and Learning with Generative Artificial Intelligence through the Implementation of 6-P Pedagogy <i>Ryan Tsz-long CHOY, Ricci Wai-tsz FONG, Rebecca Wing-yi CHENG</i></p> <p>Q&A</p>	
	09:30 - 10:30 Room 3	<p style="text-align: center;">Paper Presentation Session 9 (English) Strand: VBTL</p> <p>33F - Advocating Virtual-based learning: Designing P3 students with games to promote learning autonomy in Hong Kong Primary English <i>Tsun Hin LAW</i></p> <p>39F - A Speech-Based Chatbot Framework for Multi-Level Reading Comprehension <i>Lin YUE, Chu Kwong Alex CHAN</i></p> <p>15F - Designing a Primary School Digital Well-being Website and Education Workshop: Supporting Senior Primary School Students and Parents Co-learn to Prevent Social Media Addictions <i>Tsun Hin LAW</i></p> <p>102A - Work-based Learning in Simulated Work Settings: Case Study of Two VPET Programmes in Hong Kong <i>Siu-keung CHEUNG, Kam-shing LAU, Cora Sau-wai HUEN, King-yee LAM, Pui-chi CHEUNG</i></p> <p>Q&A</p>

10. Detailed Programme

DAY 2 22 April 2026 (Wednesday)

<i>Time / Venue</i>	<i>Programme</i>
10:30 - 10:45	**Break**
10:45 - 11:45	<p align="center">Keynote Speech 6 (Main Room, English) Learning, Fast and Slow: Empowering Learner Agency with Learning Sciences-Informed AIED <i>By Professor CHEN Wenli</i> (Moderator: Professor SONG Yanjie)</p>
11:45 - 11:55	**Break**
11:55 - 12:55 Room 1	<p align="center">Paper Presentation Session 10 (English) Strand: AISTEAM</p> <p>30A - AI Songwriting: Examining Secondary Students' Critical Thinking Skills and Ethical Awareness <i>Tenek Wing Chun YIN, Carles Jia Li JIN, Davy Tsz Kit NG, Nora Patricia Hernández López, Jac Ka Lok LEUNG, Minyao SHI, Xiaoxuan FANG</i></p> <p>35A - AI Story Writing: Facilitating Secondary Students in Expressing Their Personal Emotions and Experiences <i>Mandy Herun WU, Louise Yan Yui CAI, Davy Tsz Kit NG, Jac Ka Lok LEUNG, Wang JIN, Samuel Kai Wah CHU, Xiaoxuan FANG</i></p> <p>42A - Assessing Problem-Solving Competence Among Pre-University Students in the Era of Innovation and STEAM <i>Kengie TANG, Rachel LUI, William Man Yin CHEUNG</i></p> <p>Q&A</p>

10. Detailed Programme

22 April 2026 (Wednesday)

DAY 2

Time / Venue	Programme
<p>11:55 - 12:55</p> <p>Room 2</p>	<p style="text-align: center;">Paper Presentation Session 11 (English) Strand: OTHERS</p> <p>113F - Learning Electrical Engineering Through Authentic Measurement: A TPACK-Guided Solar STEAM Car Intervention in K-12 STEM Education <i>Cheuk Yin LEE, Hongjie ZHAN, Tsz Wai CHEUNG, Kam Fung LAW</i></p> <p>23F - Gender Differences in AI Image-Inspired Writing Activities: An Analysis Across AI Self-Efficacy, Prompt Ability, Comprehension Ability and Satisfaction <i>Meagan Xin Yi SIA, Jon Chao HONG, Pei-Tzu HUNG</i></p> <p>22A- Enhancing Ethics Education Differently: A Pilot Study on the SECI Model in Practice <i>Alvin WONG, Ivy CHAN, Ken TSANG, S.M. LAW</i></p> <p>32A - Identifying Important Predictors for Mental and Physical Health Among Secondary School Students <i>Yadi SUN, Liman Man Wai LI, Ying LIN, Henry C. Y. HO, Jiafang LU, Choi Yeung TSE, Xiaozhi GAO, Huinan LIU, Kai-Tak POON, Da JIANG</i></p> <p>7A - Enhancing Student Feedback Literacy Development through Online Interactive Peer Assessment <i>Ying ZHAN, Zi YAN, Ming Ming CHIU, Daner SUN</i></p> <p>Q&A</p>
<p>11:55 - 12:55</p> <p>Room 3</p>	<p style="text-align: center;">Paper Presentation Session 12 (Chinese) Strand: AISTEAM</p> <p>3A - 生成式AI與自動化評分工具在香港文憑試中文寫作評估中的效度驗證：與官方評分標準的一致性及其差異研究 刘上</p> <p>78A - 探討生成式人工智慧融入6E教學策略應用於STEM教學與社會情緒學習之研究 蕭顯勝, 吳希芝</p> <p>81A- AI教學型代理人結合自主學習與檢索增強生成技術對高中生在STEM實作課程學習成效態度與實作表現之影響 蕭顯勝, 劉千榕</p> <p>82A - 代理型AI結合自主學習與RAG於STEM實作課程, 探究SRL啟用時機對高中生學習成效與延宕保留的影響 蕭顯勝, 黃俞璇</p> <p>83A - 教學型AI代理人融入高中 STEM 專題導向學習對認知負荷與問題分析能力之影響 蕭顯勝, 吳秉芸</p> <p>Q&A</p>

10. Detailed Programme

DAY 2 22 April 2026 (Wednesday)

Time / Venue	Programme
12:55 -14:00	**Lunch Break**
14:00 - 14:20	<p>Keynote Speech 7 (Main Room, Chinese) 新時代教師的師德養成與教師教育 By Professor LEE Chi Kin John (Moderator: Professor XU Guandong)</p>
14:20 - 15:30	<p>Panel Discussion 2 (Main Room, Chinese)</p> <p>Topic: Navigating the Shift: Rethinking Educators for the Innovation Era 駕馭轉型——重塑創新時代的教育者角色</p> <p>Chair 主持人: <i>Professor LEE Chi Kin John</i> 李子建教授</p> <p>Panelists 圓桌論壇嘉賓: <i>Professor FENG Jianjun</i> 馮建軍教授 <i>Professor HUANG Bin</i> 黃斌教授 <i>Professor LI Shengbing</i> 李盛兵教授 <i>Dr. QIU Defeng</i> 邱德峰教授 <i>Professor SUN Caixia</i> 孫彩霞教授 <i>Professor ZHAO Ying</i> 趙英教授</p>
15:30 - 16:20 Room 1	<p>Paper Presentation Session 13 (English) Strand: AISTEAM</p> <p>87A - Empirical Investigation of AI-Based Metaverse Environments on the Explore and Explain Phases of the 5E Model in Elementary Science Curriculum: A Case Study with Ecosystems <i>Zihan CHEN, Yishu WEI, Tsz Wai CHEUNG</i></p> <p>107A - Student Perspectives across Disciplines in the Hybrid Learning Model <i>Kiano Yim-mei LUK, Vicky Wing-kei WONG, Ada Wai-chi LI</i></p> <p>118A - Physical Robot Companionship for Language Learning: Using the Unitree Go2 with University Students <i>Zihao HUANG, Chun Kit LAM, Yancheng ZHANG</i></p> <p>Q&A</p>

10. Detailed Programme

22 April 2026 (Wednesday)

DAY 2

Time / Venue	Programme
15:30 - 16:20 Room 2	Paper Presentation Session 14 (English) Strand: VBLT/TET
	111F - AI-Metaverse Co-Constructed Cultural Memory Field: A Knowledge-Building Study in Virtual Immersive Heritage Education <i>Cheuk Yin LEE, Hongjie ZHAN, Chiu Ping CHEN, Tsz Wai CHEUNG</i>
	93F - AI Dialogic Reading and Mental State Talk: Enhancing Theory of Mind in Early Childhood <i>Wing Sum CHUNG, Dan LIN</i>
	101A - Synchronous Text-Based Online Counseling for Junior High School Students: Addressing Academic Self-Efficacy Concerns through Reality Therapy-based Psychoeducation <i>Jullian Zosimus CARRANZA</i>
	104A - Implementing the 6P Pedagogical Model with Generative Artificial Intelligence: Focus Group Insights from Text-Based Courses <i>Pui Wan Pamela LEUNG, Cheuk Wai YIP, Ka Ling LEUNG, Yi MIAO</i>
	Q&A
15:30 - 16:20 Room 3	Paper Presentation Session 15 (English) Strand: OTHERS
	26F - Gender Differences in AI-Assisted Invention Camp: An Analysis of Learning Interest, Flow Experience, Cognitive Load, Aha-Moments, Questioning Ability, and Inventive Satisfaction <i>Jia Sheng NGAI, Jon-Chao HONG</i>
	99F - Mapping the Conceptual Landscape of Student Feedback Literacy: A Macro-Meso-Micro Analysis toward AI-Generated Feedback Engagement <i>Lien Thi Xuan CAO, Lan YANG</i>
	24A - Leveraging Jones' Five Meta-Strategies and the 4T Lenses in Generative AI-Facilitated Learning of the Theory of Constructed Emotion in a Mindful and Critical Way: An Autoethnography Study <i>Simei RUAN, Qinghua CHEN, Angel M. Y. LIN</i>
	44A - Enhancing word learning through a mental imagery strategy in L2 classroom <i>Yuting He ZHANG, Karine DUVIGNAU, Nathalie HUET</i>
	Q&A
16:20 - 16:30	**Break**

10. Detailed Programme

DAY 2 22 April 2026 (Wednesday)

<i>Time / Venue</i>	<i>Programme</i>
16:30 - 16:50	<p>Keynote Speech 8 (Main Room, English) Challenges and Opportunities for Initial Teacher Education in an Era of Change <i>By Professor CHENG May Hung May</i> (Moderator: Professor CAI Yuzhuo)</p>
16:50 - 17:50	<p>Keynote Speech 9 (Main Room, English) Theory and Research in Initial Teacher Education – Continuing the Debate <i>By Professor John FURLONG</i> (Moderator: Professor CHENG May Hung May)</p>
Evening	Networking Dinner for invited guests and registered participants only

10. Detailed Programme

23 April 2026 (Thursday) **DAY 3**

Time / Venue	Programme
09:00 - 09:30	Registration
09:30 - 10:30	<p>Keynote Speech 10 (Main Room, Chinese) 循證教學研究作為認識論實踐：重新思考教師發展、能動性與實踐知識 By Professor SONG Huan (Moderator: Dr HUANG Xianhan Yvonne)</p>
10:30 - 10:45	**Break**
10:45 - 11:45	<p>Keynote Speech 11 (Main Room, English) Blind Optimism or Critical Hope? Understanding the Work of Teachers in Extraordinary Times By Professor Kelly FREEBODY (Moderator: Professor Alfredo BAUTISTA)</p>
11:45 - 11:50	**Break**
11:50 - 12:45 Room 1	<p>Paper Presentation Session 16 (English) Strand: AIATEAM</p> <p>49A - Touchable Name Card Size AI Neuron and Deep Learning Education Solution <i>Jia Sheng NGAI, Jon-Chao HONG</i></p> <p>51A - 3D STEM Education: Micro:bit-Controlled LED Cube for Animations and Games <i>Vincent Man Kin LAU</i></p> <p>106A - Exploring the Effectiveness of an Artificial Intelligence (AI) Chatbot With Gamification in a Flipped Classroom on EFL Primary Students' Speaking Abilities and Motivation <i>Jin WANG, Xiaoxuan FANG and Sam CHU</i></p> <p>Q&A</p>

10. Detailed Programme

DAY 3 23 April 2026 (Thursday)

Time / Venue	Programme
11:50 - 12:45 Room 2	<p align="center">Paper Presentation Session 17 (English) Strand: TET</p> <p>8F - Transforming Pre-Service Kindergarten Teachers through Vocational Training: An Evaluation of Assessment Tasks Using VACSR <i>Tak Lai CHENG</i></p> <p>61F - Developing Academic Writing Skills for Intergenerational Language Sustainability among Vocational Teachers <i>Ho-Van THAI, Mai-Phuoc SON, Le-Nguyen-Hoang NAM</i></p> <p>13A - The Power of Friendship and Study Collaboration on the Development of Students' Sense of Belonging: A Three-Year Longitudinal Study at Russian universities <i>Kseniia VILKOVA, Irina SHCHEGLOVA, Oksana DREMOVA</i></p> <p>90A - Training "Safe" Teachers: A Genealogical Study of Teachers' Professional Values, Conduct and Political Identity in Hong Kong Teacher Education under the National Security Framework <i>Kaiyi YANG</i></p> <p>Q&A</p>
11:50 - 12:45 Room 3	<p align="center">Paper Presentation Session 18 (English) Strand: VBLT/TET</p> <p>20F - It's All about Students: Mapping the Discourse Structure of a Teacher-focused Online Discussion Forum <i>Ka Lok CHENG</i></p> <p>40A - Leveraging Blockchain and NFTs for Sustainable Education and ESG Goals: A Critical and Balanced Perspective <i>Wai Ying LEUNG, Wing Chi LEUNG</i></p> <p>110A - From Exemplars to Practice: A Case Study of Preservice English Teacher's Development of Interdisciplinary Assignment Design Competencies Under Policy Guidance <i>Yingqiong CUI, Yu HAN, Ting YU</i></p> <p>Q&A</p>
12:45 - 14:00	**Lunch Break**
14:00 - 15:00	<p>Keynote Speech 12 (Main Room, English)</p> <p>What is Responsible Pedagogy in the Age of AI?</p> <p>By Professor Miriam POSNER</p> <p>(Moderator: Dr Jeffery Michael CLAPP)</p>

10. Detailed Programme

23 April 2026 (Thursday) **DAY 3**

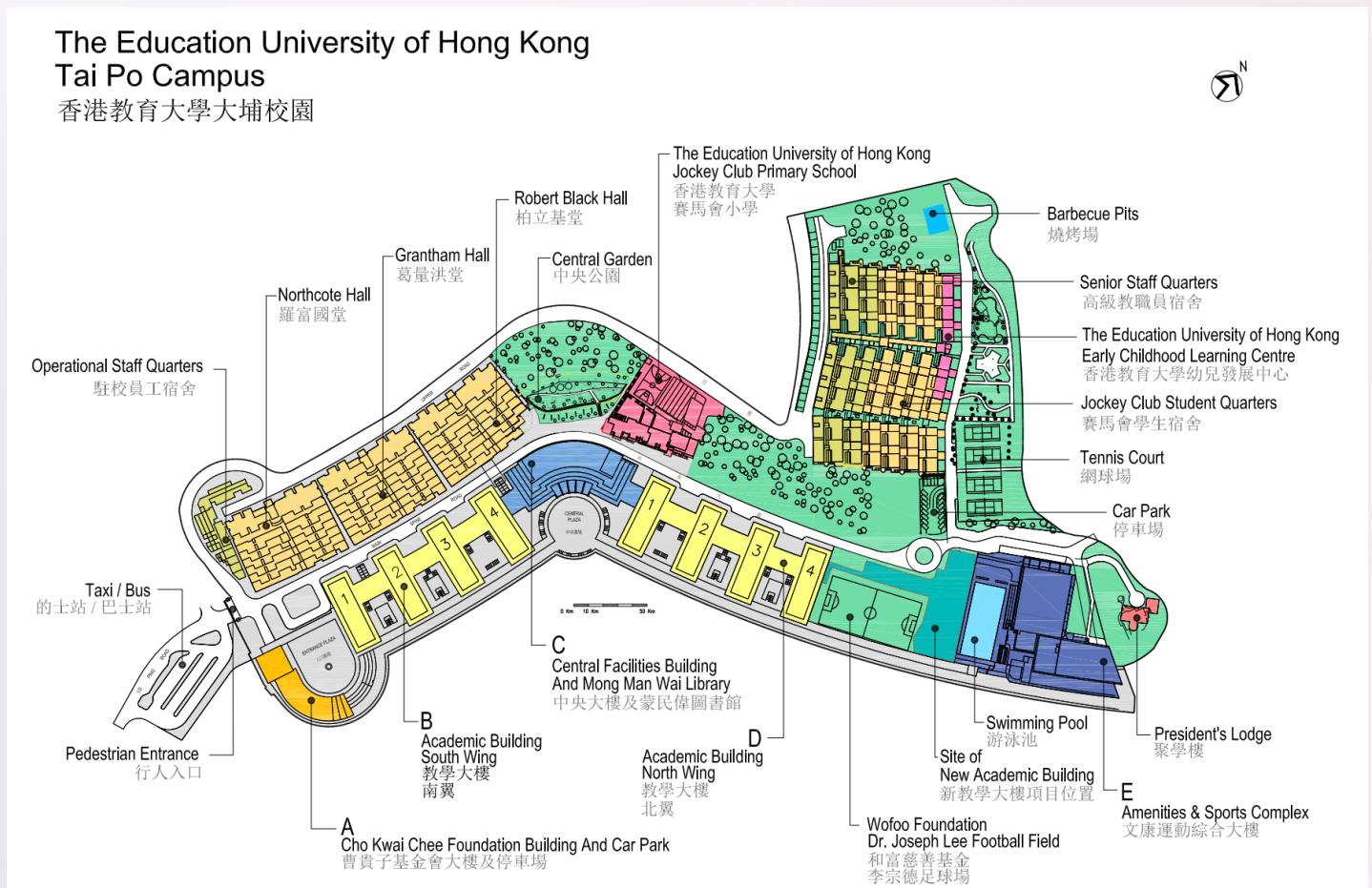
Time / Venue	Programme
<p>15:10 - 16:10</p> <p>Room 1</p>	<p align="center">Paper Presentation Session 19 (Bilingual)</p> <p align="center">Strand: TET</p> <p>67F - From Code to Commerce: Utilizing the SDLC Analogy via MINT NEXUS TCG for Systemic IP Development Life Cycle (IPDLC) Training: A Case study of University of the Thai Chamber of Commerce <i>Maytinee TEABRAT, Sorasak CHAISATHAPOL, Todsaphon TUMVIRIYANONT</i></p> <p>34A - Evolving Competencies in Hong Kong Kindergarten Teachers: Historical Context, Leadership Perspectives, and Implications for Teacher Education <i>Ka-man CHIU, Chi-kwan WONG, Kit-mei Betty WONG</i></p> <p>84A - Introducing Computational Thinking in Early Childhood: Teacher Education Courses <i>Anika SAXENA, Yujie WEI</i></p> <p>112A - The Evolution of Digital Competency Framework for University Teachers: A Systematic Review <i>Xiaohua ZHOU, Frankie LAM</i></p> <p>85A - A Case Study on the Identity of a Science Teacher in Primary School with a Liberal Arts Background: "A Liberal Arts Graduate Teaching Science" <i>Jiaoyang BAN, Cong SHAO, Biyun ZOU</i></p> <p>9A - 數字化領導力在提高小學教師幸福感中的作用 陳咏怡, 曾國權</p> <p>Q&A</p>
<p>15:10 - 16:10</p> <p>Room 2</p>	<p align="center">Paper Presentation Session 20 (Bilingual)</p> <p align="center">Strand: DH</p> <p>59F - Enhancing Students' EFL Vocabulary and Grammatical Accuracy Through WeChat Reels-Based English Content <i>Elmeruche POUMBA, Liang YU, Jining HAN</i></p> <p>21A - Using Digital Human Story Creation Approach To Foster Secondary School Students' AI Literacy And Psychological Well-being <i>Davy Tsz Kit NG, Tsun Hin LAW, Megan Zi Chen YE, Ruiqi WANG</i></p> <p>56A - 虛擬實境教學結合人工智慧學習抽象詞彙--古詩文的創新教學策略 馮振輝</p> <p>Q&A</p>

10. Detailed Programme

DAY 3 23 April 2026 (Thursday)

Time / Venue	Programme
15:10 - 16:10 Room 3	<p align="center">Paper Presentation Session 21 (English) Strand: OTHERS</p> <p>45F - Developing and Validating a Scale for STEM Self-Efficacy Among Chinese Adolescents: A Focus on Gender Differences <i>Zhiwen XU, Man Ho CHAN, Jingxi LIU, Daner SUN</i></p> <p>55F - Exploring Pathways to Foster the Development of Core Competencies in Information Technology Course Through Interdisciplinary Learning <i>Nannan GAO</i></p> <p>28A - Reimagining Assessment Literacy through Ecological Linguaging Competencies (ELC)-Oriented Assessment <i>Man ZHU, Peichang Emily HE, Paul J. THIBAUT, Mei Yi Angel LIN</i></p> <p>38A - What Does "Well-being" Mean? A Systematic Literature Review On Doctoral Education <i>Yiqi LI, Michelle Wing Tung CHENG, Norman Biliwang MENDOZA</i></p> <p>Q&A</p>
16:10 - 16:20	**Break**
16:20 - 17:20	<p align="center">Keynote Speech 13 (Main Room, English) Poetic Self-Study for Change and Innovation in Teacher Education and Teaching By Professor Kathleen PITHOUSE-MORGAN (Moderator: Professor MA Qing Angel)</p>
17:20 - 17:30	Closing Ceremony (Main Room)

Campus Map



The Education University of Hong Kong (Tai Po Campus) – Block E

Address: Block E, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong



Campus map

12. Transportation

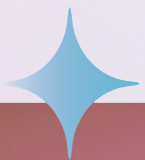
Single trip of shuttle bus will be offered in the morning and afternoon, for arrival and leave, on a first-come-first served basis, between venue (EdUHK Block D4) and University Station.

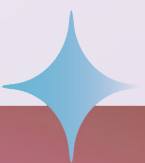
Please visit <https://www.eduhk/en/visitors/> if you prefer public transportations.



Transportation for Vistors

Notes







International
Conference on
**Learning and
Teaching
2026**

URL

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DATE

21 – 23 April 2026



URL

<https://www.eduhk.hk/ict2026>

Email

ict2026@eduhk.hk

Phone

+852 2948 7047

