
CRITICAL REFLECTIONS ON ICT AND EDUCATION

HKAECT INTERNATIONAL CONFERENCE 2023

15 - 17 JUNE 2023

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CONFERENCE PROGRAMME

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Hong Kong Association for
Educational Communications
and Technology (HKAECT)



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ABOUT THE HKAECT

The Hong Kong Association for Educational Communications and Technology (HKAECT; <http://www.hkaect.org/>) was established in 1989 to promote for the public benefit the advancement of educational communications and technology; to advance the professional quality and standards of educational technology and related areas in Hong Kong; and to broaden the goals and influences of the Association to other local and international educational associations and media industries.

Its first conference was organized in 1990, addressing “The Role of Educational Communication and Technology in Year 2000”, with speakers coming from the United States, China, and Taiwan to discuss the outlook on educational communications and technology. Throughout these years, the HKAECT has held a number of international conferences, symposiums, workshops, and talks with various themes to provide a platform to enable rich exchanges for academicians, practitioners, and professionals in the fields of communication and educational fields to make discourse about the shaping and changing issues on education, communication, and technology.

List of HKAECT Presidents

1989-2009	Leo P. K. YAM
2010-2015	Allan H. K. YUEN
2016-2021	Will W. K. MA
2022-2023	Anna W. B. TSO

Themes of the HKAECT Conferences since 1990

1990	The Role of Educational Communications and Technology in Year 2000
1992	Instructional Technology: Design, Utilization and Evaluation
1994	Telecommunications in Education
1996	Innovations and Quality in Teaching and Learning
1997	Tertiary Teaching in the Use of Technology: Vision and Practice
1998	New Challenges and Innovations in Teaching and Training into the 21st Century
2001	Education Reform: Integrating Information Technology, Communication, and Curriculum
2004	Media Innovations in Education: Input and Outcome in New Society
2007	Educational Communications and Technology as Learning Experiences
2010	Multiliteracies for the 21st Century: Education, Communication, and Technology
2014	New Media, Knowledge Practices, and Multiliteracies
2017	New Ecology for Education: Communication X Learning
2018	New Media for Educational Change: Effect on Learning and Reflection on Practice
2019	Shaping the Future of Education, Communication, and Technology
2020	Learning Environment and Design: Current and Future Impacts
2021	A New Paradigm for Digital Communication and Learning: Changes and Challenges
2022	Innovation and Transformation: The Post-pandemic Landscape of Education and Beyond
2023	Critical Reflections on ICT and Education

CONFERENCE PROGRAMME AND SCHEDULE

Conference zoom link: <https://hku.zoom.us/j/96723223700> (No passcode needed)

Day 1 (HK Time)	15 June 2023 (Thursday)
09:30 – 09:45	Registration
09:45 – 10:00	Conference Opening - Welcoming Speech by Dr Anna TSO, HKAECT President
10:00 – 11:00	Keynote Session I: Cross-disciplinary Learning: Research, Collaboration, and Opportunities By Dr. Xiaojun CHEN, President, Society of International Chinese in Educational Technology (SICET) / St. John's University, New York Moderator: Dr Miao-ting CHENG, Shenzhen University
11:00 – 12:00	Keynote Session II: Access to Information, Access to People, Access to Applications By Professor Will MA HKAECT Honorary President / Tung Wah College Moderator: Dr. Tiffany BAI, HKAECT2023 Conference Programme Co-Chair
12:00 – 14:00	Lunch Break

	<p style="text-align: center;">Paper Presentation Panel Session A: Language Learning & Teaching (4 Papers; 10 mins + 5 mins Q&A each)</p>
<p>14:00 – 15:00</p>	<p style="text-align: center;">Moderator: Anna TSO, The Hang Seng University of Hong Kong</p> <p>1. The Importance of English in Primary School Education in China: Perception of Teachers Noble Po Kan LO and Bryan Ka Ho TO College of Professional and Continuing Education, Hong Kong Polytechnic University, and Suzhou Singapore International School</p> <p>2. Reimagining Teaching and Learning in Higher Education in the Post-COVID-19 Era: The Use of Recorded Lessons from Teachers’ Perspectives Noble Po Kan LO and Alan Man Him WONG College of Professional and Continuing Education, Hong Kong Polytechnic University, and The Chinese University of Hong Kong</p> <p>3. A Critical Review of the Gender Representation in Children’s Books on a Digital Reading Platform Anna TSO The Hang Seng University of Hong Kong</p> <p>4. Teaching English as a Second Language in the Midst of a Paradigm Shift: An Exploration of Students’ and Teachers’ Perception of ChatGPT Frankie Har Hong Kong Polytechnic University</p>
<p>15:00–15:15</p>	<p>Break</p>

	<p>Paper Presentation Panel Session B Online Classroom, Blended Learning & ICT Transformation (4 Papers; 10 mins + 5 mins Q&A each)</p>
<p>15:15 – 16:15</p>	<p>Moderator: Helena SIT, The University of Newcastle</p> <p>1. Online Classroom Interaction Strategies: Voices of Teachers in Disadvantaged Areas</p> <p>Thi Thuy LE, Helena SIT, Shen CHEN, and Haoliang SUN (Australia)</p> <p>The University of Newcastle, Ho Chi Minh City Open University, and Xin Jin Shan Chinese Language and Culture School</p> <p>2. Beyond Knowledge: Multiple Faceted Efficacious Impacts of Blended Learning Affordance on EFL Learners</p> <p>Van Tuyen NGUYEN, Helena SIT, and Shen CHEN</p> <p>The University of Newcastle</p> <p>3. ICT Transformation in Vietnam’s Higher Education Sector: From Policy to Reality</p> <p>Thi Thanh Tra DO, Thi Thuy LE, and Thi Thuy Linh NGUYEN</p> <p>Tay Bac University (Vietnam), The University of New South Wales, Ho Chi Minh City Open University, Hanoi University of Languages and International Studies - VNU</p> <p>4. Research on the Current Situation and Influencing Factors of “Internet Plus Education” Policy Diffusion in China’s Elementary Education Stage</p> <p>Lei XIE</p> <p>Beijing Normal University</p>
<p>16:15 – 16:30</p>	<p>Break</p>

	<p>Paper Presentation Panel Session C</p> <p>Open Learning and Online Learning (4 Papers; 10 mins + 5 mins Q&A each)</p>
<p>16:30 – 17:30</p>	<p>Moderator: Tiffany BAI, The Education University of Hong Kong</p> <p>1. The Impact of Learners’ Resource Use Behavior on Their Conceptual Network in cMOOC Yunqi BAI and Li CHEN Beijing Normal University</p> <p>2. Patterns of the Online Curriculum Design Guided by Connectivism: Design-based Research Based on Seven Iterations of the First cMOOC in China Yaqian XU and Li CHEN Beijing Normal University</p> <p>3. Evaluation of Good Practices of Using Rewards in Online Classrooms Based on the Five Principles of Motivation Shurui BAI, Yingxue LIU, and Yue QIU The Education University of Hong Kong</p> <p>4. Visualizing the Landscape of Open Education Practices Research: An Analysis Using CiteSpace Chenggui DUAN and Jianli JIAO Hong Kong Metropolitan University and South China Normal University</p>

Day 2 (HK Time)	16 June 2023 (Friday)
09:30 – 09:45	<p>Registration</p> <p>Zoom link: https://hku.zoom.us/j/96723223700 (No passcode needed)</p>
09:45 – 10:45	<p>Keynote Session III: Noticing Language Patterns with Intelligent CALL By Dr John BLAKE, University of Aizu Moderator: Professor Steven NG HKAECT2023 Conference Programme Co-Chair</p>
10:45 – 11:00	Break
11:00 – 12:15	<p>Paper Presentation Panel Session D: VR, AR, AI, Gamification and Motivated Learning (4 Papers; 10 mins + 5 mins Q&A each)</p>
	<p>Moderator: Noble LO, College of Professional and Continuing Education, Hong Kong Polytechnic University</p> <p>1. Exploring Students' Adoption of Virtual Reality in Journalism Practice Education: An UTAUT Perspective Jing WU, Wendy Wing Lam CHAN, and Zhao Xun SONG The Hang Seng University of Hong Kong</p> <p>2. A Case-study on Applying Augmented Reality Technology in an Architecture Design Course at a Taiwan University Shao-Fu LI, Steven NG, and Pei-ying WU Chung Hua University, Ming-Ai (London) Institute, and Chung Hua University</p> <p>3. Exploring Final-year Undergraduate Students' Readiness of Self-directed Learning in the Workplace</p>

	<p>Annie W. Y. NG The Hong Kong University of Science and Technology</p> <p>4. Authenticity of AI Software in University Settings for Teaching and Learning in EAP and ESP</p> <p>Sumie CHAN and Noble Po Kan LO The University of Hong Kong and College of Professional and Continuing Education, Hong Kong Polytechnic University</p> <p>5. Gamification and Immersive Competitive Learning for Higher Education Applications: A Social Learning Theory Approach</p> <p>Noble Po Kan LO and Sumie CHAN College of Professional and Continuing Education, Hong Kong Polytechnic University, and The University of Hong Kong</p>
<p>12:15 – 14:00</p>	<p>Lunch Break</p>
<p>14:00 – 14:30</p>	<p style="text-align: center;">Paper Presentation Panel Session E: Independent Learning, Self-directed Learning, Collaborative Learning and New Global Trends (2 Papers; 10 mins + 5 mins Q&A each)</p> <p>Moderator: Albert CHAN, Hong Kong Polytechnic University</p> <p>1. Implementation of Hands-on Experiments in a Science General Education Course to Non-science Majors to Cultivate students' Independent Learning and Improve Students' Learning Motivation</p> <p>Hongyan GENG Lingnan University</p> <p>2. Undergraduate Student Groups' Types of Online Collaborative Learning Engagement and Their Relation to Discussion Content</p> <p>Weipeng SHEN, Yingshan CHEN, Juan JIANG, Ruiqing CHEN, Xingyu LIAO, and</p>

	<p>Xiao-Fan LIN South China Normal University</p>
14:30 – 14:45	Break
14:45 – 15:45	<p>Keynote Session IV: Technologies for Teaching Literatures During the Global Pandemic: A Case Study from Secondary School Teachers in Wales and Internationally By Dr Sarah OLIVE Aston University Moderator: Dr Rose FONG, Northrumbia University London</p>

Day 3 (HK Time)	17 June 2023 (Saturday)
09:30 – 09:45	<p>Registration Online</p> <p>Zoom link: https://hku.zoom.us/j/96723223700 (No passcode needed)</p> <p>Face-to-face venue: Seminar Room, G/F, HKU Main Library</p>
9:45 – 11:00	<p style="text-align: center;">Plenary Session I</p> <p style="text-align: center;">Reflection on the Development of “Education, Communication, Technology” During the Last Seventy Years</p> <p style="text-align: center;">&</p> <p style="text-align: center;">Video Viewing, Roundtable Discussion</p> <p style="text-align: center;">By Professor Leo YAM</p> <p style="text-align: center;">HKAECT Founding and Honorary President</p> <p style="text-align: center;">Moderator: Dr. Anna TSO, HKAECT President</p> <p>The excerpts of three videos from the UGC Funded Project (1995-1999) “The Consortium for the Promotion of Teaching Skills and Technology” will be shown:</p> <p>Video excerpts:</p> <ol style="list-style-type: none"> (1) “Motivational Design for Learning” (2) “Micro-teaching Communication Skills” (3) “Video Technology for Tertiary Education”
11:15 – 12:00	<p style="text-align: center;">Plenary Session II</p> <p style="text-align: center;">Digital Art in Physical Space: The Future of Immersive Exhibition Curations</p> <p style="text-align: center;">By Mr Aska YEUNG</p> <p style="text-align: center;">Chairman of Hong Kong Multimedia Design Association</p> <p style="text-align: center;">HKUST PhD Candidate</p> <p style="text-align: center;">Moderator: Dr. Wendy Chan, HKAECT2023 Conference Chair</p>

GUIDELINES TO PRESENTATION

Guidelines for Presenters

(A) Paper Presentation Sessions

The following guidelines will help you design and prepare for your paper presentation via Zoom:

1. Please check the session schedule on the official website/conference programme to confirm the date, time, and designated Zoom link of your presentation(s).
2. The duration of each presentation is approximately 10 minutes. The Q & A session will be held after each presentation. Please follow the instructions of the Session Chair regarding the time allocated for your presentation if there are fewer than three presentations in a session.
3. Please enter the designated Zoom meeting room at least 10 minutes before your session begins and report to the Session Chair.
4. You should follow the instructions of Session Chair and designated Zoom meeting room host on sharing and stop sharing your presentation slides before and after your presentation.
5. For presenters who pre-record your presentations, please send your pre-recorded youtube video link(s) to the conference mail address (hkaectconference@gmail.com) one week prior to the conference (due on 8 June, 2023 at or before 23:59 HKT).

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

Guidelines for Session Moderators

(A) Before the Commencement of a Session

1. Please enter the designated Zoom meeting room 10 minutes earlier before a session starts.
2. If there are any changes in the session, the Zoom meeting host will notify you before a session starts.
3. In case a presenter does not show up timely, please notify the Zoom meeting host as soon as possible.

(B) During a Session

1. Please arrive at the designated Zoom meeting room 10 minutes before a session begins, briefly introduce yourself, and announce your arrangement of the presentations to all presenters.
2. Please start the session on time and follow the time allocated to each presentation (10 minutes for each presentation; 5 minutes for the Q & A after each presentation). No presenter can get any extra time for his/her presentation.
3. Papers with more than one presenter will not get any extra time for the presentations.
4. Please instruct presenters how to share their presentation slides and start their presentation one by one following the session sequence listed on the conference programme.
5. Please remind presenters of the remaining time they have three minutes before the end of their presentations. If a presenter goes beyond the allotted time, the Session Chair should ask him/her politely to close the presentation promptly.
6. Please try to make sure the session (including Q & A) is timely proceeded since some attendees need to move from sessions to sessions.
7. If there are any issues affecting the continuance of your session, please inform the host at the registration Zoom meeting room immediately.
8. Our hosts shall take a group photo (screen shot) at the end of each session. Please help gather the presenter and the audience for the photo shoot.

Resources for using Zoom:

https://support.zoom.us/hc/en-us/articles/204772869-Zoom-Rooms-User-Guide?mobile_site=true

KEYNOTES

Keynote Session I (15/6/2023 10:00-11:00 HKT):

Dr Xiaojun CHEN

President, Society of International Chinese in Educational Technology (SICET)
St. John's University, New York

Cross-disciplinary Learning: Research, Collaboration, and Opportunities

By Dr. Xiaojun CHEN, President,

Society of International Chinese in Educational Technology (SICET) /

St. John's University, New York

Dr. Xiaojun (June) Chen is the Chair of the Department of Curriculum and Instruction, and Associate Professor of Educational Technology in School of Education at St. John's University, New York, USA. She obtained her Ph.D. in Learning Design and Technology from Purdue University in USA, and Master of Education in Communication, Education and Technology from University of Manchester in UK. Dr. Chen is currently serving as President for Society of International Chinese in Educational Technology (SICET). Dr. Chen conducts research and publishes articles in the following areas: interdisciplinary team learning, emerging technologies in learning and globalization; technology integration and teacher education; and best practices in STEM education from interdisciplinary technology perspective. Dr. Chen has participated and led funded research projects, including National Science Foundation supported projects, focusing on interdisciplinary team learning and research, and she serves as editorial member and reviewer for international research journals.

Keynote Title: Cross-disciplinary Learning: Research, Collaboration, and Opportunities

Abstract

In this keynote session, Dr. Chen will discuss the topic of cross-disciplinary learning research and its implications for collaborations among scholars adopting technology into teaching and learning. Dr. Chen will share theoretical foundations of cross-disciplinary learning, research trends in this area, as well as innovative practices in multidisciplinary learning environments with ICT integration. Dr. Chen will also share empirical studies and lessons learned in learning design and technology through the lenses of cross-disciplinary team learning.

KEYNOTES

Keynote Session II (15/6/2023 11:00-12:00 HKT):

Professor Will MA

HKAECT Honorary President

Tung Wah College

Professor Ma's research focuses on communication, information systems adoption, education technology, knowledge sharing and knowledge creation. He has publications in international refereed journals, such as *Computers and Human Behavior*, *Computers & Education*, *Journal of Computer Assisted Learning*, *Asia Pacific Journal of Teacher Education*, *Journal of Technology and Teacher Education*, *International Journal of Communication, Law and Policy*, *Knowledge Management & E-Learning*, *Information & Management*, etc. He has been actively engaged in academic community. He participated and organized international conferences in technology and learning field, for example, International Conference on Applied Education, Technology and Innovation (AETI); HKAECT International Conference; International Conference on Blended Learning; International Conference in Hybrid Learning, and so on. He is the series editor of the *Educational, Communication and Technology Yearbook* series, published by Springer. He is an active independent reviewer for international refereed journals. As one of the top 1% of Social Science peer reviewers, he was recognised with the Publons Peer Review Awards 2017. He has been invited to deliver keynotes and talks by international conferences, educational institutions and professional field associations.

Keynote Title: Access to Information, Access to People, Access to Applications

Abstract

In the past three decades, information and communication technology (ICT) has developed rapidly. Since 1998, the number of empirical research studies on ICT and education has increased annually. This is particularly related to the growth of the Internet since 1995. In 1998, innovative ICT applications such as wiki, forum, and blogging emerged. Since the year 2000, social networking and social media platforms such as Friendster, Facebook, Twitter, and YouTube have emerged. Education has embraced the incorporation of these technologies into the learning process in order to enhance interaction and learning. We have occasionally lost our focus. Due to their unique characteristics, numerous studies attempt to establish a correlation between technology and learning performance, but they ignore the underlying learning theory. It is argued that learning theories proposed between the 1950s and 1980s guide the development of learning technologies that provide an environment conducive to learning, as opposed to the technology generating new learning theories. The keynote will attempt to review the evolution of ICT in education, as well as the relevant evolution of ICT research studies, with reference to the underlying learning theories. The keynote will conclude the

comparison of these developments based on the framework of three major themes in the use of ICT and education: Access to Information, Access to People, and Access to Applications.

KEYNOTES

Keynote Session III (16/6/2023 9:45-10:45 HKT):

Dr John BLAKE

Centre for Language Research, The University of Aizu

Dr John Blake is a senior associate professor at the University of Aizu, Japan, a public university specializing in computer science and education. He teaches courses on thesis writing and natural language processing. He holds a Ph.D. in applied linguistics and master's degrees in education, computer science, business administration and creative writing as well as a Postgraduate Certificate of Education. He was awarded Chartered IT Professional status and is a professional member of the British Computer Society.

Dr. Blake is the director of the Texts and Tools (TNT) lab, which focuses on creating practical online tools that help people learn English. The tools created often detect and/or visualize particular language features. His research primarily draws on corpus linguistics to analyze texts and computational linguistics to create rule-based and probabilistic-based pattern-searching tools or pipelines. He has published research articles in top-tier journals, such as the *Journal of Education Research* and the *RELC journal*, and in the conference proceedings of *Interspeech* and *Speech Prosody*. John was brought up in England, but has spent most of his adult life in Asia, He has worked in Japan, the Philippines, Thailand and Hong Kong.

Keynote Title: Noticing Language Patterns with Intelligent CALL

Abstract

The proposition that “noticing is a precursor to learning” underpins teaching philosophy statements of educators in many different disciplines. This is often the case for language teachers who design activities to enable learners to notice language features, such as lexical sets or grammatical structures. The choice of teaching approach affects how learners are engaged in the act of “noticing”. Behaviourists, for example, may focus on the stimulus to develop appropriate responses. Advocates of discovery and data-driven learning may encourage learners to form and test hypotheses. Drawing on the work of Vygotsky, technology may be used to mediate the act of noticing, and thus assist in scaffolding learners through their respective zones of proximal development.

Intelligent computer-assisted language learning (iCALL) uses natural language processing pipelines to help language learners. This presentation focuses on harnessing iCALL tools to identify and visualize language patterns in texts to help learners understand and use English. I will describe and explain a number of tailor-made iCALL tools developed to help learners of English understand and use language. The open-access tools to be introduced include the Feature Visualizer and the Pronunciation Scaffolder. The Feature Visualizer

was created to help writers understand the generic integrity of short research articles. This platform primarily uses rule-based parsing to highlight prototypical language features in a small bank of annotated research articles. Learners can reveal and hide the features and access multimodal explanations on demand. The Pronunciation Scaffolder annotates submitted texts using symbols, font size and colour. These visual prompts help language learners read presentation scripts and other texts aloud more appropriately

I conclude by arguing that with the power of artificial intelligence and easy access to huge datasets, intelligent CALL is set to transform language learning.

KEYNOTES

Keynote Session IV (16/6/2023 15:15-16:15 HKT):

Dr Sarah OLIVE

Aston University

Sarah OLIVE (@DrSarahOlive) is a Senior Lecturer in English Literature at Aston University. She was previously a Senior Lecturer in Educational Sciences at Bangor University, Megumi Visiting Professor of English at Kobe College, Japan, and Senior Lecturer in Education at the University of York, UK. She has an international reputation for researching and teaching at the intersections of education, Shakespeare, and literature in English. Her books include *Shakespeare in East Asia Education* co-authored with Kohei Uchamaru, Adele Lee and Rosalind Fielding (Palgrave 2021), as well as *Shakespeare Valued: Education Policy and Practice, 1989-2009* (Intellect 2015). In 2022, she authored a Welsh Government report on Impacts of the global pandemic on teaching literatures in secondary schools in Wales, with co-investigators Mary Davies (Swansea) and Gwawr Maelor Williams (Bangor). Her editorial roles include Lead Editor of the international, peer-reviewed journal *Jeunesse: young people, texts, cultures* (University of Toronto Press). She is also the Founding Editor of the British Shakespeare Associations free, online, cross-sector publication for educators *Teaching Shakespeare*.

Keynote Title: Technology for Teaching Literatures During the Global Pandemic: A Case Study from Secondary School Teachers in Wales and Internationally

Abstract

In this talk, I will share findings on the educational technology aspects of a Welsh Government funded Covid recovery project on 'teaching literatures during the pandemic: impacts on secondary schools in Wales' written with my co-Investigators Mary Davies (Swansea University) and Gwawr Maelor (Bangor University). The project investigated the impacts of the pandemic on the teaching of literatures reported by teachers in secondary schools internationally and in Wales. Here, I will focus on teachers' perceptions of teaching literatures using technology during this period, drawn from existing, international research in English and our own survey of secondary school teachers in Wales. They range from perceived challenges, such as decreased interpersonal interaction, student engagement and the slower speed of teaching online – as well as the temptation to regress to univocal, teacher-led lessons and teaching to the test; resistance of these perceived pitfalls; and reporting positive discoveries, in terms of the functions of online platforms and resources. Many of the challenges and affordances reported apply beyond literature-rich subjects, though I draw out some related specifically to creativity. Delegates are invited to

think about how the research findings relate to their own reading about and of experiences teaching online during the pandemic.

CONFERENCE PRESENTATIONS

PRESENTATION SESSION A: Language Learning & Teaching
(15/6/2023 14:00-15:00 HKT)

A1 The Importance of English in Primary School Education in China: Perception of Teachers

Noble Po Kan LO and Bryan Ka Ho TO

College of Professional and Continuing Education, Hong Kong Polytechnic University, and Suzhou Singapore International School

The current study aimed to explore the importance of English language learning to primary school children in China. To achieve the set research goal, a survey was carried out to assess the perception of English teachers in China (N = 2154). The obtained results showed that most teachers recognised the importance of English learning in Chinese schools. A significant benefit of English learning included improving children's capacity to learn other subjects which enhances their academic performance. The other significant benefit involved improving the collaboration of China with other countries which can enhance its economic and social development. However, the results also showed that the interest and attitude of female English teachers were significantly higher than those of male teachers. As such, there is a need to implement more incentives and motivation strategies to encourage male teachers to become more involved in teaching English in China. The potential challenges which can significantly affect English learning programs were noted to include inadequate staff and difficulties in fulfilling curriculum requirements. In this respect, to realise the benefits of English learning programs, more native speaking English teachers should be recruited to fill the gap in staffing and more resources should be provided to facilitate learning.

PRESENTATION SESSION A: Language Learning & Teaching
(15/6/2023 14:00-15:00 HKT)

**A2 Reimagining Teaching and Learning in Higher Education in the Post-COVID-19 Era:
The Use of Recorded Lessons from Teachers' Perspectives**

Noble Po Kan LO and Alan Man Him WONG

College of Professional and Continuing Education, Hong Kong Polytechnic University, and
The Chinese University of Hong Kong

For educators in Hong Kong's higher education systems, the post-Covid-19 transformation from in-person to hybridised classroom environments has dramatically altered the nature of teacher responsibilities. From traditional, face-to-face lectures and tutorials to a combined on and offline solution, the role of recorded lessons in supporting student learning outcomes is increasingly important to meeting various needs and learner goals. This study has critically explored the challenges and opportunities affecting teacher inclusion of recorded lectures in English language learning experiences. Through a conceptual review of prior literature, key advantages such as knowledge reinforcement, student engagement, and asynchronous reviewing were identified as positive contributions from recorded lessons. However, the additional workload, the variation in student attention, and the inconsistent skills and practices required for teacher accommodation of recorded lessons create challenges and potential inadequacies in the delivered content. To assess such experiences, a comparative review of the perspectives of 40 educators from 8 distinct higher education institutions in Hong Kong was conducted. This thematic analysis revealed that the gap between expected student benefits and educator observations has a dilutive effect on the overall advantages of recorded lessons. At the same time, the ability to support a broader range of student learning needs and the asynchronous nature of such experiences were identified as core benefits that continue to be supported through various in-classroom strategies. Improved technological support that transfers responsibility for student access and lesson posting away from individual educators to a formal support team was identified as an essential antecedent to future recorded lessons. Further, teacher training and development with various creative virtual tools is an important support procedure that will ensure that these educators have the competency and resources to achieve desirable outcomes in their recorded content. Ultimately, the feedback suggested that whilst these teachers would prefer face-to-face classes, their openness to virtual and recorded lessons creates opportunities for supporting these resources in the future. By developing concurrent video streams that can be provided to students for later review, it is predicted that learners can address their own gaps and deficiencies in the learning process, allowing them to overcome attention gaps or focus issues through review and reinforcement. Ultimately, the recorded lesson can also be combined with various in-classroom activities to assist in the reinforcement of English language learning such as group work and speaking exercises that transfer the position of primacy away from the lesson itself and towards the active mastery and demonstration of the concepts that are being learned.

PRESENTATION SESSION A: Language Learning & Teaching
(15/6/2023 14:00-15:00 HKT)

A3 A Critical Review of the Gender Representation in Children's eBooks on a Digital Reading Platform

Anna Wing Bo TSO

The Hang Seng University of Hong Kong

Children's literature plays a significant role in socialization in early childhood. The social norms it carries influence children and young people as they start to establish their own identities and sense of self-worth. Yet, despite feminists and educators' tireless efforts in harnessing gender equality and women empowerment, gender imbalance and character gender gaps can still be found in children's books, according to recent research. With a view to raising public awareness about gender representation in children's books frequently read by young readers, this paper looks into the gender representation in all the Level 2 e-books (for children aged 4-8) currently catalogued in Highlights Library, one of the leading digital reading platforms in the world. Through examining the male-to-female ratio in the book titles, book cover illustrations, page illustrations, and central characters of a collection of 93 e-books, it is revealed that male-dominance is apparent in most picture books featured in the digital library. Females are often under-represented. For e-books with high female visibility, the female characters are often portrayed as mothers, grandmothers and helpers. In alignment with the research in Australia and the United States, the research results of this study reflect that traditional gender stereotypes in children's books, print and electronic alike, remains persistent.

PRESENTATION SESSION A: Language Learning & Teaching
(15/6/2023 14:00-15:00 HKT)

A4 Teaching English as a Second Language in the midst of a paradigm shift: An exploration of students' and teachers' perceptions of ChatGPT

Frankie HAR

The Hong Kong Polytechnic University

In this qualitative study, students' and teachers' perceptions of ChatGPT in English Language Teaching and Learning in EAP and ESP courses at a Hong Kong university with English language instruction (EMI) are examined to determine what opportunities and challenges higher education may face when it comes to the teaching and learning of English language in EAP and ESP courses. In the study, fourteen university lecturers were interviewed along with sixteen students in Years 1, 2 and 4. In spite of the preferences of ESL students at the university level in terms of the use of ChatGPT, it is also evident that there are high barriers to its use among teaching staff at the front line. According to the results of this study, all stakeholders in higher education, including students, front-line teachers, and university policy makers, should use this study as a springboard for narrowing down the differences and recognizing the utility of Artificial Intelligence, particularly ChatGPT in higher education.

PRESENTATION SESSION B: Online Classroom, Blended Learning & ICT Transformation
(15/6/2023 15:15-16:15 HKT)

B1 Online Classroom Interaction Strategies: Voices of Teachers in Disadvantaged Areas

Thi Thuy LE, Helena SIT, Shen CHEN, and Haoliang SUN

The University of Newcastle & Ho Chi Minh City Open University, The University of Newcastle, and Xin Jin Chinese Language and Culture School

The adoption of technical innovation tools in the virtual classroom has prompted new teaching strategies and interactional patterns for class participation. During the pandemic, temporary shutdown of schools increased our awareness of the indispensable benefits of face-to-face interaction between students and teachers. Unequal access to technological applications in different countries and/or regions was revealed due to the transition to online teaching. Enhancing equal access and quality of education should start with improving the quality of teaching forces in response to digital innovations.

The pandemic has prompted considerable research into online teaching, however, there is a paucity of research regarding the interactional aspects of online teaching. The issues of how teachers interacted with technology to facilitate their online interaction in pandemic-initiated online teaching have yet to be inadequately investigated in disadvantaged areas. For example, although recent Vietnamese scholars have drawn attention to interaction patterns during their online teaching, their studies were conducted primarily at the tertiary level and in urban areas; school teachers in marginalised areas have been neglected.

This current study aims to address interactional aspects of online teaching in the Northern mountainous region of Vietnam to enhance the quality of teaching forces in disadvantaged areas. In-depth experiential and semi-structured interviews were used to explore the online interaction experience of twenty upper-secondary school teachers working in this region. Identifying teachers' perceptions, challenges, and coping strategies pave the way for initiating help and support and enacting responsive and equitable teacher training and professional development policies in Vietnam's disadvantaged educational contexts. It should provide wider implications to the online language teaching and learning practices in other countries and/or regions that share similar contextual similarities.

PRESENTATION SESSION B: Online Classroom, Blended Learning & ICT Transformation
(15/6/2023 15:15-16:15 HKT)

**B2 Beyond Knowledge: Multiple Faceted Efficacious Impacts of Blended Learning
Affordance on EFL learners**

Van Tuyen NGUYEN, Helena SIT, and Shen CHEN

The University of Newcastle

Research on blended learning (BL) in the last 20 years constantly shows this remains as a central issue for ICT-related educational researchers in almost every discipline to further explore and develop. However, research on inclusive impacts of BL on one's belief, practical skills, and learners' attitude remains under-examined despite a few recent studies on content knowledge achieved by learners. As a linchpin in education, so far advantages of BL in English language teaching and learning have been mostly confirmed in terms of technical, educational aspects. In the context of Vietnam, little attention has been paid to experimental research on how BL can lend itself to the teaching and learning of English as a foreign language (EFL). The purpose of this research is to explore further evidence of multiple-faceted but salient effects that how BL affects learners' language learning experiences in Vietnam. Methodological triangulation research was involved in this study. The findings show that besides knowledge enhancement, learners being exposed to an appropriate instructional design of BL environment derive more benefits, including improvement of substantial learning skills and positive changes in attitude towards their learning. Recommendations to improve professional development programs in language teacher education in BL and EFL are also addressed. It provides wider implications for researchers or second language educators and practitioners in the contexts that share similar teaching culture with Vietnam.

PRESENTATION SESSION B: Online Classroom, Blended Learning & ICT Transformation
(15/6/2023 15:15-16:15 HKT)

B3 ICT transformation in Vietnam's higher education sector: From policy to reality

Thi Thanh Tra DO, Thi Thuy LE, and Thi Thuy Linh NGUYEN

Tay Bac University (Vietnam) & The University of New South Wales, Ho Chi Minh City Open University, Hanoi University of Languages and International Studies - VNU

This paper aims to address how digital transformation in Vietnam's HE sectors is represented in policies and identify major issues and challenges that affect this process. Content analysis of national policies and desk review of research has provided an outlook of digital transformation in Vietnam's HE sectors and contextual challenges that impact higher educational organisations' implementation. Despite coherence in policies at the national level regarding ICT implications and transformation in the educational system in Vietnam, there are some concerns regarding the notion of ICT competence represented in policy and practice, human resources preparation, degree of readiness of stakeholders, ICT infrastructures, and contextual factors at the organisational level. The outcomes of this research might advance knowledge about the post-pandemic landscape of HE by providing evidence from the Vietnamese context. It will suggest implications for more successful pedagogical practices, namely digital competence empowerment in the HE sector, by providing more insights into what models might work best in the Vietnam context. It is also anticipated that this research lays the cornerstone for future long-term research projects which help bridge the gap between theory and practice or digital-related higher education in Vietnam and in countries where there are contextual similarities in response to educational interruptions caused by pandemics or other crises we may face in the future.

PRESENTATION SESSION B: Online Classroom, Blended Learning & ICT Transformation
(15/6/2023 15:15-16:15 HKT)

B4 Research on the Current Situation and Influencing Factors of "Internet plus Education" Policy Diffusion in China's Elementary Education Stage

Lei XIE

Beijing Normal University

The Chinese government has uniformly deployed the policy of "Internet plus Education" in the elementary stage, but the adoption priorities of each province are significantly different, which is partly due to the policy diffusion of provinces being affected by multiple factors. To understand this phenomenon, first, the "Internet plus Education" policy analysis model in the elementary education stage was constructed by using the literature research method and the Delphi method. Second, provincial policy texts were coded by using the content analysis method, then research found that the policy diffusion presents an S-shaped curve in the time dimension and proximity effect in the spatial dimension; the polarization phenomenon in provinces was obvious in the dimension of policy diffusion range; also, in the dimension of policy diffusion intensity, there were characteristics including emphasizing network and teaching terminal over platform innovation, emphasizing hardware construction over software development, emphasizing teaching over learning, emphasizing network form over data application, emphasizing on-campus over off-campus, emphasizing static resources over dynamic resources, emphasizing data sharing over data analysis, emphasizing data value over data itself, emphasizing government and enterprises over teachers, and emphasizing things over people. Finally, the condition configuration that affects the policy diffusion was analyzed by using the qualitative comparative analysis method. The research found that the policy diffusion range is affected by eight items of condition configuration, of which the informatization leadership of school managers and the informatization leadership of government managers are the main core conditions. When the two main core conditions exist, the combination of four conditions can affect the diffusion range. When one core condition does not exist or is missing, the diffusion range can also be affected under the synergy of other conditions. In addition, the policy diffusion intensity can also be affected under the synergy of other conditions. There were two items of limitation, first, only the objective factors of official statistics were analyzed, without the subjective data of individual reports; second, only the internal factors of the province were analyzed, without the external factors of the province.

PRESENTATION SESSION C: Open Learning and Online Learning
(15/6/2023 16:30-17:30 HKT)

C1 The impact of learners' resource use behavior on their conceptual network in cMOOC

Yunqi BAI and Li CHEN

Beijing Normal University

Under the guidance of the connectionist view of resources, learners continue to carry out resource-rich use behaviors in cMOOC. At the same time, as an important learning result of connectionist learning theory, learners' conceptual networks are also constantly generated in the process of participating in cMOOC. This raises a new research question in the field of connectionism, that is, how learners' resource use behavior affects the conceptual network in cMOOC. To this end, this study depicts the evolution process of various resource use behaviors and analyzes their evolution rules by using the lag sequence analysis method by dividing resource use behaviors (click, like, release, response, and comment behaviors of preset resources, recommended resources, productive resources, and interactive resources) from the perspective of connotation. Then, this study uses the LDA method and cognitive participation evaluation framework to measure the "four-degree network" by dividing the concept network attributes (concept breadth, concept thickness, concept strength, and concept depth), characterizing the evolution process of various concept network attributes and analyzing their evolution rules using lag sequence analysis. Based on both, this study uses multiple regression analysis to reveal the different impacts of various resource use behaviors on the concept network. The study found that for the evolution of resource use behavior, there is a downward trend in the preset resource use behavior; There is a valley phenomenon in the user behavior of generative resources; All kinds of resource use behaviors have a "9-week rebound" phenomenon; Learners have multiple behavior patterns of resource use. For the evolution of the concept network, the four types of concept network attributes have the phenomenon of climbing in the early and middle stages, and the concept breadth, concept thickness, concept strength, and concept depth have climbed to the peak in the third to fourth weeks; Moreover, the learners' concept network developed steadily, showing only the self-significant transformation of concept thickness and depth, without the significant transformation of cross-concept network characteristics. As for the impact of resource use behavior on the concept network, the impact of preset resources on the concept network has an upper-limit effect. When the preset resource use behavior exceeds the threshold, it has no significant impact on the concept network; The specific behavior of productive resources can positively affect the corresponding concept network, including the positive impact of the click behavior of recommended resources on the concept breadth and depth, the positive impact of the comment behavior of recommended resources on the concept breadth, the positive impact of the click behavior of productive resources on the concept breadth, the concept thickness and the concept strength, and the positive impact of the release behavior of productive resources on the concept thickness, the concept strength and the concept depth, And the positive impact of the comment behavior of interactive resources on the concept depth; The specific behavior of generative resources will also have a negative

impact on the corresponding concept network, including the negative impact of the praising behavior of recommended resources on concept breadth, the negative impact of the praising behavior of interactive resources on concept breadth, concept strength and concept depth, and the negative impact of the responding behavior of interactive resources on concept depth. This study further develops the understanding of the connectionist learning theory on the relationship between resource use behavior and concept network and its influence. It is hoped that the description of the evolution process of various resource use behavior and concept network and the revelation of the influence relationship can provide support for the optimization of cMOOC and the development of learners.

PRESENTATION SESSION C: Open Learning and Online Learning
(15/6/2023 16:30-17:30 HKT)

C2 Patterns of the Online Curriculum Design Guided by Connectivism: Design-based Research Based on Seven Iterations of the First cMOOC in China

Yaqian XU and Li CHEN

Beijing Normal University

The Internet has changed the nature of knowledge and learning, which requires the theoretical innovation of curriculum design. Connectivism provides a new perspective for us to understand how learning occurred. Learning is a continuous process of establishing connections and developing networks, which adapts to the changes of knowledge in the era of the Internet and offers a new idea to tackle the challenges in cultivating innovative talents and promote the construction of a high-quality education system that serves lifelong learning for everyone. Based on this research background, this study aims to innovate the theories and patterns of online course design guided by connectivism, including the connectivist curriculum views, course objectives, design elements, design strategies, design process and basic principles. The theoretical foundations of this study are the latest developments in the philosophy of “Internet + Education”, the instructional interaction theory of connectivist learning, and the basic ideas of connectivism, which provided support for the construction of the prototype of the connectivist curriculum design patterns, combined with the existing research results and the analysis of three foreign cMOOCs. Guided by the design-based research methodology, choosing the first cMOOC in China, “Internet Plus Education: Dialogue between Theory and Practice”, as the research object, seven rounds of the course iterations were conducted. Learning data and interview data from learners, as well as design data and focus group discussion data from the course team, were collected. Quantitative and qualitative analysis methods such as social network analysis, topic clustering algorithm, content analysis, and descriptive statistics were used to analyze the effectiveness of each round of course implementation, summarize design experience, to support the revision and optimization of the patterns of connectivist curriculum design. Through seven iterations of the course, this study optimized the original prototype and proposed a new community-based curriculum view, two course objectives, six design elements, 17 design strategies, 3 characteristics of the design process, and eight basic design principles guided by connectivism. Furthermore, based on the research conclusions, this study discussed and reflected on six aspects, including the comparison of three generations of curriculum design theories, the applicability of connectivist curriculum design patterns, the complexity of the connectivist course, the support of the complex laws of connectivist learning to curriculum design, the importance of the intelligent learning environment, and the need for intelligent and automated course evaluation tools. This study has made us more convinced that the influences of new information technology on education are far more than its form and means. more importantly, it has had a transformative impact on the epistemological foundation of education, the concept of curriculum, and the theory of curriculum design. This study has opened a window for the innovation of the

theory and form of connectivist online course, but the landscape outside the window still needs to be depicted by more researchers and practitioners.

PRESENTATION SESSION C: Open Learning and Online Learning
(15/6/2023 16:30-17:30 HKT)

C3 Evaluation of Good Practices of Using Rewards in Online Classrooms Based on the Five Principles of Motivation

Shurui BAI, Yingxue LIU, and Yue QIU

The Education University of Hong Kong

Rewards are often used as a stimulus to engage students in activities they may not be interested in at first. According to Cognitive Evaluation Theory (CET), the impacts of rewards on one's motivation can vary in rewards contingency, that is, how the rewards have been given and administrated. The two most adopted rewards in education are completion- and performance-contingent rewards. Completion-contingent rewards are given upon completing a task, regardless of the performance quality, while performance-contingent rewards are awarded only when a certain level of competency is met. Previous studies presented mixed results of using these rewards on student intrinsic motivation. Besides, there is a lack of research investigating the effects of rewards contingency on student motivation in the online learning context, despite the issue that student satisfaction and engagement in online classes were relatively low compared to traditional in-person classes. Therefore, this case study aimed to address the gap by implementing and evaluating both completion- and performance-contingent rewards in a fully online class based on Keller's Five Principles of Motivation. Thirty-one postgraduates from an elective course in educational technology participated in the study. All reward tasks were embedded in pre-class individual online quizzes. Qualitative data using semi-structured student interviews were collected and analyzed. Results showed that the use of completion- and performance-contingent rewards could both help to enhance student online learning motivation from different aspects. Implications for good practices of the use of rewards in online learning were implementing reward tasks unexpectedly, providing positive and informational feedback along with reward tasks to students, and designing reward tasks to facilitate students' social presence and relatedness.

PRESENTATION SESSION C: MOOC, Data Mining and Visualization
(15/6/2023 16:30-17:30 HKT)

C4 Visualizing the Landscape of Open Education Practices Research: An Analysis using CiteSpace

Chenggui DUAN and Jianli JIAO

Hong Kong Metropolitan University and South China Normal University

Over the past few years, research on open education has shifted its focus from open educational resources (OER) to open educational practices (OEP), which emphasizes practical application. This study uses CiteSpace, a tool for visualizing data and information, to examine the latest developments in OEP on a global scale. The results indicate that OEP is gaining more attention, and analysis of keyword co-occurrence and literature reviews suggest that OEP should encompass not only OER but also open pedagogy and open educational technologies. As a result, this study proposes a tentative framework for open educational practices called Open TPACK, with the aim of advancing the theoretical research and development of open education.

PRESENTATION SESSION D: VR, AR, AI, and Motivated Learning
(16/6/2023 11:00-12:15 HKT)

**D1 Exploring Students' Adoption of Virtual Reality in Journalism Practice Education:
An UTAUT Perspective**

Jing WU, Wendy Wing Lam CHAN, and Zhao Xun SONG

The Hang Seng University of Hong Kong

Virtual reality, or VR, together with other immersive technologies have been widely adopted in journalism education today to equip students with the knowledge and skills they need to better adapt to a more complex industry. Factors that affect the adoption of the new learning technology in journalism education in Hong Kong from the students' perspective, however, are not quite known because of limited literature. This study made a good attempt at exploring the students' intentions by focusing on the factors influencing the acceptance of VR technologies in journalism education at a Hong Kong-based university. The widely used UTAUT model is used as the theoretical framework for this study and focus group discussions with the students who took the VR classes are adopted as the research method. It contributes to the knowledge of technology adaptation by examining the students' performance expectancy and effort expectancy, the perceived social influence of VR practice, and the university's facilitating conditions.

PRESENTATION SESSION D: VR, AR, AI, and Motivated Learning
(16/6/2023 11:00-12:15 HKT)

D2 A Case-study on Applying Augmented Reality Technology in an Architecture Design Course at a Taiwan University

Shao-Fu LI, Steven NG, and Pei-Ying WU

Chung Hua University, Ming-Ai (London) Institute, and Chung Hua University

This paper explores an important aspect of today's architecture student training, namely the development of high technology, such as virtual reality and augmented reality skills, which is essential for integration into the labor market. After an overview of how the topic is currently applied, practical education in higher education is also investigated. The study is expected to yield a number of key findings through in-depth interviews with the lecturers and a needs analysis and questionnaire-based feedback with students aimed to make recommendations to support the role of building designers in emphasizing immersive visual skills and competencies. The research findings will provide recommendations for the effective use of VR in teaching, including the best practices for designing VR-based curriculums and how to integrate VR with other teaching methods.

PRESENTATION SESSION D: VR, AR, AI, and Motivated Learning
(16/6/2023 11:00-12:15 HKT)

D3 Exploring Final-Year Undergraduate Students' Readiness of Self-directed learning in the Workplace

Annie NG

The Hong Kong University of Science and Technology

Self-directed learning, one of the typical forms of informal learning, is nowadays seen as an essential competence for workplace. The purpose of this study was to examine the self-directed learning readiness of 358 final-year undergraduate students (176 males and 182 females) at a university in Hong Kong before entering into workplace. The Guglielmino's Self-directed Learning Readiness Scale (SDLRS) was used. Students indicated the degree to which the 58 statements accurately described their own attitudes, beliefs, actions or skills on the five-point rating scale. The results found that the mean SDLRS score of these students was 207.14 ± 23.14 , indicating that they generally reached the 'average' level of readiness for self-directed learning but there is still room for improvement. Gender difference on the self-directed learning readiness was small and not statistically significant. Compared to the self-directed learning studies in the literature, the mean SDLRS score of these students was higher than that of students from Taiwan and Japan, but lower than that of Indonesia, Australia, Canada, and United Arab Emirates. Further fostering the self-directed learning competence of students progressively through appropriate educational interventions during university education is highly recommended.

PRESENTATION SESSION D: VR, AR, AI, and Motivated Learning
(16/6/2023 11:00-12:15 HKT)

D4 Authenticity of AI softwares in university settings for teaching and learning in EAP and ESP

Sumie CHAN and Noble LO

The University of Hong Kong and College of Professional and Continuing Education, The Hong Kong Polytechnic University

The paper aims at comparing and examining the impacts of emergence of Artificial Intelligence (AI) softwares available for learning and teaching in university settings. Due to the impacts of global pandemic, the technological accessibility of digital technologies further accelerate the application of AI in various educational settings, which could impact the authenticity of learning experience and assessments. There has been news that AI system will be replacing human workforce in many industries and university students are using AI softwares to accomplish assignments in university settings. Due to online classrooms during the pandemic, more digital learning and synchronization of robotic functions are predicted and expected to take place in face-to-face classroom settings and curriculum development. The research investigates i) the benefits and effectiveness; and ii) pitfalls of AI technology in university teaching and learning; iii) learner expectations towards classroom pedagogy, iv) changes and trend towards university curriculum development and assessments; v) implications of AI towards student autonomy and interactive learning, and vi) to what extent could AI replace human teachers in university settings?

The research will be conducted through questionnaires and interviews to collect university teachers and students' awareness and perceptions towards the latest AI softwares, their application and implication on teaching and learning in EAP and ESP in university English. Apart from primary sources, the secondary sources will be based on the latest trends and popularity among university English learning in different communities and cultural settings in Hong Kong.

PRESENTATION SESSION D: VR, AR, AI, and Motivated Learning
(16/6/2023 11:00-12:15 HKT)

D5 Gamification and Immersive Competitive Learning for Higher Education Applications: A Social Learning Theory Approach

Noble Po Kan LO and Sumie CHAN

College of Professional and Continuing Education, The Hong Kong Polytechnic University
and The University of Hong Kong

Background: Digital learning has emerged as a new form of learning seeking to replace the traditional learning methods. However, digital learning has emerged in many forms, with gamification one of these forms. The research examines the effect that gamification has on active and competitive learning in higher education applications. The research questions were developed along the above premise emphasising the influence of gamification, the motivation and the application of gamification and digital learning during the Covid19 pandemic.

Methods: The investigation relied on a quantitative methodology. Random sampling enabled the research to attain 1,176 respondents in universities in Hong Kong that took part in the research, with these answering the research questionnaire developed online and posted on Survey Monkey. ANOVA was applied through SPSS to study the association between gamification and active learning.

Results: The outcomes of the ANOVA regression showed an R Squared of 0.052, with the research also confirming the null hypothesis. The positive coefficients, however, showed that gamification had an influence on the active learning abilities with motivation and engagement affirmed.

Conclusion: The research findings indicate that reliance on gamification enhances active and competitive learning with this approach having a far-reaching impact compared to traditional learning. Adoption of digital learning through gamification would significantly improve learning in the higher learning institutions with the students registering improved engagement levels.

PRESENTATION SESSION E: Independent Learning, Self-directed Learning, Online Collaborative Learning, and New Global Trends
(16/6/2023 14:00-15:00 HKT)

E1 Implementation of Hands-on Experiments in a Science General Education Course to Non-science Majors to Cultivate Students' Independent Learning and Improve Students' Learning Motivation

Hongyan GENG

Lingnan University

Science general education for non-science majors has been a challenge in higher education. Experiential learning, which has been widely cited as a highly effective method to ground learning objectives and thereby improve students' learning motivation, however, has seldom been applied to general education science courses. To address this gap, this study introduces a hands-on experiment to a general education science course for non-science majors. By detailed introducing the experiential learning in our course, this study evaluates students' performances and reflects the experiences and lessons learned during the implementation of the experiential learning. In this study, we employ a handy, standardized instrument (an air quality meter), enabling students to undertake actual measurements on common environmental parameters. 57 students from various backgrounds (i.e., different years of study, majors, etc.) attended this project in 3 different academic terms. Pre-, post-test Likert scale online questionnaire and focus group interview were conducted to collect students' feedback. Our data reveals that hands-on experiments enhanced non-science students' academic performance in science, raised students' interest in science, nurtured students' independent learning and improved their learning motivation. A reflection summary was discussed to foster any potential implementation of experiential learning in general science education, especially for non-science majors.

PRESENTATION SESSION E: Independent Learning, Self-directed Learning, Online Collaborative Learning, and New Global Trends
(16/6/2023 14:00-15:00 HKT)

E2 Undergraduate Student Groups' Types of Online Collaborative Learning Engagement and Their Relation to Discussion Content

Weiping SHEN, Yingshan CHEN, Juan JIANG, Ruiqing CHEN, Xingyu LIAO, and Xiao-Fan LIN
South China Normal University

Regular online collaborative learning challenges undergraduate students and educators after Covid-19. Reflection on students' learning in online groups is necessary. Undergraduate students' engagement is a multidimensional and significant factor in their regulated online collaborative learning. Group members with different levels of engagement perplex their co-regulation. However, rather a lack of research studied undergraduate student groups' characteristics from the perspective of students' engagement. The study tried to classify the types of undergraduate student groups in online collaborative learning. Thirty-six participants of a blended online course were clustered based on their five dimensions of engagement. Based on the result, the characteristics of 11 student groups with members in different clusters were identified using cross-analysis. Furthermore, this study named student groups according to four types of online collaborative learning engagement (devoted, engaged, conform, and divisive). The discussion content of corresponding groups was also analyzed for clarification. The word frequency analysis shows no obvious difference. However, the semantic network and sentiment analysis demonstrate that the four types of student groups differed in the depth of discussion and emotional state. Further implications were also discussed.

PLENARY SEMINARS

Plenary Seminar I (17/6/2023 9:45-11:00 HKT):

Seminar Title: Reflection on the Development of “Education, Communication, Technology” During the Last Seventy Years (with Video Viewing and Roundtable Discussion)

Professor LEO YAM, HKAECT Founding and Honorary President

(Assisted by Mr. Hon Yat-Kiu, Dr. Chung Chak, Mr. Cheng Ngai-Kin)

Leo P.K. Yam, the Founding/ Honorary President of the Hong Kong Association for Educational Communications and Technology, obtained his Master of Science in Speech-Education, University of Wisconsin, Madison, Wisconsin- his Doctor of Education at TC, Columbia University, where he directed the TV Research Studio and taught courses.

- At the School of Education, The Chinese University of Hong Kong, he supervised the Educational Communication Centre and taught Teacher Education courses;
- He was invited by the Institute of Communication in Hawaii to participate in a two-month communication seminar;
- Later, he served as a visiting professor for one year at the University of Pittsburg;
- Then, he joined the University of San Francisco at the Multi-cultural Program at the School of Education, as the Head of the “China Program.”
- Over 25 years, he developed tertiary teaching staff programs at Lingnan College (then University), Baptist University, Shu Yan University and Chu Hai College of Higher Education.
- At Lingnan College, he received a grant from “UGC” to direct a project on Tertiary Teaching and Technology, in which 13 videos (DVD) were produced, e.g Teacher Evaluation, Motivating Learning, Teaching Portfolio, Micro-teaching, etc.
- His interests include:
 - (A) Research: education, communication, technology, creativity, body language, etc.
 - (B) Teaching: creative teaching, effective presentation, media/ TV, public speaking, theatre-arts, etc
- Publications:
 - “Education, Communication, Technology”
 - “Communication: Poetry 300”
 - “The Power of Oral Communication”
 - “Education, Communication, Creativity”

Abstract:

The plenary speech comes in two parts. Part One is a brief presentation on the development of “Education, Communication, Technology” during the last few decades in Hong Kong. The major views in each domain, and the key “evolution” of their perspectives will be presented.

“The Trinity of Educational Technology: Education, Communication, Technology”:

“For education sheds lights on our minds,
Facilitating our whole being to grow so divine;
For communication nourishes our hearts,
Regulating men to interact and to share so fine;
For technology reduces our labour,
Making our minds and hearts shine.”

(Dedicated to AECT, 1990)

1. Education: A.A. Lumsdaine, 1964, advocated a pedagogical system in education:--- “Natural Science, Technology, Engineering, Mathematics and Behavioral Science”, which was evolved later to “STEM”, “STEAM”, “STREAM”, and some others. However, the fundamental instructional strategies in teaching and learning did not seem to catch up or to align with these developments.
2. Communication: Effective communication, in the context of classroom teaching, effective teaching, depends on many skills and elements. These include skills in questioning, interaction, presentation, verbal and non-verbal communication, body language, inter-personal and intra-personal communication, coaching, and empathetic listening. They are the basic skills to help facilitate quality teaching and learning.
3. Technology: Edgar Dale, 1966, in his work: “Media in Education” introduced the ‘Cone of Experience’ model to show that people could learn from concrete (first hand/direct) and abstract (through symbols/indirect) experience. Using video-based micro-teaching is essential for e-learning.

This AV/Film/TV electronic media movement in education could be the “dawn” for the “Mother Computer” to flourish and nourish the “digital, 3D, AI,” information technologies to grow. Nevertheless, Nicholas Negroponte reminded us in his book, “Being Digital”, that it is humanism which makes the technology serve civilized people. Artificial Intelligence should earn the same “humanistic urge” as Digital technology.

In Part Two of the plenary session, there will be a video viewing. The excerpts of three videos from Lingnan College (then University) - UGC Funded Project (1995-1999) “The Consortium for the Promotion of Teaching Skills and Technology” are as follows:

- (1) “Motivational Design for Learning”,
- (2) “Micro-teaching Communication Skills”
- (3) “Video Technology for Tertiary Education”

The plenary session will end with a round-table discussion and sharing. The plenary session will be conducted in English, Cantonese and Putonghua.

Plenary Seminar II (17/6/2023 11:15-12:00 HKT):

Seminar Title: Digital Art in Physical Space: The Future of Immersive Exhibition Curations

King Yan Aska YEUNG
Chairman of Hong Kong Multimedia Design Association
HKUST PhD Candidate

Mr. Aska Yeung has more than 16 years of experience in the multimedia design industry and participated in a number of public, private and design projects. In 2013, he was commissioned by the Hong Kong Tourism Board as the design director of music and lighting design for the Mid-Autumn Special Programme "Lantern Wonderland". Continuously, he also passionately curates events and exhibitions to deliver Art-Tech experience to audiences. Nevertheless, he continues to develop cultural heritage through experience design with multimedia technologies.

Mr. Aska Yeung graduated from York University in Canada with a master's degree. He has worked as a lighting designer and an art executive project manager and has worked on a number of multimedia design, entertainment programmes and arts events to promote the development of the multimedia industry in Hong Kong. Since November 2015, he has served as the executive chairman of the Hong Kong Multimedia Design Association. The Hong Kong Multimedia Design Association is committed to promoting the development of youth and the industry by organising various local and overseas multimedia workshops, interactive media events, multimedia creation competitions, courses, internship programmes, cultural exchange activities and multimedia art exhibitions and projects.

Apart from serving in the multimedia arts industry for many years, Mr. Yeung also serves a number of non-profit organizations, uniform groups and government departments, including the Hong Kong Low Carbon Design Association, the Hong Kong Junior Police Chamber, the Hong Kong Road Safety Patrol, the Hong Kong Road Safety Council and the Hong Kong Fire Ambassadors. The Hong Kong District Council (Wong Tai Sin District Youth Activities Committee), the Hong Kong Social Welfare Department (Promotion and Promotion of Volunteer Movement Sub-committee), etc., and co-founded the organisation in Guangdong, Hong Kong and Macau Greater Bay Area alliance with creative cultural and art activities in year 2016. Since 2016, he has been appointed as the entrepreneurship Instructor of the Beijing, Hong Kong and Macau Youth Innovation & Entrepreneurship Center. He also volunteered as Judge panel for many micro-film competitions and volunteered as program host in the Radio Television of Hong Kong.

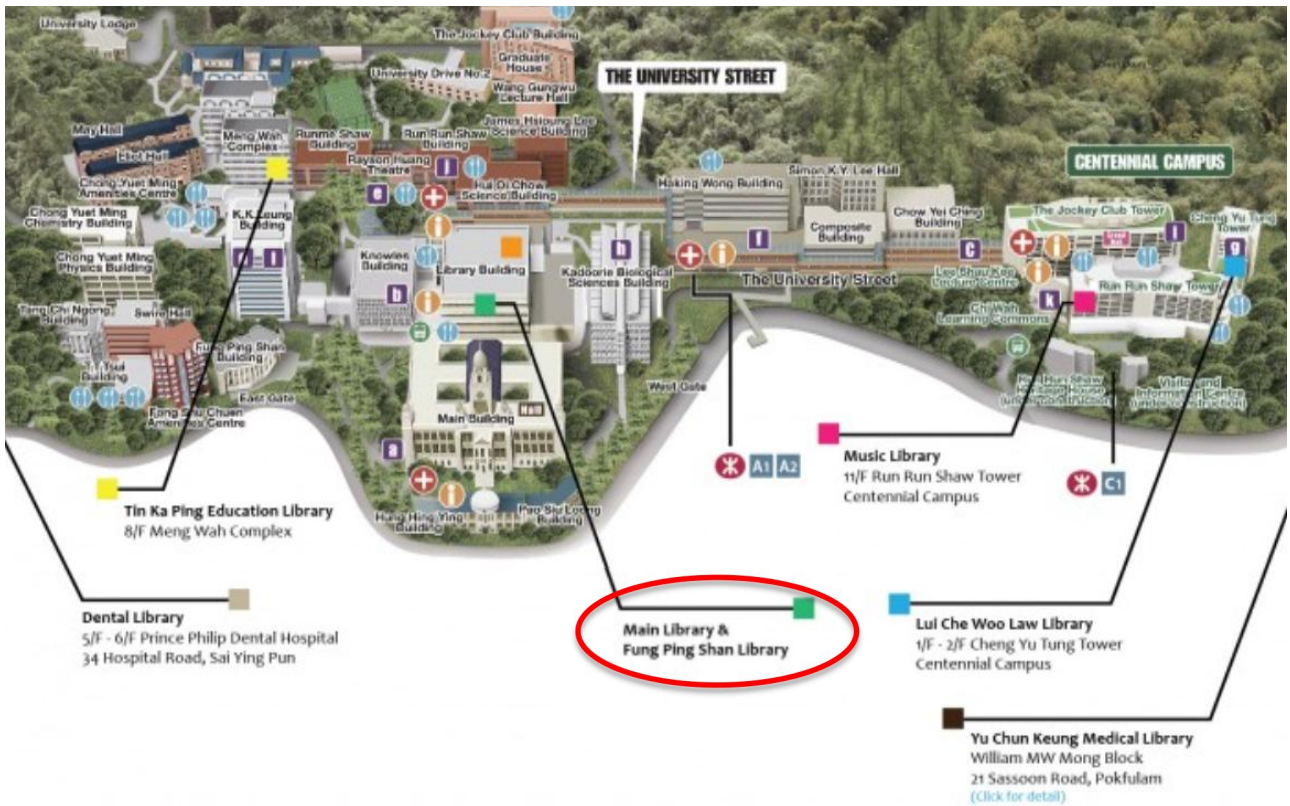
Abstract:

The digital art form is getting more popular in the era of NFT and Metaverse, while digital art contains different form of expressions, such as Photo file, (PNG, JPG), 3D model

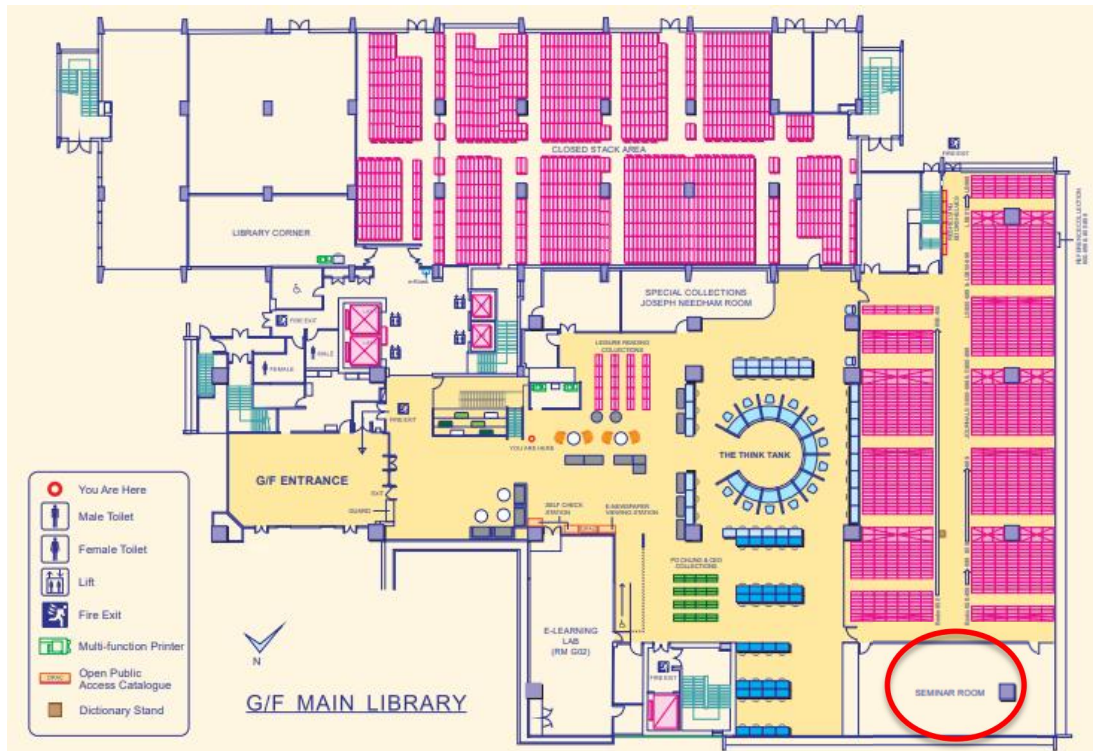
assets (Glb, Fbx, obj), animation (wav,mp4), generative art (coding and AI art), art installation (interactive, viewing only), XR reality (AR, VR, MR), and of course performance art practice in live streaming and recordings. Digital arts are growing more popular especial in the last 3 years of the pandemic period, due to crowd control in visiting physical spaces, human contact is preferably not to happen. While the world is recovering massively in 2023, the physical spaces are getting crowded again with physical artworks, which digital artworks' attention are shifted back to physical ones. Digital art will become a minority shown in the digital spatial environment, and scarcity of exhibition spaces remains. This study explores the future of immersive exhibition curation by using digital art in physical space. The research question is: Can extended reality help digitize both performance art form and visual art form and curated them digitally in physical exhibition space?

MAP

HKU Interactive MAP: <https://lib.hku.hk/general/location/>



The venue of Day 3 (17/6/2023): Seminar Room at the Main Library G/F (see map below)



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Timothy K. F. HEW 4	Anna Wing Bo TSO 4, 7, 8, 9, 27	
J	W	
Jianli JIAO 11, 38	Jing WU 6, 12, 39	
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L	X	
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