THE VISTAS OF INCLUSIVE INNOVATIONS IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
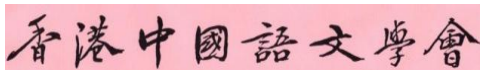
HKAECT INTERNATIONAL CONFERENCE 2025

12 - 14 JUNE 2025
VENUE: SENIOR COMMON ROOM, K.K. LEUNG BUILDING
THE UNIVERSITY OF HONG KONG, HONG KONG

CONFERENCE PROGRAMME

CO-ORGANIZED BY

**Hong Kong
Association for
Educational
Communications
and Technology
(HKAECT)**

**The University of
Hong Kong Libraries**

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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

1989-2010	Professor Leo P. K. YAM
2010-2015	Professor Allan H. K. YUEN
2016-2021	Professor Will W. K. MA
2022-2025	Dr. 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
2024	Transcending Boundaries in the Digital Age: Teaching, Research and Practice
2025	The Vistas of Inclusive Innovations in Educational Communications and Technology

CONFERENCE PROGRAMME AND SCHEDULE

Day 1 (HK Time)	12 June 2025 (Thursday)
09:30 – 09:40	Registration Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (no passcode)
09:40 – 09:50	Conference Opening - Welcoming Speech by Dr Anna TSO, HKAECT President Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (no passcode)
9:50 – 10:50	Keynote Session I (US Time - 20:50): **Title: Up, Up, and Away! Comics as Innovative Multimedia for Inclusive Learning By Professor Christopher T. MILLER, AECT President-Elect** Moderator: Dr Helena SIT, HKAECT2025 Conference Programme Co-Chair Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (no passcode)
10:50 – 11:00	Break
11:00 – 12:00	Keynote Session II: **Title: Digital Innovation in Early Childhood Education: Context in Dialogue By Professor Allan YUEN** HKAECT Honorary President Moderator: Dr. Albert CHAN HKAECT2025 Conference Programme Co-Chair Zoom link: https://hsuhk.zoom.us/j/7365646933 (no passcode)
12:00 – 14:00	Lunch Break

(Parallel) Paper Presentations A	
Session 1: Inclusive Education and Innovations (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode) Chair: Anna TSO, HKAECT **1. Does Pride Matter for Kids? A Study of Chinese Readers' Attitude towards Gender Inclusive eBooks for Children** Anna TSO HKAECT **2. The Innovative Use of Ethical Scenarios in Values Education: Generative Artificial Intelligence and its Impact** Wayne CHAN Metropolitan University of Hong Kong **3. The Impacts of the Critical Thinking Skills Integrating Innovative AI Tools on University Education - Producing Contemporary Chinese Culture IP from Traditional Heritage** Purrie NG Beijing Normal-Hong Kong Baptist University	Session 2: New Approaches to Chinese Poetry (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://polyu.zoom.us/j/83910297417 (Passcode: 066534) Chair: Chi Hung WONG, The Metropolitan University of Hong Kong **1. 杜甫在香港基礎教育（中小學）中的接受與傳播 —— 以中國語文課程為例（1949-2024）** Jie ZHANG The Metropolitan University of Hong Kong **2. 元結〈篋中集〉與唐詩（史）觀** Chi Hung WONG The Metropolitan University of Hong Kong **3. 陶淵明詩歌風格及情感的再探索：人工智能的運用及嘗試個案** Lok Man LEE The Metropolitan University of Hong Kong

14:00 – 15:00

15:00 – 15:15	Break	
	(Parallel) Paper Presentations B	
15:15 – 16:15	Session 3: AI in Language Education (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode) Chair: Sumie CHAN, The Chinese University of Hong Kong **1. EFL Teaching in the RenAIssance: A Study of Thai Pre-service Teachers' Perceptions of Artificial Intelligence** Frankie HAR and Thamonthon YORDMING The Hong Kong Polytechnic University and Phra Nakhon Si Ayutthaya Rajabhat University **2. Co-Creating with Machines: Exploring L2 Motivation in AI-Enhanced Drama-based Learning** Meng XIONG and Timothy TEO The Chinese University of Hong Kong **3. Policies for Generative AI in Language Education: Challenges and Choices** John BLAKE University of Aizu	Session 4: Chinese Literature in the Digital Age (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://polyu.zoom.us/j/83910297417 (Passcode: 066534) Chair: Benson TONG, The Metropolitan University of Hong Kong **1. 文學教育：回歸讀者中心的「多元解讀論」** Ziyi ZHENG The Education University of Hong Kong **2. "SPOC 混合式教學"模式下《紅樓夢》中賈寶玉人物形象教學設計** Xuejiao BAO The Education University of Hong Kong **3. 「故事新編」：試論大學中文「小說」教學專題的習作設計** Wing Mui CHEUNG The Chinese University of Hong Kong

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16:30 – 17:30	(Parallel) Paper Presentations C	
	Session 5: Exploring Different Learning Modes (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode) Chair: Steven NG, Ming-Ai (London) Institute **1. Revolutionising Personalised Learning: A Visionary AI-driven Approach on Occupational Planning** Ryan Ka Ho FUNG, Benson K.H. HUNG, & Celeste Ka Man CHEUNG Vocational Training Council **2. Towards Accurate and Real-time Assessment in Large, Multidisciplinary Classes** Helen GENG Lingnan University **3. A Study on the Transformation of a Diploma Programme from Full-time Mode to Mixed Mode in a Property Management Company in Hong Kong** Yan-Wai CHAN, Steven Kwan-Keung NG, Aaron S. Y. CHIANG, & Pius LAM The Education University of Hong Kong, Ming-Ai (London) Institute, and Hong Yip People Development Academy (Video presentation)	Session 6: Chinese Language Teaching and Learning (4 Papers; 15 mins + 5 mins Q&A each) Zoom link 2 https://polyu.zoom.us/j/83910297417 (Passcode: 066534) Chair: Benson TONG, The Metropolitan University of Hong Kong 1. 文言文教學法:從古書友情故事學古文 Lai Ling LAM The Chinese University of Hong Kong 2. 解縛經典 賦能課堂：文學解讀的固化突圍與教學轉化——以《荀子 ‧ 勸學》為例 Ziping YANG The Education University of Hong Kong 3. 走出模糊：教育者和學生對「學生即夥伴」（SaP）角色理解之探究 Lo Hilary LAU The Chinese University of Hong Kong 4. 重探「歌詩」的文體觀念及其嬗變——以數碼人文視域下的文獻目錄學研究為討論中心 Benson TONG The Metropolitan University of Hong Kong

Day 2 (HK Time)	13 June 2025 (Friday)	
09:30 – 09:45	Registration	
09:45 – 10:45	Keynote Session III: **Exploring Inclusive Innovation in EdTech: AI's Opportunities and Challenges for Taiwan's Future Education** By Dr. Hsin-Tzu (Tommy) CHEN, Chinese Culture University Moderator: Miaoting (Cat) CHENG Shenzhen University Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode)	
10:45 – 11:00	Break	
11:00 – 12:00	(Parallel) Paper Presentations D	
	Session 7: AI for Teaching Enhancement (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode) Chair: Wendy CHAN, HKU Space Po Leung Kuk Stanley Ho Community College **1. Moving from a Score of 2 to 8: A Student's Transformative Journey in AI-supported Writing Instruction** Philip Leung Ho YU & Chung Kwan LO Education University of Hong Kong **2. Transformative Influence: ChatGPT in Translation Education at Hong Kong Universities**	Session 8: Critical Reflections for Research and Practice (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 3 https://polyu.zoom.us/j/81735840839 (Passcode: 087280) Chair: Tiffany BAI, The Education University of Hong Kong **1. Transforming Historical Newspaper Research and Preservation Through AI: A Global Perspective** Howard Zhaoxun SONG, Kwok Wai CHEUNG, and Ziyun JIA The Hang Seng University of Hong Kong **2. Discussions of a Semi-systematic Literature Review on Adopting Educational Technology in Hong Kong**

	Kacey LIU, Hao YIN, Mengyao QI, and Zeping HUANG Shue Yan University of Hong Kong **3. Exploring the Relationship between Task Type and Learners' Online Interaction/Negotiation of Meaning** Sijia GUO and Helena SIT Macquarie University and The University of Newcastle	**Higher Education** Shui Kau CHIU Technological and Higher Education Institute of Hong Kong **3. Literature Reflections on Perceiving an Asynchronous Learning Tool** Shui Kau CHIU Technological and Higher Education Institute of Hong Kong
12:00 – 14:00	Lunch Break	

	Paper Presentations E
	Session 9: Research, Teaching and Practice in Higher Education (3 Papers; 15 mins + 5 mins Q&A each) Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (No passcode) Chair: Noble LO, College of Professional and Continuing Education, Hong Kong Polytechnic University **1. Perception, Contention and Influences: The Schools of Chinese Thought in the Golden Age** Yeuk Hung TO The University of Hong Kong **2. Navigating Data Privacy Regulations in Higher Education: Challenges and Opportunities for Hong Kong** Noble Po Kan LO and Ada YOUNG College of Professional and Continuing Education, Hong Kong Polytechnic University **3. Student Perspectives on SPOC-based Blended Learning Tasks for Enhancing English Proficiency in Hong Kong Higher Education** Noble Po Kan LO, Esther Ka Man TONG, Eric Lok Ming CHEUNG, & Sumie Tsz Sum CHAN College of Professional and Continuing Education, Hong Kong Polytechnic University and The Chinese University of Hong Kong

(Row label: 14:00 – 15:00)

15:00 – 15:15	Break
15:15 – 16:15	Keynote Session IV: **Dynamic Teaching to Improve Generative Artificial Intelligence** By Professor Michele Della VENTURA Music Academy Studio Musica Moderator: Rose FONG, *Northumbria University London* Zoom link 1 https://hsuhk.zoom.us/j/7365646933 (no passcode)

Day 3 (HK Time)	14 June 2025 (Saturday)
09:30 – 10:00	Registration
10:00 – 12:00	**A Symposium on "Humanities and Education in the Age of AI"** Hosted by Dr Anna TSO HKAECT President **Face-to-face Session** Venue: Room 1 (The Gate), 14/F Ming Pavilion, Senior Common Room, KK Leung Building, The University of Hong Kong **List of Plenary Speakers:** 1. Rochelle YANG (The Hang Seng University of Hong Kong) 2. Jessica TO (The University of Hong Kong) 3. Fredrik TYDAL (Stockholm School of Economics) 4. Miriam LAU (Hong Kong Baptist University) 5. Amy KONG (The Hang Seng University of Hong Kong) **Paper Titles:** 1. Transforming Cultural Preservation: The Influence of AI on Digital Heritage 2. Feedback Partnerships in Higher Education: Direction for Enhancing Students' Engagement with Feedback 3. Plausible Fabrications: Dealing with AI-Generated Quotes in Student Assignments 4. Inclusiveness of Shakespeare4All: Promotion of English Language Proficiency among Hong Kong Students through the Teaching of Shakespeare 5. The Potential of Generative Videos in Poetry Education

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 15 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 1 June, 2025 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 Chairs

(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 (15 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 may 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 (12/6/2025 09:50-10:50 HKT):

Professor Christopher T. MILLER
President-Elect, AECT

Christopher T. Miller is a Professor of Education and Mt. Sterling Regional Campus Director for Morehead State University He also serves as the College of Education Professor in Residence for the Eagle Scholars Program. He has served as the Dean of the College of Education and as a Department Chair at Morehead State University. He has a research focus on multimedia design, web-based instruction, educational gaming, leadership, and comics and media for learning.

Chris is actively involved at both the local and international level serving as the President-Elect of the Association for Educational Communications and Technology (AECT), Past-Chair of the AECT Center of Excellence in Publishing, Past-President of the AECT Foundation, and Secretary and Past President of the Montgomery County Education Foundation, and Board Member for the East Kentucky Film Commission.

Chris is an accomplished author and researcher with 20 publications and over 50 presentations. He has received multiple publication awards for book projects that he has co-edited including *AECT at 100: A century of leadership in educational technology* and *Lessons in leadership in the field of educational technology*. He is also co-editor of the De Gruyter Brill Publishing/AECT book series Leadership and Best Practices in Educational Technology Management.

As a native Kentuckian, Chris is dedicated to serving his home state. This work focuses not only on education and training all Kentuckians but also seeks opportunities to enhance and build Kentucky's communities through teaching, research, or grants to support education and local economies.

Keynote Title: Up, Up, and Away! Comics as Innovative Multimedia for Inclusive Learning

Abstract

Comics or Sequential Art, as coined by comics artist Will Eisner in 1985, is a form of print-based multimedia that rose to prominence in the 20th century. It has since expanded from a print-based format to also digital-based format. Comics or comic books, often regarded by older generations as funny books, have served as an innovative form of multimedia that has been used in a variety of contexts including inclusive learning. This session will address how comics or sequential art fit within a theory of multimedia design and ways they have been used to address a variety of learning experiences such as training, information communication, visual representations of content, and scaffolded learning experiences. Whether it is American comics, Manga, Manhwa, or Manhua the concept of sequential art in print and digital formats can have a significant impact on learning.

KEYNOTES

Keynote Session II (12/6/2025 11:00-12:00 HKT):

Professor Allan YUEN
HKAECT Honorary President

After a decade of serving as a secondary school teacher, Professor Allan H.K. Yuen then began his career in higher education and served various higher education institutions or universities in Hong Kong and Australia since 1990. From 2019 to 2024, he was President and Professor of Yew Chung College of Early Childhood Education where he spearheaded more than 20 projects with funding totalled HK$200 million. Before that, he served the Faculty of Education, the University of Hong Kong for 22 years, where he was Associate Professor and held different academic leadership positions, such as Head of Division (2002–2005), Division of Information and Technology Studies; Associate Dean (2005–2009); Warden (2006–2009), Lee Hysan Hall; and Director, Centre for Information Technology in Education (2013–2017).

He has a genuine commitment to education and research, and his research interests focus chiefly on aspects of Science of Learning, particularly the use of digital technology in teaching and learning from an interdisciplinary approach at different levels, from preschool to tertiary. He has a successful track record in leading local as well as international research projects supported by various funding sources and publishes widely in the aforesaid research areas.

He has made significant contributions to academic and professional communities and held the Universitas 21 Anniversary Fellowship in 2008. He served on the HKCAAVQ Liaison Panel for Academic Accreditation (2019-2022); and Quality Education Fund (QEF) Assessment and Monitoring sub-committee (2009-2015). Currently, he is an Honorary Professor of Yew Chung College of Early Childhood Education and Tung Wah College; Honorary President of Hong Kong Association for Educational Communications and Technology (HKAECT); and serving the Assessment Panel for Competitive Research Funding Schemes for the Local Self-Financing Degree Sector (APSF) under the Research Grants Council (RGC).

Keynote Title: Digital Innovation in Early Childhood Education: Context in Dialogue

Abstract

Digital innovation is transforming education. Recently, there has been an enormous interest in integrating digital technology into early childhood education learning environments. Research studies have attempted to address the following key aspects: (1) the design of interactive learning platforms and digital tools to provide engaging activities that help young children develop literacy and problem-solving skills; (2) how technology-enhanced personalized education allows teachers to tailor lessons to individual learning styles, ensuring that each child progresses at their own pace; and (3) while digital tools enhance learning, educators and parents must balance screen time and ensure that technology complements play-based learning and children's well-being. However, understanding the context is also important. The context of digital innovation refers to the environment and factors that shape how digital innovation advancements are developed and applied in early childhood education. This presentation is aimed to furnish a framework to unpack the underpinning context and depict the broader circumstances, background, and setting conducive to integrating digital innovation into early childhood education. The underpinning context includes pedagogical theories, cultural influences, and technological advancements that facilitate learning and teaching.

KEYNOTES

Keynote Session III (13/6/2025 9:40-10:40 HKT):

Dr. Hsin-Tzu (Tommy) CHEN
Associate Professor and Chair of the Department of Education at Chinese Culture University

Dr. Hsin-Tzu (Tommy) CHEN is Associate Professor and Chair of the Department of Education at Chinese Culture University in Taipei, Taiwan. He holds a doctorate in Educational Leadership from St. John's University and a master's in Instructional Computing from SUNY Stony Brook. With experience in both academia and industry, Dr. Chen has led initiatives in e-learning, instructional technology, and digital curriculum design. He has served in leadership roles at St. John's University and Ogilvy Interactive, and has actively contributed to international associations such as AECT, TAECT, and SICET. His research focuses on instructional technologies, digital learning, and professional development.

Keynote Title: Exploring Inclusive Innovation in EdTech: AI's Opportunities and Challenges for Taiwan's Future Education

Abstract

In an era defined by rapid technological evolution, artificial intelligence (AI) is reshaping the global educational landscape. In Taiwan, the integration of AI presents a critical opportunity to enhance teaching and learning, foster personalized education, and strengthen the Taiwan's competitiveness in the digital age. This keynote examines the transformative role of AI in Taiwan's education system, focusing on inclusive innovations within educational communications and technology. Key areas of exploration include the use of intelligent tutoring systems, personalized learning environments, adaptive assessments, and data-informed decision-making to support learner diversity and optimize outcomes. Drawing on some case studies and practical initiatives, the talk highlights how AI-driven strategies can promote equity, engagement, and efficiency in both traditional and online learning settings. While AI holds great promise, its implementation also raises important considerations related to ethics, infrastructure, and pedagogical alignment. This presentation will address these challenges while offering insights into future directions, frameworks, and leadership strategies for leveraging AI in education. The goal is to inspire educators, researchers, and policymakers to collaboratively shape an inclusive, forward-looking educational ecosystem in Taiwan.

KEYNOTES

Keynote Session IV (13/6/2025 15:15-16:15 HKT):

Professor Michele Della VENTURA

Professor of Music Technology

Music Academy Studio Musica

Michele Della Ventura, Professor of Music Technology, is a learning expert, researcher and instructional designer. His research interests include correlation between music and mathematics with a particular emphasis on artificial intelligence research in the field of computer-aided analysis of tonal music; intelligent systems; enhancing teaching and learning with technology; assessment for learning and strategies and models for the effective integration of technology into the curriculum at all academic levels. He is the author of several articles presented at many conferences and published in international science magazines and high school textbooks (also featured at the International Book Salon of Turin in 2012 and 2018). He proofreads articles and is a member of scientific committees in International Conferences. He was invited as keynote speaker to International Conferences in Italy, Austria, Canada, China, Czech Republic, Estonia, France, Germany, Greece, Hong Kong, Hungary, Ireland, Japan, Norway, Poland, Portugal, Romania, Singapore, Spain, UK, US (Baltimora, Boston, Las Vegas, New York, Washington).

Keynote Title: Dynamic Teaching to Improve Generative Artificial Intelligence

Abstract

Developments in generative artificial intelligence (GenAI) have opened up new possibilities for teachers to design and develop the learning process. However, despite the promising opportunities offered by this new technology, there is concern that its use may lead to superficial learning on the part of students, raising questions about what it means to use it responsibly. Therefore, it is important to develop a strategic vision that helps the teacher understand what can be considered an appropriate use of this technology in an educational context. This presentation is intended as a stimulus for teachers and aims to support the responsible and conscious use of generative AI systems by teachers and students. Starting from what are considered threats, a case study highlights the opportunities that this technology can offer: for learning and especially for the development of inclusive teaching that also values students with Specific Learning Disorders (such as dyslexia).

CONFERENCE PRESENTATIONS

PRESENTATION SESSION 1: Inclusive Education & Innovations
(P1, 12/6/2025 14:00-15:00 HKT)

P1-1 Does Pride Matter for Kids? A Study of Chinese Readers' Attitude towards Gender Inclusive eBooks for Children

Anna TSO

The Hang Seng University of Hong Kong

This study examines the significance of LGBTQ+ pride content and gender inclusivity in digital children's books from the perspective of Chinese readers in Hong Kong. By surveying about seventy Chinese readers across different age groups, this research seeks to understand their attitudes towards gender inclusive eBooks for children. The questionnaire will prompt participants to express their opinions on the portrayal of LGBTQ+ pride themes in reading materials aimed at young readers. Through this investigation, insights will be gained into how Chinese readers perceive and value the representation of gender diversity and LGBTQ+ pride in children's literature. By analyzing the responses gathered through the questionnaire, this research endeavors to contribute to the ongoing dialogue surrounding the importance of diverse and inclusive narratives in children's literature within the Chinese context.

PRESENTATION SESSION 1: Inclusive Education & Innovations
(P1, 12/6/2025 14:00-15:00 HKT)

P1-2   The Innovative Use of Ethical Scenarios in Values Education: Generative Artificial Intelligence and its Impact

Wayne CHAN

The Metropolitan University of Hong Kong

This on-going study aims to explore the applications of ethical scenarios, particularly the AI-generated ethical dilemmas, in values education. It attempts to divide the young students into two different study groups: one featured with the conventional pedagogy of values education while another with the application of ethical scenarios with AI-generated content for learning the positive values, such as empathy, diligence, respect for others, responsibility, commitment, and integrity, at schools, as promoted by Hong Kong's Education Bureau (EDB). Researchers would look into whether these two different groups of students significantly achieve different level of acceptance of the positive values before and after the teaching and learning activities, and more specifically, whether and in what ways the ethical reasoning with a guidance of generative AI technology could play its role in facilitating values education among the young students.

In order to examine the dynamic relationships between various ethical scenarios and their impact on the formation of positive values, this study was designed to adopt qualitative research method of in-depth individual interview with the students. The research targets were Hong Kong's students aged between 15 and 18, and interviewees comprised a total of 30 students from 5 different schools. It was generally found that by applying the generative AI technology, the use of ethical scenarios could effectively operationalize the conceptual notion of positive values as various daily-life and practical issues for the students' understanding. More importantly, unlike the conventional pedagogy of values education, the AI's generative ethical scenarios had played a significant role in leading the young students to go through the inevitable ethical reasoning and then make the decisions that were reflecting their formative values. In this connection, given proper guidance in certain specific decision-making process, it would become far more effective to personalize the values education, thus successfully addressing the individual needs of different students.

The ways by which the potent ethical scenarios were constructed will be discussed. In particular, the decision-making chain and its corresponding guidance for better dealing with ethical scenarios will also be examined. Lastly, the application of generative AI technology, especially its large language model (LLM), in generating the ethical scenarios and conditioned responses for promoting positive values is to be explored. Overall, this study is expected to shed some light on the innovative delivery of values education that could assist educators to promote positive values among the young students.

PRESENTATION SESSION 1: Inclusive Education & Innovations
(P1, 12/6/2025 14:00-15:00 HKT)

P1-3 The Impacts of the Critical Thinking Skills Integrating Innovative AI Tools on University Education - Producing Contemporary Chinese Culture IP from Traditional Heritage

Purrie NG
Beijing Normal-Hong Kong Baptist University

This paper explores the effects of artificial intelligence (AI) text and image generators on the critical thinking skills of UIC students. AI or machine learning has recently rapidly emerged in higher education which facilitates the process and outcomes of eLearning with many impacts – including both benefits and weaknesses. In the midst of such ever-increasing advance in technology; however, inadequate academic studies and research have been investigated of how AI affect the two different orders of thinking, namely high and low orders. The purpose of the research is to explore the potential of AI integration in university courses more in-depth for enhancing student learning while aspiring for creativity. In order to put the focus into manner, the topic of researching and developing Chinese Cultural IP is used for this study. The problem statement is to explore how AI can be effectively incorporated into e-learning education for improving student outcomes while maintaining the core principles of critical thinking. For the methodology, quantitative research is conducted for comparing the pre-test and post-test scores to probe any differences in cognitive attributes. The educational theory, namely, the 6 levels of Bloom's Taxonomy is applied as an academic framework for classifying the order of thinking skills. The target group consists of a clustered sample of 82 college students in UIC. They are chosen to explore the influences of applying AI while researching Cultural IP with paired T-tests. The pre-test group provides some basic course concepts whereas the post-test group provides with Generative AI as assisted and supportive tools for e-Learning. The research respondents are UIC students who have studied the courses offered during 1st sem 2024-25. A total of 31 questions are set including both closed-ended semi-structured questionnaires and open-ended questions with 5 Likert-scale. The research investigates to what extent the AI integration brings forth any significant impacts on students during critical thinking process. Moreover, whether these effects support or distract students' order of thinking while aligning to Bloom's Taxonomy levels.

Significant findings include whether AI integration aligns with the related theory by ensuring that learning activities and assessments are coherently linked to intended learning outcomes in the course. The use of AI tools supports students' progression through the cognitive domains of Bloom's Taxonomy, from basic recall to complex creation and evaluation in learning processes. For justifications, the integration of AI in e-learning education has the potential to scaffold students' cognitive development across all levels of Bloom's Taxonomy, particularly in enhancing their critical thinking and transferable skills.

Regarding recommendations and future directions, the integration of AI in university culture and design courses show promising results in enhancing students' learning experiences and cognitive development. By aligning with established educational theories and leveraging the differential order of thinking processes, AI tools play significantly contribute for students' learning in culture and art education.

PRESENTATION SESSION 2: New Approaches to Chinese Poetry
(P2, 12/6/2025 14:00-15:00 HKT)

P2-1 杜甫在香港基礎教育（中小學）中的接受與傳播 —— 以中國語文課程為例（1949-2024）

Jie ZHANG

The Metropolitan University of Hong Kong

杜甫作為中國古典詩歌的代表人物，早在 1949 年前已走進香港的基礎教育中，75 年來，中國語文課程作為其傳播與推廣的主力，在不同時期對杜甫的接受中呈現出獨特的風貌。因此，本文藉以中國語文課程對杜甫的接受為切入點，嘗試從接受學的角度，並從香港基礎教育演變的背景，探討這 75 年它們對杜甫接受與傳播的方向。中國語文課程在三個不同時期（1949-1973，1974-1996，1997-2014）對杜甫的接受與傳播，主要通過制定課內教學的學習資料及課外建議的參考資料等內容進行實現。其不但有選擇性地為學生引導學習杜詩，又進一步隨著教育的提高逐步對杜詩的內容、題材、藝術風格等方面進行拓展。與同時期的大陸、台灣教材中的杜甫相比，其在內容和形塑上也呈現出不同的時代與香港特色。中國語文課程對杜甫的接受與傳播，目的在於培養學生對中國古典詩歌的認同，也期待通過培養，使他們產生對中國文學的學習興趣。故通過以上探究，不但可以追溯到基礎教育對杜甫傳播與推廣的面貌，及其在不同時期的流變過程；而且還能進一步洞悉它們對古典文學的傳承和革新做出的貢獻，及我們對古典文學教育的反思和期待。

PRESENTATION SESSION 2: New Approaches to Chinese Poetry
(P2, 12/6/2025 14:00-15:00 HKT)

P2-2 元結〈篋中集〉與唐詩（史）觀

Chi Hung WONG

The Metropolitan University of Hong Kong

元結編《篋中集》，意在表現他的詩學見解，質疑當時流行的風氣，反對「拘限聲病，喜尚形似，且以流易為辭」的文學觀。有趣的是，這本規模甚小的詩選，成為後來許多研究者和文學史家眼中能夠「代表」唐詩的一部著作，更借此重構唐詩（史）觀，成為文學（史）教學的一項重要內容。本文回顧前人學者的觀點，指出《篋中集》其實是豐富多彩的盛唐文學中的一種點滴。

PRESENTATION SESSION 2: New Approaches to Chinese Poetry
(P2, 12/6/2025 14:00-15:00 HKT)

P2-3 陶淵明詩歌風格及情感的再探索：人工智能的運用及嘗試個案

Lok Man LEE

The Metropolitan University of Hong Kong

中國古代文學的分析方法，向來是學界的重大議題。傳統古典文學批評卻每以印象式的批評，像《二十四詩品》、《文心雕龍》以降，遞及後世的詩話、詞話，甚至古代辭章學的評點方式，其文學分析的含糊性較高。然而，這種傳統的評論方法有時並不完全切合現代學術的科學性分析。隨著科技高速發展，近年人工智能的普及與應用對學術研究頗具衝擊，尤其在於數位人文的範疇，如何在人文研究上注入有意義的人工智能方法，迅速成為學界熱議的課題。本研究的兩個主要目標為（一）希望以陶淵明詩歌作品為例，測試人工智能對古典文學家詩風掌握和理解的程度；（二）建立運用人工智能進行文學分析的框架，進行初步的研究。研究通過運用 Gemini 1.5 Pro 進行測試，亦冀以探索此最新之大型語言模型在文學分析上的成效和局限。為了更好的實行測試，研究團隊分別整合了陶淵明詩歌資料和歷代對陶淵明詩歌風格的評語，建成「陶淵明詩歌分句資料庫」及「歷代評語表」。測試結果顯示，Gemini 1.5 Pro 對歷代評語的理解基本良好，同時展示了其對資料爬梳的高效表現，而且不時有延伸的聯想，在提供的文本外不時帶有自己的判斷。然而古代評語與詩歌分句的對應略嫌薄弱，分析陶詩風格時對古代評語的運用亦未夠充份。

PRESENTATION SESSION 3: AI in Language Education
(P3, 12/6/2025 15:15-16:15 HKT)

P3-1 EFL Teaching in the RenAIssance: A study of Thai pre-service teachers' perceptions of Artificial Intelligence

Frankie HAR and Thamonthon YORDMING

The Hong Kong Polytechnic University and Pra Nakhon Si Ayutthaya Rajabhat University

The purpose of this study is to examine how Thai pre-service EFL teachers perceive Artificial Intelligence (AI) in ELT classrooms. The research was conducted in relation to the TEFL RenAIssance, particularly in the field of Teaching English as a Foreign Language. Our study employed a mixed-methods approach, combining quantitative questions (questionnaires) and qualitative interviews (semi-structured interviews). Based on the results of the simple random sampling method (SRS), 329 Thai pre-service EFL teachers were surveyed, and 23 were contacted in follow-up interviews to gain more insights. As part of the data analysis in the study, the Statistical Package for the Social Sciences (SPSS) software was employed. In addition, most participants viewed the integration of AI into EFL classrooms positively. Students perceived AI to be a beneficial tool capable of improving teaching efficiency, facilitating curriculum planning and teaching material development, increasing student engagement, and ensuring the validity of assessments. It was evident from the correlation analysis that there was a wide variation in perception regarding AI in ELT among the groups. As a result of the thematic analysis (TA) of the interviews, participants identified perceptions of AI in English Language Teaching (ELT) classrooms as potential barriers to AI adoption. Technological breakdowns, digital divide, limited capabilities, inadequate training, preservice teachers' readiness, overemphasis on technology, ethnic concerns, and a debilitating fear that AI will replace human teachers. For AI to be successfully integrated into ELT, professional development and policy support are crucial for solving these challenges. Pre-service EFL teachers in TEFL contexts might benefit from this study's findings in terms of their professional development and early preparation.

PRESENTATION SESSION 3: AI in Language Education
(P3, 12/6/2025 15:15-16:15 HKT)

P3-2 Co-Creating with Machines: Exploring L2 Motivation in AI-Enhanced Drama-based Learning

Meng XIONG and Timothy TEO

The Chinese University of Hong Kong

This study explores how generative AI (GAI) tools influence English as a Foreign Language (EFL) learners' motivation in a drama-based learning context. Grounded in the L2 Motivational Self System (L2MSS), it investigateshow GAI interacts with learners' Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The research was conducted in a university extracurricular English drama club in China, where ten students engaged in a 16-week production involving scriptwriting, rehearsals, and performances. Students used GAI tools such as ChatGPT to co-create dialogue, refine vocabulary, and rehearse pronunciation. Data were collected through focus group discussions and semi-structured interviews, and analyzed thematically. Findings suggest that GAI supported learners' Ideal L2 Self by helping them envision themselves as confident and expressive English users, particularly through creative authorship and performance-based tasks. It also enriched their L2 Learning Experience by enabling experimentation with language, providing real-time feedback, and offering a playful yet structured space for practice. At the same time, the presence of AI introduced new forms of external pressure—such as the expectation to match AI-generated fluency or rely on machine correctness—which reshaped participants' Ought-to L2 Self, sometimes reinforcing performance anxiety or feelings of inadequacy. This study highlights both the motivational potential of GAI and the need for pedagogical strategies that critically address authorship, identity, and learner voice in AI-mediated language learning.

PRESENTATION SESSION 3: AI in Language Education
(P3, 12/6/2025 15:15-16:15 HKT)

P3-3 Policies for Generative AI in Language Education: Challenges and Choices

John BLAKE

University of Aizu

This chapter examines the challenges and opportunities presented by generative artificial intelligence (AI) in language education, focusing on its implications for policy development. Drawing on case studies of English language learners in Japan, the discussion highlights how generative AI tools, such as ChatGPT, can enhance learning by providing instant feedback, fostering critical engagement, and aiding technical communication. However, the misuse of AI to produce polished texts with minimal effort raises ethical concerns about academic integrity, fairness, and technological dependency. Three policy approaches are examined: banning generative AI, allowing its use, and actively encouraging its integration into educational practices. While a ban aims to preserve traditional assessment methods, it faces enforcement challenges and risks excluding students from valuable technological tools. Allowing AI use grants flexibility but may lead to inconsistent outcomes and ethical dilemmas. Encouraging structured integration emerges as the most promising approach, promoting critical engagement and responsible use while addressing risks of over-reliance and access inequality. The chapter concludes that embracing generative AI in education, with appropriate guidance and training, prepares students to navigate AI-integrated environments effectively and ethically, aligning with the broader goal of equipping learners for a future shaped by technological advancements.

PRESENTATION SESSION 4: Chinese Literature in the Digital Age
(P4, 12/6/2025 15:15-16:15 HKT)

P4-1 文學教育：回歸讀者中心的「多元解讀論」

Ziyi ZHENG

The Education University of Hong Kong

在當今社會，文學教育常常受到應試教育模式的限制，以及「一元解讀論」的束縛，這種單一的解讀方式往往忽視了文學作品的豐富性和多樣性。本文在深入探討如何將文學教育引向「多元解讀論」的必要性的同時，旨在打破傳統教育的局限，提倡一種更為開放和包容的文學解讀方式，並提出實際可行的實施路徑。從而在「多元有界」的框架內，促進學生在語言運用、審美品位和人文素養方面的全面發展，以期為文學教育的進步盡一份微薄之力。

PRESENTATION SESSION 4: Chinese Literature in the Digital Age
(P4, 12/6/2025 15:15-16:15 HKT)

P4-2 "SPOC 混合式教學"模式下《紅樓夢》中賈寶玉人物形象教學設計

Xuejiao BAO

The Education University of Hong Kong

"整本書閱讀與研討"1 是《普通高中語文課程標準》中 18 個學習任務群之首，且部編版《普通高中語文教科書》（必修下冊）設有"《紅樓夢》整本書閱讀"2 單元，可見《紅樓夢》閱讀與教學在高中語文教育中的重要性。但是，當前學生存在"讀不下去"，教師存在"難操作"等困境。因此，本文以賈寶玉人物形象教學為研究對象，以期對《紅樓夢》整本書閱讀與教學有所貢獻。

PRESENTATION SESSION 4: Chinese Literature in the Digital Age
(P4, 12/6/2025 15:15-16:15 HKT)

P4-3 「故事新編」：試論大學中文「小說」教學專題的習作設計

Wing Mui CHEUNG

The Chinese University of Hong Kong

香港中文大學所開設的「大學中文」課程為大學核心必修科目之一，內容涵蓋中國語言、文學和文化，藉賞析和評鑑古今經典文學作品以及各種文類的寫作練習，深化學生的語言自覺，提昇創意、傳意和實用寫作能力，培育人文素養。為配合不同學系學科同學的需要，「大學中文」設有不同中文專題，「小說」專題是其中之一。「小說」專題從古今中文的經典文本中選取合適的小說作為教材，配合不同的教學設計，引起學生的學生動機，讓學生逐步掌握小說的不同元素，提高其析論能力；再設計寫作習作評估學生表現，同時激發學生的創意思維，提高其表達及寫作能力。本文集中討論「小說」教學專題的習作設計與成效，我們以「故事新編」的形式設計小說寫作習作，同學可以選取課堂上所教授的其中一篇小說，加以續寫或改寫。由於很多同學過去從來沒有創作小說的經驗，我們讓同學在學習過的教材中選擇其中感興趣的作為改編基礎，以原有作品為寫作素材，同學加以消化及反思，通過續寫或改寫的創作方式，讓沒有創作經驗的同學嘗試把經典作品轉化為創作資源，完成個人的小說創作。為了更了解「小說」習作的成效，本人亦於 2024/25 上學期任教組別中做了一個有關「小說」專題教學與習作的小型問卷調查，內容包括同學對於「小說」習作的意見，也邀請個別同學做焦點訪談，以便更深入了解「小說」專題的教學成效。本文首先說明「小說」習作的設計，然後分析同學的習作表現，最後分析問卷結果，從學生回饋分析「小說」習作設計的教學成效，繼續完善習作設計，持續改善教學。

PRESENTATION SESSION 5: Exploring Different Learning Modes
(P5, 12/6/2025 16:30-17:30 HKT)

P5-1 Revolutionising Personalised Learning: A Visionary AI-driven Approach on Occupation Planning

Ryan Ka Ho FUNG, Benson K. H. HUNG, and Celeste Ka Man CHEUNG

Vocational Training Council

In light of the dynamic landscape of Vocational and Professional Education and Training (VPET) as well as the ever-changing nature of education and the industry, this research paper aims to present an innovative concept initiated by the Vocational Training Council (VTC) in Hong Kong for an Artificial Intelligence (AI)-driven platform that focuses on personalised learning and occupation planning. The conceptualised platform seeks to advance the educational paradigm by seamlessly integrating AI, providing post-secondary students with personalised insights tailored to their needs and fostering their career readiness in the rapidly evolving age of AI and sustainability.

Going beyond conventional Career and Life Planning, this paper introduces a comprehensive and targeted methodology for occupation planning, specially designed to enhance the overall learning experience and career preparedness of the students. The methodology focuses on two critical components: Occupational Curations and Interview Preparation.

The Occupational Curations component serves as an expansive repository, tapping into a diverse range of data sources, including partnerships with industry employers, the VTC occupation dictionary, job information, and insights derived from Workplace Learning and Assessment (WLA) tasks. At the heart of this component is a custom-built AI model, powered by GPT technology, which acts as a virtual career mentor. This AI entity goes beyond simply providing information and offers personalised insights into the industry. By engaging students in dynamic conversations, it fosters a deeper understanding of industry trends and career pathways. The platform becomes a dynamic hub for career exploration, providing in-depth resources on occupation, skill requirements, salary ranges, and progression opportunities. This comprehensive repository enables students to make informed decisions and develop a clear understanding of the pathways available to them.

The Interview Preparation component is meticulously crafted to refine students' practical skills for the job market. The combination of e-learning modules, the AI Interview tool, and the customised progress dashboard creates a comprehensive and personalised learning experience. The highly realistic interview simulation offered by the AI Interview tool takes the preparation process to the next level by enabling students to interact with a virtual interviewer (Avatar). By tailoring questions to specific job categories, the tool provides not only immediate feedback but also smart follow-up questions, allowing students to develop the necessary skills and confidence for successful job interviews. By enhancing the overall learning experience and career preparedness with the use of AI, this methodology aims to empower students and increase their employability in the ever-changing landscape of VPET.

PRESENTATION SESSION 5: Exploring Different Learning Modes
(P5, 12/6/2025 16:30-17:30 HKT)

P5-2 Towards Accurate and Real-time Assessment in Large, Multidisciplinary Classes

Helen GENG
Lingnan University

In the contemporary era of rapid technological advancement, educators are increasingly leveraging technology for pedagogical innovations. This project employs AI, aiming to address a fundamental challenge in learning assessment through the Accurate and Real-Time System (ARTS). Specifically, we seek to:

1) Showcase a comprehensive approach to accurately assess students' performance in large classes that include students from diverse academic disciplines
2) Present a holistic path for real-time assessment of student learning in project-based assignments
3)
The ARTS project strategically positions students as partners and co-creators in assignment design, fostering a collaborative learning environment. This initiative promotes independent, self-guided learning, aligning with the principles of the Socratic Method of Teaching. Unlike traditional pedagogical innovations that rely primarily on thoughtful planning, the ARTS project is significantly informed by data and empirical evidence, aiming to revolutionize the educational landscape.

In this project, generative AI was integrated into two pivotal sessions: "AI-assisted brainstorming" and "AI screening." During the "AI-assisted brainstorming" session, AI supports students in identifying feasible research topics by addressing the common challenges they encounter. These challenges primarily include: (1) exploration of potential research topics, and (2) selection of a suitable topic among available options. By leveraging AI, students can generate numerous alternative topics through sequenced interactions with the AI, thereby aiding in the identification of potential project topics. Furthermore, by providing summaries of key progress related to these topics, AI facilitates the selection of the most suitable topic. For the "AI screening", initially, the AI system is rigorously trained to comprehend the marking schemes by analyzing a substantial number of example assignments from previous students. After the AI has been adequately trained, it processes the entire batch of current students' reports to promptly detect common mistakes. Based on these common mistakes, the AI generates a series of multiple-choice questions. These questions are subsequently reviewed by instructors for quality assurance before being approved and utilized for assessing student learning.

The project has empowered 1200+ Lingnan students in academic year 2023-2024, spanning arts, science, social science, and business. Prior to implementing the project, the score difference from different majors was 7.72. After implementation, this difference was reduced to 3.57, indicating a 30% accuracy increase. Additionally, the average score of students improved from 78 to 86, reflecting an 11% enhancement. Furthermore, the university-administered survey demonstrated improved assessment, with "the assessment components were good measures of what I learned in the course" scoring 3.71/6 before implementation and increasing to 5.11/6 post-implementation, reflecting an 38 % increase. These results demonstrate strong engagement and effectiveness, paving the way for adoption in a wide spectrum of contexts.

PRESENTATION SESSION 5: Exploring Different Learning Modes
(P5, 12/6/2025 16:30-17:30 HKT)

P5-3 A Study on the Transformation of a Diploma Programme from Full-time Mode to Mixed Mode in a Property Management Company in Hong Kong

YanWai CHAN, Steven Kwan-Keung NG, Aaron S. Y. CHIANG, & Pius CHAN

The Education University of Hong Kong, Ming-Ai (London) Institute, & Hong Yip People Development Academy

This paper investigates the transition of Hong Yip Service Company Limited (Hong Yip) from a traditional face-to-face training approach to a hybrid learning model. This shift is driven mainly by the rapid pace of technological advancement and changing social demands, which have intensified challenges to conventional teaching methods, particularly in the aftermath of the COVID-19 pandemic. Recognising the urgent need for adaptation, Hong Yip implemented a blended learning model aimed at enhancing student engagement and satisfaction. The study adopts a qualitative methodology, employing focus group discussions with teachers and students to capture their insights regarding the expectations, challenges, and potential impacts of the hybrid model. Key themes explored include satisfaction levels, learning outcomes, course content adaptability, and the adequacy of technical support. Findings indicate that most students are satisfied with the hybrid learning format, citing increased flexibility and convenience that contribute to improved motivation and effective time management skills. Students particularly highlighted their enhanced capacity to schedule study time and engage in independent learning at home. Nonetheless, some challenges were reported, including deficiencies in technical support and issues related to interactivity and course structure in the online components. The study recommends bolstering technical support, enhancing course interactivity, and instituting ongoing evaluations of the hybrid model's effectiveness. The transformation undertaken by Hong Yip is presented as a valuable case study for other educational institutions considering similar transitions. Future research could explore the application of hybrid learning models across various disciplines and identify strategies for continuous improvement in teaching quality and student outcomes.

PRESENTATION SESSION 6: Chinese Language Teaching and Learning
(P6, 12/6/2025 16:30-17:45 HKT)

P6-1 文言文教學法:從古書友情故事學古文

Lai Ling LAM

The Chinese University of Hong Kong

文言經典盛載著中國數千年的文化，為了讓學生能更認識中國傳統經典的智慧，培養閱讀文言經典的興趣，筆者擬定了兩項文言閱讀策略，一、文言篇章碎片化：從歷代古書中摘錄不同的故事，以故事為主導，讓學生從形象化的人物，豐富的情節，感悟當中的情誼，輕鬆地從故事學古文；二、、以現代社會的話題作系統化學習：以今人關注的話題作為摘錄故事的分類項目，拉近古書與日常生活的距離，從而提升學生閱讀文言文的興趣。

從古至今，朋友是人與人之間很重要的人倫關係，歷代古書記載了不少古人的友情故事，如伯牙、子期；管仲、鮑叔牙；荊軻、高漸離等。本文將從古書中摘錄相關故事，以此為切入點，探討古人的友道觀，讓學生從古人的友情故事中領悟友情的真諦，同時學習到文本的文言知識，如詞彙、語法等， 並結合碎片化學習與系統化學習，探索以古今相通的友情話題作分類，輯錄不同古書的故事，探討以不同主題的文言故事為古文教學的方法。

PRESENTATION SESSION 6: Chinese Language Teaching and Learning
(P6, 12/6/2025 16:30-17:45 HKT)

P6-2 解縛經典 賦能課堂：文學解讀的固化突圍與教學轉化——以《荀子 · 勸學》為例

Ziping YANG
The Education University of Hong Kong

文言文教學是中學語文的核心內容,對學生素質培養和傳統文化傳承都具有重要的意義,但與日趨重視相悖的,是文言文教學依舊問題困難重重。而要探尋文言文教學的出路,必須從教材和教師課堂教學實踐入手。以高中語文必修文言文《勸學》為例,眾多研究和文獻對荀子《勸學》的解讀都存在一定的爭議甚至誤區,如「勤學」還是「勸學」究竟哪個主題思想更加貼合文章內容;《勸學》所反映的荀子人性論是性惡論還是性樸論等。誠然這些問題所探討的內容較深,但通過對這些內容進行研究卻能更清晰地反映出當前文言文教學中的問 題,從而更好地探尋文言文教學之路。筆者將以此為切入點,深入細節探討對《勸學》的準確解讀,以及如何在教學中更好地引導和拓展,培養學生的語文素養和思維能力,使教育能夠不再局限於知識灌輸和照本宣科,從而也逐步緩解和改善文言文教學困境。

PRESENTATION SESSION 6: Chinese Language Teaching and Learning
(P6, 12/6/2025 16:30-17:45 HKT)

P6-3 走出模糊：教育者和學生對「學生即夥伴」（**SaP**）角色理解之探究

Lo Hilary LAU

The Chinese University of Hong Kong

作為加強學生與教育者合作的教學法，「學生即夥伴」(Student-as-Partner, SaP) 在高等教育界日益受重視。然而，在實施過程中，雙方如何詮釋自己的角色和責任往往顯得模糊不清。本報告以香港中文大學「語言提升學生夥伴計劃：桌遊中文」(2024-25)為起點，探討教師和學生對SaP 的理解，及其相異理解所帶來的挑戰。

本報告通過問卷調查及訪問，分析了教育者如何看待他們作為促進者，而非傳統知識傳遞者的角色，以及學生如何看待自身在學習過程中的參與。本報告發現雙方對於夥伴關係的認知存有落差，甚至傳統的階級權力差距仍影響著參與者，而以上皆可能與理想的 SaP 教學理念相違。透過檢視上述存在的曖昧性，本研究冀能深化香港高等教育界對 SaP 教育實踐的討論，釐清SaP 框架內的角色與責任此基礎問題，以對不同教育機構能夠持續實施 SaP 策略有所裨益，最終促進一個更公平和有效的學習環境。

PRESENTATION SESSION 6: Chinese Language Teaching and Learning
(P6, 12/6/2025 16:30-17:45 HKT)

P6-4 重探「歌詩」的文體觀念及其嬗變——以數碼人文視域下的文獻目錄學研究為討論中心

Benson TONG

The Metropolitan University of Hong Kong

自秦漢以來,「歌詩」一直是中國古典詩學中的一個重要論題, 但對其內涵與發展的理解卻始終眾說紛紜, 難以達成共識。學者在討論這一課題時, 主要圍繞「詩樂」、「樂府」、舞蹈及其當代價值等方面展開, 探討它們與「歌詩」的關聯, 卻鮮少從文獻目錄學的角度去分析其深層的意涵。隨著越來越多學者利用地理信息系統 (GIS)、情感分析、文本勘探分析、大數據分析等數碼工具進行研究, 當代數碼文化與人文學科也逐漸積累了豐碩的成果。例如, 2024 年北京大學數位人文研究中心開發了「經籍指掌——中國歷代典籍目錄分析系統」, 為研究者提供了運用統計及可視化方法進行相關研究的極大便利。基於此, 本文結合數碼人文視角下的目錄學研究方法, 嘗試梳理文獻著錄與文體觀念的相互影響, 以期對「歌詩」的觀念作系統的理解, 準確掌握其意義範圍, 引起學術界的注意與反思。

PRESENTATION SESSION 7: AI for Teaching Enhancement
(P7, 13/6/2025 11:00-12:00 HKT)

P7-1 Moving from a Score 2 to 8: A Student's Transformative Journey in AI-supported Writing Instruction

Philip Leung Ho YU and Chung Kwan LO

The Education University of Hong Kong

This study examines the transformative impact of an artificial intelligence (AI) driven learning system on English as a foreign language writing instruction, focusing on both teachers' perspectives and a student's journey. The AI system, specifically designed to support sentence making, utilises an automated scoring model that provides instant, comprehensive feedback on various aspects of writing, such as comprehensiveness and sentence structure. Insights from four English teachers at a mainstream secondary school in Hong Kong highlighted the effectiveness of this AI-supported instructional approach, noting the greater timeliness of feedback and increased opportunities for student revision compared with traditional methods. The qualitative data revealed that the AI system enhanced students' writing skills and fostered self-regulated learning. A case study of a Secondary One student illustrated her progression from initial reluctance and a low writing score to increased confidence and a score of 8 out of 10. The findings indicate the potential of integrating this AI system into teaching practice, as it not only improves writing quality but also motivates students through personalised feedback and gamification elements. Overall, this study deepens understanding of how AI can transform language learning and improve student engagement with writing tasks.

PRESENTATION SESSION 7: AI for Teaching Enhancement
(P7, 13/6/2025 11:00-12:00 HKT)

P7-2 Transformative Influence: ChatGPT in Translation Education at Hong Kong Universities

Kacey LIU, Hao YIN, Mengyao QI, and Zeping HUANG

Shue Yan University of Hong Kong

Over the past few years, technological advancements, especially artificial intelligence (AI), have significantly changed translation practices. While existing research has predominantly focused on evaluating ChatGPT's translation quality, there has been limited exploration of its impact on translation tasks from the perspective of students in higher education. This study aims to investigate the impact of ChatGPT on translation tasks within Hong Kong universities. The research involved 105 students selected using a non-probability sampling technique. Data was collected through an online questionnaire, which yielded 78 valid responses, and through focused interviews conducted with 3 participants. The results indicated that students generally exhibit a positive attitude towards ChatGPT's translation capabilities. Additionally, students' perceptions of ChatGPT' translation are closely related to factors such as frequency of use, duration, and training status. The implications for the future of translation education are discussed. The findings from this study contribute to the research on AI-assisted translation practices in higher education and provide valuable insights for future educational practices. These insights will help us understand how AI technologies like ChatGPT can support translation education and inform strategies for integrating AI into education in the future.

PRESENTATION SESSION 7: AI for Teaching Enhancement
(P7, 13/6/2025 11:00-12:00 HKT)

P7-3 Exploring the Relationship between Task Type and Learners' Online Interaction/Negotiation of Meaning

Sijia GUO and Helena SIT

Macquarie University and The University of Newcastle

As technology continues to evolve, the dynamics of language learning have transformed dramatically, enabling students to engage with instructors and peers through interactive video-conferencing tools. This study explores how different task types influence the interactions of beginner learners in an online Chinese language course within a Task-Based Language Teaching (TBLT) framework. While previous studies highlight the critical role of task type in shaping learner interactions, much of this research emphasizes quantitative data, overlooking qualitative insights. To address this gap, this research examines the nuances of how task types impact language learner's negotiation of meaning in synchronous computer-mediated communication (SCMC) contexts. A mixed-method approach was employed in this study. Sixteen novice learners participated in a series of five one-hour online sessions over fifteen weeks, incorporating two jigsaw tasks, two decision-making activities, and one information-gap task. Utilising Varonis and Gass's (1985) model of modified interaction, the study investigated how these varying tasks affected students' engagement and collaboration in class. Research data were gathered through archived video conferencing sessions and post-session surveys, offering a comprehensive view of the learners' experiences and perceptions. The study results reveal that the type of task significantly shapes the interaction patterns and collaborative efforts among learners. This insight not only advances the understanding of task-based pedagogy in online settings but also provides educators with practical strategies to enhance learner engagement and interaction in virtual language classes. The research findings expand the literature on second language (L2) teacher training by offering insights into online language program design and development and shed light on future research on contextual factors affecting task-based interaction.

PRESENTATION SESSION 8: Critical Reflections for Research and Practice
(P8, 13/6/2025 11:00-12:00 HKT)

P8-1 Transforming Historical Newspaper Research and Preservation Through AI: A Global Perspective

Howard Zhaoxun SONG, Kwok Wai CHEUNG, & Ziyun JIA

The Hang Seng University of Hong Kong

Background information: The digitization and preservation of historical newspapers are vital for maintaining cultural heritage and providing access to significant historical information. Recent advancements in artificial intelligence (AI) have transformed these processes, introducing innovative methods for improving text recognition, metadata generation, and image analysis. This paper presents a comprehensive global analysis of AI-driven innovations in the digitization and preservation of historical newspapers, exploring their transformative impacts through various case studies from North America, Europe, Asia, and Oceania.

Research Objectives: The primary objective of this research is to analyze the impact of artificial intelligence (AI) technologies on the digitization and preservation of historical newspapers. This study aims to explore how AI-driven innovations can enhance text recognition, improve metadata generation, and facilitate image analysis, thereby contributing to the accessibility and usability of historical archives.

Research Questions
1. How do AI technologies, specifically OCR, NLP, NER, and Image Recognition, improve the digitization process of historical newspapers?
2. What challenges are encountered in the application of these AI technologies?
3. What are the implications of AI-driven digitization for historical research and cultural preservation?

Research Methods: The research employs a qualitative case study approach, analyzing successful implementations of AI technologies across various global initiatives. Case studies include projects from North America (Chronicling America), Europe (British Newspaper Archive), Asia (National Library of China), and Oceania (Papers Past). Data collection involved reviewing project documentation, technology usage reports, and user feedback to evaluate the effectiveness of AI applications in digitization and preservation efforts.

Findings and Implications: The findings indicate that AI technologies, particularly OCR and NLP, have significantly improved the digitization of historical newspapers. For instance, OCR advancements have increased the accuracy of text recognition, even in degraded documents. NLP has enhanced search capabilities, allowing for more sophisticated analysis of historical texts. Case studies revealed that projects employing AI experienced improved metadata generation and user satisfaction. However, challenges

such as varying image quality and the complexity of historical formats persist, necessitating ongoing technological enhancements.

This research contributes to the field of digital humanities by highlighting the transformative role of AI in historical newspaper preservation. The implications of this study suggest that continued investment in AI technologies can lead to more efficient digitization processes, making historical resources more accessible to researchers and the public. Furthermore, the study underscores the importance of collaborative efforts in developing best practices for the integration of AI in cultural heritage initiatives. By addressing current challenges and leveraging AI advancements, institutions can better preserve and provide access to valuable historical information for future generations.

In conclusion, this research will shed light on the preservation and research of Hong Kong's substantial collection of digitized old newspapers available in its libraries. Cuttingedge AI can help enhance the discoverability and analysis of these historical resources, allowing researchers and the public to engage with the rich narratives of Hong Kong's business landscape. The integration of AI technologies into historical newspaper digitization represents a significant advancement in preserving cultural heritage and lays the groundwork for future studies exploring the evolving role of AI in the digital preservation landscape.

PRESENTATION SESSION 8: Critical Reflections for Research and Practice
(P8, 13/6/2025 11:00-12:00 HKT)

P8-2 Discussions of a Semi-systematic Literature Review on Adopting Educational Technology in Hong Kong Higher Education

Shui Kau CHIU

Technological and Higher Education Institute of Hong Kong

Educators have vastly transformed technology into educational technology, believing that the adoption can facilitate the accomplishment of different educational aspirations. The adoption has been globally implemented all over the world at different educational stages, including kindergarten, secondary school, and higher education. At the same time, the adoption also allures researchers from different disciplines to carry out studies and look into various aspects of the experiences. On the one hand, the literature empowered the concerned parties with more understanding of the adoption by offering different sociological imaginations. On the other hand, the literature also constituted an inadvertent concomitant to academia. The growing number of studies and accumulation of the corresponding literature may convert the inundation of ideas or information that is beyond the digesting capability of researchers. In a sense, the effectiveness of the literature in impacting the educational setting can be further enhanced with meaningful and organized channeling. Nonetheless, the conveyance is still underdeveloped, especially in the context of Hong Kong higher education. Because of that, a study to revisit the major literature was proposed to narrow down the academic gap. In adherence to the inducement, the research objectives of this article were to compile and simply assort the major literature on adopting educational technology in Hong Kong higher education into meaningful regimentation and investigate future research opportunities in the same area. To attain the research targets, this article formulated two research questions. First, what is the major literature on adopting educational technology in Hong Kong higher education? Second, how does the major literature inform future research? By utilizing a research method of a semi-systematic literature review and using keywords such as "educational technology", "Hong Kong", "course management systems", and "higher education" to locate previous studies in different academic databases, this article revisited 59 pieces of the major literature and classified them into three categories, namely institutional or teaching perspective, perspective from students, and perspective from course management systems. Stemming from the review, this article proposed certain potential research areas in the subject domain which included exchanging thoughts between the institute and teachers and understanding how students perceive educational technology itself as pedagogy. Although this article drew attention to the Hong Kong context, its relevancy and applicability constitute global implications for the rest of the world. Interested parties like educators, researchers, and policymakers will find this article useful for their reference.

PRESENTATION SESSION 8: Critical Reflections for Research and Practice
(P8, 13/6/2025 11:00-12:00 HKT)

P8-3 Literature Reflections on Perceiving an Asynchronous Learning Tool

Shui Kau CHIU

Technological and Higher Education Institute of Hong Kong

Information and communication technologies like asynchronous learning tools have been integrated with various curricula in most global higher education partly to enhance teaching and learning experiences. However, under bureaucratic decisions and hierarchical arrangements, end users have too often been restrained with no alternative but to adopt the tool. This approach in shaping end users' practices deserves more attention since it can be further linked with the efficacy of the adoption. Empowered with Goffman's dramaturgy as a theoretical framework, this case study was thus proposed with a research objective of probing into actual perceptions of different end users, especially education practitioners and students, in experiencing an adoption of an asynchronous learning tool, namely course management system, in one of the higher educations in Hong Kong. Through qualitative secondary data analysis on some of the major literature studied on the university's practices, this paper argues that different end users tend to make use of the hierarchical arrangements and utilize the adoption of a course management system as their stage performances to achieve their pragmatic desires out of various considerations. For desirable adoption, this paper suggests considering humanities when building up and integrating technologies with teaching and learning contexts. This paper is an important reference for contributing to higher education administrators and practitioners to reshape a technologically enhanced pedagogical environment with human orientations after challenges from the corona-virus pandemic.

PRESENTATION SESSION 9: Research, Teaching and Practice in Higher Education
(P9, 13/6/2025 14:00-15:00 HKT)

P9-1 Perception, Contention and Infliences: The Schools of Chinese Thought in the Golden Age

Yeuk Hung TO

The University of Hong Kong

This article tackled with the Golden Age of Chinese academy and thought in the Spring and Autumn Period. At that time, various forms of academic theories had emerged in which the monarch had no restraints on the ideological discussion. Thinkers could conduct debates and express themselves with freedom. The emergence of great influential thinkers had been borne: Confucius, Mencius, Laozi, Zhuangzi, Mozi and Han Fei, etc. They were figures in the period who collaboratively created the splendid scene of the Chinese cultural ideologies, which had deep influence on Chinese culture over 2000 years.

The author tried to draw main ideas from the four representative Schools. Firstly, it is argued that Chinese culture was mainly dominated by Confucianism. Confucius had established the Confucianism system, whom were being dubbed as the "Sage". However, Confucius' doctrine had become the mainstream mainly because Mencius had inherited the doctrine of him and set forth the multifaceted theoretical aspects. In the academic history, the status of Mencius had been second to Confucius who had won the laurel "The Second Sage". Secondly, the author studied the philosophy of Daoism: Laozi's "inaction" & Zhuangzi's aloofness. Laozi's doctrine was to respect the laws of nature as the core principle. Zhuangzi as the second Daoist representative had elucidated the meaning "use of the useless". It explained another expression of Laozi's "nothing and everything". Thirdly, with a close investigation of Mozi's advocacy of "universal love" and "non-attack". Mozi's doctrine had rich content nature and especially in the fraternity spirit and the anti-war idea. The value is eternal. Lastly, the article focused on the Legalists' synthesizer - Han Fei Zi. Han Fei advocated the monarch to have collection of the authority in an integrated whole so the people would naturally obey the monarch. The writer pointed out that since Qin Shi Huang had unified the world, the ensuing Emperors were pursuing his ruling theory rather than Confucianism, and constantly elevated the scepter which had led to the formation of centralized ruling situation across Chinese history.

PRESENTATION SESSION 9: Research, Teaching and Practice in Higher Education
(P9, 13/6/2025 14:00-15:00 HKT)

P9-2 Navigating Data Privacy Regulations in Higher Education: Challenges and Opportunities in Hong Kong

Noble Po Kan LO and Ada YOUNG

College of Professional and Continuing Education, Hong Kong Polytechnic University

This paper explores the critical challenges and potential opportunities that universities and research institutions in Hong Kong face due to international data protection laws, particularly the European Union's General Data Protection Regulation (GDPR). Whilst the GDPR sets a stringent standard for data privacy, Hong Kong's current Personal Data (Privacy) Ordinance diverges significantly from these regulations. This discrepancy has prevented Hong Kong from securing an adequacy decision from the European Commission, complicating data transfers from the EU to Hong Kong and impacting research activities. The paper advocates for legislative reforms in Hong Kong's data privacy laws to align more closely with global standards, thus facilitating international research collaborations and enhancing data access for educational institutions. By examining the legal frameworks in Hong Kong and the EU, the study highlights the implications of these regulations on academic research and suggests pathways for achieving compliance and fostering global data exchange.

PRESENTATION SESSION 9: Research, Teaching and Practice in Higher Education
(P9, 13/6/2025 14:00-15:00 HKT)

P9-3 Student Perspectives on SPOC-based Blended Learning Tasks for Enhancing English Proficiency in Hong Kong Higher Education

Noble Po Kan LO, Esther Ka Man TONG, Eric Lok Ming CHEUNG, & Sumie Tsz Sum CHAN

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

This paper presents primary qualitative research that examines the incorporation of Small Private Online Courses (SPOCs) into blended learning across an English module at a university in Hong Kong. The study is designed to critically engage with contemporary developments in higher education that emphasises the potential of blended learning effectiveness in contexts of acquiring subject-specific English skills for academic and professional application. The research consists of thematic analysis of interviews with students who underwent an experimental course that incorporated SPOC-based tasks into teaching English within a physical classroom environment. Through analysing the student's experiences of SPOC-based blended learning tasks within this context, the study provides support for such programmes and puts forward recommendations for maximising students' positive experiences, engagement and attainment of subject content and English language learning outcomes.

SYMPOSIUM on DAY 3

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

List of Speakers:

1. Rochelle YANG (The Hang Seng University of Hong Kong)

2. Jessica TO (The University of Hong Kong)

3. Fredrik TYDAL (Stockholm School of Economics)

4. Miriam LAU (Hong Kong Baptist University)

5. Amy KONG (The Hang Seng University of Hong Kong)

Speech Titles:

1. Transforming Cultural Preservation: The Influence of AI on Digital Heritage

2. Feedback Partnerships in Higher Education: Direction for Enhancing Students' Engagement with Feedback

3. Plausible Fabrications: Dealing with AI-Generated Quotes in Student Assignments

4. Inclusiveness of Shakespeare4All: Promotion of English language proficiency among Hong Kong students through the teaching of Shakespeare

5. The Potentials of Generative Videos in Poetry Education

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

S1 Transforming Cultural Preservation: The Influence of AI on Digital Heritage

Rochelle YANG

The Hang Seng University of Hong Kong

This study examines the transformative potential of artificial intelligence (AI) in the preservation and reimagining of cultural heritage in the digital era. Emphasizing innovative approaches, it explores how AI can be employed to reconstruct and creatively reinterpret heritage images, incorporate with other existing technologies, fostering deeper engagement with cultural history. The empirical study also highlights how AI-driven reconstructions can function as compelling educational tools, providing novel methods to communicate visual narratives and promote awareness of heritage preservation through artistic and immersive digital experiences. The findings indicate that integrating AI with traditional photographic techniques not only revitalizes historical imagery but also paves the way for new avenues in creative heritage education and conservation.

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

S2 Feedback Partnerships in Higher Education: Direction for Enhancing Students' Engagement with Feedback

Jessica TO

Teaching and Learning Innovation Centre, The University of Hong Kong

Students' engagement with feedback is instrumental in improving academic performance. However, the conventional, teacher-centred feedback approach conceptualises students as a passive recipient and limits their engagement. This paper proposes feedback partnerships as a solution to the conundrum and discusses how to engage students as partners (SaP) in feedback processes.

Building on the SaP literature, the partnership approach emphasises a balance of power and a share of responsibilities between students and teachers in feedback processes and their collaborative endeavours in co-creating productive feedback. Dialogue and trust are the two precursors of feedback partnerships, and respect, reciprocity, and shared responsibility the three core values. During feedback co-creation, students are empowered to articulate their feedback needs, make feedback requests, discuss their interpretation of comments, and co-construct improvement suggestions. Teachers are expected to raise students' understanding of assessment criteria, facilitate their expression of needs, respond to their needs, and brainstorm suggestions. Illustrative cases of feedback co-creation in the Asian and Western contexts are unpacked to cast light on the optimal conditions for and barriers to feedback partnerships. Possibilities for incorporating GenAI into feedback co-creation are discussed, and avenues for future research outlined.

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

S3 Plausible Fabrications: Dealing with AI-Generated Quotes in Student Assignments

Fredrik TYDAL
Stockholm School of Econmomics

This paper explores the epistemological problems posed by a particular subset of so-called AI hallucinations: false quotes. For the past two years, non-existent quotes from both contemporary and canonical works have increasingly cropped up in student assignments in literary courses. It is clear that these false quotes come from ChatGPT, which routinely makes things up when it does not have enough data to answer a prompt. Specifically, when asked to provide textual support for a literary analysis, it often offers what I choose to term "plausible fabrications": quotes that sound as if they could have appeared in the works in question but which are actually invented.

The paper begins with a review of the current research on the broader phenomenon of AI hallucinations, taking care to note the definitional objections to the term itself. I then offer my own recollections of first coming across AI-generated quotes in an assignment and the sense of unreality that it produced: of being faced with made-up lines of dialogue from a novel I know intimately from years of teaching. Examining a selection of examples, I demonstrate that the generation of such fabricated quotes is one area where ChatGPT has not improved significantly between its different updates. I then move on to the epistemological implications of the phenomenon, first noting that while false and misattributed quotes have existed for ages, the present problem is new and different. In the past, the circulation of quotes misattributed to historical figures such as Winston Churchill or Abraham Lincoln had more in common with urban myths, and like with many such popular misconceptions, it became possible to debunk them in an age of online connectivity. Now, however, it is conversely the new technology that obfuscates, threatening to challenge fundamental academic tenets of verifiability and ultimately the pursuit of knowledge itself.

As I move toward my conclusion, I try to resist Luddite impulses by suggesting what alternate technologies could be marshaled to counter the false quote phenomenon. Specifically, I propose that teachers in text-based humanities subjects should increasingly adopt digital tools to compete with ChatGPT for student attention. Literary scholars would be well-advised to learn more from the tools and methods of their linguistic colleagues, as OpenAI by no means has a monopoly on corpus-based models. Projects like Digital Thoreau can point the way forward, making the original text available to students in a way that equals the convenience of ChatGPT but betters its interactivity and reliability.

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

S4 Inclusiveness of Shakespeare4All: Promotion of English language proficiency among Hong Kong students through the teaching of Shakespeare

Miriam LAU
Hong Kong Baptist University

Can English be taught to primary and secondary school students outside of the confines of a classroom and through the performance of Shakespeare? This paper is about the inclusiveness of a Hong Kong children's performance troupe called Shakespeare4All, which aims to promote students' English proficiency and self-confidence through the teaching and performance of Shakespeare. I will illustrate my argument by exploring one particular production produced by Shakespeare4All – Romeo and Juliet (2017), which was transposed to Hong Kong in the 1850s when the island became a British colony after China's defeat in the First Opium War (1839 – 1842). I have drawn on the past production records of Romeo and Juliet (2017), interviews with Shakespeare4All's former artistic director, Shiona Carson (2015-2022) and general manager, Eunice Chan (2015-present), and interviews with four primary and secondary school students from various cultural backgrounds in Hong Kong who had acted in the production. Through discussing Shakespeare4All's Romeo and Juliet, the encompassing nature of the theatre company is exhibited in four aspects. This includes its inclusiveness of Hong Kong students from various cultural backgrounds and English abilities; its inclusiveness of the main actors, the "lesser" characters and the backstage crew; its inclusiveness of Shakespeare with Chinese cultural elements; and its inclusiveness of Shakespeare with Western pop music.

SYMPOSIUM: **Humanities and Education in the Age of AI**
(14/6/2025 10:00-12:00 HKT):

S5 The Potential of Generative Videos in Poetry Education

Amy KONG
The Hang Seng University of Hong Kong

The use of generative videos in education has become a contentious topic, yielding inconclusive results. Research indicates that while videos could be effective tools in education, their effectiveness may vary depending on the subject matter and presentation style (Box et al., 2017). Particularly, there is a paucity of studies focused on the adoption of generative videos for poetry education. This paper addresses this gap by exploring the potential of generative videos in teaching and learning poetry, followed by practical insights into their pedagogical implications.

The paper begins with a literature review of key findings from a scientometric analysis of generative videos for educational purposes (Dou et al., 2025). It then presents the results of a small study examining teachers' and students' perceptions of the potential impacts of these videos on poetry education, appreciation, and engagement, especially in facilitating the analysis and interpretation of poetic texts, themes, and symbols. Finally, the paper compares three generative video platforms—Sora, KlingAI, and MiniMax—and discusses how to optimize them for poetry education, while also addressing their limitations at the end.

MAP

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

The venue of Day 3 (15/6/2024): Room 1 (The Gate), 14/F Ming Pavilion, Senior Common Room, KK Leung Building, The University of Hong Kong (see map below)
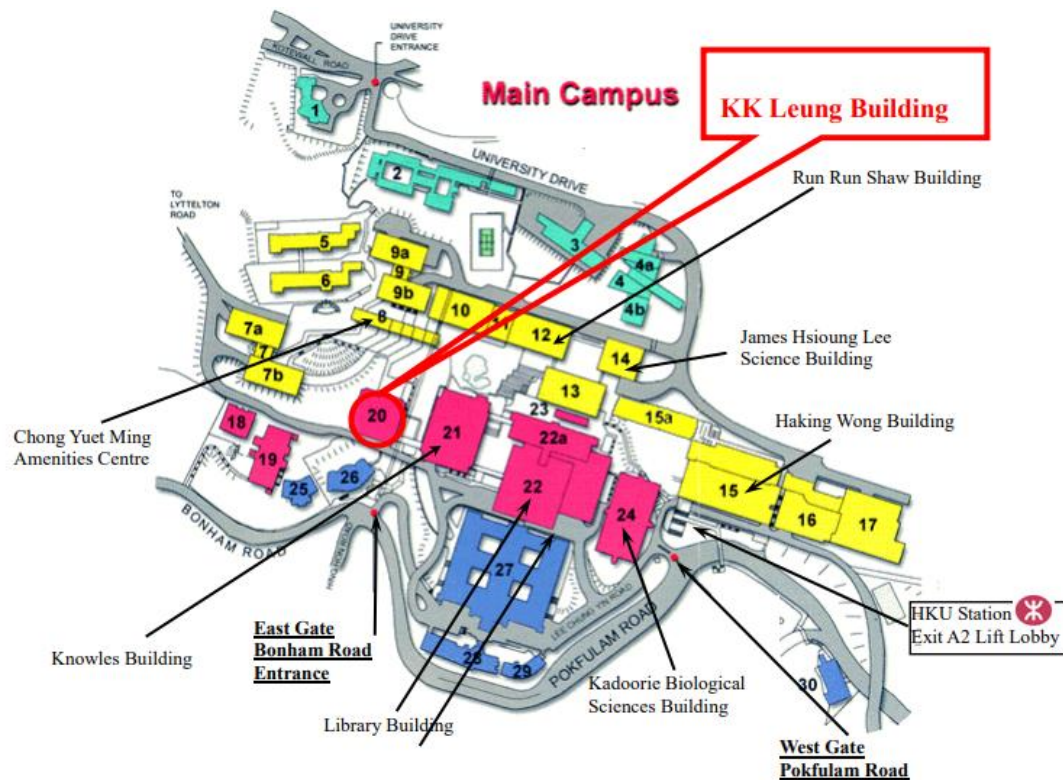
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