HKERA-APERA International Conference 2023

香港教育研究學會暨亞太教育研究學會
國際會議

後疫情社會中的教育福祉、參與及未來：
全球視野及本地倡議

Wellness, Engagement and Futures of Education in Post-Pandemic Societies:
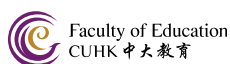## Global Perspectives and Local Initiatives

8 -10 December 2023 (Friday - Sunday)

The Chinese University of Hong Kong
香港中文大學

Co-organizers 合辦單位

Faculty of Education CUHK 中大教育

25 CUSP ANNIVERSARY
GO BEYOND & STAY GRITTY
跨越銀禧 堅毅同行

HKIER

Welcoming Message
歡迎辭

Dear esteemed participants,

It is our greatest pleasure and honour to extend our warmest welcome to all presenters and participants to the Hong Kong Educational Research Association and the Asia-Pacific Educational Research Association (HKERA-APERA) International Conference 2023, organized by HKERA, and APERA, and co-hosting Department of Educational Administration and Policy (EAP), Centre for University and School Partnership (CUSP), Hong Kong Institute of Educational Research (HKIER), Hong Kong Centre for the Development of Educational Leadership (HKCDEL), and Faculty of Education of The Chinese University of Hong Kong.

The theme for this year's Conference is "**Wellness, Engagement and Futures of Education in Post-Pandemic Societies: Global Perspectives and Local Initiatives**". In these unprecedented times, the COVID-19 pandemic has forced us to reimagine and adapt our approaches to education, revealing both the challenges and opportunities that lie ahead. This Conference provides ample opportunities for representatives from international societies to delve into a wide range of current and pressing issues in education, including (but not restricted to): **wellness, engagement, futures of education, social and emotional learning, interculturalism and multiculturalism, inclusive and equity education, gender identity and education policy, early years to post-secondary education, value, civic and life education, and the roles of school leaders and teachers in the post-pandemic educational landscape.**

This year, we are very honored to have invited four leading global voices in education as our esteemed keynote speakers at the Conference – Professor Emeritus Letitia Fickel, Professor Ingrid Gogolin, Professor Moosung Lee, and Professor Daniel Shek (in alphabetical order). We would also like to express our gratitude to our reviewers, our organizing committee members, and co-organizers for their valuable contributions to this Conference.

We invite you to actively participate in this conference, sharing your knowledge, experiences, and inspiring findings. Let us seize this moment for insightful discussions, meaningful connections, and innovative solutions that co-construct, advance and transfer knowledge about education in the Asia Pacific and beyond.

Wishing you an enriching and inspiring conference experience.

Celeste Y. M. Yuen, PhD
President
Sam S. K. Cheung, PhD
Vice President
Hong Kong Educational Research Association

各位尊敬的參與者，

我們非常高興和榮幸，能夠歡迎各位參加由香港教育研究學會和亞太教育研究學會（HKERA-APERA）主辦的國際會議 2023。研討會並獲香港中文大學教育學院、行政與政策學系、大學與學校夥伴合作中心（CUSP）、香港教育研究所（HKIER）和香港教育領導發展中心（HKCDEL）合辦 。

今年會議的主題是「**後疫情社會中的教育福祉、參與及未來：全球視野及本地倡議**」。在這個前所未有的時代，COVID-19 大流行迫使我們重新構想和調整我們的教育方針，同時揭示了未來教育的挑戰和機會。這次會議為國際社會的代表提供了充分的機會，深入探討教育領域當前和緊迫的廣泛問題，包括（但不限於）：**教育福祉、參與、社交及情緒教育、跨文化及多元文化教育、融合教育、性別認同和教育政策、從學前到專上教育、價值、公民和生命教育，以及學校領導和教師在後疫情時代教育格局中的角色。**

今年，大會主辦方很榮幸邀請到四位全球教育領域的代表人物作為本會議的主題演講學者 — Letitia Fickel 教授、Ingrid Gogolin 教授、Moosung Lee 教授以及石丹理教授（按姓氏英文字母序）。我們亦希望藉此機會感謝各位評審、會議籌委會的各位會員，以及各合辦單位對是次會議的支持及貢獻。

我們誠邀各位積極參與本次會議，分享您們的知識、經驗和鼓舞人心的發現。讓我們抓住這個機會，進行富有洞察力的討論、作出有意義的聯繫和創新解決方案，共同建構、推進和傳播亞太地區及其他地區的教育知識。

祝各位有個豐富且具啟發性的會議體驗。

袁月梅教授
會長

張森烱博士
副會長

香港教育研究學會

Conference Organizing Committee & HKERA-APERA Executive Committee (2023)
會議籌委會、香港教育研究學會及亞太教育研究學會執行委員會（2023）

Conference Organizing Committee 會議籌委會

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Celeste Y. M. YUEN
The Chinese University of Hong Kong
袁月梅教授 香港中文大學
President, HKERA

Alan C. K. CHEUNG
The Chinese University of Hong Kong
張志強教授 香港中文大學
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President, APERA

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Keynote Speakers & Speech Abstract
主題演講嘉賓及演講摘要

1

Keynote Speech 主題演講

Student Wellness in the Post-Pandemic Era: Seven Reflections for Educators and Allied Professionals

Daniel T. L. SHEK
Department of Applied Social Sciences, The Hong Kong Polytechnic University

Prof. Daniel T.L. Shek (PhD, FHKPS, SBS, BBS, JP) is Associate Vice President (Undergraduate Programme), Chair Professor of Applied Social Sciences, and Li and Fung Endowed Professor in Service Leadership Education at The Hong Kong Polytechnic University. He is also Advisory Professor of East China Normal University, Honorary Professor of Kiang Wu Nursing College of Macau, Changjiang Scholar and Fellow of the Hong Kong Psychological Society.

Prof. Shek has served on many high-level government advisory committees in the Hong Kong Government. He was Chairman of the Action Committee Against Narcotics (2009-2014) and the Family Council (2013-2021). Currently, he is Chairman of the Public Policy Research Funding Scheme, a member of the Electoral Affairs Commission and the Research Grants Council of the University Grants Committee, Government of the Hong Kong Special Administrative Region. He is also Chairman of Society of Boys' Centres.

Abstract
摘要

Under the COVID-19 pandemic, children and adolescents have faced many challenges in different psychosocial domains. With the ease of the pandemic, educators and allied professionals are invited to have several reflections. Reflection 1: adolescent mental health problems do not disappear overnight. Reflection 2: use an ecological system perspective in understanding student wellness. Reflection 3: appreciate the importance of positive psychological attributes. Reflection 4: intervention and prevention at different levels are indispensable. Reflection 5: besides financial capital, human capital and social capital are vital components of well-being under adversity. Reflection 6: it is important to promote psychosocial competence, particularly individual resilience, of young people. Reflection 7: while social capital (particularly family resilience and social support) shapes adolescent developmental outcomes, it is largely neglected. It is argued that human capital (psychosocial competencies and well-being) and social capital (particularly family resilience) are essential ingredients of true happiness, particularly in times of difficulty.

Keynote Speech 主題演講

Addressing the Challenge of Diversity in Education
- Lessons Learned from the Pandemic?

Ingrid GOGOLIN
Faculty of Education, Universität Hamburg

Ingrid Gogolin, Dr. phil., Dr. phil. h.c. mult., is Professor for international comparative and intercultural education research at the Universität Hamburg in Germany. Her research is focused on problems of migration and linguistic diversity in education. She was coordinator of the EU-funded project "European Educational Research Quality Indicators (EERQI)". Recent research projects deal with the following topics: Linguistic diversity management in urban areas (Research Cluster of Excellence at the Universität Hamburg); Support of migrant children in schools; Multilingualism and Education (www. kombi.uni-hamburg.de); Multilingual development in a Longitudinal Perspective (MEZ; www.mez.uni-hamburg.de). She was awarded honorary doctor's degrees by the University of Dortmund/ Germany in 2013 and the National Kapodistrian University of Athens/ Greece in 2017.

Abstract 摘要

There is no doubt that the COVID-19 pandemic has created huge challenges for education systems worldwide. Phases of school closure had to be managed. The closures required forms of teaching and learning that were new to most education systems. In education, as in most fields of fundamental social provision, the balance of the pandemic is predominantly negative. As is often the case in times of crisis, students in particularly disadvantaged living conditions were especially affected. The research available so far has brought weaknesses of the education systems to light – as if under a magnifying glass.

However, research in the sciences dealing with crises and disasters also points to the other side of the coin: Forces can be unleashed, existing potential can be strengthened, new ideas can be given space and forward-looking measures can be established. In a survey of schools and teachers in Germany, we determined which impulses for innovation - beyond all negative experiences - were triggered by the pandemic from their point of view. This was an online survey with data collections in 2020, 2021 and 2022. About 1,000 head teachers were reached per survey; furthermore about 1,000 teachers of the same schools in 2021 and 2022. We applied a questionnaire with closed and open questions. In the analyses, we are mainly interested in additional coverage of information about stimuli of COVID-19 related activities on future teaching in socio-economic, culturally and linguistically diverse classrooms.

In my contribution I will present first results of this mixed-methods study. The focus is on inspirations for increasing educational equity in the context of diversity, in particular by support for learners from disadvantaged migrant backgrounds. One result of our analyses so far is that the schools were primarily concerned with overcoming technical challenges posed by remote teaching and the use of new media. Nevertheless, initial approaches are becoming visible that could develop into beneficial strategies for teaching underprivileged pupils. In particular, they concern modes of individualised communication and interaction with children whose parents do not have the means to support them in their learning.

Keynote Speech 主題演講

Debunking Neoliberal Governance in School Systems and Individual Subjectivity: Data-Driven Dismantling and Discursive Deconstruction

Moosung LEE
Department of Education, Yonsei University

Prof. Lee's research interests include cross-national comparison of educational policy and practice, school organization with a focus on school leadership and professional learning community, social capital in education, lifelong learning policy discourse, and International Baccalaureate (IB) schools in Asia. Of his research areas, he specializes in research related to the IBDP. In a systematic review of the IB research published in the leading journal *Educational Review*, he was recognized as one of the three leading researchers shaping the research field.

Abstract
摘要

In this keynote speech, I will present several studies that delve into how neoliberal governance has shaped our school systems and individual subjectivity. In the first half of my speech, based on my recent collaborations with my Ph.D. student (Eunsu Kim), I will empirically demonstrate whether neoliberal governance, particularly emphasizing accountability and autonomy in schools, is effective across different countries. Using fuzzy set analysis with OECD PISA data, I will present contrasting findings against OECD's neoliberal policy advice, which is closely aligned with new public management perspectives. In doing so, I will emphasize the crucial role of educational equality in making school systems effective.

In the second part of my speech, drawn from my own work, I will shift the focus to discuss individual subjectivity under neoliberal influences. I will concentrate on debunking neoliberal discourses embedded in the concept of lifelong learners, which are often prioritized as primary educational goals and missions in many educational organizations. I will explicate how innovative ideas such as lifelong learning have been appropriated as best-selling education commodities. Through my keynote speech, I aim to provide insights into exploring alternative perspectives and voices to bring about change in our schools and society.

Keynote Speech 主題演講

Co-constructing a Culturally Sustaining Framework for Social Emotional Learning and Wellbeing

Letitia FICKEL
Faculty of Education, University of Canterbury

Emeritus Professor Fickel is an experienced academic, researcher and program evaluator in the field of teacher learning and professional development with a focus on culturally responsive practice, pedagogical innovation, and enhanced student learning. In particular her scholarship focuses on the design and implementation of innovative, research-informed models of initial teacher education and in-service teacher professional development, and subsequent evaluation and examination of the practice that emerges. Emeritus Professor Fickel has been both lead researcher and co-researcher on a range of collaborative projects reflective of this research stance. Most recently, she was Principal Investigator (PI) for a Teaching & Learning Research Initiative (TLRI) project entitled, Co-constructing a culturally and linguistically sustaining, Te Tiriti-based Ako framework for socio-emotional wellbeing in education. Previously, she was the external evaluator for a multi-year professional development project funded by the Ministry of Education, was Co-PI for programme research and evaluation of the Exemplary Initial Teacher Education (ITE) Programme Initiative, and was a member of the Huakina Mai Project team which developed an approach to building a positive school-wide culture based on a Kaupapa Māori world view by engaging whānau (family), schools and iwi (Māori tribes) working together. Previously, Emeritus Profressor Fickel worked in Alaska where she served as PI on four large scale, US government-funded projects focused on innovative educational programmes to expand teacher learning and practice, develop school-university collaborative models of teacher and leadership education, and implement research-informed strategies to assist schools in enhancing education outcomes for Alaska Native youth.

Abstract 摘要

International data provide evidence of the strong association between social emotional learning (SEL) and social emotional wellbeing (SEW) in students. Although SEL programmes are generally viewed as effective in developing students' social emotional capacities, they have been critiqued for too often ignoring the role of culture. This shortcoming means that SEL programmes often fail to engage and support the diverse strengths and needs of learners. Such concerns led to calls among educational researchers for the development of SEL programmes that are culturally responsive to, and grounded in, local socio-cultural perspectives of SEW. This call to action was the impetus for a collaborative, design-based research project with teachers and families to inform the development of a co-constructed framework for SEL. Enabling practices and key findings from the project will be shared in this keynote presentation.

Enhancing the Wellness and Productive Engagement of Students in Hong Kong across Contexts

Chair: Celeste Y. M. Yuen, The Chinese University of Hong Kong
Discussant: Bee Leng CHUA, Nanyang Technological University

The well-being and engagement of young people, especially those of school age, have become the central focus of public policies. Impacts of social media, multiple expectations from parents, teachers and peers coupled with the challenges of the Covid-19 pandemic have significantly mediated students' well-being and positive engagement. This symposium consists of several empirical studies led by the Organizing Committee members, documenting and examining students' well-being and engagement issues across different contexts.

Promoting Higher Order Literacy Skills: A Study of Teachers' Beliefs and Practices for Economically Disadvantaged Students in Australia and Hong Kong

Alan C. K. Cheung, The Chinese University of Hong Kong

Alan Cheung is currently Professor and Chair in the Department of Educational Administration and Director of the Centre for University and School Partnership at the Chinese University of Hong Kong. He is also President of the Asia-Pacific Educational Research Association (APERA), and Immediate-Past President of the Hong Kong Educational Research Association (HKERA). His research areas include evidence-based reform, educational reform, and educational technology. He is the author or co-author of 3 edited books, over 130 journal articles, and book chapters.

Abstract 摘要

The current study examined the beliefs and practices of 412 upper elementary teachers who taught higher-order literacy skills in schools serving predominantly economically disadvantaged students in Australia and Hong Kong. As predicted, these teachers did not feel that they were prepared adequately to teach higher-order literacy skills to low SES students. Neither did they consider in-service support sufficient. Most teachers held deficit beliefs about low SES students, considering them to lack cognitive and motivational attributes for successful higher-order literacy skills. Most also considered basic instruction appropriate for low SES students. The results showed that teachers' efficacy beliefs predicted the frequency of teaching basic and advanced skills and moderated the effects of other teacher beliefs on how often basic literacy skills were taught to low SES students.

Engaging Parents to Support Young Children's Mathematical and Language Development Through Card Games and Storybooks

Sam S. K. Cheung, The Education University of Hong Kong

Dr. Sam S. K. Cheung is an Associate Professor in the Department of Early Childhood Education, an Associate Dean in the Faculty of Education and Human Development, and a Co-Director of the Centre for Child and Family Science at The Education University of Hong Kong. He received his PhD in psychology from The Chinese University of Hong Kong. He possesses substantial experience in training pre-service and in-service kindergarten teachers and conducting parent education. His recent research focuses on children's mathematical development, the home learning environment, and teacher education.

Abstract 摘要

Parents play a crucial role in early mathematical and language development. Nonetheless, not all of them are familiar with the informal learning activities that can be used to facilitate the acquisition of mathematical concepts and vocabulary. This study therefore examines the impacts of four parent coaching programs – which involve the use of mathematics card games, mathematics storybooks, a combination of both, and language card games respectively – on parents and their kindergarten children in Hong Kong. Preliminary findings show some positive effects, but not all anticipated benefits emerge. Future directions for developing parent coaching programs will be discussed.

The Role of Social Identity in Students' STEM Career Aspiration

Winnie W. M. So, The Education University of Hong Kong

Winnie Wing Mui So is currently a Professor at the Department of Science and Environmental Studies, and Director of the Centre for Environmental and Sustainable Development at The Education University of Hong Kong. Her main research areas are STEM education, inquiry learning in science and environmental education, and teacher development in Science and General Studies. Professor So has published extensive academic articles, chapters, books and multimedia resources on science and environmental education and STEM learning. She was the President of the Asia Pacific Educational Research Association (APERA), an executive member of the East Asian Science Education Association (EASE), and is serving as an executive member of the World Education Research Association (WERA) and Hong Kong Educational Research Association (HKERA).

Abstract 摘要

There has been evidence from existing literature that students' social identity is considered to have significant effects on learning and academic performance. About four thousand Hong Kong students from three key learning stages were invited to participate in a survey which examined the associations between their social identity and aspirations to engage in STEM careers. Findings from multiple regression and structural equation modelling showed that local and national identity were predictors of STEM career aspirations. And the mediators of the impact of social identity on STEM career aspirations were students' sense of contribution to the nation and local society, as well as the perceived value of STEM professionals. The findings provided insights to formulate relevant strategies to facilitate students' social identity and STEM aspirations development.

Making Sense of Educational Inequalities and 'Justice' by Youth in a Competitive System: Some Empirical Analysis from Hong Kong

Hayes H. H. Tang, The Education University of Hong Kong

Hayes Tang is Assistant Professor of Department of Education Policy and Leadership and Programme Leader of MA in Leading Innovative Learning Organizations (LILO) at the Education University of Hong Kong. He is a sociologist specialising in the areas of higher education, academic profession and youth studies. He serves as Associate Editor of Humanities and Social Sciences Communications (Sociology and Education), the Senior Associate Editor of the Journal of Comparative and International Higher Education (the official journal of Comparative and International Education Society's Higher Education Special Interest Group) and sits on the Editorial Board of Chinese Education & Society.

Abstract 摘要

Hong Kong sees a growing strand of research that has addressed the problem in view of the mechanisms of inequality and relationship between social class and family resources in affecting education. However, there is a lack of research which holistically examines how young people - from different backgrounds and 'positionings' - perceive and consider the notion of 'justice'. This paper addresses the issue of rising educational inequalities in Hong Kong and explores the perceptions and experiences of young people from different social groups. Through interviews with 15 young people, the research reveals diverse subjectivities and sensibilities regarding the extent to which education can either promote social mobility or reinforce inequality. This research found that the competitive education system is often seen as meritocratic, with students attributing their own educational "failure" to themselves amidst the larger trend of educational inequalities. The presentation will conclude by problematising the common "legitimising ideology" that justifies social inequality among youth in a 'high-performing' educational system that embeds neoliberalism and 'educational desire'. how often basic literacy skills were taught to low SES students.

Promoting a Multiculturally Engaged Campus Through Food Culture under Global Higher Education

Gordon C. P. Tsui, The University of Hong Kong

An auto-ethnographer, Gordon Tsui is currently a Teaching Assistant in the Faculty of Education at the University of Hong Kong.

Gordon's research interests focus on higher education and comparative education from multicultural/intercultural and interpersonal perspectives. Gordon has conducted several intercultural projects including an auto-ethnographic service learning research in Kenya (his PhD project) and most recently a co-organizer of Comparative Education Network (an online forum based in Hiroshima, Japan) which regular academic meetings among Asian, African and Latino scholars have been held regularly. Gordon is also the current Executive Director of Asia Pacific Educational Research Association (APERA).

Abstract 摘要

Under global higher education, students from diverse cultures study on a same campus. However, cultural stereotypes among students may also exist. An ideal multicultural campus is therefore in question.

This project attempts to address this question by investigating students' food cultures. As a must for everyone, food (choice) embodies one's culture. When students, among themselves, interact through their food (choice) on an equal basis, it is expected they can have a proper/authentic understanding of other cultures. Ideally, the campus would become "multiculturally equal", instead of merely "statistically global". The working project title is "Promoting a multiculturally engaged campus through food culture under global higher education" with a tentative research question, "What is the role of food in fostering a multicultural higher education campus?". It is a collection of students' experiences on food (choice) from their own cultures through auto-narration. At the initial stage, this project's limitations will be shared.

Addressing the Systemic Barriers to Accessing Higher Education for Diverse Youth, Igniting Hope

Celeste Y. M. Yuen, The Chinese University of Hong Kong

Celeste Yuet-Mui Yuen is an Associate Professor of the Faculty of Education and Co-Director of the Hong Kong Centre for the Development of Educational Leadership (HKCDEL) at the Chinese University of Hong Kong. Celeste is the President of the Hong Kong Educational Research Association (HKERA). Celeste lectures in intercultural education, effective school leadership and policy studies. Her research areas include Chinese immigrant and ethnic minority education, policy studies, intercultural youth studies, life satisfaction, spiritual health and school engagement. Celeste has led over 25 related empirical projects (funded by UGC, PICO, EDB, NGOs and the University) and authored multiple articles and books in these fields. Her latest book is titled, *Multiculturalism, Educational Inclusion and Connectedness: Wellbeing, Ethnicity and Identity among Chinese, South and Southeast Asian Students (2022),* Routledge.

Abstract 摘要

Using the concept of intersectionality and drawing on an empirical study on youth's aspirations for higher education, this presentation illustrates how the combination of socioeconomic, ethnic, and individual factors affects underprivileged youth such as low-income mainstream, Chinese immigrant, and ethnic minority groups in pursuing life goals through education. The empirical findings of more than 4000 secondary students reveal that educational inequalities are closely associated with access to higher education and, it can trap disadvantaged cultural groups in the vicarious cycle of educational and social stratification. Nonetheless, students with a stronger sense of internal control are more likely to take charge of their academic decisions, actively seek advice, and have a greater chance of success in pursuing their higher education dreams. Implications to support and enable disadvantaged students to create enabling factors in pursuing their academic dreams via policy deliberations are discussed.

Productive Engagement of Student Partners in Upholding Academic Integrity in the Digital World

Tracy X. P. Zou , The Chinese University of Hong Kong

Tracy Zou is an assistant professor in the Department of Educational Administration and Policy at the Chinese University of Hong Kong. Her research interests include higher education, professional development, and the research-teaching nexus. Her work has been funded by various organisations, such as the Research Grants Council of Hong Kong and the Higher Education Research and Development Society of Australasia. Tracy currently serves as the editor of the VINE Journal of Information and Knowledge Management and an associate editor of the International Journal for Academic Development.

Abstract 摘要

Students as partners (SaP) is an impactful practice, which empowers students to contribute to university education in collaboration with staff members. However, SaP also proves challenging because it shakes traditional hierarchical relationships in universities. This presentation will share the experiences of facilitating SaP in multiple projects in Hong Kong. A recent project inquired into academic integrity practices in this complex digital world. The findings showed that students attended more to the fairness aspect of academic integrity whilst faculty members emphasised authorship and scholarship. These findings illustrate the value of SaP and also imply the need to engage students and faculty members more actively in upholding academic integrity.

HKERA-APERA International Conference 2023

香港教育研究學會暨亞太教育研究學會國際會議 2023

Programme Overview
日程概覽

* The plenary sessions will be conducted in English whereas Putonghua and Cantonese are used in some of the concurrent sessions of symposium and paper presentations
主要環節以英語進行，部份分場環節（座談會及論文發表）則以普通話及廣東話進行

Pre-Conference Activities 會前活動

6 December 2023 (Wednesday) 2023年12月6日（星期三）

CKB The Chinese University of Hong Kong Chen Kou Bun Building
香港中文大學陳國本樓

Upper Ground 地下高層 **LT3**

Time 時間 (GMT +8)		
10:00 – 12:00	**Pre-Conference Workshop 1** **會前工作坊 1** **CKB**	**Moosung Lee, Eunsu Kim** Introduction to Two Analytical Approaches for Small-N Data in Educational Research: Qualitative Comparative Analysis (QCA) and Social Network Analysis (SNA) **LT3**
13:45 – 17:45	**Experiential Tour** **體驗之旅**	**Creation Farm 創姿園** Fanling, N.T., Hong Kong 香港新界粉嶺獅頭嶺村

Pre-Conference Activities 會前活動

7 December 2023 (Thursday) 2023年12月7日（星期四）

CKB The Chinese University of Hong Kong Chen Kou Bun Building
香港中文大學陳國本樓

Upper Ground 地下高層 **LT3**

Time 時間 (GMT +8)		
09:30 – 12:00	**School Visit** **學校參訪**	**Kowloon True Light School (Secondary) 九龍真光中學** 1 True Light Ln, Kowloon Tong 塘沙福道真光里1號
14:00 – 16:00	**Pre-Conference Workshop 2** **會前工作坊 2** **CKB**	**Letitia Fickel** Participatory Approaches to Qualitative Research in Education **LT3**

DAY 1

8 December 2023 (Friday) 第一天 2023年12月8日（星期五）

YIA The Chinese University of Hong Kong Yasumoto International Academic Park
香港中文大學康本國際學術園

Time 時間 (GMT +8) Ground floor 地下 **G/F** **LT1** **LT2** 5th floor 五樓 **502** **504** **506** **507** **508** **509** **510** **511**

Time 時間 (GMT +8)		
9:15 – 10:00	Registration 報到 **G/F**	
10:00 – 11:00	Opening Ceremony 開幕禮 **LT1** Cannan Kindergarten (Kowloon Tong) 迦南幼稚園（九龍塘） Rhenish Church Grace School 禮賢會恩慈學校 Kowloon True Light School (Secondary) 九龍真光中學	
11:00 – 12:15	**Keynote Speech 主題演講 1** **Daniel T. L. Shek** Chair: Sam S. K. Cheung Student Wellness in the Post-Pandemic Era: Seven Reflections for Educators and Allied Professionals **LT1**	
12:15 – 13:30	Lunch Break 午膳 **G/F**	
12:30 – 13:30	**Publication Talk 與出版編輯交流會** **LT1**	
13:30 – 15:00	**HKERA Featured Symposium** **HKERA 專題座談會** **502**	**Parallel Paper Session 論文環節** A1 – A4 **504** **506** **507** **508**
15:00 – 15:15	Afternoon Refreshment Break 茶歇 **G/F**	
15:15 – 16:45	**Parallel Paper Session 論文環節** B1 – B6 **504** **506** **507** **508** **509** **510**	
16:45 – 17:15	**HKERA Annual General Meeting** (Members only) **HKERA 周年大會**（只限會員） **502**	
17:15 – 18:15	**Reception 招待歡迎會** **G/F**	

9 December 2023 (Saturday) 第二天 2023年12月9日（星期六）

YIA The Chinese University of Hong Kong Yasumoto International Academic Park
香港中文大學康本國際學術園

Time 時間 (GMT +8)　　Ground floor 地下　G/F　LT1　LT2　　5th floor 五樓　502　504　506　507　508　509　510　511

Time 時間 (GMT +8)	Session
08:00 – 09:00	**Doctoral and Early Career Researchers Network** 研究生及新進學者早餐交流會 The Research Journey of Emerging Scholars Chair: Gordon C. P. Tsui **511**　　　Light Breakfast will be provided 大會將提供簡便早餐
09:00 – 10:30	Parallel Paper Session 論文環節 C1 – C6　**504　506　507　508　509　510**
10:30 – 10:45	Morning Refreshment Break 茶歇　**G/F**
10:45 – 12:15	**Keynote Speech 主題演講 2** **Ingrid Gogolin** Chair: Tracy X. P. Zou Addressing the Challenge of Diversity in Education -Lessons Learned from the Pandemic? **LT2**
12:15 – 13:30	Lunch Break 午膳　**G/F**
13:30 – 15:00	Parallel Paper Session 論文環節 D1 – D6　**504　506　507　508　509　510**
15:00 – 15:15	Afternoon Refreshment Break 茶歇　**G/F**
15:15 – 16:45	**Keynote Speech 主題演講 3** **Moosung Lee** Chair: Hayes H. H. Tang Debunking Neoliberal Governance in School Systems and Individual Subjectivity: Data-Driven Dismantling and Discursive Deconstruction **LT2**
16:45 – 18:15	Parallel Paper Session 論文環節 E1 – E5　**504　506　507　508　509**　　Symposium 座談會 **502**　　**APERA Annual General Meeting** (Members only) **APERA 周年大會（只限會員）** **511**

10 December 2023 (Sunday) 第三天 2023年12月10日（星期日）

YIA The Chinese University of Hong Kong Yasumoto International Academic Park
香港中文大學康本國際學術園

Time 時間 (GMT +8)　　Ground floor 地下　G/F　LT1　LT2　　5th floor 五樓　502　504　506　507　508　509　510　511

Time 時間 (GMT +8)	Session
08:00 – 09:00	**Doctoral and Early Career Researchers Network** 研究生及新進學者早餐交流會 Wellness and Engagement of Emerging Scholars Chair: Gordon C. P. Tsui **511**　　　Light Breakfast will be provided 大會將提供簡便早餐
09:00 – 10:30	**Invited Educational Leadership Forum** 特邀教育領導論壇 Bee Leng CHUA, Daphne HO, Yi Ying LEE, Chi Shing YIM Chair: Celeste Y. M. YUEN Discussant: Alan C. K. CHEUNG **LT2**　　　Parallel Paper Session 論文環節 F1 – F5　**504　506　507　508　509**
10:30 – 10:45	Morning Refreshment Break 茶歇　**G/F**
10:45 – 12:15	**Keynote Speech 主題演講 4** **Letitia Fickel** Chair: Winnie W. M. So Co-constructing a Culturally Sustaining Framework for Social Emotional Learning and Wellbeing **LT2**
112:15 – 13:30	Lunch Break 午膳　**G/F**
13:30 – 15:00	Parallel Paper Session 論文環節 G1 – G6　**504　506　507　508　509　510**
15:00 – 15:30	**Closing Ceremony & Best Papers Award Presentation** 閉幕禮及頒獎 **LT2**

Schedule of Presentation

論文報告和專題討論會時間表

DAY 1

8 December 2023 (Friday)
第一天　12月8日（星期五）

1230 – 1330

Publication Talks
English
LT1

1330 – 1500

S1

Featured HKERA Symposium

English

502

Enhancing the Wellness and Productive Engagement of Students in Hong Kong across Contexts

Alan C. K. CHEUNG, The Chinese University of Hong Kong

Sam S. K. CHEUNG, The Education University of Hong Kong

Winnie W. M. SO, The Education University of Hong Kong

Hayes H. H. TANG, The Education University of Hong Kong

Gordon C. P. TSUI, The University of Hong Kong

Celeste Y. M. YUEN, The Chinese University of Hong Kong

Tracy X. P. ZOU, The Chinese University of Hong Kong

Chair: Celeste Y. M. YUEN, The Chinese University of Hong Kong
Discussant: Bee Leng CHUA, Nanyang Technological University

A1

Parallel Paper Session

English

504

University Policy

A1 - 1 **Responding to the New Research Assessment Reform in China: The Universities' Institutional Selective Coupling Actions**
Huiqing LIANG, Henan University
Jiali LI, Shanghai Normal University
Kai ZHAO, Lingnan University

A1 - 2 **A Post-pandemic Exploration of International Student Management in China: A Case Study in a Cross-border Joint University**
Yingxin LIU, Yushi CONG, Jiahui ZANG, The Chinese University of Hong Kong, Shenzhen

A1 - 3 **Constructing Symbolic Capital to Guide University-industry Collaborative Teaching for Better Higher Education: The Chinese Experiences**
Tengteng ZHUANG, Beijing Normal University

A2

Parallel Paper Session

English

`506`

Study Abroad

A2 - 1   **The Post-racial Myth: Rethinking Chinese University Students' Experiences and Perceptions of Racialised Microaggressions in the UK**

Jingran YU, Xiamen University

Rohini RAI, Brunel University London

Miguel Antonio LIM, University of Manchester

Hanwei LI, Tampere University

A2 - 2   **International Medical Students' Academic Engagement for the Sustabability of International Education in China: A Case of Chinese Language Undergraduate Medical Programs for International Students**

Tingting ZHANG, Yabing LIU, The Education University of Hong Kong

A2 - 3   **Unconventional Paths: An Exploration of the Evolving Motivation of Chinese Exchange Students in Africa**

Yuxiao JIANG, Kun DAI, The Chinese University of Hong Kong

A2 - 4   **How Do Chinese International Postgraduate Students in the UK Perceive the Role of Informal Peer Support in Mitigating Transitional Stress? Evidence From a Qualitative Study**

Yang DING, Julie SMITH, The University of Edinburgh

A3

Parallel Paper Session

English

`507`

Well-being/Language learning

A3 - 1   **Exploring the Crisis and Agency of Undergraduate Interpreting Teachers in China: A Case Study of a Private College in Zhejiang Province**

Yihui CHEN, Jiqing DONG, Shanghai International Studies University

A3 - 2   **A Global Analysis Reveals Where Growth Mindsets Predict Students' Well-being**

Nigel Mantou LOU, University of Victoria

Liman Man Wai LI, The Education University of Hong Kong

A3 - 3   **Testing the Relationship Between Chinese Primary Students' Feedback Orientation and Emotions in Learning English as a Foreign Language**

Yang ZHANG, Lan YANG, The Education University of Hong Kong

A3 - 4   **Unveiling the Spiritual Nature of Science: An Ethnographic Study of Anthroposophical Science Education at a Steiner School**

Dumala-on REYNAND, The University of Auckland

A4

Parallel Paper Session

English

`508`

Ethnicity

A4 - 1   **To be Cosmopolitan with Indigenous Roots? Experiences of Ethnic Chinese Humanities and Social Sciences Scholars**

Yanzhen ZHU, Lili YANG, Xiangni WU, Rui YANG, The University of Hong Kong

A4 - 2   **The Impact of Short Videos on L3 Willingness to Communicate in Chinese Ethnic Minorities: A Quasi-experimental Study**

Rui PI, The Hong Kong Polytechnic University

A4 - 3   **Less Could Be More: Ethnic Minority Teachers' Agentive Roles in Policy Enactment**

Keangieng VONG, Bing WEI, University of Macau

A4 - 4   **Kindergarten Teachers' Way of Experiencing Teaching for Ethnically Diverse Children: A Phenomenographic Study**

Ho Cheong LAM, The Education University of Hong Kong

A5

Parallel Paper Session

Putonghua

`509`

SEN

A5 - 1   **中小學教師的社會與情感能力成長型思維水平如何？—— 基於SESS國際測評數據的分析**

Haili CUI, Shanghai Jiao Tong University

Zhongjing HUANG, East China Normal University

A5 - 2   **The Claim of Mental Damage Relief and Judgment Tendency in School Bullying Cases in China**

Xuanyu CHEN, Beijing Normal University

Feng HAN, Tsinghua University

A5 - 3   **學校過程性投入與高職學生的社會情感能力 —— 學習參與的中介作用及父母情感支持的調節作用**

Yun-Bo LIU, Qiao-Qiao LIU, Beijing Normal University

B1
Parallel Paper Session

English
504

Postgraduate Education

B1 - 1 **Who Expect to Pursue Doctoral Degree? A Quantitative Analysis of 2021 Data in China**
Jingjing NIU, Tsinghua University

B1 - 2 **Impacts of Social Class on Educational Aims of PhD Students in Hong Kong**
Chi Wui NG, The University of Hong Kong

B1 - 3 **From Intention to Action: An Analysis of Motivating and Constraining Factors in Chinese Master's Students' Decision to Pursue the Doctorate**
Yu XIAO, Jingjing NIU, Feng HAN, Tsinghua University

B1 - 4 **Social Support and Academic Engagement among Doctoral Students: The Mediating Role of Grit**
Fei CAO, The University of Hong Kong

B2
Parallel Paper Session

English
506

Well-being

B2 - 1 **Exploring Female Rural EFL Teachers' Emotion Labour in China: A Social Role Theory Perspective**
Delin KONG, Huazhong University of Science and Technology
Min ZOU, Beijing Institute of Technology

B2 - 2 **Relationship Between Depression, Smartphone Addiction, and Sleep Among Chinese Engineering Students During the COVID-19 Pandemic**
Wen-Juan GAO, Yan HU, Jun-Lin JI, Beihang University

B2 - 3 **Students' Attitudes Toward the Quality of School Life in Hong Kong Religious Schools**
Celeste Y. M. YUEN, Stephen T. W. LEE, The Chinese University of Hong Kong
Leslie FRANCIS, University of Warwick
K. H. LEUNG, Hong Kong Polytechnic University

B3
Parallel Paper Session

English
507

Study Abroad

B3 - 1 **International Student Experience in China: A Systematic Review from a Person-in-Context Perspective**
Jie XU, The Chinese University of Hong Kong

B3 - 2 **Transformative Learning of South Asian Students in Chinese Mainland Universities' Local Chinese Language Teacher Education Programs**
Md Sahariar RAHMAN, Peking University
Xun LI, Lan YU, Beijing Language and Culture University

B3 - 3 **Local or Foreigner? Mainland Chinese Doctoral Students' Research Journey in Hong Kong**
Yabing LIU, Tingting ZHANG, The Education University of Hong Kong

B3 - 4 **Pursuing Doctoral Research in a 'Semi-Periphera' Country: Reflexive Narrative of a Japanese Student's Learning Experience in China**
Doi KENICHI, Waseda University
Kun DAI, The Chinese University of Hong Kong

B4
Parallel Paper Session

English
508

Digital Learning

B4 - 1 **Preparing Computationally and Digitally Literate Citizens through University Education: Evidence from an Evaluation Study**
Ka Wai Cecilia CHUN, Chuck-Jee CHAU, King Tin LAM, Kwok Wing SUM, Yat Chiu LAW, Ping Fu FUNG, The Chinese University of Hong Kong

B4 - 2 **Practicing Citizenship in the Digital Era: Examining Chinese Higher Education Students' Practices of Digital Citizenship**
Jing YU, Koon Lin WONG, The Education University of Hong Kong

B4 - 3 **Investigating the Effectiveness of a Course-based Digital Research Project in Facilitating Students' Enhancement of Digital Literacy Skills: A Case Study in Hong Kong Higher Education**
Alice Yin Wa CHAN, Chit Cheung Matthew SUNG, City University of Hong Kong

B5 Parallel Paper Session
Putonghua

509

Well-being

B5 - 1 **Gender Differences in the Subjective Well-being of Older Adult Learners in China**
Lixin SUN, Xiaowei SHI, Yuan LI, Jingjing LIANG, Ningbo University

B5 - 2 **Qualitative Analysis of Primary School Teachers' Sense of Burden and the Optimize Path of Quality of Work Life in the "Double Reduction" — Based on the Perspective of the Quality of Work Life Theory**
Jiani WU, Zhiyong BAI, Fujian Normal University

B5 - 3 **A Room with a View: Love Narration, Lifestyle and Aesthetic Taste**
Rong WEN, Shanghai International Studies University

B6 Parallel Paper Session
Putonghua

510

ECE

B6 - 1 **兒童新聞的情景語境與語篇結構特徵分析研究**
Chun LI, Pamela Pui-Wan Leung, The Education University of Hong Kong

B6 - 2 **智慧創客教學在幼兒方案課程運用之探究**
Nai Hua LIU, Li Chun CHEN, University of Macau
Jing Shan GAO, Guangdong University of Education

B6 - 3 **少子化全球現況 ⸺ 澳門幼稚園面臨經營衝擊與挑戰**
Nai Hua LIU, Yan LI, Li Chun CHEN, University of Macau

B6 - 4 **幼兒園教師工作環境品質與職業幸福感關係研究**
Ziying ZHANG, Nanning College of Technology

DAY 2

9 December 2023 (Saturday)
第二天　12月9日（星期六）

0800 – 0900

Doctoral and Early Career Researchers Network

511

The Research Journey of Emerging Scholars
Chair: Gordon C. P. Tsui

Light Breakfast will be provided

0900 – 1030

C1 Parallel Paper Session
English

504

University/Vocational Education

C1 - 1 **Incapable or/and Vulnerable? Higher Vocational Graduates' Transition to the Labor Market**
Xiaohua WAN, The Chinese University of Hong Kong

C1 - 2 **Do Students' Background Characteristics Matter in Professional Education? A Case Study of Shipping Education in Hong Kong**
Xinrong HUANG, The Education University of Hong Kong
Judy TONG, Dong YANG, The Hong Kong Polytechnic University

C1 - 3 **The Necessity and Course Design of College Death Education in Mainland China: From the Perspective of Undergraduates**
Mingyuan DING, Yurun LIU, Pan WANG, Xinyue ZHANG, Zhen TAO, The Chinese University of Hong Kong (Shenzhen)

C1 - 4 **Research on the Participation of Higher Education in Global Climate Governance in the Context of Achieving Sustainable Development Goals**
Shifei DUAN, Zhejiang University

C2
Parallel Paper Session

English

`506`

SEN/Inclusion

C2 - 1   **Hierarchical Associations of School Climate and Achievement Goal Orientations in Children with ASD**
Xueyan CAO, China University of Mining and Technology
Xuecong MIAO, Hainan University
Haoyuan ZHENG, Guangzhou Huashang College

C2 - 2   **What Do Special Education Teachers Teach? Study on the Subjects Taught by Special Education Teachers in Taiwanese Junior High Schools**
Yan-Rong Huang, National Academy for Educational Research

C2 - 3   **Inclusion as a European Goal: Reflections on the Future of an Ethical Standard**
aela VOGT, Bielefeld University

C2 - 4   **Differentiated Instruction Strategies for Primary School Mathematics Based on Teaching Difficulty Analysis**
Jinlong LI, Dalton Xinhua School, Shenzhen

C3
Parallel Paper Session

English

`507`

Education Policy

C3 - 1   **Elusive Educational Equities: The Chinese Middle-class Parents' Interpretations of School Choice Policy**
Cheng ZHONG, Nanjing Normal University

C3 - 2   **Global Discourse in National Curriculum Policy Making: The Case of China's Competence-based Curriculum Reform**
Yiwei TIAN, Beijing Normal University

C3 - 3   **Trends and Patterns of China's International Education Cooperation Presence: A Quantitative Analysis of AidData's Global Chinese Official Finance Dataset**
Doi KENICHI, Kazuo KURODA, Waseda University
Ami IKEDA, Hiroshima University
Yuki MURAKAMI, UNESCO

C3 - 4   **An Examination of Chinese Education Reform by Concentrating on the Recent "Double Reduction" Policy**
Ying ZHANG, Simon Fraser University

C4
Parallel Paper Session

English

`508`

Well-being

C4 - 1   **Who Wants to Win? The Impact of School Competition on Students' Well-being**
Siyuan CHEN, Xiaoting HUANG, Peking University

C4 - 2   **Do Teachers' Student-oriented Goals Come First: Associations with Teacher Emotions**
Zheng JIANG, Shanghai Normal University
Fengjuan HU, Guoxiu TIAN, Capital Normal University
Hongbiao YIN, The Chinese University of Hong Kong

C4 - 3   **Role of Academic Feedback in the Relationship between School Belonging and Subjective Well-Being**
Xinyu LI, Beijing Normal University-Hong Kong Baptist University United International College
Yi-Lung KUO, BNU-HKBU United International College

C4 - 4   **Flourishing Students: The Design and Development of a Positive Education Intervention Programme for Adolescents**
Stefanie CHYE, Yvonne SENG, Isabella WONG, Ying Kiat TAN, Nanyang Technological University

C5
Parallel Paper Session

Putonghua

`509`

University Education

C5 - 1   **精英高校大學生策略學習方式的影響及形成機制研究**
高文娟, 胡岩, 北京航空航天大學

C5 - 2   **工科大學生學習時間投入的"內卷"困境及破解路徑**
Junlin JI, Wenjuan GAO, Beihang University

C5 - 3   **家庭背景和院校支持 —— 大學生在線學習參與對教育獲得的影響路徑機制分析**
Qiran CHEN, Tianle SHI, Tsinghua University

C5 - 4   **研究生與導師的衝突生成及轉化：能動性與結構性的碰撞**
劉業青, 北京師範大學

C6
Parallel Paper Session
Cantonese
510

C6 - 1	解讀香港本科生的接受性與生產性非正式數字化英語學習：第二語言動機自我係統視角
	Ka Hin NG, Guangxiang Leon LIU, The Chinese University of Hong Kong
C6 - 2	運用UDL 教學設計以及AI 對話融入小學批判思維教學
	Shirin LAU, Yew Chung International School
C6 - 3	人工智能GPT-4於漢語教學的應用
	Kam Ming SHEK, Wing Kiu LEUNG, The Chinese University of Hong Kong
C6 - 4	混合學習模式對文言文閱讀學習之影響：一所香港中學的行動研究
	Evan Jonas WONG, The Chinese University of Hong Kong

DAY 2

9 December 2023 (Saturday)
第二天　12月9日（星期六）

1330 – 1500

D1
Parallel Paper Session
English
504

University Education

D1 - 1 How Does University Students' Perception of Teacher Feedback Utility Shape Their Multiple Stages of the Feedback Process?
Qishuai ZHANG, Lan YANG, Lijie QIN, Yanxin SHAO, The Education University of Hong Kong

D1 - 2 Exploring the Impact of University Students' Feedback Self-Efficacy on the Complex Feedback Process
Yanxin SHAO, Lan YANG, Lijie QIN, Qishuai ZHANG, The Education University of Hong Kong

D1 - 3 The Impact of Internationalization at Home Strategies on Domestic Students' Intercultural Competence Development in China
Xiaoqing Wang, Honghao Jin, Huazhong University of Science and Technology
Kun Dai, The Chinese University of Hong Kong

D1 - 4 Incorporating Moodle-Wiki and Moodle-Digital Badges into BSc (Exercise and Heath) Courses: Impact on Students' Collaborative Learning, Motivation, Behavioral Engagement and Academic Performance
Shirley S.M. FONG, The Education University of Hong Kong
Samuel K.W. CHU, Hong Kong Metropolitan University
K.F. HEW, The University of Hong Kong

D2
Parallel Paper Session
English
506

Social Emotional Learning

D2 - 1 Grade Repetition, Subjective Well-being, and Resilience
Jiayue SUN, Yi-Lung KUO, BNU-HKBU United International College

D2 - 2 Implementing Contemplative Education for Enhancing Spirituality in Hong Kong Schools
Ngar-Sze LAU, The Chinese University of Hong Kong

D2 - 3 Effective School-Based Social Emotional Learning Programs in Pre-K-12 Classrooms: A Meta-Analysis
Jieping SHI, Beijing Normal University

D2 - 4 Association of Different Forms of Bullying Victimization in Primary and Secondary School with Adults' Social and Emotional Wellbeing
Yanyun ZHOU, Yihan WANG, Nanjing University of Posts and Telecommunications
Pengyuan LI, Yuan FANG, Chinese Academy of Sciences

D3
Parallel Paper Session
English
507

Language Learning

D3 - 1 The Review on Eye-Tracking Studies in L2 Assessment
Xi CAO, Shanghai International Studies University

D3 - 2 Effects of Visual Reality on Improving Students' English Presentation Performances and Anxiety Level: A Quasi-experimental Study
Guo XIN, Yang RONG, Pang HUI, Wang FEIYA, Nie YILU, The Chinese University of Hong Kong (Shenzhen)

D3 - 3 An Exploratory EFL Writing Instruction Reform: A Case of a Private Undergraduate College in Guangzhou
Fang ZHAO, Guangzhou College of Technology and Business

D3 - 4 Understanding Learning and Using Peer Feedback Skills in the L2 public Speaking Classroom
Wenqi XIAO, Harbin Institute of Technology (Shenzhen)

D3 - 5 The Beliefs and Practices of the Activity-based Approach to English Learning: A Teacher's Story
Emma Man SHI, Beijing Normal University

D4
Parallel Paper Session

English
508

Digital Learning

D4 - 1   **Augmented Reading: The Influence of Augmented Reality on Parent-child Shared Reading**
Yashi WU, Shenzhen Longhua District Education Institute Early Childhood Education Group Jincheng preschool

D4 - 2   **Digital Learning Technologies as Means for a More Diversity Oriented Learning – Impulses from Estonia and Singapore**
Christoph BIERSCHWALE and Michaela Prof. Dr. VOGT, Bielefeld University

D4 - 3   **An Autoethnography of an English Teacher's Incorporation of Information Technology into Education in Hong Kong**
Chi Wui NG, The University of Hong Kong

D4 - 4   **Shaping Digital Habitus: An Investigation of the Role of Wechat in International Students' Learning in China**
Xiaoyuan LI, City University of Macau
Michael MU, University of South Australia

D5
Parallel Paper Session

English
509

STEM

D5 - 1   **The Role of Stories in STEM Education: An fNIRS-based Hyperscanning Study**
Juan ZHANG, Yihui WANG, Chantat LEONG, Yidi MAO, Zhen YUAN, University of Macau

D5 - 2   **Factors Influencing Chinese Kindergarten Teachers' Intention to Implement Early STEM Activities**
Jialin HU, Sum Kwing CHEUNG, The Education University of Hong Kong

D5 - 3   **Flipped Learning by Teaching in STEM Education**
Chak-Him FUNG, Kin-Keung POON, Siu-Ping NG, The Education University of Hong Kong

D5 - 4   **AI Instruments Catalyzing STEAM Education Evolution — Implications for Educators' Future Role**
Rui DU, The Education University of Hong Kong

D6
Parallel Paper Session

Putonghua
510

AI/Digital

D6 - 1   **人工智能教育倫理危機及其應對 —— 以ChatGPT為例**
何昌旺, 熊和平, 寧波大學

D6 - 2   **小學生與教師視角下的人工智慧：基於後人類視角**
Shuoqi SONG, Beijing Normal University

D6 - 3   **教師感知的人機互動圖景研究 —— 基於行動者網絡理論的分析**
Weiran WU, Guoyu SONG, Min LIN, Zhiqing YANG, Beijing Normal University

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DAY 2

9 December 2023 (Saturday)
第二天　12月9日（星期六）

1645 – 1815

S2
Symposium

English
502

Chinese Early Childhood Educators' Well-Being amid the Late/Post Pandemic Era: Risk and Protective Factors, Individual Differences, and Future Direction
Jianbin LI, Shiqi QIU, Yu XU, The Education University of Hong Kong
Jin SUN, University of Macau
Jinjin LU, Xi'an Jiaotong-Liverpool University
Siwen XU, Huitong School

E1
Parallel Paper Session

English
504

Language Learning

E1 - 1   **Development and Validation of an English Language Learning Resilience Scale**
Zhiqing LIN, Shanghai International Studies University

E1 - 2   **'Dance With Shackles On': Navigating Critical Thinking in English Language Classrooms during COVID-19 and Beyond**
Min ZOU, Beijing Institute of Technology

E1 - 3   **A Critical World Englishes Pedagogy: Investing in Learner and Hong Kong English User Identities**
Yue ZHANG, The Education University of Hong Kong
Wilkinson GONZALES, The Chinese University of Hong Kong

E1 - 4   **A Case Study of Hong Kong ESL Students' Strategic Reading Behaviors in Integrated Tasks**
Chiu Yeung WONG, Hong Kong Metropolitan University

E2
Parallel Paper Session

English

`506`

Teacher Education/Well-being

E2 - 1 **Supporting Teachers' Expansive Learning through a Change Laboratory: An Activity-theoretical Formative Intervention Research in a Japanese School**
Katsuhiro YAMAZUMI, Kansai University

E2 - 2 **What And How Do Teacher Educators Learn: A Systematic Review (2010-2023)**
Jingtian ZHOU, The Chinese University of Hong Kong

E2 - 3 **The Impact of Educational Internships on Pre-Service Teachers' Digital Competence: A Comprehensive Qualitative Evidence Study.**
Qingqing ZHU, Qufu Normal University

E2 - 4 **Anti-stigmatizing: A Collaborative Autoethnography on the Depression Recovery**
Danlei ZHU, East China Normal University
Keyi LYU, Hangzhou Normal University

E2 - 5 **Phenomenological Explorations: Teachers' Journey in Implementing Transmodal Multiliteracies Pedagogy**
Nickie WONG, Temple University Japan

E3
Parallel Paper Session

English

`507`

School Education

E3 - 1 **Assessing the Relationship Between Feedback Orientation and Mathematics Self Concept: A Pilot Study in Shanghai Secondary Students**
Yanxin SHAO, Lan YANG, The Education University of Hong Kong

E3 - 2 **Teachers' Uses and Concerns about Online Open Educational Resources: Preliminary Findings of a Territory-wide Study**
Chung Kwan LO, Alpha Man Ho LING, Yanjie SONG, Philip Leung Ho YU, Simin XU, The Education University of Hong Kong
Khe Foon HEW, The University of Hong Kong
Morris Siu-Yung JONG, The Chinese University of Hong Kong
Ahmed TLILI, Beijing Normal University

E3 - 3 **Art Therapy in K-12 Education: Supporting Well-being in Chinese High School Students through Culturally Specific Approaches**
Mengkai ZHANG, University of British Columbia
Miaolin ZHANG, Beijing No. 171 High School

E3 - 4 **Asian-White Differences at the Intersection of High School Mathematics Course-taking and Academic Self-assessment in Mathematics**
Yuanyuan LIU, Lingnan University

E4
Parallel Paper Session

Putonghua

`508`

E4 - 1 **中國高水平綜合性大學參與教師教育的現狀分析、學術脈絡與前沿展望**
Renjie LUO, Beijing Normal University

E4 - 2 **Action Research on Problem-based Learning for Comprehensive Chinese Language Acquisition in Elementary Schools**
Yuan YUAN, The Hong Kong Polytechnic University

E4 - 3 **攀樹課程提升特殊教育需求學生班級融合參與之研究**
黃彥融, 國家教育研究院課程及教學研究中心

E4 - 4 **跨學科融合下的可持續發展教育與藝術教育**
朱曉盼, 湖北美術學院

E5
Parallel Paper Session

Cantonese

`509`

E5 - 1 **海外與國內高校畢業生素質比較研究**
Andy Shui-Lung FUNG, Beijing Normal University-Hong Kong Baptist University United International College

E5 - 2 **一個有效推動全方位校本價值教育的新模式**
Francis CHAN, Vion NG, Anthony LAU, Catholic Education Office Hong Kong

E5 - 3 **探討教師對照顧學習多樣性的觀感：有關香港中學中文教師的現象學研究**
Ching Lam WONG, The Chinese University of Hong Kong

E5 - 4 **探討教師對特殊教育需要學生教學的觀感：有關香港中學中文教師的現象學研究**
Chong Kwai YEUNG, The Chinese University of Hong Kong

DAY 3

10 December 2023 (Sunday)
第三天 12月10日（星期日）

0800 – 0900

Doctoral and Early Career Researchers Network

English

`511`

Wellness and Engagement of Emerging Scholars
Chair: Gordon C. P. Tsui

Light Breakfast will be provided

0900 – 1030

Invited Educational Leadership Forum

English

`LT2`

Bee Leng CHUA (Associate Professor, Nanyang Technological University)
Daphne HO (Principal, Diocesan Boys' School (Primary Division))
Yi Ying LEE (Principal, Kowloon True Light School)
Chi Shing YIM (Principal, Munsang College, Hong Kong Island)
Chair: Celeste Y. M. YUEN (Associate Professor, The Chinese University of Hong Kong)
Discussant: Alan C. K. CHEUNG (Professor, The Chinese University of Hong Kong)

F1
Parallel Paper Session

English

`504`

University Policy

F1 - 1 **The Exploration of Online Academic Help-Seeking Behavior of First-Generation College Students in Developing Countries: Evidence from China**
Yuying FAN, Jacob Oppong NKANSAH, Lingnan University

F1 - 2 **A Case Study of EMI Policies and Practices in Cooperative Running University in the Great Bay Area**
Yinchun PEI, Beijing Normal University-Hong Kong Baptist University United International College

F1 - 3 **Critical EAP: University Students' Voices During and After COVID-19**
Fabrício OLIVEIRA DA SILVA, The Chinese University of Hong Kong

F1 - 4 **Common Core Curriculum Reform Journey at the University of Hong Kong: Past, Present, and Future of Interdisciplinary Education**
Adrian Man Ho LAM, The University of Hong Kong

F2
Parallel Paper Session

English

`506`

Language Learning / Well-being

F2 - 1 **An Interdisciplinary Teaching Model for Non-Chinese Speaking Students Learning Chinese History- A Case in Hong Kong Secondary School**
Karen CHEUNG, Hong Kong Baptist University

F2 - 2 **Using TARGET Framework to Explore the Relations between Classroom Goal Structure and Achievement Goals in Chinese Reading Classrooms**
Quan QIAN, Beijing Normal University
Kit-Ling LAU, The Chinese University of Hong Kong

F2 - 3 **A Research on the Datong Vision in the Short Stories of Sui Sin Far**
Lini ZHU, Shanghai International Studies University

F2 - 4 **Depression and Approach-avoidance Achievement Goals of Chinese Undergraduate Students: A Four-wave Longitudinal Study**
Wenjuan GAO, Junlin JI, Beihang University
Wenjie ZHANG, Peking University
Xinqiao LIU, Tianjin University

F3
Parallel Paper Session

English

`507`

School Education

F3 - 1 **Pursuing Doctoral Study in Non-traditional Learning Destination: An Exploration of Chinese Students' Motivation to Study in Southeast Asia**
Yueyang ZHENG, The Chinese University of Hong Kong
Xiaoyuan LI, City University of Macau

F3 - 2 **Students' Perceptions of Online Learning in UK Higher Education: Challenges and Suggestions. A Qualitative Study with MA Education students**
Weiting QI, Yunxin WANG

F3 - 3 **Navigating the Doctoral Journey: Exploring Learning Communities and Research Culture of International Doctoral Students in China**
Oluwasegun OLADIPO, Peking University
Kenichi DOI, Waseda University
Kun DAI, The Chinese University of Hong Kong

F3 - 4 **Leadership Cultivation of Junior High school Students and the Effectiveness Analysis from the Perspective of Core Competencies**
Shujuan LUO, Hubei University

F4
Parallel Paper Session

Putonghua
508

F4 - 1 "雙一流"大學教師的國際學術影響力評價及影響因素研究
Yang LIU, Beihang University

F4 - 2 **Advocating Amendment of the Student Guidance and Counseling Act in Taiwan: Reflecting Practical Challenges and Enhancing Systemic Collaborations**
Shang Neng LIN, Taiwan Counseling Psychologist Union

F4 - 3 歸鄉還是遠行？中國籍英美碩士留學生的回國工作意願探究 —— 基於社會認知職業理論
Wang YING, Shanghai International Studies University

F5
Parallel Paper Session

Putonghua
508

University Education

F5 - 1 識課程落實可持續發展目標現狀研究 —— 基於20所中國大陸"雙一流"高校本科生通識課程的文本分析
Jiani MA, Beijing Normal University

F5 - 2 我國高校科研團隊青年人才跨學科性對科研創新的影響研究
Xinyue LIN, Xi YANG, Shanghai Jiao Tong University

F5 - 3 新冠疫情下我國地方本科院校人才培養效率研究 —— 基於40所地方本科院校的 DEA-Malmquist分析
Li ZHENG, Fei GUO, Tsinghua University
Qianrui LIU, Peking University

F5 - 4 **Construction of Factors Influencing the Well-being of Doctoral Students: A Qualitative Study in Chinese Research Universities**
Jingjing XU, Lan XU, Xiamen University

DAY 3

10 December 2023 (Sunday)
第三天　12月10日（星期日）

1330 – 1500

G1
Parallel Paper Session

English
504

Global Values

G1 - 1 **Sustainability Education in a Residential College: Adapting to Pandemic Challenges and Fostering Engagement**
Pui-Sze CHEUNG, Zhaoxun SONG, Chun-man HEUNG, Yi-hang CHOW, Fariha Salma Deiya BAKAR, Ming-Yin CHAN, The Hang Seng University of Hong Kong

G1 - 2 **Nurturing Students' Global Social Responsibility through Internationalisation of the Art and Design Curriculum**
Olivia Xinying KONG, Beijing Normal University-Hong Kong Baptist University United International College
Kubert Tianhang WANG, The Chinese University of Hong Kong

G1 - 3 **The 2030 Agenda for Sustainable Development SDG-4: Global Progress, Challenges and Countermeasures Faced by China**
Duanwu TU, Yihong JIAO, Beijing Foreign Studies University

G2
Parallel Paper Session

English
506

ECE/Infant & Toddler/Career

G2 - 1 **Foreign Domestic Helpers Taking Infant Care Course: A Way to Improve Childcare Quality for Families with Multiple Caregivers**
Jing CHEN, The Chinese University of Hong Kong

G2 - 2 **Factors Influencing Successful Parental Involvement in Children's Education: Perspectives from Kindergarten Teachers and Parents in China**
Hanwen ZHANG, Sum Kwing CHEUNG, The Education University of Hong Kong

G2 - 3 **Critically Consider the Role of Gender in Early Childhood Education**
Yuqing LIN, Nanjing Audit University

G2 - 4 **Better Safe Than Sorry: Structural Changes in College Major Preferences Under the Impact of the COVID-19 Pandemic**
Honghao JIN, Xiangyu LAI, Huazhong University of Science and Technology

G3
Parallel Paper Session

English

`507`

Advancement in Education

G3 - 1 **An Exploration of the Humanistic Education Value of Future Discourse in Science Fiction: A Case Study of Ted Chiang's Sci-Fi Works**
Yingying HUANG, Shanghai International Studies University

G3 - 2 **Perceptions of Masculinity through Podcasts**
Samiya Sainur SAYED, The University of Hong Kong

G3 - 3 **A Study on Emerson's Educational Philosophy and Its Illuminations on Contemporary Educational Practice**
Qiao ZHANG, Shanghai International Studies University

G3 - 4 **Research on the Impact of Creativity of AI-Enabled Headhunters in the Era of Big Data on Performance**
Hu LIU, Southwestern University of Finance and Economics
Yangyang CHEN

G4
Parallel Paper Session

English

`508`

AI+

G4 - 1 **How AI+Education Influence Students' Creativity: A Meta-analysis**
Xuechun WANG, Alan C. K. CHEUNG, The Chinese University of Hong Kong

G4 - 2 **A Bottom-up Approach to Prompt Engineering: A Workshop Design to Further the Use of Chatbots in Higher Education**
Stefanie GO, Kathrin SCHELLING, Technische Hochschule Ostewestfalen-Lippe

G4 - 3 **Exploring the Impacts of Teachers' Support on Learners' Autonomous Learning Out-of-class with Technology**
Lijun JIANG, Yunnan Transportation Vocational College

G4 - 4 **Exploring L2 Learners' Perceptions of Automated Written Feedback Generated by GPT-4**
Jiexin CHEN, Neusoft Institute

G5
Parallel Paper Session

Putonghua

`509`

Language Learning

G5 - 1 論深港跨境學生在內地中文二語教學的創新與挑戰
Wenting ZHOU, Shenzhen Huitong School

G5 - 2 英語課堂中高階思維的發生機制研究 —— 課堂話語分析的視角
Haoying WANG, Jing LI, Changchun Normal University

G5 - 3 獨在異鄉為異客：留學生的跨文化社會心理適應性
Wang YING, Shanghai International Studies University

G6
Parallel Paper Session

Putonghua

`510`

Education Policy/University Education

G6 - 1 民國時期涼山彝族教育興起的動力與約束
馬天會, 陳俊天, 四川大學

G6 - 2 生源地信用助學貸款對貧窮大學生學業成就的影響 —— 以甘肅省5所地方高等院校為例
Shubing LIU, Ping DU, Jing YANG, Yuhui ZHANG, Beijing Normal University

G6 - 3 面壁十年圖破壁 —— 中國西部某省大學生職業價值觀及其影響因素研究
Ping DU, Tianshu ZHANG, Beijing Normal University

G6 - 4 交叉學科博士生的學科文化適應研究
Siqi WEI, Peking University

Acknowledgements
鳴 謝

General Information & Venue Map
一般須知及會場地圖

Registration

Registration starts at 9:15 a.m. on December 8 and 8:30 a.m. on December 9 & 10. Registration Counters are located on the ground floor (G/F) of the Yasumoto International Academic Park (YIA). Presenters and general participants are required to sign in upon arrival. A name badge, a finalized programme book, related conference materials including an attendance certificate and the receipt of registration fee payment will be given upon registration.

Certificate of Attendance

Participants are entitled to a certificate of attendance. It is inside the conference folder and will be given upon registration.

Name Badges

Please wear the name badge throughout the conference period for admission to the venues. The name badge and the conference folders will be used for three days of the event.

Best Paper Awards

Results will be announced at the Closing Ceremony & Award Presentation and prizes awarded then. Authors who have joined the competition should stay tuned for the announcement.

Papers and/or Handouts

Presenters may at their discretion bring copies of their papers and/or handouts for dissemination during their sessions. Due to limited resources, photocopying services will not be provided at the conference venue.

註冊及報到

註冊處設於康本國際學術園（YIA）地下（G 樓），12 月 8 日早上 9 時 15 分、9 日及 10 日早上 8 時 30 分起開放。發表者以及一般參加者須於抵達後簽到。報到時，與會者將獲發名牌、會議日程詳情、研討會資料、註冊費付款收據及出席證書。

出席證書

每位參加者均獲發出席證書。證書已放入研討會資料夾內，在報到時派發。

名牌

請與會者於研討會期間及出入會場時佩戴名牌。名牌及資料夾供三天研討會使用。

最佳論文獎

結果將於閉幕禮及頒獎環節上公佈，屆時將頒發獎項。參與競逐的論文作者，請密切留意結果。

論文及／或講義

發表者可帶備論文全文及／或講義於講室派發。資源所限，大會不會提供影印服務，敬請留意。

Abstracts of Papers and Symposia
論文及座談會摘要
Abstracts are available at the conference website at
摘要見於研討會網頁
https://apera2023.hkera.org/2023/en/programme.asp#BLK3

Evaluation 意見回饋
Please give us feedback by completing a questionnaire at
請惠賜意見
https://tinyurl.com/HKERA-2023

Computer Facilities 電腦器材

Presenters who need to edit their presentation files may approach the Registration Counter. A notebook computer is available for the purpose and on a first-come-first-served basis.

發表者如須使用電腦修改演講檔案，可到註冊處使用大會提供之手提電腦。

Lunch 午膳

Light lunches serving in buffet style shall be provided on the three days of the conference.

三天研討會上，大會將提供簡便午餐供與會者享用。

Parking 泊車

As visitors' parking spaces are limited on the campus, please use public transportation to commute to the conference venue.

由於校內訪客車位有限，請盡量使用公共交通工具前往會場。

HKERA Membership

Conference participants who have paid full registration fee will also cover one-year individual HKERA membership. For details, please approach the HKERA Membership Counter on G/F.

Book Display

Four publishers, De Gruyter, Breakthrough, McGraw Hill, and Springer Nature, shall display their books related to the conference themes during tea and lunch breaks at G/F.

Photos

Photos taken at the conference shall be available at the conference website after the conference.

Enquiries and Notices

Should you have any enquiries during the conference period, please contact the Registration Counter. Any changes to the conference programme will be announced without prior notice.

香港教育研究學會會員

凡繳付全費之參加者已包括一年香港教育研究學會會籍，毋須額外費用，詳情請向地下（G樓）的香港教育研究學會櫃枱查詢。

書展

De Gruyter, Breakthrough, McGraw Hill 及 Springer Nature 將在茶點及午膳時間展出與大會主題相關之書籍，書展設於地下（G樓），歡迎參觀。

照片及花絮

會後將上載至研討會網頁，以供留念。

查詢及通告

研討會期間，如有任何查詢，請與註冊處聯絡。如研討會程序有改動，大會將於研討會內宣佈，敬請留意。

Conference Website 研討會網址

https://apera2023.hkera.org/2023/en/about.asp

HKERA-APERA
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2023

香港教育研究學會暨亞太教育研究學會
國　際　會　議

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