Brought to you by the UGC-funded 8-university project:

Exemplary learning, teaching and assessment practices in UGC-funded institutions in the age of GenAI

International Conference on GenAI and Pedagogical Innovations in Higher Education

20-22 May 2026

The Hong Kong Polytechnic University

Scan the QR code for more conference details

The project is led by The Hong Kong Polytechnic University 香港理工大學 with members from Lingnan University 嶺南大學 香港城市大學 City University of Hong Kong 香港浸會大學 HONG KONG BAPTIST UNIVERSITY 香港中文大學 The Chinese University of Hong Kong 香港教育大學 The Education University of Hong Kong 香港科技大學 THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY 香港大學 THE UNIVERSITY OF HONG KONG

Conference Location Map
The Hong Kong Polytechnic University

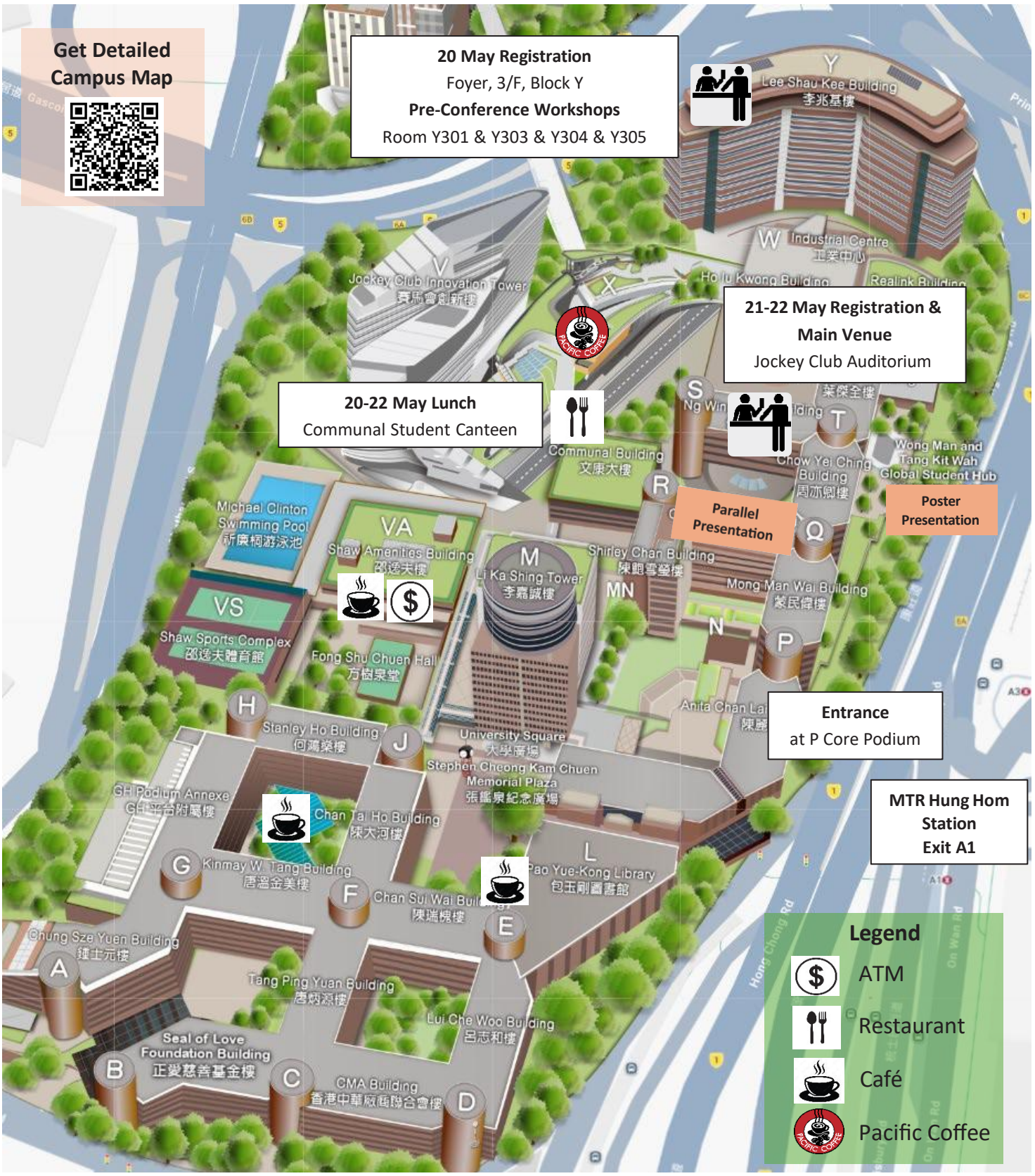

Table of Contents

General Information

International Conference on GenAI and Pedagogical Innovations in Higher Education (GaPI)
The Hong Kong Polytechnic University
Hung Hom, Hong Kong

✉️ gapi2026@polyu.edu.hk
🏠 https://events.polyu.edu.hk/gapi2026/

Guestbook

📖 https://padlet.com/gapiinfo2026/gapi_conference_guestbook

Welcome Message from the Organising Committee

A warm welcome to GaPI: International Conference on GenAI and Pedagogical Innovation! It is our distinct honour and pleasure to welcome you to the Conference, and to the vibrant city of Hong Kong for those of you who can come in person.

As we stand at the threshold of a new era in education, the GaPI Conference serves as a vital platform for dialogue, innovation, and reflection. The rapid evolution of AI presents us with unprecedented opportunities and complex challenges, and there is no better time for the global academic community to gather and discuss the future of teaching and learning.

We are truly overwhelmed by the global interest in this event. We received over 180 submissions for paper presentations, interactive workshops and poster presentations at the Conference. After a double-blind review process, and many went on to a triple review, over 100 of the submissions have been selected for presentation at the Conference and around 70 are included in the Conference Collection. We are very pleased that our presenters at GaPI come from more than 20 countries and regions, including Australia; Canada; Chinese Mainland; Croatia; Greece; Hong Kong, China; India; Japan; Macau, China; Morocco; New Zealand; Norway; Philippines; Russia; Singapore; Sweden; Taiwan, China; Thailand; United Kingdom; United States and Vietnam. This diversity of perspectives ensures that our discussions will be rich, inclusive, and globally relevant. Under the overarching theme of GenAI and pedagogical innovation, our programme is structured around 10 critical sub-themes that reflect the current landscape of the field. For details, please refer to our conference website at https://events.polyu.edu.hk/gapi2026.

Behind the organisation of the Conference is the staunch support of an eight-university project team whose project has been funded by the Hong Kong University Grants Committee (UGC)'s Fund for Innovative Technology-in-Education (FITE) Fund. We are grateful to the UGC for the grant that has allowed the eight universities to co-explore good practices in embracing AI in education. The eight universities include (according to the order on the UGC homepage): City University of Hong Kong, Hong Kong Baptist University, Lingnan University, The Chinese University of Hong Kong, The Education University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology and The University of Hong Kong.

Our deepest gratitude goes to our keynote speakers and plenary panel speakers, whose visionary insights provide the foundation for our sessions. We also wish to thank our pre-conference workshop facilitators and parallel session speakers for sharing their specialised expertise and practical strategies. The vibrancy of the GaPI conference is further enhanced by our poster presenters and interactive workshop presenters, whose creative approaches and hands-on demonstrations offer a glimpse into the cutting edge of pedagogical experimentation.

Beyond the academic sessions, we believe in the power of cultural exchange to foster community. We would like to extend a special 'thank you' to our two cultural event performers for their breathtaking contributions, and to the Culture Promotion and Events Office for their invaluable assistance in connecting us with the instrumental quintet and for the use of the beautiful venue: the Jockey Club Auditorium at The Hong Kong Polytechnic University. Our sincere thanks also go to our sponsors. We encourage all attendees to visit the sponsor exhibitions to explore the latest tools and services supporting the educational sector.

Finally, a conference of this scale would be impossible without the tireless work of our project staff, especially our capable and thorough project associate, Miss Alle Leung; as well as our professional, technical, administrative colleagues and student volunteers who have worked meticulously behind the scenes to ensure every detail is in place.

As you engage in the many sessions at GaPI, we hope you find inspiration, forge new partnerships, and leave with a renewed sense of purpose. Thank you for being part of this journey to redefine the intersection of technology and humanity in the classroom.

Welcome to the GaPI Conference!

The Organising Committee
International Conference on GenAI and Pedagogical Innovation

Foreword from the Project Team

On behalf of the Project Team, it is our great honor to welcome you to the International Conference on Gen AI and Pedagogical Innovations in Higher Education. This conference represents the culmination of collaboration among eight universities in Hong Kong, united by a shared vision to respond to the rapid development of generative AI and its profound impact on higher education.

Throughout this journey, our team has worked to transform pedagogies, curriculum, assessment, and student development to meet students' evolving learning needs, while thoughtfully incorporating and leveraging AI. Our goal has always been to make learning meaningful, effective, and future-ready. The path has been fascinating, urgent, and challenging, given the rapid pace of technological change and the diverse views among professionals regarding AI in education.

We believe this conference is not only a platform for academic exchange but also an opportunity to foster academia–industry collaboration, ensuring authentic learning experiences that prepare students for real-world challenges. Two major themes under the project—promoting technological social responsibility and safeguarding academic integrity—have guided our work and remain central to the discussions we hope to inspire here.

This conference is the fruit of hard work, continuous exchange, and learning through trial and error. We are delighted to share insights with participants worldwide. We hope all will treasure the dialogue and enjoy the fruitful exchange this conference promises.

— The Project Team

Congratulatory Messages

Professor Chak Chung Ray CHEUNG
Associate Provost (DL), Office of the Provost and Deputy President
Professor, Department of Electrical Engineering
Professor, Affiliate, Department of Computer Science
City University of Hong Kong

Hearty congratulations to the Organizing Committee on the successful opening of the International Conference on GenAI and Pedagogical Innovations in Higher Education (GaPI) 2026.

As we navigate the transformative potential of the AI era, it is clear that technology alone is not the solution; rather, it is the catalyst for a more profound learner-centric paradigm. At CityUHK, we are particularly excited about how Team-Based Learning (TBL) models can be enriched by generative AI to foster deeper collaboration, critical thinking, and active problem-solving. By integrating these intelligent tools into structured group dynamics, we can shift the focus from passive content consumption to active, peer-driven inquiry.

This conference serves as a vital junction for global experts to share how we can harness these innovations to empower our students. I wish all participants a rewarding and inspiring experience as we collectively shape the future of higher education.

Dr Albert CHAU
Vice-President (Teaching and Learning)
Hong Kong Baptist University

My heartfelt congratulations go to The Hong Kong Polytechnic University and all the partner institutions on the International Conference on Gen AI and Pedagogical Innovations in Higher Education. This landmark event stands as a testament to the strong collaboration among Hong Kong's universities. Hong Kong Baptist University is very honoured and privileged to be a contributing partner to this important event.

I would like to commend Dr. Julia Chen, whose exemplary passion and commitment have been instrumental in bringing this vision to life. In the dynamic context of Hong Kong higher education where innovation and collaboration are central to advancing student learning, this conference provides a timely platform to inspire dialogue, foster partnerships, and spark transformative ideas that will shape the future of teaching and learning.

Finally, may I wish all the participants a rewarding and memorable event.

Professor Raymond CHAN Hon-fu
Vice-President (Academics) cum Provost
Lam Man Tsan Chair Professor of Scientific Computing
Department of Operations and Risk Management, and School of Data Science,
Lingnan University

My hearty congratulations to Prof. Julia Chen and the Organizing Committee on successfully organizing the **International Conference on GenAI and Pedagogical Innovations in Higher Education (GaPI)** 2026. Stemmed from a project that includes all 8 UGC-funded universities and supported by the UGC Fund for Innovative Technology-in-Education, the conference showcases best practices in the use of GenAI in learning, teaching, and assessment. With more than 180 submissions and speakers from about 20 countries, it is a testament that the topics are timely, important, and challenging for professionals in higher education around the world.

Professor Irwin KING
Pro-Vice-Chancellor (Education)
The Chinese University of Hong Kong

Congratulations to the Organising Committee of the GaPI 2026 for organising the Conference dedicated to the application of GenAI in higher education. The conference has provided a platform for researchers, educators, and practitioners to exchange evidence-based insights and share responsible practices in the adoption of GenAI in teaching, learning and assessment. I look forward to the thoughtful sessions, collaborative dialogue, and practical outcomes that will help shape responsible adoption. May the event foster new ideas, partnerships, and a clear path forward for educators and institutions.

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

Warmest congratulations to the Organising Committee on the successful GaPI 2026. By placing educators and learners at the heart of generative AI transformation, the conference provides an excellent platform for advancing integration of technology and pedagogy. It strengthens our collective capacity to nurture reflective, AI-literate teachers and learners who will shape the future of education.

Professor Daniel T.L. SHEK, PhD, SBS, BBS, JP
Associate Vice President (Undergraduate Prorgamme), Chair Professor of Applied Social Sciences, Li and Fung Professor in Service Leadership Education
The Hong Kong Polytechnic University
Changjiang Scholar, Ministry of Education, P.R.C.

Congratulations to the Organizing Committee on successfully organizing this excellent conference which is very important in the era with technology-driven education. It provides a timely platform for us to learn and reflect on how to integrate pedagogy, technology and ethics for teaching and learning with a human face.

Professor Jimmy FUNG, PhD
Associate Provost (Teaching & Learning)
The Hong Kong University of Science and Technology

Congratulations to the Organizing Committee on the successful launch of GaPI 2026. This conference offers a timely and valuable platform for advancing dialogue on the integration of generative AI and pedagogical innovation in higher education. As AI continues to rapidly reshape the landscape of teaching and learning, such initiatives are crucial for fostering thoughtful, forward-looking approaches that balance technological advancement with sound pedagogy and academic values.

Professor Jay SIEGEL, BSc CSUN; MA, PhD Princeton
Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
The University of Hong Kong

Congratulations to the Organising Committee for convening this landmark conference. By showcasing global best practices in GenAI for education, this conference exemplifies collaboration and innovation, inspiring transformative advances in teaching and learning worldwide.

Conference Themes

Theme

Integrating Pedagogy and Technology in Higher Education to Transform Teaching, Learning and Assessment

Sub-themes

1. AI tools and Pedagogy
2. Ethics and Integrity
3. Future of Learning
4. Learning Analytics
5. Incorporating GenAI in Learning, Teaching and Assessment
6. Teacher Professional Development
7. Student AI Literacy, AI-Readiness, and Cognitive Development
8. Hybrid (Human-AI) Intelligence
9. Technology, Curriculum Innovation and Sustainability in Higher Education
10. Smart Learning Environments

Acknowledgements from the Chair of the Organising Committee

On behalf of the Organising Committee, I would like to thank:

1. The Hong Kong University Grants Committee (UGC) for the Fund for Innovative Technology-in-Education (FITE) that funds the eight-university project 'Exemplary learning, teaching and assessment practices in UGC-funded institutions in the age of GenAI'. This conference is a deliverable of that project. Special thanks to Ms June Ho, UGC Deputy Secretary-General, for her Opening Address.

2. The eight UGC-funded universities and their centres on the project:
   - City University of Hong Kong and its Talent and Education Development Office, and especially Professor Kenneth Lo and Professor Gerhard Hancke
   - Hong Kong Baptist University and its Centre for Holistic Teaching and Learning, and especially Dr Theresa Kwong and Dr Louis Cai
   - Lingnan University and its Teaching and Learning Centre, and especially Professor Frankie Lam
   - The Chinese University of Hong Kong and its Centre for Learning Enhancement And Research, and especially Professor Cecilia Chun and Mr Andy Wong
   - The Education University of Hong Kong and its Centre for Learning, Teaching and Technology, and especially Dr Gary Cheng, Ms Crystal Luo
   - The Hong Kong Polytechnic University and its Educational Development Centres, including all the professional, technical, administrative and project staff involved
   - The Hong Kong University of Science and Technology and its Center for Education Innovation, and especially Dr Sean McMinn
   - The University of Hong Kong and its Teaching and Learning Innovation Centre, and especially Professor Cecilia Chan and Dr Katherine Lee

3. Our 3 keynote speakers: Professor Jason Lodge, Professor Abram Anders, and Professor Diana Laurillard.

4. Our 4 pre-conference workshop speakers: Dr Jiaxin Galaxy Cao, Dr Albert Chan, Mr Dick Chan, Dr Jacky Chan, Mr Wik Chan, Mr Jiaoyang Ding, Mr Raven Hon, Mr Ethan Hung, Professor Peter Nelson, Dr Dimple R. Thadani and Ms Ada Tse.

5. Our students, teachers and industry panelists: Miss Ahbeera Bibi, Mr Geoff Chan, Mr Richard Chow, Dr Claire Gordon, Dr Abdelilah Kadili, Professor Jintavee Khlaisang, Ms Lillian Lai, Ms Melissa Lau, Ms Carol Lobato, Mr Rodrigo Alonso Meza, Professor Marcelo Milrad, Mr Fahim Newaz, Professor Demetrios Sampson, Mr Daniel Shek, Professor Sun Hua, Mr Paco Tsoi Pok Kong, Ms Anastasia Vyskubina, Dr Danping Wang and Ms Ziyi Zou.

6. All presenters of parallel sessions, workshops, and posters for your contributions and enthusiasm.

7. All the paper reviewers for your time and effort throughout the paper review process. Each paper underwent a double-blind review, and in a number of cases, triple-blind reviews.

8. The editors and proofreaders who went through each camera-ready version for the conference collection.

9. Our sponsors, McGraw Hill and the Hong Kong Teaching Excellence Alliance (HKTEA).

10. All the facilitators, support staff, and student helpers at the Conference, including those who help out at our pre-conference workshops, keynote sessions, panels, and parallel sessions.

11. The instrumental quintet and Mr Leo Chan for your spectacular performances as the cultural events of the conference.

12. The sterling support team at the Educational Development Centre (EDC) in PolyU led by Mr CK Chu (Administration Manager), Miss Alle Leung, Miss Crissy Chan, and Miss Winnie Tam for their meticulous planning and preparations; Mr Leo Chon and Miss Alle Leung for the conference collection; Dr Barbara Tam and Miss Alle Leung for PR and liaison; Dr Barbara Tam, Dr Dawn Lo, Mr Leo Chon and Miss Alle Leung for programme; the technical team comprising Mr Raymond Ho, Miss Mag Xu, Mr Ethan Hung, Miss Birley Chan (Graphic Design), and Miss Alle Leung (Website Design); and the video team in EDC led by Mr Anthony Ho.

13. The five hotels that offer special rates for conference attendees (in alphabetical order):
    - Harbour Plaza Metropolis
    - Hotel ICON
    - InterContinental Grand Stanford Hong Kong
    - New World Millennium
    - Park Hotel

14. Everyone who joins this conference and graces it with your presence. You make the event special and we are so glad to have you with us. We look forward to the opportunity to welcome you again to intellectual explorations in Hong Kong.

Julia Chen, PhD FTCL PFHEA
Director, Educational Development Centre
https://www.polyu.edu.hk/en/edc/about-edc/people/dr-julia-chen/
Associate Professor (courtesy), Department of English and Communication
The Hong Kong Polytechnic University
Chair, Hong Kong Teaching Excellence Alliance
https://hktea.edu.hk/

Conference Programme

Conference Programme

Day 1: 20 May 2026 (Wednesday)

9.30 AM – 10.00 AM	Check-in ***Venue: Block Y 3/F, Foyer***			
Zoom Link	**Y301**	**Y305**	**Y303**	**Y304**
10.00 AM – 12.00 PM	**Workshop 1** AI-Enabled Tools for Assessment, Engagement, and Learning Support ***Mr Wik CHAN*** *Research Coordinator, uReply, Centre for Learning Enhancement And Research (CLEAR), The Chinese University of Hong Kong* ***Mr Raven HON*** *Project Manager, Knowledge & Education Exchange Platform (KEEP), The Chinese University of Hong Kong*	**Workshop 2** Developing GenAI-empowered Customised Workflows for Automatic Formative Assessment Generation ***Mr Jiaoyang DING*** *Educational Development Officer* ***Dr Jiaxin Galaxy CAO*** *Educational Development Officer* (Centre for Learning, Teaching and Technology, The Education University of Hong Kong)	**Workshop 3** Empowering Higher Education: Hands-on with Local GenAI Models for Innovative Teaching, Assessment, and Feedback ***Mr Dick CHAN*** *Senior Educational Development Manager (Senior Learning Technologist)* ***Ms Ada TSE*** *Senior Educational Development Manager (Senior Analytics and Evaluation Specialist)* ***Dr Albert CHAN*** *Assistant Educational Development Manager* ***Mr Ethan HUNG*** *Assistant Educational Development Manager* *Educational Development Centre, The Hong Kong Polytechnic University*	**Workshop 4** Institutionalising GenAI Literacy in General Education: Lessons from HKBU's University-Wide Rollout ***Dr Jacky CHAN*** *Lecturer, Department of Computer Science, Hong Kong Baptist University* ***Professor Peter NELSON*** *(Associate Director (Teaching and Learning) and Associate Professor, Academy of Visual Arts, Hong Kong Baptist University* ***Dr Dimple R. THADANI*** *Senior Lecturer, Department of Management, Marketing and Information Systems, Hong Kong Baptist University* ***Professor Yuner ZHU*** *Assistant Professor, Department of Interactive Media, Hong Kong Baptist University*
12.05 PM – 1.10 PM	Lunch ***Venue: Communal Student Canteen, 3/F, Communal Building***			
1.10 PM – 1.40 PM	Poster Presentation ***Venue: Wong Man and Tang Kit Wah Global Student Hub***			

Zoom Link	**R401**	**Y301**	**Y305**	**Y303**	**Y304**
1.40 PM – 2.10 PM	**From Prompts to Persuasion: Integrating AI in EFL Copywriting for Critical and Multimodal Literacy** Jo-Shan FU, Selim BEN-SAID	**Math City: A Futuristic Math classroom for STEM skills (A Virtual City for Real Knowledge)** Manpreet SINGH	**Building AI-Powered Chatbots for Clinical Reasoning and Communication Training in Health Professions Education** Wai Hang KWONG	**Mind Meets Machine: Cultivating AI-Ready Learners Through Cognitive Integration** Jeanette IGNACIO, Hui-Chen CHEN	**Customised AI-powered Virtual Scenario-based Simulations in GPTutor** Jessica NEUVILLE, Richard Wing Cheung LUI
2.10 PM – 2.40 PM	**Transparent Rubrics with GenAI: Faster Feedback and Fairer Grading in Large Classes** Yang YANG				
2.40 PM – 2.50 PM	Break				
Zoom Link	**R401**	**Y301**	**Y305**	**Y303**	**Y304**
2.50 PM – 3.20 PM	**(Cancelled)** **AI-Assisted Python Learning: An Empirical Analysis of Benefits and Challenges** Xingkong MA	**Leveraging GenAI in creating audio and video-based flipped classroom materials** Jenifer HO	**Design a Flipped Lesson to Help Students Learn Effectively with Gen AI** Steven LIM	**Designing GenAI Use in Teaching and Learning Enhancement Through a Pedagogical Partnership Approach** Peter LAU, Dimple THADANI, Louis CAI	**'Draft-Revise-Reflect' Model: Essay Revision with GenAI in a Korean Language Class** Sinae SIM, Sun-A KIM
3.20 PM – 3.50 PM	**Reciprocal Associations of Positive Youth Development and AI Literacy: Longitudinal Evidence from Filipino Adolescents** Jet UY BUENCONSEJO				

Day 2: 21 May 2026 (Thursday)

9.00 AM – 9.30 AM	Check-in ***Venue: Foyer, Jockey Club Auditorium***					
9.30 AM – 10.00 AM	Opening (MCs: ***Dr Barbara TAM*** *and* ***Dr Laura ZHOU****, Educational Development Centre, The Hong Kong Polytechnic University)* Welcome Message | ***Professor Daniel SHEK*** *AVP(UP), Dean(CUS) & Chair Professor(APSS), The Hong Kong Polytechnic University* Opening Address | ***Ms HO Hoi Kwan, June*** *Deputy Secretary-General (1), University Grants Committee Secretariat* ***Venue: Jockey Club Auditorium***					**Zoom Link:** https://polyu.hk/PseLl
10.00 AM – 11.00 AM	Keynote Session 1 **The metacognitive frontier: Navigating the psychology of learning in AI-enabled environments** ***Prof Jason LODGE*** *Professor of School of Education, Faculty of Humanities, Arts and Social Sciences, The University of Queensland* ***Introduction: Dr Theresa KWONG*** *Hong Kong Baptist University* ***Venue: Jockey Club Auditorium***					
11.00 AM – 11.20 AM	Refreshment Break ***Venue: Foyer, Jockey Club Auditorium***					
Zoom Link	**R402**	**R406**	**R407**	**R408**	**R501**	**R502**
11.20 AM – 11.50 AM	**Integrating AI Chatbots in Social Work Education for Professional Self-Awareness and Engaging Vulnerable Populations** Siu Ming CHAN, Annis Lai Chu FUNG	**How Perceived Learning Difficulties Shift in a Short-Term GenAI-Integrated Design Course** Jinmei HUANG	**Towards Adaptive and Responsive Teaching: An Artificial Intelligence-Empowered Learning Platform for Multi-Modal Education** Yiwei WENG	**Developing the AI Interaction Knowledge Scale for Higher Education Teachers: Pilot Validation** Adit GUPTA	**Exploration and Practice of Teaching Methods Assisted by Artificial Intelligence** Ying HUANG	**Generative Artificial Intelligence (GenAI) in Higher Education: Human-AI Collaborative Learning in Hong Kong** Shuk Ling CHENG
11.50 AM – 12.20 PM	**Improving Education Through Educational Material Development: The Combination of Generative Artificial Intelligence and Human Insight** Farzad SABETZADEH	**Re-introducing the Flipped Approach at an Institutional Level** Chi-Ming WONG, Laura ZHOU, Julia CHEN	**Promoting Generative AI in Learning, Teaching, and Assessment: A Case study in Human Anatomy Education** Chileka CHIYANIKA	**Advancing Construction Safety Education with Artificial intelligence Technologies** Sze Nga YIU	**A Scalable Human-AI Training Range for Higher Computer Education** Ying HUANG	**Emerging Technologies into Capstone Projects to Meet Student Needs in Early Analysis** Chujian HUANG
12.25 PM – 1.25 PM	Lunch ***Venue: Communal Student Canteen, 3/F, Communal Building***					
Zoom Link	**R401**	**R402**	**R406**	**R407**	**R408**	**R502**
1.30 PM – 2.00 PM	**Boosting Creative Learning with Gen-AI-Enabled Semi-Flipped Classes and Project-Based Design Thinking Method** Nathan XU	**Enhancing Conceptual Understanding of Crystal Structures through Holographic Projection and Team-Based Learning** Fatwa Firdaus ABDI	**Co-Evolving Design Entrepreneurship: An AI Agent for New Venture Creation** Luke Edward Eric FEAST	**Mind the Gap: The Space Between AI and Authentic Learning** Neil HARRIS	**(Cancelled)** **GenAI-Supported IELTS Speaking Preparation: Prompting, Strategy Use, and Learner Perceptions** Rui JI	**GenAI in Higher Education: Disciplinary Epistemologies, Pedagogical Implications, and Recommendations for Professional Development** Siew TAN
2.00 PM – 2.30 PM	**AI-Powered Clinical Role-Play Simulators: Healthcare Education Pilot** Caron ONG	**(Cancelled)** **The Role of AI in Transforming Education in Spatial Data Science** Xintao LIU	**AI Teammates in Group Discussion: Supporting Collaborative Problem Solving and L2 Speaking** Huong Nam VU Selim BEN-SAID	**Ethical Awareness as a Mediator Between AI Risk Perception and Research Performance Among Graduate Students** Jose PANGNGAY, Moreen Jebert LAZAGA, Ligaya N. CARANAY, Kahreen Lou Camat MONDINA	**Promoting Institutional GenAI-in-assessment Reform through the Lens of Kotter's Change Model** Wing Yuk Leo CHON, Dawn LO	**Effective, Ethical, and Discipline-Specific Use of Generative AI in Engineering Communication Instruction** Pavel ZEMLIANSKY
2.30 PM – 2.50 PM	Refreshment Break ***Venue: Foyer, Jockey Club Auditorium***					

Day 2: 21 May 2026 (Thursday)

<table>
<tr><td colspan="6"></td><td>Check-in
Venue: Foyer, Jockey Club Auditorium</td><td>9.00 AM – 9.30 AM</td></tr>
<tr><td colspan="2" rowspan="2">Zoom Link:
https://polyu.hk/PseLl</td><td colspan="5">Opening (MCs: Dr Barbara TAM and Dr Laura ZHOU, Educational Development Centre, The Hong Kong Polytechnic University)
Welcome Message | Professor Daniel SHEK AVP(UP), Dean(CUS) & Chair Professor(APSS), The Hong Kong Polytechnic University
Opening Address | Ms HO Hoi Kwan, June Deputy Secretary-General (1), University Grants Committee Secretariat
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<tr><td colspan="6">Refreshment Break
Venue: Foyer, Jockey Club Auditorium</td><td>11.00 AM – 11.20 AM</td></tr>
<tr><td>R506</td><td>R507</td><td>R508</td><td>QR403</td><td>QR512</td><td>R503</td><td>Zoom Link</td></tr>
<tr><td>Physical Optics Meets Artificial Intelligence and Optical Field Manipulation
Man JIANG, Xingshen SONG</td><td>Revolutionising High-Stakes Communication with GenAI: A Fixed-Wing Private Pilot Training Case Study
Francis SHUM, Tsz Yip TANG</td><td>The Impact of AI Writing Tools on University Students' Academic Writing in English
Hsuan-Yu CHEN</td><td rowspan="2">Future-Ready Teaching in the AI Era: Building Faculty Capacity for Transformative Learning
Spencer BENSON, Haydn CHEN</td><td>Reforming Interdisciplinary Postgraduate Teaching with GenAI: A Case Study of the "Laser Irradiation Effects" Course
Xi Wang, Dapeng Zhao</td><td>ChatBIM: A GenAI Model for Checking BIM Information Quality for Architecture and Engineering Education
Calvin KEUNG</td><td>11.20 AM – 11.50 AM</td></tr>
<tr><td>Investigation on Learning Enhancement through AI-empowered Immersive Environment
Ping GENG</td><td>Unpacking the Flipped Classroom: Mechanisms and Efficacy in Accounting Education
Noor Nahar BEGUM</td><td>Bridging Traditional and Transformative: Developing Optimal Hybrid Workflows for Generative AI in Animation Pedagogy
Hantao YANG, Junhe PENG</td><td>Enhancing Reflective Learning in Service-Learning: Integrating Cellphilms and Blended Learning for Student Growth
Yammy CHAK</td><td>Student-Staff Co-Developed Immersive Virtual Reality and Engineered AI Prompts to Enhance Therapeutic Communication
Kitty CHAN</td><td>11.50 AM – 12.20 PM</td></tr>
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<tr><td>Technology-enhanced Training in English Connected Speech Processes Among Chinese EFL Learners
Xiaona ZHOU Hsueh Chu CHEN</td><td>Sequencing Peer and AI Collaboration in EFL Writing: Student Performance and Perceptions
Xuchuan (Winnie) CHEN</td><td>Optimizing AI for Chemistry Grading: Boosting Efficiency and Reducing Educator Workload in Foundation Courses
Sam Chun Kit HAU</td><td>Beyond the gaze of the guru: Why nobody has the answers to assessment reform
Jason LODGE</td><td>ESL Learners' Acceptance of Generative AI Chatbot for IELTS Speaking Practice: An Extended TAM Approach
Ka Yee CHAN</td><td>Critical Reading in the AI Era: Do Summarization Tools Hinder Deep Reading for EFL Learners?
Zhuo SUN, Dianyong ZHU</td><td>1.30 PM – 2.00 PM</td></tr>
<tr><td>Reimagine Teaching and Assessment with AI: A Learn by Design Philosophy and Case Studies
Hongyan GENG</td><td>Perspectives and Acceptance of University Students with Different Exposures to Generative Artificial Intelligence
Ming Fai CHUNG</td><td>The Human in the Loop: Empowering Educators to Reclaim Agency in the Age of AI
Paul CHEUNG</td><td>From Pedagogical Vision to Practice: Institutionalising Team-Based Learning for Coping with the Age of AI
Marco LEUNG</td><td>Application of Business Thinking in AI-Assisted Business Writing: Integrating Thinking Models and Outcome-Based Approaches
Yuan TAO, Xiaoping GAO</td><td></td><td>2.00 PM – 2.30 PM</td></tr>
<tr><td colspan="6">Refreshment Break
Venue: Foyer, Jockey Club Auditorium</td><td>2.30 PM – 2.50 PM</td></tr>
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Day 2: 21 May 2026 (Thursday)

2.50 PM – 4.10 PM	Panel Discussion 1 **AI Tsunami: The Dire Need for Learning, Assessment and Curriculum Reform** ***Dr Claire GORDON*** *Director of Eden Centre for Education Enhancement of London School of Economics and Political Science* ***Dr Abdelilah KADILI*** *Founder and President, The Tamkine Foundation for Excellence and Creativity* ***Professor Jintavee KHLAISANG*** *Professor, Chulalongkorn University* ***Professor Marcelo MILRAD*** *Professor in Media Technology at the Department of Computer Science and Media Technology* ***Professor Demetrios SAMPSON*** *Professor of Digital Systems for Learning and Education at the Department of Digital Systems, School of Information and Communication Technologies (since 2003); Director of the Master of Science (MSc) Program on Digital Learning; Director of Research Laboratory Digital Systems in Learning and Education, University of Piraeus* ***Professor SUN Hua*** *Director of Center for Excellent Teaching and Learning of Peking University, and the Director of China Center for Edgar Snow Studies* ***Ms Anastasia VYSKUBINA*** *HSE Online, HSE University* ***Dr Danping WANG*** *Programme Leader of Chinese and Associate Professor at the University of Auckland* ***Moderator: Dr Julia CHEN*** *Educational Development Centre, The Hong Kong Polytechnic University* ***Venue: Jockey Club Auditorium***	**Zoom Link:** https://polyu.hk/PseLl
4.10 PM – 4.20 PM	Break	
4.20 PM – 5.20 PM	Keynote 2 **How can we ensure that GenAI improves pedagogy?** **Professor Diana LAURILLARD** *Professor Emerita of Learning with Digital Technology at UCL Knowledge Lab, University College London* ***Introduction: Professor Cecilia CHAN*** *The University of Hong Kong* ***Venue: Jockey Club Auditorium***	**Zoom Link:** https://polyu.hk/PseLl
5.20 PM – 5.45 PM	Cultural Activity 1 – Instrumental Quintet Violin | **LAI Sum Yee Lillian***, Undergraduate Student, The Hong Kong Polytechnic University* Violin | **LUO Yuanhang***, Postgraduate Student, The Hong Kong Polytechnic University* Viola | **Ashlyn LU Xinyi***, Undergraduate Student, The Hong Kong Polytechnic University* Cello | **Sunny CHANG Yan-lok***, Undergraduate Student, The Hong Kong Polytechnic University* Double Bass |**TEO Qin-han***, Alumna, The Hong Kong Polytechnic University* **Introduction: Mr Mitesh PATEL** *Educational Development Centre, The Hong Kong Polytechnic University* ***Venue: Jockey Club Auditorium***	

Day 3: 22 May 2026 (Friday)

9.00 AM – 9.30 AM	Check-in ***Venue: Foyer, Jockey Club Auditorium***	
9.30 AM – 10.30 AM	Keynote 3 **Opportunity, Augmentation, Agency: Preparing Students for Human-AI Collaboration** ***Professor Abram ANDERS*** *Jonathan Wickert Professor of Innovation, Associate Director of the Student Innovation Center, Iowa State University* ***Introduction: Professor Frankie LAM*** *Lingnan University* ***Venue: Jockey Club Auditorium***	**Zoom Link:** https://polyu.hk/EZwSQ
10.30 AM – 10.40 AM	Break	
10.40 AM – 11.40 AM	Panel Discussion 2 **AI Tsunami: What Students Believe They Want from a University Education in the Age of AI** ***Miss Ahbeera BIBI*** *Year 4 Student, Majoring in Bachelor of Arts (honours) in Language Studies (English), The Education University of Hong Kong* ***Mr Geoff CHAN*** *Year 4 Student, HKUST BBA in Information Systems and Operations Management, The Hong Kong University of Science and Technology* ***Mr Rodrigo Alonso MEZA*** *Year 2 Student, BBA in Marketing with a double concentration in Finance, Hong Kong Baptist University* ***Mr Fahim NEWAZ*** *Year 4 Student, Bachelor of Business Administration - Accountancy, City University of Hong Kong* ***Mr Paco, TSOI Pok Kong*** *Year 4 Student, Bsc (hons) Radiography, The Hong Kong Polytechnic University* ***Ms Ziyi ZOU*** *Postgraduate Student, Educational Psychology, The Chinese University of Hong Kong* ***Moderator: Dr Sean MCMINN*** *The Hong Kong University of Science and Technology* ***Venue: Jockey Club Auditorium***	**Zoom Link:** https://polyu.hk/EZwSQ
11.40 AM – 12.00 PM	Refreshment Break ***Venue: Foyer, Jockey Club Auditorium***	

Zoom Link	R401	R402	R406	R407	R408	R501
12.00 PM – 12.30 PM	**Human–AI Collaboration in Writing Feedback: Exploring Hybrid Intelligence in Students' Writing Performance** Yu Hsuan WANG, Daniel FUNG	**Designing Authentic Assessments: Mitigating Academic Integrity Risks Posed by Generative AI Tools** Chun Fan WONG	**Balancing innovation and ethical comfort zones in ai-integrated course design: exploring the filipino experience** Ver REYES	**A Multiple LLM Approach to Automated Essay Scoring: Comparing Seven Open source Models with Human Graders** Edmond YEUNG, Marco BETTONI	**Embodied Digital-Human Teachers for Human–AI Co-Teaching in Higher Education** Jie JIANG	**Do College Students Know what Skills Employers Require?** Shaojun ZHANG
12.30 PM – 1.00 PM	**Paper-Based Wordlist versus Generative AI Tutoring: Pedagogical Implications for Learner Agency in Higher Education** Zhuoying XIE, Herong ZHANG	**The impact of AI on learners with basic-intermediate English language proficiency in virtual exchange (VE)** Emma ZHANG	**Fostering Students' Artificial Intelligence Literacy Through Authentic Learning With Programmable Robots** Ka Ki LAM	**Parameter Configuration as Pedagogical Design: Shaping Authorship and Creativity in AI-Assisted L2 Poetry Writing** Ruobin YU	**New Academics' Use of Generative AI in Teaching: Current Adoption and Challenges** Barbara TAM	**Using Mental Time Travel to Promote Ethical AI Use in Higher Education** Min Jung CHO, Joonheui BAE
1.00 PM – 2.00 PM	Lunch ***Venue: Communal Student Canteen, 3/F, Communal Building***					

Zoom Link	R401	R402	R406	R407	R408
2.00 PM – 2.30 PM	**Bridging Quantum Concepts through Immersive Augmented Reality: A Sustainable Pedagogical Innovation in Higher Education** Min-Quan HE	**From Classroom to Career: Understanding AI Dependency and AI Literacy of Hong Kong University Students** Macy Mei Chi WONG, Chun Yin LAM	**Transforming Pedagogy with AI Tools: Impacts, Challenges, and Opportunities in Higher Education** Chi Ho CHAN, Julia CHEN, Pauli LAI	**Empowering Students to Build Customized AI Teaching Platforms: A University-Industry Collaboration Model** Ka WAI TSANG	**Understanding students' perspectives on using GenAI for their coursework in science higher education** Kim Hung LAM
2.30 PM – 3.00 PM	**From Using AI to Collaborating with AI: How Course Design Shapes University Students' AI Interaction Competence** Xiaojie FAN	**Vibe coding mathematical proof: the use of AI in mathematical education** Kenneth SHUM	**Lost in Translation? GenAI Promotion and Design Educators' Preparedness in Hong Kong Higher Education** Yuanyi LIAO, Henry MA	**Fluent but Misaligned: An NLP Approach to Measuring Uptake in Classroom AI-Avatar Dialogue** Paolo MENGONI	**Designing fair assessment rubrics in higher education: Comparing students' performance with and without GenAI usage** Che Heng Gigi LUI

Day 3: 22 May 2026 (Friday)

	Check-in ***Venue: Foyer, Jockey Club Auditorium***	9.00 AM – 9.30 AM
Zoom Link: https://polyu.hk/EZwSQ	Keynote 3 **Opportunity, Augmentation, Agency: Preparing Students for Human-AI Collaboration** ***Professor Abram ANDERS*** *Jonathan Wickert Professor of Innovation, Associate Director of the Student Innovation Center, Iowa State University* ***Introduction: Professor Frankie LAM*** *Lingnan University* ***Venue: Jockey Club Auditorium***	9.30 AM – 10.30 AM
	Break	10.30 AM – 10.40 AM
Zoom Link: https://polyu.hk/EZwSQ	Panel Discussion 2 **AI Tsunami: What Students Believe They Want from a University Education in the Age of AI** ***Miss Ahbeera BIBI*** *Year 4 Student, Majoring in Bachelor of Arts (honours) in Language Studies (English), The Education University of Hong Kong* ***Mr Geoff CHAN*** *Year 4 Student, HKUST BBA in Information Systems and Operations Management, The Hong Kong University of Science and Technology* ***Mr Rodrigo Alonso MEZA*** *Year 2 Student, BBA in Marketing with a double concentration in Finance, Hong Kong Baptist University* ***Mr Fahim NEWAZ*** *Year 4 Student, Bachelor of Business Administration - Accountancy, City University of Hong Kong* ***Mr Paco, TSOI Pok Kong*** *Year 4 Student, Bsc (hons) Radiography, The Hong Kong Polytechnic University* ***Ms Ziyi ZOU*** *Postgraduate Student, Educational Psychology, The Chinese University of Hong Kong* ***Moderator: Dr Sean MCMINN*** *The Hong Kong University of Science and Technology* ***Venue: Jockey Club Auditorium***	10.40 AM – 11.40 AM
	Refreshment Break ***Venue: Foyer, Jockey Club Auditorium***	11.40 AM – 12.00 PM

R502	R506	R507	QR403	R503	Zoom Link
Course scripts matter: How knowledge- and application-oriented AI courses are associated with students' perceived human-AI interaction competence Yan DING, Xiaojie FAN	**From AI Tools to AI-Literate Students: Evaluating the GUIDE Framework in Higher Education** San San CHEONG, Caron ONG	**First-Time Use of LAMS International with Built-in Generative AI Support among Medical Laboratory Science Students: Usability, Perceived Effectiveness, and Desired Features** Wui Wing Harry WONG	**A Conceptual Fit Framework for Generative AI in Education: Aligning Affordances with Cognitive Tasks** Dimple THADANI, Louis CAI, Peter LAU, Theresa KWONG	**Integrating AI-Student Paired Programming with a Multidimensional Pedagogy for Enhanced Computer Programming Learning** Shuo YANG	12.00 PM – 12.30 PM
Simulating diagnostic stewardship: Large language model for case simulations in medical education Ma. Sergia Fatima SUCALDITO	**Student perceptions of a GenAI-integrated pedagogy for a theory-heavy undergraduate translation course: A mixed-methods study** Zhiwei WU	**A Process-based Evaluation of EFL Learners' Course Papers for the GenAI Era** Jianbin ZENG	**Harnessing the Power of Human-AI Collaboration in Course Development: A Case Study** Ellen SETO		12.30 PM – 1.00 PM
		Lunch ***Venue: Communal Student Canteen, 3/F, Communal Building***			1.00 PM – 2.00 PM
R501	**R502**	**R506**	**R507**	**QR403**	**Zoom Link**
Exploring the advantages and concerns of using Gen AI for students in Media Design Tsz Ning TSANG	**Integration of GenAI-simulated patient pedagogy in tutorials to facilitate first-year occupational therapy students' learning** Chi-Wen CHIEN	**Comparing Generative AI and Human Grading of Undergraduate Students' Personal Development Plans** Man Kin LEUNG	**Human-First Drafting and Scoped AI Feedback: An Integrated Workflow for Lower-Intermediate EFL Learners** Toshiyuki KANAMARU, Hiroshi YOSHIZUKA	**Evaluating University Teachers' AI Literacy and STEAM Competency: Evidence to Inform Targeted Professional Development** Gary CHENG, Crystal LUO, Stephanie CHAN	2.00 PM – 2.30 PM
A Comparative Analysis of AI Grading Tools: Efficiency, Pedagogy, and the Human-in-the-Loop Aditi JHAVERI, Eunice TANG	**Predictors of Generative AI Use Among Educators in Higher and Adult Education: A Socio-Ecological Analysis** Jieqi LI	**Bridging Learning and Impact: OpenImpactLab for Developing AI Readiness, Literacy and Cognitive Skills** Xiaoyu LUO	**Cultivating Critical Collaboration: GenAI as a Co-Pilot in Equity Valuation Education** Jianfu SHEN	**Discerning Learners, Human Intelligence, Artificial Tools: Learning History with Hybrid Resources in the Age of Generative AI** Lik Hang TSUI	2.30 PM – 3.00 PM

Day 3: 22 May 2026 (Friday)

3.00 PM – 3.20 PM	Refreshment Break & Poster Exhibition ***Venue: Wong Man and Tang Kit Wah Global Student Hub***					
Zoom Link	**R402**	**R406**	**R501**	**R502**	**R507**	**QR403**
3.20 PM – 3.50 PM	**Large Language Models in Higher Education: Challenges, Risks, and Mitigation Strategies** Xingshen SONG, Man JIANG	**From Text to Symphony: A Longitudinal Study of Multimodal GenAI Integration in a Project Assessment** Wing Yan YU	**GenAI in oral scriptwriting and pronunciation for Cantonese L2 learners: A cognitive scaffolding perspective** Yan Yan LAM	**Reimagining Flipped Classrooms with Agentic AI: Designing Student-Centered Learning Pedagogies based on Existing Practice** Huiying HOU	**Empowering Business Students to Prototype Simulations using AI-Assisted Programming with Verification** Enoch LEE	**Designing Custom AI Assistants to Practice Strategic Cognitive Partnership** Abram ANDERS
3.50 PM – 4.20 PM	**AI-Enhanced Language Learning: Insights from a Pilot Subject Study at PolyU** Jessica XIA, Ryan HUNTER	**AI-First vs Human-First Workflows in Journalism Education: Student Choices and Effects on Learning Outcomes** Ming Hang SO	**Promotion of technological social responsibilities and academic integrity through video-based learning in a leadership course** Betty MOK	**Exploring How Generative AI Facilitates Research Question Formulation Among Undergraduates** Jinyan CHEN	**Implementation of a comprehensive and concrete generative AI policy in an intensive academic writing program** Michael MONDEJAR	
4.20 PM – 4.30 PM	Break					
4.30 PM – 5.30 PM	Panel Discussion 3 **AI Tsunami: Reshaping Industries and Implications for University Education** ***Mr Richard CHOW*** *Head of Adoption, Wealth Management Asia, UBS* ***Ms Melissa LAU*** *Head of Product Marketing, North Asia, Meta; Executive Committee, Interactive Advertising Bureau Hong Kong* ***Ms Carol LOBATO*** *Consultant for Airport Services, Guangzhou Baiyun International Airport (Current); Station Manager in Guangzhou, Air France (Previous)* ***Mr Daniel SHEK*** *Solution Architect, Amazon Web Services* ***Moderator: Professor Kenneth LO*** *City University of Hong Kong* ***Venue: Jockey Club Auditorium***					**Zoom Link:** ***https://polyu.hk/EZwSQ***
5.30 PM – 5.45 PM	Closing Cultural Activity (2) – Piano Performance | ***CHAN HIN Yeung, Leo*** *Year 5 Student, Department of Electrical and Electronic Engineering, The Hong Kong Polytechnic University (Introduction**: Dr Gary CHENG** The Education University of Hong Kong)* *Short Interactive Fun Session with Participants (**MCs: Dr Barbara TAM, Dr Laura ZHOU** Educational Development Centre, The Hong Kong Polytechnic University)* *Acknowledgements (**by Professor Cecilia CHUN** The Chinese University of Hong Kong)* ***Venue: Jockey Club Auditorium***					

Keynote Speaker 1

Professor Jason LODGE
Professor of Educational Psychology
Director of the Learning, Instruction, and Technology Lab in the School of Education
The University of Queensland

The metacognitive frontier: Navigating the psychology of learning in AI-enabled environments

***Professor Jason M. Lodge, PFHEA**, is a Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education at The University of Queensland, Australia. His work explores the cognitive and emotional mechanisms of learning with digital technologies, addressing critical questions of how technology, particularly AI, is shaping learning and education. Jason's research informs educational policy and practice across Australia and internationally. He serves as an expert advisor for the Australian Government and OECD, applying his work to enhance equitable learning for all students.*

Time: 10.00 AM - 11.00 AM (HKT), 21 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

As Generative AI and AI agents become woven into the fabric of higher education, the fundamental nature of how students engage with information (and themselves) is shifting. This keynote explores the intersection of educational psychology and emerging technology, specifically focusing on the evolution of self-regulated learning. We will move beyond the immediate challenges of academic integrity to address a deeper question: How do we ensure that AI augments, rather than replaces, the metacognitive processes essential for deep expertise? Drawing on recent research from the Learning, Instruction, and Technology Lab, this session will offer a framework for "re-articulating" learning that prioritises human agency in an increasingly automated world.

Keynote Speaker 2

Professor Diana Laurillard
Professor Emerita of Learning with Digital Technology
UCL Knowledge Lab
University College London

How can we ensure that GenAI improves pedagogy?

Diana Laurillard *is Professor Emerita of Learning with Digital Technology at UCL Knowledge Lab, University College London, currently: investigating the impact of 'co-designed massive open online collaborations' (Co-MOOCs) to address the UNSDGs through large-scale professional development courses (CGHE, Oxford-UCL, ProCol, UCL-IGP); further developing the Learning Designer tool for teachers in all sectors. Formerly: Head, e-Learning Strategy Unit, Department for Education and Skills (2002-05), developing the UK's first cross-sector strategy 'Harnessing Technology: Transforming Learning and Children's Services'; Pro-Vice-Chancellor Learning Technology and Teaching, Open University (1995-2002). Other positions: Thinker in Residence, Royal Flemish Academy of Sciences & Arts, Brussels; Vice Chair, Chair, President of the Association for Learning Technology; Governing Board of UNESCO Institute for IT in Education, Moscow; Visiting Committee on IT, Harvard University. Books: Rethinking University Teaching (2002), Routledge; Teaching as a Design Science (2012), Routledge; Online Learning Futures: An Evidence Based Vision for Global Professional Collaboration on Sustainability (2023), Bloomsbury. [151]*

Time: 4.20 PM - 5.20 PM (HKT), 21 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

We can imagine ways in which GenAI could make pedagogy worse. It derives its creations from the statistical analysis of vast numbers of apparently relevant texts that have already been created. The teacher-designer would offer guidance such as topic, type of students, size of class, duration of teaching-learning times and learning outcomes, and something intelligible would be returned. But the process of creation is vastly different from the kind of analysis a teacher would do with the same information. It would offer ideas but could not possess a single underlying pedagogic theory. The output of such a process is often impressively logical in structure and relevant in content, but devoid of creative thinking and detail. So, as a profession, we must work out how to use AI assistants in ways that instead elevate our creativity and support our collaborative approach to building pedagogic expertise. But how??

Keynote Speaker 3

Professor Abram ANDERS
Jonathan Wickert Professor of Innovation
Associate Director of the Student Innovation Center
Iowa State University

Opportunity, Augmentation, Agency: Preparing Students for Human-AI Collaboration

Professor Abram Anders *is the Jonathan Wickert Professor of Innovation and Associate Director of the Student Innovation Center at Iowa State University, where he leads the AI Innovation Studio. He created a pioneering Artificial Intelligence and Writing course and conducts research on AI literacies in education. His recent Computers & Education: Artificial Intelligence article demonstrates how integrating comprehensive AI literacies—functional, critical, ethical, and creative—with self-regulated learning can promote student agency and human-in-the-loop practices that augment rather than replace disciplinary expertise. His work on technological innovation, communication, and education appears in leading journals including College English and the International Journal of Business Communication. The Association for Business Communication has recognized his scholarship with multiple awards including the 2022 Outstanding Article Award. Learn more at abramanders.com.*

Time: 9.30 AM- 10.30 AM (HKT), 22 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

Recent scholarship has identified a gap between AI development and human need. While automation has drawn both investment and anxiety, the largest opportunity and the one workers most desire is partnership. This underserved “opportunity zone,” where AI augments rather than replaces, is where education must prepare students to work.

This keynote presents research on productive human-AI collaboration. Three threshold concepts emerge as transformative: AI use as experimental process rather than transactional exchange; effective collaboration requiring dialogue grounded in disciplinary expertise; and agency maintained through strategic oversight. These insights are operationalized through an integrated framework combining AI literacies with self-regulated learning. Empirical findings demonstrate significant gains in student self-efficacy across functional, critical/ethical, and creative literacy dimensions.

The presentation extends to interdisciplinary innovation experiences, showing how intensive challenges cultivate human-centered approaches while building innovation capacities. Participants will gain practical insights into pedagogical design that promotes student capacities for human-AI collaboration.

Pre-conference Workshop 1

Mr Wik CHAN
Research Coordinator
uReply, Centre for Learning Enhancement
And Research (CLEAR)

The Chinese University of Hong Kong

Mr Raven HON
Project Manager
Knowledge & Education Exchange Platform
(KEEP)

The Chinese University of Hong Kong

AI-Enabled Tools for Assessment, Engagement, and Learning Support

The uReply Team at CUHK's Centre for Learning Enhancement And Research strives to facilitate the transition from passive instruction to active, constructivist learning environments. Advancing pedagogical innovation, the team continuously evolves its platform beyond foundational polling to incorporate collaborative peer instruction, location-based experiential learning, and generative AI-enhanced feedback and assessment.

The KEEP Team at CUHK serves as a technological innovator in the e-learning space. Comprising specialists in digital learning and educational technology, the team develops scalable, data-driven e-learning solutions that support educators in delivering high-quality online and blended instruction.

Time: 10.00 AM - 12.00 NN (HKT), 20 May 2026
Venue: Y301, The Hong Kong Polytechnic University

Transform your classroom into a dynamic, data-informed learning environment!

The opening half of this hands-on workshop explores the intersection of educational theory and generative AI using uReply, a classroom response system developed at CUHK. Designed for higher education staff, the workshop employs a "pedagogical sandwich" approach that combines theory with practice. Participants will engage in interactive concept checks, use the AI question generator to instantly build formative assessments, and analyse intelligent reports to identify at-risk students. We will also step beyond classroom boundaries to immerse ourselves in experiential learning through a virtual field trip using uReply GO.

The concluding half of the workshop introduces additional AI-enabled learning tools, including Tellus to support competency-based interview rehearsal and structured presentation practice, as well as Socratic Tutor and AcademiChat to facilitate guided enquiry and deepen students' reflection on their learning.

Pre-conference Workshop 2

Dr Jiaxin Galaxy CAO
Educational Development Officer
Centre for Learning, Teaching and Technology
The Education University of Hong Kong

Mr Jiaoyang DING
Educational Development Officer
Centre for Learning, Teaching and Technology
The Education University of Hong Kong

Developing GenAI-empowered Customised Workflows for Automatic Formative Assessment Generation

Dr Cao Jiaxin Galaxy *holds a Doctor of Philosophy (PhD) in Educational Technology. His research focuses on artificial intelligence in education. He has led the design and development of six educational platforms and authored more than 20 scholarly articles in SCI/SSCI-indexed journals and in prestigious international conference proceedings.*

Mr Jiaoyang Ding*'s research interests include immersive learning environments, generative AI in education, robotics, and embodied intelligence. He has been involved in several projects related to the metaverse, CAVE, LLMs, and robotics, and has published on these topics. He also contributed to the development of innovative educational applications.*

Time: 10.00 AM - 12.00 NN (HKT), 20 May 2026

Venue: Y305, The Hong Kong Polytechnic University

This workshop will guide participants in harnessing the potential of multimodal large language models (LLMs) to create personalised, GenAI-driven workflows. Participants will delve into practical techniques for constructing LLM-powered solutions on a Model-as-a-Service (MaaS) platform. Through hands-on activities, participants will develop a workflow that enables them to (1) generate quizzes based on preset topics and scopes, (2) collect students' attempts on the quizzes, and (3) provide feedback and suggestions on further learning needs based on the quiz results. In addition to technical skills, the workshop will facilitate critical discussions on the responsible and societal implications of LLMs in education. Participants will explore the potential benefits and risks of these technologies, enabling informed decision-making and responsible implementation.

Pre-conference Workshop 3

Mr Dick CHAN
Senior Educational Development Manager (Senior Learning Technologist)
Educational Development Centre
The Hong Kong Polytechnic University

Ms Ada TSE
Senior Educational Development Manager (Senior Analytics and Evaluation Specialist)
Educational Development Centre
The Hong Kong Polytechnic University

Dr Albert CHAN
Assistant Educational Development Manager
Educational Development Centre
The Hong Kong Polytechnic University

Mr Ethan HUNG
Assistant Educational Development Manager
Educational Development Centre
The Hong Kong Polytechnic University

Empowering Higher Education: Hands-on with Local GenAI Models for Innovative Teaching, Assessment, and Feedback

Dick Chan *is Senior Educational Development Manager at The Hong Kong Polytechnic University, leading innovative teaching projects and developing impactful learning analytics tools. As Chair of the IEEE Hong Kong Section Education Chapter, he fosters collaboration and professional growth, advancing pedagogical practices and empowering educators through technology-driven solutions.*

Ada Tse*, the Senior Educational Development Manager at the Hong Kong Polytechnic University, is dedicated to leveraging diverse teaching data to enhance teaching quality and student learning experiences. She also plays a key role in supporting the university's ongoing efforts to improve teaching. Her research interests encompass learning analytics, student learning experience, teaching assessment and student competency evaluation.*

Dr. Albert Chan*, Assistant Educational Development Manager at the Hong Kong Polytechnic University, has over a decade of expertise in information and communication technology education. He currently specializes in professional development, student surveys, and the application of learning analytics. Dr. Chan has played an active role in a range of educational projects, and his research has been presented at numerous conferences and published in international journals.*

Ethan Hung *serves as Assistant Educational Development Manager at The Hong Kong Polytechnic University, specialising in education and IT development. He has led teams on rebuilding and enhancing systems for PolyU and IBM.*

Time: 10.00 AM - 12.00 NN (HKT), 20 May 2026 **Venue:** Y303, The Hong Kong Polytechnic University

This interactive workshop empowers higher education professionals to harness the potential of local open-source large language models (LLMs) for innovative teaching and assessment. Participants will gain practical experience with Ollama using Open WebUI and interact with LLMs on their own devices. Participants will engage in hands-on activities for educational tasks, e.g. using LLM to evaluate student written assignment or generating descriptive summary on student performance statistics. A workshop will demonstrate how to conduct batch evaluation on student written assignments, showcasing how local GenAI tools can streamline feedback while maintaining data privacy. By the end, participants will be equipped with actionable strategies to integrate GenAI into their pedagogy, enhancing both teaching effectiveness and student learning outcomes in a secure and ethical manner.

Pre-conference Workshop 4

Dr Jacky CHAN
Lecturer
Department of Computer Science
Hong Kong Baptist University

Prof. Peter NELSON
Associate Director (Teaching and Learning) and Associate Professor Academy of Visual Arts
Hong Kong Baptist University

Dr Dimple R. THADANI
Senior Lecturer
Department of Management Marketing and Information Systems
Hong Kong Baptist University

Prof. Yuner ZHU
Assistant Professor
Department of Interactive Media
Hong Kong Baptist University

Institutionalising GenAI Literacy in General Education: Lessons from HKBU's University-Wide Rollout

Dr Jacky Chan *is a Lecturer in the Department of Computer Science at HKBU. He received the St. Francis Teach-ing Excellence Award and, more recently, a 2025/26 General Education Teaching Award for his team's work in AI innovation. His research Interests include Computer Vision, Machine Learning, and Health Care Technology.*
Prof. Peter Nelson *is an Associate Professor and Associate Director of Teaching and Learning at the Academy of Visual Arts, HKBU. His research examines computer graphics, creative technology and robotics. As an adminis-trator, he leads curriculum innovation, currently focusing on the pedagogical integration and institutional strate-gy of Generative AI.*
Dr. Dimple R. Thadani *(PhD, SFHEA, PGCHE) is a Senior Lecturer at Hong Kong Baptist University, specialising in AI-related business subjects, including AI for Business and Business Intelligence. She holds a PhD in Information Systems, an Advance HE Senior Fellowship (SFHEA), and a Postgraduate Certificate in Higher Education (PGC-HE). Dedicated to integrating technology, education, and business to prepare students for the digital era, she received the Higher Education Outstanding Teaching Achievement Award from the Ningbo Education Bureau (Municipal Level) in April 2025. Her research interests include AI tools and pedagogy, agentic AI for education, AI in business education, digital transformation, platform strategies, and the development of smart cities.*
Prof. Yuner ZHU *is an Assistant Professor at Hong Kong Baptist University. Her research interests include political communication, information governance, mass surveillance, and digital technology. She applies computational and experimental methods to investigate large-scale datasets to understand how the general public perceives and reacts to political events through their use of digital communication technologies.*

Time: 10.00am - 12.00 NN (HKT), 20 May 2026 **Venue:** Y304, The Hong Kong Polytechnic University

Building GenAI Literacy at Scale: HKBU's Year 1 GE Experience

HKBU scaled the GTXX2805 pilot into a core Year 1 GE course for ~2,000 students. This hands-on workshop unpacks the design of GFAI1005—its four pillars (fundamentals, practical tool use, ethical awareness, human agency), flipped delivery, and assessment—and translates them into practical steps for your context. Through short cases and guided activities, participants will complete a rapid context audit (policy, tool access, cohort, staffing), draft a student facing AI use statement (permitted uses, disclosure, privacy, integrity), and outline one mini module—video+question, inclass activity, hands on lab, and debate/ scenario—with aligned outcomes and assessment. We will also address operations at scale (staffing ratios, scheduling ~40 sections, moderation/QA, evaluation) and common pitfalls. You will leave with a concrete

action plan that is ready to adapt to your institution.

Panel Discussion 1

AI Tsunami: The Dire Need for Learning, Assessment and Curriculum Reform

Time: 2.50 PM - 4.10 PM (HKT), 21 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

Panelists:

Dr Claire GORDON, Director, London School of Economics and Political Science

Dr Claire Gordon is Director of the Eden Centre for Education Enhancement which leads on academic staff development, curriculum enrichment, digital innovation and inclusive practice at LSE. She jointly spear-headed the School's educational response to the Covid-19 pandemic, Curriculum Shift 2020/2022, is the founding advisory editor of the LSE Higher Education Blog and is co-leading the LSE's response to generative AI and education. In summer 2024, she co-led a project with colleagues at LSE and KCL to develop a Manifesto for the Essay in the Age of AI. Additionally, Claire chairs the Governing Board of the Atlantic Fellows for Social and Economic Equity at LSE. Claire's research interests include academic leadership and educational change, reward and recognition in higher education and the synergies between research and education. She is a Principal Fellow of the Higher Education Academy.

Dr Abdelilah KADILI, The Tamkine Foundation for Excellence and Creativity

Dr Abdelilah Kadili is the Founder and President of the TAMKINE Foundation for Excellence and Creativity, which focuses on enhancing education through innovative approaches, including the integration of ICT and Artificial Intelligence. Dr Kadili has held senior roles in the Moroccan public administration, such as Director of Administrative Reforms, Deputy Director of the Royal Archives, and Central Director of the Ministry of Housing. Additionally, Dr Kadili has worked internationally as Vice President of American companies and served as Director of Peacebuilding and Rule of Law at the Robert F. Kennedy Memorial Center for Human Rights in Washington, D.C.

Dr Kadili continues to provide strategic consulting to leaders in African countries, concentrating on democratic transitions and sustainable development. His dedication to the qualitative improvement of education remains central to his work. Dr kadili holds several doctoral degrees from institutions in both Morocco and the United States, reflecting his expertise in business, law, and educational transformation.

Professor Jintavee KHLAISANG, Chulalongkorn University

Jintavee Khlaisang (Ed.D), is a Professor in the Department of Educational Technology and Communications at the Faculty of Education, Chulalongkorn University, Thailand, and a Research Fellow at the Center of Excellence in Invention and Educational Innovation (EDII). She also serves as Director of the Thailand Cyber University (TCU) Project under the Ministry of Higher Education, Science, Research and Innovation.

Her work focuses on educational technology, digital learning ecosystems, and the integration of artificial intelligence in education, with particular emphasis on lifelong learning, MOOCs, micro-credentials, and learning analytics. She has played a leading role in advancing the ThaiMOOC platform as a national infrastructure to expand access, equity, and quality in higher education and workforce development.

Professor Khlaisang has received numerous national and international awards, including recognition as Thailand's National Outstanding Researcher. She actively collaborates with global partners and regularly contributes to international conferences, policy dialogues, and scholarly publications. Her research and leadership continue to influence the development of innovative, inclusive, and future-ready learning systems in Thailand and across the region.

Professor Marcelo MILRAD, Linnaeus University

Marcelo Milrad is a Full Professor of Media Technology at Linnaeus University (LNU), Sweden. His research spans Technology-Enhanced Learning (TEL), human–computer interaction, Artificial Intelligence (AI), and mobile technologies in education and healthcare.

He has extensive experience in interdisciplinary research and international collaboration, focusing on the use of digital technologies to enhance learning and teaching practices. Since 2020, he has served as the scientific coordinator of LNU's cross-disciplinary knowledge environment Digital Transformations, promoting collaboration across faculties. He is also involved in the Digital Humanities initiative at LNU.

Professor Milrad collaborates closely with industry and the public sector to develop and implement innovative technologies in real-world contexts. He currently leads the EU-funded project Extending Design Thinking with Digital Technologies (2022–2025). He has authored over 250 publications and has presented his work in more than 45 countries worldwide.

https://lnu.se/en/staff/marcelo.milrad/

Professor Demetrios SAMPSON, University of Piraeus

Demetrios Sampson is a Professor, Director of the MSc Program on Digital Learning, and Director of the Research Lab Digital Systems in Learning and Education at the Department of Digital Systems, School of Information and Communication Technologies, University of Piraeus, Greece. He is the Vice President of the Governance Committee of the Public Onassis Schools (a Network of 22 Public Schools funded by the Onassis Foundation with 160M€). Previously, he was a Professor of Learning Technologies & Director of Research at the School of Education, Humanities Faculty, Curtin University, Australia. He has been a Visiting Academic at 8 Universities on 4 continents. He is included in the list of the World's Top 2% Scientists in 2022, 2023, 2024, and 2025 in their fields, according to the Stanford/Elsevier ranking based on Scopus data. He has been the Chair and Vice-Chair of the IEEE Computer Society Technical Committee on Learning Technology for 18 years and the Editor-in-Chief of the Educational Technology and Society Journal. He is the co-author of 320+ research publications with 11.500+ citations (h-index 52) in Google Scholar.

Professor SUN Hua, Peking University

Prof Sun Hua is Director of Office of the Provost, Director of Center for Excellent Teaching and Learning of Peking University, Secretary General of Digital Intelligence International Development Education Alliance (DI-IDEA), and Director of China Center for Edgar Snow Studies.

His previous experience includes the Student Affairs Administrator in School of Journalism and Communication of PKU for 10 years, the Deputy Director in Office of Planning and Policy Research of PKU for 2 years, the Deputy Director in Office of Education Administration of PKU for 5 years, Executive Dean of Yuanpei College of Peking University for 5 years.

Prof. Sun Hua has developed his research in High Education Management and Cross-Culture communication.

Ms Anastasia VYSKUBINA, HSE University

Anastasia Vyskubina holds a Master's degree in Cultural Studies and leads the Online Projects Support Unit at HSE University's Online Campus (Russia). She oversees the full lifecycle of university's online courses across both Russian and international platforms.

Her team works closely with course authors and instructors at every stage of development, helping lecturers integrate online content into their teaching practice. Anastasia also tracks courses' key metrics such as enrollment, completion rates, learner engagement, and student feedback in order to improve course quality and learning outcomes.

Beyond internal projects, she expands international partnerships in the field of online education. Under her coordination, HSE Online builds collaborations with universities worldwide through course exchanges, Collaborative Online International Learning (COIL) initiatives, joint guest lectures, webinars, and other educational events.

Professor Danping WANG, University of Auckland

Danping Wang is Associate Professor and Programme Lead of Chinese in Asian Studies at the University of Auckland, New Zealand. She serves as Director of the Centre for Chinese Language Education and Advanced Research (CLEAR) and as Principal Investigator of an AI Lab advancing language education through technology. Danping is an Apple Distinguished Educator and is recently involved in integrating Apple Intelligence into language teaching and teacher development. She contributes to AI advisory work and chairs her faculty's AI Working Group. Her research spans Chinese language teaching, translanguaging pedagogy, and AI policy research. She is also widely recognised for her work on decolonising approaches to language education and for integrating Indigenous epistemologies into international language education. Danping works closely with schools, policymakers, and international partners to support sustainable and inclusive language education and contributes to institutional and sector-wide discussions on responsible AI use in education.

Panel Discussion 2

AI Tsunami: What Students Believe They Want from a University Education in the Age of AI

Time: 10.40 AM - 11.40 AM (HKT), 22 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

Panelists:

Miss Ahbeera BIBI

Year 4 Student, The Education University of Hong Kong

Mr Geoff CHAN

Year 4, HKUST BBA in Information Systems and Operations Management, The Hong Kong University of Science and Technology

Mr Rodrigo Alonso MEZA

Year 2 Student, BBA in Marketing with a double concentration in Finance, Hong Kong Baptist University

Mr Fahim NEWAZ

2022 Cohort from College of Business, City University of Hong Kong

Mr Paco, TSOI Pok Kong

2022 Entry Bsc (hons) radiography, 2027 graduate,
The Hong Kong Polytechnic University

Ms Ziyi ZOU

Postgraduate Student, Educational Psychology, The Chinese University of Hong Kong

Panel Discussion 3

AI Tsunami: Reshaping Industries and Implications for University Education

Time: 4.30 PM - 5.30 PM (HKT), 22 May 2026

Venue: Jockey Club Auditorium, The Hong Kong Polytechnic University

Panelists:

Mr Richard Chow

Head of Adoption, Wealth Management Asia, UBS

Ms Melissa Lau

Executive Committee, Interactive Advertising
Bureau Hong Kong
Head of Business Product Marketing, Greater China, Meta

Ms Carol Lobato

Consultant – Passenger Experience & Service Innovation,
Baiyun International Airport

Mr Daniel Shek

GenAI/AI ML Specialist, Amazon Web Services

Abstracts

PP-3046

20 May 2026
1.40 PM – 2.10 PM
R401

Jo-Shan FU
The Hong Kong Polytechnic University
Selim BEN-SAID
National Sun Yat-Sen University

From Prompts to Persuasion: Integrating AI in EFL Copywriting for Critical and Multimodal Literacy

Jo Shan Fu is a research assistant professor at Hong Kong Polytechnic University. With a Ph.D. in ESL from Southern Illinois University, she specializes in AI-integrated language learning, inventing tools like DocsDocs and WriteRight, and leads projects to enhance EFL writing through technology.

Selim Ben-Said is an Associate Professor at National Sun Yat-Sen University, Taiwan. His research focuses on sociolinguistics, linguistic landscapes, urban art, and technology-enhanced language learning. He has published extensively on multilingualism, identity, and innovative approaches in EFL and higher education across Taiwan, Tunisia, Hong Kong, Malaysia, and Singapore.

Artificial intelligence (AI) is rapidly transforming how language learners produce, revise, and reflect on writing. Within English as a Foreign Language (EFL) education, copywriting provides a practical and creative context for developing persuasive reasoning, linguistic precision, and multimodal awareness. This study explores how generative and multimodal AI tools—such as ChatGPT, D-ID, and HeyGen—can function as cognitive partners in EFL copywriting. Drawing on sociocultural and critical-thinking frameworks, the research investigates how learners use AI to co-construct meaning, regulate learning, and reflect on authorship and ethics. Data from graduate students' reflective portfolios and AI-assisted video projects were analyzed using a rigorous, multi-phase thematic analysis with peer debriefing and triangulation. The findings show that AI-mediated multimodal writing promotes rhetorical precision, self-regulation, and ethical awareness. The paper proposes a pedagogical model positioning AI as a creative and reflective collaborator that helps develop critical and multimodal literacies in higher education.

WO-2977

20 May 2026
1.40 PM – 2.40 PM
Y301

Manpreet SINGH
The Education University of Hong Kong

Math City: A Futuristic Math classroom for STEM skills (A Virtual City for Real Knowledge)

Dr. Singh, an expert in immersive educational technologies, specializes in designing STEM lessons using interactive simulations, virtual reality, and GenAI. His research focuses on inquiry-based pedagogies to enhance STEM education and 21st-century skills. His work on immersive metaverse environments has been published in various peer-reviewed research articles in top journals.

In today's technology-driven world, mathematics is crucial for developing essential skills, particularly in STEM education. However, many students find abstract concepts challenging due to conventional teaching methods. To address this issue, Math City, a 3D gamified virtual platform based on the 5E inquiry model, was developed. This platform integrates GenAI tools and authentic assessments to make abstract math topics engaging and interactive. Unlike traditional textbooks, Math City enables students to visualize 3D shapes within an immersive environment, thereby enhancing comprehension and retention. Built using Unity game engine and hosted on the metaverse website spatial.io, Math City seamlessly integrates into online and hybrid learning settings, promoting inquiry-based learning and 21st-century skills, including creativity, critical thinking, collaboration, and communication. The prototype was pilot-tested with around 1,400 users from diverse backgrounds, and the findings were published in the peer-reviewed journal Computer and Education: Artificial Intelligence (Singh et al., 2025).

WO-3121

20 May 2026
1.40 PM – 2.40 PM
Y305

Wai Hang KWONG
The Hong Kong Polytechnic University

Building AI-Powered Chatbots for Clinical Reasoning and Communication Training in Health Professions Education

Dr Patrick Kwong is an Assistant Professor in Rehabilitation Sciences at The Hong Kong Polytechnic University. A physiotherapist by training, he integrates generative AI, data-driven analytics, and clinical reasoning into health professions education, with a focus on community rehabilitation, stroke care, and technology-enhanced learning.

This interactive workshop introduces participants to the development and application of an AI-powered chatbot designed to facilitate clinical reasoning and communication training for healthcare students. Drawing on our experience creating a physiotherapy-focused chatbot, the workshop will guide participants through building a chatbot using open-source tools, structuring realistic patient cases, and integrating automated feedback mechanisms. Participants will gain hands-on experience in designing case scenarios, configuring chatbot responses, and aligning feedback with clinical learning objectives. The workshop highlights how chatbots can enhance student engagement and provide individualized feedback in health professions education. By the end of the session, participants will be equipped with practical knowledge and skills to implement chatbot-based learning in their own teaching contexts.

WO-2985

20 May 2026
1.40 PM – 2.40 PM
Y303

Jeanette IGNACIO
National University of Singapore
Hui-Chen CHEN
National University of Singapore

Mind Meets Machine: Cultivating AI-Ready Learners Through Cognitive Integration

Prof Jeanette Ignacio focuses on simulation-based and technology-enhanced learning, cognitive integration, and stress resilience in health professions education. She integrates high-fidelity simulation and digital tools to connect science and practice, advancing students' critical thinking, adaptability, and confidence while promoting innovative, future-ready approaches to teaching and stress management in nursing education.

Dr Hui-Chen is a Senior Lecturer at the Alice Lee Centre for Nursing Studies, National University of Singapore. Her scholarly work focuses on AI-enhanced pedagogical innovation in nursing education, integrating social-emotional and cognitive learning to foster motivation, digital health literacy, and adaptive competence among adult learners in AI-driven healthcare contexts.

Artificial intelligence (AI) is transforming the pedagogical landscape of higher education,calling for innovative approaches that nurture critical, ethical, and adaptive learners. This workshop presents cognitive integration as a theoretical and pedagogical framework for fostering AI literacy and readiness among students. Cognitive integration—linking conceptual understanding, practical application, and reflective thinking—enables the purposeful use of AI technologies to deepen learning rather than promote superficial automation. Through an interactive, technology-enhanced format featuring polling, case analyses, and collaborative design, participants will explore strategies for embedding AI tools in teaching and assessment while upholding academic integrity. The session demonstrates how integrative approaches can strengthen higher-order thinking, metacognitive awareness, and ethical engagement with AI. For your consideration: Participants will leave equipped with adaptable frameworks and concrete examples for designing transformative learning experiences that not only enhance students' engagement and understanding but also promote the responsible and meaningful use of AI in higher education.

WO-3020

20 May 2026
1.40 PM – 2.40 PM
Y304

Jessica NEUVILLE
The Hong Kong Polytechnic University
Richard Wing Cheung LUI
The Hong Kong Polytechnic University

Customised AI-powered Virtual Scenario-based Simulations in GPTutor

Jessica Neuville is an Associate Professor of Practice at the School of Optometry, The Hong Kong Polytechnic University. She received her Doctor of Optometry degree from the University of California, Berkeley. She has received the Faculty Prize for Outstanding Achievement in Teaching, and she is interested in developing eLearning strategies.

Dr. Richard Lui is a Senior Lecturer in the Department of Computing at The Hong Kong Polytechnic University. He has extensive experience in adopting innovative pedagogies and developing educational platforms. His projects received the Silver Award in the "AI in Education" category at the QS Reimagine Education Awards 2025.

This workshop will guide participants step-by-step through creating virtual scenario-based simulations to enhance learners' critical thinking and communication skills. The simulations will be developed using the innovative GPTutor platform, an AI-powered tutoring system that provides learners' with immediate and personalised feedback. Participants will be instructed on how to customise simulations, design avatars, and adapt assessment rubrics to align with disciple-specific learning outcomes.

PP-3510

20 May 2026
2.10 PM – 2.40 PM
R401

Yang YANG
National University of Defense Technology

Transparent Rubrics with GenAI: Faster Feedback and Fairer Grading in Large Classes

Yang Yang received the B.S. and Ph.D. degrees in Computer Science from the University of Science and Technology of China (USTC). He is currently a postdoctoral researcher at the College of Systems Engineering, National University of Defense Technology. His research focuses on deep learning.

Large classes often experience slow feedback and uneven grading, even when rubrics exist. This paper presents a rubric-first workflow that integrates GenAI to deliver faster feedback and support fairer grading in large classes. We implement transparent rubrics as machine-actionable criteria with clear performance descriptors and required evidence anchors. Given a student submission and the transparent rubric, GenAI produces (i) criterion-level score suggestions, (ii) cited excerpts that justify each judgement, and (iii) actionable, rubric-aligned feedback. Human graders retain final authority through a lightweight calibration loop. We evaluate the workflow in a large undergraduate class using turnaround time, feedback coverage, inter-rater reliability, deviation from final human scores, and students' perceptions of transparency and fairness. Results show faster feedback, more consistent criterion-level judgements, and higher perceived transparency, supporting fairer grading in large classes.

PP-3514

Xingkong MA
National University of Defense Technology

20 May 2026
2.50 PM – 3.20 PM
R401

AI-Assisted Python Learning: An Empirical Analysis of Benefits and Challenges

Xingkong Ma is a professor of NUDT, mainly concerns on research of Content Security and Computer Education.

This study takes 17 Python programming training tasks completed by 82 college students as the research object, systematically analyzing their performance distribution, evaluation behavior data, and AI tool usage records to empirically investigate the strengths and limitations of AI-assisted learning in Python education. The results indicate that while AI tools significantly lower programming debugging costs and enhance task completion rates, they also present challenges including over-reliance on tools, underutilization of advanced functionalities, and excessive trial-and-error reliance among a subset of students. Integrating insights from relevant pedagogical research, the study proposes optimizing AI guidance strategies and constructing differentiated teaching models to realize the synergistic advancement of AI-assisted support and students' autonomous learning competencies.

WO-3057

Jenifer HO
The Hong Kong Polytechnic University

20 May 2026
2.50 PM – 3.50 PM
Y301

Leveraging GenAI in creating audio and video-based flipped classroom materials

Jenifer Ho is Associate Professor at the Department of English and Communication at The Hong Kong Polytechnic University. Her research interest is in language teaching and intercultural communication in digitally mediated professional and educational contexts, with a specific focus on video-based communication.

The move from traditional teacher-centered classrooms to blended and flipped classrooms that are student-centered has called for educators to experiment with new formats of teaching (Friginal & Ho, 2025). Nevertheless, this shift requires educators to develop pedagogical and technical expertise to design new materials. To better equip educators for this shift, this workshop aims to introduce participants to creating audio and video-based flipped classroom materials using the GenAI-powered platforms ElevenLabs (for audio) HeyGen (for video). Through interactive lectures, discussions, and hands-on activities, participants will leverage the power of ElevenLabs and HeyGen to create flipped classroom materials that can promote personalized learning and are relevant to students with different needs.

WO-3109

20 May 2026
2.50 PM – 3.50 PM
Y305

Steven LIM
Ngee Ann Polytechnic

Design a Flipped Lesson to Help Students Learn Effectively with Gen AI.

Experienced lecturer specializing in pedagogy, technology, law, and ethics. Plays a leading role in shaping educational policy for digital learning and generative AI across the Polytechnic & ITE sector. At Ngee Ann Polytechnic, develops colleagues in digital flipped learning design, facilitation, and Gen-AI-integrated assessment.

Participants will explore the confluence of Gen AI for learning assistance, analytics and student AI literacy and cognitive development in this workshop. They will roleplay 1st year Polytechnic students in a digital flipped lesson to experience a Gen AI Retrieval-Augmented Generation (RAG) learning assistant, first asynchronously and then in-person in real-time, with or without voice. The lesson will quickly prepare them for an in-person authentic learning activity - a debate on a case - in an introductory business law module. They will then explore ways to respond to diverse learning needs through analysis of the logs of students' text-chats. Finally they will consider in-person lesson activities such as debates with peers, to help avoid over-reliance on Gen AI.

WO-2978

20 May 2026
2.50 PM – 3.50 PM
Y303

Peter LAU
The University of Hong Kong
Dimple THADANI
Hong Kong Baptist University
Louis CAI
Hong Kong Baptist University

Designing GenAI Use in Teaching and Learning Enhancement Through a Pedagogical Partnership Approach

Peter Lau, FHEA, EdD, is an advocate for SaP as an innovative pedagogy. He engages in curriculum innovation and interdisciplinary collaboration alongside faculty and students. His projects created platforms supporting SaP development in HK and received international awards and research grants. He recently joined the Co-editorial Team (HK) for IJSaP.

Dimple Thadani, SFHEA, PGCHE, is a Senior Lecturer specializing in Information Systems and Business Intelligence. Dimple is committed to blending technology, education, and business to equip students for the digital era. Her research spans AI in business education, digital transformation and platform strategies.

Louis Cai, PhD, focuses on the intersection of technology, pedagogy, and educational data for the betterment of tertiary education. With a multidisciplinary background, he is passionate about implementing technology, including Generative AI, to augment le

Integrating Artificial Intelligence (AI) into education offers both remarkable opportunities and serious challenges (Bittle & El-Gayar, 2025). Educators remain cautious, concerned about unintended consequences, such as unproductive cognitive offloading (Ahmedtelba, et al., 2025) and increased risks of academic dishonesty (Bittle & El-Gayar, 2025). As an entry point, we propose beginning with low-risk teaching routines, e.g., responding to student enquiries, facilitating active learning, and giving formative feedback.

This workshop will guide participants to identify a routine workflow in teaching and learning, then redesign it for AI-enabled automation. Using the n8n platform, examples of workflow automation will be demonstrated, followed by hands-on practice.

Through a pedagogical partnership approach (Cook-Sather, 2014), participants will explore thoughtful integration of AI tools. The Trio model, a Student–Teacher–AI partnership framework inspired by Williams & Ingle's (2025) case study, will be introduced as a reflective checklist to support redesign and ensure balanced adoption.

WO-3131

20 May 2026
2.50 PM – 3.50 PM
Y304

Sinae SIM
The Hong Kong Polytechnic University
Sun-A KIM
The Hong Kong Polytechnic University

'Draft-Revise-Reflect' Model: Essay Revision with GenAI in a Korean Language Class

Sinae Sim is a Lecturer in the Department of Language Science and Technology at The Hong Kong Polytechnic University. Her primary research interest revolves around phonology and L2 pronunciation learning and teaching. Her interest in phonology extends to Korean-Chinese (Mandarin and Cantonese) cognates, as she explores the connection between synchronic and diachronic phonology and its application in teaching.

Sun-A Kim is an Associate Professor in the Department of Language Science and Technology at The Hong Kong Polytechnic University. Her research interests include individual differences in second language processing and learning, and interface between Korean and Chinese for learning and teaching Korean and Chinese as second/ foreign languages.

As the use of GenAI becomes widespread across fields, including higher education, it challenges educators to rethink traditional assessment methods. In second- or foreign-language writing, GenAI should not be viewed merely as a plagiarism tool, but as a resource for fostering learner autonomy. This workshop introduces the Draft-Revise-Reflect intervention model, developed for a Korean language course for foreign learners. Workshop participants will actively design prompt-scaffolding guides by experimenting with specific constraints and AI roles to refine students' draft compositions. Furthermore, they will collaborate to develop assessment criteria by creating rubric descriptors to evaluate students' metacognitive reflection. Through guided activities, participants will leave with concrete takeaways, including a prompt-engineering guide and a reflection-focused rubric. The workshop shares practical insights from the facilitators' experience, including lesson plans, teaching strategies, and assessment rubrics.

PP-3065

20 May 2026
3.20 PM – 3.50 PM
R401

Jet UY BUENCONSEJO
The Hong Kong Polytechnic University

Reciprocal Associations of Positive Youth Development and AI Literacy: Longitudinal Evidence from Filipino Adolescents

Jet Uy Buenconsejo is a Research Assistant Professor whose work focuses on Positive Youth Development, including its measurement, developmental correlates, and cross-cultural applicability in East and Southeast Asia. His broader interests span youth well-being, positive education, and AI literacy. He is also a registered psychologist and psychometrician.

Amid growing concerns on adolescents' readiness to navigate rapidly emerging technologies, scholars have highlighted the need to understand how digital competencies intersect with core developmental assets. Beyond technical skills, non-cognitive psychosocial resources may play a critical role in cultivating artificial intelligence (AI) literacy. Guided by the Positive Youth Development (PYD) framework, this study examined reciprocal longitudinal associations between the 5Cs of PYD (competence, confidence, connection, character, and compassion) and AI literacy dimensions (awareness, usage, evaluation, and ethics). Two waves of survey data from 612 Filipino secondary students were analyzed using latent cross-lagged panel modelling with full longitudinal invariance. Results showed strong stability across all PYD dimensions and AI ethics. PYD attributes displayed domain-specific effects on AI literacy, while AI ethics exerted broader influences on socio-emotional Cs (connection and character). A bidirectional relationship emerged between character and AI ethics. Findings underscore the intertwined development of moral, relational, and digital competencies in youth.

PP-3013

21 May 2026
11.20 AM – 11.50 PM
R402

Siu Ming CHAN
City University of Hong Kong
Annis Lai Chu FUNG
City University of Hong Kong

Integrating AI Chatbots in Social Work Education for Professional Self-Awareness and Engaging Vulnerable Populations

Prof. Siu Ming Chan is an Assistant Professor at the City University of Hong Kong. He teaches social work and social policy, and researches poverty, housing, social welfare, and mental health. His award-winning, evidence-based and AI-enhanced work aims to enhance the well-being of vulnerable and disadvantaged communities.

Prof. Annis Lai Chu Fung is a leading scholar whose research on school bullying, youth aggression, suicide, and mental health has informed global policy and practice. Her evidence-based interventions have reduced aggression in over 70,000 students. Recognized internationally for research excellence and teaching, she leads CityU's CARE and Cyber-Joy Labs

This paper presents an integrative pedagogical model combining two AI-based teaching innovations in social work education—AI chatbot simulation for understanding vulnerable populations and AI-assisted reflection for fostering self-awareness and professional identity. The study conceptualizes them as two connected projects within a developmental learning design. Using a mixed-methods design, the study involved seventy-eight undergraduate students across two courses. Project 1 integrated AI as a reflective partner to guide students' self-development and ethical professional formation. Project 2 focused on developing AI chatbots representing vulnerable groups to enhance community engagement, empathy, and resource mapping. Quantitative findings indicated significant gains in creating AI-powered solution, application of AI skills, and ethical analysis. Thematic analysis revealed that AI fosters deeper empathy and reflective practice, though realism and ethical concerns remain challenges. Together, the projects demonstrate AI's dual potential as both a tool for simulating social realities and a reflective partner for identity formation, positioning AI as a transformative pedagogical adjunct in higher education.

PP-3118

21 May 2026
11.20 AM – 11.50 PM
R406

Jinmei HUANG
Guangzhou College of Commerce

How Perceived Learning Difficulties Shift in a Short-Term GenAI-Integrated Design Course

Huang Jinmei is a lecturer at Guangzhou College of Commerce. Her research focuses on design education and AI. She leads 3 related projects, has won national and provincial teaching awards, and is a DDES candidate at PolyU Design.

This study examines shifts in students' perceptions of support and learning difficulties in a short-term GenAI-integrated design course. A pre-post survey design was implemented in a four-week (32 contact-hour) undergraduate design course where GenAI was embedded as a pedagogical component. Matched responses (paired n=36; post n=39) assessed perceived efficiency support, creative support, self-efficacy, and future intention, alongside post-course mechanisms (guidance improvement, workflow formation, iteration intensity) and persistent bottlenecks. Pre-post changes were modest: efficiency support remained high but unchanged, creative support showed a small non-significant increase, and self-efficacy improved with marginal significance ($p=0.058$). Most students reported improved ability to guide GenAI and an emerging workflow, while common bottlenecks centered on controllability, consistency, and integration. The findings rely on perception-based measures and should be interpreted as indicators of students' experienced support and difficulty during the course. The results suggest that GenAI compresses early production barriers but shifts difficulty toward higher-order control and synthesis.

PP-3122

Yiwei WENG
The Hong Kong Polytechnic University

21 May 2026
11.20 AM – 11.50 PM
R407

Towards Adaptive and Responsive Teaching: An Artificial Intelligence-Empowered Learning Platform for Multi-Modal Education

Prof. Weng's research interests lie in digital construction (ORCID: 0000-0001-5637-1415). He specializes in Additive Manufacturing, Construction Materials, and Construction Robotics. He serves as the Editor of Materials Science in Additive Manufacturing. Dr. Weng has worked on a large-scale research project, funded by National Research Foundation of Singapore, Sembcorp Pte. Ltd, and Chip Eng Seng Pte. Ltd. Dr. Weng's research outputs have been successfully licensed to industrial partners for commercialization in Singapore. His research works have been highlighted in and covered by many news outlets, e.g., Channel NewsAsia, The Straits Times, IEEE Spectrum, etc.

Building Information Modelling (BIM) plays a key role in promoting the digitalisation of construction sector. However, the BIM software features inherent compatibility and complexity issues. Therefore, conventional BIM training methods exhibit limited by low efficiency and a steep learning curve. To tackle these challenges, an Artificial intelligence-empowered learning platform (AI-LP) was proposed in this paper to support multimodal and adaptive instruction in BIM and other complex technical fields. The integration of generative AI facilitates the creation of multi-modal instructional content that enhances the learning adaptability and effectiveness. Experimental evaluation demonstrated the effectiveness of the developed platform. Improvements of 109.5% and 24% in learning performance were observed among beginners and intermediate learners, respectively, compared to participants in control group without AI-LP. While the AI-LP is demonstrated in the BIM scenario, the proposed AI-empowered platform and insights can be extended to facilitate education across various technology-intensive domains.

PP-3537

Adit GUPTA
MIER College of Education (Autonomous)

21 May 2026
11.20 AM – 11.50 PM
R408

Developing the AI Interaction Knowledge Scale for Higher Education Teachers: Pilot Validation

Adit Gupta is the Director of Model Institute of Education and Research, Jammu and is a Professor and Principal at the MIER College of Education, Jammu, India. He has a PhD in the field of 'Technology Supported Learning Environments' from Curtin University, Perth, Australia and a master's degree in psychology and education. Prof. Gupta has over 28 years of teaching and professional experience at various levels. He is the recipient of the prestigious 'Endeavour Executive Award' of the Australian Government in the year 2009 for conducting research in his area of specialisation and is also an alumnus of the 'International Visitors Leadership Programme' (IVLP) of the US Government. Technology-supported learning environments, educational technology and STEM education are his primary areas of research. Prof. Gupta has numerous research papers and innovation patents to his credit.

Despite the rapid adoption of generative artificial intelligence (GenAI) in higher education, teachers consistently struggle to translate awareness of AI's potential into effective pedagogical practice. Existing frameworks extend Technological Pedagogical Content Knowledge (TPACK) to address knowledge about AI, but provide no validated instruments to measure the interaction competencies through which teachers operationalise that knowledge. This paper presents the AI Interaction Knowledge (AIK) framework, comprising four interrelated dimensions: Prompt Design Competency, Iterative Refinement Competency, Output Evaluation Competency, and AI Limitation Understanding. Following systematic scale development, a 70-item pool was refined through expert review (S-CVI = .96) to 54 items and then piloted with 35 higher-education teachers. Item analysis produced a balanced 40-item instrument demonstrating excellent internal consistency (α range: .923–.955; total α = .967), strong discriminant validity (r = .522–.751), and acceptable criterion validity (r = .393–.728). The AIK Scale addresses a significant measurement gap and offers diagnostic utility for teacher professional development.

PP-3517

Ying HUANG
National University of Defense Technology

21 May 2026
11.20 AM – 11.50 PM
R501

Exploration and Practice of Teaching Methods Assisted by Artificial Intelligence

received the M.S. and Ph.D. degrees in Information and Communication Engineering from National University of Defense Technology, in 2002, and 2014, respectively. She has published in excess of 40 journal and international conference papers. Her research interests include teaching and learning research, covert communication, physical layer security, channel codes, etc.

This paper focuses on the theory and methods of smart teaching, refining and forming a “Six in One” teaching methodology. It proposes a practical approach system for smart teaching, which includes AI-assisted autonomous learning, personalized learning path planning guided by agents, dynamic classroom and deep interaction, problem-guided integration of teaching and research, real-time monitoring under task-driven framework, accurate assessment guided by learning situation analysis. That system, effectively integrates “knowledge graphs and large models” with various teaching methods (problem-based, task-based, and seminar-based learning, etc.), can bridge the gap between theoretical methodologies and practical applications. We have carried out reform practices for three semesters among students majoring in electronic information. A survey was conducted among over 100 students using a questionnaire, which encompassed 4 core competencies and 10 questions. The statistical results from the questionnaire indicated that the aforementioned method can effectively enhance students’ competency development.

PP-2998

Shuk Ling CHENG
The Hong Kong Polytechnic University

21 May 2026
11.20 AM – 11.50 PM
R502

Generative Artificial Intelligence (GenAI) in Higher Education: Human-AI Collaborative Learning in Hong Kong

Cheng Shuk Ling is currently a lecturer at City University of Hong Kong, and also a doctoral student at the Hong Kong Polytechnic University. Her research interests include social identity, AI in education, sociolinguistics, and second language acquisition.

This paper reports on a university-funded teaching development project conducted to integrate collaborative learning among learners, teachers, and Generative Artificial Intelligence (GenAI) to enhance the effectiveness of student learning in higher education in Hong Kong. Students first acquired theoretical knowledge of business leadership in traditional lecture settings, then applied these concepts by proposing promotional projects for local companies, developing role-play scripts, and consulting GenAI for formative feedback. The process involved learner-AI collaboration for feedback-giving idea improvement purpose through iterative feedback. Findings highlight the effectiveness of human-AI collaboration in learning, deepening understanding, and improving leadership behaviors in scenario-based contexts. The study demonstrates best practices for leveraging GenAI in collaborative learning, which offers transferrable insights for higher education across disciplines, promoting enhanced student engagement and personalized learning through human-AI interaction.

PP-3521

21 May 2026
11.20 AM – 11.50 PM
R506

Man JIANG
National University of Defense Technology
Xingshen SONG
National University of Defense Technology

Physical Optics Meets Artificial Intelligence and Optical Field Manipulation

Jiang Man, born in 1990, obtained her PhD in Optical Engineering from the University of Defense Technology (NUDT) in 2017. Her research interests include fiber laser, light field manipulation, and higher education.

Xingshen Song, born in 1990, holds a Ph.D. in Computer Science from the National University of Defense Technology (NUDT), where he is currently an Associate Professor. His research focuses on natural language processing and information retrieval. He has authored over 10 SCI/EI papers and 3 textbooks.

The deep integration of artificial intelligence with optical field manipulation technology has become a prominent trend in the development of contemporary optics. As a core specialized course for undergraduates majoring in optoelectronic information science and technology and related fields, Physical Optics must evolve with the times by developing more diversified teaching content and innovative pedagogical approaches, building upon the foundation of classical wave optics theory. This evolution is essential to meet the growing demand for cultivating innovative talents in optics and related interdisciplinary frontiers. Taking the cutting-edge technology of "AI-powered optical field manipulation" as a starting point, this paper explores the need for innovation in the Physical Optics curriculum and proposes new pathways for reforming its teaching model. The aim is to achieve dynamic updating and sustainable development of both the knowledge framework and instructional methods, thereby laying a solid foundation for talent development in the field of optics in the era of artificial intelligence.

PP-3125

21 May 2026
11.20 AM – 11.50 PM
R507

Francis SHUM
The University of Hong Kong
Tsz Yip TANG
Vocational Training Council

Revolutionising High-Stakes Communication with GenAI: A Fixed-Wing Private Pilot Training Case Study

Francis Shum is an Assistant Lecturer at the Centre for Applied English Studies, HKU. Having taught at various tertiary institutions in Hong Kong, her research interests focus on English for Specific Purposes (ESP), intercultural communication, and the pedagogical integration of Generative AI in academic literacy.

TANG Tsz Yip, Ty, is a Project Officer at the Centre for Learning and Teaching, Vocational Training Council, where he specialises in teacher training. He was previously a lecturer teaching mathematics at institutions within the VTC. Ty is also a PGDE student and a student pilot.

This paper presents the design and technical implementation of an innovative web application (Pilot-ATC Communication Trainer) that utilises a Deconstruct-Simulate-Feedback pedagogical framework to transform aviation radio communication training. Traditional training often relies on rote listening and static scripts, failing to provide the context-aware scaffolding necessary for safety-critical environments. The proposed system addresses this through three integrated modules: a Transcription Assistant for deconstruction, a Runup Bay Call Simulator for contextual practice and feedback, and an ATIS Quiz module for reinforcement. A functional prototype, anchored in the operational context of Moorabbin Airport, Australia, demonstrates the system's technical viability. It confirms the capability of Large Language Models (LLMs) to generate dynamic, non-deterministic scenarios and provide real-time, ICAO-aligned feedback without human intervention. Given the aviation industry's projected need for over 660,000 pilots by 2044, this study offers a scalable technical framework for broadening access to expert-level training. Future work will focus on conducting controlled trials to empirically validate learning outcomes.

PP-3011

21 May 2026
11.20 AM – 11.50 PM
R508

Hsuan-Yu CHEN
National Chiayi University

The Impact of AI Writing Tools on University Students' Academic Writing in English

The presenter is a graduate student in the Department of Foreign Languages. Her research interests focus on academic English writing and Computer-Assisted Language Learning (CALL). She is currently investigating the pedagogical impacts of generative AI tools on EFL learners' writing performance and critical literacy.

Academic English writing presents significant, universal challenges even for native speakers, let alone English as a Foreign Language (EFL) learners, particularly English majors, who face most demand in English writing. The advance of Gen-AI may offer an assistance. This mixed-methods study investigated the effects of AI writing tools on the academic English writing performance and perceptions of 18 second-year English majors in a Taiwanese EFL context, and a control group of 21 sophomore English majors from a closely comparable English Composition cohort. The AI-supported group improved from Draft 1 to Revision (M = 77.67 to 82.83), with an average gain of 5.17 points. However, the control group showed a larger descriptive gain (M = 72.81 to 82.29; gain = 9.48), suggesting that AI-supported revision did not produce greater short-term score improvement in this dataset. Qualitative reflections nevertheless showed that students used AI strategically to reorganize structure, clarify topic sentences, improve transitions, and strengthen evidence. At the same time, they emphasized human oversight and responsible use, indicating the development of Critical AI Literacy (CAIL). The findings suggest that AI may function more effectively as a revision scaffold than as a guaranteed route to higher scores. Pedagogically, AI integration should therefore be paired with explicit revision instruction and CAIL training.

WO-3014

21 May 2026
11.20 AM – 12.20 PM
QR403

Spencer BENSON
Education Innovations International Consulting, LLC
Haydn CHEN
University of Illinois at Urbana-Champaign

Future-Ready Teaching in the AI Era: Building Faculty Capacity for Transformative Learning

Prof. Spencer Benson Ph.D., Founder and Director of Education Innovations International Consulting and a consultant at the University of Maryland. He has more than 30 yrs. experience as a recognized leader in the areas of STEM education, faculty development, learning enhancement, mentorship training, curriculum development, and educational technologies.

Prof. Haydn Chen, Ph.D. Northwestern University, is Professor Emeritus (UIUC, Macau, Tunghai) and Chief Strategy Officer and U.S. Liaison for NYCU. A former university president and vice reactor, he is widely recognized for leadership in materials science, semiconductor research, and higher-education strategy across Asia and the U.S..

Numerous recent analyses underscore the urgent need for higher education to transform in response to AI, evolving student needs, and the demand for future-ready graduates. Universities across Asia face increasing pressure to redesign curricula, teaching pedagogy, and new educational practices to better prepare students for a rapidly changing world where AI will play a significant role. The interactive workshop highlights future readiness, effective pedagogies, soft-skill development, and ethical integration of AI in teaching and learning. Future readiness encompasses discipline-specific skills, transferable soft skills, and digital/AI fluency. The workshop will involve presentation, guided demonstration, discussion group work, faculty sharing of best practices, and the development of a roadmap forward aimed at improving learning outcomes and future readiness, strengthening student engagement, and building institutional capacity for AI-supported innovation.

PP-3509

21 May 2026
11.20 AM – 11.50 PM
QR512

Xi Wang
National University of Defense Technology
Dapeng Zhao
National University of Defense Technology

Reforming Interdisciplinary Postgraduate Teaching with GenAI: A Case Study of the "Laser Irradiation Effects" Course

Xi Wang received his PhD in Optics from the University of Science and Technology of China (USTC) in 2016. Since 2017, he has been a associate researcher at the College of Electronic Engineering, National University of Defense Technology (NUDT), China. His research focuses on laser irradiation effects.

Dapeng Zhao received his PhD in Signal and Information Processing from the College of Electronic Engineering, National University of Defense Technology (NUDT) in 2008. Since 2019, he has been an Associate Professor at the College of Electronic Engineering, NUDT, China. His research focuses on infrared physics.

The trend toward interdisciplinary postgraduate education presents a dual challenge: integrating students' diverse disciplinary backgrounds with the inherent complexity of cross-disciplinary content. This study examines a Generative AI (GenAI)-assisted pedagogical reform within a postgraduate "Laser Irradiation Effects" course, a field spanning physics, chemistry, materials science, optics, and mathematics. Supported by an Anhui Province education reform initiative, we implemented a student-centered framework integrating GenAI across four key stages: AI-enhanced learner analysis, personalized instructional design, facilitated cross-disciplinary knowledge exploration, and intelligent assessment. Our findings indicate that GenAI provides an effective cognitive framework, helping bridge knowledge gaps, personalize learning pathways, and shift instructional emphasis toward higher-order competencies such as synthesis and critical problem-solving. The approach led to measurable improvements in teaching efficiency, student engagement, and the quality of interdisciplinary project outcomes. This model offers a replicable and scalable paradigm for enhancing both teaching and learning in interdisciplinary higher education contexts.

PP-2964

21 May 2026
11.20 AM – 11.50 PM
R503

Calvin KEUNG
City University of Hong Kong

ChatBIM: A GenAI Model for Checking BIM Information Quality for Architecture and Engineering Education

Dr Calvin Keung is the Programme Leader of BSc Surveying at CityUHK. He is the departmental BIM Developer and was recognised as one of the BIMers at the CIC's Celebration of BIM Achievement in 2020. Dr Keung's interdisciplinary approach to BIM education established an award-winning BIM lab at CityUHK.

Building Information Modelling (BIM) is crucial in modern construction, as it enhances collaboration and facilitates data-driven decisions in the Architecture, Engineering, and Construction (AEC) industry. However, the complexity of BIM data poses challenges for students in ensuring the quality of data and information. This study presents ChatBIM, a generative artificial intelligence (GenAI) model based on GPT-4 and the ChatGPT API, designed to enhance BIM education by improving data quality assessments. By utilising IfcOpenShell to translate Industry Foundation Classes (IFC) data into an AI-readable format, ChatBIM enables dynamic interaction with BIM models, fostering critical thinking and student engagement. Implemented in a tertiary BIM course, ChatBIM was evaluated through a mixed-methods approach, demonstrating enhanced student engagement, personalised learning, and critical thinking skills. The findings highlight the potential of ChatBIM in preparing future BIM specialists and addressing industry needs.

PP-3049

Farzad SABETZADEH
City University of Macau

21 May 2026
11.50 PM – 12.20 PM
R402

Improving Education Through Educational Material Development: The Combination of Generative Artificial Intelligence and Human Insight

Dr. Farzad Sabetzadeh is a full-time associate professor of Knowledge and Innovation Management at the faculty of business at the City University of Macau. Currently, he is serving as the program coordinator for the International Business Cohort (IBC) program at the City University of Macau.

This study investigates how generative artificial intelligence (AI) and human expertise can be combined to improve the development of educational materials. Using a mixed-methods design, it integrates expert questionnaires and interviews with comparative experiments on courseware produced by humans and AI in Management, World History, and Mathematics. Results show that AI excels in efficiency, structural organization, and visual presentation, particularly in social science and humanities content, but performs less well in mathematically demanding tasks requiring precise reasoning. Experts and learners value AI for proofreading, resource integration, and real-time support, yet remain cautious about its creativity, reliability, and ethical risks. Trust is markedly higher in human teachers, especially for personalized and high-stakes learning. The study proposes a task-based human–AI collaboration model that allocates routine and scalable work to AI while retaining human leadership in design, interpretation, and learner-facing decisions.

PP-2994

Chi-Ming WONG
The Hong Kong Polytechnic University
Laura ZHOU
The Hong Kong Polytechnic University
Julia CHEN
The Hong Kong Polytechnic University

21 May 2026
11.50 PM – 12.20 PM
R406

Re-introducing the Flipped Approach at an Institutional Level

Chi-Ming Wong is currently an Associate Professor of the Department of Health Technology and Informatics at The Hong Kong Polytechnic University and Fellow of Higher Education Academy (FHEA), focusing on Course-Based Undergraduate Research Experience and GenAI-augmented flipped education.

Dr. Zhou is senior educational development manager (senior digital learning specialist) of Educational Development Center at HKPolyU. She is Fellow of Higher Education Academy (FHEA) and obtained CMALT qualification (Certified Membership of Association for Learning Technology). She is experienced in QA for eLearning, technology-enhanced learning and teaching and blended learning.

Julia Chen (PhD, PFHEA) is Director of Educational Development at HKPolyU, and Chair of UGC-initiated HK Teaching Excellence Alliance. Her research interests include leveraging technology for education, learning analytics, and English Across the Curriculum.

Flipped learning, a pedagogical model that has gained prominence in recent years, redefines traditional classroom dynamics by shifting direct instruction outside the classroom. This transformation facilitates collaborative and higher-order activities during class time, empowering students to take ownership of their learning journeys and fostering a more interactive educational environment. However, challenges persist in conventional implementations, including student engagement with pre-class materials, high workloads for educators, and inadequate personalized support. This paper presents the approaches an institutional-level initiative has taken to tackle these challenges, highlighting how integrating advanced tools, such as Generative AI (GenAI), contributes to innovative solutions.

PP-2929

Chileka CHIYANIKA
The Hong Kong Polytechnic University

21 May 2026
11.50 PM – 12.20 PM
R407

Promoting Generative AI in Learning, Teaching, and Assessment: A Case study in Human Anatomy Education

Dr Chileka Chiyanika, FHEA, is a Research Assistant Professor at The Hong Kong Polytechnic University with over 20 years' experience in radiography, CT, MRI, and ultrasound. He specialises in imaging research, innovative anatomy education using VR and AI, and has received multiple awards for his contributions to radiological science and teaching.

This case study examined the impact of integrating GenAI, specifically ChatGPT, into human anatomy education and compared the academic performance of two cohorts from different academic years. Cohort 1 (n=121) studied using traditional methods, while all students in Cohort 2 (n=123) engaged with GenAI tools during collaborative learning sessions. Survey responses from Cohort 2 (n=43) showed that 69.8% rated their GenAI experience positively, and 60.6% reported enhanced understanding of anatomical concepts. Academic performance assessment revealed that Cohort 2, with universal GenAI use, achieved a higher mean score (78.73% vs. 77.31%) and a greater proportion of top grades (27.6% vs. 16.5%) compared to Cohort 1. While students valued GenAI's ease of use and interactivity, they expressed concerns about information accuracy and highlighted the need for further improvements. The study underscores GenAI's potential as a valuable adjunct to traditional teaching, supporting digital literacy and pedagogical innovation in anatomy education.

PP-3096

Sze Nga YIU
The Hong Kong Polytechnic University

22 May 2026
11.50 PM – 12.20 PM
R408

Advancing Construction Safety Education with Artificial intelligence Technologies

Ir Dr Nicole S.N. Yiu is a Senior Lecturer in the Department of Civil and Environmental Engineering at The Hong Kong Polytechnic University. She is the Programme Leader of BSc(Hons) in Environmental and Occupational Safety & Health. She teaches various occupational safety and health subjects and service learning subject. She involves in organizing student outreach events and supervising students' academic and community service projects. For the engaged service projects, she acts as a supervisor to ensure students working effectively in a team to solve problems and apply their professional knowledge to serve the community and as a coordinator to ensure effective communication with clients and stakeholders. Before joining The Hong Kong Polytechnic University, she also worked as a safety practitioner in local construction industry for eight years. She is qualified, by profession as per legal requirements, to conduct safety and health training accordingly to the training needs of the participants; devise safety rules, emergency procedures and safety plan; conduct safety and health accident or incident investigation so as to prevent its similar re-occurrence.

The aim of this presentation is to cast light on the leverage of GenAI in the teaching and learning of safety management and audit. A project was launched where GenAI was integrated into students' learning in the course entitled 'Safety Management and Audit' on the BSc programme in Environmental and Occupational Safety and Health of The Hong Kong Polytechnic University.

Students learned to conduct safety audits by analysing workplace hazards, unsafe acts or conditions through three types of videos, i.e. pre-recorded, simulated and AI generated site inspection videos. The latter two types were AI-driven, with AI models trained to simulate various real-life scenarios at the workplace. The GenAI intervention enables enquiry-based learning (EBL) – a self-directed learning method in which students direct their own lines of enquiry and actively explore evidence for the audits (CEEBL, 2005), fostering active learning and 'learn-to-learn' techniques. To evaluate the effectiveness of this new learning approach, questionnaire surveys and student assignment samples were used. Results indicate that GenAI intervention and EBL approach were well-received among students, who were engaged actively in learning. Student samples this year (with GenAI intervention) and those of last year (without GenAI intervention) did not show a significant difference in grade distribution. Therefore, it can be deduced that the GenAI and simulated videos were generally as effective as traditional site inspection/ pre-recorded videos. Compared with traditional site inspection, an added advantage of virtual inspections is that students were less likely to collect insufficient data for the audits.

PP-3529

Xingkong MA
National University of Defense Technology

21 May 2026
11.50 PM – 12.20 PM
R501

A Scalable Human-AI Training Range for Higher Computer Education

Xingkong Ma is a professor of NUDT, mainly concerns on research of Content Security and Computer Education.

The deep integration of artificial intelligence with optical field manipulation technology has become a prominent trend in the development of contemporary optics. As a core specialized course for undergraduates majoring in optoelectronic information science and technology and related fields, Physical Optics must evolve with the times by developing more diversified teaching content and innovative pedagogical approaches, building upon the foundation of classical wave optics theory. This evolution is essential to meet the growing demand for cultivating innovative talents in optics and related interdisciplinary frontiers. Taking the cutting-edge technology of "AI-powered optical field manipulation" as a starting point, this paper explores the need for innovation in the Physical Optics curriculum and proposes new pathways for reforming its teaching model. The aim is to achieve dynamic updating and sustainable development of both the knowledge framework and instructional methods, thereby laying a solid foundation for talent development in the field of optics in the era of artificial intelligence.

PP-3021

Chujian HUANG
The Education University of Hong Kong

21 May 2026
11.50 PM – 12.20 PM
R502

Emerging Technologies into Capstone Projects to Meet Student Needs in Early Analysis

Mr. Huang is an educator in STEM, AI and Educational Technology. He has extensive experience in science teaching, guiding students in experiments and innovation projects. He now provides robotics workshops, Capstone Project consultation, and hardware support for university students, helping them design innovative solutions and apply emerging technologies in education.

In the context of global technology-driven educational transformation, integrating emerging technologies into experiential learning opportunities is evolving as a strategic priority to bridge academic knowledge with real-world application. Focusing on students' core needs, this study analyzes the preliminary effectiveness of technology integration in the Capstone Project (CP) via pre-test questionnaires. CPs can enhance students' practical innovation and career preparedness, but they encounter challenges, including a lack of AI and IT skills, interdisciplinary gaps, and topics outside their scope. The CPs link academics to real-world scenarios, boosting engagement and promoting the application of technology. The pre-test data from 69 students showed a positive attitude but also uncovered unmet needs. Providing multi-dimensional support such as personalized consultation, self-regulated learning resources, and targeted workshops can effectively bridge these gaps and serve as practical guidance for technology-focused higher education CPs.

PP-3079

Ping GENG
The Hong Kong Polytechnic University

21 May 2026
11.50 PM – 12.20 PM
R506

Investigation on Learning Enhancement through AI-empowered Immersive Environment

Dr. Geng is dedicated to teaching innovation as PI/Co-PI of six teaching grants, focusing on active learning technologies, such as immersive and AI-empowered learning. Her efforts have been recognized with the Faculty Outstanding Young Teacher Award, Bronze Award in E-learning Forum Asia and shortlist nomination for QS Reimagine Award 2024.

Traditional lecture-based education exhibits well-documented limitations including relatively short knowledge retention time, low student engagement, and limited personalization. This study presents a supplementary approach that enhances knowledge retention through engaging and immersive experiences. Piloted in the Department of Food Science and Nutrition, a metaverse platform integrating AI-driven virtual agents was developed to enhance students' understanding and motivation. Through surveys and focus group interviews with two cohorts of Year-3 students (N = 92) and analysis of 171 AI avatar responses in a representative food production scene, we find students value the platform's interactivity, hands-on engagement, and novelty, reporting improved comprehension and enthusiasm over traditional methods. Thematic analysis highlights AI avatars' supportive and explanatory communication style, which contrasts with students' short and fragmented inputs. Results also indicate students' preference for different immersion levels and provide valuable insights for the development of more engaging, personalized and effective learning environments in higher education.

PP-3061

Noor Nahar BEGUM
The Hong Kong Polytechnic University

21 May 2026
11.50 PM – 12.20 PM
R507

Unpacking the Flipped Classroom: Mechanisms and Efficacy in Accounting Education

Noor Nahar Begum is a Lecturer in Finance at The Hong Kong Polytechnic University. She holds a Ph.D. in Finance and specializes in corporate finance, banking, and corporate innovation. She has presented her research paper in top-tier international conferences, and papers are under review for publications. She has also worked in financial institutions before joining academia.

This study investigates the pedagogical mechanisms through which the flipped classroom model enhances learning outcomes in accounting education. Using a quasi-experimental design with 174 undergraduate students, we examine behavioral and psycho-social mediators of academic success. Results indicate that the flipped approach nearly doubled the proportion of top grades on the final exam. Regression analyses identified pre-class work completion and active in-class participation as the strongest predictors of performance. Additionally, the model significantly improved group dynamics, reduced student uncertainty, and promoted collaborative learning styles. Subgroup analyses reveal these psycho-social factors serve as compensatory tools, offering greatest benefit to less-prepared students. The study provides an evidence-based, conditional framework for implementing flipped learning in technical disciplines.

PP-3015

21 May 2026
11.50 PM – 12.20 PM
R508

Hantao YANG
City University of Hong Kong
Junhe PENG
City University of Hong Kong

Bridging Traditional and Transformative: Developing Optimal Hybrid Workflows for Generative AI in Animation Pedagogy

Hantao Yang is a MFA student in the School of Creative Media , City University of Hong Kong. He obtained his undergraduate degree in Digital Media Art from Macau University of Science and Technology. Research interests include Film and Television Production, Artificial Intelligence, Interaction Design, etc.

Junhe Pang is a MFA student in the School of Creative Media , City University of Hong Kong. He obtained his undergraduate degree in Visual Design from YuLin Normal University. Research interests include animation design, AI, and AIGC.

The rapid integration of Generative AI (GenAI) into creative industries compels higher education to adapt its animation curricula. Traditional production is characterized by high technical barriers and resource intensity, often restricting student experimentation. This paper presents a comparative study defining an optimal "hybrid workflow" (AIACG) that merges manual artistry with AI efficiency. Analyzing data from undergraduate courses and a focused MFA case study—comparing a traditional 3D project against an AI-driven production—we demonstrate that GenAI reduces production time by approximately 80% while enabling rapid conceptual iteration. Our findings position GenAI as a "Third Team Member," effectively flattening the technical learning curve but requiring rigorous human curation for narrative consistency. We propose a pedagogical framework that shifts the educational focus from technical software proficiency to critical art direction, ensuring students master the synthesis of traditional principles and AI co-creation.

PP-3031

21 May 2026
11.50 PM – 12.20 PM
QR512

Yammy CHAK
The Hong Kong Polytechnic University

Enhancing Reflective Learning in Service-Learning: Integrating Cellphilms and Blended Learning for Student Growth

Dr. Yammy Chak, Lecturer at PolyU's Department of Applied Social Sciences, specializes in counselling, positive youth development, service learning, and programme evaluation. With over twenty years' social work experience, she has led Counseling, Leadership and Service Learning courses, and received the UGC Teaching Award (Team award) in 2018.

To facilitate better experiential learning in service-learning subjects, educators are exploring new teaching strategies in fostering deeper motivation, reflection, and engagement. The current study examined the impact of a service-learning project that integrated AI tools and platforms within blended learning and cellphilm activities, with the use of multimodal assessments. Sixty-one students evaluated the course after participating in innovative reflective practices combining face-to-face and online learning. Results showed consistently high positive responses: The majority of the students reported improvements in critical thinking, social competence, and self-confidence, while many of them found AI-enhanced blended learning and cellphilm activities more engaging and supportive of deeper reflection than traditional assignments. Regression analyses confirmed AI-enhanced blended learning and cellphilm activities as strong predictors of course benefits and overall satisfaction. These findings highlight the effectiveness of diverse, interactive teaching methods in enhancing student engagement, motivation, and reflective capacity.

PP-3504

Kitty CHAN
The Hong Kong Polytechnic University

21 May 2026
11.50 PM – 12.20 PM
R503

Student-Staff Co-Developed Immersive Virtual Reality and Engineered AI Prompts to Enhance Therapeutic Communication

Dr. Kitty Chan, Associate Professor of Practice at The Hong Kong Polytechnic University, leads innovative and interprofessional healthcare education projects, including IVR and online game platforms. Her award-winning initiatives, such as the Virtual Hospital and vCare, have enhanced learning, attracted funding, and earned international recognition for advancing technology-integrated pedagogies.

Although students frequently use generative AI for various purposes, their limited understanding of effective usage and critical evaluation often reduces its educational value.

This study examines the impact of AI-assisted prompt engineering and explicit instruction in therapeutic communication on nursing students' clinical communication skills during immersive virtual reality (IVR) simulations.

Analysis of thirty-seven student scripts across three stages: initial, AI-refined, and therapeutically enhanced, revealed that initial responses were factual and impersonal, reflecting limited AI literacy. Without explicit guidance, students struggled to optimise AI outputs for therapeutic communication. However, prompt engineering led to more structured, empathetic, and patient-centred responses. Thematic analysis of student reflections indicated increased confidence and self-awareness.

These findings underscore the essential role of prompt engineering in empowering students to maximise AI's educational benefits and develop advanced communication skills, highlighting the need for targeted instruction to fully realise AI's potential in nursing education.

PP-3029

Nathan XU
The Hong Kong Polytechnic University

21 May 2026
1.30 PM – 2.00 PM
R401

Boosting Creative Learning with Gen-AI-Enabled Semi-Flipped Classes and Project-Based Design Thinking Method

Dr. Nathan Xu obtained a PhD degree from HKUST in 2023. He serves as a Teaching Fellow in the Department of Mechanical Engineering at PolyU. Before joining PolyU, Dr. Xu worked with the Division of Integrative Systems and Design at HKUST. His teaching expertise encompasses mechatronics, robotics, design thinking, and entrepreneurship.

This study centers on GenAI as a core enabling pedagogical tool to examine how integrating GenAI-enabled Semi-Flipped-Class, Project-Based Design Thinking Method in the course that fosters students' creative learning, interdisciplinary collaboration, and real-world problem-solving. Conducted at a local university, this study analyzes GenAI-integrated course methodology, student performance, feedback, and iterative improvements across the 2023 (non-GenAI) and 2025 (GenAI-enabled) cohorts. GenAI is embedded as a foundational enabler across the entire pedagogical lifecycle, applied to three core and interconnected pedagogical links with explicit design logic and measurable outcomes: AI-aided interdisciplinary team formation (via ChatGPT + MBTI personality analysis tools), AI-enhanced pre-class knowledge scaffolding (via domain-specific GenAI platforms), and AI-supported project iteration (via design prototype feedback tools). This work demonstrates that GenAI-enabled hybrid pedagogy is a highly effective method in nurturing core competencies for interdisciplinary youth aiming to address global challenges, and provides a replicable GenAI integration framework for higher education course design.

PP-3017

Fatwa Firdaus ABDI
City University of Hong Kong

21 May 2026
1.30 PM – 2.00 PM
R402

Enhancing Conceptual Understanding of Crystal Structures through Holographic Projection and Team-Based Learning

Fatwa Abdi is an Associate Professor and Major Leader (Energy Science & Engineering) at School of Energy and Environment, City University of Hong Kong. He obtained his PhD (Chem. Eng.) from TU Delft, Netherlands. He teaches courses on energy applications and is the recipient of SEE Teaching Excellence Award 2025.

This study investigates the integration of holographic projection with a team-based learning (TBL) framework to improve student understanding of crystallographic structures. Students often struggle with visualizing three-dimensional atomic arrangements, and conventional diagrams or physical models provide limited spatial immersion. As generative artificial intelligence (GenAI) increasingly supports content creation and instructional design in higher education, shared volumetric holographic displays offer a complementary pathway for enhancing spatial cognition and collaborative learning. When combined with a structured TBL sequence, the holographic visualization enables teams to explore symmetry, packing, and coordination in common crystal structures. Students reported high levels of engagement, improved spatial comprehension, and strong preference for holographic visualization compared with 2D images, physical models, and AR/VR tools. Performance metrics showed substantial gains from individual to team readiness assessments and higher subject-relevant mid-term scores relative to a previous cohort. The results demonstrate that holographic projection, when paired with collaborative learning, effectively enhances conceptual understanding and supports both cognitive and social dimensions of learning. This approach offers a scalable, low-barrier innovation that complements emerging GenAI-driven educational technologies for teaching spatially complex topics.

PP-3053

Luke Edward Eric FEAST
The Hong Kong Polytechnic University

21 May 2026
1.30 PM – 2.00 PM
R406

Co-Evolving Design Entrepreneurship: An AI Agent for New Venture Creation

Luke Feast is an Assistant Professor in Product Design at PolyU Design, specializing in design entrepreneurship and higher education innovation. With a PhD in Design and over 18 years of teaching experience, my research advances sustainability, interdisciplinary collaboration, and culture-based innovation, and has been published in leading journals and international conferences.

Hong Kong requires its design graduates to combine creative problem-solving with entrepreneurial thinking to drive innovation. Traditional design education often lacks practical guidance on entrepreneurship, creating a significant challenge for students starting new ventures. This ongoing project addresses this gap by developing a conversational AI agent (chatbot) that integrates expert entrepreneurs' cognitive patterns with design theory. The AI agent's effectiveness will be rigorously tested via a three-arm randomised controlled trial comparing a control group, a standard foundational AI agent, and the expertise-enhanced AI agent. The anticipated outcome is a scalable pedagogical tool that significantly improves the quality of design students' decisions in venture creation, thereby supporting Hong Kong's innovation economy.

PP-5005

Neil HARRIS
McGraw Hill Canada

21 May 2026
1.30 PM – 2.00 PM
R407

Mind the Gap: The Space Between AI and Authentic Learning

Neil Harris is Senior Vice President at McGraw Hill, where he leads the Higher Education business across multiple international markets spanning Canada, Europe, the Middle East, Africa, Asia-Pacific, and Australia. With over two decades of experience in educational strategy, digital transformation, and product innovation, Neil brings a global vantage point to the evolving landscape of Higher Education, working at the intersection of pedagogy and technology. A regular keynote speaker at education forums, Neil brings a global perspective on the market trends and structural shifts shaping Higher Education, including the rapid evolution of generative AI and its implications for teaching, learning, and assessment.

In a world where AI can now generate answers in seconds, in Higher Education (and indeed other areas of learning too) we must ask ourselves: what does it mean to truly learn? This session will explore the cruciality of "the space between" AI and authentic, meaningful learning in university settings. This is the space where understanding needs to be built and can't be outsourced. Drawing on emerging research, including studies showing reduced retention and weaker conceptual understanding when learners over-rely on AI, as well as our own company-level experiences, we will examine the risks of using technology as a shortcut rather than a tool for growth. Rather than us rejecting AI, we will call for its intentional use. When designed and applied thoughtfully, AI can support productive struggle, deepen engagement, and enhance human thinking. Together, we will explore how educators, institutions, and edtech providers can navigate this space with purpose, ensuring that as technology advances, learning does too.

PP-3028

Rui JI
University of Nottingham Ningbo China

21 May 2026
1.30 PM – 2.00 PM
R408

GenAI-Supported IELTS Speaking Preparation: Prompting, Strategy Use, and Learner Perceptions

Rui Ji recently completed a Master's degree in TESOL at the University of Nottingham Ningbo China. Her research focuses on AI-supported IELTS speaking preparation and the strategies learners employ to enhance performance. She is particularly interested in the intersection of educational technology and language assessment.

The rise of generative artificial intelligence (GAI) tools has transformed speaking practice by enabling real-time interactions and personalized feedback. However, learners' acceptance of these tools remains under-explored. This study created a GAI chatbot and investigated whether GAI-supported speaking practice influences students' learning and attitudes. An extended Technology Acceptance Model (TAM) was employed, which incorporates perceived trust, technology anxiety, and computer self-efficacy alongside traditional constructs. Results showed significant improvements in perceived usefulness, ease of use, trust, self-efficacy, attitudes, and behavioral intention after the GAI intervention, though anxiety levels remained unchanged. Structural equation modeling showed that perceived ease of use strongly influenced both perceived usefulness and attitude toward use, which in turn significantly predicted students' intention to continue using the chatbot. Computer self-efficacy and perceived trust also played important roles in shaping learners' perceptions. The study also offers practical insights into integrating GAI into formal classroom language learning through human-AI collaboration.

PP-3030

21 May 2026
1.30 PM – 2.00 PM
R502

Siew TAN
National University of Singapore

GenAI in Higher Education: Disciplinary Epistemologies, Pedagogical Implications, and Recommendations for Professional Development

Verily Tan is a Senior Education Specialist at the Centre for Teaching, Learning, and Technology (CTLT), where she supports faculty-facing initiatives in Generative AI and professional development. Her research interests focus on GenAI in teaching, learning, and blended education, and she also contributes to the PDPT Core programme and the Course Design Institute.

Generative AI (GenAI) is reshaping pedagogical practices across higher education. It has been observed that faculty respond differently across disciplines. This study looks for empirical evidence through exchanges with both STEM and non-STEM faculty during and after a two-day professional development programme on integration of AI in the design of teaching and learning activities. Through thematic analysis of interviews, the study illustrates the distinct disciplinary orientations: STEM faculty emphasised structure, efficiency, and procedural alignment with GenAI, while non-STEM faculty foregrounded authorship, critical judgement, and epistemic depth. Despite these differences, faculty across disciplines positioned critical evaluation of AI output as a foundational element of responsible AI literacy. The study examines how this is reflected in the assessment or learning activities designed. As a synthesis of the findings, a limited framework of disciplinary professional development for GenAI integration is shared, with recommendations for professional development.

PP-3087

21 May 2026
1.30 PM – 2.00 PM
R506

Xiaona ZHOU
The Education University of Hong Kong

Hsueh Chu CHEN
The Education University of Hong Kong

Technology-enhanced Training in English Connected Speech Processes Among Chinese EFL Learners

Xiaona Zhou is an EdD candidate at the Department of Linguistics and Modern Language Studies, the Education University of Hong Kong. Her research interests include speech perception and production as well as technology-enhanced pronunciation instruction in diverse linguistic contexts.

Hsueh Chu CHEN is an associate professor at the Education University of Hong Kong and has been investigating a wide range of issues in interlanguage phonetics and phonology, third language phonology, foreign accent and intelligibility, and computer assisted/corpus-based pronunciation teaching and learning.

Connected speech processes (CSPs), referring to sound adjustments such as sound deletion and reduction, are commonly used by native speakers to ease the articulation in natural speech. However, they are rarely employed by Chinese learners of English (e.g., Wong et al., 2021), due in part to the lack of instruction and practice. This study explored an online training on six types of CSPs, including linking, deletion, insertion, modification, reduction, and multiple, by adopting a technology-enhanced approach and investigated the training effects on Chinese EFL learners' CSP production through a pretest-training-posttest design. Thirty participants were involved in this study, with half assigned to the experimental group (EG) receiving 8-session CSP training, while the other half served as the control group receiving 8-session general drills. Results showed that EG's CSP production was significantly improved. Generalization of the CSP training was also observed. These findings suggest pedagogical benefits of technology-enhanced CSP training.

PP-3525

Xuchuan (Winnie) CHEN
National University of Defense Technology

21 May 2026
1.30 PM – 2.00 PM
R507

Sequencing Peer and AI Collaboration in EFL Writing: Student Performance and Perceptions

Xuchuan Chen is Associate Professor at the National University of Defense Technology. She obtained her PhD in Education from The Chinese University of Hong Kong. Her research interests include L2 writing and technology-enhanced pedagogy, with publications in Journal of Second Language Writing, Computer Assisted Language Learning, and Language Teaching Research.

This study investigates how different sequences of peer and AI-supported collaboration relate to EFL students' graph description performance and perceptions. Using a counterbalanced design, 116 undergraduate students completed two writing tasks across two modes: peer collaboration and AI-assisted collaboration. Writing performance was assessed via an analytic rubric, and perceptions were collected through open-ended surveys. Results from paired-samples t-tests revealed that peer collaboration yielded significantly higher scores in content and organization than AI collaboration. Furthermore, a significant sequence effect emerged: the "Peer-first" group significantly outperformed the "AI-first" group in the second task, suggesting that human negotiation provides a conceptual "warm-up" for subsequent AI use. Qualitative analysis revealed a divide between students prioritizing AI's instrumental efficiency and those valuing the communicative depth of peer interaction. These findings suggest a "human-first" hybrid model for integrating GenAI into L2 writing curricula to ensure conceptual rigor and ethical engagement.

PP-3033

Sam Chun Kit HAU
The Chinese University of Hong Kong

21 May 2026
1.30 PM – 2.00 PM
R508

Optimizing AI for Chemistry Grading: Boosting Efficiency and Reducing Educator Workload in Foundation Courses

Dr. Sam Hau earned his B.Sc. (First Class Honors) in Chemistry from HKBU (2005) and his Ph.D. in Organic Synthesis from CUHK (2010). After postdoctoral research in X-ray Crystallography at CUHK, he became a CUHK lecturer in 2019. His interests include innovative teaching, AI in chemistry education, and student development.

In response to the growing challenges of grading in large STEM courses, this study introduces a hybrid human-AI grading platform designed for foundational chemistry education. By integrating large language models (LLMs) with human oversight, the platform automates the evaluation of diverse assignment types, including text responses, numerical calculations, and graphical chemical structures. The methodology combines structured rubrics, semantic matching, and iterative feedback loops to optimize grading accuracy, efficiency, and equity. Results demonstrate a significant improvement in GTA–AI (graduate teaching assistant–AI) agreement rates, rising from below 50% to over 80% after rubric refinements and prompt engineering. The platform streamlines grading workflows, reduces graduate teaching assistants (GTAs) workloads, and provides timely, personalized feedback to students. Its scalable design benefits large, diverse classrooms and ensures equitable assessment standards. This work highlights the potential of AI-assisted grading to address global challenges in higher education, improving accessibility to quality education while reducing systemic faculty burdens.

PP-5002

Jason LODGE
The University of Queensland

21 May 2026
1.30 PM – 2.00 PM
QR403

Beyond the gaze of the guru: Why nobody has the answers to assessment reform

Professor Jason M. Lodge, PFHEA, is a Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education at The University of Queensland, Australia. His work explores the cognitive and emotional mechanisms of learning with digital technologies, addressing critical questions of how technology, particularly AI, is shaping learning and education. Jason's research informs educational policy and practice across Australia and internationally. He serves as an expert advisor for the Australian Government and OECD, applying his work to enhance equitable learning for all students.

The rapid proliferation of generative AI has exposed a cavernous gap between educational research and the functional needs of policy and practice. While self-proclaimed gurus claim definitive solutions, the reality is a messy landscape of complex compromises. This paper argues that higher education must move past the paralysis of 'admiring the problem' and embrace a heuristic approach to assessment reform in the short term. By redefining expertise as the ability to navigate deep domain knowledge while being entangled with technology, we can develop more resilient frameworks over longer time horizons. Using the 'Two-Lane' assessment model as a basis, I propose that, in the short term, we prioritise the assurance of learning over the impossible quest for a perfect, AI-proof curriculum and assessment. Beyond this, the challenge for all stakeholders is to find ways to close the gap between research and policy and practice. This effort will require deep collaboration between stakeholder groups.

PP-3025

Ka Yee CHAN
The Education University of Hong Kong

21 May 2026
1.30 PM – 2.00 PM
QR512

ESL Learners' Acceptance of Generative AI Chatbot for IELTS Speaking Practice: An Extended TAM Approach

Ms. Shirley Chan is a Lecturer at the Centre for Language in Education at The Education University of Hong Kong (EdUHK) . She actively participates in projects related to technologies in education, including the creation of an English learning mobile app, "Everyday English in Hong Kong", etc. Her research interests include technolo-gy-mediated language learning and gamification in ELT.

The rise of generative artificial intelligence (GAI) tools has transformed speaking practice by enabling real-time interactions and personalized feedback. However, learners' acceptance of these tools remains under-explored. This study created a GAI chatbot and investigated whether GAI-supported speaking practice influences students' learning and attitudes. An extended Technology Acceptance Model (TAM) was employed, which incorporates perceived trust, technology anxiety, and computer self-efficacy alongside traditional constructs. Results showed significant improvements in perceived usefulness, ease of use, trust, self-efficacy, attitudes, and behavioral intention after the GAI intervention, though anxiety levels remained unchanged. Structural equation modeling showed that perceived ease of use strongly influenced both perceived usefulness and attitude toward use, which in turn significantly predicted students' intention to continue using the chatbot. Computer self-efficacy and perceived trust also played important roles in shaping learners' perceptions. The study also offers practical insights into integrating GAI into formal classroom language learning through human-AI collaboration.

PP-3507

21 May 2026
1.30 PM – 2.00 PM
R503

Zhuo SUN
Harbin Engineering University
Dianyong ZHU
Harbin Engineering University

Critical Reading in the AI Era: Do Summarization Tools Hinder Deep Reading for EFL Learners?

Zhuo SUN is a Master's candidate in English Translation and Interpreting at School of Foreign Studies, Harbin Engineering University. She specializes in AI-assisted translation and Area Studies.

Prof. Dianyong ZHU is the Dean and Professor at School of Foreign Studies, Harbin Engineering University. He serves as a council member of the China Association of Higher Education. His research interests focus on Second Language Acquisition, language testing, and pedagogy, with over 30 academic publications.

As GenAI integrates into higher education, its efficiency in summarizing texts raises concerns about cognitive offloading and the atrophy of EFL learners' deep reading skills. This study empirically investigates how AI-generated summaries affect surface-level factual recall versus deep-level critical inference. Fifty TEM-4 undergraduate English majors from Harbin Engineering University were randomly assigned to a ChatGPT-assisted or a traditional reading control group. While the AI group completed the reading task in half the time and excelled at surface fact retrieval, they performed significantly worse on deep critical analysis tasks requiring metaphor interpretation and logical evaluation. Qualitative findings reveal that over-reliance on AI summarization fosters an "illusion of competence," reducing the necessary cognitive effort for high-order thinking. To counter this, we propose a three-step post-reading comparison strategy—independent reading, structured AI assistance, and critical comparative evaluation—to preserve and develop critical reading skills in the AI era.

PP-3035

21 May 2026
2.00 PM – 2.30 PM
R401

Caron ONG
Temasek Polytechnic

AI-Powered Clinical Role-Play Simulators: Healthcare Education Pilot

Caron Ong is a Senior Academic Mentor at Temasek Polytechnic's School of Humanities & Social Sciences in Singapore. With a Master of Education in Mathematics, he specializes in integrating Generative AI in education, pioneering innovative assessment redesign and developing educational chatbots. He leads extensive professional development initiatives across educational institutions.

This paper presents findings from a multi-disciplinary pilot implementation of four AI-powered role-play chatbot simulators in Psychology and Gerontology education in Temasek Polytechnic. 226 students across gerontology and psychology engaged with domain-specific simulators designed for clinical skills practice, receiving personalised feedback and scenario-based learning experiences. Survey data (n=127, 56.2% response rate) revealed high educational value, with 96.1% rating the simulators as "good or better" and 74.8% reported faster learning compared to traditional methods. All four simulators achieved satisfaction rates exceeding 90%, demonstrating promising potential for AI-powered role-play in clinical skills development. Findings are reported as a Quality Assurance (QA) programme-evaluation of routine curriculum delivery (descriptive, self-report; no comparison group), rather than a generalisable effectiveness study.

PP-3047

Xintao LIU
The Hong Kong Polytechnic University

21 May 2026
2.00 PM – 2.30 PM
R402

The Role of AI in Transforming Education in Spatial Data Science

I am an Associate Professor in the Department of Land Surveying and Geo-Informatics at The Hong Kong Polytechnic University (PolyU). I received my PhD degree in Geo-Informatics from the Royal Institute of Technology KTH, Sweden in 2012. Prior to joining PolyU in 2016, I worked as a postdoc fellow and sessional lecturer at the GeoCollaboration and GIS Lab at Toronto Metropolitan University, Toronto, Canada.

Rapid AI advancements are revolutionizing education, particularly in Geomatics fields like land surveying, remote sensing, and Geographic Information Systems (GIS). This work explores integrating AI tools into educational frameworks to enhance spatial understanding, data analysis, and immersive learning. We introduce GeoAI Mentor, an intelligent tutoring system powered by the GeoDataGPT engine, which integrates Large Language Models (LLMs) with dynamic knowledge graphs and Retrieval-Augmented Generation (RAG). Functioning as a 24/7 intelligent partner, the system provides personalized guidance, equipping students with essential skills in geospatial processing and predictive modeling. Pilot evaluations using Hong Kong scenarios demonstrate that GeoAI Mentor effectively dismantles technical barriers by achieving high-precision semantic retrieval and automating complex multi-step spatial reasoning. By bypassing the steep learning curve of software syntax, this approach reallocates cognitive resources toward higher-order analytical intent, preparing graduates for the complexities of modern geospatial industries and the demands of the digital era.

PP-3129

Huong Nam VU
National Sun Yat-sen University
Selim BEN-SAID
National Sun Yat-Sen University

21 May 2026
2.00 PM – 2.30 PM
R406

AI Teammates in Group Discussion: Supporting Collaborative Problem Solving and L2 Speaking

Vu Huong Nam is an MA student in Applied Linguistics at National Sun Yat-sen University, Taiwan.

Selim Ben-Said is an Associate Professor at National Sun Yat-Sen University, Taiwan. His research focuses on sociolinguistics, linguistic landscapes, urban art, and technology-enhanced language learning. He has published extensively on multilingualism, identity, and innovative approaches in EFL and higher education across Taiwan, Tunisia, Hong Kong, Malaysia, and Singapore.

This study investigates how multi-persona conversational AI can support collaborative problem-solving (CPS) and L2 speaking development in higher education. A web-based system, CollaboSpeak, was designed to simulate a four-person group discussion in which learners interacted with three AI "teammates" who embodied distinct collaborative roles. Fifteen Taiwanese undergraduates completed a five-week cycle consisting of a human-based pre-test, three AI-mediated sessions, and a human-based post-test. Participants' CPS moves were evaluated using the PISA 2015 CPS framework, and linguistic development was analyzed using the Complexity, Accuracy, and Fluency (CAF) framework. Results revealed a significant increase in question-asking behavior and the emergence of team-organization moves that were absent at pre-test. Participants also demonstrated increased syntactic complexity alongside stable or improved fluency and accuracy. Survey responses indicated strong acceptance of AI teammates as a low-anxiety speaking practice environment. Findings suggest that multi-persona AI can provide an effective, ecologically valid environment for developing CPS-oriented L2 speaking skills.

PP-2932

21 May 2026
2.00 PM – 2.30 PM
R407

Jose PANGNGAY
Saint Louis College of San Fernando, La Union
Moreen Jebert LAZAGA
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Saint Louis College

Ethical Awareness as a Mediator Between AI Risk Perception and Research Performance Among Graduate Students

Jose J. Pangngay is an academic, licensed psychologist, and mental health advocate with a diverse portfolio of professional roles and accomplishments. He currently serves as the Academic Dean of the School of Advanced Studies at Saint Louis College, La Union, while also fulfilling the role of supervising psychologist at LORMA Medical Center. Additionally, he is a national review lecturer for Research, Statistics, and Psychological Assessment under the RGO Philippines – Review Center for Psychology. His multifaceted career demonstrates his unwavering commitment to advancing the field of psychology through academia, research, and clinical practice, while also contributing significantly to mental health advocacy and professional development initiatives. His diverse roles and accomplishments underscore his dedication to the psychological sciences and his impact on both educational and clinical spheres.

Mr. Moreen Jebert M. Lazaga is the OIC Program Head of the Master of Public Administration at Saint Louis College, La Union. He earned his BA in Philosophy and Interdisciplinary Studies and MA in Philosophy from Saint Louis University, Baguio City, where he is currently pursuing his PhD in Philosophy. His research interests include cultural studies, philosophy of language, and education.

Dr. Ligaya N. Caranay is an academic librarian, teacher, and administrator currently serving as the Library Director at Saint Louis College in San Fernando City, La Union, Philippines. Holding a Doctor of Philosophy in Management, Dr. Caranay has demonstrated exemplary leadership in library and information services, academic instruction, and institutional development.

Dr. Kahreen Lou C. Mondina is a distinguished scholar and educator specializing in Physical Education, teacher education, and educational leadership at Saint Louis College, City of San Fernando, La Union. She currently serves as Program Head for Teacher Education in the School of Advanced Studies and actively engages in research on professional development, educational leadership, ethics, and organizational practices.

The rise of generative artificial intelligence (AI) in academic research offers both opportunities and ethical challenges for graduate students. This study examined the mediating role of ethical awareness in the relationship between perceived risks of using generative AI and research performance among graduate students in Philippine higher education. Using a cross-sectional survey of 146 students in La Union, researcher-made, content-validated instruments measured perceived risks, ethical awareness, and research performance. Mediation analysis using JASP revealed that perceived risks directly reduced research performance but indirectly enhanced it through ethical awareness. Higher risk perception predicted stronger ethical awareness, which in turn improved performance. Findings demonstrate that ethical awareness transforms risk perception into a constructive influence, promoting responsible AI use and academic integrity. The study underscores the necessity of integrating ethical training into graduate curricula to foster competent and conscientious AI-assisted research practices.

PP-3055

21 May 2026
2.00 PM – 2.30 PM
R408

Wing Yuk Leo CHON
The Hong Kong Polytechnic University
Dawn LO
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Promoting Institutional GenAI-in-assessment Reform through the Lens of Kotter's Change Model

Mr Leo Chon is an Assistant Educational Development Manager at the Educational Development Centre, The Hong Kong Polytechnic University. He supports academics in designing and implementing innovative assessment strategies to incorporate the use of GenAI. Leo also works on projects that enhance grade integrity and consistency, and foster student-staff partnership.

Dr Dawn Lo is a Senior Educational Development Manager at the Educational Development Centre, The Hong Kong Polytechnic University. She works in the areas of teacher learning and professional development, institutional quality enhancement, and teacher assessment and grading practices, and supports the University's strategic initiatives on teaching and learning.

The rapid emergence of generative artificial intelligence (GenAI) tools like ChatGPT presents both opportunities and challenges for higher education, particularly in assessment practices. This paper examines a university's initiative in Hong Kong to redesign assessment in response to GenAI, using Kotter's eight-step Change Model as an analytical framework. The study reviews the university's actions in establishing urgency, forming a guiding coalition, creating a strategic vision, communication, empowerment, short term wins, consolidation, and institutionalisation, identifying both strengths and areas for improvement in the implementation of the GenAI integration. The analysis reveals the importance of clear communication and iterative improvement strategies, offering practical implications for other institutions navigating similar technological shifts in education.

PP-3054

21 May 2026
2.00 PM – 2.30 PM
R502

Pavel ZEMLIANSKY
Oslo Metropolitan University

Effective, Ethical, and Discipline-Specific Use of Generative AI in Engineering Communication Instruction

Dr. Pavel Zemliansky is a professor in the EAP Program at Oslo Metropolitan University where he teaches academic professional writing and professional communication, particularly engineering communication. His research focuses on professional writing pedagogy and online learning design. His work has appeared in IEEE Transactions for Professional Communication, Journal of Technical Writing and Communication, Nordic Journal of Digital Literacy, and other outlets. He is also co-founder of the innovative open access book series Writing Spaces and co-editor of the three of six volumes in the series. He is a distinguished fellow of Association for Writing Across the Curriculum.

Despite some voices which still advocate for a complete ban on the use of Generative AI in education and for a punitive treatment of students who use AI, the increasingly emerging consensus among educators is that students should be taught to use AI ethically, analytically, and e<ectively. During the keynote address at the 2024 EAC Conference at Hong Kong Polytechnic, Adram Anders argued for a "human in the loop" model of AI pedagogical use. The model focuses,on critical and reflective use of AI tools, which, combined with disciplinary knowledge and knowledge of technical aspects of AI tools, will prepare students to function in an AI-saturated world as critical, ethical, and reflective users. Here I present a small-scale study of sca<olded integration of generative AI tools into a writing assignment in an engineering communication course. As part of the assignment, the students were shown ways to critique and revise an initial AI-produced text. After discussing the assignment′s rationale, design, and ways in which AI tools were used by students, I analyze a sample of student writing completed with the help of AI tools. The main research question of the study is as follows: "How did the students work towards the status of the "human in the loop" by revising the AI-generated text and how did those revisions shape their understanding of the a<ordances and limitations of AI?" Results demonstrate varying degrees of success by students. The study will be of interest to teachers in various disciplines.

PP-3076

Hongyan GENG
Lingnan University

21 May 2026
2.00 PM – 2.30 PM
R506

Reimagine Teaching and Assessment with AI: A Learn by Design Philosophy and Case Studies

GENG Hongyan is an Assistant Professor of Teaching at Science Unit, Lingnan University. She has extensive experience in teaching general education science courses to non-science majors. Her areas of specialization include environmental geochemistry and interdisciplinary studies on sustainability. Her recent interest is science general education in the digital era.

This paper reimagines teaching and assessment through the "Learn by Design in the Digital Era" philosophy. It articulates three pedagogical lenses, i.e., metacognitive reflection, critical interrogation and empathetic simulation, and implements five pedagogical designs to empirically evaluate the effectiveness of AI in each lens. Findings indicate that generative AI is highly effective in fostering metacognitive reflection and critical interrogation. Preliminary evidence from small-sample studies suggests that AI may also support the development of empathetic simulation, though further research is required. The paper concludes with implications for pedagogical practice, curriculum design and faculty development, offering guidance on integrating AI to advance deeper and more reflective learning.

PP-2963

Ming Fai CHUNG
The University of Hong Kong

21 May 2026
2.00 PM – 2.30 PM
R507

Perspectives and Acceptance of University Students with Different Exposures to Generative Artificial Intelligence

Chung Ming Fai Thomas is an undergraduate at The University of Hong Kong, pursuing a double degree in Education and Science and holding an Advance HE Fellowship (AFHEA). As an educator and researcher, he contributes to STEAM and has co-authored publications on adaptive learning and computational thinking.

The rapid advancement of Generative Artificial Intelligence (GenAI) is reshaping education and other fields. This study examines university students' perspectives and acceptance of GenAI based on varying exposure levels. Conducted at a Hong Kong university, it surveyed 380 undergraduates across four courses with differing GenAI integration. The focus was on perceived impacts on learning, the value of GenAI knowledge, and its educational incorporation. Findings reveal a positive overall attitude, with students valuing GenAI for brainstorming, idea communication, and academic success. However, significant differences were observed across courses. Higher exposure of GenAI correlated with higher acceptance and perceived usefulness of GenAI. This aligns with the Technology Acceptance Model. These results emphasize integrating GenAI into curricula to enhance students' technical skills and prepare them for future success. The study advances insights into exposure's role in acceptance and urges institutions to evolve with emerging technologies.

PP-3058

Paul CHEUNG
Temasek Polytechnic

21 May 2026
2.00 PM – 2.30 PM
R508

The Human in the Loop: Empowering Educators to Reclaim Agency in the Age of AI

Paul Cheung is an experienced and skilled educational developer at Temasek Polytechnic's Learning Academy. He is well-versed in integrating edtech into the classroom and in online teaching and has extensive experience with eLearning. Committed to helping others grow, Paul is passionate about developing individuals' skills and knowledge.

The rapid rise of generative AI has presented three urgent challenges for educators: accelerating tool development (upskilling), ensuring discipline-specific relevance in training workshops (engagement), and transferring workshop learning into practice (retention).

Temasek Polytechnic designed a three-module professional development (PD) program integrating AI ethics, hands-on exploration and assessment redesign anchored in authentic practice. Key innovations include co-creating content and co-facilitating with school-based academic mentors to provide contextual training and designing a post-workshop deliverable for educators to report their AI experimentation. Over 97% of educators have completed the program, reporting increased confidence in harnessing AI to foster deeper learning, heightened ethical awareness and evidence of assessment redesign to maintain academic integrity. This initiative demonstrates how a human-in-the-loop approach can strengthen educators' agency and ensure that AI adoption remains pedagogically grounded rather than tool-driven.

PP-3051

Marco LEUNG
City University of Hong Kong

21 May 2026
2.00 PM – 2.30 PM
QR403

From Pedagogical Vision to Practice: Institutionalising Team-Based Learning for Coping with the Age of AI

Marco Leung (M.Sc. - Technology, Design and Leadership for Learning) assists faculty in implementing team-based learning (TBL) across the university and oversees the TBL Community of Practice, fostering capacity building and professional growth among educators.

The development of generative artificial intelligence (AI) raised concerns about superficial learning and student over-reliance on technology. In response, the University XXX launched a university-wide initiative in Summer 2024 to embed Team-Based Learning (TBL) as a core pedagogical strategy across all Colleges and Schools. This descriptive case study documents how coordinated institutional support enabled 79 courses to adopt TBL within the first year. Data reveal that these supports accelerated faculty adoption, mitigated logistical challenges, and fostered a culture of active learning. The findings highlight four implications: (1) pedagogical shift toward learner-centred collaborative learning; (2) strengthened faculty development and sustained TBL practice; (3) institutional endorsement through advocacy and resource allocation; and (4) strategic investment in flexible learning environments and AI tools that scale collaborative pedagogy. This study offers a model for universities seeking to institutionalise active, technology-integrated teaching practices while preserving human-centered competencies essential for lifelong learning and employability.

PP-3506

21 May 2026
2.00 PM – 2.30 PM
QR512

Yuan TAO
The Hong Kong Polytechnic University
Xiaoping GAO
The Hong Kong Polytechnic University

Application of Business Thinking in AI-Assisted Business Writing: Integrating Thinking Models and Outcome-Based Approaches

Dr. Yuan Tao is an experienced tertiary-level Chinese language educator in Hong Kong. She conducts teaching and learning-related research while writing research articles. In recent years, her research has focused primarily on AI-assisted writing pedagogy.

Dr Xiaoping Gao is an internationally recognized scholar specializing in technology-enhanced teaching and learning, language education, and intercultural studies. She has published widely in these areas, led major grants, and received numerous prestigious teaching awards. She also serves on editorial boards of international journals and holds international fellowships.

The integration of artificial intelligence (AI) into business writing is transforming organizational communication and strategic decision-making. Yet, few students have explored how to apply these practices effectively. This study addresses that gap by investigating how embedding business thinking models (e.g., Blue Ocean Strategy, Pyramid Principle, MECE Principle, KANO Model) into AI prompt design can enhance the quality and effectiveness of AI-assisted business writing. Using a qualitative method that includes a literature review, case studies, and expert interviews, this study identifies the ways that these models improve practice and help address common challenges, and discusses implications for business education and professional practice. Findings highlight the importance of outcome-based thinking, customer-centricity, and human oversight in leveraging AI for business communication.

PP-3072

22 May 2026
12.00 PM – 12.30 PM
R401

Yu Hsuan WANG
The University of Hong Kong
Daniel FUNG
The University of Hong Kong

Human–AI Collaboration in Writing Feedback: Exploring Hybrid Intelligence in Students' Writing Performance

Ms. Wang Yu Hsuan holds a Bachelor's degree in English Studies from HKU and a Master's degree in Applied Linguistics with distinction from University College London. An in-service English teacher, she is pursuing a Doctor of Philosophy in Education, focusing on language pedagogy, technology, and generative AI to enhance teaching.

Daniel Fung is an Assistant Professor at The University of Hong Kong. His primary research interests include learning strategies, second language listening, vocabulary acquisition, and English Medium Instruction. His recent research papers have been published in Language Teaching Research, ELT Journal, Language and Education, and System.

Given that AI-generated feedback has become increasingly popular in education, this study examines whether it benefits all learners equally. While AI provides instant feedback, its impacts on students are not even. This study investigates how AI-assisted writing feedback affects students at different proficiency levels and how they perceive the role and nature of AI and teachers. 72 secondary school students (aged 14-17) participated in an eight-week writing training, completed pre- and post-writing tests, and a questionnaire. Overall, stronger students improved more than weaker students, but they showed little gain in content development in their writing. Stronger students used AI in a diagnostic, strategic way, but weaker students tended to over-rely on it. Theoretically, this study refines the Hybrid Intelligence Framework by showing that engagement with AI feedback is heterogeneous and shaped by proficiency and feedback literacy. Practically, it calls for differentiated hybrid pedagogy with teacher training and curriculum redesign.

PP-2996

Chun Fan WONG
Vern' University

22 May 2026
12.00 PM – 12.30 PM
R402

Designing Authentic Assessments: Mitigating Academic Integrity Risks Posed by Generative AI Tools

Jacky Wong comments, broadcasts and writes on art, culture and education for Hong Kong newspapers and magazines and is art critic and contributor for newspaper columns. He is a member of Hong Kong Arts Administrators Association and Hong Kong Society for Education in Art. He is also a painter.

The rapid proliferation of sophisticated Generative Artificial Intelligence (GenAI) tools, such as large language models (LLMs), presents an unprecedented challenge to traditional assessment paradigms in Higher Education. Current methods relying heavily on summative written submissions are increasingly vulnerable to sophisticated academic misconduct, rendering detection mechanisms an unsustainable "arms race." This paper argues that the sustainable solution lies not in prohibition, but in pedagogical transformation—specifically, the rigorous design of authentic assessments that necessitate human-centric skills, contextual synthesis, and demonstrable process. A conceptual framework is proposed, built upon four core principles: Contextual Specificity, Process Over Product, Multimodal Integration, and Stakeholder Justification. Through practical examples across various disciplines, the paper further illustrates how these principles facilitate the creation of assessments where GenAI can serve as a collaborator in drafting or ideation, rather than a substitute for genuine intellectual engagement, thereby ensuring the integrity of learning outcomes in the age of hybrid intelligence.

PP-3127

Ver REYES
Polytechnic University of the Philippines

22 May 2026
12.00 PM – 12.30 PM
R406

Balancing innovation and ethical comfort zones in ai-integrated course design: exploring the filipino experience

Ver holds a PhD in Social Development from the Philippine Women's University and degrees in psychology from the Ateneo. A Psychologist, Psychometrician, and Professional Teacher, she served as President of the Psychological Association of the Philippines, and held teaching and leadership roles in various HEIs the Philippines.

The purpose of this study is to investigate how Filipino faculty members in higher education navigate the tension between innovation and ethical comfort in their use of AI for course design. Based on qualitative data from a virtual structured open-ended survey of 22 faculty members, it identifies the major driving forces as efficiency, creativity, improved course organization, and emerging personalization, and the major restraining forces as concerns about accuracy, academic integrity risks, unclear institutional guidelines, authorship issues, and data privacy. Results through thematic analysis and Lewin's Force Field framework indicate that, although there is widespread AI adoption, faculty participants are cautiously engaged in its use, emphasizing verification, critical evaluation, and transparency. This study emphasizes the need for clearer institutional policies, continuous AI literacy training, and communities of practice toward responsible and ethical use of AI in higher education.

PP-3503

22 May 2026
12.00 PM – 12.30 PM
R407

Edmond YEUNG
The Hong Kong Polytechnic University
Marco BETTONI
The Hong Kong Polytechnic University

A Multiple LLM Approach to Automated Essay Scoring: Comparing Seven Open source Models with Human Graders

Dr Edmond Yeung has extensive experience in teaching and learning, student development, programme management and marketing. His current teaching and research focus is on personal and leadership development, active learning, blended learning, experiential learning as well as innovation and entrepreneurship.

Senior Engineer at the Industrial Centre, The Hong Kong Polytechnic University, and PhD student in the Department of Health Technology and Informatics. Holds MSc and BSc in Computer Engineering from Politecnico di Torino, Italy. Focuses on AI and robotics applications, with research on digital twin solutions for healthcare and biomedical data integration

This study evaluates whether open-source large language models (LLMs) can support automated essay scoring (AES) of reflective writing in higher education. Forty-nine reflective essays from a foundation entrepreneurship and innovation course were scored by lecturers and independently graded by seven open-source LLMs (Llama 3 8B, DeepSeek R1 32B, Ministral 3 8B, Qwen 3 8B, GPT-OSS 20B, Gemma 3 27B, Phi 3 14B) using the same rubric. Model performance was assessed via exact match, mean absolute error (MAE), Pearson and Spearman correlations, and paired t-tests/Wilcoxon tests against human scores. Ministral produced complete outputs and the most balanced alignment with human grading with no significant mean/median difference. Other models showed larger deviations, conservative bias, or missing outputs, raising scalability concerns. Results suggest LLMs may serve as decision-support tools but do not yet replace human judgement for reflective assessment.

PP-3513

22 May 2026
12.00 PM – 12.30 PM
R408

Jie JIANG
National University of Defense Technology

Embodied Digital-Human Teachers for Human–AI Co-Teaching in Higher Education

Jie Jiang received the Ph.D. from the National University of Defense Technology, China, in 2010. He is a Professor at the College of Systems Engineering, NUDT. His interests include computer vision and virtual reality.

Generative AI is rapidly entering higher education, yet most deployments remain text-only chatbots that struggle to provide social presence, timely scaffolding, and classroom-aligned instructional routines. This paper proposes a pedagogical framework for Embodied Digital-Human Teachers (EDHTs)—AI-driven "digital instructors" with multimodal interaction (speech, facial expression, gesture) that operate as human–AI co-teachers rather than teacher replacements. Grounded in technology–pedagogy integration principles (e.g., TPACK), multimedia learning considerations, and emerging governance guidance for GenAI, the framework specifies (1) role division between human teacher and EDHT across pre-class, in-class, and after-class phases, (2) EDHT instructional behaviors for explanation, Socratic tutoring, formative assessment, and affective support, (3) learning analytics outputs that remain interpretable to instructors, and (4) an integrity-by-design mechanism to reduce hallucination and academic misconduct risks. We illustrate the framework with a higher-education course scenario and provide a deployable checklist for institutions and teaching teams.

PP-3063

Shaojun ZHANG
The Hong Kong Polytechnic University

22 May 2026
12.00 PM – 12.30 PM
R501

Do College Students Know what Skills Employers Require?

Dr. Shaojun Zhang is an Associate Professor of Finance at The Hong Kong Polytechnic University. He is an Associate of the Society of Actuaries and has served on the Board of Directors of the Asian Finance Association. He has published papers in leading academic journals and received best paper awards.

We analyzed job advertisements that were targeted at college students and identified soft, technical, and digital skills that employers require for the advertised positions. We organized a competition among undergraduate students and rewarded the winners who most accurately picked the skills that are among the most required by employers. We obtained two rankings of the skills: one is based on the frequency that each skill is explicitly required in our sample job advertisements, and the other is based on student responses from the competition. The two rankings of soft skills are highly consistent, with a few noticeable exceptions; so are the rankings of technical skills. However, the two rankings of digital skills are clearly different in many ways. We also observed a significant difference between freshman and senior students in their knowledge about digital skills. The findings have implications for effectively addressing the gap between students' skills and employers' demand.

PP-3133

Yan DING
Fudan University
Xiaojie FAN
Shanghai Normal University

22 May 2026
12.00 PM – 12.30 PM
R502

Course scripts matter: How knowledge- and application-oriented AI courses are associated with students' perceived human-AI interaction competence

Dr. Yan Ding earned her doctoral degree in Educational Development from Nagoya University, Japan. She is currently an Associate Professor at the Research Institute for Higher Education and serves as Associate Director of the Center for Faculty Development at Fudan University.

Dr. Ding is among the scholars actively engaged in faculty development research and practice in China. Since 2019, she has served as Deputy Director of the Academic Committee of the China Higher Education Development Network (CHED), the largest national alliance for faculty development in China.

Her research interests include faculty development, the evaluation of teaching and learning, and human resource management in higher education. She has authored and translated four books and published more than thirty papers in Chinese, Japanese, and English academic journals.

Xiaojie Fan is a Lecturer at Shanghai Normal University, specializing in educational policy and teacher development. Her work examines higher education reform and professional learning.

This study examines how university students'AI experience influences creative thinking through the mediating role of AI cognition. Based on survey data from a leading Chinese university that has pioneered AI course construction, a series of quantitative analyses—including descriptive statistics, regression, and structural equation modeling(SEM)—were conducted. Results indicate that students who enrolled AI courses show significantly higher AI interaction ability, more positive AI cognition, and stronger creative thinking than those without such course-enrollment. Regression results confirm that AI interaction robustly predicts creativity, while mediation analysis reveals that positive AI cognition significantly mediates this relationship, whereas negative cognition does not. Overall, AI interaction serves as a key driver of students' creative thinking development, and AI course enrollment amplify this effect. These findings highlight the importance of fostering constructive AI interaction and positive cognition in formal AI literacy education to enhance creative thinking in higher education.

PP-3056

22 May 2026
12.00 PM – 12.30 PM
R506

San San CHEONG
Temasek Polytechnic
Caron ONG
Temasek Polytechnic

From AI Tools to AI-Literate Students: Evaluating the GUIDE Framework in Higher Education

With a decade of experience as a creative copywriter for esteemed brands, San San brings a practitioner's perspective to the classroom as an English Language and Communications lecturer. Passionate about ethical and effective AI integration, she inspires students to harness generative AI tools with confidence and critical awareness.

Caron Ong is a Senior Academic Mentor at Temasek Polytechnic's School of Humanities & Social Sciences in Singapore. With a Master of Education in Mathematics, he specializes in integrating Generative AI in education, pioneering innovative assessment redesign and developing educational chatbots. He leads extensive professional development initiatives across educational institutions.

The rapid adoption of generative AI (GenAI) has transformed student learning, yet institutions often focus on developing bespoke AI tools while assuming students already know how to use public GenAI platforms effectively. This study addresses that gap by evaluating the G.U.I.D.E. framework, a structured, platform-agnostic routine designed to cultivate responsible, critical and transferable AI-use habits. Using a quasi-experimental within-subject design embedded in a foundational communication module in a Singapore polytechnic, students first revised writing using unstructured AI, then repeated the task with the GUIDE routine. A subsequent group presentation task, supported only by an AI Usage Declaration,examined whether GUIDE behaviours transferred spontaneously to a multimodal, self- directed context. Analysis of writing improvements, prompting quality and verification behaviours will be completed in February 2026. The study aims to inform scalable approaches to AI literacy that prepare learners to navigate evolving GenAI ecosystems with discernment, integrity and metacognitive awareness.

PP-3067

22 May 2026
12.00 PM – 12.30 PM
R507

Wui Wing, Harry WONG
Hong Kong Polytechnic University

First-Time Use of LAMS International with Built-in Generative AI Support among Medical Laboratory Science Students: Usability, Perceived Effectiveness, and Desired Features

Harry is an Assistant Professor of Practice at PolyU, teaching medical laboratory science. With experience at Queen Mary Hospital, he actively integrates innovative teaching methods for better professional development. His interests include leveraging AI to enhance student learning and engagement in biomedical education

A comprehensive understanding of biomedical knowledge is essential for healthcare students, as it provides the interdisciplinary insights necessary for their careers. Integrating knowledge across various healthcare domains fosters collaboration and informed decision-making in clinical settings. Given that different courses and academic years cover distinct areas of knowledge, it is crucial to effectively recap and integrate these insights.

The proposed AI system addresses the challenges instructors face in monitoring each student across diverse subjects. By leveraging teacher input to train the AI, we can offer personalized feedback, ensuring tailored support throughout each student's learning journey. This project represents a transformative approach to education, creating a unified learning environment that enhances collaboration among students and educators. By personalizing learning pathways, it enriches clinical education with tailored pre-class resources and formative assessments, providing continuous support through intelligent tutoring systems—integral components of our AI-powered platform.

These adaptive technologies foster student engagement, motivation, and critical thinking, enabling real-time monitoring of progress. To ensure educational quality, faculty will maintain oversight by uploading approved content and criteria, guaranteeing that all AI-generated materials are reviewed before student use. Addressing concerns about AI's "black box" nature, faculty will have access to comprehensive logs of student–AI interactions, promoting transparency and targeted guidance.

This project will not only transform healthcare education at our university but also provide a scalable model for other faculties and disciplines. By integrating AI-powered platforms and collaborating with industry partners, we aim to establish a future-ready educational model that enhances learning outcomes and prepares graduates for success in the digital era.

PP-3077

22 May 2026
12.00 PM – 12.30 PM
QR403

Dimple THADANI
Hong Kong Baptist University
Louis CAI
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Peter LAU
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A Conceptual Fit Framework for Generative AI in Education: Aligning Affordances with Cognitive Tasks

Dimple Thadani, SFHEA, PGCHE, is a Senior Lecturer specializing in Information Systems and Business Intelligence. Dimple is committed to blending technology, education, and business to equip students for the digital era. Her research spans AI in business education, digital transformation and platform strategies.

Louis Cai, PhD, focuses on the intersection of technology, pedagogy, and educational data for the betterment of tertiary education. With a multidisciplinary background, he is passionate about implementing technology, including Generative AI, to augment learning across various disciplines. He also draws on learning analytics for evidence-based pedagogical decisions.

Peter Lau, FHEA, EdD, is an advocate for students' partnership as an innovative pedagogy. He engages in curriculum innovation and interdisciplinary collaboration alongside faculty and students. His recent projects focus on exploring GenAI use in teaching

Theresa Kwong, Ph.D., SFHEA, is the Director of the Centre for Holistic Teaching and Learning at Hong Kong Baptist University. She leads the promotion of quality teaching, provides expertise on pedagogy and e-learning, and advises on innovative assessment

This paper proposes a conceptual framework for integrating generative artificial intelligence (GenAI) into education by aligning its affordances with student cognitive tasks. We apply Affordance Theory to explore how different GenAI models offer distinct possibilities for action that can either support or hinder learning. The framework suggests that matching the affordance of a specific AI tool, such as its capacity for summarization versus creative generation, to a task's cognitive demand is crucial for optimizing learning outcomes. By examining the relationship between AI affordances, cognitive effort, and task performance, this paper argues for a deliberate pedagogical approach to GenAI implementation. This prevents detrimental cognitive offloading and instead uses AI to enhance, rather than replace, student cognitive processes, thereby improving engagement and learning.

PP-3527

22 May 2026
12.00 PM – 12.30 PM
R503

Shuo YANG
National University of Defense Technology

Integrating AI-Student Paired Programming with a Multidimensional Pedagogy for Enhanced Computer Programming Learning

SHUO YANG received the Ph.D. degree in software engineering from the National University of Defense Technology, Changsha, China, in 2022. He is currently an associate professor at the College of Systems Engineering, National University of Defense Technology. He has taught the courses of "computer programming" and "Simulation Software Technology".

Undergraduate AI education faces significant challenges, including difficulties in data acquisition, high model training costs, and non-intuitive evaluation methods. To address these issues, we design and implement a scalable human–AI training range for higher education in computer science. The system integrates three platforms: an agent-based social network simulation platform that provides stable, configurable web environments for data collection practice; a training management platform that supports shared annotation, model reuse, and low-cost training orchestration; and a multi-type visual business application platform that enables intuitive evaluation through real-world case simulations. This integrated environment allows students to comprehensively practice data collection, model training, evaluation, and application in simulated yet realistic scenarios. Consequently, it strengthens both theoretical understanding and practical problem-solving skills in AI.

PP-3085

22 May 2026
12.30 PM – 1.00 PM
R401

Zhuoying XIE
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Herong ZHANG
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Paper-Based Wordlist versus Generative AI Tutoring: Pedagogical Implications for Learner Agency in Higher Education

Zhuoying XIE is a Year-4 student majoring in Teaching English to Speakers of Other Languages (TESOL) at Beijing Normal-Hong Kong Baptist University. Her academic interests are corpus linguistics and second language teaching.

Herong ZHANG is a Year-4 student majoring in Teaching English to Speakers of Other Languages (TESOL) at Beijing Normal-Hong Kong Baptist University. Her academic interests are corpus linguistics, developmental linguistics and pragmatics.

This study investigates how paper-based wordlists and Generative AI tutoring differently facilitate Test for English Majors-Band 8 (TEM-8) vocabulary retention among English as a Foreign Language learners, and further interprets how AI tutoring improves learner agency and provides learning support that supplements traditional strategies. Twenty Year 3 English major students from a Chinese EMI university were randomly assigned to either an experimental group, which completed 20 minutes of TEM-8 vocabulary learning using ChatGPT, or a control group using a wordlist for the same duration. Participants immediately completed a test to examine short-term retention. Results showed that there was no significant difference in the performance between groups on immediate retention, though the experimental group achieved slightly higher mean scores. Learners' interaction logs with AI will be compiled into AntConc to identify strategy use. Findings offer implications for students' better preparation for TEM-8, teachers'AI-integrated pedagogy, and research on AI-supported learning.

PP-3078

22 May 2026
12.30 PM – 1.00 PM
R402

Emma ZHANG
Hong Kong Baptist University

The impact of AI on learners with basic-intermediate English language proficiency in virtual exchange (VE)

Dr. Emma H. Zhang is English Lecturer at the Language Centre of Hong Kong Baptist University. With extensive teaching experience in academic writing, creative expression, and literature, her research spans comparative literature, mythology, and e-learning. She has particular expertise in virtual exchange, having conducted multiple VE projects and serving as a facilitator for Soliya's Global Connect programme, a leading initiative in the field. Her publications appear in journals such as Life Writing and Cha.

This study compares two virtual exchange (VE) programs at Hong Kong Baptist University (HKBU), one in 2021 and another in 2025, focusing on the impact of AI on basic-intermediate English proficiency learners in intercultural communicative contexts. It analyzes learners' agency and cultural exchange quality using post-program surveys, focus group interviews, and interaction recordings from HKBU students and international partners. In 2021, linguistic barriers constrained agency for weaker learners, causing reliance on peer translation in synchronous communicative contexts, which in turn led to frustration and reduced participation. Yet, exchanges yielded meaningful, authentic cultural insights, with learners appreciating peers' culturally specific knowledge. By 2025, AI tools partially alleviated linguistic barriers, enabling weaker students to read aloud from AI-generated scripts. However, over-reliance on AI produced generic, detached content, reduced the shared, authentic experiences and cultural depth in conversations. Ultimately, while AI democratizes linguistic access, it risks undermining cultural exchange and requires VE practitioners to refine pedagogies if they are to continue assisting with authentic intercultural learning.

PP-3000

Ka Ki LAM
The Education University of Hong Kong

22 May 2026
12.30 PM – 1.00 PM
R406

Fostering Students' Artificial Intelligence Literacy Through Authentic Learning With Programmable Robots

Lam Ka Ki is an Assistant Educational Development Officer at the Centre for Learning, Teaching and Technology, The Education University of Hong Kong. Her research interests include AI education and STEM education.

This study examined the effectiveness of programmable robots in fostering an authentic learning environment and in developing 21st-century skills within that setting. Participants first attended a two-hour structured educational workshop aimed at improving their artificial intelligence (AI) literacy. The workshop introduced students to foundational AI concepts and offered hands-on experience with either AlphAI or Thymio robots. After completing the workshop, participants were asked to complete a survey with 35 Likert-type items to evaluate their authentic learning experience and two types of 21st-century skills: ways of thinking and ways of working. The results indicated that the deployment of programmable robots significantly contributed to the creation of an authentic learning environment, which facilitated the acquisition of essential generic skills, including problem-solving, innovation, and collaboration. Students' evaluation also affirmed the effectiveness of programmable robots in improving AI literacy. These findings emphasised the potential of integrating programmable robots into AI education to enhance students' AI literacy and essential competencies for success in higher education.

PP-3080

Ruobin YU
Hong Kong Baptist University

22 May 2026
12.30 PM – 1.00 PM
R407

Parameter Configuration as Pedagogical Design: Shaping Authorship and Creativity in AI-Assisted L2 Poetry Writing

Yu Ruobin is a PhD candidate in the Department of English at Hong Kong Baptist University. Her research investigates how AI parameter configurations shape collaborative creativity, authorship perception, and satisfaction in L2 poetry writing. She is currently programming a PoetryAI platform bridging technical settings with pedagogical outcomes.

When AI assists L2 poetry writing, does it amplify creative agency or diminishauthorship? This study reveals the answer hinges on LLMparameterconfigurations—temperature and top-p settings—which systematically shape learnerperceptions. Analyzing undergradute students across temperature conditions (0.3 vs. 0.8), wecoded interactions into three types: Constraint Repair, Exemplar Giving, Surprise Harvest. High-temperature generated Surprise Harvest at seven times low-temperature rates (35%vs. 5%), correlating with sixfold higher authorship (62.5% vs. 10%) and doubled satisfaction(4.75/5 vs. 2.0/5). Exemplar Giving showed paradox: 75% rated most helpful yet producedlowest authorship (10%). Findings demonstrate parameters systematically shape interactiontypes, affecting learner motivation and creative agency—establishing parameter configurationas fundamental pedagogical choice hidden in seemingly technical settings.

PP-3148

Barbara TAM
The Hong Kong Polytechnic University

22 May 2026
12.30 PM – 1.00 PM
R408

New Academics' Use of Generative AI in Teaching: Current Adoption and Challenges

Barbara Tam is a Senior Educational Development Manager at the Educational Development Centre, The Hong Kong Polytechnic University. She specialises in faculty development, particularly in training new academics and teaching assistants. Barbara supports academics in developing their pedagogy and drives initiatives that promote active learning and academic integrity.

This study explores the use of Generative AI (GenAI) in teaching among new academics at a university in Hong Kong, focusing on their current adaptation and challenges encountered. Data were collected via a questionnaire survey (n=78). Findings reveal that nearly one-third of new academics had not used GenAI in their teaching. Among those who did, the majority employed it for content construction, with many expressing doubts about its efficacy. The major challenges identified were concerns over inaccurate information, lack of skills and knowledge about GenAI, associated costs and its negative impact on student learning. These results suggest that universities need to enhance their tailored professional development offerings and allocate funds to help new academics make the most of GenAI. At the same time, they should implement policies and guidelines to ensure that GenAI supports, rather than undermines, the core goals of education.

PP-3082

Min Jung CHO
The Hong Kong Polytechnic University
Joonheui BAE
The Hong Kong Polytechnic University

22 May 2026
12.30 PM – 1.00 PM
R501

Using Mental Time Travel to Promote Ethical AI Use in Higher Education

Minjung Cho is a Research Assistant Professor at the School of Fashion and Textiles, The Hong Kong Polytechnic University. Her research explores the intersection of technology and consumer experience, particularly within fashion, luxury, and retail marketing. She has published in journals such as the Journal of Retailing and Consumer Services,

Dr. Joonheui Bae is an Assistant Professor at School of Fashion and Textiles, The Hong Kong Polytechnic University. Her main research interests include digital marketing, human-social robot interaction, human-AI co-creation and sustainable communication in fashion. Her research has been published in the Journal of Business Research, International Journal of Advertising and Internet Research, among others.

The use of generative artificial intelligence (GenAI) in higher education raises ongoing concerns about ethical use and academic integrity. Drawing on mental time travel (MTT), this research examines whether future-oriented cognitive reflection promotes ethical AI use. Across two experiments, we show that engaging students in future-oriented mental time travel reduces intentions for unethical AI use through guilt, and that this effect is weakened when the future is imagined from a third-person perspective. These findings underscore the value of future-oriented cognitive pedagogy in AI ethics education.

PP-3083

Ma. Sergia Fatima SUCALDITO
University of the Philippines Manila

22 May 2026
12.30 PM – 1.00 PM
R502

Simulating diagnostic stewardship: Large language model for case simulations in medical education

Dr. Sucaldito is a certified internist and clinical associate professor at the University of the Philippines College of Medicine. She is currently working on her masters program in health informatics at the same institution.

Diagnostic misuse - the inappropriate, excessive, or incorrect application of diagnostic tests, procedures, or criteria - is common, and a cause of significant financial and clinical burden for health systems. Hence, optimal and appropriate selection, interpretation, and use of these diagnostic tests (hereafter "diagnostics stewardship") is a vital part of medical education. Though this can be learned through real patient encounters, limitations in educational personnel and time constraints preclude individualized learning and deliberate practice. The rise of large language models (LLM) in medical education present potential for generating realistic case simulations, while avoiding increasing demand for educational resources. In the XXX College of Medicine, we have developed a ChatGPT-integrated case simulation activity for Year Level 3 medical students with the objective of honing diagnostic stewardship by allowing each student to practice individualizing diagnostic testing and initial management according to social, economic, and cultural determinants of health. This qualitative study intends to describe the development and conduct of this activity, which expands the typical use case of LLM beyond clinical knowledge towards skills in diagnostic stewardship, and presents an approach to augment learning in resource-constrained settings.

PP-3084

Zhiwei WU
The Hong Kong Polytechnic University

22 May 2026
12.30 PM – 1.00 PM
R506

Student perceptions of a GenAI-integrated pedagogy for a theory-heavy undergraduate translation course: A mixed-methods study

Dr. Zhiwei Wu is an associate professor at The Hong Kong Polytechnic University. He was a visiting scholar at Lancaster University (2014) and the Pennsylvania State University (2016-2017). His research interests include computer-assisted language learning, multiliteracies, and translation studies.

This paper reports on an educational study that integrated GenAI into a theory-heavy undergraduate translation course. The course has been regarded as conceptually complex and detached from praxis. To bridge the theory-praxis gap, GenAI was used as a source of inquiry points that contributed to students' understanding of theoretical concepts and improvement of practical skills. Student perceptions of the GenAI-integrated pedagogy were examined through a survey and a semi-structured interview. Mixed-methods analyses revealed that the students were largely positive with the pedagogical design in terms of ease of use, perceived usefulness, and intention of continuance. Additionally, they reported that the GenAI-integrated pedagogy was helpful in facilitating their understanding of theoretical concepts, establishing a coherent theory-praxis link, and developing sophisticated prompting skills for translation praxis. The paper also discusses how pedagogical design can be improved to scaffold students' critical engagement with GenAI, thus developing their reflexive praxis in and beyond classrooms.

PP-2924

Jianbin ZENG
Fudan University

22 May 2026
12.30 PM – 1.00 PM
R507

A Process-based Evaluation of EFL Learners' Course Papers for the GenAI Era

Prof. Jianbin Zeng holds a PhD degree in English Language and Literature and teaches English Academic Paper Writing at Fudan University, Shanghai, China. He currently serves as both a teaching supervisor of Fudan College, and an education supervisor at the Graduate School of Fudan University.

The paper presents an innovative course design for course paper evaluation, developed in response to the challenge posed by AI-empowered writing technologies for EFL graduate students in China. To address this challenge, a process-based approach is proposed to integrate continuous assessment of EFL graduate students' class performance, in-class tests, and the writing process of course papers. Drawing on a case study in an English Academic Paper Writing course, our process-based approach generates traceable records of EFL graduate students' performance, addressing issues of reliability, validity, and fairness in course paper evaluation while mitigating AI-related risks. Data confirms that this process-based evaluation yields a more reliable, valid, and objective measure of EFL learners' academic performance and achievements, providing a foundation to update guidelines for AI-empowered course paper writing and assessment, and to proactively explore strategies for AI to empower EFL teaching, learning, and assessment in higher education.

PP-3134

Ellen SETO, Dr Wincy CHAN, Mr Pashur AU YEUNG
The University of Hong Kong

22 May 2026
12.30 PM – 1.00 PM
QR403

Harnessing the Power of Human-AI Collaboration in Course Development: A Case Study

Ms. Ellen Seto is a Senior Instructional Designer at the innovative arm of the Teaching and Learning Innovation Centre at HKU. She specializes in online course design and supports the university faculties in developing online learning modules. A trailblazer at the university's MOOCs project, she has played a pivotal role in supporting the creation of over 40 massive open online courses.
Dr. Wincy Chan is an Instructional and Research Design Consultant at HKU. She works with faculties on adapting innovative teaching methods to enhance student learning experience. She designed and taught "The Science of Crime Investigation" course, utilizing advanced technologies including AR, VR, mobile games, and conversational chatbots.
Mr Pashur Au Yeung is Assistant IT Director of the Teaching and Learning Innovation Centre at HKU. He oversees multimedia and innovative productions that support the university's teaching and learning.

The integration of Artificial Intelligence (AI) into teaching and learning is increasingly prevalent within today's fast-evolving technological landscape. While AI's computational capabilities boost productivity and reduce repetitive human effort, its role extends well beyond automation, also enhancing work quality and efficiency. Recent research emphasizes the continued importance of human judgment and decision-making in AI collaboration, particularly in contexts that demand adaptability, creativity, and ethical discernment (Akinnagbe, 2024). This study aims to investigate the efficacy of a human-centered approach to AI collaboration in online course design and delivery, using a Massive Open Online Course (MOOC) as a case study. We examine the human-AI collaboration workflow, focusing on decision points where human judgment guides interaction with AI support systems. Specifically, we explore how AI-based tools are used to develop learning activities – videos, images, infographics, games, and other multimedia resources, with the aim of enhancing teaching and learning design practices and augmenting the student learning experience.

PP-2950

Min-Quan HE
City University of Hong Kong

22 May 2026
2.00 PM – 2.30 PM
R401

Bridging Quantum Concepts through Immersive Augmented Reality: A Sustainable Pedagogical Innovation in Higher Education

Dr. Min-Quan He is an Assistant Researcher at the City University of Hong Kong (Shenzhen Research Institute). He received his PhD in Physics from The University of Hong Kong. His research interests include quantum computation and physics education.

Augmented Reality (AR) is redefining education by creating immersive and interactive learning experiences. Here we presents an AR software designed to enhance quantum physics education by making abstract concepts such as superposition and entanglement both tangible and intuitive. Beyond simplifying complex theories, the application enables students to perform virtual experiments such as the double-slit experiment and the photoelectric effect that would typically require advanced and costly physical equipment. Through real-time interaction, students can manipulate virtual quantum particles, explore quantum states, and visualize dynamic phenomena in an immersive environment. By integrating cutting-edge AR hardware and software into the classroom, this initiative bridges the gap between theory and practice, fostering engagement, collaboration, and deeper understanding among students. This paper further explores the development process, educational value, and sustainability of AR-based quantum education, demonstrating its potential to revolutionize teaching and learning in higher education and make advanced scientific exploration more accessible.

PP-3089

Macy Mei Chi WONG
The Hong Kong Polytechnic University
Chun Yin LAM
College of Professional and Continuing Education

22 May 2026
2.00 PM – 2.30 PM
R402

From Classroom to Career: Understanding AI Dependency and AI Literacy of Hong Kong University Students

Dr Macy Wong is the Head of Employability Services and Senior Lecturer at the College of Professional and Continuing Education, the Hong Kong Polytechnic University. Her research interests include internationalization and pedagogy in higher education, employability, entrepreneurship. Her work has been published in Asian Business & Management, Career Development International, etc.

Mr Jack Lam is a Research Assistant at the College of Professional and Continuing Education, the Hong Kong Polytechnic University. His research interests include Chinese Medicine Nephrology, employability, and international business. He has served as a peer tutor at the University of Hong Kong, teaching life science and nursing courses.

This study examines perceptions of artificial intelligence (AI) in the workplace, students' dependence on AI, and how such dependence mediates the usefulness of AI in their academic studies and perceived work skills in future workplaces, as well as the moderating role of AI literacy. Indeed, global higher education and future workplaces are undergoing significant technological disruption, especially AI, having a widespread impact across industry sectors. This study fills an essential gap in existing literature by exploring AI literacy. Grounded in the Technology Acceptance Model and Self-Efficacy Theory, this study adopts a cross-sectional design and collects data from a sample of 353 Hong Kong undergraduate students through online surveys. Results reveal positive relationships among perceptions of AI, dependence on AI, AI usefulness and future work skills. Moreover, AI literacy significantly moderates these relationships. These findings highlight AI literacy as an essential factor and underscore its importance in curriculum design and employability.

PP-3138

22 May 2026
2.00 PM – 2.30 PM
R406

Chi Ho CHAN
The Hong Kong Polytechnic University
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Transforming Pedagogy with AI Tools: Impacts, Challenges, and Opportunities in Higher Education

Chiho Chan is a Research Associate in the Department of Electrical and Electronic Engineering at The Hong Kong Polytechnic University. He has participated in several research projects related to game-based learning and the use of AI in helping students develop writing and speaking skills.

Julia Chen (PhD, PFHEA) is Director of Educational Development at HKPolyU, and Chair of UGC-initiated HK Teaching Excellence Alliance. Her research interests include leveraging technology for education, learning analytics, and English Across the Curriculum (EAC). The inter-institutional EAC team she leads has received multiple awards, including a QS Reimagine Award.

Dr Pauli Lai is a Senior Lecturer in the Department of Electrical and Electronic Engineering at The Hong Kong Polytechnic University. She is keen on leveraging AI and EdTech to enhance teaching methodologies. She has received the Faculty Outstanding Teach Award.

Traditional pedagogy positions teachers as the primary knowledge source, with educators providing academic guidance on English oral presentations—including content and paralinguistic features—across university disciplines. However, discipline teachers often lack expertise in English presentations, while large class sizes prevent the provision of timely individual feedback. Advances in technology enable pedagogical shifts to fill this gap. Rather than waiting for teacher feedback, students can leverage AI for timely learning support. However, AI has limitations in nuanced aspects. To complement AI feedback, we implemented NinjOrAItor—an AI platform for English oral presentations with hybrid intelligence featuring self- and peer-assessment. This hybrid intelligence pedagogy combines AI capabilities with human insight. The platform addresses key challenges: teacher expertise limitations, scalability issues in large classes, and the need for timely feedback. By integrating AI assessment with structured human intelligence, NinjOrAItor demonstrated improved student presentation performance while maintaining pedagogical quality.

PP-3502

22 May 2026
2.00 PM – 2.30 PM
R407

Ka WAI TSANG
The Chinese University of Hong Kong, Shenzhen

Empowering Students to Build Customized AI Teaching Platforms: A University-Industry Collaboration Model

Dr. Ka Wai Tsang holds degrees from CUHK (B.S., M.Phil.) and Stanford (M.S., PhD). He has joined CUHK(SZ) since 2015. He is now an Associate Professor (Teaching) at School of Data Science.

Imagine if students could build their own AI teaching platforms—ones that actually fit their courses. That's what we're doing. We've created a three-stage collaboration between The Chinese University of Hong Kong, Shenzhen (CUHKSZ) and Sayo AI Limited that empowers students to develop customized AI teaching platforms for their disciplines. Here's the problem we're solving: existing platforms like Yuketang, MagicSchool, and Sayo are generic. They don't meet the diverse needs across different schools, majors, and courses. In stage one, we ran workshops teaching students to use AI code editors for webapp development. Over 250 students showed up from September to December 2025. Stage two offers enterprise training with academic credit—20 students from Statistics, Computer Science & Engineering, and Data Science are already interested. Stage three will have students building platforms for their own courses and training the next cohort. Students know their needs best—this model lets them create solutions that actually work.

PP-3064

Kim Hung LAM
The Hong Kong Polytechnic University

22 May 2026
2.00 PM – 2.30 PM
R408

Understanding students' perspectives on using GenAI for their coursework in science higher education

Dr. Joe Lam is Senior Fellow of the Advance Higher Education (FHEA), Lecturer, Programme Leader, Academic Advisor at Department of Applied Biology and Chemical Technology (ABCT) of Faculty of Science (FS), as well as Fellow of PolyU Institute for Higher Education Research and Development (IHERD), The Hong Kong Polytechnic University.

The accelerated expansion of Generative AI (GenAI) is transforming education. While it offers notable teaching and learning benefits, concerns about academic integrity and plagiarism remain. The Hong Kong Polytechnic University (PolyU) has been promoting the integration of GenAI into its learning, teaching and assessment strategy. To examine challenges and opportunities, the authors conducted a pilot study with 31 science students from the Department of Applied Biology and Chemical Technology (ABCT), exploring their perspectives and GenAI usage in coursework. About half used GenAI mainly for brainstorming, summarizing, and information searching, while multimedia creation was less common (26%). Most students agreed on responsible practices, particularly tool selection and integrity, though only 45% recognised privacy risks. Key benefits included time-saving (M = 4.05) and obtaining insights (M = 3.85). Challenges such as unreliable outputs and ethical concerns highlight the need for AI literacy training and clear academic integrity guidelines.

PP-3104

Tsz Ning TSANG
The Hong Kong Polytechnic University

22 May 2026
2.00 PM – 2.30 PM
R501

Exploring the advantages and concerns of using Gen AI for students in Media Design

Tsang Tsz Ning holds a BA (Hons) Digital Media from PolyU. Her research interests include media design, design education and generative AI. She is currently working as a project assistant in the integration of AI in media design education project at the School of Design, The Hong Kong Polytechnic University.

The rapid development of AI is well-known within the creative industry; however, the approach to using AI tools in innovative processes and design education remains untested. This study explores the benefits and hesitations of using GenAI for media design students. Focus groups have been conducted and analysed with 33 Media Design students, respectively, after the one lecture and seven lessons of GenAI. Most students have experience with GenAI before the workshops. After the workshops, students see AI as an assistant during the creative process: a brainstorming tool, an idea reorganiser, and a troubleshooter, resulting in a tailor-made study partner, while showing hesitations toward AI and obstacles to the creative process. Findings offer insights for educators and suggest that future research investigates the teaching approach for AI tools in the media design curriculum.

PP-2995

Chi-Wen CHIEN
The Hong Kong Polytechnic University

22 May 2026
2.00 PM – 2.30 PM
R502

Integration of GenAI-simulated patient pedagogy in tutorials to facilitate first-year occupational therapy students' learning

Chi-Wen Chien (Will) is an Associate Professor committed to enhancing learning through innovative approaches, including problem-based learning, experiential activities, and serious games. Supported by multiple teaching development grants, he develops teaching-related database, pedagogy, and game, and has published these initiatives in educational and professional journals.

Generative artificial intelligence (GenAI), used as simulated patients, is an emerging pedagogy for enhancing clinical skills in health professions education. This approach was integrated into the author's tutorials to facilitate first-year occupational therapy students' learning and to explore their engagement and satisfaction. A stroke case with minimal background information and three treatment notes was created and input into ChatGPT-4o. Students interacted with the GenAI-simulated patient to gather information, conduct assessments, and explain interventions sequentially across three tutorials. Qualitative analysis of the chat records demonstrated signs of students' learning through these interactions. The learning gains included real-time adaptations of communication strategies and occupation-based reasoning. Of the 94 students, 30 indicated that the tutorials strongly facilitated their active learning (mean = 4.6). These findings suggest that integrating a GenAI-simulated case in tutorials is a promoting strategy for rehabilitation education, even for students with limited clinical experience.

PP-3052

Man Kin LEUNG
The Hong Kong Polytechnic University

22 May 2026
2.00 PM – 2.30 PM
R506

Comparing Generative AI and Human Grading of Undergraduate Students' Personal Development Plans

Mr. Man Kin Leung has been teaching various subjects in tertiary mathematics for over a decade. He has been actively involved in educational development and innovation. He currently leads the "Enhancing Teaching and Learning Experience with AI Technology" project aiming to promote integration of AI technologies into teaching and learning.

The use of GenAI in assignment grading has brought convenience to teachers but remains controversial due to concerns regarding its accuracy and consistency in providing nuanced grades and feedback. This study compares the scores of personal development plans from 50 students in a freshman seminar course, with each plan graded by three human graders and three AI graders. Through quantitative and qualitative analyses, we examine the grading patterns of different GenAI models and evaluate the feasibility of AI-assisted grading.

PP-3103

22 May 2026
2.00 PM – 2.30 PM
R507

Toshiyuki KANAMARU
Kyoto University
Hiroshi YOSHIZUKA
Seibido Publishing Co., LTD

Human-First Drafting and Scoped AI Feedback: An Integrated Workflow for Lower-Intermediate EFL Learners

Toshiyuki Kanamaru, Ph.D., is an Associate Professor at Kyoto University. His research interests focus on teaching English for Academic Purposes through the application of natural language processing, including generative AI. He has published articles in journals such as Review of Cognitive Linguistics and Asia Pacific Journal of Corpus Research.

Hiroshi Yoshizuka has served in various leadership positions including at the EIKEN Foundation of Japan, as an advisor to The Japan Times. He currently serves as Director of the Institute for English Language Education at Seibido Publishing Co., Ltd. He has authored numerous English textbooks for university-level instruction.

This paper presents a textbook-and-workflow model for elementary to lower-intermediate EFL learners. It integrates human-first drafting, scoped AI feedback via textbook-provided prompts, and process-oriented assessment through prompt-log excerpts and meta-reflection. Learners write an initial 150-200-word paragraph without AI and request targeted feedback restricted to taught forms and organization. They then revise with written reasons and move to oral production through read-aloud, transcription-based noticing, and a short follow-up conversation. We articulate a process-governance approach in which AI support is permitted only within the taught scope, AI-generated passages are not submitted as student work, and compact process artifacts support teacher review of revision decisions. The paper contributes design principles, a replicable workflow, and an assessable process design for integrating bounded AI support into ordinary EFL instruction. Educational implications, transferability, and next steps for pilot and multi-site evaluation are discussed.

PP-3088

22 May 2026
2.00 PM – 2.30 PM
QR403

Gary CHENG
The Education University of Hong Kong
Crystal LUO
The Education University of Hong Kong (EdUHK)
Stephanie CHAN
The Education University of Hong Kong (EdUHK)

Evaluating University Teachers' AI Literacy and STEAM Competency: Evidence to Inform Targeted Professional Development

Dr. Gary Cheng is the Director of LTTC at EdUHK. His research focuses on technology-enhanced learning, with publications in leading international journals. He serves as an associate editor for multiple academic journals and is recognised as a world's top 2% most-cited scientist by Stanford University.

Miss Crystal Luo is a Teaching and Learning Manager of LTTC at EdUHK, with extensive experience in instructional design, professional development training, and teaching in higher education. Her research interests include AI in education and learning analytics. She has published articles in conferences and journals, and has previously received a Best Paper Award.

Miss Stephanie Chan is an Executive Officer of LTTC at EdUHK. She has extensive experience in government-funded research projects focused on student development and performance in AI literacy and STEAM competency.

This study developed and piloted two theory-informed questionnaires to evaluate university teachers' AI literacy and STEAM competency in Hong Kong, with the aim of identifying perceived strengths and gaps that may inform professional development. Forty-one teachers completed the AI literacy questionnaire and 38 completed the STEAM competency questionnaire. Grounded in affective, behavioural, and cognitive–metacognitive domains, findings indicate that teachers demonstrate strong intrinsic motivation, positive attitudes, and clear behavioural intention toward AI and STEAM, but report comparatively lower self-efficacy, conceptual understanding, and confidence in hands-on application—particularly in applying, creating, and evaluating AI solutions and in STEAM teaching competency. Descriptive differences between technology and non-technology faculty suggest uneven readiness across disciplines. Taken together, the results provide preliminary evidence that may support the design of tiered, practice-oriented professional development initiatives tailored to diverse disciplinary needs in higher education.

PP-3105

22 May 2026
2.30 PM – 3.00 PM
R401

Xiaojie FAN
Shanghai Normal University

From Using AI to Collaborating with AI: How Course Design Shapes University Students' AI Interaction Competence

Xiaojie Fan is a Lecturer at Shanghai Normal University, specializing in educational policy and teacher development. Her work examines higher education reform and professional learning.

With the rapid integration of generative AI in higher education, this study investigates how different course designs (knowledge-oriented vs. application-oriented) influence students' human-AI interaction competence, which includes the ability to prompt, evaluate, and collaborate with AI. The study analyzes the role of course satisfaction, AI proficiency, and usage intensity in shaping this competence. Data collected from 190 students at a top Chinese university using survey methods reveal that satisfaction with AI courses positively correlates with competence development, with significant differences observed between course types. Knowledge-oriented courses enhance competence directly through critical thinking and understanding, while application-oriented courses foster competence through goal-directed and efficient AI use. This research contributes to the development of differentiated AI curricula.

PP-3501

Kenneth SHUM
The Chinese University of Hong Kong, Shenzhen

22 May 2026
2.30 PM – 3.00 PM
R402

Vibe coding mathematical proof: the use of AI in mathematical education

Kenneth Shum received M.Sc. and Ph.D. degrees from the Department of Electrical Engineering, University of Southern California. He is currently an Associate Professor with the School of Science and Engineering, The Chinese University of Hong Kong, Shenzhen. His research interests include information theory and coding theory.

Recent breakthroughs have seen Artificial Intelligence (AI) models achieve superhuman performance in complex reasoning tasks, from competitive programming to the International Mathematical Olympiad (IMO). While these successes hint at the dawn of Artificial General Intelligence (AGI), they also expose a critical vulnerability: the opaque and often unreliable nature of AI's reasoning processes. This is particularly concerning for safety-critical applications in fields like autonomous driving and healthcare, where a lack of verifiability can have catastrophic consequences. This paper explores a pedagogical and research methodology that bridges the gap between the probabilistic reasoning of Large Language Models (LLMs) and the deterministic certainty of mathematical logic. By integrating "vibe coding" with the rigorous, machine-checkable framework of computer proof assistants like LEAN, we propose a pathway to develop explainable and trustworthy AI for mathematical education. This will transform how we teach and validate mathematical reasoning in the digital age.

PP-3113

Yuanyi LIAO
The Hong Kong Polytechnic University
Henry MA
The Hong Kong Polytechnic University

22 May 2026
2.30 PM – 3.00 PM
R406

Lost in Translation? GenAI Promotion and Design Educators' Preparedness in Hong Kong Higher Education

The Project Associate at the School of Design, The Hong Kong Polytechnic University. Her research focuses on design education, examining how reflective, process-driven creative practice generates knowledge and informs the development of design teaching and learning in higher education.

Professor Henry Ma is the leader of the Creativity and Design Education Lab and the Doctor of Design Programme at The Hong Kong Polytechnic University. He has secured funding for various research in technology and education development. Recently, his focus has shifted to nurturing creativity and advancing design thinking research.

Generative artificial intelligence (GenAI) has rapidly become a strategic priority in higher education, with universities and organisations promoting its application to enhance innovation capabilities, operational efficiency, and assessment practices. This study explores how design educators in Hong Kong experience such GenAI promotion initiatives and how these activities influence their willingess and perceived capability to integrate GenAI into studio teaching and assessment. Utilising the Theory of Planned Behaviour (TPB) as an analytical framework, the research conducted qualitative interviews with fifteen design educators across communication, product, interaction, media, and social design disciplines in Hong Kong higher education. Analysis through TPB constructs revealed that interviewees valued GenAI for enhancing efficiency and exploratory visualisation, but expressed concerns about process authenticity, local social context, and assessment fairness. The study identified three distinct 'GenAI integration patterns' and proposes these could inform discipline-oriented policy development and professional development programmes, thereby better aligning institutional strategies with studio pedagogy.

PP-3114

Paolo MENGONI
Hong Kong Baptist University

22 May 2026
2.30 PM – 3.00 PM
R407

Fluent but Misaligned: An NLP Approach to Measuring Uptake in Classroom AI-Avatar Dialogue

Dr. Paolo Mengoni is a Senior Lecturer in Interactive Media at Hong Kong Baptist University and Associate Programme Director for the MSc in AI and Digital Media. He earned a PhD in Computer Science from the University of Florence. His research spans behaviour analysis, complex networks, NLP, evolutionary computation, and recommender systems, with publications in leading journals.

Generative AI can sound fluent yet still miss what students mean, especially during brief classroom brainstorming. We analysed chat logs from a mathematics-for-game-development lesson in which 25 Hong Kong undergraduates worked in small groups and interacted with a generative AI avatar. We treated each student turn and the following avatar reply as a dyad and used Natural Language Processing (NLP) to measure three classroom-relevant signals: meaning continuity (Sentence-BERT cosine similarity), keyword carryover (Jaccard overlap of content-word lemmas), and interaction mode (Language Style Matching). Results showed an opportunity-structure effect: when students wrote longer, more content-rich turns, the avatar's replies were more consistently on-topic and carried forward more task terms. We also observed two productive patterns (on-topic support with shared terminology or with paraphrase) and a risk pattern, keyword echo, where term reuse looked responsive but meaning continuity was weak. These measures offer educators a practical way to interpret classroom GenAI dialogue beyond surface fluency.

PP-3116

Che Heng Gigi LUI
The Hong Kong Polytechnic University

22 May 2026
2.30 PM – 3.00 PM
R408

Designing fair assessment rubrics in higher education: Comparing students' performance with and without GenAI usage

Ir Dr. Gigi LUI is a Senior Lecturer at The Hong Kong Polytechnic University with a PhD in Building Services Engineering. A former MSc Programme Leader and current Senate Member, she specializes in fire safety management and systems design. She is dedicated to curriculum development and excellence in engineering education.

Generative Artificial Intelligence (GenAI) is reshaping higher education, and The Hong Kong Polytechnic University (PolyU) encourages its ethical use through an honour declaration. A major challenge for assessors is ensuring fairness when students submit identical assessment tasks with and without GenAI support. This paper proposes a unified rubric design which accommodates both groups of students by emphasizing process transparency, ethical use, critical evaluation, and evidence of human judgment. Using a continuous assessment structure with presentation, slides, and individual reflection, we show how to integrate an explicit GenAI-use component and require documentation of prompts, iterations, verification, and edits. A mixed-methods research design is outlined to compare outcomes between GenAI users and non-users. Practical guidance for subject examiners is provided to implement fair assessment under PolyU's institutional framework, strengthening AI literacy while preserving academic standards and equitable evaluation

PP-3143

22 May 2026
2.30 PM – 3.00 PM
R501

Aditi JHAVERI
The Hong Kong University of Science and Technology
Eunice TANG
The Hong Kong University of Science and Technology

A Comparative Analysis of AI Grading Tools: Efficiency, Pedagogy, and the Human-in-the-Loop

Dr. Aditi Jhaveri is a Senior Lecturer at The Hong Kong University of Science and Technology.

Eunice Tang is a Lecturer at The Hong Kong University of Science and Technology.

The integration of Artificial Intelligence (AI) into educational assessment promises to alleviate teacher workload and accelerate feedback cycles. This study conducts a comparative analysis of three prominent AI grading tools— Gradescope, CoGrader, and Pregrade— evaluating their technical approaches, pedagogical alignment, and impact on teacher agency. Through a framework examining automation level, feedback quality, and integration design, the analysis reveals distinct models: Gradescope's AI-assisted answer grouping for scalable efficiency, CoGrader's rubric-based essay analysis for formative feedback, and Pregrade's automated scoring. Findings from literature and tool documentation indicate that while all tools offer significant time savings, their effectiveness and acceptance are contingent on preserving meaningful human oversight. The discussion argues that the most sustainable implementation follows a "human-in-the-loop" model, where AI handles initial processing and pattern recognition, empowering teachers to provide the nuanced, contextual feedback essential for deep learning. The paper concludes with implications for ethical tool selection and professional development to ensure these technologies augment, rather than replace, pedagogical expertise.

PP-3119

22 May 2026
2.30 PM – 3.00 PM
R502

Jieqi LI
The Hong Kong Polytechnic University

Predictors of Generative AI Use Among Educators in Higher and Adult Education: A Socio-Ecological Analysis

Jieqi Li is a project assistant at The Hong Kong Polytechnic University. Her recent work examines teaching practices, school bullying, and adolescents' well-being.

Generative AI (GenAI) has been influencing teaching practices in higher education, training and adult learning across global contexts. This study investigates socio-ecological predictors at the individual, mesosystem, exosystem, and macrosystem levels that influence the frequency of GenAI use among higher education educators. Using a sample from 1859 participants from 21 countries and ordinal logistic regression, we find that at the individual level, relatively younger age, perceived usefulness, perceived relevance, positive attitudes toward AI, and intermediate or advanced AI training significantly increase frequent GenAI use. At the mesosystem level, increased work productivity is positively associated with higher usage. At the exosystem and macrosystem levels, institutional AI adoption and national-level resources further enhance GenAI frequency. These findings highlight the importance of both individual competencies and supportive environments in promoting GenAI adoption. Interventions targeting teacher training, AI attitudes, and organizational readiness may effectively foster responsible GenAI integration in education.

PP-3032

Xiaoyu LUO
The Hong Kong Polytechnic University

22 May 2026
2.30 PM – 3.00 PM
R506

Bridging Learning and Impact: OpenImpactLab for Developing AI Readiness, Literacy and Cognitive Skills

Xiaoyu Luo is a Project Assistant at the Educational Development Centre, The Hong Kong Polytechnic University. She holds an MSocSc in Applied Social Science from City University of Hong Kong. Her work focuses on a project that delved into exploring effective strategies for flipped learning and teaching in higher education.

As Generative AI (GenAI) reshapes higher education, there is a pressing need for pedagogies that move beyond tool usage to foster AI literacy and cognitive development. This paper introduces OpenImpactLab, an AI-powered platform that connects students with NGOs to co-create social impact projects. We present a specialized GenAI curriculum embedded in the platform, "From Code to Cognition." The course follows a three-phase structure: (1) building AI readiness through Python foundations; (2) enhancing AI literacy via agent construction; and (3) fostering cognitive development through a capstone "AI Data Scientist" project. We report baseline data from 40 upper-secondary students (Pre-test) and outline the mixed-methods research design. Baseline results reveal a gap between high affective motivation and moderate technical readiness. We discuss expected outcomes and show how this ecosystem transforms learning from theoretical instruction to applied, experiential problem-solving.

PP-3081

Jianfu SHEN
The Hong Kong Polytechnic University

22 May 2026
2.30 PM – 3.00 PM
R507

Cultivating Critical Collaboration: GenAI as a Co-Pilot in Equity Valuation Education

Prof. Jianfu Shen

Prof. Shen joined The Hong Kong Polytechnic University as an Assistant Professor in 2019 and was promoted to Associate Professor in 2025. Prof. Shen's research covers a broad range of topics in real estate economics and finance, green/climate finance, ESG, etc. He teaches business valuation and development finance. He is also a certificated FRM (Financial Risk Manager) and CFA (Chartered Financial Analyst) charterholder.

This study explores the integration of Generative AI (GenAI) as a multifunctional pedagogical tool in an equity valuation course, demonstrating its role in bridging theoretical finance and practical application. Framed by distributed cognition, the instructor employed GenAI as a "co-pilot" to generate cases, automate financial data processing, execute valuation models, etc. This collaborative approach transformed students from passive calculators into active, critical analysts, enabling deeper strategic engagement by offloading routine tasks. Findings indicate that while GenAI enhances analytical efficiency and provides useful scaffolding, it remains limited in strategic thinking, qualitative assessment, and assumption development in equity valuation, highlighting the irreplaceable role of human judgment. The course cultivated critical GenAI collaboration literacy, equipping students to command, validate, and synthesize AI-generated insights, thereby preparing them for the evolving demands of the finance profession.

PP-3126

Lik Hang TSUI
City University of Hong Kong

22 May 2026
2.30 PM – 3.00 PM
QR403

Discerning Learners, Human Intelligence, Artificial Tools: Learning History with Hybrid Resources in the Age of Generative AI

TSUI Lik Hang is an Associate Professor in the Department of Chinese and History at the City University of Hong Kong, where he is also the Associate Director of the Talent and Education Development Office. Prior to joining CityU, he worked as a Departmental Lecturer in Classical Chinese at the University of Oxford and as a Postdoctoral Fellow at Harvard University with the China Biographical Database (CBDB). He has published on middle period Chinese history, especially on epistolary culture and urban history, as well as on digital humanities methods for studying Chinese history. He is a Fellow of both the Royal Historical Society and the Royal Asiatic Society of Great Britain and Ireland. He has also held fellowships at Academia Sinica in Taiwan, Max Planck Institute for the History of Science in Berlin, and University of Western Australia in Perth. Recognized for his teaching, he received his university's Teaching Excellence Award and Hong Kong's UGC Teaching Award (Early Career Faculty Members) in 2023.

This presentation provides a pedagogical approach that repositions generative AI as both a catalyst for historical reasoning and an object of critical analysis in history education. Drawing on a teaching development project implemented at undergraduate and postgraduate levels, it demonstrates how assignments can train students to verify, critique, and reverse-engineer AI outputs rather than passively consume them. This approach adopts a hybrid model combining digital tools—text repositories, collaborative annotation platforms, and LLM-powered chatbots—with material-rich resources including libraries, archives, and museum collections. Concrete teaching designs include AI-mediated reflective writing, historiography exercises treating chatbot outputs as secondary sources, and student-led podcast projects. The presentation will offer reusable resources—assignment templates, video guides, and workshop materials—that support teachers in integrating historical source criticism as a foundation for information literacy education. Implications for history pedagogy in an AI-saturated environment are also discussed.

PP-3522

Xingshen SONG
National University of Defense Technology
Man JIANG
National University of Defense Technology

22 May 2026
3.20 PM – 3.50 PM
R402

Large Language Models in Higher Education: Challenges, Risks, and Mitigation Strategies

Song Xingshen, born in 1990, holds a Ph.D. in Computer Science from the National University of Defense Technology (NUDT), where he is currently an Associate Professor. His research focuses on natural language processing and information retrieval.

Jiang Man, born in 1990, obtained her PhD in Optical Engineering from the University of Defense Technology (NUDT) in 2017. Her research interests include fiber laser, light field manipulation, and higher education.

This study investigates how different sequences of peer and AI-supported collaboration relate to EFL students' graph description performance and perceptions. Using a counterbalanced design, 116 undergraduate students completed two writing tasks across two modes: peer collaboration and AI-assisted collaboration. Writing performance was assessed via an analytic rubric, and perceptions were collected through open-ended surveys. Results from paired-samples t-tests revealed that peer collaboration yielded significantly higher scores in content and organization than AI collaboration. Furthermore, a significant sequence effect emerged: the "Peer-first" group significantly outperformed the "AI-first" group in the second task, suggesting that human negotiation provides a conceptual "warm-up" for subsequent AI use. Qualitative analysis revealed a divide between students prioritizing AI's instrumental efficiency and those valuing the communicative depth of peer interaction. These findings suggest a "human-first" hybrid model for integrating GenAI into L2 writing curricula to ensure conceptual rigor and ethical engagement.

PP-3140

Wing Yan YU
The Hong Kong Polytechnic University

22 May 2026
3.20 PM – 3.50 PM
R406

From Text to Symphony: A Longitudinal Study of Multimodal GenAI Integration in a Project Assessment

Dr Lydia Yu is an Assistant Professor of Practice at the School of Optometry, The Hong Kong Polytechnic University. With a robust background in optometry and vision science, she has dedicated her career to advancing eye care and optometric education. She is recognised for her contributions to both academic and clinical settings, mentoring students and collaborating with researchers. Her clinical and research interests focus on vision rehabilitation, myopia management and emerging new technologies in education.

This longitudinal mixed-methods study examined the evolution of student engagement with generative artificial intelligence (GenAI) in a health science general education course at The Hong Kong Polytechnic University across seven cohorts (2022–2025, n=398). Drawing on 74 GenAI usage logs and associated reflections, course-end surveys (n=185), and focus groups, it tracked a shift from text-based exploration (e.g., ChatGPT for brainstorming) to multimodal orchestration (e.g., Suno AI, Perplexity for music, verification, and video). Surveys revealed consistently high perceptions of GenAI fostering critical thinking (M=4.6–4.8/5) and tool proficiency enhancement (Mean=4.5–4.8/5). Qualitative data highlighted persistent challenges including hallucinations requiring human validation, assessment anxiety over rubrics, preferences for human versus AI voices, and a “paywall barrier” limiting premium multimodal access, exacerbating equity divides. These findings advocate redefining AI literacy as workflow management, urging institutions to provide premium AI tools and ungraded practice spaces to ensure equitable assessments for all students.

PP-3108

Yan Yan LAM
The Hong Kong Polytechnic University

22 May 2026
3.20 PM – 3.50 PM
R501

GenAI in oral scriptwriting and pronunciation for Cantonese L2 learners: A cognitive scaffolding perspective

Yanyan LAM, Ph.D., Associate Director at the Chinese Language Centre, Hong Kong Polytechnic University. Specializes in Chinese language teaching and teaching Chinese as a foreign language. Has published on gamified and flipped classroom approaches and has led multiple online projects on Cantonese learning and Chinese language education.

This study investigates how learners of Cantonese as a second language interact with GenAI tools to support scriptwriting and pronunciation in oral assessment. It examines learner perceptions and challenges of integrating GenAI into the assessment process. Quantitative and qualitative approaches were employed, drawing on questionnaires and focus group interviews, AI-assisted scripts, and teacher observations. Thematic analysis revealed four main themes: GenAI as a cognitive scaffold, and efficiency in script preparation; authenticity and naturalness of the output, and over-reliance. Results indicate that the use of GenAI boosts student confidence in scriptwriting and oral performance. However, students struggle to evaluate and refine the suggestions, as well as to adjust the pronunciation for appropriateness. This study contributes to the research on GenAI in language education by demonstrating how GenAI can simultaneously scaffold and constrain learning. The findings illustrate the importance of combining teacher support with AI-assisted writing and oral practice of Cantonese learning.

PP-3094

Huiying HOU
The Hong Kong Polytechnic University

22 May 2026
3.20 PM – 3.50 PM
R502

Reimagining Flipped Classrooms with Agentic AI: Designing Student-Centered Learning Pedagogies based on Existing Practice

Prof. Cynthia Hou is an assistant professor from the Department of Building Environment and Energy Engineering, the Hong Kong Polytechnic University. She has been adopting, designing and implementing flipped classroom pedagogical models in her teaching activities, focusing on engineering education.

This paper proposes an AI-enhanced flipped-learning platform informed by empirical student feedback. Grounded in constructivist and socio-constructivist theories, the study responds to challenges consistently identified by students in flipped classrooms, including uneven pre-class preparation, limited personalization, difficulties managing collaboration in large cohorts, and weak post-class consolidation. Based on these learner-identified needs, we introduce AIFLiP framework, a web- and mobile-based platform embedding an agentic AI assistant that supports learning across pre-, in-, and post-class phases. The proposed platform intends to integrate course-aligned AI agents that curate instructor materials, provide multimodal and context-aware guidance, scaffold peer discourse, and generate adaptive learning analytics. Drawing on quantitative and qualitative student feedback, the platform is proposed to address identified learning needs, enabling examination of learning processes, outcomes, and the perceived usefulness of AI-generated analytics within a scalable and ethically grounded flipped-learning model.

PP-3117

Enoch LEE
The Hong Kong Polytechnic University

22 May 2026
3.20 PM – 3.50 PM
R507

Empowering Business Students to Prototype Simulations using AI-Assisted Programming with Verification

Dr. Enoch Lee, raised in Hong Kong, earned his BEng and PhD from HKUST. Now with HK PolyU's Department of Logistics and Maritime Studies, he explores innovative technologies and ideas for teaching. He has taught engineering, business, and professional development students, aiming to equip future leaders for societal advancement.

Simulation modeling is a foundational skill in systems thinking, yet the programming expertise required often excludes students without a computer science background. This paper presents a pedagogical framework implemented in a university simulation course, leveraging Generative AI (GenAI) to enable business students to develop Python-based simulation prototypes. Moving beyond proprietary tools such as Arena or Excel add-ins, the approach centers on AI assisted programming, where students use spreadsheets for conceptual modeling and GPT-4 for code generation, executing their models in the Spyder IDE. Verification is emphasized through process serialization (print debugging) and visualization-based validation. Preliminary results indicate that GenAI democratizes code generation and shifts the instructional focus toward verification literacy, requiring students to critically audit algorithmic assumptions and validate logic through comprehensive visual and textual outputs.

PP-5003

Abram ANDERS
Iowa State University

22 May 2026
3.20 PM – 3.50 PM
QR403

Designing Custom AI Assistants to Practice Strategic Cognitive Partnership

Dr Abram Anders is the Jonathan Wickert Professor of Innovation and Associate Director of the Student Innovation Center at Iowa State University, where he leads the AI Innovation Studio. He created a pioneering Artificial Intelligence and Writing course and conducts research on AI literacies in education. His recent Computers & Education: Artificial Intelligence article demonstrates how integrating comprehensive AI literacies—functional, critical, ethical, and creative—with self-regulated learning can promote student agency and human-in-the-loop practices that augment rather than replace disciplinary expertise. His work on technological innovation, communication, and education appears in leading journals including College English and the International Journal of Business Communication. The Association for Business Communication has recognized his scholarship with multiple awards including the 2022 Outstanding Article Award. Learn more at abramanders.com.

Recent research identifies a U-shaped relationship between AI use and learning: minimal or piecemeal delegation degrades performance, while strategic cognitive offloading paired with cognitive vigilance enables transformative learning (Wang & Zhang, 2026). What pedagogical approaches can move students into the productive zone? This paper argues that designing custom AI assistants, through prompts and curated knowledge bases that students iterate against their own evaluative criteria, is a writing-to-engage activity that promotes both cognitive pathways at once. Structured around a Plan, Iterate, Evaluate cycle, the assignment compresses strategic offloading into an explicitly scaffolded process: students externalize disciplinary knowledge, plan the interaction structure, refine the assistant against self-set standards, and use the completed artifact for tasks they care about. Drawing on threshold concepts research and prior empirical work on AI literacy development, the paper presents the assignment design and discusses implications for promoting AI fluency across the curriculum.

PP-3102

Jessica XIA
The Hong Kong Polytechnic University
Ryan HUNTER
The Hong Kong Polytechnic University

22 May 2026
3.50 PM – 4.20 PM
R402

AI-Enhanced Language Learning: Insights from a Pilot Subject Study at PolyU

Jessica Xia, a Teaching Fellow at the ELC, leads the Centre's online courses and two major Discipline Specific Requirement subjects. She employs learner-centered design and innovative strategies to create engaging learning experiences. Her research focuses on active learning, peer collaboration, and technology integration in education.

Ryan Hunter is an instructor at The Hong Kong Polytechnic University English Language Centre and a doctoral student in the Education Policy, Organization and Leadership programme at The University of Illinois Urbana-Champaign. His research interests include instructional design, formative assessment, learning analytics, artificial intelligence in education, and second language writing.

Language education is at the forefront of the Hong Kong Polytechnic University's Education 4.0 initiative, with the compulsory subject "AI as a Tool for Language Learning (AITLL)" launching for all first-year, first-degree students in 2026/27. This research focuses on the elective pilot of AITLL offered in Semester Two of 2025/26, which includes English and Chinese Language Learning components designed to foster critical AI literacy. The curriculum is informed by a needs analysis of PolyU's student body and grounded in established research on L1 and L2 language learning design.

Reflection is integral to the six-week English Language Learning component, supporting students in identifying effective communication strategies, addressing individual challenges, using and evaluating AI tools, exploring further AI resources, and setting personalised learning goals.

The pilot study investigates how scaffolded learning sequences influence first-year students' experiences, perceptions, and motivation, using both quantitative and qualitative data to track changes and insights over time.

PP-3060

Ming Hang SO
Hong Kong Baptist University

22 May 2026
3.50 PM – 4.20 PM
R406

AI-First vs Human-First Workflows in Journalism Education: Student Choices and Effects on Learning Outcomes

Dr. So has over 20 years of experience in financial journalism as both practitioner and educator. A recipient of the HSUHK Teaching Excellence Award, his research and teaching interests focus on financial journalism education and AI in teaching and learning. He has presented his work at international conferences including the past three annual International Communication Association conferences.

This exploratory mixed-method case study examines how journalism students engage with generative AI in a financial news reporting assignment. Students selected between an AI-first, human-edited workflow and a human-first, AI-assisted workflow when reporting on actual corporate financial results. The study found that 86.7% of students preferred the AI-first approach. Assignment scores and qualitative analysis from reflective papers and the instructor's observations revealed that higher AI involvement did not guarantee better performance. Learning outcomes depended on students' ability to critically evaluate AI-generated content and apply disciplinary knowledge when collaborating with AI. Some students, influenced by AI-generated drafts, tended to adopt corporate language or subjective phrasing, while others effectively refined AI drafts to produce accurate and neutral reporting. The findings highlight both the risks of over-reliance on AI and its value in supporting students as they navigate unfamiliar tasks, offering practical insights for instructors integrating generative AI into discipline-specific coursework.

PP-2959

Betty MOK
The Hong Kong Polytechnic University

22 May 2026
3.50 PM – 4.20 PM
R501

Promotion of technological social responsibilities and academic integrity through video-based learning in a leadership course

Dr Betty Mok is an Instructor in the Department of Applied Social Sciences at The Hong Kong Polytechnic University. She received the Faculty Team Award for Outstanding Achievement in Teaching in 2024. Her research interests involve positive youth development and service-learning. She has published research articles in international refereed journals.

With the advance of information technology, there is an urgent need to enhance undergraduates' technological social responsibilities and academic integrity. In the present study, we developed ten videos on technological social responsibilities and academic integrity, which are incorporated in a leadership course at a university in Hong Kong. Adopting a flipped classroom approach, students were required to watch the videos and participate in class activities. A subjective outcome evaluation scale was used to evaluate students' perceptions of the videos (N = 1,748). Results showed that students had positive views of video-based learning, including the perceived benefits on enhancing their social technological responsibilities and academic integrity. The findings suggest that video-based learning is a promising tool to promote students' technological responsibilities and academic integrity.

PP-2997

Jinyan CHEN
The Hong Kong Polytechnic University

22 May 2026
3.50 PM – 4.20 PM
R502

Exploring How Generative AI Facilitates Research Question Formulation Among Undergraduates

Dr Jinyan(Emily) Chen is a Research Assistant Professor in the School of Hotel and Tourism Management at the Hong Kong Polytechnic University. Before joining the school, she obtained her Ph.D. degree at Griffith University, Australia. Dr Chen also worked as a research fellow in the Big Data and Smart Analytics Lab at Griffith University, where she coordinated and conducted data analysis that relies on social media data for different projects. Her main research interests include understanding tourist mobility, modeling tourist travel patterns, sentiment analysis, and network analysis, relying on social media and big data analytics.

This study explores methods for leveraging generative artificial intelligence (GenAI) to help undergraduate students construct research questions while learning research methodologies. We analyzed the interactions of 66 participants with AI tools such as ChatGPT in a workshop. The results showed that 28.8% of the questions generated were of high quality, a result strongly correlated with iterative dialogue and positive improvements to the AI's suggestions, rather than the number of queries themselves. Students found GenAI helpful for academic tasks but also noted that its content could be too rigid. The study concludes that structured guidance is crucial for the effective use of GenAI in education, fostering both critical use and preventing over-reliance.

PP-3098

Michael MONDEJAR
International University of Japan

22 May 2026
3.50 PM – 4.20 PM
R507

Implementation of a comprehensive and concrete generative AI policy in an intensive academic writing program

Michael Mondejar is an Associate Professor in the English Language Program at the International University of Japan in Niigata, Japan. He is also the Director of the Intensive English Program at IUJ. His research interests include curriculum and material design, second language assessment, and educational policies involving generative AI use.

Due to the ubiquity of generative AI use in higher-level education, many scholars have expressed concern regarding its potential negative impact on student learning, their acquisition of critical thinking skills, and the ability of institutions to maintain academic integrity. Despite this, many tertiary institutions still lack a comprehensive and practical policy to deal with generative AI. To address this issue, this case study presents such a policy for monitoring and guiding students' AI usage developed for a graduate-level, intensive academic writing course. This policy focuses on: 1) assessment guidelines, 2) AI detection of student work, and 3) benchmarking and teacher discretion, and was found to deter inappropriate AI use. This paper may be helpful to the faculty and administrators of similar academic institutions seeking to develop their own policies for regulating student AI use.

PO-2948

Cong QI
The Hong Kong Polytechnic University

Influence of ChatGPT's Feedback on Student Motivation and Learning: The Moderating Role of Trust

Dr. Qi is a lecturer in the MM department, PolyU. She received her PhD degree in MIS at the University of Hong Kong in 2008. Her research areas cover new technology adoption, AI and GenAI, Blockchain, and IS pedagogical research, etc. She specializes in conducting quantitative and qualitative behavioral research.

This study investigates the influence of ChatGPT's feedback on students' intrinsic motivation, engagement, and learning outcomes in higher education, and with a focus on the moderating effect of trust. Drawing from self-determination theory and self-regulated learning theory, this study examines how AI-generated feedback affects learners' cognitive learning status and academic performance. A survey study was conducted among 300 programming students, data analysis results revealed that feedback from ChatGPT enhances intrinsic motivation, which leads to higher level of affective engagement and behavioral engagement, and all these ultimately boost learning outcomes. However, contrary to our assumption, trust towards ChatGPT negatively (instead of positively) moderates the relationship between feedback and intrinsic motivation. These findings suggest that integrating AI-driven feedback mechanisms like ChatGPT can greatly enhance educational experiences by promoting intrinsic motivation, active engagement, and academic outcomes.

PO-2993

Shu-Hua TANG
National Taiwan Normal University

Improving Self-Regulated Learning Among First-Year University Students in the Era of GenAI: An Action Research

As an educational psychologist, I have researched affective education, academic motivation, and hope theory, with a particular focus on how these factors affect student learning outcomes. Currently, I am exploring ways to enhance students' self-directed and self-regulated learning in the age of GenAI.

Self-directed learning is a critical competency in the 21st century, especially in the AI era. Teaching students how to ask effective questions and develop self-learning skills is essential. Universities should prioritize supporting first-year students by designing courses that help them establish clear learning goals, reflect on the meaning of learning, and develop effective learning strategies. This research employs an action research approach to redesign the "Educational Psychology" course required for first-year students. The objective is to gradually shift from teacher-centered lectures to student-centered learning, progressively transferring learning responsibility to students. The study aims to ensure students understand educational psychology, teach students how to learn effectively, and develop a course model for cultivating self-directed learning skills. The research hopes to provide a practical reference for higher education practitioners in supporting student learning.

PO-300

Eunice Chiu-Lam MAK
City University of Hong Kong
Kenneth Kam-Wing LO
City University of Hong Kong

Leveraging GenAI for Team-Based Learning in Analytical Chemistry with ChatGPT

Eunice Mak obtained her BSc degree from The University of Hong Kong and is a PhD student under the supervision of Prof. Kenneth Lo. She was a Teaching Assistant for the BSc Analytical Chemistry course. Her research focuses on developing phosphorogenic transition metal complexes as bioorthogonal probes and bioconjugation reagents.

Kenneth Lo is Chair Professor of Inorganic Chemistry and Program Leader of the BSc Chemistry at City University of Hong Kong. He was Director of the Talent and Education Development Office. He is an Associate Editor of Inorganic Chemistry. His research focuses on developing transition metal complexes as biomolecular probes.

Traditional lecture-based teaching often relies on the delivery of passive information, limiting students' engagement in critical thinking and discussions. The integration of GenAI tools, particularly ChatGPT, offers a promising approach to address these challenges by promoting active, self-directed learning in complex analytical chemistry topics. In this study, 76 students were divided into groups of 3 or 4 to prepare PowerPoint presentations using ChatGPT on selected analytical methods. Students reported that ChatGPT significantly facilitated their independent learning, resulting in clearer and more concise knowledge acquisition. These findings highlight the effectiveness of ChatGPT as a personalized educational tool that enhances STEM learning outcomes.

PO-3016

Yifeng ZHAO
The Hong Kong Polytechnic University

Generative AI and Interpersonal Trust in Collaborative Learning: A Qualitative Study in Hong Kong

Yifeng Zhao is a Project Associate at The Hong Kong Polytechnic University. His research focuses on education policy, generative AI in education, and student learning experiences.

Generative AI (GenAI) is reshaping collaborative learning while intensifying concerns about accuracy, ethics, and shared liability in group work. This ongoing qualitative case study examines how Hong Kong university students perceive peers' GenAI use and navigate trust under institutional uncertainty. Semi-structured interviews will elicit critical incidents where GenAI affected trust, and inductive thematic analysis will be guided by interpersonal trust model. Expected insights include how transparency and ethical disclosure shape trust judgments and how disciplinary context and propensity to trust moderate interpretations. The study aims to inform student-centered GenAI guidelines and practical procedures for trustworthy collaboration. As an ongoing study, conclusions will be confirmed upon completion of data analys.

PO-3022

Yee Man LAM
City University of Hong Kong

Applying Virtual Reality Technology in Learning Traditional Chinese Architecture

At the Talent and Education and Development Office, Yeeman is responsible for administering the GE programme, and editing and managing publications such as the Digital Learning magazine at CityUHK. Her research interests include environmental humanities and educational research.

Appreciating traditional Chinese architecture in a classroom setting poses many challenges. This study explores 1) the application of VR to enhance active learning in a general course for non-architecture students; and 2) examines whether VR experiences will also motivate students to visit real architectural sites. This study will inform future strategies to enhance a general course for non-architecture students on Chinese architecture.

PO-3024

Xiaohan FANG
City University of Hong Kong

Immersive Learning via Naked-Eye 3D Visualization

Xiaohan Fang received the B.S. degree in computer science and technology from Dalian University of Technology, Dalian, China, in 2020, and the Ph.D. degree in computer science from the City University of Hong Kong, Hong Kong, China, in 2025. He is currently a postdoc with the Department of Electrical Engineering, City University of Hong Kong. His current research interests include image and video processing related to multimodal large language models.

Naked-eye 3D technology aims to deliver realistic stereoscopic vision without extrarequirements of headsets or glasses. The core principle is to present different images toeacheye, enabling the brain to reconstruct spatial depth. With modern eye-tracking integration, viewers can now experience highly immersive and dynamic 3D visuals. In educational settings, this technology offers a transformative way to visualize complex structures andspatial relationships that are difficult to convey through 2D materials. This study explores theapplication of naked-eye 3D displays for interactive model presentation and real-timestereoscopic transmission, demonstrating their potential to enhance students' engagement, spatial cognition, and immersive learning experiences.

PO-3042

Langxi HUANG
City University of Hong Kong

Leveraging 3D Gaussian Splatting for Accessible and Immersive Educational Visualization

Huang Langxi received the B.Eng. degree in Mechatronic Engineering from Guangdong Polytechnic Normal University, Guangdong, China, in 2019, and the Master of Science degree from Hong Kong Baptist University, Hong Kong, in 2023. He is currently pursuing the Ph.D. degree with the Department of Computer Science, City University of Hong Kong. His current research interest is 3D reconstruction.

This study investigates the efficient creation of high-quality 3D content for educational materials. Specifically, we utilize 3D Gaussian Splatting (3DGS) to automatically generate 3D content from multi-view images, enabling realistic and immersive demonstrations in class. We implemented this approach in a classroom setting and analyzed student feedback, demonstrating that the system significantly boosts student engagement and facilitates their understanding of the teaching materials. Our findings highlight the potential of this technology to make immersive learning more accessible and effective across diverse educational contexts.

PO-3071

Karen Man Wa KWAN
The Hong Kong Polytechnic University

AI and Gender: Uncovering Hidden Stereotypes

Dr. Karen Man Wa KWAN, a psychologist specializing in gender, has published in psychology journals like Child Development and Developmental Psychology. She teaches psychology courses and is committed to integrating technology in teaching. Her presented project encourages students to analyze and reflect on stereotypes in AI and their broader implications.

As artificial intelligence (AI) continues to advance, addressing embedded biases that reinforce inequalities has become essential. This project integrated an online activity into a Developmental Psychology course, where students critically examined gender bias in AI language models. Seventy-one students participated in interactive tasks including brainstorming, experimenting with prompts, analyzing AI-generated outputs, and reflecting on their experiences. Following the activity, students completed a feedback survey evaluating clarity of instructions, instructor effectiveness, course value, and usefulness in enhancing understanding of gender bias, and overall satisfaction. Across all items, mean ratings ranged from 4.65 to 4.76 on a 5-point scale, indicating high satisfaction and perceived educational value. Results suggest that integrating AI tools into psychology education fosters critical thinking and deepens students' understanding of gender bias. The project demonstrates that innovative teaching prepares students to engage critically with emerging technologies and social issues.

PO-3073

Betty P.M. CHUNG
The Hong Kong Polytechnic University

Piloting a Hybrid AI Precision Feedback Protocol for Nursing Students' Skills of Breaking Bad News

Betty CHUNG is a dedicated nurse and researcher in palliative care. Her work enhances psychosocial support for the dying and their families, focusing on quality of death and elder well-being. She uses qualitative, practice-oriented research to ensure her findings directly improve clinical care.

Attitudes towards AI are mixed in healthcare education; some favoring and some mistrustful of it. This pilot study evaluates a novel AI-powered precision feedback protocol, intended to enhance nursing students' knowledge and empathetic responses in 'breaking bad news.' Students engage in dialogue with an AI virtual patient, receiving real-time, personalized coaching using the SPIKES framework. We assess the intervention's acceptability and feasibility, as well as preliminary effects, using a mixed-methods approach with a cohort of 15 nursing students. Quantitative measures include pre-post administration of the Jefferson Scale of Empathy (JSE) to assess shifts in empathy, the Technology Acceptance Model (TAM) survey to gauge the system's perceived utility and acceptability and observed adherence to SPIKES application. Qualitative semi-structured interviews explore students' experiences of their confidence, compassion, and user perceptions. This study demonstrates a scalable hybrid AI model for learning essential communication skills with precision feedback—an urgent need in nursing education.

PO-3074

Tian, Talia WU
Hong Kong Baptist University
Simon WANG
Hong Kong Baptist University

SmartFeedback: AI-Powered Grading and Feedback for Data Analysis Reports

Dr. Wu holds a PhD in statistical genetics and is a lecturer in the Department of Mathematics. She teaches a faculty-wide course in the Faculty of Science, one general education capstone course and two master's courses. She serves as Associate Program Director of MSc in Operational Research and Business Statistics.

Dr Wang has been teaching as a lecturer in English at the Language Center since 2016. At the LC he has taught a number of credit-bearing and supplementary courses. He has also been active in developing AI-enhanced teaching and learning platforms with funding support from the university.

SmartFeedback is an AI-assisted system for rubric-based grading and feedback on data analysis reports. Built on the Poe App-Creator platform (Claude Sonnet 4.5), it has two modules: an instructor grader that produces a rubric-aligned table of deductions with linked evidence for review, and a student summarizer that delivers concise, actionable takeaways. In testing, SmartFeedback cut grading time by over 30% (≈21 to ≈14 minutes per report) while maintaining comparable effectiveness, which were assessed via student surveys on feedback fairness, clarity, consistency, and actionability. The workflow includes human oversight, anonymized data, rubric-constrained prompts, and mandatory evidence citations to reduce hallucinations and bias. The framework is scalable to other data-centric courses and supports student-centered pedagogy.

PO-3091

Chris HARWOOD
Sophia University

Scaffolding Metacognitive Engagement with Generative AI: Design and Classroom Use of the 5P Framework

Chris Harwood is an associate professor in the Faculty of Liberal Arts at Sophia University, Japan. His research examines academic literacy, critical thinking, and technology mediated learning in higher education, with particular attention to self-regulated learning, ethical technology use, and pedagogical design in English medium instruction contexts.

This paper reports on the design and classroom implementation of a structured critical AI interaction framework, Plan, Probe, Pause, Prove, and Ponder (5P), developed to scaffold metacognitive engagement with generative AI. The framework was embedded in a critical thinking course with 25 C1-level (CEFR) undergraduate students at a private university in Japan. Adopting a design-based classroom action research approach, the study draws on reflective journals and instructor observations to examine how students engaged with the framework in authentic academic contexts. Analysis suggests that the 5P model increased students' awareness of AI influence on reasoning and argumentation, but engagement with reflective stages was uneven and context sensitive. During periods of high academic workload, students appeared to prioritize efficiency, selectively bypassing deeper metacognitive reflection. Rather than reporting learning outcomes, this study contributes pedagogical design insight into tensions between AI literacy scaffolding, cognitive offloading, and self-regulated learning.

PO-3093

Elaine Shuk-ping CHEUNG
The Hong Kong Polytechnic University

Integrating Technology-Enhanced and Traditional Pre-Service Learning: Preparing University Students for Service-Learning in Nursing Homes

Dr. Elaine CHEUNG is an Assistant Professor of Practice and specializing in innovative teaching strategies. Her expertise includes flipped classrooms, simulation-based learning, and virtual reality in nursing education. Passionate about enhancing student engagement and learning outcomes, Dr. Cheung actively develops and implements cutting-edge educational methodologies. With a Doctorate in Health Science, she is dedicated to fostering an interactive learning environment that prepares students for real-world challenges. In addition to her teaching, she is an advocate for using technology to advance nursing education and improve healthcare quality.

Service-learning (SL) (Bringle & Hatcher, 1995) integrates credit-bearing coursework with community service addressing real needs. This study examines technology-enhanced pre-service learning (Hybrid Immersive Virtual Environment [HiVE], metaverse and VR) vs. traditional approaches in preparing university students for nursing home service delivery. To our knowledge, this is the first study to examine the role of technology-enhanced pre-service learning in fostering student readiness and engagement, as well as its comparative effectiveness of the SL outcomes against traditional pre-learning approaches.

A pre/post-survey assessed four cohorts (2023–2025). HiVE and mobile-based metaverse provided high-quality learning and nursing home familiarization, though VR caused discomfort. Technology-enhanced modes improved health-promoting behaviors (health responsibility, physical activity, nutrition, spiritual growth, interpersonal relations), while traditional pre-learning excelled in intellectual, cognitive, and civic development.

Integrating both approaches maximizes outcomes, using virtual tools for foundational knowledge and cultural context before fieldwork.

PO-3097

Yonathan AKLILU KIDANEMARIAM
The University of Hong Kong Science and Technology

An AI Simulator for Enhancing Negotiation Practices in Business Education

Yonathan is a second year Global Business student at HKUST. He works in RAG and agentic AI systems and is diving deep into how these systems could better pedagogy. He has partnered with faculty to bring his platform to courses in the School of Business and Management.

This poster presentation introduces a novel, student-developed AI negotiation simulator powered by a Retrieval-Augmented Generation agentic platform. Aimed at enhancing Business student learning, the system creates a dynamic, responsive learning environment to help prepare students for business negotiation practices. The development of the platform involved a meticulous knowledge ingestion process into a scalable cloud-based vector database, facilitating RAG-driven interaction. Initial testing demonstrates the potential of RAG-based solutions in supporting the development of student's negotiation skills linked to business pedagogy. This study demonstrates the potential of emerging technologies, with practical implications for educators in deployment.

PO-3111

Paul NG
Ngee Ann Polytechnic

Exploring the Impact of Oral Interactive Assessments in Legal Education: A Case Study from a Gen AI-assisted Company Law and Secretarial Practice Module.

Experienced lecturer specializing in pedagogy, technology, law, and ethics. Plays a leading role in shaping educational policy for digital learning and generative AI across the Polytechnic & ITE sector. At Ngee Ann Polytechnic, develops colleagues in digital flipped learning design, facilitation, and Gen-AI-integrated assessment.

This poster describes the implementation and impact in the 2025 academic year of Interactive Oral Assessments (IOA) in a Company Law and Secretarial Practice (CLSP) module at a polytechnic. Students shall be prepared for the IOA via mock sessions involving the use of Generative AI (Gen AI). The effectiveness, fairness and learning value of this design as perceived by students is described, together with a brief presentation of students' performance on the assessment. Lessons from this experiment should inform future assessment design and contribute to the discourse on how to adjust assessments for the impact of Gen AI on legal and other professional and vocational education.

PO-3112

Ka Yan CHUNG
The Hong Kong Polytechnic University

Rethinking Hybrid Human–AI Intelligence in Learning: The AI-Augmented Creative Resilience Framework

Fafa Chung Ka Yan is a design researcher with a background in advertising design and STEM education. Her research focuses on design education, creativity, the psychological and educational implications of AI integration in creative industries.

The increasing adoption of GenAI in creative learning environments is reshaping how intelligence, creativity, and agency are understood in higher education. This integration in education introduces significant psychological stressors, particularly Creative Displacement Anxiety (CDA). This conceptual paper proposes the AI-Augmented Creative Resilience Framework (AICRF) to conceptualize hybrid human-AI intelligence as a cyclical process of recognition, reframing, co-creation, and regeneration. The framework demonstrates how learners transition from fears of obsolescence toward sustained agency. By positioning AI as a collaborative partner, the AICRF provides actionable pedagogical strategies for design education. The model highlights that AI literacy requires both technical mastery and the emotional regulation necessary for effective human-AI collaboration.

PO-3132

Toshihiko KUBOTA
Meiji University

A "Non-Answering" RAG System for Textbook-Based Learning

Associate professor at Meiji University, Tokyo. In charge of courses in quantitative stylistics, corpus linguistics, and grammar pedagogy.

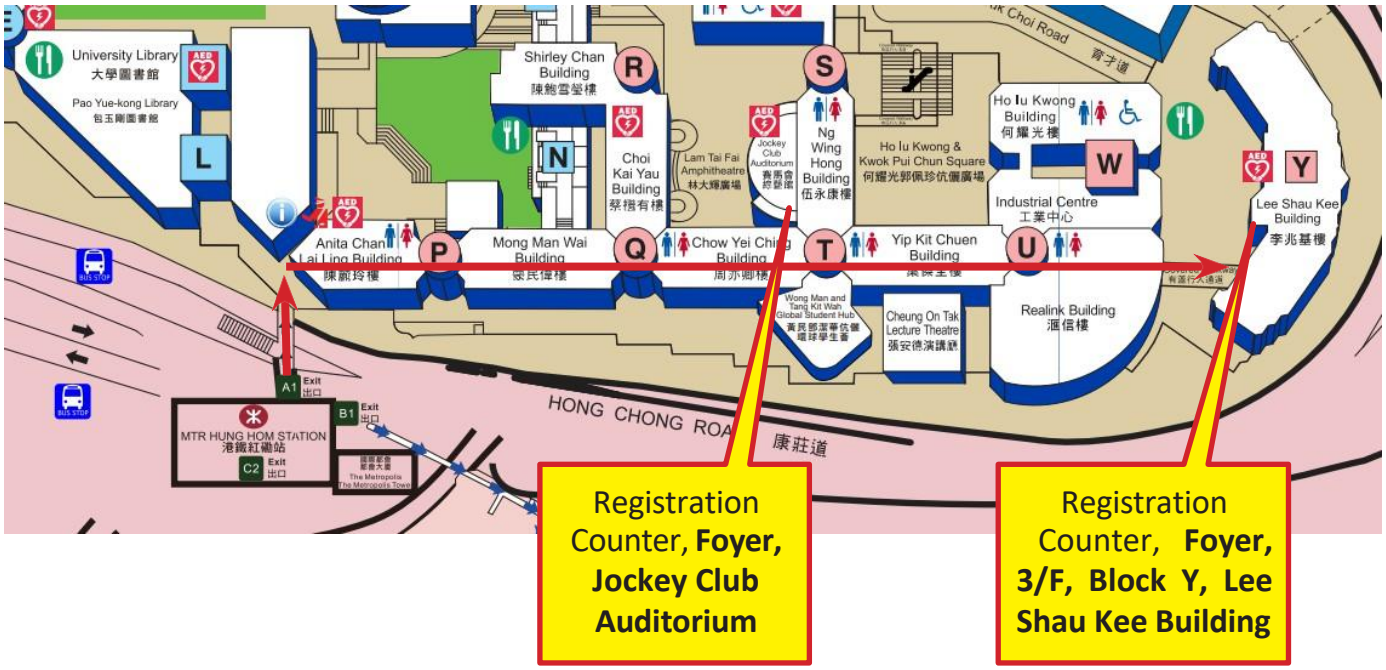
This paper proposes a "Non-Answering" Retrieval-Augmented Generation (RAG) system for textbook-based learning that prioritizes guidance over answer generation. Unlike conventional educational applications of generative AI, which directly produce explanations or summaries, the proposed system deliberately refrains from generating substantive content from textbooks. Instead, it identifies relevant pages, sections, and figures and directs learners back to the source material. Using syntax as a representative example, the paper argues that this design supports close reading and preserves learner engagement with definitions, examples, and diagrams that resist meaningful reduction. The system also explicitly handles questions that fall outside a textbook's coverage by acknowledging their absence rather than generating speculative responses. By outputting only navigational information and minimal commentary, the system reduces copyright risk and avoids functioning as a textbook substitute. This study suggests that educational generative AI can be most effective not by answering well, but by carefully refusing to answer.

General Information

Conference Venue

The Conference is held at The Hong Kong Polytechnic University. Keynotes sessions and Plenary sessions are in the Jockey Club Auditorium, and other presentations are at the Wong Man and Tang Kit Wah Global Student Hub at podium levels, R 4/F and 5/F and QR 4/F and 5/F, as well as Y 3/F. Please refer to the map on page 2 of this programme, which highlights the location of the venues for the plenary sessions and parallel paper presentations.

Registration Information



Date	Time	Venue
20 May 2026	9.30 am - 3.50 pm	Foyer, 3/F, Block Y, Lee Shau Kee Building
21 -22 May 2026	9.00 am - 5.45 pm	Foyer, Jockey Club Auditorium

The following are available at the registration counter:

- Details of registration and enquiries
- Lost & Found

Lunch and Refreshment Breaks

Lunch: Communal Student Canteen, 3/F, Communal Building

Refreshments will be served during morning and afternoon breaks:

- Foyer, Jockey Club Auditorium
- Wong Man and Tang Kit Wah Global Student Hub

(See campus map on the inside back cover).

Please wear your badge throughout the conference.

Amenities within PolyU

Automated Banking: Hang Seng Bank – Core VA, podium level
ATM: Bank of China (Hong Kong) – Core VA, podium level
Bookstore: SUP Retail (Hong Kong) Limited – Core VA, podium level
7-Eleven: Core VA, podium level
Gourmet Shop (Hotel ICON): Core VA, podium level
LibCafe: Core E, podium level
H Cafe (American Diner): Block FGHJ Courtyard, podium level
Pacific Coffee: Block X Courtyard, podium level

Getting to PolyU

By Mass Transit Railway (MTR)

1. Get off at Hung Hom station at Exit A1 or Exit D1, and follow the signage directing to The Hong Kong Polytechnic University.

By Bus

1. Tunnel Bus
   Take any tunnel bus passing Hong Kong Cross Harbour Tunnel, get off at the bus stop right after crossing Hong Kong Cross Harbour Tunnel from the Hong Kong side, or the last stop before crossing Hong Kong Cross Harbour Tunnel in Hung Hom, Kowloon. Take the footbridge leading to the podium of the University.

   * Bus Routes Available: 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 115, 116, 117, 118, 170, 171, 182

2. Other Buses
   Take any of the bus routes stopping at Cheong Wan Road, get off at PolyU Cheong Wan Road entrance, take the main staircase at Fountain Square to the podium.

   * Bus Routes Available: 5, 26, 28, 14X, 41A, 98D, 215X, 260X

   * For reference only

By Motor Vehicle / Taxi

Enter PolyU campus from Cheong Wan Road and turn left for the dropoff area at Core A. To show the taxi driver where to go, you can show the name of the university in Chinese, which is pronounced /hɜːŋ gɒŋ leɪ gʊŋ daɪ hɒk/ and written as

香港理工大學

Internet Connection

Wireless Access via 'eduroam'

PolyU is a member of the 'eduroam' initiative, which is a WLAN mutual access initiative among member institutions around the world. By configuring the WLAN parameters of your mobile device, you can conveniently access the WLAN at all eduroam institutions. More information on 'eduroam' and its member list can be found at https://eduroam.org/where/.

Wireless Access via 'Wi-Fi.HK via PolyU'

PolyU also provides free Wi-Fi service to visitors on-campus. Visitors can enjoy free Wi-Fi service at the Library, podium area, canteens and some open public areas by selecting the WiFi SSID (Service Set Identifier) of 'Wi-Fi.HK via PolyU'. After accepting the terms and conditions, visitors can use the service for two hours, after which they have to accept the terms again to continue using the service.

Technical Guide for Presenters

This short guide introduces various technical aspects related to giving presentations at the GaPI Conference on PolyU campus.

Power in Hong Kong

The standard electrical voltage in Hong Kong is 220 volts AC, 50Hz. If your electrical equipment needs a 100 volts power supply, you will need a transformer. The majority of electrical outlets in Hong Kong take a three-pronged UK-style plug. See Hong Kong Tourism Board Information (https://www.discoverhongkong.com/us/plan/traveller-info/what-you-should-know-before-travelling-to-hong-kong.html#4) for more information.

Most PolyU teaching rooms are equipped with power outlets located at the podium or near the computer system, providing convenient access for presentation purposes.

Presentation Files

The computer system in PolyU is primarily Windows-based. As such, many Apple formats may not work correctly on our machines. Almost all machines in PolyU come with a copy of Microsoft Office installed, so these files can be read easily. To avoid issues when giving presentations in PolyU, please use the following formats:

Presentations:	Powerpoint files (.ppt, .pptx)
Documents:	Microsoft Word (.doc, .docx) Adobe Portable Document Format(.pdf)
Audio files:	Windows Media Player compatible files (.mp3, .wma)
Video files:	Windows Media Player compatible files (.wmv, .mp4)
Images:	Standard image formats (.jpg, .bmp, .png)

If you have created your presentation files on a non-Windows system, please be sure to save your files in a format which will work across different platforms.

Important notes for presenters:

- Presenters are required to use the provided room computer system for all presentations. The use of personal devices (e.g. laptops or tablets) is not recommended.
- Please ensure your presentation files are fully prepared and compatible with the system in advance.
- Please bring your presentation files on a USB drive, as this helps avoid delays caused by transferring or downloading large files on-site.

Should you require any particular set-up other than those listed above for your presentation, please email gapi.polyu@polyu.edu.hk.

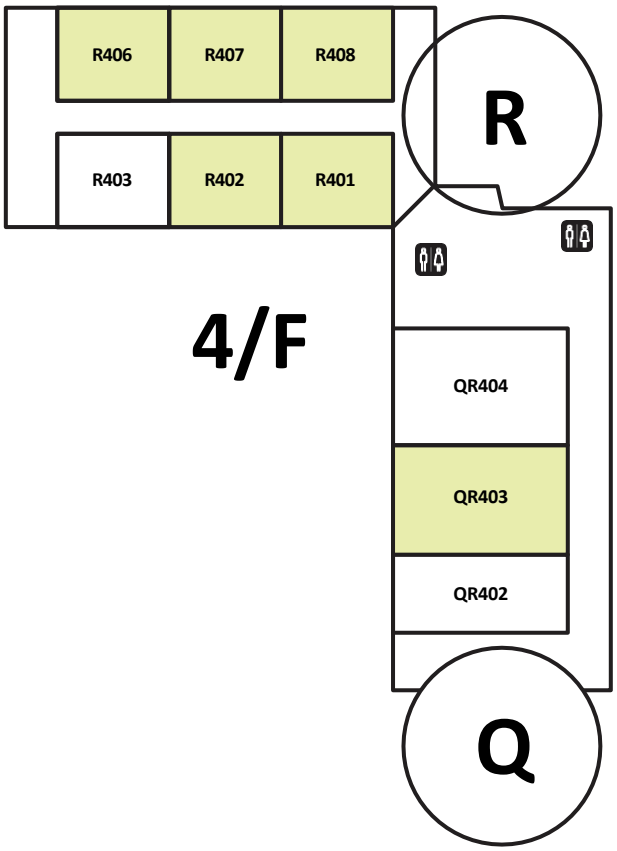
Facilities and Room Equipment Overview

The availability of standard facilities and display equipment varies by room, as outlined below:

Room	*PC Windows 11*	*Microsoft Office*	*Edge*	*Firefox*	*Chrome*	*USB Connector*	*Wired Microphone*	*User Control Panel*	*Projector*	*Large TV Display*
R401	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R402	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R406	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R407	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R408	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R501	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R502	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R503	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R506	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R507	✓	✓	✓	✓	✓	✓	✓	X	X	✓
R508	✓	✓	✓	✓	✓	✓	✓	X	X	✓
QR403	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
QR512	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Y301	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Y303	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Y304	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Y305	✓	✓	✓	✓	✓	✓	✓	✓	✓	X

Index

Floor Plan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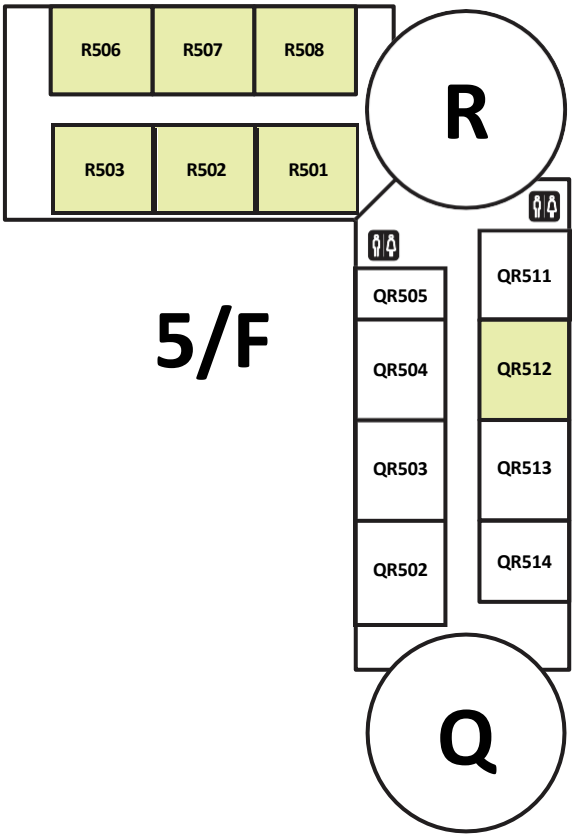
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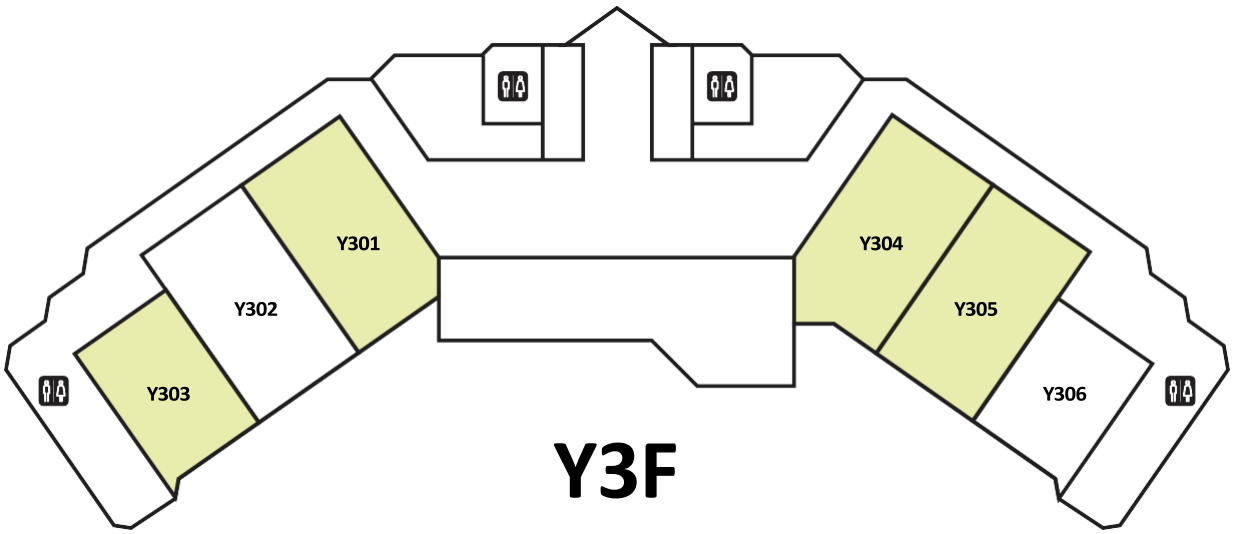
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https://events.polyu.edu.hk/gapi2026/home