# 國科會補助國內舉辦國際學術研討會成果報告書提要表

填表日期：114年06月10日/金額單位：新臺幣元

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| 會議時間 | 114年04月25日起至114年04月26日 | | 申請機構 | 國立彰化師範大學英語學系暨研究所 |
| 核定補助編號 | 114-2916-I-018-002-A1 | | 會議主辦人 | 儲湘君 |
| 會議地點（勾選） | □實體會議：<br>■實體與視訊混合會議：彰化縣<br>□視訊會議 | | 會議名稱 | 中文：第十八屆e化學習與創新教學國際研討會<br>英文：18th International Conference on e-Learning & Innovative Pedagogies |
| 托兒服務措施(勾選) | 有無提供會議人員托兒服務措施<br>□有；■無 | | 環境友善措施(勾選) | 有無出版論文：□有　；■無<br>論文出版形式：□紙本；□電子 |
| 參加人員 | 實際參加總人數：215人 | 本國籍人數： 140人<br>外國籍人數： 75人<br>外國國家數合計： 15國<br>陸港澳地區人數： 0人 | 邀請講員學術等級與人數 | 諾貝爾獎得主： 0人<br>院士級或國際知名學者： 0人<br>大學或學研機構專家學者：120人 |
| 論文或專利技術發表篇數 | 發 表<br>總篇數<br>：113篇 | 本國學者發表篇數：26篇<br>外國學者發表篇數：87篇<br>陸港澳地區學者發表篇數： 0篇 | 核定金額 | 300,000元<br>(如曾申請變更，請填寫變更後預算金額) |
| 向國科會請款金額 | 300,000元<br>(應與申請機構開立領據金額相等) | | 研討會全部支出金額 | 437,000元<br>(應與預算收支報告表之總收入及總支出金額相等) |
| 中央部會或地方政府補助金額 | | | 申請機構配合款 | |
| 民間團體或機構贊助款 | | | 研討會報名費或註冊費金額 | |

**注意事項：成果報告建議包含會議記錄、學術貢獻與策進作為三段撰寫，請併同本提要表送請機構內簽章，奉核後再合併為1個PDF檔案上傳至本會網站。**

**填表人簽章：** 儲湘君　**單位主管：** 英語學系儲湘君系主任　**申請機構首長或代簽人簽章：** 校長陳明飛(兩)

表 M01

| Thursday, 24 April | |
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| 08:00-17:30 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
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| 08:00-17:30 | **PARALLEL SESSIONS** |
| **Zoom** | **Pre-Conference Tour to Sun Moon Lake**<br>**Join us for a special tour to Sun Moon Lake, Taiwan's largest and most stunning alpine lake, nestled in the heart of Nantou County. Known for its tranquil beauty, Sun Moon Lake offers breathtaking views, with its eastern part shaped like the sun and its western part like the moon. Surrounded by lush green mountains, the lake is perfect for relaxation and exploration. Participants will have the opportunity to experience local cultural landmarks such as the Wenwu Temple, enjoy a scenic boat ride, or stroll along the picturesque lakeside paths. Don’t miss this chance to immerse yourself in the natural and cultural wonders of one of Taiwan’s most iconic destinations.The cost covers the bus trip, the lunch, and a boat trip in the afternoon (optional). Date: April 24, 2024Time: 8:00AM - 05:30PM Meeting point: Windsor Hotel TaichungCost: USD $50 (the lunch is included)Languages: English** |
| 21:00-22:45 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
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| 21:00-22:45 | **PARALLEL SESSIONS** |
| **Zoom** | **Plenary Session with Pedro Salcedo Lagos (In Spanish)**<br>**Pedro Salcedo es Profesor Titular en la Universidad de Concepción, Magíster en Ciencias de la Computación y Doctor en Inteligencia Artificial. Actualmente,se desempeña como director del Dpto. de Metodología de la Investigación e Informática Educacional de la UdeC e integrante del Comité Académico del Doctorado en Inteligencia Artificial en consorcio de la región del Biobío. El Dr. Salcedo, ha impartido entre otros cursos el de "Ingeniería del Conocimiento", "Inteligencia Artificial y Robótica", "Procesamiento del Lenguaje Natural" y "Lingüística Aplicada y análisis de sentimientos" para los Doctorados de Psicología, Lingüística, Educación e Inteligencia Artificial. Actualmente sus intereses académicos se enfocan en la Ingeniería del Conocimiento, Computación Afectiva, Inteligencia Artificial, Neuro computación y Lingüística Aplicada. Sus últimas publicaciones y estudios tratan temas relacionados con "Modelos del Mundo con IA", "Estudio de las emociones con técnicas de IA (Computación Afectiva)" e "Ingeniería del Conocimiento en las instituciones". Ha dirigido diversos proyectos de investigación, principalmente relacionados con la integración de la Inteligencia Artificial en la empresa y la sociedad y con el desarrollo de tecnologías inteligentes que se adaptan a diversas características psicológicas y de conocimiento de los usuarios.** |

| Thursday, 24 April | |
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| 21:00-22:45 | **PARALLEL SESSIONS** |
| | **Online Welcome Session**<br>**Join other delegates for a pre-conference welcome reception and training session.We are excited to announce the online conference will be delivered on the CGScholar platform – developed by the Common Ground Media Lab, the research and technology arm of Common Ground Research Networks.This special event will walk you through the CGScholar Event Microsite so you have a rich online experience by learning how to comment and participate online. It will also teach delegates how to update their profile and Presenter Pages in order to add digital media: video, sound, and other files.Join Zoom Meetinghttps://us02web.zoom.us/j/7101995975Meeting ID: 710 199 5975** |
| 23:00-23:45 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
|---|---|
| 23:00-23:45 | **PARALLEL SESSIONS** |
| **Zoom** | **The Online Only Workshop "Empowering Remote Learning with Hands-On Activities, Personal Instructor Videos, and AI"**<br>**Distance learning courses offer the opportunity/flexibility for diverse persons to take college classes. We know, from cognitive research, that students comprehend information more deeply and retain it longer when they can relate it to personal experience. Engagement and active learning are critical to student success and understanding. In 2007, when I started to teach online classes, I had great concerns. With in-person courses, students gain more than content-knowledge. They gain experience and exposure to professional role models, group activities, and the synergy that develops when individuals actively converse. These functions can be lost in the online setting. It was essential to develop techniques to maintain these non-content experiences so critical to learning and lifetime success. This workshop will offer principles for: 1. At-home, real-world activities, interviews, and experiments that demonstrate applications of course content (not online virtual activities, but real, "get-your-hands-dirty" activities); 2. Instructor and student videos that made the courses feel live and real; and 3. Use of AI-generated materials. Students report that the in-home activities and videos increase their understanding of content and maintain their interest. They report feeling like they were in a "real" classroom, that the technology and use of AI was helpful, that they knew me as an individual and a person to whom they could relate and turn to for assistance. Workshop participants will be given opportunities to work in small groups to apply these principles to their own courses and disciplines.Join Zoom Meetinghttps://ucincinnati.zoom.us/j/87574786034?pwd=SttgenwwaYscJjPMgyJWly4tF4TzUp.1Meeting ID: 875 7478 6034Passcode: 838124** |

| Friday, 25 April | |
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| 08:00-09:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 08:00-09:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to Conference Venue (from Conference hotels)** |

| Friday, 25 April | |
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| 08:00-09:00 | **PARALLEL SESSIONS** |
| | **Conference Registration and Welcome Coffee**<br>**Please visit the registration desk to collect your name badge, meet other delegates and enjoy a welcome coffee before the sessions begin.More venue information can be found here: https://ubi-learn.com/2025-conference/venue** |
| 08:00-09:20 | **PARALLEL SESSIONS** |
| | **From Passive Reading to Active Learning: Leveraging Annotation Tools in Asynchronous Online Instruction**<br>Rena Rockwell, Assistant Professor, Teacher Education, Webster Universtiy, Missouri, United States<br>This paper explores how annotation tools can transform passive reading into active learning in asynchronous online instruction. By allowing students to interact with digital content through comments, highlights, and collaborative annotations, these tools promote engagement and critical thinking, even outside of real-time interactions. The review examines how annotation tools enhance comprehension, foster collaboration, and support knowledge retention, making them valuable assets in an asynchronous learning environment. Key challenges and best practices for implementing these tools are discussed, along with insights into their impact on student motivation and participation. The findings underscore the potential of annotation tools to bridge the gap between passive and active learning, offering instructors effective methods to engage students asynchronously and improve educational outcomes in online courses.<br>*Considering Digital Pedagogies* |

## Friday, 25 April

08:00-09:20 **PARALLEL SESSIONS**

**Virtual 1**

### Assessing the Impact of Generative AI Integration on Student Learning and Educator Approaches in Higher Education

Jemima Sarfo, Student, Masters, Mount Saint Vincent University, Nova Scotia, Canada
Michael Lin, Assistant Professor, Faculty of Education, Mount Saint Vincent University, Nova Scotia, Canada

In this study, we examine the adoption and integration of generative AI into educational pedagogy, focusing on its impact on student academic performance and educator perspectives in higher education. Moving beyond commonly discussed challenges and opportunities, this research explores underexamined areas, such as discipline-specific applications of AI in education, long-term impacts on student engagement, and the ethical considerations of AI adoption. The study identifies the types of AI technologies integrated into teaching and learning in six institutions in Eastern Canada. Mixed methods are employed, including simple random sampling from private and public higher education institutions as well as thematic analysis. Data is collected through surveys and analyzed using statistical software to assess the impacts of generative AI on both the academic outcomes of students and the practical implications for educators. This research is subject to limitations such as the relatively small sample size and the potential for institutional bias, which may affect the generalizability of the findings to other contexts. The findings will contribute to a deeper understanding of how generative AI can be effectively incorporated across different academic disciplines to enhance student learning and educators' teaching practices in higher education.

*Considering Digital Pedagogies*

### Investigating Open-Source Large Language Models in Digital Pedagogies

Saeed Saffari, Student, Master, Dalhousie University, Nova Scotia, Canada
Jeeho Ryoo, Assistant Professor, Fairleigh Dickinson University, Canada
Oscar Lin, Prof., School of Computing and Information Systems, Athabasca University, Alberta, Canada
Michael Lin, Assistant Professor, Faculty of Education, Mount Saint Vincent University, Nova Scotia, Canada

As higher education continues to embrace digital pedagogies, large language models (LLMs) present opportunities for improving student-centered learning. Open-source LLMs make advanced AI technology available to a wide range of researchers, developers, and organizations and can be adapted and fine-tuned for specific tasks or domains, allowing for more specialized and resource-efficient educational applications. Higher education often involves more self-directed and autonomous learning, especially in online and distributed learning environments. Additionally, since higher education incorporates more advanced and specialized topics, AI systems must support complex subject matter and facilitate interdisciplinary connections. This study examines the integration of open-source LLMs into digital pedagogical frameworks to promote critical thinking, collaboration, and self-regulation in higher education contexts. The study employs a scoping review approach to map existing literature and current implementations, identifying key concepts and gaps in the research community. Furthermore, it investigates effective training methods for educators to ensure these tools are implemented to their fullest pedagogical potential. Through the analysis of case studies and current practices, the study demonstrates the transformative impact of LLMs in creating more inclusive and responsive educational experiences. The findings from this study provide key insights into how higher education institutions can better integrate LLMs, offering a framework for future research on the development of AI-driven educational tools.

*Considering Digital Pedagogies*

### Pedagogical Innovation in e-Learning: Effective Strategies for Transformative Digital Learning

Lina Higueras-Rodríguez, Assistant Professor, Didactics and School Organisation, University of Granada, Granada, Spain
Ana Isabel Invernon-Gomez, PDI, Educación, Universidad de Zaragoza, Murcia, Spain
José Manuel Ortiz-Marcos, Assistant Professor, Research Methods and Diagnosis in Education, University of Granada, Granada, Spain

This research is based on a systematic review that analyses the impact of innovative pedagogies in e-Learning environments, highlighting effective strategies to optimise digital learning. Using a PRISMA-based methodology, studies published between 2015 and 2024 in databases such as Scopus, Web of Science and Google Scholar were examined. The findings show that approaches such as Project Based Learning (PBL) favour autonomy and knowledge retention, while the Flipped Classroom model enhances personalisation and participation in virtual environments. Gamification has also been shown to increase student motivation through the use of rewards and challenges, and the incorporation of artificial intelligence and learning analytics allows for greater adaptation of content according to individual student progress. The role of online collaborative learning is also highlighted, where tools such as forums and wikis favour the collective construction of knowledge. In conclusion, innovative pedagogies have proven to be key to improving the e-learning experience and outcomes, although their effectiveness depends to a large extent on instructional design and access to appropriate technologies. It is suggested to continue exploring the potential of artificial intelligence and hybrid methodologies to optimise teaching in digital environments.

*Considering Digital Pedagogies*

### Using Digital Pedagogies for Student Engagement and Fostering Equity in Higher Education

Carol Laman, Instructor, Educational Studies, Purdue University Global, Indiana, United States

Digital tools have been a part of the classroom landscape in elementary and secondary schools over the past decade. Higher education professionals are discovering that they must continue this trend and embrace digital pedagogy practices to achieve high student engagement and foster equity. This paper shares research showing how digital pedagogies improve student outcomes. It also shares innovative tools and techniques to promote engagement and to help ensure equitable access to learning. The paper discusses how to balance these digital teaching strategies with more traditional methods.

*Considering Digital Pedagogies*

## Friday, 25 April

08:00-09:20 **PARALLEL SESSIONS**

**Virtual 2**

### Project-based Learning in Higher Education Online Courses: A Case Study for Enhancing Rapport and Engagement

Susan Watson, Clinical Associate Professor, Department of Multidisciplinary Innovation, University of North Texas, Texas, United States
Miranda Williams, Clinical Assistant Professor, Department of Multidisciplinary Innovation, University of North Texas, Texas, United States

Project-based learning delivered in online courses faces technological, social, and engagement challenges. To maximize the success of integrating project-based learning in online courses, various rapport and feedback techniques were introduced, along with several engagement strategies, to examine which techniques provided the most impact. A descriptive case study, with a single holistic design, was utilized to explore the use of these high-impact practices when using project-based learning in online social science courses. Observation, interview, and document review were used to evaluate the effectiveness of the approaches, along with direct interpretation and narrative analysis. Results identified the highest impact practice examples to build rapport, which include communicating expectations and creating opportunities for students, peers, and instructors to connect. High-impact engagement practices were identified for modifying content, such as offering multi-modal content and assignments, team-building strategies, cultural and accessible modifications, and external partnerships integration. High-impact feedback strategies were outlined for students, peers, instructors, industry and community partners, and the public. The implications of this study can be used for stepwise implementation of project-based learning into online courses while maximizing rapport and engagement of learners based on strategies most valued by digital learners.

*New Digital Institutions and Spaces*

### Integrating AI tools into HE Curriculum Design: Influence on the Design Process, Student Learning Outcomes, and Perceptions of AI in Creative Practices

Carlo Convertini, Lecturer in Interior Design / Architecture, Architecture, Cardiff Metropolitan University, Cardiff [Caerdydd GB-CRD], United Kingdom

This study investigates the integration of AI tools into higher education curriculum design for interior design, exploring the interplay between manual and digital skills, and the potential impact of AI on design workflows. The research employs a mixed-methods approach, including surveys, first-hand engagement, and literature review, to examine student and practitioner perspectives on AI adoption in interior design education and practice. Findings reveal a high level of interest in AI tools among interior design students, with 89% expressing eagerness to experiment with AI-assisted design. However, the study highlighted a significant knowledge gap, with 62% of respondents reporting limited familiarity with existing AI solutions. The study identifies key applications of AI in interior design, including rapid visualization, concept generation, and material recommendations. Notably, while AI tools show promise in enhancing certain aspects of the design process, they are not perceived as substitutes for core design skills, with only 28% of users reporting significant productivity improvements (Chen & Nguyen, 2023). Challenges in AI adoption include accuracy issues, lack of user control, and difficulty in interpreting complex design requirements. The research concludes that while AI tools have the potential to augment creative processes in interior design, their integration into curricula and professional practice requires careful consideration of human-AI collaboration models. These findings suggest that future development of AI tools for interior design should focus on improving accuracy, user control, and seamless integration with existing design workflows.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Artificial Intelligence through the Looking Glass: Stories and Biases

Lan Dong, Professor, English and Modern Languages, University of Illinois Springfield, Illinois, United States

Using quantitative and qualitative data from an online asynchronous class taught in the Learning Management System Canvas, this paper considers the pedagogy of incorporating AI, focusing on confronting bias and unreliability in AI-generated results and assessment and evaluation of AI-assisted content in the study of literature. In spring 2024, my World Literature: Folk and Fairytales class asks students to use a free generative AI program to generate a folk or fairy tale of no more than 500 words with international elements and to write an essay of 500 words analyzing the biases (or lack thereof) of the AI-generated tale and reflecting on the potential benefits and/or pitfalls of using generative AI. The prompt provides resources such as the “Quick Start Guide to AI and Writing” compiled by the Modern Language Association–Conference on College Composition and Communication Joint Task Force and “How to Cite Generative AI in MLA style” to introduce the basics of incorporating AI in the study of literature and writing. This study examines assignment design and assessment as well as student responses and reflections. On the one hand, it addresses the importance of introducing AI in an educational setting, where students can explore new technology through a low-stake assignment while contributing to building an interactive and inclusive virtual learning community. On the other hand, it discusses the careful guidance needed in order to help students hone critical thinking, reading, and writing skills with a focus on analyzing biases of different kinds.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Efficacy of Simulation Artificial Intelligence in Supporting Student Success

Rivka Molinsky, Associate Dean of Students and Innovation, School of Health Sciences, Touro University, New York, United States

This study was on using a platform that enables harnessing the power of artificial intelligence and virtual reality to act as an interactive tutor to support student success. The platform augmented reality virtual assistant utilized as a tutor for all of one semester content in a professional health sciences program This innovative platform has established a way to ensure responses to student queries are only from the content provided by the subject matter experts. This pilot study included a cohort with access to the Artificial Intelligent/Virtual Reality tutor and a cohort with human virtual tutors, enabling a comparative analysis of the two methods in supporting student success. This paper provides the results related to student satisfaction and usage provided by the company. In addition, comparative analysis between human tutors and artificial intelligent tutors. Finally, participants will learn about the tool that ensures accuracy of content for the purpose of tutoring students.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

## Friday, 25 April

08:00-09:20 **PARALLEL SESSIONS**

**Virtual 3**

### From Passive Consumption to Active Collaboration: Empowering Students through Human-AI Team Learning Models

Hang Yuan, Assistant Professor, Art and Design, University of Southern Indiana, Indiana, United States

Artificial intelligence (AI) is becoming a regular part of classrooms, offering new ways to enhance learning. Yet, many AI tools still focus on delivering content, which can limit student engagement. The Human-AI Team Learning (HATL) model encourages a different direction, where students interact with AI as a collaborative partner. This model helps future educators design learning experiences that promote curiosity, critical thinking, and creativity. The HATL model is built on five key principles that make human-AI teamwork meaningful. First, aligned learning goals ensure that AI supports what students want to achieve, keeping learning purposeful. Second, context-aware interaction means AI can respond to students based on where they are in their learning journey. Third, adaptability allows AI to adjust as students grow and their needs evolve. Fourth, reflection and guidance, led by educators, help students think critically about AI suggestions, encouraging ethical and thoughtful decision-making. Finally, support for student autonomy empowers learners to take charge, using AI to explore, solve problems, and make informed choices. This process transforms how students engage with technology. Learning becomes a collaborative process where students actively shape their experience, develop critical skills, and prepare for a world where working alongside AI is increasingly common.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Is Argument Visualization Effective? : Exploring the Use of Argument Visualization in Coaching Argumentation in Higher Education

Daniel Chang, Lecturer, Faculty of Education, Simon Fraser University, British Columbia, Canada
Michael Lin, Assistant Professor, Faculty of Education, Mount Saint Vincent University, Nova Scotia, Canada

Argument mapping has been widely recognized as an effective tool for enhancing critical thinking and reasoning skills in higher education. This study compares student performance across two semesters—one in which students constructed argument maps using a traditional PowerPoint-based approach and another in which they employed DMap (Dialectical Map), an open source specialized digital tool designed to support structured argumentation. Preliminary findings indicate statistically detectable but modest differences in essay writing performance, with students using DMap demonstrating better quality of argument in final essays. Survey responses further reveal that, despite encountering some technical challenges, students generally perceive argument mapping as beneficial for visualizing complex reasoning structures and improving their analytical skills. These findings suggest that integrating digital tools like DMap into argument mapping pedagogy may provide a more effective method of fostering structured reasoning and critical engagement with complex controversial topics. Further research is needed to explore long-term impacts and instructional strategies to optimize the use of argument-mapping tools in higher education.

*Considering Digital Pedagogies*

### Artificial Intelligence and Pedagogical Innovations in Inclusive Education: A Systematic Review

José Manuel Ortiz-Marcos, Assistant Professor, Research Methods and Diagnosis in Education, University of Granada, Granada, Spain
Ana Isabel Invernon-Gomez, PDI, Educación, Universidad de Zaragoza, Murcia, Spain
Lina Higueras-Rodríguez, Assistant Professor, Didactics and School Organisation, University of Granada, Granada, Spain

The use of artificial intelligence (AI) in early education has opened up new possibilities for the inclusion of students with disabilities, facilitating their access to content and promoting adaptive teaching methodologies. This research presents a systematic review of the literature on AI-based pedagogical innovations for students with disabilities, with the aim of analysing trends, challenges and opportunities in this field. For this purpose, an exhaustive search was conducted in academic databases such as Scopus, Web of Science and ERIC, using Boolean operators (AND, OR, NOT) and keywords such as ‘artificial intelligence’, ‘inclusive education’, ‘adaptive learning’ and ‘assistive technologies’. Articles published in the last decade (2014-2024) were included, prioritising empirical studies and reviews that evaluated the impact of AI on the learning of students with sensory, cognitive and motor disabilities. The findings highlight the development of tools such as intelligent tutoring systems, virtual assistants with natural language processing, accessibility applications with voice and image recognition, and personalised learning environments. However, challenges such as the digital divide, lack of teacher training and ethical implications related to the use of sensitive data are also identified. This literature review contributes to the understanding of the role of AI in inclusive education, providing a theoretical and empirical basis for future research and pedagogical practices that seek to ensure more equitable and accessible education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Comparative Analysis of Feedback on Written Assignments: Google Gemini vs. Co-Pilot and the Role of Prompt Engineering

Irum Naz, Assistant Professor, College of General Education, Communications, University of Doha for Science and Technology, Ad Dawhah, Qatar
Rodney Robertson, Lecturer, College of General Education, University of Doha for Science and Technology, Qatar

This study compares the effectiveness of two leading AI platforms, Google Gemini and Co-Pilot, in providing feedback on written assignments. As AI tools become integral in education, understanding their strengths and limitations is essential. Grounded in Constructivist Learning Theory, Cognitive Load Theory, and Feedback Intervention Theory, this research evaluates the feedback mechanisms of each AI system. The study also examines the impact of prompt engineering on feedback quality. Using a mixed-methods approach, combining quantitative analysis and qualitative insights from user experiences, the research identifies distinct characteristics of each platform. The findings reveal varying degrees of alignment with educational principles, highlighting the critical role of prompt design in optimizing AI-generated feedback. This study provides valuable insights for educators, developers, and policymakers on utilizing AI technologies to enhance student learning outcomes.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

## Friday, 25 April

08:00-09:20 **PARALLEL SESSIONS**

**Virtual 4**

### Lecturer Perspectives in Using ChatGPT: Insights from Different Generations

Serkan Boyraz, Assistant Professor, Educational Sciences, Aksaray University, Aksaray, Turkey

The integration of artificial intelligence (AI) in education is rapidly transforming teaching and learning practices. Among AI tools, ChatGPT has gained significant attention for its potential to assist in content generation, student engagement, and instructional design. However, lecturers' perspectives on its use may vary depending on generational differences in technology adoption, pedagogical approaches, and digital literacy. This study explores how lecturers from different generations perceive and utilize ChatGPT in higher education. Drawing on qualitative data from semi-structured interviews with lecturers across diverse age groups, we examine their attitudes, concerns, and strategies for integrating AI into their teaching. Findings indicate that while younger lecturers tend to embrace ChatGPT as an interactive and time-saving tool, more experienced lecturers often approach it with caution, emphasizing academic integrity and critical thinking challenges. Additionally, differences emerge in the perceived benefits, such as workload reduction, student support, and curriculum design. The study also highlights concerns regarding AI's impact on authentic learning and assessment reliability. These insights provide a nuanced understanding of how generational factors influence AI adoption in academia, offering recommendations for professional development and institutional policies. By fostering dialogue between generations, universities can create a balanced approach to AI integration that supports both innovation and academic rigor.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI in Early Learning Environments: Enhancing Development While Safeguarding Ethics

Jessie Ming Sin Wong, Assistant Professor, Program Leader of Early Childhood Education, Hong Kong Metropolitan University, Hong Kong

Artificial intelligence (AI) is transforming early childhood education, offering innovative ways to personalize learning, foster inclusivity, and empower educators. This study examines the practical applications of AI in early learning environments, grounded in established theoretical frameworks such as constructivist learning theory, ecological systems theory, and developmentally appropriate practice. It highlights how AI can support diverse learners, detect developmental challenges early, and enhance play-based learning, while also addressing pressing ethical concerns like privacy, algorithmic bias, and the developmental impacts of excessive technology use. Drawing on practice research, the paper provides actionable strategies for integrating AI responsibly. These strategies emphasize developmentally appropriate design, cultural competence, transparency, and ongoing ethical oversight. Through this balanced approach, the study envisions a future where AI enriches early childhood education while safeguarding the rights and well-being of young learners.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI as Co-trainer: Exploring the Boundaries of Human-AI Pedagogical Collaborations

Francisca Onaolapo Oladipo, Vice-Chancellor, Thomas Adewumi University, Nigeria, Kwara, Nigeria

The rise of artificial intelligence (AI) in education presents unprecedented opportunities for transforming teaching and learning processes. As AI shifts from a tool to a collaborator, its potential to co-form, guide, and enhance educational experiences raises essential questions about its role in pedagogy. This paper examines the boundaries of human-AI pedagogical collaborations, discussing how AI can support human educators, adapt to diverse learner needs, and redefine the essence of teaching and mentorship. Case studies and frameworks are presented to highlight the opportunities and challenges in integrating AI as a co-formator in education. The paper answers the following questions: (1) How can AI act as a co-formator in education? (2) What boundaries exist in human-AI pedagogical collaborations? (3) How do we preserve the essence of human mentorship in an AI-enhanced system?

*Considering Digital Pedagogies*

09:00-10:30 **PARALLEL SESSIONS**

| Friday, 25 April | |
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| 09:00-10:30 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Conference Opening and Welcome**<br>**Please join the Research Network Chair, local host and other members of the Research Network to open the conference.** |

| Friday, 25 April | |
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| 09:00-10:30 | **PARALLEL SESSIONS** |
| | **Plenary Session and Discussion with William Cope and Mary Kalantzis**<br>**Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: New Learning: Elements of a Science of Education,Cambridge University Press, 2008 (2nd edition, 2012); Ubiquitous Learning, University of Illinois Press, 2009; Towards a Semantic Web: Connecting Knowledge in Academic Research, Elsevier, 2009; Literacies, Cambridge University Press 2012 (2nd edition, 2016); A Pedagogy of Multiliteracies, Palgrave, 2016; and e-Learning Ecologies, Routledge, 2016.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |
| 09:25-10:45 | **PARALLEL SESSIONS** |
| | **Designing a Pedagogically Consistent Rubric for High School Writing and Science: Integrating NGSS, Common Core, and Knowledge Processes**<br>Vania Castro, Student, Teaching Assistant Professor, University of Illinois Urbana-Champaign, Illinois, United States<br>Raigul Zheldibayeva, Lecturer, Zhetysu University, Kazakhstan<br>Ana Karina de Oliveira Nascimento, Professor, Department of Foreign Languages, Universidade Federal de Sergipe, Brazil<br>Since 2022, with the launch of ChatGPT, artificial intelligence has been a hot topic, especially in education. Focusing on the educational environment, much has been asked about the implications of the popularization of AI tools. Drawing from teaching and research experiences, this study shares initial observations on a research project that aligns with these considerations. The research proposes to work on generative AI (GenAI) to provide feedback to high school students in the United States through an educational platform called CGScholar. To do so, GenAI is used in a very guided way, following a specific rubric to provide feedback to students' writing that is consistent with the curriculum. Thus, in designing the research, a rubric is essential to measuring the quality of the GAI feedback provided. To do so, the authors of this proposal worked on a specific rubric that combined the content expected by students both from the Generation Science Standards (NGSS) and The Common Core Writing Standards, since these are national guidelines for high school students' writing and science development. Thus, in this paper we focus on the ongoing research, mainly on the process of creating a rubric that corresponds, in terms of pedagogy, to the knowledge processes part of the multiliteracies pedagogy by Kalantzis and Cope (2015, 2023), which involves experiencing, conceptualizing, analyzing and applying. Therefore, we pshare the research experience and its early results, especially considering that using a rubric in GAI environments can be a crucial pedagogical decision.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 09:25-10:45 | **PARALLEL SESSIONS** |
| **Virtual 1** | |

### The Impact of Artificial Intelligence on Art Education: A Narrative Review

Sheng Kuan Chung, Professor, Curriculum and Instruction, University of Houston, Texas, United States

The emergence of artificial intelligence (AI) has opened up a world of possibilities for transforming and revitalizing art education. This comprehensive review explores how AI-enabled technologies can be harnessed to enhance art pedagogy and curriculum, fostering creative expression, critical thinking, and social awareness among the next generation of artists and consumers of visual culture. By leveraging data analytics, AI can help identify successful teaching methods and personalize instruction to cater to individual learning needs. Immersive technologies such as Virtual Reality (VR) and Augmented Reality (AR) can be employed to create engaging and interactive learning experiences that captivate students and deepen their understanding of art. Furthermore, this review investigates the potential of AI in addressing issues of equity and social justice within art education. AI-powered platforms can provide a voice to marginalized populations and promote inclusivity by facilitating personalized learning and empowering underrepresented groups. However, the review also acknowledges the need for art educators to carefully consider the ethical implications of integrating AI into their teaching practices. As we navigate this new frontier, it is crucial to examine the potential challenges associated with AI in art education to ensure that its implementation aligns with the goal of fostering an inclusive and equitable learning environment. This comprehensive review ultimately underscores the exciting potential of AI to nurture creative individuals while emphasizing the importance of a thoughtful and responsible approach to its integration into art education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Using Artificial Intelligence to Facilitate Creative and Therapeutic Songwriting

Catherine Wilson, Coordinator of Music Education and Graduate Studies, Music Department, Western Kentucky University, Tennessee, United States

Songwriting has been used in music education and music therapy to facilitate learning about musical form, elements, creative expression, expressing emotions in a socially acceptable way, and healing from a challenging past. This study focuses on using AI to help songwriters express what they want to say in their lyrics by generating ideas, finding rhyming words, metaphors and synonyms, creating rhythmic patterns, melodies and harmonies, and getting feedback from others to refine their original work.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Resistance versus Acceptance of the Use of Artificial Intelligence in Teaching and Learning: Statement, Ethical Issues and Prospects for Education and Training

Coulibaly Nonlourou Marie Paule, CEO - Professional trainer, T, FACE DEVELOPMENT Consulting, France

Since the Open Inteligence Artificial (AI) ChatGPT was published at the end of November 2022 (Bisi et al., 2023), a number of questions and concerns have fuelled discussions and reflections on its use by learners. In a context where the pedagogical models of teaching and assessment have not changed, the inclusion of automated tasks and new interpretation operators and proof procedures (Ganascia, 2022) poses a problem for the assessment of skills and the accuracy of the results produced by AI . Our reflections focus, on the one hand, on how teachers, students and parents view the use of AI for teaching practice and the production of academic work and, on the other hand, on the ethical issues and development prospects for education. If the use of AI in education is inevitable, to what extent can it be a tool to help education? The qualitative study based on the literature review and a survey of teachers, students or learners and some parents was inspired by an epistemological approach to first identify perceptions of the use of AI in education, then to establish links with the use or non-use of AI in the production of academic work and finally to examine its implications in education. It emerges that the challenges require a gradual adaptation of teaching pedagogical models and student performance assessment methods to the rapid evolution of digital technology. Similarly, existing educational theories need to be reassessed and innovative AI-supported learning strategies regulated by ethical standards need to be proposed.

*Considering Digital Pedagogies*

### Building a Resume with an AI Advantage

Dean Jensen, Assistant Professor, Computer Science and Information Systems, Elmhurst University, Illinois, United States

The digital landscape has evolved rapidly, and so have the expectations for job seekers, especially among students who are at the cusp of entering the professional world. In this context, the importance of a well-crafted resume cannot be overstated. Traditional methods of resume building, however, often fail to provide students with the personalized guidance and nuanced insights necessary to stand out in a competitive job market. This presentation introduces a novel Web application designed to address these challenges by leveraging the power of Generative AI. Our Web application, "AI Resume Builder," utilizes cutting-edge Generative AI technology to assist students in creating professional, tailored resumes that reflect their unique skills, experiences, and career aspirations. The AI-driven platform guides users through every stage of the resume-building process, offering real-time suggestions for content, layout, and wording based on industry standards and job-specific requirements. In this presentation, we delve into the design and development process of the application, highlighting the key features that set it apart, such as its intuitive user interface, dynamic content generation, and customizable templates. By the end of the session, attendees will gain insights into the transformative potential of AI in resume creation, as well as practical knowledge on how to integrate similar technologies into their own educational or professional environments.

*New Digital Institutions and Spaces*

| Friday, 25 April | |
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| 09:25-10:45 | **PARALLEL SESSIONS** |
| **Virtual 4** | |

### AI with Regular and Substantive Interaction: Two Faculty Learning Communities

Andrée Leighton, Faculty/Director, Political Science/Academic Innovation and Creativity, Mount Saint Mary's University, Los Angeles, California, United States

This innnovation showcase will highlight the experience facilitating two faculty learning communities (FLCs) related to teaching with AI and RSI (Regular and Substantive Interaction). In total eighteen faculty participated from a wide range of disciplines ranging from the humanities and social sciences to STEM. The FLCs explored themes of responsible AI use in pedagogy and student work and using RSI as a means to address concerns and shortcomings of AI. Among the best and essential responses to AI is our humanity and interactions with our students and each other. The showcase also shares examples of faculty assignments and activities with students, and how students responded.

*Considering Digital Pedagogies*

### Using AI for the Design of Immersive Learning Scenarios with Twine: Enhancing a Nurse Education Course

Jeffrey Jones, Digital Learning Specialist, Teaching and Learning Center, Oregon Health & Science University, Oregon, United States
Kevin Guevara, Instructional Technologist, Teaching and Learning , New York University, United States
Michael Coriasco, Instructor, School of Nursing, Oregon Health and Science University, United States

In the rapidly evolving landscape of digital education, generative AI presents a transformative potential for creating immersive and personalized learning experiences. This project focuses on the design and implementation of an interactive learning scenarios for students in a Master of Nurse Education program, utilizing Twine as the delivery platform. The scenario integrates AI-generated narratives within an HTML framework into the existing learning management system. The objective is to enhance critical thinking and decision-making for nurse educators in designing learning experiences. The usefulness of the scenarios will be evaluated through surveys administered to students enrolled in the course. These surveys will assess their potential value, its impact on learner engagement and achievement, and its effectiveness in enhancing decision making skills for nurse educators. We report on these results in our session. By navigating the intersection of AI technology and nursing education, this project demonstrates how generative AI can reshape learning paradigms and contribute to the advancement of healthcare education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### An Investigation of Teacher Identity Changes and Challenges of Short-term Internship in an International Education Setting

Ying Ti Wang, Graduate Student, English, National Cheng Chi University, Taichung, Taiwan

International internships are considered as an effective way for college students to learn foreign language and develop professional skills at the same time, and more and more college students apply for being an international intern to polish their abilities. The major purpose of this study is to investigate how the international internship experience from college period shape or change the teacher identity construction of two international educators anonymized as Darlene and Aurora. A narrative inquiry approach will be adopted in this study. Data include journal, daily conversations, reflectional documents, and three semi-structures interviews. The participants' experiences are divided into three parts to investigate: before the internship, during the internship, and after the internship. By analyzing the data, the difficulties the participants encountered, and the changes found in the foreign context are discussed. According to the documents collected so far, it can be found that the two participants hold different attitudes toward the uncertainty and culture issues to deal with the difficulties. The process of being an international intern teacher led them to reflect about their identity and culture. Finally, the study provides people who are interested in being international intern teachers some data to see how to help the interns and language instructors.

*Designing Social Transformations*

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| 09:25-10:55 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 09:25-10:55 | **PARALLEL SESSIONS** |
| **Virtual 1** | **New Ways**<br><br>**Beyond Words: A Guide to Communication and Teaching Redefined with the Dynamic Voice of Artificial Intelligence**<br>Dena Aucoin, Faculty, Professional Studies, Purdue Global, Michigan, United States<br>Tyler Sorg, Professor, General Education, Purdue University Global, Indiana, United States<br>Dorothy Williams, Professor, College Social & Behavioral Sciences, Purdue University Global, United States<br>In this engaging session designed for educators and their students, the primary goal is to empower learners to collaboratively construct compelling speeches with the assistance of artificial intelligence (AI). We can all harness the capabilities of AI as a valuable comparative tool, gaining insights into crafting effective communication while discerning the unique human touch that personalizes speech writing beyond the capabilities of AI. By utilizing AI, participants will navigate the intricacies of speech development, learning to recognize not only what to include but also the nuances of what is best left unsaid. Emphasizing the irreplaceable role of personalization in speechwriting and presentations, this session underscores that, while AI excels in providing structural guidance, the art of tailoring communication to individual contexts requires a distinct "human" finesse. This comprehensive approach aims to equip educators and their students with a nuanced understanding of AI's role in speech and presentation development, emphasizing its potential as a supportive tool rather than a substitute for human ingenuity. By navigating the dynamic interplay between humans and AI, this session provides a unique learning opportunity to refine communication skills and empower educators with innovative strategies for integrating technology into the art of persuasive expression.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 09:25-10:55 | **PARALLEL SESSIONS** |
| **Virtual 2** | **Reimagining Assessment with AI: Personalized Feedback and Transformative Evaluation**<br>Melissa Stefanko, Lecturer, Education, Saint Xavier University, Illinois, United States<br>Reimagining assessment with artificial intelligence opens new possibilities for personalized learning, equitable evaluation, and actionable feedback. This workshop explores how AI tools can transform traditional assessment methods, that responds to individual student needs. AI driven formative and summarize assessments can be streamlined to enhance teaching. Attendees will leave with practical strategies to integrate AI into classrooms, fostering meaningful and transformative learning outcomes.<br>*Considering Digital Pedagogies* |

| Friday, 25 April | |
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| 09:25-10:55 | **PARALLEL SESSIONS** |
| **Virtual 3** | **Poster Session** |
| 10:30-10:50 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 10:30-10:50 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 11:00-12:20 | **PARALLEL SESSIONS** |
| | **Enhancing Learning Through Synergy: AI and Peer Feedback in Higher Education**<br>Christopher Hughes, Adjunct Instructor, General Studies, The University of the People, United States<br>Akash Saini, Teaching Assistant, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, United States<br>This study investigates students' perceptions of feedback from Generative Artificial Intelligence (GenAI) and human peers in cyber-social learning environments. The research aims to understand the effectiveness of different feedback mechanisms in dynamic educational spaces where digital platforms and social interactions converge. This study contributes to the ongoing discourse on integrating digital tools in education, with implications for educational design and practice in the evolving cyber-social learning landscape. This research employs a mixed-methods approach using structured surveys containing quantitative rating scales and qualitative open-ended items. The study was conducted at an American university in Spring 2024, involving 86 participants from various degree programs within the College of Education. Findings reveal nuanced student perspectives on the strengths and weaknesses of both feedback types, with AI reviews perceived as higher quality and more useful, while actionability was comparable between AI and human reviews. The study's limitations include its context-specific nature and the use of a particular learning platform. This research provides empirical evidence to inform the development of effective feedback strategies in cyber-social learning environments, suggesting that a combination of GenAI and human-generated feedback could offer the best of multiple qualitatively different types of intelligence.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 11:00-12:20 | **PARALLEL SESSIONS** |
| **Virtual 1** | |

### A Framework for Optimising Generative AI Interactions in Undergraduate Education

William Ko Wai Tang, Acting Head of Education and Assistant Professor, Education, Hong Kong Metropolitan University, Hong Kong

Prompt engineering involves the strategic formulation of clear and structured instructions to optimise interactions with generative AI. As AI technologies become increasingly integrated into educational practices, it is essential for educators to understand how to effectively guide these systems to enhance teaching and learning outcomes for undergraduate students. This study proposes a comprehensive theoretical framework that integrates established models, focusing on equipping educators with the necessary skills to assess and improve their prompt engineering practices. By examining the principles underlying these frameworks, the proposed model emphasises key competencies such as clarity, specificity, and iterative refinement. Through the development of this framework, the study seeks to provide insights into how prompt engineering can be systematically integrated into undergraduate education curricula.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI and the Art of Collaboration: When Machines Meet Human Creativity

Shalom Yabilsu, Assistant Professor, Visual and Media Art, Grand Valley State University, Michigan, United States

As artificial intelligence (AI) becomes increasingly ingrained in creative industries, its role in education presents challenges and opportunities. While AI is often framed as a threat to originality and academic integrity, it also holds the potential to be a powerful tool for creative collaboration. This paper examines how AI can serve as an active participant in the creative process through a case study in a non-graphic design classroom. By integrating AI-assisted design into an academic project, this study explores how students interact with generative AI tools, navigate ethical concerns, and critically engage with emerging technologies. Beyond the technical exploration, the project became a platform for broader discussions about authorship, intellectual property, and the ethical implications of using AI-generated content. Key questions emerged, such as whether selecting and modifying AI-generated images constitutes original work or whether presenting AI-generated outputs without attribution is a form of plagiarism. These discussions highlighted the necessity of developing AI literacy in educational settings, ensuring students understand both the creative potential and ethical responsibilities of AI-assisted work. This case study highlights the importance of actively engaging with emerging technologies rather than shying away from them. Rather than positioning AI as a disruptive force that diminishes creativity, this approach reimagines AI as a collaborative partner—one that, when used thoughtfully, enhances creative expression and expands the boundaries of academic and creative exploration.

*Considering Digital Pedagogies*

### Generative AI in the English Classroom

Mark Mabrito, Professor, English, Purdue University Northwest, Indiana, United States

The role of generative artificial intelligence (GenAI) in the classroom has sparked divergent opinions among educators, especially in English classrooms. While these tools suggest substantive implications for content creation, educators question whether they belong in classrooms and raise concerns regarding academic integrity and plagiarism. However, GenAI can be a powerful tool for creating content in a classroom environment where students learn to interact with GenAI better to understand the limitations and possibilities of this medium. Substantively introducing GenAI in an English classroom comes with risks; however, not doing so may deprive students of skills needed for future careers. Since GenAI models seem poised to stay, faculty now must consider how we can teach students to use these tools ethically and functionally. If we introduce these models in the classroom, what are our expectations for how students interact with them? Is it acceptable for students to use GenAI for brainstorming and feedback rather than producing content? If a student collaborates with GenAI in some fashion to create content, are we abandoning critical thinking in the classroom? Are there any circumstances under which GenAI might be acceptable as a collaborator or co-creator of student content? I present a theoretical model for integrating GenAI into an English classroom.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

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| 11:00-13:30 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 11:00-13:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Case Study: Affiliated Industrial Vocational High School of NCUE**<br>**During the Case Study in the afternoon, we´ll visit the campus of the Affiliated Industrial Vocational High School of NCUE where the teachers will demonstrate how AI tools are being used in their classrooms.This school comprises four vocational clusters, in ten departments with eleven classes, plus four Comprehensive Senior High classes, totaled forty-five classes. More than 220 faculty and staff members, and 1800 students enrolled. There is an evening continuation program. To upgrade the learning effectiveness, this school continuously enriches the teaching facilities. In practice, this school develops department-based curriculum in accordance with curriculum standards and departmental features. It cultivates students' professional skills and knowledge, establishes safety and sanitary concepts, and develops sound working attitudes. It also guides students to participate in skill certification tests and skills competitions, laying the basic professional competency in order to fulfill national educational objectives.In student affairs, it emphasizes students' life education and cultural heritage cultivation and patriotism, it also encourages students to take active parts in student clubs to promote multiple adaptive learning.The library not only increases the collection of audio-visual materials, books, periodicals and reference materials related to industrial education, but also provides a comfortable place for students to review what they learned in class and to absorb new information and knowledge.** |

| Friday, 25 April | |
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| 11:00-13:30 | **PARALLEL SESSIONS** |
| | **Lunch** |
| 13:30-14:30 | **PARALLEL SESSIONS** |
| | **Online Behaviors in Higher Education in a Muslim-Majority Country: Lessons from a Nation-Wide Multisite Study in Qatar**<br>Alan S. Weber, Professor, Premedical, WCM-Q, Ar Rayyan, Qatar<br>Byrad Yyelland, VCUarts Qatar<br>Robert Bianchi, Associate Professor of English, Liberal Arts and Sciences, VCUarts Qatar, Qatar<br>Qatar reported an internet penetration rate of 99.0% in 2024 with 2.7 million internet users, indicating almost universal access to internet services. Online learning is now widespread in Qatar Higher Education Institutions (HEIs), particularly after the COVID-19 pandemic. However, student learning outcomes and student behaviours in virtual environments–such as collaboration, privacy and confidentiality, cooperation, and affective, cognitive and behavioural engagement–have been little studied in the Muslim-majority context. The authors conducted a multi-site national mixed-methods research project from 2020-2024 to understand online behaviours among HEI students in Qatar in virtual learning environments. The object of the translational research was to transfer knowledge of the patterns of student online behaviours into best practices pedagogy in Muslim-Majority countries. Findings from this study were applied to a national training workshop for online instructors in 2023. The researchers conducted qualitative analysis of expert opinion, questionnaires, and in-depth focus groups of both faculty and students in Qatar HEIs (i.e. 22 student groups, n=95). Results were that: 1) synchronous video-conferenced class rooms were the norm, with Learning Management Systems as the primary software tool; 2) privacy ethics were of great concern to both faculty and students (specifically women) due to Islamic modesty norms; 3) camera policies in videoconferenced classrooms impacted student learning and behaviours; 4) studying at home presented novel learning challenges due to Gulf gendered interior domestic spaces; 5) covering of women (hijab) and reconfiguring of the home space to accommodate education were also frequently cited themes in the qualitative data.<br>*Considering Digital Pedagogies* |

| Friday, 25 April | |
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| 13:30-14:30 | **PARALLEL SESSIONS** |
| **Meeting Room (2nd Floor), EL Building** | |

### AI in Secondary Education: Understanding Taiwanese Teachers' Acceptance and Integration of AI Technologies

Shu Jhen Han, Teacher, English, Mingdao High School, Taiwan
Chiao Chu Chu, Teacher and Section Chief of Reader Services, Hong Wen Senior High School, Taiwan

The rapid advancement of artificial intelligence (AI) has the potential to transform education by reshaping teaching methodologies, automating routine tasks, and providing personalized learning experiences. As AI tools become increasingly integrated into classrooms, understanding educators' perceptions and adoption of these technologies is crucial for effective implementation. This study examines the perceptions and adoption of AI tools among Taiwanese junior and senior high school instructors, utilizing the Technology Acceptance Model (TAM) as a theoretical framework. Specifically, it investigates how factors such as anxiety, willingness, and perceived ease of use influence instructors' acceptance and integration of AI technologies across various subjects, including Chinese, English, mathematics, science, social science, and physical education. Data was collected through a TAM-based questionnaire designed to assess instructors' attitudes, experiences, and challenges related to AI adoption in the classroom. The findings provide valuable insights into the potential of AI to transform secondary education while identifying key facilitators and barriers to its effective implementation within the Taiwanese educational system. By examining instructors' perspectives, this study contributes to the growing body of research on AI in education and offers practical recommendations for policymakers, educators, and institutions to support teachers in effectively leveraging AI to enhance teaching and learning.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Social Emotional Learning and Academic Anxiety-Orientation: Mediating Effects of Self-Efficacy among Taiwanese and Macau High School Students, with the Moderating Effect of Kiasu

Iao Seng Cheang, Student, Doctoral Degree, National Tsing Hua University, Taiwan
Chih Hung Wang, professor, Institute of Education, National Changhua University of Education, Changhua, Taiwan

This study investigates the current state and differences in social emotional learning (SEL), academic anxiety, self-efficacy, and Kiasu among high school students in Taiwan and Macau. It examines the mediating role of self-efficacy and the moderating effect of Kiasu to understand the impact of SEL and academic anxiety on students. Using descriptive statistics, independent samples t-tests, one-way MANOVA, and hierarchical linear modeling, the research validates its hypotheses. The study aims to assist students in developing emotional management skills and coping strategies to reduce academic anxiety and enhance self-efficacy. Additionally, it explores Kiasu and its effects on students, facilitating the integration of related concepts into the curriculum with technological applications.

*Designing Social Transformations*

### Assessing Educational Leaders Who Are Trained to Practice a Supportive and Inclusive School Culture : Integrating AI Learning in Our Leadership Preparation Program

Douglas Hermond, Professor, Educational Leadership, Prairie View A&M University, Texas, United States
L.S. Spencer, Jr., Clinical Instructor and Program Co-Coordinator, Educational Administration, Prairie View A & M University, Texas, United States

The mission of our Educational Leadership department is to train educational leaders to meet the challenges of our schools, particularly those that struggle to meet standard academic expectations. Our investigation determined whether our leadership graduates are capable of optimizing the success of every student, as specified by the National Educational Leadership Program standards. Such organizational resilience occurs along three leadership skill dimensions: a. Leaders can use data to advocate for a supportive and inclusive school culture, b. They can evaluate educational resources, technologies, and opportunities that support the educational well-being of each student, and, c. They can advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices. Additionally, AI has become ubiquitous in the educational landscape, with educational leaders struggling to integrate AI into school curricula and instruction. To address this nascent challenge, we interjected the following queries: d. Did Leaders received competent guidance on leading schools to integrate AI into the learning and teaching process so each student can be successful? e. Can they apply practical solutions to educators so that they can balance the value and challenges of AI? Our survey of recent graduates indicate that our prospective leaders are adept at advocating for a supportive and inclusive school culture, and are competent at monitoring, cultivating, and advocating for culturally responsive instruction and behavior support practices among teachers and staff. The data also indicates that we are in the very early stages of preparing our leaders for the influence of AI in our urban schools.

*Designing Social Transformations*

| Friday, 25 April | |
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| 13:30-14:30 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | |

### How to Optimize Gen AI Tools in K-12 Mathematics Classes: An Investigation of K-12 Teachers Embodying ChatGPT 4.0 as a Student's Learning Partner in the U.S.A.

Hsuehi Lo, Associate Professor, Teacher Development, St. Cloud State University, Minnesota, United States

The study investigates K-12 teachers' levels of AI literacy and to identify the challenges and opportunities of implementing ChatGPT 4.0 in their math classes. ChatGPT 4.0 played the role as students' partner to create simultaneous prompting questions in their mathematics classes in the U.S.A. Research (Saclarides & Harbour, 2023) shows one-on-one interactive learning process vis-à-vis simultaneous prompting questions (Morse, 2023; Sönmez & Alptekin, 2020) produced high effective K-12 math learning outcomes. The study examines how Gen AI tools can support simultaneous prompting questions in one-on-one learning process in K-12 math classes. Fifty-three K-12 in-service teachers took an AI literacy survey as a baseline to prepare for their ChatGPT 4.0 training. Twenty K-12 teachers implemented inquiry-based model so students have self-learning time to work with ChatGPT 4.0's simultaneous prompting questions. After one month of ChatGPT 4.0 intertwined in math learning process, the twenty K-12 math teachers participated in the follow-up interviews to identify the challenges and opportunities of using ChatGPT 4.0 in their math classes. The findings show that significant challenges of using ChatGPT 4.0 are the limitation of understanding students' questions. K-12 math teachers agreed that ChatGPT significantly save their time so they can spend time in focused students. ChatGPT 4.0 provided more opportunities for K-12 teachers to improve math methods with AI. How K-12 teachers optimize AI tools in their mathematics methods and how AI algorithm can be trained by a neural network in different math classes is discussed.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Exploring the Limitations and Potential of Large Language Models in Junior High School History Education

Yun Jung Hsu, Student, Digtal Content and Technology, National Taichung University of Education, Taiwan

This study utilizes ChatGPT to evaluate the probability and specific topics of artificial intelligence hallucinations (AI hallucinations) in junior high school history subject using contemporary large language model technology. Furthermore, it explores whether large language models can become a reliable learning tool that students can trust at this stage. Because large language models possess multiple abilities that learners must achieve in the cognitive field, they have been widely used in teaching to improve students' learning efficiency. However, when large language models generate text, they may produce answers that are inconsistent with the facts due to variations in training datasets across languages. This situation is called "AI hallucination". History is a subject that emphasizes local knowledge and culture. The traditional culture or proper nouns involved may never have appeared in the language model's training datasets, thereby increasing the probability of AI hallucinations and potentially affecting students' learning. Therefore, this study uses the item bank of the National Academy for Educational Research to test and quantify the probability of AI hallucinations occurring when answering questions in ChatGPT. The results show that the probability of AI hallucinations in each unit of Taiwanese history ranges from 1.54% to 10.77%.Therefore, in the humanities and social science subjects, as the amount of digital text in artificial intelligence training increases, the probability of hallucinations can be significantly reduced, thereby improving the quality of generated content for educational use.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI and the Future of Education: The New Normal in Education

Greg Evans, Professor, Graduate School of Business, University of Maryland Global Campus, Okinawa, Japan

This paper explores the findings of a survey on attitudes toward Artificial Intelligence (AI) and its transformative impact on education, student recruitment, and retention. Leveraging a convenience sample of LinkedIn.com members, the study utilized SurveyMonkey.com for data collection and analysis. A literature review of Theories of Digital Learning reveals a lack of consensus on the optimal theoretical framework for this emerging educational modality. The paper further examines the intersection of AI and academic integrity, offering actionable strategies for educators to navigate this evolving landscape. By bridging empirical insights with theoretical considerations, this work provides a critical foundation for understanding and shaping the role of AI in the future of education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Friday, 25 April | |
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| 13:30-14:30 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **Enhancing Business Writing - Integrating Multimodal Strategies and AI Tools: Exploring the influence on Critical Thinking and Engagement in Business Writing**<br>Ying Huang, Student, Graduate, NKUST National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan<br>Paul Butler, Student, PhD, National Kaohsiung University of Science and Technology, Taiwan<br>This study uniquely integrates a multimodal approach with AI-assisted learning strategies to detect the possible chance to activate critical thinking. It enables nearer real-world scenarios to improve students' writing proficiency and engagement. A pilot case study involving four graduate students was conducted over three hours, including a pre-test, post-test, reflection reports that detailed their observations, viewpoints, and AI-related feedback analysis. The multimodal methods, such as video clips, PowerPoint demonstrations, and deliberate text interpretation, mainly focus on writing tone, style, and tackling methods. AI tools—Grammarly for grammar accuracy, ProWritingAid for clarity, style, and Voyant Tools for vocabulary density—were used to measure progress in these areas. The results show that multimodal teaching significantly improves engagement by 5%, fosters critical thinking essentially, enhances readability by 52.9%, upgrades reader comprehension, and decreases sentence length by 15% to make content easier to read. However, some participants reflected that too much reliance on AI tools drags their attention and hinders the development of text structure. Therefore, balancing usage is recommended. This study highlights the synergy between multimodality and AI to meet the demands of fast-paced technology and business-related knowledge. The most important thing is to guide students to self-directed learning, which catalyzes the customs to think, plan the plot, design the scheme, and face the setbacks alone. The findings also provide practical insights for more educators to adopt and develop writing skills more professionally.<br>*Considering Digital Pedagogies*<br><br>**Empowering Learning Through AI - Transforming Student Support in Business Education: Insights from a Customised GPT-Driven Learning Assistant**<br>Shirley Tan, Senior Academic Mentor, School of Business, Temasek Polytechnic, Singapore<br>In the evolving landscape of digital pedagogies, educators are increasingly exploring technological innovations to enhance teaching and learning experiences. This paper discusses the development and early implementation of a customised AI-driven tutor, created using ChatGPT, to support Business Psychology Management students. The initiative emerged as a response to the growing demand for continuous student support, addressing challenges associated with time constraints and the need for instant, context-specific assistance. While quantitative data collection is ongoing, this paper draws on initial feedback, and anecdotal evidence to explore the AI assistant's potential to foster student self-reliance and enhance engagement. This study contributes to the discourse on digital pedagogies by highlighting practical applications and early lessons from integrating AI into higher education. It emphasises the value of iterative improvement in technology adoption and the transformative potential of AI tools in reshaping the educator's role and enriching the student experience. We share actionable insights into developing and refining AI solutions, regardless of data constraints, and the implications for teaching and learning in the digital age.<br>*Considering Digital Pedagogies* |
| 13:30-14:45 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Meeting Room (2nd Floor), EL Building** | **Lessons Learned** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | **Developing Languages** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | **Shifting School** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **New Realities** |
| 13:30-15:35 | **PARALLEL SESSIONS** |
| | **Exploring Interaction Patterns for Enhancing English Oral Language Skills among Junior High School Students: A Case Study on Bilingual Digital Learning**<br>Siang Wei Chen, Student, Masters, National Changhua University of Education, Taiwan<br>Vivien Lin, Associate Professor, Graduate Institute of Children's English, National Changhua University of Education, Changhua, Taiwan<br>In 2018, Taiwan's Executive Yuan proposed the "Bilingual 2030" policy, aiming to improve the English proficiency of its people through digital technology, bridging the urban-rural gap, and fostering bilingualism while preserving native language culture to enhance Taiwan's global competitiveness. Integrating online learning platforms and technologies in language education enhances learning experiences promotes equal access to educational resources, and helps bridge socio-economic disparities, fostering a more inclusive and equitable learning environment. This research utilizes a qualitative observation method to capture detailed, real-time interactions and responses in an English-Mandarin bilingual online course, providing in-depth insights into student engagement, language development, and the effects of teacher praise on participation. The study involved ten middle school students aged 13-15 who participated in a ten-week English-Mandarin bilingual online course with topics about Sustainable Development Goals (SDGs). Results showed that student-teacher interactions, particularly "Academic Feedback" and "Affective Feedback," are crucial in guiding and motivating students to improve their oral language skills. Student-content interaction, particularly “in-class talk” is essential for fostering English oral production because it provides students with direct practice in listening and speaking, enhancing their fluency, pronunciation, and ability to engage in real-life conversations.<br>*Technologies of Mediation* |

## Friday, 25 April

13:30-15:35 **PARALLEL SESSIONS**

**Room 304 (3rd Floor)**

### Using Robot-mediated Shared Reading to Facilitate English Learning among Lower-grade Students in Taiwan

Ting Wei Shih, Student, Master's, National Changhua University of Education, Taiwan
Vivien Lin, Associate Professor, Graduate Institute of Children's English, National Changhua University of Education, Changhua, Taiwan

This study examines the impact of using educational robots and Internet of Things (IoT) tangible objects in shared book reading on enhancing first and second-graders‘ vocabulary acquisition and reading comprehension compared to human-led shared book reading. It also explores intercultural competence in terms of knowledge recall, curiosity, and openness, and the six dimensions of learner perceptions toward robot-assisted shared book reading. Twenty students from a cram school in central Taiwan participated in this project. They were randomly divided into the experimental group, which participated in the robot-shared book reading group, and the control group in the human-led shared book reading. This study used pre-tests and post-tests, videotaping, interviews, and survey questionnaires as research tools. Results indicated that the robot-assisted group significantly improved vocabulary acquisition compared to the human-led group. The robot-assisted group had more improvements in reading comprehension. Research also found that increased peer interactions can improve student learning outcomes. Moreover, regarding intercultural competence, the robot-assisted group showed more openness, and the human-led group showed more curiosity. In terms of knowledge recall, students in the robot-assisted group did better on more abstract cultural concepts, and students in the human-led group did better on specific cultural food. Furthermore, students generally hold a positive perception toward robot-assisted shared-book reading environments. These findings suggest that integrating educational robots and IoT into shared book reading can effectively enhance young learners' language skills and intercultural understanding.

*Technologies of Mediation*

### Artificial Intelligence In ESL Students’ Writing Anxiety: Unveiling the Impact

Hsieh Ching Ju Carol, Student, Ph.D. Student, National Changhua University of Education, Changhua, Taiwan

The present study investigates the effect of artificial intelligence (AI) intervention in English as a second language (ESL) writing on the anxiety level and impact on writing performance amongst Taiwanese junior high school students. Thirty-four students were beginners at the age between 12 and 14, participated in the study and assigned to two groups: 20 students with AI intervention in the experimental group (EG) and 14 students with non-AI-integrated in the control group (CG). The researcher, as well as the teacher used the same textbook and material in the two groups. This study utilized a quasi-experimental method: two questionnaires of anxiety, 33 items derived from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) and EFL writing anxiety (Gopang et al., 2018) in a 4-point Likert scale, and pre-and-post tests to measure the students’ writing performance. The findings reveal that AI intervention had a positive impact on writing performance, reducing fear of negative evaluation, boosting confidence in writing, speaking English around native speakers, and fostering positive student engagement and motivation to learn English. However, FLCAS and AI intervention could not alleviate writing and test anxiety despite moderate academic improvement in writing performance. A negative correlation was observed between academic performance, respectively. Pedagogical limitations reveal a need for a larger sample size and longer intervention periods. Suggestions for future research should explore the long-term effects of AI tools in educational contexts and conduct qualitative research to understand students’ perceptions for further improvement.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Analysis of the Role and Efficacy of Google Gemini in Assisting English Essay Writing Process: Cases of High School Students in Taiwan

Yu Shan Sung, Student, Master's Degree, National Taiwan Normal University, Taiwan

Taiwan has implemented the English General Scholastic Ability Test (GSAT), a high-stake college entrance exam, to determine students’ learning outcomes. The GSAT consists of a reading section and a writing section which requires students to write a short essay in English based on a given topic. Since the reading section occupies a large portion of the exam, high school English teachers usually put more focus on the instruction of grammar, vocabulary, and reading skills, and less focus on the instruction and practice of English essays. Moreover, the heavy workload in teaching writing, limited class time, and large class size may decrease the effectiveness of teaching. To alleviate the problem, we must consider tapping into artificial intelligence (AI) to enhance writing proficiencies among learners. This study, therefore, analyzes the role and efficacy of AI, Google Gemini, in assisting Taiwanese students’ process of writing an English essay that is required in GSAT. A mixed-methods design was adopted. The pretest-posttest experiment looked into English essays’ improvement after using Gemini, and the interview provided participants’ perceptions in terms of Gemini’s strengths and drawbacks. Posttest results yielded significant improvements in essay structure and grammar, whereas minimal change was found in content. As for the interview data, Gemini's ability to generate ideas and improve essay organization was acknowledged. However, participants express frustration with the tool’s instability, time-consuming interactions, and overwhelming information, leading to mixed perceptions about its overall utility.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Friday, 25 April | |
|---|---|
| 13:30-15:35 | **PARALLEL SESSIONS** |
| | **Talking Circle "2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities"** |
| 14:50-15:35 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 14:50-15:35 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | **Talking Circle - New Digital Institutions and Spaces // Technologies of Mediation** |

| Friday, 25 April | |
|---|---|
| 14:50-15:35 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **Talking Circle - Considering Digital Pedagogies // Designing Social Transformations** |
| 15:35-16:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 15:35-16:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 16:00-17:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 16:00-17:00 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Plenary Session and Discussion with Jason S. Chang**<br>**Jason S. Chang received a PhD degree in Computer Science from New York University. He is a professor of computer science at National Tsing Hua University, Taiwan. He has been a member of the Association for Computational Linguistics since 1986. His research interests span natural language processing, computer-assisted language learning, information retrieval, and machine translation.His publications englobe the following themes: Computational Linguistics, AI, Sense of the Word, Word Embedding, Acoustic Model, Applying Transfer Learning, Audio Files, Corpus Size, Neural Machine Translation, etc.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session** |
| 17:00-18:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 17:00-18:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to the Conference hotel** |
| 18:30-20:30 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 18:30-20:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Conference Dinner (Buffet): Gen Zen Teppanyaki Restaurant**<br>**The restaurant Gen Zen Teppanyaki Restaurant is located in a 5-star hotel Windsor Hotel Taichung, one of the Conference Hotels. This hotel is located in Taichung (a nearby city of Changhua). The restaurant offers dishes of traditional Chinese cuisine. From the Restaurant: "The chef focuses on creativity, and carefully selects top-quality ingredients. The delicious and original taste of the ingredients is presented with exquisite cooking skills". The dinner is a buffet-style dining, the guests will be choosing from and helping themselves to a variety of dishes usually displayed on a banquet table. There will be offered meat, fish and vegetarian options. Wine and non-alcoholic drinks are included.Date: Friday, April 25 Time: 18:30Place: Gen Zen Teppanyaki Restaurant (Floor 3F, Windsor Hotel Taichung)Cost: 50US$** |
| 22:00-23:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 22:00-23:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Online Only Talking Circle**<br>**Talking Circles offer an opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the Research Network. Participation is open, encouraged, and supported.Join Zoom Meetinghttps://us02web.zoom.us/j/7101995975Meeting ID: 710 199 5975** |

| Saturday, 26 April | |
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| 08:15-09:00 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 08:15-09:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to the Conference Venue (from Conference Hotels)**<br>**The bus will be leaving at 08:00AM from the Conference hotels. Please, be punctual if you need the bus service.** |
| 09:00-10:10 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 09:00-10:10 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Daily Update** |

| Saturday, 26 April | |
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| 09:00-10:10 | **PARALLEL SESSIONS** |
| | **Plenary Session and Discussion with Gwo-Jen Hwang**<br>**Dr. Hwang serves as an editorial board member and a reviewer for more than 50 academic journals of educational technology and e-learning. He has also been the principal investigator of more than 150 research projects funded by Ministry of Science and Technology as well as Ministry of Education in Taiwan. He received the annual most Outstanding Researcher Award from the National Science Council of Taiwan in the years of 2007, 2010 and 2013. Moreover, in 2016, he was announced by Times Higher Education as being the most prolific and cited researcher in the world in the field of social sciences He is the scholar who defined the term "seamless flipped learning" as "mobile technology-enhanced flipped classroom with effective learning strategies. "In 2018, Dr. Hwang was invited by the Flipped Learning Global Initiative to record the Flipped Learning 3.0 Certification Level-I program, showing that his competencies of flipped learning teaching and research have been highly recognized by the global flipped learning community.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |
| 10:10-10:30 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 10:10-10:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 10:30-11:30 | **PARALLEL SESSIONS** |
| | **Evaluating the Impact of Digital Platforms on Intercultural Communication and Language Learning**<br>Tzu Yiu Chen, Professor, Faculty of Philology and Communication, University of Barcelona, Spain<br>This study explores the integration of digital tools such as Padlet, Zoom and Microsoft Forms in developing students' intercultural competence through reflective activities. It examines how these technologies are used to facilitate virtual exchanges, promote intercultural communication and assess language learners' development. Focusing on formative and summative assessment, the project evaluates the effectiveness of digital platforms in fostering interactive learning environments that prepare students for global communication. The study also looks at the practical applications and limitations of these tools, providing insights into their role in data collection and learning assessment in intercultural education. Through this research, the study aims to develop a flexible model for incorporating digital technologies into language and cultural education, thereby enhancing both teaching and learning processes.<br>*Considering Digital Pedagogies* |

| Saturday, 26 April | |
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| 10:30-11:30 | **PARALLEL SESSIONS** |
| **Meeting Room (2nd Floor), EL Building** | |

### Perceptions of Using AI Tool to Assists English Writing among Non-academic Adult: A Case of HugginChat

Yuchin Chang, Student, Graduate, National Taiwan Normal University, Tainan Municipality, Taiwan

Given the rapid and continuous evolution of technological instruments, the use of AI to assist learning has been growing significantly. This study explores how effective the AI is in enhancing adult's English writing, a domain where the role of AI, especially in tools like HuggingChat, remains under-researched. Participants who are non-academic writer are aged between 23 to 26. The participants utilize HuggingChat to help them organize their ideas and compose a paragraph following the formal structure of an article. In the study, they use the tool to write one hour a week for three weeks. This study uses interviews to collect the in-depth understanding of the satisfaction after participants utilize the system. Then, Grounded theory analysis proposed by Glaser & Strauss (1967) is applied to analyze the excerpts from the interview. The research is conducted to: (1) examine participant's overall attitude and perception toward the using of AI to assist English Writing.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI Tools Supporting English as a Foreign Language

Axson Lin, PhD Student, English, National Changhua University of Education, Taiwan

The study examines how AI tools support English as a Foreign Language (EFL) university freshmen in mastering reading strategies and evaluates whether structured instruction improves their AI literacy. EFL students often face challenges such as limited vocabulary, difficulty with complex texts, and identifying key ideas. This research explores the role of AI tools like ChatGPT in addressing these obstacles. Throughout the semester, students engaged with AI tools through four structured prompts designed to enhance reading strategies: expanding vocabulary, simplifying complex texts, identifying main ideas, and analyzing details. These activities were intended not only to address common reading challenges but also to teach students how to effectively interact with AI to support their language learning. Surveys conducted at the beginning and end of the semester assessed changes in students' AI literacy, focusing on their understanding of AI concepts, practical application of tools, critical evaluation of AI outputs, and ethical awareness. Preliminary results suggest significant improvements in reading strategies, with students becoming more confident and skilled in using AI tools. Additionally, increased AI literacy was evident through enhanced ability to critically assess AI systems and integrate them effectively into academic tasks. By addressing reading challenges and fostering AI-related skills, this study highlights the dual benefits of AI integration in EFL curricula. The findings demonstrate the potential of AI to enhance language learning and equip students with essential digital competencies for global academic contexts.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### The Impact of Group Cooperative Learning on the Participation Attitude, Learning Outcomes, and Interaction Method of Blended Teaching

Joni Tzuchen Tang, Associate Professor, Graduate Institute of Applied Science and Technology, National Taiwan University of Science and Technology., Taipei, Taiwan
DeJun Mo, **教師**, **高年級班導**, **台中市立大新國民小學**, Taichung, Taiwan

The nationwide implementation of distance learning in response to the COVID-19 pandemic has catalyzed significant transformations in the educational landscape. Educational practitioners, students, and campus infrastructures have undergone notable changes to accommodate digital learning modalities, reducing the challenges associated with blended teaching in the post-pandemic era. Additionally, the disparities in digital resource accessibility between urban and rural areas have been mitigated to some extent. Consequently, the issue of blended teaching has garnered increasing importance. Grounded in spatial production theory and the IBIS discussion model, this study employs questionnaire surveys, observational records, and semi-structured interviews to preliminary explore group cooperative learning among elementary school teachers and students in the context of blended teaching. The findings indicate that group cooperative learning continues to yield positive learning outcomes and influences subgroup differences within the framework of blended teaching. Moreover, the study reveals the diverse possibilities of integrating other instructional designs and methods into blended teaching, leveraging the pandemic-induced educational disruptions as opportunities for transformation. Educators can enhance the learning motivation and effectiveness of students with diverse needs by developing diverse instructional activities.

*Technologies of Mediation*

| Saturday, 26 April | |
|---|---|
| 10:30-11:30 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | |

### Enhancing Teachers' Attitudes and Competence in AI-Integrated Instruction: The Interplay of Multiple Workshops and Teaching Experience

Yiju Lin, Student, PhD, Education and Learning Technology at National Tsing Hua University, Taiwan

The rapid growth of artificial intelligence (AI) in education has made teachers' attitudes and competence in AI integration a critical area of innovation. This study examines the effects of four professional development workshops and school-based practices on teachers' attitudes and abilities in AI-integrated instruction, focusing on the interplay between teaching experience and workshop participation. Data from 162 teachers across four workshops were analyzed, incorporating questionnaire responses and qualitative feedback. Key variables included "teaching quality," "teaching efficiency," "quick learning ability," and "instructional helpfulness." Statistical methods included descriptive analysis, repeated-measures ANOVA, interaction analysis, and structural path modeling. Workshops significantly improved "teaching quality" (mean = 4.23) and "instructional helpfulness" (mean = 4.56). Repeated-measures ANOVA confirmed significant effects on "quick learning ability" and "instructional helpfulness" ($p < 0.05$). Interaction analysis revealed that senior teachers exhibited greater improvements despite lower initial scores. The structural model demonstrated that "workshop participation" influenced outcomes via "teaching quality" and "efficiency." Workshops and school-based practices effectively enhance teachers' attitudes and competencies in AI integration, with differentiated impacts based on teaching experience. Personalized training approaches are essential to optimize adoption and innovation in AI-driven education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### AI in Shadow Education: An Experimental Study in Hong Kong Tutorial Centres

Ching Ho Cheng, Student, Master of Education, Hong Kong Adventist College, Hong Kong

Shadow education is very demanding in Hong Kong, since most of the parents and students do not want to be eliminated in the public exam. However, there are different forms of shadow education in Hong Kong. The quality of those lessons has often been questioned by educators, parents and students. The ways of increasing the quality of shadow education have become a topic that widely discussed by scholars and educators. In this study, 10 local tutorial centres participated in using Artificial Intelligence (AI) in their English lessons, and 24 participants were invited to express their thoughts about AI in shadow education. Interviews were used and participants were centre owners, tutorial centre tutors and students. The results indicated that AI could help to provide a second opinion to students but there were a lot of ambiguity in AI responds. As this is an experimental study, there still a lot of research needs to be conducted in this topic, especially the practical methods to use AI in shadow education settings.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### From Dissertation to Digital Channel: A Novel Assessment Framework for Enhancing Digital Marketing Education in UK Higher Education

Angela Green, Associate Professor Marketing, Deputy Associate Dean, Educational Enhancement, Business School, Durham University, United Kingdom

There have been numerous calls to integrate digital technologies into teaching and learning practices in Higher Education (Robbins, 2023). New technologies provide fresh opportunities for learning and transformative pedagogy. This paper explores the development and implementation of a "dissertation alternative" module, where students conduct research that culminates in the creation of an Instagram channel, rather than a traditional written dissertation. The study highlights the value of "Active Pedagogy" and demonstrates how the diverse teaching strategies employed in this non-traditional module enabled students to actively engage in real-world, personally meaningful work. It showcases how students became digital content creators, producing static images, long- and short-form video content, as well as audio podcast materials. The process required students to engage with digital tools used in the digital marketing industry, conduct research, and engage in reflection. Alongside lecture-based content, students learned how to become digital marketing influencers in a field of their choice. As a key focus of this research is how the module designer incorporated the principles of The Gold Standard Project-Based Learning Model (Buck Institute for Education, 2019) to foster creativity, critical thinking, and collaboration. The paper also addresses some of the challenges encountered in developing this innovative approach to teaching and assessment.

*Considering Digital Pedagogies*

| Saturday, 26 April | |
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| 10:30-11:30 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | |

### Integrated Internship Programs in Architectural Education: A Collaborative Model for Critical Thinking and Interdisciplinary Learning

I Hsuan Wang, Assistant Professor, Department of Architecture, National Cheng Kung University, Tainan, Taiwan

This research explores the integrated internship program within the architecture curriculum at National Cheng Kung University (NCKU) Department of Architecture, highlighting its potential as a collaborative model for interdisciplinary education. Architecture, by nature, emphasizes coordination and collaboration, making its pedagogical approaches particularly relevant in addressing contemporary challenges like AI integration and sustainability. The program connects the design studio—focused on critical thinking and problem-solving frameworks—with the internship process, where students actively reflect on their learning and critically observe industry practices. Pre-internship preparation equips students with targeted skills and sets learning objectives that align with academic and professional expectations. During their internships, students engage in experiential learning by applying their knowledge to real-world spatial and social challenges. Post-internship, students return to the classroom with a broader perspective, enriching their final-year thesis work with insights gained through reflective practice. In the era of AI and sustainability, the internship process becomes an exchange: students bring fresh perspectives to industry projects, while simultaneously gaining firsthand knowledge of the complexities of professional practice. Feedback from industry partners underscores the value of this dynamic, where businesses also learn from students' critical observations and adaptive approaches. This study positions architectural education as a framework for fostering critical thinking and interdisciplinary collaboration, inviting exploration of how its models can inspire other disciplines. By sharing insights from this curriculum design, the research contributes to broader discussions on how education can prepare students to navigate and shape an increasingly complex world.

*Designing Social Transformations*

### Development of a Virtual Simulation for Interprofessional Dementia Education

Anila Virani, Assistant Professor, Nursing, Thompson Rivers University, British Columbia, Canada
Devon Graham
Wendy Hulko, Professor, Social Work, Thompson Rivers University, British Columbia, Canada

Dementia impairs decision-making, presenting challenges for nursing and social work students caring for affected individuals. Students must balance patients' autonomy with ensuring their safety and well-being. Virtual simulation (VS) holds promise for enhancing students' knowledge, skills, and attitudes towards people with dementia. The purpose of this study is to showcase the development and implementation of a VS designed to enhance interprofessional education in dementia care. A team of interprofessional scholars convened for a four-day CAN-Sim workshop at Thompson Rivers University (TRU) to develop a VS to bolster interprofessional decision-making skills among nursing and social work students. The process began with a visioning meeting and the formulation of learning objectives. During the workshop, we crafted and refined the scenario, engaged in script writing, and mapped decision points to foster creative thinking among students managing patients with dementia. The simulation was filmed using a Go-Pro, assembled in Articulate Storyline, and underwent a comprehensive review. The final VS, titled "Interprofessional Collaboration: Dementia, Delirium, and Decision Making," was introduced to nursing and social work students in Fall 2024. The innovative VS addressed a gap identified by TRU scholars and will be available for open access for future students. Integrating VS into TRU courses demonstrates its potential to bridge gaps in dementia education and foster interprofessional collaboration. This VS enables theory application to real-world scenarios, allowing students to engage with complex cases in a controlled environment. It helps explore decision-making, ethical dilemmas, and interprofessional communication strategies, thereby improving the capacity to make informed decisions.

*Considering Digital Pedagogies*

### Narrowing Cultural Gaps in Virtual Exchange: Building Cross-cultural Understandings

Maria Marino, Teaching Professor, Communication, Florida International University, United States
Nurhayat Bilge, Assistant Professor, English and Communication Studies, SUNY- Fashion Institute of Technology, New York, United States
Jessica Delgado, Student, M.S./Communications; PhD student, FIU, Florida, United States

In Virtual Exchange programs, such as Collaborative Online International Learning (COIL), socio-cultural differences can negatively or positively influence students' experiences and efficacy of global collaborations. This study aims to understand student's participatory behaviors in COIL activities by exploring cultural differences in communication. Understanding cultural aspects in communication while video conferencing in Virtual Exchange programs help to develop more effective culturally sensitive strategies that will enhance student experience when immersed in culturally sensitive environments. We specifically explore differences in cultural value orientations such as perceptions about time management, task/relationship focus, and decision-making process during team work in virtual exchange programs.

*Designing Social Transformations*

| Saturday, 26 April | |
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| 10:30-11:30 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **Language Learning and Artificial Intelligence: Practice, Skill Development, and Reflection**<br>Joseph Fees, Associate Professor, Languages and Literatures, Delaware State University, Delaware, United States<br>Without a doubt, advances in technology have aided language learning over the past decades. While some reservations may exist with any new language technology, artificial intelligence (AI) has changed the landscape of education and the future implications for language acquisition. Rather than banishing this technology, language teachers should acknowledge its capacities and incorporate it into language classroom with approaches that continue to focus on critical thinking skills, language proficiency, and meaningful reflection. There are numerous techniques with AI programs such as ChatGPT to enhance language study and writing in an L2. When class activities and assessments are designed with student access to AI in mind, learners can benefit from a technology that will support the learning process while still gaining the necessary skills of a language course. This study demonstrates the strategies for integrating AI into writing and grammar in the language classroom with sample activities and assessments. Some sample activities include back-and-forth conversations in Spanish and grammar guides and practice in Spanish. AI provides several advantages as a useful tool for the writing process in a second language. First, AI gives instant feedback on organization, grammar, and syntax errors, which can help learners to identify their mistakes and correct them more quickly. Students can use AI to suggest alternative words or phrases, which can facilitate improvement in written expression and make writing more native-like. Grammar tutorials and practice can be tailored to students' needs through AI with explanations, copious samples, and sample quizzes.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*<br>**Reimagining the Creative Process with a Generative AI Search Methodology : A Pilot with Visual Communication Students**<br>Jeffrey Koh, Lecturer, Media Arts and Design, Singapore Polytechnic, North East, Singapore<br>Artificial intelligence (AI) is transforming education, but its current application in the classroom tends to be at the substitution or augmentation level, where creativity or productivity is enhanced without redefining or modifying existing processes. Design education, being more subjective, has fewer constraints in adopting AI, making it ideal for deeper experimentation with AI tools. In this paper, we propose a search methodology using generative-AI at the modification level of the SAMR model. The approach integrates ChatGPT and Midjourney into the creative process and fundamentally redesigns how design students research and ideate. It aims to enable students to generate precise keywords, explore unfamiliar art styles, and produce visual mock-ups more efficiently. The generative-AI search methodology was piloted with 45 year 2 students in a visual communication diploma. Students worked in pairs on five design briefs through the semester. For baseline comparison, Brief 1 was completed without instruction or guidance on AI tools. Subsequently, students were trained in the AI-search methodology and applied it to Briefs 2–5. Content analysis of their works showed an expansion in students' design vocabulary and a slight improvement in their ability to explain and justify their choices of visual references, but only for students with a higher readiness towards AI. Post-module interviews with lecturers and students highlighted additional opportunities to leverage on AI to further enhance traditional creative workflows and to foster innovation in an AI-driven design landscape. These findings suggest that integrating generative-AI at the modification level can enhance design education by promoting creative exploration.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |
| 10:30-11:45 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 10:30-11:45 | **PARALLEL SESSIONS** |
| **Meeting Room (2nd Floor), EL Building** | **Language Growth** |

| Saturday, 26 April | |
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| 10:30-11:45 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | **Inputs and Outputs** |

| Saturday, 26 April | |
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| 10:30-11:45 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | **Evolving Practice** |

| Saturday, 26 April | |
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| 10:30-11:45 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **Cultural Exchange** |
| 11:45-11:50 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 11:45-11:50 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Transition Break** |
| 11:50-12:35 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 11:50-12:35 | **PARALLEL SESSIONS** |
| **Hall** | **Poster Session** |

| Saturday, 26 April | |
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| 11:50-12:35 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Workshop for Cyber Social Learning** |

| Saturday, 26 April | |
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| 11:50-12:35 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | **Workshop** |

| Saturday, 26 April | |
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| 11:50-12:35 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | **Parallel Session** |
| 12:35-13:35 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 12:35-13:35 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Lunch** |
| 13:35-14:35 | **PARALLEL SESSIONS** |
| | **Fostering Learners' Agency and Voice: A Case Study of AI-Supported Revision in Second Language Writing**<br>Hisae Matsui, Senior Lecturer, Department of East Asian Studies, Princeton University, New Jersey, United States<br>This paper explores the impact of AI-powered tools, DeepL and ChatGPT, on self-expression and the learning process in a fourth-semester university-level Japanese language speech project. This case study involved 15 students, with limited survey data. Students used AI tools during revision of their speech manuscripts through a multi-stage drafting process. Survey results indicate that while students generally conveyed their intended meaning using AI, preserving individual style was challenging, particularly for lower-achieving students. A clear correlation was observed between students' engagement with AI tools during revision and both their revision strategies and their grades. Analysis of open-ended responses revealed higher-achieving students tended to actively engage with AI, viewing it as a learning partner, critically evaluating suggestions, and demonstrated more specific usage patterns. For example, these students leveraged translation functions to verify their intent and selectively integrated AI suggestions. Conversely, lower-achieving students tended to rely passively on AI, accepting AI-generated text during revision, demonstrating less critical engagement. Furthermore, higher-achieving students' initial drafts showed minor changes after AI-supported revision, while lower-achieving students' drafts showed substantial alterations. These findings suggest a student's approach to AI tools during revision is significantly associated with their self-expression abilities and grades. Viewing AI as a partner that enhances self-expression and learning during revision, while maintaining a critical lens, is associated with greater effectiveness. This study offers practical implications for integrating AI in language education and highlight the importance of nurturing learner agency and critical thinking.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Saturday, 26 April | |
|---|---|
| 13:35-14:35 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | |

### From Prompts to Presentations: ChatGPT in the EFL Classroom

Shao Hsuan Wu, Student, PhD, NCUE, Taiwan

This study examines the integration of ChatGPT in assisting sixth-grade EFL students to create and deliver PowerPoint presentations using simplified, adaptive scripts. In this paper, I describe how ChatGPT was used to generate presentation drafts tailored to students' English proficiency levels and how this process supported differentiated instruction and guided students' preparation for presentations. Over one semester, students used ChatGPT to produce initial drafts of presentation scripts. These drafts were refined through interactions with the AI and discussions with the teacher. Data were collected through classroom observations, teacher reflection journals, student interviews, and analysis of presentation scripts and slides. Findings reveal four key observations: (1) Simplifying Script Generation Process—with ChatGPT's assistance, students could quickly generate draft scripts for their PowerPoint presentations, bypassing the need to type out each sentence or come up with content entirely on their own.; (2) Differentiated Support—ChatGPT provided scripts with varying levels of complexity based on students' needs, enabling tailored support within the classroom; (3) Familiarization with Content—students engaged in repeated interactions with the scripts, helping them become more acquainted with their material; and (4) Structured Preparation—the AI-generated scripts offered a clear framework that guided students through the preparation process and reduced uncertainty. This study presents the role of AI tools like ChatGPT in supporting differentiated instruction and promoting a more engaging and inclusive learning environment for young EFL learners. It provides insights into how technology can be used to assist in language education and the development of multimodal communication skills.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Leveraging AI Conversations for English Learning: Effects of ChatGPT on TOEIC and Speech Ace Scores in a PBL Setting

Tsukasa Yamanaka, Professor, College of Life Sciences, Ritsumeikan University, Shiga, Japan
Chiho Toyoshima, Student, Master's Degree, Ritsumeikan University, Japan

This paper examines the effects of incorporating ChatGPT-based English conversations into a Project-Based English Learning course, focusing on TOEIC Listening and Reading scores and Speech Ace assessment metrics. A total of 110 first- and second-year university students participated in the study, divided into two groups: a Homework group, which engaged in weekly ChatGPT conversations, and a No-Homework group, which did not. The findings indicate mixed results. While the Homework group demonstrated significant improvements in pronunciation, vocabulary, and fluency, especially among second-year students, there was no clear correlation between the number of completed assignments and score improvements. Moreover, TOEIC scores showed greater progress in Listening and Reading for the Homework group compared to the No-Homework group. However, the reliance on text-based interaction with ChatGPT seems to have disproportionately benefited reading and vocabulary development, while its impact on spoken communication skills was less consistent. One notable drawback was an increase in unnatural pauses, suggesting that AI-generated conversations may not always foster natural speech patterns. These findings highlight both the potential and the limitations of using AI tools in English education. While ChatGPT can be an effective supplement for developing language skills, task design must be carefully refined to encourage more natural and dynamic conversational engagement. This study suggests that while AI-driven learning has promise, further pedagogical adjustments are necessary to fully integrate it into language education effectively.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Developing the Interactive Game-based Picture Book "Food Ninja" to Enhance Creativity in Elementary School Students

Joni Tzuchen Tang, Associate Professor, Graduate Institute of Applied Science and Technology, National Taiwan University of Science and Technology, Taiwan
DeJun Mo, **教師**, **高年級班導**, **台中市立大新國民小學**, Taichung, Taiwan
Wen Chun Lan, National Taiwan University of Science and Technology

In recent years, technology has significantly impacted our daily lives and learning methods. With technological advancements, traditional paper picture books have gradually evolved into digital picture books (Roskos, Burstein, You, Brueck, & O'Brien, 2011). Digital picture books enable readers to interact with story elements through visual and auditory cues, providing rich sensory feedback and enhancing engagement and motivation (Lai, 2018). However, simply converting paper content to digital form does not guarantee a quality reading experience or improved learning outcomes. This study used self-designed digital picture books and various assessment tools (semi-structured interviews, behavioral observation forms, and the Torrance Tests of Creative Thinking) to collect data and applied triangulation (from students, teachers, and researchers) to evaluate the impact of digital picture books on creative thinking instruction, focusing on the mediating role of interactive features. The findings indicate that digital picture books have a significant positive impact on fluency, flexibility, and originality in creative thinking. Notably, interactive features significantly enhanced originality. While teachers observed a trend of decreased elaboration due to time constraints, this decline did not reach statistical significance in the data analysis.

*Technologies of Mediation*

## Saturday, 26 April

13:35-14:35 **PARALLEL SESSIONS**

**Room 305 (3rd Floor)**

### My Best Professor Was an AI Professor : A Reflective Possibility from 2030 students

Donna Duellberg, Program Manager, Voluntary Education, Career Investments Division, Coast Guard, District of Columbia, United States
De Anna Dotson, Attorney, CJA Panel Member - US District Court Hawaii, California, United States

We consider how universities can best harness the power of AI to revolutionize learning, and specifically address if AI professors can successfully serve students. As we now live in an era where it has been increasing more difficult for humans to discern what works are human-generated from those that are computer-generated, it is incumbent upon universities to evaluate the possibility of AI professors. We will facilitate a lively discussion on AI's ability to take on the role of a teacher. We seek participants' help in evaluating AI's capacity to create appropriate classroom content; deliver high-quality learning through engaging presentation; and assess student learning through assignments, projects, and examinations. The end goal is to gain an understanding of the strengths and limitations of artificial intelligence as anyone's favorite professor.

*Considering Digital Pedagogies*

### Exploring Enhancing Science Learning with Digital Picture Books

Joni Tzuchen Tang, Associate Professor, Graduate Institute of Applied Science and Technology, National Taiwan University of Science and Technology, Taiwan
Yan Yu Jau, National Taiwan University of Science and Technology

This study created a scientific digital picture book titled "My Helpful Friend: Hydrogen," focusing on the theme of hydrogen energy. College freshmen were invited to participate in the test. The research results indicate that learning in the natural sciences through digital picture books helps students achieve better learning outcomes and elicits positive responses towards learning. The findings of this study not only provide empirical support but also offer practical teaching tools and methods for science education. In the future, different topics can be explored to enrich students' learning experiences and enhance their scientific literacy.

*Technologies of Mediation*

### Generative AI in Education: Course Contents Design

Woei-jyh Lee, Associate Clinical Professor, Robert H. Smith School of Business, University of Maryland, Maryland, United States
Sung Jen Yen, Student, Master of Science, University of Maryland, Maryland, United States

This study explores the integration of Generative Artificial Intelligence (GenAI) into modern educational practices, emphasizing its transformative potential for enhancing student learning experiences. This work investigates how GenAI supports adaptive learning, fosters creativity, and enables personalized education. By adopting immersed methods, including theoretical analysis and case-based exploration, the study examines the effectiveness of GenAI-driven approaches such as step-wise learning and critical thinking frameworks in practical classroom scenarios. Key activities included testing the Interaction Granularity Hypothesis, using database management as example, where step-based GenAI tools like ChatGPT were evaluated for their ability to enhance SQL query development adaptive to each student, and analyzing GenAI's role as a secondary teaching assistant using domain-specific materials. By examining step-based learning frameworks and critical thinking models, using programming language as example, the work highlighted GenAI's ability to significantly enhance engagement and efficiency from designing algorithms to debugging and enhancing programming code, while uncovering areas for improvement in fostering deeper reasoning and innovative problem-solving. This work not only improved the analytical processes but also deployed possible solutions to support the practical decision making. These insights contribute to ongoing discourse on leveraging GenAI for education and propose future research directions for optimizing its integration.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Saturday, 26 April | |
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| 13:35-14:35 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **The Effects of AI-Enhanced Knowledge Building on Middle School Students' Scientific Competencies in Sustainability Education: A PISA-Based Quasi-Experimental Study**<br>Yian Chen, student,Ph.D, Education and Learning Technology at National Tsing Hua University, National Tsing Hua University, Taiwan<br>Yiju Lin, Student, PhD, Education and Learning Technology at National Tsing Hua University, Taiwan<br>This study investigates the impact of AI-enhanced knowledge building on middle school students' scientific competencies in sustainability education, based on the PISA scientific literacy framework. A quasi-experimental design was conducted with 119 students from high- and low-achievement regions. The students were randomly assigned to experimental (AI-supported) and control (traditional teaching) groups. The experimental group used Padlet and simulation tools in a thematic activity on sustainable coffee production, structured around the 6E instructional model (Engage, Explore, Explain, Engineer, Enrich, Evaluate). During the Engage phase, students examined connections between climate change and coffee production through videos and data analysis. The Explore phase involved simulations to analyze variables like temperature and humidity affecting coffee growth. In the Explain phase, students interpreted data and hypothesized outcomes. The Engineer phase focused on collaborative design of sustainable coffee production plans using Padlet, followed by presentations and iterative plan improvements in the Enrich phase. Finally, the Evaluate phase involved reflective reporting. A pre-test, post-test, and teaching intervention framework measured gains in explaining phenomena, designing inquiries, and applying information. Results revealed the experimental group outperformed the control group, with significant improvements in inquiry design and data application, particularly among low-achievement students. Qualitative analysis of extended responses showed that AI tools enhanced critical thinking and creative problem-solving. The findings suggest that AI-enhanced learning promotes scientific competencies and provides an innovative model for sustainability education, with implications for teaching practices and policy development.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*<br>**Interrogating Classroom Safety and Deepfake Technology: Policy Implications in Education**<br>Janine Aldous Arantes, Teaching Focused Academic, Education, Victoria University, Australia<br>This paper explores the intersection of deepfake technology and the need for safe educational environments. It employs a critical feminist lens to interrogate the evolving concept of 'classroom safety' alongside the risks posed by synthetic media to prompt debate around the sufficiency of educational policy. Drawing on the insights of Feenberg's Critical Theory of Technology and Manne's Logic of Misogyny, the exploration considers the challenges introduced by deepfake technology in a broader neoliberal patriarchy and raises questions about the intersection of safety and the right to safe learning environments, guided by Rahm's work on educational imaginaries. I take the stance that the classroom is the teachers' workplace, and both students and staff have the right to safe teaching and learning environments. Drawing on the Australian eSafety Commissioner's Safety by Design Principles, this discussion paper concludes by proposing policy considerations that emphasise service provider responsibilities, user empowerment, and transparency. With the increased shift towards an educational Metaverse, there is an urgent need for educational systems globally, to incorporate safety measures into policies around generated image and video, to mitigate against potential for novel forms of psychosocial harm from a critical feminist lens.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |
| 13:35-14:50 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 13:35-14:50 | **PARALLEL SESSIONS** |
| **Room 304 (3rd Floor)** | **Contemporary Considerations** |

| Saturday, 26 April | |
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| 13:35-14:50 | **PARALLEL SESSIONS** |
| **Room 305 (3rd Floor)** | **Innovation Showcases** |

| Saturday, 26 April | |
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| 13:35-14:50 | **PARALLEL SESSIONS** |
| **Room 401 (4th Floor)** | **Building Knowledge** |
| 14:50-16:10 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 14:50-16:10 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Plenary Session and Discussion with Hao-Jan Chen**<br>**Dr. Hao-Jan Chen is a Professor in the English Department at National Taiwan Normal University (NTNU), Taipei, Taiwan. He currently serves as the associate editor of the SSCI journal 'Educational Technology and Society' and is a member of the editorial boards for the SSCI journal 'Computer Assisted Language Learning'. Dr. Chen's research interests include computer-assisted language learning (CALL), corpus research, and second language acquisition. He has published more than 50 journal papers, approximately half of which are in SSCI-indexed journals. Dr. Chen has extensive experience in developing various language learning websites and tools for second/foreign language learning and teaching. He is currently developing and maintaining 'Cool English', a large non-profit English learning website with more than 1.9 million registered users, aimed at facilitating the learning of English as a foreign language (EFL) in Taiwan.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |

| Saturday, 26 April | |
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| 14:50-16:10 | **PARALLEL SESSIONS** |
| | **Closing Session and Award Ceremony**<br>**Join the plenary speakers and your fellow delegates for the Eighteenth International Conference on e-Learning & Innovative Pedagogies Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference.** |
| 16:10-17:00 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 16:10-17:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Closing Reception**<br>**The Eighteenth International Conference on e-Learning & Innovative Pedagogies will be hosting a Closing Reception at the National Changhua University of Education. Join other conference delegates and plenary speakers while enjoying drinks, light hors d'oeuvres, and a chance to converse.** |

| Thursday, 24 April | |
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| 08:00-17:00 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
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| 08:00-17:00 | **PARALLEL SESSIONS** |
| **Zoom** | **Pre-Conference Tour to Sun Moon Lake**<br>**Join us for a special tour to Sun Moon Lake, Taiwan's largest and most stunning alpine lake, nestled in the heart of Nantou County. Known for its tranquil beauty, Sun Moon Lake offers breathtaking views, with its eastern part shaped like the sun and its western part like the moon. Surrounded by lush green mountains, the lake is perfect for relaxation and exploration. Participants will have the opportunity to experience local cultural landmarks such as the Wenwu Temple, enjoy a scenic boat ride, or stroll along the picturesque lakeside paths. Don’t miss this chance to immerse yourself in the natural and cultural wonders of one of Taiwan’s most iconic destinations.The cost covers the bus trip, the lunch, and a boat trip in the afternoon (optional). Date: April 24, 2024Time: 8:00AM - 05:30PM Meeting point: Windsor Hotel TaichungCost: USD $50 (the lunch is included)Languages: English** |
| 21:00-22:45 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
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| 21:00-22:45 | **PARALLEL SESSIONS** |
| **Zoom** | **Plenary Session with Pedro Salcedo Lagos (In Spanish)**<br>**Pedro Salcedo es Profesor Titular en la Universidad de Concepción, Magíster en Ciencias de la Computación y Doctor en Inteligencia Artificial. Actualmente,se desempeña como director del Dpto. de Metodología de la Investigación e Informática Educacional de la UdeC e integrante del Comité Académico del Doctorado en Inteligencia Artificial en consorcio de la región del Biobío. El Dr. Salcedo, ha impartido entre otros cursos el de "Ingeniería del Conocimiento", "Inteligencia Artificial y Robótica", "Procesamiento del Lenguaje Natural" y "Lingüística Aplicada y análisis de sentimientos" para los Doctorados de Psicología, Lingüística, Educación e Inteligencia Artificial. Actualmente sus intereses académicos se enfocan en la Ingeniería del Conocimiento, Computación Afectiva, Inteligencia Artificial, Neuro computación y Lingüística Aplicada. Sus últimas publicaciones y estudios tratan temas relacionados con "Modelos del Mundo con IA", "Estudio de las emociones con técnicas de IA (Computación Afectiva)" e "Ingeniería del Conocimiento en las instituciones". Ha dirigido diversos proyectos de investigación, principalmente relacionados con la integración de la Inteligencia Artificial en la empresa y la sociedad y con el desarrollo de tecnologías inteligentes que se adaptan a diversas características psicológicas y de conocimiento de los usuarios.** |

| Thursday, 24 April | |
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| 21:00-22:45 | **PARALLEL SESSIONS** |
| | **Online Welcome Session**<br>**Join other delegates for a pre-conference welcome reception and training session.We are excited to announce the online conference will be delivered on the CGScholar platform – developed by the Common Ground Media Lab, the research and technology arm of Common Ground Research Networks.This special event will walk you through the CGScholar Event Microsite so you have a rich online experience by learning how to comment and participate online. It will also teach delegates how to update their profile and Presenter Pages in order to add digital media: video, sound, and other files.Join Zoom Meetinghttps://us02web.zoom.us/j/7101995975Meeting ID: 710 199 5975** |
| 23:00-23:45 | **PARALLEL SESSIONS** |

| Thursday, 24 April | |
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| 23:00-23:45 | **PARALLEL SESSIONS** |
| **Zoom** | **The Online Only Workshop "Three New Approaches of Art Critique": Zoom**<br>**Traditionally, art critique has taken on a top-down form, led by a knowledgeable instructor, and remains a crucial component of pedagogical practices in higher education art classrooms in the US. However, not all critiques prove beneficial, as art students may encounter vague feedback that swings between loose or harsh. If instructors shift the term "judging" to "sharing," the entire dynamic could change. Critique might evolve into a series of moments where everyone stands on equal ground, exchanging diverse and constructive perspectives without judgments. This workshop presentation endeavors to introduce three new concepts of art critique rooted in the principles of sharing and storytelling. The beginning of the workshop presentation will outline the resources utilized in these critique approaches. Following that, I will delve into the mechanics of how I facilitate the critiques and will lead the three activities for the participants. Finally, I will explain the potential applications in future art pedagogy. By establishing connections between art creation, psychology, and visual studies, this workshop presentation explores the collaborations between fine art field and other disciplines to reinterpret art language within higher art education.Join Zoom Meetinghttps://illinois.zoom.us/j/82438411606?pwd=NNJhkvyyceCcfn6PBrhbG5eYPdUvvt.1Meeting ID: 824 3841 1606Password: 516163** |

| Friday, 25 April | |
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| 08:00-08:20 | |
| | **Optimising Human Engagement with AI: A Critical Realist Exploration of Heuristics, Semiotics, and Sense of Belonging**<br>Sarah Mc Tighe, Curriculum Developer and PhD Student Researcher, Academic Development, University of Plymouth, Devon, United Kingdom<br>Humans have long sought comfort in systems, objects, or individuals perceived as "experts," often as a response to the inherent uncertainty of decision-making processes. This tendency becomes increasingly evident as we enter the third golden age of Artificial Intelligence (AI), where the boundaries between human expertise and machine learning, blur significantly. One of the fundamental questions driving this research is: Why do humans seek out expertise, and to what extent does this expertise truly exist in AI systems, or is it merely a reflection of our desire for certainty? The interplay between human cognition and Artificial Intelligence (AI) is transforming societal structures and landscapes. This research embarks on a critical realist exploration of how heuristics and semiotics, key cognitive frameworks, shape trust, usability, and engagement with AI systems. By unravelling the cognitive shortcuts individuals use to interact with AI and the influence of visual and symbolic design, this study aims to redefine the human-AI relationship.At the core of the investigation lies the question of how to foster a genuine sense of belonging in AI-driven educational environments. As adaptive learning systems become ubiquitous, this research probes the challenges and opportunities posed by their integration. With a mixed-methods approach combining quantitative metrics and qualitative insights, the study examines user behaviours and perceptions over time. Feedback from educators and students enriches the findings, ensuring practical relevance. By addressing biases in AI systems and exploring the cultural nuances of interface design, the research sets a new standard for inclusive, equitable AI engagement.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 08:00-08:20 | |
| **Virtual 1** | |
| 08:00-09:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 08:00-09:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to Conference Venue (from Conference hotels)**<br>**The bus will be leaving at 08:00AM from the Conference hotels. Please, be punctual if you need a bus service.** |

| Friday, 25 April | |
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| 08:00-09:00 | **PARALLEL SESSIONS** |
| | **Conference Registration and Welcome Coffee**<br>**Please visit the registration desk to collect your name badge, meet other delegates and enjoy a welcome coffee before the sessions begin.More venue information can be found here: https://techandsoc.com/2025-conference/venue** |
| 08:00-09:20 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 08:00-09:20 | **PARALLEL SESSIONS** |
| **Virtual 1** | **Professional Growth**<br><br>**Navigating Virtual Learning Environments: Support for Undergraduate Students**<br>Tina Selvaggi, Associate Professor, Literacy Department and Field/Student Teacher Coordinator, Early Middle Grades Department, College of Education, West Chester University of Pennsylvania, Pennsylvania, United States<br>Online learning continues to be an integral part of higher education. Since COVID, students clamored for more online learning and institutions of higher education are answering the call. According to the National Center for Education Statistics (2023), 61% of undergraduate students were enrolled in at least one online course in 2021. The study begins by detailing the structure of the online course and how that structure contributes to student success. Instructional design, student engagement, accessibility, and support services are some of the building blocks of effective online learning (Clark, R. C., & Mayer, R. E. (2023). The second part describes the support provided to students throughout two semesters in the form of planning for success, organizing materials and assignments, and managing time by pacing asynchronous learning and due dates. With online learning comes a need for support to meet the needs of students in a variety of different situations with different learning styles. Student support is the lynchpin of student success. This support should come in the form of online tutoring sessions/advising, online resources, and guidelines for navigating virtual learning environments effectively. Even with a strong instructional structure, some students require additional assistance and support (Gullo, D., 2022). The study concludes with data about the success of the students enrolled in the course and a variety of support strategies that attendees can apply to their own online courses.<br>*Social Realities* |

| Friday, 25 April | |
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| 08:00-09:20 | **PARALLEL SESSIONS** |
| **Virtual 2** | |

### Deepening Digital Divide: The Influence of AI on the Reinforcement of Social Hierarchies in Indian Higher Education

Souvik Mondal, Assistant Professor, Sociology, Presidency University, West Bengal, India

This study examines how artificial intelligence (AI) is getting informally incorporated into India's higher education system, with a particular emphasis on the digital divide and social hierarchies among college students. To investigate how students from various socioeconomic, linguistic, and gendered backgrounds access, use, and interpret AI-driven instructional tools, the study recruited student participants from two colleges affiliated with the University of Calcutta: one situated in a semi-rural area and the other located in the city center. The study investigates the unequal effects of AI on marginalized groups, such as women, lower-caste communities, and rural migrants, who frequently encounter structural obstacles in obtaining technology and high-quality education, through interviews with 40 students (20 from each college). This research examines some significant concerns, including whether the use of AI in education supports or undermines established power structures, such as the predominance of elite institutions and English-medium instruction, how underprivileged students navigate AI-powered learning systems, and whether this digital divide reproduces the same gap in their relation to the socio-cultural capital. An attempt has also been made to assess whether these experiences mirror larger social injustices through the lens of gendered access, which investigates how gender norms affect women's involvement in AI-integrated learning. With AI-integrated learning yet to be formally included in the curriculum, and with skewed and informal access and application of this groundbreaking technology in the backdrop, this study provides an insight to encounter systemic obstacles like socio-economic disparities, linguistic exclusion, and gendered access, to ensure an inclusive AI-powered learning system.

*Knowledge Makers*

### The Use of Technology to Support Connectivity, Innovation, and Accountability in Education

Zartasha Shah, Artist and a researcher, Art Education & Education, Self-Employment, Texas, United States

Technology should be able to support motivation, innovation, and sustainability in education. The inventiveness, spur, and motivation of learners is checked. The process supports a diverse community by supporting social involvement, engagement, and connectedness in the classroom. The evidence of the importance of customs, cultures, traditions, and values is reflected through sustainable developments in the community. Pedagogical sustainability, trustworthiness, and accountability supports cultural commodities, identities, and self-awareness issues in it. The research investigates the impacts of community-based involvement, social practice issues, and immersion to check the support for learning, interactions, and connections. Qualitative methods, ethnography, and critical race theory support the structural assessment of the instructional design for social communication, interaction, and accountability. Open-ended interview questions support the data collection, and transcribed interviews are coded. The chosen themes support the process. The themes are used to check the participants' responses. The entire analysis revolves around the chosen themes and the reactions of the participants in the research. The process informs learners about self-reliability, consistency, and persistence. The social involvement focuses more on the communication, connection, and consideration of learners. The learning impacts of the learnings should support the connections, innovations, and accountability in education. The results inform about the use and effectiveness of the technology for innovation, connections, and accountability to support social norms. The process also informs about sustainability, pedagogical strategies, and self-awareness in education.

*Social Realities*

### AI in Education: Addressing the Growing Divide and Ensuring Equity in the Digital Age

Angela Thompson, Associate Professor, Division of Science, Mathematics, and Technology, Governors State University, Illinois, United States
Mohammed Abdul Salam, Assistant Professor, Information Technology, Governors State University, Illinois, United States
Richard Manprisio, Assistant Professor, Division of Science, Math and Technology, Governors State University, Illinois, United States

This research reviews the design and effects of a professional development workshop intended to persuade university faculty to try using AI as a teaching and learning resource by employing research-based pedagogical practices. We designed, promoted, and then held the workshop in Spring 2024. The purpose of the workshop was to demonstrate ways faculty can use AI to enhance teaching and learning instead of being concerned about students cheating with AI. We then asked participants to complete a survey and optionally volunteer to be observed teaching with AI after the workshop. One major finding is that AI is being employed inequitably in classrooms, resulting in only some students and some teachers benefitting from this valuable resource. The other finding is that the timing of professional development can be critical in persuading teachers to modify their practice. This new source of equity needs to be recognized and addressed to help prevent a further divide in the distribution of educational resources.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Friday, 25 April | |
|---|---|
| 08:00-09:20 | **PARALLEL SESSIONS** |
| | **A Bug in the Code: Rethinking the Mechanics of Predictive Processing**<br>Jovana Isevski, Student, PhD, University of California, Riverside, California, United States<br>The sciences of the body have historically employed various mechanistic metaphors to describe the brain. In Descartes' time, the brain was likened to a hydraulic machine; in the 18th century, it was thought to function as a clockwork mechanism; since the 1950s, cybernetic networks have dominated research and modeling paradigms. Despite the failure of mechanistic models to capture the intricacies of the mind's contingencies, such metaphors persist. In this paper, I examine how the leading theory of the mind in neurosciences at the moment—predictive processing (PP)—is a useful but non-exhaustive tool for explaining human behavior. PP defines the mind as a "prediction machine" that does not have direct access to reality but is always in the process of hypothesizing about the cause of stimuli based on previous experiences. An individual can then either update their internal world model or change the world to align with their model. On the one hand, PP's emphasis on knowledge construction, perpetual change, and the role of affect in cognition can assist cultural studies in challenging the hubristic belief that a human being can ever access the assumed "objective reality." However, PP falls short of explaining the ontological difference between humans and machines as well as why people find some models more affectively salient than others. Additionally, as with many neuroreductive models, PP fails to connect its findings to larger social and political issues. Finally, I suggest that cross-fertilization between cultural studies and sciences of the mind is crucial to address such theoretical gaps.<br>*Histories of Technology* |

## Friday, 25 April

08:00-09:20 **PARALLEL SESSIONS**

**Virtual 3**

### The Dialectical Tensions of Mediated Empowerment: Exploring Perceived vs. Practiced Applications of Mobile for Development

Alessandra Costagliola, Student, PhD, University of Westminster, United Kingdom

Among emerging economies, one in five people do not have access to a mobile phone (Silver et. al, 2019) and 2.9 billion globally have never used the internet (International Telecommunication Union 2021). Mobile for development (M4D) programs, an extension of information communication technology for development, aim to close this digital divide by providing mobile phones to users where existing access to technology may be limited. This research explores the following question: Does mobile for development advertising present an authentic view of how mobile phones enable empowerment for rural Indian women? Utilizing survey research deployed to 373 low-income women in rural India, this study seeks to understand 1) their perceptions of INGO advertising that depicts women 'like them' as mobile phone users in developing contexts and 2) the lived reality of their mobile phone use. The findings, which address an existing gap in the literature whereby beneficiary response to INGO advertising is underrepresented (see Ademolu 2021 and Girling 2017) demonstrate how the use of femertizing embeds messaging of empowerment in M4D ads that resonates with both American and Indian audiences. However, these advertisements also mislead viewers by obscuring the realities of mobile phone use for rural Indian women and perpetuate neocolonial sentiments associated with notions of empowerment in both American and Indian contexts, resulting in a dialectical tension between perceived and lived use of mobile phones.

*Histories of Technology*

### The Epistemology of Playful Learning - the Discovery Tour in Assassin's Creed Odyssey as a Tool for Teaching and Knowledge Transmission: From Interactive Exploration to Historical Understanding

Jairo Melo Sánchez, PDI, Ciencias de la Educación, Universidad de Extremadura, Cáceres, Spain
Jorge Guerra Antequera, Profesor, Ciencias de la Educación, Universidad de Extremadura, Cáceres, Spain
Francisco Ignacio Revuelta Domínguez, Professor, Education Sciences, University of Extremadura, Spain

This paper explores how the Discovery Tour mode in Assassin's Creed Odyssey serves as a learning tool that integrates different epistemological paradigms in the teaching of history and culture. It analyzes how this mode structures knowledge through interactive exploration, historical simulations, and immersive storytelling, providing players with an engaging and research-based educational experience. Additionally, it discusses case studies where the Discovery Tour has been used in educational settings to enhance historical understanding, demonstrating its potential as an innovative resource for knowledge transmission.

*Knowledge Makers*

### Can We Digitize a Soul? : A Study of AI and Ethics, Spirituality, and Humanity

Debby Espinor, Associate Professor, College of Education, George Fox University, Oregon, United States

Advancing computing technologies and artificial intelligence (AI) are bringing rapid and fundamental changes to our lives and the educational enterprise. Some view this with great anticipation, and others with great concern. In this paper, we examine changes in society, demographics, and technology that will continue to impact the existence and form of a Christian higher education institution. There are many conversations about what AI can do, yet there are many areas in which AI cannot replace human attributes. Many of those areas involve matters of the heart and spirituality. This study explores faculty experiences and attitudes on AI's role in teaching and research with a particular focus on concerns around the security and privacy of data used in AI-powered teaching and research tools, the reproductions and creation of art and music, the impact on the liberal arts and the impact on spiritual communities such as Christian universities and religious communities. This study continues to explore intellectual and academic integrity in the classroom and AI's impact on critical thinking and education. In addition, ethical concerns are addressed as faculty were surveyed about spiritual, moral, and wisdom concerns. The overarching question is, "What does it mean to be human?

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

08:15-08:35

### The Effectiveness of AI in Learning French Grammar

Wen Hui Chang, Associate Professor, Department of Applied Linguistics and Language Studies, Chung Yuan Christian University, Taiwan

This study investigates Kahoot! as a digital game-based learning in second-language classrooms to resolve students' lack of motivation in learning French verb conjugations. The goal is to enhance students' understanding and proficiency in French verb conjugations, thereby improving learning outcomes. Due to the limited research on teaching French in Taiwan, this study is a valuable contribution to filling the gap. First-grade students majoring in French in the Department of Applied Linguistics and Language Studies participated in the study. The researcher used pretest, mid-test, and post-test design for one semester. Traditional teaching methods are used between the pretest and mid-test, while digital game-based teaching methods will be used between the mid-test and post-test. The study is based on collecting and analyzing data through quantitative research, focusing on gathered from pretest, mid-test, and post-test. The findings of this research will contribute to understanding the effectiveness of Kahoot! in improving learning outcomes and motivating Taiwanese students to learn French verb conjugations.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Friday, 25 April | |
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| 08:15-08:35 | |
| **Virtual 1** | |
| 08:40-09:20 | **PARALLEL SESSIONS** |
| | **The Office as a Focal Point of the Mediatization of Work**<br>Caroline Elisabeth Roth-Ebner, Associate Professor, Media and Communications, University of Klagenfurt, Austria<br>Larissa Herrnhofer, Project Member, Media and Communications, University Klagenfurt, Carinthia, Austria<br>Computerization has profoundly transformed the world of work. Media and communication studies describe the interplay between work and evolving media technologies as the "mediatization of work." This shift affects not only work processes but also the design and use of workspaces. One major change is the overlap of physical and virtual office spaces, exemplified by the rise of home offices supported by Wi-Fi and digital conferencing tools. Flexible workplace concepts, workspaces for vacation trips (workation), and public work hubs like those in train stations further illustrate the growing potential for location-independent work enabled by digital technologies. Against this backdrop, the office emerges as a focal point of the mediatization of work. This paper explores media discourses surrounding the mediatization of the office from the 1980s onward. Using Reiner Keller's Sociology of Knowledge Approach to Discourse, it analyzes how the transformation of the office—shaped by technological, social, economic, and political factors—has been represented and negotiated in newspapers and magazines. The research operates on the premise that discourses not only reflect reality but actively contribute to its construction. Preliminary findings show that early discourses were critical of computer and network technologies, fearing job losses due to automation. Throughout the time, media coverage became more positive, portraying digital media as enablers of flexible work processes and spatial settings. This shift also highlighted productivity gains and efficiency, aligning with a neoliberal discourse of self-responsibility. Despite this, critical perspectives, such as concerns about the always-on working mentality, persist.<br>*Social Realities* |

| Friday, 25 April | |
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| 08:40-09:20 | **PARALLEL SESSIONS** |
| **Virtual 1** | **Generating Difference as a Two-way Conversation: What Are We Told and What Are We Saying When We Create Non-normative Bodies Through Generative AI Image Models?**<br>Aisha Sobey, Research Associate, Leverhulme Centre for the Future of Intelligence, University of Cambridge, Cambridgeshire, United Kingdom<br>Generative AI (genAI) image models are becoming increasingly popular and are being embedded within common design platforms such as Adobe and Canva. Previously, AI has been likened to a mirror (Vallor, 2024) and a "disclosing agent for assumptions about humanness" (Suchman, 2019). Due to the way genAI models take large quantities of existing images, created within everyday social lives online, and distil the most probable outcome to a prompt; their outputs can be considered social imaginary. This agglomerative property has also been shown to exacerbate and propagate biases from within the data sets into the pictures that are produced. Building on Benjamin's (2019) assessment of Dall-E's prejudiced production of race, this paper seeks to understand how fat bodies are presented by nine different, free-to-use genAI image models in response to a series of text prompts. Using critical visual analysis of the produced images, the first question posed is: what is communicated about fatness? Through auditing, the common features of fatness were found to be high numbers of topless, similarly-featured white men were found. A deeper analysis then highlights the more insidious messaging embedded in portrayals of fatness within lighting, facial expression and background. Secondly, the talk reflects on the complexity of co-creating images with genAI. When the outputs can feel reductive, how can one see themselves, and do we want to? By highlighting the challenging and exploitative genAI ecosystem and the social function images play, the paper concludes by unpacking the tension within the social dialogue created by genAI images.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |
| 09:00-10:30 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 09:00-10:30 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Conference Opening and Welcome**<br>**Please join the Research Network Chair, local host and other members of the Research Network to open the conference.** |

| Friday, 25 April | |
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| 09:00-10:30 | **PARALLEL SESSIONS** |
| | **Plenary Session and Discussion with William Cope and Mary Kalantzis**<br>**Bill Cope is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.Mary Kalantzis was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: New Learning: Elements of a Science of Education,Cambridge University Press, 2008 (2nd edition, 2012); Ubiquitous Learning, University of Illinois Press, 2009; Towards a Semantic Web: Connecting Knowledge in Academic Research, Elsevier, 2009; Literacies, Cambridge University Press 2012 (2nd edition, 2016); A Pedagogy of Multiliteracies, Palgrave, 2016; and e-Learning Ecologies, Routledge, 2016.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |
| 09:45-10:05 | |
| | **Ethical Considerations in the Use of Artificial Intelligence in Healthcare: Balancing Innovation, Accountability, and Patient Welfare in AI-Driven Healthcare**<br>Jagbir Kaur, Strategy and Ops Manager, Product and Sales Activation, Google, United States<br>AI and ML are revolutionizing healthcare by enhancing diagnostics, treatment planning, and operational efficiency. However, their integration raises pressing ethical concerns, including data privacy, algorithmic bias, transparency, clinical validation, and accountability. AI-driven healthcare models often rely on vast patient datasets, making data security and informed consent critical issues. Algorithmic biases, if left unchecked, can exacerbate healthcare disparities, leading to misdiagnoses or unequal treatment outcomes across different patient populations. Transparency and explainability remain significant challenges, as black-box AI models hinder trust and clinical adoption. This study provides a comprehensive analysis of these ethical dimensions, drawing from an in-depth review of AI's role in healthcare. We examine case studies where AI biases led to adverse patient outcomes, discuss the importance of regulatory compliance, and explore strategies for developing fair, interpretable, and clinically validated AI models. Additionally, we highlight best practices for ensuring ethical AI deployment, such as diversifying training datasets, incorporating bias audits, and fostering collaboration among healthcare professionals, technologists, and policymakers. By proactively addressing these ethical challenges, stakeholders can ensure AI serves as a tool for equitable and responsible healthcare, prioritizing patient welfare, transparency, and long-term sustainability in medical decision-making. This session will equip attendees with actionable insights to navigate the ethical complexities of AI and implement responsible AI-driven innovations in healthcare.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 09:45-10:05 | |
| **Virtual 2** | |
| 09:45-10:30 | |
| | **Books, Bytes and Beyond!: Redesigning the Future of Legal Education**<br>Yu Qing Tan, -, -, Singapore<br>AI has transformed the landscape of legal education. This interactive session is designed to allow educators to develop practical skills in curriculum design and teaching in an AI-driven world. Participants will experience first-hand how AI is brought to life in a law classroom through a unique blend of Socratic inquiry, experiential learning and interdisciplinary learning. This session features an immersive mock legal clinic experience. Participants will have the opportunity to unravel the world of AI as applied to claims management and legal practice. By the end of the session, participants will be able to (1) understand the significance of educating students about the science behind AI, (2) discover strategies to integrate technology training into clinical education and (3) gain practical tips to design engaging learning activities to foster students' critical thinking skills. While the session is centred around legal education, its teachings can be applied across other disciplines. No prior legal knowledge is required.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
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| 09:45-10:30 | |
| **Virtual 1** | |
| 09:45-11:05 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 09:45-11:05 | **PARALLEL SESSIONS** |
| **Virtual 1** | **Workshops** |

| Friday, 25 April | |
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| 09:45-11:05 | **PARALLEL SESSIONS** |
| **Virtual 2** | **Innovation Showcases** |

| Friday, 25 April | |
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| 09:45-11:05 | **PARALLEL SESSIONS** |
| **Virtual 3** | **Poster Session** |
| 10:30-10:50 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 10:30-10:50 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 11:00-13:30 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 11:00-13:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Case Study: Affiliated Industrial Vocational High School of NCUE**<br>**During the Case Study in the afternoon, we´ll visit the campus of the Affiliated Industrial Vocational High School of NCUE where the teachers will demonstrate how AI tools are being used in their classrooms.This school comprises four vocational clusters, in ten departments with eleven classes, plus four Comprehensive Senior High classes, totaled forty-five classes. More than 220 faculty and staff members, and 1800 students enrolled. There is an evening continuation program. To upgrade the learning effectiveness, this school continuously enriches the teaching facilities. In practice, this school develops department-based curriculum in accordance with curriculum standards and departmental features. It cultivates students' professional skills and knowledge, establishes safety and sanitary concepts, and develops sound working attitudes. It also guides students to participate in skill certification tests and skills competitions, laying the basic professional competency in order to fulfill national educational objectives.In student affairs, it emphasizes students' life education and cultural heritage cultivation and patriotism, it also encourages students to take active parts in student clubs to promote multiple adaptive learning.The library not only increases the collection of audio-visual materials, books, periodicals and reference materials related to industrial education, but also provides a comfortable place for students to review what they learned in class and to absorb new information and knowledge.** |

| Friday, 25 April | |
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| 11:00-13:30 | **PARALLEL SESSIONS** |
| | **Lunch** |
| 13:30-14:30 | **PARALLEL SESSIONS** |
| | **Empowering Critical AI Users: Transformative Approaches to GenAI in University Writing and Ethics Courses**<br>Emily Dux Speltz, Assistant Professor of Applied Linguistics & Technology, Humanities & Communication, Embry-Riddle Aeronautical University, Florida, United States<br>This research explores innovative pedagogical approaches for integrating artificial intelligence (AI) into higher education, focusing on experiential learning methods in AI-enhanced courses ("AI & Ethics" and "AI & Writing") at two US universities. The study examines the effectiveness of these approaches in developing students' AI literacy, critical thinking, and ethical reasoning skills across diverse disciplines and delivery modes (in-person and asynchronous online). By emphasizing hands-on engagement with generative AI tools and critical analysis of their implications, this work addresses the pressing need for educational strategies that prepare students for an AI-driven future while maintaining a human-centered, ethical perspective. The research employs a mixed-methods approach, combining quantitative analysis of students' self-efficacy measurements with qualitative assessment of their final projects and course interactions. The findings demonstrate how students effectively develop ethical awareness and practical skills across various domains through AI engagement. We present examples of successful teaching strategies that foster critical thinking about AI's societal impact and ethical implications. This study contributes to the fields of digital pedagogy and AI ethics education, offering insights into effective AI integration in teaching, methods for fostering critical stances toward AI, and strategies for enhancing teacher training. The study also suggests that this experiential, ethics-focused approach can effectively prepare students for critical engagement with AI technologies, pointing toward transformative possibilities in curriculum development.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
|---|---|
| 13:30-14:30 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | |

### Finding a New Road to EFL Autonomy: The Role of AI in Language Learning in Taiwan

Jin-Huei (Clarence) Ke, Student, PhD Student, National Changhua University of Education, Taiwan

Integrating artificial intelligence (AI) into language learning has become increasingly prevalent in education. This study examines the processes and effects of AI-assisted learning on students' autonomy and self-regulation. Specifically, it investigates the learning autonomy, motivation, and self-regulation of Taiwanese elementary school students learning English using the Adaptive Learning Website developed by Taiwan's Ministry of Education. The platform includes an embedded AI tutoring system, TALPer, designed to scaffold language learning for students from grades 1 to 12. Twenty fifth-grade students participated in an AI-assisted English learning class, which was integrated into their regular English curriculum and supplemented with portfolio-based activities using the Adaptive Learning Website. The websites' supportive learning framework and AI scaffolded learners during learning. Qualitative data were collected from students' reflections, records of AI-student interactions, and interviews to analyze the impact of AI-assisted learning on students' autonomy and self-regulation. The findings showed that technology and self-regulated learning abilities supported learners' autonomy. In this Asian context, teachers' instructions on self-regulated learning will enhance students' self-confidence and improve their academic achievement. This study highlights the potential of AI and multimedia tools to foster greater learner autonomy, which affects students' engagement in self-directed learning. However, it raises concerns about students' capacity to use technology effectively and internet addiction.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Comparing Linguistic Indicators of Classic Literature Adapted by Generative AI

Tsai Yuan Huang, Student, Master, National Kaohsiung University of Science and Technology, Taiwan
Hui-Hsien Feng, Assistant Professor, Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan

With advancements in technology, generative AI (GenAI) has the potential to adapt text to different reading difficulty levels. However, the appropriateness of AI-generated output has not yet been thoroughly explored, it remains unclear whether GenAI tools align with the linguistic trend of predetermined difficulty level. To address this gap, this study explores the extent to which generative AI tools, i.e., ChatGPT and Brisk Teaching, align with expected linguistic trends when adapting English literature for different grade levels. The primary objective was to examine readability scores, vocabulary level, syntactic complexity, and lexical complexity in AI-generated texts to evaluate their suitability for educational purposes. The research calculated the readability score using the Flesch Reading Ease score, cross-referenced Oxford 3000 and 5000 to understand the distribution of the vocabulary level, and calculated syntactic and lexical complexity metrics using TAALES and TAALED tools. Texts were generated at three reading levels (Grades 6, 9, and 12) and analyzed through ANOVA to identify statistically significant patterns. Results indicate that while Brisk Teaching demonstrated clearer trends in vocabulary control, neither tool consistently aligned with expected patterns of increasing complexity or readability across grade levels. In addition, while variations in lexical difficulty and syntactic complexity are observed across different levels, these changes are not reflected in the readability levels. This suggests that relying solely on a single readability measure cannot comprehensively represent the reading difficulty of a text. Future research is recommended to incorporate multiple evaluation methodologies for a more comprehensive understanding of AI-generated text characteristics.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

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| 13:30-14:45 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Mini-theater (2nd Floor) EL Building** | **Futuros pedagógicos (Session in Spanish)** |

| Friday, 25 April | |
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| 13:30-14:45 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | **Augmenting Understanding** |
| 13:30-15:35 | **PARALLEL SESSIONS** |
| | **Fortalecimiento de las capacidades de innovación en la población joven universitaria a través de la Inteligencia artificial como posibilidad transformador: Resultados, Estrategias y proyección futura del evento MINDS ON en la Sede Regional Brunca de la Universidad Nacional de Costa Rica**<br>Sandra Rojas, Academic, Brunca Regional Headquarters, Universidad Nacional, San José, Costa Rica<br>Josías Ariel Chaves Murillo, Student, Master universitario en Industria 4.0, Universidad Nacional de Costa Rica, San José, Costa Rica<br>Jonnathan Sequeira Ureña, Academic, Brunca Regional Headquarters, National University, San José, Costa Rica<br>La economía costarricense carece de un crecimiento alto, sostenido e inclusivo. Según la OCDE (2018), el país enfrenta el doble desafío de impulsar el crecimiento de la productividad y la inclusión. Para ello, las capacidades de innovación en la población son fundamentales y críticas. El evento MINDS ON es una iniciativa que busca fortalecer las capacidades de emprendimiento, habilidades blandas e innovación en la población joven universitaria usando la Inteligencia Artificial como una herramienta. El presente trabajo compila las principales estrategias implementadas para la organización, desarrollo y análisis del evento en la Sede Regional Brunca de la Universidad Nacional, así como las alianzas establecidas con diferentes entidades y los retos que enfrenta para su estabilidad a largo plazo como posibilidad transformadora de la Región Brunca.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Friday, 25 April | |
|---|---|
| 13:30-15:35 | **PARALLEL SESSIONS** |
| **Mini-theater (2nd Floor) EL Building** | |

### Estrategia regional de eventos STEM: Caso del torneo de programación informática UNA Brunca Code Challenge como futuro pedagógico para la población joven de la región Brunca, Costa Rica

Josías Ariel Chaves Murillo, Student, Master universitario en Industria 4.0, Universidad Nacional de Costa Rica, San José, Costa Rica
Daniel Araya, Student, Diploma in Computer Applications Programming, Universidad Nacional de Costa Rica, San José, Costa Rica

Los sistemas educativos mundiales están sufriendo una transformación pedagógica a través de la inteligencia artificial. Sumado a ello, la sociedad costarricense demanda una educación de calidad y aumento de las oportunidades en las áreas STEM en la Región Brunca de Costa Rica. El presente trabajo explica los resultados del torneo de programación UNA Brunca Code Challenge como parte de la estrategia regional de fortalecimiento de habilidades STEM y como la inteligencia artificial fue una herramienta transformada para el aprendizaje de la programación informática en la población joven. Los resultados obtenidos indican que la estrategia es efectiva para la construcción de un futuro pedagógico en el área de la ingeniería de sistemas de información.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Análisis del impacto en la incorporación de las competencias digitales en el ámbito de la educación inicial del Paraguay

Marina Baez Dominguez, Student, Doctoranda, Universidad Autónoma de Madrid, Madrid, Spain
Derlis Caceres, Investigador, EDI, Universidad Autónoma de Madrid, Madrid, Spain

Para fortalecer la calidad educativa de la Educación Inicial a través de la incorporación de las TIC, es necesario enfocarse en el desarrollo de competencias digitales clave. Estas competencias van más allá del simple manejo de dispositivos y software, abarcando habilidades como la alfabetización digital, el pensamiento crítico, la resolución de problemas, la creatividad y la colaboración en entornos virtuales. Una estrategia efectiva sería diseñar actividades pedagógicas que integren herramientas tecnológicas de manera lúdica y educativa. Esto no sólo captará el interés de los niños, sino que también les permitirá adquirir habilidades digitales de manera natural. Además, es fundamental que los docentes se capaciten continuamente para adaptarse a las nuevas tecnologías y puedan guiar a los niños de manera efectiva en su proceso de aprendizaje digital. La inclusión de dispositivos como tabletas, pizarras interactivas y aplicaciones educativas específicamente diseñadas para la Educación Inicial puede contribuir al desarrollo cognitivo, motor y socioemocional de los niños. Asimismo, fomentar el uso responsable y ético de la tecnología desde temprana edad es esencial para preparar a los niños para los desafíos digitales futuros.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Análisis del impacto en la incorporación de la tecnología en los entornos educativos mediante la observación desde la perspectiva del docente y la del liderazgo en el ámbito de la educación superior

Derlis Caceres, Investigador, EDI, Universidad Autónoma de Madrid, Madrid, Spain
Doctor Mousa

En la actualidad, hablar sobre la incorporación de las TIC dentro del ambiente educativo universitario es necesario, considerando que sistemáticamente existen diversos cambios en la educación. Uno de ellos trata sobre la incorporación de las tecnologías digitales para la enseñanza-aprendizaje. Esto trae consigo ciertas características que el docente universitario debe adaptar a la realidad del educando de acuerdo a su metodología implementada. En tal sentido, mediante la incorporación de las TIC en el aula universitaria se podrá afianzar la calidad educativa desde una perspectiva innovadora. Es necesario destacar que en los últimos años el uso de las TIC en el aula universitaria cambio de sobremanera todo lo relacionado a los enfoques transmisivos que se venía dando en las aulas. Esto obligó al sistema educativo a adaptar las aulas universitarias a las necesidades actuales que conlleva la tecnologización. Además, esta incorporación abrió nuevas posibilidades desde las más simples a las más complejas. La importancia del desarrollo de la competencia digital docente se resume a lo más necesario en la actualidad como proceso de la enseñanza aprendizaje.

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| Friday, 25 April | |
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| 13:30-15:35 | **PARALLEL SESSIONS** |
| | **Mesa redonda - "Tema destacado 2025 — Aprender de la Inteligencia Artificial: Futuros pedagógicos y posibilidades transformadoras"** |
| 14:50-15:35 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 14:50-15:35 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | **Talking Circle "2025 Special Focus—Learning from Artificial Intelligence** |
| 15:35-16:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 15:35-16:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 16:00-17:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 16:00-17:00 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Plenary Session and Discussion with Jason S. Chang**<br>**Jason S. Chang received a PhD degree in Computer Science from New York University. He is a professor of computer science at National Tsing Hua University, Taiwan. He has been a member of the Association for Computational Linguistics since 1986. His research interests span natural language processing, computer-assisted language learning, information retrieval, and machine translation.His publications englobe the following themes: Computational Linguistics, AI, Sense of the Word, Word Embedding, Acoustic Model, Applying Transfer Learning, Audio Files, Corpus Size, Neural Machine Translation, etc.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |
| 17:00-18:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 17:00-18:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to the Conference hotel** |
| 18:30-20:30 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
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| 18:30-20:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Conference Dinner (Buffet): Gen Zen Teppanyaki Restaurant**<br>**The restaurant Gen Zen Teppanyaki Restaurant is located in a 5-star hotel Windsor Hotel Taichung, one of the Conference Hotels. This hotel is located in Taichung (a nearby city of Changhua). The restaurant offers dishes of traditional Chinese cuisine. From the Restaurant: "The chef focuses on creativity, and carefully selects top-quality ingredients. The delicious and original taste of the ingredients is presented with exquisite cooking skills". The dinner is a buffet-style dining, the guests will be choosing from and helping themselves to a variety of dishes usually displayed on a banquet table. There will be offered meat, fish and vegetarian options. Wine and non-alcoholic drinks are included.Date: Friday, April 25 Time: 18:30Place: Gen Zen Teppanyaki Restaurant (Floor 3F, Windsor Hotel Taichung)Cost: 50US$** |
| 22:00-23:00 | **PARALLEL SESSIONS** |

| Friday, 25 April | |
|---|---|
| 22:00-23:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Online Only Talking Circle**<br>**Talking Circles offer an opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the Research Network. Participation is open, encouraged, and supported.Join Zoom Meetinghttps://us02web.zoom.us/j/7101995975Meeting ID: 710 199 5975** |

| Saturday, 26 April | |
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| 08:15-09:00 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 08:15-09:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Travel to the Conference Venue (from Conference Hotels)** |
| 09:00-10:10 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 09:00-10:10 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Daily Update** |

| Saturday, 26 April | |
|---|---|
| 09:00-10:10 | **PARALLEL SESSIONS** |
| | **Plenary Session and Discussion with Gwo-Jen Hwang**<br>**Dr. Hwang serves as an editorial board member and a reviewer for more than 50 academic journals of educational technology and e-learning. He has also been the principal investigator of more than 150 research projects funded by Ministry of Science and Technology as well as Ministry of Education in Taiwan. He received the annual most Outstanding Researcher Award from the National Science Council of Taiwan in the years of 2007, 2010 and 2013. Moreover, in 2016, he was announced by Times Higher Education as being the most prolific and cited researcher in the world in the field of social sciences He is the scholar who defined the term "seamless flipped learning" as "mobile technology-enhanced flipped classroom with effective learning strategies. "In 2018, Dr. Hwang was invited by the Flipped Learning Global Initiative to record the Flipped Learning 3.0 Certification Level-I program, showing that his competencies of flipped learning teaching and research have been highly recognized by the global flipped learning community.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |
| 10:10-10:30 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 10:10-10:30 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Coffee Break** |
| 10:30-11:45 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 10:30-11:45 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | **Opportunities for Engagement** |
| 10:30-12:35 | **PARALLEL SESSIONS** |
| | **Enhancing Junior High School Students' Writing Skills through Process Writing Approach and Teacher Feedback on Padlet**<br>Bo Yuan Deng, Student, Applied Linguistics and TESOL, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan<br>Shane Donald, Assistant Professor, Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan<br>The widespread trend of mobile devices and the steady development of technology facilitate personalized learning and new knowledge acquisition outside of the classroom. Writing is a core subfield of language skills. However, Padlet, a platform for online writing, was only used for brainstorming in our previous studies. This study investigated the effectiveness and feasibility of writing tasks combined with the process writing approach (PWA) and teacher feedback using Padlet within the context of junior high students' writing improvement. Padlet leverages the merits of MALL, e.g., mobility and portability, integrating the Process Writing Approach (PWA) that emphasizes brainstorming, drafting, revising, and editing to enhance young learners' writing skills. Students were given explicit instruction to understand the steps in the process writing approach (PWA), and data was consequently collected by pre- and post-assessments, questionnaires, and semi-structured interviews. Students' writing productions were analyzed with the Wilcoxon Signed-Rank Test to assess the improvement and effectiveness in language appropriateness, i.e., grammatical mistakes, misspellings, and mechanical errors. Questionnaire and Interview data were analyzed via descriptive statistics and content analysis to evaluate how students perceived writing with the integration of PWA and feedback on Padlet. The results reveal that consistent use of Padlet significantly enhanced students' writing skills by promoting deeper engagement with the writing process and revising by referring to teacher feedback, potentially increasing vocabulary size. This research contributes to the field of EFL education and L2 classrooms by providing feasible, technology-driven teaching and learning for writing training.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities* |

| Saturday, 26 April | |
|---|---|
| 10:30-12:35 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | |

### Artificial Intelligence and Multimodal Pedagogy: A Synergistic Approach to ESL Writing

Nurin Erdiani Binti Mhd Fadzil, English Language Instructor, English Deparment, Universiti Putra Malaysia, Selangor, Malaysia

The integration of technology in education has significantly transformed language learning, offering innovative approaches to enhance engagement and learning outcomes. This study focuses on designing, developing, and verifying a Multimodal Learning Framework for ESL academic writing classrooms, incorporating Artificial Intelligence (AI) to optimize pedagogy. Specifically, it is grounded in the Multiliteracies Framework (New London Group, 1996) and follows a Type 2 design and development methodology (Richey & Klein, 2009) through three phases: Framework Design, Development, and Evaluation. To establish a strong foundation, six key constructs were identified: Incorporating Technology, Aesthetic Value, Coherence, Contextual Signals, Integrating AI, and Typography. The AI construct was validated using the Fuzzy Delphi Method with 11 experts, achieving over 75% agreement. Following this, a pilot study with 43 students and an actual study with 283 students employed Rasch Model analysis, confirming the framework's reliability. As a result, findings indicate AI-driven tools provide real-time feedback, enhance coherence, and support personalized learning. Furthermore, qualitative insights from focus group discussions revealed that students valued AI's immediate feedback and multimodal elements, which catered to diverse learning styles. However, continuous refinement of AI algorithms is needed to ensure contextually relevant feedback. Given these findings, the study highlights the importance of aligning AI with pedagogical goals to enhance ESL instruction, particularly in Malaysia's higher education context. In conclusion, this validated AI-integrated multimodal framework presents a transformative approach to ESL writing instruction. Future research should explore advanced AI capabilities, ensuring continued improvements in multimodal learning for ESL education.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Analyzing AI Policy for Academic Impact

Wei Ying Hsiao, Professor, Teaching and Learning, University of Alaska Anchorage, Alaska, United States
Adriano Cavalcanti, Associate Professor, Software Engineering and Computer Science, St. Cloud State University, Minnesota, United States

As artificial intelligence (AI) technologies reshape academic environments, universities are working to create policies that govern their use in coursework. This paper explores the diverse strategies institutions are adopting to incorporate AI while maintaining academic integrity and ethical standards. Key themes such as ethics, transparency, critical thinking, and responsible usage are explored in depth. The paper highlights the importance of balancing the advantages of AI tools with the necessity of academic integrity, placing a particular focus on the role of faculty in guiding responsible AI usage. Ultimately, this research examines the challenges and opportunities posed by AI in higher education and provides recommendations for developing robust AI policies that support ethical scholarship and meaningful learning experiences.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

### Investigating the Effects of AI-Supported Self-Regulated Learning Training on English Proficiency, SRL Competence, and Learners' Attitudes toward Artificial Intelligence

Kuan Wei Lin, English teacher , Department of English , Wen-hua senior high school, Taiwan

The rapid integration of Artificial Intelligence (AI) into educational practices has revolutionized language instruction, offering unprecedented opportunities for personalized and adaptive learning. This study investigates the effects of AI- supported SRL instruction on English learning achievement and self-regulated learning capacities among high school students, as well as their perceptions towards AI as a pedagogical tool. By adopting a mixed-methods research design to assess the impact of AI on students' English language proficiency and self-regulated learning. Pre- and post-tests were conducted to evaluate English learning achievement, while the New Taiwanese Self-Regulation Questionnaire (New TSSRQ) (Chen & Lin, 2020) measured changes in students' self-regulation skills. The quantitative data were complemented by qualitative insights gathered through semi-structured interviews, exploring students' perceptions of AI's role in their learning experience. This study is expected to contribute to the growing literature on AI in education by demonstrating its potential to enhance cognitive and metacognitive learning outcomes. It also underscores the importance of addressing student concerns to ensure AI-supported instruction and maximize the benefits of AI integration. The findings have significant implications for educators, policymakers, and technology developers seeking to harness AI to create innovative and inclusive language learning environments.

*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*

| Saturday, 26 April | |
|---|---|
| 10:30-12:35 | **PARALLEL SESSIONS** |
| | **Workshop** |
| 11:45-11:50 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 11:45-11:50 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Transition Break** |
| 11:50-12:35 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
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| 11:50-12:35 | **PARALLEL SESSIONS** |
| **Hall** | **Poster Session** |
| 12:35-13:35 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 12:35-13:35 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Lunch** |
| 13:35-14:35 | **PARALLEL SESSIONS** |
| | **Applying Fuzzy Multicriteria Decision Making Method in the Evolving Global Fishing Industry: Growth, Sustainability, and Emerging Trends**<br>Ta Chung Chu, Professor, Department of Industrial Management and Information, Southern Taiwan University of Science and Technology, Taiwan<br>Thi Bao Tram Nguyen, Student, PhD, Southern Tainan University of Science and Technology, Tainan, Taiwan<br>The fishing industry plays a crucial role in global food security, economic growth, and cultural traditions. Catches come from rivers, lakes, and seas, with techniques ranging from fly-fishing and baitcasting to trolling and net fishing. Seafood is sold through various channels, both online and offline, to individuals, clubs, and sports groups. The industry has experienced significant growth, with a compound annual growth rate (CAGR) of 7.0%, rising from $656.96 billion in 2023 to $703.06 billion in 2024. It is projected to reach $916.5 billion by 2028 at a CAGR of 6.9%. Key drivers include rising seafood demand, economic reliance, tourism, government regulations, and recreational fishing. Sustainability concerns, climate change effects, eco-certifications, and ethical sourcing further influence industry dynamics. Decision-making in this complex and evolving sector requires systematic evaluation. Fuzzy Multi-Criteria Decision-Making (Fuzzy MCDM) offers a robust approach for assessing various economic, environmental, and social factors under uncertainty. By applying Fuzzy MCDM, stakeholders can optimize resource allocation, prioritize sustainability initiatives, and balance profitability with conservation and regulatory compliance. The industry's future is shaped by emerging trends such as fishing tourism, smart fishing technologies, personalized gear, and social media influence. Major industry players include Daiwa Corporation, Johnson Outdoors Inc., Pure Fishing Inc., Maruha Nichiro Corporation, Nissui Corporation, and Thai Union Group Public Company Limited. As the market evolves, integrating Fuzzy MCDM can enhance strategic planning, promote sustainability, and drive long-term growth.<br>*Knowledge Makers* |

| Saturday, 26 April | |
|---|---|
| 13:35-14:35 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | **The Role of Artificial Intelligence in Social Resilience: A Singapore Case Study**<br>Karryl Kim Sagun Trajano, Research Fellow, S. Rajaratnam School of International Studies, Nanyang Technological University Singapore, Singapore<br>While artificial intelligence (AI) is often vilified as a threat to human jobs, Singapore has endeavored to leverage the technology in enhancing social resilience among its citizens. Acknowledging AI's role in the future economy, it remains a key pillar in Singapore's digitalization efforts. However, the impact of AI on resilience in Singapore remains unclear. To explore experiences of Singaporeans utilizing AI for resilience (with implications on social resilience) we focus on multi-stakeholder expert opinion on the SkillsFuture Singapore (SSG) scheme. SSG is a government-led and funded initiative for up- and re-skilling, introduced to protect workers and aid in their resilience through the evolving job landscape. The findings address: (1) perceptions of AI's role in resilience, (2) effects of public AI upskilling on social resilience, and (3) AI qualifications enhancing resilience despite displacement concerns. Our results provide valuable insights into how a small state like Singapore can exemplify citizen resilience amid emerging critical technologies.<br>*2025 Special Focus—Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities*<br>**Digital Learning: A Review of Free Educational Apps for Children Aged 9-12**<br>Anila Virani, Assistant Professor, Nursing, Thompson Rivers University, British Columbia, Canada<br>Lukhvir Johal, Student, Bacholors of Science in Nurisng, Thompson Rivers University , British Columbia, Canada<br>Children's increasing use of educational apps is driven by the perceived benefits recognized by parents and educators, particularly with the widespread availability of smartphones. However, there is a significant shortage of apps tailored for children aged 9 to 12. Therefore, the purpose of this study is to identify high-quality, free educational apps available for children aged 9 to 12 and examine the engagement strategies these apps use to enhance learning. The Google Play Store was searched using specific inclusion and exclusion criteria. An initial search identified 239 apps, of which five apps were deemed eligible. The in-depth evaluation of the eligible apps was conducted using information available on the Google Play Store and within the apps themselves. The study identified five free educational apps that can be used by parents and educators to support children's learning. Animations, gamification, quizzes, flashcards, and interactive books and songs were utilized as engagement strategies among these apps. The study offers valuable insights for parents, educators, app developers, and researchers. It provides parents with options for free educational apps that balance entertainment and educational value. Educators can use these apps in the classroom or recommend them to parents to support children's learning. Developers and researchers can utilize engagement strategies to design apps that meaningfully engage children. Future research should investigate the long-term educational impacts of using these apps.<br>*Knowledge Makers* |
| 13:35-14:50 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 13:35-14:50 | **PARALLEL SESSIONS** |
| **Room 13101 (1st Floor) EL Building** | **Industry Dynamics** |
| 14:50-16:10 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 14:50-16:10 | **PARALLEL SESSIONS** |
| **Plenary Room Guan-hu Ting (2nd Floor)** | **Plenary Session and Discussion with Hao-Jan Chen**<br>**Dr. Hao-Jan Chen is a Professor in the English Department at National Taiwan Normal University (NTNU), Taipei, Taiwan. He currently serves as the associate editor of the SSCI journal 'Educational Technology and Society' and is a member of the editorial boards for the SSCI journal 'Computer Assisted Language Learning'. Dr. Chen's research interests include computer-assisted language learning (CALL), corpus research, and second language acquisition. He has published more than 50 journal papers, approximately half of which are in SSCI-indexed journals. Dr. Chen has extensive experience in developing various language learning websites and tools for second/foreign language learning and teaching. He is currently developing and maintaining 'Cool English', a large non-profit English learning website with more than 1.9 million registered users, aimed at facilitating the learning of English as a foreign language (EFL) in Taiwan.This session will be recorded, a video recording will be posted below for registered delegates shortly following the session.** |

| Saturday, 26 April | |
|---|---|
| 14:50-16:10 | **PARALLEL SESSIONS** |
| | **Closing Session and Award Ceremony**<br>**Join the plenary speakers and your fellow delegates for the Twenty-First International Conference on Technology, Knowledge, and Society Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference.** |
| 16:10-17:00 | **PARALLEL SESSIONS** |

| Saturday, 26 April | |
|---|---|
| 16:10-17:00 | **PARALLEL SESSIONS** |
| **Registratio Desk** | **Closing Reception**<br>**The Twenty-First International Conference on Technology, Knowledge, and Society will be hosting a Closing Reception at the National Changhua University of Education. Join other conference delegates and plenary speakers while enjoying drinks, light hors d'oeuvres, and a chance to converse.** |

Eighteenth International Conference on
e-Learning & Innovative Pedagogies

# Learning from Artificial Intelligence:

## Pedagogical Futures and Transformative Possibilities

National Changhua University of Education in Taiwan
Changhua City, Taiwan
25-26 April 2025

e-Learning & Innovative Pedagogies

國立彰化師範大學
National Changhua University of Education

Eighteenth International Conference on e-Learning & Innovative Pedagogies

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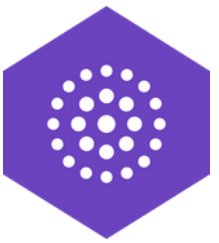

# Welcome Letters


Dear Conference Participants,

On behalf of Common Ground Research Networks, I welcome you to the Eighteenth International Conference on e-Learning & Innovative Pedagogies.

Founded in 2006, the e-Learning & Innovative Pedagogies Research Network is brought together around a common concern for new technologies in learning and an interest to explore possibilities for innovative pedagogies. We seek to build an epistemic community where we can make linkages across disciplinary geographic and cultural boundaries. As a Research Network, we are defined by our scope and concerns and motivated to build strategies for action framed by our shared themes and tensions.

This truly international conference brings together a diverse group of scholars, practitioners, and thought leaders from around the world. We are proud to provide a platform for exchanging ideas, and presenting research, addressing some of the pressing issues of our time.

Our conference theme, "Learning from Artificial Intelligence: Pedagogical Futures and Transformative Possibilities," reflects our commitment to exploring new frontiers in research and practice. Over the next few days, In-Person or Online, you will have the opportunity to attend keynotes, panel discussions, and other session types led by our Emerging Scholars. We encourage you to take full advantage of these sessions to gain new insights, expand your professional network, and find inspiration for your own work.

We want to thank our keynote speakers William Cope, Mary Kalantzis, Hao-Jan Chen, Gwo-Jen Hwang, Francisco Ignacio Revuelta Domínguez, Jason S. Chang, conference chair Dr. Yu-Ling You, presenters, and volunteers whose dedication and hard work have made this conference possible. We also thank our host partner National Changhua University of Education, for their generous support.

We hope you find this conference to be an intellectually stimulating and rewarding experience. Your active participation is crucial to the success of this event, and we look forward to the lively discussions and valuable connections that will emerge over the next few days.

Warm regards,

Dr. Phillip Kalantzis Cope
Chief Social Scientist
Common Ground Research Networks

e-Learning & Innovative Pedagogies

Dear Conference Delegates,

From wherever you've come, and in whichever way you are participating, welcome to the Eighteenth International Conference on e-Learning & Innovative Pedagogies. I am grateful to all of you for sharing your work at this conference. I particularly want to thank our hosts, Prof. Yu-ling You, Prof. Hsiang-chun Chu and her colleagues at the National Changhua University of Education, Changhua City, Taiwan.

The conference comes in the midst of tumultuous and pathbreaking technological developments in technology, in particular with the sudden emergence and widespread adoption of Generative AI. What will be the consequences for society and education? At this stage, the answers can only be hazy and uncertain. But we have to work on them, and this research network can make a contribution to the development of these answers.

I also want to mention technology transformations we have undergone at Common Ground, accelerated like so many other of such changes by the COVID pandemic. By way of context, for over 30 years, Common Ground has invested in developing technologies that seek to break down barriers of access in scholarly communication. In each phase, we've built spaces to support interdisciplinary dialogue, before such approaches were in vogue; connected international voices when disciplines were too often isolated in national silos; and supported an agenda of access and equality, by offering pathways and opportunities for diverse voices.

Since COVID we have introduced another kind of intervention–to build a scholarly communication infrastructure for a hybrid in person + online engagement. Our hybrid model seeks to transcend physical boundaries by offering a space to extend in-person conference content online while ensuring online-only delegates are afforded equal participatory and experiential spaces within the platform. At the same time, the model offers participants a legacy resource to which they can return, with access to a social space where fellow participants can keep connected long after the conference ends.

But for us "hybrid" is more than an approach to technology. We're using this conceptual filter to consider our mission:

- Hybrid disciplines as an approach to interdisciplinary research practices.
- Hybrid affinities as a way to approach a shared politics for paradigms of recognition and redistribution.
- Hybrid voices as a way to consider where research happens in and outside of academia.
- Hybrid ideas as the common ground for a new sense of civics.

I thank our partners and colleagues at the National Changhua University of Education and Common Ground who have helped organize and produce this meeting with great dedication and expertise.

Warm Regards,

Dr William Cope
Director, Common Ground Research Networks

Professor
- Department of Education Policy, Organization & Leadership, College of Education
- Information Trust Institute, College of Engineering
- Siebel Center for Design

University of Illinois at Urbana-Champaign

# e-Learning & Innovative Pedagogies **Research Network**

Founded in 2006, the **e-Learning & Innovative Pedagogies Research Network** is brought together around a common concern for new technologies in learning, and an interest to explore possibilities for innovative pedagogies offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries. As a Research Network, we are defined by our scope and concerns and motivated to build strategies for action framed by our shared themes and tensions.

## From Ubiquitous Computing to Ubiquitous Learning

At first glance, it is the machines that make ubiquitous learning different from heritage classroom and book-oriented approaches to learning. These appearances, however, can deceive. Old learning can be done on new machines. Using new machines is not necessarily a sign that ubiquitous learning has arrived. Some features of ubiquitous learning are not new–they have an at times proud and at times sorry place in the history of educational innovation, stretching back well before the current wave of machines.

However, there is an obvious link between ubiquitous learning and ubiquitous computing. The term 'ubiquitous computing' describes the pervasive presence of computers in our lives. Personal computers, laptops, tablets and smart phones have become an integral part of our learning, work and community lives, to the point where, if you don't have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a 'have not' on the wrong side of the 'digital divide'. Meanwhile, many other devices are becoming more computer-like (in fact, more and more of them they are computers or have computing power built in): televisions, global positioning systems, digital music players, personal digital assistants, cameras and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Importantly for education, the machines of ubiquitous computing can do many of the things that pens and pencils, textbooks and teacher-talk did for learners in an earlier era. They can do these things the same, and they can do them differently.

Does ubiquitous computing lay the groundwork for ubiquitous learning? Does it require us to make a shift in our educational paradigms?

It may, however, the approach of this research network is more conditional than this. To reiterate, 'ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media'. The qualifications in this statement are crucial. 'Made possible' means that there is no directly deterministic relationship between technology and social change. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a 'learning management system'. Something changes when this happens, but disappointingly, it does not amount to much.

And another qualifier: 'affordance' means you can do some things easily now, and you are more inclined to do these things than you were before simply because they are easier. You could do collaborative and inquiry learning in a traditional classroom and heritage institutional structures, but it wasn't easy. Computers make it easier. So, the new things that ubiquitous computing makes easier may not in themselves be completely new–modes of communication, forms of social relationship or ways of learning. However, just because the new technology makes them easier to do, they become more obviously worth doing than they were in the past. Desirable social practices which were at times against the grain for their idealistic impracticality, become viable. The technology becomes an invitation to do things better, often in ways that some people have been saying for a long time they should be done.

Following are just a few of the characteristic moves of ubiquitous learning that this research network addresses in its various discussion forums. Participants may agree or disagree with these, or choose to add more.

## Move 1: To blur the traditional institutional, spatial and temporal boundaries of education.

In the heritage educational institutions of our recent past, learners needed to be in the same place at the same time, doing the same subject and staying on the same page. The classroom was an information architecture, transmitting content, one to many: one textbook writer to how every many thousands of learners; one teacher to thirty something children or one lecturer to one hundred and something university students. The spatial and temporal simultaneity of this information and knowledge system practically made sense.

Today, in the era of cheap recording and transmission of any textual, visual and audio content anywhere, such classrooms are less needed. Education can happen anywhere, anytime. Long traditions of 'distance education' and 'correspondence schools' mean that these ideas are far from novel. The only difference now is that ubiquitous computing renders anachronistic and needlessly expensive for many educational purposes the old information architecture of the classroom, along with its characteristic forms of discourse and social relationships to knowledge. Even the problem of duty of care for children is surmountable with mobile phones and global positioning devices. Knowing the location of a child in a classroom was never better than the one meter margin of error of GPS devices.

And another problem with the old classroom: the idea was that this was preparation for life, enough to assume whatever one's lot would be, and the rest could be left to experience. Today, everything is changing so rapidly that today's education easily becomes tomorrow's irrelevance. So, there have been moves to make ongoing training and formally accredited education 'lifelong and lifewide'. For people in work and with families, not able to commute to an institution or able to schedule their time easily, ubiquitous computing can be a conduit for education beyond the traditional spatial and institutional boundaries. Coming together in specific times and places will, of course, remain important, but what we will choose to do when we come together may be different from what happens in classrooms today–these may be special times to focus, on face-to-face planning, collaborative work and community building.

Then there's the new pervasiveness of pedagogy in spaces of informal and semi-formal learning–help menus, 'intuitive interfaces', game-like staged learning, and 'over-the-shoulder-learning' from friends and colleagues. This kind of learning only ever needs to be just in time and just enough. It is now integral to our lifeworlds, a survival skill in a world of constant change.

## Move 2: To shift the balance of agency.

In the traditional classroom, the teacher and blackboard were at the front of the room. The learners sat in straight rows, listened, answered questions one at a time, or quietly read their textbooks and did their work in their exercise books. Lateral student-student communication was not practicable, or even desirable when it could be construed as cheating. Underlying this arrangement was a certain kind of discipline (listen to the teacher, read authority into the textbook), and a particular relationship to knowledge (here are the facts and theories you will need to know, the literature which will elevate and the history which will inspire). This kind of education made a certain kind of sense for a certain kind of world, a world where supervisors at work shouted orders or passed down memos in the apparent productive interests of the workers, where the news media told the one main story we were meant to hear, and where we all consumed identical mass-produced goods because engineers and entrepreneurs had decided what would be good for us. Authors wrote and the masses read; television companies produced and audiences watched; political leaders led and the masses followed; bosses bossed and the workers did as they were told. We lived in a world of command and compliance.

Today, the balance of agency has shifted in many realms of our lives. Employers try to get workers to form self-managing teams, join the corporate 'culture' and buy into the organization's vision and mission. Now the customer is always right and products and services need to be customized to meet their particular practical needs and aesthetic proclivities. In the new media, ubiquitous computing has brought about enormous transformations. There's no need to listen to the top forty when you can make your own playlist on your iPod. There's no need to take on authority the encyclopedia entry in Wikipedia when you, the reader, can talk back, or at least watch other people's arguments about the status of knowledge. There's no need to take the sports TV producer's camera angles when you can chose your own on interactive television. There's no need to watch what the broadcast media has dished up to you, when you can choose your own interest on YouTube, comment on what you're watching and, for that matter, make and upload your own TV. There's no need to relate vicariously to narratives when you can be a player in a video game. This new order applies equally well to learning. There is no need to be a passive recipient of transmitted knowledge when learners and teachers can be collaborative co-designers of knowledge.

Instead, there are many sources of knowledge, sometimes problematically at variance with each other, and we have to navigate our way around this. There are many sites and modalities of knowledge, and we need to get out there into these to be able to make sense of things for ourselves. There may be widely accepted and thus authoritative bodies of knowledge to which we have to relate, but these are always uniquely applied to specific and local circumstances–only we can do this, in our own place and at our own time. In this environment, teachers will be required to be more knowledgeable, not less. Their power will be in their expertise and not in their control or command routines.

## Move 3: To recognize learner differences and use them as a productive resource.

Modern societies used to value uniformity: we all read the same handful of newspapers and watched the same television channels; we all consumed the same products; and if we were immigrant, or indigenous, or of an ethnic minority, we needed to assimilate so we could all comfortably march to the same national beat.

And so it was in schools: everyone had to listen to the teacher at the same time, stay on same message on the same the page, and do the same test at the end to see whether they had learnt what the curriculum expected of them. Today there are hundreds of television channels, countless websites, infinite product variations to suit one's own style, and if you are immigrant or indigenous or a minority, your difference is an aspect of our newfound cosmopolitanism.

This is all part of a profound shift in the balance of agency. Give people a chance to be themselves and you will find they are different in a myriad of ways: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona).

In sites of learning today, these differences are more visible and insistent than ever. And what do we do about them? Ubiquitous learning offers a number of possibilities. Not every learner has to be on the same page; they can be on different pages according to their needs. Every learner can connect the general and the authoritative with the specifics and particulars of their own life experiences and interests. Every learner can be a knowledge maker and a cultural creator, and in every moment of that making and creating they remake the world in the timbre of their own voice and in a way which connects with their experiences. Learners can also work in groups, as collaborative knowledge makers, where the strength of the group's knowledge arises from their ability to turn to productive use the complementarities that arise from their differences.

In this context, teacher will need to be engaged members of cosmopolitan learning communities and co-designers, with learners, of their learning pathways.

## Move 4: To broaden the range and mix of representational modes.

Ubiquitous computing records and transmits meanings multimodally–the oral, the written, the visual and the audio. Unlike previous recording technologies, these representational modes are reduced to the same stuff in the manufacturing process, the stuff of zeros and ones. Also, like never before, there is next to no cost in production and transmission of this stuff.

Now, anyone can be a film-maker, a writer who can reach any audience, an electronic music maker, a radio producer. Traditional educational institutions have not managed to keep up this proliferation of media. But, if educators have not yet made as much as they could of the easy affordances of the new media, the students often have. When educators do catch up, the learning seems more relevant, and powerful, and poignant. Educators will need to understand the various grammars of the multiple modes of meaning making that the digital has made possible, in the same depth as traditional alphabetic and symbolic forms.

## Move 5: To develop conceptualizing capacities.

The world of ubiquitous computing is full of complex technical and social architectures that we need to be able to read in order to be a user or a player. There are the ersatz identifications in the form of file names and thumbnails, and the navigational architectures of menus and directories. There is the semantic tagging of home-made folksonomies, the formal taxonomies that define content domains, and the standards which are used to build websites, drive web feeds, define database fields and identify document content.

These new media need a peculiar conceptualizing sensibility, sophisticated forms of pattern recognition and schematization. For these reasons (and for other, much older, good educational reasons as well), ubiquitous learning requires higher-order abstraction and metacognitive strategies. This is the only way to make one's way through what would otherwise be the impossibilities of information quantity. Teachers then need to become masterful users of these new meaning making tools, applying the metalanguage they and their learners need alike in order to understand their affordances.

## Move 6: To connect one's own thinking into the social mind of distributed cognition and collective intelligence.

In the era of ubiquitous computing, you are not what you know already but what you can potentially know, the knowledge that is at hand because you have a device in hand. Even in the recent past, we had libraries on hand, or experts we could consult. Cognition has always been distributed and intelligence collective. The most remarkable technology of distributed cognition is language itself.

However, today there is an immediacy, vastness and navigability of the knowledge that is on hand and accessible to the devices that have become more directly an extension of our minds. Those who used to remember telephone numbers will notice that something happens to their minds when the numbers they need are stored on the mobile phone–the phone remembers for you. It becomes an indispensable extension of your mind. This should spell doom for the closed book exam. Educators will need to create new measures to evaluate learners' capacities to know how to know in this new environment.

## Move 7: To build collaborative knowledge cultures.

Ubiquitous computing invites forms of social reflexivity which can create 'communities of practice' to support learning. In the ubiquitous learning context, teachers harness the enormous lateral energies of peer-to-peer knowledge making and the power of collective intelligence. This builds on the complementarity of learner differences–experience, knowledge, ways of thinking and ways of seeing. Learners also involve people who would formerly have been regarded as outsiders or even out-of-bounds in the learning process: parents and other family members, critical friends or experts.

Digital workspaces built upon social networking technologies are ideal places for this kind of work, at once simple and highly transparent when it comes to auditing differential contributions. Teachers need higher order skills to build learning communities that are genuinely inclusive, such that all learners reach their potential. Each of these moves explores and exploits the potentials of ubiquitous computing. None, however, is a pedagogical thought or social agenda that is new to the era of ubiquitous computing. The only difference today is that there is now no practical reason not to make any of these moves. The affordances are there, and if we can, perhaps we should. When we do, we may discover that a new educational paradigm begins to emerge. And as this paradigm emerges, we might also find educators take a leading role on technological innovation. The journey of ubiquitous learning is only just beginning. As we take that journey, we need to develop breakthrough practices and technologies that allow us to reconceive and rebuild the content, processes and human relationships of teaching and learning.

## **Theme 1:** Considering Digital Pedagogies

On the dynamics of learning in and through digital technologies.

**Living Tensions:**

- New learning supported by new technologies: challenges and successes
- Old learning using new technologies, for better or for worse
- Traditional (didactic, mimetic) and new (transformative, reflexive) pedagogies, with and without new technology
- Changing classroom discourse in the new media classroom
- Peer to peer learning: learners as teachers
- From hierarchical to lateral knowledge flows, teaching-learning relationships
- Supporting learner diversity
- Beyond traditional literacy: reading and writing in a multimodal communications environment
- Digital readings: discovery, navigation, discernment and critical literacy
- Metacognition, abstraction, and architectural thinking: new learning processes in new technological environments
- Formative and summative assessment: technologies in the service of heritage and new assessment practices
- Evaluating technologies in learning
- Shifting the balance of learning agency: how learners become more active participants in their own learning
- Recognizing learner differences and using them as a productive resource
- Collaborative learning, distributed cognition and collective intelligence
- Mixed modes of sociability: blending face to face, remote, synchronous and asynchronous learning
- New science, mathematics and technology teaching
- Technology in the service of the humanities and social sciences
- The arts and design in a techno-learning environment

## **Theme 2**: New Digital Institutions and Spaces

On the changing the institutional forms of education–classroom, schools and learning communities–in the context of ubiquitous computing.

**Living Tensions:**

- Blurring the boundaries of formal and informal learning
- Times and places: lifelong and lifewide learning
- Always ready learnability, just in time learning, and portable knowledge sources
- Educational architectures: changing the spaces and times
- Educational hierarchies: changing organizational structures
- Student-teacher relations and discourse
- Sources of knowledge authority: learning content, syllabi, standards
- Schools as knowledge producing communities
- Planning and delivering learning digitally
- Teachers as curriculum developers
- Teachers as participant researchers and professional reflective practice

## **Theme 3**: Technologies of Mediation

On new learning devices and software tools.

**Living Tensions**

- Ubiquitous computing: devices, interfaces, and educational uses
- Social networking technologies in the service of learning
- Digital writing tools; wikis, blogs, slide presentations, websites, and writing assistants
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial, and tactile modes
- Designing meanings in the new media: podcasts; digital video, and digital imaging
- Learning management systems
- Learning content and metadata standards
- Designed for learning: new devices and new applications
- Usability and participatory design: beyond technocentrism
- Learning to use and adapt new technologies
- Learning through new technologies

## **Theme 4**: Designing Social Transformations

On the social transformations of technologies, and their implications for learning.

**Living Tensions**

- Learning technologies for work, civics and personal life
- Ubiquitous learning in the service of the knowledge society and knowledge economy
- Ubiquitous learning for the society of constant change
- Ubiquitous diversity in the service of diversity and constructive globalism
- Inclusive education addressing social differences: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona)
- Changing the balance of agency for a participatory culture and deeper democracy
- From one to many, to many to many: changing the direction of knowledge flows
- Beyond the traditional literacy basics: new media and synaesthetic meaning-making

## Bill Cope

Professor, University of Illinois, Urbana-Champaign, USA

**Dr Bill Cope** is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor at Charles Darwin University, Australia. He is also a director of Common Ground Research Networks, a not-for-profit publisher and developer of "social knowledge" technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment. Among his recent publications are edited volumes on The Future of the Book in the Digital Age and The Future of the Academic Journal, and with Kalantzis and Magee, Towards a Semantic Web: Connecting Knowledge in Academic Research.

## Mary Kalantzis

Professor, University of Illinois, Urbana-Champaign, USA

**Mary Kalantzis** was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: New Learning: Elements of a Science of Education, Cambridge University Press, 2008 (2nd edition, 2012); Ubiquitous Learning, University of Illinois Press, 2009; Towards a Semantic Web: Connecting Knowledge in Academic Research, Elsevier, 2009; Literacies, Cambridge University Press 2012 (2nd edition, 2016); A Pedagogy of Multiliteracies, Palgrave, 2016; and e-Learning Ecologies, Routledge, 2016.

# Advisory Board

e-Learning & Innovative Pedagogies

The **e-Learning & Innovative Pedagogies Research Network** is grateful for the foundational contributions, ongoing support, and continued service of our Advisory Board.

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e-Learning & Innovative Pedagogies

When you join the **e-Learning & Innovative Pedagogies Research Network** you become part of an international network of scholars, researchers, and practitioners. We are more than a professional organization. Our members present at our annual conference, publish in our journals, and write for our book imprint. Your membership makes our independent organization possible; while giving you access to a large body of knowledge and professional development opportunities

## Annual Conference Access & Discounts

- Discount to the annual conference (or any other Common Ground Research Network Conference).
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- Access to Digital Media for Past Conferences (on request).

## Publishing Opportunities

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- Ability to serve as a peer reviewer and to become recognized on the Editorial Board.

## Virtual Programming

- Access to Meet the Author series content.
- Learning Series: we offer educational, insightful, and relevant content on industry trends via online training sessions on book and journal publishing; navigating early career challenges; mentorship programs, and much more.
- Partner Series: featured events by our network partners or local hosts .

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## Building Community

- Ability to grow your network via our CGScholar Community social space.
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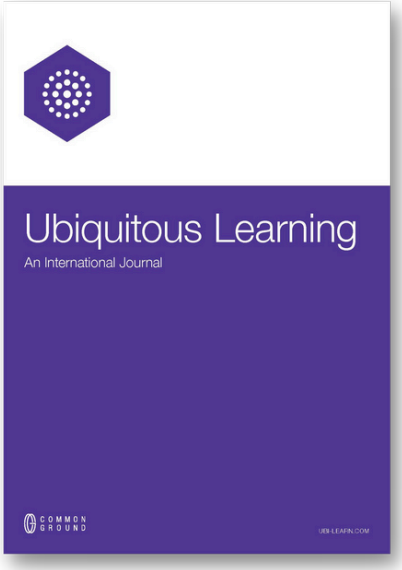
# Ubiquitous Learning:
# **An International Journal**




## Ubiquitous Learning: An International Journal

Ubiquitous Learning: An International Journal sets out to define an emerging field. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media. Ubiquitous learning is a counterpart to the concept "ubiquitous computing," but one which seeks to put the needs and dynamics of learning ahead of the technologies that may support learning. The arrival of new technologies does not mean that learning has to change. Learning should only change for learning's sake. The key perspective of the conference and journal is that our changing learning needs can be served by ubiquitous computing. In this spirit, the journal investigates the affordances for learning in the digital media, in school, and throughout everyday life.

**Serial Founded:** 2009
**ISSN:** 1835-9795 (Print) **ISSN:** 2475-9686 (Online)
**LCCN Permalink:** https://lccn.loc.gov/2015200319
**DOI:** http://doi.org/10.18848/1835-9795/CGP
**Publication Frequency:** Biannually

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# Editorial Board



Articles published in **Ubiquitous Learning: An International Journal** are two-way blind peer-reviewed by scholars who are active members of **e-Learning & Innovative Pedagogies Research Network**. The publisher, editors, reviewers, and authors all agree upon the standards of expected ethical behavior as based on the Committee on Publication Ethics (COPE) Core Practices.

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# Our Publishing Principles

e-Learning & Innovative Pedagogies

We take research integrity seriously, following standards and best practices established by the Committee on Publication Ethics (COPE). We're also active members of key industry associations: Association of American Publishers, Association of Learned and Professional Society Publishers, The Society for Scholarly Publishing, and Crossref.

To review our policy on take link below :

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Common Ground Research Networks (Not-for-Profit) is proud to be a signatory to the United Nations Sustainable Development Goals Publishers Compact. Launched in collaboration with the International Publishers Association, the compact "features 10 action points that publishers, publishing associations, and others can commit to undertaking in order to accelerate progress to achieve the Sustainable Development Goals (SDGs) by 2030. Signatories aspire to develop sustainable practices and act as champions of the SDGs, publishing books and journals that will help inform, develop and inspire action in that direction."

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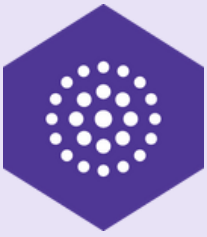

**Eighteenth International Conference**

on e-Learning & Innovative Pedagogies

# History



Founded in 2006, the **e-Learning & Innovative Pedagogies Research Network** is brought together around a common concern for new technologies in learning, and an interest to explore possibilities for innovative pedagogies offered by new information and communications technologies. The perspectives of our members range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. We aim to traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action. Our aim is to build an epistemic community where we can make linkages across disciplinary, geographic, and cultural boundaries.

## Past Events

- 2008 - Chicago, USA
- 2009 - Northwestern University, Boston, USA
- 2010 - University of British Columbia, Vancouver, Canada
- 2011 - University of California, Berkeley, USA
- 2012 - University of Illinois, Urbana-Champaign, USA
- 2013 - Universidad Nacional de Educación a Distancia, Madrid, Spain
- 2014 - Pacific University in Forest Grove, Oregon, USA
- 2015 - University of California, Santa Cruz, USA
- 2017 - University of Toronto, Toronto, Canada
- 2018 - St John's University, Manhattan Campus, New York, USA
- 2019 - Hotel Grand Chancellor Hobart, Hobart, Australia
- 2020 - University of the Aegean, Rhodes, Greece (Virtual)
- 2021 - University of the Aegean, Rhodes, Greece (Virtual)
- 2022 - National Changhua University of Education, Changhua City, Taiwan (Virtual)
- 2023 - University of Malta, Malta
- 2024 - Universitat Politècnica de València, Spain

The **e-Learning & Innovative Pedagogies Research Network** is thankful for the contributions and support of the following organizations.

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National Changhua University of Education

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ST. JOHN'S UNIVERSITY

**Dr. Yu-Ling You**
Professor, Department of English, National Changhua University of Education, Changhua, Taiwan

**Dr. Yu-ling You** is a professor in the Department of English at the National Changhua University of Education, Taiwan, R.O.C. She has devoted more than a quarter of a century to the pedagogy and research of English as a Foreign Language (EFL) with a particular focus on reading and writing. In recent years, she has turned her scholarly attention towards the burgeoning field of multimodal composing and the genre analysis of multimodal texts. Recognizing the potential of technology in language learning, she has also been exploring integrating Artificial Intelligence tools to enhance the learning experience for EFL students.

And here is the brief biodata for Chien-hong Axson Lin, who will demonstrate the integration of AI in his English classroom. This is the link to the school where he teaches: https://sites.google.com/nehs.tc.edu.tw/nehs-english-website/main-page

Axson Lin is currently pursuing his PhD at the National Changhua University of Education, his research delves into the intersection of Artificial Intelligence (AI) and Multimodality, exploring their potential to revolutionize the learning experience. While his academic pursuits lay the groundwork for the future, Lin brings a practical touch to education through his role as a dedicated high school English teacher. This book chapter marks a pivotal moment in Lin's career, signifying his debut contribution to the world of educational publications.

**Dr. Hsiang-chun Chu**
Professor, Department of English, National Changhua University of Education, Changhua, Taiwan

**Hsiang-chun Chu**, Chair and Professor of the Department of English, National Changhua University of Education. Her research interests are Shakespeare, early modern English drama, and Shakespearean films. She is the author of Metatheater in Elizabethan and Jacobean Drama: Four Forms of Theatrical Self-Reflexivity, Violence and Spectacle, and Cultural Commodity: Studying Three Postmodern Shakespearean Films.

## Pedro Salcedo Lagos

Professor, University of Concepción, Chile

"Modelos del Mundo: Puentes entre la Inteligencia Artificial y la Educación" (In Spanish)

Pedro Salcedo es Profesor Titular en la Universidad de Concepción, Magíster en Ciencias de la Computación y Doctor en Inteligencia Artificial. Actualmente, se desempeña como director del Dpto. de Metodología de la Investigación e Informática Educacional de la UdeC e integrante del Comité Académico del Doctorado en Inteligencia Artificial en consorcio de la región del Biobío.
El Dr. Salcedo, ha impartido entre otros cursos el de "Ingeniería del Conocimiento", "Inteligencia Artificial y Robótica", "Procesamiento del Lenguaje Natural" y "Lingüística Aplicada y análisis de sentimientos" para los Doctorados de Psicología, Lingüística, Educación e Inteligencia Artificial. Actualmente sus intereses académicos se enfocan en la Ingeniería del Conocimiento, Computación Afectiva, Inteligencia Artificial, Neuro computación y Lingüística Aplicada. Sus últimas publicaciones y estudios tratan temas relacionados con "Modelos del Mundo con IA", "Estudio de las emociones con técnicas de IA (Computación Afectiva)" e "Ingeniería del Conocimiento en las instituciones". Ha dirigido diversos proyectos de investigación, principalmente relacionados con la integración de la Inteligencia Artificial en la empresa y la sociedad y con el desarrollo de tecnologías inteligentes que se adaptan a diversas características psicológicas y de conocimiento de los usuarios.

**24 April - 21:00 (GMT+08:00) Taipei**

## William Cope

Professor, University of Illinois, USA

**Bill Cope** is a professor in the Department of Education Policy, Organization & Leadership at the University of Illinois, Urbana-Champaign. He and Mary Kalantzis are directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation. The result has been Scholar, a multi-modal writing and assessment environment.

**25 April - 9:30AM (GMT+08:00) Taipei**

## Mary Kalantzis

Professor, University of Illinois, USA

**Mary Kalantzis** was dean of the College of Education at the University of Illinois, Urbana-Champaign, United States from 2006 to 2016. Before this, she was dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and president of the Australian Council of Deans of Education. With Bill Cope, she has co-authored or co-edited: New Learning: Elements of a Science of Education, Cambridge University Press, 2008 (2nd edition, 2012); Ubiquitous Learning, University of Illinois Press, 2009; Towards a Semantic Web: Connecting Knowledge in Academic Research, Elsevier, 2009; Literacies, Cambridge University Press 2012 (2nd edition, 2016); A Pedagogy of Multiliteracies, Palgrave, 2016; and e-Learning Ecologies, Routledge, 2016.

**25 April - 9:30AM (GMT+08:00) Taipei**

## Jason S. Chang

Professor, National Tsing Hua University, Taiwan

**Jason S. Chang** received a PhD degree in Computer Science from New York University. He is a professor of computer science at National Tsing Hua University, Taiwan. He has been a member of the Association for Computational Linguistics since 1986. His research interests span natural language processing, computer-assisted language learning, information retrieval, and machine translation.

His publications englobe the following themes: Computational Linguistics, AI, Sense of the Word, Word Embedding, Acoustic Model, Applying Transfer Learning, Audio Files, Corpus Size, Neural Machine Translation, etc.

**25 April - 16:00 (GMT+08:00) Taipei**

## Hao-Jan Chen

Professor, English Department, National Taiwan Normal University (NTNU), Taipei, Taiwan


**Dr. Hao-Jan Chen** is a Professor in the English Department at National Taiwan Normal University (NTNU), Taipei, Taiwan. He currently serves as the associate editor of the SSCI journal 'Educational Technology and Society' and is a member of the editorial boards for the SSCI journal 'Computer Assisted Language Learning'. Dr. Chen's research interests include computer-assisted language learning (CALL), corpus research, and second language acquisition. He has published more than 50 journal papers, approximately half of which are in SSCI-indexed journals. Dr. Chen has extensive experience in developing various language learning websites and tools for second/foreign language learning and teaching. He is currently developing and maintaining 'Cool English', a large non-profit English learning website with more than 1.9 million registered users, aimed at facilitating the learning of English as a foreign language (EFL) in Taiwan.

**26 April - 14:50 (GMT+08:00) Taipei**

## Gwo-Jen Hwang

Vice President, National Taichung University of Education, Taiwan

**Dr. Hwang** serves as an editorial board member and a reviewer for more than 50 academic journals of educational technology and e-learning. He has also been the principal investigator of more than 150 research projects funded by Ministry of Science and Technology as well as Ministry of Education in Taiwan. He received the annual most Outstanding Researcher Award from the National Science Council of Taiwan in the years of 2007, 2010 and 2013. Moreover, in 2016, he was announced by Times Higher Education as being the most prolific and cited researcher in the world in the field of social sciences He is the scholar who defined the term "seamless flipped learning" as "mobile technology-enhanced flipped classroom with effective learning strategies. "In 2018, Dr. Hwang was invited by the Flipped Learning Global Initiative to record the Flipped Learning 3.0 Certification Level-I program, showing that his competencies of flipped learning teaching and research have been highly recognized by the global flipped learning community.

**26 April - 9:10AM (GMT+08:00) Taipei**

Each year a small number of **Emerging Scholar Awards** are given to outstanding early-career scholars or graduate students. Here are our 2025 Emerging Scholar Award Winners.

**Cheng Ching Ho**
Hong Kong Adventist College,
Hong Kong

**Francisca Oladipo**
Thomas Adewumi University,
Nigeria

**Janine Arantes**
Victoria University,
Australia

**Ana Isabel Invernón Gómez**
University of Zaragoza,
Spain

**Nonlourou Marie Paule Natogoma Coulibaly**
Face development consulting/ Chair Jean Rodhain Toulouse,
France

**Eint Pyae Pyae Khin**
University of Hawaii,
USA

**Ursula Pawlowski**
Edgewood College,
USA

**Mª Lina Higueras Rodríguez**
University of Granada,
Spain

## Online Welcome and Training Session

Join other delegates for a pre-conference welcome reception and training session. This special event will walk you through the CGScholar Event Mircosite so you have a rich online experience by learning how to comment and participate online. It will also teach delegates how to update their profile and Presenter Pages in order to add digital media: video, sound, other files. This will be held "live" via Zoom.

**23 APRIL 2025, 22:00 (Taiwan Time)**

## Closing Session and Award Ceremony

Come join the plenary speakers and your fellow delegates for the Eighteenth International Conference on e-Learning & Innovative Pedagogies Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the National Changhua University of Education directly following the last session of the day.

**Date:** Saturday, 26 April
**Time:** Directly following the last session of the day
**Location:** National Changhua University of Education

## **In Person** Tour to Sun Moon Lake - 24 April, 2025

Join us for a special tour to Sun Moon Lake, Taiwan's largest and most stunning alpine lake, nestled in the heart of Nantou County. Known for its tranquil beauty, Sun Moon Lake offers breathtaking views, with its eastern part shaped like the sun and its western part like the moon. Surrounded by lush green mountains, the lake is perfect for relaxation and exploration. Participants will have the opportunity to experience local cultural landmarks such as the Wenwu Temple, enjoy a scenic boat ride, or stroll along the picturesque lakeside paths. Don't miss this chance to immerse yourself in the natural and cultural wonders of one of Taiwan's most iconic destinations.

The cost covers the bus trip, the lunch, and a boat trip in the afternoon (optional).

**Date:** April 24, 2024
**Time:** 8:00AM - 05:00PM
**Meeting point:** Windsor Hotel Taichung

## **Conference Dinner (Buffet):** Windsor Cafe (B1 floor) - 25 April, 2025

The Windsor Cafe is located in a 5-star hotel Windsor Hotel Taichung, one of the Conference Hotels. This hotel is located in Taichung (a nearby city of Changhua). The buffet offers dishes of traditional Chinese cuisine.
The dinner is a buffet-style dining, the guests will be choosing from and helping themselves to a variety of dishes usually displayed on a banquet table. There will be offered meat, fish and vegetarian options. Wine and non-alcoholic drinks are included.

**Date:** Friday, April 25
**Time:** 18:30
**Place:** Windsor Cafe (Floor B1, Windsor Hotel Taichung)

# Event Microsite User Guide

Scholar

## Guide to the Guide

### HEADING STRUCTURE

**Access** Guides to Ensure **Access**

**Navigate** Guides on How to **Navigate**

**Engage** Guides on How to **Engage**

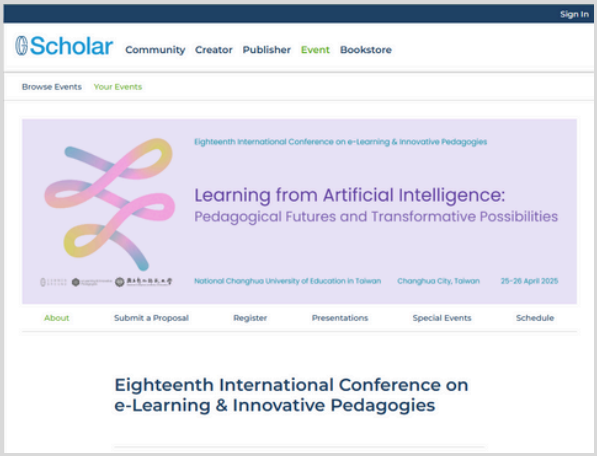
### SCHOLAR MEANINGS

Everywhere you see an underlined term look to the Scholar Meanings box at bottom of page for more detailed intromation.

**CGScholar Meanings**

## Access Navigate to your **Microsite** ...

The **Event Microsite** in CGScholar will be your hub for navigating the conference. If you are an In-Person Blended delegate it's where you'll view the schedule, find your way around the venue, and engage with digital media and online discussion boards. If you are Online Only it is where you'll view the schedule, find live sessions, and engage with asynchronous digital media and online discussion boards.




**Visit**: https://cgscholar.com/cg_event/events/Q25en/about

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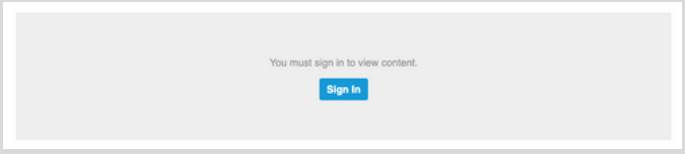
## Access Make sure you are **Signed-In**....

Before starting any session in the Event Microsite ensure you are **Signed-In**. If you are not Registered you'll be prompted to do so.

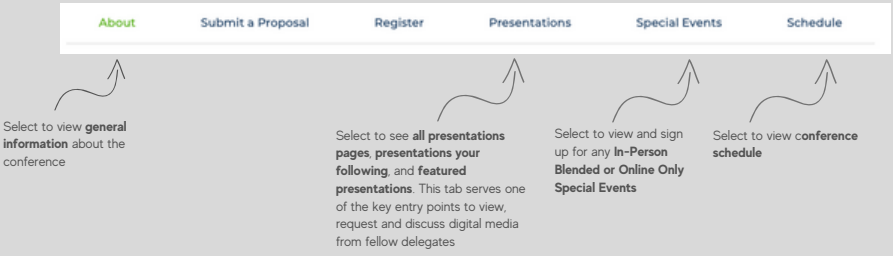



**CGScholar Meanings**

**Event Microsite:** The CGScholar Event Microsite is your 'hub' for the online portion of the conference. It is where you will find your Presenter Page, sign up for special events, and view the Event Schedule.
**Registered:** Registering for the conference will give you access to the conference content. You can register for the conference under the 'Registration' tab on the CGScholar Event Microsite.

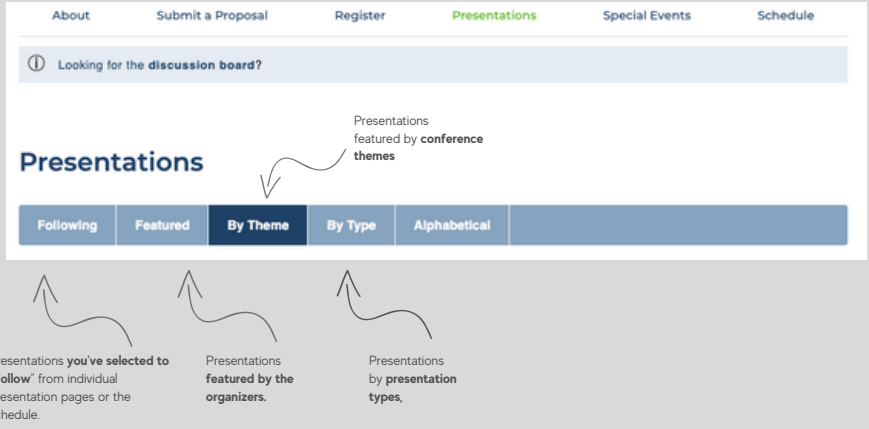
## **Navigate** From the **Landing Page** ...

The main URL for the Microsite will take you to the **Landing Page**. For both In-Person Blended and Online Only this top-level navigation will be the entry points for all actions, content, and social activity.




## **Navigate** From the **Presentations** Tab ...

The **Presentations** tab is the entry point to view all In-Person Blended and Online Only Presentation Pages. The sub-navigation offers different ways of viewing the lists of presentations.

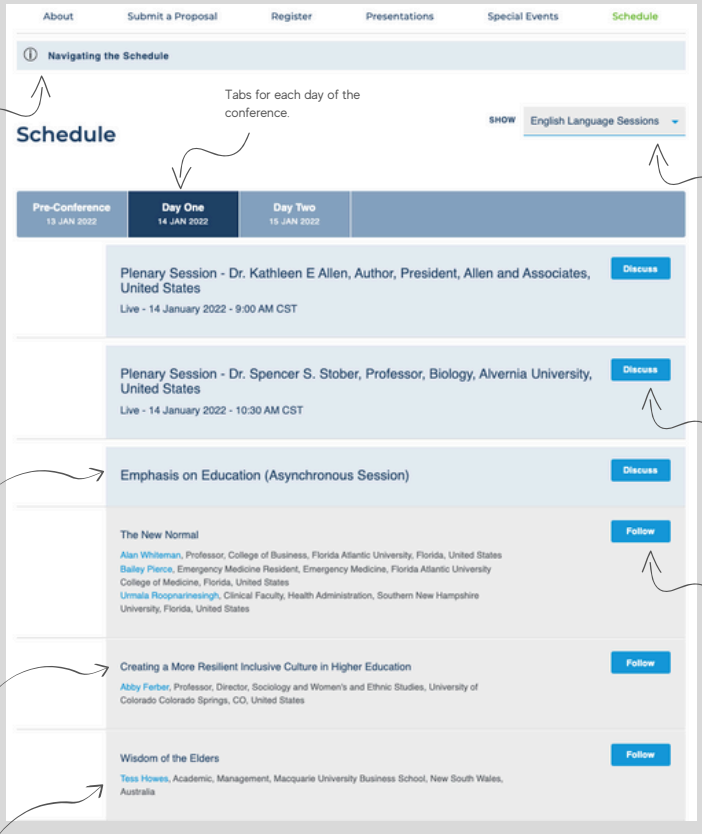



### CGScholar Meanings

**In-Person Blended:** An In-Person Blended delegate is one who has registered to participate in-person at the conference venue, and online.
**Online Only:** An Online Only delegate is one who will only participate in the conference online.
**Presentation Pages**: A Presentation Page is a unique page for each presentation. If you are presenting at the conference, you can edit and upload your digital media to your Presentation Page. You can also view other delegates Presentation Pages.
**Featured**: A Featured session is one which is highlighted by the conference organizers or local hosts. In most cases, these are the Emerging Scholars Presentation Pages, but can also include Advisory Board sessions, Plenary Sessions and other notable sessions.
**Theme:** Each Research Network has a number of themes that are consistent from year to year.There is also a Special Focus theme that is unique to each conference year.
**Type:** Presentation type is **how** you will present. This can be a Themed Paper Presentation, or a Poster session or a Workshop.

# Navigate From the **Schedule** Tab ...

The **Schedule** tab is the entry point to the program for all In-Person Blended and Online Only delegates. In-Person Blended tabs will be marked with dates and times. Online Only content is asynchronous, unless marked with date and time.




Guide to navigating the **conference schedule**

Tabs for each day of the conference.

Use to switch between **English and Spanish Language Sessions**

Select **Discuss** to go directly to the **Discussion Board** to comment on presentation/s

Select **Themed Panel** titles/headers to view all presentations for the themed panel. You'll find (or be able to request) digital media to view on each individual presentation page.

Select **Follow** to add this presentation to your **Following** list in the presentation tab. Once you've selected Following you'll also receive email notification for all comments the discussion board for that presentation.

Select **Presentation** titles / headers presentations pages. On these pages you'll find (or be able to request) digital media to view.

Select names to open **CGScholar profiles** in the Community space in CGScholar. Here you'll be able view their profile, add as your "Peer" and send messages.

### CGScholar Meanings

**Asynchronous:** Asynchronous content are presentations which are Online Only, and are not dependent on a date and time for presentation, but a Digital Media upload.
**English and Spanish Language Sessions:** Under this drop down, you can 'flip' between sessions in English, or sessions in Spanish.
**Themed Panel:** A Themed Panel is a grouping of three or four Themed Paper Presentations according to theme and topic. Each Themed Panel has its own discussion board, and title.
**CGScholar Profile Page:** Each CGScholar user has their own profile page with headshot, bio and educational information.
**Community:** The Research Network Community page is where you will find the latest Updates and information about what is happening in the Research Network.
**Discuss / Discussion Boards:**The discuss button will take you to the discussion board for that session (Plenary Session or Themed Panel, for example). Here you can pose questions, comment on Digital Media and engage with other delegates.

# Navigate From a **Presentation Page** ...

Each presenter is given a personal **Presenter Page**. On **Presenter Pages** you can read the Abstract, view or request Digital Media, or Follow the presentation. You can also follow link breadcrumbs to other presentations in the same Theme or Presentation Type.

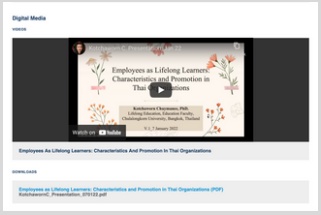

Select **Follow** to add this presentation to your **Following** list in the presentation tab. Once you've selected Following you'll also receive email notification for all comments the discussion board for that presentation.

Select names to open **CGScholar profiles** in the Community space in CGScholar. Here you'll be able view their profile, add as your "Peer" and send messages.

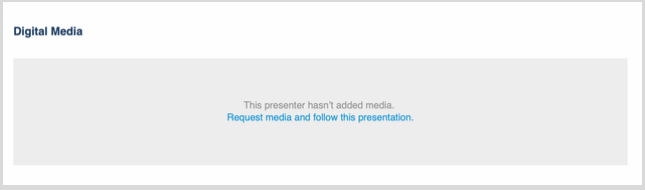
Select **Presentation Type** to see other presentations of a similar type

Select **Theme** to see other presentations of a similar conference theme.

**VIEW** DIGITAL MEDIA




**REQUEST** DIGITAL MEDIA

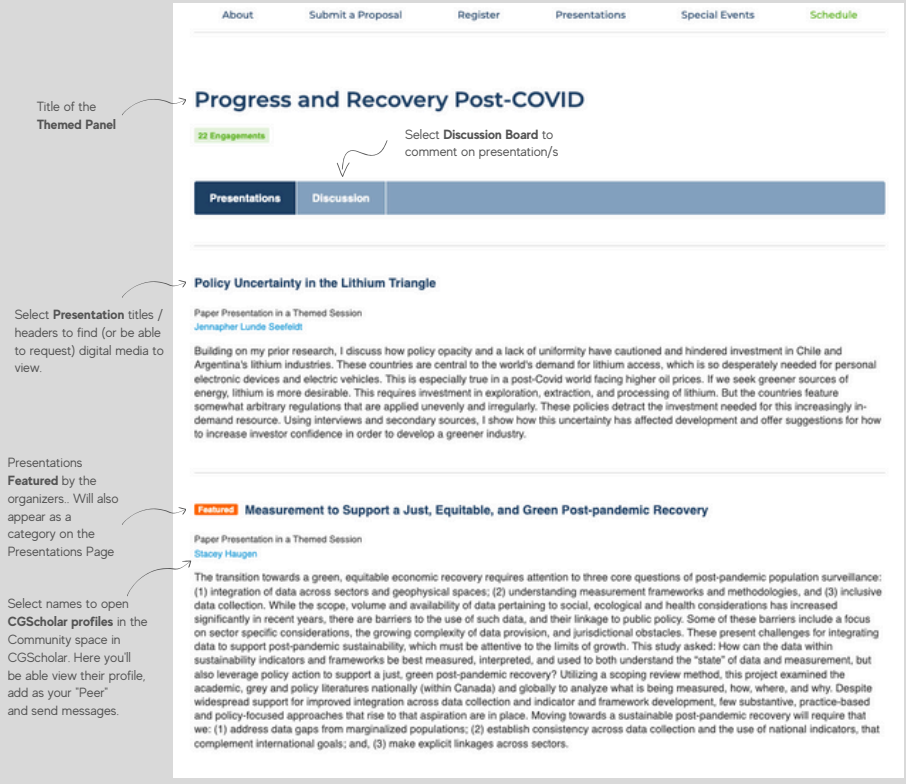



## CGScholar Meanings

**Digtial Media:** Digital Media is the asynchronous method for delegates to view your presentation. Digital media can be an embedded video, a PowerPoint with audio, a PDF or an mp4 file.
**Request Digital Media**: If a delegate has not uploaded their Digital Media to their Presentation Page, you can request that digital media by clicking the link. The delegate will then receive an email reminding them to upload their Digital Media, and you will automatically 'follow' that session.
**Follow:**You can follow sessions that are of interest to you so you can go back to them easily, and view the discussion boards. You can access your 'followed' presentations in the Follow tab of the CGScholar Event Microsite.

# Navigate From a **Themed Panel** ...

The majority of the conference sessions are themed paper presentations. Our programing team groups individual presentations into **Themed Panels**. You access these themed panels via the Schedule tab in the Microsite. To view or request Digital Media from a Presenter click on their individual tiles. To view a delegates CGScholar profile and/or add them as Peer click on their name.




### CGScholar Meanings

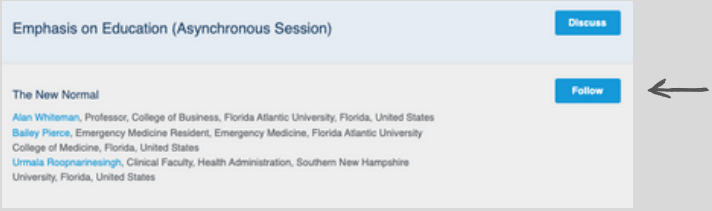
**Themed Paper Presentations:** A Themed Paper Presentation is a 20 minute presentation (either In Person Blended or Online Only). Each Themed Panel has a discussion board for questions and comments.
**CGScholar Profile**: Your CGScholar Profile is a delegate's profile page. It is where you can learn further about that delegate such as current affiliation, past experience and education.
**Peer:** When you add a colleague as a Peer you will be able to view their CGScholar Profile and interact with them in the CGScholar platform.

# Engage **Follow** Presentations ...

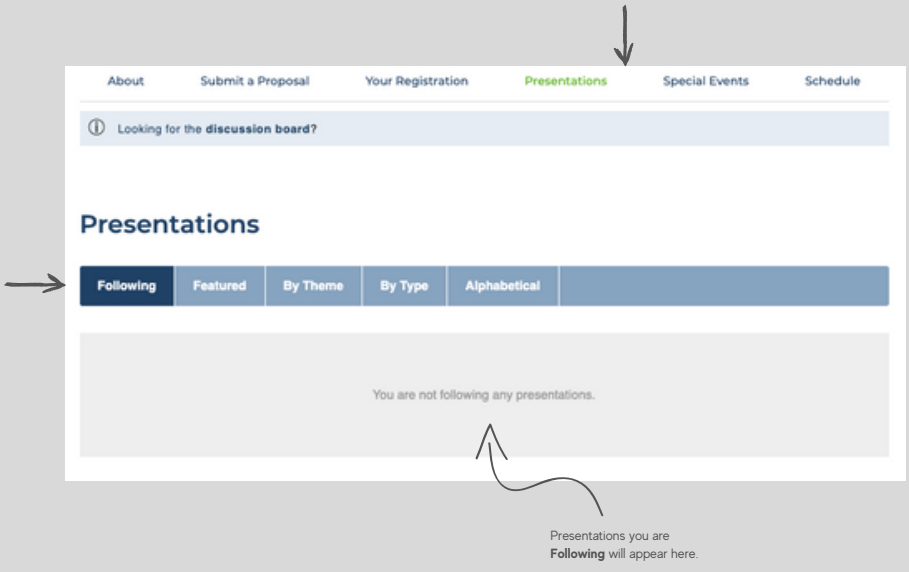
When you see a **Follow** button you can add this presentation to your Following list in the Presentation tab. Once you've selected **Follow** you'll also receive email notifications for all comments the discussion board for that presentation.

## **FOLLOW** FROM A PRESENTATION PAGE


## **FOLLOW** FROM A SCHEDULE




## PRESENTATIONS **YOU ARE FOLLOWING**

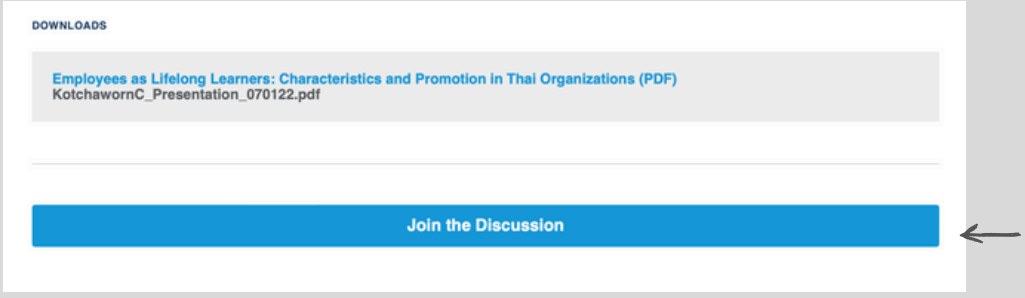


# Engage **Comment** in Discussion Boards ...

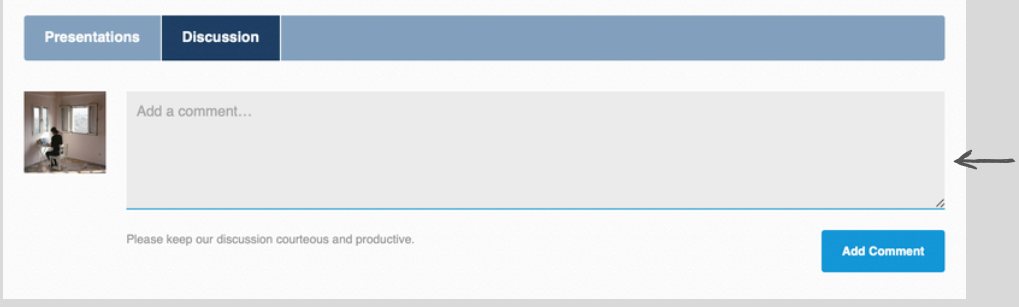
**Discussion Boards** are your space to engage with the presenters and other audience members. Discussion Boards open the day before the conference and close two days after. We encourage all delegates -- In-Person Blended and Online Only -- to use these Discussion Boards to leave questions and comments for speakers. And do this in an asynchronous manner -- in other words leave a question at any time and the user, the'll get and email when you do. .

NAVIGATE TO TO **DISCUSSION BOARDS** FROM SCHEDULE


NAVIGATE TO TO **DISCUSSION BOARDS** FROM PRESENTER PAGE

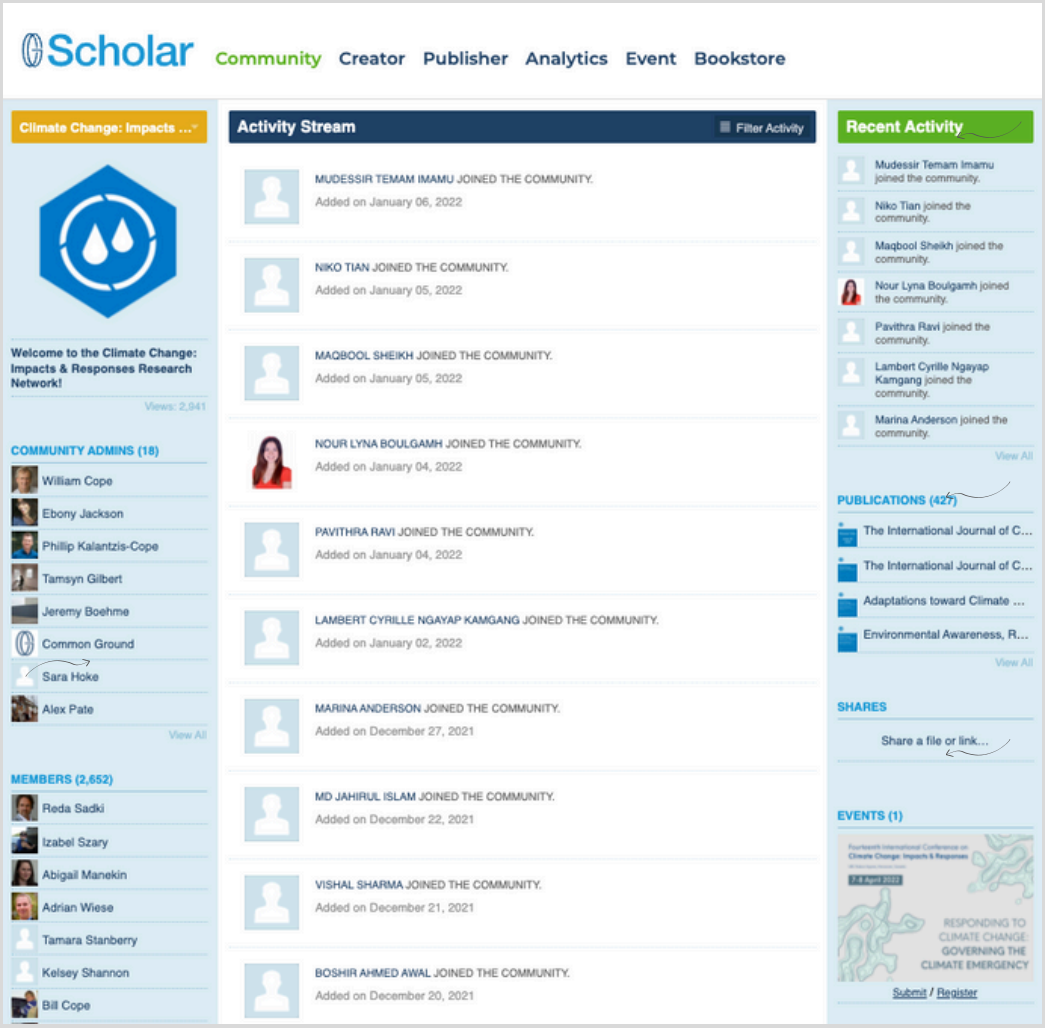



COMMENTING IN A **DISCUSSION BOARD**



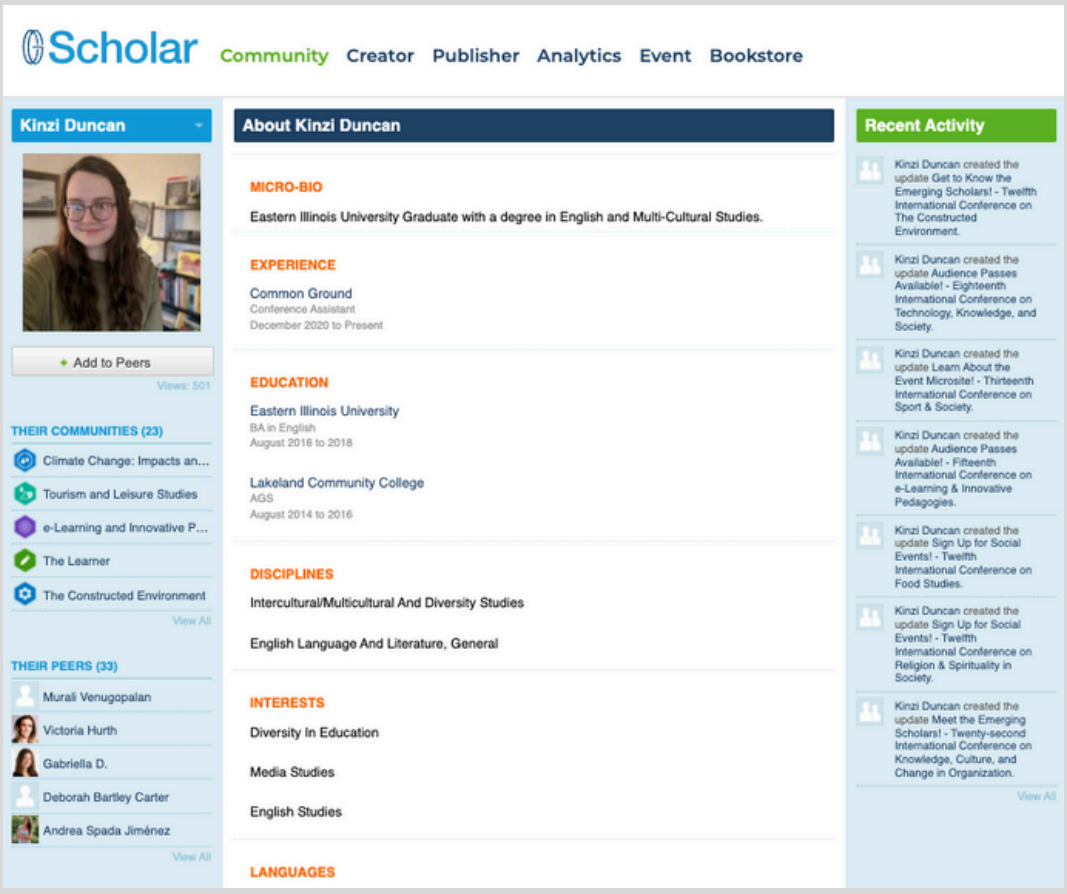
## Engage With the **Community** ...

The Event Microsite is only one space in **CGScholar.** Our general social space is called **Community.** Your Research Network has its own Community page where you'll find the latest updates and news from the community members.



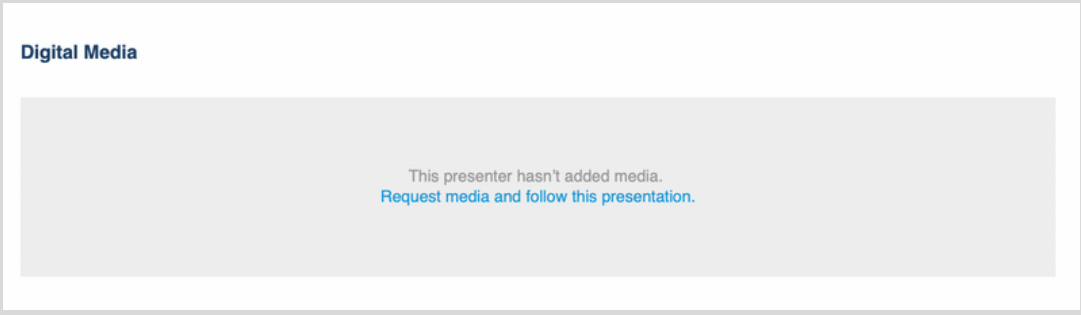
# Engage Add **Peers** ...

Within Community are individual CGScholar Profile Pages. Here you can view a person's bio, send them a private message, and add them as a **Peer.**



# Engage **Request** Digital Media ....

If a delegate has not uploaded their Digital Media to their Presentation Page, you can request that Digital Media by clicking the link. The delegate will then receive an email reminding them to upload their Digital Media, and you will automatically 'follow' that session.



# Common Ground Research Networks

# COMMON GROUND

Founded in 1984, Common Ground is committed to building new kinds of knowledge communities, innovative in their media, and forward-thinking in their messages. Heritage knowledge systems are characterized by vertical separations--of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge--these are deeply important questions of our time that require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect--differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.



Common Ground Research Networks is not-for-profit corporation registered in the State of Illinois, USA, organized and operated pursuant to the General Not For Profit Corporation Act of 1986, 805 ILCS 105/101.01, et seq., (the "Act") or the corresponding section of any future Act.

**www.cgnetworks.org**

COMMON GROUND MEDIA LAB

@

ILLINOIS RESEARCH PARK

The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009, we have had the fortune of being based in the University of Illinois Research Park while building our latest platform – CGScholar. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. CGScholar has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The CGScholar platform is being used today by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that CGScholar serves while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms–pre-digital and now also digital–have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – CGScholar – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces

## Supporters & Partners

As they say, "it takes a village." We are thankful for the generous support of:

BILL & MELINDA GATES foundation

ies INSTITUTE OF EDUCATION SCIENCES

ILLINOIS VENTURES

And to our Research Network members!

**www.cgnetworks.org/medialab**

COMMON GROUND

United Nations Climate Change

CLIMATE NEUTRAL NOW

Climate change is one of the most pressing problems facing our world today. It is in the interests of everyone that we engage in systemic change that averts climate catastrophe. At Common Ground Research Networks, we are committed to playing our part as an agent of transformation, promoting awareness, and making every attempt to lead by example. Our Climate Change: Impacts and Responses Research Network has been a forum for sharing critical findings and engaging scientific, theoretical, and practical issues that are raised by the realities of climate change. We've been a part of global policy debates as official observers at COP26 in Glasgow. And we are signatories of the United Nations Sustainability Publishers Compact and the United Nations Climate Neutral Now Initiative.

## Measuring

In 2022 we start the process of tracking and measuring emissions for all aspects of what we do. The aim is to build a comprehensive picture of our baselines to identify areas where emissions can be reduced and construct a long-term plan of action based on the GHG Emissions Calculation Tool and standard established by the United Nations Climate Neutral Now Initiative.

## Reducing

At the same time, we are not waiting to act. Here are some of the "low hanging fruit" initiatives we are moving on immediately: all conference programs from print to electronic-only; removing single-use cups and offering reusable bottles at all our conferences; working closely with all vendors, suppliers, and distributors on how we can work together to reduce waste; offering robust online options as a pathway to minimize travel. And this is only a small sample of what we'll be doing in the short term.

## Contributing

As we work towards establishing and setting net-zero targets by 2050, as enshrined in the Paris Agreement and United Nations Climate Neutral Now Initiative, and to make further inroads in mitigating our impacts today, we are participating in the United Nations Carbon Offset program. As we see climate change as having broad social, economic, and political consequences, we are investing in the following projects.

- Fiji Nadarivatu Hydropower Project
- DelAgua Public Health Program in Eastern Africa
- Jangi Wind Farm in Gujarat

## Long Term Goals

We're committing to long-term science-based net-zero targets for our operations – and we believe we can do this much sooner than 2050. We'll be reporting annually via The Climate Neutral Now reporting mechanism to transparently communicate how we are meeting our commitments to climate action.

**www.cgnetworks.org/about/climate-pledge**