

Book of Abstracts 論文摘要總集

PAPER SESSION 1
DAY 1 (DEC 9) 11:40 - 13:00
ROOM A

P1c-63

Career and life development in Hong Kong: A school improvement and benchmarking perspective

Stephen Y. W. YIP, *The Education University of Hong Kong* sywyip@eduhk.hk

Career and Life Development (CLD) (or 'Career Development and Life Planning') refers to a big spectrum of educational practices that aims to help young people embraces a holistic and comprehensive process to plan one's life and actively implements the goals determined in own social context (Leung, 2005). It usually comprises of three aspects of education: (1) self-understanding, (2) knowing the dynamic world of work, and (3) nurturing reflective habits of mind about own future career pathways or personal planning. The aim of this study is to analyze school-based CLD effectiveness in Hong Kong by adopting a school improvement instrument, 'the Hong Kong Benchmarks for Career and Life Development' (HKBM) which is initiated by CLAP@JC, with close reference to the world-recognized framework in the United Kingdom, the Gatsby's Benchmarks for Career Guidance (Holman, 2014; Holman & Yip, 2020). Using HKBM, whole school self-evaluation was conducted by CLD leaders in each school under support from teams of 'critical friends' (Swaffield & Macbeath, 2005). After examining the HKBM dataset collected from 44 secondary schools, key findings are: (a) effective CLD provision requires a visible and stable policy with strong school leaders' backing; (b) schools are offering insufficient opportunities of career-related experiences and one-to-one personal guidance on CLD, despite the backing from government policy since 2014. There are implications to policies in terms of School-Business Partnerships, and to strategic planning and implementation of school-based CLD.

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P1d-129

Beyond the classroom: How did secondary school students manage their time during COVID-19 school suspensions in Hong Kong?

Shirley M. L. KWOK, *The Education University of Hong Kong*

mlkwokshirley@gmail.com

Catherine M. CAPIO, *The Education University of Hong Kong*

ccapio@eduhk.hk

Catherine K. K. CHAN, *The Education University of Hong Kong*

kkcc7950@hku.hk

The COVID-19 pandemic shifted the learning mode from regular schooling to online learning in many places. Academically, many studies on the impact of online learning and the resulting change in teaching strategies already exist. Yet, there seems to be no research on the time management practices of Hong Kong students in remote learning. It is therefore, of research interest to know: 1) Hong Kong students' time management behaviour for learning during COVID-19, and 2) factors that determined students' behaviours to manage their time. The present study reports new findings under this topic and fills in the gap in the existing literature; it also provides some clues to prepare our students to become self-regulated learners.

Thirty-six students from Secondary Three/Grade Nine in a local secondary school were selected to participate in the study. A questionnaire was used to understand students' time management practices, followed by focus group discussions (FGD) with six selected students. The study revealed that 50% of the students used more than half of their time spontaneously without planning in advance, 44.4% of the students worked without planning for less than half of their work time, and 5.6% of the students planned clearly before they work. The factors that were reported to influence the students' time management include lack of motivation, parents and teachers, mood, and social/leisure activities. As time management is one of the important techniques in self-regulated learning, the findings of this study draw attention to Hong Kong students' apparent general lack of skills in self-regulated learning.

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P1d-80

How universities contribute to UN's Sustainable Development Goals: A case study of National Yang Ming Chiao Tung University

Sirirat Sae LIM, *National Yang Ming Chiao Tung University*

sirirat.sae.lim@nycu.edu.tw

Ngoc My Linh LE, *National Yang Ming Chiao Tung University*

linh.lengocmy@gmail.com

Achieving sustainable development is increasingly considered key to the global economy, favoring social well-being, pandemic outbreaks resistance, and ecological viability. Education, in recent years, has become one of the tools to accommodate the next generation with skills and knowledge to better understand the sustainability challenge as well as support, promote, and contribute to achieving the 17 United Nations' Sustainable Development Goals (UN SDGs). Although various studies have examined education's critical role in achieving SDGs, insights about the methods that universities are using to put sustainable development objectives into practice remain lacking. This study investigates the experiences of the world's top universities in adopting and accomplishing the SDGs. A case study of National Yang Ming Chiao Tung University in Taiwan was also conducted. We propose five strategies that higher education institutions could use to achieve the SDGs. This study offers some insights for universities to adopt and implement sustainable development goals.

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P1d-104

The role of schools in promoting students' global competence

Jinxin ZHU, *Hong Kong Baptist University*

zhujinxin@hkbu.edu.hk

Kerry KENNEDY, *The Education University of Hong Kong*

kerryk@eduhk.hk

Students are now living in a world that is both rapidly changing and complex. This study aims to examine the effects of school subjects and the classroom climate they create on 15-year-old students' global competence. A multilevel analysis was conducted on a representative sample of 5,873 Hong Kong participants in PISA 2018. The results showed that student perception of a better classroom disciplinary climate contributes to their global competence directly (.07) and indirectly via their skills in mathematics (.03), science (.03), and reading (.07) at the student level, and indirectly via their skill in reading (.38) at the school level. In addition, about one-third (.32) of the variance of global competence was explained at the school level. These findings suggest that schools play an essential role in cultivating students' global competence, via traditional learning in core subjects such as mathematics, science, and reading, and a good learning environment.

PAPER SESSION 2
DAY 1 (DEC 9) 11:40 - 13:00
ROOM B

P1d-89

Examining the relationship among basic psychological need, social support and well-being of Hong Kong secondary school teachers

Bick Har LAM, *The Education University of Hong Kong*

bhlam@eduhk.hk

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

Rebecca W. Y. CHENG, *The Education University of Hong Kong*

rwycheng@eduhk.hk

Chi Keung CHENG, *The Education University of Hong Kong*

eckcheng@eduhk.hk

Y. K. Jasmine NG, *The Education University of Hong Kong*

jykng@eduhk.hk

Based on self-determination theory (SDT), this study examines the relationships of Basic Psychological Need (autonomy, competence, and relatedness) at Work (BPNW), Social Support Giving (SS), and Well-being measured by Psychological Meaningfulness, Health and Work Engagement. It addresses human beings' integration in social environment, highlighting eudemonia satisfaction as the core of well-being. Results based on a survey on 309 Hong Kong teachers revealed that BPNW significantly predicts all the well-being indicators, the predictive patterns are mostly consistent with SDT. The results also inform that BPNW (competence and relatedness) predicts SS, and SS significantly predicts well-being. The study suggests the influential role of BPNW on teachers' well-being, it endorses social support as an important instructional behaviour that would benefit teacher development. Implications to the development of SDT and enhancement programs promoting BPNW to boost teachers' well-being will be discussed. Proposals to strengthen learning and teaching in school policies and practice are suggested.

PAPER SESSION 2
DAY 1 (DEC 9) 11:40 - 13:00
ROOM B

P1b-21

English teachers' emotion and teacher identities in a rural school in China: a preliminary study

Zhuoxi CAO, *The University of Hong Kong*

caozhuoxi@126.com

Margaret LO, *The University of Hong Kong*

mml@hku.hk

Emotions are said to be the 'glue' of teacher identity as they integrate teachers' beliefs, values, and attitudes (Haviland & Kahlbaugh 1993, p. 336). An increasing number of studies have shown that emotional aspects of teachers' lived experiences are entangled with teachers' identity, which helps explain the complexity of teaching practices and situated experiences (Golombek & Doran, 2014). Teacher emotions in relation to teacher identity play a key role in language teaching (Khong & Saito, 2014). The preliminary study mainly aimed to engage with and refine the theoretical and analytical lens employed in the main study, which adopts a critical narrative ethnographic research design and focuses on how English teachers configure their emotional experiences in relation to the formation of language teacher identity in rural primary schools in mainland China.

PAPER SESSION 2
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ROOM B

P1d-108

Entrepreneurialism and internationalization of China's higher vocational education

Xiaohua WAN, *Chongqing Business Vocational College*

1207648506@qq.com

Shouldering the third mission of contributing to socio-economic development, higher education is becoming more entrepreneurial to deal with the multiple demands. At the turn of the entrepreneurial transformation, functioning as one of the crucial strategies, internationalization has become a necessity rather than an alternative embraced by global higher education institutions, with recently emerging higher vocational colleges joining in this trend. China is a latecomer but an active participant in the internationalization of higher vocational education (IHVE). However, limited empirical research has been conducted on the policy of and factors affecting IHVE, especially responding to the trend of entrepreneurial university in less privileged areas of China. To address these research gaps, this study selects three vocational colleges in Chongqing and the research aim is to explore how do vocational colleges implement internationalization especially facing the wave of academic entrepreneurialism. Empirical data is gathered through questionnaires and interviews with stakeholders (administrative staff, students, teachers) involved in internationalization. Based on analysis of international policy texts and a sample of 180 stakeholders from three colleges, this study finds that vocational colleges prioritize launching offshore programs especially overseas intern programs and recruiting foreign students while putting fewer efforts on internationalized curricula and courses. Despite various efforts, they are all managing to align the international dimensions to the entrepreneurial mission in terms of entrepreneurial education and programs. In three colleges, internationalization contributes to the cultivation of entrepreneurship.

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ROOM B

P1d-96

Diversity, inclusivity and sustainability: Ecological art education in higher education

Xiaoting WANG, *Central South University* xtwang1011@outlook.com

Miao WANG, *Central South University* mwangdaisy@csu.edu.cn

Ecological art education (EAE) explores fresh territory that takes an ecological perspective to reconstruct the content and methods of art education. Although the concept of ecological art education has surfaced in discussions over the past two decades, there is no consensus yet on the methods and objectives of EAE. This research will explore the essence and indicators of EAE, as well as the significance of EAE system in higher education. Conducting systematic review to examine ongoing research on ecological education and EAE indicates that some researchers suggest the main objective of EAE is to ensure environmental sustainability, while others believe that the primary goal of EAE should be the advancement of aesthetic education. However, both groups of researchers agree on the three indicators of EAE in the higher education context: diversity, inclusivity and sustainability. This research uses a chronological method to investigate the application of EAE in universities by putting these findings into a dialectical conversation in the higher education setting. The findings indicate that, as EAE has far-reaching social and cultural ramifications, it will contribute to the promotion of ecological culture in colleges and universities, which is an essential prerequisite for the development of aesthetic education.

PAPER SESSION 3
DAY 1 (DEC 9) 11:40 - 13:00
ROOM C

P1-19

COVID-19 下臺灣國民小學校長認定領導對教師建言行為影響之探討

吳文琪, 國立清華大學 f9440520@gmail.com

由於 COVID-19 疫情爆發，改變學生與教師之間的連結，多元的學習方式，迫使教師必須快速的提升自我能力，許多熱血教師如雨後春筍在網路上分享自己的線上教學方法，新型態的教學方式需要教師們無私地分享，因此教師建言行為更顯重要，同時因應疫情的教育變革，學校校長必須重新思考領導策略，建立學校成員的共同願景，培養教師新型態的教學能力，創造更有效的教與學，校長的領導更形重要。Forsyth、Adams、Hoy (2011) 指出教師若能對校長領導產生信任及對學校組織產生認同感，將提升教師的組織公民行為，進而使學校保有成長與學習的動力。因此本研究欲探討校長透過認定領導，營造良善的組織氣氛，塑造學校成員的凝聚力，是否將影響教師表現出如建言的角色外行為。Li、Shi 與 Mao (2017) 指出當員工感受到組織支持的時候，會更願意為組織遇到的問題提出建議。校長要如何形塑正向的工作氣氛使教師樂意提供關鍵性的想法，讓學校組織在疫情下仍保有正向成長，有賴於校長的領導策略。因此本研究將針對 COVID-19 下校長認定領導與教師建言行為之關係進行探討。研究方法採取問卷調查法蒐集資料，旨在了解校長認定領導與教師建言行為之現況，並分析相關情形及影響。研究結果發現校長認定領導與教師建言行為的現況良好，兩者具相關性，且影響關係模式的適配度良好。研究結論上，建議校長宜運用認定領導，凝聚與教師之間的共識，進而激發教師提出建言，使學校組織在疫情之下穩定且正向發展。

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ROOM C

P1d-95

COVID-19 下國中校長線上教學領導之個案研究

李桂雲, 國立清華大學 likueiyun@gmail.com

謝傳崇, 國立清華大學 hsieh3@mx.nthu.edu.tw

COVID-19 疫情下，停課不停學，學校教育採用線上教學。本研究採用質性研究之訪談法，訪談數位教育辦學有成的兩位校長；透過訪談深入瞭解，疫情下，國中校長線上教學領導的作為。研究發現，COVID-19 下，國中校長線上教學領導之創新作為，凝聚共識帶領教師運用混成學習等多元模式推展線上教學，透過數位科技輔助學生自主學習，運用評量資訊，適時進行補救、回饋修正；引導教師掌握豐富的線上教學資源、工具技術，創造多元學習及資源，滿足學生學習的適性化、差異化，激勵教師參與線上教學專業學習社群，提升教師數位教學的專業知能，共享校長與教師領導，有效實踐線上教學。

PAPER SESSION 3
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ROOM C

P1d-102

新冠肺炎疫情下普通中小學教師線上教學工作感受問卷之發展

莊樂, *Independent Education Researcher, Shenzhen*

379740454@qq.com

Jingru QU, *The Chinese University of Hong Kong, Shenzhen*

qujingru@cuhk.edu.cn

Chenghui YE, *Jiangxi University of Finance And Economics*

793923000@qq.com

本研究旨在編制適用於內地普通中小學教師在 2020 年新冠肺炎疫情下「停課不停學」期間的參與線上教學工作感受問卷，檢視「停課不停學」為教師生活帶來的身心變化，期望未來能為廣大一線教師提供有針對性的、更為適切的心理健康服務。研究者基於「教師教學效能感」、「中小學教師職業壓力」和「中小學教師職業倦怠」等理論，並在聽取 18 位一線同行的專業意見後，初步編制出含有三個分量表、共計 12 個向度的 78 題問卷。而預試階段，經由 74 位中小學教師的項目分析和探索性因素分析，最終保留 45 題、共 11 個構面的正式題本，其構面分別為教學策略效能感、學生參與效能感、一般教學效能感、考試壓力、學生因素、工作負荷、家庭人際壓力、自我發展需要、情緒衰竭、非人性化及個人成就感。另以 424 名中小學教師為正式樣本，經驗證性因素分析進行建構效度檢驗和信度檢驗後，完成了本問卷的發展。最後，本研究還針對問卷的使用及未來研究提出討論及建議。

PAPER SESSION 3
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ROOM C

P1-28

COVID-19 停課不停學對中學教師情緒勞務與復原力影響之研究

施逸祥, 國立清華大學 special90311@gmail.com

謝傳崇, 國立清華大學 hsieh3@mx.nthu.edu.tw

簡瑋成, 國家教育研究院 wcchien@mail.naer.edu.tw

新冠疫情 (Covid-19) 肆虐全世界，造成生活、經濟、交通、教育極大的影響，面對這突如其來的衝擊，以實體教學的教育界更是首當其衝。本研究採取深度訪談法 (Depth interview) 進行資料的搜集與分析，針對三名在職的中學教師進行訪談，分析疫情爆發後，現場教師所面臨之挑戰及其因應策略，並從情緒勞務 (Emotional labor) 與復原力 (Resilience) 之觀點切入，探討疫情對於教師造成的影響及如何去因應這場全世界的劇變。研究結果發現，由於疫情影響之下，教師們正面臨情緒勞務的表層行為所帶來的情緒倦怠，正處在焦慮、惶恐不安、擔心及害怕的情緒，依舊要試著安慰和鼓勵家長與學生，使得內在情緒與外在行為脫節；復原力在疫情中更突顯出其重要性，隨著教師復原力的增強，更能從情緒勞務所帶來之負面影響中走出，同時有機會更加茁壯，提供學生更好的教學品質，維持較佳的親師溝通。由結果可得知，疫情影響所帶來的改變，大大衝擊著教育界，且對教師情緒勞務與復原力有相當程度的影響。

PAPER SESSION 4
DAY 1 (DEC 9) 11:40 - 13:00
ROOM D

P1d-115

**Second language (L2) irony processing among university students in Hong Kong:
Do L2 individual factors matter?**

Weiyl LI, *The Chinese University of Hong Kong* weiyili@link.cuhk.edu.hk

Research in irony comprehension has mainly investigated how people process irony in their first language while irony comprehension in a second language (L2) still remains understudied. The present study aims to investigate the role of individual factors (i.e., L2 proficiency, L2 use, working memory capacity) in L2 irony comprehension, in the hope of shedding light upon L2 pragmatics instruction. A behavioural study was conducted followed by a stimulated-recall session as a triangulation method to gain insights into participants' interpretation of negative and positive irony in a university in Hong Kong. The results showed that L2 proficiency and L2 use in speaking modulated the response time to ironic compared with literal stimuli, and an interaction of the two factors was revealed. The findings suggest that increase practice in L2 speaking and higher familiarity of ironic scenarios may contribute to better understanding of irony.

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ROOM D

P1-24

University writing centre consultants' perceptions and experiences of synchronous virtual one-to-one tutoring in the time of crisis

Yu Hang KWAN, *The University of Hong Kong*

kwanyh@connect.hku.hk

Although studies of contingency synchronous virtual education have been proliferated since the outbreak of COVID-19, they often concerned whole-class teaching rather than out-of-class individual learning support, which differs from the former in relation to communication settings and interactional dynamics. Addressing this void, this paper aims to find out how university writing centre consultants verbalise their perceptions and experiences of synchronous virtual one-to-one writing tutoring via web conferencing during the pandemic, using data from part of a larger multiple-case study of writing centre peer tutoring in a Hong Kong university. Two undergraduate and two postgraduate consultants were invited individually to a semi-structured interview, and the interview transcripts were analysed using thematic content analysis. The interview data revealed that the four consultants all found synchronous virtual tutoring a viable alternative to face-to-face tutoring under the physical and social distancing policy. Both undergraduate consultants highlighted the convenience and efficiency of web conferencing because it could save commuting time for better pre-consultation preparation. The postgraduate consultants, however, reported some personal challenges and issues that mainly revolved around the quality of interactions and a sense of informality associated with the use of web conferencing. In light of the continuing trend of e-learning and the growing popularity of web conferencing, these findings may offer a point of reference to writing centre administrators and consultants for the implementation of synchronous virtual teaching and learning and the inclusion of web conferencing skills in consultant training.

PAPER SESSION 4
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ROOM D

P1d-72

Computer-mediated feedback in L2 speaking: Linguistic, contextual, and individual perspectives

Wenrui ZHANG, *The Chinese University of Hong Kong*

zhangwenrui@link.cuhk.edu.hk

The COVID-19 pandemic in 2020 has triggered a huge amount of computer-mediated communication (CMC) inquiry in the field of second language acquisition (SLA), which results in the application of computer-mediated feedback (CMF) to address second language (L2) learners' erroneous utterances. Although studies have recognized the importance of CMF in developing L2 oral proficiency, research has yet to comprehensively investigate the effect of CMF. This article systematically reviewed 16 relevant empirical studies to identify three main factors that play a role in mediating the impact of CMF on L2 speaking performance. First, CMF was theoretically conceptualized as an instructional input, a dialogic process, and an internal process based on the selected studies. Accordingly, linguistic, contextual, and individual characteristics affecting the effectiveness of CMF were identified. Then, the reviewed articles were coded from the three perspectives: 1) Linguistically speaking, feedback type, the linguistic focus of CMF, and the timing of CMF could affect CMF's effectiveness; 2) Contextually speaking, the feedback source and the task type exerted an impact; 3) Individually speaking, individual differences and learners' proficiency levels could come into effect. The implication of the study was twofold. Theoretically, this study provided a multi-dimension view towards the effect of CMF in developing L2 oral proficiency. Pedagogically, teachers were encouraged to take advantage of CMC technologies to enhance the effectiveness of CMF. Suggestions for future research were also provided.

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ROOM D

P1-12

Lecturers' practices and perceptions on the effectiveness of feedback in the assessment of academic writing in Hong Kong: A case study

Noble LO, *College of Professional and Continuing Education,* noble925@hotmail.com
The Hong Kong Polytechnic University

Sumie CHAN, *The Hong Kong University of Science and Technology* lcsuniechan@ust.hk

Bryan TO, *Suzhou Singapore International School* kahoto@mail.ssis-suzhou.net

Academic writing is a critical component in different higher education programmes in Hong Kong. It is common to assess students' ability to produce an academic essay in the academic English writing courses among colleges in Hong Kong. Research has suggested that students have been facing tremendous challenges in academic writing due to their unfamiliarity of the academic register. In order to address the difficulties students may encounter during the learning process of academic writing, it is common for lecturers to assist students in improving their academic writing by providing constructive feedback on their work. However, there is a research gap about how lecturers conceive the usefulness of feedback in scaffolding students' acquisition of different components, such as concepts, style and structure, of academic writing. This paper investigates the practices and perceptions of lecturers in providing feedback with an aim to shed some light on improving the teaching quality of formative and summative assessment in academic writing courses.

PAPER SESSION 5
DAY 1 (DEC 9) 14:00 – 15:20
ROOM A

P1b-20

"This is my English": Reassessing English ownership among second language speakers through first language influenced accent

Yvonne YIM, *University of Oxford* yimiw.yvonne@gmail.com

As L2-users are now the key participants of English as a lingua franca (ELF) interactions, English has become an integral part of many non-native speakers' identities. The current study seeks to understand how accent choice is influenced by perceptions of English ownership and speaker identity to inform how pronunciation teaching can empower learners to evaluate their own language needs. 116 UK-based Hong Kong students completed a questionnaire and 5 in-depth interviews were conducted subsequently. Many express that English constitutes a salient part of their identity and perceive a more equal native-non-native power dynamics in ELF contexts. However, this sense of ownership does not lead to a stronger appreciation for the L1-influence accent – they tend to express this sense of ownership through other channels such as grammatical and lexical creativity. This accent preference appears to be more pragmatic rather than sentimental. Native accent, which many deems to be more internationally intelligible compared to Hong Kong accent, is favoured by most participants for sake of communicative effectiveness.

PAPER SESSION 5
DAY 1 (DEC 9) 14:00 – 15:20
ROOM A

P1-1

Relative clauses in written Hong Kong English: A corpus-based study

Chi Wui NG, *The Chinese University of Hong Kong* ngchiwui@link.cuhk.edu.hk

For all the importance of relative clauses in Hong Kong English language education, research on relative clauses in Hong Kong English is limited. Following up Gisborne (2000)'s study on relative clauses in Hong Kong English, the present corpus-based study of relative clauses in written Hong Kong English possesses both developmental and sociolinguistic dimensions. On one hand, it aims at investigating to what extent three hypotheses explicating second language development of English relative clauses are supported by data of written Hong Kong English respectively. On the other hand, it is intended to examine quantitative and qualitative differences between relative clauses in written Hong Kong English and those in written British English. Primary language data of relative clauses were collected from written components of the International Corpus of English – Hong Kong and the International Corpus of English – Great Britain. Findings as well as implications of the study will be presented.

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ROOM A

P1-8

Mismatches between recommended and actual practice in teaching passive voice

Chiu Yeung WONG, *The University of Hong Kong*

cedricwong920@gmail.com

This article examines the limitations of the genre-based approach in language and content subjects, including science and humanities subjects, with reference to current research, and the author's teaching experience in an English-as-major-medium-of-instruction secondary school. These challenges pertain to (1) students-writers' creativity, (2) real-life and contemporary language needs, (3) mismatch of productive and receptive language needs, (4) syllabus organization, and (5) metalanguage. The article provides some recommendations to language and content subject teachers with regards to the implementation of this pedagogy. The article will ultimately recommend that the approach be used in genres with well-established writing conventions, and argue for the amalgamation of process and genre approaches, and recommend the mobilization of teachers as "street-level bureaucrats" and students as "digital natives".

PAPER SESSION 5
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ROOM A

P1d-94

Exploring the possibility of incorporating L2 pragmatic elements into the HKDSE Japanese language programme in Hong Kong

Mei Yi LAM, *Keio University (Shonan Fujisawa Campus)*

mayilam@keio.jp

This paper bases on Hymes(1972), Canale and Swain (1980), Bachman and Palmer (1996, 2010) developed theoretical models of L2 communicative competence, together with literature analysis, interviews and observations, to investigate is L2 pragmatic teachable in the HKDSE Japanese language curriculum. The researcher explores the possibility of incorporating pragmatic elements into the teaching materials to bring students' language communication closer to the native speakers' norms.

The researcher used a Hong Kong secondary school as the study target and used explicit pragmatics teaching methods which can be applied in the syllabus of the HKDSE Japanese Language, to allow students to construct their own L2 communicative competence. Through tests, classroom observations and post-school interviews, the study found that the explicit pragmatics approach could improve students' Japanese language skills; however, there were some limitations and areas for improvement, especially in the design of teaching materials and the arrangement of teaching hours.

PAPER SESSION 6
DAY 1 (DEC 9) 14:00 – 15:20
ROOM B

P1d-86

A phenomenological study with student partners on the impact of COVID-19 on undergraduate learning experiences

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

tracyzou@cuhk.edu.hk

The COVID-19 has swiftly shifted face-to-face learning in higher education to an online/hybrid mode, resulting in both disruptions and opportunities. Though existing studies reported issues associated with the change, for example, students' lack of motivation, integrity problems, there is a limited understanding of how students make sense of the changes and exercise their agency.

This phenomenological study aims to investigate the impact of COVID-19 on undergraduate learning experiences from the perspectives of students. We worked with eighteen undergraduate students from different ethnic backgrounds as partners in five teams to conduct small-scale inquiries into key aspects of undergraduate learning experiences under COVID-19 in one comprehensive university in Hong Kong. The student partners (hereafter referred to as partners) were trained on research skills. The specific topics were proposed by the partners and agreed upon between the partners and us. The partners carried out the investigation with our guidance and feedback. We finally integrated the findings.

The findings showed that undergraduates exhibited various coping mechanisms and agency, from using the same study approaches to actively exploring effective approaches to online/hybrid learning. Some even changed their 'rushing to meet deadlines' habits to leverage the higher flexibility. Meanwhile, we also revealed many challenges, including limited study space and financial impact on study.

Despite its small scale, this study is significant as it incorporated authentic student voice and elicited students' coping mechanisms that might not be easily revealed without student partners.

PAPER SESSION 6
DAY 1 (DEC 9) 14:00 – 15:20
ROOM B

P1-55

Integration through learning: A case study of an immigrant family in the UK

Hui-ling CHEN, *De Montfort University* EmilyHLChen@outlook.com

The aim of this paper is to identify and analyse motivation factors and barriers which affected the learning of an immigrant couple and their ability to integrate into UK society. By using their learning journey as a case study, the various factors that motivated them to learn will be discussed in the light of motivation theories. An evaluative framework of semi-structured interview questions, which formed the basis of the case study, was used to collate data from both participants who live in the city of London, UK.

The findings from the interviews provide insight into the learning motivation and barriers to learning described by both participants and the importance of building stable employment through learning, eventually leading to integration. The conclusion of this paper suggests that, for immigrants, motivation to learn for professional advancement is key to ensuring their integration and sense of inclusion in the host society.

PAPER SESSION 6
DAY 1 (DEC 9) 14:00 – 15:20
ROOM B

P1d-107

Environment centered STEM learning in primary school

Qianwen HE, *The Education University of Hong Kong* s1122615@s.eduhk.hk

Winnie W. M. SO, *The Education University of Hong Kong* wiso@eduhk.hk

In current Science, Technology, Engineering and Mathematics (STEM) education, there are different elements integrate into STEM learning with the focus on specific area. Environment centered STEM learning was proposed to meet the 21st century community challenges, which integrating the environment into STEM disciplines (E-STEM) (Fraser et al., 2013).

With the support from an environmental engineer, this study engaged a group of primary four students from Shanghai into cross disciplinary STEM learning to solving eutrophication problem. These activities were organized in terms of four stages, including solving, tool using, experimenting, and making.

Lesson observations with quantitative survey and qualitative records were conducted to study students' learning in the STEM design in the aspects of STEM content, Students' cognitive engagement, Classroom culture.

Although students performed differently based on the type of activities, students had high level engagement on each aspect ($M \geq 4.00$). The qualitative data was to support the quantitative results and to provide us with more insights into students' behaviors and performances.

This research provides a practical example of STEM teaching design with considerations of how the STEM professional, an environmental engineer in this study, solving a real-life authentic problem, and exploring the effect on students' learning.

PAPER SESSION 6
DAY 1 (DEC 9) 14:00 – 15:20
ROOM B

P1d-127

Teaching civics during the COVID-19 Pandemic: Comparing teachers' experiences

Frank REICHERT, *The University of Hong Kong* reichert@hku.hk

Remote schooling has been common during the global COVID-19 pandemic. However, the challenges for civic education—which relies heavily on interactive methods—have hardly been examined. This analysis aimed to examine civics teachers' experiences of teaching and learning during the remote education periods. Understanding teachers' experiences can provide meaningful insights into the opportunities for and challenges of civic education in a time when schools must prepare youth for citizenship in the digital age. Qualitative content analysis of interviews with civics teachers in Germany and Hong Kong identified general challenges for education, challenges specific to the subject matter, and opportunities for civics in the digital age. Teachers in both societies reported similar challenges and experiences, but there also were distinct differences. These differences can, in part, be attributed to differences in the societal contexts. The results indicate needs for a future-oriented civic education and opportunities for civics in the digital age.

PAPER SESSION 7
DAY 1 (DEC 9) 14:00 – 15:20
ROOM C

P1d-133

特殊教育需要學生與新興運動：教練的取態

陳慧華, 職業訓練局 香港專業教育學院

黃康耀, 歷程社

林煒, 路德會聖十架學校

黃君兒, 職業訓練局 青年學院

龍家浚, 救世軍田家炳學校

lungkachun@hotmail.com

奧運於 2021 年完成，掌聲背後，香港提供予奧運會及殘奧金牌得主獎金為亦有所分別，香港社會以致各地對殘奧的熾熱程度好大程度一如以往，不及奧運受注視。本文不是評論或比較奧運與殘奧的內涵異同，而是藉以香港豐收的一年，兩者落差的現象引起社會少部份的迴響，趁機窺探具有特殊教育需要學生的體育發展需求。

香港教育發展多傾向配合社會經濟發展目標為主，學生於求學和升學取態偏重商科和高度專業職業。故此，學生和學校對體育科的重視程度不及各科。然而，健康越來越受到重視，尤其疫情陰霾中，學校盡力提供在線模式維持授課，包括體育科。世界衛生組織研究顯示，體力活動不足已成為全球蔓延的流行性疾病，而香港中文大學一跨學科研究團隊證實，具特殊教育需要學生的身心水平受關注。奧運和殘奧熱潮煙花式的落幕，延伸引起社會各持份者關注具特教需要學生的運動發展。通過在線結構性問卷調查，新興運動教練認為新興運動能鼓勵和支持具特殊教育需要學生的身心整全健康發展。

PAPER SESSION 7
DAY 1 (DEC 9) 14:00 – 15:20
ROOM C

P1d-134

教育的可持續發展：生命教育和品德教育的連通實踐

陳志斌, 救世軍田家炳學校

呂美儀, 救世軍田家炳學校

龍家浚, 救世軍田家炳學校

lungkachun@hotmail.com

生命教育在西方有較長的發展，而華人社會近年亦重視在教育系統推行生命教育，香港中小學於「校本管理」彈性中，始推行與生命教育或品德教育相關的主題教育活動或恆常課程日漸增多，並獲社會認同。按現時情況，由於香港對「生命教育」課程未有統一框架，故「生命教育」和「品德教育」通常安置於「德育及公民教育」框架下推行。本文研究描述香港一所基督教小學以連通「品德教育」和「生命教育」，採全校模式推行兩個概念的連通實踐經驗。該校的教育實踐已經獲得香港教育局頒發的「第三屆品德教育傑出教學獎 2019」，表揚學校領導和學與教的有效性，在學校層面規劃和推行品德教育活動，培養學生在生命中擁有正面價值觀及積極的態度。

該小學正自主研擬，以多跨形式推進，包括跨課程、跨學科、跨年級、跨持份者，以至跨空間等多維度連通「品德教育」和「生命教育」，使得其他相關品格教育於學校的實踐經驗更具體化，惠及各地學校開展或優化生命教育的深度和廣度，持續適時更新以回應各持份者的期望。該小學自主開發的「品德教育教材」和「品德達人」卡通角色，結合駐校牧師、教職員、家長義工的參與，以多元化教學和非教學活動形式，於課堂內外和課時內外，跨時空讓全校小學生學習基督教的價值和該校辦學理念，以達致「生命教育」的精神。

PAPER SESSION 7
DAY 1 (DEC 9) 14:00 – 15:20
ROOM C

P1-14

以非正規教育推行生命教育可行性：以香港一間最具規模青少年制服團體調查為例

何世孝, 香港童軍總會 領袖訓練學院

林煒, 路德會聖十架學校

李浩德, 香港教育大學

韋嘉麗, 香港教育大學

黃君兒, 職業訓練局 青年學院

龍家浚, 救世軍田家炳學校

lungkachun@hotmail.com

中西方均對生命教育有所重視，尤其兩岸四地近年在各級學校推行生命教育。香港中小學近年推行與生命教育有關的主題活動或恆常課程亦日益增多，但教育局現時對「生命教育」課程未有統一框架，各校多以校本方式推行有關的教育活動。香港培育人才除了倚仗學校正規課程，亦時有賴非正規教育的輔助，而香港各大青少年制服團體長久以來具有實際作用。本文專題描述香港一間最具規模青少年制服團體以非正規教育作切入點推廣生命教育可行性的調查。是次調查以問卷形式訪問香港童軍總會的成年領袖，研究結果發現大部份受訪者認為童軍運動已經給予年青人基礎的生命教育，但有需要加強生命教育理論與實務教學技巧的發展予童軍領袖，亦應該考慮連同大專院校或專業團體整合經驗學習法和學習成果的分享，以助培養青少年在生命中擁有正面價值觀及積極的態度。期望本文的分享使得香港各非正規教育團體重視發展「生命教育」，以進一步發展具體的生命教育方案，令生命教育百花齊放。

PAPER SESSION 8
DAY 1 (DEC 9) 14:00 – 15:20
ROOM D

P1d-87

Neither Western nor Eastern: Intercultural adaptations and challenges of Western-educated mainland Chinese Ph.D. students at an elite Hong Kong university

Ling WANG, *The University of Hong Kong*

lingwang598@outlook.com

Etienne WOO, *University Of Cambridge*

etiennewoo2021@outlook.com

This study investigated intercultural adjustments and adaptations of Mainland Chinese students who have studied at top Western universities and then returned to Hong Kong to complete their doctoral studies. By considering students' prior acculturation in the West as a mediating factor that influences their adaptation outcomes in Hong Kong, this study aimed to answer three questions: (1) Why do Chinese doctoral students choose to study in Hong Kong over other study destinations? (2) What challenges do these students face during their adaptation process? (3) What strategies have they employed to overcome these challenges?

To answer the research questions, in-depth semi-structured interviews were conducted with 28 mainland Ph.D. students from one Hong Kong university. Preliminary research findings suggest that two thirds of the interviewees favor their previous academic experiences abroad over their academic experiences in Hong Kong. Choosing Hong Kong for Ph.D. studies is perceived as a trade-off, for which the pulling factors include its geographical proximity to Mainland China, availability of scholarships, and the ongoing spread of COVID-19 in Western countries. However, adjustment challenges participants described include competitive academic culture, inadequate, ineffective, or low-quality supervision, interpersonal hierarchies, and difficulty finding like-minded peers. Further, participants highlighted experiencing sociocultural challenges, including a politicized academic climate, anti-mainland sentiments, social protests that caused disruptions to their research, limited Cantonese proficiency, and limited use of English in their daily life. In the absence of institutional support, although some students practice sustained agency by drawing on their social network, they stated they continued to struggle.

PAPER SESSION 8
DAY 1 (DEC 9) 14:00 – 15:20
ROOM D

P1d-131

Comparison of students' and teachers' perceptions of secondary reforms in China in 2012 and 2021

Y. H. Peter JOONG, *University of the West Indies*

pjoong@hotmail.com

Yixiang JIN, *Zhejiang University*

jinyixiang@zju.edu.cn

In 1999, the Chinese Department of Education introduced its 'quality education' reform. It attempts to introduce transformation from "transmission-centered teaching" to "student-centered learning" as a teaching paradigm. The authors have performed numerous studies on this reform. This mixed methods study compares how secondary school teachers implemented educational reforms in China in 2012 and in 2021. Major sources of data were surveys from sample teachers and students in sixteen sample schools in three regions. The survey asked how often a teaching or evaluation strategy was used. Results from open-ended questions and classroom observations were also used to triangulate results from the survey data. The conclusions of this study indicate that even though teacher-directed lessons (teacher talk, questioning, and discussions) still dominated, sample teachers were able to use a variety of student-centred activities (activities and group work) and greater use of technology, especially in junior secondary schools. As for student evaluation methods, the four predominant strategies used by teachers were tests, classwork, homework/assignments, and examinations. However, almost 30% of the sample students and 20% of the sample teachers claimed that the behaviour of students in the classroom was affecting their work. This result is an improvement from our previous studies. A major obstacle for "student-centered learning" reform is the high-stakes examinations, i. e. zhongkao and gaokao, which rely heavily on rote memorization, rather than the creative application of knowledge. Similar findings were found by the authors in a previous study in China (2012) and in other jurisdictions (e.g. Sierra Leone, 2013; Caribbean countries, 2020; Mexico, 2021). Educators in all jurisdictions can learn from the reform efforts relating to student-centered learning in China.

PAPER SESSION 8
DAY 1 (DEC 9) 14:00 – 15:20
ROOM D

P1d-75

Exploring the capability, strategy, and implementation of SDGs in universities: a case study of Thai universities

Kochaphan PHAIROJRITHIKUL,

kochaphan_ph@hotmail.com

National Yang Ming Chiao Tung University

Sirirat Sae LIM, *National Yang Ming Chiao Tung University*

sirirat.sae.lim@nycu.edu.tw

The past few years have witnessed a rapidly increasing number of universities achieving the United Nations' Sustainable Development Goals (UN SDGs). This could be of intense help to demonstrate university impact, capture SDGs-related education demand, attract more funding streams, and build a socially responsible university image. However, there has been a scarcity of studies that reveal universities' actual experience in fulfilling it. Our study investigates the universities with the highest impact ranking and explores how they implement and accomplish their UN SDGs. Data was collected from reports of the top universities listed by the THE impact ranking, websites, and digital newspaper. We also conducted a case study of two top Thai university to scrutinize their sustainable development activities. Our finding suggests four capacities to help with SDGs: recognizing opportunities for sustainability, organizing resources, harmonizing academic and social interests, and communicating value for sustainability. This study offers some critical insights into the field and opens opportunities for future research.

PAPER SESSION 8
DAY 1 (DEC 9) 14:00 – 15:20
ROOM D

P1d-139

COVID-19 student adaptation towards the change on study mode

Shirley LAW, *Hong Kong Shue Yan University* lklaw@hksyu.edu

Introduction: COVID-19 has created a challenging environment for the whole world, not only in terms of human health, but also in the students' study mode. With class resume under the gradual improvement on pandemic situation in Hong Kong, students need to switch and adapt the study mode in the school setting again. To fulfil the need on providing support for students, especially those in the transition period with amount of stress, this research makes a significant contribution by indicating the comparison among study modes: face-to-face mode, online schooling, and hybrid mode in school life towards students' adaption problems. The education policy agenda should include efforts to support students, so as to reduce their stress and adaptation difficulties, which are parts of the core aspects of their study life.

Method: Focus group interviews will be applied to collect empirical qualitative data. Students from three category with transition period will be involved, including: students promoted (1) from Primary 6 to Form 1, (2) from junior Form 3 to senior Form 4, and (3) from Diploma of Secondary Education (DSE) to university study.

Conclusion: This research makes a significant contribution by exploring the ways in which educators and policy makers to create potential study mode to support students in facing the challenge of COVID-19 and even post-COVID-19 which may become the norm for extended periods of time. Through identifying and understanding differences in study modes, it aims to contribute to reducing the stress and adaption problems for the students.

PAPER SESSION 9
DAY 2 (DEC 10) 09:00 - 10:20
ROOM A

P1-9

Early educators' planning and practices on outdoor community learning in an urbanized landscape

Siew Chin NG, *University of Melbourne*

siewchin.ng1@unimelb.edu.au

Nicola YELLAND, *University of Melbourne*

Jeanne M. IORIO, *University of Melbourne*

Learning in the outdoors can be viewed as originating in the concept of forest schools, which has since extended to bush, beach, and parks over the years (Elliot & Chancellor, 2014). However, there are urbanized countries which do not have accessibility to extensive natural spaces and resources and this means there are differing opportunities for outdoor teaching and learning for educators and young children globally. A rich resource which urbanised landscapes might consider are the community facilities and settings which Chaudhury et al. (2015) described as public open spaces including parks, green spaces, sidewalks, plazas, playgrounds, shopping malls and community centres. These spaces are easily and freely accessible to the public and allow for varied uses for individuals and groups, which can foster the engagement of public in the neighbourhood community environment and in turn support social connectedness within the community members (Lachowycz & Jones, 2013). With the focus in adapting these resources in an urbanized landscape, this qualitative study reports findings based on interview data from six early educators of children in six Kindergarten (five- to six-year-olds) classrooms across four preschools in Singapore. Preliminary analyses reveal that educators consider various aspects when planning for outdoor community learning. Content analysis is being conducted to illustrate educators' process of planning as well as the set of beliefs they adhere to when conducting learning activities in the community settings.

PAPER SESSION 9
DAY 2 (DEC 10) 09:00 - 10:20
ROOM A

P1b-29

Mothering styles, time investments and children's subjective well-being: Evidence for Mainland China

Jinghui HUANG, *The Chinese University of Hong Kong*

jh-huang@link.cuhk.edu.hk

Xinyue CHEN, *Sun Yat-sen University*

chenxy0909@foxmail.com

Mothers mainly take on the responsibility of educating children and attentive caretakers in the day-to-day context of the Chinese mainland, being encouraged to practice intensive mothering for their children in popular opinions as well. Although the positive correlation between mothering time with children and children's development is documented widely, the quality of mothering time is little considered and discerned. The role of 'time quality' in children's subjective well-being remains to be explored. Hence, based on the datasets of the 2013-2014 China Education Panel Survey, this study introduces the mothering styles as the explanatory indicators of the time quality. Latent class analysis is used to generate the actual mothering styles based on the classic framework of 'responsiveness-demanding' in parenting style studies. The maternal time investment effect on children's subjective well-being is examined by the multinomial logit model. The interaction between mothering styles and the time of maternal involvement is investigated, implicating that the heterogeneous effects on children's subjective well-being, which are from different mothering styles at an equal level of maternal time investments. In addition, the positive correlation between time investment of mothers and the children's well-being is modified, for the result that the correlation is non-linear as revealed in an inverted 'U' hypothesis; the maternal time investment influences children's subjective well-being with marginal effects. The results advocate the proper maternal time investments in children and indicate the quality of time is influenced by the mothering styles potentially

PAPER SESSION 9
DAY 2 (DEC 10) 09:00 - 10:20
ROOM A

P1d-56

Relations of parent-child and teacher-child relationships to very young children's mathematical abilities: The mediating role of receptive vocabulary

Sum Kwing CHEUNG, *The Education University of Hong Kong*

sskcheung@eduhk.hk

T.-S. Carrey SIU, *The Education University of Hong Kong*

ctssiu@eduhk.hk

Wai Ling CHAN, *The Education University of Hong Kong*

wlyu@eduhk.hk

Over the past decades, growing attention has been paid to how the home and school environment contributes to early mathematical development. Nevertheless, many studies focused on the nature and frequency of the learning activities. The potential influences of parent-child and teacher-child relationships are still underexplored. In view that parents and teachers play vital roles in early language development, and language and mathematical skills are inter-related, we investigated: (1) whether different aspects of parent-child and teacher-child relationships were related to very young children's mathematical abilities; and (2) whether these relations, if any, were mediated by children's receptive vocabulary. To achieve our study aims, 124 children were recruited from pre-nursery classes in Hong Kong and were administered vocabulary and mathematical tests. Their parents and class teachers also completed a questionnaire relating to their relationships with the children. Results of path analysis showed that after controlling for children's age, parent-child closeness, parent-child conflict and teacher-child closeness were associated with children's mathematical abilities through their receptive vocabulary. There were also direct links from parent-child closeness and teacher-child closeness to children's mathematical abilities. Teacher-child conflict was neither correlated with children's receptive vocabulary nor mathematical abilities. Our findings suggest that it is important to provide support to parents and teachers on how to build up close and affectionate relationships with very young children. In particular, they should be coached on how to have quality verbal interactions with children, as it may benefit not only children's early language development, but also their early mathematical development.

PAPER SESSION 9
DAY 2 (DEC 10) 09:00 - 10:20
ROOM A

P1d-64

**Reinventing the infant development program through Kits for Family Play:
Learning materials to guide parents for the care & development of infants born
during the pandemic**

Josephine Louise F. JAMERO, *University of the Philippines, Diliman* jfjamero@up.edu.ph
Maria Theresa Z. MORA, *University of the Philippines, Diliman* mzmora@up.edu.ph

The UP Child Development Center remains unyielding in its commitment to support families during this indefinite quarantine by further revolutionizing its family-centered framework to emphasize the need to serve children in the context of their primary social unit. Even families with infants were served during the remote learning period through a most vigorous innovation, the Kit for Family Play (KFP). This is an especially curated set of materials that guides families in supporting the development of early literacy, numeracy and science skills, and motor abilities during infancy. This presentation aims to showcase the curation of three kits delivered to the families from the Infant Development Program. Each kit included open-ended and handmade materials that promote the child development and the advocacy of educating parents about their critical role in this process. Every KFP is accompanied by a set of Play Invitations that guide parents on 1) using the materials to engage infants in play, 2) immersing with their infants in meaningful conversations during shared play, and 3) building the parent-child bond through learning relationships. The KFPs were unboxed by the families with much enthusiasm and the infants discovered an abundance of ways to use the open-ended materials creatively. Without requiring any materials preparation, the kits facilitated serene infant-parent interactions that were focused on relationship- and construct-building. In its second year of implementation, the Center will be cultivating the KFP further by indigenizing the materials and activity guides to bring our rich culture into the lives of families in quarantine.

PAPER SESSION 10
DAY 2 (DEC 10) 09:00 - 10:20
ROOM B

P1d-79

A latent profile analysis of Chinese in-service teachers' attitudes towards inclusive education

Zhengli XIE, *The University of Hong Kong*

zlxie@connect.hku.hk

Li-fang ZHANG, *The University of Hong Kong*

lfzhang@hku.hk

Numerous studies have examined teachers' attitudes towards inclusive education based on a variable-centred approach. This study identified teachers' attitudes profile membership using a person-centred approach and explored the relationships between the profiles and organisational commitment as well as those between the profiles and demographic factors. A total of 972 in-service teachers from inclusive education schools in Beijing, China, participated in this study. Results revealed four teachers' attitudes profiles: involuntary participation, behaviour avoidance, neutral, and proactive involvement. Teachers in the involuntary participation profile showed the highest levels of maladaptive commitments to inclusive education schools. Teachers in the proactive involvement and the behaviour avoidance profiles showed higher levels of adaptive commitments. Teachers in the neutral profile, however, had the lowest levels of adaptive commitments. In addition, years of teaching experience and in-service training were significant predictors of teachers' latent profile membership. Theoretical contributions, practical implications, and limitations are discussed.

PAPER SESSION 10
DAY 2 (DEC 10) 09:00 - 10:20
ROOM B

P1d-113

Inclusivity of the Hong Kong higher education system: A critical policy analysis

Keenan D. MANNING, *Concordia University*

kdmanning@protonmail.com

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

yuetmuyuen@cuhk.edu.hk

Higher education institutions fulfil a wide variety of functions within any society, including providing training to the workforce, generating knowledge, providing a means of self-actualisation and social mobility, and promoting understanding and cohesion. Given these critical functions, inclusiveness may be more important for higher education institutions than for other organisations within a society. Despite this, recent research has shown that universities in East Asia, including Hong Kong, have placed little emphasis on diversity and inclusion in their managerial policy documentation (Manning, 2021). Research in other jurisdictions has also shown that claim to value diversity do not necessarily lead to higher rates of actual diversity (Elwick, 2019), which is often poorly defined, if at all (Huisman et al, 2015).

Hong Kong has a well-established, prestigious, and institutionally diverse higher education environment. Using Hong Kong as a sample case, this paper will pursue two goals: (1) to examine the institutional inclusion policy environment of universities; and, (2) to determine how, if at all, institutions enable inclusion as an institutional value or goal.

The critical policy analysis is employed to guide the study to conduct policy-focused analysis on the official documentation concerning human rights, equal opportunities, and promoting campus inclusion and diversity. Additionally, an attempt is made to evaluate the organisational implementation strategies and the practical reality of inclusion policy implementation across eleven Hong Kong universities with different student demographic profiles and programme focus. Among them, three are private, and eight are government-funded. The expected outcome of this paper is to highlight the key areas for issues within the environment, and provide some reference to exemplars in this field from the international community.

PAPER SESSION 10
DAY 2 (DEC 10) 09:00 - 10:20
ROOM B

P1d-88

Creative education practices and gender in school music education as perceived by young Chinese students

Wai-Chung HO, *Hong Kong Baptist University*

tediwch@hkbu.edu.hk

With particular reference to Shijiazhuang (the capital city and largest city of North China's Hebei Province), this study aimed to examine the under-researched connection between gender, school music education, and creative practices. The study employed a self-reported questionnaire survey distributed to a sample of students aged eight to 17 attending Grade 4 through Grade 9 in 10 schools located in the city of Shijiazhuang (N = 2,015) conducted between 2019 and 2020. Analyses were conducted to examine: (1) whether the students differed in their perceived creativity in school music education in response to the learning of diverse music styles; (2) whether there were stereotypes associated with preferred music activities both within and outside classroom music education; and (3) whether boys and girls differed in their perceived importance of teachers' and schools' encouragement in cultivating their creative potential in creative music education. The findings showed that there were slight differences in gender in respect to the students' perceptions regarding creativity in music styles, music activities, and the importance of support from teachers and schools in creative music education. The main discussion of this study was how and in what ways students' "creative" practices in music education were observed from the gender perspective in the continued production and reproduction of gendered music practices. The implications of this study could lead to discussions on the provision of equal access to and opportunities for school music education for boys and girls, as well as the acknowledgement of socially ingrained gender roles in the contemporary Chinese music classroom.

PAPER SESSION 10
DAY 2 (DEC 10) 09:00 - 10:20
ROOM B

P1d-57

Flipped classrooms- meeting special educational needs in inclusive classrooms

Sharon MA, *Shanghai SMIC Private School* sharon_ma@smicschool.com

Students with special education needs learn differently than other students, yet too often students with learning disabilities tend to be isolated or ignored in classrooms. Students with special educational needs crave interactive classes with movement, discussion, and collaborative activities to discover knowledge. Therefore, traditional forms of classroom instruction like lecture-based classes and teacher-focused instruction may not be as effective for students with learning disabilities, and yet the lecture style of teaching largely remains dominate in today's Asian classrooms. To increase student engagement and provide more facilitation between students, many instructors are turning to a flipped classroom model.

This paper examines the many types of flipped classroom teaching and the numerous benefits of this method, especially in meeting the needs of low achieving students and students with special educational needs. Discussion of flipped classroom models used in several classrooms offers strategies for using flipped classroom methods in other classrooms. This paper concludes that ultimately using a flipped model provides increased relationships between instructors and students, improves interaction among students, and increases differentiated instruction for struggling students.

PAPER SESSION 11
DAY 2 (DEC 10) 09:00 - 10:20
ROOM C

P1d-121

基於移動終端的教師非正式學習的調查研究

王曉莉, *South China Normal University*

wangxl777@foxmail.com

Shuxia YANG, 深圳市龍華區創新實驗學校

739587042@qq.com

本研究通過對教師移動非正式學習現狀的調查研究，試圖拓展對教師學習的研究視閥。移動非正式學習不僅能夠保證教師學習的主體性，還能夠突破時空局限，即時且實時地滿足教師個性化的學習需要。目前國內外對教師移動非正式學習的關注較少，由此，本研究通過問卷調查法對當前中國大陸教師移動非正式學習的現狀及其產生原因進行研究。本研究抽取山東、廣東等 23 個省份的 465 位中小學教師參與。

研究發現，智能手機是教師移動學習的首要終端，教師主要通過閱讀瀏覽和觀摩借鑒的方式學習，學習方式較為單一；學習的內容主要是與教育教學相關的理論知識，有待豐富等。此外，教師移動非正式學習還存在學習掌控感較強，學習意願偏低、學習配置不佳、學習資源質量不高、學習環境堪憂等特徵。研究還發現，教師移動非正式學習的進行會受到多種內外部因素的制約，包括，學習觀念的認識陳舊、學習自控力不足等個人層面原因，以及缺乏可供教師合作與反思的平臺、教師自主學習時間與氛圍不足等外部層面原因。

PAPER SESSION 11
DAY 2 (DEC 10) 09:00 - 10:20
ROOM C

P1d-106

大學生的「脫單」焦慮：從社交平臺語料分析探究大學生的愛情攻略與意義轉變

楊幸真, 高雄醫學大學

yhckmu@gmail.com

在台灣，大學生經常使用社交平台 Dcard 談論大學生活與感情議題，其中有關脫離單身是持續不退燒的熱門話題，包括使用「脫單」、「脫魯」或「母胎單身」來形容單身狀態或表達依然單身的苦悶心情，而能脫單則成為招攬大學生參與活動的吸睛用語或戀愛御守，如「填問卷祝脫魯」。事實上，既有的研究對於當代大學生想要「脫單」的愛情想像與愛情攻略的了解並不多，包括大學生對於「脫單」在想什麼、討論什麼、需求什麼，以及表現出哪些「脫單」的追愛行為與心情感受亦認識不足，而這些都是性別情感教育課程與教學中有待研究與值得探討的課題。因此，本研究以大學生「脫單」為主題、Dcard 為研究標的，搜集該平台上有關大學生對於脫離單身的發文，運用語料庫分析，了解台灣大學生對於「脫單」的想法、感受與作為，及深入探討發文內容呈現出的愛情價值觀，並藉此提煉出性別教育課程與教學線索，希冀助益大學生提升發展優質親密關係知能。

PAPER SESSION 11
DAY 2 (DEC 10) 09:00 - 10:20
ROOM C

P1d-119

交友軟體之風險與教育意義

何博雅, 國立暨南國際大學

吳金春, 國立暨南國際大學

diy19980207@gmail.com

springwu2609@gmail.com

隨著科技發達，交友軟體當道，而疫情下的封城，讓交友軟體更盛行。交友軟體打破時空限制，許多人透過此管道認識新朋友或伴侶，對使用者來說很方便，但也潛藏危險。本文採文獻分析法，以異性戀為主，分析彙整前人在交友軟體之風險的相關研究，得出四點結論並建議將交友軟體相關風險納入學校健康或性別教育中。1)在個資方面，交友軟體充斥著假資訊、被跟蹤、個資或私密照外洩及盜用的風險，建議學校教育應教育學生保護自己的個資及查證對方資訊的真實性。2)在生理部分，網友見面後可能面臨的風險涵蓋性侵、性病、性虐、性暴力。建議學校教育除了宣導安全性行為外，也應協助學生了解見網友前的預防措施及報案 SOP 流程。3)在心理部分，可能的負面影響涵蓋交友軟體使用者面臨不自信、自我客觀化、不健康減肥、被性騷擾的風險，建議學校教育應協助學生建立自信及保護自己。4)在詐騙部分，包含騙色、騙財、騙感情，建議學校教育應協助學生了解詐騙常見的招式及預防方式。

PAPER SESSION 11
DAY 2 (DEC 10) 09:00 - 10:20
ROOM C

P1-5

運用 VR 融入特色學校課程提升中輟生再學習意願

魏幸慈, 國立清華大學 est1717@ms53.hinet.net
王靖烽, 國立清華大學 cfw@gapp.nthu.edu.tw
王子華, 國立清華大學 tzuhuawang@gapp.nthu.edu.tw

本研究旨在探討運用「虛擬實境」融入特色學校學習，以數位科技學習特色課程為主，藉課程吸引學生回歸校園，提升再學習之意願。本研究採質性和量化研究，質性研究以行動研究、深度訪談、參與觀察法，量化研究使用 VR 特色課程學習動機與學習成效分量表(李克特五點量表)。選定櫻櫻學校的 5 名中輟學生，共同完成「虛擬實境櫻花學習影片」。期間為一學期。在教學前後使用 VR 特色課程學習動機與學習成效分量表(李克特五點量表)問卷調查。

結果發現：1.學習特色課程有助於提升學習動機，減少中輟率，回歸校園。2.參與製作，有助於提高學習意願，降低再中輟率。3.應用 VR 課程，其豐富性、互動性、沈浸性，令中輟生有真實感、投入感、想像力，吸引學生樂於向學。4.中輟生在學習動機、學習互動、學習注意力、學習經驗、學習成效上，皆達高效果量，有顯著學習成效。

PAPER SESSION 12
DAY 2 (DEC 10) 09:00 - 10:20
ROOM D

P1d-68

Towards understanding Chinese ethnic minority students' underperformance in English learning: A literature review

Zirui LIU, *The University of Hong Kong* zirui.liu@hku.hk

China possesses 55 ethnic minority groups, most of which are lagging behind the majority group, Han people, in economic well-being and education level. English language learning is no exception. According to the passing rate of national standardized English tests, ethnic minority students perform considerably worse than their Han peers. This study aims to understand the issue by investigating into existing literature to explore: (1) factors affecting the English acquisition for ethnic minority students comparing with their Han counterparts; (2) measures that have been taken to support ethnic minority students' learning of English; (3) effects of those measures. By selecting and scrutinizing seventeen publications, the study finds that the unsatisfactory English learning are mainly caused by Chinese being the medium of instruction which is the second language for many ethnic minority students, later age of onset, culturally irrelevant curriculum and textbooks, and the lack of qualified teachers. Though China's central government has taken measures to alleviate the problem, such as promoting trilingual education for minority students and implementing preferential policy to enlarge minority students' access to higher education, effects are not significant. This study also reveals the intricacy of the issue as variations exist among different ethnic groups and within the same group, in terms of language teaching practice and policy implementation. It advocates further research to take a bottom-up approach to explore the effectiveness of the policy and practice so to include the experience, affections, and perspectives of more stakeholders, and expand scholarly efforts to all minority groups.

PAPER SESSION 12
DAY 2 (DEC 10) 09:00 - 10:20
ROOM D

P1a-34

Revisiting the fine-tuning medium-of-instruction policy in Hong Kong: A translanguaging perspective

Siu Ho YAU, *The Chinese University of Hong Kong*

shyau@link.cuhk.edu.hk

Wai Sun CHUN, *The Education University of Hong Kong*

dwschun@eduhk.hk

Ching Hann TSANG, *The Education University of Hong Kong*

tsangch@eduhk.hk

The dispute of Hong Kong Medium-of-Instruction (MOI) policy emerged from the mother-tongue teaching policy in 1997, which highlighted the use of Cantonese in the Chinese-as-Medium-of-Instruction (CMI) classrooms in contrast to the English-as-Medium-of-Instruction (EMI). However, given the significant resistance among schools and parents to the policy, as well as the reported continuous decline in English standards, the 'Fine-tuning Medium of Instruction policy' was proposed in 2010 to address the grievances arising from different sectors in the community. This policy change aimed to remove the differentiation between EMI and CMI schools, and to offer schools higher flexibility and autonomy in determining the MOI based on criteria, such as language levels of students and the supportive measures available at schools. Earlier this year, the Education Bureau of Hong Kong has decided to extend the fine-tuned MOI framework for the third time, implying that the policy will be maintained for another six years (The Education Bureau, 2021). Some schools have openly expressed their disappointment and concerns when the review pledged in the policy was replaced by other measures. Research that systematically investigated and evaluated the policy impact on schools and students is also scarce, which cannot fully reflect the issues and problems faced by schools. In this paper, we suggest that a translanguaging pedagogy would be one of the promising directions for change in the language-in-education policy. Within the concept of translanguaging, the division between 'named languages' is eliminated. A wider use of learner's linguistic repertoire in the translingual space for meaning making and communication is also encouraged (García and Li, 2014), such that the potential of fully realizing the aims of bilingualism or multilingualism could be better achieved. Against this contextual backdrop, this paper aims to discuss how the overall language-in-education policy in Hong Kong can benefit from the concept of translanguaging. It is hoped that this paper could provide all stakeholders a new angle in reconsidering the prospects of future policy development and research in Hong Kong.

PAPER SESSION 12
DAY 2 (DEC 10) 09:00 - 10:20
ROOM D

P1-13

The malleable identity of secondary school teachers: Professional development and English language education strategies in Hong Kong

Noble LO, *College of Professional and Continuing Education,* noble925@hotmail.com
The Hong Kong Polytechnic University

Bryan TO, *Suzhou Singapore International School* kahoto@mail.ssis-suzhou.net

Recent empirical evidence (See Donitsa-Schmidt and Ramot, 2020; Ellis et al., 2020; Murphy, 2020; Anderson et al., 2021; Kim et al., 2021) suggests that Covid-19 may have far-reaching effects on teacher development outcomes including role shaping, pedagogy, and goal-setting. The disruptive effects of this pandemic are predicted to not only redefine the priorities of continuing professional development (CPD) in the educational sector, but also reconstruct the identity and role of educators in future educational systems. Accordingly, the primary aim of the proposed research is to critically assess the factors shaping post-Covid-19 identity formation amongst secondary school teachers in Hong Kong to determine the influence of CPD and systemic needs on teacher role perceptions and goal-setting.

PAPER SESSION 12
DAY 2 (DEC 10) 09:00 - 10:20
ROOM D

P1d-125

Fostering sustainable reflective writing: Developing pedagogical materials for self-directed learning

Huw DAVIES, *Kanda University of International Studies*

davies-h@kanda.kuis.ac.jp

Amelia YARWOOD, *Kanda University of International Studies*

yarwood-a@kanda.kuis.ac.jp

In order for learners to develop practices that allow them to control their learning processes, it is important for educators to access the learner's internal thoughts and challenge them to reflect more deeply and communicate in more detail (Gao, 2013). As facilitators of a self-directed language learning module at a university in Japan, we noticed that students tended not to clearly articulate their internal reflective processes and reasoning in their weekly journals, despite this being one of the course expectations. Based on the notion that the ability to assess and modify conditions for autonomous language learning is not an innate skill, we decided to pilot some new activities to scaffold deeper reflection. Utilising Fleck and Fitzpatrick's (2010) levels of reflection framework, we demonstrate that reflective writing training helped learners to engage in more introspection and to convey their thoughts more fully. We found that outlining the textual structure, content and linguistic features of written reflections particularly helped learners articulate their thoughts. In this presentation, we will share the pedagogical materials developed and provide suggestions for how these resources can be used in other teaching and learning contexts. The implications from our intervention are that activities that encourage reflective thought and expression can develop habits that lead to more autonomous and agentive behaviour in learners by instilling transferrable and sustainable lifelong learning skills. We advocate that reflection training should be ongoing, facilitate cycles of introspective questioning and encourage learners to identify, understand and communicate their internal reflective processes through their writing.

PAPER SESSION 13
DAY 2 (DEC 10) 10:30 - 11:50
ROOM A

P1c-59

Evaluating structural and process qualities of infant and toddlers rooms in Hong Kong

T.-S. Carrey SIU, *The Education University of Hong Kong*

ctssiu@eduhk.hk

Melissa P. CALDWELL, *The Education University of Hong Kong*

s1142629@s.eduhk.hk

Sum Kwing CHEUNG, *The Education University of Hong Kong*

sskcheung@eduhk.hk

Wai Ling CHAN, *The Education University of Hong Kong*

wlyu@eduhk.hk

In recent years, the Hong Kong SAR Government is committed to enhancing early childhood care and education (ECCE) provision for local children aged 0 to 2. Nevertheless, there is a dearth of empirical evidence on the quality of ECCE provision for infants and toddlers in centre-based settings in Hong Kong; its impact on child outcomes also remains understudied. In the present study, we examined the structural and process qualities of ECCE settings for infants and toddlers in Hong Kong, and determined whether the qualities of ECCE provision were associated with young children's language-communicative development. Two trained researchers visited 8 childcare centres in Hong Kong and used the Infant/Toddler Environment Rating Scale to assess the qualities of the centre provisions. We also administered the Chinese Communicative Development Inventory to capture the young children's language-communicative skills. Our results dovetail international findings that process quality is a more important factor affecting child developmental outcome, thus calling for staff training and measures supporting an environment conducive to quality practitioner-child interaction.

PAPER SESSION 13
DAY 2 (DEC 10) 10:30 - 11:50
ROOM A

P1d-114

Enhancing pre-service kindergarten teachers' learning engagement and motivation using flipped teaching- a pilot study

Y. H. Paul WONG, *Tung Wah College* paulwong@twc.edu.hk

S.-M. Jackie LI, *Tung Wah College* jackieli@twc.edu.hk

While research has shown that flipped teaching promotes learners' motivation and achievement scores, mixed effects have been reported. Among all sectors of teacher education, there has been a lack of research about applying flipped teaching in the pre-primary level. The aim of study was to examine the impact of flipped teaching on pre-service kindergarten teachers' efficacy and learning motivation. A quasi-experimental pretest-posttest design was adopted. Each student teacher self-rated his/her levels of self-efficacy and learning motivation before course commencement and after course completion. The quantitative findings showed that flipped teaching generally enhanced teachers' learning engagement and motivation. Moreover, interview data indicated that student teachers expressed that flipped teaching enhanced their attention due to the presence of higher learning commitment and learning sustainability as a result of the synchrony of pre-reading and learning activities. It is concluded that flipped teaching supports the enhancement of teachers' learning motivation and commitment.

PAPER SESSION 13
DAY 2 (DEC 10) 10:30 - 11:50
ROOM A

P1b-52

Myanmar preschool teachers' mathematics teaching beliefs and practices before and during the COVID-19 Pandemic

Hay Mar MYAT KYAW, *The Education University of Hong Kong*

s1130875@s.eduhk.hk

Sum Kwing CHEUNG, *The Education University of Hong Kong*

sskcheung@edu.hk.hk

COVID-19 has posed severe challenges for early childhood education in many places around the world, including Myanmar. We are particularly concerned with the effects of COVID-19 on early mathematics learning and teaching there because Myanmar children usually exhibit poor mathematical performance in international studies. This study thus examined Myanmar preschool teachers' mathematics teaching beliefs, their mathematics teaching practices before and during the pandemic, and the factors contributing to the belief-practice gap, if any. Semi-structured interviews were conducted with 14 Myanmar preschool teachers. Results showed that the majority of teachers in our sample regarded mathematics as an important area to teach in preschool. They also believed that it was better to teach children mathematics through play than direct instruction and drill and practice. Before the pandemic, teacher-led play was often adopted to help children learn mathematics, and various types of mathematical questions were asked during the play process. However, mathematics was not taught every day, and worksheets were sometimes used as learning material. During the pandemic, only a few teachers conducted asynchronous online classes, and most teachers relied heavily on worksheets to teach children mathematics. Generally, after the outbreak of COVID-19, the teachers increased in their perceived importance of the role of parents in children's mathematics learning, and they demanded more collaboration with families. Moreover, there was a wider belief-practice gap relating to mathematics teaching, but support from school management and parents were the key to reduce the gap. Based on the results, recommendations for Myanmar preschool teacher education are provided.

PAPER SESSION 13
DAY 2 (DEC 10) 10:30 - 11:50
ROOM A

P1d-82

Initial efficacy and teachers' attitudes towards mindfulness-based social-emotional learning activities for kindergartens in Hong Kong

Rebecca Y. M. CHEUNG, <i>The Education University of Hong Kong</i>	rymcheung@eduhk.hk
Connie Y. Y. HO, <i>The Chinese University of Hong Kong</i>	hyy2662@gmail.com
Elsa N.-S. LAU, <i>The Education University of Hong Kong</i>	enslau@eduhk.hk
Monica M. JACKMAN, <i>Little Lotus Therapy and Consulting</i>	mjackman2317@gmail.com
Nirbhay N. SINGH, <i>Augusta University</i>	nirbz52@gmail.com

Social-emotional learning (SEL) in early childhood lays the foundation for children's later adjustment (Bornstein et al., 2010). Among existing SEL programs, OpenMind (OM) is a mindfulness-based kindergarten curriculum that has demonstrated effectiveness in the United States and Korea (Jackman et al., 2019; Kim et al., 2020). To enhance children's SEL in Hong Kong, this study adapted and implemented OM activities over a one-month period. Initial efficacy on children's SEL was examined, alongside teachers' attitudes toward OM. Fifty-two Chinese children in K1-2 (3-5-year-old; n_{intervention}=27; n_{waitlist control}=24) and four trained kindergarten teachers participated in daily meditation practices. They also completed pretest, immediate posttest, and a four-week follow-up posttest. Results suggest that teachers find OM activities useful, particularly during disruptive incidents. Children also had greater improvements in emotional control and shifting than did children in the waitlist control group. Through these practices, we hope to build a stronger foundation for children's social-emotional competence.

PAPER SESSION 14
DAY 2 (DEC 10) 10:30 - 11:50
ROOM B

P1a-31

A review on ai ethical principles in the perspectives of social sciences

Sau Wai LAW, *Hong Kong Shue Yan University* swlaw@hksyu.edu
Davy T.-K. NG, *The University of Hong Kong* davyngtk@connect.hku.hk
Josephine P. W. LAU, *University of Jyväskylä* jolau.pw@gmail.com

Aim of the study

As artificial intelligence (AI) is transforming the world at a high speed, institutions and tech cooperation endeavours to identify the most important and commonly accepted ethical principles. Research on “AI ethics” has doubled annually since 2017 in Scopus database search as of 14 June 2021. However, only less than 20% of studies are found to represent AI ethical concern from the social sciences perspectives, indicating an imminent need to further develop a commonly accepted AI ethical framework in this area.

Methodology

In search of literature on AI ethics, both peer-reviewed scholarly articles from social science perspectives published from 2015 to 2021 through the databases, Web of Science and Scopus, were included in this review.

Results

This preliminary review has generalised six most important and widely accepted AI ethical principles suitable for governing AI ethics in social science disciplines. They are transparency, justice and fairness, non-maleficence, responsibility and accountability, and beneficence (e.g. Jobin et al, 2019). These principles are further generalised to be easily understood, consistently interpreted, and universally applied both to social sciences disciplines and different industries adopting AI in an innovative and responsible manner.

Conclusion

AI ethics is an important element of AI literacy to facilitate the harmonic combination of both human intelligence and artificial intelligence for societal good. It is important to take into account social sciences/ humanistic perspectives, in order to overcome the challenges in promoting AI literacy to the masses and realize the collaboration of man and machines.

PAPER SESSION 14
DAY 2 (DEC 10) 10:30 - 11:50
ROOM B

P1d-100

Attitudes toward service-learning in higher education

Li-shiue GAU, *Asia University*

lsgau@asia.edu.tw

Chung-hsing HUANG, *Asia University*

xing888@gmail.com

Service-learning in higher education settings offers a real-world opportunity for students to encounter academic knowledge in a practical and relevant manner and to improve civic and citizenship knowledge and behavior. The concept of Cognitive Dissonance is used to explain why service-learning can help improve civic and citizenship behavior. Survey and class discussion were used to collect data. For the survey, totally, 464 college students from required service-learning courses in the middle of Taiwan responded to the question: "Please use an adjective or metaphor to describe service-learning." The coding result showed that 37% were positive and 21% were neutral whereas 42% were negative. Codes were categorized into to eight themes. The first theme described responsibility and enthusiasm. The second theme revealed feelings including positive such as interesting and negative such as boring. The third theme mentioned that participation in services was forced due to the required courses. The fourth theme provided some benefits, for example, making friends from other fields. The fifth theme referred to sustainability and confirmed the service can help environmental protection. The sixth theme seemed to talk about an issue of whether the willingness or intention in doing services was self-driven. The seventh theme emphasized an experience in cooperation. The final theme was those that were difficult to interpret. Class discussion showed the prior experiences in volunteer tasks and different majors might influence the responses. This study provided useful information for school policy makers to design service-learning courses.

PAPER SESSION 14
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ROOM B

P1b-54

Social experiential learning for zero waste education in a liberal arts university

Paulina WONG, *Lingnan University* paulinawong@ln.edu.hk

Gary W. C. WONG, *Lingnan University* wongwc@ln.edu.hk

Critical thinking and problem solving are recognized as key 21st century skills, but their development requires some fundamental shifts in pedagogy. Rapid technological advancements have allowed widespread use of communication tools and platforms, such as social networks, allowing users across the globe to exchange knowledge. Such collective sharing leads to spontaneous peer-to-peer collaboration which is crucial for sustainable social development and addressing societal challenges. However, educational pedagogies have not adapted to maximize the potential of such network effects for social learning, as prior studies examining the benefits of these technologies for learning show limited student engagement and distraction. To examine these findings further, in the present study, semester-long video logging activity related to zero-waste of 32 students attending a liberal arts university in Hong Kong were analyzed. Participants uploaded videos using a purpose-built mobile application Soqqle, which is similar to commonly used social media platforms, as it allows content sharing, as well as commenting on others' contributions. At the end of the semester, time spent by students viewing peer videos were compared to scores it received from an independent rater. A simple linear regression shows that students who viewed their peers' contributions for longer periods scored higher, with an average increase of 12.3% based on average minutes viewed per student. The R^2 (0.276) and existence of heteroscedasticity suggest that more unknown factors are at play. Nonetheless, these results point to the benefits of learning from others, indicating that educational platforms can help students improve self-regulation, thus enhancing their critical thinking and collaboration skills, which are essential for 21st-century pedagogy.

PAPER SESSION 14
DAY 2 (DEC 10) 10:30 - 11:50
ROOM B

P1d-97

Action research on cultivating key competencies for sustainability through building pollinator-friendly habitats in school

Ching-hung HSU, *National Tsing Hua University* daddyof3kids@gmail.com

For integrating Sustainable Development Goals into K-12 school education, the Ministry of Education of Taiwan advocated the idea of New-Generation Environmental Education Development (NEED) in 2020. Secondly, the pollinator decline issue has affected the ecologic balance and crop production. Therefore, this action research focused on finding strategies for attracting pollinators and creating friendly habitats for them, and designing a learning course integrated SDGs target 2 & 15 to promote students' key competences for sustainability. Study data were collected through photography, daily record, observation, and interview. Research finding supported that building pollinator-friendly habitats is an access in formal schooling that aims to create a sustainable future by empowering the students. Participants also acquired the key competencies of UNESCO's 'learning pillars': learning to know, learning to live together, learning to do, learning to change. It's recommended that the key competencies can be pre- and post-tested by scale instruments in the future.

PAPER SESSION 15
DAY 2 (DEC 10) 10:30 - 11:50
ROOM C

P1a-45

試析國語習作中圖文閱讀評量之設計與運用

高敬堯, 臺中教育大學 onlysads@pie.com.tw

閱讀是語文的基礎能力，也是學習的重要核心，閱讀能力的養成有其重要性。而閱讀能力已從傳統的文字理解，擴展成為文本的詮釋，而圖文閱讀便成為閱讀能力的重要一環。美國各州共同核心課程標準，早已將圖文理解學習羅列其中，認為具有重要價值。在臺灣 108 課綱中，更是清楚揭示，學生要能利用圖像策略進行文本理解。而評量是檢核學習成效的依據，同時更有促進學習的作用，因此，檢核教科書中關於圖文閱讀評量的設計及其運用，便有其不可或缺的價值性。本文採文獻分析法與文件分析法，針對台灣康軒、南一、翰林三版本的國語習作中，圖文閱讀評量的設計形式進行探討，自「圖文互轉」、「跨域連結」、「聽說寫融合」等三面向，說明評量的理念與運用，並比較三版本的異同，作為教師在指導學生圖文閱讀的參酌。

PAPER SESSION 15
DAY 2 (DEC 10) 10:30 - 11:50
ROOM C

P1d-93

以統整課程為導向的幼兒藝術活動設計研究

邱月, 香港教育大學 s1136935@s.eduhk.hk

“全人教育”是 21 世紀課程改革的重要導向，對幼兒來說，“學會學習” (learning to learn) 比習得知識本身更為重要，過程比結果更有價值。統整課程不同于傳統的分科教學，它以兒童為中心，結合兒童的生活環境，使之與真實世界積極互動，培養學生勤于專注思考、主動構建知識、積極解決問題等能力，為未來生活做準備。在世界範圍內，各國也有了較多兒童藝術統整課程的實踐。但在中國，特別是幼兒階段的藝術統整課程，還較為缺乏，不成體系。本文主要研究以統整課程為導向的幼兒藝術活動設計：對統整課程的內涵、理論支持進行剖析，探討了兒童統整課程的主要實施途徑及影響因素，並對基於統整課程的幼兒藝術活動設計進行探索，以期豐富、完善和推動幼兒統整課程的探索，並為兒童藝術教育提供一種新的思考。

PAPER SESSION 15
DAY 2 (DEC 10) 10:30 - 11:50
ROOM C

P1-2

探討部落運動文化於幼兒園課程的傳遞之行動研究 - 以臺東縣某國小附幼為例

陳俐君, *National Donghua University* beloved0918323@hotmail.com

探討部落運動文化於幼兒園課程的傳遞之行動研究-以臺東縣某國小附幼為例研究者現於臺東某幼兒園為教師兼主任，與教師共同看到 107 學年度上學期邀請部落阿公阿嬤來學校，孩子屬於被動角色。下學期我們希望孩子成為主動角色走進部落，用自己學到的能力為阿公阿嬤做些什麼。故藉由幼兒園課程設計，傳遞幼兒對於部落運動文化的認識，並探究課程與文化傳遞的關聯性。本研究採行動研究，以臺東縣某附幼大中小幼混齡班級共 20 名幼兒中，以海岸阿美族為大宗，共 18 位幼兒，進行研究。在課程引起動機上，藉由平日的運動喚起幼兒對於部落運動的認知，以十二週的教學探索歷程，使幼兒對於傳統文化與運動之間形成連結，以延續其家庭中。在研究中，已訪談幼兒、家長、搭班教師，以及測驗幼兒對於部落運動認識等方式，瞭解課程對於幼兒在部落運動認識的程度，並驗證此行動研究之可行性。課程結束後，從幼兒對於部落常見運動的認識，以及家長回饋、搭班教師感受上，皆感受到幼兒對於部落運動文化初步的認識，並且也養成幼兒有運動的習慣，達到文化傳遞與幼兒安全與健康的統合。並盼喚起阿公阿嬤養成運動的習慣，感受幼兒與家人、老人家之間的連結性，讓幼兒體認可藉由自己的能力，讓阿公阿嬤、家人更健康，讓部落更好，也間接培養孩子對於自信的養成、自我肯定的感受。

PAPER SESSION 15
DAY 2 (DEC 10) 10:30 - 11:50
ROOM C

P1d-123

傳情達意：國小高年級學生寫作成品中比喻語言運用之分析

鄧玉英, 新北市泰山區義學國小 teresa@yses.ntpc.edu.tw

梁雲霞, 臺北市立大學 yhliang@utapei.edu.tw

比喻語言是具有美感與想像力的語言單位，頻繁地出現在學生的教科書、繪本和各種文本中，那麼學生是否也能將比喻語言運用在寫作中？基於此問題，本研究的目的為分析小學高年級學生寫作作品中比喻語言的運用類型與出現數量，並探討不同語文程度學生運用比喻語言上的差異。本研究採用 Ortony(1984)與其他學者對比喻語言的分類，以內容分析法進行研究。研究對象為五、六年級 153 位學生，蒐集其所寫的記敘文、抒情文、說明文，共 437 篇。結果發現：第一，全部的寫作成品中，比喻語言出現的次數為 1,256 次；其出現之類型數量，依序為成語、直喻、隱喻。成語的出現次數明顯高於其它類型，顯示高年級學生較熟練運用以「語詞」為主的成語，句子型態的直喻和隱喻仍在發展中。其次，在不同文體上，比喻語言的類型和次數呈現不同的分布變化。第三，兒童語文能力的高低與其運用比喻語言的次數和類型有關聯。本研究之發現有助於理解兒童寫作能力發展，並針對讀寫結合教學與研究提出參考建議。

PAPER SESSION 16
DAY 2 (DEC 10) 10:30 - 11:50
ROOM D

P1a-25

Examining pre-service teachers' social justice dispositions: The case of an undergraduate teacher education program in India

Isha VERMA, *The University of Hong Kong* ishav@connect.hku.hk

Teacher dispositions play a critical role in enabling teachers to embrace social justice praxis and ensure equitable educational outcomes for marginalized students. Teacher education programs thus have a formidable challenge to develop the social justice dispositions in pre-service teachers.

The present study is an exploratory mixed methods study examining the efforts made by a teacher education program in India towards preparing elementary school teachers to teach for social justice in diverse classrooms. The study aimed to explore the dispositions of the pre-service teachers who are enrolled in their first year, final year, and one year out of a teacher education program at a large university in Delhi.

Five social justice dispositions were conceptualized and examined using the concepts from critical theory and social justice education: Awareness of diversity, Critical self-reflection, Sense of preparedness for diversity, Challenging status-quo, and Advocacy orientation for social justice.

A sequential design was adopted with two phases: the pilot study (online survey), the main study: a) online survey b) in-depth interviews with 21 participants selected purposefully. One hundred fifty-three participants responded to the pilot survey, and 214 participants responded to the survey as part of the main study. This presentation will focus on sharing the design and findings from the survey as part of the larger study.

As the policy reforms in India increasingly focus on technical solutions to educational inequality, this study will help teacher educators and policymakers think critically about ways to prepare and support pre-service teachers to teach for social justice.

PAPER SESSION 16
DAY 2 (DEC 10) 10:30 - 11:50
ROOM D

P1d-141

Accidental intercultural (mis)understanding? A reflection from one university-community service learning trip in Kenya

Gordon C. P. TSUI, *The University of Hong Kong* gtsui13@connect.hku.hk

Intercultural understanding, preferably between distant cultures, has been growingly emphasized in university-community service learning. This presentation, however, argues service learning of this type may fall into the trap of an “accidental” intercultural (mis)understanding, if the historical background and the philosophy of one’s culture are not understood, by presenting an autoethnographic service learning research between a village in Western part of Kenya, Africa and one established university in Asia.

Africans value humans with care (Chikanda (1990, cited in Prinsloo, 1998) and awareness (Khoza (1994, cited in Prinsloo, 1998) under Ubuntu, one African philosophy. Scholars such as Van Staden (1998) and Odhiambo (2010) argue that the African response to outsiders is largely due to the impact of colonialism (Western (outsiders’) discourse). These could suggest that Africans tend to perceive outsiders differently from themselves, although human relationships have always been emphasized.

As one organizer and participant in this project for seven years, the author has observed that the African and Asian partners generally worked well in most parts of the project. However, when “accidents” between the two groups happened, the African partners tended to lower their position in front of outsiders (Asian partners) to maintain relationship for future service learning. Maintaining relationship between these two groups is argued to be largely “accidentally matched”, if not reinforcing intercultural (mis)understanding. Suggestions will be given to address this “accidentally matched” relationship between from both the African and Asian partners, which is hoped to provide a broader implication to similar intercultural university-community service learning.

PAPER SESSION 16
DAY 2 (DEC 10) 10:30 - 11:50
ROOM D

P1-39

Political ideology and textbook recontextualization: The Chinese language textbook of Hong Kong in the 1950s

Zeyi WANG, *The University of Hong Kong* wangzeyi@connect.hku.hk

This paper adopts historical analysis to discuss how cross-boundary political ideology influences the hegemonic project through textbook recontextualization in 1950s British Hong Kong. Basil Bernstein assumes that state power uses the school curriculum to recontextualize official knowledge, reproduce dominant ideology and achieve cultural hegemony. Wong further proposes that as former pedagogic agent, the state power from a colony's motherland country would influence the recontextualizing context of colonial power. However, they neglected that apart from state regime, other variables would also influence the official pedagogic text recontextualization. This paper, therefore, argues that "political ideology" plays a more essential role than "state regime" in textbook recontextualization. After the Second World War, both Kuomintang (KMT) and the Chinese Communist Party (CCP) from mainland China were attempting to indoctrinate local Chinese students in Hong Kong through Chinese language curriculum to win the Civic War. The British Colonial government did not forbid such action overtly at first. However, its attitude towards textbooks changed sharply after the CCP took over the power in 1949, as the Cold War began in late 1950s when Britain joined the Capitalist bloc and was opposed to CCP China. The Education Department tightened its control over Chinese language textbooks by revising the Education Ordinance, Syllabus, and recontextualizing pedagogic text, trying to achieve its goal of counteracting Communism ideology in pedagogic discourse. Through collecting and analyzing the official declassified documents, local newspapers, and school textbooks, this paper discusses how political ideology affects the recontextualization of official knowledge.

PAPER SESSION 16
DAY 2 (DEC 10) 10:30 - 11:50
ROOM D

Shaping Chinese postgraduate students' life outlook: When neo-liberalism meets with Confucianism and patriotism

Tengteng ZHUANG, *Beijing Normal University* tengteng_zhuang@bnu.edu.cn

Neoliberalism pervades many societies in the deepened globalization process as a hegemonic discourse focusing on individuals and their property rights, with China being no exception. The Chinese society, however, is also influenced by its traditional Confucian values that much emphasize collectivism, and recent years has witnessed the Chinese higher education system systematically strengthen moral and value education featured by strong patriotism elements. Drawing upon semi-structured interviews with 20 Chinese postgraduate students at a premium university in Northern part of China, this study examines how Chinese postgraduate students' life outlooks are separately and collectively shaped by the interplaying neoliberalism, Confucianism and patriotism. The findings reveal that neoliberalism shapes students' subjectivity in pursuing personal goals, guides students with the market logic of efficiency, effectiveness and quantifiable outcomes, and accords them a de-regulation stance. Confucianism prompts postgraduates to self-strengthen themselves at individual level and guides them with interpersonal interaction norms at interpersonal level. Patriotism underpins students' deep-seated psychological and emotional power based on strengthening memories of historical events and pride in national achievements, hence generating the most sacred and deep-seated collective identity. At an aggregate level, Confucianism and patriotism prevent Chinese postgraduates from making their individualistic sense clash with the collective interest.

PAPER SESSION 16a
DAY 2 (DEC 10) 10:30 - 11:50
ROOM E

P1d-138

“All in this together?” Unpacking the concepts of inclusion and diversity in the teaching profession in Ireland through the lens of a national teacher induction process research study

Ni Dhuinn MELANIE, *Marino Institute of Education*

melanie.nidhuinn@mie.ie

Julie Uí CHOISTEALBHA, *Marino Institute of Education*

julie.uichoistealbha@mie.ie

This paper has a specific focus on diversity in the teaching profession in Ireland and on the implications for long-term inclusivity and sustainability in the profession. Findings are drawn from a national study of teacher induction for newly qualified teachers (NQTs) in Ireland. The lived experience of induction is, for the majority, positive, supportive and learner-oriented. The congruence of perspectives articulated through the data, validates the induction process, however respondents were reflective of a very homogenous and feminised profession. Missing voices of others are conspicuous by their absence in the data. Issues of equity, social justice, interculturalism, intersectionality, equality, power, positionality and privilege are significant factors in determining who accesses the teaching profession at ITE entry point and again at the NQT stage. Many aspiring teachers are excluded because of barriers that are insurmountable and reductive. This paper asks why and how can this change.

PAPER SESSION 16a
DAY 2 (DEC 10) 10:30 - 11:50
ROOM E

P1a-46

Professional learning for curriculum leadership: A video-based ethnographic study of teacher collaboration

Ivy LAU, *ELCHK Lutheran Academy* ivy.y.lau@gmail.com

Leading to teach and learn in school is far from new. A tremendous amount of research illuminates the importance of curriculum leadership for instructional improvement. Still, there is no protocol found in the literature that makes a teacher transform into a curriculum leader without considering the socio-cultural context of the school. This study reported a year-long video-based ethnographic study of teacher collaboration in Hong Kong. It consisted of two teams from the same contemporary subject, bringing various modern education ideas into a potential flagship curriculum component. The primary data source had 42 video recordings of collaborative meetings. Other sources of evidence serving triangulation included interviews, field notes, and artifacts used during the collaboration. Discourse analysis focused on tracing two overlapping members that could reveal socio-cultural dynamics and the subject convenor who represented an established curriculum leader in the research context. Results showed that the overall ecological condition of the school organization adjusted teacher agency. The systemic status outside the two teams mediated their micro-level of interaction in co-constructing knowledge and their trajectories within the school. Besides, the multiple orientations of teacher collaboration suggested that the case subject constitutes different essences of curriculum design. This study offers a ground for illustrating how curriculum leader develops agency through interaction over time and moves forward with teachers in a changing professional environment.

PAPER SESSION 16a
DAY 2 (DEC 10) 10:30 - 11:50
ROOM E

P1d-132

Public attitudes towards psychosis and autism spectrum disorders (ASD) in an ordinary secondary school in Hong Kong

Shirley LAW, *Hong Kong Shue Yan University*

lklaw@hksyu.edu

Lai Ha LAW

ecd101@yahoo.com.hk

Introduction: Students' mental health needs have become more serious. To fulfil the need on providing help and support for them, particularly adolescents, this research had been conducted at an ordinary secondary school and makes a significant contribution by clearly indicating the comparison between public attitudes towards students with psychosis and Autism Spectrum Disorders (ASD). Young patients with first-episode psychosis are usually in secondary schools. Early intervention and support for them are essential. For students with ASD, they have impairments in social interaction and communication and certain behavioural oddities, which may impede their social and communication functioning when attending ordinary schools. Given the different needs and attention paid to students with psychosis and ASD, it is important to assess the extent of knowledge and acceptance of these two conditions.

Method: A case study was conducted on an ordinary secondary school. Both teachers and students were involved in the questionnaire surveys.

Results: 270 valid questionnaires were returned. Findings proved that both teachers and students have higher scores for their knowledge of ASD than for psychosis. They also have significantly higher levels of acceptance of ASD than psychosis. A positive and significant association between knowledge and acceptance of ASD was shown on both groups.

Conclusion: This research has made a significant contribution by clearly indicating the comparison between public attitudes towards students with psychosis and those with ASD. Through identifying and understanding differences in knowledge and acceptance, it aims to contribute to reducing the stigma of mental illness.

PAPER SESSION 16a
DAY 2 (DEC 10) 10:30 - 11:50
ROOM E

P1d-137

Identity, power, and legitimacy: Instructor conceptions of diversity in higher education

Stanley LO, <i>UC San Diego</i>	smlo@ucsd.edu
Song WANG, <i>UC San Diego</i>	sow004@ucsd.edu
Stacey BRYDGES, <i>UC San Diego</i>	sbrydges@ucsd.edu
Nicole SUAREZ, <i>UC San Diego</i>	nasuarez@ucsd.edu

Higher education institutions around the globe have increasingly made the commitment to diversity, and instructors play an integral role in creating inclusive learning environments. Guided by sociocultural and sociopolitical perspectives on learning, this study asks: How do higher education instructors conceptualize diversity, and how do these conceptions inform curriculum and instruction? Using phenomenography, a methodology originated in Europe and used considerably in Asian and Australia, this study develops a model for the qualitatively different ways in which instructors at minority-serving institutions in the United States conceptualize student diversity in the classroom. Data were collected through semi-structured interviews with 30 instructors, and transcripts were analyzed by four researchers with different intersections of identities and positionalities to ensure validity and reliability. Results are organized into a phenomenographic outcome space with specific aspects that describe the phenomenon of diversity attended to by instructors and variations within each aspect that distinguish the different conceptions. The data reveal three distinct conceptions of diversity defined by variations in five aspects: student features, intelligence mindset, faculty role, learning environment, and legitimized membership. The essentialist conception is based on students having inherently determinate traits described by preexisting universal categories. The functionalist conception differentiates students by academic performance. The existentialist conception acknowledges that students have unique experiences that impact the learning and teaching process. Overall, the results indicate that while instructors acknowledge different student features and have varying understanding for what diversity means and why it is important, some conceptions of diversity do not necessarily suggest an inclusive culture.

PAPER SESSION 17
DAY 2 (DEC 10) 12:00 - 13:20
ROOM A

P1b-3

College students' persistence in academic or career goals under the COVID-19 Epidemic in Hubei Province

Xiaoqing WANG, <i>Huazhong University of Science and Technology</i>	wangxiaoqing@pku.edu.cn
Yu CHEN, <i>Xiangnan University</i>	chenyu1109@hust.edu.cn
Zhenyu ZHOU, <i>Xiangnan University</i>	jockey@xnu.edu.cn
Zhen PANG, <i>Huazhong University of Science and Technology</i>	d201981224@hust.edu.cn

This study used qualitative research method to analyze the interviews of 35 college students in Hubei province, and tried to build the assumption of matrix model of college students' persistence (CSP) in academic or career goals, to present the dynamic and situational changing process under the epidemic. The results show that: 1) there are 9 models of the persistence in academic or career goals. The differences of individuals' changes in their persistence levels can be understood in the models. 2) COVID-19, as an external stimulus, has only strengthened the original pattern of the CSP in their academic and career goals. Under the epidemic, the high persistence type's persistence levels went higher. The low persistence type's persistence levels went lower, while the swing type stayed in changing status. This model reflects the behavior and performance characteristics of the CSP in their goals during the "lock-down" under the COVID-19.

PAPER SESSION 17
DAY 2 (DEC 10) 12:00 - 13:20
ROOM A

P1d-70

The challenges of COVID-19 to the internationalization of higher education: neo-liberal paradigm in question

Suyan PAN, *The Education University of Hong Kong* pansuyan@eduhk.hk

This presentation aims to examine the continuous relevance of neo-liberalism in international higher education, and the implication for East Asian higher education in the aftermath of COVID19. The global pandemic has provoked a backlash against the fast-moving international higher education industry in major destinations for international students. The pending crises facing Western universities are not merely financial issues. They reveal shortcomings inherent in the business model of higher education driven by economic globalization that have been triggered by the coronavirus pandemic to erupt. This presentation discusses the deficiencies of neo-liberal mentalities and rationales and the spill-over effects on the possible changing route of study abroad under the shadow of global pandemic. Coronavirus pandemic has altered many relationships worldwide: economic, geo-political, racial, and cultural. These would be among the new determinants affecting Asian students' decision to study within the same region.

PAPER SESSION 17
DAY 2 (DEC 10) 12:00 - 13:20
ROOM A

P1d-99

Hybrid experiential learning in the times of COVID: Connecting students with partners via cyberspace

Kankana MUKHOPADHYAY, *National University of Singapore*

kankana.m@nus.edu.sg

Soon Fen WONG, *National University of Singapore*

rc3wsf@nus.edu.sg

We offer experiential learning through overseas trips to India/Nepal for undergraduate students in a Southeast Asian university. Focusing on marginalised communities like artisans and migrant workers, students move beyond the traditional classroom and learn deeply through immersing in cross-cultural settings. Collaboration and building relationships with our overseas community partners is key to these learning experiences. However, COVID-19 has stalled these programmes, forcing educators to rethink pedagogical approaches and adapt to new contexts. Our paper reports on a redesigned hybrid experiential learning programme created with the knowledge of effective pedagogies and online tools where students engaged with our overseas partners via cyberspace. The programme content, student work and survey feedback indicate the new forms of motivations created for teaching and learning. Preliminary analyses illuminated the importance of “intentional alignment” of learning activities and partner engagements in these new repertoires of pedagogies that can inform future experiential learning programmes for higher education.

PAPER SESSION 17
DAY 2 (DEC 10) 12:00 - 13:20
ROOM A

P1-18

Positive cartoon animation to change student behaviors in online study in pandemic

Pathawit CHONGSERMSIRISAKUL, *Chulalongkorn University*

pathawit_c@hotmail.com

Siripen IAMURAI, *Sipa Research Organization*

siripen2002@gmail.com

According to Covid 19 Pandemic crisis have covered over the world, measures to prevent the virus spreading have been adopted such as social distancing, prohibiting travel as well as locked down area. To continuously the education, the online courses has transformed to be the core media for studying instead of the the classroom study in pre-epidemic.

Reference research on "Positive cartoon animation to change children's behavior in elementary school" (Siriphen I., Hong Kong, 2009) inspired us to use specially designed cartoon animations taking the context of The subject is applied to the content of Cartoons to deliver knowledge to students through online learning. In addition, to receive positive changes in students' learning behavior by having fun and studying at the same time.

We conducted study by the experimental of 250 samples by qualitative and quantitative research methods were employed. We found the result has accepted the hypothesis levels with significance.

PAPER SESSION 18
DAY 2 (DEC 10) 12:00 - 13:20
ROOM B

P1d-126

Cross-institutional and cross-disciplinary teaching enhancement: Conceptual development and impact analysis

Tracy X. P. ZOU, *The Chinese University of Hong Kong* tracyzou@cuhk.edu.hk

There is an increasing trend of teaching enhancement in higher education. Teaching enhancement refers to bottom-up and voluntary efforts to enhance teaching quality (e.g. through teaching development projects) (Kember et al., 2019). Recently, teaching enhancement projects have become larger in scale and more complex – involving multiple institutions and disciplines. Still, there is a limited understanding of these projects due to scarcity in research and the implicit nature of the potential impacts.

Following a theory of change model, this multiple-case study investigates the underpinning theories, mechanisms for generating impact, and the actual impact of four cross-institutional and cross-disciplinary teaching enhancement projects in Hong Kong during the 2016-19 triennium. Data were collected from 58 semi-structured interviews, document analysis, and a questionnaire with stakeholders (65 responses) and analysed through thematic analysis.

The findings show that all projects were based on educational theories and practised distributed leadership that enabled them to generate impact on both teaching enhancement in the classroom and the teaching and learning culture in the academic development. Distributed leadership – leadership exercised not based on hierarchical positions but within groups committing to a mission, allowed the project leaders and members located in different institutions to adapt the project theme to the local context. As a result, some impacts, e.g. a growing interest towards teaching enhancement, extended beyond the stakeholders officially involved in the projects to reach academic colleagues who attended the sharing activities associated with these projects. However, while enjoying the flexibility, these projects suffered from not being part of the institutional process, which limited their sustainability.

PAPER SESSION 18
DAY 2 (DEC 10) 12:00 - 13:20
ROOM B

P1d-92

A study of power and role conflicts of secondary school middle leaders under school-based management in Hong Kong

Wai Sing CHEUNG, *Liu Po Shan Memorial College* cheungws@lpsmc.edu.hk

This study examined how school middle leaders put their “middleness” into practice by investigating the role conflicts experienced by them from the perspective of power delegation under school-based management (SBM) in Hong Kong. Based on the case study of six middle leaders, this study identifies that the difference in power and control shapes the middle leaders in functional committees to engage in school development with a focused extent of control, while the middle leaders in subject committees perform limited roles in curriculum development under multiple sources of external control. Moreover, the bridging and brokering roles are the main source of role conflicts for middle leaders in functional committees and subject committees. These findings emphasize the importance to investigate the roles of middle leaders to understand their “middleness”.

PAPER SESSION 18
DAY 2 (DEC 10) 12:00 - 13:20
ROOM B

P1-36

Is extra EAP support required for degree holders pursuing master programmes in less familiar fields?

Sumie CHAN, *The Hong Kong University of Science and Technology* sumiechan731@gmail.com

Noble LO, *College of Professional and Continuing Education,* noble925@hotmail.com

The Hong Kong Polytechnic University

It is not uncommon for students in university to change their fields of study during academic pursuits, and previous research (e.g. Hyland, 2011) has suggested the way knowledge is exchanged in writing varies from discipline to discipline. In other words, when students make a transition from one academic community into another, their learning progress could possibly be hindered by their unfamiliarity with the linguistic conventions and literacy practices salient in their new study areas. To understand the academic writing development and learning needs of students transitioning into a field they are not quite familiar with, this case study, drawing upon Lea and Street's (1998) Academic Literacies model seeing "literacies as social practices" (p. 159), examines the disciplinary writing experience of freshmen of master programmes. It is hoped the research question whether freshmen new to their own discipline would be disadvantaged when expressing its academic ideas could be answered. With a view to identifying the EAP learning needs of students switching their fields of study during university, this case study will compare the disciplinary writing experience and development of degree graduates articulating into a master degree programme in a field that they are not familiar with.

PAPER SESSION 18
DAY 2 (DEC 10) 12:00 - 13:20
ROOM B

P1-27

Exploring teacher capacity development in differentiated instruction through school-university collaboration

Yuen Yi LO, <i>The University of Hong Kong</i>	yuenyilo@hku.hk
Weijun LIANG, <i>The University of Hong Kong</i>	weijun16@hku.hk
Peichang HE, <i>The University of Hong Kong</i>	gzhemily@gmail.com

Embracing learner diversity is a critical theme in global education. While differentiation instruction (DI) (Tomlinson, 2001) has been reported to be effective for catering for learner diversity, DI implementation encounters challenges and teacher education about DI remains unsatisfactory. This study aimed to explore the development of teacher capacity to implement DI during participation in a large-scale school-university collaboration project. Situated in the educational landscape of Hong Kong, this research adopted a longitudinal multi-case study approach involving 11 case schools at both primary and secondary levels. Drawing on multiple data sources (e.g. questionnaires, interviews, lesson observations and artefacts), the study investigated changes in teachers' awareness of learner diversity, DI strategies and perceptions of DI professional growth within a school-university collaboration context. Research findings indicated that the teachers' DI capacity enhanced as a result of both their individual agencies in DI practices and their collaboration with the consultants and peers in the professional learning community. The study concludes that on-site teacher professional development is essential for enhancing teachers' readiness and capacity for effective DI implementation. The implications of the school-university collaborative model for teacher education and its sustainability on teacher professional development are also discussed.

PAPER SESSION 19
DAY 2 (DEC 10) 12:00 - 13:20
ROOM C

P1-15

體育教育的可持續發展：學生和教練對新興運動看法的調查

陳慧華, 職業訓練局 香港專業教育學院

黃康耀, 歷程社

林煒, 路德會聖十架學校

黃君兒, 職業訓練局 青年學院

龍家浚, 救世軍田家炳學校 lungkachun@hotmail.com

健康越來越受到重視，尤其疫情陰霾中，學校盡力滿足學生學習需求，以期為學生提供盡可能的在線學習機會。香港教育局課程指定的八個主要學習領域中，大多數科目都可通過在線模式維持授課，學與教受影響程度相對體育科較輕。體育科欠缺正常教學，容易導致學生不能建立及維持健康生活習慣。而近年新興運動對青少年具吸引力，香港一些非政府組織已獲得了財政補貼推廣各種新興運動，但華人社會對新興運動尚欠具體定義和實證研究。為令學生疫情後盡快加強運動意識和健康生活習慣，是項研究試圖探索學生的運動習慣，以新興運動作為介入點吸引和加強學生做運動的可能性。通過在線結構性問卷調查，收集體育老師、教練、學生對新興運動的看法。結果顯示，學生對運動與健康生活方式的關係有高意識。學生願意嘗試新興運動，甚至是從未聽過的新興運動。新興運動教練認為他們的角色是多種多樣的，但在線教學領域未有得到足夠培訓。

PAPER SESSION 19
DAY 2 (DEC 10) 12:00 - 13:20
ROOM C

P1d-73

自由遊戲在香港幼稚園推行現況：兩所幼稚園的經驗

李麗梅, *Caritas Institute of Higher Education* lmlee@cihe.edu.hk

Yuet Ho LAM, *Kin San Kindergarten* kslk@kslk.edu.hk

2017 年，香港教育局頒佈「幼稚園教育課程指引」，建議半日班每天需有 30 分鐘，全日班則為 50 分鐘的「自由遊戲」時間，引起幼稚園業界的廣泛討論。

本研究以兩所幼稚園推行自由遊戲的情況，探討自由遊戲在幼稚園實施的經驗。研究分兩階段進行，第一階段，進行老師訪談，得出三個研究問題：(1) 幼兒如何體現自由遊戲的特質；(2) 幼兒在自由遊戲的學習經驗；(3) 老師的角色。第二階段，25 位老師按這三問題，觀察並紀錄幼兒的遊戲表現。分析紀錄後，結果顯示，回應：問題(1) 幼兒會按自己的興趣、也受同儕影響而自由選擇活動；問題(2) 自由遊戲能提升幼兒創意、解難能力及社會適應力；問題(3) 老師會因應兒童年齡、興趣和發展特質佈置開放式材料，由兒童自由選擇。遊戲時，老師會以開放式提問，鷹架幼兒學習。總結而言，本研究整理了自由遊戲在兩所幼稚園實施的經驗，供業界討論及繼續研究。

PAPER SESSION 19
DAY 2 (DEC 10) 12:00 - 13:20
ROOM C

P1c-69

以質性研究檢視新冠疫情下小學生網上正向和正念教育課程

劉雅詩, *The Education University of Hong Kong*

enslau@eduhk.hk

Ming Tak HUE, *The Education University of Hong Kong*

mthue@eduhk.hk

為協助學生在學習學科知識以外建立積極正向的價值觀，近年不少學校開始推行正向教育課程，尤其加入體現式(embodied)的正念活動，以促進學生個人成長和幸福感。本研究有關於 2020-21 年在一所小學進行的一個六節正向和正向教育課程，包括正向情緒和處理逆境等課題，參與者包括 10 位德育及公民教育科老師和 144 位小學五年級同學。由於正值新冠疫情，課程在網上進行。基於所收集的任教老師和 36 位同學的課後訪問，本研究嘗試分析以下有關於小五學生的幾個範疇：壓力和逆境來源、學習正念活動的接受程度、對身體和情緒變化的認識等。此外，亦會分析課程值得改善之處。此研究將對於設計校本正向課程提供啟發性觀點。

PAPER SESSION 19
DAY 2 (DEC 10) 12:00 - 13:20
ROOM C

P1d-140

香港跨境生幼兒的粵語口語詞彙能力研究

羅傑瑩, *The Education University of Hong Kong* lkying@eduhk.hk

跨境生就讀香港幼兒學校，他們的粵語口語能力(第二語言)成為研究關注的焦點。本研究探索三級跨境生的粵語口語詞彙能力，主要 1)探討跨境生的粵語口語詞類能力特徵，2) 比較跨境生和本地生的粵語詞類表現差異，3)影響跨境生使用粵語口語詞彙的因素。本研究採用多個案研究，並用橫斷性研究的設計，在學期初及末以訪談方式共收集兩次 44 名跨境生及 44 名本地生的粵語口語資料。

本研究發現三級跨境生在學期末的整體平均詞彙量較學期初多，幼兒班跨境生在學期末主要是運用實詞，低班跨境生在學期末才能較多運用虛詞，高班跨境生在學期初已能較多運用虛詞。研究也發現只有高班跨境生的粵語詞類表現較接近本地生表現；而三級跨境生較難習得粵語獨有的詞彙。本研究分析影響跨境生使用粵語詞彙的因素，發現回應教師的課堂問題、與師生及同伴的談話，主要是促使跨境生學習及使用粵語詞彙的因素。

現時甚少研究探討以普通話為母語的幼兒學習粵語的情況，本研究分析各級跨境生的粵語詞彙能力，研究結果能充實幼兒語言教育研究，也為學校定立課程內容及教學法，提供參考之用。

PAPER SESSION 20
DAY 2 (DEC 10) 12:00 - 13:20
ROOM D

P1d-65

An analysis of students' creative potential and their classroom performance

Yang TAO, *The University of Hong Kong*

ttaoaoy@gmail.com

Xiangdong YANG, *East China Normal University*

xdyang@dep.ecnu.edu.cn

Everyone possesses the creative potential that can be transformed into creative achievement. The burgeoning of research on creative potential has sparked scholarly interest in students' behaviors in their daily learning. Against this backdrop, the purpose of this study is to gain insight into what types of lessons mobilize students' classroom performance and how students with varying creative potential behave in the classroom. Toward this end, eight elementary school students from China, identified as having varying levels of creative potential, were recruited. During the week-long observation of Chinese, English, mathematics, and science lessons, two trained researchers observed students together and independently noted their classroom behaviors with the aid of observation instruments. Through scrutinization and analysis of the field notes, the results indicated that (a) students demonstrated more behaviors related to creative potential in science lessons, whereas those behaved more dully in English classes; (b) there was little difference between students with high or medium creative potential, except for a few indicators of higher-order thinking; and (c) students with low creative potential were disengaged from most lessons and rarely proposed new ideas, resulting in their marginalization. Additionally, they needed external reminders (e.g., their peers) to follow the pace of instruction since they were frequently absent from class. In short, students with varying levels of creative potential behaved differently in each subject. Being able to tailor and cultivate students' creative potential accordingly, teachers need to be mindful of both the developmental characteristics of each student and the attributes of the subject simultaneously.

PAPER SESSION 20
DAY 2 (DEC 10) 12:00 - 13:20
ROOM D

P1d-98

Effects of students' attitudes towards mathematics learning on their performance and the factors associated with the attitudes

Darshani HERATH, *University of Peradeniya*

dherath4@gmail.com

Subhashinie WIJESUNDERA, *University of Peradeniya*

subhashiw@gmail.com

Chamilanka WANIGASEKARA, *University of Peradeniya*

chamiwanigasekara93@gmail.com

Mathematics helps us understand the world and support to build intellectual disciplines. Students' attitudes are key contributors to their performance in mathematics. This study was conducted to investigate the effect of students' attitudes on mathematics learning towards their performance and the associations between those attitudes and their beliefs about school environment and teachers' instructional practices at the junior secondary level of education in Sri Lanka to make suggestions for the enhancement of students' mathematics learning and performance. A descriptive survey research study was conducted using a questionnaire and the data were collected from a sample of 504 Grade 7 students, representing Type 2, 1AB and 1C schools in the Central province. Two stage cluster sampling method has been used in the selection of schools and the students. Data were analyzed using SPSS 22.0 software. The Cronbach's alpha reliability index indicated high value of 0.721. The results revealed that, students held positive attitudes towards mathematics learning. Regression analysis indicates that there is a significant effect of students' attitudes towards mathematics learning and performance ($p < 0.05$). Further, there exist significant associations between students' attitudes towards mathematics learning and their beliefs of school environment and teachers' instructional practices. The study recommends to implement measures to improving positive attitudes among students. Furthermore, school environment has to be adjusted to meet the satisfaction of the students and the teachers should adopt appropriate instructional techniques that enhance students' attitudes towards mathematics learning to help students acquire necessary competencies, and subsequently improve their mathematics performance.

PAPER SESSION 20
DAY 2 (DEC 10) 12:00 - 13:20
ROOM D

P1d-40

Is flipped effective? The impact of flipped classroom teaching on students' learning achievement

Aohua NI, *The Chinese University of Hong Kong*

niaohua@link.cuhk.edu.hk

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

alancheung@cuhk.edu.hk

Fan-sing HUNG, *The Chinese University of Hong Kong*

hungfansing@gmail.com

Flipped learning is a new pedagogical approach that new knowledge is transferred to students mainly through video lectures outside class hours, allowing more in-class time for targeted, active and interactive applications. FTC has been regarded as a unique strategy to help promote pedagogical transformation from its traditional passive lecture-based approach to a student-centered active learning practice, exerting positive influences on students' engagement, satisfaction and academic outcomes. The use of the flipped the classroom concept (FTC) has been a common theme in recent meta-analyses. Previous meta-analyses concerning FTC have reached unanimous positive results. The overall effect sizes ranged greatly from +0.19 to +1.79. However, no systematic published research has reviewed the impact of FTC on learning achievement in the great China, especially across various subjects and grade levels. This review intends to fill the gap and examine the effectiveness of FTC on Chinese students' learning outcomes. Specifically, we intend to figure out: (1) does FTC enhance Chinese students' learning achievement compared with the traditional instruction approach; (2) how do moderators affect the effectiveness of FTC on Chinese students' learning outcomes.

PAPER SESSION 20
DAY 2 (DEC 10) 12:00 - 13:20
ROOM D

P1d-109

A research on the development and application of school culture assessment toolkit for primary and middle schools

Yixiang JIN, 浙江大学 jinyixiang@zju.edu.cn

In developing the school culture assessment toolkit, pilot test data was examined using the reliability and validity analysis, such as project analysis and exploratory factor analysis. The results show that the overall reliability is fine. The formal test procedure adopted a convenient sampling method, questionnaires from 653 primary school students, 742 middle school students, 856 teachers, 1804 parents, 580 principals, a total of 4505 valid questionnaire data mainly from 13 schools, including private and public elementary schools, junior high schools, and high school schools, principal data was collected nation-wide, have been collected. Descriptive statistical method, structural validity analysis, facet validity analysis have been used in analyzing the data and the competition models based on theoretical models were compared in review. Considering school culture assessment toolkit has different practical implications for schools and there are different levels of school culture development situation: Firstly, the school culture index can clearly identify the extremely low-value schools that shows systematically satisfaction ricks of stakeholders regarding to the development of school culture, and provide early warning to these extreme low-value schools. Secondly, for schools with scores of moderate performance level, the scores of each group on the specific indicators can be the focus and reassurance of the school to indicate future school improvement. Thirdly, for schools with mature culture feature, the significance of this questionnaire is to inform the school that the development of school culture has some certain achievements and won the recognition of stakeholders, but the challenges faced by the school are even more arduous, and the school needs to constantly surpass itself. The evaluation of school culture is mean to urge all schools try their best to get involved with school improvement, and school culture with the idea of deepening to the managing the whole process of auxiliary management tool. Through the assessment of school culture, we can invoke the school inspection on the advantages and disadvantages of its culture. School culture assessment is one of the possibilities of implementing the spirit of education in the new era in the future which is also a effective tool for continuous process of self-growing, self-development, self-evaluation and self-criticism for school improvement.

PAPER SESSION 21
DAY 2 (DEC 10) 12:00 - 13:20
ROOM E

P1-53

Implementing technology-enhanced assessment to provide immediate feedback and facilitate self-feedback: An exploratory intervention in shadow education

Lijie QIN, *The Education University of Hong Kong*

s1136753@s.eduhk.hk

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

This study aims to enhance Chinese secondary students' English learning through two innovative and original online assessment tools [i.e., Individual-based Electronic Assessment (IEA) and Self-reinforcement E-Assessment (SEA) with Immediate Feedback Technique]. Two experimental classes and one control class of students in a tutoring center in Mainland China participated. The results showed IEA has a stronger effect on inspiring students' feedback-seeking through inquiring teachers. Comparatively, SEA has better effects on inspiring students' self-feedback through self-reflection. Students' multiple dimensions of feedback orientation were generally improved/maintained at comparatively high levels, leading to improved English learning. This intervention suggested that the combination of the technology-enhanced immediate feedback through IEA and SEA supplemented by teacher feedback in EPT would 1) promote students' feedback orientation, especially feedback accountability/ responsibility to uptake feedback, and 2) facilitate students' self-feedback practices, and 3) create an environment with feedback culture in EPT to inspire students to utilize feedback.

PAPER SESSION 21
DAY 2 (DEC 10) 12:00 - 13:20
ROOM E

P1c-61

Undergraduates use YouTube for self-learning

Yu Ting LIN, 國立暨南國際大學 s109407510@ncnu.edu.tw

Chih Chun WU, 國立暨南國際大學 springwu2609@gmail.com

As the labor market becomes more and more competitive, many college students realize the importance to develop a second profession. This study investigated how current undergraduates utilize YouTube to do self-learning. There were 1061 undergraduates had completed the online anonymous questionnaires. Within the 1061 undergraduates, 94.2% (998) had used YouTube to learn. Among those 998 undergraduates, 41% learned beauty and salon, 34% learned dancing and music, 40% learned computer related, 52% learned cooking and baking, 23% learned financial investments, and 77% learned academic and language. The results of the study further revealed that most college students have developed the habit of learning via YouTube regularly. Regarding the gender differences in watching different kinds of YouTube channels, males are found to be more favor in computer related and financial investment channels, while females are more engaged in watching beauty and salons, dancing and music, cooking and baking, as well as academic and language related channels. This study not only found gender differences in YouTube channel learning watching but also gender differences in internal and external factors that motivate them to learn. Based on the findings from this study, incorporating YouTube or other online materials into college learning is encouraged and recommended. And foster students' online learning capability is important.

PAPER SESSION 21
DAY 2 (DEC 10) 12:00 - 13:20
ROOM E

P1a-41

Dialogical learning of education personnel of South Korea in co-creating and participating in the digital project about education in Finland

Josephine LAU, *University of Jyväskylä* jolau.pw@gmail.com

Dukkeum SUN, *University of Jyväskylä* dukkeum.d.sun@student.jyu.fi

Due to the COVID-19 pandemic, most overseas training programmes are suspended. The challenging situation would not cease the enthusiasm of visionary educators for development. In summer 2021, a small-scale video production project was initiated to communicate the burning issues in the education arena between the professionals in South Korea with the counterparts in Finland. This paper aims to investigate the professional learning of the South Korean professionals in the production and training workshops related to the digital materials.

PAPER SESSION 21
DAY 2 (DEC 10) 12:00 - 13:20
ROOM E

P1d-142

Benefits of scientific crowdsourcing: academic staff perspective

Regina LENART-GANSINIEC, *Jagiellonian University* regina.lenart-gansiniec@uj.edu.pl

Non-academic and public participation in scientific research is an emerging, nascent and growing practice. Crowdsourcing promises to scale up research to previously unreachable magnitude by its access to large crowds. Crowdsourcing promises to scale up research to previously unreachable magnitude by its access to large crowds. Researchers employ crowdsourcing for a number of tasks, such as content creation, communicating, collecting, classifying data (Beck et al. 2019), processing and analysing research data, enlisting participants for surveys, research, experiments, panels, focus groups, statistical analyses, transcriptions, generating innovative research questions, hypotheses, research proposals, testing research at an early stage, establishing cooperation and seeking collaborators for joint research, obtaining an assessment and opinion on the concept of a research project or article, solving problems arising in the course of writing an article or conducting research, determining the reliability and generalisation of the results and dissemination of the results. Despite these argument, need to be diffused into higher education institutions and inviting non-academic participations is necessary, mostly scientists are sceptical or demonstrate a negative attitude toward scientific crowdsourcing. Therefore, the aim of this presentation is to identify barriers that contain the adoption and use of scientific crowdsourcing. This study followed a systematic review process focused on summarisation of knowledge, reviewing 27 empirical researches on scientific crowdsourcing. The references were analysed into a number of categories: macro-level and micro-level. This presentation enables the synthesis of the results of all major research and theoretical approaches, which in turn enables the identification of existing cognitive and research gaps.

PAPER SESSION 22
DAY 2 (DEC 10) 14:00 - 15:20
ROOM A

P1-23

The power of touch – The case of dyslexia and museum education in the United Kingdom

Hiu Tung MOK, *Independent researcher* hiutungmok1@gmail.com

In the United Kingdom, museums act as extended classrooms for primary and secondary teaching. During the full or half-day workshops, students learn through artefacts with interactive and multi-sensory activities like object handling, crafts, and gallery trail. Museums become a 'level playing field' for both students with or without special education needs (SEN).

This research explored how museum education is perceived to benefit students with dyslexia from users' and service providers' perspectives. This includes adults with dyslexia, teachers who took students with dyslexia on field trips and museum educators. Results converge that object handling helps students with dyslexia learn best, boosting their learning confidence and motivation. Meanwhile, the debate on the privacy of SEN students creates doubt in this museum-school partnership.

As such, Hong Kong teachers and museums should re-consider museum education. If we could harness the power of touch, there is endless potential in the effectiveness of museum education to create an inclusive classroom.

PAPER SESSION 22
DAY 2 (DEC 10) 14:00 - 15:20
ROOM A

P1-17

Potential challenges of implementing a guideline on fostering inclusive practices at universities in Hong Kong

Gloria Y. K. MA, *The University of Hong Kong*

gloria1@hku.hk

Patcy P. S. YEUNG, *The University of Hong Kong*

patcyy@hku.hk

Simon T. M. NG, *HKU School of Professional and Continuing Education*

simon.ng@hkuspace.hku.hk

Florence K. Y. WU, *The University of Hong Kong*

fkywu@hku.hk

Beina L. F. CHAN, *Hong Kong Baptist University*

beinachan@hkbu.edu.hk

A guideline on fostering inclusive practices at universities in Hong Kong has been developed based on the input from focus group interviews of university students, alumni, and staff with or without visual impairment; review of university websites; copyediting; external review; and our project team members' expertise and disability experience. This presentation would mainly share the insights of the external review. The first draft of the Guideline was reviewed by an external panel of 14 international members. The panel composition included academic staff with and without visual impairment, non-academic staff, current university students with and without visual impairment, alumni with visual impairment, human rights advocates, and advocates for inclusive education. Reviewers' comments cover four main areas, namely the content arrangement, the content coverage, the anticipated concerns over implementation, and recommended format of message delivery and promotion strategies. While all reviewers basically agreed that the Guideline is useful and comprehensive, and it can fit local Hong Kong context, they discussed several potential concerns. For example, some reviewers suggested the potential difficulty to implement all the practices altogether because of the possible lack of financial and human resource. Some reviewers also pointed out the need to enhance the awareness of accessibility among university members and the motivation to practice accessibility. To promote the effective implementation of the Guideline, dissemination seminar and skill-building workshops would be organized. Our team also proposed a follow-up initiative that aims to enhance the capacity of university members in co-creating accessibility of virtual teaching and learning environment.

PAPER SESSION 22
DAY 2 (DEC 10) 14:00 - 15:20
ROOM A

P1-6

Perception on eradicating racially-loaded terminology: The case of an online chess forum

Chiu Yeung WONG, *The University of Hong Kong* cedricwong920@gmail.com

Following the Black Lives Matter movement, there have been calls for racial justice and the end of systemic racism. Further, the movement highlights the need to draw attention to racism embodied in language, including those used in schools and in specialized contexts. As a result, the issue of racial connotation in technical language was brought to mainstream prominence. Calls from taxonomists and leading journal editors to expunge racially-exclusive terminology from their literature have appeared (for examples, see Barber et al., 2020; Edge, 2020; Nature, 2020). For example, words like 'quantum supremacy' in computing, 'master' and 'slave' in biochemistry and information technology are said to carry overtones of racial violence and alternatives have been proposed, and not yet fully accepted (Palacios-Berraquero et al., 2019; Khan, 2021). However, of the limited existing literature on racially-loaded terminology in specialized vocabulary, the focus is on the rationale for, rather than reasons against, reform. Therefore, more research into the response of schools and technical communities to expunging racially-loaded technical terms is needed. The case of the current analysis is a recent online forum discussion among a small chess community in which a chess player proposed expunging the word 'pickaninny' from chess jargon (Let's stop using the word "pickaninny" now., 2020) which has engendered an ongoing controversy. Chess is a popular school activity, and 'pickaninny' is a technical term in chess referring to specific chess movements of a black pawn. Outside of chess, the word is deemed offensive, especially in North America, meaning 'a small black child' (Oxford University Press, n.d.). This paper describes a qualitative analysis of the online forum discussion. The aim of the study is to identify the source of controversies surrounding the call to stop using 'pickaninny', in particular, why the chess community disagree on whether using 'pickaninny' is a problem. This paper will start by tracing the development of the word 'pickaninny' from an innocent term to a derogatory term. Then, this essay provides an overview of current literature on language reform of racist language, with a focus on the different factors that affect a community's attitude to the language change. Further, this essay analyzes how the factors listed in literature are exemplified in the forum messages. The last section discusses insight for schools, the chess community, and researchers into a language background approach to understanding factors affecting attitude to language reform.

PAPER SESSION 22
DAY 2 (DEC 10) 14:00 - 15:20
ROOM A

P1c-60

Student-teachers with visual impairment didactic notion of the triangle

Peter AKAYUURE, *University of Education, Winneba*

pakayuure@uew.edu.gh

Clement Ayarebilla ALI, *University Of Education, Winneba*

ayarebilla@yahoo.com

Samuel K. HAYFORD, *University Of Education, Winneba*

skhayford@uew.edu.gh

Inclusive education is the practice of placing children with disabilities into normal classrooms. Even though this policy and practice have existed for long, the visually impaired still suffer in the mathematics classroom. In this light, the researcher purposely sampled five visually impaired student-teachers to re-examine their participation and performance in the triangle. In order that all participants got involved, the activity theory for the didactic notion guided the study. The exploratory mixed designed was employed where tasks in the triangle were partitioned into properties, types and applications so that participants qualitatively describe and represent their relationships. Thereafter, the researcher examined the scores of participants and matched the results with their prior knowledge. In fact, the results show how good the visually impaired describe the triangle's properties, types and applications to real life. It was recommended that more 3D objects be used to canvass for more didactic notions.

PAPER SESSION 23
DAY 2 (DEC 10) 14:00 - 15:20
ROOM B

P1d-120

How do sustainable school environment predict secondary school students' engagement in learning?

Rasa NEDZINSKAITE-MACIUNIENE, <i>Vytautas Magnus University</i>	rasa.nedzinskaite-maciuniene@vdu.lt
Agne BRANDISAUSKIENE, <i>Vytautas Magnus University</i>	agne.brandisauskiene@vdu.lt
Ausra DAUGIRDIENE, <i>Vytautas Magnus University</i>	ausra.daugirdiene@vdu.lt
Egle KEMERYTE-IVANAUSKIENE, <i>Vytautas Magnus University</i>	egle.kemeryte-ivanauskiene@vdu.lt

Everybody agrees that the COVID-19 pandemic increased inequality of education over the world, especially for students from low-income households, with disadvantaged social background or low socioeconomic (SES) background (McKinsey & Co, 2021; Dube, 2020). Under these circumstances the Sustainable Development Goals (SDGs) - ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all" – are even more urgent (United Nations, 2015). This research work attempted to test empirically the different predictions of sustainable school environment for secondary school students' engagement in learning. The following objectives were formulated: to analyse the differences of sustainable school environment and engagement in learning based on gender and SES background; to analyse the relationship between sustainable school environment variables and engagement in learning; to examine how sustainable school environment variables could predict students' emotional and behavioural engagement. The research sample (N=157) consisted of students from three districts of Lithuania with a disadvantaged SES context. We assessed the sustainable school environment variables and students' emotional and behavioural engagement in learning with the What Is Happening in this Class? (WIHIC) questionnaire, short form of the Learning Climate Questionnaire (LCQ), and the Student Engagement Scale. The results showed a statistically significant difference in behavioural engagement between boys and girls. There are no differences in sustainable school environment variables and engagement in relation to SES. The teacher's autonomy supportive behaviour perceived by students has the strongest correlation with emotional and behavioural engagement in learning. Hence, our research approves the importance of various sustainable school environment variables. We want to highlight the importance and significance of sustainable school environment as it can become a landscape offering wide range of learning opportunities for all through inclusive and equitable quality education.

PAPER SESSION 23
DAY 2 (DEC 10) 14:00 - 15:20
ROOM B

P1-22

The effects of an integrated curriculum on student achievement: The first-year implementation in a Shanghai middle school

Kawai LIU, *Shanghai SMIC Private School - International*

kawai_liu@sina.com

Julius WU, *Irvine High School*

realjuliuswu@gmail.com

Haowen TAN, *Shanghai SMIC Private School - International*

haowentan2005@gmail.com

Xu HE, *Shanghai SMIC Private School - International*

hexududu@sina.com

Min-yu CHEN, *Shanghai American School*

minachen0423@gmail.com

This paper introduces an exploration of implementing the integrated curriculum throughout grade 6 to 8 in a Shanghai middle school. The study compared the students' standardized test improvement in the integrated curriculum school year and the traditional curriculum in the previous year. The study also examined the potential differential effect of the integrated curriculum on the "higher-performing students" and the "average students". Negative results were revealed. The students improved less by the integrated curriculum approach in 3 categories (math, literature, and reading) and had no significant difference in 1 category (science). The difference between the "higher-performing students" and the "average students" is mixed. We believe the main factors are integrating too many subjects and the lack of teachers' training and experience. We propose a few suggestions to the school administrators who think about implementing the integrated curriculum in their schools in addition to the twelve tips by Malik and Malik (2011).

PAPER SESSION 23
DAY 2 (DEC 10) 14:00 - 15:20
ROOM B

P1d-66

Pupils daily lives in an elementary school — stage, script and actors

Chung-hsing HUANG, <i>Asia University</i>	xing888@gmail.com
Huei-min WU, <i>Fo Guang University</i>	hmwu@mail.fgu.edu.tw
Li-shiue GAU, <i>Asia University</i>	lsgau@asia.edu.tw

Based on the dramaturgical analysis proposed by the social psychologist Erving Goffman, this research explores how the educational structure or system shapes the role of students in school lives and how the true "self" is hidden in everyday school life. This study tries to examine the relationship between an educational system and shaped roles of students. The major purpose of this study attempts to investigate how an institutionalized educational structure affects daily school lives of students in an elementary campus and shapes students' roles. Participant observation and interviews were used to collect data. The observation field was a classroom with 33 students of the first grade in a large elementary school in the north of Taiwan. The class was observed for 14 weeks, 2 times a week, 4 hours at a time along with video-recording interactions among teachers and students in the classroom. Then, the class teacher and students were interviewed for about 30 minutes in one person or a group of 2-3 people. Questions include: Perceptions about school environment, classroom layout, school and classroom rules and any thought about self-expression. Cross analyses of contents from observation and video notes as well as interview transcripts showed that an institutionalized educational environment (the stage) and rules (the script) shaped students (actors) into a role expected by the educational system. The research finding suggested that it was important for teachers to respect students' subculture, accept students' backstage behaviors, and be aware of the psychological gaps between students' role performance and their true selves.

PAPER SESSION 23
DAY 2 (DEC 10) 14:00 - 15:20
ROOM B

P1d-112

Understanding Chinese children's social-emotional competence in a school-based setting: Validating the Washoe County School District-Social-Emotional Competency Assessment in Hong Kong

Rebecca Y. M. CHEUNG, *The Education University of Hong Kong*
OCEAN O. S. NG, *Just Feel Limited*

rymcheung@eduhk.hk
oceanng@justfeel.hk

Children's social-emotional learning (SEL) lays the groundwork for their later adjustment (Durlak et al., 2011). Although numerous SEL programs have been developed for children, few measures have been constructed to assess social-emotional competencies, namely self-awareness, social awareness, self-management, relationship skills, and responsible decision-making (CASEL, 2013). This study validated the 40-item Washoe County School District-Social-Emotional Competency Assessment (WCSD-SECA; Crowder et al., 2019) for use in Hong Kong. The sample consisted of 369 Chinese children (8-13 years old) and their parents. Children completed WCSD-SECA and International Positive and Negative Affect Schedule-Short Form (Thompson, 2007). Parents completed the Strengths and Difficulties Questionnaire (Goodman et al, 1997). Confirmatory factor analysis revealed that the original 8-factor model fit well to the data, $\chi^2(698)=1116.16$, $p>.001$, CFI=.91, TLI=.90, RMSEA=0.04. WCSD-SECA was associated with emotions and behavioral problems, $ps<.05$, thereby demonstrating concurrent and predictive validity. Hence, WCSD-SECA could be used to assess children's social-emotional competence in Hong Kong.

PAPER SESSION 24
DAY 2 (DEC 10) 14:00 - 15:20
ROOM C

P1c-62

大學金融課程對個人金融素養影響之研究

黃熾蓉, 國立暨南國際大學 s109407508@mail1.ncnu.edu.tw

吳金春, 國立暨南國際大學 springwu2609@gmail.com

貧富差距擴大，青年貧窮加劇，為了避免青年負債及過度消費，世界各國與台灣紛紛將金融素養融入課程。本文採用文獻分析法，分析統整前人研究，得出以下三點結論並提出日後研究建議。

1)家庭背景越好，金融素養越佳，顯見金融素養存在社經地位差異。惟前人研究忽略子女在家中耳濡目染養成的投資行為。前人只提到父母和子女的投資有關聯，而未進一步分析父母對子女投資的具體影響，建議之後研究可以鎖定父母如何影響子女投資行為，及父母和子女的投資標的雷同程度，和親子交流投資資訊對投資決策的影響。

2)金融相關課程能夠增進金融素養。前人研究側重節流，意即透過財務規劃，量入為出，卻忽略金融相關課程對開源的影響。

3)金融素養與投資金融商品的關係，各研究結果並不一致，從無顯著關係到有決定性的影響皆有。此外，前人研究著重於家庭背景及金融相關課程對金融素養的影響，研究金融素養與投資金融商品之間關係的文獻偏少，建議之後的研究可以多著墨在這方面。

PAPER SESSION 24
DAY 2 (DEC 10) 14:00 - 15:20
ROOM C

P1d-76

Resilience and financial well-being: Money attitudes as mediator

林美純, *National Changhua of Education* bulin@cc.ncue.edu.tw

Personal financial stability is generally unbalanced during the high alert period of the epidemic, and financial pressure makes life difficult. This study explore the relationship between resilience, money attitudes and financial well-being from the perspectives of being with difficulty in the present moment and worrying about the future. The research method adopted a quasi-experimental design. In an online teaching environment supported by digital technology, 18 secondary school teachers participated in a 6-week online "teaching practice and research" course of graduate program. The research results show that mindfulness has the effect of dematerialization. The relationship of resilience-money attitudes-financial well-being (RMF) models, both in the present moment and about the future, have explanatory power and can be used as a reference for online mindfulness in financial literacy education.

PAPER SESSION 24
DAY 2 (DEC 10) 14:00 - 15:20
ROOM C

P1d-124

國小兒童故事書中同儕衝突與解決策略之分析

黃韋翎, 新北市板橋區莒光國小 abracadabraa918@gmail.com
梁雲霞, 臺北市立大學 yhliang@utapei.edu.tw

同儕衝突與解決是小學高年級階段重要的學習議題，透過閱讀故事書中人物的衝突和結果，可能是可考量的學習管道。那麼，故事書中蘊含了什麼觀點和方法呢？本研究的目的即在分析高年級兒童的故事書中主角所面臨的同儕衝突問題，以及他們運用的解決策略。本研究從獲得兒童故事獎項的故事書中，選出 18 本故事書，根據同儕衝突和解決的理論建立分析架構，進行內容分析研究。本研究發現：高年級兒童故事書中最常描寫的是雙方在事件情境中沒有顧慮到對方感受、或期待落空所引發「情感衝突」，然而事件主角偏向男性同儕，女性或異性兒童間的衝突較少出現。面對衝突時，最常使用「冷處理」的策略，例如，離開現場或假裝沒有發生過。值得審慎的是，故事中衝突一發生時，主角通常多使用「攻擊」策略，尤其是在利益衝突的情境中。本研究也運用故事情節圖，分析衝突出現與解決的起伏和主角的反應，本研究的發現可提供教師借鏡，以引導兒童思考故事中衝突的起因和策略的適用性。

PAPER SESSION 24
DAY 2 (DEC 10) 14:00 - 15:20
ROOM C

P1c-81

線上遊戲與公民參與

張翊晟, *National Chi Nan University*

s900301s900301@gmail.com

Chih Chun WU, *National Chi Nan University*

springwu2609@gmail.com

隨著科技的發達，線上遊戲盛行，新冠疫情爆發後，因應疫情的行動限制讓線上遊戲更加火熱，中國政府甚至出手打壓。本文採用文獻分析法，分析彙整前人研究，得出以下結論並提出日後研究建議。一、線上遊戲讓玩家邊打遊戲邊交談邊組織作戰，研究顯示玩家會在大型多人線上遊戲中尋求人際應對、技能提升，並且前人研究顯示線上遊戲可以增進個人的社交能力。二、上述這些互動被描述為在協作遊戲中發揮核心作用，並建立導致團隊合作效率增加。此外，在遊戲社區中的參與活動可能會促進代表玩家的組織能力和溝通技巧，從而促進線下公民參與，由此推論：遊戲本身對組織能力的增進有幫助外，遊戲社區的參與也可能有助於個人的公民參與。三、透過台灣的知名遊戲論壇，我們發現用戶在線下公民參與的事件，並以此為例，探討線上遊戲玩家在現實生活中公民參與的過程。此外，由於前人研究多著重在線上遊戲與社交能力之關聯，建議往後研究可以以此為延伸，從事將線上遊戲融入公民教育的相關研究。

PAPER SESSION 25
DAY 2 (DEC 10) 14:00 - 15:20
ROOM D

P1d-83

Taoism for a modern metropolitan: A study of a Taoist education programme in Hong Kong

Thomas TSE, *The Chinese University of Hong Kong* kctse@cuhk.edu.hk

Taoism is an ancient, indigenous religion of Chinese origin, which has been rooted in Hong Kong for more than 100 years. Several Taoist bodies in Hong Kong currently operate government-aided schools that teach Taoist beliefs. This paper focuses on the Hong Kong Taoist Association's Living Taoist Education programme in secondary schools and discusses its framework and salient features of its teaching materials. The programme takes as its underlying principle Laozi's notion of 'zundao guide' - 'respecting the Tao and treasuring morals'. The curriculum covers religious knowledge, ethics, interpersonal relationships, family, society, the environment and the world, with the aim of shaping students' beliefs, values and conduct. In addition to highlighting Taoism's vital contributions to individuals' lives and society, the curriculum incorporates traditional Chinese morals to reinforce students' moral education. In tandem with Hong Kong's current curriculum reform, the curriculum blends Taoist doctrine with various aspects of daily life across subjects. The learning environment is diversified, offering various learning activities. This paper also discusses problems with implementing the programme.

PAPER SESSION 25
DAY 2 (DEC 10) 14:00 - 15:20
ROOM D

P1d-74

Parental involvement, higher education aspirations and subjective well-being among Gaokao students

Feng HAN, *The Chinese University of Hong Kong*

hanfeng_freda@163.com

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

yuetmuyuen@cuhk.edu.hk

Framed from Diener's well-being theory and Huebner's multidimensional student life satisfaction model, this study examines the association between parental involvement, higher education aspirations and subjective well-being (SWB) including life satisfaction (LS), positive affect (PA) and negative affect (NA) of Gaokao students. A sample of 3810 Gaokao students from eight high schools in Jiangsu completed an online questionnaire. The ANOVA findings reveal that higher education goal, family SES, geographical location are significant factors affecting students' SWB. Structural equation model analysis suggests that higher education aspirations promote positive LS and PA. NA is raised by the importance and challenge of higher education aspirations and reduced by the perceived likelihood of achieving the higher education aspirations. Moreover, higher education aspirations mediate the effects of parental involvement to SWB. In conclusion, Gaokao students' SWB is influenced by higher education aspirations that are shaped in the family.

PAPER SESSION 25
DAY 2 (DEC 10) 14:00 - 15:20
ROOM D

P1d-103

Examining the relationship between the technological self-efficacy and time management of higher education faculty: A case study from Thailand

Meechai ORSUWAN, *Kasetsart University*

meechai.o@ku.th

Luckana PARNICHSAN, *Kasetsart University*

luckana.pa@ku.th

Dowroong WATCHARINRAT, *Kasetsart University*

dowroong.w@ku.th

Usa KAEWKAMKONG, *Kasetsart University*

usa.kae@ku.th

The COVID-19 pandemic has revolutionized education forever. In Thailand, the use of technology in teaching and learning by university faculty has increased during the COVID-19 crisis, although their adoption of technologies for work has not gone smoothly. Several surveys have reported that many Thai university faculty have struggled to use technology in the classroom because they were ill-prepared for digital teaching. Moreover, Thai university faculty are now expected to become digital experts, develop their general information and communication technology capabilities, and provide self-directed and collaborative learning opportunities. With these tasks, good time management skills, as well as time management for work-life balance, are critical for their technological self-efficacy. Hence, the main objective of this research is to examine the relationship between technological self-efficacy and time management. The sample includes 166 university faculty who teach at public universities in Thailand. Descriptive statistics, t-test, analysis of variance (ANOVA), and multiple regression analysis (MRA) by using SPSS and PROCESS macro developed by Andrew F. Hayes are used in this research. The preliminary results are as followed; (1) the technological self-efficacy of Thai faculty is high; and (2) there is a positive relationship between faculty digital self-efficacy and good time management skills.

PAPER SESSION 25
DAY 2 (DEC 10) 14:00 - 15:20
ROOM D

P1d-84

Higher education demand and factors influencing student decision-making: The case of Kazakhstan under the “Belt and Road Initiative”

Aohua NI, *The Chinese University of Hong Kong*

niaohua@link.cuhk.edu.hk

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

alancheung@cuhk.edu.hk

Fan-sing HUNG, *The Chinese University of Hong Kong*

hungfansing@gmail.com

While international research has shown great interests in student decision-making in higher education (HE), there is an obvious deficiency of research with reference to smaller and developing countries, such as Kazakhstan. The present study is of important value considering the research gap and with the rise of Belt and Road Initiative (BRI). Employing a mixed-method approach, we examined Kazakhstan students' HE demands and factors influencing their decision-making process in the context of BRI. Participants were 492 local secondary schools and tertiary students in Kazakhstan. By incorporating theories of human capital, the results showed that economic factors and the pull and push model significantly influence Kazakhstan student HE investment decisions on whether and where to continue on university education. Our findings also identify some new factors related to the choice of overseas study destinations, and provide some insights on understanding how Kazakhstan students developed their educational expectations on perceived HE returns. The exploration of Kazakhstan students' expectations may serve as a starting point in Central Asia to promote its developing university education and seek ways for better marketing strategies. Implications for universities and policymakers in Kazakhstan and BRI countries are discussed.

PAPER SESSION 26
DAY 3 (DEC 11) 10:40 – 12:00
ROOM B

P1-16

Glocal reading: Chinese parents reading English storybooks to their preschool children

Yingsheng LIU, *The University of Hong Kong*

liuyingsheng0523@gmail.com

The study investigated Chinese parents' experience of reading English storybooks to their preschool children. While the spread of English as a global language is associated with an increasing emphasis on English education, few studies have examined its impact on the early home literacy practices in non-English-spoken countries. In China where there is the largest number of English learners in the world, it is reported that an increasing number of Chinese parents are making early starts for children to learn English before school. Given the importance of storybook reading on children's early development evidenced in previous studies, it is significant to further understand the experiences and difficulties of parents and children reading storybooks in their second language. In this qualitative study, critical case sampling was adopted to recruit a group of 20 parents in Guangzhou, the most populous metropolis in southern China, who have rich experiences of reading English storybooks to their children before school. Results from in-depth interviews show that Chinese parents generally conceptualize English and Chinese storybook reading distinctively, with more utilitarian motives and instrumental emphasis on learning linguistic knowledge in English reading activities. Parents' concerns regarding English reading practices were also identified, including children's lack of interests as well as parents' inadequate English proficiency and knowledge of selecting English storybooks. Our findings highlight the impact of English globalization on the educational practices in local families with implications for educational practitioners in countries with similar changing sociolinguistic landscapes.

PAPER SESSION 26
DAY 3 (DEC 11) 10:40 – 12:00
ROOM B

P1c-58

The effectiveness of formative assessment for enhancing reading achievement in K-12 classrooms: A meta-analysis

Qianying XUAN, *The Chinese University of Hong Kong*

qyxuan@link.cuhk.edu.hk

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

alancheung@cuhk.edu.hk

This quantitative synthesis included 45 qualified studies with a total sample of 115,039 K-12 students. Aligned with previous meta-analyses, the findings suggested that formative assessment generally had a positive though modest effect ($ES = + 0.18$) on students' reading achievement. Meta-regression results revealed that: (a) small-scale studies yielded significantly larger effect size than large sample studies, (b) the effects of formative assessment embedded with differentiated instruction equated to an increase of 0.11 SD in the reading achievement score, (c) integration of teacher and student directed assessment was more effective than assessments initiated by teachers. Our subgroup analysis data indicated that the effect sizes of formative assessment intervention on reading were significantly different between Confucian-heritage culture and Anglophone culture and had divergent effective features. The result cautions against the generalization of formative assessment across different cultures without adaptation. We suggest that effect sizes could be calculated and intervention features be investigated in various cultural settings for practitioners and policymakers to implement tailored formative assessment.

PAPER SESSION 26
DAY 3 (DEC 11) 10:40 – 12:00
ROOM B

P1-10

The impacts of audio-pen on multicultural children's reading motivation in a second language

Tsz Ching KONG, *The University of Hong Kong*

tckong@connect.hku.hk

Developments in technologies offer new and innovative forms of support to language education. Assistive reading tools such as audio-pen have been developed to provide learners an opportunity to be actively engaged in their reading experience. Although extensive research has shown that reading motivation contributes to literacy development and reading achievement, there has been little empirical investigation into how assistive reading tools influence student motivation to read in a second language.

This pilot study set out to explore the impacts of audio-pen on reading motivation in second language learners of Chinese, and the learners' and teachers' perception towards the reading tool. Twenty-five 4th grade students and five teachers participated in the study in Hong Kong. Data were obtained from interviews, observations, and supplementary questionnaires, which drew upon the Motivations for Reading Questionnaire (MRQ) proposed by Wigfield, Guthrie, and McGough (1996). The findings indicated that the young learners were positive towards their reading experience with audio-pen. Their willingness and confidence to read Chinese storybooks increased with the use of audio-pen. Teachers also regarded the reading tool as helpful in engaging second language learners from all proficiency levels to read for pleasure. However, a few learners reported problems related to device sensitivity and sound quality of certain narratives. For this, issues that require attention and consideration were discussed. The study also provided insights into the planning and preparation the school and teachers had undertaken during book selection, narrative recording, and the implementation in the classroom.

PAPER SESSION 26
DAY 3 (DEC 11) 10:40 – 12:00
ROOM B

P1-7

**A genre-based approach to reading and writing in language and content subjects
– limitations and solutions**

Chiu Yeung WONG, *The University of Hong Kong* cedricwong920@gmail.com

A large body of ELT literature on passive voice criticizes excessive emphasis on accuracy of the typical 'be+p.p.' form, while supporting the adequate treatment of non-standard forms (e.g. get + p.p. and causatives) and more broadly, the use and function of the voice (see, for example, Ho et. al., 2011; Parrott, 2004; Larsen-Freeman, 2003). There are few published studies on whether discrepancies are present between the recommended practice and the treatment of the voice by textbooks and teachers, and reasons why such differences arise. The paper fills this gap by examining the treatment of passive voice in a popular Hong Kong ELT grammar textbook, followed by an analysis of a local teacher's grammar lesson. The textbook analysis identified significant deviations of the recommended practices including (1) underplaying passive as a choice, (2) undervaluing passive for CLIL or LaC, (3) not sufficiently addressing confusion between passive auxiliary and perfect (4) unnecessary passivization of unaccusative verbs, and (5) underrepresenting truncated, agentless and causative passives. The teacher's grammar lesson was videotaped and analyzed through the teacher's reflexive journaling, which uncovered three critical dichotomies the teacher had to reconcile while teaching the passive: between (1) pedagogical vs. internal grammars, (2) discovery vs. direct pedagogies. and (3) exact grammatical analysis vs. flexibility in authentic usage. The paper concludes by calling for teaching passive as a way to enhance students' grammatical arsenal through realizing its pragmatic and semantic potential, rather than teaching it as an equivalent to the active counterpart.

PAPER SESSION 27
DAY 3 (DEC 11) 10:40 – 12:00
ROOM C

P1-32

數字人文在中學古詩文的教學模式

張燕珠, *Hong Kong Metropolitan University*

cycblue1618@gmail.com

本研究探討數字化中華古籍資源在古詩文教學中的設計與應用，以創造數字化學習環境，期以適應全球疫情下的同步、異步、混合式等教學模式。研究以線上問卷法，邀請香港中學資深中文科教師，調查媒體教學資源在語文教學中應用的教學觀感、範疇、實踐和建議。研究也以數字人文為方法，規劃公開的中華古籍網絡資源，成為教學資源的組成部分。結果發現，在語文教學中使用媒體教學資源，教師評價正面，主要考慮講授課題的需要和學生的學習動機和興趣。教師傾向使用文字功能較強的資料庫，以及輔設廣東話聲演的視聽材料，對於詩詞地圖等古籍資源認識較少。數字化古詩文教學法的三個維度，包括語言層面的「語義」應用及其展開重複現象、主題層面的「空間」應用及其融入照應現象、感悟層面的「投入」應用及其探究省略和替代現象。最後，綜合整理各項結論並提出建議，教師整合可用的資源作為課前學生預習、課堂輔助教材、課後線上活動等實用的電子教學資源。

PAPER SESSION 27
DAY 3 (DEC 11) 10:40 – 12:00
ROOM C

P1-26

混合式學習探知創意實踐的可能性，打開文字的創意「萬花筒」：讓學生走進字·音·畫

劉佩義, *Shatin Tsung Tsin School* shirin.lau.hk@gmail.com

香港中文科寫作課程向來強調讓學生掌握文字傳意的工具性，然而讓學生感受文字的想象之美也猶為重要，讓學生發揮想象感受文字的意象正是煥發中文創意思維寫作的要點。創意思維的衍生是一種歷程，經過不同階段讓意念萌發、擴散性思考到聚斂性思考，但重要的是創意思維需要建基於知識以及經驗基礎，是具有認知性的目標（陳龍安 1985; Sternberg 1989）不是脫離真實的脈絡，而是強調創意思維的創新是具有實用性效果。而隨著數碼化年代發展，不少西方學者（A. Koehler 2017; K. Bradley 2018）指出 創意寫作的數碼轉向（Creative writing's digital turn），提倡創意寫作是一種使用數位工具的創意實踐 creative practice。那麼這樣的數位工具與文字的結合又是否擴闊文字創作的多樣性呢？本研究中創意寫作課程理念就是讓學生 結合文字 及數位工具 表達作品，展現 創意實踐，從而發掘及抒發文字之美。校本創意寫作課程為期一個學期，教學對象是小學六年級學生。筆者會以 ATDE 創意孕育模式去說明不同課節中教學的設計，並且融合 William(1970) 提供的相關的創意思維策略作為鷹架去輔助學生。在不同的課節中筆者會以點出的引導方式幫助學生從擴散性的思考到聚斂性的修正。本課程會除了透過 ZOOM 展開實時教學及小組討論導修課外，同時會透過電子學習平台 Loilo Notes 進行無縫學習 Seamless learning)。筆者透過 Loilo Notes 具有 螢幕上的圖像和文字的形成過程 screen recording) 都有助於意義的形成過程 Sindoni 2014。筆者在 Loilo Notes 發放教學筆記影片、教師口頭回饋及視聽回饋 (audio visual feedback) 形成進展性評估，平衡鼓勵與修正的教學氛圍，以提升學生的創意寫作能力。學生自主選擇 不同的數位工具 動畫創作 或以 AR、VR) 結合文字 創作去進行創意實踐，以這個「萬花筒」走進文字的音畫。學生的創意實踐會 結集在 Heyzine 互動電子書。是次創意寫作課程會參照混合式學習 (Blended 的框架進行，發揮當中以學習者為中心 (Learner centred) 的取向，充分利用同步學習 Synchronous Learning) 與非同步學習 Asynchronous Learning) 的教學資源及溝通方式形成群體為中心 (Community centred) 在現今疫情期間課時有限的情況下，依然營造有利於培養學生創意寫作能力的學習環境。香港中小學的中文科創意寫作教育如何回應數碼化時代發展及從基礎教育階段培育學生創意寫作的能力，值得我們深思。筆者認為 創意寫作不僅僅是高等教育的責任，創意實踐或能成為日後 中小學寫作教學 課程的學習表現方式，通過多模態的創意寫作去煥發學生對寫作的活力，同時也是讓學生表現自身創意思維能力的承載方式。

PAPER SESSION 28
DAY 3 (DEC 11) 10:40 – 12:00
ROOM D

P1-4

探討幼兒園在地文化課程提升部落和家長參與之生命敘說 - 以臺東縣某國小附幼為例

陳俐君, *National Donghua University*

beloved0918323@hotmail.com

研究者現於臺東某幼兒園為教師兼主任，看似比臺北市都會叢林更為開放的環境，教學卻是最封閉的傳統教學模式。本研究目的為 1.瞭解在地化課程對於幼兒對阿美族意識的影響。2.瞭解學校如何運作在地化課程以及效益。3.瞭解家長對於進行在地化課程後的意見與想法。本研究以民族誌的方式，以六年在地文化融入幼兒園課程。近年來「地方意識」抬頭，「地方本位課程」、「鄉土課程」備受重視（王顛婷，2014），原住民族（以下簡稱原民）是灣多元化社會體系中的一部份，但臺灣長久以來的教育主軸以漢族為主，在課程的規劃與知識的建構上，對原民的生活經驗與觀點及傳統文化的忽，易成原民學童在學習、文化認同上的低落。加上原民文化無文字流傳，故許多珍貴傳統文化知識、經驗日益流失（何映紅，2008）。研究結果發現 1.在地化課程提升幼兒對阿美族意識。2.學校結合部落，建構在地課程，達到園家共好。3.支持在地課程的一代一代家長。研究結論提出課程同心圓的擴散-幼兒園課程到在地願景的共築。

PAPER SESSION 28
DAY 3 (DEC 11) 10:40 – 12:00
ROOM D

P1d-117

從「巴黎教師遇害案」反思爭議性議題教學的挑戰和出路

李悅, *East China Normal University* 51204102007@stu.ecnu.edu.cn
陳霜葉, *East China Normal University* shuangye126@vip.126.com
李子輝, *East China Normal University* 51204200057@stu.ecnu.edu.cn

當價值差異、文化多元和觀點爭議成為時代常態，學校教育通過納入爭議性議題的討論，培養學生對多元差異的理解包容。2020年10月，“巴黎教師遇害案”突顯了宗教信仰和言論自由的價值衝突，也說明爭議性議題教學並非脫離社會現實的純粹理性思辨活動，其危險性和敏感性可能伴隨著課堂內外的現實性後果。基於案例分析法，本文梳理了“巴黎教師遇害案”的過程，分析課堂爭議上升為政治事件的原因，並反思爭議性議題教學的議題選擇、教學策略和邊界問題。根據議題的時效性和威脅性，本文將爭議性議題劃分為“熱爭議”和“冷爭議”。相對於“熱爭議”，“冷爭議”能夠提供經檢驗的事實基礎，並以時間距離緩衝利益衝突，更有助於學生安全地面對歷史與當下的爭議性議題，更適合引入課堂教學。當教師不得不回應學生對“熱爭議”的關切時，有意識的概念化和抽象化將有助於爭議性議題的教學。最後，教師需要從國家和教育的關係理解爭議性議題的邊界，引導爭議走向共識。

SYMPOSIUM I

DAY 1 (DEC 9) 14:00 – 15:20
ROOM E

P1e-146

An Asian perspective on campus inclusion for productive academic engagement and holistic wellness: Diverse pathways, practices and challenges

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

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

Student wellbeing is critical for their academic engagement and overall success. Asian societies are under the influence of Confucian heritage culture, celebrating collective values such as compliance, respect, hard-work and striving for excellence to glorify family. Cherished by the free-market economy spirit, the Hong Kong education system is highly selective and competitive. As such, campus inclusion is often affirmed by promoting student academic wellness and performance. Student diversity, value orientation, socio-emotional and spiritual wellness remain under attention. The Covid pandemic troubles of new school normal operation, and the emigration of friends further compound the students' mental health issues. All schools and institutions are charged with the responsibility to nurture the full talent of all students for their success. Against this backdrop, this symposium features the latest findings of four empirical studies on promoting positive engagement and wellness of students from all walks of life in an Asian socio-cultural context.

SYMPOSIUM I 專題討論會 I

PAPER 1

P1e-146

DAY 1 (DEC 9) 14:00 – 15:20

ROOM E

Institutional strategies in promoting academic and socio-emotional wellness for the diversified student population

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

yuetmuyuen@cuhk.edu.hk

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

alancheung@cuhk.edu.hk

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

hhhtang@eduhk.hk

The Hong Kong Diploma of Secondary Education (HKDSE) examination defines the success and failure of secondary students. Getting senior secondary students ready for the HKDSE dominates the senior secondary school's agenda. Framed by the transition theory and grounded in the context of student success and inclusion, this study examines the critical strategies and practical support offered by secondary schools and post-secondary institutions (PSIs) to nurture students' positive academic engagement and holistic development. The qualitative findings were drawn from 16 semi-structured interviews with school principals, career and guidance personnel, and Student Affairs Office personnel of four PSIs. Interview data reveal that most school personnel address the struggling students' wellness issues by preparing them for HKDSE, focusing on English/Chinese language enhancement. In contrast, student affairs personnel of PSI addressed the campus inclusion issues through hall-life education. In both scenarios, including the immigrant and ethnic minority students in the mainstream system are under-support.

SYMPOSIUM I 專題討論會 I

PAPER 2

P1e-146

DAY 1 (DEC 9) 14:00 – 15:20

ROOM E

On vocation and recovery for youth with mental health issues in Hong Kong

Dehui ZHOU, *Hong Kong Shue Yan University*

dhzhou@hksyu.edu

Yat Hung CHUI, *HKCT Institute of Higher Education*

yhchui@ctihe.edu.hk

Y. L. Marcus CHIU, *City University of Hong Kong*

mylchiu@cityu.edu.hk

Yan Yin CHOI, *Kwai Chung Hospital*

cyy927@ha.org.hk

Bien S.-y. LAU, *Kwai Chung Hospital*

bienlau@ha.org.hk

Y.-c. Magdalene POON, *Kwai Chung Hospital*

poonycm@ha.org.hk

Menza CHU, *Kwai Chung Hospital*

chuhw@ha.org.hk

Wing Sheung CHOI, *Hong Kong Shue Yan University*

wschoi@hksyu.edu

Wing Yan LAM, *Kwai Chung Hospital*

lwy186@ha.org.hk

Work plays an important role in the recovery of youth with mental health issues. Appropriate employment is effective to promote their psychological well-being and cognitive functions. In Hong Kong, supported employment services focus more on increasing their employment and job retention. Vocational counselling service is needed for helping youth with mental health issues develop their career in line with their preferred identities. This study reports an ongoing project, which investigates the effectiveness of the narrative life design vocational counselling services for youth with psychosis. Till now, 25 participants (8 males and 17 females) with an average age 20.32 (SD=2.85) have received the vocational counselling services. The young participants have gone through a journey to explore their strength, preferred identities, life themes and the pathways of actions to achieve their life themes. Their sharing provides insights and experiential data to enhance the understanding of vocation and recovery for youth with mental health issues in Hong Kong.

SYMPOSIUM I 專題討論會 I

PAPER 3

DAY 1 (DEC 9) 14:00 – 15:20

ROOM E

P1e-146

Hong Kong kindergarten teachers' views on multicultural education

Yanling ZHOU, *The Education University of Hong Kong*

ylzhou@eduhk.hk

Hong Kong is a city lived by diverse cultural and linguistic populations. Kindergarten is a starting hub where young children and family entering new social circles that are outside their close relationships. Hong Kong kindergarten teachers are facing increasing challenges with diverse educational and learning needs of the children, as the city grows to be more diverse than ever before. Teachers' view can shape how the kindergarten community is formed. This study investigated kindergarten teachers' view on multicultural education through a university course titled Multiculturalism and Multilingualism in ECE. In total, 38 in-service kindergarten teacher students participated in the survey and reflective case studies. Majority of kindergarten teachers embraced the concept of multicultural education, however majority of the teacher place significant importance on Chinese language and literacy and content knowledge in subjects as the most highly prioritized needs in children with other cultural and linguistic backgrounds than Chinese. This paper argues that there is a need for pedagogical shift and teacher awareness in prioritizing relationships building over instructions for language development and content knowledge.

SYMPOSIUM I 專題討論會 I

PAPER 4

P1e-146

DAY 1 (DEC 9) 14:00 – 15:20

ROOM E

Hong Kong kindergarten teachers' views on multicultural education

Hayes H.-H. TANG, *The Education University of Hong Kong* hhhtang@eduhk.hk

Jade J. Liu, *The University of Hong Kong*

This presentation explores the impact of academic entrepreneurialism (AE) and innovations on future aspirations and engagement of university students and young graduates in East Asia. Using the University of Hong Kong (HKU) as an empirical example (Yin, 2014), the research examines the processes and patterns by which AE manifests in the institutional context and policies. Entrepreneurial-related documents were analysed. The documentary analysis uncovers the complexities and diversities in the institutionalisation process (Zilber, 2008) in response to the external drivers for AE.

It maps three sources and streams of AE at HKU: (1) knowledge exchange and public relations, student/graduate entrepreneurships, and alumni relations; (2) interdisciplinary teaching, learning and programmes; and (3) high-impact use-inspired basic research, applied research and research commercialisation under the strategic framework of 'InnoTech + Humanities'. The presentation will discuss the interrelationship, implications and impact of the above activities on future aspirations and engagement of educated youth by innovation.

SYMPOSIUM II 專題討論會 II

DAY 2 (DEC 10) 09:00 – 10:20
ROOM E

Striving for the ideal of full inclusion for women in higher education

Moderator:

Mary TUPAN-WENNO mary@echo-net.nl

EHCO Center for Diversity Policy

GAPS

The OECD (2021) reported that in “2019, women made up 55% of new entrants to tertiary education on average and that if current patterns continue, it is expected that 46% of young women will graduate with a tertiary degree for the first time before they turn 30, 15 percentage points more than men. Despite their strong participation in higher education, the share of women decreases with higher tertiary level: In 2020, women made up only 45% of adults with a doctoral degree on average across OECD countries.

What is missing from these data is the range of women’s educational experiences. When women’s experiences are presented in the aggregate, we do not see how their experiences may differ based on their identity and experiences. UNESCO’s (2020) Global Education Monitoring Report 2020 recommends that we view inclusive education as “ensuring that every learner feels valued and respected and can enjoy a clear sense of belonging.”

SYMPOSIUM II 專題討論會 II

PAPER 1

DAY 2 (DEC 10) 09:00 – 10:20

ROOM E

Emerging observations about inclusive education for future female U.S. Graduate students through the lenses of gender and race/ethnicity

Catherine M. MILLETT, ETS / GAPS millettcm258@gmail.com

Diversity and inclusion in postbaccalaureate education in the United States is a matter in need of increased attention. This study focuses on the time before submission of graduate applications, when individuals are signaling their interest in pursuing graduate education. Using data from individuals taking a widely-used graduate and professional school admissions test, this study magnifies the aspirations, graduate intentions and characteristics of female prospective graduate students by race/ethnicity. This descriptive study takes an asset-based approach to documenting the backgrounds and aspirations of the women. The preliminary findings of this research provide insight into the potential barriers and opportunities for the different subpopulations of prospective female graduate students, which could inform policies and practices that might increase the likelihood of successful outcomes among women graduate students. The preliminary findings of this research provide a starting point for universities interested in helping women get to, through, and beyond graduate school. Implications for inclusion will be framed and presented. For graduate school faculty and their admissions colleagues, this study is important because it highlights which degrees are sought by women in general and by race/ethnicity and in which fields. Because this research highlights where women from a range of demographic characteristics are thinking of attending and what they plan to study, the findings are particularly informative for prospective graduate students with similar demographics that have not yet taken any steps toward applying.

SYMPOSIUM II 專題討論會 II

PAPER 2

DAY 2 (DEC 10) 09:00 – 10:20

ROOM E

Afro-Caribbean women in academe

Saran STEWART, *University of Connecticut*

saran.stewart@uconn.edu

Black women are less likely to be retained in tenure-track faculty positions than any other gender and racial/ethnic group in higher education. We encounter “dual acts of race and sex discrimination” from the academic community, arguably leading to disparities in the number of tenure-track Black women faculty (Holmes, Danley Land, and Hinton-Hudson 2007, 107 Even at the premier institution in the region, only 45 of the 164 full professors are women (Johnson, 2021; Stewart, 2019). However, women are over represented at the more transient and un-secure positions such as Adjunct Lecturer, Assistant Lecturer and even Lecturer. As an expat in my “foreign homeland” (Stewart 2016), I am often reminded of how I must navigate power and privilege in the university as forms of resistance and subversion in a hetero-patriarchal hegemony. These various experiences of navigating the Caribbean academy as an Afro-Caribbean woman serve as an ideal backdrop for understanding the impact of colonial patriarchy and what can be done to dismantle it. Accordingly, in this presentation, I employ an Afro-Caribbean feminist autoethnographic frame to deconstruct everyday derogatory acts, comments, and behaviour in the academy that contribute to the gender inequities and attrition of female academics in the academy. To transgress some of these gender inequities, I illustrate some of the conditions needed to create agency and a strong sense of the self).

SYMPOSIUM II 專題討論會 II

PAPER 3

DAY 2 (DEC 10) 09:00 – 10:20

ROOM E

Brazilian women's' experiences of gender bias in research-oriented universities

Eliana M. AMARAL, *State University of Campinas* elianaa@unicamp.br

The delay in advancing women's careers in higher education institutions (HEI), or even real interruption at lower stagnation in lower positions, is a nuance of gender inequality. Data from the 2018 Brazilian Higher Education Census recently analyzed by Atães (in press), using a typology for HEI proposed by Schwartzman (2021), shows that men are over-represented in research-oriented institutions. Not only are women stopping or delaying their promotion ladder, but they also tend not to apply for specific leadership positions. A recent study showed that, apart from all other previously published issues, women also request more minor extensions for projects, a social-gender bias that is not commonly recognized. The pandemic of Covid-19 has certainly intensified these issues, since it has shown that women have assumed more familiar responsibilities caring for their children and parents. So, the need to discuss gender bias and the intersectionality that determines unequal progression in academic careers became an urgent matter. Also, the extreme cut of federal support for research and the wave of conservatism accentuated since the last presidential election (Inside Higher Education, Nov 11, 2021), are important elements refraining women to pursue their academic careers. At a top research university in Brazil, UNICAMP, we constituted a group of 200 women connected by social media to support, share information, propose, and move forward with institutional policies to compensate the gender bias in research productivity, teaching/research balance, administrative roles, promotions, and leadership positions that are still around. National data and higher education institution policies will be shared.

SYMPOSIUM III 專題討論會 III

DAY 2 (DEC 10) 14:00 – 15:20
ROOM E

P1-51

The impact of teacher feedback on university students' growth in the COVID-19 pandemic across three countries: An integrative perspective of assessment and positive psychology

Lan YANG, Anna BELYKH, Cherry Eron FRONDOZO, Juan GAO, Ye HU, & Yiqi WU

The power of feedback in affecting student achievement has been evident in Hattie's (2009, 2017) big data studies. In the updated synthesis study, Hattie (2017) found feedback has a high effect size of .70 in affecting student achievement by synthesizing key findings of 1,400 meta-analyses formed by 80,000 independent studies. However, the relationship between feedback and achievement might not be linear. As Hattie (2018) commented, feedback is powerful, but it is also variable. In search of the underlying mechanisms of feedback in influencing student achievement, students' feedback perceptions and the emotional power of feedback remain under-researched (Yang, 2019). An increasing body of research has identified that the significant impacts of students' perceptions of feedback and their emotions evoked by feedback on learning motivation, academic goals, and engagement with feedback (e.g., Molloy et al., 2013; Pekrun et al., 2014; Rowe, 2017; Shields, 2015). In this symposium, in the context of higher education, researchers from China, Mexico, and the Philippines explored 1) the relationship of feedback orientation (a construct consisting of multiple dimensions of students' feedback perception that work together additively to determine an individual's overall receptivity to feedback) and university students' learning-related emotions in the COVID-19 pandemic; 2) the relationship of feedback orientation and Mexico university students' character strengths in the COVID-19 pandemic, 3) the role of feedback orientation in helping masters students' self-regulated emotions and learning in the COVID-19 pandemic, and 4) how teacher education and teaching practicum shape pre-service teachers' feedback orientation and feedback processes in the COVID-19 pandemic? The four presentations will collectively contribute to expanding the current scope of feedback research from an integrative perspective of students' feedback orientation and key constructs in positive psychology (e.g., emotions, character strengths). Key findings will inform how to cultivate feedback literate givers, receivers, and users to harness the sustainable power of feedback in teaching and learning in the COVID-19 pandemic and beyond.

SYMPOSIUM III 專題討論會 III

Paper 1

DAY 2 (DEC 10) 14:00 – 15:20

ROOM E

P1-51

Exploring the links between feedback orientation and Filipino university students' learning-related emotions: A control-value approach

Cherry Eron FRONDOZO, *The Education University of Hong Kong*

elianaa@unicamp.br

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

Teacher feedback has the potential to promote student achievement. However, the literature suggests that students' emotional reactions may prevent them from effectively using feedback. This quantitative study will examine the relationship between feedback orientation (FO) and academic emotions in the learning context. FO is a construct consisting of multiple dimensions of students' feedback perception that work together to determine an individual's overall receptivity to feedback. Specifically, we examined the relationships between emotions (positive vs. negative) and the following dimensions of feedback orientation: students' perceived capability to use feedback (feedback self-efficacy), perceived social value (feedback social awareness), and usefulness (feedback utility) based on the Control-Value Theory (Pekrun, 2006). The Feedback Orientation Scale in education (Yang et al., 2014) and Learning-related Academic Emotions Scale (a Short Form, Yang, 2019) were administered to 289 Filipino university students (Female n=210, 72.7%). All feedback orientations were positively correlated with joy and negatively associated with anxiety and shame. Path analysis revealed that feedback self-efficacy is the strongest predictor of positive emotions. We will discuss implications to research on feedback and academic emotions.

SYMPOSIUM III 專題討論會 III

Paper 2

DAY 2 (DEC 10) 14:00 – 15:20

ROOM E

P1-51

Growth in the adversity: Mexican university students' development of feedback orientation and character strengths in the COVID-19 pandemic

Anna BELYKH, *Universidad de las Américas Puebla, Mexico*

annabelykh@yahoo.fr

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

In the research line of feedback, it has been found the powerful influence of feedback on student achievement. However, students may perceive and interpret feedback differently due to individual differences (e.g., Van derKleij & Lipnevich, 2020; Yang, 2019). In the other research line of positive psychology, character strengths (Peterson & Seligman, 2004) are highly associated with individuals' enduring resources. However, no such study has examined university students' feedback perceptions and their character strengths in learning situations affected by disasters. This study assessed two cohorts of Mexican university students' growth in adversity before and amid the COVID-19. Out of the conventional thoughts, the results showed significant group differences. Students studying amid the COVID-19 achieved higher scores of feedback orientation (FO) and character strengths. Feedback self-efficacy and feedback accountability as two dimensions of FO showed stronger correlations with character strengths than feedback utility and feedback social awareness. Implications will be discussed.

SYMPOSIUM III 專題討論會 III

Paper 3

DAY 2 (DEC 10) 14:00 – 15:20

ROOM E

P1-51

How do teacher education and teaching practicum shape pre-service teachers' feedback orientation and feedback processes?

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

Ye HU, *The Education University of Hong Kong*

yhu@eduhk.hk

Juan GAO, *The Education University of Hong Kong*

s1136428@s.eduhk.hk

Yiqi WU, *The Education University of Hong Kong*

wyiqi@eduhk.hk

Feedback has been regarded as the most crucial component in teaching practices to reduce student learning discrepancies. Despite the influential impact of feedback on learning, little has been done to explore how teacher education and teaching practicum shape pre-service teachers' feedback orientation. To address this concern, this qualitative study used purposeful sampling to collect in-depth data from seven cases who met at least the two criteria: 1) finished teaching practicum in the COVID-19 pandemic and 2) continued teacher education after their teaching practicum. This study aimed to investigate the internal relations among these students' feedback orientation and the external interactions between feedback orientation and the feedback processes. We analyzed data based on the Feedback Ecological Model (Yang et al., 2014). The results showed students reflected the four dimensions of feedback orientation are interrelated and collectively influence the feedback processes determining learning outcomes. Interestingly, we also found that the four dimensions of feedback orientation have unique roles in affecting a range of pre-service teachers' feedback processes. Detailed results will be presented and discussed concerning the importance of training pre-service teachers to become feedback literate educators in and beyond teacher education.

SYMPOSIUM III 專題討論會 III

Paper 4

DAY 2 (DEC 10) 14:00 – 15:20

ROOM E

P1-51

The role of feedback orientation in helping masters students' self-regulated emotions and learning in the COVID-19 pandemic

Lan YANG, *The Education University of Hong Kong*

yanglan@eduhk.hk

Juan GAO, *The Education University of Hong Kong*

s1136428@s.eduhk.hk

Feedback is influential to not only academic achievement but also academic emotions. Positive/negative feedback may induce students' positive/negative academic emotions, which could subsequently support or hinder students' intrinsic motivation to learn and engagement in learning. Under the circumstance of abruptly intensive online teaching and learning modes affected by the COVID-19, how students' academic emotions would be affected and how online feedback affects students' self-regulated emotion strategies remain unstudied. This case study focused on exploring how students' perceptions of online feedback affect their emotions and the role of these feedback perceptions (conceptualized as feedback orientation) in these students' self-regulated emotion strategies. Six students joined two rounds of individual-based interviews in Oct. 2020 and May 2021 amid the COVID-19 pandemic. Guided by the Feedback Ecological Model as a conceptual framework, we analyzed the data and found that students' reflected negative emotions induced by online feedback negatively affected their motivation, interest, and confidence in online learning in the first round of interviews. Their trust and respect for teacher feedback would help them to seek further feedback to enhance learning. Subsequently, students' problem-solving through further feedback-seeking would reduce their negative emotions (e.g., anxiety). The post-round of interviews revealed students' perceived feedback usefulness increases their self-efficacy to use feedback. Students' feedback self-efficacy also helped them to regulate negative emotions, increase motivation and confidence in online learning.

SYMPOSIUM IV 專題討論會 IV

DAY 3 (DEC 11) 10:40 – 12:00
ROOM E

Physical activity and wellbeing in children and adolescents with and without special educational needs under COVID-19

Cindy SIT, *The Chinese University of Hong Kong*

sithp@cuhk.edu.hk

Stephen WONG, *The Chinese University of Hong Kong*

hsswong@cuhk.edu.hk

Venus LI, *The Chinese University of Hong Kong*

Eric POON, *The Chinese University of Hong Kong*

Children and adolescents are insufficiently active to achieve health benefits, and physical inactivity has been further accelerated by the effects of the covid-19 pandemic. Physical inactivity is associated with premature deaths and non-communicable diseases such as cardiovascular diseases as well as with poor physical and mental health. The World Health Organization (WHO) recently released global recommendations on physical activity and sedentary behaviour that include children and adolescents living with a disability, and recommended that they should engage in at least 60 minutes of moderate-to-vigorous physical activity while reducing the amount of time, particularly recreational screen time, they spend being sedentary. Yet, over 80% of children and adolescents with and without special educational needs (SEN) do not meet the WHO recommendations. This symposium will discuss the associations of physical activity with wellbeing in children and how physical activity interventions can facilitate their physical and psychosocial health.