



Date: October 27th (Fri)

Venue: Conference Room 313, College of Education, National Chengchi University

### **New Norms and Innovation in Education**

The recent global pandemic, accompanied by restricted borders has profoundly transformed educational paradigms worldwide. These constraints have given rise to inquiries concerning the emerging challenges and prospects within our education systems, as well as the novel norms that have crystallized therein. This line of questioning has precipitated a remarkable upsurge in innovative endeavors.

Recent advances in artificial intelligence (AI) have resulted in transformative changes across various sectors, including education. In education, AI has revolutionized learning through personalized learning experiences, adaptive tutoring systems, and data-driven insights that improve student engagement and performance. Traditional learning environments have been transformed into more dynamic multidisciplinary environments that foster effective learning beyond geographical boundaries. This convergence of education and AI has the potential to revolutionize traditional learning methodologies, personalize learning experiences, and enable new avenues of research and innovation. The symposium will highlight themes related to these changes and innovations and their impact on sustainable educational policy and governance, educational technology, teaching and learning quality, and curriculum reform and assessment.

## PROGRAMME

Venue: Conference Room 313  
College of Education, National Chengchi University

9:00 am  
9:30 am

### Welcoming Session

*Opening Remarks*

**Prof. Min-Ning Yu**, National Chengchi University

**Prof. Baohua Yu**, Lingnan University

**Prof. Ka Ho Mok**, Lingnan University

*Group Photos*

9:30 am  
10:50 am

### Session 1: Cross-Boundary, Cross-Border, and Multidisciplinary

**Chair: Prof. Angela Yung Chi Hou**, National Chengchi University

**The displacement of CUDOS by the new academic ethos of DECAY**

*Bruce Macfarlane*, The Education University of Hong Kong

**Promoting Quality Student Learning in the Post-COVID-19 Era: Will technology-led Education and AI offer better Learning Experience?**

*Ka Ho Mok*, Lingnan University

10:50 am  
11:00 am

### Tea Break

11:00 am  
12:20 pm

### Session 2: AI, Educational Technology, and Innovation

**Chair: Prof. Huang-Yao Hong**, National Chengchi University

**AI-assisted Teaching Chinese as a Second Language -- Proposal for an Automatic Grammar Instruction System based on Input Sentences**

*Jiun-Shiung Wu*, National Chung Cheng University; *Hui-Ru Yang*, National Chung Cheng University; *Hsin-Hui Chen*, National Chung Cheng University

**Promoting Character Strengths through Digital Storytelling Intervention: Evidence from Hong Kong**

*Lucy Baohua Yu*, Lingnan University

12:20 pm  
13:20 pm

### Lunch

13:20 pm 14:40 pm	<p><b>Session 3: SDGs, Governance, and Policy</b>  <b>Chair: Dr. Michelle Cheng, Lingnan University</b></p> <p><b>Evolution of quality assurance in higher education from INQAAHE GGP to ISGs- Are quality assurance agencies in Asia ready to the emerging quality assurance modules?</b>  <i>Angela Yung Chi Hou</i>, National Chengchi University</p> <p><b>Diversity in Sustainability within Malaysian Higher Education</b>  <i>Husaina Kenayathulla</i>, University of Malaya</p> <p><b>‘West is must, the rest is optional’: Epistemic injustice and positional good in international research collaboration</b>  <i>Yusuf I. Oldac</i>, Lingnan University; <i>Jacob Nkansah</i>, Lingnan University; <i>Lili YANG</i>, The University of Hong Kong</p>
14:40 pm 14:50 pm	<p><b>Tea Break</b></p>
14:50 pm 16:10 pm	<p><b>Session 4: Teaching Pedagogy, Curriculum Reform, and Learning Assessment</b>  <b>Chair: Prof. Min-Ning Yu, National Chengchi University</b></p> <p><b>Syllable duration in L2/Ln: Evidence from Thai preschool children learning Mandarin</b>  <i>I-Ping Wan</i>, National Chengchi University</p> <p><b>Developmental trajectories of teacher-student closeness and reading achievement: The mediating roles of cognitive flexibility and intrinsic reading motivation</b>  <i>Jing HUANG</i>, Lingnan University</p> <p><b>Aligning residential education with university education for holistic student development</b>  <i>Michelle CHENG</i>, Lingnan University</p>
16:10 pm 16:20 pm	<p><i>Closing Remarks</i>  <b>Prof. Angela Yung Chi Hou</b>, National Chengchi University  <b>Prof. Bruce Macfarlane</b>, The Education University of Hong Kong</p>

**Session 1: Cross-Boundary, Cross-Border, and Multidisciplinary****Chair:** Prof. Angela Yung Chi Hou, National Chengchi University**The displacement of CUDOS by the new academic ethos of DECAY***Bruce Macfarlane**Faculty of Education and Human Development**The Education University of Hong Kong*

This presentation will explore the new institutional norms of academic life represented by the acronym DECAY (ie differentialism, egoism, capitalism and advocacy). This represents an inversion of Merton's scientific ethos widely known as CUDOS (ie communism, universalism, disinterestedness, and organized scepticism). This shift has occurred due largely to the marketisation and STEM-ification of the academy evidenced by the growing influence of bibliometrics, multiple and mass authorship, the decline of the book, the growing importance of research funding as a measure of esteem, and the responsabilisation of the research agenda within universities. The penetration of the assumptions of neo-liberalism from the state to the institutional level and the effects of global competition means that universities themselves now undermine the liberal ethos of CUDOS rather than such threats emanating only from outside institutions, as originally identified by Merton. Whilst empirical surveys indicate that academics are still largely committed to the principles of CUDOS in practice they need to adopt an approach based on professional pragmatism leaving them, like the Roman God Janus, facing two ways at the same time.

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**Promoting Quality Student Learning in the Post-COVID-19 Era: Will technology-led Education and AI offer better Learning Experience?**

*Ka Ho Mok*

*Lingnan University, Hong Kong*

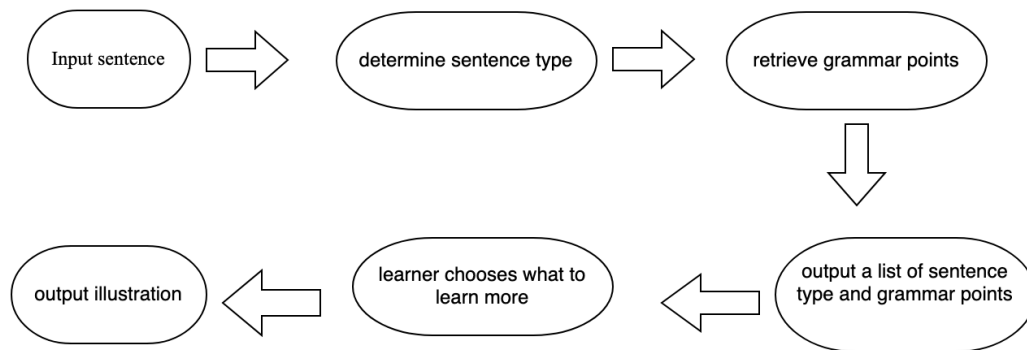
After the outbreak of the global health crisis resulted from the widespread of the COVID-19 pandemic, universities across different parts of the globe have been driven to make use of technology in teaching and learning. Virtual learning has become significantly influential for university education. This paper sets out against the context of post-COVID-19 era to critically examine how students in Asia assess their learning experiences online. More specifically, this paper also discusses whether the drive for technology-led education and AI would provide better student learning. This paper will select some case studies from different Asian countries / regions for examination of the captioned topic.

**Session 2: AI, Educational Technology, and Innovation****Chair:** Huang-Yao Hong, National Chengchi University**AI-assisted Teaching Chinese as a Second Language -- Proposal for an Automatic Grammar Instruction System based on Input Sentences***Jiun-Shiung Wu**National Chung Cheng University**Hui-Ru Yang**National Chung Cheng University**Hsin-Hui Chen**National Chung Cheng University*

There has been some literature devoted to exploring AI models which can identify ungrammatical Chinese sentences, e.g. Cheng & Duan (2022) among many others, or which can revise ungrammatical sentences, as Kuang et al. (2022) and others. In her M.A. thesis, Chung (2023) implements an AI-based system which can perform ungrammatical Chinese sentences detection, correction and explanation. Although Chung's system can provide explanation, the explanations are listed according to the error types and cannot be generalized. In this presentation, we propose a pilot system for automatic grammar instruction.

In this presentation, we present an AI system, which takes a Chinese sentence as an input and outputs a list of grammar points of the input sentence for a learner to choose to learn more about the chosen grammar point(s). For example, given a sentence *wǒ chī-le yì-kē píngguǒ* 'I eat-PFV one-CL apple', the system outputs a list of grammar points: declarative sentence, the perfective aspect, and classifiers. A Chinese learner can choose one or all of them to learn more and the system will output a concise illustration of the chosen grammar point.

Our system works as follows:



The word segmentation system Articut (Wang et al., 2019b) is used to identify the sentence type and the natural language understanding engine LOKI (Wang et al., 2019a) is utilized to retrieve the grammar points of an input sentence. We show how to use a small amount of data to achieve what we intend for our system to perform.



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**Promoting Character Strengths through Digital Storytelling Intervention:  
Evidence from Hong Kong**

*Lucy Baohua Yu*

*School of Graduate Studies/ Institute of Policy Studies  
Lingnan University, Hong Kong SAR, China*

Research on the impact of strengths interventions on children remains limited, as does our knowledge regarding the efficacy and suitability of individually-focused interventions within a school environment (Quinlan et al., 2012). Unlike many other learning activities, Digital Storytelling (DST) capitalises on students' own experiences, values and emotions for a stronger foundation to motivate the construction of positive values and learning new knowledge. DST has emerged as a pedagogical tool with multiple advantages in the 21st century. This study aimed to enhance character strengths in primary students by implementing tailor-made English DST at one local primary school using design-based research. Interviews with teachers revealed that DST was perceived to better facilitate the teaching of character strengths, enhance student engagement, and promote active learning compared to traditional storytelling. The benefits of DST included increased active learning, reduced teachers' stress, time-saving, and enjoyable experiences. The drawbacks of DST included potential limitations for children in under-resourced areas, challenges for teachers with low digital literacy, and the possibility of promoting educational inequalities. Implications such as co-designing the curriculum with the school teachers and providing professional training to teachers are made in the presentation.

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**Session 3: SDGs, Governance, and Policy****Chair:** Dr. Michelle Cheng, Lingnan University**Evolution of quality assurance in higher education  
from INQAAHE GGP to ISGs- Are quality assurance agencies in Asia ready to  
the emerging quality assurance modules?**

*Angela Yung Chi Hou*  
*National Chengchi University*

The 2020 pandemic disruption exerted external influences in higher education and elicited wider attention over quality of new providers and non-formal education, such as distance education, virtual internationalization, short learning programs, third mission, social impacts, sustainability, etc.. In 2022, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the largest global QA network, published the new guidelines titled *International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs)* with three new QA modules in cross border education, short learning program and distance education, in response to the changing higher education landscape in the post pandemic era (INQAAHE, 2022).

Higher education in Asia, and its quality assurance (QA) mechanisms have undergone several phases of reforms. It is imperative to explore the effective QA methods to renovate higher education and to engage varying stakeholders in the development of new quality standards in the post COVID-19 era. Thus, the presentation aims to investigate the transformative focus of QA in higher education globally and in Asia. Through an international online survey targeting Tokyo Convention signatories and active full members of INQAAHE and Asia Pacific Quality Network (APQN), Asian accreditors' responses to three emerging QA modules and new initiatives addressed in the INQAAHE ISGs are discovered. Barriers and challenges are discussed at the end of the paper. Based on above, three research questions are addressed as follows,

- (1) What are the common characteristics of QA in higher education globally and in Asia after 2000?
- (2) How do EQAAs and accreditors in Asia respond to three QA modules of the INQAAHE ISGs and other emerging initiatives?

(3) How would three QA modules be integrated into qualifications recognition system from an Asian QA perspective? And what challenges are national QA systems in Asia confronting?

## Diversity in Sustainability within Malaysian Higher Education

*Husaina Kenayathulla*

*University of Malaya*

The Sustainable Development Goals known as the Global Goals, were initiated by the United Nations in 2015 as a universal call to action to eradicate poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. There have been various efforts both at the governmental level and higher institution level to support this call for sustainability. Since we are in the midterm review, it is timely to reflect on the initiatives that have been taken to promote sustainable development goals. This study will provide an in-depth analysis on diverse initiatives taken by a public university in Malaysia to promote sustainable development goals. Some of these initiatives are the implementation of sustainable policy, establishment of sustainable research centers, integration of sustainability into curriculum, research and programs, training on sustainability and development of sustainable competencies for students and staff. In addition, community engagement research grants provide an avenue for experts in the field to transfer knowledge with the communities in need while ensuring that a quality education is accessible to all regardless of their socio-economic status. This study can provide evidence regarding the success in the initiatives.

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**‘West is must, the rest is optional’: Epistemic injustice and positional good in international research collaboration**

*Dr. Yusuf I. OLDAC*

*Lingnan University*

*Jacob Nkansah*

*Lingnan University*

*Lili YANG*

*The University of Hong Kong*

The global research system is pluralising as more researchers and institutions around the world contribute to knowledge creation. However, global research remains highly unequal because of the hegemonic influence yielded by Global North/West. The unequal dynamics impact the dynamics of international research collaboration (IRC). Through in-depth qualitative interviews, this study investigates the dynamics of epistemic injustice, positional good and hegemony in IRC. The data are collected from the Turkish higher education system because its unique position at the Global North/West and South/East borders can make the distinctions and inequalities more visible. Findings indicate that Fricker’s (2007) epistemic injustice and Hirsch’s (1976) positional competition are crucial factors in creating or reinforcing hegemony in IRC. A strong value is attached to collaborating with Global Northern/Western scholars or institutions. IRC with the West seems to procure a higher epistemic value. The higher epistemic value increases positional competition to collaborate with those in the Global North/West. Also, funding obtained from the Global North/West is seen as more credible and valuable, reinforcing the main argument for the higher epistemic value and positional good ascribed to IRC with the Global West/North.

**Session 4: Teaching Pedagogy, Curriculum Reform, and Learning Assessment**

**Chair:** Prof. Min-Ning Yu, National Chengchi University

**Syllable duration in L2/Ln: Evidence from Thai preschool children learning Mandarin**

*I-Ping Wan*

*Phonetics and Psycholinguistics Laboratory*

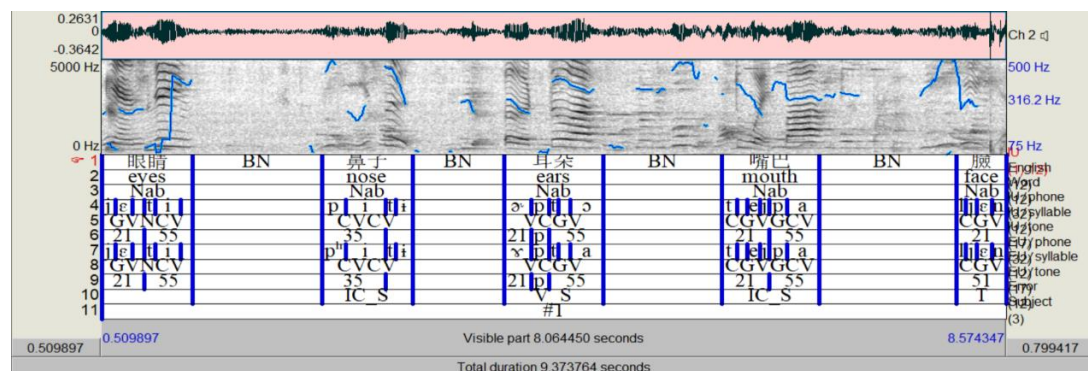
*Graduate Institute of Linguistics/Research Center for Mind, Brain and Learning/*

*Program in Teaching Chinese as a Second Language,*

*National Chengchi University*

This study aims to analyze the acoustic-phonetic measurement of syllable duration and temporal variability from preschool children (aged 4 to 6 years) in Thailand who learn Mandarin as their L2/Ln at the one-word level. Data drawn from a spoken corpus are collected and annotated semi-automatically in Praat (Boersma & Weenink, 2022) with phonetically forced alignment down to phone levels, by employing a wide range of applications in hybrid deep learning neural networks (Hybrid-DNN-HMM), as shown in the appendix. Based on measurements of monosyllabic and disyllabic words in early Mandarin learning patterns from Thai children, the results present a general frequency distribution of syllable duration in Thai children and syllable structure types in temporal variabilities. Using the qualitative and quantitative data with acoustic parameters in the study has suggested that Thai children show less different syllable duration at the one-word level in learning Mandarin and that Thai children might be able to construct an independent strategy to learn Mandarin with a self-organizing and self-adaptive system.

A sample of time-aligned spectrogram in Thai child learning Mandarin



**Developmental trajectories of teacher-student closeness and reading achievement:  
The mediating roles of cognitive flexibility and intrinsic reading motivation**

*Jing HUANG*  
*Lingnan University*

This study examines the roles of cognitive flexibility and reading motivation in explaining the longitudinal link between teacher-student closeness and reading achievement. The investigation is motivated by the fact that cognitive flexibility and reading motivation have been shown to be correlates of teacher-student relationship and reading achievement, yet their mediating roles are less well understood. The current study uses a sample of 17,342 students (8463 females; mean age = 73.42 months) from the Early Childhood Longitudinal Study with different ethnic backgrounds. A declining trend of teacher-student closeness from kindergarten to Grade 2 was found. Teacher-student closeness at kindergarten was positively associated with reading achievement at Grade 4 and the effect was mediated by cognitive flexibility and reading motivation at Grade 3. Declining closeness from kindergarten to Grade 2 was not related to the other associations. Consistent with the extended attachment view, these findings highlight the importance of an early supportive teacher-student relationship in promoting flexibility in thinking and interest in reading. This enhances subsequent reading performance in the middle elementary school years.

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**Aligning residential education with university education for holistic student development**

*Michelle CHENG*  
*Lingnan University, Hong Kong*

University residential education plays a critical role in fostering students' holistic development by enriching their residential experience with educational value. However, the means to achieve this goal remain unclear. To address this issue, the current study was conducted in four public universities in Hong Kong. The study first conducted focus group interviews with university students to investigate the residential educational aims of these universities and whether they align with the universities' educational goals. Then, 77 self-reported online questionnaires were collected to examine the impact of residential experiences on students' holistic development. The study revealed that the residential educational aims of the universities interviewed were not entirely consistent with their respective educational goals, and it highlighted the importance of aligning educational aims inside and outside the residential hall context. The study provides recommendations for the residential community, including university policymakers, student affairs (hall management teams), and student residents. These recommendations aim to promote more comprehensive residential education programs that help students learn and develop beyond the classroom. By aligning the educational aims of universities and residential halls, students can enjoy a more holistic and fulfilling university experience that extends beyond mere academic learning.