A1 - 1   P1n-189

Day 1 (DEC 8) 13:30 - 15:00

YIA 504

Responding to the New Research Assessment Reform in China: The Universities' Institutional Selective Coupling Actions

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In recent years, China has issued a series of national policies aimed at reforming research assessment to replace the emphasis on quantitative performance measures that has prevailed for decades. This study focuses on the recent research assessment reform in China and examines institutional responses to the new research assessment reform. Drawing on theories of institutional organisation, we use policy discourse analysis to analyse how national policy requirements are implemented at the university level. The findings show that research universities have adopted a selective coupling approach to address complexity logics. On the one hand, research universities have practised and explored various aspects of representative work assessment and the peer review system; on the other hand, in the face of competitive pressures, most of them still set specific quantitative assessment targets. The findings highlight both the progress and the challenges in building a new research evaluation system in China.

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A1 - 2   P1m-128

Day 1 (DEC 8) 13:30 - 15:00

YIA 504

A Post-pandemic Exploration of International Student Management in China: A Case Study in a Cross-border Joint University

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In recent years, China has gained popularity as an overseas study destination for international students, primarily those from Asia and Africa. Some notable attractions include abundant government scholarships, the enormous potential for economic growth, the rising ranking of Chinese universities, and the appeal of Chinese language and culture. The 'Zero Covid' to later 'Dynamic Zero' pandemic control policies in China severely restricted the mobility of international students during the COVID-19 epidemic (see Liu & Le, 2023). Chinese universities simultaneously faced unparalleled challenges and shifts in managing international students throughout the pandemic and its aftermath. Despite prior studies focusing on the management of international students in Chinese public universities (Liu & Liu, 2020), there is a paucity of research in the context of cross-border joint universities, a favored choice among international student populations. This study aims to fill the gap by conducting a case study of a leading cross-border joint university—The Chinese University of Hong Kong, Shenzhen. Semi-structured interviews with 18 administrative personnel in charge of administering international student affairs are undertaken. It is found that during the outbreak, the prime focus was placed on pandemic control, leading to a miscellaneous and dispersed scope of management undertakings. In the post-pandemic time, however, there sees an immediate shift in priorities towards international student services, such as academic assistance, integration support, and the reconciliation of conflicts between domestic and international students in face of mixed accommodation. Concurrently, international student administrators experience unrivaled levels of work-related stress against the swift transition.

A1 - 3

P1e-75

Day 1 (DEC 8) 13:30 - 15:00

YIA 504

Constructing Symbolic Capital to Guide University-industry Collaborative Teaching for Better Higher Education: The Chinese Experiences

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This paper explores how the Chinese government constructs symbolic capital and uses its converted forms to coordinate the relationship between the industry and the higher education sector for implementing teaching-focused university-industry collaboration (UIC). Through videological analysis of thirteen video segments, documentary analysis of three important state policy documents and a special website, and semi-structured interviews with six enterprise representatives and three university representatives, the study reveals that the forms of explicit symbolic capital include linking teaching-focused UIC with national development and rejuvenation, endowing participants with high accolades, and selecting exemplary cases for special recognition. The implicit symbolic capital includes putting teaching-focused UIC within the framework of formal university assessment schemes and untapping participants' economic capital based upon expanded potential markets. Capital conversion and mobility have led to an education-oriented ecosystem where various stakeholders share a common vision for quality advancement in higher education.

A2 - 1   P1v-259

Day 1 (DEC 8) 13:30 - 15:00

YIA 506

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

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Western universities largely tend to portray themselves as increasingly meritocratic, 'post-racial' institutions where racialised inequalities do not exist (Tate & Bagguley, 2017). As the world recovers from the pandemic and anti-Asian hate crimes have been gradually disappearing from the headlines, this presentation offers a timely reflection on Chinese international students' experiences and perceptions of racialised microaggressions during the pandemic, and, more importantly, takes the discussion further by deconstructing and challenging the underlying post-racial discourse. Based on 54 interviews with Chinese students from 13 universities across the UK, this presentation examines four phrases used by Chinese international students in making sense of their racialised experiences. These include: the denial of racism ('it's not racism'), the justification of racism ('it's normal'), taking the blame of racism ('it's my fault'), and in some rare cases, their reflections on anti-Asian racism in the so-called 'post-racial' universities in the UK ('we're invisible'). We argue that such expressions are induced by and reflects neo-racism, neo-Orientalism and everyday racism embedded within the wider post-racial discourse in the UK, which affirms the relevance of anti-Asian racism in the post-pandemic era rather than negates it. This presentation calls public and academic attention to Asian international students' lived experiences as 'racialised subjects' rather than 'monetarised objects' (Waters, 2021), thus making recommendations to UK universities to better support international students and combat anti-Asian particularly anti-Chinese racism.

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A2 - 2   P1q-176

Day 1 (DEC 8) 13:30 - 15:00

YIA 506

International Medical Students' Academic Engagement for the Sustaibability of International Education in China: A case of Chinese Language Undergraduate Medical Programs for international students

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Despite China having become the world's third-largest recipient of international students, with medicine being the second most preferred discipline among international students in China, research on the academic engagement of medical students remains scarce. The focus of the current study is to assess the level of academic engagement among international students majoring in clinical medicine within a Chinese-medium undergraduate medical program (MBBS), and to identify the factors that contribute to or hinder academic engagement in the program. A mixed-methods approach was adopted: quantitative data were collected through structured surveys, including 423 international students at 5 Chinese universities, measuring academic engagement levels and perceived barriers. Qualitative data were gathered through 25 in-depth semi-structured interviews exploring participants' experiences and perspectives. Quantitative data were analyzed using descriptive analysis. Interview transcripts were analyzed using inductive thematic analysis.

A2 - 3   P1j-101

Day 1 (DEC 8) 13:30 - 15:00

YIA 506

Unconventional Paths: An Exploration of the Evolving Motivation of Chinese Exchange Students in Africa

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Drawing on self-determination theory, this study investigates the evolving motivation trajectories of Chinese students exchange in Africa, addressing the gap in understanding the motivations of unconventional student mobility beyond the western region. Departing from the prevailing static view taken by existing studies that focuses on factors shaping motivations for studying abroad, this research adopts a dynamic perspective to examine how motivation per se evolve in response to the experiences and realities encountered during the students' exchange journey. By adopting an exploratory qualitative inquiry through semi-structured interviews, this research seeks to advance understanding of students' evolving motivations through their interactions with new environments and intercultural experiences. This study will provide an important piece of jigsaw in adequately understanding international students mobility within the Global South context.

A2 - 4   P1d-41

Day 1 (DEC 8) 13:30 - 15:00

YIA 506

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

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Based on the stress-support matching hypothesis and self-determination theory, this qualitative research intends to investigate how Chinese international postgraduate students in the UK perceive the role of informal peer support (IPS, a type of social support spontaneously sought or received by peers) in relieving transitional stress. Accordingly, six Chinese international students pursuing their postgraduate degrees (2021-2022 cohort) in the UK were interviewed regarding their various experiences and perceptions of IPS during their transition. Thematic analysis was used to analyse the interview data. Results demonstrate that in general, when IPS matches their demands during the transition, it is beneficial for their well-being by buffering their transitional stress successfully. However, IPS is not perceived as helpful in some cases, such as mental illness experiences and emotion co-rumination. Theoretical and practical implications of the findings regarding stress-buffering and well-being promotion for Chinese international postgraduate students in the UK are discussed.

A3 - 1   P1t-211

Day 1 (DEC 8) 13:30 - 15:00

YIA 507

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

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Since the Ministry of Education approved the BTI (Bachelor of Translation and Interpreting) programme in 2005, the training of translation and interpreting professionals in China has undergone a period of increasingly rapid development. Currently, a total of 301 institutions offer this programme, about one-fifth of which are private colleges. In comparison to their public university counterparts, private colleges in China encounter certain disadvantages, particularly in terms of faculty, student recruitment and educational resources. However, existing research on translation and interpreting programmes has predominantly focused on areas such as curriculum design and educational reform, paying relatively little attention to the present situation and career development of teachers. Given that the BTI programme, distinct from English and Business English majors, has been inherently practice-oriented since its inception, it places unique demands on its teaching staff. In this regard, this paper serves as a case study conducted at a private college in Zhejiang province. It first examines the crises faced by interpreting teachers due to their three-fold identity as teachers, practitioners and researchers, and subsequently discusses the underlying factors using the self-discrepancy theory. Empirical evidence is then analyzed with the ecological framework of teacher agency to demonstrate how these teachers act to overcome some of these crises and pursue career development. Additionally, this paper emphasizes the need for college administrators to acknowledge the diverse paths of career development among teachers facing similar problems, with the aim to effectively harnessing their individual strengths and ensuring faculty stability.

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A3 - 2   P1e-20
Day 1 (DEC 8) 13:30 - 15:00
YIA 507

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

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Background: Current research on mindsets has transitioned from focusing solely on their impact on performance to examining how various classroom factors, such as teachers' and peers' mindsets, contribute to their diverse effects. This is known as the Mindsets × Context hypothesis. Additionally, it is worth exploring whether the broader cultural norms in a given society, known as the macro context, can further elucidate the differences in mindsets. Furthermore, does this influence extend to understanding the well-being of students?

Aim: To address these inquiries, we investigated the correlation between students' mindsets and their well-being (meaning in life, positive affect, life satisfaction), specifically in relation to the socio-cultural surroundings and norms such as power distance and social mobility.

Methods: We analyzed a global dataset with 78 societies (n = 612,004 adolescents) using multilevel analysis.

Results: The interaction results showed that the role of students' growth mindset on well-being depends on the cultural environment. Growth mindsets positively predicted well-being scores in general. However, the associations were stronger in countries with lower power distance and higher social mobility.

Conclusions: These results contest the notion that growth mindsets universally yield positive outcomes across all societies. Instead, when students with growth mindsets are immersed in an environment that has a higher level of power distance and low social mobility, growth mindsets have little impact on well-being. Therefore, it is crucial for researchers to account for societal norms when seeking to comprehend and cultivate students' growth mindsets and well-being.

A3 - 3   P1k-130
Day 1 (DEC 8) 13:30 - 15:00
YIA 507

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

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While acknowledging teacher feedback's impact on student achievement is prevalent, a research gap exists in comprehensively assessing children's feedback orientation. Feedback orientation pertains to children's perceptions of teacher feedback, shaping their use of feedback to enhance academic performance and learning outcomes. Feedback orientation encompasses four pivotal facets: the perceived utility of teacher feedback, self-efficacy in utilizing it, a sense of responsibility for leveraging it to bolster academic performance, and social awareness in fostering a positive student-teacher relationship. The quantitative research involved 109 Chinese primary students learning English as a foreign language (EFL) in mainland China. Results showed a significant positive correlation between children's feedback orientation and positive emotions related to English learning. These significantly positive correlation patterns were consistent in the relationship between the four specific aspects of feedback orientation and positive emotions. The study contributes theoretically by enriching feedback orientation research within primary education and the EFL context. Empirically, it provided evidence to support the feedback ecological model, integrating feedback orientation and learning outcomes (e.g., positive emotions, engagement in learning). Practically, children's feedback orientation is found to be significantly correlated with positive emotions in EFL, emphasizing the importance of training educators with effective feedback strategies to enhance orientation and emotional experiences, subsequently bolstering engagement in EFL.

A3 - 4   P1j-126

Day 1 (DEC 8) 13:30 - 15:00

YIA 507

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

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Rooted in the principles of Anthroposophy or Spiritual Science, this qualitative ethnographic research investigates the intricate interplay of spirituality within science education at a Steiner school. The overarching goal is to examine science pedagogical practices infused with spiritual principles to discern how teachers incorporate spirituality into their science teaching practices. Research methods comprising interviews, document analysis, and observations will be used in the study to meticulously explore the perspectives, science pedagogies, and challenges faced by four science educators in a Steiner school setting in Auckland, New Zealand.

The research outcome is anticipated to significantly contribute to the body of knowledge surrounding the application of anthroposophical principles in science teaching, offering valuable insights for educators and curriculum developers. It goes beyond merely addressing a knowledge gap, presenting nuanced information that can be a foundational resource for enhancing holistic approaches to science education. By shedding light on the intricate interplay between spirituality and science education, this study lays the groundwork for a more profound comprehension of the potential impact of anthroposophical principles on science pedagogy, thereby enriching the broader discourse on holistic science education practices and providing light in bridging two seemingly separate worlds, the physical and the spiritual realms.

A4 - 1   P1q-135

Day 1 (DEC 8) 13:30 - 15:00

YIA 508

To be Cosmopolitan with Indigenous Roots? The Experiences of Ethnic Chinese Humanities and Social Sciences Scholars

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Cosmopolitanism, a term traced back to ancient Greek philosophy and Enlightenment, entertains a social imagination of a globally connected world where diverse cultures interact rather than collide. Such heightened reflexivity implied by its nature has drawn critical reflections from many non-Euro-American humanities and social sciences (HSS) scholars. An important critique is that underlying cosmopolitanism is the intractable tensions between Western-dominated universal tenets and scholars' indigenous roots. Living with asymmetrical globalization, they are grappling with such tensions in their everyday thinking and living, driving them to rethink cosmopolitanism and propose alternatives that are more open and embrace pluriversality. Examples include rooted cosmopolitanism, critical cosmopolitanism, and decolonial cosmopolitanism. Nevertheless, these reflections remain highly conceptual so far, and there is a dearth of research that empirically explores how non-Euro-American HSS scholars experience and deal with tensions between universal tenets and indigenous roots. To fill the gap, this qualitative study employs a narrative inquiry to collect and analyze data from biographical interviews, articles, and books of eight ethnic Chinese HSS scholars in mainland China, Hong Kong, and overseas. It identifies three intertwined tensions these scholars experienced (i.e., linguistic, epistemic, and cultural tensions) and three types of strategy they employed: falling on one side of universal tenets or indigenous roots, rooting cosmopolitanism, and cosmopolitanizing roots. This study reveals the nuanced complexities of cosmopolitanism with empirical particulars, sheds new light on the relationship between universality and particularity in HSS research, and discusses the possibility of constructing more inclusive cosmopolitanism by drawing on non-Western traditions.

A4 - 2   P1k-70
Day 1 (DEC 8) 13:30 - 15:00
YIA 508

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

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Researchers have been increasingly investigating students' language learning through short videos. However, little is known about Chinese ethnic minorities who learn English as a third language but have a low willingness to communicate. This research will address this gap by introducing short-form video-assisted language learning on TikTok, one of the world's most popular short-form video-sharing apps. There will be two phases: a pilot study and a quasi-experimental study. The researcher will recruit participants from two Yunnan Minority Culture and Translation course classes at a Chinese university. Both classes comprise 45 students, with 17 students from ethnic minorities in one class and 18 in the other. One class will produce six short videos related to targeted ethnic culture (TikTok group) and the other will take a traditional voice recording-based presentation (control group). The researcher will collect data through classroom observation, projects, scales, written reflections, and semi-structured interviews. The results will help improve L3 English education for ethnic minority students in China and provide practical implications for trilingual curriculum reform.

A4 - 3   P1v-263

Day 1 (DEC 8) 13:30 - 15:00

YIA 508

Less Could Be More: Ethnic Minority Teachers' Agentive Roles in Policy Enactment

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A policy called "ethnic culture into campus" has recently been set to facilitate cultural transmission via the K-12 schooling in China. To understand how teachers' agentive roles play out to enact this policy in a certain ethnic minority district in southwest China, this study examined the local voices of city, town, and village kindergarten teachers from a socio-cultural perspective. An ethnographically informed and inductive-interpretative approach was adopted to collect and analyze various types of data. Results showed that there were various perspectives among these teachers: i) explorative and engaging, ii) suggestive and distancing, (iii) spatial and temporal, and (iv) resisting and defying. Also, it was evidenced that only the explorative and engaging agentive perspective could lead to specific strategies in mobilizing various cultural resources. Teacher resilience and collective momentum together were found to activate limited yet much needed local efforts and resources to enact the government policy in terms of cultural transmission.

A4 - 4   P1l-124

Day 1 (DEC 8) 13:30 - 15:00

YIA 508

Kindergarten Teachers' Way of Experiencing Teaching for Ethnically Diverse Children: A Phenomenographic Study

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Internationally, there is a growing concern regarding insufficient preparation of the teachers in mainstream kindergartens to teach for ethnically diverse children. As teacher educators, we are concerned about how to facilitate kindergarten teachers in Hong Kong to improve their teaching. In this study, we adopt the research approach of phenomenography to investigate the research question of: What are the qualitatively different ways teachers experience teaching for ethnically diverse children? We conducted individual semi-structured interviews with 26 in-service kindergarten teachers. Four ways of experiencing were identified. Teaching for ethnically diverse children can be experienced as: adjusting instruction (A), expanding modes of expression (B), exploring new possibilities (C), and embracing inclusion (D). We recommend teacher educators to discuss our results with teachers in professional development programmes, making them aware of alternatives and appropriate more advanced ways of experiencing. Moreover, our results also reveal the benefits ethnically diverse children bring to all children.

A5 - 1   P1b-32

Day 1 (DEC 8) 13:30 - 15:00

YIA 509

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

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本文基於 OECD 組織"青少年社會與情感能力"國際測評的教師調查數據，運用多種計量方法，考察了不同特徵中小學教師在社會與情感能力方面的成長型思維水平差異，以及不同階段（職前培養和職後培訓）、不同程度（不同的培訓時長）的社會與情感能力教育對於個人社會與情感能力成長型思維的效果差異。研究發現：中國蘇州的中小學教師總體具備一定的社會與情感能力成長型思維，即認為自身社會與情感能力是可以改變的。其中，相比 30 歲以下、碩士及以上學歷的教師，30-50 歲教師（佔樣本教師一半比例）、本科及以下學歷教師的社會與情感能力成長型思維水平顯著更低。在有關社會與情感能力及其發展培訓的影響效果方面，無論是職前階段教育還是在職培訓，社會與情感能力教育對中國中小學教師的成長型思維均不存在顯著影響，與全樣本結果存在差異。

A5 - 2   P1a-8

Day 1 (DEC 8) 13:30 - 15:00

YIA 509

Mental Damage Compensation Claims and Biased Verdicts in School Bullying Cases - an Analysis Based upon 136 Public Civil Cases

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To investigate whether the victims' compensation claims for mental damage can be met in judicial verdicts, the research looked into 136 civil cases of school bullying on China Judgements Online, taking them as samples to conduct descriptive statistics and regression analysis on physical and mental damage, total compensation and mental damage compensation. The results show that the bullied demand higher compensation for mental damage but receive less than what they claimed; the total compensation has a positive correlation with the severity of physical damage but is less subject to that of mental damage; the mental damage compensation amount increases as the severity of mental damage goes up while the increase is not significant until the severity reaches the level of serious. These indicate that the judges pay more attention and relate more to physical injury while having bias and insufficient emphasis on mental damage, causing a lower compensation amount for mental damage. When dealing with bullying cases, the judge shall understand the situation of victims with empathy, enhance awareness of mental and psychological issues, take multiple factors into consideration in the verdict on mental compensation, decide upon the compensation amount based on the severity of mental damage, and increase the amount of mental damage compensation appropriately, as a remedy to comfort the bullied.

A5 - 3   P1s-242

Day 1 (DEC 8) 13:30 - 15:00

YIA 509

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

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爲探討學校過程性投入與高職學生社會情感能力的關係、學生主動性學習參與和規則性學習參與的中介作用以及父母情感支持的差異，採用學生感知的學校辦學過程投入問卷、社會情感能力問卷、學習參與量表和父母情感支持量表對全國 35 所高職院校的 13921 名大一到大三的學生進行調查。結果顯示：（1）學校過程性投入顯著正向預測學生的社會情感能力；（2）學生的主動性學習參與和規則性學習參與在學校過程性投入與學生社會情感能力之間起部分中介作用，並且主要通過主動性學習參與發揮作用；（3）父母情感支持調節了中介效應模型的前半段，父母情感支持水平更高的羣體中，學校過程性投入對學生主動性和規則性學習參與的正向預測作用更強。研究結果有助於瞭解學校辦學的過程性投入對學生社會情感能力的影響機制以及家庭情感支持差異的影響，對培養和干預高職學生的社會情感能力提供了證據支持。

B1 - 1   P1d-21

Day 1 (DEC 8) 15:15 - 16:45

YIA 504

Who are Expected to Pursue Doctoral Degree? A Quantitative Analysis of 2021 Data in China

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The aim of this study is to explore factors involved in pursuing a doctoral education. We adapted human and social capital theory as theoretical frameworks to examine academic and economic factors involved in pursuing a doctoral degree, considering different institutional backgrounds. The data used were collected from the Graduate Student Satisfaction Survey conducted by the China Academic Degrees and Graduate Education magazine. We obtained the data from 12790 respondents in 2021.Descriptive statistics and HLM were used in the analysis. The results show that gender and family income affected students' decision to pursue a doctoral education. In addition, academic performance factors including the number of published papers, education achievement satisfaction, had positive effects on application in doctoral education. Students in World-class construction university were more likely to pursue a doctoral degree than those in Non-double first-class construction universities This study has implications for the demands of postgraduate students taking doctoral degrees.

B1 - 2   P1i-125

Day 1 (DEC 8) 15:15 - 16:45

YIA 504

Impacts of Social Class on Educational Aims of PhD Students in Hong Kong

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Research on doctoral students' educational aims have mostly been conducted from a psychological perspective. We are currently investigating educational aims of PhD students in Hong Kong by their social class and how PhD students in Hong Kong in distinct social classes achieve their educational aims during their studies with reference to a theoretical framework developed on the basis of Cheng's (1998) analytical framework of educational aimed values, Weidman et al.'s (2001) framework for the socialization of graduate and professional students, and Bourdieu's (1977, 1997) capital theory. Semi-structured interviews are being conducted with PhD students in Hong Kong. Initial results appear to indicate that PhD students in Hong Kong, irrespective of their social class, pursue doctoral education to achieve academic excellence, which is viewed as constitutively desirable as a necessary part for a career in tertiary institutions. Social capital most significantly impacts doctoral students' socialization strategies for achievement of educational aims.

B1 - 3   P1d-80

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YIA 504

From Intention to Action: An Analysis of Motivating and Constraining Factors in Chinese Master's Students' Decision to Pursue the Doctorate

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This qualitative study investigates motivating and constraining factors influencing Chinese master's students' pursuit of doctoral studies. Thirty-four participants from diverse disciplines engaged in semi-structured interviews. The findings unveil the interplay between active choice and external constraints in their decision-making process.

Motivations include avoiding employment, associating with accomplished individuals, and achieving the highest educational qualification. Rural background students see a doctorate as a status enhancer.

This study underscores the role of doctoral education in assessing educational equity in contemporary China. Pursuing a doctorate is perceived as a platform for intellectual growth and personal development, yet some master's graduates prioritize career over research. Policy suggestions involve adapting to doctoral supply and demand shifts, increasing enrollment capacity, and aiding disadvantaged groups. Universities should foster research conditions, mentors should assess students' potential comprehensively, and educational support must prepare master's students for doctoral pursuits. Flexibility in further education decisions is crucial.

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B1 - 4   P1b-22

Day 1 (DEC 8) 15:15 - 16:45

YIA 504

Social Support and Academic Engagement among Doctoral Students: The Mediating Role of Grit

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Drawing from the job demands-resources model, this study investigated the relationship between social support (including institutional, supervisory, peer, and family support) and academic engagement (including vigor, dedication, and absorption) among doctoral students. It further investigated the mediating role of grit (including consistency of interest and perseverance of effort) in the relationship between social support and academic engagement. Doctoral students (n = 472) from ten universities in mainland China responded to an online survey. Results showed that institutional and supervisory support positively predicted doctoral students' all three dimensions of academic engagement, while peer and family support did not influence academic engagement. Additionally, grit was found to mediate the several relationships between social support and academic engagement, with perseverance of effort displaying a greater strength than consistency of interest. This study underscores the importance of institutional support, supervisory support, and grit in promoting doctoral students' academic engagement. Limitations and implications are discussed.

B2 - 1　　　　　　　　　　　　　　　　　　　　P1s-207

Day 1 (DEC 8) 15:15 - 16:45

YIA 506

Exploring Female Rural EFL Teachers' Emotion Labour in China: A Social Role Theory Perspective

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While there is a renewed interest in probing language teachers' emotion labour in contemporary language education, this term has been increasingly used in ways that "fail to reflect its critical and feminist origins" (Benesch & Prior, 2023, p.2). Looking deeper, scarce attention has been paid to rural female language teachers, an important group in language education in China and worldwide, yet still needs to be explored in the current emotion labour research (Liang, 2019). To fill this gap, this study explored six rural female EFL teachers' emotion labour in China. Drawing on insights into gender stereotypes and feeling-related behaviours in social role theory (Ridgeway, 2001), we collected the data from classroom observations, semi-structured interviews, and narrative frames. The findings reveal four main stereotypic expectations for rural female EFL teachers: (1) being filial to parents (in choosing types and locations of professions); (2) rearing children and supporting husbands (in balancing work and life); (3) mothering/sistering students and educating to parents (in smoothening EFL teaching in rural schools); (4) being capable while avoiding standing out (in keeping a harmonious relationship with leaders and colleagues). Each of the four stereotypic expectations has aroused various emotions and triggered different emotion regulation strategies, including surface acting (e.g., temporarily giving up their dreams), deep acting (e.g., exploring the meaning of EFL teaching in rural schools), and genuinely expressing (e.g., being myself). Towards the end of this study, we proposed implications and suggestions for bettering rural female EFL teachers' professional lives in China and similar contexts worldwide.

B2 - 2   P1v-264

Day 1 (DEC 8) 15:15 - 16:45

YIA 506

Relationship Between Depression, Smartphone Addiction, and Sleep Among Chinese Engineering Students During the COVID-19 Pandemic

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Existing research has demonstrated that depression is positively related to smartphone addiction, but the role of sleep has not been discussed thoroughly, especially among engineering undergraduates affected by the coronavirus disease 2019 pandemic. This study examines the relationship between smartphone addiction and depression, with a focus on sleep as a mediator among engineering undergraduates. A cross-sectional survey involving 692 engineering students from a top Chinese university employed multistage stratified random sampling. Data encompassed demographic variables, the Smartphone Addiction Scale-Short Version (SAS-SV), the 9-item Patient Health Questionnaire, and the Pittsburgh Sleep Quality Index. Pearson correlation and multiple linear regression analyses were used to examine the association between smartphone addiction and depression, while structural equation models were established to evaluate the possible mediating role of sleep. Based on the cutoffs of the SAS-SV, the rate of smartphone addiction was 63.58%, with 56.21% for women and 65.68% for men, among 692 engineering students. The prevalence of depression among students was 14.16%, with 17.65% for women, and 13.18% for men. Smartphone addiction was positively correlated with depression, and sleep played a significant mediating effect between the two, accounting for 42.22% of the total effect. In addition, sleep latency, sleep disturbances, and daytime dysfunction significantly mediated the relationship between depression and smartphone addiction. The mediating effect of sleep latency was 0.014, the mediating effect of sleep disturbances was 0.022, and the mediating effect of daytime dysfunction was 0.040. The influence of sleep latency, sleep disturbances, and daytime dysfunction accounted for 18.42%, 28.95%, and 52.63% of the total mediating effect, respectively. The results of the study suggest that reducing excessive smartphone use and improving sleep quality can help alleviate depression.

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B2 - 3   P1m-201

Day 1 (DEC 8) 15:15 - 16:45

YIA 506

Students' Attitudes Toward the Quality of School Life in Hong Kong Religious Schools

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Fostering a positive attitude towards school life in students has beneficial outcomes in academic achievement, school satisfaction, and learning motivation. However, research regarding students' perceived quality of school life in religious schools is limited, and this study aims to fill this gap. The aims of this paper include 1) identifying salient aspects of school life in students enrolled at religious schools and 2) investigating the relationships among personal and school religious affiliations, religious affect, well-being, personality, demographic variables (age and sex), and attitudes toward school life. A total of 3,750, aged 12 to 18 secondary school students in Hong Kong participated in a questionnaire survey and responded to validated scales anonymously in 2023. Over 92 percent were Hong Kong-born, with an even distribution of males (50 %) and females (49.8%). Over 60 percent were affiliated with a religious faith. The findings of this study revealed six important aspects of school life to students, namely general school character, experience of school, school worship, stewardship of creation and relationships in school, teachers and the staff, and religious school character. Religious affect, well-being and extraversion were positively associated with attitudes toward school life, but not with toughmindedness and anxiety. Results of one-way MANOVA further illustrated differential impacts of personal and school religious affiliations and demographic factors on students' attitudes toward school life across groups. Implications of the strategies to promote students' perceived quality of school life in religious schools are discussed.

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B3 - 1   P1t-183

Day 1 (DEC 8) 15:15 - 16:45

YIA 507

International Student Experience in China: A Systematic Review from a Person-in-Context Perspective

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International student experience has become a salient topic in the context of unprecedented student mobility. However, there is limited systematic understanding on international student experience in 'unorthodox' destinations such as China. The contrasts with China's rise to the top study-abroad destination in Asia. Furthermore, a review of literature on student mobility reveals limited dialogue between environments and agency camps, calling for understandings on how environments and agency co-shape international student experience.

To fill such gaps, this study conducts a systematic review on international student experience in Chinese HE from a person-in-context perspective. Specifically, in December 2022 I searched in Web of Science and Scopus for publications from 1996 (when the China Scholarship Council was established) to 2022 on international students in China. The search yielded in total 1,487 (after removing duplicates) results. After two rounds of screening, 47 empirical articles examining interactions among environment and individual factors on international student experience in the Chinese HE context were included.

This review examines the vexed environment-person relationship in international student experience in the Chinese HE context by deconstructing how they influence each other and co-produce the diversified intercultural outcomes. In particular, it reveals 1) Environments and agency are mutually shaping; 2) Both individual-level and environmental-level factors are subject to constant changes requiring time-sensitive and space-sensitive understanding; 3) Cross-cultural outcomes are produced via the (in)congruence between individual-level and environmental-level factors; 4) Intercultural outcomes are highly diversified in China.

B3 - 2   P1r-141

Day 1 (DEC 8) 15:15 - 16:45

YIA 507

Transformative Learning of South Asian Students in Chinese Mainland Universities' Local Chinese Language Teacher Education Programs

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In this qualitative study, we delved into the transformations experienced by South Asian students as they transitioned from language learners to teaching professionals, as well as how local teacher education programs contribute to this transformation. Our approach involved coding data obtained from in-depth interviews with 13 participants using grounded theory and in the context of Mezirow's transformative learning theory to derive novel and meaningful insights. Findings suggested that the majority of South Asian students acknowledged experiencing emotional, conative and cognitive transformations within the program, which significantly contributed to their attainment of personal life objectives. The findings provided novel insights into how specialized language teacher education facilitates perspective transformation across cultural and professional domains, and into enhancing Chinese universities' support of international students' positive development

B3 - 3   P1l-167

Day 1 (DEC 8) 15:15 - 16:45

YIA 507

Local or Foreigner? Mainland Chinese Doctoral Students' Research Journey in Hong Kong

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This study delves into the unique challenges faced by mainland Chinese doctoral students studying in Hong Kong, a culturally diverse environment. It seeks to explore the coping strategies employed by these students. Qualitative interviews were conducted with 24 participants from four Hong Kong universities, yielding insights into three primary challenges: (1) Academic Stress and Publishing Pressure; (2) Social and Cultural Adaptation; (3) Language Barriers. To navigate these challenges effectively, the students employ various coping strategies, including Peer Support, Seeking Respite, and Family Support. Notably, this research highlights the development of an "in-between" identity among these students, serving as a bridge between local and non-local attributes within Hong Kong's hybridized cultural and political higher education landscape. This research contributes to a nuanced understanding of mainland Chinese doctoral students' experiences in Hong Kong, emphasizing the complex interplay between global, national, and local influences on their academic journeys and well-being.

B3 - 4   P1q-178

Day 1 (DEC 8) 15:15 - 16:45

YIA 507

Pursuing Doctoral Research in a 'Semi-Peripheral' Country: Reflexive Narrative of a Japanese Student's Learning Experience in China

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Research has explored international doctoral students' learning and research experiences from the Global South to the North. However, few studies have investigated the reversed mobility from the North to the South. To fill this gap, this reflexive narrative study offers a Japanese doctoral student's learning journey in China by drawing upon Bhabha's notion of 'in-between space', Gill's work on intercultural adjustment and Mulvey's argument on China's 'semi-periphery' positionality in international higher education. The narrative shows how the Japanese student's doctoral journey was characterised by a sense of 'in-betweenness' at the micro level and macro backdrop. It reflects the usefulness of examining the particularity of international doctoral students' learning experiences at a much more fine-grained level via a more intercultural lens. This narrative demonstrates a nuanced account of an international doctoral student's experiences from the Global North to the South. This research also provides a policy implication to enhance international PhD student education in China.

B4 - 1   P1r-235

Day 1 (DEC 8) 15:15 - 16:45

YIA 508

Preparing Computationally and Digitally Literate Citizens through University Education: Evidence from an Evaluation Study

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Stepping into the age of artificial intelligence, people are expected to face changes in almost every aspect of life that they have never seen before. The abilities to understand, to use, and to evaluate data are becoming increasingly important. Consequently, university education plays a vital role in preparing students to be computationally and digitally literate citizens. This study presents a study of two new core information technology (IT) courses, which are taken by all first-year undergraduate students of a university in Hong Kong, for equipping students with computational thinking (CT) and digital literacy (DL) skills. An evaluation study was conducted in the first year of full implementation of the two courses in 2022–2023. In two academic terms, pre- and post-course student surveys were conducted to collect data on three constructs: CT and DL self-efficacy (course-specific and general), and attitudes towards information and communication technology (ICT) for learning. Multi-group confirmatory factor analysis (MGCFA) was used to examine the fit of the factor models to the data and to test for measurement invariance (MI) between the pre-course and post-course factor models. Results show acceptable to good fit of the factor models to the data and support scalar invariance. Additionally, pre-post differences in the three constructs are significant positive, indicating improvements after students took the courses. This paper concludes by highlighting the possible success factors and the major concerns in curriculum design and implementation.

B4 - 2   P1g-24

Day 1 (DEC 8) 15:15 - 16:45

YIA 508

Practicing Citizenship in the Digital Era: Examining Chinese Higher Education Students' Practices of Digital Citizenship

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The sustaining development of information and communication technology has brought dramatic changes to the lives of human beings, including the way people think, communicate, and engage in social and civic affairs (Choi, 2016). In this circumstance, traditional concept of citizenship is limited in its application in the digitalized society and researchers therefore proposed a new concept: digital citizenship. Review of current research on digital citizenship suggests that most of them were conducted in Western social context. There is limited research focusing on investigating digital citizenship in non-western context, especially China. This research aims to respond to this research gap by examining Chinese university students' digital citizenship practices using a self-developed questionnaire instrument (verified reliability and validity). This research recruited 820 students using purposeful sampling method which takes gender, educational level, and educational background into consideration. The statistical results suggest Chinese university students demonstrate overall 'good' practices of digital citizenship: having confidential attitudes towards digital literacy skills; responsible in fulfilling responsibilities; behaving ethically online; showing respect for other's legal rights in the online community and are able to protect personal rights (e.g., right of privacy). However, students overall demonstrated a relatively low passion for engaging in civic affairs online. This research could theoretically contribute to current knowledge of digital citizenship in non-western social context. Also, practically, this research provides empirical data of students' practices of digital citizenship, which has the potential to assist educators and policymakers in identifying gaps between teaching and learning and promote the development of digital citizenship education.

B4 - 3   P1a-17

Day 1 (DEC 8) 15:15 - 16:45

YIA 508

Investigating the Effectiveness of a Course-based Digital Research Project in Facilitating Students' Enhancement of Digital Literacy Skills: A Case Study in Hong Kong Higher Education

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The rapid technological developments in the digital era have led to substantial changes to higher education curricula. This paper reports on a study which examined students' enhancement of digital literacy skills through the completion of a course-based digital research project. Consisting of a number of collaborative tasks including the production of a website and a video, the research-oriented project was incorporated into a sociolinguistics course offered to undergraduate students at a university in Hong Kong. A total of 57 students participated in the project as one component of the course assessments. Upon completion of the project, each of them wrote a 600-1000 end-of-project essay reflecting on their learning experiences. Based on an analysis of their written reflections, we found that students' use of technology facilitated their development of various digital literacy skills, including branching literacy, information literacy, reproduction literacy, socio-emotional literacy and technical literacy. While the nature and requirements of the assessment tasks may have limited students' development of photo-visual literacy, positive experiences in students' development of information and communication technology skills were also reported. It is recommended that similar technologically-based, discovery-enriched assessment tasks be implemented within the existing curricula in the higher education sector. To enhance students' development of photo-visual literacy, teachers are also recommended to provide students with more opportunities for students to make use of visual graphics in their work.

B5 - 1   P1a-37

Day 1 (DEC 8) 15:15 - 16:45

YIA 509

Gender Differences in the Subjective Well-being of Older Adult Learners in China

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The trend of feminization of the aging population" and "feminization of the senior population in China is accelerating, and the differences in the subjective well-being of older adults are becoming more and more obvious. This study combines gender theory with gender differences as an entry point, based on 436 survey data, and examines effects and differences between learning engagement on the subjective well-being of older Chinese learners by gender. The study found the following: learning can enhance the subjective well-being of older people; there were significant differences in the subjective well-being of older adult learners by gender in two dimensions, namely, physical and mental health experience and adaptation satisfaction experience; and the positive effect of learning engagement on subjective well-being of female older adults was more pronounced and thus had a stronger effect on their subjective well-being. In addition, the gender equality of older adults' learning participation and gender differences in learning needs are further explored based on the gender theory perspective, and this gives suggestions for enhancing older adult learners' subjective well-being.

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B5 - 2   P1a-18

Day 1 (DEC 8) 15:15 - 16:45

YIA 509

Qualitative Analysis of Primary School Teachers' Sense of Burden and the Optimize Path of Quality of Work Life in the " Double Reduction " ——Based on the Perspective of the Quality of Work Life Theory

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In the context of " Double Reduction ", primary and secondary school teachers' burden has increased, and their work and life have been affected in some aspects. From the Quality of Work Life (QWL), based on personal, work, organizational, and social four dimensions, then select indicators that cause teachers' sense of burden in the context of "Double Subtraction ". Through in-depth interviews with primary school teachers, their sense of burden brought by the " Double Subtraction " is embodied as follows: extension of working hours, self-development, work-family imbalance in the personal dimension; non-teaching related matters, interpersonal relationship and education system, salary and welfare in the work and organizational dimension; social dimension is reflected in issues such as insufficient social support, social expectations, and social security. The paths to optimize the teachers' quality of work life: empowering teachers and returning teacher-based; improving education management system and authorizing school; constructing family-school-community integration pattern and strengthening the Teacher's Occupational System Guarantee.

A Room with a View: Love Narration, Lifestyle and Aesthetic Taste

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The love narration presents the cultural landscape of family ethics, opinion of values and social mentality in a particular era by describing love and marriage in daily life. A Room with a View, a novel of E. M. Forster, is the only one with a happy ending. Ostensibly, the novel is an "Austin love story" by employing the traditional narrative of love and marriage, but actually it shows the changes of life style and aesthetic taste in this period. Due to the prevailing materialism, utilitarianism and rationalism during the Edwardian period, the taste which should embody aesthetic and cultural aspects was alienated into the instruments of manifesting class status and material wealth, thus a kind of "Philistinism taste" was developed. Forster echoes with Matthew Arnold's concept of "beauty" by stressing that gentility is an external and superficial taste, while the highest realm of taste is the drive to moral cultivation and emotional cognition. Forster's profound cultural vision can be revealed from his view of taste that he not only concerns with the individual taste for cultivation of the mind but also calls for the collective one which is crucial to the construction and maintenance of community.

B6 - 1   P1s-245

Day 1 (DEC 8) 15:15 - 16:45

YIA 510

兒童新聞的情景語境與語篇結構特徵分析研究

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為給新聞閱讀與寫作教學提供理論支持，本研究以系統功能語言學的語篇體裁理論為基礎，運用語境配置理論和綱要式結構理論，以一篇兒童新聞文本為例，深入分析兒童新聞的情景語境與語篇結構特徵，發現相比一般新聞文本，兒童新聞在這兩個方面有其自身特性。在語言表達形式上，作者不僅使用問句、第二人稱以及「我們」一詞等語言手段與兒童讀者進行親密互動，還通過豐富的語氣詞與生動的疊詞使語言呈現出生動活潑的特點。在語篇結構上，導語部分未將重要資訊交代完整，而是採用圖片進行輔助說明；背景部分則通過故事文化背景加事件背景來共同說明新聞事件的上下文背景；詳細說明部分與評價部分有參雜糅合的情況。通過分析發現，以上特性都與兒童讀者的閱讀水準與認知特點有密切聯系。

將以上研究結果運用於語文教學，可引導學生學習兒童新聞體裁的閱讀策略（預覽策略、與個人經驗聯系策略等）與寫作策略（兒童讀者視角的語言表達策略、文本結構組織策略等）。

B6 - 2   P1j-105

Day 1 (DEC 8) 15:15 - 16:45

YIA 510

智慧創客教學在幼兒方案課程運用之探究

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本研究以"手作烹飪"和"家庭衝突"兩個校本方案課程，運用智慧創客 KTAV
（Knowledge，Technology，Ability，Value）教學模式知識解碼、知識螺旋、知識重
組、知識創新學習食譜，探析大班幼兒，在三個月深入探究中，知識、技術、能力、
價值四方面的學習成效。

本研究採質性個案研究，以澳門 S 學校幼稚園 28 名 K3 幼兒為研究對象，通過錄影、
照片、訪談、經驗圖表、教學反思、家長回饋等資料分析和整理。研究結果發現：
（一）幼兒對於烹飪食材、調理方法、程序、工具使用等知識完全掌握；對於家人衝
突的起因、類型、表達方法能理解，達到知識學習目標。（二）動手操作中能掌握烹飪
的切洗、長短、數量、攪拌、捏塑等技術；體驗活動中學習溝通技巧，經由專家對話
獲得溝通方法。（三）能力表現能分辨烹飪程序正確性；同儕相處能省察自己行為的合
宜性，並適時調整與改善等。（四）烹飪的食物會餽贈家人與他人，並表達感謝與關
懷；創編家庭衝突劇，學習分工表演，喚起家人情緒管理、溝通、愛的方法。

B6 - 3　　　　　　　　　　　　　　　　　　　P1e-58

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YIA 510

少子化全球現況-澳門幼稚園面臨經營衝擊與挑戰

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本研究探討少子化趨勢下，澳門幼稚園 K1 招生面臨的困境，與政府教育政策對其經營造成的影響和因應策略。本研究採用質性研究之現象學研究法，通過立意取樣邀約澳門公、私立幼稚園主任、教師、家長、私教中心負責人及行政機關人員，共 13 名進行半結構訪談。研究結果發現:（一）政府縮班擴額，每班收足 25-35 人，導致師生比例高、幼兒活動空間受限、小型學校收生困難等問題；（二）政府資金分配以班額為依據，班額少的學校難獲得充裕的經費來改善教育品質，資源配置不均；（三）教師超額明顯，但融合師資仍不充足。基於研究結果建議：（一）政府參照出生率與統計跨境學生人數、每間學校空間面積、教師數量調降班額，對於同地區二、三級學校可以"資源合併"，教育經費以地區投放，實現資源共享；（二）學校增加行政人員，高校緊縮師資培育量，可轉型為終身學習場域；（三）學校引進創新教育理念，鼓勵教師轉型為融合教師，加強家、校、社的溝通與合作，提升教保品質。

B6 - 4   P1d-67

Day 1 (DEC 8) 15:15 - 16:45

YIA 510

幼兒園教師工作環境質量與職業幸福感關係研究

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幼兒園教師的職業幸福感水平是影響師幼互動質量的重要因素，關注幼兒園教師幸福感是建設新時代學前教師隊伍的應有之義，同時對於提升學前教育質量、穩定學前教師隊伍有着較強的積極作用。已有一些文獻表明幼兒園教師的職業幸福感受其外在環境所影響，但現有的研究較少探討工作環境中的要素對於其職業幸福感的具體影響。隨着對於學前教育質量的進一步關注，幼兒園教師工作環境質量的探討也相對較少。因此，本研究聚焦於探討幼兒園教師工作環境質量與職業幸福感之間的關係，選取河北省 H 地區 450 名幼兒園教師爲研究對象，依託組織氛圍理論自編幼兒園教師工作環境質量問卷，經三輪檢驗後發放正式問卷，採用 SPSS22.0 進行基本統計分析和迴歸分析經數據檢驗得出幼兒園教師工作環境質量與職業幸福感之間的關係模型。

C1 - 1   P1t-225

Day 2 (DEC 9) 09:00 - 10:30

YIA 504

Incapable or/and Vulnerable? Higher Vocational Graduates' Transition to the Labor Market

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Higher vocational education (HVE) in mainland China has been positioned as "inferior" education which tends to produce "cheap workers". Despite unprecedented top-down policy priorities aiming to empower Chinese vocational education in recent five years, HVE still seems to be the least desirable higher education destination, only recruiting students with poor academic records and less advantaged family backgrounds. Perhaps unsurprisingly, vocational graduates stumble across the transition to the workplace not only due to insufficient employability capital possessed by vocational graduates but also discrimination towards vocational degrees embedded in the labor market. However, investigations on vocational graduates' transition to the workplace are surprisingly scant despite no sector in higher education is more closely associated with employability than HVE, which is the gap this study tries to fill in. Adopting Bourdieu's thinking tools of field, habitus, and capital, this study conducted 34 semi-structured interviews with vocational graduates. This study finds that: firstly, perceived diploma inferiority overwhelmingly pervades among this group; secondly, they trust heavily on the role of human capital largely due to a lack of access to other forms of capital (e.g., cultural and social capital); thirdly, vocational diploma and education don't seem to bring they to the occupation they expected. Most of them still land blue-collar jobs below their expectations.

C1 - 2   P1v-224

Day 2 (DEC 9) 09:00 - 10:30

YIA 504

Do Students' Background Characteristics Matter in Professional Education? A Case Study of Shipping Education in Hong Kong

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The changing labor market and growing demand for skilled professionals have elevated the importance of professional education, which now welcomes students from diverse backgrounds. Yet, a notable research gap exists regarding how students' backgrounds affect their outcomes in professional education, necessitating further exploration. This study, focusing on a shipping program in Hong Kong, empirically explores the student background characteristics that affect their learning outcomes and GPA. Based on stated preference data (N=108) and revealed preference data (N=323), we aim to reduce hypothetical bias and ensure a comprehensive understanding of the intricate factors influencing students' perceptions and experiences within the context of professional education. Five dimensions of student learning outcomes are measured, including, professionalism, strategic thinking, lifelong learning capability, career development, and GPA. The findings indicate that there are no relationships between student background characteristics and their learning outcomes, except gender, work years, salary and undergraduate major. This study underscores the inclusive nature of professional education, where training quality, rather than personal characteristics, is the key determinant of success.

C1 - 3   P1u-217

Day 2 (DEC 9) 09:00 - 10:30

YIA 504

The Necessity and Course Design of College Death Education in Mainland China: From the Perspective of Undergraduates

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Death education refers to "formal and informal methods for acquiring and disseminating knowledge about dying, death and bereavement" (Meagher & Balk, 2013). It has been proven to significantly reduce students' death anxiety (Durlak & Riesenberg, 1991). However, there is a lack of related courses in Chinese universities. To understand the demand for death education, this research examines the necessity and course design from the perspective of undergraduate students. The study used mixed-methods that included quantitative and qualitative data collected from a survey of 500 undergraduates and semi-structured interviews with 21 participants including students and teachers. The findings show that Chinese undergraduates have a strong demand for death education and recognize its positive role in deepening understanding of death, stabilizing psychological state, cherishing life, etc. They place the most value on course content related to mental management when confronting death, the meaning of life, and sociological perspectives on death. However, they place less value on topics such as philosophical perspectives on death and diverse death cultures. This demonstrates a preference for pragmatic aspects of death education. In terms of course formats, the experiential activity is least accepted due to excessive emotional shock and lack of cognitive content, while appreciation of artworks is highly accepted. This study highlights the necessity for conducting death education in regions where discussing death is considered taboo. It also indicates that the course design of death education needs to carefully consider local cultural context as well as student needs.

C1 - 4   P1n-142

Day 2 (DEC 9) 09:00 - 10:30

YIA 504

Research on the Participation of Higher Education in Global Climate Governance in the Context of Achieving Sustainable Development Goals

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Climate change is the biggest threat to global health in the 21st century. In the "post Paris era", countries have further improved their requirements on the breadth and depth of global climate governance. Higher education institutions, as an important subject with the functions of talent training, scientific research, social services, cultural heritage and innovation, should play an important leading role in the process of global climate governance, and strengthen the ideological attitude and knowledge storage of citizens, especially young people, to cope with environmental challenges. China's higher education institutions have relatively little research and practice on climate and environmental governance, which is not conducive to the construction of the goal of a community with a shared future for mankind and the realization of China's leading position in global environmental governance. Therefore, it is necessary to clarify the position of higher education in global climate governance and extend the mission of higher education to global climate governance. Based on the experience and lessons learned from other countries, this paper discusses the role and mission of higher education in global climate governance, so as to explore the Chinese model and plan for higher education to participate in global climate governance and promote the goal of sustainable development.

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C2 - 1   P1t-146

Day 2 (DEC 9) 09:00 - 10:30

YIA 506

Hierarchical Associations of School Climate and Achievement Goal Orientations in Children with ASD

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Background ASD Children's achievement goal orientations are known to affect children individual's beliefs and behaviour. However, we know relatively little on how school climate, regardless of individual or school level, is associated with ASD children's achievement goals, even though theoretical ideas can be derived from self-determination theory and empirical research on the impact of goal structures.

Aim Based on Achievement Goal Theory and Self-determination Theory, this study aims to explore the associations between ASD children's perception of school motivational climate and their achievement goal orientations at individual and school level.

Methodology This study recruited 315 5th grade children with ASD from 40 similar level's primary schools with verbal consent. All these children were required to fill out questionnaires on their achievement goal orientations and aspects of their school context and also collect demographical information. Using hierarchical linear modelling to analyse effects at individual and at school level.

Results ASD children's learning goal orientations and their general academic performance avoidance goal orientations varied significantly across schools. Positive perceptions of schools' feedback culture from peers and teacher at school level corresponded positively with learning goal orientations, and collaborative learning climate was negatively associated with performance (approach and avoidance) goal orientations.

Conclusion The results underline the importance of schools' motivational climate for children with ASD learning motivation and provide a starting point for developing strategies of harmonious school context development.

C2 - 2   P1c-30

Day 2 (DEC 9) 09:00 - 10:30

YIA 506

What do Special Education Teachers Teach? Study on the Subjects Taught by Special Education Teachers in Taiwanese Junior High Schools

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What does a special education teacher teach? This question appears to be a common inquiry posed to every special education teacher throughout their teaching career. The primary objective of special education is to assist students with special educational needs in developing the skills necessary for inclusive participation in society. It is essential to examine whether current special education teachers possess sufficient content knowledge to guide students in navigating the challenges of future society and to understand the true essence of their teaching expertise in the field of special education. In order to meet the aims of inclusive education, it is vital to establish the specific subjects that teachers are responsible for teaching. This study aims to investigate the current status of subjects taught by special education teachers in junior high schools in our country, with a focus on understanding their teaching subjects and proportions. The research methodology primarily utilizes secondary data analysis, analyzing information from curriculum platforms across various counties and cities. The results indicate that (1) Chinese, English, and Mathematics account for more than half of the taught subjects; (2) Special needs domain courses mainly consist of vocational education, social skills and life management; (3) Each special education teacher is responsible for teaching two or more subject categories. Based on the research findings, relevant recommendations are provided for educational administration and school management to consider.

C2 - 3   P1i-44

Day 2 (DEC 9) 09:00 - 10:30

YIA 506

Inclusion as a European Goal: Reflections on the Future of an Ethical Standard

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In post-pandemic societies of Europe, the future of education based on inclusion as an ethical standard needs to be readjusted. Expectations of educational policy regarding the realization of total inclusivity within the educational systems became even more overwhelming during the pandemic, particularly for in-service teachers (Bossen & Breidenstein, 2022). Hence, the ongoing failure to establish sustainable inclusive practices has grown particularly over the last years. As this increase of failure is simultaneously leading to different cloaking mechanisms, deeper reflections on the shape of inclusion as an ethical standard within the European discourses are crucial.

The talk aims to reflect on the dimensions of the inclusion concept and discusses how its discursive adaption has unintentionally led to failures in its implementation (Dorczak, ,2013). The talk follows ideology criticism (Horkheimer, 1987) by understanding inclusion as an ideology that does not match social conditions. Arguments in that regard are, for example, (1) its orientation towards Westernized standards, (2) its power to silence the voicing of different positions, (3) its role in shifting power to the already powerful, (4) its collision with democratic fundamentals, (5) its rejection of intentional exclusion, (6) its negative interference with educational goals and standards, (7) its collision with characteristics of human perception and (8) its tendencies to overrun particular cultural occurrences.

For improving the future of education in Europe, it seems necessary to rethink inclusion and work towards a realistic interpretation of the concept to effectively improve inclusive practices in the national in post-pandemic educational systems.

C2 - 4   P1b-27

Day 2 (DEC 9) 09:00 - 10:30

YIA 506

Differentiated Instruction Strategies for Primary School Mathematics Based on Teaching Difficulty Analysis

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This study aims to explore how differentiated instruction can be precisely implemented by analyzing the main difficulties in primary school mathematics teaching. Initially, by means of literature review and field observation, this paper identifies and analyzes the major difficulties encountered in teaching primary school mathematics, along with a discussion on the causes of these difficulties. Subsequently, founded on pedagogical theory, this research introduces a differentiated instruction strategy tailored to various types of teaching difficulties and considers individual differences among students. The paper then proposes a series of differentiated instruction strategies based on difficulty analysis, with specific teaching cases serving as the subject of discussion. Finally, through empirical research, this study investigates the effects of the differentiated instruction strategy, based on difficulty analysis, in actual teaching scenarios. The research outcomes indicate that this teaching strategy effectively enhances students' learning outcomes and assists teachers in their instructional design and implementation. This study offers a fresh perspective and practical guidance for primary school mathematics teaching, as well as inspirations for future research.

C3 - 1   P1q-213

Day 2 (DEC 9) 09:00 - 10:30

YIA 507

Elusive Educational Equities: The Chinese Middle-class Parents' Interpretations of School Choice Policy

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Policymakers and political philosophers have conducted productive discussions on school choice and educational equity, but few examine parents' perceptions of equity in daily discourses. This study explores Chinese middle-class parents' (n = 21) justice claims in Synchronous Admission Reform (SAR hereafter), which continues to limit parents' autonomy and strengthen the equal distribution of school resources. The findings suggest the contradictions and tensions between SAR's equity rhetorics and parents' justice claims. While parents recognise SAR's policy visions and representative politics, they show a pragmatic attitude and advocate distributing schooling situationally. Besides, parents identify the institutional partiality of SAR and adopt noncompliance to remediate the insufficient representative. Our analysis sheds light on the elusive educational equities in everyday discourses and offers a psycho-social lens for policymakers and practitioners to understand and conceptualise educational equity in a bottom-up way.

C3 - 2   P1l-193

Day 2 (DEC 9) 09:00 - 10:30

YIA 507

Global Discourse in National Curriculum Policy Making: The Case of China's Competence-based Curriculum Reform

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The rise of a global learning discourse emphasizing competencies, skills and learning outcomes has permeated education policy and curriculum making. Competence-based curriculum reform have become an internationally important educational policy concept in recent decades. Some might fear that the local flavour of education and   knowledge production system will evaporate when encountering the hegemony of global discourse.This paper, however, shows that the evolution of curriculum reform can emerge in new directions. Taking competence-based (suyang) curriculum reform in China as an example, this paper will explore how national curriculum reform responds to globalization and how transnational educational ideas are re-contextualized into national curriculum policy and institutional practices. First, we will compare meanings of "competences" as expressed in some typical frameworks, and second, we use a discursive framework to explain how these ideas have been translated when re-contextualised within Chinese curriculum reform. The results show that when re-contextualised within national borders, transnational ideas of competences are reconfigured. In the case of China, the competence-based curriculum reform highlighted issues of legitimacy and justifications both for drawing on policy traditions and background understandings among stakeholders, Chinese cultural tradition and also for adapting to policy pressures from transnational arenas.This process has led to the birth of "suyang",a hybrid concept.

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C3 - 3   P1t-129

Day 2 (DEC 9) 09:00 - 10:30

YIA 507

Trends and Patterns of China's International Education Cooperation Presence: A Quantitative Analysis of AidData's Global Chinese Official Finance Dataset

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China does not participate in the Organisation for Economic Co-operation and Development's (OECD) development co-operation reporting mechanism, nor does it voluntarily publish overseas development finance information. Despite recent efforts in quantitative research on China's foreign aid to other sectors, such as health, there is no known precedent for quantifying China's international education cooperation (IEC). Using AidData's Chinese Official Finance Dataset, this article aims to estimate the IEC using the OECD's internationally standardised definitions of development finance and frameworks for classifying IEC projects. We comprehensively reviewed all types of IEC projects, including official finance projects other than those that comply with the definition of official development assistance (ODA). The result shows that between 2000 and 2017, China's IEC commitments amounted to 1524 education-related overseas projects, representing 12 % of the total overseas finance project portfolio, most of which are in Africa. When applied to the OECD framework, China prioritised higher education (51%) and education facilities and training (16%). An estimate of cumulative funding from 2000 to 2017 showed that China was the tenth largest donor of education aid to African countries, after France, the World Bank, Germany, the United States, the EU, the United Kingdom, Canada, Japan and the Netherlands. The findings of this study provide a better understanding of China's IEC finance. With China's presence in education development aid increasing in recent years, and donors seeking approaches to the debt crisis concerns in developing countries, this will facilitate effective collaboration, coordination and resource mobilisation for both donor and recipient countries.

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C3 - 4   P1w-175

Day 2 (DEC 9) 09:00 - 10:30

YIA 507

An Examination of Chinese Education Reform by Concentrating on the Recent "Double Reduction" Policy

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The Chinese 1986 education law instituted a system of nine-year compulsory education. This system is notoriously strict, with harsh competition in both academic and extracurricular activities from the first day of elementary school until the day of the "gao kao"—National College Entrance Examination. To increase the opportunity to get into a prestigious university, many parents send their children to different kinds of extracurricular activities or off-site tutoring programs. In reality, despite the potential of improving individuals' scores, the extracurricular activity and tutoring system greatly increase students' burden and exacerbate the level of competition among them.

In a recent review of educational policy, the Chinese Ministry of Education determined that extracurricular activities and off-site tutoring programs placed an undo burden on children: the resulting "double reduction" policy was implemented in 2021. This policy has been heavily debated by parents. While it was designed to reduce the burden of excessive homework and off-campus training, little attention was paid to the effects of the policy on middle-class families in major cities in China. Drawing on Foucault and Bourdieu's theoretical frameworks of docile bodies and social reproduction, respectively, using narrative analysis of blogs and policy documents, this paper compares the language of the Double Reduction policy with public discussion by those who are directly affected. I focus in particular on how the double reduction policy affects middle-class families in major cities in China.

C4 - 1   P1v-241

Day 2 (DEC 9) 09:00 - 10:30

YIA 508

Who Wants to Win? The Impact of School Competition on Students' Well-being

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Intense academic competition among students, driven by limited educational resources, is a prevalent concern. However, empirical studies examining the relationship between school competition and adolescent well-being are scarce. This study leverages data from PISA 2018 to explore the extent and nuances of this connection across diverse education systems. Additionally, it delves into the potential moderating role played by family socioeconomic and cultural backgrounds, shedding light on whether competitive school environments disproportionately affect students from lower socioeconomic status (SES) backgrounds. The preliminary findings suggest that a competitive atmosphere significantly correlates with a decrease in students' positive emotional well-being. Nevertheless, this effect varies across different education systems. Importantly, family wealth appears to play a significant moderating role in this relationship, while the education level and occupation status of parents do not exert similar influence.

C4 - 2   P1q-209

Day 2 (DEC 9) 09:00 - 10:30

YIA 508

Do Teachers' Student-oriented Goals Come First: Associations with Teacher Emotions

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The appraisal theories of emotions and existing studies have indicated the relationships between emotions and goals. However, little research has investigated the role of teachers' student-oriented goals for their emotions. This study examined how teachers' teaching-related emotions relate to their student-oriented goals directly or indirectly through personal achievement goals. A sample of 676 senior secondary mathematics teachers in China voluntarily completed an online questionnaire, and confirmatory factor analysis and structural equation modeling were performed to analyse the data. The results showed that teachers' student-oriented mastery goals were positive predictors of their enjoyment/satisfaction and negative predictors of anger/anxiety. By contrast, teachers' student-oriented performance goals predicted their enjoyment negatively and anger/anxiety positively. The indirect effects of student-oriented goals on teacher emotions through personal achievement goals were also significant. This study specifies the mechanisms underlying the relationships between teachers' goals and emotions, substantiating the importance of teachers' student-oriented goals and advancing the existing theories of teacher emotions.

C4 - 3   P1o-180

Day 2 (DEC 9) 09:00 - 10:30

YIA 508

Role of Academic Feedback in the Relationship between School Belonging and Subjective Well-Being

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The study examined the interplay between student's sense of belonging to school (SBS), perceived academic feedback (PAF), and subjective well-being (SWB). In the school settings, SBS has been widely considered as an essential factor in predicting students' SWB and PAF. Meanwhile, PAF holds significant potential to influence students' self-perceptions and emotional experiences within academic contexts. This study explored whether PAF mediates the relationship between SBS and SWB by analyzing PISA 2018 data from 12,058 students (47.9% female) in China. The results indicated that SBS positively affected students' SWB (β = 0.507, p < 0.01); and that PAF partially mediated the relationship between SBS and SWB (β = 0.08, p < 0.01). By shedding light on the mediating role of PAF, the research aims to offer practical implications for educators and policymakers seeking to enhance students' well-being and academic success.

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C4 - 4   P1v-261

Day 2 (DEC 9) 09:00 - 10:30

YIA 508

Flourishing Students: The Design and Development of a Positive Education Intervention Programme for Adolescents

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Mental health issues are on the rise worldwide.   Data suggests that students in general and Asian students in particular, may be more susceptible to mental health issues and low levels of life satisfaction.   As such, they may benefit from a preventative approach to mental health and well-being.   Traditionally, mental health services have adopted a reactive approach, focusing on the diagnosis and treatment of pathology.   Increasingly, there is acknowledgement that we need to support both the reduction of mental illness and the improvement of personal well-being at the same instance. New forms of evidence-based supports to improve well-being currently being generated from the field of positive psychology and positive education which could complement traditional approaches to mental health by offering a preventive approach.   In recent years, digital technologies have also been used to some degree of success in wellbeing programmes, suggesting that digital technologies can be harnessed to further the impact on psychological wellbeing.   Yet, despite the increasing capacity of technologies to transform work on wellbeing, current positive education interventions have not focused on harnessing the potential of these technologies. Of particular interest is the potential of mobile applications which have the potential to facilitate the fostering of a community who are responsible for and deeply engaged in their own wellbeing.   This paper describes the design and development of an intervention programme and mobile application aimed to promote wellbeing in students and report on the preliminary results obtained from our pilot study (which is currently ongoing) with a sample of Singaporean adolescents.

C5 - 1   P1v-260

Day 2 (DEC 9) 09:00 - 10:30

YIA 509

精英高校大學生策略學習方式的影響及形成機制研究

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拔尖創新人才的培養是建設教育強國的重要着力點，而精英高校作爲人才培養的主陣地發揮着重要的引領作用。近年來精英高校大學生以績點爲中心，更青睞功利性的策略學習方式，而忽略了長期綜合素質發展。鑑於此，本研究基於某"雙一流"建設高校調查數據，分析了策略學習方式對精英大學生學習產出的影響及其形成機制。研究發現：策略學習方式更關注短效的學習效果，儘管其能通過系統規劃和積極順應等路徑提高大學生的學業成績，但會通過功利選課、片面學習、淺層參與和盲目競爭等抑制科研能力的發展。而深層學習方式對大學生的學業和科研表現均有積極影響，能夠更好地促進大學生的可持續發展。策略學習方式的形成與高校人才評價制度、教學環境以及學生的學習慣性密切相關。大學生學習方式的優化需要各方主體共同發力，高校應堅持多元評價，強調學生綜合素質的發展；教師應創新教學模式，關注學生深層學習的體驗；學生應打破功利化思維，重視自身實際能力的提升。

C5 - 2   P1w-270

Day 2 (DEC 9) 09:00 - 10:30

YIA 509

工科大學生學習時間投入的"內卷"困境及破解路徑

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近年來高等教育競爭日益激烈,大學生盲目追求分數,過度投入學習時間,導致時間利用效率降低,既影響學業的可持續發展,又會給學生自身身體健康和心理帶來負面的連鎖效應。研究基於問卷調查法收集的 692 份某雙一流大學的工科生學習與發展的調查數據,採用描述統計、多元線性迴歸分析等方法探究了工科大學生學習時間投入對其學業成就的影響,並分析了工科生學習時間投入的合理閾值,最後進一步探究學習時間過度投入的成因。研究發現,課堂學習時間投入和課外自學時間投入與工科大學生的學業成績分別存在顯著的倒"U"型關係,樣本中超過 2/3 的精英型大學工科生出現課堂學習時間過度投入的現象,超過 1/3 的精英型大學工科生出現課外自學時間過度投入的現象。此外,課外自學時間投入對其科研產出具有顯著正向影響。質性分析結果表明學習時間過度投入的主要成因是院校規則"唯分數化"、社會比較"趨同化"和個人期望"被動化"。基於以上分析,爲了緩解內卷化現象,避免學生過度內耗,從高校、教師、學生三個方面提出促進學生學習可持續發展的建議。

C5 - 3   P1m-198

Day 2 (DEC 9) 09:00 - 10:30

YIA 509

家庭背景和院校支持——大學生在線學習參與對教育獲得的影響路徑機制分析

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在線學習的發展面臨着家庭背景差異導致的數字鴻溝，教育公平問題凸顯。基於中國大學生學習與發展追蹤調查（CCSS）2022 年的數據，本文分析了在線學習參與對教育收穫的影響、自我效能感的中介作用，以及院校與家庭因素的調節效應。研究發現：在線學習參與對教育收穫有正向顯著的促進作用，自我效能感在這種影響作用中發揮部分中介的作用。院校層面的在線有效教學調節了自我效能的中介路徑，但家庭社會經濟地位對中介路徑的調節並不顯著。本文認爲，高等教育教學能夠有效彌補家庭背景差異帶來的在線學習的數字鴻溝。同時，高校應從幫助學生優化在線學習策略、提高學生信息檢索能力、提高學生使用在線學習工具的熟練度，以及在在線教學過程中着重增加學生自我效能感等方面進一步發揮正向促進所用。

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C5 - 4   P1v-220

Day 2 (DEC 9) 09:00 - 10:30

YIA 509

研究生與導師的衝突生成及轉化：能動性與結構性的碰撞

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在中國大陸，導師是研究生學業的第一責任人，既影響研究生的培養質量與科研績效，也關乎他們的身心健康。《中國國民心理健康發展報告》指出 35.5% 的研究生有一定程度抑鬱，60.1% 達焦慮水平，導生關係是影響該羣體心理健康的重要因素（夏瑾，2021）。研究旨在捕捉研究生羣體與導師交往中內心劇烈衝突的時刻與成因，澄清學生的應對策略並反思制度設計。

2021 年 6 月至今，通過目的性抽樣訪談 27 名不同專業、與導師存在衝突傾向的研究生，發現導師權力不僅在制度層面宰制學生畢業，也搭載時間、話語、情感運行於微觀日常。因權力失衡，相比直接爆發的顯性衝突，導生之間隱而未發的衝突廣泛存在。研究生乖順、被動、沉默的"前臺"背側是不爲人知的"後臺"自我防禦與自我救贖，在迴避、痛苦、轉化等階段中，研究生以能動性消化或外化矛盾，表現爲：以多元方式自我和解、拓展社會性支持、對導師祛魅和重構求學意義等。許多學生最終習得與制度性、結構性壓力共處的生存之道。

C6 - 1   P1q-148

Day 2 (DEC 9) 09:00 - 10:30

YIA 510

解讀香港本科生的接受性和生產性非正式數字化英語學習： 第二語言動機自我系統視角

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本文採用 Dörnyei（2005; 2009）的第二語言動機自我系統（L2MSS）概念框架，研究香港本科生的學習動機（包括理想二語自我、應然二語自我、二語學習體驗）如何影響他們參與接受性和生產性非正式數字化英語學習（IDLE）活動 。我們利用在一個大型項目中收集到的調查數據（n = 203），進行了結構方程建模分析，解讀了在某香港大學背景下，L2MSS 各組成部分、接受性 IDLE 活動（RIA）和生產性 IDLE 活動（PIA）之間的假設關係。研究結果表明，「理想二語自我」能顯著預測參與者的二語學習經歷、RIA 和 PIA，而「應然二語自我」只能正向預測學生的二語學習經歷。研究還發現，二語學習經歷和 RIA 在「理想二語自我」和 PIA 之間起部分中介作用，而在「應該二語自我」和 PIA 之間起完全中介作用。這些發現為現有香港課外二語學習研究作出了貢獻，並為一個關於香港二語學習動機與 IDLE 各組成部分之間的關聯的理論模型提供了實證支持。本文最後提出了在數字化和課外學習生態中培養學習動機的教學啟示。

C6 - 2   P1s-244

Day 2 (DEC 9) 09:00 - 10:30

YIA 510

運用 UDL 教學設計以及 AI 對話融入小學批判思維教學

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在人工智能開始普及的教育環境中，批判性思考尤為變得重要。語文教育者在適當運用 AI 進行教學時，同時並鼓勵學生去質疑、分析和評估他們從 AI 或其他來源獲得的信息。

本行動研究是運用普適設計學習（UDL）在小學語文教學中，透過辯論「英雄」的定義以及分析中西文化中對「英雄」定義的不同，如何有效地培養學生的批判思考和寫作技巧。我們將 UDL 的原則應用於課程設計，藉以提高所有學生的參與度並充分考慮學生的多元性。

我們的教學單元將「英雄」的概念作為探討主題，並要求學生從中西兩種文化的視角來進行分析和辯論。這種方法不僅鼓勵學生深入理解中西文化對英雄定義的異同，還有助於培養他們的批判思考能力和寫作技巧。

此外，我們還利用 AI 對話軟件作為教學工具，讓學生能夠透過這種交互式工具來模擬辯論情景，並呈現他們對「英雄」定義的思考，從而有效地提高學生的語言理解能力和批判思考技巧，並有助於培養他們的跨文化理解能力。

C6 - 3   P1m-202

Day 2 (DEC 9) 09:00 - 10:30

YIA 510

人工智能 GPT-4 於漢語寫作教學的應用

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本文探討了大型語言模型 GPT-4 在漢語寫作教學中的應用，並以香港中學課程為例。文章首先介紹了大型語言模型的技術，然後探討了這些技術在中文教育中的潛在應用。在寫作教學方面，參照 Hayes & Flower 寫作理論，GPT-4 可以通過示範指導、激發寫作意念、提供轉譯鷹架和促進修正規範來提升寫作能力。此外，參照 Pintrich 動機成分觀點理論，通過銜接經典範文與生活經驗、提供範文和策略來增加成功預期，以及建構合作者來增強情感參與，運用 GPT-4 作寫作教學能夠提升學生的學習動機。此外，運用 GPT-4 能令寫作教學從行為主義的線性模式，過渡至人本主義、建構主義範式。總括而言，GPT-4 作為先進的語言模型，在改進寫作教學和提升學生動機方面具有巨大潛力，值得中文學界關注。

C6 - 4   P1m-196

Day 2 (DEC 9) 09:00 - 10:30

YIA 510

混合學習模式對文言文閱讀學習之影響：一所香港中學的行動研究

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在 2019 冠狀病毒病大流行下，不少學校成功推動網上教學，更成為「新常態」，甚至可能會改變長遠教育模式。初期，學校和教師多關注的地方為網上教學平台、工具等，應付當下即時需要。隨著在家學習的時間變長，業界對網上教學平台技術的焦點逐漸移至其教學方式對學習成效的提升。縱然網上教學有不少優勢，但疫情過後學生總會回歸課室。不少學校其後採用「網上」和「面授」並行的「混合學習模式」，並指出其有更佳效果。　此外，文言文教學一向備受重視，教育局亦嘗試不同方式提高相關教學的質素。但學生在文言文閱讀部分表現長期欠佳，甚至部分學生亦認為閱讀文言文是相對困難的事，有討厭的態度。因此，本研究通過使用「混合學習模式」設計文言文課程，探討學生能否實現課程景願與目標。同時，研究結果亦有助探究學生對「混合學習模式」的意願，促進教師釐清「混合學習模式」與文言文閱讀教學是否在教學成效中相輔相成，實現兩者持續發展的願景。

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D1 - 1 P1o-138
Day 2 (DEC 9) 13:30 - 15:00
YIA 504

How Does University Students' Perception of Teacher Feedback Utility Shape Their Multiple Stages of the Feedback Process?

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Feedback is a crucial factor in affecting student achievement, yet the nature of its relationship is likely more intricate than a linear connection. Based on the feedback ecological model that has been recently extended to educational settings from organizational psychology, this qualitative study aimed to explore students' active agency in engaging with external feedback. With ten participants from varied backgrounds, provinces, and majors, the study uncovered patterns in how anticipation, processing, and utilization of feedback occurred. Anticipation drove expectations of improvement, positive feedback, and specific guidance. Emotional responses, positive and negative, stemmed from the perceived utility of feedback, influencing how students engaged with feedback. The mindful processing stage involved actively interpreting and managing emotions. Feedback utility shaped goal setting and addressing learning gaps. Notably, students sought further feedback in response to its quality. The study shed light on multifaceted learning outcomes influenced by perceived feedback utility across the feedback process stages. Positive feedback enhanced self-assessment and competence, increasing awareness of work quality and learning performance. Behaviorally, feedback integration, strategy adjustments, and implementation of improvements were observed. Emotionally, attitudes and feedback-seeking tendencies were influenced. Cognitively, students' self-evaluation of competence and awareness of learning and work quality were reflected. These findings suggested the dynamic interplay of perception, process, and outcomes in how students engaged with feedback, providing valuable insights into their academic growth. Implications, limitations, and future directions will be discussed.

D1 - 2   P1p-137

Day 2 (DEC 9) 13:30 - 15:00

YIA 504

Exploring the Impact of University Students' Feedback Self-Efficacy on the Complex Feedback Process

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In the discourse on active student participation in the feedback process to amplify their learning gains, feedback self-efficacy—a pivotal facet—is gaining prominence in feedback research. However, the existing empirical feedback research lacks in-depth investigations into the complex relationship between feedback self-efficacy and diverse feedback process stages. This qualitative study involving ten students aimed to understand how university students' feedback self-efficacy influences their use of teacher feedback across these stages. The study uncovered important patterns in how students engage with feedback, including their expectations, reception, understanding of feedback, emotions induced by feedback, and actions. The results showed that students' perceived self-efficacy impacts their feedback-seeking behavior, emotional responses, and utilization of feedback for learning improvement. This study also identified preliminary qualitative evidence of the reciprocal relationship between feedback-seeking efforts and feedback self-efficacy. Additionally, a strong connection was found between feedback self-efficacy and how well students manage their emotions, which impacts their behavior beyond just receiving and understanding feedback. Importantly, feedback self-efficacy serves as a pivotal facet of feedback orientation to approach feedback in education. This qualitative study adds depth to the quantitative understanding of this facet and highlights how teacher feedback and student feedback self-efficacy work together to create an active feedback process for learning. The study also acknowledges limitations and suggests future research directions.

D1 - 3   P1l-120

Day 2 (DEC 9) 13:30 - 15:00

YIA 504

The Impact of Internationalization at Home Strategies on Domestic Students' Intercultural Competence Development in China

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While many studies have investigated the intercultural competence (IC) development in international student mobility, little research has explored this issue in the context of 'internationalization at home'(IaH). Thus, this study explores factors influencing Chinese students' IC development at Chinese universities by conducting a quantitative research approach. We collect data of 2,633 domestic Chinese students from three "Double First-Class" universities. At the individual level, results suggest that IaH experiences of language learning, faculty internationalization, course learning, and extracurricular activities have significantly influenced students' attitudes, related knowledge, skills, and internal and external outcomes of IC. At the university level, the proportion of international students in the faculties promoted the students' native culture knowledge and internal outcome of IC.

D1 - 4   P1j-99

Day 2 (DEC 9) 13:30 - 15:00

YIA 504

Incorporating Moodle-Wiki and Moodle-Digital Badges into BSc (Exercise and Heath) Courses: Impact on Students' Collaborative Learning, Motivation, Behavioral Engagement and Academic Performance

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Aim:

This study aimed to compare the effects of Moodle-wiki and Moodle-digital badges on BSc (Exercise and Heath) students' collaborative learning, motivation, behavioral engagement and academic performance.

Methodology:

Sixty-one and 31 BSc (Exercise and Health) students were recruited by convenience sampling from the University of Hong Kong. They were assigned to a Moodle-wiki group and a Moodle-digital badges group, respectively. The students in the Moodle-wiki group attended face-to-face lectures and used a wiki on the Moodle platform weekly for online group discussion during a 13-week semester. The students in the Moodle-digital badges group received the same interventions and were awarded gold, silver and bronze badges based on their performance online. The outcome measures were collaborative learning measured with the Group Process Questionnaire (GPQ), motivation and behavioral engagement as reflected by the Moodle activity log, and the overall course performance. Data was collected at the end of the semester.

Results:

Moodle activity log, GPQ positive independence score, individual accountability score, equal opportunity score, social skills score and composite score were higher in the Moodle-digital badges group compared to the Moodle-wiki group ($p<0.001$). However, the overall course results were similar between the two groups ($p=0.305$).

Conclusion:

Using Moodle-digital badges may be more effective in enhancing collaboration among the students when compared to using Moodle-wiki alone. The use of Moodle-digital badges also attracted students to visit Moodle more frequently (improved their motivation and behavioral engagement). However, the overall course results were similar between students in the Moodle-digital badges group and those in the Moodle-wiki group.

D2 - 1   P1q-186

Day 2 (DEC 9) 13:30 - 15:00

YIA 506

Grade Repetition, Subjective Well-being, and Resilience

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Grade repetition is a phenomenon in education when students repeat grades. Because it has significant effects on individual students and the educational system, it has become a hot topic in society and education. In order to deepen understanding of how grade repetition affects students' subjective well-being, this study investigated the relationship between grade repetition, resilience, and subjective well-being, as well as gender differences using student data in the PISA 2018 surveyed in mainland China (represented by Beijing, Shanghai, Jiangsu, and Zhejiang). It is expected to provide a guidance basis for the enhancement of subjective well-being and grade repetition policy. Preliminary results indicate a significant correlation between grade repetition, resilience, and subjective well-being, with significant differences by gender. This study highlights the impact of grade repetition on students' psychological well-being, provides insights into designing more appropriate interventions for students who repeat grades and provides inspiration for future grade repetition policies.

D2 - 2   P1u-184

Day 2 (DEC 9) 13:30 - 15:00

YIA 506

Implementing Contemplative Education for Enhancing Spirituality in Hong Kong Schools

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Contemplative practices, which originated from Asian and Western traditions, have been studied and applied in education, helping professions, and medicine for promoting self-awareness, well-being, mind-body health in the past few decades. By reviewing the philosophical and spiritual roots, cultural influences and scientific studies of contemplative practices adopted in contemporary societies, this chapter will review the diverse heritage of contemplative practices in the East and the West with some key concepts and theories used in contemplative practices in disciplines of philosophies, neurosciences, medicine, psychology, and education. The chapter will also articulate how teachers can implement teaching and pedagogy with contemplative practices for cultivating global awareness of students on topics of compassion, empathy, peace and justice, which are the core values should be promoted to the next generation. Finally, the paper will also explore the feasibility of implementing contemplative teaching and learning in the Hong Kong school context by examining how daily life experiences of students can develop spirituality with diverse contemplative practices in a holistic way.

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國 際 會 議

D2 - 3   P1e-63

Day 2 (DEC 9) 13:30 - 15:00

YIA 506

Effective School-Based Social Emotional Learning Programs in Pre-K-12 Classrooms: A Meta-Analysis

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In recent decades, social emotional skills have drawn increasingly attention from researchers, practitioners, policy makers, and other education stakeholders around the world. This article presents the findings of a review of the effects of universal school-based social emotional learning (SEL) programs on the social emotional development of Pre-K-12 students and explores the relationship between effect sizes and other methodological and substantive features. Unlike previous reviews, the current review employed a more stringent inclusion criterion to select only studies with high methodological quality. The final sample consisted of 59 studies in total involving 62,581 participants. The results showed that SEL programs had a positive but small effect on students' social emotional skills (ES= 0.18). The results of univariate subgroup analysis and meta-regression found that sample size, duration and intervention approach were significantly related to the effectiveness of SEL programs. Incorporating SEL into the regular curriculum is a promising way to promote the social emotional development of students in schools. However, other methodological features were not statistically significant, even though there were some differences between subgroups. Policy and practical implications are discussed.

D2 - 4   P1o-139

Day 2 (DEC 9) 13:30 - 15:00

YIA 506

Association of Different Forms of Bullying Victimization in Primary and Secondary School with Adults' Social and Emotional Wellbeing

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Aim: The study examined the association between seven specific forms of victimization in primary and secondary school with aspects to social and emotional wellbeing in adulthood. Method: 698 undergraduate students (mean age = 19.27 years, SD = 1.06) completed validated measures of Recollections of bullying victimization in both primary and secondary school (Retrospective Bullying Questionnaire). Emotional and social wellbeing was assessed in terms of Depression, Anxiety, Stress (DASS-21) and Loneliness (UCLA Loneliness Scale). Results: Damage to property in primacy school and rumour spreading in secondary school were strongly associated with stress in adulthood; Social exclusion in primacy school and physical harm or rumour spreading in secondary school were associated with depression in adulthood; Damage to property in both primary and secondary school, and social exclusion in primary school was strongly associated with loneliness in adulthood. Adults who experienced frequent bullying in primary school reported higher loneliness and reduced emotional wellbeing.

D3 - 1   P1n-206

Day 2 (DEC 9) 13:30 - 15:00

YIA 507

The Review on Eye-Tracking Studies in L2 Assessment

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The eye-tracking methodology has seen increasing use within the field of L2 assessments, and most works of eye-tracking on L2 assessments have focused on the cognitive validity of tests and the processing patterns of test takers. This paper aims to review empirical and theoretical studies on eye-tracking studies L2 assessment and its applications in language education research. Under the framework of cognitive psychology, this paper introduces the underlying tenets and main applications of eye-tracking studies in L2 assessment. Subsequently, potential theoretical and pedagogical implications are provided. In the final part, the limitations of studies in this domain are indicated, and suggestions for future studies are also provided to extend the boundaries of the research of eye-tracking studies in language testing and assessment.

D3 - 2   P1r-170

Day 2 (DEC 9) 13:30 - 15:00

YIA 507

Effects of Visual Reality on Improving Students' English Presentation Performances and Anxiety Level: A Quasi-experimental Study

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Virtual Reality (VR) is playing an increasingly significant role in education, transforming traditional teaching and learning methods by offering immersive, interactive experiences that enhance student engagement and comprehension. This study aims to investigate the effects of VR training on English as a foreign language (EFL) students' presentation performance and learning perceptions. Many EFL students experience anxiety when presenting in English. VR technology, combined with artificial intelligence (AI) feedback, offers a potential solution by providing an authentic practice environment. A quasi-experimental design is employed to compare traditional presentation training with VR-based training. Approximately 400 first-year university students participated in the study for 12 weeks, half receiving VR training and half receiving traditional training (control group). Data collection includes pre-and post-tests to assess English-speaking per formance and anxiety levels, as well as classroom observations and focus group interviews. This is an ongoing study, and all the post-test results will be completed by mid-November 2023. The findings of this study are expected to provide valuable insights into the effectiveness of VR for improving English presentation skills and reducing anxiety, informing curriculum development, teacher training, and the creation of an online course incorporating VR and AI. The results will contribute to the growing body of research on the use of VR in language education and presentation training.

D3 - 3   P1n-182

Day 2 (DEC 9) 13:30 - 15:00

YIA 507

An Exploratory EFL Writing Instruction Reform: A Case of a Private Undergraduate College in Guangzhou

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Writing in English as a foreign language (EFL) has become an essential skill for students' academic achievement and future employment (Hyland, 2013). However, EFL students usually regard English writing as the most challenging skill, so they are less motivated and relatively poor in their writing performance. The underlying reason is probably that the present writing instruction is still the traditional one, which is usually teacher-centered lectures on grammar and conventions (McCarthey & Ro, 2011), failing to attract the interests of the students. Drawing insights from the teaching philosophies of flipped classroom, process-based instruction in EFL writing and project-based pedagogy, this study is an exploratory instruction reform to a current writing course for business English major students at a private undergraduate college in Guangzhou with the support of Chaoxing online learning platform, aiming to enhance the writing motivation and performance of the student. Newly designed teaching process included three stages: (1) before class (2) during class (3) after class. At stage 1, learning tasks (including but not limited to key vocabularies, sentence patterns and micro videos) were posted onto Chaoxing platform for students to preview to motivate their self-regulation learning; at stage 2, samples were illustrated by teachers and the corresponding project tasks were assigned to each group. Through the collaborated process of brainstorming, organizing, writing and reviewing (Flower & Hayes, 1981), each group was required to finish and submit their project tasks collectively; at stage 3, teachers gave feedback to each group on their performance, and the students were also required to summarize and reflect what they had learned from class. Totally six cohorts of Year-2 English majors (N=260) participated in the study, and they were divided into 65 small groups and the study lasted for one academic semester (16 weeks). This study adopted the mixed methods of pre-post writing tests, online questionnaires, classroom observation and semi-structured interviews. The data were collected and analyzed. This study is intended to bring fresh insights into research on EFL writing instruction as well as pedagogical implications for EFL teachers in China and other similar situations.

D3 - 4   P1t-228
Day 2 (DEC 9) 13:30 - 15:00
YIA 507

Understanding Learning and Using Peer Feedback Skills in the L2 Public Speaking Classroom

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Despite the significance of student feedback skills in exploiting feedback opportunities, little is known about the trajectory of peer feedback skill development in L2 public speaking classrooms. To fill this gap, this study explored how and why students learned and used peer feedback skills in a L2 public speaking classroom where peer feedback training was conducted. Data were gathered from students' interviews, stimulated recalls, public speaking tests, and documents (peer comments and speaking videos). The study found that multi-dimensional peer feedback skills develop at different paces, with cognitive feedback skills related to understanding and evaluating being more malleable to change than skills related to creating. Skills associated with self-related affect could be more easily formed than those with interpersonal-related affect. A four-level factor influenced the use of peer feedback skills. The study advances the understanding of peer feedback skill development and informs the L2 pedagogy for enabling feedback processes.

The Beliefs and Practices of the Activity-based Approach to English Learning: A teacher's story

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The Activity-based Approach to English Learning (AAEL) was first proposed by "General Senior High School English Curriculum Standards (2017 Edition, 2020 Revision)" as a fundamental rationale, in order to cope with the problems of value loss and inefficient teaching in basic English education in mainland China.

This study aims at exploring the changes in the teacher's beliefs and practices of AAEL after the implementation of the national English curriculum in 2019. It adopts the method of qualitative case study and takes a cooperative project between universities and administrative regions as the field. It has followed a high school English teacher, Flora for four years with four phases: before her participating in the project, at the end of the project, two years after the project, and four years after the project. The data collected includes classroom observation, classroom video, interviews, and files and objects. The second generation of activity theory by Leont'ev (1981) and Engeström (1987) has been employed to analyze the factors that influence Flora's beliefs and practices, and the contradictions that drive her change.

It is found that in the past four years, Flora's beliefs and practices of AAEL show an overall upward development trend, which are positively promoted by various project learning, and her personal pursuit of expertise; however, as a cliché, Gaokao significantly influenced her beliefs and practices in a negative way. In general, Flora has resolved the contradictions in her activity systems, and made progress in understanding and practicing AAEL.

D4 - 1   P1e-43

Day 2 (DEC 9) 13:30 - 15:00

YIA 508

Augmented Reading: The Influence of Augmented Reality on Parent-child Shared Reading

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Parent-child shared reading is an engaging and embodied social activity, which not only promotes learning to read but also supports social-emotional development. Whilst longstanding work has examined the influence of augmented stories with various features from pictures and pop-outs to new forms of digital media on parent-child reading interaction – less is known about the influence of more recent technologies, notably Augmented Reality. Augmented reality (AR) is a technology to achieve the effect of mixed reality of virtual elements and real objects, and raises interesting questions about the influence of this additional digital layer on how parents and children read together. Given the ability of AR to link physical books and digital content, there are products and increasing interest in the potential value of AR in areas such as reading. This study explored how AR features designed in an application on mobile devices influence the process of shared reading. Employing qualitative methods, it examined AR shared reading sessions of 5 parent-child dyads, with children ranging in age from 3 to 6 years. Data was collected through video-based observation and semi-structured interviews with both parents and children, which allowed comparisons of participants' behaviours and talks. Four themes were identified in which AR features played a role in influencing shared reading: acting as a motivator, bridge, influencer of attention and storyteller. Apart from conveying a sense of AR shared reading in the home setting, the findings provide detailed advice for parents, application designers and future research.

D4 - 2   P1e-3

Day 2 (DEC 9) 13:30 - 15:00

YIA 508

Digital Learning Technologies as Means for a More Diversity Oriented Learning – Impulses from Estonia and Singapore

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The focus of the analysis is on the implementation of digital technologies in schools in Estonia and Singapore. Based on the latest PISA results, both countries can be considered leaders in learning success and in the use of digital technologies. Best practices will be derived from the findings to help other countries respond to increasing diversity among students with transformative digital technologies. Hence, the interplay of digital technologies – particularly digital learning platforms - and diversity oriented learning in these countries is one of the main research questions of the study.

Theoretically, the study refers to systems theory approaches as individual understandings and practices are being embedded in their sociocultural contexts (Fend 2008).

The methodological approach is based on an international comparative research approach (Amaral 2015). The comparative analysis shapes the elaboration of categories and learning from the experiences of other countries is made possible. The methods used are group discussions with teachers (Misoch 2015), qualitative content analysis (Mayring 2015) and classroom observation.

The findings show a rather narrow understanding of inclusion amongst the interviewed teachers in Estonia and Singapore that is mainly focusing on categories of disabilities. Similarly, the teachers in both countries showed a clear openness towards new technologies and the importance of professional learning communities for the joined implementation of innovation. Especially this last aspect of building learning communities amongst teachers and ways of how governmental structures as well as academia can support these communities, will be discussed as best practice for other countries.

D4 - 3   P1o-158

Day 2 (DEC 9) 13:30 - 15:00

YIA 508

Teachers' Uses and Concerns about Online Open Educational Resources: Preliminary Findings of a Territory-wide Study

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Information technology is suggested to be incorporated into education in local schools in a bid to unleash all students' learning power (Education Bureau, 2015), but the efficacy and readiness of teachers to realize the potential of information technology are in doubt. The present autoethnography of a novice secondary English language teacher who strived to incorporate information technology into English language education aims at investigating the teacher's development of technological pedagogical content knowledge (Koehler & Mishra, 2009) and digital literacy (Puentedura, 2014) as well as his perceived favourable and unfavourable factors of English language teachers' incorporation of information technology into instruction. The teacher's social media posts, professional publications, and teaching materials developed in his first four years of teaching were analyzed. Over four years of teaching, accumulation of experience of incorporating information technology into English language education enabled the teacher to enrich his technological pedagogical content knowledge and revolutionize his conceptualization of information technology from tools to deliver instructional content to means to develop students' digital literacy. Emphasis on quality in lieu of quantity of e-learning, presence of collaborative lesson planning, and a normative-reeducative mode of curriculum leadership were discovered to be factors favouring the incorporation of information technology into English language education. Findings of the study illuminate teacher education and curriculum leadership. Teacher training ought to zero in on technological pedagogical content knowledge as well as teachers' competence to develop students' digital literacy, and a bottom-up approach of curriculum leadership is preferred for efficacious incorporation of information technology into education.

D4 - 4   P1l-47

Day 2 (DEC 9) 13:30 - 15:00

YIA 508

Shaping Digital Habitus: An Investigation of the Role of Wechat in International Students' Learning in China

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Digital media is increasingly incorporated into the transitioning experiences of international students. Using Bourdieu's thinking tools, this paper explores the perceptions and experiences of international students in China when using WeChat for learning. Online interviews were conducted with 45 international students from diverse backgrounds studying at a Chinese university. Findings show that participants' initial learning stage saw the emerging digital habitus of WeChatting that generated their dispositions of classificatory schemata and reflexive thinking. Their continued navigating experiences of using WeChat as a learning tool reinforced their digital habitus through ontological complicity with the doxic field of WeChatting. Moreover, flexible and malleable dimensions of participants' digital habitus were found in correspondence with the precarious, dynamic nature of the digital field of WeChatting. This study enriches existing literature about international students' WeChat-mediated learning in the Chinese context and offers implications for institutional support of international students' digital transition in China and elsewhere.

D5 - 1 　　　　　　　　　　　　　　　　　　P1o-161
Day 2 (DEC 9) 13:30 - 15:00
YIA 509

The Role of Stories in STEM Education: An fNIRS-based Hyperscanning Study

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Early STEM education is crucial for later learning. This novel study utilised fNIRS to examine how STEM teaching methods (i.e., traditional, storytelling, storyboarding) affect neural activity synchronisation between teachers and students. Our results showed that left and right inferior frontal gyrus (IFG) for storytelling teaching versus traditional teaching, superior temporal gyrus for storyboard teaching versus traditional teaching, and left angular gyrus for storyboard and storytelling teaching were significant different in brain synchronisation. In the storytelling teaching condition, left supramarginal gyrus brain synchrony was found to improve STEM learning outcomes. In the storyboard teaching condition, IFG brain synchrony correlated positively with STEM learning improvement. The findings confirmed that story-based teaching and storyboarding can improve STEM learning efficacy at the neural level and unscored the significant role of neural synchronization as a predictor of learning outcomes.

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國 際 會 議

D5 - 2   P1t-164

Day 2 (DEC 9) 13:30 - 15:00

YIA 509

Factors Influencing Chinese Kindergarten Teachers' Intention to Implement Early STEM Activities

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In recent years, much attention has been paid to early STEM education, and its benefits for children are widely recognized. Although there is a growing body of research on STEM education in China, relatively little attention has been paid to kindergarten teachers' intention to implement early STEM activities. Considering that kindergarten teachers in China are responsible for designing classroom activities for promoting young children's early math and science learning, this study aims to explore Chinese kindergarten teachers' level of intention to implement early STEM activities in their classrooms and its influencing factors. Thirty kindergarten teachers in Shenzhen, China would be recruited as participants, and semi-structured interviews would be conducted with them individually. The entire interview would be audio-recorded for transcription and thematic analysis. It is expected that the kindergarten teachers in general would recognize the importance of STEM, but vary in their level of intention to implement early STEM activities. Some potential factors influencing kindergarten teachers' behavioral intention include teachers' attitudes towards early STEM education, perceived external pressure (e.g., their supervisors' expectations, and the societal demands), confidence in designing and implementing early STEM activities, knowledge of STEM and early STEM education, as well as own dispositions (e.g., level of creativity). The findings of this study can help school administrators and teacher educators adopt more effective strategies to increase kindergarten teachers' intention to implement early STEM activities, and support kindergarten teachers to overcome the barriers hindering the implementation of early STEM education in their classrooms.

D5 - 3   P1j-102

Day 2 (DEC 9) 13:30 - 15:00

YIA 509

Flipped Learning by Teaching in STEM Education

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In recent decades, STEM has received wide attention in education and educators have been seeking effective approaches for STEM education (Bureau of Labor Statistics, 2008; Marshall, 2015; National Science Board, 2018). Learning by teaching could be a potential solution as it could help students develop 21st century skills. However, the high time cost and lack of relevant knowledge create a great barrier to its users and make the approach unpopular (Zhou et al., 2019). Thus, this qualitative study aims to investigate how flipped learning by teaching could foster STEM education through the improvement of students' understanding and their 21st century skills. The pre-class section followed the design of the flipped learning by teaching model of which students watch the instruction video at home. Each student was asked to prepare a PowerPoint for an eight-minute lecture. To gather students' point of view, group interview was used. By using seven-12 minutes pre-class video followed by learning by teaching in-class sections, result suggested that flipped learning could contribute to students' understanding, learning interest, memory, creativity, and soft skill sets in 21st century skills such as logical thinking, problem-solving skills. Although teaching by learning seems to be time-consuming, the time spent may indeed be a necessity for the process of learning. In view of its merits, flipped learning by teaching could be considered as an effective approach for STEM education.

D5 - 4   P1d-71

Day 2 (DEC 9) 13:30 - 15:00

YIA 509

AI Instruments Catalyzing STEAM Education Evolution - Implications for Educators' Future Role

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The chronicle of educational technology development illustrates technology's potential to foster education's evolution. Currently, generative AI, epitomized by tools such as ChatGPT, is spearheading the intelligent revolution. This trend has incited a surge in educational AI research. We propose a STEAM education model that sustainably focuses on global ecological well-being.1In this context, STEAM education holds substantial research value for future pedagogy in the AI age, particularly for science education.

There is relative paucity of research on the progression of STEAM education facilitated by AI tools, especially their impact on educators' professional development, educational ideologies metamorphosis, and pedagogical methodologies alterations. This study endeavors to bridge this gap, examining   the transition from traditional knowledge disseminators to learning facilitators.

This study employs questionnaires and interviews with primary school educators. The survey assesses educators' understanding of AI tools and the present scenario of STEAM education.Interviews assist in exploring the challenges imposed by educators' role transformation in the AI era, and the difficulties encountered when using AI tools in education.

The findings reveal STEAM educators proficiently apply interdisciplinary methods, emphasizing students' practical engagement and innovative thought. At the same time, a small number of teachers are already using AI tools for STEAM course design.

In summation, this research provides profound insights by exploring the influence of STEAM education in the AI era on the future roles of educators. These insights provides valuable references for the formulation of educator training strategies, thus enabling optimal leverage of AI tools for prospective educational evolution.

1.Belbase, S., Mainali, B. R., Kasemsukpipat, W., Tairab, H., Gochoo, M., & Jarrah, A. (2022). At the dawn of science, technology, engineering, arts, and mathematics (STEAM) education: Prospects, priorities, processes, and problems. International Journal of Mathematical Education in Science and Technology, 53(11), 2919-2955.

D6 - 1   P1a-23

Day 2 (DEC 9) 13:30 - 15:00

YIA 510

人工智能教育倫理危機及其應對——以 ChatGPT 爲例

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以 ChatGPT 爲代表的"類人型"智能技術正在衝擊甚至將重塑學校教育生態，"人工智能+教育"成爲未來教育發展的必然趨勢。在 ChatGPT 的深度影響下，知識朝着軟化、暗化和整化的趨勢發展。學習方式由"搜索"轉向"對話"，並進一步助推學生的深度學習。教學目標步步升級，物態化教育現場也面臨着解構。在人工智能時代，"超真實"經驗否定身體感知覺經驗，教師成爲一個倫理身份模糊不清的虛擬節點，師生交往逐步弱化。而傳統的普通教育學原理也將面臨對教育經驗方式的解釋框架的全面失效。應對人工智能教育倫理危機必須從工具性思維走向共生性思維，直面教育生態變革，主動構建"人工智能+教育"的多元圖景。

D6 - 2   P1n-177

Day 2 (DEC 9) 13:30 - 15:00

YIA 510

小學生和教師視角下的人工智能：基於後人類視角

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在後數字時代，人工智能(AI)的迅猛發展為學校教育中的教與學亦或人與非人的互動帶來了新的可能。因此探尋學生與教師對於 AI 的看法對其在教育中的科學運用有重要價值。本研究邀請北京一所公立學校中的小學生(n=15)與教師(n=13)參與半結構化訪談法或繪畫法。研究發現，小學生和教師的觀點主要包含：（1） "AI 的功能"：小學生側重其社會與情感價值，而教師強調其在個性化或集體化教學中的可供性；（2） "人類與 AI 的關係"：小學生普遍認為 AI 已經成為了人類的一部分，而教師在認可 AI 的價值的同時也擔憂人與技術模糊的邊界會給人類帶來威脅。從後人類的理論視角而言，本研究發現當作為成年人的教師還未超越 "人-非人" 的主客二元思維時，作為兒童的學生已經為 AI 賦予能動性並將其納入到其童年這一 "混雜的集合體"(hybrid assemblage)(Malone et al., 2020)。這種觀點的差異為數字化教學帶來新的張力，並且也為為教師和學生提供了共同反思 AI 和其他技術作為 "衍射教師"(diffractive teachers)的價值和路徑的機會(Murris, 2018)。

D6 - 3   P1n-162

Day 2 (DEC 9) 13:30 - 15:00

YIA 510

教師感知的人機互動圖景研究——基於行動者網絡理論的分析

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以 ChatGPT 爲代表的生成式人工智能技術的出現和大規模使用，標誌着強人工智能時代的臨近，也帶來了教育轉型的再思考。教師與智能技術的關係成爲新時代教師專業發展中繞不開的議題。現多是理論思辨研究，需要更多基於真實數據的實證研究，來呈現教育現實中的人機互動過程和人機關係圖景。

本研究以突出"物質"的社會屬性的行動者網絡理論(Actor-Network Theory, ANT)爲框架，使用質性研究方法，跟進 16 名背景各異的一線教師 7 天的生成式人工智能使用情況。對參與教師的深度訪談和實物資料的分析顯示，教師在與技術交互的過程中，發出了不同層次的指令，感知到人工智能具有類人性、物質性和工具性。教師識別出了人機互動網絡中的多元主體，如同儕、 家長、以及制度和文化的影響，這也形塑着教師的技術接受程度和未來使用預期。 教師感知到人工智能技術帶來的教師角色轉型，展望了未來智能技術介入教育、 人機雙師協同育人的圖景。這對未來教育中技術友好型環境的塑造，以及教師人機融合素養的發展帶來了啓示。

S2   P1c-78

Day 2 (DEC 9) 16:45 - 18:15

YIA 502

Chinese Early Childhood Educators' Well-Being amid the Late/Post Pandemic Era: Risk and Protective Factors, Individual Differences, and Future Direction

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Well-being in early childhood educators (ECEs) is a concerning issue, especially during the COVID-19 pandemic and for those living in countries/regions where strict preventive measures were prolongedly implemented (e.g., China). This symposium collects four papers to understand Chinese ECEs' well-being amid the late/post pandemic period. Study 1 reviewed the history of ECEs' work-related well-being during 2000-2022, pointing out that research on this topic slightly dropped since 2019 despite its previous significant increase, and the trend has shifted from hedonic to eudaimonic well-being. Study 2 found that workload was a risk factor of job satisfaction, and this link was jointly shaped by collegial leadership and psychological capital. Study 3 revealed that work productivity was associated with better well-being, whilst stress and heavy workload had a negative spillover effect on family functioning. Study 4 found that 28.4% to 47.2% of ECEs in different profiles encountered well-being changes over time, and those with stronger collegial support were more likely to move from a weaker to a stronger well-being profile.

E1 - 1   P1s-205

Day 2 (DEC 9) 16:45 - 18:15

YIA 504

Development and Validation of an English Language Learning Resilience Scale

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Resilience is crucial for language learners to navigate potential challenges in the course of learning English and increase their wellbeing. However, there is no systematically validated instrument available for the measurement of resilience in language education. Therefore, this study seeks to develop and validate an English language learning resilience scale.

The questionnaire was administered to 676 students in China. Exploratory factor analyses (EFA) and confirmatory factor analyses (CFA) were used to confirm the internal structure of the scale, which was followed by invariance testing. The graded response model was used to investigate the item characteristics of the resilience scale.

The results of EFA and CFA substantiated six important protective factors of resilience, including value, perseverance, emotion regulation, social support, and optimism. Besides the scale was shown to be invariant across different genders, ages, and disciplines. Furthermore, the graded response model proved the utility of the scale from the perspective of item discrimination, item difficulty, and item information function. Moreover, data analysis showed that the scale was proven to be equipped with good convergent validity and reliability. Theoretically, this study contributes to the theoretical construct of resilience in language learning. Practically, it provides a valid and reliable instrument for the measurement of resilience in language education, by which teachers can better understand students' emotional condition timely.

E1 - 2   P1t-190

Day 2 (DEC 9) 16:45 - 18:15

YIA 504

'Dance With Shackles On': Navigating Critical Thinking in English Language Classrooms during COVID-19 and Beyond

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The outbreak of COVID-19 pandemic has significant social, educational and psychological impacts. While teachers are key agents to promote CT at the curriculum level, little is known about how English language teachers engage with CT in the wake of COVID-19. Drawing on teacher interviews and classroom observations, the study found that the participating teachers navigated the various affordances and constraints of COVID-19 and implemented CT instruction primarily by integrating CT skills in language learning and assessment, emphasizing skepticism, fostering reflection and hope, and legitimating students' voice in the online environment. It suggests that teachers should be conscious of the affordance and constraints of online teaching and attend to students' emotions and life experiences at the curriculum time to transform students into critical thinkers who can agentively, responsibly and positively engage with their situated reality.

E1 - 3   P1j-98

Day 2 (DEC 9) 16:45 - 18:15

YIA 504

A Critical World Englishes Pedagogy: Investing in Learner and Hong Kong English User Identities

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This article examines the impact of a critical pedagogy informed by the World Englishes and investment frameworks on one second language (L2) learner in Hong Kong who claims to use 'Hong Kong English' (HKE). Taking a critical and pro-active stance, we seek to counter insidious (neo)colonial ideologies and practices through our pedagogical investigation in an undergraduate course. Multimodal output during the intervention were jointly analyzed to gauge the impact of the pedagogy on one learner's investment trajectory. The findings revealed that participant-learner developed the ability to invest in multiple intertwined identities as Hongkonger, legitimate HKE user and ESL learner. A transformation was observed in the participant, as she transitioned from a passive knowledge-keeper with exonormative orientations to becoming an invested, self-reflective learner who endorses and embodies endonormative norms in her local English. Overall, the study highlights tasks that create spaces for students to actively resist colonial representations of English.

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國　際　會　議

A Case Study of Hong Kong ESL Students' Strategic Reading Behaviors in Integrated Tasks

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This dissertation examines how Hong Kong ESL students (n = 21) in a F.4 class engage strategically with data files to complete integrated tasks. Using a mix of quantitative method for the whole class and qualitative method for SEN students, the study finds that: (1) discourse analysis strategies (connecting information) were the most frequently used strategies (mean = 3.79), (2) moderate correlation existed between discourse analysis strategies (evaluating information) and students' performance in integrated tasks in terms of identification of information (r = 0.5923), and (3) students' strategic intertextual processing behaviors were shaped by a confluence of factors including career aspiration, time anxiety, and executive function, some of which pertained to their special educational needs (SEN), (4) underuse of evaluation strategies partially contributed to appropriacy errors. This study brings into view dimensions of experience from SEN students not previously examined. This study has the potential to enrich the narrative about integrated tasks from one predominantly about discourse analysis to one that considers learner and psycho-cognitive factors. DSE integrated tasks are predominantly writing-based and close-ended, and this dissertation argues for more differentiated assessment modes. Results are only partly consistent with the previous conclusions by Plakens and Gebril (2012) and Knoch and Sitajalabhorn (2013). This study has implications for developing integrated task accommodation for SEN students.

E2 - 1   P1v-194

Day 2 (DEC 9) 16:45 - 18:15

YIA 506

Supporting Teachers' Expansive Learning through a Change Laboratory: An Activity-theoretical Formative Intervention Research in a Japanese School

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Using a research method called Change Laboratory (Engeström, 2007, 2016; Engeström et al., 1996), this study explores how expansive learning (Engeström, 1987/2015, 2016) for teachers can be generated and supported in the context of a school reform effort at an elementary school in Japan. Change Laboratory is an experimental research method in which practitioners and researchers collaborate to hold sessions to transform their work practices from the bottom up through collaborative negotiation and the debate of potential contradictions. It represents a formative intervention methodology rooted in cultural-historical activity theory and seeks to replace typical, top-down, linear interventions that dominate school reform. Thus, formative interventions aim to facilitate teachers' expansive learning. In this manner, teachers are empowered to collectively create new designs and transformations for their school's activity system.

The context here is Seijo Gakuen Elementary School in Tokyo, a pioneer in Japan's school reform movement that has a history of more than 100 years as an experimental school. This study analyzes data from eight two-hour Change Laboratory sessions to examine the generation and support of teachers' expansive learning in 2023. The findings suggest that teachers can generate a form and process of expansive learning to collectively redesign and transform their school from the bottom up. Teachers' expansive learning entails not only articulating the hidden contradictions of the school's activity system behind the individual troubles and conflicts but also creating new concepts and models of learning activities that allow them to break through contradictions in a realistic way.

E2 - 2   P1c-91

Day 2 (DEC 9) 16:45 - 18:15

YIA 506

What And How Do Teacher Educators Learn: A Systematic Review (2010-2023)

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Despite the widely acknowledged importance of teacher educators, studies on teacher educators' learning is insufficient and fragmented. Following Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA), this systematic review attempts to deepen our understanding of teacher educators' learning by synthesizing empirical evidence published on SSCI journals since 2010. The research questions are: What and how do teacher educators learn? After three rounds of screening, 108 journal articles formed the literature pool. It was found that university-based teacher educators' (UBTEs) learning is centered round the tension between academic research and teacher preparation practice, while school-based teacher educators' (SBTEs) main learning task is to deal with the theory-practice gap. In the meantime, equity and technology were two highlighted themes of learning for both groups. Formal as well as informal learning activities exist for both UBTEs and SBTEs. Moreover, two core elements emerged behind all forms of learning: inquiry and collaboration.

E2 - 3   P1g-111

Day 2 (DEC 9) 16:45 - 18:15

YIA 506

The Impact of Educational Internships on Pre-Service Teachers' Digital Competence: A Comprehensive Qualitative Evidence Study.

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This study reviewed qualitative research, focusing on the impact of educational internships on teachers' digital competence. It utilized a meta-ethnographic approach to locate, critically appraise, and synthesize the findings from these studies. An extensive search was conducted on the Web of Science, resulting in the inclusion of 15 articles for comprehensive analysis. The research results were divided into two main parts: (1) key themes explicitly related to educational internships (e.g., development of digital skills in practice, integration of digital resources, design of digitalized teaching), and (2) the conditions for enhancing digital competence within the context of educational internships (e.g., digital technology training in internship programs, digital guidance from mentors, digital resource support in internship schools). To illustrate the relationships between these key themes, an overarching model was developed. By interpreting the results of the review, recommendations were discussed for the impact of educational internships on teachers' digital competence and future research directions.

E2 - 4   P1v-232

Day 2 (DEC 9) 16:45 - 18:15

YIA 506

Anti-stigmatizing: A Collaborative Autoethnography on the Depression Recovery.

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The intricate relationship between depression and stigmatization remains an area not fully understood. Most studies view this stigma externally, bypassing affected individuals' experiences.

The first author, from a remote region in China, has experienced this firsthand, offering a unique introspective journey through depression. Having achieved academic milestones, the onset of depression in 2022 led to a diagnostic culmination in June, shifting the author's personal and social identity. Based on the first author's ,autoethnography and deep interview between two authors, this study spotlights the first author's experience of depression recovery. A conceptual apparatus of "anti-stigmatizing" is coined to explore the subjective practices of individuals with depression in their recovery process. The matic analysis is then utilized to unpack "anti-stigmatizing practices". The research findings elucidate that individuals experiencing depression, throughout the process of recovery, encounter various forms of stigma including moral stigma, self-stigma, role stigma, and public stigma. In response, they engage in practices characterized by endurance of suffering, self-directed aggression, concealment and avoidance, as well as cognitive emancipation.

In addition to the four identified stages, the discussion section will further examine the critical factors underpinning the efficacy of anti-stigma practices, including self-directed learning and the role of community support. These insights provide a foundation for tailored therapeutic approaches and enhanced societal support mechanisms for individuals grappling with depression and its associated stigma. Furthermore, this study contributes to cross-cultural mental health insights, emphasizing individuals' active role in combating stigma.

E2 - 5   P1k-133

Day 2 (DEC 9) 16:45 - 18:15

YIA 506

Phenomenological Explorations: Teachers' Journey in Implementing Transmodal Multiliteracies Pedagogy

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A multiliteracies pedagogy has emerged as a crucial paradigm in response to the evolving education landscape (New London Group, 1996). As we navigate the aftermath of the pandemic, where technology has irreversibly woven itself into learning, the implications for education have been far-reaching. This shift necessitates a departure from traditional language-centered instruction toward a dynamic, multimodal approach that aligns with the interconnected and multi-faceted world.

While studies extol the virtues of a multiliteracies pedagogy in fostering student agency and communicative versatility, a critical aspect remains relatively unexplored: the teacher's role and experience in systematically implementing a transmodalizing pedagogical approach (Newfield, 2009). Teachers, often products of a language-centric educational paradigm, may harbor ambivalent sentiments towards a multiliteracies pedagogy. The question looms: Are educators ready in designing and delivering a transmodalizing multiliteracies curriculum that equips students for meaningful future societal engagement?

Guided by a social semiotic lens and a phenomenological perspective, this ongoing study investigates teachers' experiences as they navigate the complexities of implementing a transmodalizing multiliteracies pedagogy. Adopting a multiple case study design, this study aims to illuminate the challenges, triumphs, and learning curves that underpin educators' journey towards embracing a transmodalizing multiliteracies approach. Through understanding these experiences, this research contributes to enriching pedagogical theory and provides insights for policymakers and curriculum designers shaping teacher education. This study explores the crucial interface between teachers and transformative pedagogy. By acknowledging teachers' roles in shaping the educational future, we can better navigate the path to effective, forward-thinking pedagogical practices.

E3 - 1   P1l-174

Day 2 (DEC 9) 16:45 - 18:15

YIA 507

Assessing the Relationship Between Feedback Orientation and Mathematics Self Concept: A Pilot Study in Shanghai Secondary Students

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In the discourse on active student participation in the feedback process to amplify their learning gains, feedback self-efficacy—a pivotal facet—is gaining prominence in feedback research. However, the existing empirical feedback research lacks in-depth investigations into the complex relationship between feedback self-efficacy and diverse feedback process stages. This qualitative study involving ten students aimed to understand how university students' feedback self-efficacy influences their use of teacher feedback across these stages. The study uncovered important patterns in how students engage with feedback, including their expectations, reception, understanding of feedback, emotions induced by feedback, and actions. The results showed that students' perceived self-efficacy impacts their feedback-seeking behavior, emotional responses, and utilization of feedback for learning improvement. This study also identified preliminary qualitative evidence of the reciprocal relationship between feedback-seeking efforts and feedback self-efficacy. Additionally, a strong connection was found between feedback self-efficacy and how well students manage their emotions, which impacts their behavior beyond just receiving and understanding feedback. Importantly, feedback self-efficacy serves as a pivotal facet of feedback orientation to approach feedback in education. This qualitative study adds depth to the quantitative understanding of this facet and highlights how teacher feedback and student feedback self-efficacy work together to create an active feedback process for learning. The study also acknowledges limitations and suggests future research directions.

E3 - 2   P1v-159

Day 2 (DEC 9) 16:45 - 18:15

YIA 507

Teachers' Uses and Concerns about Online Open Educational Resources: Preliminary Findings of a Territory-wide Study

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The COVID-19 pandemic has raised teachers' awareness of using online open educational resources (OER) to support students' out-of-class learning, as these teaching and learning materials can be accessed with no or limited restrictions. As promulgated in the Chief Executive's Policy Address 2020, HK$2 billion is set aside to support e-learning. Funded bodies are developing ancillary facilities for the implementation of e-learning in schools. However, it remains unclear whether our teachers would find the resources useful and how to ensure their uses, leading to a gap between OER and their usage in actual practice. As The United Nations Educational, Scientific and Cultural Organization (UNESCO) suggested, the gap should be bridged by formulating policies on OER. Hence, we conduct this territory-wide study in Hong Kong primary and secondary schools, aiming to understand teachers' uses and concerns about OER and to solicit their suggestions on the development of OER and school policies on using OER.

This study invites school leaders and Chinese, English, and mathematics teachers to complete a survey. We further interview school leaders in representative schools and diverse teacher respondents. Survey and interview data are collected and analysed using the mixed-methods approach. In this presentation, we will share some key preliminary findings of our study. The findings will be useful for policymakers and contribute to the development of OER policy in terms of (1) ensuring the development, storage, and accessibility of OER, (2) aligning quality assurance procedures, (3) supporting capacity building and awareness raising, and (4) integrating OER into the curriculum.

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E3 - 3   P1m-118

Day 2 (DEC 9) 16:45 - 18:15

YIA 507

Art Therapy in K-12 Education: Supporting Well-being in Chinese High School Students through Culturally Specific Approaches

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Objective

This study examines 1) The anxiety reduction potential in high school students through K-12 arts education integrated with art therapy. 2) The comparative efficacy of coloring involving traditional Chinese patterns versus Mandala patterns. 3) The supplementary mental health support derived from decorating personal spaces with self-created artworks.

Methodology

A sample of 40 students (16-18 years) from Beijing No. 171 High School participated. Preceding a two-week art therapy regimen incorporated into regular K-12 art classes, each student completed a mental health questionnaire. Twenty students focused on traditional Chinese patterns, and twenty on Mandala patterns. Post-therapy, individual interviews assessed the intervention's impact.

Results

Notably, 80% of students engaged in traditional Chinese patterns reported heightened relaxation and a significant reduction in anxiety, a proportion surpassing that of Mandala participants. Several participants underscored the calming influence of living spaces adorned with their created artworks.

Conclusion

The integration of art therapy within K-12 arts education effectively mitigates anxiety among Chinese high school students, underscoring the imperative of culturally resonant interventions in mental health management. Personal artwork displays in living spaces emerged as an ancillary mental well-being support mechanism.

E3 - 4   P1v-252

Day 2 (DEC 9) 16:45 - 18:15

YIA 507

Asian-White Differences at the Intersection of High School Mathematics Course-taking and Academic Self-assessment in Mathematics

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Although Asian Americans are generally viewed as "good students," Asian Americans themselves are less likely than whites to self-identify as good students. Using data from ELS:2002, I examine patterns and sources of the Asian-white gap in self-assessed math ability among students who reached different strata of the mathematics curriculum in high school. I find that Asian students have comparable average math test scores with white students among those who take advanced math courses but have lower average math test scores among those who take nonadvanced math courses. Conditional on math test scores, Asian students have higher self-assessed math ability than whites among those who take nonadvanced math courses but have lower self-assessed math ability among those who take advanced math courses. Among students who take advanced mathematics courses, Asian students' lower mathematics self-assessment relative to whites' is largely driven by the higher level of Asian concentration in the schools in which Asian students are enrolled. In addition, I find substantial intra-Asian ethnic heterogeneity in the size and predictors of the Asian-white difference in mathematics self-assessment. This study uncovers important diversity in Asian students' academic experience which is largely ignored in empirical research as well as public discourse surrounding Asian Americans.

E4 - 1   P1w-268

Day 2 (DEC 9) 16:45 - 18:15

YIA 508

中國高水平綜合性大學參與教師教育的現狀分析、學術脈絡與前沿展望

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教師教育大學化是百年來全球教師專業化進程的核心議題與歷史走向，高水平綜合性大學參與教師教育是中國特色教師教育體系的關鍵一環與必然選擇；2023 年 7 月「國優計劃」的發佈更加快了這一中國式教師教育現代化的歷史進程。在政策中，中國高水平綜合性大學參與教師教育歷經民國以降的「三進兩出」後再度成為政策重心與方向；然而現有政策缺乏對其予以整全建構與科學謀劃。在實踐中，香港中文大學、清華大學等多所高水平綜合性大學已在探索參與教師教育的多元路徑；但對於教師教育所具有的特殊屬性彰顯不足。通過對中國學界相關學術史脈絡梳理，發現相關研究呈現為散點起步階段（2000 年前）、快速發展階段（2001—2006 年）、波折發展階段（2007—2017 年）以及復蘇回升階段（2018 年至今）此四個主要時期，具有鮮明的政策驅動性以及散點化、經驗化特徵。然而，在學理上系統建構高水平綜合性大學參與教師教育的理論研究不足；綜合性大學的分類意識欠缺、概念使用混亂，未能凸顯「高水平」綜合性大學的獨特優勢；深度個案研究缺乏，循證與理論意識薄弱，少有頂尖大學學者參與。據此，建議對關乎高水平綜合性大學參與教師教育的本體論、成因論、價值論、實踐論與方法論的研究問題開展研究，基於其內蘊的作為規範性的國家事業、實踐性的專業實踐以及支撐性的學術領域此三大基本屬性作為基本邏輯，開展中西方高水平綜合性大學參與教師教育的歷史研究、個案研究、政策研究、基本理論研究以及國際比較研究，構建中國高水平綜合性大學參與教師教育在宏觀圖景、中觀畫像和微觀樣貌的全景體系以及概念、價值和路徑理論模型，為未來相關政策制定以及實踐推進提供學理基礎和循證依據。

E4 - 2   P1e-81

Day 2 (DEC 9) 16:45 - 18:15

YIA 508

Action Research on Program-based Learning for Comprehensive Chinese Language Acquisition in Elementary Schools

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Global interdependence necessitates a new approach to education for children worldwide. The traditional two-dimensional model is no longer sufficient, as it lacks the support for higher-order thinking and conceptual understanding that is provided by subject program-based learning. Comprehensive learning of the Chinese language in elementary schools aligns well with program-based learning principles. Thus, the integration of these approaches represents a novel exploration in curriculum reform.   This study focuses on implementing program-based learning in the teaching and learning of Chinese in elementary schools through action research. To begin with, existing studies conducted by experts and scholars both domestically and internationally are reviewed to gain insights into their findings.   The theoretical discussion explores the value and significance of implementing program-based learning in comprehensive Chinese language education at the elementary level. Additionally, an analysis is conducted on the characteristics, objectives, and relevance of program-based learning within this context. Furthermore, detailed plans are developed for implementing program-based learning in comprehensive Chinese language education at the elementary level. These plans outline a specific process that includes problem-driven instruction, data collection, plan formation, independent learning activities, cooperative inquiry projects, and result presentations. The assessment tools used employ open-ended test questions evaluated through solo evaluation methods to ensure validity and reliability.   Performance assessments based on student work samples provide an overall appraisal of students' achievements in comprehensive Chinese language education.   By using 15 specific indicators, the test questions assess students' effectiveness mainly in six dimensions: thinking development; inquiry ability; expression and communication; self-learning ability; cognitive ability; and aesthetic appreciation. Practical tests have shown that implementing program-based learning in elementary school Chinese education can yield significant results. Specifically, students' literacy in areas such as comprehension, generalization, information processing, imitation, and evaluation has improved remarkably. Based on the identified problems in this action research, the following suggestions are proposed for implementing program-based learning in

elementary schools to enhance comprehensive Chinese language education: First, to create real problem situations to activate the learning motivation; second, to establish a holistic discipline concept to integrate the learning content; third, to scientifically utilize the process tools to ensure in-depth learning; fourth, to innovate the evaluation and feedback mechanism while ensuring continuation of results; and fifth, to encourage students to reflect on and deepen their learning cognition.

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E4 - 3   P1b-31

Day 2 (DEC 9) 16:45 - 18:15

YIA 508

攀樹課程提升特殊教育需求學生班級融合參與之研究

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攀樹結合冒險與自然探索，提供學生深入瞭解攀樹技巧和安全知識的機會，同時促進同儕間的合作與關懷。然而，特殊教育需求學生因其個別差異和障礙而面臨人際互動困難的挑戰。融合教育目的為提供每個學生均等教育機會，讓普通學生能學會如何與特殊教育需求學生相處。本研究旨在探討攀樹課程對特殊教育需求學生在班級融合參與方面的影響，透過適當的課程調整，使每位學生都能獲得成功學習的經驗，同時提升同儕間互助融合的體驗。研究方法採行動研究法，以臺灣新北市某國小五年級 26 位學生為研究對象。在教學前後進行研究者自編問卷調查，並在課程結束後進行半結構訪談以了解學生的感受。研究結果發現：(1)學生在參與攀樹課程前有中度以上信心指數認為可完成攀樹；(2)課程過程中展現出關懷和協助的行動；(3)通過適當的課程調整，能有效促進特殊教育需求學生的參與，並提升成功學習經驗；(4)多數學生對於此課程持正向肯定之感受。根據研究結果，向教師和特殊教育工作者提供相關建議作為參考。

E4 - 4   P1q-76

Day 2 (DEC 9) 16:45 - 18:15

YIA 508

跨學科融合下的可持續發展教育與藝術教育

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本研究旨在探討跨學科融合下可持續發展教育與藝術教育的關係與影響。大學生作爲未來社會的中堅力量，能夠在各自的專業領域中貢獻出對可持續未來的思考和實踐。研究採用定性研究方法，以在校大學生爲研究對象，通過對相關文獻的綜述和案例分析，對跨學科融合教育模式下可持續發展教育與藝術教育的相互作用及其潛在優勢進行了深入研究。研究發現，跨學科融合能夠爲可持續發展教育與藝術教育提供更爲廣闊的創新空間，並促進學生的綜合能力培養。在可持續發展教育中，學生需要能夠提出創新和可持續的解決方案。藝術教育可以通過鼓勵學生的想象力和創造力，培養他們找到創新的方式來解決環境和社會問題的能力。此外，通過跨學科融合，培養學生的關注環境和社會問題的意識，提高學生創造力和解決問題的能力。可持續發展教育與藝術教育之間的知識共享和技能交流得以加強，相互促進，進一步提升了學習效果和意義。

E5 - 1   P1j-123

Day 2 (DEC 9) 16:45 - 18:15

YIA 509

海外與國內高校畢業生素質比較研究

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畢業生素質是大學畢業生的技能、知識和能力的綜合指標，也是大學評估本科四年教育其中的一種手段。畢業生素質運動是指世界各國高校，除了以學校辦學願景、理念、原則，校訓，等理念性描述之外，嘗試設計一系列清晰的素質和衡量指標，並用以評估每年畢業生在素質系列的達成程度。例如澳大利亞推行畢業生素質制定與評估，是由全國教育部門負責帶領，所有大學必須配合。新時代我國的高等教育要從量的普及發展的質的提升，中外畢業生素質體系的比較有助於我國高等教育的未來策劃。本研究以海外 QS 排名前 50 的高校，和國內 QS-Asia 排名前 50 的大校爲樣本，分析和比較他們的畢業生素質。研究發現海外高校的前五位畢業生素質是"卓越、全球視野、創意、研究能力和學習能力"。國內高校的前五位是"創新、全球視野、知識寬厚、實踐和應用能力和社會責任感"。又國內高校的畢業生素質有很大的同一性，海外高校的畢業生素質則有更大的差異性。"社會責任感"擠進了國內高校畢業生素質的前第 5 位。把畢業生素質的指向性分歸納爲個人成長、社會責任和國際視野三個分類，海外高校與國內高校在統計上有顯著分別（$X^2 = 14.436$, df = 2, $p < 0.001$），應對分析結果也顯示海外大學較傾向國際視野培育，國內大學較傾向社會責任培育。"社會責任感"的培養，是協助高校應對大學生自戀心態的重要內容。

關鍵詞： 畢業生素質， 社會責任感教育， 數字社會脫離

E5 - 2   P1r-145

Day 2 (DEC 9) 16:45 - 18:15

YIA 509

一個有效推動全方位校本價值教育的新模式

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從教育理論的角度，以全方位模式在學校推動校本價值教育是理想的取向。但是，各地在落實的過程中常見數個不容易跨越的難關，包括（一）多個持份者對學校須培育的價值有不同的期望，遂令校方顧此失彼或疲於奔命、（二）因為欠一個全局統整的價值教育課程，不同範疇的教師不知道如果配合和合作、（三）校方未能提供清晰和具體落實的指標和方法，令科組的教師不知道如何在最基本的學與教層面培育價值、（四）未見教師兼顧培育良好行為（行）與解說背後的價值理據（知）、及（五）評估價值培育的成效時更往往欠較堅實的證據。過往三年我們正在數十間香港天主教中小學推介的一個新模式，初步看來可以有助處理這些困境。所以，本報告從推動者的角度簡介這模式理念和內容，以論說其可行性。研究方法是導師就經驗和領悟的自述和焦點交談討論以及參考前線教師的問卷回饋。從初步的總結所得，此新模式具有突破上列困局的潛力，能夠縮減以全方位模式推動價值教育在理論和實踐之間的差距。

探討教師對照顧學習多樣性的觀感：有關香港中學中文教師的現象學研究

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照顧學習多樣性是教育的重要議題，惟學習多樣性的要旨、以至如何照顧學習多樣性，歷來眾說紛紜。前線教師在此背景下，對於照顧學習多樣性的觀感及背後的影響因素值得深究。

本研究以質化研究中的現象學研究，選取 10 位香港中學中文教師為研究對象，以訪談形式蒐集資料。

研究發現，教師認為基於學生背景、學習動機及學習能力的差異，形成了學習多樣性；而照顧學習多樣性目標可分為理想及現實兩部份。照顧學習多樣性的策略可分為針對特殊學習需要及非華語，與照顧一般學習多樣性；其中照顧一般學習多樣性的策略又可分情感層面及教學層面。至於教師對照顧學習多樣性的觀感及其影響因素主要可分為困難及得著，困難主要是政府及學校政策、課程及社會歷史文化三方面；得著則可分為針對學生及教師自身。

基於以上發現，可得出以下討論：照顧學習多樣性目標的理想與現實出現落差、情感層面是照顧學習多樣性的可行策略方向、照顧學習多樣性支援不足及需關注教師耗盡問題。

研究建議先從政府及學校政策方面著手，以解決教師照顧學習多樣性面對的困難。

研究對於照顧學習多樣性及其中的教師觀感具有一定理論及實踐貢獻。

關鍵字：照顧學習多樣性、教師觀感、現象學

E5 - 4   P1v-231

Day 2 (DEC 9) 16:45 - 18:15

YIA 509

探討教師對特殊教育需要學生教學的觀感：有關香港中學中文教師的現象學研究

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照顧有特殊教育需要同學的學習差異，自 80 年代以來，漸漸成為學校教育不斷關注的議題。時至近年，學校推行融合教育，如何進一步照顧有特殊需要之同學，仍然是教育政策的關注重點。而由於中文學習對有特殊需要的同學而言，顯得尤為困難，因此在照顧有特殊教育同學的議題上，首當其衝的便是前線中文教師。

初出茅廬的年輕中文教師由於教學經驗尚淺，除了一般教學外，如何更好地照顧有特殊教育需要同學，也是他們的一大挑戰。而為了探討和進一步了解年輕中文教師對特殊需要學生教學的觀感，本研究採用質化研究中的現象學研究，以訪談形式蒐集資料。研究了 10 位現正在香港中學任教，年齡介乎 25-34 歲，入職 5 年以下的年輕中文教師。

研究發現，年輕中文教師能夠大致理解有特殊教育需要同學的類別和學習需要，他們亦期望能夠將師訓課程和進修所學學以致用，嘗試針對同學不同的學習困難實施相應之教學策略。然而，由於社會環境制度、學校校本制度和學校文化等不同因素，年輕中文教師遇到不同的困難和挑戰。儘管如此，他們大部分仍然相信日後能夠漸漸克服困難，更能夠照顧有特殊教育需要同學。因此，也希望將來教育政策和學校安排上，能夠加強對年輕教師照顧有特殊教育需要同學的支援，特別是對師生來說都較為困難之中文科。

F1 - 1   P1c-79

Day 3 (DEC 10) 09:00 - 10:30

YIA 504

The Exploration of Online Academic Help-Seeking Behavior of First-Generation College Students in Developing Countries: Evidence from China

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With the continuous expansion of higher education globally, the number of first-generation college students (FGCS) is also increasing, particularly in developing countries. This qualitative study explores the experience of Chinese FGCS in online academic help-seeking (OAHS) behavior through semi-structured interviews. The narratives from fifty-eight participants expand the understanding of how FGCS use the Internet to seek academic help when their family cultural capital is insufficient, and also present the role of family in this process. Three themes are found. First, FGCS prefer one-way help-seeking compared to interactive help-seeking. Second, FGCS has limited access to OAHS. Third, FGCS yearn for more support from their families, such as spiritual encouragement, freedom, and financial assistance. The findings reveal the behavioral characteristics of OAHS when FGCS representing a majority group, giving implications for university practitioners to provide targeted assistance and training to FGCS.

F1 - 2   P1h-45

Day 3 (DEC 10) 09:00 - 10:30

YIA 504

Exploring English Medium of Instruction (EMI) Policies and Practices: A Case Study of a Chinese Cooperative Running University in the Great Bay Area

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The surge of globalization has propelled the adoption of English medium instruction (EMI) in higher education, notably in China's Great Bay Area (GBA), aimed at bolstering economic competitiveness and global integration. This research investigates EMI policies and practices within a cooperative running university in the GBA, utilizing Spolsky's language policy framework. The study analyzes language management, ideologies, and practices at individual, institutional, and regional levels, employing a case study approach. Findings expose a discrepancy between policy and implementation, with institutional emphasis on EMI for international competitiveness, while instructors and students identify challenges in exclusive English instruction. This research bridges a gap in EMI studies within Chinese cooperative running universities, providing insights into potential enhancements for EMI practices.

F1 - 3   P1t-250

Day 3 (DEC 10) 09:00 - 10:30

YIA 504

Critical EAP: University Students' Voices During and After COVID-19

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This paper presents a section of the findings of a study on Critical EAP (Benesch, 2001), in a university in Hong Kong during and after the pandemic. Scarce research in this context encouraged this critical ethnographic case study (Palmer and Caldas, 2017; Denzin & Lincoln, 2017) on Rights and Needs Analysis of EAP (Kirkgoz & Dikilitas, 2018) drawing upon Freirean critical pedagogy (Freire, 1970; 1994). Data was collected over the course of 18 months through questionnaires, interviews, and one-on-one weekly tutorials to learn more about the needs of the participants. Voluntarily, the students talked not only about the English courses but also the content courses they attended. The findings suggest that the students will voice their opinions when given the adequate opportunity; they are aware of the difficulties their teachers have faced during the pandemic; the students like the convenience of online classes, but consider face-to-face classes as a better option for their learning's sake; they have experienced lower motivation and some have also been affected by issues such as faulty internet connection, lack of space to study at home, and lack of funds to buy a computer to study. They are critical about course delivery in both face-to-face and online modes, and their own attitude towards learning. The data also indicate that the classroom practices in higher education in Hong Kong need more attention in practical terms.

F1 - 4   P1t-246

Day 3 (DEC 10) 09:00 - 10:30

YIA 504

Common Core Curriculum Reform Journey at the University of Hong Kong: Past, Present, and Future of Interdisciplinary General Education Curriculum

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Since the introduction of the New Academic Structure in 2009, all undergraduate students in Hong Kong have been required to undertake a four-year degree instead of the original three-year structure. This additional year necessitates that all eight publicly funded universities in Hong Kong offer a broadening General Education Curriculum, which complements students' specialized disciplines or professions. The University of Hong Kong has implemented the interdisciplinary Common Core Curriculum as its General Education Curriculum. In this presentation, the speaker will review and discuss the significant achievements and critical impacts of the past decade's journey, drawing upon his various studies and experiences in the field. Particular emphasis will be placed on examining the planning, design, implementation, and evaluation of this interdisciplinary General Education Curriculum within the higher education setting. The speaker will also provide insights into how the General Education Curriculum should further evolve in various aspects to ensure that our students remain future-ready to face the challenges and opportunities ahead of them. The presentation aims to shed light on best practices and potential challenges, considering the increasing number of universities worldwide that are promoting interdisciplinary curricula and future readiness in the years to come.

F2 - 1   P1d-97

Day 3 (DEC 10) 09:00 - 10:30

YIA 506

An Interdisciplinary Teaching Model for Non-Chinese Speaking Students Learning Chinese History- A Case in Hong Kong Secondary School

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The Hong Kong Education Bureau (EDB) confirmed in 2017 that Chinese History became an independent core subject in the junior secondary curriculum. Non-Chinese speaking (NCS) students can also gain a deeper understanding of Chinese History and culture by studying Chinese History. The purpose of this study is to investigate how frontline teachers can use Genre pedagogy with an interdisciplinary teaching model to enhance NCS students' motivation in learning Chinese History and deepen their understanding of history concepts. The research team worked with the teachers to design the teaching materials and learning activities in a Hong Kong secondary school, then investigated the students perception about the pedagogy by questionnaire, conducted interview with the teacher, and evaluated and reflected on the whole design of Genre pedagogy in CSL Chinese History classroom. 80 NCS secondary school students (N = 80) at an average age of 14 years were participated in this study.

According to the teachers' feedback and the findings of the study, Genre pedagogy with an interdisciplinary teaching model in Chinese History classroom has positive effects on NCS students' learning in Chinese History. Both pedagogical and theoretical implication on the design of Genre Pedagogy in CSL Chinese History lesson are discussed at the end of this paper.

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F2 - 2   P1a-10

Day 3 (DEC 10) 09:00 - 10:30

YIA 506

Using TARGET Framework to Explore the Relations between Classroom Goal Structure and Achievement Goals in Chinese Reading Classrooms

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As the framework of specific instructional dimensions of classroom goal structure, the TARGET framework has seldom been discussed comprehensively in previous achievement goal studies. This study aimed to examine the relationships between different instructional practices of classroom goal structure and achievement goals in a Chinese reading classroom context from the perspective of the TARGET framework. A sample of 844 Beijing eighth-grade students voluntarily responded to a questionnaire that measured their perception of dichotomous classroom goal structure based on the TARGET system and trichotomous achievement goals in reading. The descriptive statistics indicated that students adopted high levels of trichotomous achievement goals and simultaneously perceived high mastery-oriented goal structure and high task and autonomy/time dimensions of performance-oriented goal structure in their Chinese reading classrooms. In contrast to the original conceptualization of dichotomous classroom goal structure, the findings of correlation analyses indicated that the task and autonomy/time dimensions in performance-oriented goal structure positively correlated with the instructional variables of mastery-oriented goal structure. The results of structural equation modeling and the multiple-indicator and multiple-cause model showed that after controlling the school background variables, the task and recognition/evaluation dimensions of the mastery-oriented goal structure had significantly positive relations with students' mastery goals, and the recognition/evaluation dimension of the performance-oriented goal structure had significant and positive relations with students' performance goals. The findings generally support achievement goal theory in Chinese reading classrooms and indicate the necessity of examining the instructional dimensions of classroom goal structure in specific subjects and cultural backgrounds.

F2 - 3   P1e-51

Day 3 (DEC 10) 09:00 - 10:30

YIA 506

A Research on the Datong Vision in the Short Stories of Sui Sin Far

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The theory of Cultural Datong by Fei Xiaotong takes "Harmony beyond Assimilation" as its core. It opposes against both cultural isolation and cultural assimilation, but takes a middle way in order to realize a world of "cultural hybrid". Based on the above theory, this paper focuses on an exploration of the Datong vision in Sui Sin Far's two representative short stories: "The Wisdom of the New" and "The Americanizing of Pau Tsu". The full paper consists of three parts, namely the introduction, the main body (including three chapters) and the conclusion. The introduction part introduces the life and historical background of Sui Sin Far and her longing for the Datong. In addition, several important topics are sorted out as well as the basic trends of the research on Sui Sin Far at home and abroad. The second chapter introduces in Fei Xiaotong's view of the Cultural Datong. After having defined the meaning of Cultural Datong, the paper points out two aspects of the theory. The third and fourth chapters carry on specific textual analysis based on the short stories "The Wisdom of the New" and "The Americanizing of Pau Tsu" respectively, so that an in-depth explanation to the theory of Cultural Datong might be made. Finally, the conclusion part summarizes the previous parts, and proposes that the research on the Datong vision in Sui Sin Far's works might be helpful to promote the interactions and mutual-learning as well as harmonious coexistence between the Chinese and the Western cultures.

Depression and Approach-avoidance Achievement Goals of Chinese Undergraduate Students: A Four-wave Longitudinal Study

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Objective: The study explored the prospective relations between depression and approach-avoidance achievement goals of undergraduate students in China.

Methods: 2473 full-time undergraduates reported their depression and achievement goals annually from the freshman to the senior year. Data were analysed using descriptive statistics, correlation analysis and cross-lagged models.

Results: Students' achievement goals decreased gradually during the first 3 years but rose in the fourth year, and the avoidance goals appeared to be less prevalent than the approach goals over time. Depression was negatively associated with approach goals, whereas positively correlated with avoidance goals. Depression in the freshman and sophomore years resulted in more avoidance goals 1 year later,   and the depressive problems in the junior year predicted the decline of approach goals in the senior year.

Conclusions: The present study highlighted the deleterious effects of depression on the achievement goals of college students.

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國 際 會 議

F3 - 1   P1e-50

Day 3 (DEC 10) 09:00 - 10:30

YIA 507

Pursuing Doctoral Study in Non-traditional Learning Destination: An Exploration of Chinese Students' Motivation to Study in Southeast Asia

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Current research has extensively explored the motivations of international students to pursue higher education abroad from the global South to North. While some recent studies begin to pay attention to international students' motivations to study in non-Western and emerging educational hubs such as China across all levels of higher education, few have examined the factors influencing Chinese students' decision-making to pursue doctoral education in non-traditional destinations of Southeast Asia. Utilising the three-level (macro, meso, micro) push-pull theory, this study adopted an exploratory qualitative research design to understand why Chinese students pursue doctoral study in Malaysia, the Philippines, and Thailand and identified the dynamic push-pull factors influencing their destination choice. The participants were recruited via snowball sampling through the researchers' academic networks based on two criteria: 1) participants should be Chinese citizens; 2) they are attending doctoral degree programmes in Southeast Asia countries. Findings show that students are systematically pushed by national, institutional, and individual factors within the Chinese higher education context, and pulled to study in the Southeast Asian region based on its comparative advantages vis-a-vis the Chinese and Western doctoral systems. Findings implicate on why Southeast Asian doctoral degrees may have become a shortcut for Chinese students seeking a degree upgrade, as well as a dynamic approach to understanding the push-pull factors in international doctoral education set against local, regional, and global contexts.

F3 - 2   P1b-40

Day 3 (DEC 10) 09:00 - 10:30

YIA 507

Students' Perceptions of Online Learning in UK Higher Education: Challenges and Suggestions. A Qualitative Study with MA Education students

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Online learning has played an increasingly important role in British higher education, and changed conventional learning approaches, which caused concerns about its efficacy. This study investigated challenges affecting online learning's effectiveness and proposed strategies for improvement among MA education students. This qualitative research engaged six participants from a Northern England university's education institute, with thematic analysis applied to data analysis. The findings indicated that challenges about technical issues, limited interaction, the lack of social presence, and inappropriate instructional design, contributing to higher transactional distance. The relatively high transactional distance negatively affected students with lower self-regulated abilities. Therefore, the transactional distance should be adjusted to the suitable degree of students' autonomy. Based on students' perceptions, needs and suggestions, this study can shed light on the future design and employment of online learning in British universities.

F3 – 3   P1q-147

Day 3 (DEC 10) 09:00 - 10:30

YIA 507

Navigating the Doctoral Journey: Exploring Learning Communities and Research Culture of International Doctoral Students in China

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With the rapid advancement of globalisation in recent decades, the mobility of international students has emerged as a key indicator of the internationalisation of higher education (HE) in many countries. Given China's expanding presence in the global education sphere, research on international students in Chinese HE institutions assumes growing significance. Nonetheless, scant attention has been directed towards the research and learning experience of international doctoral students. Employing the concept of Communities of Practice, this research explores student-supervisor relationship within the context of 'shi men', a culturally and pedagogically imbued collective and semi-closed learning community. Participants in the study consisted of 40 international doctoral students enrolled at three Chinese universities, along with 20 doctoral supervisors who shared their experiences working with international students. The study finds that the student-supervisor relationship within the Chinese research group community significantly impacts the research learning experiences of international students. Based on our empirical findings, we classify three distinct archetypes of international doctoral student- supervisor relationships as follows: 1) a cooperative research partnership, 2) a hierarchical model, and 3) a superficial relationship. Our empirical study reveals the dynamism of such student-supervisor relations that some students experienced due to evolving situations, including emotional relationships with supervisors, changes of `shi men' members, and external environments such as the COVID outbreak. Our findings shed light on how sundry social and academic practices create various micro-politics of 'shi men'. This study offers insights into cross-cultural learning, research, and supervision practices in China. Ultimately, the study makes a valuable contribution to the domain of international higher education and doctoral education.

F3 – 4   P1p-152

Day 3 (DEC 10) 09:00 - 10:30

YIA 507

Leadership Cultivation of Junior High school Students and the Effectiveness Analysis from the Perspective of Core Competencies

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Leadership is one of the most concerned student qualities in the education field of contemporary countries around the world. This study explores the issue of cultivating leadership among junior high school students. Taking the "Junior General Class" leadership course at Jiangjun Road Middle School in W City as a case study, this research analyzed the leadership education outcomes through pretest and posttest comparison of leadership scales, open-ended questionnaires, interviews, and homework analysis. The result showed that although there was no statistically significant difference between the pre and post test leadership evaluation, the qualitative research data revealed that the students in the "Junior General Class" deepened their theoretical understanding of leadership, mastered practical knowledge of applying leadership to class management, and practiced collaboration and leadership in team activities. This study looks forward to the continuous improvement of the curriculum model of "Junior General Class", and stimulates similar schools to attach importance to the cultivation of student leadership, deepen the reform of comprehensive practical courses, and improve the quality of talent cultivation.

F4 - 1   P1v-253

Day 3 (DEC 10) 09:00 - 10:30

YIA 508

"雙一流"大學教師的國際學術影響力評價及影響因素研究

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研究構建了大學教師國際學術影響力的"三維"評價指標和量表,對全國 37 所"雙一流"大學教師進行了的國際學術影響力抽樣調查和測評。調查統計分析發現教師的國際學術影響力的平均水平偏低,且存在較大個體差異。迴歸分析顯示,教師個體特徵變量(性別、學科、年齡、職稱、訪學時長、訪學次數等)對其國際學術影響力存在顯著正面影響。研究還發現,文化、制度和能力是制約教師個體的國際學術影響力提升的三大因素,內在積極因素是促進教師提升國際影響力的關鍵。研究認為應從政府、高校以及教師三個層面採取措施來促進教師和高校的國際學術影響力的提升,從而加快推進"雙一流"高校建設。

F4 - 2   P1v-272

Day 3 (DEC 10) 09:00 - 10:30

YIA 508

Advocating Amendment of the Student Guidance and Counseling Act in Taiwan: Reflecting Practical Challenges and Enhancing Systemic Collaborations

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Over the past decade, Taiwan implemented the Student Guidance and Counseling Act, yet faced persistent challenges in its practical application across educational levels. In 2022, proposed amendments by the Ministry of Education significantly diverged from existing practices. In response, professional guidance and counseling associations organized public hearings and advocacy initiatives. This study delves into data from these hearings, revealing the shortage of counseling professionals and struggles in implementing the three-tier guidance and counseling framework. It explores complexities in collaborations among teachers, school counselors, professional counselors, and external resources due to the act's limitations. Additionally, the study analyzes advocacy experiences with government authorities, legislators, and other professions. Findings offer insights for refining the act, enhancing legal awareness, and promoting social responsibility within the student guidance and counseling community.

F4 - 3   P1w-271

Day 3 (DEC 10) 09:00 - 10:30

YIA 508

歸鄉還是遠行？中國籍英美碩士留學生的回國工作意願探究 — 基於社會認知職業理論

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歸鄉還是遠行？這是國際學生畢業後面臨的重要抉擇。本研究藉助社會認知職業理論（Social Cognitive Career Theory，SCCT）作爲關鍵分析框架，將定性和定量研究方法相結合，旨在探究中國籍英美碩士留學生畢業後的回國工作意願，從個體決策和外部環境等多維度進行分析，嘗試構建一個切實可行的中國籍英美碩士畢業後回國工作意願的分析模型和評估框架。研究發現，留學生個體特徵及環境共同影響其回國工作意願。國內的內卷趨勢、考研壓力、職場文化等成爲留學生選擇在國外工作的重要影響因素，而人脈、家庭聯繫是留學生回國工作的首要考慮因素。

F5 - 1   P1l-57

Day 3 (DEC 10) 09:00 - 10:30

YIA 509

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

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高等院校對於可持續發展目標的實現具有重要意義。課程作爲人才培養的核心要素，是高校推動可持續發展目標實現的重要行動策略。本研究旨在從課程視角切入，關注本科通識課程落實可持續發展目標現狀。基於聯合國可持續發展目標的內涵分析框架與核心關鍵詞來識別和分類高校的可持續發展課程，對 20 所"雙一流"建設高校本科通識課程內容簡介進行剖析與歸納，以此瞭解"雙一流"高校通識課程落實可持續發展目標現狀，爲我國高校促進可持續發展目標的更好實施提供借鑑。最後本研究提出我國高校應進一步在通識課程中融入可持續發展理念，主動變革課程結構應對未來挑戰，爲可持續發展目標的實現做出貢獻。

F5 - 2   P1r-234

Day 3 (DEC 10) 09:00 - 10:30

YIA 509

我國高校科研團隊青年人才跨學科性對科研創新的影響研究

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當前，科技創新是驅動我國經濟發展的重要動力，而跨學科研究爲國家發展的重大問題的解決提供了良好的突破口。雖然目前我國高校科研團隊建設越來越重視多學科的交叉融合，但跨學科是否能夠提升科研創新水平還有存在一定的理論爭議。本研究以高校國家重點實驗室的青年教師爲研究對象，採用了學科豐富度、學科均衡度和布里淵指數來體現科研的跨學科性，探究高校科研團隊青年教師的跨學科性與科研創新表現之間的關係。結果發現，在知識集成階段，跨學科性對青年教師的科研創新表現有一定的促進作用；在知識擴散階段，跨學科性對青年教師的科研產出和高水平論文產出尚不顯著；在兩個階段中，跨學科性對青年教師的篇均被引次數有較爲顯著的負向影響。此外，不同學科的跨學科性對青年教師的科研創新表現的影響也不同，表現爲跨學科性對醫學領域科研表現的積極作用顯著高於工學、理學和農學。基於研究結果，研究提出了科研團隊跨學科建設方面的政策啟示。

F5 - 3   P1e-49

Day 3 (DEC 10) 09:00 - 10:30

YIA 509

新冠疫情下我國地方本科院校人才培養效率研究——基於 **40** 所地方本科院校的 **DEA-Malmquist** 分析

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地方本科院校是我國高等教育的重要組成部分，但與中央部屬院校相比，其存在規模較小、資源投入不足、軟硬件設施建設較差等問題，因此其人才培養更易受到外部環境變化的衝擊。本研究旨在分析新冠疫情前與新冠疫情中我國地方本科院校人才培養效率的變化情況。基於 40 所地方本科院校 2018-2022 年數據的 DEA-Malmquist 分析發現，首先，我國地方本科院校人才投入與產出存在東部、中部、西部遞減的趨勢；其次，我國地方本科院校的就業率在新冠疫情期間出現較大幅度的下降，畢業率和國內外升學率的波動則低於就業率，但出現波動的時間晚於就業率。另外，在新冠疫情期間，我國地方本科院校人才培養的技術效率出現下降，且在新冠疫情最嚴重的 2019-2020 年出現了最大幅度的下降，而規模效率的波動則較小。本研究對研究結果進行了討論，並提出了"後疫情時代"提升我國地方本科院校人才培養效率的建議。

F5 - 4   P1v-233

Day 3 (DEC 10) 09:00 - 10:30

YIA 509

Construction of Factors Influencing the Well-being of Doctoral Students: A Qualitative Study in Chinese Research Universities

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The concept of well-being encompasses optimal psychological functioning and experience, posing a challenge in defining and measuring this multifaceted construct. This study aims to address this challenge by redefining well-being and constructing a theoretical framework tailored specifically to the unique experiences of doctoral students, distinct from those of undergraduate students and other peer groups. To achieve this goal, semi-structural interviews were conducted with a purposive sample of twenty-four current doctoral students in research-intensive universities across mainland China. Employing qualitative research methods and grounded theory analysis, influencing participants' perceptions of well-being within the Chinese cultural context, while also considering the experience of students who may have studied abroad. These factors serve as potential indicators for developing a well-being scale. The analysis revealed six distinct domains derived from the interview responses: Personal emotions, Overall satisfaction, Personal development, Environmental mastery, Purpose realization, and Meaning in life. The findings underscore the distinct nature of doctoral students' well-being compared to other demographic groups, emphasizing the need for a specialized measurement tool. In conclusion, this study raises vital questions, including distinguishing between indicators and facilitators of well-being, integrating temporal context into assessing doctoral students' well-being, and addressing conceptual considerations tied to philosophies like hedonism and eudaimonism. Moving forward, study will inform the development of an integrated well-being scale tailored to doctoral students' unique context. Initially, the focus will be on its application in China, with subsequent steps aimed at crafting a culturally adaptable measurement tool for broader cross-cultural research.

G1 - 1   P1q-156

Day 3 (DEC 10) 13:30 - 15:00

YIA 504

Sustainability Education in a Residential College: Adapting to Pandemic Challenges and Fostering Engagement

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This study evaluates sustainability initiatives at a residential college of a private university in Hong Kong after the gradual return to normalcy in the 2022/23 academic year. The objective is to assess the effectiveness of curriculum-based learning and non-credit-bearing activities in engaging students in sustainability issues and fostering self-efficacy and interpersonal relationships.

Sustainability education was delivered through curriculum-based learning and non-credit-bearing face-to-face activities. The curriculum-based learning involved a general education module with experiential assessment, where students, in groups, cultivated vegetables over two and a half months. Non-credit activities included visits, volunteer services, and talks on various sustainability topics.

This case study adopted a multifaceted evaluation approach to assess the effectiveness. Informal discussions, participant observations, and participation rates were key indicators to assess student engagement in sustainability-related activities.

Preliminary findings indicate sustained interest in environmental activities among students, with participation rates similar to pre-pandemic levels. However, these one-off activities may not trigger long-term behavioral changes, and participant interactions were minimal. In contrast, students were highly engaged in the curriculum-based farming projects that required semester- long commitments. It is proposed that this high engagement was strengthened by a sense of self- efficacy and enhanced interpersonal relationships, addressing the mental health needs of young people in the post-pandemic context.

Future sustainability education will experiment with ongoing activities aimed at fostering self-efficacy and deepening community connections. Semi-structured interviews with instructors

and students will further explore these observations. This case study highlights the importance of experiential learning in promoting engagement and personal development in the post-pandemic era.

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國 際 會 議

G1 - 2   P1l-151

Day 3 (DEC 10) 13:30 - 15:00

YIA 504

Nurturing Students' Global Social Responsibility through Internationalisation of the Art and Design Curriculum

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Recent studies have spotlighted the intersection of internationalisation of higher education with the pursuit of sustainable development goals. Higher education institutions (HEIs) are increasingly regarded as key players in advancing the Sustainable Development Goals (SDGs). Despite HEIs implementing measures to address global sustainability challenges, a significant research gap remains regarding how students nurture their sense of global social responsibility with curriculum-specific knowledge through internationalisation of the curriculum (IoC), particularly in art and design curriculum. This study aims to bridge this gap by examining the impact of an internationalised art and design curriculum on students' learning experiences, particularly in developing attributes tied to global social responsibility. Drawing on the curriculum framework of Barnett and Coate, as well as Leask and Bridge's IoC framework, the study analyses how the internationalised curriculum engages students in knowing, acting, and being. This engagement empowers students to progressively synthesize, structure, and expand upon their existing knowledge and abilities, resulting in the acquisition of novel insights, proficiencies, and transformative trajectories. Data were sourced from 30 semi-structured student interviews, designed artifacts, and reflection journals. Based on the findings of the study, we discuss implications for how the approach of IoC can enhance students' deep understanding in not only academic domains but also global social responsibility aspects. Furthermore, the study yields valuable insights into formulating strategies for the internationalisation of the art and design curriculum.

G1 - 3 　　　　　　　　　　　　　　　　　　　　P1l-165

Day 3 (DEC 10) 13:30 - 15:00

YIA 504

The 2030 Agenda for Sustainable Development SDG-4: Global Progress, Challenges and Countermeasures Faced by China

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The 2030 Agenda for Sustainable Development is an international action to address increasingly severe global challenges and promote sustainable development worldwide."Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"is the fourth sustainable goal, involving 11 monitoring indicators. Based on the UIS database, this article analyzes SDG-4 related indicators of China and 2030 Agenda and finds: The progress of towarding SDG-4 is proceeding slowly worldwide when China has made much headway, ranking the top among developing countries. The sharp growth of learning poverty rate in developing countries, the demand of improving the proportion of high-quality Chinese population, the increasingly fierce competition in education aid with western countries, the lack of systematic data support in China's contribution to reach SDG-4 worldwide and the need of strengthening education security for sustainable development, are significant challenges China is facing with in constructing an educational powerhouse. In respond, Studying in China programs should be well branded to attract international intellectuals to flow in; the construction and monitoring of an indicator system for building a powerful country in education should be strengthened, enhancing relevant indicators'international comparability; the competitiveness of education aid should be advanced ; SDG-4 related indicators should be taken as key objectives of the Belt and Road educational initiative, promoting practice in SDG-4; relevant guarantee mechanisms should be strengthened, presenting China's devotion in promoting the 2030 Agenda, as well as leading the transformation of the global education governance system.

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國 際 會 議

G2 - 1   P1v-238

Day 3 (DEC 10) 13:30 - 15:00

YIA 506

Foreign Domestic Helpers Taking Infant Care Course: A Way to Improve Childcare Quality for Families with Multiple Caregivers

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As more Hong Kong families hire foreign domestic helpers (FDH) to be involved in childcare, more researchers are studying how they affect child development. Children were found to gain English language advantages (Dulay et al., 2017; Ma et al., 2020) but faced social-emotional disadvantages for showing anxiety in school, lacking self-regulate and self-care ability, and hard-to-follow instruction (Ma et al., 2020). Many reasons may cause this problem, such as the unclear responsibility between mothers and FDHS, the different beliefs about childcare and discipline, FDHs lacking childcare knowledge, mother's jealousy and worry about children's attachment to a secondary figure, etc. (Ma et al., 2020; Yelland et al., 2013). To help mothers and FDHs establish coordinated care can solve the problem (Yelland et al., 2013). This study will invite 30 families with infants younger than 7 months and divide them into three groups, FDHs only, FDHs and mothers together, and a control group. The first two groups will take an infant care course. All the participants will complete a questionnaire to report their beliefs and understanding of responsibility before and after the course, and when the child is 2. At the same time, an Attachment Q-Set will be done to determine children's attachment style to FDH. Social-Emotional Assessment Evaluation Measure will be used to assess children's social-emotional development. The study will analyze whether the joint group shares more common understandings and whether children in this group are more secure and have better social-emotional development.

G2 - 2   P1l-131

Day 3 (DEC 10) 13:30 - 15:00

YIA 506

Factors Influencing Successful Parental Involvement in Children's Education: Perspectives from Kindergarten Teachers and Parents in China

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Parental involvement in children's education can benefit children, families, and schools. However, various barriers are hindering parental involvement in practice. Considering that early childhood education plays a critical role in early and later development, the present study examines the factors influencing successful parental involvement in early childhood education as perceived by kindergarten teachers and parents in China. Semi-structured interviews would be conducted with 12 kindergarten teachers and 12 parents with children studying in kindergartens individually. Their responses would then be transcribed and analyzed. It is expected that some factors influencing successful parental involvement would include the attitudes, subjective norms, and perceived behavioral control of kindergarten teachers and parents, as well as the resources available in schools and the community. Moreover, there would be some similarities and differences in kindergarten teachers' and parents' perceived importance of different factors. The findings of the present study can contribute to a deeper understanding of the attitudes and concerns held by different stakeholders regarding parental involvement, thus providing valuable insights into how kindergarten teachers and parents can collaborate to ensure the best educational outcomes for children during the early years. They can also help inform the kinds of training that should be provided to in-service and pre-service teachers to enhance their competence in collaborating with parents.

Keywords: parental involvement; early childhood education; parents; kindergarten teachers

G2 - 3   P1e-59

Day 3 (DEC 10) 13:30 - 15:00

YIA 506

Critically Consider the Role of Gender in Early Childhood Education

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In this paper, literature on the role of practitioners' gender in ECE teaching and practice from 2000-2022 is reviewed from a social constructivist perspective. Scholarly interests in the topic have centred around the historical and cultural construction of feminised ECE and the effect of gender stereotypes. The discussion over male practitioners assumed complementary roles in ECE teaching and practice showcases assumptions on biologically dichotomous gender stereotypes. Subsequently, the qualitative and participatory methodologies have allowed the exploration of the insights from ECE practitioners' and children, helping to clarify the significance of gender. Regardless of the lack of consensus, the practitioners' view of gender, rather than gender itself, may influence ECE teaching. As such, this paper tentatively suggests that stakeholders should reflect on gender discourses constructed and collaborate in establishing teaching practices that meet the children's needs, rather than relying on a gendered framework.

G2 - 4   P1f-117

Day 3 (DEC 10) 13:30 - 15:00

YIA 506

Better Safe than Sorry: Structural Changes in College Major Preferences under the Impact of the COVID-19 Pandemic

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The global economy has faced significant setbacks due to the COVID-19 pandemic, leading to hindered economic growth and dual obstacles on the supply and demand sides, leading to increasingly prominent discrepancies of labor supply and employment demand in the job market. The macroeconomic fluctuations are projected onto the decision-making of prospective students' college choices, exerting a profound impact on their preferences for majors. This study establishes an analytical framework that encompasses risk and return expectations to investigate the structural changes in students' major preferences under the impact of the COVID-19 pandemic, using data from the national enrollment and admission database of "Double First Class" universities from 2017 to 2021. The findings indicate that in an environment characterized by decreased economic confidence and an unstable labor market, there is a significant increase in students' preference for institution-oriented majors. Conversely, majors with market orientation or diverse career paths experience a notable decline in preference due to lack of predictable prospects and institutional welfare.

G3 - 1   P1t-229

Day 3 (DEC 10) 13:30 - 15:00

YIA 507

An Exploration of the Humanistic Education Value of Future Discourse in Science Fiction: A Case Study of Ted Chiang's Sci-Fi Works

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In the post-pandemic era, sustainable development education ought to prioritize the cultivation of future consciousness grounded in a global and long-term perspective. As an anti-anthropocentric form of artistic expression originating from the agency of non-human entities, science fiction integrates future value education into readers' immersive experiences in multifaceted manners, culminating in unprecedented application value within the realm of humanities education. This article adopts a methodology combining textual analysis and case study, employing Ted Chiang's seminal collection of 17 published sci-fi novelettes as an illustrative example. Through a comprehensive examination of the portrayal of "future things" in these texts, it aims to explore the application value of sci-fi's future discourse in the context of humanities education. The article posits that sci-fi's unique future discourse serves as the foundational strength of future education and a paramount enabler for its advancement towards a novel model of sustainable development. More specifically, the new educational model propelled by sci-fi can be advanced through the following three main dimensions: the cultivation of lifelong interest in learning propelled by sci-fi, educational practices driven by research in sci-fi, and the synergetic collaboration of future-oriented education in order to actualize educational aspirations for the future.

G3 - 2   P1v-222

Day 3 (DEC 10) 13:30 - 15:00

YIA 507

Perceptions of Masculinity through Podcasts

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As conventional notions of masculinity are undergoing redefinition, podcasts have emerged as a dynamic medium reflecting and moulding the shifting masculinity terrain. This study explores how masculinity dialogues within podcasts influence broader perceptions of masculinity, focusing on portrayals of "masculinity-in-crisis.". The confluence of masculinity and podcasting warrants attention due to the medium's potential as a conduit to extremist ideologies and the associations of masculinity to the negligence of mental health, hindering their social and emotional well-being. This research draws on Katz, Blumler, and Gurevitch's (1973) theory of uses and gratification and Clare's (2000) concept of masculinity-in-crisis to understand how information and discourse through podcasts influence listener's perceptions of masculinity in a post-feminist society. This paper analyses data collected from surveys, forums, and interviews of individuals acquainted with podcasts in the "manosphere," an online space for discussing masculinity. Emerging findings suggest the perception of the diminishing value of masculinity in today's society and a belief that the besiegement of masculinity is closely affiliated with anti-feminist sentiment. Our study illustrates the complex nature of masculinity in new digital media. Additionally, further research can contribute to a better understanding of gender dynamics in youth for devising potential educational interventions.

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G3 - 3   P1t-240

Day 3 (DEC 10) 13:30 - 15:00

YIA 507

A Study on Emerson's Educational Philosophy and Its Illuminations on Contemporary Educational Practice

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Emerson is an outstanding representative of American transcendentalist literary thought and a significant figure who represents the independent spirit of American culture. Since the mid-20th century, Emerson's educational ideas have attracted more and more attention from American scholars. This article aims to explore Emerson's dominant educational philosophy scattered in his major essays. Through using historical and cultural research methods and studying relevant literature, this article critically evaluates Emerson's philosophy on education and its illuminations on contemporary educational practice. This article finally concludes that Emerson, based on his transcendental ideas and his thought about individualism,   actually proposed prophetic educational goals for future generations in the first half of the 19th century, and that revisiting these educational philosophy of Emerson is still of great significance in the post pandemic societies.

G3 - 4   P1e-85

Day 3 (DEC 10) 13:30 - 15:00

YIA 507

Research on the Impact of Creativity of AI-Enabled Headhunters in the Era of Big Data on Performance

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在 AI 大數據時代背景下，構建了“創造力影響因素—工作績效”的概念模型。基於獵頭行業在西南區域的調查問卷，運用 SPSS21.0、AMOS21.0 以及 EXCEL 軟件進行了實證檢驗。結果表明：大五人格、專業能力、通用能力以及組織氛圍感知對員工的創造力，均具有顯著的正向影響；員工創造力對工作績效有顯著的正向影響；創造力在大五人格、專業能力、通用能力、組織氛圍感知與績效之間均存在顯著的中介作用。研究結果揭示了，員工創造力在 AI 大數據時代背景下，在影響工作績效的過程中發揮積極作用，對我國獵頭行業的企業管理實踐也具有一定的啓示作用。

G4 - 1   P1r-227
Day 3 (DEC 10) 13:30 - 15:00
YIA 508

How AI+Education Influence Students' Creativity: A Meta-analysis

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With the advent of the Artificial Intelligence (AI) era, future education will inevitably have a close relationship with AI technology.   Twenty-first-century students are experiencing the great challenge of converting to the "AI+Education" education modes from the traditional modes. In this process, how to utilize AI in education and facilitate students' "Creativity", a core 21st-century skill, is one of the important aims. However, due to the complexity of creativity's definition and the ever-changing characteristics of AI technology, it has triggered many controversies over the topics around creativity's cultivation and the role played by AI in education. Many existing meta-analyses have focused on the impact of "AI+Education" on students' cognitive abilities, that is, grades and learning outcomes, etc., some others focused on the impact of a specific AI educational product on students' creativity. Thus, this study tries to fill the research gap on the overall impact of "AI+Education" on students' creativity development (RQ1), as well as the moderating factors and heterogeneity within it (RQ2). Based on a comprehensive literature review, this study first proposed a working definition of "AI+Education" and students' "creativity" with reliable theoretical frameworks. Then a systematic search of literature was conducted, and through rigorous inclusion criteria, 40 independent study samples from 32 empirical studies were included in the meta-analysis. For RQ1, the statistical results of all independent samples were aggregated to examine the pooled effectiveness. For RQ2, nine moderating factors proposed from the substantive as well as methodological study features are assessed: year of publication, outcome assessing method, research design, sample size, educational level, teaching scene, discipline, intervention intensity, and intervention duration. In addition, sensitive analysis and publication bias were carried out to verify the effectiveness of these meta-analyses.

It was found that AI+Education modes had a positive medium effect on students' creativity (effect size = 0.827) compared to the non-AI-controlled ones. In addition, there was significant heterogeneity in which five variables (year of publication, educational level, intervention intensity, outcome assessing method, and type of intervention) accounted for the most variability. Future research recommendations were proposed in further in-depth discussions on how these moderating variables affect effectiveness.

G4 - 2   P1t-214

Day 3 (DEC 10) 13:30 - 15:00

YIA 508

A Bottom-up Approach to Prompt Engineering: A Workshop Design to Further the Use of Chatbots in Higher Education

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This paper presents a bottom-up approach to prompt engineering for chatbots in higher education that involves teachers and students as stakeholders whose habits and requirements are leveraged to design prompt templates for teaching and learning scenarios. The concept is part of an ongoing research project, which aims to create a digital learning platform with several AI-based features, one of them a support chatbot for self-directed learning.

In this article, we explain why the process of prompt engineering may contribute to low user acceptance (Davis, 1989) and how ready-to-use prompt templates can bridge this gap, especially in the case of chatbots in higher education. We then adapt a workshop concept (Watanabe et al., 2022) that uses the "Six Thinking Hats" brainstorming method (de Bono, 1985) to address chatbot use in higher education from two angles at once. On the one hand, the workshop offers teachers and students a practical introduction to prompt engineering, helping them overcome initial apprehension and familiarize themselves with the technology. On the other hand, the workshop can double as a focus group design—as it does in our project—and thus provide insights into how chatbots may enhance teaching and learning in different academic disciplines. This way, we address the gap between the booming research on digital teaching and learning (Oguz et al., 2023; Kieslich et al., 2019; Zawacki-Richter et al. 2019), students' de-facto use of AI-based tools (Garrel et al., 2023), and the lack of evidence on how chatbots can be integrated into academic culture: We argue that workshops such as ours can drive a bottom-up process that allows institutions of higher education to adopt chatbots quickly and refine their tools over time.

Keywords: AIEDU, AI in higher education, chatbots in higher education, prompt engineering

G4 - 3   P1e-26

Day 3 (DEC 10) 13:30 - 15:00

YIA 508

Exploring the Impacts of Teachers' Support on Learners' Autonomous Learning Out-of-class with Technology

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With the advent of technology, it has become increasingly convenient and diverse for students to use technology for autonomous learning beyond the classroom. However, the existing research focuses more on in-class learning but less on out-of-class learning. In addition, there is little research on how teacher support affects students' use of technology for learning out-of-class and what factors influence teachers to provide different types of support. Hence, to fill the research gaps, this study will explore the different types of teacher support, their impact on learners' autonomous learning out-of-class with technology, as well as the factors that influence teachers' provision of support. I will use a quali-quanti sequential design to conduct a thorough and in-depth investigation. The findings of this study can promote teacher professional development and enhance students' autonomous learning out-of-class with technology.

G4 - 4   P1v-258

Day 3 (DEC 10) 13:30 - 15:00

YIA 508

Exploring L2 Learners' Perceptions of Automated Written Feedback Generated by GPT-4

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The rapid development of artificial intelligence (AI) makes it possible to provide automated written feedback (AWF) for students with AI language models. However, little is known about second language (L2) learners' perceptions of AWF generated by AI language models. Taking GPT-4 as an example, this study seeks to investigate how L2 learners perceive the AWF generated by GPT-4. We first designed a prompt for GPT-4 to generate feedback based on the guidelines and principles of effective feedback. Then, both quantitative and qualitative methods were utilized to study learners' perceptions. A questionnaire survey was administered to participants based on the perception framework, which covers four categories, learning motivation, autonomy, engagement, and effectiveness. Additionally, semi-structured interviews were implemented to investigate learners' perceptions of the feedback generated by GPT-4, providing an in-depth understanding of their perceptions.

Combining both quantitative and qualitative data, this study contributes to the theoretical definition of the perception framework on feedback and expands our insight into L2 learners' perceptions of the AWF generated by GPT-4. Meanwhile, this study also practically contributes to the application of GPT-4 to provide AWF to L2 learners' writing tasks, which can shed light on how to integrate AI language models in writing education.

G5 - 1   P1g-121

Day 3 (DEC 10) 13:30 - 15:00

YIA 509

論深港跨境學生在內地中文二語教學中的創新和挑戰

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經歷三年新冠疫情之後，我們的教育有了更爲"翻天覆地"的變化。尤其對於原本在港的學生被迫轉學到內地，所面臨的中文教育因不同的課程內容和標準，還有文化背景讓他們面臨着學業和人際交往的雙重壓力。內地的中文教師對這樣"逆向求學"的學生，也缺乏一定的教學策略研究幫助中文教師進行實踐。

本研究根據"深港跨境學童"在疫情三年所面臨的現實困境，和教育部門從心理疏導，社會幫扶以及政策優待等舉措爲基礎，探訪深圳可以接受"深港跨境學童"就讀的民辦學校幾位中文老師和學生家長，通過問卷調研瞭解內地中文二語教學中的挑戰。結果發現深港兩地教育體制也在逐步銜接，中文教學也在這些基層老師推動下不斷地創新。"深港跨境學童"通過在內地民辦學校學習中文，不但達到了在內地的考覈標準，還激發了他們對"中國人"的身份認同感和對中國文化的自豪感。雖然本研究所採訪的樣本數據不夠多，但希望通過此項研究能推動更多研究者關注到這些特殊羣體的中文教學。

G5 - 2   P1e-61

Day 3 (DEC 10) 13:30 - 15:00

YIA 509

英語課堂中高階思維的發生機制研究——課堂話語分析的視角

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課堂教學是培養學生高階思維能力的重要場所，課堂話語記錄着學生的思維流動特徵。語言作爲思維的外在表現，利用語言載體對思維水平進行觀測、描述，能夠將其變爲可分析的課堂教學元素，讓我們"看見"課堂上的思維流動。本研究從課堂話語的認知分析角度切入，綜合過程產出、描述解釋的範式特點，依據 IRF 話語理論及 SOLO 思維發展水平模型創建了面向高階思維的英語閱讀課堂話語分類編碼框架。以 2020-2022 年中 15 節高中英語優質課視頻作爲研究對象，綜合運用內容分析、序列分析法，對師生認知水平對話進行編碼及分析，進而揭示課堂對話中學生高階思維的發生時機、演進路徑及建構條件。研究發現：優質英語閱讀課堂中的師生高級認知水平對話多發生於課堂中後期的個體話輪中，呈"階梯式"生成特點，話輪結構較發散；其作用路徑多存在於多層次話步結構中；需要體驗性、情境化的話語任務、多層次的拓展式話語支架以及創造性的辯證式話語活動予以情境支持。

G5 - 3   P1v-239

Day 3 (DEC 10) 13:30 - 15:00

YIA 509

獨在異鄉為異客：留學生的跨文化社會心理適應性

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本研究從跨文化社會心理適應性分析的角度，通過對八位留學生的訪談，探討了留學生的留學動機、不同文化的適應性問題、學生滿意度以及留學交換生活對個人發展的影響，考察留學生的認知和適應性實踐。研究發現，留學生的適應性受到留學動機、留學生活和外部環境的影響，呈現出不同的適應階段，從初來乍到的新鮮感與自由，到旅居者的孤獨感與自我剝離，隨之想方設法解決問題以恢復狀態到最終接納新的文化環境。同時，面對政策、文化和不同教育制度等宏觀和微觀因素的影響，留學生也通過身心的自我調試來發揮主觀能動性。本研究也為提高留學生適應性和滿意度提供建議。

G6 - 1   P1m-195

Day 3 (DEC 10) 13:30 - 15:00

YIA 510

民國時期涼山彝族教育興起的動力及約束

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本文欲圖追溯民國時期（1928-1950）現代學校教育在涼山彝族地區的興起過程，並結合歷史學史料分析與人類學田野訪談的方法，理解與解釋民國時涼山彝族社會機制與國家主流教育互動的具體方式。首先，考察民國彝族精英在政府與百姓之間的中介作用，及其所領導的地方力量與國民政府邊疆教育建設政策的互動過程，探討地方力量如何巧妙使用"文化並接"的方式，將政府的教育建設話語與目標納入符合地方利益與契合當地社會結構的運行邏輯中，使得現代學校教育能在從未有過學校教育傳統的涼山彝區落地。其次，探討涼山彝族社會的宗族架構與其運行機制，及其所連接的涼山彝族羣體的集體依附心理、共同利益感、信任感與互助觀念等情感結構，爲涼山彝區的現代學校教育發展提供了結構性的促生能量，併爲求學的彝族學生賦予情感動力，並指出此種機制仍有助於今日彝區教育的發展，但民國時彝族社會等級制與低落經濟等對教育發展形成約束。

G6 - 2   P1q-140

Day 3 (DEC 10) 13:30 - 15:00

YIA 510

生源地信用助學貸款對貧困大學生學業成就的影響——以甘肅省 5 所地方高等院校爲例

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基於大學生參與理論和學生投入理論，本文以甘肅省 5 所地方高等院校爲樣本，通過構建 OLS 多元迴歸模型、傾向得分匹配模型、中介效應模型以及非線性迴歸模型，從學習時間的視角出發，考察生源地信用助學貸款的獲得對貧困大學生學業成就的影響效應及作用機制。研究發現：第一，獲得生源地信用助學貸款能夠正向影響貧困大學生的學業成就；第二，課外學習時間在獲得生源地信用助學貸款對大學生學業成就的影響過程中起到了部分中介作用；第三，生源地信用助學貸款數額和貧困大學生學習時間之間存在倒 U 型關係。上述發現爲當前我國高校助學貸款的政策優化提供了一定的理論依據和決策指導，對於實現資助的經濟與育人雙重成效目標具有重要意義。

G6 - 3   P1v-163

Day 3 (DEC 10) 13:30 - 15:00

YIA 510

面壁十年圖破壁 ——中國西部某省大學生職業價值觀及其影響因素研究

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本研究利用"貧困家庭背景對學生心理發展的影響"研究項目的調查數據,基於社會情緒選擇理論與人力資本理論,瞭解非"985"、"211"大學的大學生職業價值觀及其影響因素。通過線性迴歸模型與調節效應模型,分析西部某省六所公立本專科院校大學生未來時間洞察力對職業價值觀的影響,以及父母受教育程度在其中發揮的調節作用。結果發現:第一,受訪大學生在職業價值觀上呈現出"功利化"以及個人主義色彩;第二,未來時間洞察力會顯著地正向影響大學生的職業價值判斷;第三,未來時間洞察力對職業價值觀不同維度的影響受到了父母受教育程度的調節作用,其中父母受教育程度顯著地負向調節了大學生未來時間洞察力對工作待遇價值判斷的影響。研究發現對探究大學生主觀特質以及家庭背景如何影響就業有着積極的意義。

G6 - 4   P1b-29

Day 3 (DEC 10) 13:30 - 15:00

YIA 510

交叉學科博士生的學科文化適應研究

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近年來隨着交叉學科培養的逐漸興起，交叉學科博士生已經成爲博士生隊伍中日漸龐大的羣體。從原屬學科交叉到新的學科，他們不斷感知不同學科的文化差異、逐漸適應新學科的文化，並形成身份認同。然而，文獻中發現交叉學科博士生往往面臨明顯的學科認同危機。本研究採用建制民族誌研究法，探究交叉學科博士生學科適應情況以及培養體制構建問題。研究發現,交叉學科博士生所感知的學科文化差異包括學科知識體系、學科思維與話語方式、學科教學與研究習慣、學術評價標準等方面。影響交叉學科博士生學科文化適應的主要因素分爲內部因素和外部因素，內部因素主要包括人格因素、前期準備、職業發展意向,外部因素則包括學科距離、學術支持、歧視偏見等。由於學科之間的文化差異以及個體因素的不同,導致個體學科文化適應的過程也不盡相同,主要有整合、同化、分離、邊緣四種情況。最後，本研究嘗試探討有關交叉學科博士生培養機制構建和完善，以提高博士生教育質量。